

# **IDP Rising Schools Program Survey Report (Tranche 1 Schools)**



**December 2012**

Presented by: Educational Assessment and Research Centre (EARC)

## Contents

1.0 Introduction	4
2.0 Study Objective	5
2.1 Methodology	5
2.2 Instrumentation	6
2.3 Data Collection Training	6
2.4 Data Collection	7
2.5 Data Quality Assurance	7
2.6 Intervention Schools	7
2.7 Establishment of School	9
2.8 Water Facility	12
2.9 Electricity	13
3.0 Toilet Facility	14
3.1 Other Problems	14
3.2 Quality Teachers	15
3.3 Attitudes of Teachers	16
3.4 Teacher Training	17
3.5 Upgrading /Movement of Teachers	18
3.6 Non Teaching Staff	18
3.7 SMC and PTA	19
3.8 School Bank Accounts /Finance	20
3.9 Feeding	23
4.0 Other Challenges	23
4.1 Enrolment	23
4.2 Evaluation and Impact of Loan	27

4.3 Perception of IDP/Sinapi Aba	28
4.4 Conclusion	28
Annex	29 - 51

## 1.0 INTRODUCTION

The IDPRS program provides an excellent model to improving Private School Management and Performance in a sustainable way. The program was designed to provide financial and technical support to disadvantaged and deprived private schools in Ghana.

The IDPRS Program has been implemented over a 3 year period in 120 schools cascaded into tranches 1 to 3 in four regions. Over this time period, schools under the IDPRS Program have recorded some significant changes in terms of school management and infrastructure developments as well as quality of education for the students through teacher training. An independent research organisation was contracted to follow up and assess these changes. This report discusses in detail the changes/achievements of the tranche one schools. Below is a table of the regions and their corresponding number of schools in the various tranches.

**Table 1:**

Region	Tranche 1	Tranche 2	Tranche 3	<b>Totals</b>
Ashanti	12	18		<b>30</b>
Brong Ahafo	15	13	18	<b>46</b>
Upper East		14		<b>14</b>
Western			30	<b>30</b>
<b>Totals</b>	<b>27</b>	<b>45</b>	<b>48</b>	<b>120</b>

The IDP Rising Schools Program activities have contributed to an overall change in attitude of the proprietors of private schools enrolled into the Program. Although the overall financial investment in each school is modest, some of the proprietors attest to the fact that they were integrally involved in the training activities and that the Program has given them a form of ownership. They also admitted that truly the Program is concerned about the well-being and development of their schools. All schools assessed during this period showed great appreciation for the support and attention the Program has given them so far.

According to the proprietors, the most beneficial interventions have been the financial support and building of their capacity to improve their management skills. Some community members whose children attend these schools were also appreciative of the fact that the Program has fostered parents' participation and engagement in the schools. Parents now feel that they play an important role in the

success of the schools where their wards are being nurtured. The parents better appreciate their role in developing the schools and now feel that they are primary stakeholders.

The Program strategy has hinged on providing capacity building and credit facilities to the proprietors to improve on school management and eventually improve the quality of education. Schools identified to participate in Tranche 1 of the Program are located in the Ashanti and Brong Ahafo regions of Ghana.

Based on the significant interventions of the Program and challenges faced by private schools, IDP Rising Schools plans to deepen and spread their support to private schools all over Ghana.

IDP Rising Schools Program is being implemented to create access to affordable and quality education for children in deprived areas in Ghana. The Program is a partnership between IDP Foundation Inc.( a private foundation in the US), Opportunity International-US (a non-profit microfinance organisation based in US) and Sinapi Aba Trust(a Ghanaian non-profit microfinance). The program's five (5) main goals are as follows;

1. To improve the quality of education offered to students
2. To increase the profitability and thereby the sustainability of the schools
3. To create a positive follow up on the Microfinance Institution (MFI)
4. To achieve gender equality among participating schools
5. To increase enrolment in the schools

## **2.0 STUDY OBJECTIVE**

The aim of this study is to assess the impact of the IDP Rising Schools Program on 19 Tranche 1 schools that received trainings and loans from the IDP Rising School Program. The study was conducted one year after proprietors received their first loan from the Program. This report presents the original baseline survey results, which were collected and collated in late 2009 and the follow up impact assessment results (both baseline and focus groups) which were collected between December 2010, March 2011 and June 2012. The impact assessment survey was conducted monthly, as schools took loans at different times the year before. Schools that took loans in the same month were grouped together for the follow up assessment. This report is based on a comparative analysis of 19 Tranche 1 schools who acquired the loan. All 19 schools surveyed for this report received loan over a year ago.

## **2.1 METHODOLOGY**

The study was conducted in a participatory manner involving focus group discussions with proprietors, parents and teachers to ensure objectivity and accuracy of the data gathered from all the respondents.

The focus group approach was used to gather detailed information to help understand how the private schools are managed, regarding governance, roles of proprietors, roles of head teachers, and teacher support in improving quality education. In other words, the qualitative aspect is to use a consistent line of inquiry to extend the questions used in the baseline study to search for more in-depth understanding of how things happen the way they do and how private school management follow up on general school performance. The study was initially led by DAK and later by Education Assessment and Research Centre (EARC). The sub-sections below provide background to the data collection instruments, data collection process, data quality assurance and some challenges encountered during the study.

## **2.2 INSTRUMENTATION**

The qualitative portion of the study was conducted with three data collection instruments (Proprietors' Interview Guide, Teachers' Discussion Guide and Parents Discussion Guide). These instruments were adapted to help collect the data. The exercise was also to provide additional information to guide and fine tune IDP Rising Schools intervention activities. All three instruments used were adapted by EARC to meet the requirements of the intervention. EARC, in addition to the qualitative instruments also conducted a quantitative survey by adapting and using the IDPRS baseline survey questionnaire to assess any changes that have taken place one year after the schools had received the training and loan facilities. This covers a host of issues as analysed and presented in the report.

## **2.3 DATA COLLECTION TRAINING**

EARC organized a day refresher training to review and discuss the instruments to equip data collectors with skills needed to gather the required data. The training was led by Justice Agyei-Quartey, who has extensive experience in monitoring and evaluation, research and training of data collectors.

Participants were taken through the IDP Rising Schools Quantitative Survey, which is based on the Ghana Education Census and varies slightly for each tranche of schools (as a few questions were added, removed, or changed). Being mindful of the integrity of the exercise, the training also equipped participants with techniques in data collection and spent a lot of time discussing the survey instrument since that was the focus of the data collection exercise. Participants undertook a series of role plays during the course of the training. Participants were put in pairs to conduct the surveys on the field.

## **2.4 DATA COLLECTION**

Two data collectors were charged to administer the instruments in the last school, one to act as the facilitator and the other as the recorder for the data collection. The team spent two days in the school for quantitative and qualitative data collection with respondents. After the quantitative data has been entered a cursory analysis was made. Prior to the data collection, the team made calls to the school for arrangements to be made for the exercise. Proprietors were charged to arrange with all stakeholders needed to make themselves available for the data collection exercise.

## **2.5 DATA QUALITY AND ASSURANCE**

The EARC research team took steps to ensure data quality during instrumentation, data collection (as indicated above), data entry, cleaning and data analysis. After data entry, the officials of EARC randomly sampled 10% of each category of data to perform data quality check. This was used to match the electronic record against the instruments. Data from this study consists of qualitative data from the interviews which consist of focus group discussions and review of school documents (such as registers, lesson notes, etc). Data triangulation from different target groups was used throughout the analysis. To ensure validity, the data collection instruments were all finalized through reviews, validation and refinement. The questions and the content were focused on the IDP Rising Schools' proprietor training contents and program objectives.

In addition, follow-up questions were asked about issues that required some specific information such as pupil/teacher attendance, class register, log book etc. In cases where no specifics were provided, it implied that there was no proper record keeping, or the activity in question might not have occurred in the school. Therefore the information concerning such schools was not considered.

Throughout the two day data collection exercise, EARC provided field supervision and monitoring to ensure that a common data collection procedure was used. EARC ensured a daily de-briefing session during the data collection period to guarantee data quality.

## **2.6 INTERVENTION SCHOOL**

The baseline survey for Tranche 1 of the program sampled twenty-seven (27) target schools in the Ashanti and Brong Ahafo regions. At the follow up assessment phase, 19 schools of these original 27 schools were selected. These 19 schools had successfully completed capacity-building training (e.g. proprietor, caterer and teacher training) and had applied for and received loans. The follow up assessment sample includes six (6) schools in Ashanti Region and thirteen (13) schools in Brong

Ahafo. The remaining 8 schools might not have applied or are yet to receive loans or dropped out of the process. Schools that are yet to receive the loan but received training from the program are five and these are Boama kwebi Memorial Schools, Maranatha Preparatory, Peace International Schools, St Mary Preparatory School in Ashanti and Wisdom Preparatory School from the Brong Ahafo region. Below is a table of list of Tranche 1 schools that received loans and were examined for this report.

