



# ACCOUNTABILITY FOR LEARNING FRAMEWORK

For Ghana Accountability for Learning Outcomes  
Programme (GALOP)

Commissioned by the Ministry of Education (MoE) and  
Ghana Education Services (GES)  
Authored by the Education Partnerships Group



**Ministry of Education**  
REPUBLIC OF GHANA



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## Acronyms

|               |   |
|---------------|---|
| <b>ADEOPs</b> | Annual District Education Operational Plans   |
| <b>DEO</b>    | District Education Office (part of the GES infrastructure)                          |
| <b>EMIS</b>   | Education Management Information System   |
| <b>GES HQ</b> | Ghana Education Service Head Quarters   |
| <b>JHS</b>    | Junior High School  |
| <b>MOE</b>    | Ministry of Education   |
| <b>mSRC</b>   | mobile School Report Card   |
| <b>NIB</b>    | National Inspectorate Board   |
| <b>NaCCA</b>  | National Council for Curriculum and Assessment                                      |
| <b>NTC</b>    | National Teaching Council   |
| <b>REO</b>    | The GES Regional Offices  |
| <b>SHS</b>    | Senior High School  |
| <b>SISO</b>   | GES School Improvement and Support Officers (formerly known as Circuit Supervisors) |
| <b>TCPD</b>   | Teachers' Continuous Professional Development (Framework)                           |
| <b>WAEC</b>   | Western Africa Examination Council  |

# 1 Principles of Accountability for Learning in Ghana

Education accountability systems around the world vary in the kind of behaviour they incentivise and promote. There are at least three main types of alignment of accountability that are commonly found in education systems (Pritchett and Spivack, 2020). These are:

- Educators are held accountable for compliance with processes prescribed by regulations or rules (e.g. building a certain number of toilets for every 100 students)
- Educators are held accountable for enrolment and attainment (e.g. meeting minimum enrolment thresholds at the beginning of each school year, or transition rates from primary school to lower secondary school).
- Educators are held accountable for student learning (e.g. learners are achieving the appropriate standards in assessments).

In Ghana, the accountability system addresses each of these components, however, the focus has increasingly been on developing a strong system of accountability that drives improvement in learning outcomes. This is one of the key policy objectives of the Ministry of Education. Strong accountability for learning means that the roles and responsibilities of everyone in the education system are clear, the right information is accessible to those who need it, and evidence-based decisions are made to drive improvement in learning outcomes.

The Ministry of Education's approach to accountability for learning in Ghana is shaped by the following principles:

- Accountability for learning processes should drive improvements in learning outcomes
- All levels of the education system must be held accountable
- Accountability must be both a bottom-up and top-down process
- Accountability should be implemented within a framework that is fair, measurable, and transparent.

## 2 Purposes of the Accountability for Learning Framework

The Accountability for Learning Framework outlines the accountability system for all stakeholders in the education system, including policy makers, education managers at every level from the school to the Ministry, teachers, and parents, to ensure *“that every link in the accountability chain from the Ministry of Education to the school level is transparent”* (ESP 2018-2030 p. 63).

The Accountability for Learning framework will:

- Clearly define the roles and responsibilities and the expectations of key players in the education system in terms of ensuring quality teaching and learning throughout the system
- Provide an overarching set of principles that guide the design, harmonisation and operation of accountability measures, data collection, analysis and dissemination systems, and accountability data-driven school improvement measures

- Promote alignment between accountability and learning, and set out the expectations in terms of the role of the accountability approaches in improving learning
- Provide a framework within which all actors in the education system, from classroom practitioners to policy makers, can operate

### 3 Overview of Accountability for Learning in Ghana

#### 3.1 Who is responsible for Accountability for Learning?

*“Oversight of system accountability is the responsibility of three autonomous bodies: the National Inspectorate Board (NIB), the National Teaching Council (NTC), and the National Council for Curriculum and Assessment (NaCCA). While the regulatory agencies are responsible for designing and enforcing accountability structures, the implementation of these structures spans the entire system. Within the Ghana Education Service (GES), for example, the network of regional and district offices down to the school level must play their part in a fully functioning and accountable system.” (ESP 2018-2030, p.5)*

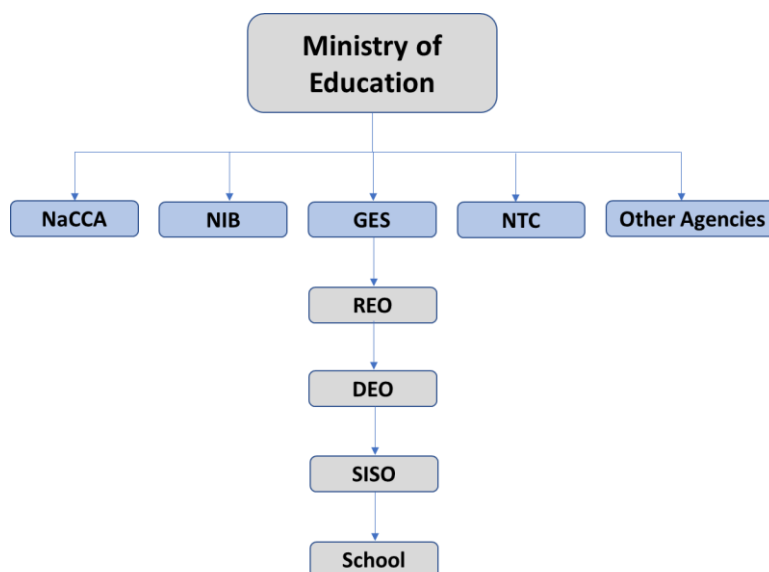
The Accountability for Learning Framework focuses on the accountability relationships that exist within the levels of the education system directly managed by the Ministry of Education and its key Agencies. These are the relationships between the different actors in the education system whose role is defined in Table 1 (below). While players not directly managed by the Ministry of Education and its Agencies are not listed, it is important to note that *“Communities and stakeholders will also have an important role to play in strengthening accountability and supporting the teaching and learning process” (ESP 2018-2030, p.16).*

Table 1: The Key Levels of the Education System with a Role in Accountability for Learning

| Entity  | Key functions in relation to accountability for learning   |
|---|--|
| <b>Ministry of Education (MOE)</b>                            | The MOE is responsible for Ghana’s education system and education policy.  |
| <b>National Inspectorate Board (NIB)</b>                      | NIB is an agency of the MOE and is responsible for conducting independent external evaluations of the quality and standards in basic and second cycle educational institutions in Ghana. |
| <b>National Council for Curriculum and Assessment (NaCCA)</b> | NaCCA is an agency of the MOE and is responsible for the development and oversight of curriculum and assessments.  |
| <b>National Teaching Council (NTC)</b>                        | NTC is an agency of the MOE who are responsible for regulations and policies related to teacher licensing and training.  |
| <b>Western Africa Examination Council (WAEC)</b>              | WAEC is the examination body that conducts the BECE exams at the end of JHS 3 in Ghana.  |
| <b>Ghana Education Service Head Quarters (GES HQ)</b>         | Ghana Education Service (GES) is the implementing agency under the MOE which is mandated to implement interventions in pre-tertiary education.   |

|   |  |
|---|--|
| <b>GES Regional Education Offices</b>                     | GES implements policy through its decentralized Regional and District Education Directorates. The day-to-day operations of basic and senior secondary schools are overseen by District Education Directors and Regional Education Directors respectively.  |
| <b>GES District Education Offices</b>                     |  |
| <b>GES School Improvement and Support Officers (SISO)</b> | Formerly known as Circuit Supervisors (CS), the SISO is the key link between the District Education Office and each school. The SISO roll is to provide support and drive improvement in learning outcomes. They monitor, coach, provide support, analyse accountability information and provide feedback. The SISO role has a strong focus on providing instructional leadership. |
| <b>Head Teachers</b>                                      | Head Teachers are the “first-level supervisor” in a school. They are responsible for monitoring schools on a daily basis and implementing improvement programmes. In line with revisions to the SISO role, the Head Teachers role include an increased focus on coaching, mentoring and instructional leadership.  |

Figure 1: The Key Levels of the Education System

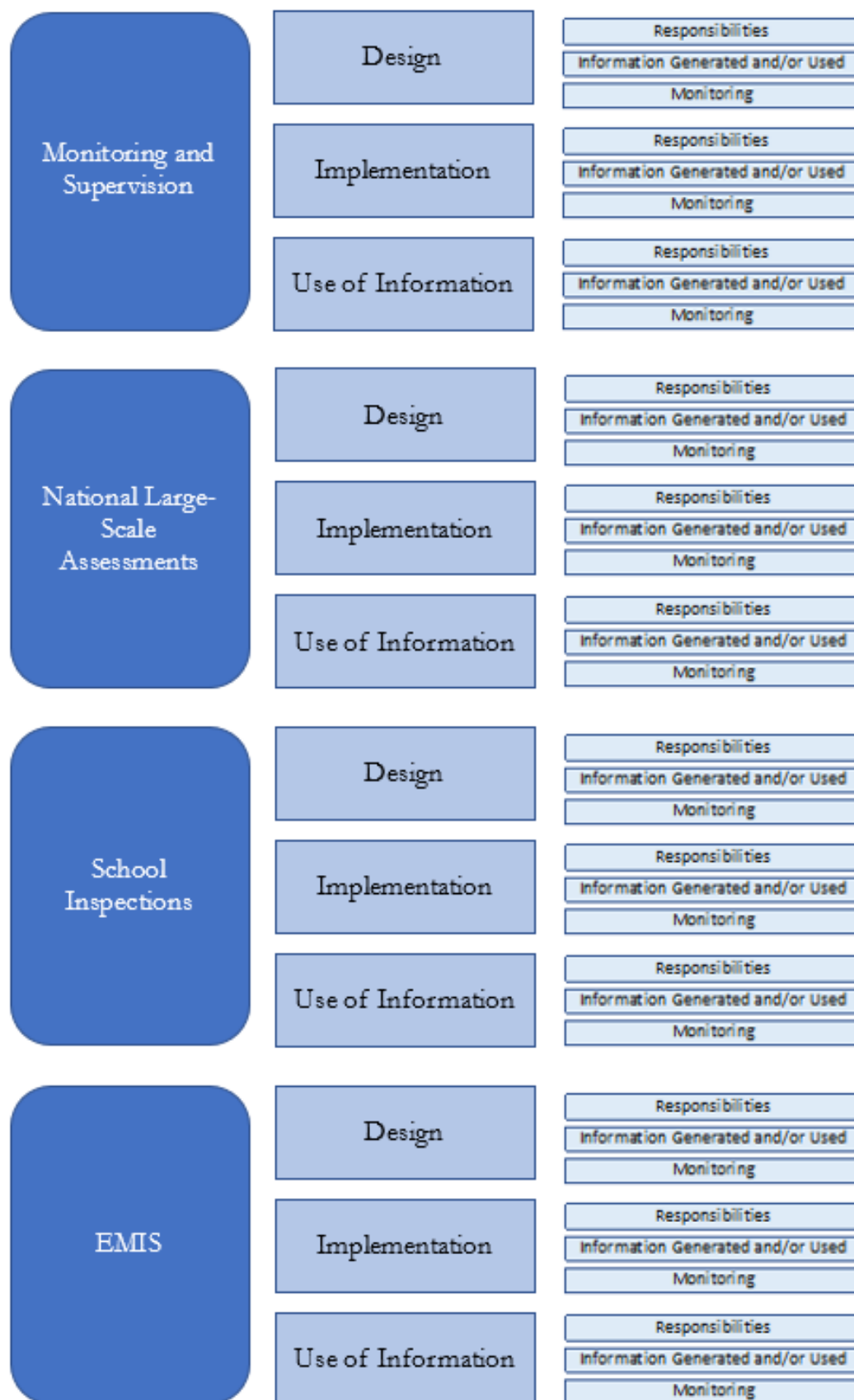


The Accountability for Learning Framework focuses on specific relationships of accountability in specific educational sub-sectors. The Accountability for Learning Framework focuses on pre-tertiary basic education from Primary to Junior High School (grades 1-9). It does not cover distinct accountability relationships for Senior High School (grades 10-12) or other sub-sectors such as the TVET subsector or tertiary education.

### 3.2 The model used to describe the Accountability for Learning system

The Accountability for Learning Framework uses a model that describes accountability through 3 component parts. Key **processes** of accountability are broken down into their major **stages**, and each stage is then described by its most important **elements**.

Figure 2: Accountability is made up of processes, stages, and elements



**1. Processes:** Accountability systems are made up of many different and overlapping processes. This Framework focuses in depth on 4 processes, described below, which are the main components of the accountability for learning system in Ghana. These processes are critical because they are the main ways that the education system collects data and information on the quality of education it is providing.

