

USAID/GHANA PARTNERSHIP FOR EDUCATION: [Promoting Transparency and Accountability in Education-PTAE]

Implemented By:



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Evaluator:

Kavaarpuo, A.V. Eric



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EXECUTIVE SUMMARY

This final evaluation of the 18-month *Promoting Transparency and Accountability in Education* project (PTAE) was commissioned by the Northern Network for Education Development (NNED). The project was funded by USAID and implemented from **March 2016** to **August 2017**. The project focused on bridging information gap between education managers at district and school levels on one hand, and citizens (including communities, parents and civil society groups) on the other. It sought to use experiences/practices of the Global/Ghana Partnership for Education Grant (GPEG) as entry point for assessing the provision of education inputs and resources and as well audit on-going education interventions in schools of Northern Ghana.

The evaluation employed the recommended OECD DAC criteria of relevance, effectiveness, efficiency, impact and sustainability to evaluate project. The evaluation was carried out between **September and October 2017**. The evaluator reviewed the PTAE project document, M&E Plan, activity reports and sector-related documents before proceeding to conduct interviews and administer questionnaires to project stakeholders. Semi-structured questionnaires were developed and administered on district education offices, school heads and selected teachers, whilst Focus Group Discussions (FGDs) were conducted with school pupils (boys and girls) and parents (SMC/PTAs). The evaluation targeted all 3 regions of the North where the project was implemented, sampling 16 districts and 128 schools (64% of project schools) out of 25 project districts and 200 schools. In the Northern Region 8 districts were sampled out of a total of 15 project districts; and 4 districts each sampled from the Upper East and West Regions where the project was implemented in 5 districts each respectively. Data collectors were deployed to each of the 8 selected districts of Northern Region and same for each of the 4 districts of the Upper East and West Regions.

Findings

Relevance

The PTAE project is extremely relevant as a social accountability intervention for NNED, its members and partners, as well as the state. The project interrogated the provision of education resources for the intended beneficiaries – children – and in so doing, brought to focus, the critical role of the respective education stakeholders – civil society and communities on the demand side and education managers on the supply side- in ensuring adequate supply of school inputs and resources for the delivery of quality learning outcomes.

The project contributed to bridging existing information gaps between education managers at district and school level on one hand, and citizens (including civil society, communities and parents) on the other, in respect of education inputs and resources. NNED used the PTAE project to build on previous education resource monitoring and tracking experiences at district and school levels. The project reinforced government's desire to evaluate increased investments in the education sector against the quality of learning outcomes to justify further

investments. This desire was amplified in the 2017 Education Sector Annual Review (ESAR) theme, **“Strengthening Accountability for results”** which sought to highlight government’s priority of improving upon learning results in return for the huge investments in the education sector. Going into the future, government has identified the required capacity needs of the education sector to include **education data** and **performance management**. The PTAE project was thus an urgent response to increasing state and civil society demand for greater accountability in the delivery of education services to ensure that learning outcomes match investments in the sector.

Effectiveness

The project significantly delivered on its objective of raising awareness about the provision and management of education resources among 270 Civil Society Organizations/ groups (CSOs) and education managers of 25 districts and 200 schools. It contributed to increasing accountability and responsiveness of the involved districts and schools in the provision and management of education resources. The project helped to deepen project stakeholder understanding of the mechanisms for delivering education resources at national and local levels and how to improve upon that.

The education resource tracking in 200 target schools focused on 1. Physical resources – textbooks, furniture, ICT equipment etc; 2. Human resources- teacher supply and conduct at school; and 3. Financial resources (¹GPEG until close of 2016) and Government of Ghana (GoG) capitation grants. The tracking revealed, for instance, inadequate textbooks (in Mathematics, Integrated Science, English Language, Ghanaian Language, Information Communication Technology (ICT), among others). An average of 3 children shared 1 textbook in many of the schools. This was despite a nationwide supply of textbooks in 2013. Indeed, textbooks that were available were near unusable and needed immediate replacement. The tracking revealed that of the 200 schools, 160 of them did not have sufficient furniture owing to poorly constructed dual desks often supplied by central government- transported from Accra to districts and schools. GoG capitation grant receipts were short of expected transfers and many school heads did not know the actual grant amount per child transferred into school account.

The PTAE project provided opportunity for the capacity of education managers at district and school level to be built in respect of keeping an eye on education resources – receipts, utilization and management. Parents and community stakeholders were enlightened on the type and quantum of resources expected in schools. The evidence of education resource tracking was used to highlight the shortcomings in education management both at district and school levels. Data management, monitoring and supervision of schools were some underlying gaps identified by the tracking exercise. These revelations contributed to renewed commitment by education managers (at district and school level) to be much more accountable and to adhere to management requirements for securing school inputs and

¹Ghana Partnership for Education Grant

resources. Parents and community members, notably School Management Committees (SMC/PTAs) were enlightened on the inadequacies in the supply of school inputs and resources and their role in both managing available resources and demanding local authorities to provide resources that were unavailable.

Efficiency

The project was evaluated to have been implemented economically and efficiently. The management structure promoted efficiency in delivering on results as the NNED Secretariat in Tamale provided oversight responsibility to the management of the project. The Lead Agencies – NOYED in Northern region, HAYTAFORD in Upper West and Link Community in Upper East- were the direct project implementers and reported on their activities quarterly, to NNED Secretariat. The tracking of school inputs and resources was deployed through the Lead Agencies down to the District Education for All Teams (DEFATs)- who together with others- undertook the tracking exercise in the target schools.

A total of \$441,012 (68.05% of budget) was allocated to project activities and was deployed to the 25 districts of 200 schools. The said amount was allocated to execution of the education resource tracking exercise in schools and directly benefited over 200,000 children. It further extended capacity strengthening to about 250 district education managers, over 1,250 community people (including parents), gaining knowledge and information about resource requirements and management in schools, and about 270 CSOs gaining further insights about education inputs and resources. In terms of direct unit cost of operations – estimated by dividing total activity budget allocation by beneficiaries ($\$441,012/200,000$) - the project spent \$2.20² (equivalent of GHS9.92) on each child in terms of influencing to improve upon the provision and management of education resources in schools. This unit cost of operations is quite efficient given the fact that the extended benefits of the project go far beyond the estimated 200,000 children of the 200 target schools.

Challenges and Constraints

1. Project Start-up

- Project activities began late and therefore some partners were not adequately oriented to understand project intentions due to time constraints. For instance, some school communities did not benefit from pre-intervention sensitization activities.

2. Operational challenges

- The duration of the project (18 months) was quite short for such a vital education social accountability project. Project stakeholders believed that an average of 3 years was needed to enhance awareness raising and learning, on both supply and demand side of education inputs and resource provision. This would have deepened evidence-

²Using a conservative dollar to cedi exchange rate of \$1 USD = GHS4.5

based policy implementation dialogue among stakeholders and increase transparency and accountability in the management of education resources.

- Some target school communities were generally difficult to access due to their geographic location and even though this helped to register better, the needs of those communities, it was also challenging to make the desired impact within the short duration of the project.
- Tracking of education resources did not significantly highlight gender issues and children with special needs. A longer project duration or a back-up project would have helped to target and address the needs of girls and children with special needs.

3. Attitudinal challenges

- The project was challenged by a wrong notion by some education managers and citizens that it ought to have brought direct benefits to their institutions. This was exhibited at district and school community level and require a total reorientation to reverse.
- In addition to some District Directors of education reluctantly cooperating during project implementation, same was experienced during evaluation- some refusing to provide the needed information to support assessment of project intervention.
- It was the excuse of some District Directors of education who hesitated to provide information that they needed to seek clearance with higher authorities before volunteering such information. This practice ought to change in the wake of increased demand for transparency and accountability in the delivery of education by both government and civil society.
- Some school heads were reluctant in sharing information on financial resources of their schools and this perhaps tended to mirror the weak transparency and accountability in the management of school resources.

4. Education Management challenges

- With government capitation grant allocation and releases, it was realized that not only did some districts receive amounts far short of what was anticipated, other schools had their entitlements lodged in banks unknown to them or in rural banks they were unaware about.
- Even though tracking of school inputs and resources disaggregated data by sex, little attention was given to children with special educational needs. Focusing on such children could help delineate their needs for special interventions to achieve inclusion and equity in the provision of school inputs and resources.
- Centralized procurement of school inputs such as furniture was largely cited as the reason for weak and broken down furniture in many schools.

5. Monitoring and Supervision of schools

- Fuel and vehicles for monitoring schools by District Directors of education was highlighted as the underlying factor responsible for weak monitoring and supervision of schools. It was thus the reason school enrolment data and the quantities of inputs and resources could not be regularly assessed resulting in inadequacies in the schools.

Lessons and Learnt

1. Regular monitoring and auditing of school inputs and resources:

- District Education Directors, Statistics officers (Monitoring and Evaluation officers), District Store keepers ought to move beyond receiving and collating data on enrolment and school inputs and resources, to conducting periodic audits of these resources at district and school levels. This approach will help stem some negative attitudes exhibited – such as doctoring of data- by school leadership.

2. Intensified Educational Social Accountability Mechanisms:

- Social accountability is essential for reawakening both citizens and government about each other's expectations. The PTAE project provided the needed platform for dialogue between communities and district authorities. It helped to renew stakeholder commitment to support education delivery. Intensifying such practice will enable GES directors who have a tendency to resist demand for accountability, to reconsider their stance.

