

IDP Rising Schools Program Survey Report For Tranche 2 Schools Assessed Sept 2011-December 2012



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1.0 Introduction

The basic education system in Ghana consists of 11 years of education, starting at the age of four. Looking at Ghana's education reform policy document, which came into being in 2007, the basic education system is structured with two years of pre-school, six years of primary and three years of Junior High School (JHS) education. In public schools, all 11 years are free, in fulfillment of the government's goal of the Free Compulsory Universal Basic Education (fCUBE) policy.

As a result of the fCUBE policy, public schools are very overcrowded, leaving the government with the challenges of access for the ever-growing demand for education. Private school education has therefore become very critical for both government and the citizenry. The Ghana Education Service, according to its policy, has provided some resources and institutional support to these schools. It has also approved and registered the schools based on the quality of resources and services they offer such as quality teaching and learning, infrastructure and class size.

Most often than not, these private schools are assumed by the populace to have better academic standards than the public basic schools that receive a lot of support and resources (about 25% of total national budget) from the state. Still, there are different levels of private schools in which the quality of education varies. Some private schools have low income or are deprived meaning they have fewer resources – financial, material and human – to sustain the performance and achievement levels of both students and teachers. Due to the high cost involved in educating children in elite private schools in Ghana, these deprived private schools help the less privileged acquire quality basic education.

Against this background, the IDP Rising Schools Program, which has been developed and implemented by the IDP Foundation, Inc., Opportunity International and Sinapi Aba Trust, seeks to support the growing number of deprived (low-income) private schools in Ghana through capacity-building and financial services support. The Program is operating in four regions in Ghana and has been put into three tranches as shown in the table 1 below.

Table 1

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

The Program, which is in operation in the Ashanti (30 schools), Brong Ahafo (46 schools), Upper East (14 schools) and Western (30 schools) regions of Ghana, is evidence private school education is becoming a priority in Ghana, and thus makes the advancement of private schools in rural areas an important goal.

The IDP Rising Schools Program has contributed to some levels of change in attitude of proprietors in the area of school administration and management of participating schools. As a result of the involvement of these proprietors in the activities of the program with the

training activity as a key component of the program, most proprietors believed that the program has assisted them immensely in their quest to improve on their businesses and their schools academic performance. Indeed all tranche two schools assessed during this period (September 2011 to October 2012) have demonstrated some level of appreciation and improvement as a result of the program. Schools that are part of the tranche two are mainly in the Ashanti, Brong Ahafo and the Upper East regions.

They believed that the financial support provided by the program has been of much support to their schools, as most of them lacked basic facilities prior to the intervention. In addition, the program has improved on their capacity which has in turn positively affected their skills in school administration and management. Unlike the public schools where parents participated in school activities, these private schools did not enjoy the involvement of these stakeholders until this program started. The program has indeed brought parents who hitherto, felt the school belonged to someone and for that matter wouldn't get much involved are now contributing their resources to support the improvement and well being of their schools. Stakeholder participation therefore, has become a success in these schools in recent times.

The intervention approach is building the capacity of the school leadership; and the facility is eventually improving the quality of education and management strategies of the schools.

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

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

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 impact on the Microfinance Institution (MFI).
4. To achieve gender equality among participating schools.
5. To increase enrolment in the schools.

1.1 Objective of this Study

The purpose of the study is to assess the effects of the loan on Tranche 2 schools located in these three regions – Ashanti, Brong Ahafo and Upper East. This was done in collaboration with Education Assessment Research Centre (EARC), a local research firm with extensive experience in conducting analytical research activities; one year after the schools had received the loans. This was however preceded by a baseline prior to the start of the intervention. The assessment consisted of both quantitative and qualitative surveys. It is hoped that the qualitative study will clarify any ambiguity in the quantitative survey. This report covers all 32 Tranche 2 schools with the outcomes described in detail below.

2.0 Methodology

The study was done using quantitative and qualitative surveys, with the qualitative survey involving focus group discussions with proprietors, parents and teachers to triangulate responses from the quantitative data gathered. The focus group approach was used to gather detailed information to help understand how the private schools are managed, with regard to governance, roles of proprietors, head teacher, 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 quantitative study to search for more in-depth understanding of how things happen the way they do and how private school management impacts on general school performance. The study was led by EARC. The sub-sections below provide background to the data collection instruments, data collection, data quality assurance, and some challenges encountered during the study.

2.1 Instrumentation

The qualitative portion of the study was conducted with three data collection instruments (Proprietors' Interview Guide, Teachers' Discussion Guide, Parents' Discussion Guide) to help collect data that shows the effects of the program to date. This was also to provide additional information to guide the program implementation processes. 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, which is based on the GES school census, to assess any changes that might have taken place after they had accessed the required training and loan facilities.

2.2 Data Collection Training

Eight data collectors, made up of five EARC staff and three university students were given two day training with practical training skills to undertake the data collection exercise. The training was led by Justice Agyei-Quartey, who has extensive experience in monitoring and evaluation, and research and training of data collectors.