**Table 2: List of Tranche 1 Schools**

School name	District	Region
Baah Memorial Community School	Foase	Ashanti
Konadu Yiadom Educational Complex	Efidwa Kwabere	
Lucky Child Daycare Centre	Kumasi Metropolitan Authority	
Overcomers International School	Afigya kwabere	
Supreme David International	Efidwa Kwabere	
Mighty Ebenezer Preparatory	Ejura-Sekyedumasi	
Aim High Preparatory School	Techiman	Brong Ahafo
Combat Academy	Techiman	
Emmanuel Foundation School	Sunyani West	
Glory Model School	Sunyani West	
God Word Preparatory School	Techiman	
Jesus Preparatory School	Berekum	
Peace International School	Berekum	
Joy Preparatory School	Techiman	
Lion Of Judah Preparatory School	Techiman	
New Era International School	Techiman	
Showers Of Blessing International	Techiman South	
Ultimate Preparatory and JHS	Techiman	
Unique International School	Sunyani West	



## **2.7 ESTABLISHMENT OF SCHOOLS**

The survey revealed that most of the proprietors established the schools in their communities as a result of the following reasons:

- to lessen the burden of children who travel longer distances to attend school
- to offer quality education to children in the community
- to supplement inadequate government schools
- to solve the problem of rampant child labour
- to relieve mothers who carry their children to work due to the lack of pre-school facilities in the community

Most of the proprietors started their schools gradually, first with nursery or KG, and expanded as the children graduated from one level to another. The schools offer education to children from neighbouring communities. In both Ashanti and Brong Ahafo regions, the language of instruction is mostly English with a few using the local language (e.g. Asante Twi). Asante Twi is also taught as a subject on the national curriculum from grade four and as a medium of instructions from pre-school to grade three. However, most private schools are still using English and this does not conform to the national policy (National Literacy Accelerated Program-NALAP) on instructions at the pre-school and lower primary level.

The school calendar though runs from Monday to Friday, expecting students to attend classes on regular basis, sometimes students do not attend school on regular basis, especially on Fridays due to a host of factors, including market activities, and farming as well as attending funerals with parents and guardians.

**Table 3: Tranche 1 Schools with loan**

Region	District	School	Type of Locality	Year of Establishment
Ashanti	Foase	Baah Memorial Community	Peri-Urban	2005
	Efidwa Kwabere	Konadu Yiadom Educational Complex	Peri-Urban	2003
	Kumasi Metro	Lucky Child Day Care Centre	Urban	2006
	Afigya kwabere	Overcomers International	Peri-Urban	2005
	Efidwa Kwabere	Supreme David International	Peri-Urban	2006
	Ejura-Sekyedumasi	Mighty Ebenezer Preparatory	Rural	1998
Brong Ahafo	Techiman	Aim High Preparatory	Peri-Urban	2001
	Techiman	Combat Academy	Peri-Urban	2003
	Sunyani West	Emmanuel Foundation	Peri-Urban	1994
	Sunyani West	Glory Model	Peri-Urban	2005
	Techiman	God Word Preparatory	Peri-Urban	1998
	Berekum	Jesus Preparatory	Peri-Urban	2004
	Berekum	Jinjini Peace International	Peri-Urban	1998
	Techiman	Joy Preparatory	Peri-Urban	2002
	Techiman	Lion of Judah Preparatory School	Rural	2000
	Techiman	New Era International	Peri-Urban	2006
	Techiman South	Showers of Blessing International	Peri-Urban	2002
	Techiman	Ultimate Preparatory and JHS	Peri-Urban	2004
	Sunyani West	Unique International	Peri-Urban	2005

### 2.7.1 SCHOOL LAND DOCUMENTATION

Concerning land documentation, there was some improvement recorded in Brong Ahafo Region, while Ashanti region remains unchanged. Three (3) schools in Brong Ahafo Region - Glory Model School, God Word Preparatory and Joy Preparatory School, now have proper documentation. Five (5) schools in Ashanti Region had documentation of the schools land since baseline. However, one school, Mighty Ebenezer Preparatory which is also in the Ashanti region is still in the process of finalizing documents covering the land the school is located on. Below is a table showing land documentation status of the schools. Even though land documentation had reduced from 14 to 13 a look at regions showed Ashanti had increased.

**Table 4: Registration of School Land**

<b>School Land</b>	<b>Pre Intervention N=19</b>	<b>Post Intervention N=19</b>
Yes	14 (73.7%)	13 (68.43%)
No	5 (26.3%)	6 (31.6 %)

### 2.7.2 SCHOOL REGISTRATION STATUS UNDER GES

There were some changes in GES registration status in both Ashanti and Brong Ahafo Regions between the comparing periods. One school in Ashanti region got registered after baseline bringing to six the total number of schools (tranche 1) registered under GES registered in the region. In Brong Ahafo Region four (4) schools registered after baseline bringing to total twelve (12) schools registering under GES. However one school (Jesus Preparatory) has still not registered. This is depicted in Table 5 below.

**Table 5: School Registration Status****Note: Status code 1- registered      Status code 2 – unregistered**

<b>Ashanti Region</b>		
	<b>Status [Baseline]</b>	<b>Status [Follow up]</b>
Baah Memorial	1	
Konadu Yiadom Educational Complex	1	
Lucky Child Daycare	1	
Over comers International	1	
Supreme David International	1	
Mighty Ebenezer Preparatory	2	<b>1</b>
<b>Brong Ahafo Region</b>		
<b>Name of school</b>	<b>Status [Baseline]</b>	<b>Status [Follow up]</b>
Aim High Preparatory	2	1
Combat Academy	1	
Emmanuel Foundation	1	
Glory Model International	2	1
God’s Word Preparatory	2	1
Jesus Preparatory	2	2
Jinijini Peace International	1	
Joy Preparatory	1	
Lion of Judah International	1	
New Era International	1	
Showers of blessing	1	
Ultimate Preparatory	1	
Unique International	2	1

**2.8 WATER FACILITY**

The situation of schools with available water 15, constituting 78.9% did not change at the follow up assessment as shown in the table below. However, availability of water at baseline declined in Brong Ahafo Region while it increased in Ashanti Region. At the baseline phase, fifteen (15) schools (five (5)

in Ashanti and ten (10) in Brong Ahafo) had access to drinkable water on site. At the follow up the number of schools in Brong Ahafo with available drinking water had reduced to nine (9) schools. Two (2) schools mentioned that they no longer had access to pipe-borne drinking water (Joy Preparatory and New Era Preparatory) while access to drinking water improved at Jesus Preparatory. Mighty Ebenezer Preparatory school in the Ashanti region which had no access to pipe-borne water at baseline now has access to potable pipe-borne water even though it is located in the community. This is depicted in Table 6 below.

**Table 6: Availability of Drinking water**

<b>Water Facility</b>	<b>Pre Intervention N=19</b>	<b>Post Intervention N=19</b>
Yes	15 (78.93%)	15 (78.9%)
No	4 (21.1%)	4 (21.1%)

In the Ashanti Region, water storage facilities in four (4) schools - Konadu Yiadom Educational Complex, Overcomers International School, Mighty Ebenezer Preparatory School and Baah Memorial School -- changed from barrels to buckets/pots. Water storage facilities at Supreme David Educational Complex, however, improved from containers to drums.

In the Brong Ahafo Region, there was significant improvement in facilities for storing water. For instance, Emmanuel Foundation at baseline phase had no water storage facility but at follow up assessment phase the school was storing water in buckets/pots. In a similar scenario six (6) schools - Peace International, Jesus Preparatory School, New Era International School, Showers of Blessing International School, Ultimate Preparatory and JHS, and Unique International School changed their water storage facilities from rubbers to more ideal storage facilities like containers. God's Word Preparatory and Joy Preparatory School also changed from gallons to drums. According to some of the teachers, availability of water has eased the pressure on students and teachers who hitherto, had to really on untreated water. It also affected school activities and pupils' attendance as some students are made to go out in search of water during school hours. However some teachers in both Ashanti and Brong Ahafo regions are still concerned about the source of drinking water for the students. They mentioned, among other things, the location and the unhealthy nature of some storage facilities.

## **2.9 ELECTRICITY**

There was improvement in availability and accessibility of electricity in both Brong Ahafo Region Ashanti to 8 schools compared to 6 at baseline. They all source their electricity from the national grid

except Mighty Ebenezer which gets its source from a generator. The surrounding communities are also connected to the national grid. This presupposes that students at home have access to electricity to study. This is shown in table 7 below.

**Table 7: Schools with Electricity**

Schools with Electricity	Pre Intervention N=18	Post Intervention N=19
Yes	6 (33.3%)	8 (42.1%)
No	12 (66.7.0%)	11 (57.9%)

### 3.0 TOILET FACILITIES

Availability of toilet facilities also improved compared to 12 (63.2%) at baseline. Currently 14 schools constituting 73.7% of the schools have toilet facilities in place. The improvement was mainly in Brong Ahafo Region. At the baseline phase, 7 in Brong Ahafo and five 5 in Ashanti had one separate toilet each for boys and girls. At the follow up assessment phase the number of toilets had increased by two (2) in Brong Ahafo, bringing it to nine (9), representing 69.2% with Ashanti maintaining the number at 5.

Teachers expressed concern with the number of toilets available during the focus group discussions. They mentioned that one (1) toilet each was not enough considering the student population. Sometimes there are long queues and the pupils are tempted to use the bush or violence breaks out as they compete to use the facility. This is shown in the table below.

**Table 8: Toilet and Sanitation Facilities**

Toilet	Pre Intervention N=19	Post Intervention N=19
Yes	12 (63.2%)	14 (73.7%)
No	7 (36.8%)	5 (26.3%)

### 3.1 OTHER PROBLEMS

The schools in both regions face some environmental challenges in the schools. Among these challenges are soil erosion, drainage, waste water and sewage and garbage problems. These challenges came about as a result of the schools not having cemented or grassed compounds. The soil on these compounds was sandy and prone to erosion during heavy rainfall. From observation, schools surrounded by bush had no drainage system and would therefore throw waste water and rubbish into the bush or burn the rubbish.

