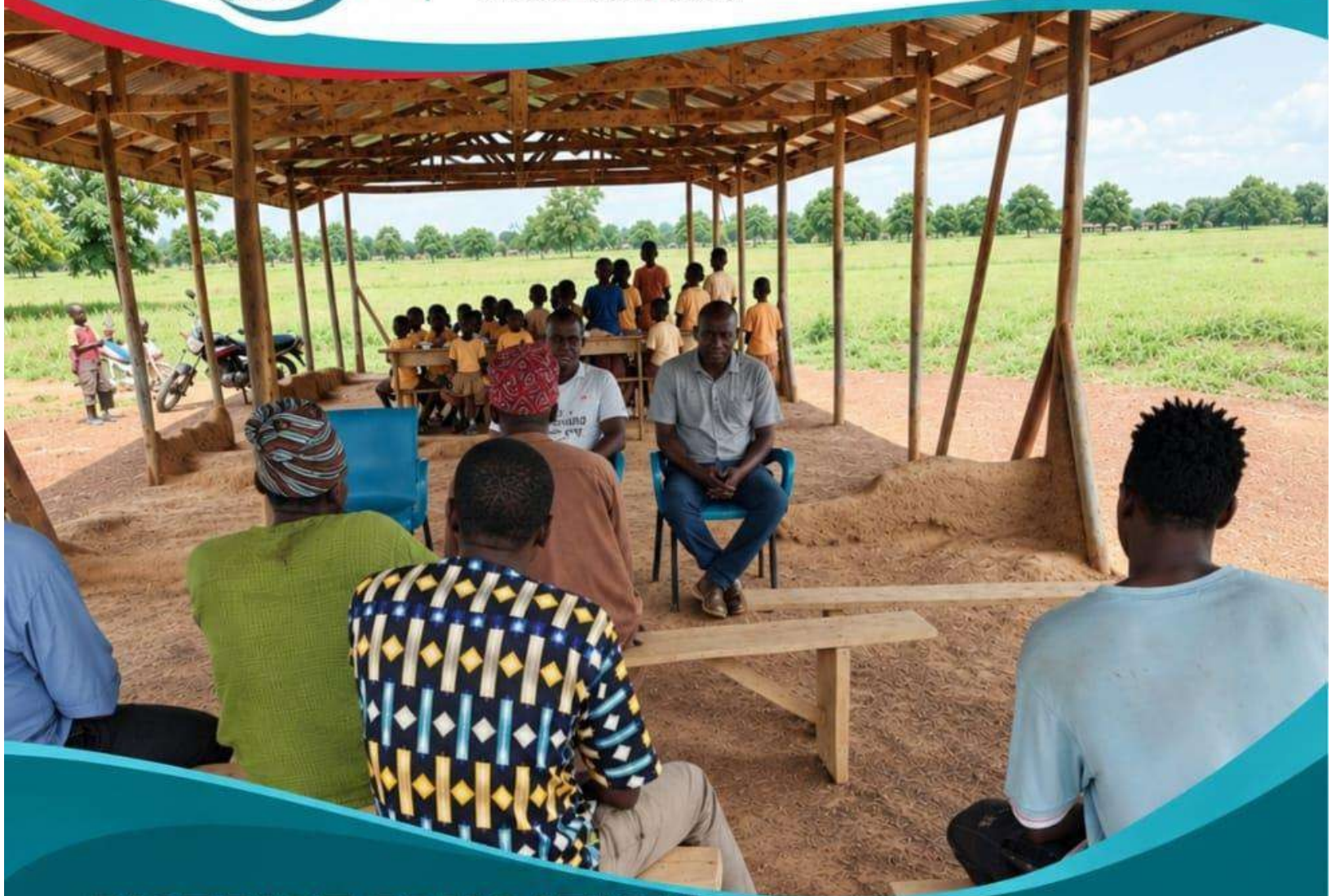




Stronger Citizens
Better Education
Brighter Communities



DISTRICT EDUCATION LEAGUE TABLE REPORT

KARAGA DISTRICT

JUNE 2026



Better
Education



Stronger
Communities



Evidence
for Change



Karaga
District

With support from:



WILLIAM + FLORA
Hewlett Foundation

PUBLICATION INFORMATION AND COPYRIGHT

DISTRICT EDUCATION LEAGUE TABLE, KARAGA

Publication Year: 2026

Published by: Simba Ghana

Contact: CV148, Nitrogen Street, Tamale, Northern Region, Ghana. Digital Address: NT-0241-4054; Telephone: +233 20 051 8182; Email: simbaghana@gmail.com; Website: www.simbaghana.org SM: @SimbaGhana

Copyright and Licensing:

© 2026 Simba Ghana. All rights reserved.

This publication is the property of Simba Ghana and has been produced for research, education, advocacy, public-interest communication, learning, accountability, and policy engagement purposes.

Permission is granted to reproduce, quote, or adapt reasonable portions of this publication for non-commercial purposes, provided that appropriate acknowledgement is given to Simba Ghana and the original publication is properly cited. No part of this publication may be reproduced, distributed, commercially exploited, or substantially adapted for commercial purposes without prior written permission from Simba Ghana. The names, logos, photographs, data, and other materials belonging to third parties remain the property of their respective owners and may be subject to separate rights and permissions.

Disclaimer

The information, findings, rankings, interpretations, and conclusions presented in this publication are based on the data and evidence available for the assessment. The District Education League Table is intended to support evidence-based dialogue, education planning, advocacy, accountability, and decision-making. The publication should not be interpreted as a definitive judgment on the performance of individual schools, teachers, learners, education officials, or communities. Differences in context, resources, enrolment, infrastructure, staffing, and other factors should be considered when interpreting the results. Simba Ghana does not accept responsibility for decisions or actions taken solely on the basis of the information contained in this publication.

TABLE OF CONTENTS

Contents

PUBLICATION INFORMATION AND COPYRIGHT	i
ACKNOWLEDGMENTS	viii
EXECUTIVE SUMMARY	ix
LIST OF ABBREVIATIONS.....	xi
CHAPTER ONE INTRODUCTION.....	1
1.1 Background and Rationale	1
1.2 Goal.....	1
1.3 Objectives.....	1
1.4 Scope and Coverage.....	2
1.5 Significance of the District Education League Table.....	2
1.6 Study Limitations.....	2
CHAPTER TWO.....	3
METHODOLOGY AND ANALYTICAL FRAMEWORK.....	3
2.1 Analytical Approach and Framework.....	3
2.2 Study Population and Sampling Design.....	3
2.3 Data Sources and Data Collection.....	4
2.4 Measurement Indicators	4
2.5 Performance Dimensions and Pillars.....	5
2.6 Overall District Education Performance Score.....	6
2.7 Data Processing, Validation and Quality Assurance.....	6
2.8 Data Analysis and Interpretation.....	7
2.9 Accountability and Use of the League Table.....	7
2.10 Summary of the Analytical Framework.....	8
CHAPTER THREE.....	10
RESULTS AND PERFORMANCE ANALYSIS.....	10
3.1 Overall District Education Performance.....	10
3.2 District Performance by Core Indicator.....	11
3.3 Circuit Education League Table.....	12
3.4 Performance by Core Indicator.....	13
3.4.1 Teacher Presence.....	13
3.4.2 Pupil–Teacher Ratio.....	13

3.4.3 Building Soundness.....	13
3.4.4 Desk Adequacy.....	14
3.5 Performance by the Two Dimensions.....	15
3.6 WHY DID EACH CIRCUIT RANK WHERE IT DID?.....	16
3.5.1 Karaga West — Rank 1.....	16
3.5.2 Nambrugu — Rank 2.....	16
3.5.3 Karaga East — Rank 3.....	16
3.5.4 Sung — Rank 4.....	17
3.5.5 Nyong — Rank 5.....	17
3.5.6 Nakundugu — Rank 6.....	17
3.5.7 Zandua — Rank 7.....	17
3.6 Comparative Circuit Performance.....	18
3.7 Data Quality and Sensitivity of the Results.....	18
3.8 Key Findings From The League Table.....	19
3.9 Implications of the Findings.....	19
CHAPTER FOUR.....	20
CIRCUIT PERFORMANCE PROFILES AND DIAGNOSTIC ANALYSIS.....	20
4.1 Overview of Circuit Performance.....	20
4.2 Understanding the Circuit Profiles.....	20
4.3 KARAGA WEST — RANK 1.....	20
4.3.1 Overall Performance.....	20
4.3.2 Frontline Service Delivery.....	22
4.3.3 Infrastructure and Learning.....	22
4.3.4 Why Karaga West Ranks First.....	22
4.3.5 Priority Improvement Focus.....	23
4.4 NAMBRUGU — RANK 2.....	23
4.4.1 Overall Performance.....	23
4.4.2 Frontline Service Delivery.....	24
4.4.3 Infrastructure and Learning.....	24
4.4.4 Why Nambrugu Ranks Second.....	24
4.4.5 Priority Improvement Focus.....	25
4.5 KARAGA EAST — RANK 3.....	25
4.5.1 Overall Performance.....	25

4.5.2	Frontline Service Delivery.....	26
4.5.3	Infrastructure and Learning.....	26
4.5.4	Why Karaga East Ranks Third.....	26
4.5.5	Priority Improvement Focus.....	27
4.6	SUNG — RANK 4.....	27
4.6.1	Overall Performance.....	27
4.6.2	Exceptional Teacher Presence.....	28
4.6.3	Weak Infrastructure and Learning.....	28
4.6.4	Why Sung Does Not Rank Higher.....	29
4.7	NYONG — RANK 5.....	29
4.7.1	Overall Performance.....	29
4.7.2	Frontline Service Delivery.....	30
4.7.3	Infrastructure and Learning.....	30
4.7.4	Why Nyong Ranks Fifth.....	31
4.7.5	Priority Improvement Focus.....	31
4.8	NAKUNDUGU — RANK 6.....	31
4.8.1	Overall Performance.....	31
4.8.2	Frontline Service Delivery.....	33
4.8.3	Infrastructure and Learning.....	33
4.8.4	Why Nakundugu Ranks Sixth.....	33
4.8.5	Priority Improvement Focus.....	33
4.9	ZANDUA — RANK 7.....	33
4.9.1	Overall Performance.....	33
4.9.2	Frontline Service Delivery.....	34
4.9.3	Infrastructure and Learning.....	34
4.9.4	Why Zandua Ranks Last.....	35
4.9.5	Priority Improvement Focus.....	35
4.10	Cross-Circuit Strengths and Weaknesses.....	36
4.11	Cross-Circuit Performance Typology.....	36
4.12	Cross-Circuit Disparities and Equity Implications.....	37
4.13	The Infrastructure–Service Delivery Paradox.....	37
4.14	The Desk Adequacy Challenge.....	38
4.15	The Building Condition Challenge.....	38

4.16 From Circuit Ranking to Circuit-Specific Action.....	38
CHAPTER FIVE.....	39
DISTRICT EDUCATION IMPROVEMENT AND RESOURCE PRIORITISATION FRAMEWORK.....	39
5.1 Introduction.....	39
5.2 District-Level Education Improvement Priorities.....	40
1. Strengthen Infrastructure and Learning Conditions.....	40
2. Improve Pupil–Teacher Balance.....	40
3. Address Circuit-Specific Infrastructure Gaps.....	40
4. Strengthen Education Data and Accountability.....	41
5.3 Circuit-Specific Improvement Priorities.....	41
5.4 District Education Improvement Action Matrix.....	42
5.5 Resource Prioritization Framework.....	44
5.6 Accountability and Stakeholder Roles.....	44
5.7 Proposed Resource Allocation Logic.....	45
5.8 Monitoring the Education Improvement Agenda.....	45
5.9 Proposed District Improvement Dashboard.....	46
5.10 Key Recommendations.....	46
CHAPTER SIX.....	47
ACCOUNTABILITY, MONITORING AND FOLLOW-UP FRAMEWORK.....	47
6.1 Purpose of the Accountability and Monitoring Framework.....	47
6.2 Accountability Principles.....	47
6.3 Accountability Architecture.....	47
6.4 Circuit-Level Improvement Commitments.....	48
6.5 Performance Monitoring Framework.....	49
6.6 Red–Amber–Green Performance Monitoring.....	50
6.7 Community and Social Accountability Mechanisms.....	50
6.8 Annual League Table Accountability Cycle.....	51
6.9 Reporting and Management Review.....	51
6.10 Circuit Improvement Accountability Scorecard.....	52
6.11 Review and Learning Mechanism.....	52
6.12 Risks to Implementation and Mitigation Measures.....	53
6.13 Institutionalizing the League Table.....	53
CHAPTER SEVEN.....	54

CONCLUSION AND WAY FORWARD.....	54
7.3 Major Conclusions.....	54
7.3.1 Education Performance Varies Across the Seven Circuits.....	54
7.3.2 Infrastructure and Learning Conditions Represent the District's Greatest Challenge.....	55
7.3.3 Teacher Presence Does Not Automatically Guarantee Favourable Pupil–Teacher Conditions 55	55
7.3.4 Desk Adequacy Is a District-Wide Concern.....	55
7.3.5 Circuit Ranking Must Be Interpreted Diagnostically.....	55
7.3.6 The League Table Provides a Baseline for Evidence-Based Accountability.....	55
7.8 Final Reflection.....	56
7.9 Closing Statement.....	56
REPORT USE AND INTERPRETATION NOTE.....	56
APPENDICES:.....	56

List of Tables and Figures:

Table 1: Table 1: Performance Dimensions and Pillars.....	5
Table 2: Table 2: Summary of the Analytical Framework.....	8
Table 3: Overall District Education Performance.....	10
Table 4: District Performance by Core Indicator.....	11
Table 5: Circuit Education League Table.....	12
Table 6: Karaga West Circuit Education Performance Measures.....	21
Table 7: Nambrugu - Overall Performance.....	23
Table 8: Karaga East- Overall Performance.....	25
Table 9: Sung- Overall Performance.....	27
Table 10: Nyong- Overall Performance.....	29
Table 11: Nakundugu- Overall Performance.....	31
Table 12: Zandua - Overall Performance.....	33
Table 13: Cross-Circuit Strengths and Weaknesses.....	36
Table 14: Circuit-Specific Action.....	38
Table 15: Circuit-Specific Improvement Priorities.....	41
Table 16: District Education Improvement Action Matrix.....	42
Table 17: Accountability and Stakeholder Roles.....	44
Table 18: Monitoring the Education Improvement Agenda.....	45
Table 19: Proposed District Improvement Dashboard.....	46
Table 20: Accountability Architecture.....	48
Table 21: Circuit-Level Improvement Commitments.....	48
Table 22: Performance Monitoring Framework.....	49
Table 23: Circuit Education Improvement Accountability Scorecard.....	52
Table 24: Risks to Implementation and Mitigation Measures.....	53

Figure 1: Summary Methodology.....	10
Figure 2: District Education performance Dimension.....	11
Figure 3: Performance by the Two Dimensions.....	15
Figure 4: Comparative Circuit Performance	18
Figure 5: Karaga West Circuit Education Performance Measures.....	21
Figure 6: Nambrugu Circuit Education Performance Measures.....	24
Figure 7: Karaga East Circuit Performance Measures.....	26
Figure 8: Sung Circuit Education Performance Measures.....	28
Figure 9: Nyong Circuit Educational Performance Measures.....	30
Figure 10:Nakundugu Circuit Education Performance Measures.....	32
Figure 11: Zandua Circuit Education Performance Measures.....	34

ACKNOWLEDGMENTS

This report was made possible through the collective dedication, technical expertise, and collaborative spirit of our partners, field teams, and community stakeholders under the **I Am Aware (IAA) Project**. We extend our sincere gratitude to the **Center for Democratic Development (CDD-Ghana)** for leading the **IAA** initiative and providing strategic leadership, and to the **William and Flora Hewlett Foundation** for their generous funding and sustained support toward civic empowerment, public accountability, and educational equity in Ghana.

Special recognition goes to our key local implementation partners at the district level. We deeply appreciate the **Ghana Education Service (GES) Directorate in Karaga District**, specifically **Mr. Adam Mumuni** (District Education Head of Supervision), **Mr. Awugyei Aniba Richard** (District Education Public Relations Officer), and the dedicated **Circuit Supervisors**, whose leadership and direct involvement in field data collection were instrumental to the success of this assessment. We also commend the members of our **IAA Social Action Group (SAG)** in Karaga District for their tireless dedication, local mobilization, and commitment to frontline monitoring. We express immense gratitude to the school headteachers, teachers, School Management Committees (SMCs), Parent-Teacher Associations (PTAs), and community leaders across all sampled circuits for their openness and cooperation.

Finally, this report would not have been possible without the tremendous contributions of the **Programmes** team and the **Monitoring, Evaluation, Research, and Learning (MERL)** team at **Simba Ghana**, led by **Mr. Salifu Bayana Kumuriwor**. Their technical rigour in survey design, mobile data management via KoboCollect, statistical analysis, and synthesis transformed raw field data into actionable evidence for education reform.

