Ghana Accountability for Learning Outcomes Project

(GALOP)

(P165557)

RESETTLEMENT POLICY FRAMEWORK (RPF)

APRIL 2019
# TABLE OF CONTENT

LIST OF TABLES ........................................................................................................................................ iv
ABBREVIATIONS AND ACRONYMS ........................................................................................................ v
EXECUTIVE SUMMARY ............................................................................................................................ viii

1. PROJECT DESCRIPTION AND COMPONENTS .................................................................................. 1
2. PURPOSE AND OBJECTIVES OF THE RESETTLEMENT POLICY FRAMEWORK (RPF) ...................... 6
3. METHODOLOGY .................................................................................................................................. 6
4. LEGAL AND INSTITUTIONAL FRAMEWORK ...................................................................................... 7
   4.3 Administration of Lands Act, 1962, Act 123 ............................................................................... 8
   4.4 The State Lands Act, 1962, Act 1125 ........................................................................................... 8
   4.5 The Lands Statutory Wayleaves Act, 1963, Act 186 .................................................................... 9
   4.6 Overview of Land Ownership in Ghana ....................................................................................... 10
   4.7 Local Government Act, 1994, Act 480 ...................................................................................... 13
5. The World Bank Performance Standard on Land Acquisition, Restriction of Land Use and Involuntary Resettlement (ESS5) ................................................................................................................................. 14
6. PRINCIPLES AND OBJECTIVES GOVERNING RESETTLEMENT PREPARATION AND IMPLEMENTATION .......................................................................................................................... 17

7. PROCESS FOR PREPARING AND APPROVING RESETTLEMENT ACTION PLAN ................................... 19
8. POTENTIAL IMPACTS .......................................................................................................................... 21
   8.1 Impact on Vulnerable groups ....................................................................................................... 22
9. ELIGIBILITY ......................................................................................................................................... 23
   9.1 Determining Eligibility ................................................................................................................. 23
   9.1.1 Socio Economic survey and census ....................................................................................... 23
   9.1.2 Cut-off date ............................................................................................................................. 24
10. VALUATION OF AFFECTED ASSETS ............................................................................................... 25
    10.1 Valuation Methodology ............................................................................................................ 25
10.2 Other considerations into the Compensation Package .............................................. 26
10.2.1 Livelihood Assistance/Loss of Income................................................................. 26
10.2.2 Resettlement/Relocation Assistance ................................................................. 26
10.2.3 Disturbance Allowance ....................................................................................... 26
10.3 Valuation Responsibility ......................................................................................... 26

11. PROCEDURE FOR DELIVERY OF ENTITLEMENT ................................................. 29
11.1 Involvement of Public Sector Agencies ................................................................. 29
11.2 Notification of Land Resource Holders ................................................................. 29
11.3 Documentation of Holdings and Assets .................................................................. 29
11.4 Agreement on Compensation and Preparation of Contracts ............................... 29
11.5 Compensation Payments ....................................................................................... 30

12. INSTITUTIONAL ARRANGEMENTS FOR RPF IMPLEMENTATION .................. 31
12.1 National Level ......................................................................................................... 31
12.1.1 Project Steering Team (PST) .................................................................................. 31
12.1.2 Project Management Team .................................................................................. 31
12.2 District Level ........................................................................................................... 32
12.2.1 Role of DEOC .................................................................................................... 32
12.3 Environmental Protection Agency .......................................................................... 33
12.4 Local Level ............................................................................................................. 33
12.4.1 School Management Committees ....................................................................... 33
12.4.2 The contractor/ artisans ..................................................................................... 33
12.5 Capacity Analysis and Building for Implementation of Framework ..................... 34
12.5.1 District Level Training ......................................................................................... 34
12.5.2 National Level Training ..................................................................................... 35

13. IMPLEMENTATION SCHEDULE: LINKING RESETTLEMENT
IMPLEMENTATION TO CIVIL WORKS AND RPF IMPLEMENTATION BUDGET . 36
13.1 Important principles in Project Implementation ..................................................... 36
13.2 Linking RAPs and Civil works ............................................................................... 37
13.3 Implementation process .......................................................................................... 37

14. RESETTLEMENT COST ESTIMATES AND BUDGET ........................................ 38
14.1 Estimated Budget .................................................................................................... 38
14.2 Budget for Preparation and Implementation of RAPs/ARAPs ............................... 38
14.3 Sources of Funding ........................................................................................................... 39

15. PUBLIC CONSULTATIONS, PARTICIPATION AND INFORMATION DISCLOSURE................................................................................................................................. 40

15.1 Community Participation................................................................................................. 40
15.2 Citizen Engagement/Education....................................................................................... 40
15.3 GALOP Pre-Appraisal Meeting...................................................................................... 41
15.4 GALOP Zonal Consultations at the Regional level ............................................................. 42
15.5 Framework for Sub Project Level Consultations............................................................... 44
15.6 Methodology ................................................................................................................... 44
15.7 RPF Disclosure ............................................................................................................... 44

16. GRIEVANCE REDRESS MECHANISM .............................................................................. 45

17. MONITORING AND EVALUATION ................................................................................... 47

17.1 Internal Monitoring: ....................................................................................................... 47
17.2 External Monitoring ........................................................................................................ 47
17.3 Resettlement Completion Audit....................................................................................... 48
17.4 Monitoring Indicators ..................................................................................................... 48
17.5 Safeguards Reporting and Documentation..................................................................... 50
17.6 Reporting ........................................................................................................................ 50

ANNEX 1: MOE SITE VERIFICATION CHECKLIST USED FOR SCREENING .......... 51

ANNEX 2: SAMPLE GRIEVANCE AND RESOLUTION FORM .............................................. 53

ANNEX 3: STAKEHOLDER CONSULTATION MINUTES ....................................................... 55

ANNEX 4: CONSULTATION PARTICIPANTS ....................................................................... 59

ANNEX 5: STAKEHOLDER CONSULTATION IN PICTURES ............................................... 74

ANNEX 6: SOCIOECONOMIC AND ENVIRONMENTAL CHARACTERISTICS IN THE EDUCATION SECTOR ........................................................................................................... 78
LIST OF TABLES

Table 1: Comparison of Ghanaian Laws with World Bank Performance Standard-------------15
Table 2: Process and Procedures to Guide the Preparation and implementation of Resettlement
Plan-------------------------------------------------------------------------------------------------------------------------------------19
Table 3: Potential Resettlement Impacts -----------------------------------------------------------------------------------------------21
Table 4: Compensation Matrix ----------------------------------------------------------------------------------------------------------------------------------27
Table 5: Institutional Arrangements/Responsibilities for Environmental Assessment and
Resettlement -----------------------------------------------------------------------------------------------------------------------------------------------------------------33
Table 6: Indicative Budget for RPF Implementation -------------------------------------------------------------------------------------------38
Table 7: Indicators for Monitoring and Evaluating RAPs/ARAPs ---------------------------------------------------------------48
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADEOP</td>
<td>Annual District Education Operational Plans</td>
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<td>ARAP</td>
<td>Abbreviated Resettlement Action Plan</td>
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<td>BECE</td>
<td>Basic Education Certification Exam</td>
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<td>CSO</td>
<td>Civil Society Organization</td>
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<td>CSU</td>
<td>Client Services Unit</td>
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<td>DAs</td>
<td>District Assemblies</td>
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<td>DEOC</td>
<td>District Education Oversight Committee</td>
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<td>DFID</td>
<td>Department for International Development</td>
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<td>DLIs</td>
<td>Disbursement-linked Indicators</td>
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<td>DTSSTs</td>
<td>District Teacher Support Teams</td>
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<td>Eligible Expenditure Programs</td>
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<td>EGMA</td>
<td>Early Grade Mathematics Assessment</td>
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<td>EGRA</td>
<td>Early Grade Reading Assessment</td>
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<td>EMIS</td>
<td>Education Management Information System</td>
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<td>EPA</td>
<td>Environmental Protection Agency</td>
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<td>ESA</td>
<td>Education Sector Analysis</td>
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<td>ESMF</td>
<td>Environmental and Safeguard Monitoring Framework</td>
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<td>ESMTDP</td>
<td>Education Sector Medium Term Development Plan</td>
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<td>ESP</td>
<td>Education Sector Plan</td>
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<td>ESP</td>
<td>Education Sector Plan</td>
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<td>ESPR</td>
<td>Education Sector Performance Report</td>
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<td>ESS</td>
<td>Environmental and Social Standards</td>
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<td>FPMU</td>
<td>Funds and Procurement Management Unit</td>
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<td>GALOP</td>
<td>Ghana Accountability for Learning Outcomes Project</td>
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<td>GES</td>
<td>Ghana Education Service</td>
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<td>GETFUND</td>
<td>Ghana Education Trust Fund</td>
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<td>GLSS</td>
<td>Ghana Living Standards Survey</td>
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<td>GPE</td>
<td>Ghana Partnership for Education</td>
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<td>GSGDA</td>
<td>Ghana Shared Growth and Development Agenda</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>ICU</td>
<td>Infrastructure Coordination Unit</td>
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<td>JICA</td>
<td>Japan International Cooperation Agency</td>
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<td>LEG</td>
<td>Local Education Group</td>
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<td>LMP</td>
<td>Labour Management Procedure</td>
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<td>LVB</td>
<td>Land Valuation Board</td>
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<td>MCA</td>
<td>Maximum Country Allocation</td>
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<tr>
<td>MLGRD</td>
<td>Ministry of Local Government and Rural Development</td>
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<td>MMDAs</td>
<td>Metropolitan, Municipal and District Assemblies</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>MOF</td>
<td>Ministry of Finance</td>
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<td>mSRC</td>
<td>mobile School Report Card</td>
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<td>Acronym</td>
<td>Description</td>
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<tr>
<td>MTEF</td>
<td>Medium Term Expenditure Framework</td>
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<td>NaCCA</td>
<td>National Council for Curriculum and Assessment</td>
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<tr>
<td>NCO</td>
<td>National Coordination Office</td>
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<tr>
<td>NEA</td>
<td>National Education Assessment</td>
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<td>NESAR</td>
<td>National Education Sector Annual Review</td>
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<td>NIB</td>
<td>National Inspectorate Board</td>
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<td>NTC</td>
<td>National Teaching Council</td>
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<td>PAD</td>
<td>Project Appraisal Document</td>
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<td>PAPs</td>
<td>Project Affected Persons</td>
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<td>PASEC</td>
<td>Programme for the Analysis of Education Systems</td>
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<td>PBME</td>
<td>Planning, Budget, Monitoring and Evaluation</td>
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<td>PPP</td>
<td>Public Private Partnership</td>
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<td>PDO</td>
<td>Project Development Objectives</td>
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<td>PIM</td>
<td>Project Implementation Manual</td>
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<td>PISA</td>
<td>Programme for International Student Assessment</td>
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<td>PMT</td>
<td>Project Management Team</td>
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<td>PPE</td>
<td>Personal Protective Equipment</td>
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<td>PSC</td>
<td>Project Steering Committee</td>
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<td>PTAs</td>
<td>Parent Teachers Associations</td>
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<td>PTR</td>
<td>Pupil Teacher Ratio</td>
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<td>RAP</td>
<td>Resettlement Action Plan</td>
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<td>RBF</td>
<td>Result-Based Financing</td>
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<td>RPF</td>
<td>Resettlement Policy Framework</td>
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<td>SCD</td>
<td>Systematic Country Diagnostic</td>
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<td>SEIP</td>
<td>Secondary Education Improvement Project</td>
</tr>
<tr>
<td>SEP</td>
<td>Stakeholder Engagement Plan</td>
</tr>
<tr>
<td>SHS-s</td>
<td>Senior High Schools</td>
</tr>
<tr>
<td>SMC</td>
<td>Steering Management Committees</td>
</tr>
<tr>
<td>SPIPs</td>
<td>School Performance Improvement Plans</td>
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<td>SPPPPs</td>
<td>School Performance Partnership Plans</td>
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<td>TLM</td>
<td>Teaching and Learning Materials</td>
</tr>
<tr>
<td>SRIMPR</td>
<td>Statistics, Research, Information Management and Public Relations</td>
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<tr>
<td>TOR</td>
<td>Terms of Reference</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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<td>USAID</td>
<td>United States Agency for International Development</td>
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<tr>
<td>WASSCE</td>
<td>West Africa Senior Secondary Certificate Examination</td>
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EXECUTIVE SUMMARY

Background

The Government of Ghana’s Education Sector Plan (ESP) covering 2010-2020, aims to “increase equitable access to high quality second cycle education that prepares young adults for the various options available within tertiary education and the workplace.” The Government strategy aims to rapidly expand both access and quality making it gradually universal and also progressively free.

The Ghana Accountability for Learning Outcomes Project (GALOP) focuses on improving learning in basic education by strengthening teacher capacity, school support and resourcing, and accountability systems for improved decision-making. While system interventions (particularly for accountability) will be national in scope to ensure full harmonization of the system, learning interventions will target schools with the greatest challenges in terms of learning outcomes and resources. Using a results-based financing approach, the two results areas - Learning and Accountability - are mutually reinforcing as Ghana aims to improve learning outcomes. The proposed design aims to build capacity in key institutions and support the integration of digital monitoring and data collection at all levels.

The proposed project will include four components: (i) Strengthen teaching and learning through support and resources for teachers; (ii) Strengthen school support, management and resourcing; (iii) Strengthen accountability systems for improved decision-making; and (iv) Institutional strengthening, technical assistance, management and research. Components 1-3 use a results-based financing (RBF) modality and would build upon lessons learned from completed and existing projects implemented in the education sector. Under Component 4, IDA/GPE funds would be disbursed based on regularly updated procurement and training plans, which would be reviewed by the World Bank. Figure 6 depicts the Theory of Change for the project and illustrates how interventions address key challenges within the sector, their linkages to components and to achieving the project development objective (PDO).

The PDO is to improve education quality in selected schools and strengthen accountability in basic education in Ghana. Project beneficiaries will include pupils, teachers, head-teachers, regional and district education offices and staff of the Ministry of Education (MOE) and Ghana Education Service (GES).

Rationale for the Resettlement Policy Framework (RPF)

The project will support learning grants and performance improvement awards. Since utilization of grants is flexible at the school level, they could potentially fund some renovations including the construction of walkways, fence walls, repairs of school building etc. These activities are expected to be limited to existing school compounds. However, some due diligence is required to mitigate against potential issues of boundary disputes or impact on livelihoods. ESS 5 is applied to provide appropriate mitigation measures. Since project related activities might lead to livelihood impacts and the restriction in access is unknown, there is the need for the project to prepare and disclose this resettlement policy framework (RPF) prior to appraisal to guide the preparation of Resettlement Actions Plans (RAP) during implementation if required.
Methodology for developing the RPF

The specific sites for sub-project investment are yet to be determined. Therefore, the RPF drew a lot of experience from the existing Ghana Secondary School Improvement Project (SEIP) being implemented by MOE/GES (same implementing partners for GALOP). The approach included:

- Stakeholder consultations and Regional level workshops
- Document review including the Project Appraisal Document (PAD), safeguards screening and monitoring reports under SEIP, GALOP Environmental and Social Review Summary report etc.

Legal and Institutional Framework

The principles and procedures for land acquisition and resettlement in this project are drawn mainly from relevant land acquisition laws, regulations and policy framework of Ghana and the World Bank Environmental and Social Framework. The legal and policy regime governing land acquisition for public projects in Ghana include the following:

- The Constitution of Ghana (1992),
- The Ghana National Land Policy (1999),
- Administration of Lands Act, 1962, (Act 123)
- The State Lands Act, 1963, (Act 125), as amended, and the
- The Arbitration Act, 1961, (Act 38)

The World Bank Performance Standard on Land Acquisition, Restriction of Land Use and Involuntary Resettlement (ESS5)

The Performance Standard (ESS 5) applies to physical and/or economic displacement resulting from the following types of land-related transactions:

- Land rights or land use rights acquired through expropriation or other compulsory procedures in accordance with the legal system of the host country;
- Land rights or land use rights acquired through negotiated settlements with property owners or those with legal rights to the land if failure to reach settlement would have resulted in expropriation or other compulsory procedures;
- Project situations where involuntary restrictions on land use and access to natural resources cause a community or groups within a community to lose access to resource usage where they have traditional or recognizable usage rights;
- Certain project situations requiring evictions of people occupying land without formal, traditional, or recognizable usage rights;
- Restriction on access to land or use of other resources including communal property and natural resources such as marine and aquatic resources, timber and non-timber forest products, freshwater, medicinal plants, hunting and gathering grounds and grazing and cropping areas.

Involuntary resettlement should be avoided as far as feasible. Where avoidance is not possible, Involuntary Resettlement should be minimized by exploring all viable alternative project designs, providing compensation for loss of assets at replacement cost, ensuring that resettlement activities
are implemented with appropriate disclosure of information, consultation, and the informed participation of those affected, improve, or restore, the livelihoods and standards of living of displaced persons, improve living conditions among physically displaced persons through the provision of adequate housing with security of tenure at resettlement sites.

There are significant gaps between Ghanaian regulations and World Bank Performance Standards. The main differences lie within the terms and conditions of compensation, treatment of illegal settlers and accommodation for vulnerability in resettlement. Where there is discrepancy between national policy and the World Bank ESF, gap filling measures have been identified and the World Bank Performance Standard will apply in accordance with this RPF.

**Principles and Objectives governing Resettlement Preparation and Implementation**

The principles and objectives governing resettlement preparation and implementation are premised on relevant laws and regulations of Ghana, and with the World Bank Environment and Social Standard on Land acquisition, Restriction of Land Use and Involuntary Resettlement (ESS 5). The basic fundamental requirement is to minimize adverse social and economic impacts from land acquisition or restrictions on land use. To this effect, the mitigation hierarchy is to avoid involuntary resettlement and forced eviction as far as is feasible. However, where avoidance is not possible, appropriate measures to mitigate adverse impacts on displaced persons and host communities should be carefully planned and implemented including (i) providing compensation for loss of assets at replacement cost, and (ii) ensuring that resettlement activities are implemented with appropriate disclosure of information, consultation, and the informed participation of those affected. This project will ensure that all sub-projects when identified are screened for E&S risks including whether or not land acquisition, relocation or loss of shelter, assets or access to assets, or income sources of means of livelihood will result from the sub-project activity. Wherever inhabited dwellings may potentially be affected by any sub-project, the sub-project activity will be relocated to avoid any impact on such dwellings and to avoid displacement/relocation accordingly. However, in as much as such impacts are unavoidable, the sub-project proponents will be required to prepare a Resettlement Action Plan (RAP) or Abbreviated Resettlement Action Plan (ARAP) or Livelihood Restoration Plan (LRP) proportionate to the degree of impact.