3. Empowering communities to demand accountability

- When communities are empowered about what education resources ought to be provided schools, who provides it, when and how such resources are to be managed, they will become much more engaged with their schools. They are not only knowledgeable to demand accountability but are willing to support provide support to the school to enable their children receive the best of education. The evaluation learnt that before the PTAE intervention in the target schools, many SMCs were quite dormant but after enlightening parents about the inputs and resources required in the school and their role as parents, they became much more cooperative and even began initiating self-help projects in support of their schools.

4. Responsiveness of District Authorities towards demand for accountability

- Education managers tend to be much more accountable when citizens demand accountability from their stewardship. Both implementation of the PTAE project and evaluation process (including regional validation) revealed that education managers at district and school level are prepared to open-up to citizen demand for accounting for their delivery of education, when they are engaged consistently. It is against this background social accountability in the education sector ought to be intensified.

5. Procurement of school inputs and resources

- National level procurement of school inputs and resources tend to constrain the ability of district level management to monitor delivery of right quantities of the resources provided. Decentralized procurement of some inputs such as furniture would be helpful in ensuring both the quality and right quantities of the inputs delivered to schools.

Recommendations

1. Capacity Strengthening of Education Service Providers

- Regular- and where possible- annual capacity strengthening sessions are required to not only refresh education service providers at district and school levels of their mandate to be accountable to the people they serve, but also to enable them inculcate the culture of transparency and accountability in their practices.

2. Record keeping at district and school levels

- Data continuous to be both an accountability tool and an approach to effective development planning and management. In the Ghana Education Service data continuous to be a nagging challenge at school and district levels. This data challenge is also a reflection of the degree of transparency and accountability in the service. *Prioritized attention for record-keeping and data management will help make the GES a much more professional and efficient state institution.*

3. The Use of Social Accountability Tools/Approaches to assess provision and management of education resources:

- NNED and partners ought to consider deepening their knowledge and skills of education-specific social accountability activities. They should consider using specific approaches/tools of **social audits, Community Score Cards, Expenditure Tracking Surveys** etc to generally assess responsiveness of duty-bearers on one hand and the satisfaction of citizens on the other.

4. Partnership between Education Service Providers and Civil Society:

- In order that civil society efforts are not construed as actions motivated by a ‘*money-making*’ agenda, there ought to be a formal relationship between CSOs and education service providers. CSOs could initiate such as formalized relationship at the national level so it permeates down to local levels to ensure that public service providers formally recognize the vanguard role of CSOs as the mouthpiece of citizens in contributing to transparency, accountability and efficiency in the provision of education services. *Indeed CSOs ought to be seen by state agencies as providing a neutral and yet counterbalancing role to the power of the state.*

5. Prioritization of Girls and Children with Special Needs:

- the evaluation found tokenism in the approach to inclusive education delivery. Respondents widely indicated an inclusive approach to delivering education but the needs of Girls and Children with Special Needs were not prioritized by both district and school leadership as recommended in the Inclusive Education Policy. *It will be extremely progressive for NNED and its partners to reprioritize engagements with the district education offices- focusing on girls and children with special needs among others. Segregating data on children with special needs as already done for girls, will help to target them with social interventions.*

6. Logistics for Civil society organizations

The NNED-USAID education social accountability project revealed the need to ensure true independence of civil society to be able to counter-balance the power of the state. Inadequate resources to monitor and track education resources in school communities on one hand, and capacity strengthening of citizens (CSOs, parents etc) on the other, constrained the project's intention to raise awareness and increase transparency in the provision of education resources. *A longer project duration accompanied with logistics (such as means of transport) could adequately empower CSOs to engage both district and community education authorities on equal footing, to promote accountable management of education resources.*

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LIST OF ACRONYMS AND ABBREVIATIONS

Abbreviations	Meaning
CSO	Civil Society Organizations
CWD	Children with Disability
DAC	Development Assistance Committee
DDE	District Director of Education
DEO	District Education Office
DEFATs	District Education for All Teams
ECCD	Early Childhood Care and Development
DFID	Department for International Development
EFA	Education for All
ESAR	Education Sector Annual Review
FGD	Focus Group Discussion
GES	Ghana Education Service
GoG	Government of Ghana
G-PASS	Girls Participatory Approach to Student Success
GPE	Global Partnership for Education
GPEG	Ghana Partnership for Education Grant
HAYTAFORD	Harnessing Youth Talents for Rural Development
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MTIP	Medium Term Implementation Plan
NNED	Northern Network for Education Development
NOYED	Net Organization for Youth Education and Development
OECD	Organization for Economic Co-operation and Development
PTA	Parent Teacher Associations
PTAE	Promoting Transparency and Accountability in Education
SDG	Sustainable Development Goals
SMC	School Management Committees
UPE	Universal Primary Education
USAID	United States Agency for International Development
USD	United States Dollars

1.0. CONTEXT

The Government of Ghana (GoG) through the Ministry of Education is about concluding a new³ Education Strategic Plan (ESP 2018- 2030) in 2017. This ESP is meant to align the sector's priorities with the newly adopted education-related global goals, Sustainable Development Goals (SDG 4)/Education 2030 agenda as well as incorporate the new government's vision for education. The new government's vision for education includes among others, a redefinition of Basic Education to include Senior High School, emphasis on Technical/Vocational Education and Training, whilst encouraging parents and guardians to assume their responsibility for social upbringing and parental control of their children. The ESP (2018-2030) intends to particularly focus on ***inclusion and equity*** in the delivery of education as espoused in SDG 4: *Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all*. It will hopefully further align with the new Continental Education Strategy for Africa (CESA, 2016-2025) within the Africa Agenda 2063 framework.

Dramatic changes in education policy priorities are expected in the new ESP. These will likely include a revision of the primary school curriculum to focus on the **4Rs of Reading, Writing, Arithmetic and Creativity Skills**; develop standards in literacy and numeracy; design common national assessment to test and measure progress; introduction of history of Ghana and French with Arabic as optional.

The revised ESP with new policy priorities is further expected to feed into the 2015 Education Bill – also still under revision- which aims to devolve education management and delivery from national to local levels in fulfilment of Ghana's decentralization and local government system. To this end, Ghana secured a Global Partnership for Education Grant (GPE) of **\$442,772 in July 2017** to help 1. Strengthen existing sector analysis of the new (ESP, 2018- 2030) and 2. Provide technical assistance to finalize the ESP and Medium Term Implementation Plan (MTIP, 2018-2021).

In terms of financing existing basic education, government has increased capitation grant by 100% (from GHS4.50 to GHS9.00) and additionally introduced a base grant to accompany it, in a bid to replicate what pertained in the Ghana Partnership for Education Grant (GPEG).

From the foregoing, the implication for Civil Society organizations and networks including the Northern Network for Education Development (NNED) is **repositioning**, to not only play a **vanguard role** in the formulation and implementation of government policies but also gain the confidence of the state as a relevant partner.

³Ghana is at a third revision of its Education Sector Planning (ESP). The first ESP was 2003- 2015, initiated in response to adoption of MDGs and EFA goals; the second was ESP 2010-2020 in response to the new Education Reforms of 2007 which brought into being- the Education Act 2008 (Act 778). The current revision (ESP 2018-2030) is in response to adoption of the new global SDGs as well as education reforms being initiated by the new government (2017-2020). This new ESP will ultimately feed into promulgation of the 2015 Education Act meant to not only devolve education from central to local levels but align education with Ghana's local government system.



2.0. BACKGROUND AND PROJECT DESCRIPTION

The Northern Network for Education Development (NNED) initiated the ‘**Promoting Transparency and Accountability in Education (PTAE)**’ project as a civil society response to existing challenges confronting the education sector in Ghana, in spite of great strides made at the close of the deadline (2015) for pursuing education-related Millennium Development Goals (MDGs 2 & 3) and the Education for All (EFA) goals. Enormous gaps continued to exist within the education-focused goals -**Early Childhood Care and Development (ECCD), Universal Primary Education (UPE), Gender Parity** and the **Quality of Education**. The identified gaps and challenges included physical and socio-cultural barriers to access, disparities in accessing schooling; the poor quality of learning outcomes; inefficient use of education inputs and resources as well as poor management and governance measures to ensure that schools and administrators are accountable for delivering the desired education services in line with expectations.

The PTAE project intervention entailed tracking of education resources from national to school levels, assessing timelines of resource releases, utilization and management for optimum benefit of school children.

2.1. Project Assumptions

Key assumptions underpinning project design and implementation included:

- Greater citizen participation within the context of resource provision in schools alongside a well-structured governance system will ultimately lay the foundation for optimum delivery of education services.
- Increased resource allocation from the Global Partnership for Education Grant (\$75.5million USD) in addition to Government of Ghana’s (GoG) own allocations to districts and schools will adequately resource deprived schools to deliver quality teaching and learning.
- Other pre-conditions which guided project execution included functional education management structures; clear channels for administering education resources; distinguishing between budgetary allocations and fund releases; sustained monitoring, feedback and advocacy etc.