EXECUTIVE SUMMARY

The District Education League Table for Karaga District provides a comparative assessment of education service conditions across the district's seven circuits. It uses school-level evidence from 73 sampled schools and combines four core indicators: Teacher Presence, Pupil–Teacher Ratio (PTR), Building Soundness, and Desk Adequacy, within two equally weighted dimensions: Frontline Service Delivery and Infrastructure and Learning.

The assessment records an Overall Education Performance Score of 52.9% for the district. Frontline Service Delivery is 70.2%, while Infrastructure and Learning is 39.3%, a difference of 30.9 percentage points. Teacher Presence is the strongest individual indicator at 80.9%; PTR is 58.5%; Building Soundness is 47.3%; and Desk Adequacy is the weakest at 31.4%. The physical and material learning environment is therefore the principal District-wide improvement priority.

Karaga West ranks first with 59.5%, followed by Nambrugu at 58.7% and Karaga East at 57.3%. Sung ranks fourth at 54.1%, Nyong fifth at 50.4%, Nakundugu sixth at 50.3%, and Zandua seventh at 41.9%. The ranking is diagnostic rather than absolute: circuits with similar scores may face different problems, while a lower-ranked circuit may still perform strongly on individual indicators. Notably, Nyong (50.4%) and Nakundugu (50.3%) are separated by a marginal 0.1 percentage point and should be interpreted as statistically tied. Furthermore, sensitivity testing indicates that Nakundugu's relative rank is sensitive to missing data points; adjusting for unrecorded observations elevates its overall score to 52.1%, which would move it ahead of Nyong. District stakeholders should treat these two circuits as a shared intermediate performance cohort rather than drawing strict hierarchical distinctions between them.

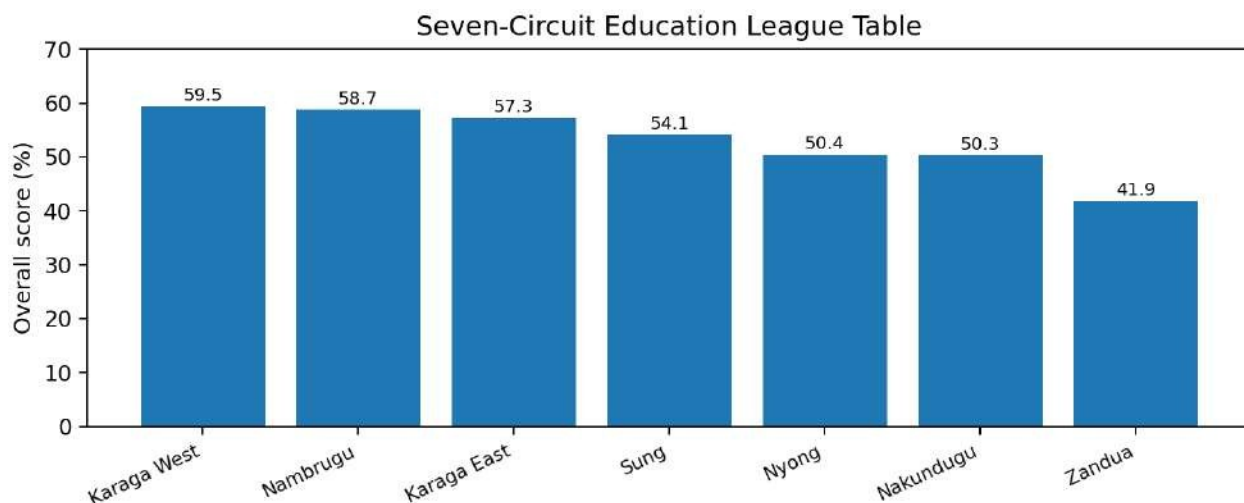
A central finding is the infrastructure–service delivery imbalance. Sung records 77.3% on Frontline Service Delivery but only 31.0% on Infrastructure and Learning; Zandua records 71.1% and 29.1%, respectively. This demonstrates that teacher availability alone is not sufficient to produce a strong overall service environment. Safe buildings, adequate classrooms, and functional pupil seating are also essential conditions.

Desk Adequacy is a District-wide structural challenge. No circuit reaches 50%; Karaga East has the highest score at 40.9%, while Nyong records 18.7%. The assessment found that 71.2% of sampled schools reported inadequate seating arrangements in most classrooms, while only 4.1% reported adequate seating conditions. The report therefore recommends a District-wide, needs-based Desk Adequacy Initiative supported by verified school-level furniture inventories.

The report recommends four strategic directions: strengthen Infrastructure and Learning conditions; improve pupil–teacher balance through better deployment and monitoring; implement differentiated circuit-specific interventions; and strengthen education data quality and accountability. It further establishes an improvement action matrix, accountability architecture, monitoring framework, RAG system, community accountability mechanisms and circuit improvement scorecards.

The League Table is not treated as a competition between circuits or as a comprehensive measure of pupil learning outcomes. It is a relative measure of education service conditions and a baseline for evidence-based action. Its value will ultimately be determined by whether the findings are translated

into funded interventions, implementation commitments, stakeholder accountability, and measurable improvement over time.



RANK	CIRCUIT	SCHOOLS	FRONTLINE	INFRASTRUCTURE and LEARNING	OVERALL
1	Karaga West	10	70.9%	48.1%	59.5%
2	Nambrugu	11	68.7%	48.6%	58.7%
3	Karaga East	12	71.2%	43.4%	57.3%
4	Sung	7	77.3%	31.0%	54.1%
5	Nyong	6	62.3%	38.5%	50.4%
6	Nakundugu	14	69.1%	36.4%	50.3%
7	Zandua	13	71.1%	29.1%	41.9%

LIST OF ABBREVIATIONS

AAP — Annual Action Plan

CDD-Ghana — Center for Democratic Development – Ghana

DEOC — District Education Oversight Committee

DLT — District League Table

GES — Ghana Education Service

IAA — I Am Aware

MERL — Monitoring, Evaluation, Research, and Learning

PTA — Parent-Teacher Association

PTR — Pupil–Teacher Ratio

RAG — Red–Amber–Green

SAG — Social Action Group

SMC — School Management Committee

SPSS — Statistical Package for the Social Sciences

CHAPTER ONE

INTRODUCTION

1.1 Background and Rationale

The **District Education League Table–Karaga District** is developed within the framework of the *I Am Aware (IAA) Project's* broader social accountability approach to assessing and improving public service delivery. The League Table adapts the principles of the national District League Table approach to the circuit level, enabling localized differences in education service conditions to be identified, compared, and communicated to stakeholders. The approach recognizes that district-level averages can conceal important disparities between circuits and schools and therefore uses school-level evidence to provide a more localized picture of education service delivery. The assessment combines administrative information with field-verified observations to examine both frontline service delivery and the physical learning environment. This approach is particularly important because effective education service delivery depends not only on the availability of teachers but also on the adequacy and condition of the facilities and learning resources within which teaching and learning take place. The League Table consequently provides an evidence base for identifying service-delivery gaps, supporting dialogue with education authorities and communities, informing resource prioritization, and strengthening accountability for education services across the Karaga District. The underlying framework explicitly positions the League Table as a mechanism for identifying localized service-delivery disparities and motivating corrective resource allocation.

1.2 Goal

The goal of the **District Education League Table** is to provide a credible, evidence-based, and comparable picture of education service conditions across the seven circuits of Karaga District, making localized disparities visible and providing a common basis for dialogue, accountability, resource prioritization, and targeted action to improve the quality, adequacy, and equity of education services.

1.3 Objectives

The District Education League Table seeks to achieve three principal objectives:

1. To assess and compare education service conditions across the seven circuits of Karaga District using selected indicators covering Teacher Presence, Pupil-Teacher Ratio, Building Soundness and Desk Adequacy, thereby establishing a common evidence base for understanding variations in education service delivery.
2. To identify the principal strengths, weaknesses and disparities within and across circuits, and to examine the factors contributing to differences in circuit performance in order to identify priority areas requiring corrective action.

3. To provide the District Education Directorate, District Assembly, communities and other education stakeholders with evidence to support planning, resource prioritization, performance monitoring and social accountability, and to establish a baseline against which future changes in education service conditions can be assessed.

1.4 Scope and Coverage

The assessment covered 73 schools across the seven education circuits of the Karaga District, including Karaga East, Karaga West, Nakundugu, Nambrugu, Nyong, Sung and Zandua. Proportionate sampling was used to ensure representation of circuits with different numbers of schools, followed by random selection of schools within each circuit. The assessment examined four core indicators: Teacher Presence, Pupil-Teacher Ratio (PTR), Building Soundness, and Desk Adequacy, which are organized under two broader dimensions: 1. Frontline Service Delivery and 2. Infrastructure and Learning. The school-level evidence is aggregated to produce comparable circuit-level performance scores and an overall League Table ranking. The scope therefore extends beyond ranking circuits to examining the underlying performance patterns and service-delivery conditions that explain their respective positions in the League Table.

1.5 Significance of the District Education League Table

The District Education League Table is significant because it provides a structured mechanism for converting school-level evidence into information that can support education planning, administrative action and citizen-led accountability. By making differences in service conditions visible at circuit level, the League Table can help education authorities identify areas requiring attention, support more equitable prioritization of resources, and monitor whether corrective interventions are producing improvements over time. It also provides a common evidence base for dialogue among the District Education Directorate, District Assembly, circuit and school authorities, communities, development partners and other stakeholders. Consistent with the IAA Project's framework, the findings can be used through both administrative and community accountability channels as follows:

1. Education authorities can use the results to inform planning and resource allocation, while
2. Communities and I Am Aware (IAA) Social Action Groups (SAGs) can use comparative evidence to engage duty bearers on identified gaps and advocate for appropriate responses.

The District Education League Table is therefore intended not simply to identify which circuit ranks first or last, but to support a continuous process of **evidence, dialogue, accountability and service delivery improvement**.

1.6 Study Limitations

The League Table is a comparative assessment of selected education service conditions and should not be interpreted as a comprehensive measure of education quality or pupil learning outcomes. The four

indicators capture important conditions for service delivery but do not cover every factor affecting education performance. The assessment is based on a sample of 73 schools from a population of 90 schools. Four sampled school records had missing Teacher Presence and PTR observations, including one in Nakundugu and three in Zandua. Sensitivity analysis was used to examine whether missing observations could materially affect circuit results. Closely ranked circuits is therefore interpreted with appropriate caution where data completeness may influence their scores. Field observations represent conditions at the time of assessment. Future League Table cycles would retain consistent definitions, strengthen routine validation, and maintain comparable measurement procedures so that changes over time can be interpreted reliably.

CHAPTER TWO

METHODOLOGY AND ANALYTICAL FRAMEWORK

2.1 Analytical Approach and Framework

The **District Education League Table – Karaga District** adopts a composite-index approach designed to provide a structured and comparable assessment of education service conditions across the district's seven education circuits. The approach is adapted from the principles of the national District League Table while shifting the unit of analysis to the circuit level in order to make localized disparities in education service delivery more visible and actionable. The framework combines official administrative information with field-verified observations to address information gaps that may not be captured adequately through routine administrative data alone. It is therefore designed not only to rank circuits, but also to provide evidence for identifying service-delivery gaps, support administrative action, inform resource allocation, and strengthen community-led social accountability. The analytical framework is organized around two broad performance dimensions: Frontline Service Delivery and Infrastructure and Learning, which together incorporate four measurable indicators: Teacher Presence, Pupil-Teacher Ratio, Building Soundness and Desk Adequacy. The framework consequently moves from school-level observations and administrative records to indicator-level scores, pillar-level performance, an Overall Education Performance Score, and, ultimately, the District Education League Table.

2.2 Study Population and Sampling Design

The study population comprised 90 schools in Karaga District. Sample size was determined using *Yamane's* formula for a finite population, applying a 5% margin of error, which produced a calculated sample size of approximately 73.4 schools; this was operationalized as a sample of 73 schools. Because the number of schools differs across the seven circuits, proportionate sampling was used to determine the number of schools to be selected from each circuit. Schools were subsequently selected randomly within each circuit to provide representation across the district while reducing selection bias. The resulting sample comprised 11 schools in Karaga East, 10 in Karaga West, 15 in Nakundugu, 11 in Nambrugu, 6 in Nyong, 7 in Sung and 13 in Zandua, giving a total of 73 schools.

2.3 Data Sources and Data Collection

The assessment used a combination of administrative data and field-verified school-level information. Administrative information, particularly enrolment and teacher-related records, provided the basis for indicators requiring official education records, while field data provided direct verification of conditions that are better assessed through physical observation and school-level inspection. The field component was designed around a structured questionnaire administered at school level, with one form completed for each sampled school. Through KoboCollect, trained enumerators were deployed to the sampled schools. Obtaining permission from headteachers, the enumerators recorded data on school identification, location, teacher information, enrolment, teacher presence, building condition, and furniture adequacy. Teacher-related information was, however, verified against attendance records and school enrolment records, while building and furniture indicators were assessed through direct physical observation. The field data collection instrument also included a brief community perception component and a field-observation section to capture contextual information that could assist interpretation of quantitative results.

2.4 Measurement Indicators

2.4.1 Teacher Presence

Teacher Presence measured the extent to which teachers assigned to a school are physically available to provide instructional services. The indicator was intended to capture the frontline availability of teachers and therefore formed part of the *Frontline Service Delivery* dimension. The field data collection instrument provided for verification of the number of teachers officially posted to the school, the number of trained/certified teachers, and the number expected to be on duty at the time of the assessment, alongside a spot-check of teachers physically present. Teacher attendance records were also used to provide a broader indication of attendance patterns. The resulting measure provided an important indication of whether the human resources assigned to schools are available to support regular teaching and learning.

2.4.2 Pupil–Teacher Ratio (PTR)

The Pupil-Teacher Ratio measured the relationship between the number of pupils enrolled in a school and the teachers available to provide instruction. It contributed to the *Frontline Service Delivery* dimension by providing an indication of the level of teacher coverage relative to pupil numbers. The analytical framework specifies the use of the trained/certified teacher complement in relation to total enrolled pupils, while school-level enrolment information provides the denominator for the calculation. The indicator is interpreted together with Teacher Presence because a school may have a comparatively favorable teacher-to-pupil ratio while still experiencing challenges relating to actual teacher availability.

2.4.3 Building Soundness

Building Soundness assessed the condition and safety of school buildings and indicates the quality of the physical environment within which teaching and learning take place. It forms part of the *Infrastructure and Learning* dimension. The assessment considered the condition of school structures through direct observation, including the presence of major structural defects affecting walls, roofing and floors, as well as the overall safety and usability of classroom buildings. The field instrument distinguishes between sound buildings, buildings with minor defects, and buildings with major defects that may pose risks to pupils and staff. The resulting indicator was therefore intended to identify schools and circuits where inadequate or unsafe physical infrastructure may constrain effective education service delivery.

2.4.4 Desk Adequacy

Desk Adequacy assessed the availability of functional pupil seating relative to the number of pupils requiring classroom seating and forms part of the *Infrastructure and Learning* dimension. The assessment recorded the number of functional dual- or mono-desks available across classrooms and supplemented this information with direct observation of seating conditions, including situations in which pupils sit on floors or concrete blocks or share desks to a level that creates severe overcrowding. The indicator therefore provided a practical measure of the adequacy of one of the basic physical resources required for effective classroom instruction.

2.5 Performance Dimensions and Pillars

The four indicators are organized into two principal performance dimensions to ensure that the District Education League Table captures both the service-delivery capacity of schools and the physical conditions supporting teaching and learning. The first dimension, *Frontline Service Delivery*, carries a weight of 50% and comprises *Teacher Presence* and *Pupil-Teacher Ratio*. It captures the human-resource and service-delivery conditions directly associated with the provision of instruction. The second dimension, *Infrastructure and Learning*, also carries a weight of 50% and comprises *Building Soundness* and *Desk Adequacy*. It captures the adequacy of the physical environment and essential classroom resources supporting education service delivery. The equal weighting of the two dimensions is intended to prevent the overall assessment from being dominated by a single aspect of education service delivery and to provide a balanced assessment of both human-resource and physical learning conditions.

Table 1: Table 1: Performance Dimensions and Pillars

PERFORMANCE DIMENSION	WEIGHT	INDICATORS
Frontline Service Delivery	50%	Teacher Presence; Pupil–Teacher Ratio
Infrastructure and Learning	50%	Building Soundness; Desk Adequacy

Total	100%	All Four indicators
-------	------	---------------------

2.6 Overall District Education Performance Score

The *Overall District Education Performance Score* provides the composite measure used to assess the relative education performance of each circuit. It brings together the two performance dimensions: *Frontline Service Delivery* and *Infrastructure and Learning*, derived from the four core indicators. Each indicator is expressed on a percentage scale, with higher values representing comparatively stronger performance. The *Frontline Service Delivery* score is derived from the combined performance of *Teacher Presence* and *Pupil–Teacher Ratio*, while the *Infrastructure and Learning* score is derived from *Building Soundness* and *Desk Adequacy*. The two-dimension scores are then combined using equal weighting to produce the *Overall District Education Performance Score* for each circuit.