- i. Monitoring and Supervision:** Internal, regular checks are carried out on Primary and JHS schools. These are aimed at delivering support and/or gathering information on the quality of teaching and learning. The Framework focuses on 3 kinds of monitoring and supervision, including activities done by the Head Teacher and SISOs; the digitised reporting system being developed by GES, which currently is referred to as the mobile School Report Card (mSRC); and inspections or comprehensive school visits conducted by GES. **Section 4** provides further details on the processes involved.
- ii. National examinations and large-scale assessments:** Learning assessment data from national examinations and national sampling assessments are used to analyse the academic attainment of Ghanaian students in Primary and JHS. The Framework particularly focuses on the BECE and NSAT assessments. **Section 5** provides further details on the processes involved.
- iii. School Inspections:** External audits of Primary and JHS done under the authority of NIB. School inspections produce a diagnostic inspection report that judges a school's strengths and weaknesses and provides recommendations for improvement. **Section 6** provides further details on the processes involved.
- iv. Electronic Management Information System (EMIS):** The main national dataset on education is collected through an annual census of every school in the country. **Section 7** provides further details on the processes involved.

**2. Stages.** Each of the 4 processes described above have 3 distinct stages which are described below. The separation of each of these stages is useful since different parts of the education system are often accountable for different stages of each process.

- i. Design:** Each process begins with policy decisions that determine how the process should be done and the development of systems, tools, and approaches to implement the policy decisions. The design stage also includes steps related to cyclical phases of reviewing, redesigning, and improving processes.
- ii. Implementation:** This includes all the steps involved in carrying out each process. In the Accountability for Learning Framework, these steps can be thought of as collecting information, analysing information, and disseminating information.
- iii. Use of information to improve learning outcomes:** This includes the steps involved in using information to take decisions to directly improve teaching and learning. In the Accountability for Learning Framework, steps during the "use" phase include:
  - a. Using accountability data/information to make plans or decisions to improve the teaching and learning in school or groups of schools e.g. development of School Performance Improvement Plans (SPIPs), targeting teacher training,

provision of direct support to schools (such as through visits from the SISO or other District level staff), and staffing/resourcing decisions;

- b. Using accountability data/information to inform national level policy formation and implementation strategies related to improving teaching and learning.

It is important to note that the information produced by each process has other uses in the education system beyond the improvement of teaching and learning. These other uses are not covered within this Accountability for Learning Framework.

**3. Elements.** Each stage (design, implementation, and use for improving learning outcomes) is described in the Framework in terms of different elements of accountability. These elements are defined below.

- i. **'Responsibilities'** are defined for each step at each stage in every process and are also assigned to a particular level of the education system (either the MOE, it's key Agencies, or one of the decentralised levels within GES).
- ii. **'Key indicators'** describes the specific information generated or used at each step.
- iii. **'Monitoring'** describes the checks in place that ensure each responsibility is carried out appropriately and generates or uses the right key indicators. The task of monitoring is also assigned to a particular level of the education system (either the MOE, it's key Agencies, or one of the decentralised levels within GES).

## 4 GES School monitoring and supervision

Monitoring and supervision refer to a range of processes used by the education system to check what is happening in schools and directly provide support to help schools improve. These processes are largely carried out by GES staff. The relationships that exist between each level of the system (between the teacher, the Head Teacher, the SISO, the District Director, the Regional Director and GES HQ consecutively) have monitoring and feedback functions. In contrast to school inspections, which are external, infrequent, and focused on delivering a diagnostic report, monitoring and supervision is internal, regular, and focused on delivering support. The Accountability for Learning Framework focuses on 3 of the key processes that are part of Monitoring and Supervision.

- 1) Monitoring and Supervision by the Head Teacher and SISO.** Head Teachers are the frontline of monitoring and supervision and are responsible for undertaking various monitoring and supervision activities on a day-to-day basis at their school, in particular around teacher management and support. The SISO, who is the main connection between the DEO and the school, also visits each school to ensure that the Head Teacher is equipped and supported to provide effective monitoring and supervision. Each SISO has a circuit of between 10-20 schools which they visit at least once per term. The SISO and their school visits are, in turn, overseen by dedicated staff in the DEO. The core monitoring and supervision responsibilities of the Head Teacher and the SISO were outlined in the

Circuit Supervisor Handbook (2012). The SISO and Head Teacher (as well GES staff at every level) use a coaching model to provide support and these responsibilities are outlined in the NTC's Coaching and Mentoring Framework.

- 2) **Digitised GES Reporting System.** GES is committed to shifting from paper-based reporting to a digitised and integrated system intended to transform the visibility and use of accountability information at all levels. This will eventually form part of the education system's overall Accountability Data Dashboard. The Mobile School Report Card (mSRC) is a precursor to this larger digitised reporting system. mSRC is a monitoring initiative by GES, with support from UNICEF, which was established to systematically collect a number of school-level data points. Unlike the EMIS Annual Census, which only happens once per year, mSRC is updated weekly by each Head Teacher. It is also electronic, meaning that data is visible to all levels of the system immediately after input (unlike its paper-based processor, the School Report Card). It also includes some indicators that are not in EMIS such as teacher and student attendance and the number of SISO visits to the school. GES plans to scale-up the mSRC to develop a digital reporting tool that is used across the country to capture a wide range of accountability for learning information.
- 3) **GES Inspections / comprehensive school visits.** These are a form of supervision carried out by both GES District staff and GES Regional staff. They are separate from, and not coordinated with NIB inspections, and use a different tool and cycle. They are infrequent, and usually conducted in response to particular concerns or complaints about specific schools.

#### 4.1 Design of GES Monitoring and Supervision

| Step in Process | Key responsibilities  | Who is responsible                  | Key Indicators  | Who monitors       | How monitored  |
|-----------------|---|-------------------------------------|---|--------------------|--|
| 1               | <p><i>Responsibility for designing the goals of GES monitoring</i></p> <p>Under Act 778 (2008), GES is “responsible for the coordination of approved national policies and programmes relating to pre-tertiary education” (p. 5). GES are also responsible for the everyday management of schools.</p>  | GES HQ                              | GES sets annual priorities (KPIs) in its performance contract with the MOE and GES Council, which may include the design of monitoring tools or regulations in line with the goals of the ESP or MOE.                                     | MOE<br>GES Council | <ul style="list-style-type: none"> <li>GES DG sends quarterly reports on progress against the KPIs and presents in-person to the Minister.</li> <li>The GES Council oversees progress against KPIs</li> </ul>  |
| 2               | <p><i>Responsibility for the design of Head Teacher and SISO monitoring and support</i></p> <ul style="list-style-type: none"> <li>National guidance around the responsibilities of the Head Teacher and SISO was established in the CS Handbook (2012).</li> <li>NIB is responsible for the development of the harmonised classroom observation tool that Head Teachers and SISOs will use</li> <li>NTC is responsible for the development of the Coaching and Mentoring Framework that</li> </ul> | <p>GES HQ</p> <p>NIB</p> <p>NTC</p> | The tools and frameworks selected include structures and indicators that enable the SISOs and Head Teachers to fulfil their responsibilities to monitor, coach, provide support, analyse accountability information and provide feedback. | GES Council        | The GES Council is presented with and reviews the proposed regulations, frameworks and monitoring tools. These are approved for use within GES monitoring and supervision if they are in line with the requirements of the SISO and Head Teacher roles and responsibilities. |

|   |  |        |  |             |  |
|---|--|--------|--|-------------|--|
|   | Head Teachers and SISOs will follow  |        |  |             |  |
| 3 | <p><i>Responsibility for the design of a digitised GES reporting system</i></p> <ul style="list-style-type: none"> <li>GES is responsible for developing a digital reporting tool to collect teaching and learning information. This will be the main modality of collecting information on monitoring and supervision.</li> </ul> | GES HQ | <ul style="list-style-type: none"> <li>The reporting tool should be able to record and upload all monitoring and coaching information gathered by Head, SISO, and District</li> <li>The information recorded in the reporting tool should be accessible to each level of the education system via the data dashboard</li> <li>The reporting tool should be integrated with other data collection systems via the data dashboard</li> </ul> | GES Council | The GES Council is presented with and approves the design and development of GES digital reporting tools. These are reviewed in terms of whether the design is appropriate to meets the required key indicators (recording requirements, data access requirements and integration with other data systems) |
| 4 | <p><i>Responsibility for the design of quality assurance visits</i></p> <ul style="list-style-type: none"> <li>The GES Quality Assurance Office is responsible for developing a template to guide quality assurance visits to school.</li> </ul>   | GES HQ | The quality assurance templates enable the generation of recommendations that support improvement in learning at as school, district or region level.  | GES Council | The GES Council is presented with and approves the design of GES quality assurance visits templates in terms of how well they support the generation of meaningful recommendations.  |
| 5 | <p><i>Responsibility for the design of GES comprehensive school visits</i></p> <ul style="list-style-type: none"> <li>GES HQ is responsible for designing a template to guide Regional or District teams sent to visit schools to respond to complaints or concerns raised.</li> </ul>   | GES HQ | The templates should allow Regional and District inspectors to investigate specific complaints or issues   | GES Council | The GES Council is presented with and approves the design of GES comprehensive school visits templates in terms of how well they can be applied at various levels to address specific complaints or issues   |

## 4.2 Implementation of GES Monitoring and Supervision

| Step in Process | Key responsibilities   | Who is responsible     | Key Indicators  | Who monitors         | How monitored  |
|-----------------|--|------------------------|---|----------------------|--|
| 1               | <p><i>Responsibility for setting annual implementation goals for monitoring and supervision</i></p> <ul style="list-style-type: none"> <li>Under Act 778 (2008), GES is “responsible for the coordination of approved national policies and programmes relating to pre-tertiary education” (p. 5). GES are also responsible for the everyday management of schools.</li> </ul> | GES HQ                 | GES sets annual priorities (KPIs) in its performance contract with the MOE and GES Council, which may include goals around the implementation of GES monitoring and supervision systems.  | MOE<br>GES Council   | <ul style="list-style-type: none"> <li>GES DG sends quarterly reports on progress against the KPIs and presents in-person to the Minister.</li> <li>The GES Council regularly review progress against performance targets</li> </ul> |
| 2               | <p><i>Distribution and training on the lesson observation tool</i></p> <ul style="list-style-type: none"> <li>NIB will make the online harmonised lesson observation tool available to all Head Teachers and SISOs.</li> <li>NIB and GES will train the SISOs on the use of the harmonised lesson observation tool.</li> </ul>   | NIB<br><br>NIB and GES | <ul style="list-style-type: none"> <li>The number of Head teacher having and using harmonized lesson observation tool in schools (reported by SISOs)</li> <li>Number of SISO trained on Harmonised lesson observation tool</li> </ul> | GES and NIB Councils | The GES and NIB Councils will monitor progress in terms of access to the tool and training of the SISOs.   |
| 3               | <i>Monitoring responsibilities of the Head Teacher</i>   | Head Teacher           | <i>Monitoring indicators</i>  | SISO                 | The SISO will monitor the lesson observation information and other   |

|   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• The Head Teacher is responsible for tailoring the NIB harmonised lesson observation tool to meet the needs of the individual school and the teacher. The Head teacher will observe teachers each term.</li> <li>• The Head Teacher will also maintain information on enrolment and attendance.</li> <li>• The Head Teacher is responsible for recording all lesson observation information and other data using the GES digital reporting tool.</li> </ul> | <ul style="list-style-type: none"> <li>• Data on selected indicators from the NIB classroom observation tool including: <ul style="list-style-type: none"> <li>- Structuring and organising lessons (the coherency of the lesson and its planning)</li> <li>- Creating a positive climate (how well the teacher pays attention to the individual needs of learners)</li> <li>- Providing well-designed tasks (the teacher’s ability to stimulate learners reasoning)</li> <li>- Teaching interactively (whether topics are fully covered, and learners receive feedback)</li> <li>- Assessing understanding (how effectively assessment is used to support learning)</li> <li>- Engagement and attitudes (the quality of learner engagement)</li> <li>- Attainment (proportion of learners who understood what was taught)</li> </ul> </li> </ul> | <p>data collected by the Head Teacher via the digital reporting tool. This information will also be visible to all other levels of the system (DEO, REO and GES HQ).</p> <p>The SISO also monitors the quality of the Head Teachers monitoring by carrying out joint lesson observations.</p> |
|---|---|---|