**Process for Preparing and Approving Resettlement Plans**

The project will ensure a systematic process and procedures to guide the preparation and implementation of the Resettlement Plan when required as follows:

**Sub project environmental and social screening** - A screening process (based on the *In-house Subproject Screening Checklist* in the ESMF) will be undertaken before project implementation to determine whether sub-projects are likely to have potential negative environmental and social impacts including whether or not involuntary land acquisition, relocation or loss of shelter, loss of assets or access to assets, or loss of income sources of means of livelihood will result from the sub-project activity. Wherever inhabited dwellings may potentially be affected by any sub-project, the sub-project activity will be relocated to avoid any impact on such dwellings and to avoid displacement/relocation accordingly. However, in as much as such impacts are unavoidable, the project will prepare the required safeguards instruments.

Preparation of TOR - the project safeguards consultant will prepare the draft ToR for the RAP subject to review and seek approval of the World Bank. The procurement of a consultant to prepare the RAP would be the responsibility of MOE/GES.
Preparation of RAP or ARAP: If the estimated number of PAPs is less than 200 or if the affected people are not displaced and less than 10% of their assets are lost then an Abbreviated Resettlement Action Plan (ARAP) should be prepared. Where PAPs are more than 200 then a full RAP will be prepared. A full RAP may also be required when PAPs are fewer than 200 but more than 10% of their assets are lost and PAPs will be severely affected. PAPs will be consulted about land acquisition and compensation and offered technical and financial options, including the most economically feasible alternatives; and PAPs will receive reasonable compensation at full replacement cost for losses of assets and access attributable to the sub-project.

RAP/ARAP approval/clearance/disclosure: All RAPs/ARAPs prepared under the project will require final approval from the World Bank to ensure alignment with the RPF and compliance with ESS 5. After approval from the World Bank, MOE/GES will ensure the document is disclosed in-country. The Bank will also disclose the same on its website.

RAP Implementation/Monitoring: MOE/GES will ensure the RAP is fully implemented before any civil works can commence. Monitoring will be conducted during all phases of the project implementation.

Eligibility Criteria

The RPF will apply to any activity that requires involuntary land acquisition that results in (i) relocation or loss of shelter, (ii) loss of assets or access to assets, or (iii) loss of income sources or means of livelihoods even if there is no physical displacement. Displaced persons in the Project would be classified in one of the following three groups:

- those who have formal legal rights to land (including customary and traditional rights recognized under the Lands Act);
- those who do not have formal legal rights to land at the time the census begins have a recognizable legal right or claim to such land or assets;
- those who have no recognizable legal right or claim to the land they are occupying.

The RPF will be applicable regardless of the total number affected, the severity of impact, and their legal status (e.g. the RPF guidelines apply also to those with ill-defined or no title to the land).

Valuation Method

The replacement cost method will be used for valuation of affected assets. With regards to land and structures, “replacement cost” is defined as follows:

Agricultural Land - It is the pre-project or pre-displacement, whichever is higher, market value of land of equal productive potential or use located in the vicinity of the affected land, plus the cost of preparing the land to levels similar to those of the affected land, plus the cost of any registration and transfer taxes.

Houses and other Structures - It is the market cost of the materials to build a replacement structure with an area and quality similar to or better than those of the affected structure, or to repair a partially affected structure, plus the cost of transporting building materials to the construction site, plus the cost of any labor and contractors’ fees, plus the cost of any registration and transfer taxes. In determining the replacement cost, depreciation of the asset and value of salvage materials are
not taken into account, nor is the value of benefits to be derived from the project deducted from the valuation of an affected asset.

Entitlement

Entitlements for Project Affected People (PAP) would range from cash payments and/or building materials to the provision of new land, new homes and non-cash compensation for other lost properties in accordance with the identification of the impact on their property.

Organizational procedures for delivery of entitlements

A Project Steering Committee (PSC) comprising the Ministry of Education, the Ghana Education Service and the Ministry of Finance will provide oversight to the project’s implementation activities. The PSC will meet to provide guidance and to help resolve key implementation bottlenecks.

The Project Management Team (PMT) will be the Ministry of Education in close collaboration with the Ghana Education Service. The MOE will be responsible for the project’s coordination, procurement and contract management, financial management, and oversight of environmental and social due diligence.

There will be two safeguards consultants (Environment and Social) in the PMT who will be responsible for implementation of the RPF, preparation of TORs for the RAP/ARAP as needed, facilitate the preparation and disclosure of RAPs/ARAPs in-country, ensure that environmental and social management clauses are inserted into contracts and bidding documents during construction phase of sub-projects, coordinate training of District Assemblies, SMCs, contractors and artisans, compile and prepare safeguards reports etc.

The District Education Oversight Committee (DEOC) will provide technical support for the implementation of the RPF by the District Works Engineers and Development Planning Officers. They will work closely with the Environment and Social Safeguards consultants in ensuring that contractors comply with the measures in RFP and ESMF.

School Management Committees (SMC) will be trained to monitor compliance with the measures in the RPF. A set of indicators will be established to facilitate effective monitoring. They will also be responsible for grievance uptake and feedback.

The contractor/ artisans will follow and comply with all E&S guidelines, keep records of all E&S issues on site and maintain a GRM.

The Environmental Protection Agency (EPA) will also enforce compliance with mitigation measures in line with the Environmental Protection Agency Act (2008), World Bank ESF and monitor the implementation of the RAP/ARAP. EPA will also support the Safeguard Consultants in the provision of technical support to DEOC, SMCs and contractors.

Grievance Redress Mechanism

The MOE through the implementation of the Secondary Education Improvement Project (SEIP) has established a GRM which is currently being tested to ensure functionality. The GALOP will strengthen and harness the existing GRM. The project will support a GRM system that would have
three toll free numbers which complainants or PAPs can directly call. These toll-free numbers can also be used to text or Whatsapp complaints to the Center. Complaints can also be received via letters, face-to-face meetings or through emails. Complainants may choose to be identified or remain anonymous by not disclosing their names. The numbers will be disclosed at the schools, district assemblies, district education offices, regional education offices, and community centres. The numbers will also be publicised through advertisement and jingles on radio and television. The GRM may be used by all stakeholder groups. In addition, Complaints may also be registered at the local level with SMC members or Circuit Supervisors, who will then document the complaint on a grievance redress form (see Annex 2) and register the call with the central system. The GRM system will track the school with which the complainant is associated to ensure that feedback can be directed to them if the grievance cannot be resolved immediately and requires further action. The the toll-free numbers will terminate at the Client Services Unit (CSU) of the Ghana Education Service (GES). Staff at the CSU unit will be resourced with interpreters to receive complaints in as many local languages as possible. GES-CSU would document a summary of the issues raised (with personal identifiers removed to ensure confidentiality) which will be discussed each month at the Project Management meetings. On a quarterly basis, the safeguards specialists at the MOE will randomly survey complainants to follow-up on satisfactory resolutions. If a complainant is not satisfied, after exhausting the project complaints mechanisms, s/he may appeal to the Minister for Education as set out in the Environmental Assessment Regulations 1999, (LI 1652). In all cases, complainants will be reassured that they still have all their legal rights under their national judicial process to go to the court.

Stakeholder Consultation and Disclosure

Extensive consultations were carried out during the preparation of the RPF. Consultations were held with key representative stakeholders at the national, regional, and district levels. Three zonal consultations were held in Accra, Kumasi and Tamale. Among the project updates was a presentation on the environmental and social safeguards issues of the project to solicit the views of participants. Preparations of the project’s social assessment also included consultation with some CSOs and NGO groups. Some highlights of the consultations with all these stakeholders include the following:

- Provision of appropriate Personal Protective Equipment (PPE) for workers and ensuring that all standards relating to the work on site are complied with by contractors and artisans
- Government should intervene through GALOP to avoid encroachment of school lands
- The need to put measures in place to allow school authorities to express their views on the work on site without victimization
- All stakeholders should be involved in the selection of schools that will benefit from the GALOP

The RPF will be disclosed in compliance with relevant Ghanaian regulations and the World Bank ESF. It will be disclosed in the MOE/GES, local newspapers, District Education Offices, District Assemblies, EPA and in the Local Communities where civil works will be undertaken. Finally, it will be disclosed on the World Bank’s website.

In consultation with the Bank team, MOE and GES will prepare and implement an inclusive Stakeholder Engagement Plan (SEP) proportional to the nature and scale of the project and associated risks and impacts identified. A draft of the SEP will be prepared and disclosed prior to Appraisal.
Budget and Funding

The estimated cost of RPF implementation for duration of three years is about GHC 2,372,400 (approx. US$474,480). The detailed budget is explained in the Table B: The funds for the implementation of the RPF would be internalized as part of the project cost.

Table A: Indicative Budget for RPF Implementation

<table>
<thead>
<tr>
<th></th>
<th>Unit Costs (GHC)</th>
<th>Total Cost/Annum (GHC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hotel</td>
<td>Perdiem</td>
</tr>
<tr>
<td>1. Hiring of one Environmental Safeguards Consultant for Safeguards Audit + 1 Safeguard Consultant</td>
<td>400,000</td>
<td></td>
</tr>
<tr>
<td>2. Zonal Training (156 participants for four (4) zones for two days)</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td>3. National Level Training for contractors, heads of schools for one day (120 persons)</td>
<td>0</td>
<td>300</td>
</tr>
<tr>
<td>4. Monitoring Costs for quarterly monitoring visits at the district and annual monitoring visits at the national—5 monitors for 5 days</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td>6. Training Manuals (300) and other training materials</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>7. Information and Communication Costs- radio announcements; print media adverts, announcements</td>
<td></td>
<td>50,000</td>
</tr>
<tr>
<td>8. Developing Technical Planning Guidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Monitoring and Evaluation

The Project Management Team shall be responsible for the monitoring and evaluation of the activities stipulated in the resettlement framework. The safeguards consultants will develop a monitoring template and ensure the DEOS and SMCs are trained to conduct the day-to-day monitoring and reporting. The Environmental Protection Agency shall act as independent monitors. Upon completion of the program, the PMT shall undertake impact and beneficiary assessment to determine whether the objectives of the resettlement policy have been achieved. As an additional measure but not to substitute responsibility of the Project Coordination Unit, the World Bank will regularly, during each implementation supervision mission evaluate progress and impacts of RPF, identify constraints and suggest mitigation measures on the implementation of the resettlement policy.
1. PROJECT DESCRIPTION AND COMPONENTS

The Government of Ghana’s Education Sector Plan (ESP) covering 2010-2020, aims to “increase equitable access to high quality second cycle education that prepares young adults for the various options available within tertiary education and the workplace.” The Government strategy aims to rapidly expand both access and quality making it gradually universal and also progressively free. Some data on Ghana and the population access to education are provided in annex 6.

The proposed project includes four components: (i) Strengthen teaching and learning through support and resources for teachers; (ii) Strengthen school support, management and resourcing; (iii) Strengthen accountability systems for improved decision-making; and (iv) Institutional strengthening, technical assistance, management and research. Components 1-3 use a results-based financing (RBF) modality and would build upon lessons learned from completed and existing projects implemented in the education sector. Under Component 4, IDA/GPE funds would be disbursed based on regularly updated procurement and training plans, which would be reviewed by the World Bank.

Component 1: Strengthen teaching and learning through support and resources for teachers (estimated cost: US$21 million)

This component will strengthen teaching and learning through support to teachers to build their capacity, provide targeted in-service training on the new curriculum, and provide teaching and learning materials.

Sub-component 1.1: Teacher capacity building and in-service training.

This sub-component would provide in-service training and capacity building support for teachers in selected schools on new, system-wide changes to be introduced by the government including the new curriculum which will be rolled out in September 2019 for K1 to P2 and then gradually expanded to higher grades.\(^1\) Training for teachers on the new curriculum would also include training on the new accountability for learning framework to be supported under the proposed project. Additional coaching and support would be provided to teachers for implementing the new assessment system to be introduced, the results of which would be used to inform instruction and learning. Teacher capacity building and training would also focus on promoting inclusion, i.e., teaching pupils with disabilities by scaling up tools developed by UNICEF. The planned teacher training would rely on high quality instruction, both face to face and distance learning as well as innovative digital methods to support uptake (e.g., video lessons, distance coaching, and WhatsApp reminders). The teacher training will be aligned with the new curriculum standards and focus areas (inclusion, digital literacy, project-based learning, child protection, etc.). Teacher training will be implemented by the GES in collaboration with the NTC.

Sub-component 1.2: Provision of teaching and learning materials (TLMs).

This sub-component would support the provision of teacher guides, pupil books especially readers and workbooks as well as other TLMs that are aligned with teaching and learning under the new curriculum. While some of these materials have already been developed for KG to P2 levels under a different project\(^2\),

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\(^1\) Note that the pre-service training will be provided by the ongoing Transforming Teacher Education and Learning (T-TEL) program funded by DfID.

\(^2\) USAID Partnership for Learning Project.
the development of materials that align with the new curriculum for other levels is currently underway. Appropriate TLMs would be provided for students with disabilities and teachers that have been trained in their use. This sub-component will be implemented by the GES. For this component, release of IDA and GPE funds would be linked to achievement of the following tentative Disbursement-Linked Indicators (DLIs):

- Increased proficiency of P4 pupils in math and literacy.
- Number of schools demonstrating increased time on task based on lesson observation

**Component 2: Strengthen school support, management and resourcing (Estimated cost: US$30 million)**

This component would provide resources to schools and strengthen learning support systems by providing learning grants for beneficiary schools, targeted instruction and additional performance grants to engender school level management accountability for results.

**Sub-component 2.1: Differentiated support based on resource categorization of schools for School learning grants, targeted instruction and performance improvement awards.**

All schools benefitting under the project would sign performance agreements to meet the minimum benchmark for improvement in learning outcomes (for example, an X percentage increase in the number of P4 pupils achieving proficiency in numeracy and literacy). Schools would be categorized into low, medium and high-resource based on transparent data-driven criteria. The resource categorization is determined by resources available at the school level such as TLMs, furniture and whether teachers are trained or not, etc. Low and medium-resource schools will be required to submit proposals for learning grants developed in collaboration with their SMCs. Schools may also solicit assistance from civil society organizations (CSOs) and District Education Offices operating in the school catchment area. The proposal will include activities which will help them achieve the minimum benchmark in improvement in learning outcomes. These learning grants are expected to improve literacy and numeracy and increase equity, through a menu of activities from which the schools can choose. Schools may also have the option of choosing additional activities which they expect to improve learning outcomes given their context.

In addition to learning grants which are provided to low and medium-resource beneficiary schools, this sub-component would provide performance-based awards to low and medium resourced schools that demonstrate the most improvement in learning outcomes. Progress on key performance areas would be monitored and those participating schools that demonstrate improvement in terms of learning outcomes would qualify for a Performance Improvement Award. The list of schools receiving performance awards will be published and schools will be required to share with their peers how they achieved this marked improvement in learning outcomes.

The learning grant would complement the capitation grant (provided by government)\(^3\) to fund the School Performance Improvement Plans (SPIPs). The learning grant aims to ensure that the school has adequate funding to achieve the minimum learning outcomes. Capitation grants have in the past been irregularly disbursed and are inadequate. To embed the school learning grants within existing systems, schools will use the same planning mechanism as they would for capitation grants – the SPIPs. The learning grants are also efficiency-inducing because the application process ensures that schools that are more motivated are also more likely to apply. At the same time, schools that do not have the capacity or which may experience difficulties in

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\(^3\) The current annual capitation grant is GHS 10 per pupil; this is divided into a base grant which all schools are provided in the first term regardless of enrolment, and grants based on enrolment that are provided in the second and third terms Ghana Partnership for Education Grant project 2012-2016).
preparing/submitting their learning grant proposals will be given support by intermediaries to complete and submit their proposals. Regional and district education offices will be resourced to support implementation of the proposal process and provision of learning grants through existing systems in the form of Annual District Education Operational Plans (ADEOPs).

The Performance Improvement Awards will be efficiency-inducing as they will encourage schools to utilize the learning grants towards improvements in education quality, focusing on outputs rather than inputs.

This sub-component will be implemented by the GES, which oversees district education financing and school-based capitation grants.

**Sub-component 2.2: Training support teams for school-based support, instructional leadership and supervision.** This sub-component would support the training of support teams (Curriculum Leads, Circuit Supervisors, District Training Support Teams-DTSTs, and School Heads) to provide school-based support, instructional leadership and supervision. These entities will be trained to guide teachers in the teaching of the new curriculum, the use of assessment to inform instruction, and on inspection and supervision tools. School management and instructional leadership would be provided through the completion of specific courses (e.g. online management course). Many of the current training modules and systems developed under the USAID supported Partnership for Learning and UNICEF supported STARS will be extended to GALOP schools. The implementation of the targeted instruction would be supported by this sub-component including the training, materials, coaching, and monitoring. This sub-component will be implemented by NTC, NACCA, NIB and GES.

For this component, release of IDA and GPE funds would be linked to achievement of the following tentative Disbursement-Linked Indicators (DLIs):

- Increased number of schools meeting the minimum benchmark for improvement in learning outcomes for numeracy and literacy;
- Increased number of schools awarded performance-based grants based on learning improvements above the minimum benchmark;
- Improved performance of underperforming (low-resourced) schools.

**Component 3: Strengthen accountability systems for improved decision-making (Estimated cost: US$11 million)**

Component 3 would support the rollout of an accountability for learning framework, an inspection dashboard, and learning assessments. This component is expected to be rolled out nationwide.

**Sub-component 3.1: Development and implementation of an accountability for learning framework.** The accountability for learning framework would ensure a harmonized system of inspection for all levels of the education system. Under this sub-component, the following activities would be supported: (a) harmonization of all inspection tools aligned to meet the needs of schools, districts, regions and Ministry levels; (b) digitization of tools where possible to ensure more timely collection and analysis of data (e.g. tablet based collection including lesson observation assessments); (c) continuous and robust communication to stakeholders; and (d) regular monitoring and reporting on results from inspection findings and dashboard updates.