Conceptually, the calculation follows a weighted simple-average approach: ***Overall Education Performance Score* = 0.50 × *Frontline Service Delivery* + 0.50 × *Infrastructure and Learning***. The resulting score ranges from 0% to 100% and forms the basis for ranking the seven circuits in the District Education League Table.

The Overall District Education Performance Score is interpreted as a relative measure of education service delivery conditions, rather than as a comprehensive measure of education quality or pupil learning outcomes. A circuit's overall position is influenced by its performance across all four indicators and therefore needs to be interpreted alongside its individual indicator and dimension scores. This is important because two circuits may achieve similar overall scores for very different reasons. One may have strong frontline service delivery but weak infrastructure, while another may have a more balanced performance across the two dimensions. The composite score therefore establishes the ranking, while the underlying indicators explain the performance.

2.7 Data Processing, Validation and Quality Assurance

Data processing followed a structured sequence of **data gathering, validation and cleaning, scoring, analysis and interpretation**. School-level records were first reviewed for completeness and consistency, including school identity, circuit assignment and availability of the variables required for calculation. Indicator values were then processed and aggregated to the circuit level to produce comparable performance measures. Particular attention was given to missing observations because incomplete records can affect the interpretation of circuit-level scores. The analytical framework anticipates the standardization of missing data during processing; however, for the Karaga analysis, missing observations were also explicitly identified and subjected to sensitivity analysis so that the effect of data gaps on circuit rankings could be assessed.

The validated dataset contains 73 school records across the seven circuits. Of the 73 sampled school records, four exhibited missing observations for Teacher Presence and PTR (1 school in Nakundugu Circuit and 3 schools in Zandua Circuit). For the baseline composite calculation, a circuit-average complete-case imputation was applied, deriving the missing indicator scores from the mean of valid

observations within the respective circuit. To ensure data integrity, a secondary sensitivity analysis using listwise deletion was conducted. While Zandua's position as the seventh-ranked circuit remained unchanged across both methods, Nakundugu's score varied by +1.8 percentage points, demonstrating the sensitivity of closely ranked circuits to data completeness and highlighting the need for continuous EMIS verification.

2.8 Data Analysis and Interpretation

The analysis proceeded from the school level to the circuit level and then to the district-wide comparative assessment. School-level observations were aggregated within each circuit to produce indicator-level performance measures. The four indicators were subsequently combined into the two performance dimensions, and the two dimensions were combined into the Overall District Education Performance Score. Circuits were then ranked from the highest to the lowest Overall Education Performance Score to produce the District Education League Table. Beyond the ranking itself, the analysis examines the distribution of scores across individual indicators and performance dimensions to identify the principal factors contributing to each circuit's position. This enabled the assessment to answer not only *which circuit ranks where*, but also *why each circuit ranks where it does*. The analytical interpretation therefore considered both absolute performance patterns and relative differences between circuits, with particular attention to areas of strength, persistent gaps and opportunities for targeted intervention.

The analysis also recognized that the League Table is a comparative instrument. A high-performing circuit should not necessarily be interpreted as having achieved an ideal level of education service delivery, just as a lower-ranked circuit should not be interpreted as having failed across all dimensions. Rankings identify relative position within the assessed population; the underlying indicator scores provide the more useful evidence for identifying specific service-delivery problems and designing appropriate responses.

2.9 Accountability and Use of the League Table

The District Education League Table is designed to translate quantitative evidence into administrative action, public dialogue and social accountability. The IAA Project's framework envisages a lifecycle beginning with service delivery data gathering, followed by data validation and cleaning, weighted index calculation, institutional validation and public dissemination. Before public dissemination, results would be presented through appropriate education oversight structures, including the District Education Oversight Committee (DEOC) for review and co-validation. The framework further proposes that final results be simplified into accessible public-facing formats, including visual rankings and traffic-light classifications, so that communities and other stakeholders can readily understand the comparative performance.

The accountability function operates through two complementary pathways. The *Top-down administrative accountability* enables education oversight structures and local authorities to use the results to identify areas requiring additional attention, including teacher deployment, infrastructure

investment and resource allocation. *Bottom-up citizen accountability* enables communities, Social Action Groups (SAGs) and other local stakeholders to use comparative evidence to engage duty bearers and advocate for equitable responses to the identified service-delivery gaps. The framework specifically envisages public dissemination through community durbars, social accountability structures and radio/media engagement, with the evidence being used in budget advocacy and resource-allocation discussions.

This League Table is therefore understood as more than a ranking exercise. Its principal value lies in creating a shared evidence base for dialogue, accountability, resource prioritization and continuous improvement. The ranking provides the entry point; the indicator-level findings explain the underlying disparities; and the resulting evidence provides a basis for identifying and monitoring corrective action.

2.10 Summary of the Analytical Framework

Table 2: Table 2: Summary of the Analytical Framework

METHODOLOGY AT A GLANCE	
Study population	90 schools
Sample	73 schools
Circuits	7
Core indicators	4
Performance dimensions	2
Weighting	50% Frontline Service Delivery; 50% Infrastructure and Learning
Composite score	$0.50 \times \text{Frontline Service Delivery} + 0.50 \times \text{Infrastructure and Learning}$
Data sources	Administrative records + field-verified school-level information
Field platform	KoboCollect
Analytical tools	Microsoft Excel and SPSS
Quality assurance	Completeness checks, cleaning, validation and sensitivity analysis

The methodology can be summarized as follows:

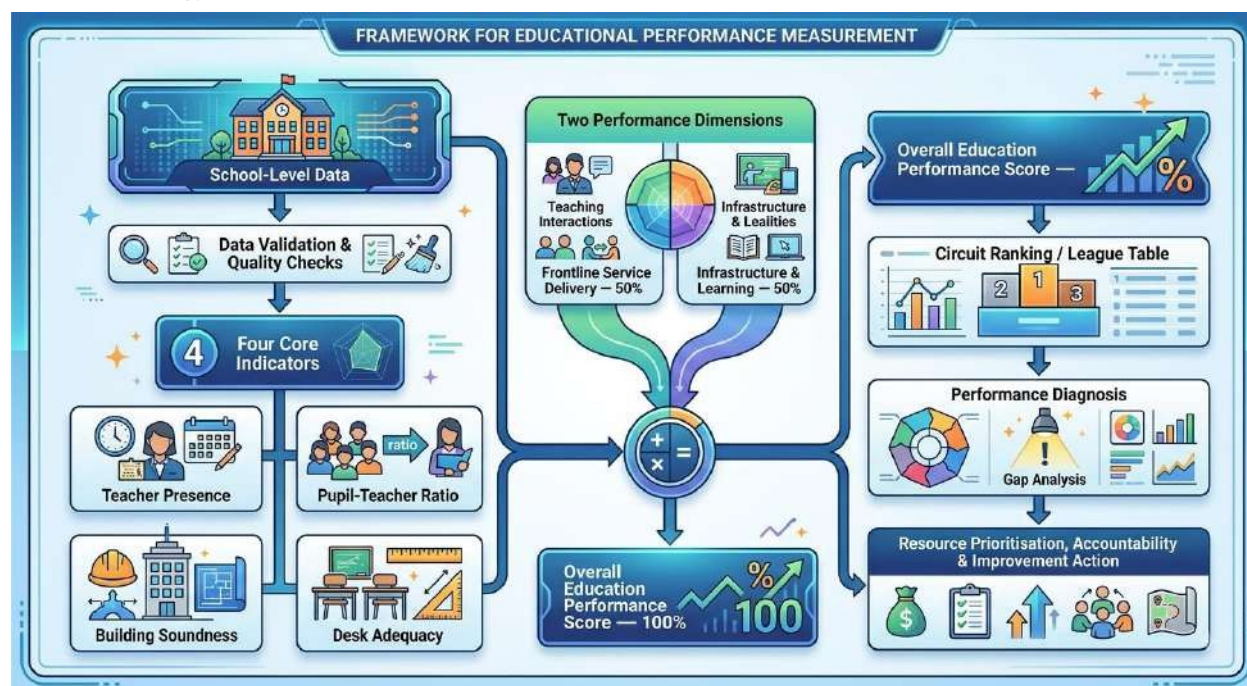


Figure 1: Summary Methodology

CHAPTER THREE

RESULTS AND PERFORMANCE ANALYSIS

3.1 Overall District Education Performance

The assessment produces an overall **District Education Performance Score** of **52.9%**. This represents a moderate level of performance across all the indicators assessed, but the overall score conceals a substantial difference between the District's frontline service conditions and its physical learning environment.

Table 3: Overall District Education Performance

PERFORMANCE DIMENSION	DISTRICT SCORE
Frontline Service Delivery	70.2%
Infrastructure and Learning	39.3%

Overall Education Performance

52.9%

District Education Performance Dimensions

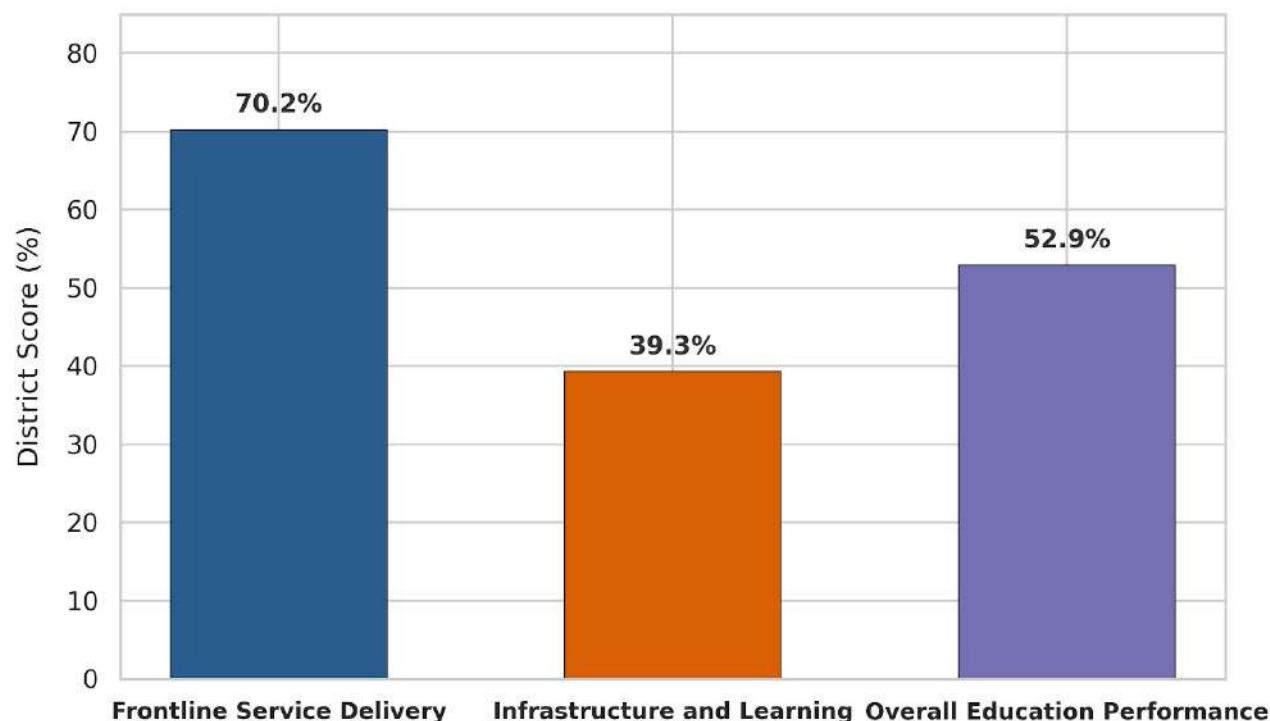


Figure 2: District Education performance Dimension

The results indicate that *Frontline Service Delivery* is considerably stronger than *Infrastructure and Learning*. The difference between the two dimensions is approximately **30.9 percentage points**; one of the most important findings of the League Table. It suggests that while the district has a comparatively stronger foundation in terms of teacher availability and teacher-pupil conditions, this strength is not matched by the physical and material conditions in which teaching and learning take place. The findings therefore point towards a strategic priority of improving the learning environment and basic school infrastructure, while maintaining the relatively stronger performance achieved in frontline service delivery.

3.2 District Performance by Core Indicator

The four core indicators provide a more detailed picture of the district's education service delivery conditions. The table below shows the performance by core indicators

Table 4: District Performance by Core Indicator

INDICATOR	DISTRICT SCORE	RELATIVE PERFORMANCE
Teacher Presence	80.9%	Strongest
Pupil–Teacher Ratio	58.5%	Moderate

Building Soundness	47.3%	Weak
Desk Adequacy	31.4%	Weakest

The above results confirm that *Teacher Presence* is the strongest indicator, while *Desk Adequacy* is the weakest. The underlying analysis similarly reports Teacher Presence at 80.9%, PTR at 58.5%, Building Soundness at 47.3%, and Desk Adequacy at 31.4%. This pattern demonstrates that the principal challenge is not simply the availability of teachers. Rather, the District faces substantial constraints relating to the physical learning environment, particularly adequate pupil seating and the condition of school buildings.

3.3 Circuit Education League Table

The seven circuits were ranked according to their Overall Education Performance Scores as follows:

Table 5: Circuit Education League Table

RANK	CIRCUIT	SCHOOLS	FRONTLINE SERVICE DELIVERY	INFRASTRUCTURE and LEARNING	OVERALL SCORE
1	Karaga West	10	70.9%	48.1%	59.5%
2	Nambrugu	11	68.7%	48.6%	58.7%
3	Karaga East	12	71.2%	43.4%	57.3%
4	Sung	7	77.3%	31.0%	54.1%
5	Nyong	6	62.3%	38.5%	50.4%
6	Nakundugu	14	69.1%	36.4%	50.3%
7	Zandua	13	71.1%	29.1%	41.9%

The Circuit Ranking reveals a relatively narrow performance gap among the top six circuits, but a much larger gap between the top six and **Zandua**, which records an overall score of 41.9%. The difference between the first- and second-ranked circuits is only **0.8 percentage points**, while the difference between Karaga West and Zandua is **17.6 percentage points**. This suggests that the Circuit Ranking should not be interpreted simply as a linear hierarchy. Several circuits are relatively close in overall performance but differ substantially in the particular indicators driving their scores.

3.4 Performance by Core Indicator

3.4.1 Teacher Presence

Teacher Presence is the strongest-performing indicator at the district level. The analysis indicates that teacher availability is generally stronger than the other measured dimensions of education service delivery. This is important because it suggests that the district has an existing human-resource foundation upon which other education improvement interventions can build. At the circuit level, however, differences remain. Sung records the strongest Teacher Presence performance, while Nyong records the weakest among the seven circuits. The variation demonstrates that District-wide averages can conceal important circuit-level differences. The League Table therefore provides a useful mechanism for identifying where additional monitoring or management attention may be required by all stakeholders.

3.4.2 Pupil–Teacher Ratio

The District PTR score of **58.5%** indicates a considerably weaker position than Teacher Presence. The PTR indicator is based on the relationship between pupil enrolment and trained teachers, with the analytical approach normalizing school-level ratios against the *35:1 Ghana Education Service (GES)* reference standard. Scores above the standard receive proportionately lower values, while favorable ratios are capped at 100%. The result further indicates that the availability of teachers does not necessarily translate into an equally favorable distribution of trained teachers relative to pupil numbers, reinforcing the importance of considering teacher distribution and workload, rather than focusing exclusively on whether teachers are present.

3.4.3 Building Soundness

Building Soundness records a District score of **47.3%**, placing it below the midpoint of the performance scale. The indicator was based on direct observation of school structures, with buildings classified according to their structural condition. The underlying analytical framework assigns scores of 0, 50, and 100 to *poor*, *fair*, and *good conditions*, respectively. The results therefore indicated significant variation across circuits. This is particularly important because unsafe or deteriorated school buildings can constrain teaching and learning even where teacher availability is relatively strong.



A good sound school building structure at Karaga D/A block A in Karaga East Circuit



A poor sound building at Sologu Primary School in Zandua Circuit

3.4.4 Desk Adequacy

Desk Adequacy is the **weakest** indicator, recording only **31.4%** at District level. The indicator was calculated from the seating capacity provided by functional desks relative to total pupil enrolment, with desk capacity based on the number of functional dual/mono desks. The weakness is also reflected in the field observations. The assessment noted that **71.2%** of the sampled schools had *inadequate* seating arrangements in most classrooms, with pupils observed sitting on floors, concrete blocks, or sharing desks because of severe overcrowding. Only **4.1%** of schools reported adequate seating

conditions. Desk Adequacy should therefore be regarded as a major district-wide education infrastructure priority.



Inadequate Desks in Ishadiya E/A Primary in Karaga West Circuit

3.5 Performance by the Two Dimensions

The two dimensions provide perhaps the clearest explanation of the overall League Table.