|   |  |      |   |          |  |
|---|--|------|---|----------|--|
|   |  |      | <ul style="list-style-type: none"> <li>• Data on enrolment and attendance <ul style="list-style-type: none"> <li>- Enrolment and student attendance (disaggregated by gender and special needs), monitored through attendance registers</li> <li>- Teacher attendance, monitored through attendance registers</li> </ul> </li> </ul>  |          |  |
| 4 | <p><i>Monitoring responsibilities of the SISO</i></p> <ul style="list-style-type: none"> <li>• Following a schedule agreed with the District Deputy Director of Supervision, the SISO is responsible for visiting each school in their circuit to ensure that the Head Teacher is fulfilling their classroom observation and coaching responsibilities to a high standard.</li> <li>• As part of this, the SISO is responsible for carrying out joint lesson observations (with Head Teachers).</li> <li>• The SISO is responsible for uploading all information about monitoring and support</li> </ul> | SISO | <ul style="list-style-type: none"> <li>• <i>Monitoring indicators. For example:</i> <ul style="list-style-type: none"> <li>- Is teacher and student attendance being systematically recorded by the Head?</li> <li>- Did the Head Teacher conduct pre- and post-observation conferences with teacher?</li> <li>- Did the Head Teacher provide clear feedback to the teacher?</li> <li>- Did the Head Teacher take action and connect the teacher to improvement or training opportunities?</li> </ul> </li> </ul> | District | <p>The DEO will monitor the lesson observation information and other data collected by the SISO via the digital reporting tool. This information will also be visible to all other levels of the system (e.g. Headteachers, REOs and GES HQ). Head Teachers having visibility of the information submitted about their schools provides an additional check in the system in terms of the validity of the information submitted.</p> |

|   |  |                  |   |  |  |
|---|--|------------------|---|--|--|
|   | indicators they collect via the GES digital reporting tool.  |                  |   |  |  |
| 5 | <p><i>Monitoring responsibilities of the District</i></p> <ul style="list-style-type: none"> <li>• The District Director of Education is ultimately responsible for the performance of the SISOs</li> <li>• The District will carry out quality assurance visits to ensure the SISO is performing their monitoring and coaching responsibilities to a high standard and is being supported to develop as an instructional leader.</li> <li>• The District will record information gathered via the GES digital reporting tool</li> </ul> | District         | <p>The information recorded in the school logbooks about SISO visits will be checked.</p> <p>Quality assurance visits to schools will gather information on the SISO functions in terms of:</p> <ul style="list-style-type: none"> <li>• Performing their monitoring role</li> <li>• Recording monitoring and supervision information</li> <li>• Facilitating coaching in the school</li> </ul> | District Director of Education, Region, GES Quality Assurance Office | The SISO, District, Region and GES HQ Quality Assurance Office will have access to the information submitted in relation to quality. The SISO having visibility of the information submitted about their schools provides an additional check in the system in terms of the validity of the information submitted. |
| 6 | <p><i>Inspection responsibilities of the District and Region</i></p> <ul style="list-style-type: none"> <li>• The District and Region carry out comprehensive school visits initiated at their discretion and in response to particular issues or complaints.</li> </ul>   | District, Region | <p>Inspections/comprehensive school visits follow a national template with blank spaces to record the following indicators:</p> <ul style="list-style-type: none"> <li>- Amount of infrastructure at the school</li> <li>- Amount of teaching and learning materials</li> <li>- Teacher and student attendance (taken from registers)</li> </ul>  | District or Regional Director of Education                           | Receipt of inspection report   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"><li>- Financial audit</li><li>- School's relationship with community</li><li>- Recommendations</li></ul> |  |  |
|--|--|--|--|--|--|

## 5 National examinations and large-scale assessments

National examinations and large-scale assessments are one of the most important ways that the education system measures the academic attainment of Ghanaian students. National examinations and large-scale assessments provide a comparable measure of attainment across different schools, Districts and Regions. The main policies governing assessments are the National Pre-tertiary Education Assessment Framework (2019); Act 778 (2008) and the Education Regulatory Bodies Bill; and the Education Strategic Plan 2018-2030. The National Council for Curriculum and Assessments (NaCCA), an agency of the Ministry of Education, has the primary mandate to oversee assessments following Education Act 778 and the Education Regulatory Bodies Bill.

The Accountability for Learning Framework focuses on the national examinations and large-scale assessments that are most relevant to Primary school and Junior High School (JHS). These are the Basic Education Certification Examinations (BECE), and the National Standards Assessment Test (NSAT).

The **BECE** is taken by all students at the end of grade 9 (JHS3), and the results are used to determine student placement into grade 10 (the first grade of Senior High School (SHS)). The BECE exams are conducted and analysed by the West African Examination Council (WAEC).

The **NSAT** will be taken by every student in grade 2 (P2), grade 4 (P4), grade 6 (P6), grade 8 (JHS2), and grade 11 (SHS2). Its main purpose is to measure how well learners are meeting the expectations of the standards-based curriculum in English, Mathematics, and Science. As detailed in the Draft Assessment Framework (2019), the NSAT has a clear formative purpose and is intended to provide feedback on learning gaps to teachers, schools and the broader education system. Responsibility for designing, conducting, and analysing the NSAT lies with NaCCA.

## 5.1 Design of national examinations and large-scale assessments

| Step in Process | Key Responsibilities   | Who is responsible | Key Indicators  | Who monitors                    | How monitored   |
|-----------------|--|--------------------|---|---------------------------------|---|
| 1               | <p><i>Responsibility for designing a system of assessments</i></p> <p>“Developing a national assessment system for pre-tertiary education” is the responsibility of NaCCA under the Education Regulatory Bodies Bill (2019) and Act 778 (2008). NaCCA fulfils this responsibility through the National Pre-tertiary Education Assessment Framework. This Assessment Framework sets out principles to guide the design and operation of assessments at the pre-tertiary level in Ghana.</p> | NaCCA              | <p>The Assessment Framework covers:</p> <ul style="list-style-type: none"> <li>- Why assessments are carried out</li> <li>- What the system assesses</li> <li>- How the system assesses</li> <li>- Who conducts assessments</li> <li>- When do assessments happen</li> <li>- Overview of each assessment</li> <li>- Future plans for assessments</li> </ul> <p>NaCCA sets annual priorities (KPIs) in its performance contract with the MOE and NaCCA Board, which may include the design or redesign of assessments in line with the Assessment Framework.</p> | MOE and NaCCA Governing Council | <ul style="list-style-type: none"> <li>- NaCCA Governing Council reviews and signs-off on the Assessment Framework and monitors its application/ implementation.</li> <li>- NaCCA Executive Secretary sends quarterly reports on progress against the KPIs and presents in-person to the Minister.</li> </ul> |
| 2               | <p><i>Responsibility for design of the NSATs</i></p>   | NaCCA              | <ul style="list-style-type: none"> <li>- The NSAT should measure student proficiency and progress against the 4Rs, which are Reading,</li> </ul>  | NaCCA Governing Council         | NaCCA Governing Council reviews and signs-off on the design features of the NSAT.   |

|          |   |       |   |                         |   |
|----------|---|-------|---|-------------------------|---|
|          | <ul style="list-style-type: none"> <li>- NaCCA is responsible for the design and implementation of the NSAT</li> <li>- NaCCA has the responsibility for developing the NSAT Operational Plan</li> </ul> |       | <p>wRiting, aRithmetic and cReativity (Assessment Framework)</p> <ul style="list-style-type: none"> <li>- The NSAT should measure student proficiency and progress against the six core competencies in the pre-tertiary curriculum (Assessment Framework)</li> <li>- The NSATs should be designed so that they provide data which can inform decision-making at the classroom, school, District, and National levels.</li> </ul> |                         |   |
| <b>3</b> | <p><i>Responsibility for design of BECE</i></p> <ul style="list-style-type: none"> <li>- The BECE is designed and developed by WAEC</li> </ul>  | WAEC  | <p>The BECE assessments should:</p> <ul style="list-style-type: none"> <li>- Meet the assessment criteria laid out by NaCCA</li> <li>- Representatively assess the curriculum content</li> <li>- Provide data that allows analysis of performance at the classroom, school, District and National level</li> </ul>  | NaCCA                   | NaCCA has the regulatory power and responsibility to quality assure the design of BECE exams. |
| <b>4</b> | <p><i>Responsibility for redesign of assessments</i></p> <ul style="list-style-type: none"> <li>- NaCCA holds responsibility for periodically reviewing and</li> </ul>                                  | NaCCA | <p>Reviews should ensure that assessments are consistent with any changes to the:</p> <ul style="list-style-type: none"> <li>- National Curriculum</li> <li>- Assessment Framework</li> </ul>   | NaCCA Governing Council | NaCCA Governing Council reviews and signs-off on updates to any assessments.                  |

|  |                                    |  |                         |  |  |
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|  | updating pre-tertiary assessments. |  | - NSAT Operational Plan |  |  |
|--|------------------------------------|--|-------------------------|--|--|

## 5.2 Implementation of national examinations and large-scale assessments

| Step in Process | Key Responsibilities  | Who is responsible | Key Indicators   | Who monitors          | How monitored  |
|-----------------|---|--------------------|--|-----------------------|--|
| <b>1</b>        | <i>Responsibility for setting annual implementation goals for assessments</i><br>MOE and NaCCA Council expect NaCCA to conduct, analyse and disseminate school assessments as guided by Act 778 (2008). The Education Regulatory Bodies Bill tasks NaCCA with “developing a national assessment system” and “reporting to the Minister on student achievement.” | NaCCA              | NaCCA sets annual priorities (KPIs) in its performance contract with the MOE and NaCCA Board, which may include goals around implementing assessments. | MOE and NaCCA Council | NaCCA Executive Secretary sends quarterly reports on progress against the KPIs and presents in-person to the Minister.<br>The NaCCA Council oversees progress against KPIs         |
| <b>2</b>        | <i>Responsibility for quality assuring the conduct of the BECE</i><br>- Districts assign a list of SISOs and Head Teachers as invigilators or exam supervisors.   | District           | Exam invigilator and supervisor assignments.   | WAEC                  | WAEC ensures that invigilators and supervisors are not assigned to exam centres with their own students and monitors the distribution and administration of the examination papers |
| <b>3</b>        | <i>Responsibility for quality assuring the conduct of the NSATs</i>   |                    | Indicators relating to the distribution and administration of the NSAT   | NaCCA                 | NaCCA will monitor the distribution and  |

|   |   |       |  |       |   |
|---|---|-------|--|-------|---|
|   | <ul style="list-style-type: none"> <li>- These responsibilities of NaCCA, GES and other assessment organisations will be specified in the NSAT Operational Plan</li> <li>- NaCCA will work with WAEC and other external bodies that have track record in assessment to administer the assessments securely</li> </ul> |       | will be specified in the NSAT Operational Plan   |       | administration of assessments   |
| 4 | <i>Responsibility for collecting and marking BECE data</i> <ul style="list-style-type: none"> <li>- WAEC collects the exams and processes the raw data.</li> </ul>  | WAEC  | Raw exam scores per subject per student  | NaCCA | <ul style="list-style-type: none"> <li>- WAEC shares the raw scores with MOE and NaCCA</li> <li>- The raw data should also be available on request to external entities with legitimate interests, such as academics</li> </ul> |
| 5 | <i>Responsibility for collecting and marking NSAT data</i> <ul style="list-style-type: none"> <li>- NaCCA will collect and mark NSATs. The process for this will be specified in the forthcoming NSAT Operational Plan</li> </ul>   | NaCCA | Indicators relating to collection and marking will be specified in the NSAT Operational Plan | NaCCA |   |

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| 6 | <p><i>Responsibility for analysing BECE results</i></p> <ul style="list-style-type: none"> <li>- WAEC converts raw scores into student-level grades ranging from 1-9 (by fitting them to a normal distribution).</li> <li>- Districts, on receipt of the grades, convert grades into pass rates</li> </ul>   | WAEC<br>District | <p>WAEC</p> <ul style="list-style-type: none"> <li>- Student-level grades per subject</li> </ul> <p><i>District</i></p> <ul style="list-style-type: none"> <li>- Pass rates per subject at the school and District level</li> </ul>  | Regions, GES                          | Receipt of analysis outcomes |
| 7 | <p><i>Responsibility for analysing NSAT results</i></p> <ul style="list-style-type: none"> <li>- Following Act 778 (2008), NaCCA has the umbrella responsibility to use assessments to make recommendations for improving learning.</li> <li>- NaCCA has the responsibility to analyse NSAT data in a way that can inform decision-making at the classroom, school, District, and National levels, including information on teachers' strengths and weaknesses.</li> </ul> | NaCCA            | <ul style="list-style-type: none"> <li>- Analysis of performance against national standards per grade for each subject, the 4Rs, and per competency</li> <li>- The analysis will be disaggregated down to the student, teacher, classroom, District, Regional, and National levels</li> <li>- The analysis will track progress over time at each level</li> <li>- NSAT analysis is integrated with the results of other assessments down to the student level</li> </ul> | Schools, SISOs, District, Region, GES | Receipt of analysis outcomes |

