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Capacity Development Challenges and Priorities for System-Level Managers in Ghana's Pre-tertiary Education

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COUNTRY REPORT

A RAPID REVIEW

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Ghana Country Report

Capacity Development Challenges and Priorities for System-Level Managers in Ghana's Pre-tertiary Education

A Rapid Review

Commissioned by the Association for the Development of Education in Africa (ADEA)

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Table of Contents

Disclaimer	ii
List of Tables and Figures	iv
Acknowledgements	v
List of Acronyms and Abbreviations	vi
Executive Summary	vii
Background and Context.....	vii
Methodology and Approach	vii
Key Findings	ix
Conclusion and Recommendations	xi
1. Introduction	1
1.1. Background	1
1.2. Research Gap	2
1.3. Aim and Research Questions	2
1.4. Conceptual Framework	2
1.5. Key Terms and Definitions	4
1.6. Structure of the Report.....	5
2. Ghana Context	6
2.1. Ghana’ Policy and Legal Framework for Capacity Development.....	6
2.2. Ghana’s Education System.....	6
2.3. Ministry of Education Organogram.....	7
3. Methodology and Approach	9
3.1. Study Design.....	9
3.2. Data Sources	9
3.3. Data Collection Methods	9
3.4. Data Analysis	9
3.5. Ethical Considerations	10
3.6. Validation of Findings.....	11
4. Findings from Desk Review and Stakeholder Mapping Analysis	12
4.1. Research Question 1	12
4.2. Research Question 2	17
4.3 Research Question 3	21
4.4. Research Question 4	30
5. Proposed Options and Recommendations	33
5.1. Recommendations for Government and Partners.....	33
5.2. Recommendations for ADEA	34
6. Appendices	35
6.1. Appendix A: Bibliography	35
6.2. Appendix B: List of Interview Data Sources	39
6.3. Appendix C: Interview Guide for System-Level Participants.....	40

List of Tables and Figures

Table 1. Guiding topic, Questions and Data sources	10
Table 2. Capacity Development Programs, Beneficiaries, Providers, and Funders in Ghana's Education System.....	15
Table 3. Education System Level Capacity Development Challenges in Ghana	19
Table 4. Capacity development program initiatives, target audience, approach, content, and duration.....	26
Figure 1. The UNDP Capacity Development Process	3
Figure 2. Ministry of Education Organogram.....	8

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List of Acronyms and Abbreviations

ADEA	Association for the Development of Education in Africa
CD	Capacity Development
CEA	Complementary Education Agency
CTVET	Commission for Technical Vocational Education and Training
GES	Ghana Education Service
GETFund	Ghana Education Trust Fund
GhLA	Ghana Library Authority
GoG	Government of Ghana
GTEC	Ghana Tertiary Education Commission
GTVETS	Ghana TVET Service
HRD	Human Resource Development
HRD&M	Human Resource Development and Management
LGS	Local Government Service
ILGS	Institute of Local Governance Studies
MGCSP	Ministry of Gender, Children and Social Protection
MIS	Management Information System
MLGRD	Ministry of Local Government and Rural Development
MMDA	Metropolitan, Municipal and District Assemblies
MoE	Ministry of Education
NaCCA	National Council for Curriculum and Assessment
NaSIA	National Schools Inspectorates Authority
NELI	National Educational Leadership Institute
NGO	Non-governmental organization
NTC	National Teaching Council
UNICEF	United Nations Children's Fund

Executive Summary

Background and Context

This rapid review study investigates capacity development needs and challenges faced by system-level leaders and managers within Ghana's pre-tertiary education sector. Despite recognized capacity development challenges in the education system, research has mainly concentrated on school-level leadership and management. This study fills a gap by investigating the particular capacity needs of educational managers and leaders at the central, regional, and district levels. The research draws upon the concept of capacity development, as defined by UNDP (2009), encompassing five functional capacities: stakeholder engagement, situational assessment, policy and strategy formulation, budgeting and implementation, and evaluation. While acknowledging the importance of capacity development programs, the study recognizes the uncertainty surrounding their effectiveness, particularly for system-level managers in sub-Saharan Africa.

Four questions motivated this review:

1. What are the documented management and leadership challenges of Ghana's pre-tertiary education system?
2. What management and leadership capacity challenges face the pre-tertiary education sector, given its priorities?
3. How is capacity development currently undertaken in the pre-tertiary system by the Ghana government and its partners?
4. What are the most important priorities for education system-level capacity development in Ghana?

The study highlights the critical role of education in Ghana's development but acknowledges limitations in existing programs to develop the capacity of leaders and managers in the pre-tertiary sector of the education system. One of our key findings is that existing programs primarily target school-level administrators, neglecting the specific needs of system-level leaders.

The study is part of a larger initiative to map system-level capacity needs and challenges in African education, which will inform the Association for the Development of Education in Africa's (ADEA's) future work.

Methodology and Approach

To answer our research questions, this study employed a multifaceted approach. A rapid review methodology was adopted, utilizing a case study design to explore perspectives from key stakeholders. This involved a two-pronged data collection strategy:

- A. A desk review of existing literature and document analysis was conducted, using more than 30 government policy and program documents systematically extracted and categorized using an Excel tool. The review employed a combination of academic databases (Google Scholar, ERIC, Scopus) and institutional repositories (MoE, GES websites) to identify relevant reports, documents and scholarly articles. The search focused on publications addressing capacity development challenges within Ghana's pre-tertiary education system. This analysis identified

policies, programs, target groups, and implementing institutions related to capacity development efforts across national, regional, and district levels but found very little written about system-level capacity development.

- B. A stakeholder mapping was conducted through interviews. Purposive sampling led to the selection of 15 key informants at three levels in the pre-tertiary education system: national-level MoE officials, regional education leaders, and district-level managers. Additionally, representatives from relevant organizations involved in capacity development programs were included. Semi-structured interviews were conducted with these key informants, using a pre-designed interview guide.

Key Findings

Research question 1. What are the documented management and leadership challenges of Ghana's pre-tertiary education system?

Ghana's pre-tertiary education system, with its layered management structure, presents distinct challenges for leadership capacity development. While the Ministry of Education sets national policy and regional/district offices translate it into actionable plans, management and leadership weaknesses exist. A review of the literature reveals several management and leadership weaknesses, which include:

- A complex organization at the central level;
- Low and uneven resource distribution, and low accountability for resource utilisation at local levels;
- Salaries absorbing nearly all recurrent public expenditure;
- School and local-level accountability;
- Issues of coordination across and within the Ministry and its agencies;
- Inadequate coordination and monitoring of private schools;
- Data gaps, and inadequate use of data and research to inform education policy and implementation;
- Staff capacity gaps at the MoE, GES, and agencies; and
- Issues with teacher capacity, high attrition rates, and teacher rationalisation.

Additionally, weaknesses exist in technology integration, financial management, supervision of instruction, and promoting educational equity. Furthermore, Ghana's current priorities, like improving student learning outcomes, necessitate equipping leaders with data analysis skills and training for instructional coaching implementation. Addressing these leadership capacity development challenges across all levels is critical for strengthening Ghana's pre-tertiary education system.

Research question 2: What management and leadership capacity challenges face the pre-tertiary education sector, given its priorities?

Pre-tertiary education system managers and leaders face significant capacity development challenges across all levels.

At the central level, there is difficulty translating policy into practice due to limited capacity for program development and implementation. At the regional level, there are challenges in adapting national policies to regional contexts and providing effective support to schools. At the decentralized level (MMDAs), there is a lack of training and resources for district and school leaders to effectively supervise and manage schools and improve teaching practices.

These findings imply that Ghana's pre-tertiary education system might be struggling to achieve its goals due to capacity development challenges in policy implementation and leadership effectiveness. As it were, pre-tertiary education faces leadership capacity challenges at all levels, hindering the effective implementation of educational priorities. However, the specific capacity development challenges differ based on the level within the system.

Research question 3: How is capacity development currently undertaken in the pre-tertiary system by the Ghana government and its partners?

Currently, the Ghanaian government (Reform Secretariat, Public Services Commission, Universities) and its partners (UNESCO, UNICEF, World Bank) are undertaking several different types of capacity development programs: EdLab, Communities of Excellence, NELI, GALOP, and Integrating Technology in Education.

At the central level, the government focuses on national-level training programs and policy development, while at the regional level, the regional education offices have limited capacity to deliver adequate training and support to districts and schools.

At the decentralized level, there is limited access to capacity development opportunities for district leaders. Collaboration with development partners exists but may be inconsistent across different levels.

Current capacity development efforts lack a coordinated approach across central, regional, and decentralized levels, leading to uneven distribution of resources and support for leaders and educators. These findings indicate that Ghana and its development partners may not be meeting the capacity development needs of the pre-tertiary education system managers and leaders across all levels.

Research question 4: What are the most important priorities for education system-level capacity development in Ghana?

In Ghana, the most important priorities for education system-level capacity development considering the central, regional, and decentralized level managers and leaders include:

- a. Equipping leaders at all levels with data analysis and utilization skills for effective decision-making;
- b. Strengthening instructional coaching skills, particularly for leaders at the decentralized level;
- c. Ensuring the capacity of all education stakeholders (central, regional, and decentralized) to integrate technology effectively into teaching and learning;
- d. Developing soft skills within the education system by building strong commitment among staff, fostering a culture of problem-solving at decentralized levels, and the capacity for policy analysis, effective resource mobilization, and crisis response capabilities; and
- e. Promoting collaboration and knowledge sharing among leaders and educators across all levels to share expertise and solve problems.

These findings suggest that key priorities for the pre-tertiary education system-level capacity development remain to be addressed at the central, regional and decentralized levels of education in Ghana. Therefore, investing in specific areas like data analysis, instructional coaching, technology integration, and leadership collaboration at all levels would significantly enhance capacity development in the pre-tertiary education system.

Conclusion and Recommendations

This rapid review study examined capacity development needs and challenges for system-level leaders in Ghana's pre-tertiary education sector. The analysis revealed a multi-layered management structure with distinct roles across the national, regional, and district levels of education. While collaboration with local partners exists, there's a need for strengthening monitoring and evaluation systems for evidence-based decision-making. Additionally, potential capacity gaps were identified in policy translation, promoting equity and inclusion, financial management at decentralized levels, technology integration, and data-driven leadership practices. The encouraging finding is that the Ghanaian government, with partners, is addressing these needs through various programs. However, ensuring efficient financial management and assessing existing interventions' effectiveness remains crucial.