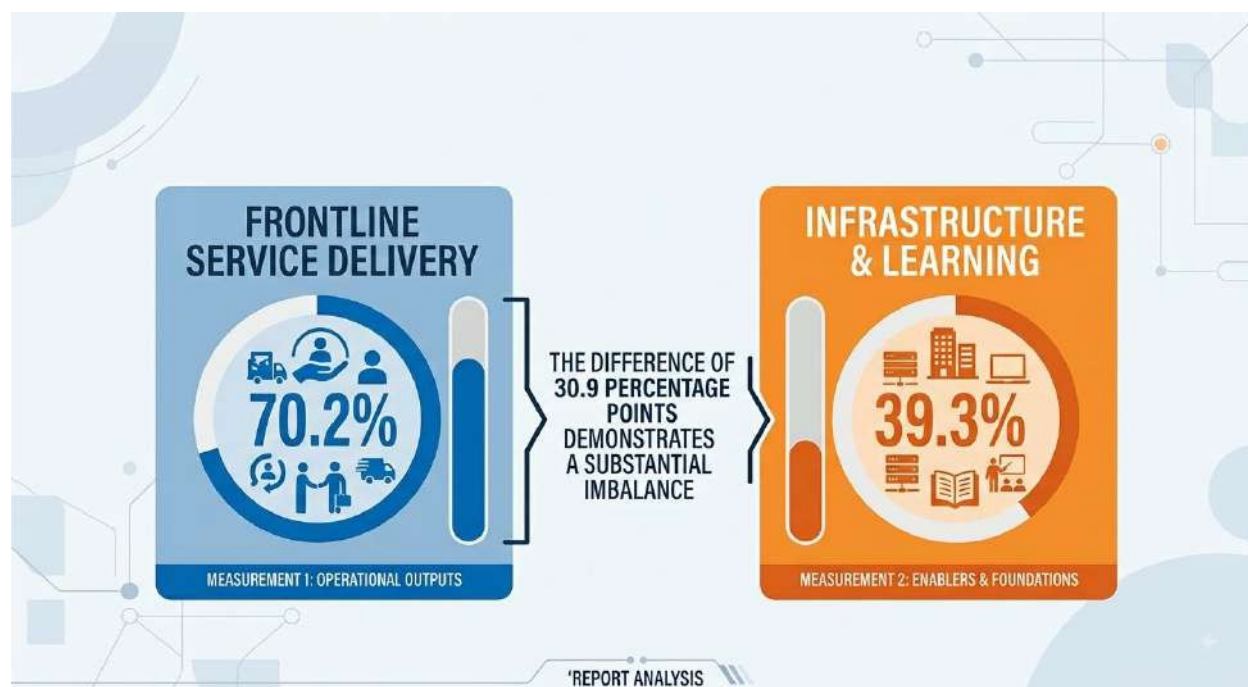


Figure 3: Performance by the Two Dimensions

The difference of **30.9 percentage points** demonstrates a substantial imbalance. Circuits that have

relatively strong frontline performance can nevertheless occupy lower positions because their infrastructure and learning conditions are weak. This is particularly evident in **Sung** and **Zandua**. Sung records the strongest Frontline Service Delivery score but ranks fourth overall because its Infrastructure and Learning performance is substantially weaker. Zandua similarly records a relatively strong Frontline Service Delivery score but ranks seventh because of its particularly weak Infrastructure and Learning performance.

The evidence therefore supports an important interpretation that improving *teacher presence alone will not be sufficient to substantially improve the overall education service environment in Karaga District*. Infrastructure, furniture and the physical learning environment must therefore receive comparable attention.

3.6 WHY DID EACH CIRCUIT RANK WHERE IT DID?

3.5.1 Karaga West — Rank 1

Karaga West records the highest overall score of **59.5%**: Its first position is associated with a relatively strong combination of Frontline Service Delivery and Infrastructure and Learning. Its Building Soundness performance is particularly important to its ranking, while its PTR performance also provides a positive contribution. However, its Desk Adequacy remains a weakness.

- ❖ **Key strength:** Building Soundness
- ❖ **Key constraint:** Desk Adequacy
- ❖ **Strategic implication:** Maintain existing infrastructure gains while addressing furniture shortages.

3.5.2 Nambrugu — Rank 2

Nambrugu records an overall score of **58.7%**, only **0.8 percentage points** below Karaga West. Its most notable feature is its strong Infrastructure and Learning performance, which is the highest among the seven circuits at **48.6%**. This provides an important counterpoint to its slightly weaker Frontline Service Delivery score.

- ❖ **Key strength:** Infrastructure and Learning
- ❖ **Key constraint:** Frontline Service Delivery and desk adequacy
- ❖ **Strategic implication:** Consolidate infrastructure gains while strengthening frontline service conditions.

3.5.3 Karaga East — Rank 3

Karaga East records an overall score of **57.3%**: Its performance is supported by strong Frontline Service Delivery and the highest Desk Adequacy score among the seven circuits. However, its Building Soundness performance is weaker than that of the two leading circuits.

- ❖ **Key strengths:** Teacher Presence and Desk Adequacy

- ❖ **Key constraint:** Building Soundness
- ❖ **Strategic implication:** Infrastructure rehabilitation could provide the greatest opportunity for further improvement.

3.5.4 Sung — Rank 4

Sung records an overall score of **54.1%**: Its most significant strength is Frontline Service Delivery, at **77.3%**, which is the strongest among the seven circuits. However, this strong frontline performance is not matched by its Infrastructure and Learning score of **31.0%**. The circuit therefore provides one of the clearest examples of the distinction between teacher/service availability and the physical conditions required for effective learning.

- ❖ **Key strength:** Frontline Service Delivery
- ❖ **Key constraint:** Infrastructure and Learning
- ❖ **Strategic implication:** Improve the learning environment while protecting the circuit's strong teacher-service performance.

3.5.5 Nyong — Rank 5

Nyong records an overall score of **50.4%**: Its position reflects a relatively weak Frontline Service Delivery score and a particularly low Desk Adequacy score. The circuit's Building Soundness performance provides a comparatively stronger element of its profile.

- ❖ **Key strength:** Building Soundness
- ❖ **Key constraint:** Desk Adequacy
- ❖ **Strategic implication:** Prioritise furniture provision while strengthening frontline service delivery.

3.5.6 Nakundugu — Rank 6

Nakundugu records an overall score of **50.3%**, placing it only 0.1 percentage point behind Nyong. This extremely narrow difference means that the two circuits should be regarded as *closely matched*, rather than substantially different in overall performance. Nakundugu's interpretation also requires attention to data completeness because the assessment identified an incomplete school-level record affecting Teacher Presence and PTR. The sensitivity analysis previously undertaken showed that adjusting for the missing observation could change Nakundugu's overall position.

- ❖ **Key strength:** Teacher Presence
- ❖ **Key constraints:** Infrastructure and Learning and data completeness
- ❖ **Strategic implication:** Combine infrastructure improvement with stronger data verification.

3.5.7 Zandua — Rank 7

Zandua records the lowest overall score at **41.9%**, making it the clearest priority circuit in the district. Importantly, its position is not primarily explained by poor frontline service delivery. Its Frontline

Service Delivery score is **71.1%**. The principal constraint is its Infrastructure and Learning score of only **29.1%**, driven particularly by weak Building Soundness and Desk Adequacy. The wider assessment also identifies Zandua as having three school records with missing Teacher Presence/PTR information.

- ❖ **Key strength:** Frontline Service Delivery
- ❖ **Key constraints:** Building Soundness, Desk Adequacy and data completeness
- ❖ **Strategic implication:** Zandua requires the strongest targeted infrastructure and furniture response among the seven circuits.

3.6 Comparative Circuit Performance

The circuit results reveal three broad performance patterns as demonstrated below:

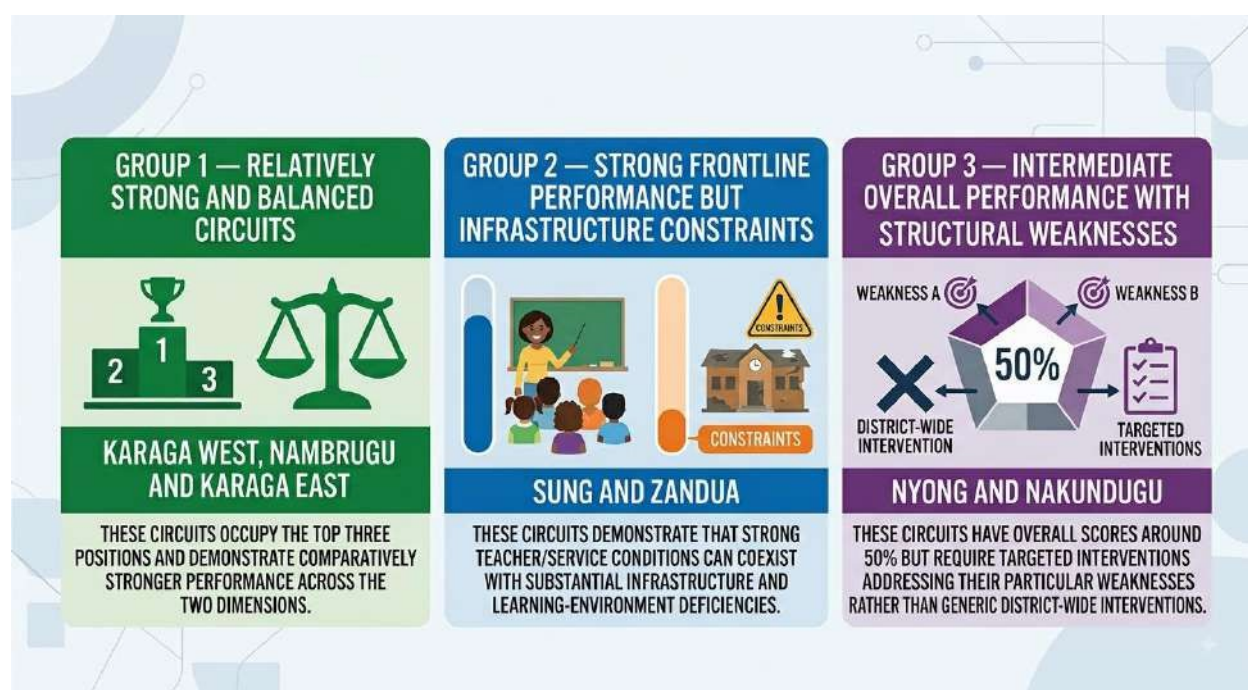


Figure 4: Comparative Circuit Performance

This classification is useful because it demonstrates why one intervention strategy should not be applied uniformly across all seven circuits.

3.7 Data Quality and Sensitivity of the Results

The assessment covered 73 schools. The data analysis process involved exporting the KoboCollect dataset, cleaning it in Microsoft Excel, and analyzing it in SPSS. Descriptive statistics were used to summarize school characteristics and indicator performance, while the four indicators were standardized and combined into the composite League Table score. The analysis also identified incomplete observations affecting Teacher Presence and PTR in some school records. Such gaps are important because the Overall Education Performance Score is constructed from the four indicators. For this reason, subsequent League Tables would be accompanied by continued improvement in data

completeness and validation. The closely ranked circuits are particularly interpreted with caution where missing observations have the potential to influence the final score. However, this is not a weakness of the League Table itself; rather, it demonstrates why data quality assurance should be prioritized as part of future League Table cycles.

3.8 Key Findings From The League Table

The analysis produces the following major findings:

1. Karaga District has a moderate overall education service delivery performance score of **52.9%**.
2. Frontline Service Delivery substantially outperforms Infrastructure and Learning, with scores of **70.2%** and **39.3%**, respectively.
3. Teacher Presence is the strongest individual indicator, while Desk Adequacy is the weakest.
4. Karaga West ranks first, supported by comparatively strong performance across the two dimensions.
5. Nambrugu and Karaga East are closely competitive with Karaga West, indicating that the top three circuits are relatively close in overall performance.
6. Sung demonstrates that strong teacher presence does not automatically translate into a high overall ranking when infrastructure conditions are weak.
7. Zandua is the most significant priority circuit, principally because of its weak Infrastructure and Learning conditions rather than exceptionally weak frontline service delivery.
8. Desk inadequacy is a district-wide structural challenge, rather than a problem confined to one circuit.

3.9 Implications of the Findings

The findings have three important implications for education planning in the Karaga District.

1. First, the District should protect and consolidate its relatively strong frontline service delivery performance. Teacher presence and reasonable teacher distribution provide an important foundation for improvement.
2. Second, the District should significantly increase attention to *Infrastructure and Learning*, particularly desks and school building conditions. The **30.9-percentage-point** gap between the two dimensions makes this the most obvious strategic area for improvement.
3. Third, interventions should be differentiated by circuit. The evidence does not support treating all seven circuits as having identical problems. Karaga West requires consolidation and furniture support; Karaga East requires building improvement; Sung requires infrastructure investment despite strong frontline performance; Nyong requires urgent attention to desks; Nakundugu requires both infrastructure attention and data verification; while Zandua requires the strongest infrastructure-focused intervention. The League Table therefore provides a basis for moving from general education planning to evidence-based prioritization.

CHAPTER FOUR

CIRCUIT PERFORMANCE PROFILES AND DIAGNOSTIC ANALYSIS

4.1 Overview of Circuit Performance

This chapter examines the performance profile of each circuit across the four core indicators: Teacher Presence, Pupil-Teacher Ratio, Building Soundness and Desk Adequacy, and the two broader performance dimensions of Frontline Service Delivery and Infrastructure and Learning. The analysis seeks to explain *why each circuit ranks where it does*, identify the factors that contribute positively or negatively to its overall score, and distinguish between circuits that require broad-based support and those requiring targeted interventions.

It also examines cross-circuit patterns and disparities in order to determine whether the challenges observed are isolated to particular circuits or reflect wider District-level structural issues. This distinction is important for planning: a problem affecting one circuit may require a targeted response, whereas a problem affecting several circuits may justify a District-wide intervention. The resulting profiles are therefore intended to serve as a bridge between the League Table findings and the education improvement priorities developed in subsequent chapters.

4.2 Understanding the Circuit Profiles

Each circuit profile is organized around five questions:

1. *Where does the circuit rank?*
2. *How does it perform across the two major dimensions?*
3. *Which indicators are driving its performance?*
4. *What explains its position relative to the other circuits?*
5. *What should be the principal improvement focus?*

This approach is important because the Overall Education Performance Score is a composite measure. Two circuits can achieve similar overall scores while facing different problems. For example, Nyong and Nakundugu are separated by only **0.1 percentage point** in the overall League Table, yet their performance profiles and data considerations are not identical. Conversely, Sung and Zandua demonstrate relatively strong Frontline Service Delivery while experiencing significant weaknesses in Infrastructure and Learning. The circuit profile therefore provides greater analytical value than the rank alone.

4.3 KARAGA WEST — RANK 1

4.3.1 Overall Performance

Karaga West ranks first in the District Education League Table with an Overall Education Performance Score of 59.5%.