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| 8 | <p><i>Responsibility for disseminating BECE results</i></p> <ul style="list-style-type: none"> <li>- WAEC <ul style="list-style-type: none"> <li>• Sells individual results to parents and students for a fee.</li> <li>• Sends individual results to the Districts 6-8 weeks after they are available to students and parents.</li> </ul> </li> <li>- Districts <ul style="list-style-type: none"> <li>• Send their analysis of school-level results to schools via the SISO</li> <li>• Send their analysis of school-level results to the Region</li> </ul> </li> <li>- NaCCA <ul style="list-style-type: none"> <li>• Upload BECE results on their website</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- WAEC</li> <li>- Districts</li> <li>- NaCCA</li> </ul> | <ul style="list-style-type: none"> <li>- Receipt of results by Districts</li> <li>- Receipt of results by schools</li> <li>- Publication of BECE results on the NaCCA website</li> </ul> | <ul style="list-style-type: none"> <li>- Region</li> <li>- GES HQ</li> </ul> | <p>Receipt of the District analysis by the Region, which is then collated and passed on to GES HQ</p> |
| 9 | <p><i>Responsibility for disseminating NSAT results</i></p> <ul style="list-style-type: none"> <li>- NaCCA is responsible for uploading NSAT results to digital platforms and its website</li> <li>- NaCCA will provide tailored reports to other agencies based on their specific focus</li> </ul>  | <p>NaCCA</p>   | <p>NSAT results are available and accessible to teachers, Head Teachers, Districts, Regions, and national agencies</p>   | <p>Head Teachers, Districts, Regions, other agencies</p>                     | <p>Receipt of NSAT results</p>  |

## 6 School Inspections

The National Inspectorate Board (NIB) is an agency of the Ministry of Education that was formed following the Education Act 778 (2008) and will have updated powers and responsibilities outlined in the Education Regulatory Bodies Bill. NIB serves as an independent, external check on the quality of the nation's schools. Its core functions are to “to set up inspection panels to undertake inspection of schools, to evaluate teaching and learning periodically in the schools, [and] to set and enforce quality standards in public and private pre-tertiary institutions in Ghana” (Revised Handbook, 4).

The goals, processes, and detailed tools used to carry out inspections are found in the Revised Handbook for the Inspection of Public and Private Pre-Tertiary Schools in Ghana (2019). Inspections focus on both school performance (particularly the quality of teaching and learning in schools) and school compliance with MOE standards (such as the facilities available at the school, and the relationship between the school and the community). Inspections are carried out by external inspectors who visit a school, monitor the school environment, sit in and observe lessons, and meet with stakeholders including the school leadership, staff, students and the SMC/PTA. Inspections result in inspection reports which provide qualitative and quantitative judgments on different aspects of school quality and provide concrete recommendations on how the school can improve. Inspection reports are also intended to be collated and analysed to provide recommendations on what needs to be improved at the District, Region, and National level.

## 6.1 Design of School Inspections

| Step in Process | Key responsibilities   | Who is responsible | Key Indicators   | Who monitors                                   | How monitored  |
|-----------------|--|--------------------|--|--|--|
| <b>1</b>        | <p><i>Design of Inspection Policy and Tool</i></p> <ul style="list-style-type: none"> <li>- As set out in Act 778 and the forthcoming Education Regulatory Bodies Bill, NIB has primary responsibility for designing inspections policy. Its core function is “to set and enforce standards” in all pre-tertiary schools. NIB does this by setting both the content and cycle of inspections.</li> <li>- NIB also has the responsibility to consult other Agencies, including GES, NaCCA, and NTC, for their feedback during the inspection design phase.</li> </ul> | NIB                | <ul style="list-style-type: none"> <li>• NIB Revised Handbook (2019) sets out the content and format of inspections, including the inspection tools used. Interagency workshops generate substantial feedback during the Handbook design process.</li> <li>• A separate policy framework details the inspection cycle. The framework sets out the expectation that NIB will perform annual inspections that can provide information at National, Regional, District, Circuit and Schools level, and will inspect all schools within 3 years (as provided for in Act 778).</li> <li>• NIB sets annual priorities (KPIs) in its performance contract with the MOE and NIB Board, which may include policy goals related to designing inspections.</li> </ul> | MOE and NIB Board (via the Reform Secretariat) | <ul style="list-style-type: none"> <li>• NIB Executive Secretary sends quarterly reports on progress against the KPIs and presents in-person to the Minister.</li> <li>• The NIB Council monitors progress against KPIs</li> </ul> |
| <b>2</b>        | <i>Revision of Inspection Tools</i>  | NIB                | <ul style="list-style-type: none"> <li>• NIB inspectors are expected to share lessons learnt from each inspection with the HQ.</li> </ul>  | NIB Council                                    | The NIB Council who sign off on  |

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| <ul style="list-style-type: none"> <li>NIB is expected to undertake a policy review of the inspection tool and cycle every 3 years.</li> </ul> |  | <ul style="list-style-type: none"> <li>HQ maintains a database of all observations shared by the inspectors</li> <li>NIB will use these observations during the review of Inspection tools after three years.</li> </ul> |  | proposed changes to policies and tools |
|--|--|--|--|--|

## 6.2 Implementation of School Inspections

| Step in Process | Key responsibilities   | Who is responsible | Key Indicators   | Who monitors                                     | How monitored   |
|-----------------|--|--------------------|--|--|---|
| <b>1</b>        | <i>Conducting School Inspections</i> <ul style="list-style-type: none"> <li>Under Act 778, as affirmed in the forthcoming Education Regulatory Bodies Bill, NIB is responsible for inspecting all schools in Ghana by establishing “inspection panels to provide an independent external evaluation of the quality and standards in pre-tertiary institutions”.</li> </ul> | NIB                | <ul style="list-style-type: none"> <li>NIB sets annual priorities (KPIs) in its performance contract with the MOE and NIB Board, which may include other goals around carrying out inspections.</li> <li>Number of annual inspections</li> </ul> | MOE and NIB Council (via the Reform Secretariat) | <ul style="list-style-type: none"> <li>NIB Executive Secretary sends quarterly reports on progress against the KPIs and presents in-person to the Minister.</li> <li>The NIB Executive Secretary reports progress against performance targets to the NIB Council</li> </ul> |
| <b>2</b>        | <i>Setting Expectations</i> <ul style="list-style-type: none"> <li>NIB is responsible for sharing the NIB tools to share the standards expected with Head Teachers and SISOs</li> <li>NIB will share the copy of the Revised Inspections Handbook with all schools inspected.</li> </ul>   | NIB                | <ul style="list-style-type: none"> <li>Number of SISO trained on Harmonised lesson observation tool</li> <li>Number of Head teacher having and using harmonized lesson observation tool in schools</li> </ul>                                    | GES and NIB                                      | SISO and school access to tools and handbook reported via the GES digital reporting tool  |

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|   | <ul style="list-style-type: none"> <li>- The NIB harmonised lesson observation form will be available online.</li> <li>- All SISO will be trained on the use of NIB Inspection Tool</li> </ul>  |     |   |  |  |
| 3 | <p><i>Inspections Data Collection</i></p> <ul style="list-style-type: none"> <li>• School inspections are carried out at sampled schools and an inspection report is written.</li> <li>• NIB is responsible for conducting all inspections using paired teams of full and part-time inspectors</li> </ul> | NIB | <p>As detailed in the NIB Handbook, inspections produce quantitative and qualitative judgments and recommendations on:</p> <p>1) <i>Quality of School Performance</i></p> <ul style="list-style-type: none"> <li>- School leadership</li> <li>- Lesson observation</li> <li>- External assessment results</li> </ul> <p>2) <i>Compliance with MOE requirements</i></p> <ul style="list-style-type: none"> <li>- Curriculum and planning (i.e. teaching time)</li> <li>- School management (of information, HR, and finances)</li> <li>- Resources (i.e. teaching and learning materials, infrastructure, teachers, and safety)</li> </ul> | NIB Quality Assurance Team And NIB Board | Completed reports are checked for consistency, the strength of judgments and recommendations, and the strength of the evidence on which they are based. Final approval for each report lies with the Chief Inspector of Schools. |

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|   |  |     | 3) <i>Meetings with school leadership, students, and the SMC/ PTA</i>  |   |   |
| 4 | <p><i>Inspection report dissemination to Schools and GES offices</i></p> <ul style="list-style-type: none"> <li>• NIB disseminates the school level inspection report to the schools and District offices</li> <li>• A 1-page summary report is shared with the school immediately following the inspection.</li> <li>• NIB sends a full summary report to the school within 4 weeks of the inspection. Schools have 2 weeks to dispute any information in the report.</li> <li>• NIB then sends the report to the District and uploads online.</li> <li>• NIB will submit annual reports to Regional Education Departments, the Regional Coordinating Councils and the District Assemblies</li> </ul> | NIB | <ul style="list-style-type: none"> <li>• Proportion of schools that receive the 1-page summary report on completion of an inspection</li> <li>• Proportion of schools that receive the full report within 4 weeks of the inspection</li> <li>• Availability of inspection reports online</li> <li>• Proportion of reports sent to District offices</li> <li>• Provision of annual reports</li> </ul> | NIB, NIB Council, District Offices, SISOs | <ul style="list-style-type: none"> <li>• Dissemination will be monitored through requiring the signature of the report recipient via the courier delivery service.</li> <li>• Lead Inspectors will also monitor receipt of report by contacting a sample of schools.</li> <li>• The SISO is responsible for following-up with NIB directly if reports are not received.</li> <li>• Receipt of school inspection reports at the DEO</li> <li>• Receipt of annual reports at a Regional and District level</li> </ul> |
| 5 | <p><i>Dissemination of Inspection report to National agencies</i></p> <ul style="list-style-type: none"> <li>• In accordance with Act 778 and the Education Regulatory Bodies Bill, NIB will submit</li> </ul>   | NIB | <ul style="list-style-type: none"> <li>• Ministerial and Council annual report submission</li> <li>• NIB plans to provide reports tailored to the</li> </ul>   | MOE, NIB Council                          | <ul style="list-style-type: none"> <li>• Receipt of annual Ministerial Report</li> <li>• Receipt of annual Council Report</li> </ul>  |

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|  | <p>annual reports to the Minister and the NIB Council</p> <ul style="list-style-type: none"> <li>• NIB will provide national level reports tailored to the needs of the other education agencies.</li> </ul> |  | <p>specific information needs of other national agencies as requested</p> |  | <ul style="list-style-type: none"> <li>• The NIB Council will monitor the provision of tailored reports to other agencies</li> </ul> |
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## 7 Education Management Information System (EMIS)

The Education Management Information System, or EMIS, is the main national dataset about education. It is based on the EMIS Annual Census, an effort coordinated by the Ministry of Education that collects, analyses, and disseminates data about all schools in the country. The EMIS dataset focuses on the inputs to education including student enrolment, student completion of various levels of schooling, number of trained teachers, number of teaching and learning materials (i.e. textbooks), amount of infrastructure (i.e. computers, electricity, drinking water, sanitation facilities), and special education needs indicators.

After the MOE compiles and analyses data from the EMIS Annual Census, it produces a final report summarising key national education statistics. EMIS is the primary source of information to track progress against the Key Performance Indicators (KPIs) for Basic and Secondary Education established in the Education Strategic Plan (ESP) 2018-2030 and detailed in the ESP Monitoring and Evaluation Framework (ESP, p. 89). Schools also receive a school profile summarising key statistics about their school. The data is supposed to be used to make decisions about resource allocation, and to develop improvement plans at the school and district level.

