

# STRATEGIC INTERVENTIONS FOR ENHANCING TRANSPARENCY AND INSTITUTIONAL ACCOUNTABILITY IN GHANA'S EDUCATION SECTOR: A FRAMEWORK FOR SUSTAINABLE REFORM

Nyarkoh Patrick Dede <sup>0009-0006-2524-99 1\*\*</sup>, Owusu Grace <sup>0009-0004-3490-7628 2</sup>

<sup>1</sup>Doctoral School of Public Administration, Ludovika University of Public Service, Budapest, Hungary

<sup>2</sup>Doctoral School of Public Administration, Ludovika University of Public Service, Budapest, Hungary

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## Abstract

*The Ghanaian education sector faces burning issues like corruption, mismanagement, and a lack of accountability, which challenge equitable and quality access to education while eroding public trust in the system. This study critically examines the strategic interventions necessary to strengthen transparency and institutional accountability within Ghana's education sector. The study seeks to develop a comprehensive and sustainable framework for reform by identifying and addressing the core challenges that currently hinder effective education governance. The research uncovered widespread corruption and inefficiency within Ghana's education system, where bribery is common, and accountability remains weak, especially affecting disadvantaged communities. However, positive outcomes from community engagement and digital technologies suggest that progress is achievable. Meaningful transformation, though, depends on establishing independent institutions, strengthening local oversight, and having an ongoing political will to restore trust and enhance the quality of education.*

## 1 Introduction

Ghana's education system is currently positioned at a decisive juncture. Although considerable progress has been achieved in expanding access to education, particularly through initiatives such as the Free Senior High School policy, these advancements remain largely superficial. Beneath these visible improvements lie persistent and deeply rooted structural inefficiencies that continue to hinder educational quality and equity across the country. A substantial body of evidence suggests that governance failures are central to the education sector's challenges. These shortcomings are evident in several interconnected ways, including the lack of essential teaching and learning materials, the exploitation of teachers through unofficial payments required for salary processing, and the widespread occurrence of examination irregularities, which seriously weaken the credibility and value of educational qualifications. [1] [2]. At the core of these dysfunctions is a profound collapse of accountability mechanisms.

Empirical studies from both [1] and [3] reveal deep-rooted corruption within the Ghana Education Service (GES), significantly affecting teacher administration and educational outcomes.

\* Corresponding author: Tel. +36206225126  
Email address: [padeny4u@yahoo.com](mailto:padeny4u@yahoo.com)

[1] 76.7% of teachers paid bribes to access basic services like promotions and salary processing, with 64.3% indicating that bribes were demanded every time such services were sought. This points to an entrenched culture of corruption, further highlighted by the 94.7% of victims who refrained from reporting due to fear and hopelessness, leading to the normalisation of bribery as a "tradition." Similarly, [3] reported that 51.1% of respondents had experienced bribery demands for services such as teacher postings and admissions, while 57.8% highlighted corruption in recruitment and promotions. These practices have had detrimental effects, with 55.5% agreeing that low-income people are disproportionately affected, and 46.7% associating corruption with declining educational quality. The consequences of such embedded inefficiencies are severe. Many rural schools operate with significantly less than the required minimum inputs for effective instruction, while urban classrooms often experience unsafe congestion levels. Moreover, Ghana continues to perform below expectations in international assessments of student learning outcomes [4].

The crisis is not limited to financial mismanagement. There is also an evident instability in policy continuity, whereby successive political administrations routinely discontinue existing reforms in favour of alternative strategies that are often poorly designed and inadequately implemented. [5]. This recurring disruption undermines long-term planning, imposes administrative confusion, and ultimately affects learners who must navigate a system lacking consistency and coherence. Furthermore, a pronounced geographical disparity continues to marginalise rural and northern regions, where many schools remain without fundamental infrastructure and resources. [6].