Table 6: Karaga West Circuit Education Performance Measures

PERFORMANCE MEASURE	SCORE
Overall Education Performance	59.5%
Frontline Service Delivery	70.9%
Infrastructure and Learning	48.1%
Teacher Presence	77.7%
Pupil-Teacher Ratio	64.1%
Building Soundness	65.0%
Desk Adequacy	31.2%

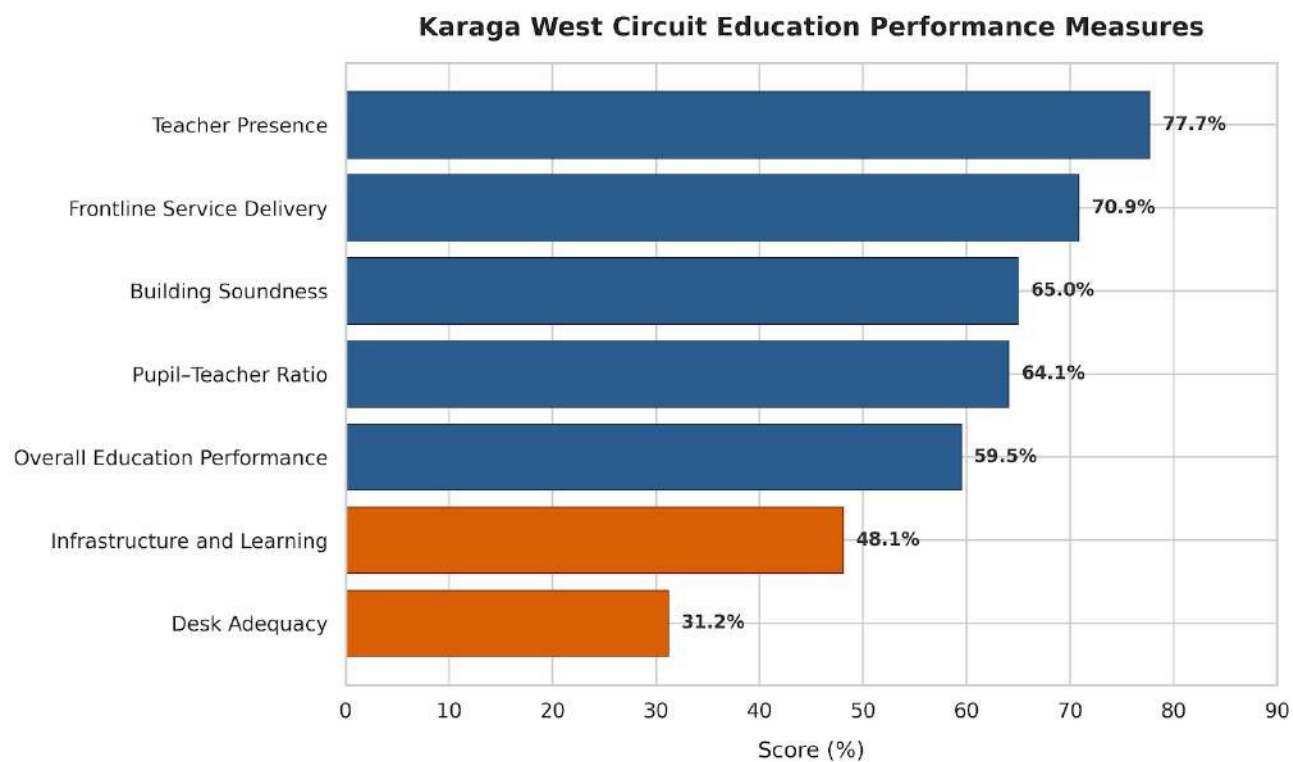


Figure 5: Karaga West Circuit Education Performance Measures

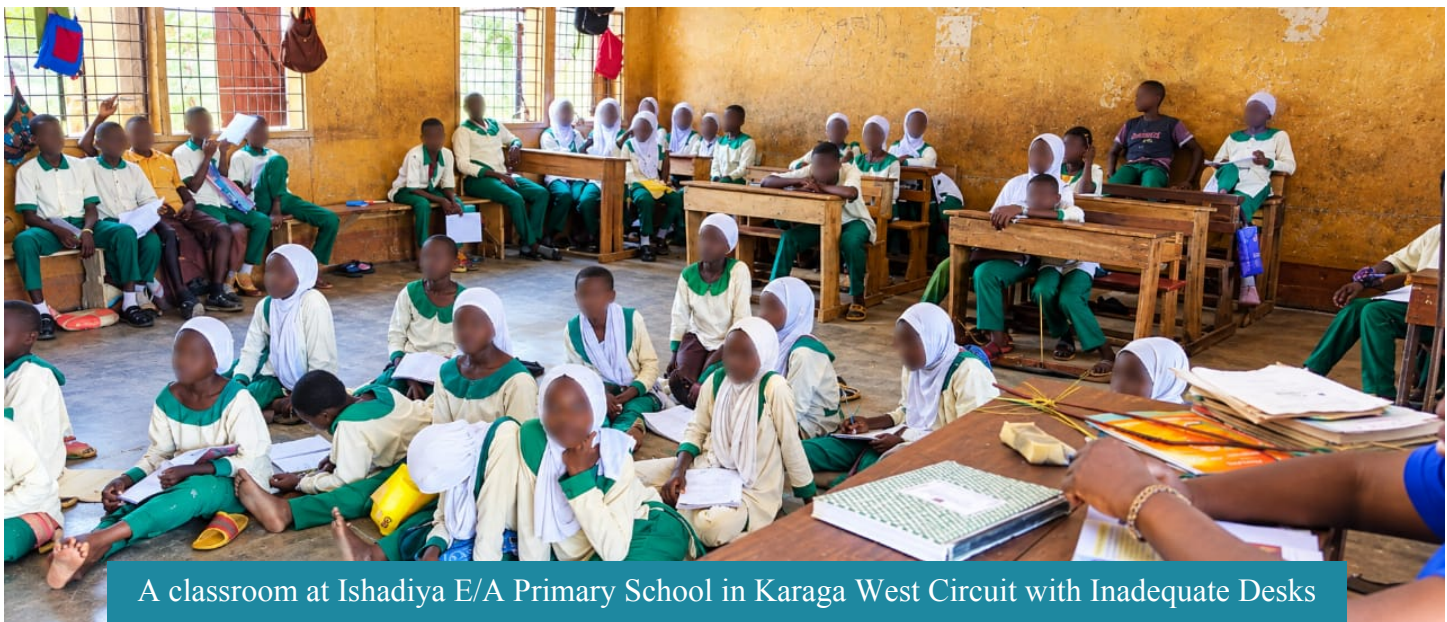
Karaga West's first position is significant because its performance is not based on a single exceptionally high indicator. Rather, it benefits from a comparatively strong combination of **frontline service delivery** and **infrastructure conditions**.

4.3.2 Frontline Service Delivery

The circuit records a Frontline Service Delivery score of **70.9%**. Teacher Presence is relatively strong at **77.7%**, while its PTR score is **64.1%**. This suggests that the circuit has a comparatively favorable human-resource foundation for education service delivery. Teachers are generally available, and the teacher-pupil ratio is sufficiently strong to support the circuit's position. However, the PTR score is substantially below the Teacher Presence score. This difference suggests that the presence of teachers does not necessarily translate into an equally strong teacher-to-pupil distribution. The circuit should therefore not only focus on maintaining teacher presence but also on ensuring that trained teachers are appropriately distributed relative to enrolment.

4.3.3 Infrastructure and Learning

Karaga West records an Infrastructure and Learning score of **48.1%**, the second-highest among the seven circuits. Its strongest infrastructure indicator is Building Soundness at **65.0%**, the highest Building Soundness score in the entire district. This is an important contributor to the circuit's first position. However, Desk Adequacy is only **31.2%**. Thus, while the physical condition of school buildings is comparatively strong, the availability of appropriate pupil seating remains a significant weakness.



A classroom at Ishadiya E/A Primary School in Karaga West Circuit with Inadequate Desks

4.3.4 Why Karaga West Ranks First

Karaga West ranks first primarily because it combines:

- a) strong Teacher Presence;
- b) a relatively favourable PTR;
- c) the strongest Building Soundness performance; and
- d) comparatively strong Infrastructure and Learning performance.

Its overall position demonstrates the importance of **balanced performance** across the two dimensions.

4.3.5 Priority Improvement Focus

The immediate priority should be to protect the circuit's strong building and frontline service conditions while addressing **Desk Adequacy**. Karaga West should therefore be viewed as a circuit requiring consolidation rather than wholesale intervention.

4.4 NAMBRUGU — RANK 2

4.4.1 Overall Performance

Nambrugu ranks second with an Overall Education Performance Score of **58.7%**.

Table 7: Nambrugu - Overall Performance

PERFORMANCE MEASURE	SCORE
Overall Education Performance	58.7%
Frontline Service Delivery	68.7%
Infrastructure and Learning	48.6%
Teacher Presence	79.7%
Pupil–Teacher Ratio	57.8%
Building Soundness	59.1%
Desk Adequacy	38.1%

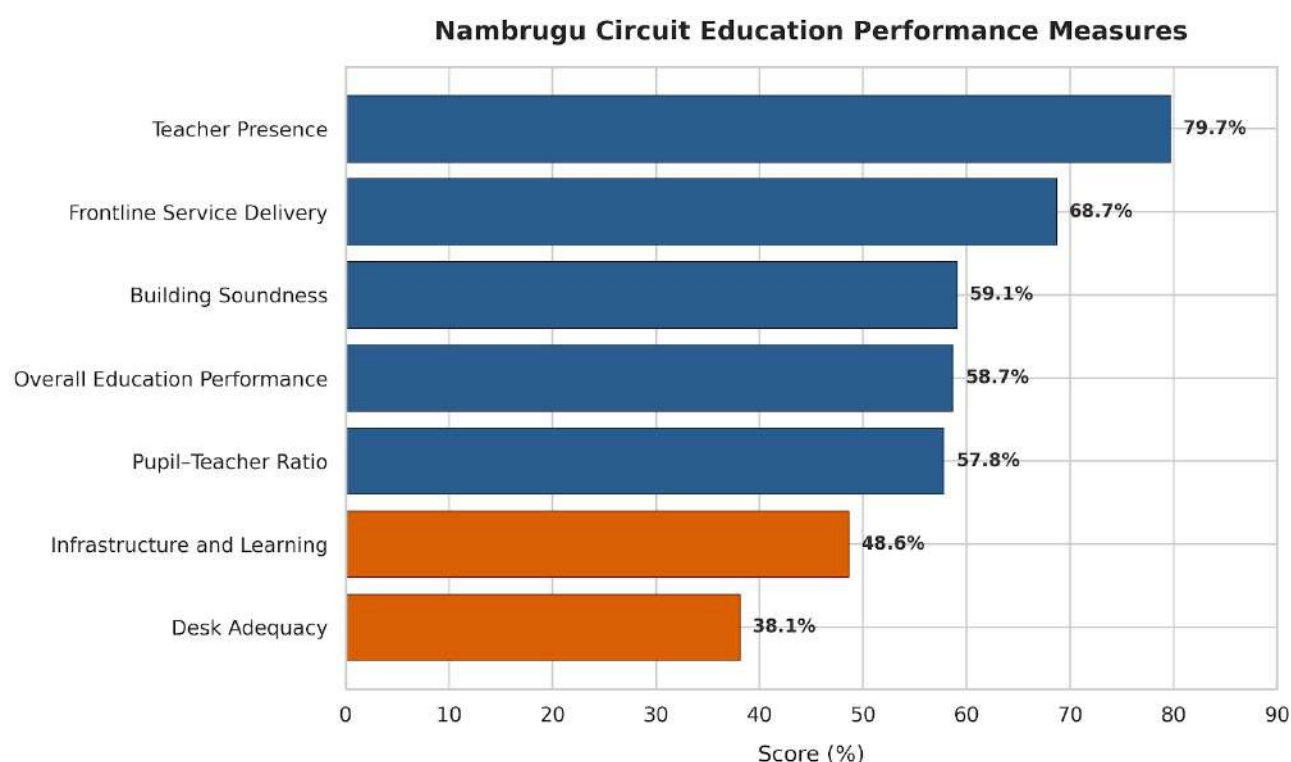


Figure 6: Nambrugu Circuit Education Performance Measures

Nambrugu is only **0.8 percentage points** behind Karaga West, making the two circuits relatively close in overall performance.

4.4.2 Frontline Service Delivery

Teacher Presence is strong at **79.7%**, but PTR is lower at **57.8%**. This pattern suggests that the circuit's challenge is less about the absolute presence of teachers and more about the relationship between available trained teachers and the number of pupils they serve. The circuit therefore has a reasonable human-resource base but may require continued attention to teacher distribution and workload.

4.4.3 Infrastructure and Learning

Nambrugu records the highest Infrastructure and Learning score in the district at **48.6%**. Building Soundness is strong at **59.1%**, while Desk Adequacy is **38.1%**, the second-highest among the seven circuits. This relatively balanced infrastructure profile is a major strength. However, even the strongest infrastructure performance remains below 50%, demonstrating that the District's infrastructure challenge is broader than the performance of any individual circuit.

4.4.4 Why Nambrugu Ranks Second

Nambrugu's second position is driven particularly by its strong Infrastructure and Learning performance, combined with good Teacher Presence. It does not rank first because its Frontline

Service Delivery score is lower than Karaga West's and its PTR performance is comparatively weaker.

4.4.5 Priority Improvement Focus

Nambrugu should focus on consolidating its infrastructure advantage while improving PTR performance. The circuit is well positioned to move closer to the top of the League Table if it can improve the distribution and adequacy of trained teachers without losing its relative infrastructure advantage.

4.5 KARAGA EAST — RANK 3

4.5.1 Overall Performance

Karaga East ranks third with an Overall Education Performance Score of **57.3%**.

Table 8: Karaga East- Overall Performance

PERFORMANCE MEASURE	SCORE
Overall Education Performance	57.3%
Frontline Service Delivery	71.2%
Infrastructure and Learning	43.4%
Teacher Presence	83.3%
Pupil–Teacher Ratio	59.1%
Building Soundness	45.8%
Desk Adequacy	40.9%

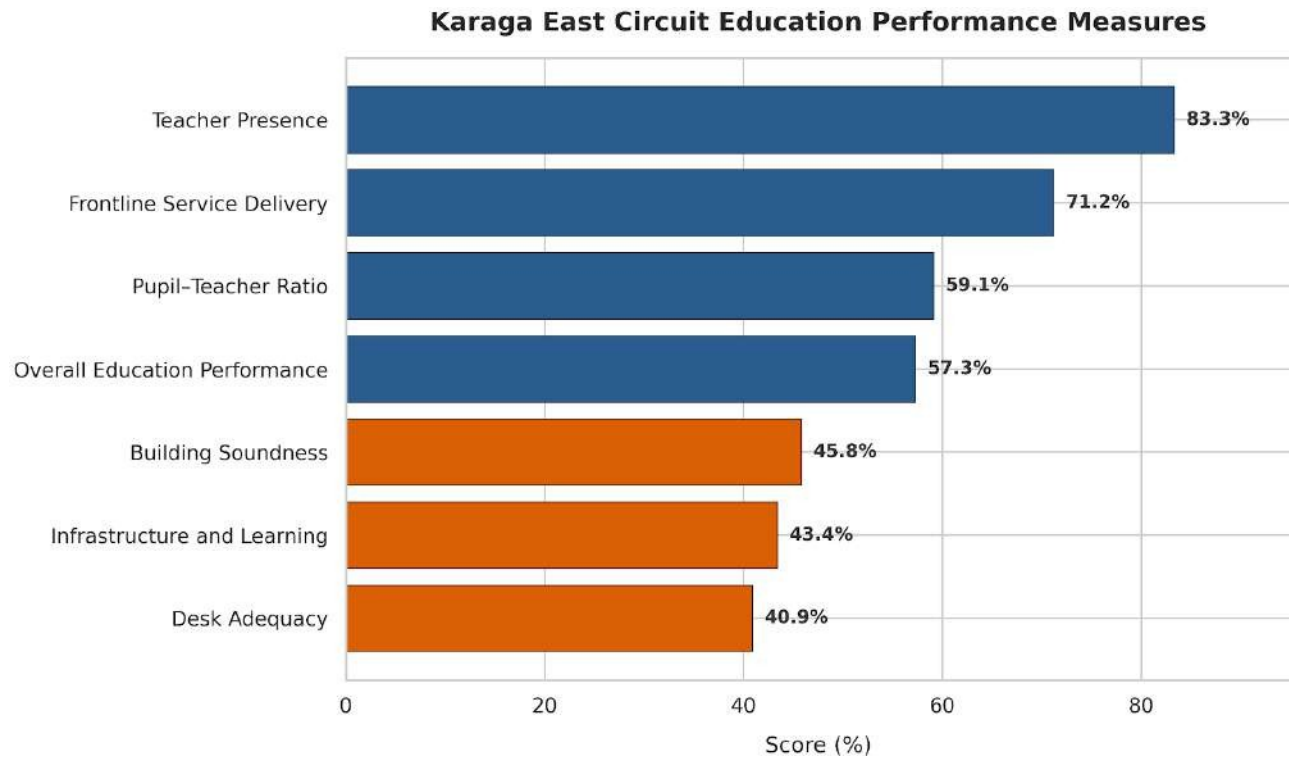


Figure 7: Karaga East Circuit Performance Measures

Karaga East is distinguished by strong frontline service delivery and the highest Desk Adequacy score among the seven circuits.

4.5.2 Frontline Service Delivery

Teacher Presence is **83.3%**, one of the strongest scores in the district. Its PTR score of **59.1%** is also relatively strong. The combination produces a Frontline Service Delivery score of **71.2%**, placing Karaga East among the stronger circuits in frontline performance.

4.5.3 Infrastructure and Learning

The major constraint is Building Soundness. Although Karaga East has the district's strongest Desk Adequacy score at **40.9%**, Building Soundness is only **45.8%**. This creates an important contrast: the circuit has relatively better furniture conditions but weaker building conditions.

4.5.4 Why Karaga East Ranks Third

Karaga East ranks third because of its strong frontline performance and comparatively good Desk Adequacy. Its inability to challenge the top two circuits is largely associated with weaker Building Soundness.

4.5.5 Priority Improvement Focus

The clearest priority is school building rehabilitation and maintenance. If the circuit can improve Building Soundness while maintaining its strong teacher presence and relatively favorable desk position, it has considerable potential to improve its League Table position.

4.6 SUNG — RANK 4

4.6.1 Overall Performance

Sung ranks fourth with an Overall Education Performance Score of **54.1%**.