Based on the findings, we recommend to the Government that:

1. MoE and GES should develop a national framework for capacity development in pre-tertiary education, outlining roles and responsibilities for central, regional, and decentralized levels.
2. MoE, GES, NTC, NaCCA and NaSIA should strengthen communication and collaboration between central, regional, and decentralized levels.
3. GES should decentralize decision-making authority to empower regional and district/school leaders.
4. MoE, PSC and Universities should tailor capacity development programs to address the specific needs of leaders at each level (central, regional, and decentralized).
5. MoE and GES should strengthen collaboration with development partners to ensure a more coordinated approach across all levels.
6. GES should increase the capacity of regional education offices to deliver effective training and support to schools.

We also recommend the following to ADEA:

1. ADEA should focus capacity development efforts on the identified priority areas to maximize impact on student learning outcomes.
2. ADEA should develop targeted capacity development programs that address the specific needs of leaders and educators at each level (central, regional, and decentralized).
3. ADEA should advocate for increased investment in building system-level leadership capacity within member countries,
4. ADEA should develop and maintain a knowledge-sharing platform for ADEA member countries to share best practices and resources related to capacity development for system-level education leaders.
5. ADEA should conduct further research on the effectiveness of existing capacity development interventions, especially at the decentralized level.

1. Introduction

The rapid review study presented in this report investigates the capacity development challenges and priorities for system-level managers in Ghana's pre-tertiary education. The review aims to understand existing management and leadership roles and practices, identify capacity gaps, explore current approaches to addressing them, and inform national priorities for a more robust and well-equipped education system in Ghana.

1.1. Background

Research indicates that effective education management and leadership can improve learning outcomes. Several researchers have attributed poor learning outcomes in schools to poor leadership due to inadequate preparation of educational leaders and managers (Ministry of Education [MoE], 2023). The evidence further suggests that many leaders have not undergone professional preparation for their role beyond their years of teaching in the classroom, which has contributed to poor learning outcomes experienced in Ghana's schools (MoE, 2023, p. 1). Although various challenges within the education sector have been acknowledged, existing studies have predominantly ignored the specific needs and capacity development of system-level leaders and managers, thereby highlighting a significant research gap (Abakah, 2019, 2023; Abakah et al., 2022; MacBeath et al., 2012; MoE, ESA, 2018; Suaka & Kuranchie, 2018).

Traditional capacity-building approaches in developing countries, exemplified by skills training for public sector professionals, have yielded limited success. Sectoral ministries, like Ghana's MoE, have relied heavily on this method for staff development, but its effectiveness in enhancing service delivery mandates remains questionable (Babu et al., 2007). There is also limited or no evidence of a standard typology for assessing individual skill/capacity or organisational capacity in the education context of Ghana. Additionally, no universally adopted standardized typology exists to determine the skills and organizational capacity of pre-tertiary education managers and leaders. This review seeks to bridge this gap by delving into the capacity needs and development challenges encountered by system-level leaders and managers within Ghana's pre-tertiary education system, particularly at the central, regional, and district levels.

In 2023, the Association for the Development of Education in Africa (ADEA) commissioned a report to explore capacity development practices in Sub-Saharan Africa's K-12 education systems. This focus reflects the global recognition of capacity development's importance in achieving development goals. However, the report also highlights the uncertainty surrounding the effectiveness of these programs for system-level managers in Sub-Saharan African countries. ADEA's work exemplifies the ongoing efforts of organizations across the continent to assess the capacity development needs of education ministry leaders. Such assessments are crucial for strengthening system-level management and leadership in countries like Ghana, Kenya, and Rwanda (ADEA, n.d.). The study is part of a larger initiative to map system-level capacity needs and challenges in African education, which will inform the ADEA's future work.

1.2. Research Gap

Despite playing a crucial role in Ghana's socio-economic development, the Ghanaian education sector faces challenges in ensuring its capacity development programs effectively address the needs of all leadership levels (Abakah, 2019, 2023; Abakah et al., 2022; Bulawa, 2013; Campaign for Female Education (CAMFED), 2014; Donkor, 2015; FHI360, n.d.; MoE, ESA, 2018; Suaka & Kuranchie, 2018; USAID, 2023). Existing literature highlights a focus on programs targeting school-level leaders (head teachers, teachers, administrators) (Jull et al., 2014; McIntyre, 2021; MacBeath et al., 2010; MacBeath et al., 2012; Malakolunthu, 2014). Although initiatives like USAID's training for district and national education administrators demonstrate efforts at higher levels (USAID, 2023), a gap remains in addressing the specific needs of regional and decentralized level education leaders and managers. This gap is further underscored by the limited research on the capacity development needs of system-level leaders and the inadequate support provided to regional- and decentralised-level education managers and leaders by the Ghana Education Service (GES) headquarters at the sub-national level (Bell et al., 2023). This inadequate targeted support for system-level leaders hinders effective policy implementation, collaboration and knowledge sharing across different leadership tiers within the Ghanaian education system.

1.3. Aim and Research Questions

The rapid review explored the national need for the capacity development of system managers in Ghana's pre-tertiary education to generate deeper insights for policymakers, practitioners, and researchers. The following three questions motivated this review:

1. What are the documented management and leadership challenges of Ghana's pre-tertiary education system?
2. What management and leadership capacity challenges face the pre-tertiary education sector, given its priorities?
3. How is capacity development currently undertaken in the pre-tertiary system by the Ghana government and its partners?
4. What are the most important priorities for education system-level capacity development in Ghana?

The study highlights the critical role of education in Ghana's development but acknowledges limitations in existing programs to develop the capacity of leaders and managers in the pre-tertiary sector of the education system. One of our key findings is that existing programs primarily target school-level administrators, neglecting the specific needs of system-level leaders.

1.4. Conceptual Framework

Capacity development is "the process of enhancing individuals' and organizations' abilities, skills, and resources to effectively implement and sustain development initiatives and achieve desired outcomes" (UNDP, 2009). In other words, it "is about transformations that empower individuals, leaders, organizations and societies" (UNDP, 2009, p. 6). The UNDP (2009) identified five functional capacities that are crucial for shaping the success of development efforts, forming the cornerstone of the entire UNDP process. UNDP employs a multifaceted approach to supporting capacity development. This includes advocacy and policy guidance, the provision of methods and tools,

knowledge services, and program support facilitated through partnerships. At each stage of the process, UNDP offers a range of policy statements and services, either directly or through its extensive network of partners, including other UN agencies and research institutions. The UNDP's approach to supporting capacity development is a five-step process embedded in its programming process as shown in Figure 1.

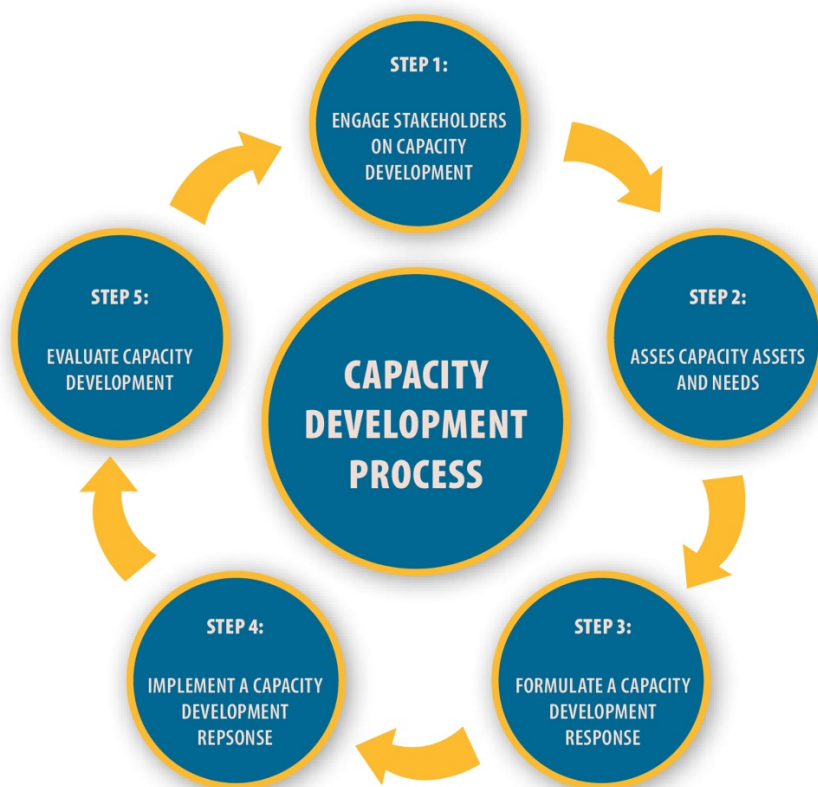


Figure 1. The UNDP Capacity Development Process.

Source: Supporting Capacity Development: The UNDP Approach.

https://www.undp.org/sites/g/files/zskgke326/files/publications/CDG_Brochure_2009.pdf

As the literature reveals, UNDP's (2009) capacity development responses are structured around three fundamental questions, which aim to shape intervention designs according to specific priorities and issues. These questions seek to ensure that capacity development initiatives meet the needs of beneficiaries. The purpose of capacity development is crucial, prompting an exploration of the desired end goals and outcomes. Additionally, identifying the target beneficiaries of capacity development efforts is essential, determining which groups or individuals require empowerment to contribute effectively to development objectives. Finally, understanding the types of capacities needed to achieve broader development goals is critical in selecting appropriate strategies and interventions. By addressing these questions, UNDP aims to ensure that capacity development initiatives are tailored to the specific needs and contexts of partner countries, ultimately enhancing their capacity to drive sustainable development.

1.5. Key Terms and Definitions

At this point, it is necessary to operationally define some core concepts related to education system capacity development.

Education systems are “the individuals, organizations, institutions which are responsible for the delivery of education, or who directly participate in it” (Mundy, forthcoming). This study focuses on the education system, addressing individuals, organizations, and institutions at central, regional, and decentralized/district levels. The school level is not included as most programs for developing educational leadership and management capacity concentrate on that level.

Capacity refers to “the ability of individuals, institutions and societies to perform functions, solve problems, and set and achieve objectives in a sustainable manner” (UNDP, 2009, p. 53).

Capacity development refers to “any effort to strengthen the ability of individuals, organizations, and institutions to perform appropriate functions, effectively, efficiently, and sustainably” (Mundy, forthcoming).

Leadership refers to the ability to influence, inspire and motivate people, organizations and societies to achieve – and go beyond – their goals (UNDP, 2009).

Management is used in connection with three main tasks: supervision of and responsibility for the work of others; allocating labour, material and capital to produce a high return; and decision-making (UNDP, 2009).