Nevertheless, there is emerging evidence that suggests the potential for meaningful change. In districts such as Wa, local initiatives involving well-supported Parent Teacher Associations have demonstrated that communities can significantly enhance textbook monitoring, financial management, and school operations when adequately empowered. [7]. Similarly, the application of Education Management Information Systems in targeted pilot programs has resulted in reported reductions in resource leakage of up to 77%, provided that implementation is consistent and properly supervised. [8]. International experiences from countries such as Uganda and Tanzania further reinforce the argument that substantial reforms are attainable when transparency mechanisms are accompanied by sustained political commitment and institutional support. [9] [10].

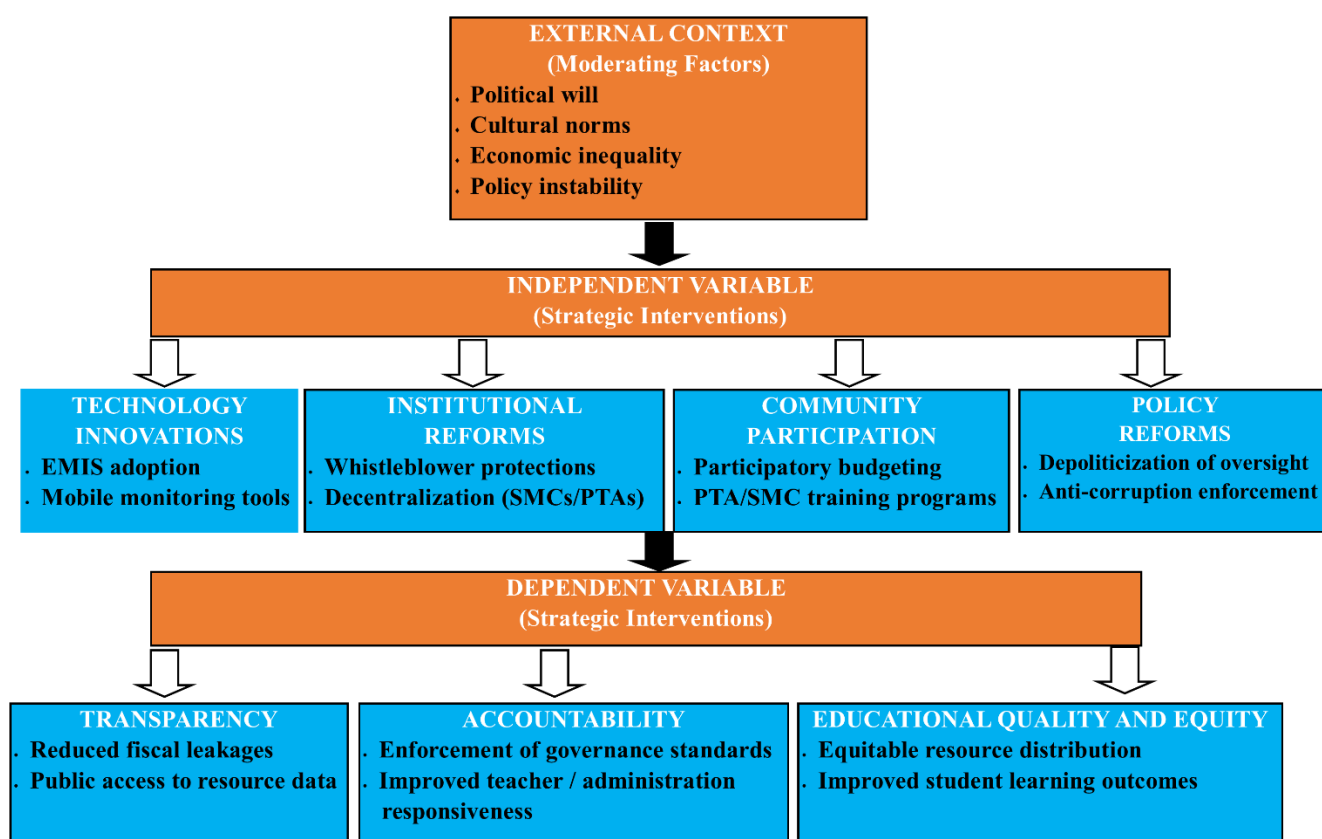
Ghana's education sector has expanded access through policies like Free Senior High School; however, it remains constrained by persistent structural inefficiencies and governance failures. Corruption within the Ghana Education Service has become widespread, particularly in teacher administration and service delivery, and this has disproportionately disadvantaged low-income and rural communities, contributing to deteriorating learning outcomes.