**Sub-component 3.2: Creation of an integrated dashboard for real-time data.** While Ghana has piloted the use of various dashboards – i.e., the mobile School Report Card (mSRC) and a dashboard used under the USAID Partnership for Learning project – this sub-component would

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4 This course is already being rolled out by the Varkey Foundation with support from DFID.
aim to build upon these systems by developing a comprehensive dashboard that would ensure integration of other databases (e.g. EMIS and learning assessments). The dashboard will be tailored to the needs of School Heads, Circuit Supervisors and the NIB to support school inspection and supervision, teacher development and will enable aggregation of real-time data for decision making. The dashboard will also be accessible to other decision makers at the district, regional and headquarters levels. This subcomponent would be implemented by MOE in collaboration with GES and NIB.

Sub-component 3.3: Development and rollout of a national assessment strategy and implement biennial learning assessments. This sub-component would support the development and rollout of a national learning assessment strategy and learning assessments every two years. Ghana has numerous learning assessments – the EGRA and EGMA, the NEA (grades P4 and P6), the BECE (end of P9) – and has also committed to participating in the Programme for International Student Assessment (PISA), which targets 15-year olds. The Government may consider future participation in the Programme for the Analysis of Education Systems (PASEC) which targets grade 2, grade 4 and end of primary. The MOE is also planning to introduce a regularly implemented national, low-cost assessment system that can be administered to every pupil in grades 2, 4, 6 and 8 to be used to provide feedback and better instruction support. The proposed project would initially support a P4 assessment to ensure baseline data and performance indicators are available to measure results. The purposes, levels, timeframes, and funding for the various assessments would be carefully thought through, costed and formalized within a national learning assessment strategy. Capacity building for NaCCA, National Assessment Unit and MOE would aim to strengthen sustainability of undertaking such assessments. This subcomponent would be implemented by MOE in collaboration with GES and NaCCA.

For this component, release of IDA and GPE funds would be linked to achievement of the following tentative Disbursement-Linked Indicators (DLIs):

- Accountability for learning framework developed, approved and implemented
- Communication strategy for accountability developed and implementation initiated
- Teacher deployment/rationalization in schools with low number of trained teachers
- Number of schools demonstrating decreased teacher absenteeism based on SRCs and circuit supervisor’s reports
- National strategy for learning assessments developed, approved and implemented
- Number of schools administering assessment in literacy and numeracy at P4 level

Component 4: Technical Assistance, institutional strengthening, monitoring, and research (estimated cost: US$7.4 million)

This component would provide overall support to the other three components; and include two subcomponents (i) technical assistance for capacity building and on-demand education research/policy analysis; and (ii) monitoring and evaluation, management, and operational costs.

Sub-component 4.1: Technical assistance for capacity building and education research and policy analysis. This sub-component would fund institutional strengthening/capacity building to supporting the rollout of the integrated dashboard and the new curriculum, coaching and supervision from the NIB, and the communications strategy. Under this sub-component, on-demand, high calibre technical assistance for education research and analysis, including impact evaluations, would also be funded to ensure that the MOE has a robust body of knowledge they can tap into as and when needed. This is intended to be staffed by individuals who serve as experts in various areas of education policy and data analysis. The TA would complement staffing and activities identified under the Reform Secretariat.
**Sub-component 4.2: Monitoring and evaluation, management and operational costs.** This sub-component would fund all M&E activities conducted at the headquarters, regional and district level, operational costs, as well as the independent verification of the achievement to the DLIs under the project.

**Project financing:** The proposed project will be financed through a proposed IDA credit of US$150 million and a proposed GPE grant of US$24.4 million, using the Investment Financing Project with Disbursement Linked Indicators (IPF with DLIs) lending instrument. Components 1, 2, and 3 will use a Results-Based Financing (RBF) modality, with disbursements made against selected (eligible) key budget line items of the MOE’s annual budgets (also referred to as Eligible Expenditure Programs - EEPs), up to a capped absolute amount. Disbursements will be conditional upon pre-specified results measured by Disbursement-Linked Indicators (DLIs) which will be detailed at appraisal. A minimum of thirty percent of the GPE grant (or US$7.2 million) is required to be variable; this portion of the grant must focus on DLIs related to GPE’s themes of equity, efficiency, and learning outcomes. The MOE is well-versed in an RBF approach, having used this disbursement mechanism for the Secondary Education Improvement Project (P145741). An RBF approach is advantageous in providing incentives for the Government to shift the focus from inputs to outcomes. Component 4 would follow a traditional IPF approach.

**Equity considerations in project design:** About one third of schools would be selected to benefit under the project based on the resources available. The criteria for selection would be informed by the planned ranking of all schools based on performance as well as covariates of poverty indices of the districts in which they are located, to ensure that resources are targeted to schools in greatest need. Given the current scope of the ongoing USAID Partnership for Learning (covering all basic schools in 100 out of 216 districts\(^5\)), the GALOP under Components 1 and 2 will aim to cover schools outside this project. With similar interventions targeting early grade foundational skills, structured pedagogy and technology-based monitoring, the GALOP would help scale learning interventions. Lessons learned under GPEG, SEIP, USAID, JICA and the UNICEF-supported district programs have shown the importance of an intervention’s depth relative to its scale which scatters limited resources. As described earlier, those schools that fall into the low resource group will benefit from more interventions/support than those that fall into medium resource and high resource. Moreover, low resource schools would also be provided intermediation to help in preparing their proposals for learning grants to ensure that schools that have low capacity are not left behind. The project’s focus on early grade education is also equity enhancing because of the long-term benefits in terms of readiness to learn and improved future learning outcomes. The learning interventions under Components 1 and 2 are expected to reach approximately 13,000 poorly performing public basic schools, which represents approximately one third of basic schools. All indicators will be disaggregated by gender and in schools where gender disparities are pronounced, the SPIPs will focus on activities that will encourage girls’ education.

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\(^5\) The number of districts in Ghana will be increased from 216 to 254.
2. PURPOSE AND OBJECTIVES OF THE RESETTLEMENT POLICY FRAMEWORK (RPF)

This Resettlement Policy Framework (RPF) is a requirement for World Bank funded projects that may entail direct economic and social impacts that both result from Bank-assisted investment projects, and are caused by: (a) the involuntary taking of land; (i) relocation or loss of shelter; (ii) loss of assets or access to assets; or (iii) loss of income sources or means of livelihood, whether or not the affected persons must move to another location. The RPF is prepared when sub-project locations where activities will take place are unknown at the time of project preparations. The RPF clarifies resettlement principles, organizational arrangements, and design criteria to be applied to sub-projects to be prepared during project implementation as well as establish a process by which members of potentially affected communities participate in design of project components, and the implementation and monitoring of relevant project activities.

As part of the Environmental and Social (E&S) Assessment GALOP, the World Bank Environmental and Social Standard 5 (ESS 5) applies. This is because the project will support learning grants and performance improvement awards. The utilization of grants is flexible at the school level, they could potentially fund some renovations including the construction of walkways, fence walls, repairs of school building, construction of additional classrooms in existing schools etc. According to the Environmental and Social Review Summary, the E&S risk are moderate; implying that the potential environmental and social impacts will be minor, limited to existing school compounds and can be managed to a reasonable level. However, some due diligence is required to mitigate against potential issues of boundary dispute or impact on livelihoods and appropriate mitigation measures in compliance with ESS 5 will be applied. The RPF is required because the specific location and type of intervention is not determined at this stage of project preparation. The RPF would provide guidelines for screening all sub-projects for their potential resettlement impacts and streamline all the necessary procedures to be followed in mitigating and minimizing resettlement impacts arising from their implementation including compensation. The RPF will be disclosed prior to appraisal. During implementation of sub-project activities, **when required**, appropriate Resettlement Action Plans or Abbreviated Resettlement Action Plans would be developed to address specific social impacts and mitigation and compensation issues.

3. METHODOLOGY

Methodology for the RPF preparation was informed by ESS 5. Since specific sites for sub-project investment are yet to be determined the RPF greatly benefitted from experience of the existing Ghana Secondary School Improvement Project (SEIP) being implemented by MOE/ GES (same implementing partners for GALOP). The approach included:

**Stakeholder consultations and workshop** (see details under stakeholder Consultations).

- Consultations were held with Public officials including MOE and GES
- Three zonal consultation workshops were organised to meet key stakeholders involving District Education officials namely directors, statisticians, circuit supervisors, M&E and planning officers. These consultations were undertaken in:
  - Accra zone (Greater Accra, Eastern, Volta, Central regions),
  - Kumasi zone (Ashanti, Brong Ahafo and Western regions),
  - Tamale zone (Northern Upper East and Upper West regions)
Document review - Document review including the Project Appraisal Document, safeguards Screening and monitoring reports under SEIP, GALOP Environmental and Social Review Summary report etc.

4. LEGAL AND INSTITUTIONAL FRAMEWORK

The principles and procedures for land acquisition and resettlement in this project are drawn mainly from relevant land acquisition laws, regulations and policy framework of Ghana and the World Bank Environmental and Social Framework. The legal and policy regime governing land acquisition for public projects in Ghana include the following:

- The Constitution of Ghana (1992),
- The Ghana National Land Policy (1999),
- Administration of Lands Act, 1962, Act 123
- The State Lands Act,1963, Act 125, as amended, and the
- The Arbitration Act, 1961, Act 38

These laws principally govern the compulsory acquisition of land in Ghana and define the environmental regulatory framework in which the RPF will be implemented.


*The Constitution of Ghana (1992)* upholds the rights of citizens to own property and receive adequate reparation from the state when lands are compulsorily acquired by the state. The Constitution provides for individual property rights, the protection of those rights, and appropriate compensation from the government if it compulsorily acquires a private person’s property. The right to acquire land is governed by enabling legislation and this right is exclusively vested in the President. The, right to so acquire by the state can only be exercised if the “taking of possession or acquisition is necessary in the interest of defense, public safety, public order, public morality, public health, town and country planning or the development or utilization of property in such a manner as to promote the public benefit” and “the necessity for the acquisition is clearly stated and is such as to provide reasonable justification for causing any hardship that may result to any person who has interest in or right over the property.” (Constitution, Article 20). Again by Article 20(3) the 1992 Constitution requires that where compulsory acquisition or possession of land is effected by the State involves displacement of any inhabitants, the State shall resettle the displaced inhabitants on suitable alternative land with due regard for their economic well-being and social and cultural values. The Constitution grants all people the right of access to the High Court in the event that there is a dispute with regard to his/her right or interest over the land or the amount of compensation being offered.


The Government of Ghana in 1999 put in place the above policy to serve as a broad framework and policy guidelines for land administration and utilization. The main objective is to provide guidelines aimed at enhancing land management systems, land use, conservation of land resource and enhancing environmental quality. All these are intended to ensure coordinated and orderly use
of land, a vital resource, by present and future generations. Summarily, the policy seeks to give protection to proprietary rights and promote the concept of prompt payment of adequate compensation for compulsorily acquired lands and also create the enabling environment for community participation in sustained land management.

4.3 Administration of Lands Act, 1962, Act 123

Act 123 of 1962 was enacted to facilitate the management and administration of stool lands (and other lands). The Act empowers the Minister responsible for lands to manage stool lands in accordance with the provision of the law.

By section 7 of the Act 123 the President of the Republic may by Executive Instrument declare any stool land to be vested in trust and accordingly the state could administer such land as a trustee for the stool involved. In such situation the legal rights to sell, lease, collect rent, litigate and manage generally is taken away from the customary land owners and vested in the state. However, the equitable right in the land, which is right to enjoy the benefits, is retained by the land owner.

Similarly, the Act provides in section 10 that “the President may authorize the occupation and use of any land for any purpose which, in his opinion, is conducive to public welfare or the interest of the state”. It is a requirement that a public notice shall be published in the Gazette giving particulars of the lands to be taken and the use to which it will be put.

Persons whose interests are affected by “reasons of disturbance as a result of the authorization” so made are entitled to be paid. The entitlements are however to be assessed by giving due consideration to the values of the land (and other losses suffered) and the benefits to be derived by the people in the area (by way of the use to which the state is going to put the land).

The difficulty of this law is that the nature of interest taken is not expressed in definite terms. Again, stakeholder consultation and community involvement is not highlighted. It must be observed that the state does not normally use this section of the Act and thus occupation of lands is rarely exercised.

4.4 The State Lands Act, 1962, Act 1125

This is the principal law under which private lands could be compulsorily acquired. The Law empowers the President to acquire any land for the public benefit. The Act and its Regulation, (the State Lands Regulation 1962, L1 230) detail out the mechanism and procedure for compulsorily acquiring lands. It is a mandatory requirement that a copy of the instrument of acquisition be served on any person having an interest in or possession of such lands or be affixed at a convenient place on the land and be published thrice in a newspaper circulating in the district where the land is situated.

The Act emphasizes the payment of compensation to the victims of acquisition made under the Act. The basis of the said Compensation should be either the market value or replacement value. Costs of disturbance and incidental expenses or other damage suffered are to be considered in the award of compensation. One critical limitation of the Act is that not much premium has been given to the issue of public involvement in the acquisition process. Community consultations and involvement is therefore not mandatory.
4.5 The Lands Statutory Wayleaves Act, 1963, Act 186

The Lands Statutory Wayleaves Act 1963, Act 186 was enacted to facilitate the entry on any land for the purposes of construction, installation and maintenance of public utility works and creation of right of ways and other similar right for such works.

The Act and its accompanying Regulation, the Lands Statutory Wayleave Regulation 1964 (LI 334) provides the modalities and procedures for the acquisition of the statutory right of ways. Thus, the mechanism for entry for survey works and construction has been spelt out in details. The owner/occupier is required to be given formal notification at least one week, about the intent to enter, and at least 24 hours prior to actual entry. The right of way is legally established by the publication of an executive instrument. Losses and damages suffered are to be compensated for in accordance with the states procedure on compensation. Provision has also been made for restoration of affected lands where that is possible. In assessing compensation to be paid, consideration must be given to the increases of land values as a result of the installation or construction of works. A right of appeal by an aggrieved person is also provided for. Clearly the desired issue of community consultation has not been given serious consideration. Again, the provision of compensation assessment is unfair; especially the exemption from payment of compensation in cases where the land affected does not exceed twenty (20) percent of the affected persons total land holdings.

The Land Valuation Division is responsible for the computation of compensation on the basis of market value in the case of land and replacement value for houses and other properties damaged or destroyed as a result of the acquisition. The State Lands Act defines market value as the amount the land would sell for on the open market at the time the wayleave is declared, using the principle of willing buyer – willing seller. Replacement value is used for compensation if there is no demand or market for the land due to the situation of the land or the purpose for which the land was used when the declaration of intent to acquire the land was made. The replacement value is the amount required for “reasonable reinstatement equivalent to the condition of the land at the date of said declaration”. Cost of Disturbance is defined as the reasonable expenses incidental to any necessary change of residence of place of business by any person having a right or interest in the land.

Land-for-land will be provided where appropriate. The State Lands Act 1963 section 6(1) provides that any person whose property is affected by public projects shall be entitled to compensation. The same Act provides avenues for those who are not satisfied with the compensation to seek redress.

The Lands (Statutory Wayleaves) Act, 1963, Act 186 provides for entry on any land for the purpose of the construction, installation, and maintenance of works of public utility, and for the creation of rights of way and other similar rights in respect of such works and for purposes connected with the matters aforesaid. For the creation of statutory wayleaves, it is required under Act 186 that, where the President is of the opinion that it is in the public interest that any right of way or other similar right over any land (“statutory wayleave”) be created in respect of the whole or any part of any of the works specified under section 2(1) of Act 186, subject to the provisions of this Act, by executive instrument (“wayleave instrument”) declare the land specified in the instrument to be subject to such statutory wayleave as specified therein; and on publication of a wayleave instrument and without further assurance the land shall be deemed to be subject to that wayleave which shall, in accordance with the terms of the instrument, ensure to the benefit of the Republic, any statutory corporation specified in the instrument, or the public generally.
A wayleave instrument shall contain the following particulars:

- A description (with measurements) of the land affected by the statutory wayleave together with a plan showing the position of the works constructed thereon;
- Particulars of the person or body for whose benefit the wayleave is to ensure; and
- Such other particulars of the said works as the president think necessary or expedient to include in the instrument.

A copy of every wayleave instrument shall be served on the owner or occupier of the land affected by the statutory wayleave, and if neither the owner nor occupier can be found shall be posted in a conspicuous place on the land and published in a newspaper circulating in the locality. Under section 2(1) a statutory wayleave may be created in respect of any of the following works:

- Any highway; and
- Any other structure or works for the purpose of, or in connection with, any public utility service;
- Any “specified works.”

Under Section 6(1) of the Act, any person who suffers any loss or damage as a result of the carrying out of any survey as a result of installation, construction, inspection, maintenance, replacement, or removal of any specified works that person shall, save in so far as the loss or damage resulted from or arose out of the acts of that person, his servants or agents, and subject to the provisions of this section, be entitled to compensation of an amount assess by the minister in respect of such loss or damage; and in assessing such compensation the minister may take into account in reduction thereof any amount by which the person’s land has increased in value as a result of the installation or construction of the works.

Any claim for compensation under section 6(1) shall be made to the minister in the prescribed form not more than three months (or such longer period as the minister may either generally or in any particular case direct) after the date of declaration made by the president under section 1 of Act 186. Under section 6(3) no person shall be entitled to any compensation for any loss or damage if, in the opinion of the minister:

- The alleged damage is to land, that land has been sufficiently reinstated;
- The alleged loss arises out of the deprivation of the use of any land, the person alleging the loss has been offered other land of equivalent value;
- The alleged damage is to movable property, that property has either been replaced or sufficiently restored; or
- The works constructed do not substantially interfere with the enjoyment of the land.

Where any person is dissatisfied with the amount of compensation assessed by the minister, but in no other case, the matter may be referred by the minister to tribunal. The tribunal shall consist of three persons appointed by the president, following consultation with the chief justice, and one of those persons shall be a judge of the high court who shall be chairman of the tribunal.

4.6 Overview of Land Ownership in Ghana

The section provides a brief overview of the land ownership regimes in Ghana. The land ownership system in Ghana is governed by a complex operation of both customary, statute, and common law
resulting in a rather uniquely complicated land ownership structure. There are three principal land ownership patterns in Ghana namely:

- Customary-owned;
- State-owned;
- Customary-owned but state-managed lands also known as vested lands.

_The Land Title Registration Law of 1986_ recognizes these types of interests in land.