2.2. PTAE Project Overview

Project time line	March 2016 - August 2017 (18-month project)
Evaluation period	September 2017
Location of implementation	The 3 regions of Northern Ghana: Northern Region – 15 districts; Upper West – 5 districts and East Regions – 5 districts
Project partners	25 Districts of Ghana Education Service (GES) offices, 200 schools, community members, Parent Teacher Associations, District Education for All Teams (DEFATs), Regional Lead Agencies and NNED member organizations
Overall goal	To fulfill the right of deprived children to quality basic education in Northern Ghana
Project Objectives	<ol style="list-style-type: none"> 1. To increase the awareness and involvement of 270 local civil society members and 1250 parents from 25 districts in the management of Education resources in Northern Ghana 2. To promote accountability and responsiveness of 250 district GES managers in Education resources management 3. To promote adherence to effective mechanisms for channeling education resources from central government to decentralized offices in Northern Ghana
Project strategies	<ul style="list-style-type: none"> • Consensus building with diverse actors in education for a shared agenda • Mass mobilization and active citizens' action on Education Resource management • Increasing local CSO capacity to engage duty-bearers • Providing evidence on the transfer and availability of education resources (with emphasis on GPEG) and their use • Packaging, documenting and publicizing the evidence • Interface dialogue to lobby and bring change
Expected results	<ul style="list-style-type: none"> • Increased awareness about school resources, interest and ability of 89 CSO members in proactively dialogue over GPEG resources • Improved and accountable management of education resources (with emphasis on GPEG and capitation grant) resulting in improved teaching and learning outcomes in 25 project districts and 200 school communities in Northern Ghana • 80% of project districts and 70% of project schools adopt pragmatic measures to address bottlenecks of education resources • At sector wide and national level, there is increased adherence to more efficient mechanisms for channeling funds to decentralized structures • Alternative perspectives (through lessons learnt from NNED project) on the performance of GPEG and other forms of education resources available and enriching education development in Northern Ghana
Project Budget	\$ 648,000 USD

3.0. METHODOLOGY AND APPROACH

3.1. Evaluation Purpose and Framework

The purpose of the evaluation was to 1) assess achievement of project objectives within 18 months of implementation; 2) assess the status of education resource provision before and after project intervention with a focus on financial resource disbursement, management and utilization; 3) identify lessons learnt and support in project result documentation; and 4) assess sustainability of the project intervention.

The evaluation sought to elicit both qualitative and quantitative results within the 18-month period of implementation. The findings and lessons learnt from the project are thus based on the assumptions behind project design, and assessed using the Organization for Economic Co-operation and Development (OECD), Development Assistance Committee (DAC) criteria of **relevance, effectiveness, efficiency, impact** and **sustainability**.

Overall, the evaluation was guided by the following overarching questions:

1. How was education resource monitoring and tracking done to strengthen accountability in the management of school resources?
2. To what extent did the NNED- USAID-funded Education Social Accountability project help address education resource provision and management needs of districts and schools?
3. To what extent did the project contribute to increased awareness, interest and ability of right holders (CSOs, parents, etc) to dialogue with duty-bearers on the management of education resources?
4. What steps were taken by districts to address identified bottlenecks in the provision, utilization and management of education resources
5. To what extent was the project designed and managed to ensure value-for- money whilst achieving desired optimum results?
6. What specific changes or improvements can be attributed to the NNED-USAID Social Accountability intervention?

3.2. Scope of the Evaluation

The evaluation targeted all 3 regions of the North where project was implemented. A total of 16 districts and 128 schools (64% of project target) were purposively sampled across the 3 regions. In the Northern Region 8 districts were sampled out of a total of 15 project districts; and 4 districts each sampled from the Upper East and West Regions where the project was implemented in 5 districts each respectively.

3.3. Evaluation method and analysis

After contracting for evaluation, the NNED secretariat met with consultant to reinforce the content and scope of evaluation. The evaluator then proceeded to do a desk review of project documents and progress reports. The desk review covered the PTAE project document, M&E Plan and activity reports and sector-related documents.

At district level, *open-ended questions* were administered to District Education Offices of the 16 sampled districts to elicit information on physical, human and financial education resources. District Directors of Education (DDE), Accountants and officers in charge of Planning and Statistics responded to various aspects of questionnaires. The district office responses helped to give an overview of education inputs and resource flow to schools as well as how same were being managed. School heads self-administered their questionnaire and provided specific quantitative and qualitative information about school inputs and resources- particularly financial resources- received in the last 2 years (before and after project intervention), their utilization and management. Focus Group Discussions (FGDs) were conducted on mixed groups of boys and girls in the 128 schools to assess their awareness of school inputs and resources provided for their benefit. FGDs were again used with SMC/PTAs to assess their participation in the provision and management of school inputs and resources.

At the national level, the budget division of the Ghana Education Service headquarters was targeted and interviewed – the lead budget officer and assistant- responded to evaluation questionnaire, giving indication of budget allocation and releases as well as procurement of school inputs and resources.

The evaluator used self-administered, open-ended questionnaire for NNED secretariat staff and Regional Lead Agencies- Net Organization for Youth Empowerment and Development (NOYED) in the Northern Region, Harnessing Youthful Talents for Rural Development (HAYTAFORD) in the Upper West Region and Link Community Development (LCD) in the Upper East Region. These mainly served as key informants for the entire evaluation. The evaluation was concluded with regional level stakeholder validation sessions in the 3 regions where key findings (showing regional specifics) were highlighted to serve as feedback to education managers and also an opportunity to take on board inputs to enrich and finalize evaluation report.

3.4. Limitation of Evaluation

The evaluation had some limitations. First, the most notable challenge which limited the evaluation process was initial outright refusal of some education offices to accept the evaluators. This resulted in delayed responses, even when appointments were reached. To the evaluators, this initial response was indicative of the degree and nature of responsiveness of education service providers in Ghana and thus served as input for the evaluation findings. It was further indicative of the degree of transparency and accountability which existed in the education sector. Secondly, scheduling meetings with GES Directors was challenging- mainly due to their busy schedules, resulting in delayed planned interviews. The evaluator could not obtain some critical data on Government of Ghana (GoG) capitation and GPEG in some districts and schools due to poor record-keeping and this affected analysis meant to assess the provision, management and utilization of education resources.

4.0. FINDINGS

4.1. Introduction

The evaluation identified the need to keep an eye on the fit between school enrolment and corresponding supply of school inputs and resources. Observed declining enrolment in some districts and schools reinforced this need. The supply of textbooks, Information Communication Technology (ICT) equipment were generally inadequate in the sample schools; qualified teachers were in short supply in rural districts; expected financial inflows to schools (notably capitation grants) were short of actual transfers. All the above justified the need for not only increased awareness among education managers and stakeholders but continuous dialogue on school inputs and resources.

The evaluation findings are presented in accordance with the assessment criteria of relevance, effectiveness, efficiency, impact and sustainability. The overarching evaluation questions are answered under each of the assessment areas below.

4.2. Relevance

The **Promoting Transparency and Accountability in Education (PTAE)** project was assessed to be extremely relevant for NNED, partners (state and non-state) and the entire NNED membership. The project was a contribution to bridging existing information gap between education managers at district and school level on one hand, and citizens (including civil society, communities and parents) on the other, with regards education inputs and resources. For NNED the PTAE project provided opportunity to build on previous education resource monitoring and tracking experiences at district and school levels. The experiences gained from the PTAE project will ultimately contribute to consolidating NNED and partners' knowledge around education social accountability. The project also advances government's desire to achieve the needed learning outcomes from increased investments in the education sector. This desire was amplified in the 2017 Education Sector Annual Review (ESAR) theme, **"Strengthening Accountability for results"**. The ESAR theme sought to highlight government's priority of improving upon learning results in return for the huge investments in the education sector. To achieve this goal, government identified the required capacity needs to include **education data** and **performance management**.

From the foregoing, the PTAE project was an urgent response to increasing state and civil society demand for greater accountability in the delivery of education services to ensure that learning outcomes match investments in the sector. ⁴Social Accountability in the education sector is an emerging area of work for civil society in Ghana, and fortunately, leadership of the Ministry of Education and Ghana Education Service acknowledge the critical role of civil society support to increase transparency and accountability in the delivery of education

⁴Social Accountability refers to actions, tools and mechanisms used by citizens and citizen groups (civil society, media, communities, beneficiaries etc) to hold public officers (service providers) accountable for their stewardship.

services by providing alternative monitoring mechanisms to provide evidence for the needed remedies.

4.3. Effectiveness

The stakeholders and implementers of the project scored it 80% in terms of executing planned activities and delivering on its objectives. This is an extremely positive assessment given the short duration of the project – 18 months. The significant footprints of the project ought to be sustained to ensure that education social accountability knowledge and information are widely accepted both by the demand and supply side of education delivery.

How was education resource monitoring and tracking done to strengthen accountability in the management of school resources?

One major tracking event was executed across the 200 target schools, and the findings thereof shared with education stakeholders at community and district levels. Education resource monitoring and tracking focused on 1. Physical resources – textbooks, furniture, ICT equipment etc; 2. Human resources- teacher supply and conduct at school; and 3. Financial resources (⁵GPEG until close of 2016) and GoG capitation grants. Tracking these resources was done with a pre-designed instrument. A tracking team comprising of ⁶district focal persons and ⁷District Education for All Teams (DEFATs) was constituted and given appropriate orientation to administer the tracking tool at district and school levels. On the supply side, District Education Office (DEO) staff provided the overall education resource envelop, supply and management, whilst school heads gave a record of supplies received and how these were managed. The level of community awareness and participation in the utilization and management of school inputs and resources was assessed through accounts of School Management Committees and Parents (SMC/PTAs), from whom information on their involvement in the management of school resources was elicited.