Generally, participants were taken through the IDP Rising Schools quantitative survey instruments which vary 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 much time discussing the survey instrument since that was the focus of the data collection.

The qualitative data collection training lasted for two days with participants doing role play during the training and also undertaking field practice in a school at Osu to equip themselves with the administration of the instruments. Prior to the field testing, the facilitator and participants took time to discuss in detail all the three instruments and the data collection guide to ensure that the enumerators had the same understanding of the issues being examined. Each of the enumerators was given a data collection manual to serve as a guide during the actual field data collection exercise.

2.3 Data Collection

The data collectors were put into teams of two, one to act as the facilitator and the other as the recorder for the qualitative data collection. Each team spent one day in each school for quantitative data collection and two days for qualitative data collection with respondents. After the quantitative data was entered, a cursory analysis was made. When teams went for the qualitative data collection they explored any gray areas they noted down from the quantitative data. The same team went to the same school in each instance.

The team members made phone calls to the proprietors to schedule the meetings. In a few cases where the proprietor(s) had not informed the teachers and the parents, the enumerators and the proprietor(s) involved had to schedule the meeting times with the stakeholders, within the two-day period allocated to each school. During the meeting period, introductions of both enumerators and respondents were done in an interactive, friendly, and relaxed manner to set the tone for the meeting. Respondents were encouraged to express themselves freely. The interviewers ensured that no one dominated the meetings in the case of the focus group discussions with teachers and parents. The team conducted personal interviews with proprietors or representatives at the IDP Rising Schools proprietors training.

2.4 Data Quality and Assurance

The EARC research team took steps to ensure data quality during instrumentation, data collection (as indicated above), cleaning, data entry, 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 instrument. Data from this study consists of qualitative data from the interviews, 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, when asked about issues there were follow-up questions that required some specific information about dates, topics, attendance. Where no specifics could be provided, either no record was maintained or the reported activities might not have occurred; therefore, the information was not considered.

Throughout the data collection, EARC provided field supervision and monitoring to ensure that a common data collection procedure was being utilized. EARC ensured a daily debriefing session during the data collection period to guarantee data quality.

3.0 Survey Results

This report provides the obtained results for the IDP Rising Schools' intervention activities in 32 of the 45 tranche two schools across the three regions of Ghana (Ashanti, Brong Ahafo and the Upper East). Originally 45 schools participated in the tranche 2 baseline. The study report examines data to determine how the IDP Rising Schools Program has performed since

baseline information was gathered. The section below presents the findings related to the Program activities.

Our survey results from the 32 private schools largely showed some positive effects of IDP Rising Schools Program. The analysis is based on 32 targeted private schools in tranche 2 from all three regions. The table below shows the sampled 32 schools, location, type of locality and year of establishment:

Table 2: Tranche 2 Schools with loan assessed between September 2011-October 2012.

<i>Region</i>	<i>District</i>	<i>School</i>	<i>Community</i>	<i>Type of Locality</i>	<i>Year of Establishment</i>
Ashanti	Kumasi Metro	Dorsh International School	Adukrom	Rural	1988
		Peace Land Preparatory School	Nurses Quaters	Rural	2002
		Standard International School	Apire	Peri-Urban	2004
		Vision Link International School	Appre New Site	Rural	2005
		Success International	Asokwa	Rural	2001
	Atwima Kwahoma	Elohim International School	Kotwi	Urban	2005
	Atwima Nwabiagya	Amazing Grace International School	New York	Peri-Urban	2005
	Afigya Kwabre	Holycity International School	Afigya	Peri-Urban	1998
	Asokwa East	Creative Galaxy Academy	Apiadu	Peri-Urban	2008
	Kwabre East	Education Is Life International Academy	Banpenase	Rural	2007
		Total Child Academy	Dumanfo	Rural	1999
	Asante Akim North	Paa Willie International School	Habitat	Peri-Urban	2007
	Asante Akim South	Great Owass Educational Complex	Adomfe	Rural	2007
	Offinso North	George Best Academy	Akumadan – Frafra Line	Urban	2002
	Adansi North	Christ Is The Answer International	Dompoase	Rural	1997
		Romesco International	Dompoase	Rural	1997
Brong Ahafo	Brekum	Victory Vision International	Senase Circuit	Rural	2011
	Techiman Municipal	Adehyee International School	Aworowa	Rural	1999
		Believers Academy	New Onyinasie	Peri-Urban	2004
	Techiman North	Cambridge Academy	Konimase	Rural	1997
	Sunyani West	Majesty International	Canada	Rural	2004
		Promise International	Israel	Urban	2009

	Techiman Municipal	Holy Trinity International School	Tanoso	Rural	2004
Upper East	Bawku Municipal	Good Friends International Academy	Bazua	Rural	2002
	Bongo	Bongo Zion International School	Agubri	Rural	1999
		Great Vision Academy	Kuyellingo	Rural	2007
	Builsa	Joy Preparatory	Chuchuluga	Peri-Urban	1999
		Lawdong International	Zaare/Avutu biisi	Urban	2009
		Queen Esther Academy	Abele Yere-Sandema	Urban	2005
	Kasena Nankana	Moon Light International School	Nogsinia	Peri-Urban	2003
	Kasena Nankana West	Daana Academy	Asunia	Rural	2006
	Talensi Nabdam	Anapo Academy	Pwalugu	Rural	2006

3.1 Results and Achievements

This report provides the results for the intervention focus areas. The report shows how the IDP Rising Schools Program has performed since the intervention started.