Leadership and management capacity is defined as “the extent to which the skills, knowledge, behaviours and practices of those who hold leadership and management positions within Ministries of Education effectively improve educational services. It can also include legal, administrative and other systems that support management and administration” (Mundy, forthcoming).

Central or national level refers to individuals, institutions and organisations responsible for education delivery at the national or centralised level.

Central-level capacity development refers to the capacity development of individuals responsible for administration, finance, human resource management, school and instruction, monitoring and evaluation within the MoE and its agencies.

Regional level refers to individuals and units responsible for education delivery at the regional education directorates. It includes the frontline offices.

Decentralised level refers to individuals and units responsible for education delivery at the metropolitan, municipal, and district education directorates including the frontline offices.

Pre-tertiary education system, also referred to as **K-12 education and or the primary and secondary education system**, is defined as the basic level of education, comprising two years of kindergarten, six years of primary education, three years of junior high school education and three years of senior high school/technical and vocational education and training (SHS/TVET).

1.6. Structure of the Report

This rapid review report reports on preliminary research to explore capacity needs and capacity development gaps and challenges and its future priorities, as an input to contributing to a larger research and capacity development agenda to strengthen the capacity of educational managers and leaders. The report is structured as follows. A brief review of the country context and capacity development definition are presented next. In the subsequent section, we describe how the review was done and present the findings, followed by options and recommendations for government and partners as well as ADEA.

2. Ghana Context

2.1. Ghana' Policy and Legal Framework for Capacity Development

Ghana's legal and policy framework provides significant support for capacity development efforts within both public and private institutions. For example, the 1992 Constitution of the Republic of Ghana establishes the foundational principles of governance and underscores the importance of human resource development for national progress (GoG, 1992). Additionally, the Education Sector Analysis (ESA) 2018 and Education Sector Plan (ESP) 2018-2030 outline strategies for enhancing educational quality and workforce skills, thereby contributing to broader national capacity development objectives (MoE, ESA & ESP, 2018a, 2018b). Besides, Ghana's ESP provides key reforms aimed at improving learning outcomes, with a focus on teacher training, curriculum implementation, and enhanced accountability. While the national government leads these reforms, the role of local governments in Ghana's education system is also crucial, though potentially under-explored. Further investigation into how local governments are involved in implementing and contextualizing these reforms would be beneficial.

Similarly, the Ghana Public Services Human Resource Management Policy Framework and Manual delineate guidelines and best practices for human resource management within the public sector, emphasizing the need for continuous capacity-building initiatives. Complementing these policy documents, the National Public Sector Reform Strategy (NPSRS) 2018-2023 focuses on improving efficiency, effectiveness, and professionalism within the public sector, including provisions for strengthening institutional capacities through training, skill development, and organizational reforms (Public Services Commission [PSC], 2023). These legal and policy instruments support systemic capacity development efforts in Ghana, benefiting public and private institutions and promoting sustainable socio-economic growth.

2.2. Ghana's Education System

The education system in Ghana is structured into two main parts: Basic education (two years of kindergarten, six years of primary, three years of JHS, three years of SHS/TVET) and tertiary education (four years of university, technical universities and specialised institutions). In Ghana's new education reforms, Basic Education includes Senior High School. The Basic Education system operates the Standards-Based Curriculum (SBC), which addresses the challenges with the previous curriculum and ensures that the content of the curriculum is benchmarked to international standards. Thus, the formal Basic Education system is divided into five key phases, namely, the Foundation level comprising Kindergarten 1 & 2 (Early Years), Lower Primary level of B1 to B3, Upper Primary of B4 to B6, Junior High School (SHS) level JHS 1 to JHS 3, and Senior High School (SHS) level of SHS 1 to SHS 3.

The governance structure of Ghana's education system is characterized by its division into three hierarchical levels: national, regional, and district, with each level contributing to the formulation, implementation, and oversight of education policies and programs. Thus, this section provides a comprehensive understanding of Ghana's education system context, elucidating the roles, functions, and responsibilities at the national, regional, and district levels. As a national-level institution, the

Public Services Commission (PSC) prioritizes staff development and training to improve the quality of services for public institutions. This commitment is shown through initiatives like the 2021 HRMIS training for eighteen (18) staff members (PSC, 2021). Additionally, the Commission provided leadership training in 2023 for middle-level female managers, in line with the Gender Strategy and Action Plan of the Public Sector Reform for Results Project. The program aimed to equip participants with foundational leadership skills, promote their application within the workplace, cultivate efficient leadership at all levels, and ultimately contribute to improved overall productivity (PSC, 2023).

In Ghana, the PSC corporate governance policy on capacity development stipulates in sub-sections 3.6.1. and 3.6.2. as follows:

- 3.6.1. Apart from the initial induction programme, organisations shall make provision for the capacity development of Board/Council members.
- 3.6.2. Irrespective of a Board/Council member's experience and or academic and professional qualification, the need for continuous capacity development is a requirement (GoG/PSC, n.d., p. 9).

In addition to the PSC policy on capacity development, the Ghana Civil Service Training Centre offers different training and development programs. These include scheme of service, orientation/induction, promotion course, local training, overseas training, professional training, academic/specialized courses, IT training/E-learning, and competency/skill-based training. There are some public universities (IEPA, UCC) and institutions (GIMPA) that run full-time programs and short professional courses in leadership and management. Teachers are required by NTC regulations to take part in professional development programs and build points towards the renewal of their licenses.

2.3. Ministry of Education Organogram

The organizational chart of the Ministry of Education (MOE) in Ghana is presented in Figure 1. It outlines the various departments, directorates, and agencies that fall under the MOE's purview.

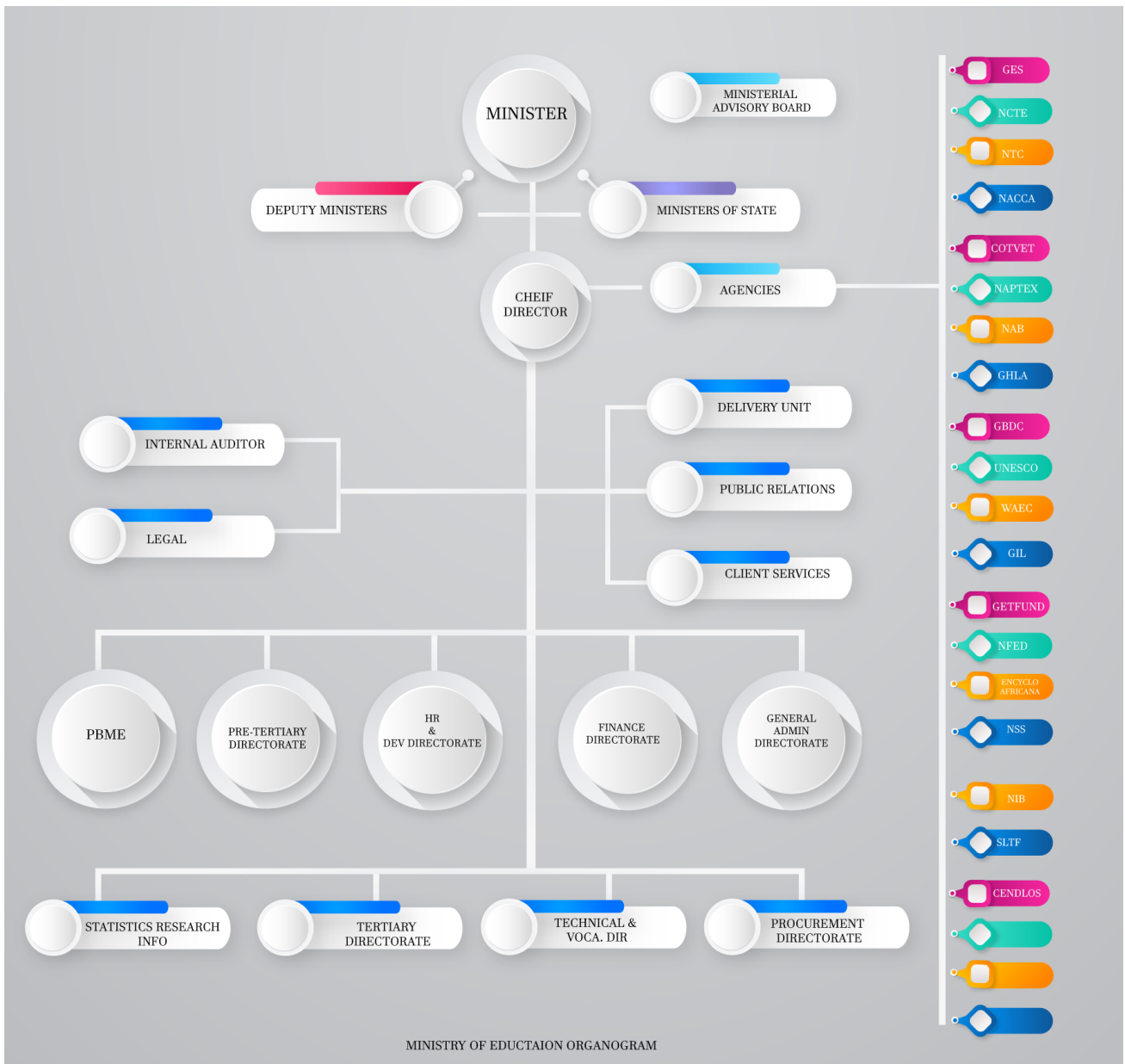


Figure 2. Ministry of Education Organogram.

Source: MoE <https://moe.gov.gh/index.php/ministry-organogram/>

3. Methodology and Approach

3.1. Study Design

To answer our research questions, this study employed a multifaceted approach. A rapid review methodology (Creswell & Guetterman, 2019). was adopted, utilizing a case study design to explore perspectives from key stakeholders.

3.2. Data Sources

Primary and secondary data sources were used to respond to the study objectives. The primary source consisted of 15 key informants consisting of national-level leaders, regional-level leaders, district-level leaders, and representatives from national and international capacity development program providers (See Appendix B). We selected the participants purposively based on their relevance to the study objectives, experience, and willingness to participate. However, of the 15 participants, eight were males and seven were females. We also used secondary data sources: 30 relevant published documents and reports were carefully selected and included in the data analysis.

3.3. Data Collection Methods

This rapid review study employed a two-pronged data collection strategy.