Table 9: Sung- Overall Performance

PERFORMANCE MEASURE	SCORE
Overall Education Performance	54.1%
Frontline Service Delivery	77.3%
Infrastructure and Learning	31.0%
Teacher Presence	100.0%
Pupil–Teacher Ratio	54.6%
Building Soundness	35.7%
Desk Adequacy	26.2%

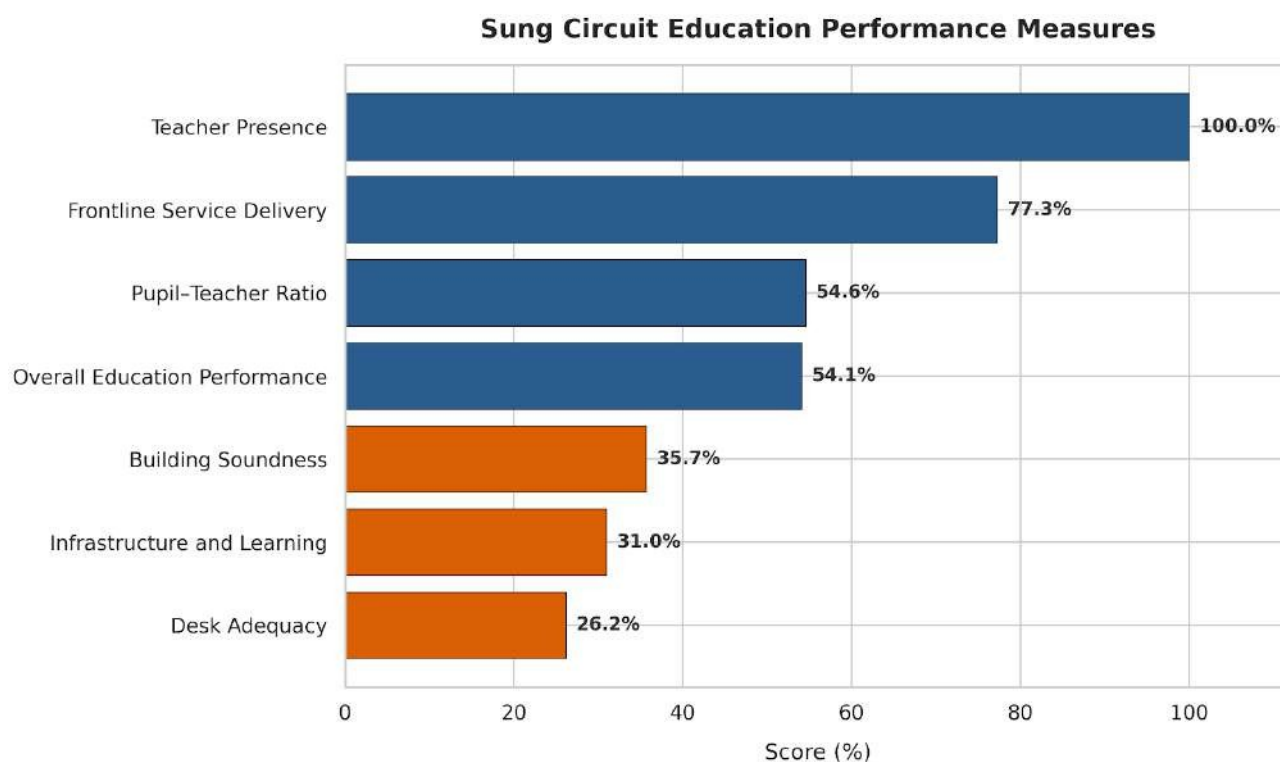


Figure 8: Sung Circuit Education Performance Measures

Sung presents one of the most revealing profiles in the League Table.

4.6.2 Exceptional Teacher Presence

Sung records **100% Teacher Presence**, the highest score among all seven circuits. This is a major strength and demonstrates a very strong frontline staffing/attendance position. However, the PTR score is only **54.6%**, showing that teacher presence alone does not guarantee an equally strong teacher-to-pupil ratio.

4.6.3 Weak Infrastructure and Learning

Despite exceptional Teacher Presence, Sung's Infrastructure and Learning score is only **31.0%**. Building Soundness is **35.7%**, while Desk Adequacy is only **26.2%**. Consequently, the physical learning environment substantially reduces the circuit's overall score.



Classes ongoing in Tuyini D/A Primary in Sung Circuit in a Deteriorated classroom

4.6.4 Why Sung Does Not Rank Higher

Sung's fourth position provides a powerful illustration of the purpose of the composite index. If ranking were based primarily on teacher presence, Sung would perform exceptionally well. However, the League Table considers both frontline service delivery and infrastructure. The circuit's weak buildings and inadequate seating significantly reduce its overall performance.

Priority Improvement Focus

Sung should be treated as a **high-frontline, low-infrastructure circuit**. Its priority should therefore be infrastructure and learning-environment investment, particularly:

1. building rehabilitation;
2. classroom condition improvements; and
3. desk provision.
4. The strong Teacher Presence should simultaneously be protected.

4.7 NYONG — RANK 5

4.7.1 Overall Performance

Nyong ranks fifth with an Overall Education Performance Score of **50.4%**.

Table 10: Nyong- Overall Performance

PERFORMANCE MEASURE	SCORE
Overall Education Performance	50.4%

Frontline Service Delivery	62.3%
Infrastructure and Learning	38.5%
Teacher Presence	74.4%
Pupil–Teacher Ratio	50.2%
Building Soundness	58.3%
Desk Adequacy	18.7%

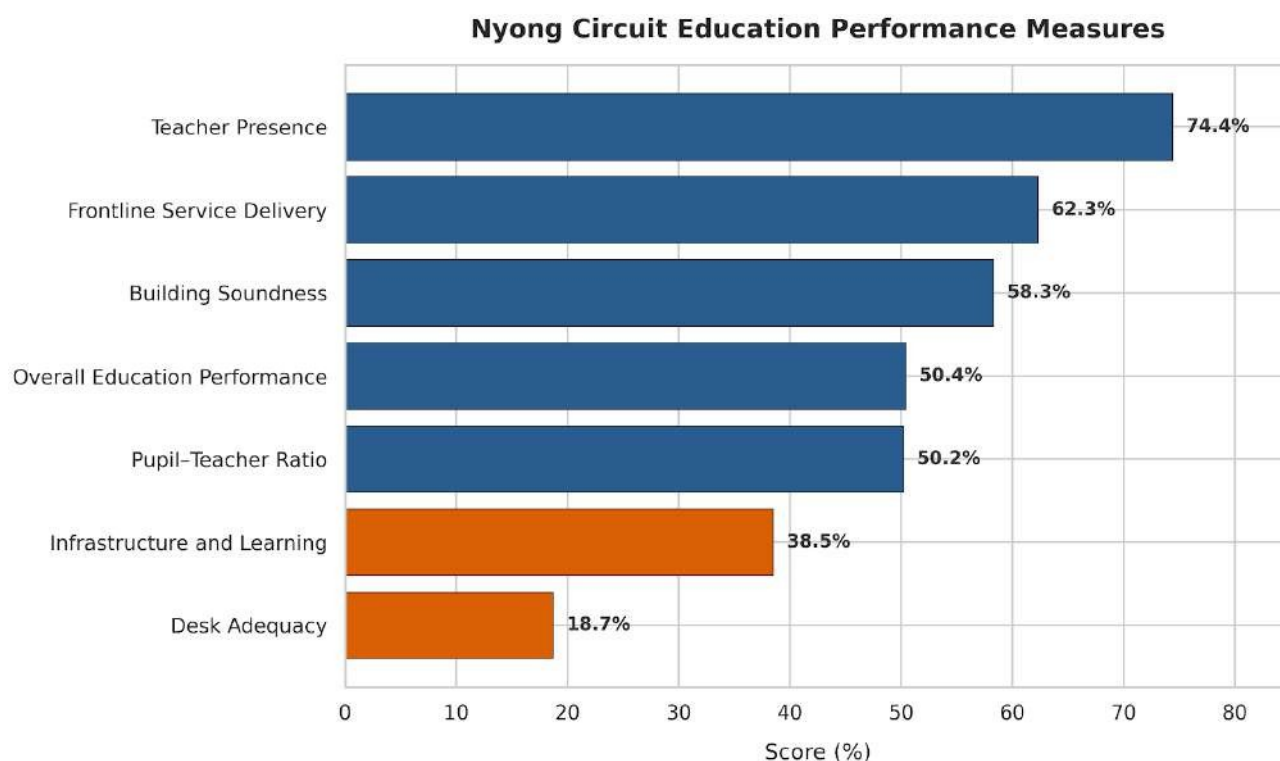


Figure 9: Nyong Circuit Educational Performance Measures

Nyong's profile is characterised by a relatively sound building environment but an extremely weak desk situation.

4.7.2 Frontline Service Delivery

Teacher Presence is **74.4%**, while PTR is only **50.2%**. The circuit therefore has a reasonably strong teacher-presence position but weaker performance in the relationship between trained teachers and pupil numbers.

4.7.3 Infrastructure and Learning

Building Soundness is comparatively strong at **58.3%**. However, Desk Adequacy is only **18.7%**, the lowest Desk Adequacy score in the District. This creates one of the clearest cases of an infrastructure problem being concentrated in a specific component rather than across the entire infrastructure dimension.



Pupils sitting on the floor to learn in Zankali D/A Primary in Nyong Circuit

4.7.4 Why Nyong Ranks Fifth

Nyong's position reflects a combination of moderate frontline performance and a severely constrained furniture situation. Its relatively good Building Soundness prevents its infrastructure score from being even lower, but the extremely weak Desk Adequacy substantially depresses the overall result.

4.7.5 Priority Improvement Focus

Desk provision should be the immediate priority for Nyong. The circuit does not necessarily require a blanket infrastructure response. Instead, a targeted furniture intervention could generate a relatively significant improvement in its overall performance.

4.8 NAKUNDUGU — RANK 6

4.8.1 Overall Performance

Nakundugu ranks sixth with an Overall Education Performance Score of **50.3%**.

Table 11: Nakundugu- Overall Performance

PERFORMANCE MEASURE	SCORE
Overall Education Performance	50.3%
Frontline Service Delivery	69.1%
Infrastructure and Learning	36.4%
Teacher Presence	82.1%
Pupil–Teacher Ratio	56.2%
Building Soundness	42.9%
Desk Adequacy	29.9%

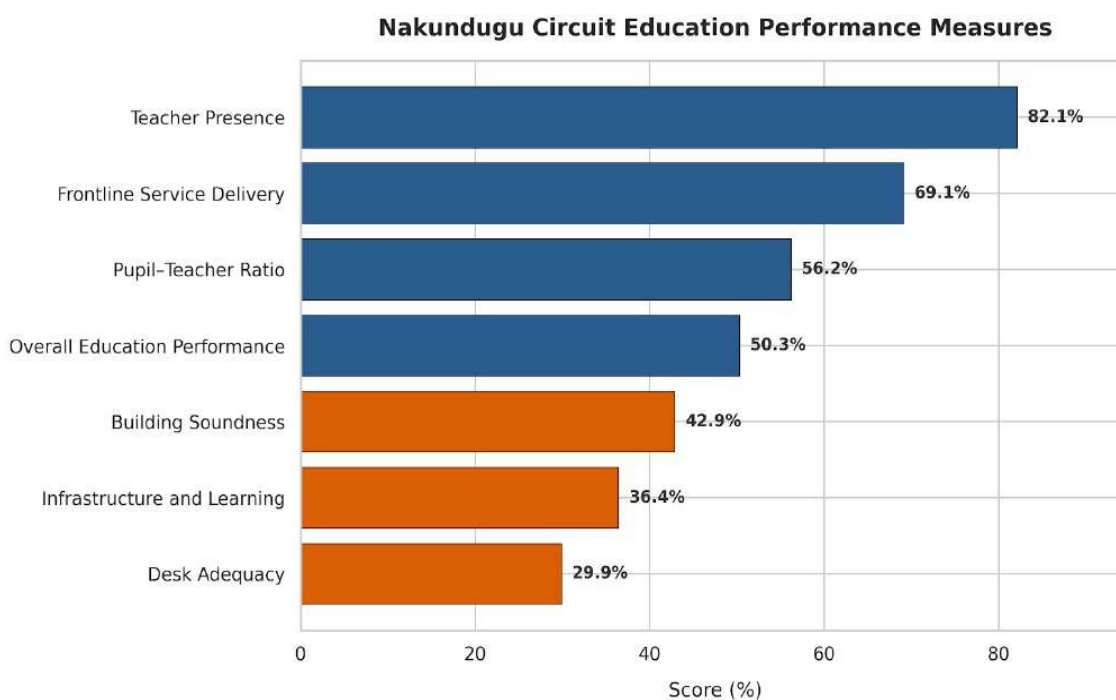


Figure 10: Nakundugu Circuit Education Performance Measures

The most important feature of Nakundugu's position is that it is almost level with Nyong. The difference between the two circuits is only **0.1 percentage point**.

4.8.2 Frontline Service Delivery

Nakundugu records strong Teacher Presence at **82.1%**. Its PTR score of **56.2%** is more moderate. Together, these produce a Frontline Service Delivery score of **69.1%**, indicating that the circuit has a relatively strong human-resource foundation.

4.8.3 Infrastructure and Learning

Infrastructure and Learning is the principal weakness, at **36.4%**. Building Soundness is **42.9%**, while Desk Adequacy is **29.9%**. Both components therefore require attention.

4.8.4 Why Nakundugu Ranks Sixth

Nakundugu combines relatively strong frontline service delivery with weak infrastructure and learning conditions. Its position therefore reflects a pattern similar to Sung and Zandua, although at a different performance level.

4.8.5 Priority Improvement Focus

Nakundugu should prioritise:

1. Building Soundness
2. Desk Adequacy

4.9 ZANDUA — RANK 7

4.9.1 Overall Performance

Zandua ranks seventh with an Overall Education Performance Score of **41.9%**.

Table 12: Zandua - Overall Performance

PERFORMANCE MEASURE	SCORE
Overall Education Performance	41.9%
Frontline Service Delivery	71.1%
Infrastructure and Learning	29.1%
Teacher Presence	78.3%
Pupil–Teacher Ratio	63.8%
Building Soundness	30.8%
Desk Adequacy	27.5%

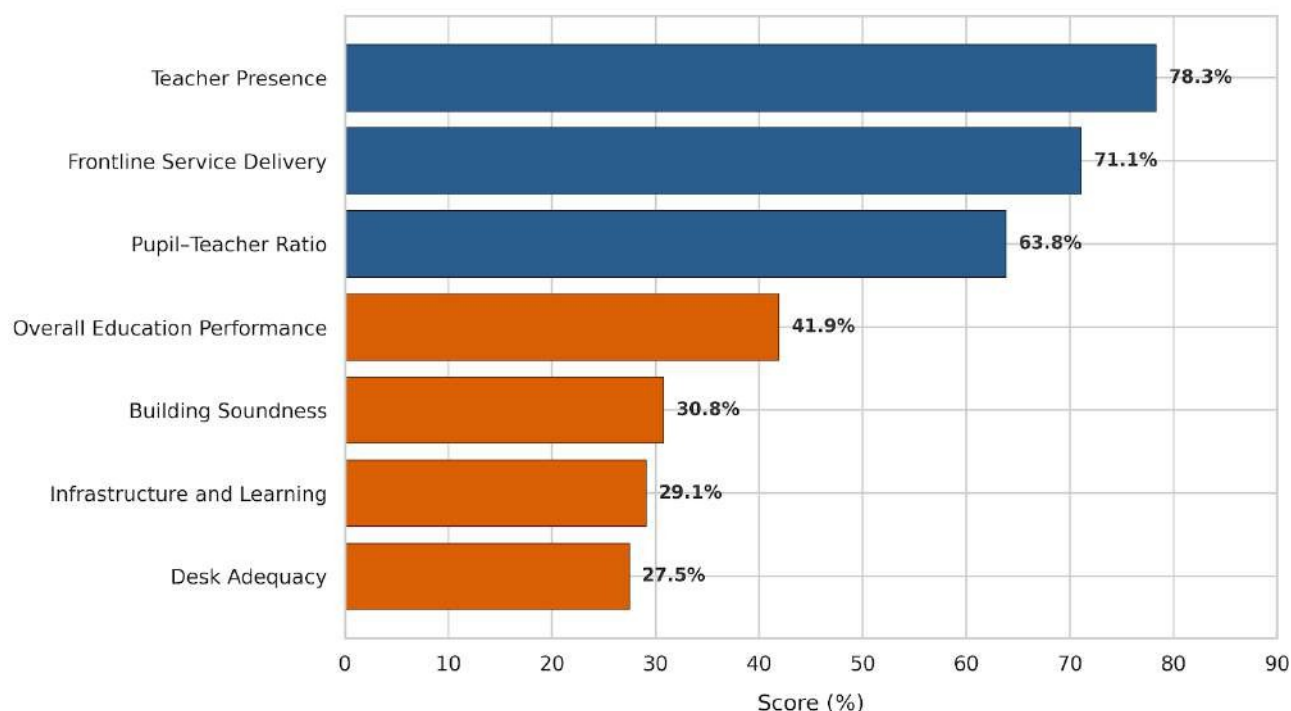
Zandua Circuit Education Performance Measures

Figure 11: Zandua Circuit Education Performance Measures

Zandua's profile is particularly important because it demonstrates that low overall performance does not necessarily mean weak frontline service delivery.