The tables presented below examine the intervention areas in terms of performance from the beginning of the program.

Besides the Program's qualitative report, the evaluation team, with the use of the Tranche 2 IDP Rising School Survey questionnaire also provided some quantitative results to help ascertain reported achievements by the schools.

Table 3: Registration status with Ghana Education Service (GES)

School Status	Pre Intervention N=32	Post Intervention N=32
<i>Registered GES</i>	20(62.5%)	24 (75%)
<i>Non Registered GES</i>	12 (37.5%)	8 (25%)
<i>Grade Level</i>	N=20	N=24
<i>Grade B</i>	1 (5%)	1 (4.2%)
<i>Grade C</i>	8 (40%)	11 (45.8%)
<i>Grade D</i>	6(30%)	7 (29.2%)
<i>Not Graded (other)</i>	5 (25%)	5 (20.8%)

Currently twenty four schools are now registered with the Ghana Education Service, as compared to nineteen at the start of the program in 2011. While grade B remains unchanged, grade levels in category C and D have seen some levels of improvement. It is clear in table 3 above that 3 schools have now been added to grade C, making 11 as compared to 8 at baseline while grade D has increased from 5 to 7 schools. However, five schools, constituting 25% of schools could not provide their registration status.

Table 4: Registered with Ghana Registrar of Companies

Registered with Ghana Registrar of Companies	Pre Intervention N=32	Post Intervention N=32
Yes	11 (34.4%)	12(37.5%)
No	18 (56.3%)	19 (59.3%)
Can't Tell	3(9.3%)	1 (3.2%)

Table 4 above also shows that schools that have registered with the Registrar General's Department have increased from eleven at baseline to twelve at the time of assessment in October 2012. This shows that proprietors who prior to the intervention had not registered their schools, with the recent training received from the program have seen the need and benefits of registration.

Table 5: Registered with GNAPS

Registered with GNAPS	Pre Intervention N=31	Post Intervention N=31
Yes	16 (51.6 %)	25(80.6%)
No	13 (41.9%)	6 (19.4%)

Table 5 above also illustrates private schools relationship with Ghana National Association of Private Schools (GNAPS). The data shows an increase in the number of schools that have registered with GNAPS. This could also be attributed to the awareness of the role that GNAPS plays in some districts. Two schools did not provide information on relationship with GNAPS at pre intervention stage as they lack information about it.

Table 6: School Management Committee

SMC in place	Pre Intervention N=31	Post Intervention N=31
Yes	2 (6.5%)	11 (35.5%)
No	29 (93.5%)	20 (64.5 %)

Two schools, representing 6.5% of all schools at baseline, reported having a School Management Committee (SMC). Currently schools with SMC have increased to eleven, representing 35.5%, of the intervention schools. In terms of capacity building, only two schools SMCs had received training as compared to four schools at the time of the assessment in October 2012. One remarkable achievement of the program is the support to the schools in the area of developing school performance improvement plans. (See appendix) Table in appendix below shows that 20 schools representing 64.5% have developed school performance improvement plans as compared to four schools, representing 12.9% at pre intervention period. This is in line with Ghana Education Service's attempt to make the SMC concept more acceptable and implemented in all schools in Ghana and the development and use of school performance improvement plans with focus on academic achievement. Interestingly, there are neither SMC nor Board of Governors in Romesco and Success International schools. Success International School is mainly run by the proprietor with support from PTA executive body that has been in office for the past four years

Table 7: Governing Body for schools

Governing Body for schools	Pre Intervention N=32	Post Intervention N=32
None	29 (90.6%)	18 (56.3%)
Board of Governors	3 (9.4%)	6 (18.8%)
Others		6 (18.8%)

3.2 Income and Expenditure

The assessment again gathered information on the income and expenditure pattern of the schools to see how they have applied the financial training provided by the program.

Naturally they are expected to make some gains if indeed they apply the skills provided them during the training program.