Again, challenges arise from policy instability linked to political transitions and entrenched geographic inequities, particularly in underserved regions. While localised innovations, such as community-led school governance and Education Management Information Systems (EMIS), offer some hope, their impact remains limited by poor scalability and institutional adoption. Existing literature lacks a comprehensive analysis of accountability system breakdowns, scalable reform strategies, and the integration of technological solutions into governance frameworks. Additionally, the political economy of reform and its implications for educational equity are underexplored. This study addresses these gaps by investigating the institutional roots of inefficiency and proposing sustainable, inclusive reforms that enhance transparency and accountability within Ghana's education sector.

## **2 Conceptual Framework**

The conceptual framework illustrates the relationship between external contextual factors, strategic interventions, and expected outcomes in tackling corruption and improving governance in Ghana's education sector. It highlights how political will, cultural norms, economic inequality, and policy instability influence the effectiveness of key interventions such as technology innovations, institutional reforms, community participation, and policy reforms. These interventions enhance transparency, strengthen accountability, and promote educational quality and equity. The framework emphasises sustainable reforms and continuous assessment to ensure lasting impact.

Figure 1: Conceptual Framework



Source: Researchers' construct.

Figure 1 presents a framework that illustrates the systemic relationships between external contextual factors, strategic interventions, and desired outcomes in addressing corruption, enhancing transparency, and strengthening accountability within Ghana's education sector. At the framework's foundation are external moderating factors, including political will, cultural norms, economic inequality, and policy instability, which shape the implementation and effectiveness of proposed reforms. These contextual elements influence the feasibility and sustainability of interventions, as weak political commitment or entrenched corrupt practices may hinder progress even when systemic solutions are introduced.

The independent variables or interventions are categorised into four key strategic areas, which include technological innovations such as EMIS adoption and mobile monitoring tools, institutional reforms including whistleblower protections and decentralisation through SMCs and PTAs, community participation through measures like participatory budgeting and training for PTAs and SMCs, and policy reforms involving the depoliticisation of oversight and the enforcement of anti-corruption measures. These interventions are designed to disrupt existing corrupt practices, improve governance structures, and empower stakeholders at various levels of the education system.

The dependent variables or outcomes reflect the anticipated improvements from these interventions, including transparency through reduced fiscal leakages and public access to data, accountability through enforcement of governance standards and institutional responsiveness, and educational quality and equity through equitable resource distribution and improved learning outcomes. The framework posits that successful intervention implementation will lead to measurable progress in these areas, thereby restoring public trust and operational efficiency in the education sector.

Finally, the Framework incorporates sustainability mechanisms, emphasising the need for institutionalised reforms and longitudinal impact assessments to ensure that changes endure beyond short-term initiatives. This long-term perspective acknowledges that combating systemic corruption requires continuous monitoring, adaptive policymaking, and stakeholder engagement to prevent

regression. The framework offers a structured method for identifying challenges, applying evidence-based solutions, and assessing their effectiveness in promoting transparency, accountability, and quality within Ghana's education system.

### **3 Method**

The researchers employed a mixed-methods approach by combining interviews, surveys and case studies, which helped in exploring the inefficiencies and corruptions in Ghana's education sector. Primary data was obtained from the key stakeholders as well as secondary data from official reports, both locally and internationally. The data was analysed thematically and statistically. A case study from Ghana and East African countries helped in exploring successful accountability initiatives. Data triangulation employed by the researchers enhanced the credibility and reliability of the findings, thereby contributing immensely to the development of a sustainable evidence-informed reforms strategy. Participants were selected based on clear criteria: direct engagement in the education system and experiential knowledge of governance-related issues. Purposive sampling was employed for the qualitative components. This enables the deliberate selection of individuals who are particularly knowledgeable about the phenomenon of interest [18], while stratified sampling guided the survey selection to ensure representation across regions. Semi-structured interviews were conducted with the key informants for this study, structured questionnaire was administered to the participants. The survey questionnaire was adapted from established tools used in prior studies on education sector corruption and modified to reflect the Ghanaian context. The descriptions are drawn from interviews with education directors, teachers, students and parents across five regions in Ghana. Findings reflect responses from 120 key informants in these regions.