During the follow up assessment phase these problems had been improved greatly. In the Ashanti Region, Lucky Child Day Care and Baah Memorial had been able to solve their drainage and garbage problems respectively. Yet Overcomers International School and Mighty Ebenezer still experience similar problem (e.g. drainage blockage). It is also significant to note that thirteen schools in both regions indicated having no problem with regards to soil erosion and garbage disposal. Schools that still have challenges with soil erosion in Ashanti region for instance are over comers International and Showers of Blessing International School.

In the Brong Ahafo Region, three schools namely Combat Academy, Gods Word Preparatory and Showers of Blessing International School still experience erosion-related problems. The remaining schools have been able to solve their environmental issues. The situation is depicted in table 9 below

**Table 9: Problems experienced in school**

<b>Which of these problems are experienced in your school</b>	<b>Pre Intervention N=18</b>	<b>Post Intervention N=19</b>
Drainage Blockage	2 (11.1%)	1(5.3%)
Soil Erosion	5 (27.8%)	4 (21.0%)
Waste water and sewage	2 (11.1%)	0
Garbage Disposal	3 (16.7%)	1(5.3%)
None	6 (33.3%)	13(68.4%)

### **3.2 QUALITY OF TEACHERS**

Quality teaching and learning is a critical issue in Ghana. The assessments result from both baseline and follow up show incidence of low trained and unqualified teachers in the schools. Most of the teachers in both regions are secondary and technical school leavers, though a few have upgraded to Higher National Diploma (HND), RSA stage two (Accounting), DBS Accounting, motor vehicles mechanic, and a few completing Diploma Basic Education in University of Cape Coast by distance.

As some proprietors put it, ‘we are unable to hire qualified teachers and therefore teacher availability is a major problem’.The proprietors explained that graduate teachers are too expensive to hire and/or trained teachers are reluctant to take up teaching positions outside urban centres. Thus, currently, their only option was the SHS graduates (constituting about 47.4%), some of whom were old students or reside in the community of the school. Interestingly some of these SHS graduates are dropouts with some awaiting results or to better their results for further studies.

### **3.3 ATTITUDE OF TEACHERS TOWARD WORK AND DISCIPLINE**

Both parents and proprietors interviewed during the survey emphasised that teachers attitudes towards school and work generally is good. Some schools have code of ethics, which is made available to any teacher who is employed; thus, attitude and approach to work is governed by the code.

According to the teachers, the teaching job was a relief in an economy where unemployment is high and even worse in rural areas. As indicated above many of the teachers are therefore using this position as a stepping stone to their preferred careers.

The major issue underlying the attitude of teachers to work is salary. Salary (averaging 50 Ghana cedis a month) is a major contention between teachers and proprietors, which contributes to teacher turnover. Teachers in both regions mentioned insufficient salaries as one of their challenges. On the one hand, proprietors compete for the services of the inexperienced teachers, while teachers also look out for better working conditions. Nonetheless, the teachers are motivated by a couple of reasons to give their best. Some of the reasons include the following;

- Free lunch included in their remuneration package
- The supplements of their incomes by providing extra classes
- Enhancing a child's life through education
- Respect from society- teachers are perceived as learned and they also command some level of respect from the community
- Broaden knowledge of teachers

According to parents, the teachers are effective and hardworking. They mentioned a remarkable improvement in their children, especially in English skills and discipline. Parents with toddlers were especially impressed with the work of the teachers – the pupils come home happy and clean. Furthermore, parents were of the view that the relationship between teachers and pupils was very good hence the pupils are excited about school.

Teachers teach very well with good appearance. Currently pupils are giving homework frequently and get them marked with feedback given to students. Teachers report to school at 7:30 a.m. and leave at 3:30 p.m. Lesson notes are prepared on regular basis and vetted by the head teacher even though there are insufficient resources to prepare teaching and learning materials (TLMs). Though GES makes curriculum available to the schools, they fail to add text books. Teachers receive frequent visit from



proprietors in terms of observation and feedback. They observe teaching and learning processes to ascertain students' level of understanding of lessons taught.

### **3.4 TEACHER TRAINING**

The number of schools that had exposed their teaching staff to training increased between the initial baseline survey and the follow up assessment. Proprietors mentioned that in addition to the training provided by IDP, they also invite experienced teachers, headmasters from other schools or personnel from GES to train their teachers. There was a high incidence of teachers who have either directly or indirectly benefited from IDPRS training and in-service training conducted by other organisations – GES (NALAP). Those who attend IDPRS trainings come back and impart the knowledge acquired to other colleagues. Schools that improved their training programs included Konadu Yiadom Educational Complex, Overcomers International School, Supreme David Educational Complex, Baah Memorial and Mighty Ebenezer Preparatory School in Ashanti Region. For instance, in Mighty Ebenezer, with the presence of the project, teachers now enjoy INSET at least twice in a week unlike it used to be at pre intervention period where on average it was held once a year. It is interesting to note that teachers are so much enthused with the regular INSET organised for them and would wish it continues always. Teachers would have had it easier teaching due to the knowledge and skills acquired from the regular INSETS but inadequate and non availability of teaching and learning materials poses a lot of challenges. In Brong Ahafo, Emmanuel Foundation, Jesus Preparatory School, Peace International, Showers of Blessing International, Ultimate Preparatory and JHS, and Unique International School improved their training for teachers. The main subject areas of concentration for INSET in both regions were Science, Mathematics and English. In the Brong Ahafo Region, however, in-service training is also provided in teaching methodology, especially for new teachers on how to prepare lesson notes.

There was also improvement in the number of schools that had received in-house training on health issues and awareness in both regions. In Ashanti Region the number increased from three (3) schools at baseline phase to six (6) schools at follow up assessment phase, while Brong Ahafo recorded an increase from nine (9) schools at baseline to ten (10) schools at follow up assessment phase. This brings the total of schools with inset to 16 (84.2%) schools compared to 12 (63.2%) at baseline as shown in table 10 below. Konadu Yiadom Educational Complex, Supreme David Educational Complex and Mighty Ebenezer Schools in Ashanti Region and Unique International in Brong Ahafo are the schools that had contributed to the increase.

**Table 10: Number of schools organizing INSET**

<b>INSET</b>	<b>Pre Intervention N=19</b>	<b>Post Intervention N=19</b>
Yes	12 (63.2%)	16 (84.2%)
No	7 (36.8%)	3 (15.8%)

### **3.5 UPGRADING /MOVEMENT OF TEACHERS**

During the qualitative interview, only few teachers expressed their desire to upgrade their teaching skills and these were teachers who wanted to stay in the teaching field. These teachers could do so through distance education program. They also mentioned that after graduating they would prefer teaching in public schools rather than a private school, since working conditions at the public schools are better. For instance, they mentioned that salaries at public schools are much better than that of private schools. Again, the teachers mentioned that though they do not receive salary during vacation break, their public school counterparts do receive salaries. It was also observed that other teachers who are upgrading their education or in the process of doing so, are doing that in other disciplines, such as banking, marketing and nursing among others. E.g. in Mighty Ebenezer School a teacher indicated her intension of attending a nursing training college. Awareness of the UTDBE program was very low among teachers, the few teachers who were aware had heard of it during IDP Rising School training, and said they had not patronised it owing to financial constraints.

According to proprietors, staff, especially teachers, mostly leave the schools to pursue further education. However, some proprietors mentioned that they had terminated appointments of some teachers for bad behaviour. They also agreed that working conditions, especially low salaries, could make a teacher leave for another school. Some teachers leave schools if they do not receive help during crises. Parents agreed with proprietors as to the reasons for frequent teacher turnover. Teachers who were interested in teaching as a career were concerned about the working conditions. They compared working conditions of the private schools to public schools and were of the opinion that working conditions of public schools was far better than private schools.

### **3.6 NON-TEACHING SCHOOL STAFF**

At both the baseline and follow up assessment phases, there were no changes in the structure and training of auxiliary staff. Most schools have at least one caterer, but no accounting staff. Almost all the caterers are not professionals; they are women from the community or the proprietor's wife. Prior to IDP training, the caterers attest that they had never received any formal training. The general

consensus was that the IDP training has had major impact on the delivery of the caterers – effective, efficient and health conscious, thus nutrition has improved. They further mentioned that hygiene has improved, especially with the introduction of working gear. Parents were also of the opinion that the caterers who cook for the children were responsible. They however, indicated that they were aware of the consequences of bad catering on the health of their children hence, parents constantly monitored the caterers and meals prepared for the pupils. Parents also mentioned that their children seldom complained about the quality and quantity of food.

### **3.7 SCHOOL MANAGEMENT COMMITTEE (SMC) AND PARENT TEACHER ASSOCIATION (PTA)**

The number of schools with a School Management Committee (SMC) in both regions reduced from 13 to 9 as shown in table 11 below. However, looking at region specifics, it increased from four (4) schools to five (5) schools in Ashanti while in the Brong Ahafo Region there was a reduction from nine (9) schools at baseline phase to four (4) at follow up assessment phase. The schools in the Brong Ahafo region that dropped the SMC are Emmanuel Foundation, Glory Model, New Era International, Showers of Blessing and Unique International Schools. Mighty Ebenezer is the school that was added to those with SMC at follow up. The proprietors mentioned lack of time on the part of SMC members rendering the committee irrelevant. The irrelevance of the SMC was reiterated by the lack of support the schools were receiving from the SMC. The support received from SMC had reduced drastically across all schools in both regions. In most schools the support had reduced to nil/zero at the impact assessment phase. With the exception of Supreme David Education Complex and Mighty Ebenezer that meet once a term and a year respectively, all remaining seven (7) schools meet twice in a term. Four schools, Mighty Ebenezer, Combat Academy, Overcomers International and Ultimate Preparatory have school performance improvement plans in place. Seven (7) other schools have partial school performance improvement plans in place.