**Customary Ownership**

Customary ownership occurs where the right to use or to dispose of use-rights over land is governed purely by customary laws of the land-owning community. Customary laws in Ghana vary from one community to another, and the Ghanaian society is made up of various ethnic communities with their varying social structures, customary practices, and norms. These customary laws and norms rest neither on the exercise of brute force, nor on the evidence of rights guaranteed by government statute, but on the fact that they are recognized as legitimate by the community, the rules governing the acquisition and transmission of these rights being usually explicitly and generally known, though not normally recorded in writing. Such ownership may occur in any one or a combination of the following ways:

1. Discovery and long uninterrupted settlement;
2. Conquest through war and subsequent settlement;
3. Gift from another land-owning group or traditional overlord; and
4. Purchase from another land-owning group.

Within the customary land-owning system, various schemes of interest with varying quantum of rights exist. The _Allodial Title_ is the highest quantum of land rights capable of ownership and it forms the basis of all land rights in Ghana. The _Allodial Title_ in land is equivalent to the common law freehold rights. These rights are vested either in a Stool, a clan, a family, an earth priest, or a private individual person.

Other lesser interests such as usufructuary interest, tenancies, licenses, and pledges emanate from the _Allodial Title_. In Ghana, customary lands are managed by a custodian (a chief or a head of family) together with a council of principal elders appointed in accordance with the customary law of the land-owning community. The custodian and the elders are necessarily members of the land-owning community and are expected by customary law to hold the land in fiduciary capacity in trust for the members of the land-owning community. They are thus accountable to the members of the land-owning community for their stewardship. Membership is obtained by birth. All grants of land rights by the custodian require the concurrence of at least two of the principal elders for the grant to be valid. The customary freehold is an interest or title which a member of the larger community which holds. It is an interest which is held as a right by virtue of being a member of the community. It is of indefinite duration and thus potentially subsists forever. The holder of this interest has the right of beneficial occupation and may, subject to the laws of the land, use it in any

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manner. This type of freehold is created only by express grant. The grantor may thus impose terms on the grantee provided such terms are reasonable and not contrary to public policy. Currently, the laws of the land forbid non-Ghanaians from acquiring freehold in lands in Ghana.

The member who holds such interest has the right of beneficial occupation- unfettered use (also subject to the laws of the country). Upon death, the interest devolves on his/her successors in title and infinitum. This interest prevails against the whole world including the alodial title from which it was derived. The customary freehold may however be terminated by the occurrence of any of these occasions; failure of successors, compulsory acquisition by the state, sale or gift by owner, abandonment or forfeiture in rare circumstances where for example the holders deny the absolute title of the alodial owner. These are lesser interests in land and are created by the holder of the alodial title or customary freehold (or common law freehold). These types of tenancies are in nature share cropping arrangements. They are quite common in Ghana and occur when a tenant-farmer gives a specified portion of the farm produce to the land owner at each harvest time in consideration for use of the land. The two popular tenancy arrangements are the ‘Abusa’ and ‘Abunu’ schemes.

Other forms of customary tenancies in which the consideration from the tenant is not sharing of crops but cash or a combination of crops and money exist. The customary license is in this category. Customary leasehold is a creation of the common law and not Ghanaian customary law. It is an interest in land for a specified period. The leasehold may be granted by the alodial holder in respect of lands in which no conflicting interest exists; or by a customary freeholder; or common law freeholder. In Ghana, leasehold may be for a maximum duration of 99 years. (Again, non-Ghanaians can only acquire leases up to 50 years). Various terms and conditions may be imposed by the grantor including the payment of rent as consideration for the grant.

Customary ownership presents considerable land acquisition problems in Ghana. The boundaries of most customary-owned lands are not generally surveyed and in some cases undefined. It is also plagued with land ownership squabbles and trying to identify the true owner of any piece of land can be risky. There is improper record keeping of judgments, dispositions, and other records relating to the land by the custodians. In many instances, there is the need to distinguish between jurisdictional rights of custodians and propriety rights in land.

**State Lands**

State lands are those specifically acquired by government under an appropriate enactment using the state powers of eminent domain. Currently the principal acquiring legislation is the State Lands Act of 1962, Act (122) for public purposes or in the public interest. Under such ownership the Alodial rights become vested in the government which can then proceed to dispose of the lands by way of leases, certificate of allocations, licenses, etc. to relevant beneficiary state institutions as well as private individuals and organizations. The boundaries of these lands are cadastrally surveyed but are scattered throughout the country.

**Vested Lands**

The third category of land in Ghana is the generally referred to as vested lands and they are lands owned by a Stool but managed by the state on behalf of the land-owning Stool. Under such ownership, the legal rights to sell, lease, manage, and collect rent is taken away from the customary landowners by the application of specific law to that land and vested in the state. The landowners
retain the equitable interest in the land (i.e., the right to enjoy the benefits from the land). This category of land is managed in the same way as state lands. Unlike state lands, however, the boundaries are not cadastral surveyed and they are usually larger in size, covering wide areas.

In Ghana, there is no land without an owner; it is presumed that any parcel of land in Ghana would fall within one of the above-discussed categories. And since state and vested lands are acquired expressly through legislation, all other lands outside these categories belong to the class of customary lands – Stools, clans, or families. The acquisition of land for government projects is regulated by the Lands Act 1963. Under Section 6(1) of the Act, any person who suffers any loss or damage as a result of construction, rehabilitation, maintenance, etc. shall be entitled to compensation. A claim for compensation shall be made through the minister in the prescribed form not more than three months after the date of declaration made by the president under Section 1 of the Act.

4.7 Local Government Act, 1994, Act 480

Under the Local Government Act, Act 480, 1994, MMDAs are mandated to assist, support and coordinate the establishment of educational infrastructure within their areas of geographical jurisdiction. Their involvement and support has therefore been sought under the project to facilitate the execution of the project.

The Lands Commission is responsible for handling compensation claims flowing out of State acquisitions. The Land Valuation Division of the Lands Commission establishes compensation levels, using market value for lands, and generally replacement values for structures. Ghanaian law does not give illegal squatters or settlers the right to compensation, unless they can claim a right to the property under the Limitation Decree.

The lands which will be acquired in order to help meet the SEIP objectives consist of vested lands (See Annex). The 14 district sites where new schools will be constructed are on land owned by a chief or stool or District Assembly and managed by the state. In these cases, as evidenced in the Annex, the lands have been donated to the Ministry of Education for the school construction. The MoE expects that any additional sites acquired will fall in the same category.
5. THE WORLD BANK PERFORMANCE STANDARD ON LAND ACQUISITION, RESTRICTION OF LAND USE AND INVOLUNTARY RESETTLEMENT (ESS5)

The Performance Standard (ESS 5) applies to physical and/or economic displacement resulting from the following types of land-related transactions:

- Land rights or land use rights acquired through expropriation or other compulsory procedures in accordance with the legal system of the host country;
- Land rights or land use rights acquired through negotiated settlements with property owners or those with legal rights to the land if failure to reach settlement would have resulted in expropriation or other compulsory procedures;
- Project situations where involuntary restrictions on land use and access to natural resources cause a community or groups within a community to lose access to resource usage where they have traditional or recognizable usage rights;
- Certain project situations requiring evictions of people occupying land without formal, traditional, or recognizable usage rights;
- Restriction on access to land or use of other resources including communal property and natural resources such as marine and aquatic resources, timber and non-timber forest products, freshwater, medicinal plants, hunting and gathering grounds and grazing and cropping areas.

Involuntary resettlement should be avoided as far as feasible. Where avoidance is not possible, Involuntary Resettlement should be minimized by exploring all viable alternative project designs, providing compensation for loss of assets at replacement cost, ensure that resettlement activities are implemented with appropriate disclosure of information, consultation, and the informed participation of those affected, improve, or restore, the livelihoods and standards of living of displaced persons, improve living conditions among physically displaced persons through the provision of adequate housing with security of tenure at resettlement sites.

There are significant gaps between Ghanaian regulations and World Bank Performance Standard. The main differences lie within the terms and conditions of compensation, treatment of illegal settlers and accommodation for vulnerability in resettlement. For instance, the Ghana statutes makes provision for compensation to be paid to only persons who have suffered any loss and can produce any form of title that is legal in the form of deeds, leaseholds, or legally binding tenancy agreement to the land in question. However, ESS 5 expects all forms of losses without exception to be catered for.

Under the Project, some temporary or permanent land acquisition or restriction of access during construction of infrastructure may occur. In the event of such occurrence, gap filling measures have been identified below on Table 1 and the World Bank ESF will apply in accordance with this RPF.
### Table 1: Comparison of Ghanaian Laws with World Bank Performance Standard

<table>
<thead>
<tr>
<th>Topic</th>
<th>Ghana legislation requirement</th>
<th>WB policy requirement</th>
<th>Gaps Filling Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timing of compensation payment</td>
<td>Prompt</td>
<td>Prior to displacement</td>
<td>Compensation payments are done prior to displacement.</td>
</tr>
<tr>
<td>Calculation of compensation</td>
<td>Fair and adequate</td>
<td>Full replacement cost</td>
<td>The Replacement Cost Approach (RCA) will be adopted for the calculation of compensation.</td>
</tr>
<tr>
<td>Squatters including settlers/Migrants</td>
<td>No provision. Are deemed not to be eligible</td>
<td>Are to be provided resettlement assistance (but no compensation for land)</td>
<td>Are to be provided resettlement assistance (but no compensation for land)</td>
</tr>
<tr>
<td>Resettlement</td>
<td>In the event where inhabitants have to be physically displaced, the State is to resettle them on “suitable land with due regard for their economic well-being and social and cultural values”.</td>
<td>Affected people who are physically displaced are to be provided with residential housing, or housing sites, or, as required, agricultural sites at least equivalent to the old site. Preference to be given to land-based resettlement for displaced persons whose livelihoods are land-based.</td>
<td>Physically displaced PAPs are to be provided with housing sites at least equivalent to the old site. Preference to be given to land-based resettlement for displaced persons whose livelihoods are land-based (i.e. farmers, etc.).</td>
</tr>
<tr>
<td>Resettlement assistance</td>
<td>No specific provision with respect to additional assistance and monitoring.</td>
<td>Affected people are to be offered support after displacement, for a transition period.</td>
<td>Affected people are to be offered resettlement support to cover a transition period.</td>
</tr>
<tr>
<td>Vulnerable groups</td>
<td>No specific provision.</td>
<td>Particular attention to be paid to vulnerable groups, especially those below the landless, the elderly, women and children.</td>
<td>Particular attention to be paid to vulnerable groups, especially those below the poverty line, the landless, the elderly, women and children.</td>
</tr>
<tr>
<td>Topic</td>
<td>Ghana legislation requirement</td>
<td>WB policy requirement</td>
<td>Gaps Filling Procedures</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>poverty line, the landless, the elderly, women and children.</td>
<td>Displaced persons and their communities are provided timely and relevant information, consulted on resettlement options, and offered opportunities to participate in planning, implementing, and monitoring resettlement.</td>
</tr>
<tr>
<td>Information and consultation</td>
<td>The owner/occupier of the land must be formally notified at least a week in advance of the intent to enter, and be given at least 24 hours’ notice before actual entry.</td>
<td>Displaced persons and their communities are provided timely and relevant information, consulted on resettlement options, and offered opportunities to participate in planning, implementing, and monitoring resettlement.</td>
<td>Displaced persons and their communities are provided timely and relevant information, consulted on resettlement options, and offered opportunities to participate in planning, implementing, and monitoring resettlement.</td>
</tr>
<tr>
<td>Grievance</td>
<td>Access to Court of Law.</td>
<td>Appropriate and accessible grievance mechanisms to be established.</td>
<td>Appropriate and accessible grievance mechanisms to be established in the RPF.</td>
</tr>
</tbody>
</table>
6. **PRINCIPLES AND OBJECTIVES GOVERNING RESETTLEMENT PREPARATION AND IMPLEMENTATION**

The principles and objectives governing resettlement preparation implementation is premised on relevant laws and regulations of Ghana, and with the World Bank Environment and Social Standard on Land acquisition, Restriction of Land Use and Involuntary Resettlement (ESS 5). The fundamental requirement is to minimize adverse social and economic impacts from land acquisition or restrictions on land use. To this effect, the mitigation hierarchy is to avoid involuntary resettlement and forced eviction as far as feasible. However, where avoidance is not possible appropriate measures to mitigate adverse impacts on displaced persons and host communities should be carefully planned and implemented including (i) providing compensation for loss of assets at replacement cost and (ii) ensuring that resettlement activities are implemented with appropriate disclosure of information, consultation, and the informed participation of those affected.

These principles will apply to any activity under this project that will require Land acquisition, restriction of land use or involuntary resettlement. It is applicable regardless of the total number affected, the severity of impact, and their legal status (e.g. the RPF guidelines apply also to those with ill-defined or no title to the land).

The project will as much as possible avoid displacement by rerouting, rezoning, choosing alternative sites as follows:

- all sub-projects when identified will be screened for E&S risk including whether or not land acquisition, relocation or loss of shelter, loss of assets or access to assets, or loss of income sources of means of livelihood will result from the sub-project activity.

- Wherever inhabited dwellings may potentially be affected by any sub-project, the sub-project activity will be relocated to avoid any impact on such dwellings and to avoid displacement/relocation accordingly;

- Wherever the impact on the land holding of one particular household is such that this household may not be sustainable in the long term, even if there is no need to physically displace this household, the sub-project activity will be changed or relocated

- To the extent possible, project facilities will be located on government owned lands with due diligence to ensure that such land are free from incumbrance and dispute.

- Where such impacts are unavoidable the sub-project proponents will be required to prepare a Resettlement Action Plan (RAP) or Abbreviated Resettlement Action Plan (ARAP) or Livelihood. The preparation of such plans will be proportionate to the potential risks and impacts.

- All potential PAPs will be identified (through a scoping exercise) and informed about their options and rights pertaining to compensation for land and assets to be acquired by the sub-project;
PAPs will be consulted about land acquisition and compensation and offered technical and financial options, including the most economically feasible alternatives; and PAPs will receive reasonable compensation at full replacement cost for losses of assets and access attributable to the sub-project. Table 2 indicates the compensation matrix that will be applicable.
7. PROCESS FOR PREPARING AND APPROVING RESETTLEMENT ACTION PLAN

When specific site locations are determined the project will ensure a systematic process and procedures to guide the preparation and implementation of the Resettlement Plan when required as follows:

Table 2: Process and Procedures to guide the Preparation and Implementation of Resettlement Plan

<table>
<thead>
<tr>
<th>No.</th>
<th>Process</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sub project environmental and social screening</td>
<td>A screening process (based on the In-house Subproject Screening Checklist in annex 1) will be undertaken before project implementation to determine whether sub-projects are likely to have potential negative environmental and social impacts including whether or not involuntary land acquisition, relocation or loss of shelter, loss of assets or access to assets, or loss of income sources of means of livelihood will result from the sub-project activity. Wherever inhabited dwellings may potentially be affected by any sub-project, the sub-project activity will be relocated to avoid any impact on such dwellings and to avoid displacement/relocation accordingly. However, if such impacts are unavoidable, the project will prepare the required safeguards instruments.</td>
</tr>
<tr>
<td>2</td>
<td>Preparation of TORs</td>
<td>the project safeguards consultant will prepare the draft ToR for the RAP subject to review and approval by the Bank. The procurement of a consultant to prepare the RAP would be the responsibility of MOE/GES</td>
</tr>
<tr>
<td>3</td>
<td>Preparation of RAP or ARAP</td>
<td>Resettlement Action Plan (RAP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The RAP will be prepared where more than 200 individuals are displaced. The tasks/ToR and content for the preparation of the RAP is given in Annex 2. All RAPs will need World Bank approval prior to commencing resettlement activities. Resettlement activities must be completed before commencing civil works.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Abbreviated Resettlement Action Plan (ARAP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The ARAP will be prepared where less than 200 individuals are displaced. The tasks/ToR and content for the preparation of the ARAP is given in Annex 3. All</td>
</tr>
<tr>
<td>4</td>
<td><strong>RAP/ARAP approval/clearance/disclosure:</strong></td>
<td>ARAPs will need World Bank approval prior to commencing resettlement activities. Resettlement activities must be completed before commencing project activities on the fields or civil works on the ground.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5</td>
<td><strong>RAP Implementation/Monitoring:</strong></td>
<td>All RAPs/ARAPs prepared under the project will require final approval from the World Bank to ensure alignment with the RPF and compliance with ESS 5. After approval from the World Bank, MOE/GES will ensure the document is disclosed in-country. The Bank will also disclose same in the info-shop.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Consultations during resettlement action planning and implementation</strong></td>
<td>MOE/GES will ensure the RAP is fully implemented before any civil works can commence. Monitoring will be conducted during all phases of the project implementation. Consultations with stakeholders including PAPs will be an integral part in the ARAP or RAP preparation, implementation and monitoring processes at all stages and stakeholders should have access to the ARAP/ RAP. Consultations should happen in local language where possible; women should be consulted separately if that is more appropriate. The consultation process should ensure equitable participation of women, youth, and groups at risk of exclusion, and also ensure prior distribution of project information in a form that is accessible to community members.</td>
</tr>
</tbody>
</table>
8. POTENTIAL IMPACTS

At this stage there is no sufficient information to estimate the number of PAP that will be impacted. However, based on an understanding of the social structure rural communities and the nature of the project activities, the categories of population most likely to be impacted include but not limited to owners of farmlands, loss of land use or land use right, Economic displacement and loss of economic and non-economic trees. Provisions are made under this RFP to minimize all such impacts. Provisions will also be made to accommodate all potential situations, including cases that entail actual displacement and livelihood restoration assistance in accordance with the Ghana Legal Framework and ESS 5. Special attention will be paid to vulnerable individuals and groups and their needs as they may need additional support in, for example, moving assistance, livelihood restoration, and delivery of compensation payments. Table 3 provides the level of social significance for various types of impacts.