## **4 Results and Discussion**

### **4.1 Inefficiency and Corruption in Ghana's Education Sector**

Ghana's education sector continues to be characterised by persistent systemic inefficiencies and entrenched corruption, which collectively manifest in various forms, including governance failures, financial mismanagement, and compromised service delivery. Despite decades of reforms to improve education in Ghana, the sector continues to suffer from deep-rooted inefficiencies and endemic corruption. These challenges are not merely operational lapses but are symptomatic of a broader structural decay concealed beneath formal institutional frameworks. Multiple studies have revealed how grand and petty corruption has been institutionalised across various levels of the Ghana Education Service (GES), undermining educational access, equity, and quality. Findings from 120 key informants (teachers, students and parents) confirmed an extended previous research on systemic inefficiencies and corruption within Ghana's education system. The data showed that 72% of these respondents reported either paying bribes or knows someone who paid bribe for a routine administrative function such as salary adjustment, promotions and transfers, this revelation is in line with study by, [1] which provides a compelling empirical evidence of systemic corruption embedded in the administration of teacher services and in a nationally representative study involving 270 basic school teachers, a staggering 76.7% of respondents admitted to paying bribes to GES officials to access routine administrative services, such as promotions, salary processing, and transfers. Even more troubling, 64.3% of these teachers reported that bribes were demanded every time they requested such services, illustrating a deeply entrenched culture of transactional bureaucracy. The findings further revealed that Integrated Personnel and Payroll Database (IPPD) Coordinators were implicated in 54.8% of these corrupt practices, while Human Resource Managers were involved in 18.7% of the cases. The normalisation of bribery, described by respondents as a "tradition," highlights the structural nature of the corruption problem. The consequences have been significant, as 94.7% of those affected refrained from reporting the incidents either out of fear of retaliation or because they believed that speaking out would be pointless. This has resulted in what researchers describe as "epistemic corruption," where unethical behaviour is justified as a necessary means of coping or survival. [1].

Moreover, students' admissions were marked by significant gatekeeping and inequities. Out of 120 respondents, 48% noted bribe demands in accessing placements for their wards, and 31% also

reported the prevalence of non official placement fees. These practices invariably affect low-income families and undermine educational equity, reflecting trends found in a study by [3], which focused on a case study in the Asikuma-Odoben-Brakwa District and found that 51.1% of residents reported being asked for bribes for services like teacher postings and student admissions. In comparison, 57.8% had encountered bribery in teacher recruitment or promotion processes. The study highlighted how such practices disproportionately affect the economically disadvantaged, with 55.5% agreeing that corruption severely harms the poor. Furthermore, 46.7% of respondents believed these practices significantly lowered educational outcomes, and 35.5% observed a general erosion of public confidence in the GES. The localised evidence underscores how corruption, even at the district level, undermines fairness, transparency, and learning outcomes.

The challenges facing Ghana's education sector are not limited to administrative corruption but are deeply linked to governance failures. Studies from [6] Highlight that weak accountability structures and ineffective enforcement of anti-corruption laws have allowed corruption to flourish across the public sector, including education. Cultural attitudes that tolerate or even justify corruption further complicate reform efforts. Their study recommends institutional strengthening, the enforcement of existing legal frameworks, and a more precise separation of prosecutorial powers from political influences as critical steps toward reversing the trend.

Further amplifying these institutional shortcomings, [5] Argues that educational policy in Ghana is often driven by political motives rather than long-term developmental objectives. This politicisation leads to fragmented and unsustainable reforms that fail to address the root causes of inefficiency. Their study calls for depoliticising education policy decisions and establishing stable, evidence-based planning frameworks that ensure continuity and consistency in educational development.