Table 8 below shows clearly the income and expenditure pattern of the schools. The table depicts that on average the schools are making progress as far as income is concerned. The mean total income of the schools stands at GHS 44,362.64 as compared to GHS 37,328.74 at baseline for these 31 schools. The total mean expenditure however, increased slightly from GHS 30,239.83 to GHS 31,063.58. This notwithstanding the mean profit increased from GHS 7,088.91 to GHS 13,299.06. It is believed that should the schools reduce their expenditure, there is the likelihood of making more gains in terms of profit. (George Best, Victory International, Lawdong International and Dorsh International did not provide information on their accounts. The study also showed that unlike the other 30 schools, Success International School does not have its own accounts as was the case during the baseline.) The individual schools income and expenditure pattern below also shows some positive variance, indicating the schools are indeed making some gains.

Table 8a: Income and Expenditure

Income and Expenditure	Pre Intervention N=31	Post Intervention N=31
Mean Total Income	37,328.74	44,362.64
Mean Total Expenditure	30,239.83	31,063.58
Mean Profit	7,088.91	13,299.06

Table 8b: Income and Expenditure per School

Region	Name of School	Mean Income	Mean Expenditure	Variance
Ashanti	Amazing Grace International School	44512	4582	39930
	Creative Galaxy Academy	14524	175	14349
	Christ Is The Answer International	6583	5583	1000
	Education Is Life International Academy	10267	2780	7487
	Elohim International School	2774	2191	583
	Success International	-	-	-
	Romesco International	13,132	9210	3922
	George Best Academy	.	.	
	Great Owass Educational Complex	6544	2400	4144
	Holycity International School	22500	10100	12400
	Paa Willie International School	58754	13189	45565
	Peace Land Preparatory School	44000	12120	31880
	Standard International School	51950	56960	-5010
	Total Child Academy	4253	.	
		279,793	119,290	160,503
Brong Ahafo	Adehyee International School	37465	27301	10164
	Believers Academy	7518	6100	1418
	Cambridge Academy	11500	8300	3200
	Majesty International	8820.2	5454	3366.2
	Promise International	8082	7976	106
	Victory Vision International	.	.	
	Holy Trinity International School	.	.	
		73,385	55,131	18,254
Upper East	Anapo Academy	10234.5	8550	1684.5
	Bongo Zion International School	4951	525	4426
	Dorsh International School	.	.	
	Good Friends International Academy	7652	5380	2272
	Great Vision Academy	6384	19790	-13406
	Joy Preparatory	179625	13056	166569
	Moon Light International School	48690	1389	47301
	Vision Link International School	35700	18150	17550
	Lawdong International			
	Queen Esther Academy	19,207	14,100	5,107
	Daana Academy			
		312,444	80,940	231,504
Grand Total	678,754	255,361	423,393	

3.3 Proprietors Residence

The study sought to find out how many proprietors live on the school premises. The results showed that the number of proprietors that lived in their properties had reduced from 24 to 23 as was clearly mentioned in the remaining schools of the inactiveness of the SMCs. The table also shows the distribution of proprietors serving as head teachers of their schools. It was evident at baseline that seventeen proprietors doubled as head teachers, but currently only ten of the twenty seven proprietors double as head teachers, signifying that more proprietors are engaging professional head teachers to be in charge of academic affairs of the school. This gives the proprietors enough time to concentrate on the administrative aspect of the school management.

Table 9: Residence of Proprietor and Proprietors serving as Head Teachers

Residence of Proprietor in the community	Pre Intervention N=32	Post Intervention N=32
Yes	26 (81.2%)	24(75%)
No	6(18.8%)	8 (25%)
Proprietor same as head teacher		
Yes	21 (65.6%)	11 (34.4%)
No	11 (34.4%)	21 (65.6%)

Apart from Success proprietor still serving as the head, Lawdong, Queen Esther and Romesco have all engaged head teachers to be in charge of the administration of the school. In Success for instance, the proprietor plays the role of the head teacher and accountant at the same time. He has since not engaged a substantive head teacher or accountant to be responsible for these roles indicated above.

Table 10 below shows the educational qualifications of proprietors and head teachers. There is a significant increase in the number of head teachers who have obtained tertiary education status from twelve at the baseline to eighteen in the current situation. This shows proprietors are now recruiting more professionals and encouraging existing ones to get further education. It also showed decreases in SHS holders from ten to four, which suggests head teachers are also encouraged to upgrade their skills. Head Teachers in some schools were taking sandwich programs such as the Untrained Teachers Diploma in Basic Education (UTTDBE), and in others new head teachers recruited have attained higher educational. More investigation needs to be done to ascertain the details of this improvement. It is important to note that there is the possibility that the two proprietors with Pastoral and Post secondary (theology and teacher training certificates) respectively have upgraded to the tertiary level.