## 7.1 Design of EMIS

| Step in Process | Key responsibilities  | Who is responsible           | Key Indicators  | Who monitors               | How monitored                      |
|-----------------|---|------------------------------|---|----------------------------|------------------------------------|
| <b>1</b>        | <i>Design of EMIS</i><br>The MOE and the implementing agencies have responsibility for the design and development of EMIS. The Education Strategic Plan (ESP) 2018-2030 sets out the data requirements through the sector based KPIs. | MOE<br>Implementing Agencies | <ul style="list-style-type: none"> <li>EMIS system is designed to collect appropriate data that provides information on the progress achieved against the KPIs set out in the ESP 2018-2030</li> <li>The EMIS design is accessible and intuitive for the data collectors</li> </ul> | MOE, Minister of Education | Review and approval of EMIS design |
| <b>2</b>        | <i>Periodic Review of EMIS design</i><br>The MOE and the implementing agencies have responsibility for overseeing the review and further development of EMIS.   | EMIS Management Committee    | <ul style="list-style-type: none"> <li>The EMIS design is reviewed and updated regularly</li> </ul>   | MOE, Minister of Education | Review and approval of EMIS design |

## 7.2 Implementation of EMIS

| Step in Process | Key responsibilities                        | Who is responsible | Key Indicators                            | Who monitors    | How monitored        |
|-----------------|---|--------------------|---|-----------------|----------------------|
| <b>1</b>        | <i>National implementation coordination</i> | MOE                | Distribution of data collection schedules | MOE Management, | Online EMIS platform |

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|   | <ul style="list-style-type: none"> <li>• Different implementing agencies have responsibility for gathering EMIS data within their education sector.</li> <li>• The MOE distributes a schedule for data collection and data entry to the Regions and Districts via the online EMIS platform.</li> </ul> |               |   | Regions and Districts |   |
| 2 | <p><i>District level data collection coordination</i></p> <p>The DEO communicates the deadlines for Head Teachers to collect and submit EMIS data. The District arranges data collection and entry training for the Head Teachers and shares the EMIS Annual Census tool with them.</p>                | District      | <ul style="list-style-type: none"> <li>- Communication of data entry deadline</li> <li>- Delivery of Head Teacher training</li> </ul>   | Region                | <ul style="list-style-type: none"> <li>- Training records</li> <li>- The Region arranges random visits to schools to quality assure the process</li> </ul>  |
| 3 | <p><i>School level data collection</i></p> <p>Head teachers collect and record the data for their school.</p>  | Head Teachers | <p>School level EMIS data including:</p> <ul style="list-style-type: none"> <li>- Enrolment</li> <li>- Teacher data</li> <li>- Materials and equipment</li> <li>- Textbooks</li> <li>- Physical Infrastructure</li> <li>- Financial data</li> </ul> | SISO, District        | <ul style="list-style-type: none"> <li>- The SISO quality assures the data inputted by the Head Teacher and makes sure it is submitted on time</li> <li>- District receives the school-level data</li> <li>- GES/MOE arranges random visits to schools to quality assure data</li> <li>- MOE does additional quality assurance through automated</li> </ul> |

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|   |  |          |   |                | software checks of the uploaded data  |
| 4 | <i>Collation of data</i><br>The District collates the school-level data and submits District-level data to the Region  | District | District level data EMIS data   | Region         | <ul style="list-style-type: none"> <li>- Receipt of District-level data</li> <li>- Region arranges random visits to schools to quality assure data</li> </ul> |
| 5 | MOE analyses the national EMIS data, writes the national EMIS report, and shares the report with MOE management, key national Agencies, Regions, and Districts. School-level profiles are also produced and sent to the Regions and Districts. | MOE      | <ul style="list-style-type: none"> <li>- Final annual report</li> <li>- School profiles which describe key statistics for each school.</li> </ul> | MOE Management | Receipt of annual report  |
| 6 | District shares individual school profiles with each school.   | District | <ul style="list-style-type: none"> <li>- School profiles</li> </ul>   | SISOs          | Receipt of school profiles by Head Teachers   |

## 8 Use of accountability information to improve learning outcomes

The accountability for learning information gathered through school monitoring and supervision (section 4), national examinations and large-scale assessments (section 5), school inspection (section 6) and EMIS (section 7) is used to drive improvements in learning in a number of ways:

- School community input (e.g. the school community using accountability information to hold schools accountable and support them in improving learning outcomes)
- School level planning and implementation (e.g. the creation of School Performance Improvement Plans (SPIPs) that are developed by school Headteachers with support from the SISO)
- District and Regional decision making (e.g. the development of Annual District Education Operational Plans (ADEOPs) or the provision of a programme of teacher training at a district or regional level)
- National level policy development and implementation planning (e.g. development of teacher training, curriculum or assessment policy)

### 8.1 Overview of the use of accountability information to improve learning outcomes

At every level within the system (i.e. Head Teachers, SISOs, Districts, Regions, GES HQ, MOE) there is a responsibility to analyse the rich accountability data available and use it for planning and acting to improve learning. The digital reporting tools and the data dashboard will be used as a mechanism for assuring accountability – where digital reporting from head teachers and others in the system occurs, there is a responsibility at each level to access this via the data dashboard and use it to inform planning. Planning documentation at every level within the system should include targets, key indicators and/or KPIs that are justified on the basis of accountability data.

| Step in Process | Key responsibilities   | Who is responsible   | Key Indicators  | Who monitors                            | How monitored   |
|-----------------|--|--|---|---|---|
| 1               | <p><i>Coaching informed by accountability information</i></p> <ul style="list-style-type: none"> <li>- NTC are responsible for the Coaching and Mentoring Framework which outlines the coaching expectations for supervisors at every level within the system (teachers, Head Teachers, SISOs, District, Region).</li> <li>- Teachers are expected to act as coaches and mentors for their peers.</li> <li>- Head Teachers are responsible for providing coaching to teachers based on information from classroom observation and assessment results.</li> <li>- Teachers and Head Teachers are responsible for entering their coaching responsibilities in their NTC logbook</li> <li>- Following a schedule agreed with the District Deputy Director of Supervision, the SISO visits schools to provide</li> </ul> | <p>NTC</p> <p>Teachers</p> <p>Head Teachers</p> <p>SISOs</p> | <p><i>Coaching indicators based on the NTC Coaching and Mentoring framework. For example:</i></p> <ul style="list-style-type: none"> <li>- Evidence of systematic coaching designed to improve learning outcomes</li> <li>- Monitoring information is used to justify coaching approaches and recommendations</li> <li>- Goals/targets agreed during coaching are recorded</li> </ul> | <p>NTC</p> <p>SISOs</p> <p>District</p> | <ul style="list-style-type: none"> <li>• NTC monitors teacher and Head Teacher coaching and mentoring records (in relation to CPD points that can be achieved for the teaching license)</li> <li>• The SISO monitors Head Teacher coaching through observation and joint feedback sessions</li> <li>• The District monitors SISO coaching</li> <li>• NTC monitor District-level coaching and mentoring plans</li> <li>• NTC occasionally visit schools to monitor the quality of coaching of the teachers, Head Teacher and SISO</li> </ul> |

|   |   |                    |  |               |   |
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|   | <p>direct coaching and feedback to the Head Teacher and teachers in order to improve the quality of teaching and learning. The SISO is responsible for ensuring that the coaching provided is informed by accountability for learning information</p> <ul style="list-style-type: none"> <li>- The District is responsible for developing coaching and mentoring plans through analysis of accountability for learning information</li> </ul>   | District           |  |               |   |
| 2 | <p><i>Training provision at the school level</i></p> <ul style="list-style-type: none"> <li>• The Head Teacher and SISO are responsible for creating a training plan for their school that is informed by analysis of accountability information.</li> <li>• The training plan may draw on District-level training provision, bespoke training from varied providers or Head Teacher/SISO delivered training.</li> <li>• The training plan should be entered on the NTC portal and individual training should be</li> </ul> | Head Teacher, SISO | <ul style="list-style-type: none"> <li>• School training plans</li> <li>• Accountability for learning information is used to justify training plans</li> </ul> | District, NTC | <ul style="list-style-type: none"> <li>• The District reviews the individual school training plans to check whether appropriate, data-driven decisions have been made</li> <li>• The NTC use the training information recorded on the portal to monitor whether teachers have achieved their required training to retain their licence</li> <li>• The District, Region and GES HQ have access to the NTC the portal and use the school training plan information to inform their own planning.</li> </ul> |

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|   | recorded in the NTC teacher logbook.  |               |   |                 |  |
| 3 | <p><i>Training provision at a district level</i></p> <ul style="list-style-type: none"> <li>• The NTC are responsible for the Teachers' Continuous Professional Development (TCPD) Framework that outlines the content areas and modes of training that teachers can access.</li> <li>• Each District creates training plans based on the TCPD Framework and needs identified through their analysis of accountability for learning information.</li> </ul> |               | <ul style="list-style-type: none"> <li>• District training plans</li> <li>• Accountability for learning information is used to justify training plans</li> </ul>  | NTC Region      | <ul style="list-style-type: none"> <li>• NTC quality assure teacher training (where training awards points that count towards teacher licencing requirements.</li> <li>• The NTC and the Region monitor District training plans</li> </ul> |
| 4 | <p><i>Developing SPIPs</i></p> <ul style="list-style-type: none"> <li>- GES HQ are responsible for sharing guidelines and templates for developing SPIPs with SISO and Schools.</li> <li>- Head Teacher are expected to use internal monitoring and supervision data, Inspections data, BECE scores and NSAT scores as evidence to diagnose and identify areas for school improvement, and set associated goals in the SPIP</li> </ul>                      | Head Teachers | <p><i>Information Used</i></p> <ul style="list-style-type: none"> <li>• Enrolment</li> <li>• Student attendance</li> <li>• Teacher attendance</li> <li>• Number of INSET</li> <li>• TLMs and infrastructure</li> <li>• Average scores on termly exams</li> <li>• Percentage pass rates on BECE</li> <li>• Number of SMC, PTA and SPAM meetings</li> <li>• GES monitoring information on teaching quality and training needs per teacher.</li> </ul> | SISO & District | <ul style="list-style-type: none"> <li>• District budget office reviews the SPIP and releases the capitation grant.</li> </ul>   |

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|  |  | <ul style="list-style-type: none"> <li>• Specific data points based on the results from BECE or, if available, NSAT</li> <li>• NIB inspection reports</li> </ul> <p><i>Information Generated</i></p> <ul style="list-style-type: none"> <li>- Targets for the following year for all indicators in “information used”</li> <li>- Measurable teaching and learning improvement targets (e.g. proportion of lessons observed that include particular pedagogical techniques, learner results etc.) and justified using a combination of GES monitoring, inspections, and assessment information.</li> <li>- Planned monitoring by the Head Teacher and SISO to meet these goals (i.e. number and focus of lesson observations)</li> <li>- Planned coaching and training by the Head Teacher and SISO to meet these goals (i.e. number, type, and budget for training)</li> </ul> |  |  |
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| 5 | <p><i>Updating SPIPs and reporting on progress</i></p> <ul style="list-style-type: none"> <li>- Head Teachers are expected to track progress and revise the SPIP when updated accountability for learning information becomes available (e.g. a NIB inspection report or assessment data release)</li> <li>- Head Teachers have the responsibility to report key indicators/KPIs (agreed with SISO) using the GES digital reporting tool and report termly progress on these.</li> </ul> | Head Teacher<br>SISO | <ul style="list-style-type: none"> <li>- Reporting of periodically updated key indicators/KPIs (in relation to analysis of new accountability for learning information)</li> <li>- Termly reporting of progress against the key indicators/KPIs</li> <li>- Adjustment of key indicators/KPIs on the basis of termly progress</li> </ul>                                   | SISO,<br>District,<br>Region,<br>GES | Information about key indicators/KPIs and termly progress against these will be available to all levels within the system via the digital reporting tool. The District will directly monitor upload of key indicators/KPIs and progress reports and whereas at other levels of the system the information may be used in system analysis and planning. |
| 6 | <p><i>Developing ADEOPs and other District level Plans</i></p> <ul style="list-style-type: none"> <li>- GES HQ are responsible for sharing guidelines and templates for developing ADEOPs.</li> <li>- The Districts write and update the ADEOP to reflect the key needs of the district. These are based largely on EMIS data but also draw on information on teaching and learning - including GES monitoring and supervision information;</li> </ul>                                   | District             | <p><i>Information Used</i></p> <ul style="list-style-type: none"> <li>• EMIS data</li> <li>• Information from GES monitoring and supervision visits</li> <li>• Information from BECE and NSAT (if available)</li> <li>• SPIPs</li> <li>• Inspection reports</li> </ul> <p><i>Information Generated</i></p> <ul style="list-style-type: none"> <li>• ADEOP KPIs</li> </ul> | Region                               | The Region uses an assessment template to review the ADEOPs. Meetings are held to review ADEOP priorities in light of GES HQ priorities.   |

