



## Ghana

### MCC Learning from

#### “Ex-Post Performance Evaluation of MCC’s Education Activities in Ghana”

Social Impact Inc., December 2017

MCC has identified the following programmatic and evaluation lessons based on the Ex-Post Performance Evaluation of MCC’s Education Activities in Ghana.

#### PROGRAMMATIC LESSONS

- *A long-term maintenance strategy is necessary to maintain infrastructure investment.* Lack of preventive or routine maintenance had a significant effect on the infrastructure condition of schools, permitting many to fall into disrepair and reducing buildings’ life and the potential economic and social gains that the schools could have brought to their communities. Making a specific plan for and supporting a culture of preventive or routine maintenance along with increased community ownership can significantly extend the life of school buildings. The evaluation found that schools with more community ownership were better maintained. Moreover, respondents were about four times more likely to cite a lack of maintenance financing as the driver of maintenance practices versus a lack of skills or training, highlighting that planning and financing should be a top priority for future investment rather than training. Ongoing MCC projects in education infrastructure have included a greater emphasis on operations and maintenance, and MCC aims to deliver relevant learning from the evaluation of these components.
- *During implementation, there needed to be better monitoring of the construction; finished quality suffered as a result of poor monitoring.* Subcontracting by local contractors—despite contractual specifications against it—was identified as a major challenge during implementation of the MCC intervention. To tackle this issue, GoG and donors investing in school infrastructure needed to review the system for monitoring and enforcing construction contracts to ensure the completion of schools which meet design specifications. This was a function of the number of schools and the location. MCC has taken this lesson and limited the regions in both Morocco and Cote d’Ivoire where schools are being constructed. In these cases, MCA staff have been placed in the regions to better monitor implementation. In this way, MCC has addressed the tension of expanding access to schools in remote regions, but in a way that is implementable.

Evaluation Brief: <https://www.mcc.gov/resources/doc/evalbrief-042017-ghana-compact-education>