Table 10: Educational Level of Proprietor (one school did not indicate) (Success has upgraded at the SHS) Tertiary includes Lawdong, Queen Esther and Romesco)

Educational Level of Proprietor	Pre Intervention N=30	Post Intervention N=31
Middle School/JHS	2 (6.7%)	2 (6.5%)
SHS	11(36.6%)	12(38.7%)
Tertiary	14 (46.7%)	17 (54.8%)
Pastoral College	2 (6.7%)	-
Post Secondary	1(3.3%)	-

Education Level of Head Teacher	Pre Intervention N=30	Post Intervention N=25
Middle School/JHS	2 (6.7%)	
SHS	11 (36.7%)	5(20%)
Tertiary	13 (43.3%)	20 (80%)
Pastoral College	3 (10%)	-
Post Secondary	1 (3.3%)	-

Table 11: Availability of Drinking water

Water Facility	Pre Intervention N=32	Post Intervention N=32
Yes	28(87.5%)	30 (93.8%)
No	4 (12.5%)	2 (6.2%)

Table 11 above shows the distribution of water facilities, source and the location (see appendix) in the schools. Water availability in the 32 schools increased from 28(87.5 %) at baseline to 30 (93.8%) as at the time of reporting. A look at the sources of water showed some changes with pipe-borne water increasing from 11 to 14, wells from 7 to 10 and boreholes reducing from 10 to 5. One school, Vision Link International from Apre New Site in Kumasi has connected pipe-borne water as a result of the Program and does not depend on the borehole anymore. Two other communities were able to build wells which were cheap and closer to the school community to reduce the burden of pupils having to walk long distance to fetch water, which has resulted in the decline in the use of bore holes.

Table 12: Toilet Facility

Toilet Facility	Pre Intervention N=32	Post Intervention N=32
Water Closet	2 (6.3%)	2 (6.3%)
KVIP	10 (31.3%)	9 (28%)
Pit Latrine	12(37.4%)	14 (43.8%)
None	8 (25%)	7 (21.9%)

There was not much change in toilet facilities in the 32 schools visited. The table above illustrates the distribution with schools using KVIP had reduced from 10 at baseline to 9 at post. Interestingly, the number of schools using Pit latrine at baseline increased from 12 schools at baseline to 14 schools due to IDP intervention program. Schools should rather be encouraged to have better toilet facilities such as water closet and KVIP instead of pit latrine which is of low standard and dangerous to the safety and health of the students. With the exception of Education is Life International, Paa Willie International School and Cambridge Academy where there are separate toilet facilities for girls and boys, the other schools such as Success International and Romesco all have shared toilet facilities. According to some of the teachers, if a good toilet facility is provided will indirectly aid teaching and learning in the schools. They believe that the continuous sharing of toilet facilities can negatively affect academic work by way of lost of contact hours.

On electricity, 12 schools compared to 9 schools at baseline currently have wired their schools and have electricity. The three additional schools with electricity as at the time of the survey are Success International School, Education is Life International Academy and Creative Galaxy. This is depicted in table 13 below.

Table 13: Availability of electricity

Electricity	Pre Intervention N=32	Post Intervention N=32
Yes	9 (28.1%)	12 (37.5%)
No	23 (71.9%)	20 (62.5%)

3.4 Challenges facing the Schools

The greatest challenge facing most of the schools is in the areas of infrastructure, the payment of fees and furniture for pupils' use and in some cases the staffs turn over.



Most of the schools surveyed have no proper school structures in place and not enough furniture for all students to use. These schools are found in make-shift classrooms which do not provide good learning environment. In certain instances, students are made to share furniture in class with about three to four sharing one desk in some cases. However, some of the schools have made some resources available from the loans

contracted and some additional school levies for expansion of classroom structures and provision of furniture in the schools.

Some teachers said that proprietors do not involve them in decisions concerning the running of the schools; there were instances, they claim to be only instructed to teach in the classroom, which does not create a sense of commitment on their part.

Some parents expressed the view that some resources should be allocated for the training of teachers since most of the teachers at the primary school level are not professional teachers. The proprietors and parents were worried about the fact that teacher turnover was very high, indicating instability as far as teachers in the deprived private schools are concerned.

3.5 Training Support – INSET

Table 14: INSET

INSET	Pre Intervention N=31	Post Intervention N=31
Never	7 (22.6%)	4 (12.9%)
Before	11 (35.5%)	10 (32.3%)
Regularly	13 (41.9%)	17 (54.8%)

The follow up assessment also found out support teachers receive in terms of skills

development. Teachers confirmed that in service education and training is conducted. However, a few schools including Success International had not received any INSET for the past one year. Teachers in four schools also indicated never receiving any form of INSET as compared to seven at baseline. These schools are Anapo Academy, Victory Vision International, Standard International and Creative Academy. Compared to the pre-intervention period, where 13 (41.9%) indicated having regular in-service training, it increased to 17 (54.8 %). Subjects which the in-service training was organized for included Science, Mathematics and English, among others as seen in table below. Seventy percent of proprietors confirmed the integration of health awareness issues in their classroom work. These training were mostly facilitated by retired education officials and GES circuit supervisors assigned to circuits these schools are located and private schools coordinators from the District Education Offices.