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|   | BECE or NSATs results; and inspection reports on schools in the District.   |                                   | <ul style="list-style-type: none"> <li>Accountability for learning information is used to justify ADEOP</li> </ul>  |        |   |
| 7 | <p><i>Reporting on District progress on ADEOP</i></p> <ul style="list-style-type: none"> <li>Districts report on progress against ADEOP using quarterly and annual reports.</li> </ul>  | District                          | <p><i>Information Used</i></p> <ul style="list-style-type: none"> <li>ADEOPs</li> <li>Access: Number of new classrooms constructed or renovated.</li> <li>Quality: Number of materials supplied (i.e. registers, chalk); changes in teaching placements and numbers within the District; number and topic of trainings.</li> <li>Management efficiency: Number of SISO visits, and high level, formulaic purpose for each visit; number and purpose of stakeholder consultations.</li> <li>SHS enrolment.</li> <li>Key challenges.</li> </ul> | Region | Receipt of quarterly and annual reports from the District including ADEOP progress information.   |
| 8 | <p><i>National level planning and policy development</i></p> <ul style="list-style-type: none"> <li>The national agencies and the MOE use accountability for learning information inform their own planning and policy formation</li> </ul> | NaCCA<br>NIB<br>NTC<br>GES<br>MOE | <p><i>Information used:</i></p> <ul style="list-style-type: none"> <li>BECE data</li> <li>Tailored NSAT analysis provided by NaCCA</li> <li>Tailored NIB reports</li> <li>NTC portal information</li> <li>GES digital reporting tool information</li> </ul>   | MOE    | MOE monitor the use of accountability for learning information in decision making through the annual reports from the agencies and in the setting of KPIs |

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| <ul style="list-style-type: none"> <li>• NaCCA use information from monitoring and supervision, NIB inspections, and assessment data to analyse the performance of the national curriculum and national assessments</li> <li>• NIB use information from monitoring and supervision, EMIS and assessment data to inform individual inspections as well as the inspections sampling strategy and wider policy.</li> <li>• NTC use information from monitoring and supervision, NIB inspections, and assessment data to inform their understanding of teacher performance and their planning for teaching training</li> <li>• GES HQ use information from monitoring and supervision, EMIS, NIB inspections, and assessment data to inform national level planning</li> <li>• MOE use accountability for learning information to inform national policy decisions</li> </ul> | <ul style="list-style-type: none"> <li>• EMIS information</li> </ul> <p><i>Information generated:</i></p> <ul style="list-style-type: none"> <li>• Policies, planning documentation and implementation strategies justified using accountability for learning information</li> </ul> |  |  |
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## 9 Learning Indicators for Accountability for Learning Framework

To inform the development of a data dashboard, this section lays out the process to identify indicators that track learning from different sources of data. Education Partnerships Group (EPG) has supported the MoE in selecting these indicators based on (1) review of current literature and (2) rigorous analysis of the existing education indicators internationally and in Ghana. The figure below reflects the different steps in the process:

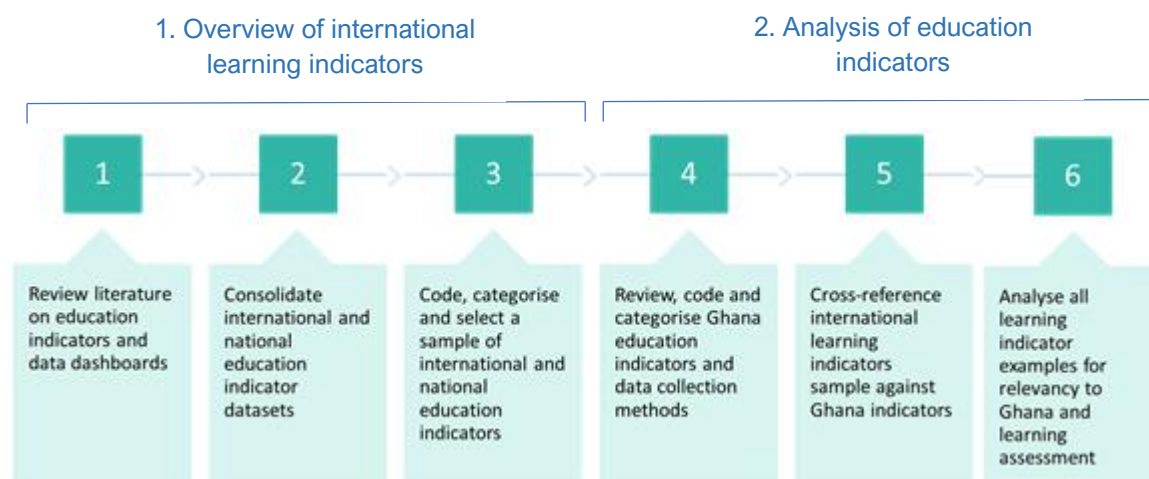


Figure 3: Learning Indicator Analysis Process

### 9.1 Overview of international learning indicators

EPG reviewed 25 sources outlining best practices to measure learning in education systems. Below is a brief summary of the current learning indicator landscape based on the literature., however, it should be noted that they are not an exhaustive (Annex 1).

First, the literature review revealed that **current data systems still prioritise measures related to access rather than the quality of learning**. While in recent years there has been a growing emphasis to focus on education *quality*,<sup>1</sup> the focus on the expansion of schooling in the last two decades has led to data systems that are optimized to report on enrolment numbers, and inputs to schooling (GPE, 2019). This means that data collection is still geared towards measuring compliance and inputs to education (Pritchett and Honig, 2019) and lacks good measures of student learning.

The review also highlighted that across the sector, **there is a need for innovative data measures**. Comparable data on learning outcomes over the past decade in Africa does not exist (RISE, 2019A) and it is complex finding appropriate learning indicators. In the education sector, the goal (learning) and target/indicators are not closely aligned. A single indicator (e.g. enrolment or completion) does not indicate learning on its own but is more likely to be a picture of several things in the system.

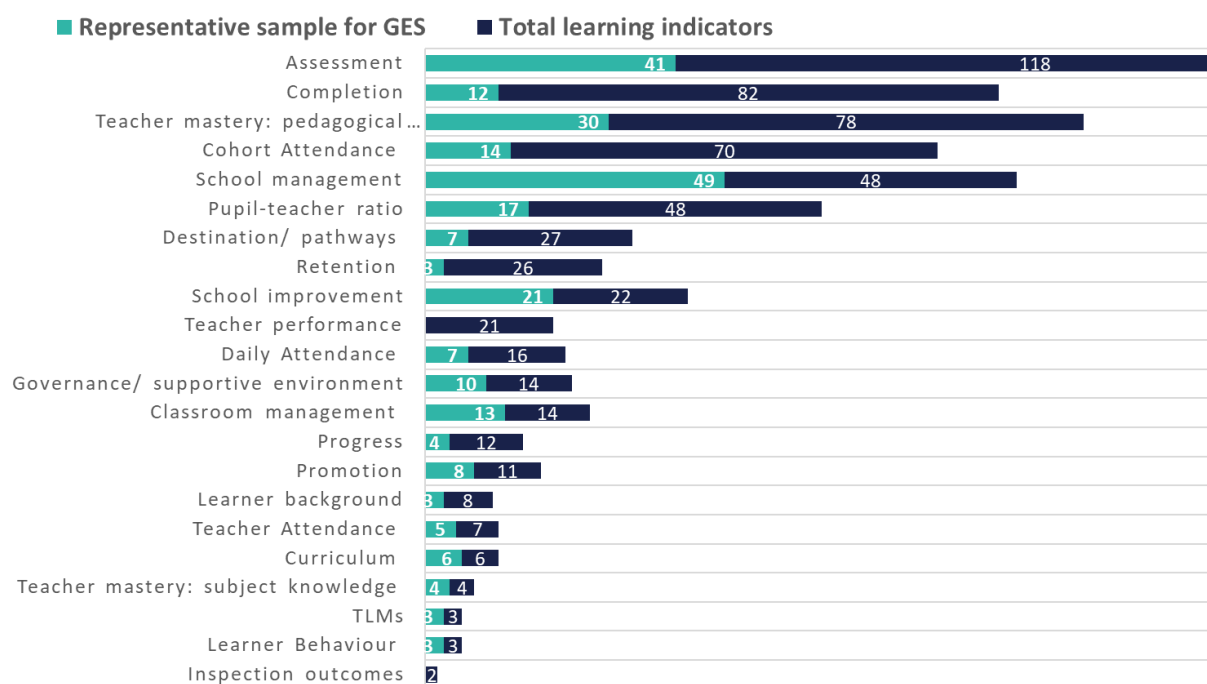
<sup>1</sup> E.g. SDG 4 which calls for universal quality primary and secondary schooling and literacy and numeracy for all youth.

Lastly, there was consensus in the literature that indicators should be based on context and the specific learning goals of an education system. The specific objectives of a Government’s education policy are therefore essential to determine which indicators need to be measured (Sauvageot).

## 9.2 Analysis of education indicators

Building on the key findings of the literature review, 16 international indicator-sets<sup>2</sup> that monitor the education sector or school performance were identified. Subsequently, indicators that fully align or partially align to learning (640 total) were prioritised. Learning-aligned indicators were then coded into 22 learning categories in order to analyse differences between similar indicators ([Annex 2](#)). From the set of learning-aligned indicators, a sample of the most relevant indicators (260/640 indicators)<sup>3</sup> were selected which can be used by GES to develop a final set of indicators for the Accountability for Framework dashboard. (Figure 4).

Figure 4: Total international learning-aligned indicators by category, #



The international indicator sets were then compared with Mobile School Report Card (mSRC), the NIB Inspections Framework and the Education Strategic Plan in order to determine if certain learning measures are already reflected in current data sources and processes within

<sup>2</sup> There were two types of indicator sets referenced in the analysis. The first set was taken from global education reports authored by OECD, UNESCO, World Bank, GEPD and others. These reports recommended a range of indicators for education systems as a whole and provided a holistic and comprehensive set of indicators for review. The second type of indicator set was drawn from individual country examples where education data/ performance dashboards are already in use in order to serve as a comparative analysis to education indicators already in use in Ghana.

<sup>3</sup> Relevance of the indicators was determined by their alignment with ESP (2018-2030)

the system and, if not, how they could be included. Of the indicators currently used in Ghana, 64% were identified as aligned or partially aligned to learning and the NIB Inspection Framework had the highest percentage of indicators aligned to learning of the three tools reviewed (73%) (Figure 5).

The sample of international indicators was then cross-referenced against the learning indicators already measured in Ghana, revealing that 21% of the international examples are connected to indicators already monitored in Ghana’s ESP, mSRC, or NIB Inspection Tool.

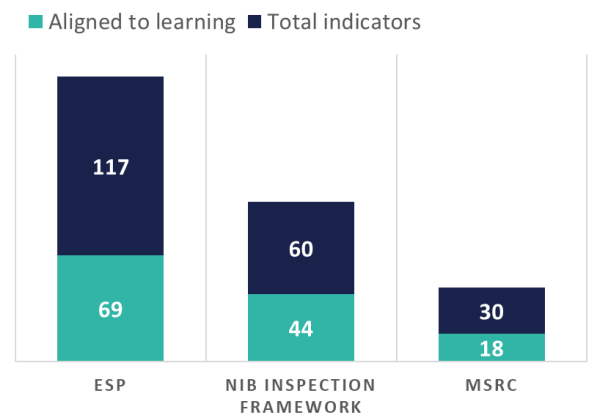


Figure 5: Ghana indicators by source, #

The last stage of the analysis involved creating a **learning indicator database** that cross-references the sample of international learning indicators and data collection methods against indicators currently reported on in Ghana (Annex 2). The database groups indicators by category and approach and highlights examples of different types of indicators intended to measure the same area. International indicator examples not currently reported on in Ghana (i.e. indicator gaps) are highlighted in the database as they may be of particular interest to the key agencies in MoE in the development of a new set of indicators.

### 9.3 Suggested next steps for MoE to finalize learning indicators

MoE will use the learning indicator database (outlined above) to develop the final set of indicators for the dashboard. This can be achieved by using the indicator database in a stakeholder consultation session to guide discussion on what indicator areas are currently missing in Ghana, why they are missing, and whether they should be included in the harmonised data collection tool, ultimately feeding the accountability dashboard. The attendance and participation of several government agencies are critical to ensuring that any selected indicators are contextually relevant to Ghana and aligned with Government objectives and existing data collection processes. At minimum, representatives from EMIS, NaCCA, NTC and NIB need to work in tandem with GES to reach an agreement on final list of indicators.

The objective of the stakeholder consultation session should be to receive detailed input on the content of the indicator list and prioritize indicators according to their relevancy to the education system in Ghana. This will require significant executive decisions from invited officials related to their core functions and how they use data from school inspections, assessments, and teacher training. In addition to clarifying a set of indicators, it is necessary to specify the types of targets to set. For example, MoE (with support from NaCCA) should specify how national large-scale assessment data will be used to hold schools accountable for performance.