4.9.2 Frontline Service Delivery

Zandua records a Frontline Service Delivery score of **71.1%**, placing it among the stronger circuits on this dimension. Teacher Presence is **78.3%**, while its PTR score is **63.8%**. Thus, the circuit has a comparatively favorable frontline service foundation.

4.9.3 Infrastructure and Learning

The principal explanation for Zandua's seventh position is its very weak Infrastructure and Learning score of **29.1%**. Building Soundness is only **30.8%**, while Desk Adequacy is **27.5%**. Both components are weak; this means the circuit's challenge is not primarily teacher presence or PTR; it is the environment in which teachers and pupils are expected to operate.



A classroom at Dimong D/A in Zandua Circuit with broken



A classroom at Sologu Primary School in Zandua Circuit with structural defects

4.9.4 Why Zandua Ranks Last

Zandua ranks last because its infrastructure conditions substantially offset its comparatively strong frontline service delivery. The difference between its Frontline Service Delivery score of **71.1%** and Infrastructure and Learning score of **29.1%** is approximately **42 percentage points**. This is the largest performance imbalance among the circuits.

4.9.5 Priority Improvement Focus

Zandua should receive **high-priority infrastructure support**, with particular attention to:

1. school building rehabilitation;

2. classroom safety;
3. desk and seating provision.

4.10 Cross-Circuit Strengths and Weaknesses

The seven circuit profiles reveal that there is **no single** circuit that performs best on every indicator. Instead, different circuits demonstrate different strengths as illustrated in the table below:

Table 13: Cross-Circuit Strengths and Weaknesses

CIRCUIT	MAJOR STRENGTH	MAJOR WEAKNESS
Karaga West	Building Soundness	Desk Adequacy
Nambrugu	Infrastructure and Learning	PTR/frontline conditions
Karaga East	Teacher Presence and Desk Adequacy	Building Soundness
Sung	Teacher Presence	Building Soundness and Desks
Nyong	Building Soundness	Desk Adequacy
Nakundugu	Teacher Presence	Infrastructure and Learning
Zandua	Frontline Service Delivery/PTR	Building Soundness and Desk Adequacy

4.11 Cross-Circuit Performance Typology

Based on the combined results, the circuits can be grouped into four broad performance profile types as follows:

Type 1: Relatively Strong and Balanced

Karaga West and Nambrugu

These circuits occupy the top two positions and have comparatively strong performance across both major dimensions. Their priority is **consolidation and targeted improvement**, rather than emergency intervention.

Type 2: Strong Frontline Service Delivery, Infrastructure Constraints

Karaga East and Sung

These circuits demonstrate strong human-resource/service conditions but require additional attention to the physical learning environment. Karaga East is particularly constrained by Building Soundness, while Sung faces broader infrastructure and seating challenges.

Type 3: Moderate Performance with Concentrated Gaps

Nyong and Nakundugu

These circuits have overall scores around 50% but possess specific weaknesses requiring targeted intervention. Nyong's major concern is Desk Adequacy, while Nakundugu faces broader infrastructure weaknesses.

Type 4: Critical Infrastructure Priority

Zandua

Zandua stands apart because of the combination of a relatively strong frontline dimension and very weak infrastructure performance. Its priority is therefore clearly infrastructure-focused.

4.12 Cross-Circuit Disparities and Equity Implications

The League Table highlights substantial disparities in education service conditions across Karaga District. The overall score ranges from **59.5% in Karaga West** to **41.9% in Zandua**, representing a difference of **17.6 percentage points**. However, the disparities become more pronounced when individual indicators are examined. The variation in Building Soundness, for example, indicates that some circuits have considerably better physical school conditions than others. Desk Adequacy presents an even more significant District-wide challenge, with very low scores across most circuits. This raises an important equity question:

Are pupils in different circuits experiencing comparable conditions for teaching and learning?

The answer from the League Table is clearly **NO**.

The purpose of identifying this disparity is not to label lower-ranked circuits as failures. Rather, the ranking makes it possible to identify where additional support is required and to direct resources toward areas where deficits are greatest. This aligns with the underlying IAA Project's philosophy of making localized service delivery information visible to citizens and duty bearers in order to motivate corrective resource allocation and strengthen accountability.

4.13 The Infrastructure–Service Delivery Paradox

One of the most significant findings emerging from the circuit profiles is what may be described as an **Infrastructure–Service Delivery Paradox**. Several circuits demonstrate relatively strong frontline service delivery but considerably weaker infrastructure conditions. The most striking examples are:

1. **Sung:** 77.3% Frontline Service Delivery versus 31.0% Infrastructure and Learning.
2. **Zandua:** 71.1% Frontline Service Delivery versus 29.1% Infrastructure and Learning.
3. **Nakundugu:** 69.1% Frontline Service Delivery versus 36.4% Infrastructure and Learning.

This pattern means that improving education services in Karaga cannot be reduced to deploying or retaining teachers. Teachers need adequate classrooms, safe buildings, and appropriate seating in order to deliver effective instruction. The evidence therefore supports an integrated education improvement strategy combining: **Human resources + infrastructure + classroom resources + accountability.**

4.14 The Desk Adequacy Challenge

Desk Adequacy deserves particular attention because it is not merely the weakest District indicator; it is a **cross-circuit problem**. No circuit reaches even 50% on Desk Adequacy. The highest score is recorded by Karaga East at **40.9%**, while Nyong records only **18.7%**. This means that furniture inadequacy is not simply a problem of one poorly performing circuit. It is a **District-wide** structural issue requiring a coordinated response. The wider field assessment reinforces this interpretation: **71.2%** of sampled schools reported inadequate seating arrangements in most classrooms, while only **4.1%** reported adequate seating. The implication is that desk provision should feature prominently in the district's education improvement and resource-mobilization agenda.

4.15 The Building Condition Challenge

Building Soundness also emerged as a major structural issue. Although Karaga West records relatively strong Building Soundness performance, several circuits have much weaker results. The field assessment framework specifically required physical inspection of structural defects such as deep wall cracks, leaking or missing roofing sheets, and badly damaged floors. The League Table therefore provides an important opportunity to move from general statements about infrastructure shortages to evidence-based prioritization of school rehabilitation. The district should use the school-level dataset to identify:

1. schools with major structural defects;
2. schools requiring routine maintenance;
3. schools requiring substantial rehabilitation;
4. schools requiring new classroom infrastructure; and
5. schools where the physical environment poses immediate safety concerns.

4.16 From Circuit Ranking to Circuit-Specific Action

The analysis demonstrates why the League Table should not be used simply to identify a "best" and "worst" circuit. Each circuit requires a different response as outlined in the table below:

Table 14: Circuit-Specific Action

CIRCUIT	DIAGNOSTIC POSITION	PRIMARY ACTION
---------	---------------------	----------------

Karaga West	Strong/balanced	Consolidate; improve desks
Nambrugu	Strong infrastructure	Strengthen frontline conditions
Karaga East	Strong frontline	Improve buildings
Sung	Strong teachers, weak environment	Infrastructure and desks
Nyong	Moderate, severe desk gap	Urgent furniture intervention
Nakundugu	Strong frontline, weak infrastructure	Infrastructure
Zandua	Strong frontline, critical infrastructure	Priority infrastructure intervention

CHAPTER FIVE

DISTRICT EDUCATION IMPROVEMENT AND RESOURCE PRIORITISATION FRAMEWORK

5.1 Introduction

The District Education League Table provides more than a comparative ranking of the seven education circuits in Karaga District. Its principal value lies in identifying the specific conditions that contribute to differences in education service performance and providing an evidence base for determining where corrective action and resources are most needed. The findings presented in Chapters Three and Four demonstrate that education performance varies considerably across the district and that the challenges facing individual circuits are not identical.

The most significant District-wide finding is the substantial difference between Frontline Service Delivery, which records **70.2%**, and Infrastructure and Learning, which records **39.3%**. This indicates that the district's comparatively stronger teacher-service conditions are not matched by equally adequate physical learning environments. The particularly low performance of Desk Adequacy, together with weaknesses in Building Soundness, points to infrastructure and classroom resources as major priorities for education improvement.

The purpose of this chapter is therefore to translate the League Table evidence into a practical framework for **priority setting, resource allocation, implementation and monitoring**. The approach recognizes that equal distribution of resources does not necessarily produce equitable outcomes. Resources should be directed according to the nature and severity of identified gaps, while ensuring that improvements in stronger-performing circuits are sustained.

The framework proposed in this chapter is intended to guide the District Education Directorate, District Assembly, circuit and school authorities, communities, civil society organizations and development partners in developing coordinated responses to the evidence generated by the League Table.

5.2 District-Level Education Improvement Priorities

The findings point to four interconnected priorities for the Karaga District as follows:

1. Strengthen Infrastructure and Learning Conditions

The most significant priority emerging from the League Table is the improvement of the **physical learning environment**. Infrastructure and Learning records only **39.3%**, compared with **70.2%** for Frontline Service Delivery. The gap indicates that the district's education improvement strategy should place considerably greater emphasis on school infrastructure and classroom resources.

The priority should include:

1. rehabilitation and maintenance of deteriorated school buildings;
2. addressing unsafe classroom structures;
3. improving classroom conditions;
4. provision of adequate functional desks and seating;
5. identification and prioritization of schools with severe infrastructure deficits; and
6. routine maintenance to prevent minor defects from developing into major structural problems.

The objective should not simply be to increase the number of infrastructure projects. It should be to ensure that pupils have access to safe, functional, and conducive learning environments.

2. Improve Pupil–Teacher Balance

Teacher Presence is one of the strongest-performing indicators, but the District's PTR performance is considerably weaker. This indicates that the district's challenge is not necessarily a simple shortage of teachers. Rather, there is a need to examine whether trained teachers are appropriately distributed relative to pupil enrolment.

The District Education Directorate should therefore strengthen:

1. analysis of teacher deployment against enrolment;
2. identification of schools with relatively high pupil–teacher ratios;
3. equitable teacher redistribution where appropriate;
4. monitoring of teacher workload; and
5. use of school-level data in teacher deployment decisions.

The emphasis should consequently shift from teacher presence alone to effective teacher coverage.

3. Address Circuit-Specific Infrastructure Gaps

The circuit profiles demonstrate that infrastructure problems vary considerably.

For example:

1. **Karaga East** requires particular attention to Building Soundness;
2. **Sung** has strong frontline performance but weak infrastructure and seating;
3. **Nyong** has a particularly severe Desk Adequacy deficit;
4. **Nakundugu** has broader infrastructure weaknesses; and
5. **Zandua** has the weakest Infrastructure and Learning performance in the District.

This means that infrastructure resources should be prioritized according to **need and severity**, rather than distributed uniformly across all circuits. A school with an unsafe building or severe desk shortage should not necessarily receive the same intervention as a school with relatively adequate infrastructure.

4. Strengthen Education Data and Accountability

The League Table is dependent upon the quality and completeness of school-level information. The assessment identified incomplete Teacher Presence/PTR observations in some school records. This reinforces the need to institutionalize:

1. school-level data verification;
2. circuit-level validation;
3. consistent reporting procedures;
4. regular updating of school infrastructure and furniture inventories;
5. documentation of teacher deployment and attendance; and

Reliable data should become part of the district's routine education management system rather than being treated as a requirement.

5.3 Circuit-Specific Improvement Priorities

The evidence supports a differentiated approach to intervention.

Table 15: Circuit-Specific Improvement Priorities

CIRCUIT	RANK	PRINCIPAL PERFORMANCE ISSUE	PRIORITY IMPROVEMENT FOCUS
Karaga West	1	Desk Adequacy remains weak despite strong overall performance	Desk provision and consolidation of infrastructure gains
Nambrugu	2	PTR/frontline conditions constrain further improvement	Teacher distribution and pupil–teacher balance
Karaga East	3	Building Soundness constrains otherwise strong performance	Building rehabilitation and maintenance

Sung	4	Strong frontline performance offset by weak infrastructure	Building improvement and desk provision
Nyong	5	Severe Desk Adequacy deficit	Targeted furniture intervention
Nakundugu	6	Weak Infrastructure and Learning	Infrastructure, desks and data verification
Zandua	7	Very weak Infrastructure and Learning	Priority infrastructure and furniture intervention

5.4 District Education Improvement Action Matrix

The District should translate the identified priorities into a coordinated implementation framework.

Table 16: District Education Improvement Action Matrix

PRIORIT Y AREA	PROPOS ED ACTION	PRIMAR Y TARGET	RESPONSI BLE ACTORS	INDICAT IVE TIMELIN E	KEY INDICATO R	MEANS OF VERIFICATIO N
School infrastruct ure	Identify and rehabilitat e priority schools with significan t building deficienci es	Priority schools across circuits	District Education Directorate; District Assembly; partners	1–12 months	Number of priority schools improved	Completion reports; inspection records
Desk adequacy	Mobilise and distribute	Schools with severe shortages	District Assembly; GES;	6–18 months	Improvement in Desk Adequacy	School furniture inventory
	functional desks according to verified shortages		partners; communities			

KARAGA DISTRICT EDUCATION LEAGUE TABLE |

Teacher distribution	Review teacher deployment against pupil enrolment and PTR	Priority schools/circuits	District Education Directorate/ GES	Annual	Improved PTR	EMIS/HR records
Building maintenance	Establish routine maintenance and inspection arrangements	All circuits	GES; District Assembly; schools	Continuous	% of schools receiving maintenance	Inspection/maintenance records
Data quality	Conduct routine school-level verification of key League Table indicators	All seven circuits	GES; Circuit Supervisors; schools	Annual	% of complete/validated records	Validated dataset
Social accountability	Share findings and agree improvement priorities with communities and stakeholders	Seven circuits	GES; CSOs; communities	Annual	Number of accountability engagements	Meeting reports
Monitoring	Repeat	Priority	GES;	12–24	Change in	Monitoring

g	selected indicators periodically to assess progress	circuits/schools	District Assembly; partners	months	indicator scores	reports
---	---	------------------	-----------------------------	--------	------------------	---------

5.5 Resource Prioritization Framework

The League Table provides a basis for establishing a more transparent approach to resource prioritization. Resource allocation should consider **need, severity, scale, and potential impact**, rather than circuit rank alone. A circuit's overall rank should therefore be treated as an entry point for analysis rather than the sole determinant of funding. The following factors are recommended for prioritization:

1. Circuits with lower overall scores should receive closer examination to determine the underlying causes of their performance.
2. Because Infrastructure and Learning is the district's weakest dimension, circuits with particularly low scores should receive heightened attention.
3. Schools with serious structural defects should receive priority because infrastructure deficiencies may have direct implications for safety and continuity of learning.
4. Severe furniture shortages should be prioritized because they directly affect classroom conditions.
5. A deficit affecting a large number of pupils may require greater resource attention than a similar deficit affecting a smaller school population.
6. Critical infrastructure and safety problems should receive priority over less urgent maintenance needs.

5.6 Accountability and Stakeholder Roles

The implementation of the improvement framework should be shared among relevant actors.

Table 17: Accountability and Stakeholder Roles

STAKEHOLDER	PRINCIPAL ROLE
District Education Directorate	Lead education planning, teacher deployment, supervision and monitoring
District Assembly	Mobilize and allocate resources for infrastructure and education priorities
Circuit Supervisors	Monitor schools, validate information and follow up improvement actions

Headteachers	Implement school-level actions, maintain records and report progress
School Management Committees	Support school-level accountability, mobilisation and monitoring
Communities	Participate in priority-setting, monitoring and social accountability
Simba Ghana/IAA SAGs	Facilitate citizen engagement and evidence-based dialogue
Development Partners	Provide technical/financial support aligned with identified priorities
Traditional/Community Leadership	Support mobilization, advocacy and community ownership

5.7 Proposed Resource Allocation Logic

A key principle emerging from the League Table is that **equity** does not necessarily mean equal allocation. Equal distribution would give every circuit the same level of resources regardless of its needs. An evidence-based approach instead allocates resources according to the magnitude and urgency of identified gaps. The District could therefore adopt the following principle: *Allocate resources preferentially to schools and circuits where verified service-delivery deficits are greatest, while maintaining minimum service standards across all circuits.* This approach would combine: **Baseline allocation + Needs-based allocation + Strategic priority allocation.**

5.8 Monitoring the Education Improvement Agenda

The success of the improvement framework should be measured through a small set of practical indicators.

Table 18: Monitoring the Education Improvement Agenda

RESULT AREA	INDICATOR
Overall performance	Change in Overall Education Performance Score
Frontline service	Change in Frontline Service Delivery score
Teacher distribution	Change in PTR
Infrastructure	Change in Building Soundness
Furniture	Change in Desk Adequacy
Equity	Reduction in performance gap between highest- and lowest-performing circuits
Data quality	Percentage of schools with complete validated records

Accountability	Number of documented stakeholder/community accountability engagements
Implementation	Percentage of priority actions completed

The purpose of monitoring should not be limited to determining whether a circuit has moved up or down the League Table. A circuit may improve substantially without immediately changing rank if other circuits also improve. Consequently, change in underlying indicator performance should be monitored alongside changes in rank.