Table 15: Areas of Training Covered by INSET

Subjects	Baseline N=32	Post N=32
Science	11(34.4%)	10(31.3%)
Mathematics	11(34.4%)	11(34.4%)
English	14(43.8%)	13(40.6%)
Teaching Methodology	16(50%)	19(59.4%)
School Management	4(12.5%)	4(12.5%)
Social Issues	6(18.8%)	4(12.5%)
Other	4(12.5%)	9(28.1%)

Table16: In-Service Training received by teachers in the past year

	Baseline N=32	Post N=32
INSET	Respondents	
Never	2 (6.3%)	6(18.8%)
Once	5(15.6%)	8(25%)
Twice	11(34.4%)	9(28.1%)
3 Times	22(6.3%)	4(12.5%)
4 or more	8(25%)	5(15.6%)

As to how often they have had inset majority had once to three times in a term both at baseline and post intervention as seen in table 14 above.

3.6 Staff turnover

Teachers' turnover, though on the surface seems not to be rampant, was the worry of a lot of the proprietors and parents this assessment engaged. However, there are schools that have for sometime had teachers stay for a reasonable number of time. Most of the teachers who leave are mainly on the basis of further studies with others ranging around issues of salaries which on average is about

Averagely, teachers are paid 54.57 per month as shown in the table 15 above. A few schools interviewed had their teachers asking for the proprietors to upgrade them to the

government single spine pay structure. For instance in Lawdong International teachers met have spent 1 month to 3 years in the school. (3 of them have 1 month, 1 has taught for 3 years and the other one has taught for 1 year). Interestingly none of the teachers have a teacher training certificate. One is currently on the UTTDBE program and two others with DBS certificate from the Bolgatanga Polytechnic.

In Success, out of the 10 teachers, one teacher has been in the school for about five years with another being there for 4 years. Four other teachers have been in the school for three years. The others range between one month and one year. One teacher has HND, degree in Networking. 4 others are on UTTBE and one on a pastoral program. With the exception of one, all the others are SHS graduates.

On what some of the proprietors do to keep their staff, it was shared by the Creative Galaxy Academy proprietor that before staff are employed they are made to sign agreements to ensure they do not leave haphazardly. In Queen Esther, with about 9 teaching staff for instance, teachers are made to go through proper recruitment processes through advertisements with agreed contracts. In some cases teachers are relieved of their post due to non-performance by the school leadership. Bongo Zion, for instance, has not experienced teacher turn over throughout the academic year. In Moon Light International, Amazing Grace International and Vision Link International expressed similar sentiments. Some staff leave for further studies because most of the staff are SHS leavers; this was the case for two teachers at Majesty International School. Others leave for maternity leave but return almost invariably. Their classes are mostly empty and in some cases people are either recruited to replace them or some teachers are made to handle more than a class, which also can affect quality.

Table 17a: Average Teacher Salary

Teacher Salary	N=31
Mean Salary	GHS 54.57

Teachers said they were paid an average of fifty five Ghana cedis a term (GHS 54.57). Table 17b below show the various ranges. We were however not able to obtain this information for baseline.

Table 17b: How much Teachers are paid on Average

Range	Post N=32
≤50	19
51-60	5
61-70	4
71-80	2
81-90	1

3.7 Loan Management

Throughout the survey, it became clear that most of the proprietors had made known the loan facility to the key stakeholders, including the parents and the teachers of the schools. Information gathered revealed that with the exception of a few schools such as Romesco and

Success where most of the parents and teachers could not provide much information on the loan. There was a general feeling that the loan facility, no matter how small it might be has contributed immensely to the growth of the schools in the area of infrastructure, TLM, books, containers, cup, bowls and quality catering services etc.



As indicated by the proprietor of Queen Esther Academy the IDP program is good and the loan that was given has helped put up about two classrooms and has also completed the repayment schedule with a monthly installment totaling of GH ϕ 15,950. Other benefits enumerated included training for himself, his teachers and caterer. Success International also pays GHC 279 each month but yet to complete payment. Also, Bongo Zion International in the Upper East Region used part of the loan received to purchase building materials to begin construction of a four-classroom block, which is currently at the window level. Classrooms, which initially had not been roofed, have now been roofed with aluminum slate, in schools like Adehye International and Victory Vision International in the Brong Ahafo Region. George Best Academy from the Brong Ahafo Region is also currently putting up a five-classroom block with the loan funds. The school had used the loan facility to purchase 50 pieces of iron rods to facilitate the completion of the classroom block under construction. Victory Vision International, in addition to buying roofing sheets, used part of the loan facility to provide furniture for the pupils.

However some proprietors think that the repayment process poses some difficulty for them and would appreciate if that could be made more flexible. Some mentioned the harassment they go through at the hands of those in charge of the collection of the loan repayments, with some feeling that they would have been better off not taking the loan. Some of these schools are Education is Life from Banpenase and Total Child Academy from Dumanafa in Ashanti Region. It was also realized that Total Child Academy has collapsed with the proprietor making the repayment from his own resources.