- A desk review of existing literature and document analysis was conducted, using more than 30 government policy and program documents systematically extracted and categorized using an Excel tool. The review employed a combination of academic databases (Google Scholar, ERIC, Scopus) and institutional repositories (MoE, GES websites) to identify relevant reports, documents and scholarly articles. The search focused on publications addressing capacity development challenges within Ghana's pre-tertiary education system. This analysis identified policies, programs, target groups, and implementing institutions related to capacity development efforts across national, regional, and district levels but found very little written about system-level capacity development.
- A stakeholder mapping was conducted through interviews (See Appendix C). Purposive sampling led to the selection of 15 key informants at three levels in the pre-tertiary education system: national-level MoE officials, regional education leaders, and district-level managers. Additionally, representatives from relevant organizations involved in capacity development programs were included. Semi-structured interviews were conducted with these key informants, using a pre-designed interview guide.

3.4. Data Analysis

Data collection and analysis were done concurrently due to the limited time. Thematic analysis was used to discover patterns, themes, and trends in the gathered data. Interviews were recorded and transcribed, and then relevant text and quotes were coded and categorized according to emerging themes. We maintained data quality through sufficiency checks, assessing instrument reliability and validity, and carefully documenting the research process.

3.5. Ethical Considerations

Ethical considerations were paramount throughout the research, and informed consent was obtained from all participants. Confidentiality and anonymity were ensured throughout the study, adhering to established research ethics guidelines and principles. Table 1 presents the guiding topics, questions and data sources.

Table 1. Guiding topic, Questions and Data sources

Topic	Question	Data Sources/Tools
Management and Leadership roles and functions	1. Can you describe the main management and leadership roles at this level of the education system? What tasks/activities were performed in these roles? [Please provide details, and feel free to elaborate if needed.]	Desk review Key informant interviews Document review
	2. Who is responsible for carrying out these tasks/functions?	
Capacity Gaps and Challenges	3. How would you assess your effectiveness as a system-level educational manager/leader in your role/domain? Are there any specific areas where improvements are needed? [Please share your insights, and we can explore further if necessary.]	Desk review Key informant interviews
	4. From your viewpoint, what are the most significant gaps/challenges in capacity development at your level?	
Capacity Development	5. Could you say what capacity development programs are available or offered to address these gaps and enhance your capacity needs?	Desk review Key informant interviews Document review
	6. Which institutions provide these capacity development programs? What are the main methods used to strengthen capacity?	
	7. Can you share your experience with one or two effective capacity development programs you have attended? What features made these programs effective in your opinion?	
Capacity Development Priorities	8. Lastly, in your view, what should be the top priorities for capacity development for you as a system-level educational leader or manager? [Please elaborate on your perspective.]	Desk review Key informant interviews

3.6. Validation of Findings

Validation workshop was organized on April 16, 2024, as part of ADEA's project grant to conduct a rapid review. The workshop was held to finalize the project design and secure agreement and support for the findings by key partners. It was organized virtually via Zoom Platform. Thirty five (35) participants from governmental agencies, non-governmental organisations, and development partners participated in the workshop. The workshop provided an opportunity for the stakeholders to discuss the main findings from the rapid review and make detailed comments on the report, suggest additions and validate the recommendations made. Appendix D provides the validation workshop presentation and the final report.

4. Findings from Desk Review and Stakeholder Mapping Analysis

The findings from the desk review and stakeholder analysis are based on the four research questions guiding the rapid review study as follows:

4.1. Research Question 1

What are the documented management and leadership challenges of Ghana's pre-tertiary education system?

Ghana's pre-tertiary education system, with its layered management structure, presents distinct challenges for leadership capacity development. While the Ministry of Education sets national policy and regional/district offices translate it into actionable plans, management and leadership weaknesses exist. The weaknesses include a complex organization at the central level; low and uneven resource distribution, and low accountability for resource utilisation at local levels; salaries absorbing nearly all recurrent public expenditure; school and local-level accountability; issues of coordination across and within the Ministry and its agencies; inadequate coordination and monitoring of private schools; data gaps, and inadequate use of data and research to inform education policy and implementation; staff capacity gaps at the MoE, GES, and agencies; and issues with teacher capacity, high attrition rates, and teacher rationalisation (MoE, ESA, 2018a; The World Bank, 2019). Additionally, weaknesses exist in technology integration, financial management, supervision of instruction, and promoting educational equity.

Management and leadership challenges in Ghana's pre-tertiary education system include inadequate facilities hindering full ICT integration, lack of ICT programs in administrators' training, varied pathways into teaching affecting professionalism, inadequate curriculum for teacher preparation, and low quality of prospective teachers (Yalley, 2002). According to Babu et al. (2007), some of the management and leadership challenges confronting the system level include decentralization, funding, underutilized human capital, low organizational capacity, weak ownership because of inadequate staff consultation, and weak implementation. Interestingly, the participants in Babu et al.'s study acknowledge their underperformance, attributing it primarily to organizational management issues rather than a lack of individual capacity. The participants advocate for a more robust institutional framework, with stronger rules and accountability mechanisms, to drive overall performance improvement.

A critical challenge identified through our desk review is the intricate relationship between leadership capacity development and the layered management structure within Ghana's pre-tertiary education system. While the Ministry of Education establishes national policy, translating this policy into actionable plans and ensuring effective implementation at regional and district levels presents significant hurdles. Decentralization introduces complexities, as evidenced by weaknesses in data utilization for evidence-based decision-making, technology integration within educational practices, financial management at regional and district levels, and instructional supervision practices (Babu et al., 2007; Kwamie et al., 2015). Furthermore, promoting educational equity across diverse regions and communities remains a persistent challenge.

We conducted a secondary literature analysis to understand the management and leadership challenges in Ghana's education sector - at central, regional, and decentralized levels. Capacity development challenges and obstacles include insufficient understanding/appreciation of specific capacity development needs, over-reliance on training and education, lack of access to or existence of facilities, programmes, or resources to support awareness, failure to provide support for or access to capacity development, and insufficient availability of resources (UNDRR, n.d.). A review of the existing literature underscores the differentiated needs for leadership capacity development at each level.

The central level struggles with translating policies into actionable plans due to limitations in program development and implementation support. The results revealed that nationally, the MoE is responsible for setting overall policy direction and coordinating educational initiatives with support from development partners. Existing evidence suggests that leadership and management capacity challenges at this level often revolve around policy implementation gaps, bureaucratic inefficiencies, and resource constraints (MoE, ESA, 2018a). For instance, the timely execution of education policies and programs in Ghana can be hampered by bureaucratic red tape and administrative bottlenecks, such as lengthy approval processes for funding and resources, cumbersome procurement procedures, and a lack of clear communication channels between central and regional offices, ultimately leading to project implementation delays and suboptimal outcomes. Additionally, limited financial resources allocated to the education sector may impede the implementation of ambitious reform agendas, such as curriculum revisions or infrastructure upgrades, thereby exacerbating existing challenges.

According to the MoE's Education Sector Analysis 2018, reform initiatives are aimed at addressing the current weaknesses in Ghana's education sector (MoE, ESA, 2018a). The weaknesses include a complex organisation at central level; low and uneven resource distribution, and low accountability for resource utilisation at local levels; salaries absorbing nearly all recurrent public expenditure; school and local-level accountability; issues of coordination across and within the Ministry and its agencies; inadequate coordination and monitoring of private schools; data gaps, and inadequate use of data and research to inform education policy and implementation; staff capacity gaps at the MoE, GES, and agencies; and issues with teacher capacity, high attrition rates, and teacher rationalisation (MoE, ESP, 2018b, p. 117). It is important to note that these capacity constraints affect the ability of individuals, organizations, or systems to perform effectively.

At the regional level, most offices require a stronger capacity to adapt national policies to their specific contexts and provide more effective support to districts and schools. Regarding the regional level, which encompasses entities like regional education directorates and frontline offices, we found that the challenges are related to their roles. While leaders and managers at regional education directorates oversee educational activities within their respective jurisdictions, including resource allocation, teacher deployment, and monitoring of school performance, they often grapple with capacity constraints, inadequate staffing, and limited autonomy in decision-making (Ahmed & Hanson, 2011; Danquah, 2017; Ohemeng, 2014; Tetteh et al., 2020). Additionally, some of the directorates struggle to effectively address local-level challenges and tailor interventions to the specific needs of staff members.

Most importantly, School Improvement Support Officers (SISOs) at the decentralized level (MMDAs) necessitate enhanced training and resources to effectively guide school improvement initiatives. The analysis further revealed that at the decentralized level (metropolitan, municipal, and district),

leadership and management capacity challenges manifest in various forms, reflecting the frontline realities of education delivery. For example, district education directorates (MeDED, MuDED, & DED Interviewees) play a crucial role in implementing national education policies at the grassroots level, but they often face resource shortages, staffing deficits, and other capacity limitations such as inadequate infrastructure, limited access to resources, lack of skilled personnel, and inefficient processes. These challenges can hamper their ability to provide adequate support to schools, supervise teacher performance, and address emerging issues such as student dropout rates or learning disparities. Furthermore, decentralised education authorities (MeDED & DED Interviewees) often encounter governance challenges, including transparency, accountability, and community engagement, which are essential for fostering a conducive learning environment.

Ghana's current focus on improving student learning outcomes necessitates equipping educational leaders at all levels with additional skill sets. This includes training in data analysis for informed decision-making and instructional coaching to support teachers in enhancing classroom practices. By addressing these leadership capacity development challenges across all tiers of the education system, Ghana can work towards strengthening its pre-tertiary education system and ensuring equitable access to quality education for all students. Derived from the literature review and interviews, Table 2 summarizes the capacity development programs/interventions, beneficiaries, providers and funders across all levels.

Table 2 provides a comprehensive framework for understanding the key stakeholders involved in capacity development programs within Ghana's education system at the central, regional, and district levels. It highlights the range of interventions available to equip system managers and leaders with the necessary skills and knowledge for effective educational leadership and management.

The extant literature points out that the design of Ghana's Education Reform Delivery Framework draws upon the evidence and experience of using delivery approaches to ensure that it adheres to several best practice principles, which the MoE believes will drive effective implementation of education reforms. To achieve this, national capacity development efforts need to be guided by the following areas and principles:

- **Prioritisation and resourcing:** Focusing on key priorities to ensure that they are adequately resourced and that the intended results are well understood across the education system.
- **Data, information, and routines:** Using regular data as the basis for establishing effective performance management routines, developing metrics to measure priorities, and ensuring that this is used to inform decision-making.
- **Analysis and understanding of implementation issues:** Actively engaging and supporting Reform Owners to identify blockages and issues, resolving these through rapid problem-solving at the school and local levels.
- **Communication, accountability, and culture change:** Ensuring effective accountability for reforms and overseeing and coordinating communications on progress against the reforms (MoE, ESP, 2018, pp. 118-119).