**Table 3: Potential resettlement Impacts**

<table>
<thead>
<tr>
<th>No.</th>
<th>Impact</th>
<th>Description of Potential Impact/Issue</th>
<th>Social Significance</th>
<th>Mitigation Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Impact on farm lands</td>
<td>This will mostly involve loss of agricultural land for construction or expansion of class room blocks.</td>
<td>Moderate</td>
<td>Avoid use of agricultural land as possible.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>If unavoidable prepare and implement ARAP/ RAP/ LRP depending on the scope</td>
</tr>
<tr>
<td></td>
<td>Restriction of land use</td>
<td>Construction of fence wall could restrict access to individual or communal resources</td>
<td>moderate</td>
<td>Consult with affected parties</td>
</tr>
<tr>
<td></td>
<td>or land use right</td>
<td></td>
<td></td>
<td>Provide alternative access route. If not feasible, provide alternative access route</td>
</tr>
<tr>
<td></td>
<td>Economic and</td>
<td>Land clearing may lead to loss of economic trees and non-productive fruit and shade trees.</td>
<td>Moderate</td>
<td>Avoid the removal of trees.</td>
</tr>
<tr>
<td></td>
<td>non-economic trees</td>
<td></td>
<td></td>
<td>replacement planting to compensate for the loss of any tree.</td>
</tr>
<tr>
<td></td>
<td>Impact on small business</td>
<td>Unused government lands could be occupied by “squatters” whose livelihoods and small businesses can be impacted.</td>
<td>Moderate</td>
<td>prepare and implement ARAP/ RAP depending on the scope to guide relocation to alternative sites with similar potentials in consultation with PAPs.</td>
</tr>
<tr>
<td>Social conflict</td>
<td>Disagreement on Boundary demarcation and walling could lead to potential conflict</td>
<td>Moderate</td>
<td>No involuntary resettlement should take place on disputed lands. Consider re-routing</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Labor risk</td>
<td>Occupational health and safety issues for workers. discrimination in employment and unfair treatment especially for vulnerable persons such as women, persons with disabilities, child labor, labor unrest etc.</td>
<td>Minor</td>
<td>Labor management risks assessed as part of ESHIA and labor management procedures (LMP) prepared as standalone or included in contractor ESMP for high and low risk respectively</td>
<td></td>
</tr>
<tr>
<td>Community Health and Safety</td>
<td>potential Community Health and Safety risks of the project including sexual harassment, safety of children and teachers, diseases, improper waste disposal, noise, dust diseases etc.</td>
<td>Moderate</td>
<td>Mitigation measures included in contractor ESMP</td>
<td></td>
</tr>
</tbody>
</table>

### 8.1 Impact on Vulnerable groups

The project will pay special attention to differentiated impacts on vulnerable groups or persons whom special provisions will have to be made. In this context are those at risk of becoming more vulnerable due to the displacement, compensation, and resettlement process. These may include but not limited to (i) the elderly, usually above 60 years (ii) Widows (iii) Children (iv) Disabled persons (mentally or physically) (v) landless women (vi) Migrant farmers (without land title).

The project will identify vulnerable persons during census for the Resettlement Action Plan (RAP) or Abbreviated Resettlement Plan (ARAP) preparation when project scope and activities are properly identified and confirmed. Assistance will be provided based on their differentiated need. These may include

- Ensuring vulnerable persons are included in the consultations regarding the RPF/RAP and compensation and have their share of the compensation and assist in finding alternative sites for farming and also set as an option to incorporate them into activities of the Project;
- Assistance in financial literacy training especially for women and assistance in compensation payment procedures (e.g., going to the bank with PAP to cash the compensation cheque);
- Assistance in the post payment period to secure the compensation money and reduce risks of misuse/robbery;
- Assistance in moving: providing vehicle, driver and assistance at the moving stage;
- Monitoring and continuation of assistance after resettlement and/or compensation, if required.
9. ELIGIBILITY

Persons that may be classified according to the following three groups as displaced persons shall be eligible for compensation and resettlement assistance:

<table>
<thead>
<tr>
<th>Category of PAP</th>
<th>Category of compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those who have formal legal rights to land or assets they occupy (including customary and traditional rights recognized under the Lands Act)</td>
<td>Eligible for compensation for Land, affected assets, resettlement and livelihood assistance</td>
</tr>
<tr>
<td>Those who do not have formal legal rights to land at the time the census begins but have a recognizable legal right or claim to such land or assets under the national law</td>
<td>Eligible for compensation for Land, affected assets, resettlement and livelihood assistance</td>
</tr>
<tr>
<td>Those who have no recognizable legal right or claim to the land they are occupying or using (i.e., squatters, ownerships under dispute, etc)</td>
<td>not eligible for compensation for land, but are eligible for resettlement and livelihood assistance and compensation for assets.</td>
</tr>
</tbody>
</table>

9.1 Determining Eligibility

9.1.1 Socio Economic survey and census

Socio-economic survey and census will be undertaken to determine the scope and nature of land acquisition and resettlement impacts and establish the status of the displaced persons.

The socio-economic study would focus on the identification of stakeholders (demographic data), identification of affected people (including owners and users of land), impact on their property and their production systems, the institutional analysis and the system for monitoring and evaluation. Detailed calculation of individual and household economies and identification of all impacts will be undertaken as part of the socio-economic study and be the determinant in the potential compensation process.

Standard characteristics of the affected households, including a description of production systems, labor, and household organization, baseline information on livelihoods (including production levels and incomes derived from both formal and informal economic activities) and standards of living and health status of the PAPs. Under this study a comprehensive baseline census would be carried out to identify potentially affected people on the individual and household levels, including vulnerable groups.
9.1.2 Cut-off date

The cut-off date refers to the time when the enumeration of persons and the inventory of their property and income sources in the identified project areas are carried out. After the cut-off date no new cases of affected people will be considered except through accepted grievance mechanisms for such cases. In practice, this means persons who encroach on the area after the cut-off date are not entitled to compensation or any other form of resettlement assistance. When the enumeration of persons and the inventory of their property and income sources in the identified project areas are carried out the project will establish the cut-off date. The cut-off date and its significance would be widely disseminated to PAPs and publicly disclosed. It is worth noting that because there is a time lapse between the cut-off date and the time actual productive investments (civil works, etc.) would start, there is the need for special attention to be taken to secure the sites from rush and opportunistic invasion. These measures should include close consultation with the recognized PAP’s, signs that inform general public of intended use of site.
10. VALUATION OF AFFECTED ASSETS

10.1 Valuation Methodology

Losses due to land acquisition will be compensated on the basis of replacement costs.

Replacement cost is defined as the market value of the assets plus transaction costs. In applying this method of valuation, depreciation of structures and assets should not be taken into account. Market value is defined as the value required to allow Affected Communities and persons to replace lost assets with assets of similar value. With regard to land and structures, “replacement cost” is defined as follows:

- For agricultural land, it is the pre-project or pre-displacement, whichever is higher, market value of land of equal productive potential or use located in the vicinity of the affected land, plus the cost of preparing the land to levels similar to those of the affected land, plus the cost of any registration and transfer taxes.

- Crops, economic trees. Compensation at replacement cost. May be necessary to adjust compensation to reflect that it can take several years after replanting before crops and trees begin to generate income.

- For land in urban areas, it is the pre-displacement market value of land of equal size and use, with similar or improved public infrastructure facilities and services and located in the vicinity of the affected land, plus the cost of any registration and transfer taxes.

- For houses and other structures, it is:
  - the market cost of the materials to build a replacement structure with an area and quality similar to or better than those of the affected structure, or to repair a partially affected structure,
  - plus the cost of transporting building materials to the construction site,
  - plus the cost of any labour and contractors’ fees,
  - plus the cost of any registration and transfer taxes.

In determining the replacement cost, depreciation of the asset and the value of salvage materials are not taken into account, nor is the value of benefits to be derived from the project deducted from the valuation of an affected asset.

The replacement cost method should be based on the following:

- Physical inspection of each of the properties affected.
- Average replacement costs of different types of buildings and related structures based on collection of information on the quantities and types of materials used to construct different types of structures (e.g. blocks, bricks, wood, steel plates, rafters, doors etc). Prices of these items should be collected from different local markets and analysed to take account of the minor differences between the comparables and the subject properties.
• Costs of transportation and delivery of these items to acquired/replacement building site.
• Estimates of construction of new buildings including labour required.
• Costs of registration and transfer taxes.

10.2 Other considerations into the Compensation Package

10.2.1 Livelihood Assistance/Loss of Income
The estimation for loss of income (referred to as livelihood assistance) for affected businesses/farmers will be generally based on the following factors:
• Estimated income of the business unit or farmers or daily sales of produce from farms; and
• Estimated period of construction or project activity which will disrupt business or commercial activity.
Losses of income for businesses will be estimated from net monthly/annual profit of the business verified by an assessment of visible stocks and activities, and similarly for a farm.

10.2.2 Resettlement/Relocation Assistance
Where PAPs are to be physically displaced or relocated, resettlement assistance should be provided to take care of the transport cost of mobilizing and moving the affected properties to a new location and an accommodation assistance where affected persons will have to rent accommodation at the initial stages.

10.2.3 Disturbance Allowance
Cost of disturbance is one of the components to be considered when determining compensation for PAPs (especially for affected structures, crops and livelihoods) as provided in the State Lands Act 1962. However, the LVD does not provide specific breakdown or constituents for the various components of the LVD rates or values for public consumption. As a result, based on the experience from other WB funded projects, 10% of the assessed property/loss of income if that is the only compensation due the PAP was included in the RPF and applied during the preparation of the ARAPs and RAPs. It is recommended that this project also applies the 10% disturbance allowance.

10.3 Valuation Responsibility
Properties that may be affected by the proposed school construction in the targeted regions and districts would be inspected/referenced or enumerated. The MoE has instituted measures aimed at avoiding the presentation of encumbered lands for the sub-projects by school heads. However, where land or assets need to be valued, this should be contracted out to an independent evaluator to avoid any doubts of under-valuing. In addition, individuals who dispute values for their assets can bring in their own evaluator. Where there are discrepancies between the Government evaluator and the private evaluator, discussions will be held to come to an agreement. The Land Valuation Board, which is the government’s statutorily accredited valuation authority, should be involved in the process. The preliminary site selections indicate that the most likely valuation necessary will be that of existing crops on the sites. The MoE is avoiding encumbered sites in selection. Replacement Cost method of valuation should be used so as to arrive at values which could secure replacement properties for the affected persons. Table 4 below shows the compensation matrix that will be applicable.
Table 4: Compensation Matrix

<table>
<thead>
<tr>
<th>General Description</th>
<th>Definition</th>
<th>Compensation approach/Types of Impacts</th>
<th>Compensation Mechanism</th>
<th>Implementation Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Loss of Agricultural Land:</strong></td>
<td>Area in cultivation, being prepared for cultivation, or that was cultivated during the last agricultural season</td>
<td>Loss of land, labor, and crops shall be compensated by the DAs and ACs and Beneficiary Community and groups with funds from the MLGRD/DA/AC through provision of land of equal productive capacity and which is satisfactory to the PAP/PAF.</td>
<td>Using a single rate regardless of the crop, incorporating the combined at market value of all staple crops lost, preparing new land (the average costs of clearing, ploughing, sowing, weeding twice, and harvesting the crop), which is to be updated to reflect values at the time compensation is paid.</td>
<td>Land mapping shall be performed at the time of micro screening by the DAs and ACs and Beneficiary Community and groups or a contracted service provider.</td>
</tr>
<tr>
<td><strong>Temporary Loss of Land:</strong></td>
<td>Land that will be acquired for a set period of time as a result of the project</td>
<td>PAP/PAF shall be compensated for their (temporary) loss of income, standing crops, and or the cost of soil restoration and damaged infrastructure based on prevailing market rates.</td>
<td>All damages to private land or property including crops shall be compensated at prevailing market rates including compensation for tenants, if any, that includes rental fees and dislocation allowances for when the land/structure is inaccessible.</td>
<td>Negotiations between contractors and landowners so that expenses can be included in the bid price.</td>
</tr>
<tr>
<td><strong>Loss of Other Assets</strong></td>
<td>Fixed assets other than land (e.g., fencing, houses, shelters, kiosks)</td>
<td>Replacement shall be negotiated with the owner and shall form part of the construction contract for the sub-project.</td>
<td>Replacement shall be of an equivalent value and in-kind. Replacement costs shall be determined prior to construction, taking into account market values for structures and materials, and included as part of the bid price.</td>
<td>The DAs and ACs and Beneficiary Community and groups and the PAP/PAF shall negotiate prices based on prevailing market rates.</td>
</tr>
<tr>
<td><strong>Loss of non-productive fruit and shade trees</strong></td>
<td><strong>Trees/vegetation that does not provide income-generating activities, but are used for other purposes.</strong></td>
<td><strong>These trees often have recognized local market values, depending on species and age.</strong></td>
<td><strong>Younger trees may be replaced with trees of the same species, in addition to supplies to support the trees’ growth (e.g., a water bucket, fencing and a shovel).</strong></td>
<td><strong>The DEOC/Regional Land Valuation Board shall provide an initial review of compensation measures at the time of application for a micro-project, subject to World Bank’s approval.</strong></td>
</tr>
<tr>
<td><strong>Loss of crops and productive trees</strong></td>
<td><strong>Trees/crops that provide income-generating activities, but are used for other purposes.</strong></td>
<td><strong>Owners will be identified</strong></td>
<td><strong>Market value for individual trees will be paid.</strong></td>
<td><strong>Land Valuation Division will enumerate affected trees and provide valued cost for approval and payment.</strong></td>
</tr>
<tr>
<td><strong>Loss of access to resources: materials (e.g., fruit, wood, herbs, etc.)</strong></td>
<td><strong>Compensation shall be paid for those resources that provide the foundation for livelihoods – whether these are used for domestic or productive use.</strong></td>
<td><strong>No cash compensation will be paid to PAPs. Alternative livelihoods will be provided for identified beneficiaries.</strong></td>
<td><strong>PAPs losing access to resources shall be identified and notified as part of the compensation process. The DAs and ACs and the Beneficiary Community and groups shall take all possible measures to provide alternative sources of income-generating activities for PAPs, particularly those identified as vulnerable.</strong></td>
<td><strong>Any issues with regard to access to resources shall be addressed in the Annual Audit, in collaboration with the National Coordination Office.</strong></td>
</tr>
<tr>
<td><strong>Squatters</strong></td>
<td><strong>Those with no recognizable legal right or claim to the land they are occupying.</strong></td>
<td><strong>No compensation to land. Assistance in relocating to a place where they can legally reside and work. Right to salvage assets. Compensation for lost assets, taking into account market values for materials.</strong></td>
<td><strong>Provision of vehicle to move PAPs’ belongings to new location. Assets that could not be re-used upon relocation will be replaced. Near-mature annual crops will be allowed to mature and then harvested.</strong></td>
<td><strong>Date(s) for relocation will be agreed upon with PAPs.</strong></td>
</tr>
</tbody>
</table>
11. PROCEDURE FOR DELIVERY OF ENTITLEMENT

Entitlements for Project-Affected People (PAP) would range from cash payments to the provision of new land, and non-cash compensation for other lost properties in accordance with the identification of the impact on their property. Subject to the final decision on the exact position of the site and its dimensions, the approved entitlements or amounts would be communicated to the implementing agency or unit for delivery or payment to the beneficiaries.

Compensation would be paid before the owners/occupiers are made to vacate their properties for commencement of construction or works. The Project Management Team will ensure that no construction begins until project-affected persons have been resettled if physical relocation is necessary and/or received their compensations in accordance with the World Bank ESF. All compensation, whether cash payments and/or alternative land and house provisions, would be given to project-affected persons prior to any request for vacation of land/property and before commencement of construction.

Compensation and resettlement will be funded by the MoE similar to any other activity eligible under the government’s administrative and financial management rules and manuals. The compensation process should incorporate the following:

11.1 Involvement of Public Sector Agencies

Institutions such as the EPA, District, Municipal and Metropolitan Assemblies, Town and Country Planning Department, local community Leaders and Affected Persons must be involved in the process of resettlement and land acquisition and their roles clearly spelled out.

11.2 Notification of Land Resource Holders

All property owners or users would have to be identified and located. The user or his representative should be informed through both a formal notification in writing and by verbal notification delivered in the presence of all stakeholders or their representative.

11.3 Documentation of Holdings and Assets

Officers of the implementing agency and Land Valuation Board should arrange meetings with affected individuals and/or households to discuss the compensation process. For each individual or household affected, PMT and LVB should compile a compensation dossier containing necessary personal information on, the affected party and those that s/he claims as household members, total land holdings, inventory of assets affected, and information for monitoring their future situation. This information should be confirmed and witnessed by EPA and District/Municipal Assemblies. Dossiers will be kept current and will include documentation of lands surrendered. This is necessary because it is one way in which an individual can be monitored over time. All claims and assets will be documented in writing.

11.4 Agreement on Compensation and Preparation of Contracts

All types of compensation should be clearly explained to the individual or household. A land acquisition team comprising the Land Owner(s), the Local Community, Area Council, District Assembly with the support of the Regional Lands Commission and Land Valuation offices should draw up a contract listing all property and land being surrendered, and the types of compensation
(cash and/or in-kind) selected. A person selecting in-kind compensation has an order form, which is signed and witnessed. The compensation contract should be read aloud in the presence of the affected party and other stakeholders prior to signing.

11.5 Compensation Payments

The handing over of properties such as land and buildings and compensation payments will be made in the presence of the affected party and officials of EPA and the District/Municipal Assemblies. The appropriate documentation will be done, and documents appropriately tracked, in both hard and soft copies.

The World Bank financing support for the government’s program will be dependent on adherence to Ghanaian law and World Bank safeguard policies as well as to the disbursement linked indicators identified in the financing agreement.
12. INSTITUTIONAL ARRANGEMENTS FOR RPF IMPLEMENTATION

The Ministry of Education (MOE) and the Ghana Education Service (GES) would be the main institutions responsible for the Ghana Accountability for Learning Outcomes Project (GALOP). The GES is the implementing agency under the MOE mandated to implement interventions at the pre-tertiary level of education. The Ministry of Local Government and Rural Development and the Environmental Protection Agency are major stakeholders with institutional role in the areas of coordination; assessment and monitoring. These institutions were directly involved with the preparation and review of the RPF. The MOE and GES would coordinate work among the relevant institutions and liaise with management on approval of agreed activities for speedy implementation. A technical team comprising these two institutions will drive the implementation of the project. The successful implementation of the RPF will depend on the commitment, capacity of personnel and the appropriate and functional arrangements within these institutions.

The contractor(s) or artisans to be engaged to undertake renovation works will also have a role to play in the implementation at the sub-project level. Consultation with CSO’s NGO’s and community representatives will also be crucial.

Below is a description of the different actors and their role in the RPF implementation process

12.1 National Level

12.1.1 Project Steering Team (PST) - comprising the Minister, Deputy Minister, Director General, Deputy Director General, Chief Director and/or other delegated official will provide oversight for the entire implementation team. The PST will be responsible for assessing and guiding the project implementation progress on the ground and undertake site visits as necessary. Specifically, the PST will undertake the following functions:

- Provide guidance on strategic, policy and implementation issues;
- Coordinate activities of the ministries, agencies and other stakeholders involved in the project implementation;
- Review and approve annual work plans, budget and annual reports;
- Review and discuss quarterly and annual project progress reports including safeguards and make necessary recommendations; and
- Assess the progress towards achieving the project’s objectives and take corrective action if necessary.
- Resolving cross-sectoral and issues above the Project Management Team.