In an attempt to find out the state of bank accounts of the schools, the survey revealed that unlike pre-intervention era where five of the schools (Cambridge Academy, Paa Willie International, Great Owass Educational Complex, Success International and George Best Academy) did not have separate accounts from that of the proprietors, all schools except Success International and Anapo Academy now have bank accounts distinct from that of the proprietors. Prior to intervention fourteen of the thirty one schools had accounts as compared to all thirty at post intervention era.

Table 18: Schools Bank Accounts

Bank Accounts	Pre Intervention N=31	Post Intervention N=31
Yes	21 (67.7%)	29 (93.5%)
No	10 (32.3%)	2 (6.5%)

A review of how often proprietors visit the DEO showed an increase from 27 (84.4%) at baseline to 31 (96.9%) at post intervention as shown in table 19. below. The instrument explored further to determine the reasons why proprietors visit the DEO's, some of the reasons given are listed below:

Table 19: Visit to the District Education Office

Visit to District Education Office	Baseline (N=32)	Post (N=32)
Yes	27(84.4%)	31(96.9%)
No	2(6.3%)	1(3.1%)

The proprietors visit the district education office for the following reasons

1. Attend workshops, courses and INSETs.
2. Collect TLMs and stationery
3. Seek information/clarification
4. Registration of candidates for exams
5. Submission of school statistics/census
6. Registration of the school

3.8 Vision of School

In an attempt to find out the vision of the schools, the responses appeared to suggest that in most of the schools, there seemed to be no shared vision among the stakeholders. With the exception of Lawdong, Queen Esther whose vision appeared to have the same focus during the various target groups meeting, the others seem to differ from target group to the other. Though all the schools have visions, they seemed to be framed and known by the proprietors only. In cases where there are head teachers separate from the proprietors they all give visions that clearly are not consistent with one another. One thing that was realized during the assessment was that most of the proprietors assumed the visions are known to all the other stakeholders. It was also clearly shown that none of the schools had a written vision except Lawdong International that could show a documented vision of the school. Many teachers and parents do not have the same vision for the schools as the proprietors. Many respondents expressed concern that there was no written vision statement. They were of the view that a written vision statement could help the school to have positive direction and development. They felt a school's vision should be formulated by teachers, PTA executives and parents, not just the proprietor.

3.9 Teachers' Performance

The study shows that most of the schools have dedicated teachers who are punctual and regular to school. On average, teachers report to school between 7:00am-8:00am and close

by 3:00pm. This period includes time allocated for extra classes to help the students catch up with the syllabi. Though some proprietors, few of them though have some challenges with a few teachers not being punctual, for instance, some teachers do not come to school regularly; do not mark homework on time, etc. most praise their teachers for their total cooperation and support to the betterment of the school. The proprietor at Lawdong believe that the success chalked in the school is due to the selfless and dedication of the teachers in the school. Most parents spoken to during the assessment also praised teachers for their exemplary leadership and serving as good examples to their children in the communities. Most parents were particularly impressed with the dressed code of teachers and wondered how some of the m could change in that short period. In Queen Esther Academy, teachers have been provided with uniform and as the parents put it “They have neat haircuts and don’t dress ‘Otto Phister”.

We also looked at staff movements and table 20 a and b below shows that most of the staff were at school most of the time. Staffs were able to report more on their movement at post intervention than baseline. For example at post intervention no staff applied for annual leave or extended sick leave. Only two female teachers went on maternity leave for a total of 120 days at baseline.

Table 20a. Baseline: How many staff (male and female) has taken a leave in the past school year? What kind of leave and for a total of how many days?

	Nursery/ crèche			KG			Primary			JHS			Administ ra-tive staff		
	Total Number of teachers or staff who have taken leave														
	M	F	Days	M	F	Days	M	F	Days	M	F	Days	M	F	Days
Sick Leave		3	194		7			14							
Extended Sick Leave		1	30												
Annual Leave															
Maternity Leave		1	60		1	60									
Bereavement															
Study Leave															
Casual Leave		1	5										1		90
Absent without notice		1													
Other															

Table 20b: Post Intervention: How many staff (male and female) have taken a leave in the past school year? What kind of leave and for a total of how many days?