5.9 Proposed District Improvement Dashboard

For future monitoring, the district could maintain a simple dashboard structured around the four indicators and two performance dimensions.

Table 19: Proposed District Improvement Dashboard

INDICATOR	BASELINE	TARGET	CURRENT STATUS	RAG
Teacher Presence	80.9%	To be established	—	—
PTR	58.5%	To be established	—	—
Building Soundness	47.3%	To be established	—	—
Desk Adequacy	31.4%	To be established	—	—
Frontline Service Delivery	70.2%	To be established	—	—
Infrastructure and Learning	39.3%	To be established	—	—
Overall Education Performance	52.9%	To be established	—	—

5.10 Key Recommendations

Based on the findings and diagnostic analysis, the following recommendations are proposed:

1. The district should make Infrastructure and Learning the principal education improvement priority, given its substantially lower performance than Frontline Service Delivery.
2. A District-wide Desk Adequacy Initiative should be developed because furniture shortages are widespread across the seven circuits.
3. The district should undertake a school-level infrastructure condition assessment and a prioritized rehabilitation programme, with particular attention to circuits with weak Building Soundness.
4. The District Education Directorate should review teacher distribution and pupil–teacher ratios rather than focusing only on aggregate teacher presence.
5. Resource allocation should adopt a needs-based approach, giving priority to verified deficits

and critical safety concerns.

6. The League Table should be integrated into annual education planning, budgeting and social accountability processes.

CHAPTER SIX

ACCOUNTABILITY, MONITORING AND FOLLOW-UP FRAMEWORK

6.1 Purpose of the Accountability and Monitoring Framework

The purpose of this framework is to establish a practical mechanism for ensuring that the findings and recommendations of the District Education League Table lead to measurable improvements in education service delivery.

Specifically, the framework seeks to:

1. Translate League Table findings into measurable improvement commitments at District, circuit and school levels;
2. Clarify institutional responsibilities for implementing and monitoring agreed education improvement actions;
3. Track progress against agreed indicators and targets across the seven circuits;
4. Strengthen verification of education performance data to improve the reliability of future assessments;
5. Promote community and stakeholder participation in monitoring education service delivery; and
6. Institutionalize periodic review and learning so that future League Table exercises can measure changes in performance and inform subsequent planning and resource allocation.

The framework should therefore be understood as an extension of the League Table rather than a separate monitoring system.

6.2 Accountability Principles

The accountability framework is guided by evidence-based decision-making, shared institutional responsibility, transparency of commitments and results, and meaningful participation by communities and stakeholders. Accountability should operate through both formal education management structures and citizen-led social accountability mechanisms.

6.3 Accountability Architecture

The following accountability architecture is proposed.

Table 20: Accountability Architecture

ACTOR	PRIMARY ACCOUNTABILITY RESPONSIBILITY
District Education Directorate	Overall coordination, education planning, supervision, teacher management, data validation and performance monitoring
District Assembly	Resource mobilization, infrastructure investment and support for priority education interventions
Circuit Supervisors	School supervision, verification of school-level information and follow-up of circuit improvement commitments
Headteachers	School-level implementation, record keeping, reporting and internal monitoring
School Management Committees	Community oversight, participation in school improvement and monitoring of agreed commitments
Communities	Citizen monitoring, feedback and participation in education accountability processes
Simba Ghana/IAA SAGs	Facilitation of citizen engagement, evidence-based dialogue and independent monitoring
Development Partners	Technical and financial support aligned with identified priorities
Traditional and Community Leaders	Community mobilization, advocacy and support for local education priorities

This arrangement reflects the principle that accountability should operate both vertically, through formal education management structures, and horizontally, through community participation and stakeholder engagement.

6.4 Circuit-Level Improvement Commitments

The findings of the League Table should be translated into a limited number of concrete commitments for each circuit. The purpose is to ensure that the ranking does not remain a descriptive exercise but becomes a basis for action.

Table 21: Circuit-Level Improvement Commitments

CIRCUIT	PRIORITY COMMITMENT	PRINCIPAL RESPONSIBILITY	SUGGESTED VERIFICATION

Karaga West	Improve Desk Adequacy while maintaining strong overall performance	District/Schools/S MCs	Furniture inventory and school inspection
Nambrugu	Improve pupil–teacher balance while maintaining infrastructure performance	District Education Directorate	Teacher and enrolment records
Karaga East	Improve Building Soundness	DEOC/GES/Schools	Infrastructure inspection
Sung	Improve building conditions and desk availability	District Assembly/GES/Partners	School inspection and furniture inventory
Nyong	Address severe Desk Adequacy deficit	District Assembly/GES/Partners	Verified furniture inventory
Nakundugu	Improve infrastructure and strengthen data completeness	GES/Circuit/Schools	Inspection and data-validation reports
Zandua	Implement priority infrastructure and furniture interventions	District Assembly/GES/Partners	Project records and inspection reports

6.5 Performance Monitoring Framework

The monitoring framework should focus on the indicators that underpin the League Table.

Table 22: Performance Monitoring Framework

RESULT AREA	INDICATOR	BASELINE	TARGET	FREQUENCY	RESPONSIBILITY	MEANS OF VERIFICATION
Teacher availability	Teacher Presence	80.9%	To be established	Annual	GES/District	Validated school records
Teacher–pupil balance	PTR	58.5%	To be established	Annual	GES/District	Teacher and enrolment records
School infrastructure	Building Soundness	47.3%	To be established	Annual	GES/Assembly	Inspection reports

Classroom resources	Desk Adequacy	31.4%	To be established	Semi-annual/Annual	Schools/Circuits	Furniture inventory
Frontline delivery	Frontline Service Delivery	70.2%	To be established	Annual	District	League Table assessment
Learning environment	Infrastructure and Learning	39.3%	To be established	Annual	District	League Table assessment
Overall performance	Overall Education Performance	52.9%	To be established	Annual	District	League Table

6.6 Red–Amber–Green Performance Monitoring

A simple **Red–Amber–Green (RAG)** system should be incorporated into subsequent monitoring.

Green — On Track

The agreed intervention is being implemented and performance is meeting or exceeding the agreed target.

Amber — Requires Attention

Implementation is underway but performance remains below the expected trajectory, or there are emerging risks that could prevent achievement of the target.

Red — Off Track

Implementation has not occurred, progress is substantially below expectation, or performance has deteriorated. The RAG system should be applied primarily to **progress against agreed targets**, rather than simply assigning colors according to League Table rank. This distinction is important. A circuit may remain fourth in the ranking while achieving significant improvement, particularly if all circuits are improving simultaneously.

6.7 Community and Social Accountability Mechanisms

The League Table provides communities with an accessible mechanism for understanding and discussing education performance. The findings would therefore be communicated in forms that can be understood by schools, parents, community leaders and other local stakeholders. The accountability process should include:

6.7.1 Dissemination of Findings

Circuit-level results should be shared with relevant stakeholders following validation.

Community Dialogue

Communities would have opportunities to discuss:

1. major education gaps;
2. infrastructure conditions;
3. teacher availability;
4. classroom resources;
5. priority interventions; and
6. progress against commitments.

6.7.2 School-Level Accountability

School Management Committees and other appropriate school governance structures would participate in monitoring agreed school-level priorities.

6.7.3 Feedback and Escalation

Where agreed interventions are not implemented, stakeholders would have mechanisms for raising concerns with the appropriate education or District authorities.

6.7.4 Documentation

Community meetings, commitments and follow-up actions would be documented to enable subsequent monitoring. This approach is consistent with the broader accountability rationale of the IAA framework, which combines administrative accountability with citizen-led accountability.

6.8 Annual League Table Accountability Cycle

The League Table is expected to become part of a recurring District education planning cycle. This cycle can transform the League Table from a one-off ranking exercise into a continuous education performance-management mechanism. The League Table should follow a recurring cycle of data collection and validation; analysis and scoring; institutional review and co-validation; dissemination; agreement of circuit and school improvement commitments; resource mobilisation and implementation; monitoring; community accountability; and a subsequent assessment of progress. This cycle connects evidence to planning, budgeting, implementation and learning.

6.9 Reporting and Management Review

Progress should be reviewed through existing District education planning and accountability forums rather than creating a parallel reporting structure. Circuit scorecards, action matrices and RAG status

should be updated periodically and used to identify implementation bottlenecks, emerging risks, resource needs and lessons for the next planning cycle.

6.10 Circuit Improvement Accountability Scorecard

To make the framework practical, each circuit should have a concise accountability scorecard.

Proposed Format

Table 23: Circuit Education Improvement Accountability Scorecard

COMPONENT	BASELINE	TARGET	CURRENT STATUS	RAG	EVIDENCE
Overall Performance	59.5%	—	—	—	League Table
Frontline Service Delivery	70.9%	—	—	—	League Table
Infrastructure and Learning	48.1%	—	—	—	League Table
Teacher Presence	77.7%	—	—	—	School records
PTR	64.1%	—	—	—	School records
Building Soundness	65.0%	—	—	—	Inspection
Desk Adequacy	31.2%	—	—	—	Furniture inventory
Priority Action	—	—	—	—	Action plan
Responsible Actor	—	—	—	—	Accountability plan

Notes:

- *Baseline values should be retained exactly as validated in the final League Table dataset/report.*
- *The scorecard should be updated periodically and used during circuit review meetings.*

6.11 Review and Learning Mechanism

Monitoring should not be limited to determining whether targets have been achieved. The District should establish periodic review sessions to ask:

1. What interventions were implemented?
2. What changed?

3. What did not change?
4. Why did the expected change not occur?
5. Which approaches worked particularly well?
6. Which interventions should be modified?
7. What additional resources are required?
8. What lessons should inform the next planning cycle?

6.12 Risks to Implementation and Mitigation Measures

Table 24: Risks to Implementation and Mitigation Measures

RISK	POTENTIAL EFFECT	MITIGATION
Inadequate financing	Priority interventions delayed	Integrate priorities into District AAP and budgets
Delays in infrastructure projects	Slow improvement in Building Soundness	Strengthen project monitoring and procurement planning
Incomplete school data	Weak performance measurement	Routine data validation
Weak stakeholder participation	Limited accountability	Regular stakeholder and community engagement
Teacher redistribution	Changes in PTR	Annual deployment review
Poor infrastructure maintenance	Re-emergence of defects	Routine maintenance planning
Limited follow-up capacity	Actions remain incomplete	Assign clear institutional responsibilities
Changes in priorities	Disruption of improvement agenda	Institutionalise League Table within annual planning

6.13 Institutionalizing the League Table

For the League Table to have lasting value, it should gradually become integrated into existing District education planning and accountability processes.

It should inform:

1. annual education planning;
2. District budgeting;
3. infrastructure prioritization;
4. teacher deployment discussions;
5. school supervision;

6. stakeholder engagement;
7. community accountability;
8. partner coordination; and
9. periodic education performance reviews.

The League Table should not create a parallel reporting system where existing mechanisms can serve the same purpose. Instead, it should provide a common evidence base around which existing planning and accountability processes can be organized.

CHAPTER SEVEN

CONCLUSION AND WAY FORWARD

The District Education League Table for Karaga District provides an evidence-based assessment of education service performance across the District's seven circuits. More importantly, it provides a basis for understanding the factors underlying differences in performance and for identifying practical areas for improvement. The assessment demonstrates that the education situation in Karaga District cannot be adequately understood through circuit ranking alone.

While the League Table establishes relative performance, the analysis of the underlying indicators reveals different combinations of strengths and weaknesses across the circuits. Some circuits perform relatively strongly overall but continue to experience significant infrastructure or classroom-resource constraints, while lower-performing circuits face more pronounced and multiple service-delivery challenges. The findings therefore provide both a *baseline for performance measurement* **and a framework for education planning, resource prioritization and accountability**. The value of the assessment will ultimately depend on the extent to which the evidence generated is used to inform decisions and stimulate measurable improvements in the conditions under which teaching and learning take place.

7.3 Major Conclusions

7.3.1 Education Performance Varies Across the Seven Circuits

The League Table demonstrates clear differences in overall education performance across the seven circuits. Karaga West occupies the highest position, while Zandua records the lowest overall score. The difference between the two indicates that pupils and teachers across the District are not experiencing identical education service conditions. This variation reinforces the importance of circuit-level analysis and differentiated intervention. The findings also demonstrate why a single District-wide average is insufficient for planning. District averages can conceal significant variations between circuits and schools.

7.3.2 Infrastructure and Learning Conditions Represent the District's Greatest Challenge

The most significant District-level finding is the comparatively low performance of the Infrastructure and Learning dimension. With a score of **39.3%**, Infrastructure and Learning performs substantially below Frontline Service Delivery at **70.2%**. This indicates that improving the physical and material learning environment should be a central component of the District's education improvement agenda. In particular, the relatively weak performance associated with *Building Soundness and Desk Adequacy* points to the need for greater attention to classroom infrastructure, safety, furniture and the general conditions in which teaching and learning occur.

7.3.3 Teacher Presence Does Not Automatically Guarantee Favourable Pupil–Teacher Conditions

The assessment shows that Teacher Presence performs relatively strongly, while the PTR indicator is considerably weaker. This distinction is important. Having teachers present in schools does not necessarily mean that the distribution of teachers is optimal in relation to pupil enrolment. The District should therefore consider teacher deployment, pupil numbers and workload alongside teacher presence when planning interventions. The evidence supports a shift from simply asking whether teachers are available to asking whether *teachers are distributed in a manner that provides reasonable pupil–teacher conditions across schools*.

7.3.4 Desk Adequacy Is a District-Wide Concern

The findings on Desk Adequacy deserve particular attention. Desk shortages are not limited to the lowest-ranked circuit. They appear as an important constraint across several circuits, including circuits that otherwise perform relatively well. This means that furniture provision should not be regarded solely as a remedial intervention for poorly ranked circuits. It should be addressed as a broader District education improvement priority. A targeted, school-level approach based on verified shortages would enable resources to be directed to schools where the need is greatest.

7.3.5 Circuit Ranking Must Be Interpreted Diagnostically

The League Table demonstrates that *rank* and *diagnosis* are not the same thing. A higher-ranked circuit can still have significant weaknesses in one or more indicators. Conversely, a lower-ranked circuit may perform relatively well on particular indicators while experiencing severe weaknesses elsewhere. The circuit performance profiles developed in **Chapter Four** are therefore essential to interpreting the rankings. The appropriate question is not simply: *Which circuit ranked where?* It is: *What combination of factors produced that ranking, and what specific intervention is required to improve performance?* This is the principal reason why the League Table should be used alongside the underlying indicator-level analysis.

7.3.6 The League Table Provides a Baseline for Evidence-Based Accountability

The assessment establishes a baseline against which future performance can be measured. The current

scores provide a reference point for determining whether interventions in infrastructure, teacher distribution, furniture provision and other priority areas are producing measurable improvement. The League Table therefore has value beyond the current ranking exercise. It provides the foundation for establishing a *performance–action–accountability cycle* within the District.

7.8 Final Reflection

The Karaga District Education League Table demonstrates that meaningful education improvement begins with understanding the evidence. The assessment has shown that Karaga District has important strengths, particularly in frontline service delivery, but also faces substantial challenges in the physical and material conditions supporting teaching and learning. It has further demonstrated that these challenges are not distributed evenly across the seven circuits. The implication is clear: ***education improvement in Karaga District requires both District-wide action and circuit-specific responses.***

The District should therefore resist the temptation to treat the League Table simply as a competition between circuits. Its greater value lies in using the ranking as a gateway to deeper analysis, targeted intervention and accountability. The ultimate objective should not be for a circuit to move from seventh to sixth or from fourth to third. The objective should be to ensure that pupils and teachers across every circuit experience *safer schools, better classroom conditions, adequate learning resources, and more equitable education service delivery.*

7.9 Closing Statement

The District Education League Table establishes an important foundation for evidence-based education planning and accountability in Karaga District. It provides a common picture of performance across the seven circuits, identifies critical disparities and highlights the areas where intervention is most needed. The next phase should therefore focus on converting the evidence into action: validating priorities, mobilizing resources, implementing circuit-specific interventions, strengthening accountability and measuring change over time.

If these processes are institutionalized, the League Table can evolve beyond an annual ranking exercise into a practical District Education Performance, Planning and Accountability Instrument; one that continuously connects data, decision-making, resources, implementation and results. *The ranking is the starting point. Improvement is the goal. Accountability is the mechanism. And better outcomes for pupils and teachers are the measure of success.*

REPORT USE AND INTERPRETATION NOTE

The League Table ranking should always be read together with the four indicator scores, the two performance dimensions, the circuit profile and the data-quality notes. Rankings establish relative position; indicator-level results identify the specific conditions requiring action.

APPENDICES:

Appendix A: Full Ranking Tables of All Schools

Scan the QR Code to access Full Ranking Tables



Appendix B: Data Collection Tool

Scan the QR Code to access the full Data Collection Tool:



Photos During Data Collection

Scan the QR Code to access photos during data collection