Table 2. Capacity Development Programs, Beneficiaries, Providers, and Funders in Ghana’s Education System

Level	Interventions/Programs	Beneficiaries	Providers	Funders
Central	<ul style="list-style-type: none"> • Leadership Academy, Leadership Development Programs • Policy Analysis Workshops • Curriculum Development Training • Coaching & Mentoring Programs • Leadership Retreats • University Leadership Training, Educational Research Methodologies Workshops • EdLabs • Change Leadership Program • National Education Reform Secretariat (NERS) • Communities of Excellence Programs 	<ul style="list-style-type: none"> • MoE Staff (Policymakers, Curriculum Developers) • GES HQ Staff • Tertiary Institution Leaders/Lecturers 	<ul style="list-style-type: none"> • Public Services Commission • Ghana’s Civil Service Training Centre • NELI (Reform Secretariat) • GESDI/GES Training Units • Universities/Research Institutions (IEPA) • International Development Partners (FCDO, USAID, World Bank, JICA, EDT, BigWin) • UNESCO 	<ul style="list-style-type: none"> • Government of Ghana Budget Allocation • International Development Partners (grants, project funding) • Private Sector Partnerships
Regional	<ul style="list-style-type: none"> • Regional Education Management Training, • Financial Management Workshops • School Leadership Development Programs, Instructional Leadership Workshops • Subject-Specific Pedagogical Training, Curriculum Implementation Workshops • Intercultural Dialogue & GCED Workshops • ICT Integration in Education Workshops 	<ul style="list-style-type: none"> • Regional Directorate Staff • School Heads/Assistant Heads • Subject Specialists/CSOs 	<ul style="list-style-type: none"> • Regional Training Centres • Regional Education Directorate • NTC Regional Offices • CSO Networks • UNESCO 	<ul style="list-style-type: none"> • Government of Ghana Budget Allocation (channelled through MoE) • International Development Partner Projects (decentralized funding)

Level	Interventions/Programs	Beneficiaries	Providers	Funders
	<ul style="list-style-type: none"> Regional Education Network Capacity Building 			
Decentralized (Metro, Municipal & District)	<ul style="list-style-type: none"> Educational Planning & Budgeting Workshops, Procurement & Resource Management Training Instructional Coaching Training, School Improvement Planning Workshops Subject-Specific In-service Training Workshops, ICT Integration Workshops, Teaching Methodology Workshops 	<ul style="list-style-type: none"> District Education Office Staff (Planning, Finance) SISOs School heads, Teachers 	<ul style="list-style-type: none"> District In-service Training Teams SISOs Teacher Unions (GNAT, NAGRAT, CTAG) UNICEF GPE 	<ul style="list-style-type: none"> Government of Ghana Budget Allocation (channelled through MoE & Regional Directorates) International Development Partner Projects (school-based or district-level funding) Local capacity development grant

4.2. Research Question 2

What management and leadership capacity challenges face the pre-tertiary education sector, given its priorities?

Pre-tertiary education system managers and leaders face significant capacity development challenges across all levels.

The rapid research focused on several leadership and management domains: setting vision and goals, strategy and planning, managing staff/HR issues, financial management, and operations. Despite extensive discussion in the literature, particularly regarding national education plans in low- and lower-middle-income countries, our analysis found few studies on capacity development challenges (Babu et al., 2007). The Education for All initiative, initiated in 1990, and the Sustainable Development Goal 4, launched in 2015, emphasize national education plans as crucial tools for providing quality education universally (Ghann & Abraham, 2020; UNESCO/GEMR Team, 2020; UN, 2015). As the literature suggests, translating these plans into strategies to enhance learning outcomes poses a challenge (UNESCO/GEMR Team, 2020).

While the literature shows limited evidence regarding which interventions have proven effective, FHI 360, Social Impact, and USAID (2018) identified 14 interventions that are validated by experienced civil society practitioners. According to them, these interventions work across sectors and regions and are designed to strengthen a range of organizational capacities. It also involves adult learning approaches. The lists of the capacity development interventions documented in the literature include clustering, coaching, collective impact, consultative support, e-learning/online training courses, financial assistance, and institutional twinning. The other interventions are a marketplace for capacity development¹, mentoring networking, events/exposure visits, peer-to-peer learning, resource hubs offers, social networking and training workshops.

Desk review analysis revealed that several challenges confront the capacity development of system-level management and leadership in education. These challenges include effective governance, management, and delivery of education services. For example, the analysis shows that one key challenge is **limited leadership and management capacity among education administrators**, particularly at the regional level. The interview respondents indicated capacity development challenges facing them as system-level leaders and managers in the education sector. The participants intimated that most of them lack the necessary skills and competencies in strategic planning, financial management, human resource development, and organizational leadership to oversee and administer their roles and responsibilities effectively.

Bulawa's (2013) research identifies a potential gap within the education system's capacity development ecosystem. The study reveals dissatisfaction among senior management in senior secondary schools regarding the sluggish implementation of the Performance Management System (PMS). An effective PMS is crucial for capacity development, as it systematically tracks employee performance and provides valuable data for targeted professional development interventions.

¹ Transfers the demand for and responsibility of CD activities from international donors to local actors. Local demand for CD meets local supply to fulfill organizational strengthening needs. The Marketplace transforms capacity building from donor led to CSO led by allowing organizations to define their own capacity needs and seek out qualified local actors from which to purchase services to meet these needs. In some cases, services are subsidized or purchased using a voucher.

Bulawa's findings suggest shortcomings in the current PMS implementation. The research highlights the slow pace and limited progress in implementation, with participants expressing frustration over their inability to fulfil their roles in overseeing, managing, and coordinating the PMS with the regional office (Bulawa, 2013). These limitations within the PMS, which are highlighted by Boakye-Yiadom et al. (2023) and Asim et al. (2023), could be hindering its effectiveness in supporting the professional growth of educators.

At the central level, there is difficulty translating policy into practice due to limited capacity for program development and implementation. On the most significant challenges in capacity development at the system level of education, the participants at various levels had the following to say:

... "The most significant gaps in capacity development at the central level include limited resources, inadequate training opportunities, and disparities in access to professional development programs. Additionally, the decentralized nature of education governance poses challenges in coordinating capacity-building efforts and ensuring consistent standards across regions" (NTC_Interviewee).

At the regional level, there are challenges in adapting national policies to regional contexts and providing effective support to schools. Additionally, a **gap exists in policy analysis and advocacy skills among system-level education managers and leaders**. The participants indicated that many officials cannot analyse education policies critically, engage in evidence-based policy dialogue, and advocate for policy reforms that promote equitable access to quality education. This restricts their capacity to influence policy decisions and advocate for the allocation of resources to address priority education needs. One regional director of education pointed out that:

... "The most significant challenges include resource constraints, limited access to professional development opportunities, and the need for tailored training programs that address our unique needs and priorities" (CRDE_Interviewee).

At the decentralized level, there is a lack of training and resources for district and school leaders to effectively supervise and manage schools and improve teaching practices. Another challenge at the decentralized level is the **insufficient capacity for data management and evidence-based decision-making**. From the participants, education managers and leaders at the system level often struggle to collect, analyse, and utilize data effectively to inform policy formulation, program design, and resource allocation. This results in a lack of timely and accurate information for decision-making, hindering efforts to identify and address key education challenges, monitor progress, and evaluate the impact of interventions.

For me, the most significant gaps in capacity at the district level often revolve around HR management practices, including recruitment and selection processes, performance appraisal systems, and employee development strategies. ... We sometimes lack the necessary competencies to effectively implement HR policies and procedures, handle complex HR issues, and promote a culture of professionalism and accountability among staff (HRO_Interviewee).

... "The most significant gaps in capacity development at the sub-national level include limited resources, inadequate training opportunities, and disparities in access to professional development programs. ... the decentralized nature of education governance poses

challenges in coordinating capacity-building efforts and ensuring consistent standards across metropolitan areas. Addressing these challenges requires strategic planning, stakeholder collaboration, and targeted interventions to support the professional growth of educators” (MeDE_Interviewee).

According to UNESCO (2023), integrating technology in education management is **challenging due to a lack of digital skills and resources**. This hampers leveraging technology for various educational tasks, limiting innovation and efficiency gains. Many countries face obstacles in achieving universal education, with setbacks due to capacity limitations. UNESCO’s CapED program aims to strengthen education systems in countries with weak institutions (UNESCO, 2023). Addressing these capacity challenges requires strategic investments in leadership development, data management systems, policy analysis capabilities, and digital literacy training for system-level education managers and leaders. Thus, Ghana can enhance the effectiveness, efficiency, and equity of the pre-tertiary education system, ultimately improving learning outcomes and socio-economic development outcomes for all learners by strengthening their capacity in these areas.

The introduction of projects like the Ghana Accountability for Learning Outcomes Project (GALOP) and the Ghana Education Outcomes Project (GEOP) is set to impact the roles and activities of district education offices by emphasizing data-driven decision-making, strengthened monitoring and evaluation, and increased accountability for learning outcomes. The literature highlights that Ghana’s education sector grapples with management and leadership capacity challenges at central, regional, and decentralized levels (Boakye-Yiadom et al., 2023). These capacity challenges encompass policy implementation gaps, bureaucratic inefficiencies, resource constraints, capacity limitations, and governance deficiencies. Addressing these system-level leadership and management challenges requires concerted efforts from policymakers, education stakeholders, and development partners to strengthen institutional capacities, improve governance structures, enhance resource allocation mechanisms, and promote effective leadership practices across all levels of the education system.

These findings imply that Ghana’s pre-tertiary education system might be struggling to achieve its goals due to capacity development challenges in policy implementation and leadership effectiveness. As it were, pre-tertiary education faces leadership capacity challenges at all levels, hindering the effective implementation of educational priorities. However, the specific capacity development challenges differ based on the level within the system. Table 3 summarizes the education system level capacity development gaps and challenges at different levels.

Table 3. Education System Level Capacity Development Challenges in Ghana

Level	Dimension	Capacity Development Challenges
Central	Policy Development and Implementation	<ul style="list-style-type: none"> Translating national goals into actionable policies. Limited capacity for effective policy implementation and monitoring. Difficulty in ensuring policy coherence across different education sub-sectors.
	Resource Mobilization and Allocation	<ul style="list-style-type: none"> Limited domestic resource allocation for education. Challenges in attracting and managing resources from development partners.