During the focus group discussions, all stakeholders (parents, proprietors and teachers) agreed that Parent-Teacher Association (PTA) is very important to the success of the school. It was the platform where all ideas and problems are shared, and consensus can be reached for the general good of the school. It was mostly held twice a term, unless there is an emergency that requires PTA meeting. The PTA meetings bring to bear changes to issues and challenges facing the school.

Proprietors believe that they cannot do without the PTA since the parents make the school. Every effort to improve structures and provide necessary services is to make the school appealing in order to

retain and increase population. According to proprietors, parents also help solve problems of the school and contribute in decision making. They also support the school financially.

Parents said PTA was important because it is the only platform where they can formally express their views on issues concerning the school and the children. They also believe PTA strengthens the relationship between the school staff and the parents. Teachers said that PTA gives them the opportunity to inform parents about the behaviours and performances of their children.

**Table 11: Schools with SMCs in place**

<b>SMC</b>	<b>Pre Intervention N=19</b>	<b>Post Intervention N=19</b>
Yes	13(68.4%)	9 (47.4%)
No	6 (31.6%)	10 (52.6%)

### **3.8 SCHOOL BANK ACCOUNTS/FINANCE**

There was an increase in the number of schools that had bank accounts in both regions. Evaluation at impact phase indicates that the IDP has impacted positively on the schools, which have resulted in all the schools having bank accounts now. With the absence of a professional accountant or dedicated accounts person, the schools’ banking is erratic, done as and when the proprietor had the opportunity and no proper records are kept at the school

The number of schools with separate bank accounts (a school account and a proprietor’s personal account) also improved. Proprietors affirmed that they have bank accounts solely for their school funds. In addition, some of the proprietors practiced daily savings popularly known as “Susu” with the non-banking financial institutions. They claim to use these funds in the day-to-day management of their schools.

In the Ashanti Region, the number of schools with bank accounts increased from two (2) at the baseline phase to six (6) at the follow up assessment phase. The schools contributing to the increase are Konadu Yiadom Educational Complex, Lucky Child Day Care Centre, Supreme David Educational Complex and Mighty Ebenezer Preparatory. In Brong Ahafo Region, Showers of Blessing International School opened a bank account during the one year period increasing the number of schools with bank account from twelve (12) at baseline phase to thirteen (13) at the follow up assessment phase as indicated in the table below. Thus all the surveyed schools in both regions had bank accounts.

**Table 12: Schools with Bank**

<b>Bank Accounts</b>	<b>Pre Intervention N=19</b>	<b>Post Intervention N=19</b>
Yes	14 (73.7%)	19 (100%)
No	5 (26.3%)	0 (0%)

Some proprietors direct parents to make payment of school fees directly into the school account. The proprietor then instructs the host bank to pay salaries of teachers. Teachers who have bank accounts have their salaries paid into the account while those who do not have bank account receive their salaries over the counter. The bank however keeps records for account balancing.

Most of the schools, apart from support from IDP program have little or no other sources of raising funds to support school activities. Proprietors mainly raise funds from the feeding and school fees.

Stakeholders were of the opinion that current level of fees was a contributory factor to low incomes and the resultant cash flow problems encountered by schools. The proprietors were of the opinion that for schools to be profitable, it is imperative that school fees are increased to an appreciable level. They mentioned that the current school fees are low and therefore income is lower than expenditure. Proprietors mentioned that the location of the schools and economic situation in these areas coupled with low literacy levels contribute to the low levels of fees paid. Proprietors are in constant communication with the PTA, especially the executives, about school finance and schools fees. Proprietors mentioned that the low income causes a financial challenge that has an impact on provision of infrastructure. The major income in running a school is school (tuition) fees. Other incomes are canteen fees, sports fees, extra classes' fees, snack fees and others. Proprietors mentioned that school and canteen fees are paid daily, GH¢1.00. Though this was highly convenient for parents, it creates cash flow problems for proprietors since financial management must be daily. The above information is shown in the table below.

**Table 13: Income and Expenditure of the schools**

<b>School</b>	<b>Income (GHS)</b>	<b>Expenditure (GHS)</b>	<b>Variance (GHS)</b>
Lucky Child Day care Centre	1600	1600	0
Combat Academy	8700	3000	5700
God Word Preparatory School	4100	2500	1600
Joy Preparatory School	2209.53	1050	1159.53
Lion Of Judah Preparatory School	3620	1200	2420
Emmanuel Foundation School	49490	40200	9290

Glory Model School	12970	11400	1570
Jesus Preparatory School	7600	7000	600
Jinijini Peace International School	8457	8000	457
Konadu Yiadom Educational Complex	12200	12000	200
Overcomes International School	19300	18700	600
Showers Of Blessing International	35320	32020	3300
Supreme David International	1100	1000	100
Ultimate Preparatory And Jhs	29700	25200	4500
Unique International School	2500	2200	300
Baah Memorial Community School	11452	9700	1752
Aim High Preparatory School	2150	0	2150
New Era International School	2295	0	2295
Mighty Ebenezer	75000	74200	800
<b>Total</b>	<b>288,163.53</b>	<b>249,370.00</b>	<b>38,793.53</b>

Proprietors believe that to overcome most of their cash flow problems and make significant profit, schools fees needs to be increased or they should receive more grants and/or loans with lower interest rates. In addition, proprietors were unable to raise funds or income from other sources aside the main income (schools fees) during the past year. Three (3) schools , Overcomers International School, Baah Memorial School and Mighty Ebenezer, all in the Ashanti Region, and seven (7) schools in the Brong Ahafo region had been able to source for funds through other means than loans or grants aside school fees in the year prior to year under study. The Brong Ahafo schools are - Aim High International, Glory Model School, Gods Word Preparatory, Peace International, Joy Preparatory School, New Era International School and Showers of Blessing International School. The proprietor of Mighty Ebenezer Preparatory expressed gratitude to World Vision for supporting them with toys to be used as teaching aid for the KG and lower primary students. This was made possible after their request was sent to World Vision Ghana.

Parents were very much concerned of how the school was financed. They mentioned that even though they agree that fees were low and were willing to accommodate an increase, they had problems with how much increase to be made. Other parents were not comfortable with the increase in school fees. The parents also agreed that it was due to low fees paid, delay and non-payment of fees that there is lack of necessary infrastructure and resources. Parents reiterated that school and canteen fees are paid daily, an average of GH ¢ 1.00. Though it was highly convenient for them, they are aware of the financial problems it causes proprietors.

### **3.9 FEEDING**

Proprietors said that health and nutrition status of children are key. They mentioned that feeding is supplied to pupils for an additional fee. Proprietors were of the view that finance had great impact on meals, both in taste and quantity.

According to parents, pupils are happy with meals at school and rarely come home ill. Parents attributed this to the hygienic and efficient way the caterers prepare the meals.

Proprietors and parents agreed that the canteen fees paid was low. Finance is a major challenge for the school proprietors. Most of the proprietors subsidize their schools' operations with revenues earned from other sources, such as income from farming or trading.

### **4.0 OTHER CHALLENGES**

Additional challenges facing the schools include:

- Poor infrastructure
- Difficulties in transportation of children to and from school
- Lack of Teaching/Learning Materials (TLMs) – (curricular materials including teachers' guides)
- Poor financial management
- Inadequate recreational facilities for children
- Natural disasters
- Quality of teachers (un-trained)
- Government support of the public schools – proprietors expressed their views that the government does not support them
- Teacher turnover, movement and abandonment

### **4.1 ENROLMENT**

Another area the schools have made some improvement is enrolment. Twelve of the schools register increase as compared to 7 which had enrolment reducing. The increases were mainly attributed to the efforts all stakeholders made in the improving the school (especially the PTA, proprietors and teachers as well as the pupils performance). Some parents during the course of interaction also asserted that, the quality of food being served in recent times in the schools is also a contributing factor to increase in enrolment. The table below gives a clear picture of the enrolment situation in the schools. Though there is a positive trend, looking at the total, some schools seem to be decreasing in enrolment figures. Among these schools are Joy Preparatory, Jesus Preparatory, Unique International, New Era International, God Word Preparatory, Konadu Yiadom and Over Comers International Schools. Probably some of the pupils leave to attend schools in nearby community which are less than 5 km from their locations.