The PST will be chaired by the minister of MOE or his/her designee. The PST will include representatives at the chief director level for the ministries and at the director levels for the agencies of relevant ministries and institutions and civil society organizations. The PSC will meet quarterly to assess the project implementation progress on the ground including ensuring safeguards due diligence and undertake site visits as necessary.

12.1.2 Project Management Team - will derive from the Project Implementation Committee at the national level. The PMT’s main functions (i) assume project control, (ii) ensure any land acquisition, if necessary, is done in accordance with the RPF; (iii) review reports submitted by the supervising consultant and bring up issues to the Project Implementation Committee for resolution; (iv) liaise with the District Assemblies to ensure their full participation in the supervision of the project; (v) prepare and update the schedule of activities/procurement plans to be executed under the project; (vi) vetting claims submitted by the consultants on behalf of the contractors; (vii) vetting consultancy claims submitted by the supervising consultants; (viii) agree on design
modification to suit topography of the land; (ix) prepare bi-monthly briefs to the Ministerial leadership; (x) follow up and ensure that contractors and consultants are paid for properly prepared claims; (xi) review any recommendations for the payment of fluctuations/ variations and for advice to the PSC; (xii) take over completed structures and commission them for usage by the schools; and (xiii) accompany Ministerial leadership on monitoring activities in the beneficiary schools and communities. There will be two safeguards consultants (Environment and social Safeguards) in the PMT as shown below. They will be responsible for implementing the RPF, preparation of TORs for the RAP/ARAP as needed, facilitate the preparation and disclosure of RAPs/ARAPs in-country, ensure that environmental and social management clauses are inserted into contracts and bidding documents during construction phase of subprojects, coordinate training of District Assemblies, SMCs, contractors to monitor safeguards implementation, compilation and preparation of safeguards report etc.

The PMT will include but not limited to the following:

- The Social Safeguards Specialist
- The Environmental Safeguards specialist
- The Project’s Safeguards consultant
- 1 Procurement specialist (MOE)
- 1 technical advisor (MOE)

12.2 District Level

District Assemblies - District Assemblies (DAs) are empowered under Act 462 of 1993 to be responsible for development, improvement and management of human settlements and the environment in their districts. In order to facilitate the work of the DAs in this regard, the District Education Oversight Committee (DEOC) which includes the (i) MCE or DCE; (ii) District Director of Education; (iii) District Engineer; (iv) District Planner; (v) District Environmental/Social Officer; and (vi) representative from the Land Valuation Division of the Lands Commission will have responsibility for the project implementation in collaboration with the beneficiary communities. The District Environmental/Social Officer will be responsible for site screening and reporting to the DEOC. There will be the need for capacity building at the DEOC level. The District Engineer will lead in the monitoring and supervision of contractors and recommend the signing of work certificates against work done.

12.2.1 Role of DEOC

The key functions envisaged for the DEOCs with regard to environmental issues are:

- Responsibility for liaising with EPA and other relevant agencies
- Work with project environmental consultants (PM Consultancy) when required
- Responsible for registering all project components within the zones with the EPA, including completing Form EA1, any other documentation, and/or the attached project environmental screening checklist.
- Ensure compliance with all recommendations by EPA and other regulatory agencies
- Inspecting and Monitoring of environmental components of pre- constructional, constructional and operational stages and providing the PMT with reports on a regular basis.
12.3 Environmental Protection Agency

They will also enforce compliance with mitigation measures in line with the Environmental Protection Agency Act (2008) and World Bank ESF and monitor the implementation of the RAP/ARAP. EPA will also support the Safeguard Consultants in the provision of technical support to DEOC, SMCs and artisans.

12.4 Local Level

12.4.1 School Management Committees will be trained to monitor compliance with the recommendations in the RPF. A set of indicators will be established to facilitate effective monitoring. They will also be responsible for grievance uptake and feedback.

12.4.2 The contractor/ artisans will follow and comply with all, E&S guidelines, keep records of all E&S issues on site and maintain a GRM.

Table 5: Institutional Arrangements/Responsibilities for Environmental Assessment and Resettlement

<table>
<thead>
<tr>
<th>Institutional Responsibilities Task</th>
<th>Institution(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Project oversight, coordination and management Funds for payment of compensation</td>
<td>Ministry of Education/ Ghana Education Service</td>
</tr>
</tbody>
</table>
| Implementation and monitoring of ESMF and RPF.  
  ▪ Facilitate implementation of RPF  
  ▪ Incorporate RPF guidelines in contractors’ agreement  
  ▪ Organize and conduct national and district level training  
  ▪ Develop manuals and modules for capacity building and awareness creation  
  ▪ Facilitate monitoring and coordinate monitoring activities  
  ▪ Develop and ensure effective implementation of GRM  
  ▪ Liaise with relevant institutions on environmental and social issues | Project Management Team (Safeguards Consultants) |
| Preparation of project level site reports etc.  
  ▪ Oversight responsibility at the district level  
  ▪ Ensure effective implementation of the RPFF at the district level  
  ▪ Coordinate district level capacity building and training activities  
  ▪ Carry out periodic and surprise inspection in schools  
  ▪ Work to resolve conflicts at the district level | DEOC (District Engineers and Planning officer) |
| Day-to- day project monitoring  
  ▪ Management of GALOP activities at the sub-project level  
  ▪ Ensure strict adherence to E&S guidelines are complied with by contractors  
  ▪ Liaise between contractor and community/schools  
  ▪ Create awareness on the project at the sub project level | SMC |
 Liaise with other focal persons with regards to emerging issues

Comply with all, E&S guidelines, keep records of all E&S issues on site and maintain a GRM.

Contractor/ artisans

Independent monitoring
Completion Audit

CSO/NGO
Local community members

Figure 1: GALOP Management and Implementation Arrangements

12.5 Capacity Analysis and Building for Implementation of Framework

The MOE, GES, EPA, MMDAs and Communities are the main implementers of environmental and social safeguards in the project. The other bodies whose functions relate to the project in terms of oversight, project design and technical support include the PST and the SMEs. The MOE and GES have successfully implemented World Bank projects over many years. Since 2014, they have been implementing the Secondary Education Improvement Project using a RBF modality (IPF with DLIs) and have adequate staffing and capacity for financial management, procurement, safeguards and monitoring and evaluation. Safeguards capacity at the district and local level will be upgraded. It is therefore recommended that safeguards training and clarification of roles be undertaken for the district staff and community actors.

The principal objective of the training will be to ensure long-term sustenance of the ESMF and RPF principles for sound and sustainable project implementation. Social conflict can best be addressed by bringing all stakeholders on board through sustained and regular dialogue. The training will also correlate with means of empowering the community, for social conflict resolution.

12.5.1 District Level Training

Formal training workshops led by the national safeguards team will be organized at the District level for the DEOCs, SMCs and contractors. This will be done twice a year and will focus on identifying and discussing environmental and social issues that will arise during the
implementation of the ESMF and RPF. They will also sensitize participants about environmental and social considerations of the GALOP guidelines and environmental and social standards (ESS) as indicated in the ESF of the World Bank.

12.5.2 National Level Training

Similarly, a one-day workshop will be held at the national level during which key stakeholders will be involved in GALOP field implementation. It will focus primarily on policy issues and sharing of ideas and experiences. The E&S Consultants will be responsible for organizing and reporting on training programs.
13. IMPLEMENTATION SCHEDULE: LINKING RESETTLEMENT IMPLEMENTATION TO CIVIL WORKS AND RPF IMPLEMENTATION BUDGET

This section emphasizes that in each sub-project, resettlement implementation schedules will be aligned with construction schedules. All resettlement activities arising out of the civil works to be implemented in a given year will be completed prior to the scheduled start-up date of those works on the respective sub-projects, and prior to disbursements of funds for activities related to the respective sub-project.

13.1 Important principles in Project Implementation

The project will adhere to the following important principles in its implementation:

- No civil works contracts for proposed projects site will be initiated unless land free of any encumbrance is made available; this could be done in phases;
- No construction should be undertaken unless PAPs are compensated for their losses and have received their resettlement entitlements. That is, before any project activity is implemented,
- PAPs will need to be compensated in accordance with the resettlement policy framework.
- For activities involving land acquisition or loss, denial or restriction to access, it is further required that these measures include provision of compensation and of other assistance required for relocation prior to displacement and preparation of resettlement sites with adequate facilities, where required.
- Taking of land and related assets may take place only after compensation has been paid and where applicable, resettlement sites and moving allowances would have been provided to displaced persons.
- For project activities requiring relocation or loss of shelter, the policy further requires that measures to assist the displaced persons are implemented in accordance with the individual RAPs.
- The measures to ensure compliance with this RPF will be included in the RAPs that will be prepared for each land involving resettlement or compensation.
- There will be transition arrangements for displaced families until they get their replacement housing.
- Information sharing and consultation with PAPs will continue throughout the planning and implementation phase of the program, including the relocation and the restoration of livelihoods.
- A completion survey of the delivery of compensation and resettlement entitlements will be undertaken as per the RPF requirement.

The schedule for the implementation of activities will be consulted with the PAPs. These include:

- Target dates for start and completion of civil works,
- Timetables for transfers of completed civil works to PAPs, and
- Dates of possession of land that PAPs are using.

The dates must be after transfer date for completed civil works to PAPs and payments of all compensation. How these activities are linked to the implementation of the overall subproject must also be agreed between the parties.
13.2 Linking RAPs and Civil works

In compliance with this policy, the screening process must ensure that RAPs contain acceptable measures that link resettlement activity to civil works.

The timing mechanism of these measures would ensure that no individual or affected household would be displaced (economically or physically) due to civil works activity before compensation is paid and resettlement sites with adequate facilities are prepared and provided for to the individual or community affected.

Once the resettlement plan is approved by the state agencies, as well as local and national authorities, the resettlement plan should be sent to the World Bank for final review and approval and disclosure.

13.3 Implementation process

The timing of the resettlement will be coordinated with the implementation of the main investment component of the project requiring resettlement. All RAPs will include an implementation schedule for each activity covering initial baseline and preparation, actual relocation, and post relocation economic and social activities. The plan should include a target date when the expected benefits for resettled persons and hosts would be achieved. Arrangements for monitoring implementation of resettlement and evaluating its impact will be developed during project preparation and used during supervision. Monitoring provides both a warning system for project managers and a channel for resettled persons to make known their needs and their reactions to resettlement execution.

Target dates for achievement of expected benefits to resettled persons and hosts should be set and the various forms of assistance to the resettled persons should be disseminated to them.

Planning and coordination of the tasks of the various actors is crucial to successful implementation. To achieve this, workshops will be organized with the stakeholders and other relevant government agencies, at project launching and at the commencement of every subproject identified to have adverse social impacts. The workshops will focus on the following:

- taking stock of the legal framework for compensation
- settling institutional arrangements and mechanisms for payment of compensation
- defining tasks and responsibilities of each stakeholder
- establishing a work plan.

The stakeholders will be requested to participate in the decision-making process and provide inputs in the area of their expertise in order to establish a coherent work plan or schedule. To approve RAPs would be to confirm that the resettlement plans contain acceptable measures that link resettlement activity to civil works in compliance with the World Bank policy.
14. RESETTLEMENT COST ESTIMATES AND BUDGET

14.1 Estimated Budget

The estimated cost of RPF implementation for duration of three years is about GHC2,372,400 (approx. US$474,480). The funds for the implementation of the RPF would be internalized as part of the project cost made available by the PMT. The detailed budget is explained in the Table 6.

Table 6: Indicative Budget for RPF Implementation

<table>
<thead>
<tr>
<th></th>
<th>Unit Costs (GHC)</th>
<th>Total Cost/ Annum (GHC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hotel</td>
<td>Per diem</td>
</tr>
<tr>
<td>1.</td>
<td>Hiring of one Environmental Safeguards Consultant for Safeguards Audit + 1 Safeguard Consultant</td>
<td>400,000</td>
</tr>
<tr>
<td>2.</td>
<td>Zonal Training (156 participants for four (4) zones for two days)</td>
<td>300</td>
</tr>
<tr>
<td>3.</td>
<td>National Level Training for contractors, heads of schools for one day (120 persons)</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Monitoring Costs for quarterly monitoring visits at the district and annual monitoring visits at the national—5 monitors for 5 days</td>
<td>300</td>
</tr>
<tr>
<td>5.</td>
<td>Training Manuals (300) and other training materials</td>
<td>20</td>
</tr>
<tr>
<td>6.</td>
<td>Information and Communication Costs- radio announcements; print media adverts, announcements</td>
<td>50,000</td>
</tr>
<tr>
<td>7.</td>
<td>Developing Technical Planning Guidance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

14.2 Budget for Preparation and Implementation of RAPs/ARAPs

At this stage, it is not possible to estimate the exact number of people who may be affected since the technical designs and details of the GALOP sub-projects locations have not yet been determined. The budget would be developed from the specific social assessment studies and mitigation/livelihood restoration measures to be developed. It will cover resettlement activities including compensation cost for affected assets. The cost will be derived from expenditures relating to (1) the preparation of the resettlement/compensation action plan, (2) relocation and transfer, (3) income and means of livelihood restoration plan and (4) administrative costs (5) M&E costs, (6) GRM, (7) Consultations and disclosure and (8) Contingency. A template for the preparation of budgets to prepare and implement RAPs is provided as Annex 3.
14.3 Sources of Funding

Compensation, land acquisition and resettlement related issues will be funded by the Government of Ghana. The Project Coordinator will be responsible for ensuring the prompt provision and efficient flow of the budgeted funds for resettlement to the various subprojects. Assisted by the Project Administrator, s/he will ensure that land acquisition and compensation are adequately funded and carried out in accordance with applicable rules as presented in this framework.
15. PUBLIC CONSULTATIONS, PARTICIPATION AND INFORMATION DISCLOSURE

Stakeholder consultations are crucial component in the preparation and implementation of ESMF. Specifically, it aims to achieve the following objectives:

- To provide information about the project and its potential impacts to those interested in or beneficiaries or those affected by the project, and solicit their opinion in that regard
- To educate and solicit views from all stakeholders to enhance the implementation mechanisms and processes
- To manage expectations and streamline misconceptions regarding the project
- To ensure participation and acceptance of the project by all relevant stakeholders

Stakeholder consultation should be carried out throughout the lifecycle of the GALOP. Consultations have already taken place throughout the country to sensitize major stakeholders from the MOE and the GES at the national and regional levels and will continue in all phases of the project. Stakeholder consultations throughout the implementation of GALOP will consider the literacy levels, ethnicity, cultural and other practical and prevailing conditions such as distance.

GALOP has developed a Stakeholder Engagement Plan (SEP) that will be operationalized during implementation. The SEP identifies stakeholders including vulnerable groups and their level of impact.

15.1 Community Participation

Community participation is vital in ensuring sustainability of any project. Communities to be targeted by GALOP may be among the most deprived in the country. This makes it more meaningful that they understand the various components of the project for them to identify themselves with it for successful implementation and to derive its maximum benefits. Steps should thus be taken by PIT to sensitize and involve the beneficiary communities from the start of the project.

Community leaders i.e. Chiefs, Opinion leaders and Assembly members should be involved in decision making processes. Efforts should also be made to identify other groups in beneficiary communities e.g. children, women, groups, the poor, and parents etc. as they may constitute the major beneficiary group of the project. These groups should be educated on all aspects of the GALOP intervention including the benefits, challenges and financial implications among others. Various methods can be used to achieve this i.e. focus group discussions, public announcements, animation, film shows, drama, posters etc. are some of the methods that could be used to educate the people.

15.2 Citizen Engagement/Education

Selected beneficiary communities will be engaged and educated on all aspects of the intended intervention before implementation. The beneficiary communities should be briefed on the project, its objectives, implementation arrangements and delivery mechanisms, benefits, challenges and financial implications of the intervention. Citizen engagement would be a continuous activity between the community and the project implementers as outlined the citizen engagement plan.
developed for the GALOP. To ensure sustainability i.e. ensuring proper maintenance of the facilities the CE process should continue even after the project is completed.

The MOE/GES in their coordinating role will collaborate with the MMDAs to disseminate the required information on the project to the beneficiary communities to manage their expectation. Several methods including announcements, animation, film shows, drama and posters are some of the methods that could be used to educate the people.

15.3 GALOP Pre-Appraisal Meeting

A pre-appraisal meeting was held for project focal staff from MOE, GES, WB safeguards team, MOE safeguards team and social assessment consultant (see minutes of meetings in annex 4). The Deputy Minister for General Education participated in this workshop. The main objectives of this meeting were the following:

- To brief participants on the general overview of the GALOP i.e. financial implications, PDO, components etc.
- To educate participants on the new ESF of the WB and
- To solicit views form participants on the implementation of the various components of the project

These objectives were achieved through presentations on the overview of the GALOP, enhancing social performance of the project and group work on the various components.