Once the MoE has clarified a set of indicators, it will address who is responsible for data collection, how data will be collected, and how frequently and what the source of data is. The

learning indicator database outlined above provides a template for this kind of specificity and is pre-populated with learning aligned indicators from the Education Strategic Plan, NIB Inspection Handbook, and mSRC.

## 10 Future developments

*“Work is ongoing to strengthen accountability mechanisms, as well as data collection systems and research capabilities at the basic, secondary, and tertiary levels. Initiatives to harmonise various data collection systems are also in progress.”*

(ESP 2018-2030, p. 5)

### 10.1 Digital reporting and the Accountability Dashboard

ICT will play an increasingly large role in in Ghana in the near future. The Government has already developed detailed plans and commitments to create an Accountability Dashboard (World Bank, 2019, p. 85). This Dashboard will be informed by the Accountability for Learning Framework and will bring together the many sources of data required to operationalise accountability in one place for the first time. The Accountability Dashboard will aim to improve the quality of data recorded, allow more efficient monitoring of accountability processes, and enable decision-makers at all levels of the system to more effectively access and use accountability information.

### 10.2 National examinations and large-scale assessments

NaCCA currently develops and implements the national curriculum and large-scale sampling assessments. In the medium term, NaCCA will no longer have a development or implementation role but instead will become a regulatory body. In this new role, NaCCA will regulate curricula and assessments created by other bodies. As part of this transition towards a regulatory role, NaCCA will develop an Assessment Quality Framework.

As the four-year common core model (which incorporates JHS grades 7-9 and SHS grade 10) is implemented, NaCCA is reviewing the function of the BECE assessment at the end of Grade 9.

### 10.3 Data Integration of GES and EMIS datasets

Ghana already collects a substantial amount of education data including administrative data on schools, students and teachers, circuit supervisor inspection reports, learning assessment data for national examinations, sample learning assessment data, and so on. However, each of these data systems exists independently or has not been scaled up nationally. As a result, there is both duplicative data collection and they do not inform each other, preventing robust accountability systems that link inputs with teacher behaviour and learning outcomes. Several efforts to synthesize different sources of data have been piloted but none have looked into the cross-agency integration comprehensively. For instance, the USAID Learning Project has developed a dashboard to present learning outcomes data, but this has not been scaled and is not linked to the EMIS database.

Currently, the only use of the EMIS in relation to school improvement is the creation of 3-year rolling Annual District Education Operational Plans (ADEOPs). These are not currently

aligned to learning as they are based solely on EMIS, which as we established in our previous analysis of the EMIS design and implementation (Section 7) only tracks inputs into education (e.g. enrolment, number of teachers, and infrastructure), and does not measure teaching and learning directly. Furthermore, there is currently weak accountability surrounding the ADEOPs. While there is a process at the Regions to vet ADEOPs when they are created, there is no mechanism by which the Region or GES HQ follow-up on the ADEOP to track progress, or give any critical feedback on whether investments planned in one year were successful or should be changed in the next plan.

Going forward, MoE will need to build on existing digital capacity at GES to integrate these different datasets for improved analysis. To do so, one platform should be developed to report on different indicators, at varying frequency.

GES plans to provide all basic schools with data collection devices that have a harmonised data collection tool pre-installed in them. This data collection tool should collect information on all indicators relevant to the Accountability for Learning dashboard (see Section 9) and EMIS relevant indicators. SISO can collect information from these schools on their tablets when they move across schools in their circuits collecting relevant data. The application should be designed to trigger reminders to Head Teachers and SISOs of different reporting frequency for each dataset.

For data sets to be integrated, however, identification of schools across different datasets will have to be unified. Currently, EMIS and WAEC have different unique school ID which makes it difficult to link learning data with access indicators collected in EMIS. The issue of different unique IDs is also applicable for teachers and learners, which further complicates alignment of datasets. Agreeing on unique IDs for all data sets and actors will be done during the data indicator workshop. Once the data sources are aligned, it will be easier to simplify different data sources so that repeat information is only collected once. For instance, if the information provided by SISOs through tablets can be used to update HR data or information on school enrolment data with GES, then EMIS can be simplified to track non-repeat indicators only. The application design will have to ensure that each relevant organisation gets access to its respective data only to ensure that data decision-making is not affected by excess information.

#### 10.4 Bottom-up Accountability

Strengthening School Management Committees (SMCs) for enhanced citizen engagement to hold schools accountable is a key component of GALOP. Training and capacity building activities under this component need to align with development and use of the accountability dashboard at the school level. Availability of relevant data to all actors across the decision-making hierarchy will balance the top-down and bottom-up accountability practices in the system.

The role played by SMCs can be encouraged to use the data available on the dashboard to inform SPIPs. In the integrated data reporting mechanisms feeding Accountability Dashboard highlighted above, headteachers and SISOs will be the main actors collecting data. Under GALOP, SISOs are already required to hold (at least twice a year) cluster meeting with the heads of schools and a SMC member from the schools. Once the accountability dashboard is

finalised, SISO's can access it through their tablets to discuss school performance with SMCs (key indicators such as teacher and student attendance, learning indicators etc) relative to other clusters in the districts but also relative to other districts.

The COMPASS model of well-functioning SMCs relies strongly on community participation within the School Based Management concept. In particular, the model emphasizes the interconnected principles of democracy, inclusivity and transparency in decision-making at the school level. The approach re-enforces the values of accountability, self-determination financial self-sufficiency and promotion of quality outcomes. The preparation of Quality SPIPs (Quo-SPIP) is another integral part of the COMPASS model that reviews the process of SPIP preparation, highlighting and integrating key activities such as improved learning time for pupils, the provision of learning materials, improved school environments, teacher time on task and learning practices.<sup>4</sup>

By having SMC members attend the cluster meeting the assumption is that individual school performance will be discussed during SMC/PTA meetings and ultimately to the wider community. The elected SMC members will further have to approve the SPIPs and review utilization of capitation/learning grant against SPIP. With the processes highlighted above, SMC members should be able to use data made available in SISO-led cluster meetings to inform their decisions. At the same time, these meetings will provide a forum for SMC members to express their concerns and issues which SISO can relay to the District offices. These meetings can be funded through district grants, as they are acknowledged in GALOP Programme documents as well.

Districts will also have to play an important role to ensure that SISO's are providing the appropriate support to SMCs, that is in line with the expectations outlined in the ESP. The synthesis of GES monitoring, assessment, and inspections information to inform and support school needs complex judgment. To be successful, it requires nuanced oversight of not only which resources are used, but also on whether they are used appropriately. This requires the SISO to work in close partnership with and mentor the Head Teacher in taking these decisions and it also requires the District to check that the SISO is using and making reasonable decisions. To drive these positive behaviours, the quarterly reports between District and GES HQ could be revised so that they focus on the feedback received from SMC members.

To support this process of ensuring data usage at the school level, the Accountability Dashboard will be designed in such way that districts, regions and national levels can access different interfaces based on their needs. This will allow the levels to make informed decisions, policy improvements and targeted interventions for the schools that needs it the most.

The Accountability Dashboard will have a feature allowing education actors (Heads of Schools, SISOs and District officers, etc.) to report complaints related to education performance to further strengthen bottom-up accountability in the sector.

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<sup>4</sup> GALOP Project Implementation Manual (PIM)

## 10.5 Complementary guidelines and regulations on accountability for learning

The Accountability for Learning Framework is a statement of principles on who can be held accountable for what in a number of key processes in Ghana's education system. To operationalise this Accountability for Learning Framework, more detailed guidelines and regulations will be developed according to a phased timeline. This will allow the Government to develop, test, and refine the approaches to accountability described in the Framework in an iterative way.

Operationalising the framework will involve elaborating on a range of other elements including<sup>5</sup>:

- i. Resourcing: What resources are available for each level to meet their responsibilities?
- ii. Incentives: What consequences, positive or negative, follow if a level meets their responsibilities or not?
- iii. Support: What support is available to help them meet their responsibilities?

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<sup>5</sup> These elements of accountability are adapted from Pritchett (2015). *Creating Education Systems Coherent for Learning Outcomes: Making the Transition from Schooling to Learning*.

## 11 References

- Ghana Education Service, 2012. *Circuit Supervisor Handbook*
- Ghana Ministry of Education, 2018. *Education Sector Plan 2018-30*.
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- National Council for Curriculum and Assessment, 2019. *National Pre-tertiary Education Assessment Framework*.
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- National Teaching Council, forthcoming. *Continuous Professional Development of Teachers Guidelines (Draft)*.
- National Teaching Council, forthcoming. *Mentoring and Coaching Framework for Pre-tertiary Teachers in Ghana*.
- National Teaching Council, 2020. *Teacher Portal Ghana: Teacher's Guide TPG v1.0*.
- Pritchett, L., 2015. *Creating Education Systems Coherent for Learning Outcomes: Making the Transition from Schooling to Learning*.
- Pritchett, L., and Spivack, M., 2020. RISE Accountability Diagnostic. Research on Improving Systems of Education (RISE). World Bank, 2019. *GALOP Project Appraisal Document*.
- World Bank, 2019. *GALOP Project Appraisal Document*.

## Annex 1: Literature Review Sources

| Description   | #   | Source  | URL   |
|---|---|---|---|
| Type 1:<br>International<br>Research<br>Datasets                        | 1   | OECD Education at a Glance  | <a href="https://www.oecd-ilibrary.org/education/education-at-a-glance-2015_eag-2015-en;jsessionid=nBYXwoa7Pk56w_z5zP6LlxP.ip-10-240-5-7">https://www.oecd-ilibrary.org/education/education-at-a-glance-2015_eag-2015-en;jsessionid=nBYXwoa7Pk56w_z5zP6LlxP.ip-10-240-5-7</a>   |
|   | 2   | UNESCO Education Statistics   | <a href="https://unesdoc.unesco.org/ark:/48223/pf0000368572">https://unesdoc.unesco.org/ark:/48223/pf0000368572</a>   |
|   | 3   | World Bank Development Indicators   | <a href="https://databank.worldbank.org/source/world-development-indicators">https://databank.worldbank.org/source/world-development-indicators</a>   |
|   | 3   | SABER Development Indicators  | <a href="http://saber.worldbank.org/index.cfm?indx=5&amp;sub=2">http://saber.worldbank.org/index.cfm?indx=5&amp;sub=2</a>   |
|   | 4   | TALIS - teaching and learning international survey (OECD) - indicators  | <a href="https://stats.oecd.org/Index.aspx?DataSetCode=TALIS_EDUGPS">https://stats.oecd.org/Index.aspx?DataSetCode=TALIS_EDUGPS</a>   |
|   | 5   | Service Delivery Indicators   | <a href="https://www.sdindicators.org/indicators">https://www.sdindicators.org/indicators</a>   |
|   | 6   | World Development Indicators 2019   | <a href="https://stats2.digitalresources.jisc.ac.uk/#">https://stats2.digitalresources.jisc.ac.uk/#</a>   |
|   | 7   | GEPD Indicators   | <a href="https://www.dropbox.com/s/0dq78damr8quojo/GEPD_Booklet_DraftShare.pdf?dl=0">https://www.dropbox.com/s/0dq78damr8quojo/GEPD_Booklet_DraftShare.pdf?dl=0</a>   |
| 8   | WCED School Evaluation Indicators             |   |   |
| Type 2:<br>Country<br>examples of<br>data/<br>performance<br>dashboards | 1a  | England public service dashboard for education  | Beta version <a href="https://gss.civilservice.gov.uk/user-facing-pages/public-service-dashboards/public-service-dashboard-for-education-statistics/">https://gss.civilservice.gov.uk/user-facing-pages/public-service-dashboards/public-service-dashboard-for-education-statistics/</a>  |
|   | 1b  | England schools dashboard   | <a href="https://www.compare-school-performance.service.gov.uk/schools-by-type?step=phase&amp;geographic=all&amp;region=0&amp;phase=primary">https://www.compare-school-performance.service.gov.uk/schools-by-type?step=phase&amp;geographic=all&amp;region=0&amp;phase=primary</a>   |
|   | 2   | Scotland School Education Interactive Dashboards  | <a href="#">For information on Primary schools, click here.</a><br><a href="#">For information on Secondary schools, click here.</a><br><a href="#">For information on Special schools, click here.</a><br><a href="#">School Leaver Attainment and Destinations Dashboard</a>  |
|   | 3a  | Australia National Key Performance Measures   | <a href="https://www.acara.edu.au/docs/default-source/default-document-library/measurement-framework-for-schooling-in-australia-2019773213404c94637ead88ff00003e0139.pdf?sfvrsn=0">https://www.acara.edu.au/docs/default-source/default-document-library/measurement-framework-for-schooling-in-australia-2019773213404c94637ead88ff00003e0139.pdf?sfvrsn=0</a> |
|   | 3b  | Australia - My School   | My school: <a href="https://www.myschool.edu.au/">https://www.myschool.edu.au/</a>  |
|   |   | Australia Dashboard: The National Report on Schooling data portal   | Data dashboard: <a href="https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia/national-report-on-schooling-in-australia-data-portal">https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia/national-report-on-schooling-in-australia-data-portal</a>   |
| 4   | South Africa: Data Driven Districts Dashboard | <a href="https://www.eddashboard.co.za/Account/Anonymous">https://www.eddashboard.co.za/Account/Anonymous</a> |   |