**Table 14: School Enrolment**

School	Baseline	Current	Variance
Lucky Child Day Care Centre	132	138	6
Combat Academy	354	556	202
God Word Preparatory School	373	328	-45
Joy Preparatory School	258	161	-97
Lion Of Judah Preparatory School	95	97	2
Emmanuel Foundation School	462	636	174
Glory Model School	223	254	31
Jesus Preparatory School	165	72	-93
Jinijini Peace International School	192	205	13
Konadu Yiadom Educational Complex	184	156	-28
Over comers International School	354	311	-43
Showers Of Blessing International	620	695	75
Supreme David International	128	141	13
Ultimate Preparatory And JHS	461	570	109
Unique International School	410	265	-145
Baah Memorial Community School	281	457	176
Aim High Preparatory School	233	261	28
New Era International School	181	153	-28
Mighty Ebenezer	-	259	259
<b>Total</b>	<b>5106</b>	<b>5,715</b>	<b>609</b>

**Table 15: Grade Levels in schools**

Grade Level	Pre Intervention N=18	Post Intervention N=19
Nursery/Crèche	16 (88.0%)	15 (78.9%)
Kindergarten	18 (100%)	18 (94.7%)
Primary	17 (94.0%)	18 (94.7%)
JHS	7 (38.9%)	13 (68.4%)

The table above illustrates the various grade levels in the intervention schools. The baseline data shows 16 schools with Nursery/Creche as compared to 15 at the follow up. While Kindergarten remains unchanged, primary and JHS showed increase with Primary moving from 17 schools to 18, indicating one addition. JHS from 7 at baseline increased to 13 at the follow up assessment period. This shows that 6 schools have now upgraded to the JHS levels. Among the schools with JHS are Lion of Judah International, Mighty Ebenezer and Showers of Blessing. Lucky Child Day Care Centre is the only school that has not gone beyond the Nursery/Crèche and Kindergarten levels.



**Table 16: Schools Making Use of Same Building**

<b>Is your school one of two different schools making use of the same building</b>	<b>Pre Intervention N=18</b>	<b>Post Intervention N=19</b>
Yes	0	0
No	18 (100%)	19 (100%)

For purposes of quality it is ideal not to either share or pair up different schools and classes. It was therefore necessary for the study to look at that situation and assess its effects on students learning in the intervention schools. The study showed clearly that none of the schools being supported in tranche one has any sharing or pairing arrangement with any other school in their respective locations. As shown in the table above, schools assessed at both baseline and follow up indicated no on the subject.

**Table 17: Co-Ed**

<b>Is your school Co-Ed</b>	<b>Pre Intervention N=18</b>	<b>Post Intervention N=19</b>
Yes	18 (100%)	19 (100%)
No	0	0

The study also wanted to find out if any of the schools is mixed. As shown in the table above, all the treatment schools are mixed, meaning both boys and girls are admitted as students to the schools. Table 18 below also looked at the disability situation in the schools as clearly depicted in the table.

**Table 18: Disabled pupils by level**

Disability	Baseline	Follow up
Kindergarten Blind/Visual	0	1
Kindergarten Hearing/Speech	4	2
Kindergarten Blind/Hearing	0	0
Kindergarten Physically Disabled	1	1
Kindergarten Intellectually Disabled	2	2
Primary Blind/Visual	1	0
Primary Hearing/Speech	2	2
Primary Blind/Hearing	0	0
Primary Physically Disabled	2	0
Primary Intellectually Disabled	0	3
JHS Blind/Visual	0	1
JHS Hearing/Speech	0	0
JHS Blind/Hearing	0	0
JHS Physically Disabled	0	0
JHS Intellectually Disabled	0	0
<b>Total</b>	<b>12</b>	<b>12</b>

**Table 19: Ghanaian Language situation in the schools**

Languages	Pre Intervention N=18	Post Intervention N=19
Asante Twi	18	18
Ewe	-	-
Dagbani	-	-
Nzema	-	-

As part of the Ministry of Education and the Ghana Education Service efforts to improve on the literacy rate in Ghana, Ghanaian language has become very important in the schools. Previously, Ghanaian Languages were treated as subjects in the various schools. However, with the introduction of the National Literacy Accelerated Program (NALAP), Ghanaian Languages are now made a medium of instructions at the basic levels (KG to Primary 3) and introduce at the upper primary as a subject. As is now a policy of the government the treatment schools were assessed to find out the situation. In both Ashanti and Brong Ahafo regions, Asante Twi is the local language being taught in the schools. However, the medium of instruction is English. The number of schools teaching

Ghanaian language remains unchanged as compared to baseline figure of 18. Lucky Child Day Care Centre that is not currently teaching in the Ghanaian language, probably due to the fact that it is still a pre primary school.

**Table 20: Circuit Supervisor Visit**

<b>No. of schools that receive circuit supervisors visit.</b>	<b>Pre Intervention N=18</b>	<b>Post Intervention N=19</b>
Rarely	5 (27.8%)	5 (26.3%)
Once a year	2 (11.1%)	-
Once a term	4 (22.2%)	6 (31.6%)
Twice a term or more	7 (38.9%)	6 (31.6%)
No response	-	2 (10.5%)

Circuit Supervisors play a major role in ensuring quality basic education in Ghana. All registered schools under the Ghana Education Service are provided with support in terms of supervision and monitoring. A circuit supervisor is required to visit each school in the circuit at least three times in a term. However, a lot of Private Schools do not receive this support as compared to the Public Schools. The study tried to look at the situation in the intervention schools on visits by the circuit supervisors from the Ghana education office. As is shown in table 20 above, schools that received one visit a term increased from 4 to 6 with twice a term or more reducing from 7 schools to 6 schools. Two schools could not provide data on the visit by circuit supervisors.

#### **4.2 EVALUATION AND IMPACT OF LOANS**

Proprietors, parents and teachers in general at the follow up assessment acknowledge the fact that there has been improvement in the school over the one-year period. Some believe that the loan facility has had some level of positive impact on their schools since their primary objective of increasing enrolment has been achieved. They mentioned that conditions of infrastructure have improved, for instance, the number of classrooms have increased. Some also mentioned that the loan has been supportive in terms of salaries, land acquisition, etc. Some schools are able to engage professionals to conduct In-service Education and Teaching (INSET) for their staff. However, proprietors challenge concerning the loan is the mode and amount of repayment which they believe poses a big challenge to them.

Parents had noticed some level of improvements and are very impressed and excited since most of their concerns are addressed through the improvement. According to teachers, though the improvement

in infrastructure was good, provision of quality education was beyond infrastructure, hence there was need to rather improve provision of resources.

#### **4.3 PERCEPTION OF IDPRS/SINAPI ABA**

Most proprietors considered IDP and Sinapi Aba to be the same institution; while others said Sinapi Aba was an agent for IDP. Some proprietors believe that the loan recovery staff of the program is sometimes too harsh and arrogant. The program has been very beneficial to the schools, having provided support for training of teachers and proprietors. IDP has also done well by providing training to their caterers. The appearance and taste of food has improved significantly after the training. Menu charts have also improved with the caterers making sure meals are well balanced. The caterers practice kitchen hygiene by way of keeping their surroundings clean, wearing aprons and caps, taking care of their nails and covering the food they prepare. They also dispose of leftover foods.

#### **4.4 CONCLUSION**

A lot of the schools need furniture and reading books etc. Pupils find it difficult to read the foreign books from IDP which they think portrays foreign culture. Teachers are also waiting for their certificate of participation from IDP the training. Long term loans would help the school or IDPRS intervention should be tailored to improving the schools infrastructure and repayment spread for between 5-10 years.

## Appendices

### Appendix 1: Additional Tables

<b>How far away from the school to the District Education Office</b>	<b>Pre Intervention N=18</b>	<b>Post Intervention N=19</b>
Less than 5km	7	8
5 – 10 km	3	3
10 – 15 Km	3	3
More than Km	5	5

<b>Can a vehicle access your school</b>	<b>Pre Intervention N=18</b>	<b>Post Intervention N=19</b>
Yes	18 (100%)	19 (100%)
No	0	0
If yes, what is the made of?		
Earth	18	19

<b>Has your school has any in-service training on Health Awareness</b>	<b>Pre Intervention N=18</b>	<b>Post Intervention N=19</b>
Yes	12 (66.7%)	16 (84.2%)
No	6 (33.3%)	3 (15.8%)

<b>Does your school teach Health Awareness issues integrated in your curriculum</b>	<b>Pre Intervention N=18</b>	<b>Post Intervention N=19</b>
Yes	14 (77.8%)	10 (52.6%)
No	4 (22.2%)	9 (47.4%)

## PARENTS DISCUSSION GUIDE

### *Warm up*

- Please tell me about yourself – name, age, occupation, family, education, hobbies, etc
- What 3 words would your best friend use to describe you? Why?
- Please take me through your typical day/week? (what, where, when, whom, how, why?)
- How do you entertain yourself? (e.g.TV, radio, cinemas, etc.)

### ***Part 2: General Knowledge and perception of management of school***

- Can you please tell me all about your school?
  - Probe for
    - in-depth knowledge about teachers' attitude towards work
      - Time for arriving and leaving school
      - Interest in work
        - Any changes noticed and when
    - Teachers/staff appearance – dressing and personality
      - Probe for any changes and when
- Discuss the kind of discipline given to students
  - Probe for any changes and when
  - Establish preferred discipline methods
- Could you tell me in your own words your perception of how the students are cared for
  - Moderator probe for
    - Feeding – who feeds them,
      - the appearance and demeanour of people on charge of feeding
      - kind and quality of food
        - Probe for any changes and when
    - Could you describe your feelings about your child [ren] attending this school
      - Would you recommend school to others
      - Describe what you like best and least about the school
    - In your opinion, could you describe your child [ren] perception of the school
      - Are they happy

- What good/bad things do they say about the school, teachers, proprietor
  - Do they come home very hungry
    - Probe for any changes and when – has it always been so
  - Do they come home sick – is it related to care at school
- Please describe your relationship with the school
  - Have you ever visited school
    - What prompted visit
    - Frequency of visit, when was last visit
  - Moderator probe for
    - Have you ever visited proprietor
      - What prompted visit and were the issue resolved
        - Were you satisfied with resolve
      - How were you received by proprietor
        - Moderator probe for interpersonal communication – friendly, cold, etc.
    - Have you ever made visit to any teacher
      - What prompted visit
      - Do you know the name of your child’s teacher
        - Could you please mention the names of the teachers
      - How are you treated by the teachers when you go to visit them
- Please describe your satisfaction level with the performance of your child [ren] in school
  - Moderator probe for
    - Satisfaction with level of English
      - Any changes, when change was noticed
  - Do children do homework regularly
    - Has there been changes, when did change occur
- Does the school have its own vision? If yes how was it formulated?