		<ul style="list-style-type: none"> • Inefficiencies in resource allocation across regions and districts.
	Data Management and Analysis	<ul style="list-style-type: none"> • Weak data collection and analysis systems. • Difficulty in translating data into actionable insights for policy and practice. • Inadequate capacity for evidence-based decision-making.
	Leadership and Management	<ul style="list-style-type: none"> • Limited leadership development opportunities for senior education officials. • Difficulty in attracting and retaining qualified personnel at the central level. • Challenges in fostering collaborative leadership among diverse stakeholders.
Regional	Policy Interpretation and Adaptation	<ul style="list-style-type: none"> • Difficulty in interpreting and adapting national policies to regional contexts. • Limited capacity for developing and implementing context-specific education plans.
	Resource Management and Distribution	<ul style="list-style-type: none"> • Inequitable distribution of resources across districts within the region. • Challenges in overseeing and monitoring resource utilization at the district level. • Inadequate capacity for resource mobilization at the regional level.
	Coordination and Collaboration	<ul style="list-style-type: none"> • Weak communication and collaboration between regional and district education offices. • Difficulty in facilitating collaboration between different stakeholders at the regional level (e.g., NGOs, CSOs).
	Monitoring and Evaluation	<ul style="list-style-type: none"> • Limited capacity for effectively monitoring and evaluating education programs at the regional level. • Difficulty in providing timely and actionable feedback to schools and districts.
Decentralized (MMD)	Curriculum Implementation	<ul style="list-style-type: none"> • Difficulty in adapting the national curriculum to meet local needs and contexts. • Inadequate capacity for developing and implementing effective school improvement plans. • Challenges in ensuring quality teaching and learning across all schools in the district.
	Human Resource Management	<ul style="list-style-type: none"> • Shortage of qualified teachers and education personnel, particularly in rural areas. • Limited capacity for effective teacher recruitment, deployment, and professional development.

		<ul style="list-style-type: none"> • Difficulty in motivating and retaining teachers in challenging school environments.
	Financial Management	<ul style="list-style-type: none"> • Weak financial management skills among school administrators. • Difficulty in complying with financial regulations and reporting requirements. • Inadequate capacity for resource generation and budget planning at the school level.
	Supervision and Support	<ul style="list-style-type: none"> • Inadequate capacity for providing effective instructional supervision and support to teachers. • Difficulty in ensuring accountability for student learning outcomes at the school level. • Challenges in fostering school-community partnerships.
	ICT Integration	<ul style="list-style-type: none"> • Limited capacity for effectively integrating ICT skills in daily work activities • Challenges in accessing ICT resources in the district

4.3 Research Question 3

How is capacity development currently undertaken in the pre-tertiary system by the Ghana government and its partners?

This research question focuses on existing initiatives and approaches needed to mitigate the capacity development challenges and gaps. The analysis of data reveals that education reforms as detailed in the ESP 2018–2030 are designed to strengthen the sector institutions to overcome the capacity gaps and to accomplish the goals outlined in the ESP, which include:

... *“improved planning and management efficiency in the delivery of education. The end goal of these reforms is ‘to deliver quality education service at all levels that will equip learners in educational institutions with the skills, competencies and awareness that would make them functional citizens who can contribute to the attainment of the national development goals’* (MoE, ESP, 2018, p. 118).

In this review, data from existing literature suggest that addressing capacity challenges for system-level managers and leaders in the education sector requires a multifaceted approach. The literature highlights a diverse range of approaches for capacity development, supported by evidence from this study’s participants. These approaches can be broadly categorized into three main areas: formal training, experiential learning, and knowledge sharing/peer support. Experiential learning methods, such as action learning and on-the-job learning, involve participants actively engaging with real-world challenges within the education sector. This allows them to develop critical thinking and problem-solving skills through reflection and adaptation. Knowledge sharing and peer support methods, on the other hand, focus on fostering collaboration and professional development. This includes mentoring and coaching relationships, where experienced individuals provide guidance and support to less

experienced colleagues. Additionally, networking events, online forums, and communities of practice create platforms for leaders to share best practices and learn from each other's experiences. Finally, the well-established approaches of training workshops offer structured learning opportunities to equip participants with specific knowledge and skills (UNDP, 2009).

The evidence suggests that investing in targeted capacity development programs tailored to the needs of system-level managers and leaders is essential. For example, IPA (2019) employed the Embedded Evidence Lab (EEL) approach in implementing its capacity development program. In 2019, IPA entered into an MoU with the Ministry of Education to enhance the skills of personnel in crucial divisions and organizations of MoE. The objectives include:

1. Enhancing the provision of educational services through aiding the creation of effective learning plans, monitoring mechanisms, and data for accountability.
2. Utilizing top-notch data to assess and rigorously evaluate new initiatives and innovations, particularly within reform efforts and implementation.
3. Permanently enhancing the MoE's capacity development to fulfil their responsibilities in monitoring, learning, research, and accountability (IPA, 2019).

However, there is no evidence that capacity development programs are being coordinated with one another. The literature reveals that "a comprehensive strategy is required to strengthen capacity rather than ad hoc training through various projects and a loosely administered staff training policy" (Babu et al., 2007, p. 26). The mapping of capacity development efforts by national and international actors reveals a comprehensive approach. They utilize nearly all available capacity development methods to support system-level management and leadership in Ghana's education system.

In Ghana, university capacity training programs are offered by various universities and cover a wide range of disciplines such as business, engineering, medicine, agriculture, and social sciences. These programs typically lead to undergraduate and postgraduate degrees, which are sometimes requirements for employment. In addition to the university training programs, the civil service training programs are designed to equip individuals with the necessary skills and knowledge to work in various government departments and agencies. The programs, often focused on areas such as public administration, policy analysis, and leadership, are funded by the Government of Ghana, international donors (e.g., World Bank, IMF, USAID), private sector, and individuals.

The review further reveals that currently, the Ghanaian government (Reform Secretariat, Public Services Commission, Universities) and its partners (UNESCO, UNICEF, World Bank) are undertaking some capacity development programs (EdLab, Communities of Excellence, NELI, GALOP, at the pre-tertiary level of education. Regarding national and international institutions providing capacity programs and the main methods they use in strengthening capacity, the participants agree that there are institutions that provide capacity in education. For example, while at the central level, the government focuses on national-level training programs and policy development. On the focus or content of capacity development programs, some participants in our study believe that capacity development programs should focus on building leadership competencies, strategic planning skills, and change management capabilities to navigate complex educational landscapes effectively. Other participants also think fostering a culture of continuous learning and professional development through mentorship, coaching, and peer learning networks can help nurture a cadre of skilled and resilient leaders capable of driving innovation and transformation within the sector. We also asked the participants about the capacity development programs that are available or offered to

address these challenges and/or gaps and enhance their capacity needs. Most of the participants indicated that many capacity programs exist that can help address the gaps. The following quotes reflect the responses of some of the participants.

At the central level, some participants identified the capacity development programs that exist. The following quotes are some of their responses:

Several capacity development programs are available to address these challenges, including teacher training workshops, online courses, and mentorship programs. These initiatives focus on areas such as pedagogical skills, curriculum implementation, and classroom management, aiming to enhance the professional competencies of educators at the regional level (NTC_Interviewee).

... "Capacity development programs are provided by institutions such as the Ministry of Education, educational NGOs, and international organizations like UNESCO, JICA, and the World Bank. These programs employ various methods and approaches, including workshops, seminars, and peer learning networks, to strengthen capacity and foster collaboration among educators" (NTC_Interviewee).

One effective capacity development program I attended focused on teacher licensure processes and assessment methodologies. This program provided hands-on training and practical insights into licensure procedures, enabling me to improve the efficiency and fairness of teacher assessments. Another impactful program centred on curriculum development and alignment with national standards. This program emphasized collaborative planning and curriculum mapping, facilitating the integration of innovative teaching approaches and resources into classroom practice (NTC_Interviewee).

At the regional level, the regional education offices have limited capacity to deliver adequate training and support to districts and schools. However, some of the participants indicated that:

Various capacity development programs are available, including workshops, seminars, and online courses offered by national and international institutions like the Ghana Education Service and UNESCO. These programs cover topics such as leadership development and curriculum design ... HRM, data analysis, school leadership, and financial management capacity development programs provided by institutions such as the Ghana Education Service, UNESCO, and donor agencies. These programs utilise a combination of in-person training sessions, online modules, and hands-on workshops to strengthen capacity effectively (CRDE_Interviewee).

The programs are offered by a variety of stakeholders, including the GES district office, educational institutions, and development partners such as UNICEF, UNESCO, and USAID. Some of these programs focus on enhancing skills and competencies in areas such as HR management, leadership, and organizational development. The main approach used to strengthen capacity involves a combination of formal training, on-the-job learning, and mentoring to build practical skills and knowledge among district-level staff (HRO_Interviewee).

Some of the participants shared their experiences with one or two of the most effective capacity development programs they attended and the features that made the programs effective. In their view, the participants had the following to say:

One particularly effective capacity development program is the Human Resource Management (HRM) Workshop, which aims to enhance the capacity of district-level staff in HRM practices. The program used a blended learning approach, combining classroom sessions with case studies, role-plays, and group discussions to provide hands-on experience in HR-related issues. Some of the key features contributing to its effectiveness, in my view, include practical relevance, interactive learning methods, and opportunities for networking and collaboration among participants (HRO_Interviewee).

Monitoring and evaluation training by the MoE through GES was particularly effective as it provided practical skills for assessing student progress and program effectiveness. Additionally, leadership training offered insights into strategic planning and change management, contributing to enhanced leadership capabilities (CRDE_Interviewee).

At the decentralized level, there is limited access to capacity development opportunities for district leaders. However, some of the participants indicated a few capacity programs available. The following quotes highlight the programs and how to address the gaps.

Few capacity programs are available to address these challenges, including teacher training workshops, leadership seminars, and technology integration initiatives. Sometimes, these programs focus on areas such as pedagogy, curriculum design, and educational leadership, aiming to enhance the skills and knowledge of educators at the sub-national level. Additionally, mentorship programs and peer learning networks provide valuable support and opportunities for professional growth (MeDE_Interviewee).

To address these capacity gaps and improve the capacity of the frontline officers and support staff at the district level, various capacity development programs are available and sometimes offered by the GES, educational institutions, NGOs, and international development partners. These programs include a range of HR-related topics, including leadership development, conflict resolution, communication skills, and HR management practices tailored to the specific needs of district-level staff (HRO_Interviewee).