Highlights of education resource tracking findings across the target schools included 1. inadequate supply of textbooks, notably in Mathematics, Integrated Science, English Language, Ghanaian Language and ICT where 3 or more children shared a single textbook; 2. Inadequate infrastructure (classrooms) and furniture; 3. Actual transfer of school grants were mostly short of expected receipts, among others. The tracking revealed inadequate supply of core subject textbooks and the urgent need to fill that gap. The pupil to textbook ratio was averaged at 2 pupils to 1 core textbook. ICT equipment was generally lacking in all

⁵Ghana Partnership for Education Grant

⁶District Focal Persons are identified by the NNED secretariat in every district to lead the activities of their lowest sub-structure – DEFAT. These focal persons are often identified based on their capacity to ensure quality delivery and reporting on NNED's activities.

⁷DEFAT is the lowest sub-structure of NNED. They are a multi-stakeholder group of religious reps, civil society, Teacher unions (GNAT/NAGRAT), women groups traditional authority etc with a keen interest on education development at the district level.

schools. In the project districts of the Upper West Region, there were 113 desktop computers out of which 75 were in use. Again out of 115 laptops supplied to schools, only 84 were in use. The challenges associated with ICT equipment included lack of electricity, battery problems, absence of ICT laboratories etc.

In terms of capacity strengthening in the management of school resources 78% of target schools increasingly appreciated the need to constitute GPEG management committees; 67% of teachers increased their knowledge about the actual amount of financial resources each child was entitled to as a grant either from GPEG or GoG capitation grant.

To what extent did the USAID-funded Education Social Accountability project of NNED help address education resource provision and management needs of districts and schools?

The duration of 18 months was inadequate to immediately address the education input and resources supply gap but it helped to raise awareness about the gaps among a wide range of education stakeholders. The project raised awareness about judicious utilization and management of education resources as basis for demanding increased supplies. Awareness was raised among GES staff, District Assembly authorities, media houses, head teachers, SMC/PTA, traditional authority, District Education for All Team (DEFAT) members and local civil society organizations as sampled in table 1 below. The education resource tracking revealed that 160 of the target 200 schools had inadequate furniture and that was attributed to poorly constructed furniture which were largely centrally produced and supplied to the schools from beyond the districts. This experience called to question the practice of central government procurement of such bulky school inputs. Furniture will more easily be procured at the local level- district and even community level.

The tracking of education resources and their utilization and management in school helped to draw GES attention to prioritizing the needs of girls and children with special needs particularly in the utilization of financial resources. Under the Girls' Participatory Approach to Student Success⁸ programme (G-PASS), most of the PTAE districts (except the regional capitals- Tamale, Bolgatanga and Wa) were beneficiaries. Girls were provided sanitary pads, fee subsidies and some material inputs under GPEG. The rationale behind this special intervention is to enhance retention and completion of girls in school. *It is extremely important for NNED and partners to advocate a continuation of the G-PASS programme by GoG to sustain and improve gender parity in basic schools.*

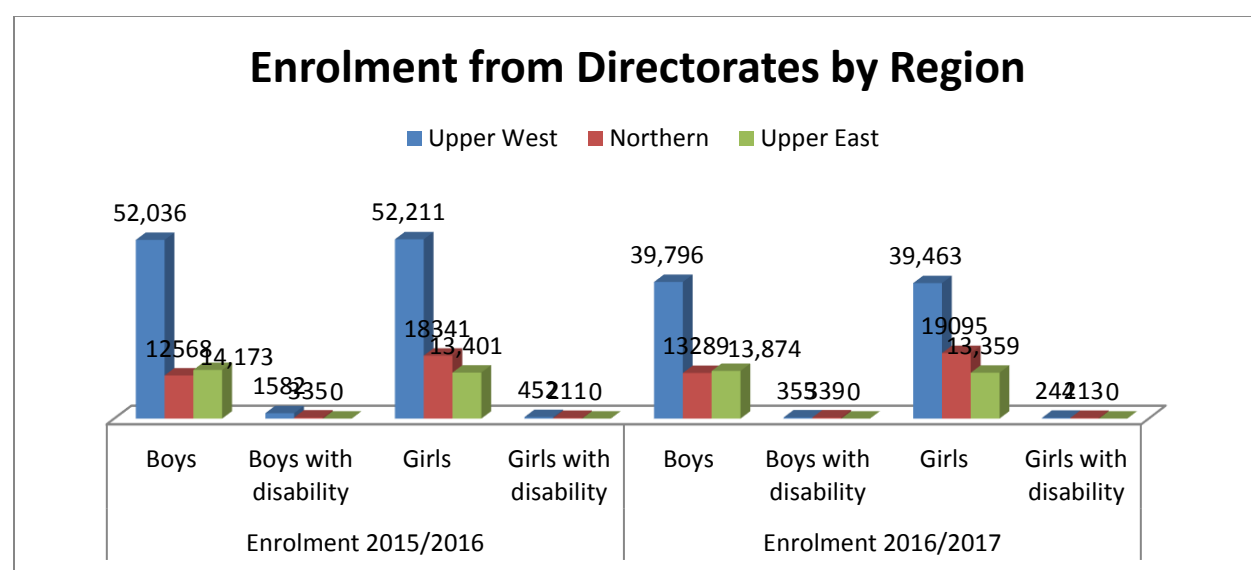
The evaluation followed up on the critical areas/elements of school inputs and resource provisioning by central and local government and the ensuing presentation highlights the findings that further draw attention of education stakeholders on what to focus on in the management of schools.

⁸ G-PASS is part of DFID's Accountable Grant Mechanism targeting girls, implemented by CAMFED-Ghana and under the GPEG intervention in both basic and Senior High Schools

▪ **Enrolment in schools**

The project helped education managers become critical at linking school enrolment with inputs and resources required. In spite of data challenges at district and school levels, figure 1 illustrates a decline in enrolment in some target schools given the situation before the project in the 2015/2016 academic year and the situation during and immediately after intervention, 2016/2017. In the Upper West region, the evaluation registered a decline in enrolment across the two academic years. Whereas boys' enrolment across schools of the district declined from 52,036 (2015/2016) to 39,796 (2016/2017), that of girls declined from 52,211 (2015/2016) to 39,463 (2016/2017). The Upper East and Northern regions witnessed similar declines. It is important that education managers, particularly at school level, keep an eye on enrolment figures to both understand whether indeed these are actual declines in enrolment or perhaps some mistakes in record keeping. If indeed the declines are real, further analysis could help unearth the causal factors. Nevertheless, on the face of the decline in enrolment one can easily attribute it to poor quality of learning outcomes in public schools resulting in a migration of children to private schools- as claimed by some respondents- but further analysis will be needed to establish the actual causes. Alternatively, it could be explained that the pupils missing in the data are dropping out of school entirely, and that could be a much more serious situation to investigate.

Figure 1: Enrolment by Region:



Source: PTAE project evaluation, 2017

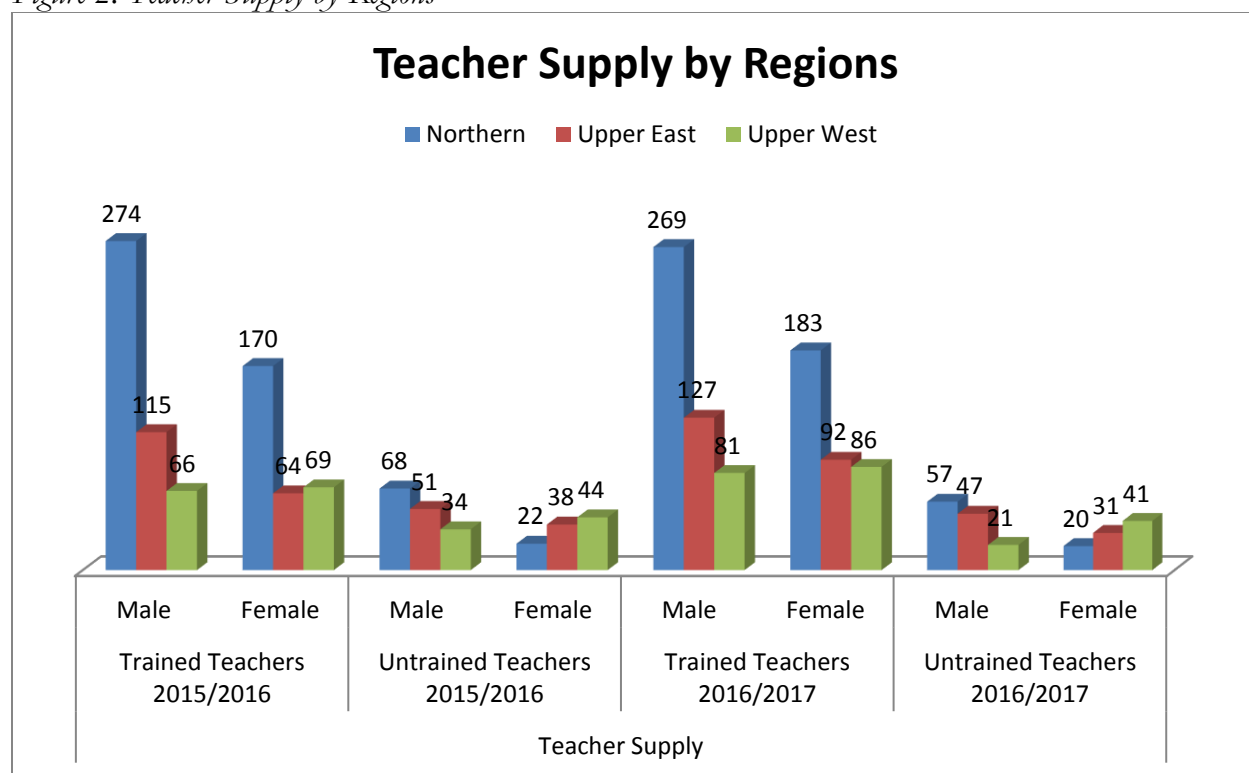
▪ **Human Resources - Teacher Supply**

The evaluation assessed teacher supply as an important element of school inputs and resources with the view to ascertaining the extent to which education managers and stakeholders are mindful of the relationship between teachers and learning outcomes. In

terms of teacher supply the project helped to highlight the need for equitable deployment of teachers across districts and school communities.