### ***Part 3: Knowledge of financial aids***

- Could you tell me how the school is financed?
  - Probe for both internal and external financial sources if any, mention names

- Moderator Probe for assistance offered by each mentioned financial provider to school

#### **Part 4: Management of school**

- 1.1 What in your opinion is the greatest challenge facing the school?
  - 1.2 Establish performance of school currently – in your opinion is school well run
    - 1.2.1 Probe for any changes in performance between last year and now
  - 1.3 Could you please discuss your staff strength
    - 1.3.1 Probe for turnover
      - 1.3.1.1 What causes teachers to leave or stay
- Can you share the management style of the proprietor with me?
    - Probe for on how income and expenses are managed by the proprietor, cost of tuition and how it impacts on parents etc
  - Could you please tell me all the associations/unions/groups of the school you are involved in
    - Probe for membership of PTA
    - How frequent do you have PTA meetings? Probe if there was any in the past term, how many and when, number of participants and key issues discussed
      - Could you please discuss how important PTA is to your school and the benefits
        - MODERATOR – probe if school could do without PTA and establish reasons
    - How frequent do you have Board of Governors / SMC meetings? Probe if there was any during the past term, how many and when, number of participants and key issues discussed
      - Could you please discuss the importance of BoG/SMC to your school
      - MODERATOR – probe if school could do without BoG/SMC and establish reasons

#### **Part 3: Financing child's education**

- Could you tell me how your child's education is financed
  - Probe for
    - Scholarships
    - Educational loans – source etc
  - How much do you pay for your child's education



- Please discuss your perception of this amount
- Moderator probe for whether there are other options and why they pay to send their children to that school.

### ***Part 5: General Comments***

- Please discuss any feedback

Appendix 3

## PROPRIETOR'S DISCUSSION GUIDE

### ***Part 1: Introduction and Ice-Breakers***

#### ***Background Information***

Name of Respondent: \_\_\_\_\_ Age: \_\_\_\_ sex: \_\_\_\_ Status:  
 \_\_\_\_\_ Region: \_\_\_\_\_ District:  
 \_\_\_\_\_ Community \_\_\_\_\_ School Name:  
 \_\_\_\_\_

### ***Part 2: General Knowledge***

- Can you please tell me all about your school?
- Does your school have its own vision? Describe in detail. If yes how was it formulated?
- What is the mission of the school? If yes, kindly share with me
- How would you describe your teachers' performance (school attendance and time on task)?  
Have you observed any changes? If yes, what are those changes?
- How do you see teachers/staff appearance – dressing and personality?
- Have you observed any changes? If yes, what are those changes?
- What support do you give to your teachers? Probe whether he support teachers in lesson plan preparation and review, TLMs, does he observe teachers teach, whether he provides feedback to teachers.
- Do you have a head teacher? If no who heads the school?
- Do you have staff meeting? If yes, how often do you meet?

### ***Part 3: Evaluate impact of loan***

- What changes/effects has the loan had on your school? Give specific examples.
- Have you put in place any plans in managing the loan? If yes, can you please share with me?  
Probe for what s/he uses the loan for, including benefits to the school and how s/he plans to pay back the loan

### ***Part 4: Management of school***

- What in your opinion is the greatest challenge facing your school?
- How would you describe the current performance of your school?
- How will you compare last academic year's performance with the current academic year?
- What is your staff strength?
- Do you experience staff turnover? If yes, how often and what do you think makes teachers leave?
- How will you describe the performance of the caterers?
- Can you please describe if there has been any changes in their attitudes after training.
- Has there been any change in the school menu?
- What has been the students' reaction/response regarding the school menu?
- Can you please tell me in your opinion the importance and impact of relationship to you and the school?

- Describe if there has been any significant changes in relations among staff.
- How is the relationship between the community and the school? Can you please share some experience with the community?
- Could you please tell me a little bit about the structure of your school?
- Who occupy key positions and their responsibilities?
- Can you please share your financial management procedure with me?
- Who manages your school accounts and what is their background?
- Can you please share your income and expenditure pattern with me?
- Do parents pay school fees on time? If no, how do you manage to get them to pay?
- What other expenses do parents incur aside school fees?
- Has there been any upward adjustment of fees and other basic school needs (uniform, feeding etc)

#### ***Part 5: Relationship with stakeholders***

- Could you please tell me all the associations/unions/groups the school is involved in?
- Do you have a PTA? If yes, how frequent do you have PTA meetings?
- How many meetings did you have during the past term? Can you share some issues discussed in your last meeting?
- How was the PTA formed? Probe whether members were appointed, elected or by volunteering
- Could you please discuss how important PTA is to your school and the benefits? Give concrete examples, including support provided to the school.
- Does your school have Board of Governors/SMC in place?
- How frequent do you have Board of Governors/SMC meetings? If yes, how frequent do you have meetings?
- How many meetings did you have during the past term? Can you share some issues discussed in your last meeting?
- Could you please discuss how important Board of Governors /SMC is to your school and the benefits? Give concrete examples, including support provided to the school.
- How was the PTA formed? Probe whether members were appointed, elected or by volunteering

- What is your relationship with the District Education Service (DEO)? Probe to see what they do with the Education Office.
- How has your school benefitted from the DEO? Kindly share with me some of the benefits you have received from DEO?
- Do you have membership with GNAPS? If yes, how has your involvement in GNAPS benefitted your school? If No, why? How much does your membership cost?
- How do you relate with other school proprietors who completed IDPRS (IDP Rising Schools Program) Proprietor Training at the same time?

#### ***Part 6: Evaluation of IDPRS***

- What do you think of IDPRS?
- What assistance have you received from IDPRS? Can you share with me why you received the assistance?

#### ***Part 7: Other facilities***

- Has there been any other assistance – grants/donations – to support school?
  - If yes, can you please share with me the source and frequency?

#### ***Part8: General Comments***

Please discuss any feedback.

## TEACHERS DISCUSSION GUIDE

### ***Part 1: Introduction and Ice-Breakers***

#### ***Warm up***

- Please tell me about yourself – name, age, occupation, family, education, hobbies, etc.
- What 3 words would your best friend use to describe you? Why?
- Please take me through your typical day/week? (what, where, when, whom, how, why?)
- How do you entertain yourself? (e.g.TV, radio, cinemas, etc.)

### ***Part 2: General Information***

- Can you please tell me all about your school?
  - Probe for in-depth knowledge about teachers' attitude towards work
    - Discuss qualification of teachers – are any trained teachers? If they are trained, what type of training (certificate, diploma, other, etc.)?
- Establish professional, educational background
- Discuss routes for improvement. Probe for UTDTBE or any distance learning
  - In-service training [INSET]
    - Frequency
    - Length of teaching at school, how long plan to stay
      - Establish time frame and what factors could influence change in timeframe
    - Interest in work
      - Challenges, satisfaction, expectations, etc.
    - Time for arriving and leaving school
  - Discuss the teaching process
    - Probe
      - If lessons (notes) are prepared before classes
      - Usage of teaching and learning materials – TLMs
      - Access to the curriculum
      - Access to GES textbooks

- Discuss whether proprietor visits the classroom and probe for what s/he does during the visit
  - Check whether school has a structured time table
- Establish future plans
  - Intention to change profession in future or stay in same
    - Further studies and or change subject
    - Interest in further studies
- Relationship with, and perception of, proprietor
  - Moderator establish if any teacher is a relation to proprietor
- Discuss salary
  - Frequency of payment
    - Any changes in frequency of payment
      - Timeframe for change
- How is communication shared
  - Probe for unions, staff meetings
    - Frequency of meetings – last year and this year – discuss changes and reasons for changes
- Discuss relations with students/pupils
  - Probe for methods used to instil discipline
    - Establish whether methods were mandatory or subjective

### ***Part 3: Knowledge of financial aids***

- Could you tell me how the school is financed?
  - Probe for both internal and external financial sources (if any)
  - Moderator Probe for IDPRS. Establish knowledge of services/assistance offered by IDPRS

### ***Part 4: Management of school***

- What in your opinion is the greatest challenge facing your school?
- Establish performance of school currently
  - Probe for any changes in performance between last year and now
- Could you please discuss the structure of your school
  - Probe who is in charge

- Moderator discuss the role of teachers in managing school
- Role in decision-making and plans for managing school
- Discuss perception of teachers' of proprietors response to teachers opinion of managing school
- Does the school have its own vision? If yes how was it formulated?