Moreover, the research found that strengthening institutional structures and governance mechanisms is crucial for enhancing accountability, transparency, and effectiveness in educational management. This includes promoting decentralized decision-making, fostering collaborative partnerships between central and decentralized entities, and streamlining administrative processes to improve efficiency and responsiveness. Lastly, leveraging technology and data-driven approaches can enhance decision-making processes, facilitate evidence-based policymaking, and monitor progress towards educational goals. Currently, various stakeholders, including government agencies, NGOs, international development partners, and academic institutions, play a role in filling the capacity gap. Government-led initiatives such as the National Education Leadership Institute (NELI) program and the Ghana Education Service's capacity-development workshops aim to enhance the skills and competencies of education leaders at the district level. The concept of NELI was approved by the Cabinet in December 2021 for piloting. The program sought to equip participants with strategic leadership (MoE, 2023).

Additionally, the review revealed that international organizations like USAID, UNESCO, JICA, and UNICEF provide technical assistance, training programs, and resource support to strengthen educational management capacities (JICA, 2009, 2011, 2023; UNICEF, 2022; USAID, 2020). Furthermore, non-governmental organizations and civil society groups also contribute through advocacy efforts, knowledge-sharing platforms, and capacity-building initiatives targeting education leaders at all levels. Despite these capacity efforts, sustaining momentum and ensuring long-term impact requires sustained investments, collaborative partnerships, and a holistic approach that addresses systemic challenges while fostering individual leadership development. Thus, findings from our review highlight potential weaknesses in leadership and management capacity development programs, most of which are usually ad hoc, and thematic, with no credentials and limited focus on skills.

However, collaboration with development partners exists but may be inconsistent across different levels. These findings indicate that Ghana and its development partners might not be meeting the capacity development needs of the pre-tertiary education system managers and leaders across all levels. Current capacity development efforts lack a coordinated approach across central, regional, and decentralized levels, leading to uneven distribution of resources and support for leaders and educators. Table 4 outlines the capacity development program initiatives, target audience, approach, content/resources and duration in Ghana.

Table 4. Capacity development program initiatives, target audience, approach, content, and duration

Capacity Initiative	Target Audience	Approach	Content/Resources	Duration
National Educational Leadership Institute, 2022, Reform Secretariat	<ul style="list-style-type: none"> National and Sub-national staff of MoE and GES 	<ul style="list-style-type: none"> In-person workshop Online 	<ul style="list-style-type: none"> Transformational leadership 	5 months
Public Services Civil: <ul style="list-style-type: none"> Gender Strategy and Action Plan under the Public Sector Reform for Results Project, 2023 	<ul style="list-style-type: none"> Middle-Level Female Managers 	<ul style="list-style-type: none"> Workshop 	<ul style="list-style-type: none"> Basic leadership skills 	na
Innovations for Poverty Action (IPA): <ul style="list-style-type: none"> Mid-Term Evaluation of IPA's Embedded Evidence Lab Support to Ghana's Ministry of Education 	<ul style="list-style-type: none"> Staff Agencies of MoE: PBME Division SRIM Division GES Basic Education Division NTC NaCCA NaSIA 	<ul style="list-style-type: none"> On-the-job training In-person workshops 	<ul style="list-style-type: none"> Building capacity to collect high-quality data Using data for effective decision-making Institutionalizing the integration of research and data into decision-making processes 	4 years
UNICEF Ghana District Level Change Community Model: <ul style="list-style-type: none"> UNICEF social and behaviour change (SBC) interventions 	<ul style="list-style-type: none"> District- and community-level change leaders Government and civil society organizations (CSOs) 	<ul style="list-style-type: none"> In-person workshops 	<ul style="list-style-type: none"> School governance and management Institutional capacity 	na
CAMFED Ghana and Ghana Education Service: <ul style="list-style-type: none"> 'My Better World' (MBW) program, 2022 	<ul style="list-style-type: none"> Regional and Lead Senior High School Based Guidance and Counselling Coordinators 	<ul style="list-style-type: none"> In-person workshop; Mentorship, Coaching role modelling, role play Conference 	<ul style="list-style-type: none"> Teacher Mentor Training Manual Operational Guide to the Mentorship Manual 	3 -8 days

Capacity Initiative	Target Audience	Approach	Content/Resources	Duration
<ul style="list-style-type: none"> Leadership and Enrichment Camp for Girls: “Raising Leaders for the Next Generation”, 2014 	<ul style="list-style-type: none"> KNUST Girls 		<ul style="list-style-type: none"> Preparing for the World of Work Manual Goal-setting Role-modelling Problem-solving, and Health and nutrition 	
Universities: <ul style="list-style-type: none"> UCC, UG, KNUST, UEW - (e.g., IEPA -Education leadership, administration, and planning programs) 	<ul style="list-style-type: none"> Teachers, Headteachers, Directors of Education 	<ul style="list-style-type: none"> In-person training, short courses, distance learning, on-the-job 	<ul style="list-style-type: none"> Human resource management Strategic leadership School administration Financial management 	1-2 years
CENDLOS Ghana: <ul style="list-style-type: none"> Hybrid learning is in senior high schools 	<ul style="list-style-type: none"> School leaders, teachers, & learners 	<ul style="list-style-type: none"> Training workshops, on-campus projects 	<ul style="list-style-type: none"> ICT infrastructure and other resources ICT integration, ICT education among girls in senior high schools Gender-sensitive ICT environment 	na
Institute of Local Government Studies: <ul style="list-style-type: none"> Professional certificate (Scheme of service, Tailored, & On-demand courses) Graduate Professional Diploma Senior Management Executive Certificate 	<ul style="list-style-type: none"> Career Beginners Middle Management Professionals Senior Management Professionals Executives Senior Executives (in local government and public services) 	<ul style="list-style-type: none"> In-person training Workshop On-the-job 	<ul style="list-style-type: none"> Public Policy and Management Human Resource Management Development Planning Public Financial Management Local Government and Public Policy 	1 - 6 week(s)

Capacity Initiative	Target Audience	Approach	Content/Resources	Duration
<ul style="list-style-type: none"> • Refresher 			<ul style="list-style-type: none"> • Local Finance and Fiscal Decentralization Leadership and Management • Democratic Developmental Local Governance • Local Economic Development • Public Relations • Publicity and Media Engagements 	
Country Development Cooperation Strategy, 2020, USAID	<ul style="list-style-type: none"> • GoG national and local levels; Healthcare providers; District education office staff and head teachers 	<ul style="list-style-type: none"> • Collaborating, Learning, and Adapting (CLA) approach • Behaviour-led and multi-sectoral integrated approach 	<ul style="list-style-type: none"> • Gender integration • Adherence to quality standards in education 	5 years
Capacity Development of Public Administration project in Ghana, 2011, JICA	<ul style="list-style-type: none"> • Ghanaian Civil Service Training Center (CSTC) 	<ul style="list-style-type: none"> • Face-to-face training sessions • Videoconferencing 	<ul style="list-style-type: none"> • Ethical Leadership (EL) and Quality and Productivity Improvement (QPI) 	3 years
Project for Strengthening the Capacity of INSET Management in the Republic of Ghana, 2009, GoG/MoE/GES/JICA	<ul style="list-style-type: none"> • Nationwide INSET Programme to implement the management system for structured and quality In-Service Training (INSET) for Primary education at regional, district and school levels. 	<ul style="list-style-type: none"> • In-person training workshops 	<ul style="list-style-type: none"> • INSET management 	4 years
Ghana's e-Transform programme, The World Bank	<ul style="list-style-type: none"> • ICT subsector, National stakeholders 	<ul style="list-style-type: none"> • Training workshops 	<ul style="list-style-type: none"> • Digital technologies 	Ongoing

Capacity Initiative	Target Audience	Approach	Content/Resources	Duration
			<ul style="list-style-type: none"> • Institutional capacity use of digital services • Skills governance 	
Ghana Accountability for Learning Outcomes Project, 2019, The World Bank	<ul style="list-style-type: none"> • District education management staff; NaCCA, National Assessment Unit, GES and MoE 	<ul style="list-style-type: none"> • Training modules • Outreach 	<ul style="list-style-type: none"> • Development and digitization of INSET modules • School leadership and management • Participatory and decentralized school-based management (SBM) • Accountable and transparent financial management (FM) of learning and capitation grants and resource mobilisation • Gender-related issues including SBV training sensitisation 	Ongoing
MoE of Communities of Excellence Program (GES, T-TEL, Jacobs Foundation)	<ul style="list-style-type: none"> • Children • Parents • Community • District Directors of Education 	<ul style="list-style-type: none"> • Managing for Learning • Knowledge-sharing workshops • Capacity-building programmes • Best practice exchanges 	<ul style="list-style-type: none"> • Foundational literacy • Community and parental engagement • Curriculum delivery 	Ongoing

4.4. Research Question 4

What are the most important priorities for education system-level capacity development in Ghana?

In Ghana, the education system-level capacity development should prioritize several key areas for improvement, taking into consideration managers and leaders at the central, regional, and decentralized levels. These areas include:

- a. Equipping leaders at all levels with data analysis and utilization skills to facilitate effective decision-making.
- b. Strengthening instructional coaching skills, particularly for leaders at the decentralized level.
- c. Developing the capacity of all education stakeholders (central, regional, and decentralized) to effectively integrate technology into teaching and learning.
- d. Promoting collaboration and knowledge sharing among leaders and educators across all levels, while also fostering the development of soft skills such as policy analysis and change management.

The review research examines these priorities for capacity development, encompassing the enhancement of leadership and management skills, implementation and governance of policies, data-informed decision-making, engagement and collaboration with stakeholders, resource management and financial planning, professional development and mentorship, as well as the promotion of equity and inclusion.

According to the data, at the regional level, **system-level managers and leaders require training and support to enhance their leadership and management competencies**. These include strategic planning and implementation, decision-making, conflict resolution, and team-building skills to oversee educational institutions and drive organizational change. Additionally, capacity development efforts should focus on building the capacity of managers and leaders to implement education policies and governance structures. This involves understanding policy frameworks, ensuring compliance with regulations, and fostering transparent and accountable governance practices. Furthermore, enhancing the capacity of system-level managers and leaders to utilize data for informed decision-making is crucial. This includes capacity training in data collection, analysis, and interpretation to assess educational outcomes, identify areas for improvement, and monitor progress towards goals. Besides, system-level managers and leaders at the central level need support in policy analysis and development, resource allocation, and monitoring and evaluation systems to ensure accountability and transparency in education governance at the sub-national level, the capacity development priorities include building skills in curriculum development and implementation, promoting teacher professional development, and enhancing parent and community engagement strategies.

The key informant interview data supports the evidence garnered from the desk and document reviews. For example, the following participants' quotes reflect their top priorities for capacity development:

One central-level participant stated that

... “Top priorities for capacity development at the system level include enhancing teacher professionalism, improving instructional quality, and fostering inclusive and equitable education. By investing in staff training, curriculum development, and educational leadership, we can ensure that educators have the knowledge, skills, and support they need to deliver high-quality instruction and promote student success” (NTC_Interviewee).