Moreover, at the grassroots level, corruption and inefficiency persist within school governance mechanisms. Studies from [7] Explored transparency and school-based management in Ghana's decentralised system and found that School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) were often inactive or poorly resourced. Limited community participation, insufficient training, and low levels of financial literacy among SMC members hinder effective oversight and monitoring of school budgets. This governance vacuum creates opportunities for misappropriation of funds and weakens community confidence in public education. However, promising models like the Wa PTA/SMC Coalition showed that when supported with training and policy backing, local engagement can improve transparency and resource management. Insufficient remuneration often drives many public servants, particularly teachers, to pursue alternative income-generating ventures. This situation can lead to absenteeism and a lack of concentration on their primary duties, ultimately reducing their professional dedication and overall productivity [11].

Furthermore, the problem of corruption is not confined to the basic education sector alone. Institutions of higher education in Ghana are reported to be heavily impacted as well, according to findings by [12]. Their study highlights the infiltration of corrupt practices in key operational areas such as student admissions, procurement processes, and academic appointments. These challenges are largely fueled by oppressive bureaucratic systems and the lack of strong institutional mechanisms to ensure accountability and protection. The inefficiencies and corruption within Ghana's education sector are not merely due to isolated acts of misconduct but are rooted in a broader institutional breakdown hidden behind the façade of structured governance. The frequent references to routine bribery, inconsistent policies, and lack of community involvement highlight the urgent need for comprehensive structural reform. Addressing these challenges requires more than superficial policy statements; it demands tackling the underlying systemic flaws, strengthening accountability mechanisms, and actively involving communities in the management and oversight of the education system.

Table 1: Summary of descriptive data on Inefficiencies and Corruption in Ghana's Education Sector

Category	Data/Findings	Source/Study
<b>Bribery among teachers (GES services)</b>	76.7% of basic school teachers admitted to paying bribes for administrative services	[1]
<b>Frequency of bribe demands</b>	64.3% reported bribes were demanded <i>every time</i> they sought administrative services	[1]
<b>Officials implicated</b>	IPPD Coordinators (54.8%), HR Managers (18.7%)	[1]
<b>Fear of reporting corruption</b>	94.7% did not report incidents due to fear or hopelessness	[1]
<b>District-level bribery (Asikuma-Odoben-Brakwa)</b>	51.1% encountered bribery in teacher postings/student admissions	[3]
<b>Teacher recruitment/promotion corruption</b>	57.8% reported bribes in recruitment or promotion	[3]
<b>Impact on the poor</b>	55.5% believed corruption hurts the economically disadvantaged	[3]
<b>Perceived reduction in educational outcomes</b>	46.7% linked corruption to poor educational outcomes	[3]
<b>Public trust erosion (GES)</b>	35.5% observed loss of trust in education governance institutions	[3]
<b>Inactive School Management Committees (SMCs)</b>	57% of SMCs found to be functionally ineffective due to lack of training/resources	[7]
<b>EMIS impact in Zambia</b>	77% reduction in fund misappropriation after EMIS implementation	[8]
<b>Textbook delivery accuracy (PTA model)</b>	99.9% accuracy through participatory budgeting by trained PTAs	[13]
<b>Political interference as a barrier</b>	93.3% identified political interference as key obstacle to anti-corruption efforts	[14]
<b>Whistleblower reluctance</b>	94.7% are unwilling to report due to fear of retaliation (despite legal protections)	[1], [15]
<b>Teacher absenteeism drivers</b>	Insufficient pay led to secondary income activities, affecting performance	[11]

Table 1 above summarises key descriptive findings drawn from the various studies and surveys discussed in this section.

#### 4.2 Strategies for Enhancing Transparency in Ghana's Education Sector

Ghana's education sector is currently positioned at a critical developmental threshold where implementing deliberate and evidence-based interventions could significantly reduce longstanding issues of opaqueness and inefficiency. Although the challenges are multidimensional, emerging research demonstrates that targeted technological innovations, community-based oversight mechanisms, and institutional reforms offer viable strategies for enhancing systemic transparency.

The urgency of implementing these strategies is underscored by the pervasive fiscal leakages and administrative malpractices that continue to hinder effective service delivery.