Figure 2 presents teacher supply by districts, aggregated by regions and figures 3 and 4 presents peculiar issues of teacher supply in the Upper West and East Regions. The regional presentation of teacher supply (figure 2) reveals a decline in numbers of trained male teachers in the Northern region from 274 males (2015/16) reducing to 269 (2016/17) and female teachers increasing marginally from 170 (2015/16) to 183 (2016/17).

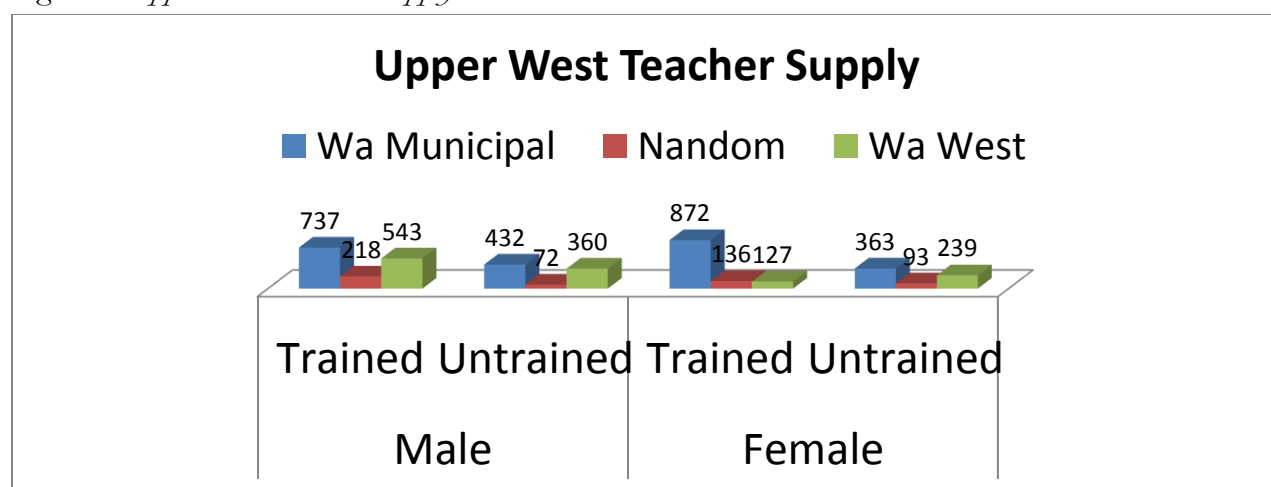
Figure 2: Teacher Supply by Regions



Source: PTAE project evaluation, 2017

The significance of focusing on teacher supply and showing a regional distribution based on learning from the PTAE project is to highlight the importance of analyzing teacher supply as an integral part of education inputs and resources, which education managers ought to be sensitive towards – in the determination of learning outcomes.

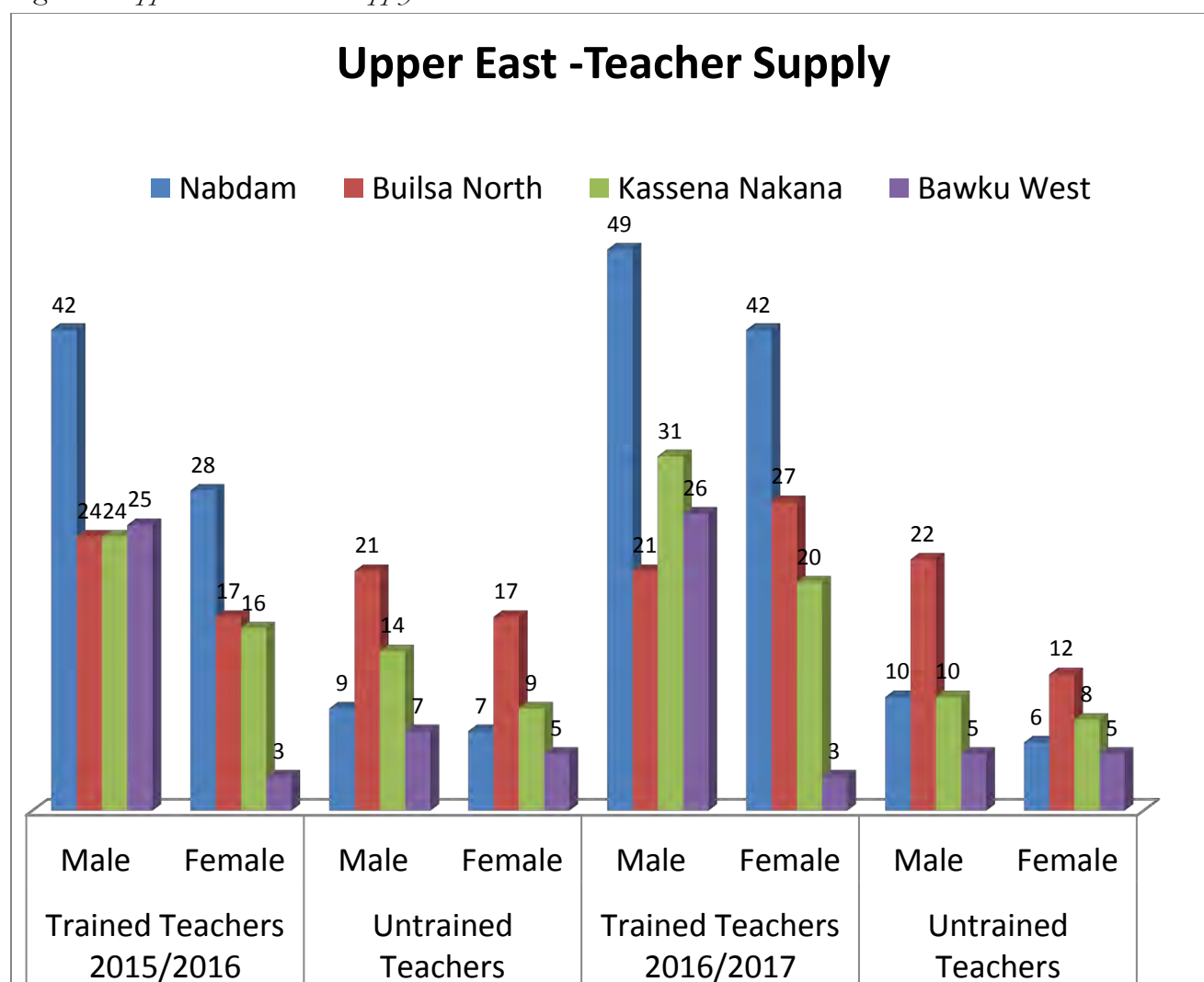
Figure 3: Upper West Teacher Supply



PTAE Project Evaluation, 2017

In figure 3 Wa Municipality had many more trained teachers- particularly female teachers compared with other districts. For instance whereas Wa Municipality had 872 female teachers, Nandom had 136 and Wa- West 127. The chart presents Wa-West and Nandom districts as much more deprived in terms of teacher supply and thus justifies further analysis both at district and regional levels for special interventions to ensure that these districts do not lack the required number of teachers to ensure quality of learning outcomes.