Two regional-level participants said that

... “The top priorities include strategic planning and policy implementation, data-driven decision-making, and fostering collaboration and innovation. Strengthening these areas will enable us to drive positive change and improve educational outcomes effectively” (CRDE_Interviewee).

I think the top priorities for capacity development for me as a system-level educational leader focus on three key areas: strategic planning and policy implementation, data-driven decision-making, and fostering collaboration and innovation. Strengthening our capacity in strategic planning and policy implementation will enable us to effectively translate national education priorities into actionable initiatives at the regional level. Similarly, enhancing our ability to collect, analyse, and utilise data will empower us to make informed decisions and monitor progress towards our goals. Finally, promoting a culture of collaboration and innovation will foster creativity, resilience, and continuous improvement within our team, ultimately leading to enhanced outcomes for our educational community (RDE_Interviewee).

As some decentralized level officers told us

... “the top priorities for capacity development within the district include strengthening HR management practices, promoting employee engagement and retention, and fostering a culture of continuous learning and development. I also think priority should be given to building leadership capacity among HR officers and frontliners, improving HR processes and systems, and ensuring equitable and transparent HR practices across the education system. ... these priorities are essential for enhancing organizational effectiveness, employee satisfaction, and overall performance within the district education offices” (HRO_Interviewee).

... “the top priorities for capacity development include fostering instructional excellence, promoting data-driven decision-making, and enhancing stakeholder collaboration. If government invests in staff training, leadership development, and community engagement, we can build a strong foundation for educational improvement and innovation. Besides, prioritizing equity, diversity, and inclusion initiatives is essential to ensure all students have access to high-quality education and support services” (MeDE_Interviewee).

... “the top priorities for capacity development within the municipal directorate include strengthening data-driven decision-making processes, enhancing instructional leadership practices, and fostering collaborative partnerships with stakeholders. Additionally, I think priority should be given to building leadership capacity at all levels of the education system, promoting innovation and continuous improvement, and ensuring equitable access to quality education for all learners across Ghana. ... These priorities are essential for driving systemic

improvements in teaching and learning outcomes and advancing the overall quality and effectiveness of the education system” (MuDE_Interviewee).

... “the topmost priorities for capacity development within the district directorate include strengthening resource management and infrastructure planning, improving data utilization for decision-making, and enhancing stakeholder engagement and collaboration. Again, priority should be given to building the leadership capacity of frontliners, promoting innovation and continuous improvement, and ensuring equitable access to quality education for all learners within the region. I think these priorities are essential for enhancing the effectiveness and efficiency of education service delivery and advancing the overall quality of education within the district” (DDE_Interviewee).

Again, the evidence suggests that **building capacity in stakeholder engagement and collaboration is essential for effective education leadership**. System-level managers and leaders should be equipped with skills to engage with diverse stakeholders, including teachers, parents, communities, and policymakers, to foster partnerships and support educational initiatives. Moreover, system-level capacity development efforts should address the effective management of resources, including finances, infrastructure, and human capital. This involves training in budgeting, resource allocation, procurement processes, and sustainable resource management practices. Likewise, providing opportunities for ongoing professional development and mentorship is critical for the growth and retention of educational leaders. Capacity development programs should offer mentoring relationships, coaching sessions, and leadership training to support the career advancement of system-level managers and leaders.

Finally, capacity development initiatives should prioritize **promoting equity and inclusion in education leadership**. This includes addressing biases, fostering diversity, and promoting inclusive practices to ensure that all students regardless of background or ability, have access to quality education. Thus, addressing these priority areas for capacity development for system-level leaders and managers would contribute to building a robust and effective education system in Ghana, ultimately improving educational outcomes and opportunities for all students.

These findings suggest that key priorities for the pre-tertiary education system-level capacity development remain to be addressed at the central, regional and decentralized levels of education in Ghana. Therefore, investing in specific areas like data analysis, instructional coaching, technology integration, and leadership collaboration at all levels would significantly enhance capacity development in the pre-tertiary education system.

5. Proposed Options and Recommendations

The purpose of this review was to identify national capacity development needs and challenges of system-level management and leadership at the pre-tertiary level of Ghana and to map existing initiatives and priorities that can allow for improved learning for all. We investigated key management and leadership capacity development of Ghana's education system; challenges; and interventions, as well as future priorities. We identify several limitations with our review. First, our review may not capture all leadership capacity challenges across all pre-tertiary education sub-sectors (e.g., basic vs. secondary). Second, our reliance on self-reported data from leaders could introduce biases. Third, our review may not capture all existing capacity development initiatives undertaken by various government agencies and partners at different levels. Fourth, data collection may be limited to readily available information on government and partner websites. These limitations notwithstanding our review generated valuable insights that could inform policy and practice discussions as well as future research.

Building upon the valuable insights gained from this rapid research report, the following recommendations aim to address critical capacity gaps and needs within national system-level management and leadership roles at the pre-tertiary level of the Ghanaian education sector. Notably, the report identified prevalent challenges and opportunities for enhancing the skills and competencies of these crucial actors across specific domains. If these recommendations are effectively implemented, the government and its partners can contribute significantly to improving the quality and effectiveness of Ghana's education system and learning outcomes.

5.1. Recommendations for Government and Partners

Based on the findings, we recommend to the Government and its development partners and donor agencies that:

1. MoE, PSC and Universities should tailor capacity development programs to address the specific needs of leaders at each level (central, regional, and decentralized).
2. MoE, GES, NTC, NaCCA and NaSIA should strengthen communication and collaboration between central, regional, and decentralized levels.
3. GES should decentralize decision-making authority to empower regional and district/school leaders.
4. MoE and GES should develop a national framework for capacity development in pre-tertiary education, outlining roles and responsibilities for central, regional, and decentralized levels.
5. MoE and GES should strengthen collaboration with development partners to ensure a more coordinated approach across all levels.
6. GES should increase the capacity of regional education offices to deliver effective training and support to schools.
7. MoE should allocate adequate resources for capacity development initiatives at the decentralized level.
8. MoE and partners should support regional or country-specific hubs for educational leadership and management training (e.g., IEPA) to offer tailored capacity development programs, technical assistance, and mentorship opportunities for education leaders at various levels.

5.2. Recommendations for ADEA

We also recommend the following to ADEA:

1. Support the development of improved frameworks, standards and approaches to system capacity development, working with country partners;
2. Conduct further research on the effectiveness of existing capacity development interventions, especially at the decentralized level;
3. Advocate for increased investment in building system-level leadership capacity within member countries;
4. Develop and maintain a knowledge-sharing platform for ADEA member countries to share best practices and resources related to capacity development for system-level education leaders;
5. Focus capacity development efforts on the identified priority areas to maximize impact on student learning outcomes;
6. Develop targeted capacity development programs that address the specific needs of leaders and educators at each level (central, regional, and decentralized); and
7. Create and facilitate platforms for decentralised level leaders and educators at all levels to share best practices and collaborate on improvement initiatives.

6. Appendices

6.1. Appendix A: Bibliography

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6.2. Appendix B: List of Interview Data Sources

Dimension	Interview Data Sources
National	<ul style="list-style-type: none"> • Ministry of Education (MoE) • Ghana Education Service (GES) • National Council for Curriculum and Assessment (NaCCA) • National Teaching Council (NTC) • National School Inspectorate Authority (NaSIA)
Regional	<ul style="list-style-type: none"> • Directorate • Monitoring and Supervision • HR and Training, Planning and Monitoring • Data, Research and Records • Administration, Budgeting and Finance
Metro/Municipal/District	<ul style="list-style-type: none"> • Directorate • Monitoring and Supervision • HR and Training, Planning and Monitoring • Data, Research and Records • Administration, Budgeting and Finance
Providers/Partners	<ul style="list-style-type: none"> • T-TEL Transforming Teaching, Education, Learning • UNICEF Ghana • UNESCO Ghana • Innovations for Poverty Action • British Council Ghana

6.3. Appendix C: Interview Guide for System-Level Participants

Topic	Question	Leadership and Management Domains
Opening	<p>Instruction</p> <p>Thank you for agreeing to participate in this study. Your insights are valuable in examining the capacity needs and development challenges facing system-level leaders and managers in pre-tertiary education. Your participation will remain confidential, and your identity will be anonymized. Your responses will also be anonymised and will not link you or your affiliation (institution/organization/journal) to any project outputs.</p> <p>[NB: Interviewer should probe or prompt interviewee for details when necessary]</p>	<ul style="list-style-type: none"> • <i>Setting vision and goals</i> • <i>Strategy and planning</i> • <i>Managing staff/HR issues</i> • <i>Financial management</i> • <i>Managing operations (physical infrastructure, materials), Improving instruction and learning quality</i>
Management and Leadership roles and functions	<ol style="list-style-type: none"> 1. Can you describe the main management and leadership roles at this level of the education system? What tasks/activities were performed in these roles? <i>[Please provide details, and feel free to elaborate if needed.]</i> 2. Who is responsible for carrying out these tasks/functions? 	<ul style="list-style-type: none"> • <i>Improving equity and inclusion,</i> • <i>Enhancing the knowledge and skills of school, district, regional, and central staff within the Ministry of Education</i>
Capacity Gaps and Challenges	<ol style="list-style-type: none"> 3. How would you assess your effectiveness as a system-level educational manager/leader in your role/domain? Are there any specific areas where improvements are needed? <i>[Please share your insights, and we can explore further if necessary.]</i> 4. From your viewpoint, what are the most significant gaps/challenges in capacity development at your level? 	<ul style="list-style-type: none"> • <i>Managing local partners (political, community organizations, parents, experts, funders)</i> • <i>Engaging with higher levels of bureaucracy, funders, etc.</i>
Capacity Development	<ol style="list-style-type: none"> 5. Could you say what capacity development programs are available or offered to address these gaps and enhance your capacity needs? 6. Which institutions provide these capacity development programs? What are the main methods used to strengthen capacity? 7. Can you share your experience with one or two most effective capacity development programs you have attended? What features made these programs effective in your opinion? 	<ul style="list-style-type: none"> • <i>Monitoring, reporting, and utilizing data and evidence</i>

Topic	Question	Leadership and Management Domains
Capacity Development Priorities	8. Lastly, in your view, what should be the top priorities for capacity development for you as a system-level educational leader or manager? <i>[Please elaborate on your perspective.]</i>	
Closing	9. Lastly, do you have any other things you would like to say about the capacity development needs of national-level educational leaders and managers? Thank you.	



Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
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