One of the most promising strategies involves adopting technology-enabled solutions to enhance data management and resource tracking. Education Management Information Systems (EMIS) have demonstrated a measurable impact in other African contexts. An empirical assessment in Zambia revealed that EMIS interventions contributed to a 77% decrease in fund misappropriation by enabling real-time tracking of financial and material flows within schools. [8]. Their findings suggest that adapting similar digital tracking tools, particularly those accessible via mobile platforms, could allow Ghanaian authorities to monitor teacher attendance, textbook delivery, and infrastructure maintenance with increased accuracy and minimal bureaucratic delay. Such tools, if appropriately contextualised and scaled, may contribute substantially to mitigating information asymmetry and reducing the incidence of resource diversion.

In parallel with technological reforms, community participation in school governance has become a powerful mechanism for promoting transparency. Research by [13] Highlights the impact of participatory budgeting models introduced in Ghana's coastal districts. These models, which were facilitated through well-trained Parent-Teacher Associations (PTAs), led to a textbook delivery accuracy rate of 99.9%. The effectiveness of this approach stems from its ability to harness the commitment and contextual knowledge of local stakeholders who possess the greatest stake in educational outcomes. Complementary evidence from [7] Reinforces this perspective. Their analysis of School Management Committees in Ghana's Upper West Region reveals that when communities were equipped with simplified financial reporting tools, even individuals with limited literacy could monitor expenditure patterns with remarkable effectiveness. These findings affirm the view that local engagement is feasible and instrumental in fostering transparency at the school level.

Nonetheless, enhancing transparency requires more than technological inputs and grassroots involvement; institutional reforms to safeguard whistleblowers are also essential. The importance of such measures is highlighted in the context of teacher exploitation, where potential informants frequently avoid reporting misconduct because of the fear of retaliation. [1]. Drawing on comparative evidence from Uganda, [9] Demonstrated that robust whistleblower anonymity provisions embedded within public expenditure tracking systems were pivotal in reducing the misappropriation of educational funds. Ghana, therefore, stands to benefit significantly from the institutionalisation of secure and legally protected reporting mechanisms capable of shielding individuals who expose corruption.

Moreover, the role of anti-corruption agencies in enforcing transparency protocols cannot be overlooked. However, the current capacity of such institutions in Ghana remains limited. Evidence from [14] Identifies persistent political interference and resource inadequacy as key impediments to the operational effectiveness of Ghana's oversight bodies. The authors contend that transparency outcomes could improve substantially if these institutions were granted full autonomy and systematic and continuous capacity development. These reforms would likely enhance the credibility of anti-corruption efforts and increase public trust in the mechanisms governing educational finance and administration.

Furthermore, it is important to acknowledge that no singular intervention can single-handedly transform the education sector, regardless of its effectiveness. Through a comparative international analysis, [10] Argues persuasively that sustainable transparency outcomes usually result from integrative strategies that combine digital infrastructure, civic empowerment, and institutional reform. Consequently, Ghana's trajectory toward greater educational accountability must embrace a comprehensive and adaptive framework incorporating lessons from domestic initiatives, such as the Parent-Teacher Association model in Wa, and relevant international best practices. The evidence strongly suggests that piecemeal interventions are no longer adequate. What is now required is a system-wide commitment to transparency through the nationwide adoption of proven mechanisms tailored to Ghana's unique sociopolitical and administrative context.

### **4.3 Institutional Frameworks for Promoting Accountability**

Promoting accountability within Ghana's education sector necessitates the establishment of robust institutional mechanisms that move beyond theoretical frameworks to concrete, sustained implementation. Despite various accountability structures, empirical evidence consistently reveals

notable systemic weaknesses that hinder their effectiveness. The assessment conducted by [14] Highlights these deficiencies with striking clarity: approximately 93.3% of respondents identified the absence of political will as the principal obstacle undermining anti-corruption efforts in the education sector. This lack of commitment from political leadership undermines institutional independence and erodes public trust in governance processes.

