
**REPORT ON THE PROCESSES FOR THE
DEVELOPMENT OF THE 2019/2021
ANNUAL DISTRICT EDUCATION
OPERATIONAL PLAN (ADEOP) IN THE
KOMENDA EDINA EGUAFO ABIREM
(KEEA) MUNICIPALITY**

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EXECUTIVE SUMMARY

This report documents the processes undertaken by the Municipal Education Office (MEO) of the Komenda Edina Eguafo Abirem (KEEA) municipality in the development of its 2019-2021 Annual District Education Operational Plan (ADEOP). The main purpose of the report is to outline the opportunities, lessons learned, and challenges in the ADEOP development processes. These may be addressed and considered to enhance the development of subsequent ADEOPs in the KEEA municipality. The report may also be used as the basis for the design of a model in ADEOP development which may inform and facilitate similar endeavors by other District/Municipal Education Offices. At the national Ministry of Education (MOE) level, the report may be used to inform policy and operational level discussions regarding the extent to which DEOs are complying with directives and expectations on operationalization of the Education Sector Strategic Plan (ESSP). At the district level, it may facilitate the achievement of education development and service delivery targets.

The ADEOP is a multi-year (three-year) annualized rolling education development and management work plan developed at the district level to enable respective DEOs to optimize the identification and implementation of prioritized and targeted activities towards the achievement of strategic objectives and other key education development outcomes outlined in the ESSP.

The development of the KEEA 2019/2021 ADEOP was made possible with funding from UNICEF. This part of UNICEF's support program is to enhance institutional capacity building in the use of evidence-based data to inform decision-making and strategic planning in the education sector. The support was also designed to address the late submission and low quality of previous years ADEOP by KEEA, due to, among others, the lack of funds to hold stakeholder review meetings to solicit input and engage stakeholders in the ADEOP development processes.

The Education Assessment and Research Centre (EARC) was engaged by UNICEF to document the processes used by KEEA to develop the 2019/2020 ADEOP, highlight key challenges and lessons, and to make recommendations to improve subsequent ADEOP development efforts. EARC gathered data for this report by using interviews and by participation in stakeholder reviews and other related meetings to record observations and further engage key officers of KEEA on the purposes, processes and expected outcomes of the development of the ADEOP.

Key observations and lessons emerging from the 2019/2021 ADEOP development processes in KEEA include:

- Data usage for previous years ADEOPs was minimal due to lack of funds.
- With funding and other technical assistance from UNICEF, the KEEA MEO was able to follow the required processes including building the capacity of officers; conducting needs assessments; organizing stakeholder review and harmonization meetings; ensuring that the final product reflected a diversity of stakeholder input; and putting together a critical analysis of contextual and operational challenges facing the KEEA municipality.
- Pre-ADEOP capacity building by UNICEF as well as the availability of funds boosted MEO staff commitment, enthusiasm, and capacity.
- External funding was seen as much more predictable and accessible (from sources such as UNICEF) than funding from the Government of Ghana (GoG). DEOs could not rely on GoG funding to complete and realize the objectives of the ADEOP processes.
- MEO staff appreciated the merits of having in place a high quality ADEOP as an operational, management, and reporting tool. They proposed the inclusion of ADEOP development costs in their respective annual district budgets.
- There is a disconnect between District Assembly priorities (which are most often based on political expediency), and ESSP objectives and programs identified and proposed by the MEO to achieve education development and delivery objectives in the municipality.
- There is limited level of engagement between the District Education Planning Team (DEPT) and the District Assembly in reviewing and discussing education development and service delivery activities.

Based on participation in various ADEOP-related meetings/fora, engagement with key MEO staff, and review of the ADEOP development process, the following key recommendations are made in the report to improve the processes and outcomes of the development of the ADEOP document as a key planning, oversight, and reporting tool for improving education outcomes in respective districts;

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- Participation of the full complement of DEPT members is necessary to ensure that the strategies, targets and planned activities are reconciled with the development and other political objectives of the District Assembly.
 - To maximize ADEOP data usage, the GES should ensure that the necessary budgetary allocations are provided in annual budgets through GoG funds to enable DEOs/MOEs use the data to complete associated ADEOP activities rather than the total dependence on donor support.
 - It may be necessary for DEOs/MEOs to use the stakeholder meetings as an opportunity to provide orientation on the ADEOP processes to participants in order to enhance their understanding of the requirements and to ensure the quality of input in a format that can be easily standardized and incorporated in the final ADEOP product.