### ***Part 5: Relationship with stakeholders***

- Could you please tell me all the associations/unions/groups the school is involved in? Probe for both internal and external
  - How frequent do you have PTA meetings? Probe if there was any in the past term, how many and when, number of participants and key issues discussed
    - Could you please discuss how important PTA is to the school and the benefits
      - MODERATOR – probe for reasons for PTA meetings
  - Could you please describe your relationship with other teachers?
    - Discuss the relationship – consulting about lessons
  - How frequent does the school have Board of Governors /SMC meetings? Probe if there was any in the past term, how many and when, number of participants and key issues discussed
    - Could you please discuss the importance of BoG/SMC to your school and the benefits
    - MODERATOR – probe if school could do without BoG/SMC and establish reasons

### ***Part 5: General Comments***

- Please discuss any feedback

**IDP Rising School Survey  
2009-2010  
Ghana**

**1 School Identification**

- 1.01 School Name \_\_\_\_\_
- 1.02 Year Established \_\_\_\_\_
- 1.03 School Code (if applicable) \_\_\_\_\_
- 1.04 School Status: Private Registered \_\_\_\_\_ Private Non-Registered \_\_\_\_\_
- 1.05 If private registered what is your GES registration number? \_\_\_\_\_
- 1.06 Which levels are found in the school? (check all that apply)  
Nursery/Creche \_\_\_\_\_ Kindergarten \_\_\_\_\_ Primary \_\_\_\_\_ JSS \_\_\_\_\_
- 1.07 Location of School:  
Region \_\_\_\_\_  
District \_\_\_\_\_  
Circuit \_\_\_\_\_  
Community \_\_\_\_\_
- 1.08 Type of Locality: Rural \_\_\_\_\_ Peri-Urban \_\_\_\_\_ Urban \_\_\_\_\_
- 1.09 School Address for Correspondence:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Telephone: \_\_\_\_\_  
Fax: \_\_\_\_\_  
Email: \_\_\_\_\_

1.10 Summary Count:

	Nursery/Creche	Kindergarten	Primary	JSS
Pupils				
Teachers				
Classrooms				

**2 School Profile and Organization**

- 2.01 Indicate number of classes which are multigrade by level:  
KG \_\_\_\_\_ Primary \_\_\_\_\_ JSS \_\_\_\_\_
- 2.08 Which of these levels run a shift system in your school?  
KG \_\_\_\_\_ Primary \_\_\_\_\_ JSS \_\_\_\_\_
- 2.09 Is your school one of two different schools making use of the same building?  
Yes \_\_\_\_\_ No \_\_\_\_\_
- 2.10 If yes, what is the name of the other school you are sharing with?  
\_\_\_\_\_
- 2.05 Is your school... Boys Only \_\_\_\_\_ Girls Only \_\_\_\_\_ Co-Ed \_\_\_\_\_



2.06 Indicate number of disabled pupils by level:

	Impairment			Disability	
	Blind/Visual	Hearing & Speech	Blind & Hearing	Physically Disabled	Intellectually Disabled
<b>Kindergarten</b>					
<b>Primary</b>					
<b>JSS</b>					

2.07 What Ghanaian languages are taught in your school?

Asante \_\_\_\_\_ Dagbani \_\_\_\_\_ Ewe \_\_\_\_\_ Ga \_\_\_\_\_ Kasem \_\_\_\_\_ Wale \_\_\_\_\_  
 Akwapem \_\_\_\_\_ Dangme \_\_\_\_\_ Fante \_\_\_\_\_ Gonja \_\_\_\_\_ Nzema \_\_\_\_\_  
 Other \_\_\_\_\_

2.08 How far away from the school is the district education office?

Less than 5km \_\_\_\_\_ 5-10km \_\_\_\_\_ 10-15km \_\_\_\_\_ More than 15km \_\_\_\_\_

2.09 How far away from the school is the Head's house?

0-1km \_\_\_\_\_ 1-5km \_\_\_\_\_ 6-10km \_\_\_\_\_ More than 11km \_\_\_\_\_

2.10 How far away from the school is the next primary school?

Less than 5km \_\_\_\_\_ 5-10km \_\_\_\_\_ 10-15km \_\_\_\_\_ More than 15km \_\_\_\_\_

### **3 School Infrastructure**

3.01 Can a vehicle access your school? Yes \_\_\_\_\_ No \_\_\_\_\_

3.02 If yes, what is the road made of? Tar \_\_\_\_\_ Earth \_\_\_\_\_ Gravel \_\_\_\_\_

3.03 Is drinkable water available in your school? Yes \_\_\_\_\_ No \_\_\_\_\_

3.04 If yes, is the water provided by...

Pipe Born Water \_\_\_\_\_ Borehole \_\_\_\_\_ Well \_\_\_\_\_ Other \_\_\_\_\_

3.05 What is the main water storage facility in the school?

Tank \_\_\_\_\_ Buckets/Pots \_\_\_\_\_ None \_\_\_\_\_ Other \_\_\_\_\_

3.06 Is your school wired for electricity? Yes \_\_\_\_\_ No \_\_\_\_\_

3.07 If yes, is it functional? Yes \_\_\_\_\_ No \_\_\_\_\_

3.08 If yes, please specify:

National Grid \_\_\_\_\_ Local Generator \_\_\_\_\_ Other \_\_\_\_\_ N/A \_\_\_\_\_

3.09 Is your surrounding community on the national grid? Yes \_\_\_\_\_ No \_\_\_\_\_

3.10 Have many toilets are available in your school? Boys \_\_\_\_\_ Girls \_\_\_\_\_

3.11 How many toilets are functional in your school? Boys \_\_\_\_\_ Girls \_\_\_\_\_

3.12 Which of these problems are experienced in your school?

Drainage Blockage \_\_\_\_\_ Self Erosion \_\_\_\_\_ Waste water and sewage \_\_\_\_\_ Garbage disposal \_\_\_\_\_

3.13 Is your school's land properly documented? Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_

3.14 Are there boarding facilities in your school? Yes \_\_\_\_\_ No \_\_\_\_\_

3.15 If yes, how many pupils are boarders? Boys \_\_\_\_\_ Girls \_\_\_\_\_

### **4 School Management and Finance**

4.01 Does your school have an elected School Management Committee?

Yes \_\_\_\_\_ No \_\_\_\_\_

4.02 How often does the School Management Committee meet?

Never \_\_\_\_\_ Once a year \_\_\_\_\_ Once a term \_\_\_\_\_ Twice or more a term \_\_\_\_\_

- 4.03 Does your school have a School Performance Improvement Plan?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Partial \_\_\_\_\_ Don't Know \_\_\_\_\_
- 4.04 Does your school have a bank account? Yes \_\_\_\_\_ No \_\_\_\_\_
- 4.05 How often is your school visited by the Circuit Supervisor?  
Rarely \_\_\_\_\_ Once a Year \_\_\_\_\_ Once a Term \_\_\_\_\_  
Twice a Term or More \_\_\_\_\_
- 4.06 How often have teachers in your school received in-service training this past year?  
Rarely \_\_\_\_\_ Once a Year \_\_\_\_\_ Once a Term \_\_\_\_\_  
Twice a Term or More \_\_\_\_\_
- 4.07 Has your school had any in-service training on Health Awareness?  
Yes \_\_\_\_\_ No \_\_\_\_\_
- 4.08 Does your school teach Health Awareness issues integrated in your curriculum?  
Yes \_\_\_\_\_ No \_\_\_\_\_
- 4.09 Was your school able to raise funds from other sources apart from school fees last year? Yes  
\_\_\_\_\_ No \_\_\_\_\_
- 4.10 Does your school organize School Based In-Service Training (INSET)?  
Never \_\_\_\_\_ Have Before \_\_\_\_\_ Regularly \_\_\_\_\_
- 10.04 If your school has implemented INSET, which areas do you normally cover?  
Science \_\_\_\_\_ Math \_\_\_\_\_ English \_\_\_\_\_ Other \_\_\_\_\_
- 10.04 If your school organizes INSET regularly, how often?  
Once a Year \_\_\_\_\_ Once a Term \_\_\_\_\_ Twice a Term or More \_\_\_\_\_
- 10.04 Indicate with a check mark any groups active in supporting your school in the following activities:

Active Group	Enrollment Drive	Building Classrooms	Supplying Furniture	Maintenance & Repairs	Sports Equipment	Textbooks	Staff Housing	Vehicles	Teaching
PTA									
School Management									
District Assembly									
Town Development									
GETFUND									
NGO's Donors									
Others									

### 5 School Building

- 5.01 Specify the general construction of the school building by indicating the number of rooms with the appropriate description

Condition of Building	Creche Classrooms	KG Classrooms	Primary Classrooms	JSS Classrooms
Wall Type				

<b>Mud/Clay</b>				
<b>Cement/Brick/ Wood</b>				
<b>Aluminum/Zinc</b>				
<b>Other</b>				
<b>No Walls</b>				
<b>Roof Type</b>				
<b>Thatch/Grass</b>				
<b>Aluminum/Slate</b>				
<b>Tile/Concrete</b>				
<b>Other</b>				
<b>No Roof</b>				
<b>Floor Type</b>				
<b>Earth</b>				
<b>Cement/Tile/Wood</b>				
<b>Other</b>				

5.02 How many rooms in each level does the school have? How many are temporary?

<b>Rooms</b>	<b>Creche</b>	<b>KG</b>	<b>Primary</b>	<b>JSS</b>
<b>Total # of Rooms</b>				
<b># that are Temporary</b>				

5.03 How many of the above rooms need repair?

<b>Rooms</b>	<b>Creche</b>	<b>KG</b>	<b>Primary</b>	<b>JSS</b>
<b># Needing Minor Repair</b>				
<b># Needing Major Repair</b>				

5.04 What is the number and the state of repairs of the following structures?

<b>Facilities</b>	<b>Permanent Structures</b>	<b>Temporary Structures</b>	<b>No Structure</b>	<b>Needing Repair</b>
-------------------	-----------------------------	-----------------------------	---------------------	-----------------------