Particularly concerning the manifestation of such political interference is observable in teacher employment and remuneration administration. Research from [1] reveals that 64.3 % of teachers reported facing repeated demands for bribes from officials within the Integrated Personnel and Payroll Database (IPPD) unit. This finding underscore how corrupt practices have become entrenched within ostensibly routine administrative functions, compromising efficiency and equity in teacher management.

Decentralisation initiatives, especially those involving school-level governance, have introduced potential avenues for increased local accountability. However, the implementation of such initiatives remains uneven and, in many cases, ineffective. While School Management Committees (SMCs) were originally conceived as a mechanism for enhancing community oversight, [7] Observed that 57 % of SMCs in the Upper West Region of Ghana were functionally ineffective due to inadequate capacity and ambiguous mandates. Nonetheless, the same study also found that with appropriate training and clear operational guidelines, SMCs can serve as powerful financial and administrative accountability instruments. This suggests that the shortcomings of decentralisation do not stem from conceptual flaws, but rather from failures in execution and institutional support.

Although Ghana possesses legal instruments to safeguard accountability, enforcement remains weak and inconsistently applied. For example, the Whistleblower Act of 2006, which is designed to protect individuals who report corruption, has proven largely ineffective in practice. The analysis of public perceptions of anti-corruption initiatives by [15] and [1] Reveals that fear of retaliation prevents approximately 94.7% of individuals from reporting corruption. This highlight concerns the credibility and enforcement of whistleblower protections. In response to these challenges, [6] Proposes a structural separation between the Attorney-General's Office and the Ministry of Justice, arguing that this reform could strengthen prosecutorial independence and ensure a more impartial approach to addressing corruption in the education sector.

Performance-based accountability frameworks have also demonstrated considerable potential in driving improvements, particularly when integrated into school monitoring systems. The study of School Performance Reviews in Ghana's Upper East Region [16] Revealed that clearly defined performance indicators and public reporting mechanisms contributed to noticeable improvements in school operations. However, their analysis also emphasised the importance of coupling accountability measures with adequate support systems to avoid unfair penalisation of underperforming schools. Similarly, [9] Documented the success of Tanzania's public expenditure tracking system, which effectively linked funding allocations to verifiable performance outcomes. This model offers valuable insights for Ghana, particularly in designing incentive structures that promote transparency while safeguarding educational equity.

The role of civil society in fostering accountability is equally critical. Studies by [17] Examined social accountability interventions across selected Ghanaian districts. They found that citizen participation in school oversight improved substantially when communities were given the training and platforms necessary for meaningful engagement. Nonetheless, the study also cautioned against excessive dependence on donor-funded programs, advocating for a more sustainable, government-led approach integrating social accountability into national policy frameworks.

Given the interdependence of these various accountability mechanisms, it is evident that piecemeal reforms will not suffice. As argued by [5] Comprehensive institutional reform is essential to achieving lasting accountability in education service delivery. Specifically, Ghana must prioritise the depoliticization of oversight bodies, the empowerment of local governance structures, the establishment of transparent and context-appropriate performance metrics, and the institutionalisation of active and informed citizen participation. Only through the simultaneous strengthening of these complementary components can the education sector establish a coherent and enforceable accountability ecosystem capable of delivering equitable and high-quality educational outcomes across the country.



#### **4.4 Sustainable Reform for Transparency and Institutional Accountability**

The education sector is presently situated at a critical stage wherein implementing sustainable reform has become not merely advantageous but fundamentally necessary. Empirical evidence from [5] Underscores the consistent failure of fragmented reform initiatives, which have predominantly overlooked the systemic dimensions of accountability deficiencies. Their evaluation illustrates that education policies frequently align with temporary political objectives, generating instability that damages long-term strategic planning and undermines consistent policy execution. Consequently, genuine reform must transcend these short-lived interventions and establish institutional mechanisms capable of withstanding administrative transitions and political fluctuations.

The foundation of lasting reform is the need to separate educational governance from political interference. The analysis of anti-corruption strategies emphasises the importance of establishing oversight institutions that function independently and are shielded from excessive political influence. [15]. This perspective is further corroborated by [14], whose findings indicate that anti-corruption institutions perform distinctly better when endowed with genuine autonomy and operational independence. Ghana may draw instructive lessons from Tanzania's experience, as documented by [9], wherein the consistent pursuit of transparency reforms across successive political regimes yielded demonstrable improvements in the management and allocation of educational resources.

