Sustainability through Host Country Ownership: Experience from Ghana

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Overview

- Background on G2G in Education
- Institutional Capacity Building
- Results to date
- Lessons Learned

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History of G2G in Ghana: A “step by step” process

(2003-2005)
Focused, discreet projects/activities on pilot basis

(2005-2007)
Design and planning for larger activities

(2007-2009)
+$30 million in scaled up activities

Instrument of Choice: Implementation Letters

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Ghana “G2G” before USAID Forward

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Why implementation letters?

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Institutional Capacity Building: Case Study

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National Education Assessment Unit: Past

• Small Unit within the Ghana Education Service (10-12 members)
• Mandated to lead the Ghana Education Service on student assessment at the pre-tertiary level
• Long partnership with USAID
  – Basic Education Comprehensive Assessment System (2005)
  – National Education Assessment (2005-present)
  – Early Grade Reading/Early Grade Math Assessment (EGRA/EGMA; 2013-present)
National Education Assessment Unit: Present

- Includes:
  - Support for administration and analysis of assessments (NEA, EGRA/EGMA)
  - Support for capacity building for staff such as long term training (via local sub-contractor), international STTA, connection to training and professional development
  - Development of long term assessment models (low-cost, sustainable)
Capacity building: it’s not what you think

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### National Education Assessment Unit: Future

<table>
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<th>NEA</th>
<th>Financial Support</th>
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| EGRA/EGMA                | Continued Technical Assistance  
                       | Financial Support |
| Low Cost Assessment      | Continued Technical Assistance  
                       | Financial Support |
Lessons Learned

Moving from this....

....to this
Lessons Learned: Key Principles

- Identify Champions
- Assign Staff
- Start Small
- Mission Support
- Manage Expectations

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Lessons Learned: Key Considerations

- Simplify reporting requirements
- Streamline finances
- Take a hybrid approach
- Use embedded advisers
Thank you for your attention!

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Challenges

• Ghana
  – Slow speed of partner country procurement systems and decision making
  – Ghana’s government system weaknesses: fiduciary, regulatory, oversight and compliance requirements
  – Aligned policy, but implementation plans missing
  – Balancing USAID goal (100 million readers), HG goals and ‘donor mix’

• USAID & USAID/Ghana
  – Multiple masters vis-à-vis agency policy expectations: Ed Policy, USAID Forward, Evaluation Policy, Youth Policy
  – Changing, transitioning and unclear guidance as the Agency learns more – ADS 220, PPDO, RLA, RAAO, new approval processes
  – Internal USAID capacity, skills and people power
  – Ability to ensure compliance and maintain momentum

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Solutions

- Accompany G2G with capacity building to enable GoG meet USG program management and reporting requirements
- Agree on a dedicated government project manager with sufficient time to dedicate to the project
- Engage an embedded technical advisor (or similar strategy) who knows and understand the HG education system, protocols, sensitivity, leadership, key players and can navigate the dynamics
- Develop clear channel of communication and communicate in a consistent and transparent manner about the program

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Lessons Learned

• Requires additional diplomacy and tact, blending within and between partner government and USAID cultures
• Incorporate wide scale access to and use of EGR data for a variety of purposes
• Sustainability of EGR programs and maximal use of data
• For needed support, dedication and collaboration, may need to remind/orient HG is the project/activity is theirs
• Needs more and increasingly collaborative efforts from the technical and support offices i.e. OFM, EXO, PDO, RLA
• Cumulatively transformational