Figure 4: Upper East Teacher Supply



Source: *PTAE Project Evaluation, 2017*

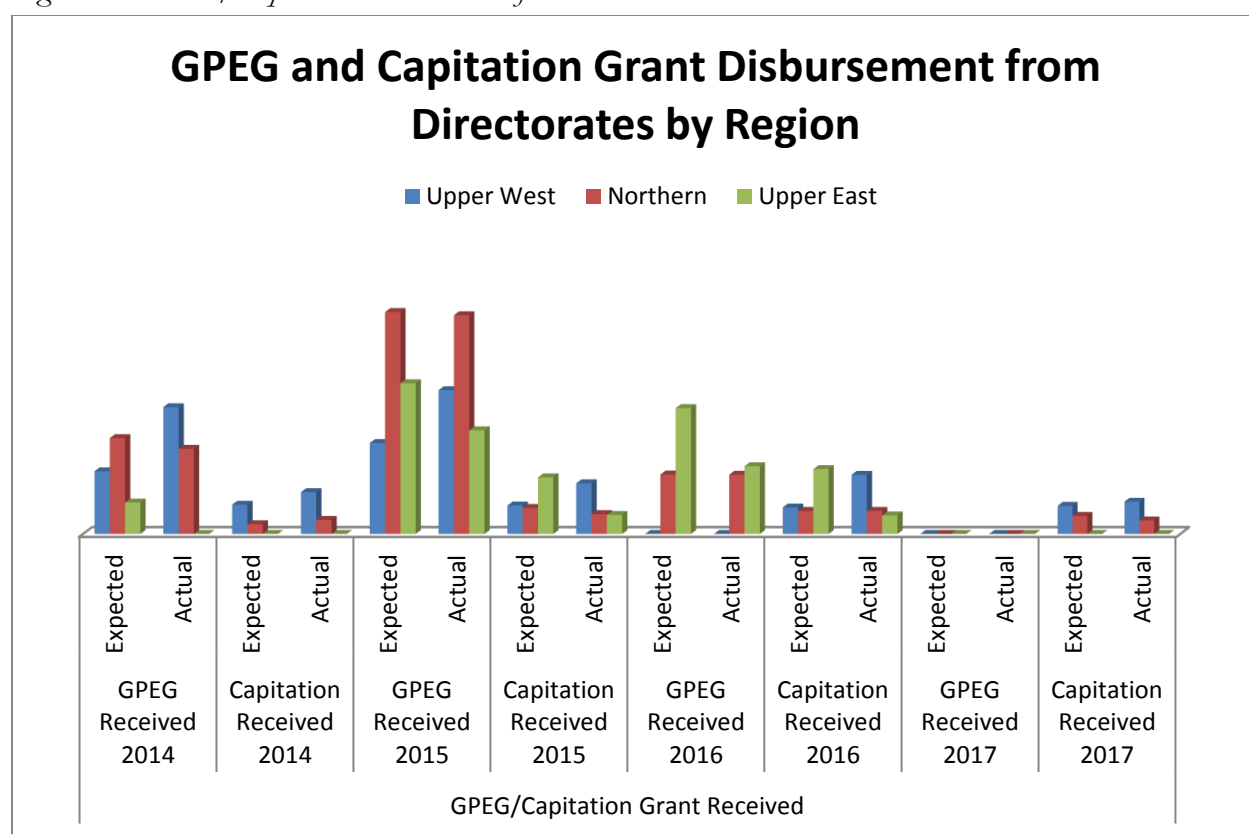
Figure 4 shows teacher supply in target schools/districts of the Upper East Region. Bawku West for instance had fewer female teachers compared to the 3 other districts. Builsa North experienced a decline in male teachers over the 2 years and Nabdam experienced an increase in trained teachers (male/female) between 2016 and 2017 compared to the 3 other districts of the project.

■ **Financial resource transfers**

The transfer of financial resources were highlighted during tracking of GPEG and GoG capitation grant and this evaluation sought to verify the findings of the tracking exercise by engaging district directorates of education and target schools on their expected receipts and actual receipts of the two grants. In figure 5, with the exception of 2017 where both GoG capitation grant and GPEG did not have adequate data, the remaining years from 2014 to

2016 show that expected GPEG receipts tended to match with actual receipts and sometimes exceeded expectations, whilst in the case of capitation grants the expected receipts hardly matched the actuals. Further interrogation of the difference between expectations and actual transfers revealed that about GHS3.4 of GoG capitation grant actually got to school out of the GHS4.50 budgeted per child per year. The remaining amount of GHS1.1 was deducted from the GHS4.5 per child as sports and cultural levies and shared between the district, regional and national levels. The GoG capitation grant transfers were not only short of expectations but were delayed for up to half a year. It was therefore unsurprising that the inadequacy of the grant coupled with delays resulted in school authorities having to charge some unapproved levies to enable them cover their cost of administrative operations. *The practice of unapproved charges is unacceptable given that the capitation grant scheme is a social intervention meant to lessen the burden on parents in providing for the school needs of their children. Advocacy for sustained funding of the grant is urgently required to ensure timely releases to avert any emergency measures by school authorities to recover the needed funds.*

Figure 5: GPEG/Capitation Grant Transfers



Source: PTAE Project Evaluation, 2017

To what extent did the project contribute to increased awareness, interest and ability of right holders (CSOs, parents, etc) to dialogue with duty-bearers on the management of education resources?

The project was quite effective in targeting and reaching its target group. By targeting 25 districts of the three regions of the North, half of the entire area (Northern Ghana) was targeted and reached – given that there are currently a total of 50 districts in Northern Ghana. This included all Directors of Education and the frontline Directors of the 25 districts. Again all school heads of 200 schools, SMC members, and other teachers among others.

The education input and resource tracking findings helped to raise awareness among school children, community members (SMC/PTAs and traditional authority) on the demand side. On the supply side, district authorities at both District Assembly Administration and Education office were informed of some inadequacies in their role as administrators of education resources. The findings helped to promote dialogue between citizens (community members and duty-bearers (district authorities).

The project collaborated with a wide range of civil society members of NNED, partners and collaborators as highlighted below in table 1.

Table 1: Civil Society groups/ organizations

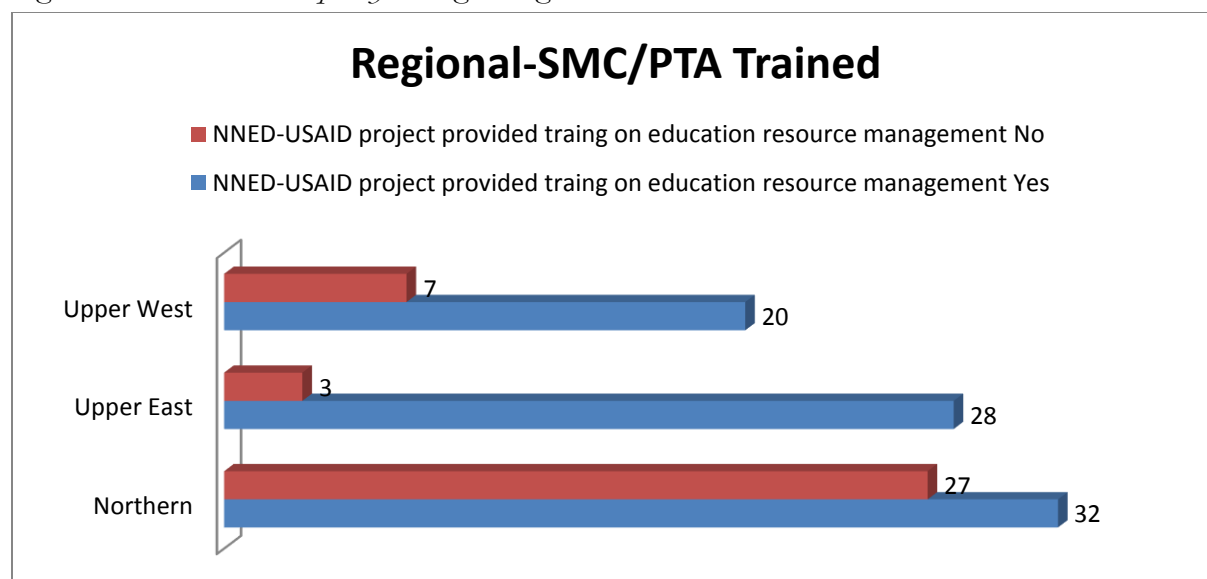
Civil Society Organization	Region
Regional Advisory, Information and Network System (RAINS), Northern Sector Action on Awareness Centre (NORSAAC), WUZDA, Savana Signatures, Lively Minds, CARD, Tisogmitaba Integrated Development Association (TIDA), Partners in Participatory Development (PAPADEV), CALID, ISODEC-Tamale, NOYED, CRISS, PAMBE- Ghana, Choice-Ghana Maltiti Child foundation, CFC, Christian Children's Fund of Canada (CCFC), Ghana Communities Developing Association (GDCA), School for Life (SLF), Crate Change, YARO, East Gonja Civil Society Association (EGOCSA), PAGBILA (Women And Youth Development Association), CEPACD, Integrated Development Centre, Forum for Transparency Development Alternatives (FORTDA-GHANA), Community Partnership for Youth and Women Development (CPYWD)	Northern Region
HAYTAFORD, EDUFUND, Pronet North, Save Ghana, CDF, Sungbawara Foundation (SBF)	Upper West Region
LCD, AfriKids, BONATADO	Upper East Region

Source: PTAE Project Evaluation, 2017

The sample CSOs represent a critical mass of like-minded organizations who can together support increase transparency and accountability in the delivery of education, beyond the PTAE project. By way of illustration figure 5 shows that majority of the SMC/PTA

members contacted in the sample schools acknowledged the impact of the project on their knowledge, skills and information gained about education resource management at the school level. This is a significant step to ensuring self-governance of schools by communities especially in view of plans by government to increase financial resources to schools. It will also enable community people appreciate the degree to which central and local government transfers to schools are able to address school needs and any gaps that may exists.

