

## **Strengthening Accountability in Ghana's Education System (SAGES): G2G Activity Description abbreviated**

### **Overview**

This G2G activity has three activity results (AR):

- AR 1: GOG plans and allocates resources for implementation of the Education Accountability Framework (EAF).
- AR 2: Education officials implement the EAF.
- AR 3: Educators and education administrators deliver quality services in public primary schools.

AR 1 and AR 2 focus on system strengthening and will affect all MOE levels and actors in Ghana's public education system nationwide. AR 3 will improve the quality of instruction with local interventions in the 17 districts in the Zone of Influence (ZOI) in Northern Ghana.<sup>1</sup>

The G2G activity is one of two complementary activities under the SAGES name. Under a cooperative agreement, the SAGES supporting program activity will build capacity to implement the EAF including: strengthening the GOG's planning and budgeting process; improving the performance of key actors to carry out their stated roles and responsibilities; improving routine monitoring and reporting; facilitating compliance with standard roles and responsibilities; developing and deploying a nationwide communications strategy; and measuring learning outcomes in targeted schools.

Note that the interventions at the school and community level under this activity and the companion activity will focus on the 17 districts (or ZOI) in Northern Ghana.

### **Implementation Approach**

The G2G activity will be implemented through the MOE, GES, NTC, NaCCA, and NASIA to deploy critical resources required to build the capacity of key stakeholders to perform at stated standards. The G2G activity works through government actors to engage in routine monitoring and reporting, facilitate compliance (and apply disincentives for lack of compliance) with performing roles and responsibilities, develop and deploy a nation-wide communications strategy to communicate the roles of all key education actors, and measure learning outcomes in targeted schools. The MOE also plans to produce primary grade learning assessments to measure student performance resulting from the system-level changes in accountability.

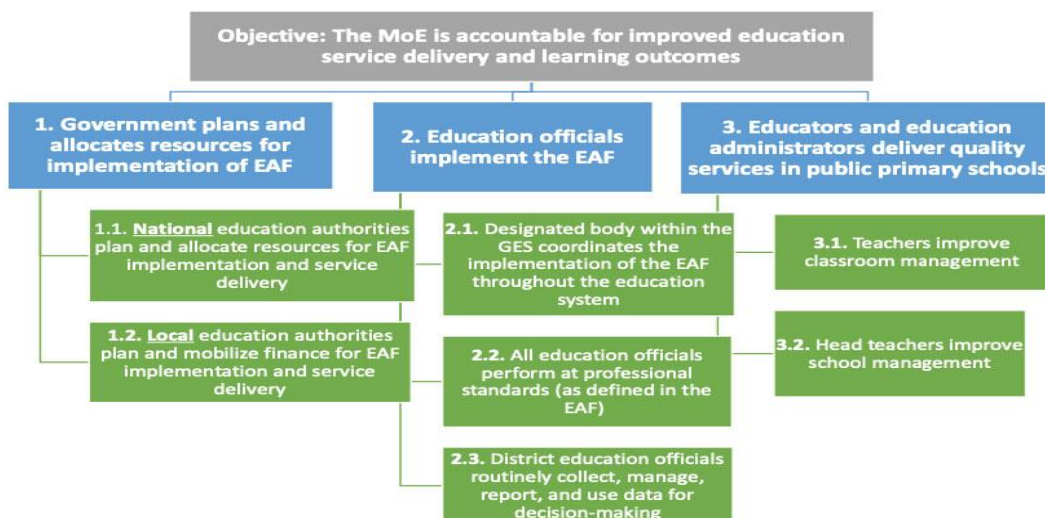
### *Activity Results*

For improved education accountability, the G2G activity will achieve three activity results as illustrated in the Results Framework diagram below.

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<sup>1</sup> The ZOI map can be found in Annex 2.

## SAGES G2G Results Framework



### AR 1 Government plans and allocates resources for implementation of EAF.

#### *1.1 National education authorities plan and allocate resources for EAF implementation and service delivery.*

Under the G2G activity, the MOE plans to strengthen its ability to plan and allocate resources for EAF implementation. The central MOE plans to play an instrumental role in advocating for resources for the education sector, as well as re-distribute resources between primary education and secondary education. Moreover, as the highest authority responsible for transparency on budgetary expenditures for education, the central MOE plans to provide periodic reports on education budgetary expenditure and educational achievement.

Illustrative interventions include:

- Develops a Steering Committee to monitor the G2G implementation and to conduct informational tours to the districts.
- Holds periodic presentations to the public on finances and/or educational achievement, e.g., at the National Education Week (NEW) to ensure transparency in the education sector.
- Supports planning and budgeting.
- Convenes stakeholder forums and uses its position and platform to advocate for more resources for primary education and to reallocate more funds to primary education.

#### *1.2 Local education authorities plan and mobilize finance for EAF implementation and service delivery.*

At the local level, support will focus on strengthening financial and management skills of REOs and DEOs to plan and budget for EAF implementation.

Illustrative interventions include:

- Conduct capacity gap assessment.
- Develop and implement a training program to address the findings of the capacity gap assessment.
- Train REOs and DEOs on the district planning process.
- Plan and budget for district needs.