<b>Office Room</b>				
<b>Library Room</b>				
<b>Staff Room</b>				
<b>Storeroom</b>				
<b>Sick Bay</b>				
<b>Dormitory</b>				
<b>Workshop</b>				
<b>Laboratory</b>				
<b>Teachers Quarters</b>				
<b>Other Staff Quarters</b>				
<b>Head's Quarters</b>				

### 6 Characters of School's Materials and Equipment

	General Class Furniture				Pupil Sitting place by number of seats				Pupil writing place by number of places			
	Teacher Desk	Teacher Chair	Blackboard	Cupboard	1 place	2 places	3 places	4 or more places	1 place	2 places	3 places	4 or more places
<b>6.01 Creche/Nursery Classroom Furniture</b>												
<b># Available</b>												
<b>Additional Need</b>												
<b>6.02 Kindergarten Classroom Furniture</b>												
<b># Available</b>												
<b>Additional Need</b>												
<b>6.03 Primary Classroom Furniture</b>												

<b># Available</b>												
<b>Additional Need</b>												
<b>6.04 Junior Secondary Classroom Furniture</b>												
<b># Available</b>												
<b>Additional Need</b>												

- 6.05 Does your school have the following record books? (indicate number)  
 Admission Register \_\_\_\_\_ Class Register \_\_\_\_\_ Inventory \_\_\_\_\_  
 Logbook \_\_\_\_\_ Teacher Attendance \_\_\_\_\_ Visitors Book \_\_\_\_\_  
 Accounting Book \_\_\_\_\_
- 6.06 Does your school have the following functionally equipment? (indicate number)  
 Computers \_\_\_\_\_ Printers \_\_\_\_\_ Library Books \_\_\_\_\_
- 6.07 Indicate the availability of technical equipment in your school  
 Adequate \_\_\_\_\_ Inadequate \_\_\_\_\_ None \_\_\_\_\_
- 6.08 Indicate the availability of laboratory equipment in your school  
 Adequate \_\_\_\_\_ Inadequate \_\_\_\_\_ None \_\_\_\_\_
- 6.09 Indicate the extent of availability of Audio/Visual aids in your school  
 Adequate \_\_\_\_\_ Inadequate \_\_\_\_\_ None \_\_\_\_\_

**7 Pupils and Teacher Textbooks**

7.01 Indicate the number of teaching guides/handbooks available by grade level

	<b>KG1</b>	<b>KG2</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>JS1</b>	<b>JS2</b>	<b>JS3</b>
<b>Agriculture</b>											
<b>English</b>											
<b>Environmental Studies</b>											
<b>French</b>											
<b>General Science</b>											
<b>Language &amp; Culture</b>											
<b>Integrated Studies</b>											
<b>Life skills</b>											
<b>Mathematics</b>											
<b>Music &amp; Dance</b>											
<b>PreTechnical Skills</b>											

<b>PreVocational Skills</b>											
<b>Religious &amp; Moral Studies</b>											
<b>Social Studies</b>											
<b>Special Ed</b>											

7.01 How many pupil textbooks for each subject and grade level are available?

	<b>KG1</b>	<b>KG2</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>JS1</b>	<b>JS2</b>	<b>JS3</b>
<b>Agriculture</b>											
<b>English</b>											
<b>Environmental Studies</b>											
<b>French</b>											
<b>General Science</b>											
<b>Language &amp; Culture</b>											
<b>Integrated Studies</b>											
<b>Life skills</b>											
<b>Mathematics</b>											
<b>Music &amp; Dance</b>											
<b>PreTechnical Skills</b>											
<b>PreVocational Skills</b>											
<b>Religious &amp; Moral Studies</b>											
<b>Social Studies</b>											
<b>Special Ed</b>											

7.02 Does your school offer these subjects and is the syllabus available?

Core Subjects	Kindergarten		Primary		Junior Secondary	
	Available	Being Taught	Available	Being Taught	Available	Being Taught
English						
Environmental Studies						
Language and Culture						
Integrated Science						
Mathematics						
Music & Dance						
French						
General Science						
Life skills						
Religious & Moral Studies						
Social Studies						
Agriculture						
PreTechnical Skills						
Prevocational Skills						

**8 Non Teaching Staff Information**

8.01 How many non-teaching staff does your school have?

Staff	Male	Female	Staff	Male	Female
Accounting			Library Assistant		
Administrative			Security		
Lab Assistant			Driver		
Caterer			Other		

**9 Enrollment by Grade and Sex**

	Creche	K1	K2	P1	P2	P3	P4	P5	P6	J1	J2	J3
	<b>9.01 Number of Streams per Grade</b>											
	<b>9.02 How many streams have classes in the open air?</b>											

	<b>9.03 How many Boys and Girls are in each grade?</b>												
<b>Boys</b>													
<b>Girls</b>													

**10 Pupil Attendance and Movement**

	Creche	K1	K2	P1	P2	P3	P4	P5	P6	J1	J2	J3	
	<b>10.01 How many pupils transferred from other schools to your school this year?</b>												
Boys													
Girls													
	<b>10.02 How many pupils transferred to other schools the beginning of this school year?</b>												
Boys													
Girls													
	<b>10.03 How many pupils dropped out of the school last year?</b>												
Boys													
Girls													
	<b>10.04 How many pupils were not promoted to the next grade last year?</b>												
Boys													
Girls													
	<b>10.05 How many pupils are repeating a grade this year?</b>												
Boys													
Girls													

**11 Teacher Profiles**

<b>Professional Teaching Qualifications</b>	<b>P=Passed A=Awaiting Results R=Referred F=Failed</b>												
	<b>Last two digits of year completed</b>												
<b>Professional Qualifications</b>	<b>Enter Code</b>												



<b>Academic Qualifications</b>	<b>Enter Code</b>																			
<b>Function</b>	<b>T=Teaching A=Administrator O=Other</b>																			
<b>Status</b>	<b>F=Fulltime P=Part-time N=National Service</b>																			
<b>Type of Teacher</b>	<b>C=Class Teacher S=Subject H=Head</b>																			
<b>Rank</b>	<b>Last two digits of year appointed to rank</b>																			
	<b>Current Code</b>																			
<b>Service</b>	<b>Last two digits of year posted to present station</b>																			
<b>Sex</b>	<b>M=Male F=Female</b>																			
<b>Year of Birth</b>	<b>Last two digits</b>																			
<b>Level</b>	<b>N=Nursery K=Kindergarten P=Primary J=JSS</b>																			
<b>SSF #</b>																				
<b>First Name</b>																				
<b>Surname</b>																				

**12 Pupil and Teacher Information**

12.01 How many pupils died in the previous year?

	<b>Protracted Illness</b>		<b>Other</b>	
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
<b>Gender</b>				
<b>Number</b>				

12.02 How many pupils have parent(s) who are deceased?

	<b>Boys</b>			<b>Girls</b>		
	<b>Mother Dies</b>	<b>Father Dies</b>	<b>Both Died</b>	<b>Mother Died</b>	<b>Father Dies</b>	<b>Both Died</b>
<b>Creche</b>						

<b>KG</b>						
<b>Primary</b>						
<b>JSS</b>						
<b>Total</b>						

12.03 How many teachers died in the previous year?

	<b>Protracted Illness</b>				<b>Other</b>		
<b>Gender</b>	<b>Male</b>		<b>Female</b>		<b>Male</b>		<b>Female</b>
<b>Number</b>							

### **13 Staff Movement**

13.01 How many staff have taken a leave in the past school year? What kind of leave and for a total of how many days?

	<b>Creche</b>		<b>Kindergarten</b>		<b>Primary</b>		<b>JSS</b>		<b>Administration</b>	
	<b>Total Number of teachers or staff who have taken leave</b>									
<b>Gender</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>
<b>Sick Leave</b>										
<b>Extended Sick Leave</b>										
<b>Annual Leave</b>										
<b>Maternity Leave</b>										
<b>Bereavement</b>										
<b>Study Leave</b>										
<b>Casual Leave</b>										
<b>Absent</b>										
<b>Other</b>										

13.02 How many staff have left your school for the following reasons in the past school year?

	<b>Creche</b>		<b>Kindergarten</b>		<b>Primary</b>		<b>JSS</b>		<b>Administration</b>	
<b>Gender</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>
<b>Retirement</b>										
<b>Illness</b>										
<b>Transferred</b>										
<b>Dismissed</b>										
<b>Vacation of Post</b>										

<b>Death</b>										
<b>Other</b>										

**14 Finances**

14.01 Income and Expenditures of the school in 2008-2009 school year

	<b>Description</b>	<b>Amount</b>
<b>Income</b>	<b>Capitation Grant</b>	
	<b>Examination Fees</b>	
	<b>Internally Generated Fund</b>	
	<b>Total</b>	
<b>Expenditures</b>	<b>Recurrent School Expenditure</b>	
	<b>Purchase of Equipment</b>	
	<b>Total</b>	

14.02 Activities of PTA in 2008-2009 school year

	<b>Description</b>	<b>Amount</b>
<b>Income</b>	<b>Contribution from Parents</b>	
	<b>Other Income</b>	
	<b>Total</b>	
<b>Expenditures</b>	<b>Recurrent School Expenditure</b>	
	<b>Purchase of Equipment</b>	
	<b>Total</b>	

14.03 Resources received in-kind in 2008-2009 school year

<b>Source</b>	<b>Type of Work/Donation</b>	<b>Estimated Cost in GHC</b>