Figure 6: SMC/PTA Capacity Strengthening



Source: PTAE Project Evaluation, 2017

Before the project majority (over 90%) of SMC chairpersons hardly participated in the disbursement of financial resources (GPEG/capitation) of the school. They were however either involved in conveying school resources such as school furniture supplied at district levels to the school or supported the construction of classrooms or urinals. Community members – notably SMCs increased their knowledge and awareness on how to hold school authorities accountable for resources provided them for the benefit of children. Community members themselves appreciated their role in the education of children and in the Meme school community (in the Kpandai district) a commitment was demonstrated by the community who passed a resolution on teenage pregnancy after the tracking revealed that girls were dropping out of school due to teen pregnancy.

4.4. Efficiency

To what extent was the project designed and managed to ensure value-for- money whilst achieving desired optimum results?

The project management structure promoted efficiency in delivering on project results. The NNED Secretariat in Tamale provided oversight responsibility towards the management of

the project. The Lead Agencies – NOYED in Northern region, HAYTAFORD in Upper West and Link Community Development in Upper East- were the direct project implementers and reported on their activities quarterly to NNED Secretariat. The tracking of school inputs and resources was deployed through the Lead Agencies down to the District Education for All Teams- who together with others- undertook the tracking exercise in target schools.

Whereas NNED issued policy briefs based on evidences from the tracking exercise from the 200 project schools, the lead agencies delivered on campaigning at district and regional levels with evidences from schools within the districts to ensure public awareness on the type, quantity, regularity and associated challenges with school inputs and resources. This responsibility helped to empower the lead agencies beyond the lifetime of this project. The NNED Secretariat provided Monitoring and Evaluation services to the implementing partners by designing monitoring and tracking tools to guide execution of the PTAE project in school communities.

In terms of judicious utilization of project funds, the total of \$441,012 allocated to project activities was deployed to the 25 districts of 200 schools. The said amount was allocated for execution of the education resource tracking exercise in the 200 schools, directly benefiting over 200,000 children. It further extended capacity strengthening to about 250 district education managers, about 1,250 community people (including parents) who gained knowledge and information about the resources required in schools and their management, and about 270 CSOs gained further insights about education inputs and resources and utilization. In terms of direct unit cost of operations – estimated by dividing total activity budget allocation by beneficiaries ($\$441,012/200,000$), the project spent \$2.20⁹ (equivalent of GHS9.92) on each child to improve upon the provision and management of education resources in schools. This is very efficient given the fact that the extended benefits of the project go far beyond the estimated 200,000 children in the 200 target schools.

4.5. Impact

What specific changes or improvements can be attributed to the NNED-USAID Social Accountability intervention?

The evaluation could not immediately identify project impact on beneficiaries, given its short duration, but could appreciate results that had potential to achieve significant impact. The monitoring/tracking of school resources challenged teachers who were hitherto not keeping accurate and up-to-date records to begin doing so. School authorities were further challenged to increasingly involve community members (SMC/PTA) in the management of school resources- particularly financial resources. A district director of education noted that *“the project has put us on our toes”* in view of the specific challenges revealed to be associated with the provision, deployment and management of school inputs and resources.

⁹Using a conservative dollar to cedi exchange rate of \$1 USD = GHS4.5

The project provided a platform for community people to appraise school inputs and resources and to feedback to school authorities. Community voice was thus amplified. They are much more able to demand accountability from district and school authorities in view of new information and channels of communication on school inputs and resources. Some communities began demonstrating responsibility towards their schools by making instant contributions towards repair of broken furniture etc. A community (Meme in the Kpandai district) came out with a resolution to end teen pregnancy, a major barrier identified to be curtailing girls' education. Some communities also made contributions towards putting up toilet facilities for their schools to promote hygiene. School pupils – the ultimate beneficiaries- were better informed to begin to be much more responsible towards taking care of school property – furniture, textbooks, etc.

The NNED evidence-based policy brief on education inputs and resources was not only effective at highlighting challenges confronting the management of education resources in the North, but was far reaching in terms of influencing decisions at the National Education Sector Annual Review (ESAR)2017 event in Accra, since content of the policy brief was presented to a wide range of education stakeholders.

4.6. Sustainability

The evaluation identified opportunities for sustaining action on the findings of inadequate school inputs and resources and instances of ineffective utilization and management of same. Sustainability could be achieved on two fronts: 1. District Education offices realized a lapse in their operations and were challenged to not only be critical in frequently assessing the physical, human resource and financial needs of their schools, but to keep an eye on the educational needs vis-à-vis enrolment, especially of geographically disadvantaged school communities; and 2. Attitudinal change by GES officers at the district office and school heads, in respect of data collection and management- particularly enrolment and accompanying information about school inputs and resources. These are key elements to improvements in the management of schools. Data quality for instance was identified to be a huge challenge and the solution was largely hinged on attitudinal change and not just capacity- since certain inaccuracies related to school enrolment were related to deliberate *doctoring* of information by teachers for purposes of taking undue advantage of provisioning of school resource/inputs by local and central governments.

District Education Offices acknowledged findings of education resource tracking to be a true reflection of what pertained in schools and decided to sanction school heads and teachers found not to be delivering according to expectations. This reawakening was reinforced by the regional validation workshops of evaluation findings. The education resource tracking findings provided GES ample information to make formal requests to local and central government for adequate provision of resources. The revelation of lack of electricity and the need for it to power ICT equipment emboldened GES to approach

District Assembly for support to connect schools to the national electricity grid. The provision of furniture, school buildings and accommodation for teachers were some needs identified as a result of the tracking to which GES initiated various processes to address.

Furthermore, GES leadership at district level initiated processes to appeal to communities to support with what resources they could, rather than sticking to the notion that government provided everything. GES appreciated the need to continually provide orientation for SMC/PTA to adequately play their respective roles in the management of schools.

5.0. CHALLENGES AND CONSTRAINTS

1. Project Start-up

- The start of project activities began late and therefore some partners were not adequately oriented to understand project intentions due to time constraints. For instance, some school communities did not benefit from pre-intervention sensitization activities.

2. Operational challenges

- The duration of the project (18 months) was deemed to be extremely short for such a vital education social accountability project. Project stakeholders believed that an average of 3 years was needed to enhance awareness raising and learning on both supply and demand side of education inputs and resource provision. This would have deepened evidence-based policy implementation dialogue among stakeholders and increase transparency and accountability in the management of education resources.
- Some target school communities were generally difficult to access due to their geographic location and even though this helped to register better, the needs of those communities, it was also challenging to make the desired impact within the short duration of the project.
- Tracking of education resources did not significantly highlight gender issues and children with special needs.

3. Attitudinal challenges

- Education Social Accountability is being challenged by a wrong notion by the populace that any action by a non-governmental organization at the local level ought to necessarily bring about direct benefits to them. This was exhibited at district and school community level and require a total reorientation to reverse.
- In addition to some District Directors of education reluctantly cooperating during project implementation, same was experienced during evaluation- some refusing to provide the needed information to support assessment of project intervention.
- It was the excuse of some District Directors of education who hesitated to provide information that they needed to seek clearance with higher authorities before volunteering such information. This practice ought to change in the wake of

increased demand for transparency and accountability in the delivery of education by both government and civil society.

- Some school heads were reluctant in sharing information on financial resources to their schools and this mirrored the nature of transparency and accountability in the management of school resources.

4. Education Management challenges

- Resources were sometimes allocated at national level in Accra but did not eventually reach their intended target beneficiaries- particularly deprived districts of the North- due to poor management and or structural bottlenecks.
- With government capitation grant allocation and releases, it was realized that not only did some districts receive amounts far short of what was anticipated, other schools had their entitlements lodged in banks unknown to them or in rural banks they were unaware about.
- Even though tracking of school inputs and resources disaggregated data by sex, little attention was given to children with special educational needs. Focusing on such children could help delineate their needs for special interventions to achieve inclusion and equity in the provision of school inputs and resources.
- Centralized procurement of school inputs such as furniture was largely cited as the reason for weak and broken down furniture in many schools.

5. Monitoring of schools

- Fuel and vehicles for monitoring schools by District Directors of education was highlighted as the underlying factor responsible for the weak monitoring of schools. It was thus the reason school enrolment data and the quantities of inputs and resources could not be regularly assessed resulting in inadequacies in the schools.

6.0 LESSONS LEARNT

1. Regular monitoring and auditing of school inputs and resources:

- District Education Directors, Statistics officers (Monitoring and Evaluation officers), District Store keepers ought to move beyond receiving and collating data on enrolment and school inputs and resources, to conducting periodic audits of these resources. This approach will help stem some negative attitudes exhibited – such as doctoring of data- by school leadership.

2. Intensified Educational Social Accountability mechanisms:

- Social accountability is essential for reawakening both citizens and government about each other's expectations. The PTAE project provided the needed platform for dialogue between communities and district authorities. It helped to renew stakeholder commitment to support education delivery. Intensifying such practice will enable

GES directors who have a tendency to resist demand for accountability to reconsider their stance.

3. Empowering communities to demand accountability

- When communities are empowered about what education resources are to be provided schools, who provides it, when and how such resources are to be managed, they become much more engaged with their schools. They are not only knowledgeable to demand accountability but are willing to support provide support to the school to enable their children receive the best of education. The evaluation learnt that before the PTAE intervention in the target schools, many SMCs were quite dormant but after enlightening parents about the inputs required in the school and their role as parents, they become much more cooperative and even began initiating self-help projects in support of their schools.