## **AR 2 Education officials implement the EAF.**

*2.1 Designated body within the GES coordinates the implementation of the EAF throughout the education system.*

GES plans to establish a designated Project Implementation Unit (PIU) within its existing organization<sup>2</sup> with responsibility for coordinating EAF implementation and for developing a roadmap of outcomes and milestones to achieve outcomes. The roadmap will include a *communications strategy* to ensure the government actors under the EAF and private citizens understand the expected behaviors necessary to bring about an accountable and high-performing education system, thereby permitting all parties to hold one another accountable. Rolling out the communications strategy will also include GES conducting a series of stakeholder consultations to gather feedback and to secure buy-in to the operationalization of the framework. Such stakeholders include the Teachers' Unions, Parent Teacher Association (PTAs), School Management Committees (SMCs), etc. Within key GES offices, staff will be identified and trained to serve as both EAF champions and communications liaisons.

Illustrative interventions:

- Establish a PIU.
- Develop a comprehensive roadmap (including budget, milestones, staff roles and responsibilities, IT, and monitoring needs) for EAF implementation.
- Develop and deploy an EAF communications and outreach strategy, including assignment of champions and liaisons.
- EAF implementation is officially launched.

*2.2 All education officials perform at professional standards (as defined in the EAF).*

National and district education officials plan to operationalize the EAF, including conducting periodic reviews and making necessary revisions to account for changes in context.

Illustrative interventions:

- Revise and update the EAF to include the role and responsibility of students to achieve in school.
- Conduct an assessment of its workforce to identify appropriate incentives for positive behavior change.

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<sup>2</sup> GES regularly establishes PIUs to manage donor-funded G2G activities. The use of PIUs is a common and preferred way of doing business.

- Conduct baseline assessments and endline assessments of schools to measure school quality within the 17 districts within the ZOI.
- Supports SMCs to carry out their school leadership, oversight, and accountability role.
- Create an online learning management system for teachers.

*2.3 District education officials routinely collect, manage, report, and use data for decision-making.*  
Data-driven decision-making is a core component of accountability in education systems.

Illustrative interventions:

- Develop an activity monitoring and evaluation (M&E) plan (based on the EAF Roadmap under 2.1), along with indicators and targets, to measure and track intended results under this G2G activity.
- Review and revise the Inspection Evaluation Framework (IEF) to improve evaluation of teaching practices through teacher observation.
- Train School Improvement Support Officers (SISOs) on the use of the IEF.
- Develop a School Licensing and Management System (SLIMS) that will digitize all data collected from inspections and ensure easy access to reports.
- Supervise schools to ensure compliance with responsibilities as defined in the EAF and to monitor learning outcomes.
- Develop and regularly conduct standardized tests and analyze results and root causes to inform changes in EAF.
- Develop a research agenda, and study the root causes of teacher absenteeism.
- Conduct reading festivals and competitions for learners to display their reading skills.

### **AR 3 Educators and education administrators deliver quality services in public primary schools.**

This result focuses on what happens at the school level. The aim is to improve head teachers' school management skills and teachers' classroom management skills. School management here includes the supervision of teachers, effective communication with teachers, and availability of instructional materials in schools. Teacher effectiveness looks at the ability of the teacher to manage time on tasks; take into account pupils' attentiveness and receptiveness to the lesson being delivered; identify struggling students and corresponding appropriate instructional approaches; track pupil attendance and performance; and engage in regular communication with parents on the child's progress, among other things.

#### *3.1 Teachers improve classroom management.*

Illustrative interventions include:

- Self-assess needs and perform classroom monitoring and provide targeted pedagogical skills support to teachers in need.

- Plan and budget for teaching and learning material (TLM) needs and support printing, distribution, and digitization, as appropriate.
- Conduct student assessments using NaCCA-approved assessment tools.
- Prepare students for reading festivals and competitions.
- Review the existing teacher development skills programs (in-service and pre-service) to ensure they are aligned with international best practices and tailored to the Ghanaian context.
- Perform classroom monitoring and provide targeted pedagogical skills support to teachers in need.
- Plan and budget for TLM needs and support printing, distribution, and digitization, as appropriate.
- Engage short-term technical assistance to support its work in assessing textbooks for approval.
- Develop and implement primary 4 (P4) and primary 6 (P6) assessments. This includes test design, delivery, grading and all plans for rollout (timing, resources, monitoring, student preparation, etc.)
- Develop and pilot P2 assessments in Ghanaian languages of instruction.
- Develop question banks for the primary 4 (P4) and primary 6 (P6) assessments.
- Train staff and students in delivering and completing the assessments.
- Conduct assessments of P4 and P6 students in USAID's ZOI.
- Integrate Information, Communication, Technology (ICT) for monitoring student assessments.

### *3.2 Head teachers improve school management.*

#### Illustrative interventions:

- Develop and implement a coaching, mentoring, and management program.
- Provide head teachers with school management training.
- Credit teachers with CPDs for their successful performance of teaching methods approved by the MOE or for teachers' participation in trainings that lead to promotion.
- Monitor school-based assessments, end of course examinations and external assessments, and develop internal and external examination monitoring and assessment policy.