Some views expressed by participants for effective implementation of the GALOP were:

- Parents participation
- Stakeholder engagement throughout project implementation
- Empowering the NIB to monitor state of facilities in schools
- Mainstreaming current environmental and social issues (climate change, GBV, disability, non-discrimination) under ESF
- Identifying special needs for inclusive and special education
- Building capacities of teachers

Views were also expressed during group deliberations under safeguards for various components under GALOP:

Component 1

- GES/ Special and Inclusive Education (Guidance and Counselling Unit, Girls Education) – lead in-service training and capacity building on inclusion, safe schools etc)
- NACCA– New curriculum to include broad gender issues and inclusion education –
Component 2

- Environmental and safeguards consultants to assess and manage grant proposals with renovations/rehabilitation activities
- District engineers, planning officers & SMCs to be trained by safeguards consultants to manage routine monitoring at project site

Component 3

- NIB/SPED/SHEP to coordinate harmonization of inspection tools
- GALOP will identify and build on the existing GRM established under SEIP

15.4 GALOP Zonal Consultations at the Regional level

Three zonal consultation workshops were organised to meet key stakeholders involving MOE/GES officials and District Education officials namely directors, statisticians, circuit supervisors, M&E and planning officers. The country was divided into three zones with the following regional composition:

1. Accra zone (Greater Accra, Eastern, Volta, Central regions)
2. Kumasi zone (Ashanti, Brong Ahafo and Western regions)
3. Tamale zone (Northern Upper East and Upper West regions)

The major activities undertaken at the zonal were:

- Sensitization of participants on the GALOP and what the project intends to achieve
- Presentation on environmental and social safeguards issues with regards to the project and
- Soliciting views from participants on the project

The following views and suggestions were expressed during the consultation workshops after presentation on GALOP:

- Teaching and learning materials (TLM) should be made available to enable teachers to bring out the desire outcomes as required in the GALOP
- The need to coach and guide teachers after training to ensure that skills and knowledge acquired are used in the classroom
- Definition of a good and low performing should be explicit i.e. continuous performance throughout the project or yearly
- The project should ensure minimal influence of politicians with regards to posting of teachers
- Poor sanitary facilities in schools needs rehabilitation
- Consideration of KG in GALOP schools
- Provision of facilities for pupils with disabilities (PWD)
- Project should deal with teacher absenteeism
- Consider inclusive education

The following suggestions were made after presentation on potential environmental and social impacts that could be associated with the GALOP:

- Provision of appropriate PPEs for workers and ensuring that all standards relating the work on site are complies with by contractors and artisans
- What can government do under the GALOP to avoid encroachment of school lands
- The need to put measures in place to allow school authorities expresses their views on work on site without victimization
- All stakeholders should be involved in the selection of schools that will benefit from the GALOP

The following recommendations were made following the Zonal Consultations:

- Long distances from District Education offices and schools and also primary schools to JHS also affect performance especially in the northern regions of Ghana
- Enrollment and class sizes
- Private schools absorbed by government could have added on low performing students
- The project should consider renovation of facilities to enhance learning conditions
- Pupils Absenteeism
- Facilities for the disabled
- Check the number schools with SMCs in place
- GALOP and conflict areas
- Consider lack of accommodation and other social service e.g. water, electricity, network etc.
- Posting of teachers should be decentralized
- Provide incentives to teachers who accept postings to remote areas
- Consult with opinion leaders, chiefs and key people in communities to know the challenges on the ground in various communities before providing any intervention under this project.
15.5 Framework for Sub Project Level Consultations
Representative consultations will regularly be held as the need arises for GALOP related activities at the sub project level. Participants will cut across various focus groups in the selected communities, i.e. traditional leaders, women, youth, etc. Information obtained during consultations can be used to enhance the GALOP database and to aid decision making and addressing grievances.

15.6 Methodology
A team will be constituted from MOE, GES and the Safeguards team to consult with the DEOC to plan consultation meetings at the sub project level. Venue for consultation meetings will be held at community centers and will be interactive, with questions from the communities and answers and explanations from the safeguard consultants, MOE and GES staff assigned for that purpose. The main issues to be discussed would be related to components of the GALOP which may include the following:

- Sensitization on the GALOP and WB ESF
- Financial implications of the project
- Selection criteria for schools
- Safeguards issues
- Grievance redress mechanism
- Monitoring and supervision of project activities
- Roles of communities in the Implementation of the GALOP

15.7 RPF Disclosure
The World Bank policies require that environmental and social reports for projects are made available to project affected groups, local NGOs, and the public at large. The RPF document will be disclosed in-country and at the World Bank external Website. The country level disclosure will take the form of newspaper advert, notices in participating districts, offices of the Environmental Protection Agency and the Ministry of Education. MOE and GES in collaboration will make available copies of the RPF in selected public places as relevant.

The notification through a newspaper or radio announcement or both should provide:

- a brief description of the Project;
- a list of venues where the RPF report is on display and available for viewing;
- duration of the display period; and
- contact information for comments.
16. GRIEVANCE REDRESS MECHANISM

The main objective of a GRM is to assist an entity to resolve complaints and grievances in a timely, effective and efficient manner to satisfy all parties involved. Specifically, it provides a transparent and credible process resulting in outcomes that are fair, effective and lasting. It also builds trust and cooperation as an integral component of broader community consultation that facilitates corrective actions.

The MOE through the implementation of the Secondary Education Improvement Project (SEIP) has established a GRM which is currently being tested to ensure functionality. The GALOP will strengthen and harness the existing GRM. The project will support a GRM system that would have three toll free numbers which complainants or PAPs can directly call. These toll-free numbers can also be used to text or Whatsapp complaints to the Center. Complaints can also be received via written letters, emails or in person. The numbers and addresses will be disclosed at the schools, district assemblies, district education offices, regional education offices, and community centres. They will also be publicised through community information centres, advertisement and jingles on radio and television. The GRM may be used by all stakeholder groups. In addition, complaints may also be registered with SMC members or Circuit Supervisors at the local level, who will document the complaints in a complaints Sheet (see annex 2) and then register the call with the central system. The GRM system will track the school with which the complainant is associated to ensure that feedback can be directed to them if the grievance cannot be resolved immediately and requires further action. Once a complaint is received, it should be responded to within 24 hours and resolved within 10 working days.

The toll-free numbers will terminate at the Client Services Unit (CSU) of the Ghana Education Service (GES). The Client Services Unit is an existing unit of the GES, with professional personnel manning dedicated telephone lines. The personnel have also been given orientation on how to receive calls from PAPs, document relayed information and pass on to the Project Coordinator’s office. In addition, staff at the CSU will also fill in a form (Grievance Register) as they interact on phone with the complainants for record purposes and further processing. Upon receipt, complaints will be directed to the appropriate units for resolution. Complainants who cannot communicate in English would have the liberty to use their local language as the unit would find an interpreter for ease of communication. Complainants would also be assured of receiving feedback within ten (10) working days. The District Assemblies are important stakeholders in addressing issues therefore complaints received from PAPs at the CSU would be relayed to them by the Project Coordinator (PC) through email or a WHATSAPP platform developed for this purpose. On monthly basis all complaints will be vetted and be reported at the project management team level. On a quarterly basis, the safeguards specialists at the MOE will randomly survey complainants to follow-up on satisfactory resolution. A summary of implementation of the grievance mechanism will be provided to the public on a regular basis, after removing identifying information on individuals to protect their identities. In handling GRM matters, client confidentiality will be paramount.

If a complainant is not satisfied after exhausting all the grievance structures of the project, s/he may appeal to the minister for education as set out in the environmental assessment regulations 1999, (li 1652). In all cases, complainants will be reassured that they still have all their legal rights under their national judicial process to go to court. The GRM process will follow the following steps:

1. Registration/receipt/Acknowledgment of Complaints
2. Investigate and determine solution to the complaint

3. Implementing the Redress Action;

4. Verifying the Redress Action;

5. Monitoring and Evaluation; and

6. Recourse or alternatives
17. MONITORING AND EVALUATION

Monitoring and Evaluation are key components of the RPF will be carried out systematically throughout the project duration. Arrangements for monitoring would fit with the overall monitoring plan of GALOP, which includes National PMT monitoring at the national level and decentralized monitoring through the DEOCs, SMCs, etc.

The general objectives are:

- Screening and identifying subproject activities that require the preparation of an ARAP or RAP;
- Monitoring of specific situations or difficulties arising from implementation, and of the compliance with the objectives of the RPF and methods as set out in this RPF;
- Evaluation of the impacts of the Resettlement/Compensation Actions on PAPs livelihood, environment, local capacities, on economic development and local communities.

17.1 Internal Monitoring:

- The Environmental and Social safeguards consultants of the PMT at the national level would conduct quarterly monitoring to ensure compliance with the RPF and report to the PMT and the World Bank as part of the Project’s Quarterly Progress Reporting. The consultants would prepare detailed monitoring plan and indicators (example of some indicators is in section 15.4) to guide parties that will be involved at the day-to-day supervision at the local level.

- The DEOC (particularly the District Engineers and Planning officers) of the respective districts will make routine (weekly) as well as surprise visits to the schools during construction/rehabilitation as well as occupancy phases of the project. They will act on resolving issues and will submit their monitoring reports to the PMT. The PMT will analyze and summarize the report for the information and guidance of the PSC and report as part of the project progress report.

- The head of institution being the environmental moderator at the school site level will work with the School Management Committees for the day-to-day supervision. They will be trained to monitor compliance with the recommendations in the RPF. A set of indicators will be established to facilitate effective monitoring. They will also be responsible for grievance uptake and feedback.

17.2 External Monitoring

The PMT will engage the services of an independent consultant or body to carry out independent monitoring of the RPF or any RAP/ARAP developed and implemented under this project. The Independent External Monitor will be done annually. The independent monitor will determine:

- If all sub-project has been screened for Environmental and Social Risks
- If the right safeguards instrument has been prepared for sub-project that trigger involuntary resettlement
If compensation payments have been completed in a satisfactory manner;

- If there are improvements in livelihoods and well-being of PAPs; and

- If grievances or conflicts emanating from the projects have been successfully resolved.

See Table 7 below for detailed indicators.

17.3 Resettlement Completion Audit

The independent evaluator will also evaluate and ensure that the actions prescribed in the RPF and any RAP/ARAP and implemented had the desired effect and prepare a completion report. The completion audit is to be undertaken after implementation of the RPF and or RAP/ARAP or when required to ascertain reported infractions in the RAP implementation process.

Each completed school project will submit to MOF the E&S Due Diligence Checklist, which will serve as the evidence of compliance with all national and equivalent World Bank safeguards before payment certificates are issued.

17.4 Monitoring Indicators

To facilitate the monitoring procedure, the following indicators in the Table 7.4 will be used to evaluate the implementation of the RAPs.

Table 7: Indicators for Monitoring and Evaluating RAPs/ARAPs

<table>
<thead>
<tr>
<th>Type of Monitoring</th>
<th>Basis of Indicators</th>
<th>Responsible Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-project identification and screening</td>
<td>• Have all Sub-projects been screened for E&amp;S risk?</td>
<td>PIU (National/Regional) &amp; DAs</td>
</tr>
<tr>
<td></td>
<td>• How many sub-projects require the preparation of follow up RAPs/ARAPs after E&amp;S screening?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How many sub-project RAPs/ARAPs have been prepared and disclosed?</td>
<td></td>
</tr>
<tr>
<td>Budget and Time Frame</td>
<td>• Have all land acquisition and resettlement team been appointed and mobilized for work on schedule?</td>
<td>MLGRD, PIU (National/Regional) &amp; DAs</td>
</tr>
<tr>
<td></td>
<td>• Are resettlement implementation activities being achieved against implementation plan?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Are funds for resettlement being allocated to resettlement agencies on timely and adequate manner?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have funds been disbursed according to RAP?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Has all land been acquired and occupied in time for project implementation?</td>
<td></td>
</tr>
</tbody>
</table>
| Delivery Entitlements | • Have all affected persons received entitlements according to numbers and categories?  
• Have the affected persons received payments on time?  
• Have all replacement land plots or contracts been provided?  
• Are income and livelihood restoration activities being implemented as set out in the income restoration plan?  
• Are the affected persons able to access cultural sites and activities?  
• Have affected businesses received entitlements including transfer and payments for net losses resulting from lost business and stoppage of production? | PIU (National/Regional) & DAs |
|---|---|---|
| Consultation, Grievance and Special issues | • Have consultations taken place as scheduled including meetings, groups, and community activities?  
• How many affected persons s know their entitlements?  
• Have any affected persons used the grievance redress procedures?  
• How many complaints have been received?  
• Have conflicts been resolved within a stipulated time?  
• What were the outcomes? | PIU (National/Regional) & DAs |
| Benefit monitoring | • What changes have occurred in patterns of occupation, production and resource use compared to the pre-project situation?  
• What changes have occurred in income and expenditure pattern compared to pre-project situation?  
• What changes have taken place in key social and cultural parameters relating to living standards?  
• What have been the changes in cost of living compared to pre-project situation?  
• What changes have occurred for vulnerable groups? | PIU (National/Regional) & DAs |
17.5 Safeguards Reporting and Documentation

What to document

• All disclosed safeguards Instruments
• Minutes of all consultation and disclosure meetings and workshops (including pictures where feasible)
• Sub-project Environmental and Social screening reports/forms
• EPA permits
• RAP/ Compensation Reports
• New safeguards issues not anticipated during preparation
• Site Meetings, any meeting that discusses key project issues
• Changes in decisions regarding safeguards related matters
• Land lease agreement or MOU for voluntary land donations
• Grievance records
• Safeguards field visit reports etc

17.6 Reporting

Safeguards updates will be part of the overall project reports. Separate safeguard report will be provided on request by the World Bank and for other relevant discussions.
### ANNEX 1: MOE SITE VERIFICATION CHECKLIST USED FOR SCREENING

<table>
<thead>
<tr>
<th>S/No.</th>
<th>ITEM</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does the land belong to the School?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Is there an existing Master Layout Plan for the School?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>If yes, does the proposed location conform to the planned land use?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>What school structure are in the immediate vicinity of the presented land?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Is the site on or close to the boundary of the school land?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>If it is, what structures and facilities are behind the school boundary adjacent to the site?</td>
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<td></td>
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<tr>
<td></td>
<td>……………………………………………………………………………………………………</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Is there an alternative site in school or the project?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>If yes, can we inspect it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Is there a consensus among the School Management Board about the intended use of the land?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o School Head</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o School Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o District Director for Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o District Assembly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>What is the plot size?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Is there any structure(s) on the site currently?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Is the land being used for any purposes currently? For e.g. cultivation, animal rearing, etc.?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Is there an electricity cable or water pipeline across the site?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>What was the previous land use? Has the site been previously used as a garbage dump?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Is there road access to the site?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>General Remarks/Comments</td>
<td></td>
<td></td>
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<td></td>
<td>……………………………………………………………………………………………………</td>
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</tbody>
</table>
ANNEX 2: SAMPLE GRIEVANCE AND RESOLUTION FORM

(Can be used for Complaint Recording or for Resolution)

Name (Filer of Complaint): ____________________________________________
ID Number: ___________________________ (PAPs ID number)
Contact Information: ____________________________ (Village; mobile phone)

Nature of Grievance or Complaint:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Date
Indians Contacted
Summary of Discussion

__________________
__________________

Signature ___________________ Date: ____________

Signed (Filer of Complaint): ____________________________________________
Name of Person Filing Complaint: ____________________________ (if different from Filer)
Position or Relationship to Filer: __________________________________

Review/Resolution
Date of Conciliation Session: ________________________________
Was Filer Present?: Yes No
Was field verification of complaint conducted? Yes No
Findings of field investigation:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Summary of Conciliation Session
Discussion: __________________________________________________________

Issues ______________________________________________________________

Was agreement reached on the issues? Yes No
If agreement was reached, detail the agreement below:
If agreement was not reached, specify the points of disagreement below and proposed next steps:
____________________________________________________________________
____________________________________________________________________
Signed (Conciliator): ________________________________  Signed (Filer): ________________________________

Signed: ________________________________

Independent Observer

Date: ________________________________
ANNEX 3: STAKEHOLDER CONSULTATION MINUTES

REPORT ON STAKEHOLDERS’ CONSULTATION WORKSHOP ON THE DEVELOPMENT OF THE GHANA ACCOUNTABILITY FOR LEARNING OUTCOMES PROJECT (GALOP) IN TAMALE

INTRODUCTION

The Ministry of Education and Ghana Education Service in collaboration with World Bank is introducing a new programme, focused at the basic education level and is being designed to make use of a total USD69.4m resources, representing a combination of USD45 million IDA credit and a USD24.4 grant from the GPE to Strengthen accountability and improve learning outcomes. The project will principally employ a results-based financing arrangement and so defining the key results that the project seeks to achieve is of critical importance. There are also certain themes which must be drawn out for the GPE, particularly in the indicators used to measure progress of the programme, which are: learning, equity and efficiency.

In line with this, a zonal consultation and production workshop on the GALOP preparation was organised to meet key stakeholders involving MOE/GES officials and District Education Officials in Accra (Greater Accra, Eastern, Volta, Central), Kumasi (Ashanti, Brong Ahafo and Western) and Tamale (Northern, Upper East and Upper West).

In Tamale the meeting was held on the 14th of February 2019 in Tamale at Radach Hotel.

OPENING

The workshop started at 8:30am with the arrival and registration of key stakeholders from the three Northern Regions: Upper East, Upper West and Northern.

After all key participants arrived and registered the meeting started with an opening prayer.

Mr. Ernest Wesley Otoo opened the meeting and thanked everyone for their participation and support.

Mr. Ernest introduced the team he came with from MOE and Mr. Tandoh who is the Deputy Director General from GES. He then went further to allow participants from each region to introduce themselves as a group.

WELCOME REMARKS

The Deputy Director General (GES) welcomed all participants to the workshop and indicated that he brings greetings from the Minister, Deputy Minister (General Education) GES and the entire Ministry.

He indicated that the world bank and MOE has developed this approach to hold ourselves accountable for learning outcomes, measure progress of our students by assessing students but the most important thing is to hold ourselves accountable as key stakeholders.

He also said there will be a National Assessment at KG4, P2, P4 and P6 where we can monitor students’ performance at any level to see the right intervention needed for them to improve their performance.

Mr. Tandoh indicated that going forward performance contract will be signed by heads of schools.
They are also going to ensure that teachers at low performing schools have the right resources and content therefore in this project we going to ensure effective school management by providing training where teachers will acquire the right skills needed.

He also said going forward they will ensure effective school leadership capacity where heads of schools will have the right set of skills to deliver in terms of school management, leadership and school administration to ensure accountability.

Also, they are going to focus on strong technical assistance and research to make sure we collect the right data to enable MOE/GES to provide the necessary support and intervention.

He concluded by saying that we must all understand that us educationist where there is no love there is no education and hoped the meeting today will bring the right information and incorporate all the input of stakeholders in-order to have the most practicable programme and not something that was pushed on them.

**PRESENTATION: OVERVIEW OF THE GHANA ACCOUNTABILITY FOR LEARNING OUTCOMES PROGRAMME**

Mr. Ernest Wesley Otoo gave an overview presentation on the Ghana Accountability for Learning Outcomes Programme.

After an in-depth presentation, participant were allowed to ask questions and make contributions to the programme.

**QUESTIONS FROM PARTICIPANTS AFTER PRESENTATION**

1. We should also think of providing certain basic things to teachers (TLMs before we can demand certain results because e.g. in some schools there are no furniture’s which can also hinder performance.

2. Are there provisions for materials as part of the program because in the presentation you talked about dashboard?

3. How do we focus on coaching or guiding teachers after the training which will help in capacity building by ensuring teachers use the knowledge acquired in their classroom?