4. Responsiveness of District Authorities towards demand for accountability

- Education managers tend to be much more accountable when citizens demand accountability from their stewardship. Both implementation of the PTAE project and evaluation process (including regional validation) revealed that education managers at district and school level are prepared to open-up to citizen demand for accounting for their delivery of education, when they are engaged consistently. It is against this background social accountability in the education sector ought to be intensified.

5. Procurement of school inputs and resources

- National level procurement of school inputs and resources tend to constrain the ability of district level management to monitor delivery of right quantities of the resources provided. Decentralized procurement of some inputs such as furniture would be helpful in ensuring both the quality and right quantities of the input delivered to schools.

7.0 RECOMMENDATIONS

▪ Capacity Strengthening of Education Service providers

Regular- and where possible- annual capacity strengthening sessions are required to not only refresh education service providers at district and school levels of their mandate to be accountable to the people they serve, but also enable them inculcate the culture of transparency and accountability in the provision of educational services.

▪ Record keeping at district and school levels

Data continuous to be both an accountability tool and an approach to effective development planning and execution. In the Ghana Education Service data continuous to be a nagging challenge at school and therefore district levels. This data challenge is also a reflection of the degree of transparency and accountability in the service. *Prioritized attention for record-keeping and data management will help make the GES a much more professional and efficient state institution.*

- **The Use of Social Accountability Tools/Approaches to assess provision and management of education resources:**

NNED and partners ought to consider deepening their knowledge and skills of education-specific social accountability activities. They should consider using specific approaches/tools of **social audits, Community Score Cards, Expenditure Tracking Surveys** etc to generally assess responsiveness of duty-bearers on one hand and the satisfaction of citizens on the other.

- **Partnership between Education Service Providers and Civil Society:**

In order that civil society efforts are not construed to be actions motivated by a ‘money-making’ agenda, there ought to be a formal relationship between CSOs and education service providers. CSOs could initiate such as formalized relationship at the national level so it permeates down to local levels to ensure that public service providers formally recognize the vanguard role of CSOs as the mouthpiece of citizens in contributing to transparency, accountable and efficient provision of educational services. *Indeed CSOs ought to be seen by state agencies as providing a neutral and yet counterbalancing role to the power of the state.*

- **Prioritization of Girls and Children with Special Needs:**

The evaluation found tokenism in the approach to inclusive education delivery. Respondents widely indicated an inclusive approach to delivering education but the needs of Girls and Children with Special Needs were not prioritized by both district and school leadership as recommended in the Inclusive Education Policy. *It will be extremely progressive for NNED and its partners to reprioritize engagements with the district education offices- focusing on girls and children with special needs among others. Segregating data on children with special needs as already done for girls, will help to target them with social interventions.*

- **Logistics for Civil society organizations**

The NNED-USAID education social accountability project revealed the need to ensure true independence of civil society to be able to counter-balance the power of the state. Inadequate resources to monitor/track education resource flow to school communities as well as adequately empower citizens constrained the project intention to raise awareness and increase transparency in the provision of education resources. *A longer project duration accompanied with logistics including a vehicle could adequately empower CSOs to engage both district and community education authorities on an equal footing to promote accountable management of education resources.*

CONCLUSION

Evaluation of the PTAE project assessed the relationship between provision of school inputs and resources and learning outcomes. Even though with less emphasis on records of learning outcomes, the evaluation revealed that the GPEG grant provided greater financial transfers to schools in the right amounts and in a much timelier manner than the GoG

capitation grant. The evaluation revealed that judicious utilization and management of school resources was not only determined by adherence to guidelines for use of resources, but also increased community knowledge and involvement in the management of the said resources.

The project successfully build capacity and raised awareness of communities (SMC/PTAs of schools), civil society and education managers about the need to regularly monitor and provide adequate school inputs and resources, taking cognizance of school enrolment. It is the provision of the right quantities of school inputs and resources which eventually translate into quality of learning outcomes.

ANNEXES

Annex 1: Districts and schools visited

Northern Region		
District	Selected school community	Remarks
1. Mamprugu-Moaduri	Yagaba Circuit 1. YagabaJHS 2. Loari Primary 3. Sakpaba Primary 4. Prima Primary Kubori Circuit 1. Kubori Primary B 2. Zanwura Primary 3. Yirangu Primary 4. Kubugu Primary	Deprived and new district
2. Mion District	Sang Circuit • Sang Islamic Primary • Sang ZakariaJHS • Sanjee EA Primary • Burhanudeen Islamic Primary Sambu Circuit • Ligubilgo EP Primary • Kanimu Primary • Puriya EP Primary • Sambu Islamic JHS	Deprived and new district
3. Tamale Metro	Hospital road circuit 1. Bethel Primary 2. Dakpema Primary & JHS 3. Kukuo Zion Primary And JHS 4. AbubakariSadique Primary & JHS Lamashegu Circuit	Old and urban district

	<ol style="list-style-type: none"> 1. Central Zaria 2. EP Primary 3. SDA Primary 4. Lamashegu Primary And JHS 	
4. Sagnarigu District	<p>Sagnarigu Circuit</p> <ol style="list-style-type: none"> 1. Hatoub Islamic School 2. Sheshegu Zion 3. Hillaliya Islamic Primary 4. Shemeya Primary <p>Kumbungu Road Circuit</p> <ol style="list-style-type: none"> 1. ChoguYapalsi Primary 2. St. James Primary 3. 31st November JHS 4. Gurugu JHS 	New but urban district
5. Karaga	<p>Sung Circuit</p> <ol style="list-style-type: none"> 1. Sung D/A Primary 2. Bagurugu JHS 3. Nyong E/A Primary 4. Tamalgu <p>Karga West</p> <ol style="list-style-type: none"> 1. Ishadia E/A Primary/ JHS 2. Tung E/A Primary 3. Kupali D/A Primary 4. Binduli Methodist Primary 	Old but deprived district
6. Kpandai District	<p>Kabonweli Circuit</p> <ol style="list-style-type: none"> 1. Kabonweli Primary 2. Kabonwel Beposo Primary 3. Meme Primary 4. Wasawasa Primary <p>Kumdi Circuit</p> <ol style="list-style-type: none"> 1. Kumdi Primary 2. KojoBoni Primary 3. Kumdi West Bang Primary 4. Kenglento Primary 	Old but deprived district
7. Saboba District	<p>Saboba North Circuit</p> <ol style="list-style-type: none"> 1. Gala EP Primary 2. Boakoln SDA JHS 3. Sobiba Primary 4. Saboba EP JHS <p>Natagu Circuit</p> <ol style="list-style-type: none"> 1. Naboni Primary 2. Bitinbo Primary 3. Ugando Primary 	Old deprived

	4. Liful D/A Primary	
8. Bole District	Bole South Circuit 1. Kurabaso D/A JHS 2. Serekpe Prim/JHS 3. GbenfuJhs/Primary 4. Dakurukpe Prim Bole West Circuit 1. Bole E/A Primary 2. Bole D/A Primary 3. Bale JHS 4. St. Kizito R/A Primary	Old district
Upper East Region		
District	Selected school community	Remarks
1. Nabdam	1. Sakoti Primary 2. Zalerigu Primary 3. Pelungu Primary 4. Dasobiliga Primary 5. Dagliga Primary 6. Nangodi JHS 7. Kongo JHS 8. Logre JHS	
2. Bawku West	1. Sapiiga Primary 2. Dagunga Primary 3. Tetako Primary 4. Kpantaligu Primary 5. Toende Primary 6. Yarigu JHS 7. Soogo JHS 8. Kansogu JHS	Old district
3. KassenaNakana West	1. Tedam Primary 2. Sirigu Primary 3. Nakolo D/A Primary 4. Nabiu Primary 5. Nakong Primary 6. Christ The King JHS 7. Badunu JHS 8. Mirigu JHS	Old district
4. Builsa North	1. Nyansa Primary 2. Sandema Old Primary 3. Yipaala Primary 4. Chondema Primary 5. Namonsa Primary 6. Sandema JHS	New and deprived district

	7.Chuchuliga JHS 8.Awulansa/Adabinsa JHS	
Upper West Region		
District	Selected school community	Remarks
1. Wa Municipal	1. Wa T. I. Ahmadiyya primary 2. Kabanye D/A primary 3. St. Andrews catholic primary 4. Limanyiri model primary 5. Wa Dobile R/C primary 6. Guli Primary 7. Kperisi Primary 8. Bamahu Primary	Old and urban
2. Nandom District	1. NaaPuorkua D/A primary 2. Nandom St. Paul primary 3. St. Andrews primary school 4. St. Maria primary 5. Nandom St. Cecilia primary 6. Vapuo Primary 7. Goziri Primary 8. Baseble Primary	New and deprived
3. Wa-West	1. Tannina Primary 2. Piisi Primary 3. Samanbo Primary 4. Poyentanga Primary 5. Ga Primary 6. Wechau DA Primary 7. Dabo Primary 8. Vieri Primary	Old but deprived
4. Lawra	1. Zambo primary 2. Karbo D/A primary 3. Lawra Methodist primary 4. Lawra D/A primary 5. Yikpee primary 6. Donwine DA Primary 7. Boo Primary 8. Babile Primary School	Old district