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|  | 5 | <b>Maryland State Department of Education Performance Dashboard Measures</b> | <a href="https://opendata.maryland.gov/Education/Maryland-State-Department-of-Education-Performance/qfc2-mfn8">https://opendata.maryland.gov/Education/Maryland-State-Department-of-Education-Performance/qfc2-mfn8</a> |
|  | 6 | <b>Tanzania Education Statistics</b>   | <a href="http://education.statistics.go.tz/#/">http://education.statistics.go.tz/#/</a>   |
|  | 7 | <b>Kenya Open Data</b>   | <a href="https://kenya.opendataforafrica.org/gallery/Education">https://kenya.opendataforafrica.org/gallery/Education</a>   |
|  | 8 | <b>United States Education Dashboard</b>                                     | <a href="https://dashboard.ed.gov/dashboard.aspx">https://dashboard.ed.gov/dashboard.aspx</a>   |

## Annex 2: Indicator Category Definitions

| Category                     | Notes  |
|------------------------------|--|
| <b>Assessments</b>           | Assessment results are the indicators most aligned to measuring learning. Even within the broad bucket of assessment data, the way the data is interpreted to build an indicator of 'results' can vary hugely with some more useful indicators of learning than others. For example, pass rate by itself is a thin indicator of learning, whilst average marks or proportions of students achieving different levels of proficiency use the same data but tells us more about the distribution of results, and therefore gives a fuller picture of learning. |
| <b>Cohort Attendance</b>     | The proportion of school-age learners that actually attend school within each phase of education gives direct information about exposure to teaching.  |
| <b>Daily Attendance</b>      | Attendance, of both teachers and learners, can be a proxy for telling us how much teaching and learning students are likely to be engaging with. Together with completion/retention, it can help us build up a picture of ongoing participation in schooling. It can also help highlight where the problems are - for example, if learner and teacher attendance was very good, but learning outcomes were still very poor, that would suggest that there is an issue in how lessons are being taught and what is happening once in the classroom.           |
| <b>Teacher attendance</b>    |  |
| <b>Classroom management</b>  | Evidence suggests that pupil behaviour is strongly correlated to improved learning and greater progress in schooling and therefore indicators relating to how well-behaved pupils are in class/around school and how well teachers manage the classroom can tell us about one factor that makes for a conducive learning environment.  |
| <b>Completion</b>            | This group of indicators tells about continued engagement in schooling and is a better category than enrolment for giving us a sense of how much teaching and learning students might actually have accessed. Information about completion is recorded in a wide variety of ways including completion of phases, certification achievement, and number of years of schooling.  |
| <b>Retention</b>             | Indicators related to retention provide information about whether pupils are retained across each transition of phase in the education system  |
| <b>Promotion</b>             | Indicators related to promotion report on movement between grades and includes whether learners are at the expected age for the grade they are in and whether grade repetition occurs  |
| <b>Curriculum</b>            | Indicators relating to curriculum provide information on whether learners are getting access to the full intended curriculum.  |
| <b>Destination/path ways</b> | Destination/pathways refers to a group of indicators that look at how many school leavers access higher education and/or employment of different types. It is less useful for building a picture of learning since there is a necessary lag of years in the data, but is a useful set of indicators for assessing longitudinal impact of learning. Accessing employment is not necessarily dependent   |

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|   | on learning achievement, and given the time lag in the data, this category is less aligned to learning overall than some of the others.  |
| <b>Learner behaviour</b>                      | Learner behaviour is strongly linked to school and classroom management. Indicators in this area include attitudes to learning and attending school.   |
| <b>Learner background</b>                     | The World Bank (2018) has identified 'learner preparedness' as a key domain contributing to learning. It could cover a range of household- and pupil-level factors such as learner socio-economic background, parents' level of education, parental support for their child's education and so on. Some of these things are easier to collect data on than others. It could also be that consideration of learner preparedness might be incorporated into other indicators, e.g. you could compare student-level examination results to those of students from a similar SES.  |
| <b>School improvement</b>                     | Use of accountability data to target school improvement plans and the effective implementation and monitoring of improvement strategies is directly linked to learning outcomes  |
| <b>Progress</b>                               | One thing assessment data alone doesn't tell us very much about is how much progress has been made for a student to achieve that result, given their starting point. Just looking at assessment results alone doesn't take into account that students will have different starting points. A progress measure can accompany assessment data to quantify how much <i>improvement</i> has been made and give us a better picture of how much learning may actually have taken place.   |
| <b>Governance/supportive environment</b>      | Governing body and the wider community can play a key role in holding schools to account and driving school improvement. Indicators related to their involvement in the running of the school and in school improvement processes can therefore be aligned to learning directly and indirectly.  |
| <b>School management</b>                      | There is a body of literature to suggest that effective school leadership and management correlates with better learning outcomes. However, some management and leadership factors will be more relevant to improving learning than others. Indicators should be prioritised that specifically tell us about leadership and management practices that <i>are most related to learning</i> , such as: how teacher performance is managed, whether there is teacher professional development, or how decisions related to curriculum and timetabling are taken by school leadership. There are other issues related to school management, such as budget allocation, management of facilities and provision of sanitation and health, that, whilst important, are much less useful for telling us whether learning is likely to be happening in the classroom. |
| <b>Teacher mastery: pedagogical knowledge</b> | Teacher pedagogical knowledge is reported on directly (via observations of practice) and indirectly (in relation to training received).  |

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| <b>Teacher mastery: subject knowledge</b> | The association between the level of teachers' subject knowledge and learning outcomes increases throughout the each successive phase of the education system as subjects become more specialised. Indicators in this area draw on prior education level as well as direct teacher testing.  |
| <b>Pupil- teacher ratio</b>               | Some evidence to suggest that pupil- teacher ratio is another factor that can have positive associations with learning. Something to consider is to what extent <i>teachers</i> are the main reference point for this measure, or whether other school support staff could be considered. This is the case in countries whether there are other teaching staff, but how relevant is this in the Ghana context?   |
| <b>TLMs</b>                               | Whilst simply measuring most school inputs (such as no. of classrooms or toilets) cannot tell us whether learning is happening, there is evidence to suggest that factors directly related to teaching, like pupil-textbook ratio and availability of teaching learning materials are important <i>facilitators</i> of learning, and therefore could provide some indication of whether learning is taking place. However, it is important to avoid simply 'counting inputs' since these factors by themselves make little difference, but must be considered alongside the other classroom factors. |

## Annex 3: Learning Indicator Database (screenshot of separate resource file)

| Indicator Examples |                  |  |  | Where in Ghana   |                          |   |  |                                       |       |       |
|--------------------|------------------|--|--|--|--------------------------|---|--|---------------------------------------|-------|-------|
| Category           | Data             | Indicator  | Notes                                    | Indicator  | Ghana document           | Data source   | Data collection  | Person                                | Notes | Cross |
| Assessment         | 1 Australia      | 2(a) Proportion of students achieving at or above the national minimum standard for Reading: Year 3, 5, 7 and 9 (%)  | Specific reading assessment 'pass rates' | 1) % of P2 pupils achieving mastery in early reading test (EGRA)             | ESP                      | National Education Assessment Unit (NEAU)           | 'EMIS collects information through Annual Census on number 1 and 2     | 'EMIS 'NACCA                          |       | y     |
| Assessment         | 2 Scotland       | Percentage of pupils achieving the CfE level relevant to their stage<br>- Reading  | Specific reading assessment 'pass rates' | Percentage average score for the last three years of external                | NIB Inspection Framework |   | External assessment results (BECE/WASSCE analysis for past 3 years)    |                                       |       | y     |
| Assessment         | 3 GEPD           | Share of children that are not able to read a short age-appropriate text with comprehension around age 10. In cases where it is possible, this indicator will be       | Specific reading assessment 'pass rates' |  |                          |   |  |                                       |       |       |
| Assessment         | 4 Kenya          | Literacy rate, youth 15-24<br>- Literacy rate, youth female (% of females age 15-24)<br>- Literacy rate, youth male (% of males age 15-24)                             | Reporting approaches for literacy        | Literacy rate among 15-24-year-olds in three northern regions of Ghana       | ESP                      | DHS/PHC   | Report from GSS on DHS/PHC   | PBME collates information and reports |       | y     |
| Assessment         | 5 World Bank     | Youth illiterate population, 15-24 years, female (number)  | Reporting approaches for literacy        |  |                          |   |  |                                       |       |       |
| Assessment         | 6 World Bank     | Youth literacy rate, population 15-24 years, male (%)  | Reporting approaches for literacy        |  |                          |   |  |                                       |       |       |
| Assessment         | 7 England school | Grade 5 or above in English & maths GCSEs (% of pupils)  | Literacy and numeracy 'pass rates'       | BECE performance: % pupils scoring more than 50% in all four core            | ESP                      | BECE results  | West African Examination Council (WAEC) collects information from BECE | WAEC                                  |       | y     |
| Assessment         | 8 Scotland       | School leavers' attainment in literacy and numeracy<br>- Percentage achieving literacy and numeracy at level 4 or better   | Literacy and numeracy 'pass rates'       |  |                          |   |  |                                       |       |       |
| Assessment         | 9 UNESCO         | Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a | Literacy and numeracy 'pass rates'       | SDG 4.6.1 Proportion of population in a given age group achieving at least a | ESP                      | Relevant learning assessment once indicator defined | WAEC collects learning assessment results                              | WAEC                                  |       | y     |
| Assessment         | 10 Australia     | 4(a) Proportion of students achieving at or above the proficient standard in Science Literacy: Year 6 and Year 10 (%)  | Science Literacy 'pass rates'            |  |                          |   |  |                                       |       |       |

## Appendix: Accountability for Learning Policy Landscape

### **Education Sector Plan 2018 - 2030 (2018)**

The Education Sector Plan lays out the ambitions of the Ghanaian Education sector from 2018 – 2030. The plan refers to basic education in Ghana, and, specifically relevant to the accountability framework, it lays out the indicators for monitoring goals and who the responsibility for meeting these indicators lies with.

### **Act 778 (2008)**

The Education Act 778 was passed in 2008 and lays out the creation of the different education agencies (NIB, NTC, NaCCA). In particular, the Act specifies the requirements for creation of their boards, and each agency's mandate and responsibilities.

### **NIB Handbook and Inspections tools (2019)**

The handbook, established under Act 778, outlines what the NIB aims to achieve from conducting inspections and the process of how the NIB inspections will be carried out. The handbook goes into detail on what the NIB will be focusing on during inspections, making reference to how they will incorporate outcomes from other agencies (such as assessments), and also includes the tools used by inspectors.

### **Circuit Supervisor Handbook (2012)**

The handbook sets out the expectations for circuit supervisors and outlines the processes for carrying out monitoring and supervision activities. The handbook specifically refers to the roles and responsibilities of the Head Teacher and the SISO, which is particularly useful to distinguish for the accountability framework.

### **Draft Assessment framework (2019)**

The assessment framework was drafted in 2019 to define how the new curriculum requirements will be assessed and map out the process for this. The assessment framework defines assessments and outlines the different roles and responsibilities of NaCCA, GES, and WAEC.

### **Education Regulatory Bill (2019)**

The Education Regulatory Bill updates the roles and responsibilities of different agencies from those set out in the Education Act 778 (2008). Within this, the bill expands NaCCA and NIB's authority: for NaCCA, there is a renewed responsibility to review and approve all national assessments in Ghana; and for NIB, the agency will be able to implement consequences based on their inspections, to close the loop of their role.

### **Performance Contracts for Heads of Agencies**

Performance contracts are written up and signed by all agencies in partnership with the Reform Secretariat (MOE). The contracts aim to monitor and evaluate the performance of the agencies with direct reference to the ESP. A sample of these performance contracts were reviewed for the accountability framework in order to better understand the KPIs that agencies are held accountable for and how they are monitored.