Moreover, technological interventions present considerable potential for embedding lasting accountability within the education system. The study by [8] Demonstrates that Education Management Information Systems (EMIS) can facilitate real-time and continuous monitoring of financial and institutional outputs. When appropriately deployed and maintained, such digital infrastructures serve as enduring platforms that safeguard transparency and resist politicisation. As referenced in the study, the effectiveness of Kenya's mobile monitoring platforms under the Tusome program illustrates a viable model that Ghana could adapt to its contextual realities.

In addition to technology, community participation constitutes a foundational pillar of sustainable accountability. According to [13] A longitudinal investigation into participatory budgeting within Ghanaian schools reveals that fostering meaningful local stakeholder engagement cultivates durable accountability networks. Their findings suggest that when Parent-Teacher Associations (PTAs) and School Management Committees (SMCs) are genuinely empowered, they develop a sense of ownership that sustains oversight functions even without external financial support. This conclusion aligns with the observations of [7], who contend that accountability structures rooted in local agency are more resilient and enduring than top-down, centrally imposed mechanisms.

An equally essential yet frequently neglected component is capacity development. According to [16] Long-term investment in training school administrators and district-level personnel fosters a team of professionals committed to implementing and sustaining accountability-focused practices. Their fieldwork in Ghana's Upper East Region suggests that knowledge transfer initiatives create multiplier effects, whereby trained personnel apply transparency norms themselves and mentor peers, thereby institutionalising best practices. For such capacity-building efforts to yield maximum impact, they must be complemented by infrastructural improvements, as evidenced by the research of [4], which highlights the need for conducive physical environments that support institutional transparency.

A cohesive and integrative framework is required to advance and consolidate these reform elements. [10] A comparative analysis of education reforms in developing countries identifies three essential dimensions of sustainability: inclusive stakeholder participation, adaptable implementation modalities, and robust systems for outcome measurement. Ghana's education system stands to benefit substantially from such an approach, particularly by integrating the digital accountability tools proposed by [8] The community engagement strategies validated by [3], and the institutional autonomy safeguards articulated by [14].

Ultimately, the sustainability of reform initiatives depends on the extent to which they are structurally embedded to resist corruption while remaining sufficiently flexible to adapt to emerging challenges. The cumulative evidence strongly indicates that superficial, short-term interventions are inadequate. In contrast, reforms grounded in institutional integrity, community ownership, technological transparency, and human capital development are more likely to endure and yield substantial benefits. Ghana possesses both domestic exemplars and relevant international

precedents from which it can draw inspiration. However, what remains to be demonstrated is a resolute political commitment to initiate and sustain reforms that will transcend the life span of any single administration and enhance educational outcomes for future generations.

## 5 Conclusion and Recommendation

This study highlights the urgent need for comprehensive and sustained reforms in Ghana's education sector to tackle deep-rooted issues such as corruption, inefficiency, and weak accountability. Drawing on evidence from Ghanaian experiences and international best practices, the research emphasises the importance of strengthening institutional independence, particularly by insulating education oversight bodies from political interference. It also advocates for expanding digital tools, such as Education Management Information Systems (EMIS), to monitor resources and performance effectively. Moreover, the study underscores the critical role of community involvement in ensuring transparency, suggesting institutionalising training programs for Parent Teacher Associations (PTAs) and School Management Committees (SMCs) to promote accountability.

Ensuring the sustainability of these reforms requires the integration of ethics and civic responsibility into the curriculum at all educational levels, fostering a culture of transparency from an early age. The findings indicate that when fully implemented, these measures can significantly enhance accountability and improve educational outcomes. However, achieving meaningful change requires coordinated efforts from policymakers, educators, parents, and students, alongside a strong political commitment to prioritising integrity over short-term gains. The study calls for immediate action, as delays in implementing these reforms will perpetuate inequality and undermine the potential of future generations.

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