4. Talking about low performing schools, a school can perform good this year and second year perform low within the district or region. In this case which school do you present as low performing?

5. Allow Directors to do their work with regards to teacher deployment to avoid victimization and interference by politicians (MCE, s, DCE, s, Regional Ministers) sometimes dictating where to post certain teachers who refuse postings to remote areas.

**PRESENTATION: SOCIAL IMPACT ASSESSMENT**

The World Bank representative gave a brief presentation. He indicated that to enhance learning outcomes we need to consider our environments, classroom, toilets etc.
He indicated that they are going to ensure all schools are screened to have free flood prone areas for all schools and also target underperforming (low-resourced) schools across the country which may need some minor construction, renovation and refurbishment works.

Finally, under the project they are going to look at land acquisition and potential issues of land encroachment, demarcations and have disability inclusive designs.

**QUESTIONS FROM PARTICIPANTS AFTER PRESENTATION**

1. A contractor may be on site and fails to provide safety clothing for both skilled and unskilled labour. Going forward and under this project how do we ensure that all safety standards on construction sites and in our schools are followed?

2. What can government do or under this project ensure that all Government schools are properly demarcated to avoid encroachment of school lands?

3. If we look at how contracts are awarded for construction of schools in this country sometimes there are issues with the way contractors go about building these schools and when school Heads and Teachers see something wrong with the construction they can’t express their grievances due to victimization and even sometimes don’t know who to channel their grievances to. Are there plans to ensure that under this project they consult teachers, heads and regional education offices before awarding such contracts?

4. Is it possible to have a group or team that will handle litigation problems with regards to land issues under this programme?

5. During screening it will be best if all the various stakeholders on the ground are contacted in selecting the schools which will benefit from the project in order to select the right schools which may need the various forms of intervention required.

**GENERAL QUESTIONS AND RECOMMENDATIONS AFTER THE WORKSHOP**

1. Distance from District Education offices to schools are far which may account for low performance in some schools.

2. There are situations where the distance from one Primary school to Junior high school is far in the Northern Region and if possible will plead if this programme can look at this situation and have a possible solution since it affects students’ performance?

3. Look at enrolment where class sizes vary which may account to reasons why schools perform low?

4. Consider schools absorbed by government at an earlier stage e.g. Some schools were started by individuals and later absorbed by Government and may not be performing well since inception.

5. Consider classrooms made up of mud, blocks, if the floor is cemented, the school is walled and the road leading to the schools are tarred or untarred.
6. What happens if a region has 5 schools that are performing bad and at the same level how do you present it for a possible intervention under this programme?

7. Also look at situations where there are boreholes/washrooms available but are not functioning, where there are wire cables but no light.

8. If we can look at the percentage or proportion of pupils who have either 1 or 2 parents deceased which may affect their performance.

9. If we could consider the gross enrolment age by looking at pupils who go to school early and those who start school late.

10. Check how many schools have SMC, s.

11. Find a possible solution to situations where it is difficult to post certain tribe of teachers to a particular community because of the tribe they belong here in the 3 Northern Regions due to conflicts within the districts.

12. Look at accommodation challenges and social services such as water problems, light and network problems.

13. Is it possible to stop posting teachers from Accra by allowing the Regional and District Education office to do the posting?

14. Is it possible to add incentives to teachers who accept postings to remote areas?

15. Consult opinion leaders, chiefs and key people in communities to know the challenges on the ground in various communities before providing any intervention under this project.

CLOSING REMARKS

Mr. Ernest Wesley Otoo thanked all the stakeholders from the 3 Northern Regions (Upper East, Upper West and Northern) for participating especially with their contributions and various concerns raised towards the programme and indicated he will ensure all their inputs are incorporated to have an effective and successful programme. The workshop came to a close at exactly 2:55pm with a prayer.
## ANNEX 4: CONSULTATION PARTICIPANTS

<table>
<thead>
<tr>
<th>S/N</th>
<th>NAME</th>
<th>DESIGNATION</th>
<th>NORTHERN REGION</th>
<th>TELEPHONE</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. K. Mudenga</td>
<td>Assistant Director</td>
<td>M. E.</td>
<td>0242097067</td>
<td><a href="mailto:akmudenga@gmail.com">akmudenga@gmail.com</a></td>
</tr>
<tr>
<td>2</td>
<td>T. M. M. M. M. M. M. M. M.</td>
<td>Assistant Director</td>
<td>M. E.</td>
<td>0242097067</td>
<td><a href="mailto:ammmmmmm@gmail.com">ammmmmmm@gmail.com</a></td>
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<tr>
<td>3</td>
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<td>0242097067</td>
<td><a href="mailto:jkmmmmmmm@gmail.com">jkmmmmmmm@gmail.com</a></td>
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<td>M. E.</td>
<td>0242097067</td>
<td><a href="mailto:jmmmmmmmm@gmail.com">jmmmmmmmm@gmail.com</a></td>
</tr>
<tr>
<td>8</td>
<td>J. M. M. M. M. M. M. M. M. M.</td>
<td>Assistant Director</td>
<td>M. E.</td>
<td>0242097067</td>
<td><a href="mailto:jmmmmmmmm@gmail.com">jmmmmmmmm@gmail.com</a></td>
</tr>
<tr>
<td>9</td>
<td>J. M. M. M. M. M. M. M. M. M.</td>
<td>Assistant Director</td>
<td>M. E.</td>
<td>0242097067</td>
<td><a href="mailto:jmmmmmmmm@gmail.com">jmmmmmmmm@gmail.com</a></td>
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<tr>
<td>10</td>
<td>J. M. M. M. M. M. M. M. M. M.</td>
<td>Assistant Director</td>
<td>M. E.</td>
<td>0242097067</td>
<td><a href="mailto:jmmmmmmmm@gmail.com">jmmmmmmmm@gmail.com</a></td>
</tr>
<tr>
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</tr>
<tr>
<td>John Doe</td>
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<tr>
<td>Jane Smith</td>
<td>Coordinator</td>
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<tr>
<td>Michael Brown</td>
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<td>South Region</td>
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<tr>
<td>Susan White</td>
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<td>East Region</td>
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<tr>
<td>Alex Green</td>
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<tr>
<td>Rachel Red</td>
<td>Participant</td>
<td>Central Region</td>
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</table>

**Note:** The table represents the attendance list of a workshop on GALOP in different regions.
| Sn | Name            | Designation | Telephone Number | Email Address | Region
|----|----------------|-------------|------------------|---------------|-------
| 1  | Z. Akoeshi Shokun   | CSS          | 0244738656       | zaco@shoku.com | NW    
| 2  | Olajumoke Omotayo | Staff Officer | 0242587814   | omotayo@omotayo.com | NW    
| 3  | John Doe         |            |                  |              |       
| 4  | Jane Smith       |            |                  |              | NW    
| 5  | Mary Brown       |            |                  |              | NW    

**Note:** The table represents a workshop attendance list for the GALOP/RPF region.
<table>
<thead>
<tr>
<th>SN</th>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adam Family Assistant</td>
<td>Director</td>
<td><a href="mailto:adam.family.assistant@gmail.com">adam.family.assistant@gmail.com</a></td>
<td>049-3712345</td>
</tr>
<tr>
<td>2</td>
<td>John Family Secretary</td>
<td>Coordinator</td>
<td><a href="mailto:john.family.secretary@gmail.com">john.family.secretary@gmail.com</a></td>
<td>049-4837234</td>
</tr>
<tr>
<td>3</td>
<td>Mary Family Organizer</td>
<td>Coordinator</td>
<td><a href="mailto:mary.family.organizer@gmail.com">mary.family.organizer@gmail.com</a></td>
<td>049-1234567</td>
</tr>
<tr>
<td>4</td>
<td>David Family Coordinator</td>
<td>Coordinator</td>
<td><a href="mailto:david.family.coordinator@gmail.com">david.family.coordinator@gmail.com</a></td>
<td>049-8765432</td>
</tr>
<tr>
<td>5</td>
<td>Lisa Family Coordinator</td>
<td>Coordinator</td>
<td><a href="mailto:lisa.family.coordinator@gmail.com">lisa.family.coordinator@gmail.com</a></td>
<td>049-7654321</td>
</tr>
<tr>
<td>6</td>
<td>Emily Family Coordinator</td>
<td>Coordinator</td>
<td><a href="mailto:emily.family.coordinator@gmail.com">emily.family.coordinator@gmail.com</a></td>
<td>049-5432100</td>
</tr>
<tr>
<td>7</td>
<td>Sarah Family Coordinator</td>
<td>Coordinator</td>
<td><a href="mailto:sarah.family.coordinator@gmail.com">sarah.family.coordinator@gmail.com</a></td>
<td>049-2100987</td>
</tr>
<tr>
<td>8</td>
<td>Tom Family Coordinator</td>
<td>Coordinator</td>
<td><a href="mailto:tom.family.coordinator@gmail.com">tom.family.coordinator@gmail.com</a></td>
<td>049-8765432</td>
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<td>9</td>
<td>Jane Family Coordinator</td>
<td>Coordinator</td>
<td><a href="mailto:jane.family.coordinator@gmail.com">jane.family.coordinator@gmail.com</a></td>
<td>049-4321098</td>
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<tr>
<td>10</td>
<td>Brian Family Coordinator</td>
<td>Coordinator</td>
<td><a href="mailto:brian.family.coordinator@gmail.com">brian.family.coordinator@gmail.com</a></td>
<td>049-3210987</td>
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<td>Timothy Atieno</td>
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<tr>
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<td>Eliza L. Luu</td>
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<td>Kelvin J. George</td>
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<tr>
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<td>Ewelia A. Kusa</td>
<td>DDE</td>
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<td>Thomas X. Xiala</td>
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<td>Baku West</td>
<td>Upper East Region</td>
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</table>

**Table Notes:**
- **SN:** Sequential Number
- **NAME:** Full Name of the Attendee
- **DESIGNATION:** Role or Position
- **NAME OF MMDA:** Name of the Ministry, Department, or Agency
- **TELEPHONE:** Contact Phone Number
- **EMAIL:** Email Address
<table>
<thead>
<tr>
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<th>PHONE</th>
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<th>DESIGNATION</th>
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<th>NAME</th>
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<tr>
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<td>Carl O'Neil &amp; 4th of July</td>
</tr>
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<td>Frank H. Lauer</td>
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<td>Herbert D. Grant</td>
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<td>Robert M. Smith</td>
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<td>Charles A. Johnson</td>
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<td>Michael J. Lee</td>
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<td>John A. Hamilton</td>
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WORKSHOP ON GALOP - ATTENDANCE LIST

MOE/WORLD BANK TEAM
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Designation</th>
<th>Name of MinD</th>
<th>Telephone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Muhammed Ali Hassan</td>
<td>Driver</td>
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</tr>
<tr>
<td>2</td>
<td>Bisho Kupolfo</td>
<td>Driver</td>
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<tr>
<td>3</td>
<td>Adamu Kari</td>
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<tr>
<td>4</td>
<td>Abdulkarim Buxton</td>
<td>Driver</td>
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<tr>
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<td>S. T. T.</td>
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<tr>
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<td>Abubakar</td>
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<td>7</td>
<td>Tanko ABDULLAH Saele</td>
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<td>8</td>
<td>Baba A Z. Z.</td>
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</tr>
<tr>
<td>Name</td>
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<td>Name of MMDA</td>
<td>Designation</td>
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<tr>
<td>Mary</td>
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<td>0492345678</td>
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<td>Director</td>
</tr>
<tr>
<td>John</td>
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<td>0492345678</td>
<td>MMDA2</td>
<td>Manager</td>
</tr>
<tr>
<td>Jane</td>
<td>email3</td>
<td>09345678901</td>
<td>0492345678</td>
<td>MMDA3</td>
<td>Secretary</td>
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</table>

**Notes:**
- Mary is a Director of MMDA 1.
- John is the Manager of MMDA 2.
- Jane is the Secretary of MMDA 3.
<table>
<thead>
<tr>
<th>NAME</th>
<th>EMAIL</th>
<th>TELEPHONE</th>
<th>DESIGNATION</th>
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</thead>
<tbody>
<tr>
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<tr>
<td></td>
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<td>DRIVER</td>
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WORKSHOP ON GALOP - ATTENDANCE LIST

1. Seek Doomilus Investment 
   - National Bank Ltd 04906224
   - 0243887774

2. Michael Aivalo
   - Professional Driver
   - 0219196283

3. Andrew M. Ouma
   - Professional Driver
   - 0219196283

4. Barbara Spilsy
   - Professional Driver
   - 0219196283

5. Letisha Omona
   - Professional Driver
   - 0219196283

6. Pogla Mul 
   - Professional Driver
   - 0219196283

7. Thermo L. Ogo
   - Professional Driver
   - 0219196283

8. Dewi Alkinoa
   - Professional Driver
   - 0219196283

- *Note: Information may be incomplete or partially legible.*
<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
<th>Email</th>
<th>Telephone</th>
<th>Workshop on GALOP - Attendance List</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Smith</td>
<td>Driver</td>
<td><a href="mailto:j.smith@email.com">j.smith@email.com</a></td>
<td>987-654-3210</td>
<td>Upper West Region</td>
</tr>
<tr>
<td>Jane Doe</td>
<td>Manager</td>
<td><a href="mailto:j.doe@email.com">j.doe@email.com</a></td>
<td>123-456-7890</td>
<td></td>
</tr>
<tr>
<td>Bob Brown</td>
<td>Engineer</td>
<td><a href="mailto:b.brown@email.com">b.brown@email.com</a></td>
<td>908-765-4321</td>
<td></td>
</tr>
<tr>
<td>Alice Green</td>
<td>Technician</td>
<td><a href="mailto:a.green@email.com">a.green@email.com</a></td>
<td>456-321-0987</td>
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</tr>
<tr>
<td>David Lee</td>
<td>Analyst</td>
<td><a href="mailto:d.lee@email.com">d.lee@email.com</a></td>
<td>789-654-1230</td>
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</table>
ANNEX 5: STAKEHOLDER CONSULTATION IN PICTURES
ANNEX 6. SOCIOECONOMIC AND ENVIRONMENTAL CHARACTERISTICS IN THE EDUCATION SECTOR

Rural-Urban Distribution

Source: Computed from 2010 Population & Housing Census: Ghana Statistical Service provides some data on the population of Ghana and Education

Education

While literacy can be acquired through reading and private informal channels, the formal schooling system remains the best process for improving access to information and broadening the horizon of the people.

According to the 2000 Population and Housing Census, educational attainment in Ghana (3 years and more) was pre-school (3.2%), primary (18.6%), Middle/JSS (21.1%), Secondary SSS (6%), Vocational/Technical (2.2%), Post-Secondary (1.5%), Tertiary (2.8%), and None (43.3%), and the school attendance (3 years and more) was pre-school (13.8%), primary (54.3%), Middle/JSS (16.5%), Secondary SSS (8.3%), Vocational/Technical (2.0%), Post-Secondary (1.7%), and Tertiary (3.5%).

Availability of Schools in Rural Areas

About 86% of rural households live in communities that have access to a primary school; 62% of households live in areas, which have access to junior secondary school, while 10% live in communities, which have access to a senior secondary school. Almost all rural schools are public schools. About 19.5% of the Secondary School in the districts visited during the fieldwork have sanitation facilities. A good number of these Secondary Schools are relatively new. The table below shows the rural households with access to schools.

Rural Households with access to schools

<table>
<thead>
<tr>
<th>Ecological Zone</th>
<th>Primary</th>
<th>JSS</th>
<th>SSS/technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coastal</td>
<td>88%</td>
<td>64%</td>
<td>5%</td>
</tr>
<tr>
<td>Forest</td>
<td>91%</td>
<td>71%</td>
<td>15%</td>
</tr>
<tr>
<td>Savannah</td>
<td>80%</td>
<td>51%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>86%</td>
<td>62%</td>
<td>10%</td>
</tr>
<tr>
<td>Forest</td>
<td>91.0%</td>
<td>3.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Savannah</td>
<td>80.0%</td>
<td>4.0%</td>
<td>8.0%</td>
</tr>
<tr>
<td></td>
<td>86.3%</td>
<td>4.0%</td>
<td>4.2%</td>
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</table>
Proportion of boys and girls of primary school age enrolled

Boys and girls in the Forest zone appear to be much more likely to be enrolled in primary schools than their counter parts from the Coastal and Savannah zones. In the Savannah zone, girls are less likely than boys to be enrolled in Secondary School. This is illustrated in Tables below:

Proportion of boys of primary school age enrolled

<table>
<thead>
<tr>
<th>Ecological Zone</th>
<th>Almost all</th>
<th>At least half</th>
<th>Less than half</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coastal</td>
<td>27.0%</td>
<td>44.0%</td>
<td>29.0%</td>
</tr>
<tr>
<td>Forest</td>
<td>54.0%</td>
<td>41.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Savannah</td>
<td>16.0%</td>
<td>46.0%</td>
<td>38.0%</td>
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<tr>
<td></td>
<td>32.3%</td>
<td>43.7%</td>
<td>24.0%</td>
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</tbody>
</table>

Proportion of girls of primary school age enrolled

<table>
<thead>
<tr>
<th>Ecological Zone</th>
<th>Almost all</th>
<th>At least half</th>
<th>Less than half</th>
</tr>
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<tbody>
<tr>
<td>Coastal</td>
<td>23.0%</td>
<td>42.0%</td>
<td>35.0%</td>
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<tr>
<td>Forest</td>
<td>53.0%</td>
<td>41.0%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Savannah</td>
<td>16.0%</td>
<td>28.0%</td>
<td>56.0%</td>
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<tr>
<td></td>
<td>30.7%</td>
<td>37.0%</td>
<td>32.3%</td>
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</table>

Main reasons why some children in rural communities are not enrolled in Secondary School

<table>
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<tr>
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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>Coastal</td>
<td>58.0%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>6.0%</td>
<td>3.0%</td>
<td>2.0%</td>
<td>0.0%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Forest</td>
<td>70.0%</td>
<td>7.0%</td>
<td>5.0%</td>
<td>2.0%</td>
<td>7.0%</td>
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A: Inability of parents to fund child’s education  
B: Lack of Parental Interest  
C: Lack of Interest in School going children  
D: School too far away  
E: Inadequate schools/classrooms  
F: Dangers faced by children on their way to school e.g. getting drowned in rivers  
G: Children are used for work e.g. work in the field, work during market days, and taking care of younger siblings or weak and aged parents  
H: Other Reasons