	Nursery/ crèche			KG			Primary			JHS			Administ ra-tive staff		
	Total Number of teachers or staff who have taken leave														
	M	F	Days	M	F	Days	M	F	Days	M	F	Days	M	F	Days
Sick Leave		1	5		3	20	1	1	64						
Extended Sick Leave															
Annual Leave															
Maternity Leave		3	120		2	156		2	120					1	60
Bereavement					1	4	2	2	36					2	14
Study Leave											1				
Casual Leave							1		15	1		22			
Absent without notice					1	1	4		4						
Other							1								

3.9 School Performance



Classes typically start at 8:00am and end at 3:00pm. Most schools were not able to provide results in this area due to the fact that the NEA and SEA are conducted mainly in public schools. Some schools did not have JHS and of those who had, did not have centre numbers (as most of them do not meet the minimum requirement of a centre) so their students had to be registered as students of other schools. They had therefore not been able to compute their results to determine if they had made any progress. Only four schools -- namely Bongo Zion, Adehye International, Lawdong International and George Best Academy were able to produce their school performance trail on the BECE. The recent BECE (2011) results indicate that all students of Bongo Zion passed except one; Bongo Zion was first in the School Education Study exams in the Bongo District (district based exam for both private and public schools). This exam is organized by the District Education Office, and so the school, according to the proprietor, is performing well. The current BECE candidates appear to be more serious with academic work than the previous ones. The Basic Education Certificate Examination (BECE) is national exams for all JHS 3 pupils, where students take a maximum

of eight subjects. Scores are graded from 1 to 9 (One being the highest and 9 the weakest a pupil should have at least a score of 6 to pass) and a child's aggregate is determined by adding the best of six subjects including English, Maths and science. At Adehye International, students scored 100% passed in BECE with the best grade being aggregate 11 and the lowest being aggregate 31. This was based on the ranking of the schools with regard to performance in the district. In George Best, 18 students took the BECE at baseline, but now 35 students will write their BECE this year, while Lawdong had a 100% pass in the BECE exams. Some of the proprietors have noticed improvement in the class performance of pupils and attribute it to the frequent monitoring they usually embark on in classroom which keeps teachers and other staff working efficiently. Another area of improvement is enrolment of the schools. Enrolment was obtained from most of the schools in the group. Though some schools have declining enrolment, as indicated by table below, the general picture looks good as compared to baseline figures. Comparatively enrolment at pre-intervention was low; the figure as at the time of the assessment had increased tremendously, indicating an increase of students.

3.10 Enrolment

Enrolment in the schools saw a steady increase from baseline across all grade levels as shown in the table below. With the exception of Nursery to KG classes all schools had increase in class sizes as depicted by the mean figures.

Table 21: Current Total Enrolment by Grade and Gender

		Baseline N=32			Post N=32		
Grade	Gender	Respondents	Total Enrolment	Mean	Respondents	Total Enrolment	Mean
Nursery	Boys	32	808	25.25	26	494	19.00
	Girls	32	883	27.59	26	521	20.04
KG1	Boys	29	462	15.93	26	396	15.23
	Girls	29	420	14.48	27	401	14.85
KG2	Boys	28	456	16.29	27	438	16.22
	Girls	28	477	17.04	27	397	13.50
P1	Boys	32	369	11.53	28	387	13.82
	Girls	32	378	11.81	28	378	13.50
P2	Boys	30	317	10.57	29	353	12.17
	Girls	30	343	11.43	29	332	11.45
P3	Boys	26	268	10.31	28	338	12.07
	Girls	26	213	8.19	27	317	11.74
P4	Boys	25	249	9.96	28	275	9.82
	Girls	25	220	8.80	28	258	9.12
P5	Boys	19	174	9.16	26	252	9.69
	Girls	19	141	7.42	27	231	8.56
P6	Boys	16	123	7.69	21	167	7.95
	Girls	16	124	7.75	22	185	8.14
JSS1	Boys	7	70	10.00	15	124	8.27
	Girls	7	77	11.00	15	135	9.00
JSS2	Boys	7	66	9.43	10	95	9.50
	Girls	7	76	10.86	11	92	8.36
JSS3	Boys	5	44	8.80	6	41	6.83
	Girls	5	51	10.20	6	58	9.67

A summary count of pupils at the various levels showed a steady increase at all levels except nursery and KG as depicted in table 32 in appendix.

Table 22: Total number of classes by level

Grade	Baseline N=32		Post N=32	
	Respondents	Total number of classes	Respondents	Total number of classes
KG1	32	32	31	31
KG2	28	28	31	31
P1	32	32	31	31
P2	30	30	31	31
P3	27	27	30	30
P4	25	25	30	30
P5	20	20	28	28
P6	15	15	25	25
JHS 1	7	7	15	15
JHS 2	7	7	12	12
JHS 3	5	5	6	6

Table 22 above shows distribution of levels in school. There has been considerable increase in the number of levels from baseline as a direct result of the intervention. However at KG1 the level have remained the same. A summary of the classes shows considerable increases in all levels as shown in table 37 of appendix. The nature of the classrooms can also be seen in Table 36 in Appendix.

3.12 Land Title

The data showed the distribution of schools which had acquired land title. Prior to intervention 14 (43.8%) had their lands registered as compared to 16 (50%) currently as shown in table below. Type of land title increased from 15 (56.3%) at baseline to 17 (53.1%) at post for ownership.

Table 23a: School Land Properly Registered

	Pre Intervention N=32	Post Intervention N=32
Yes	14 (43.8%)	16 (50%)
No	12 (37.5%)	14 (43.7%)
Don't Know	6 (18.7%)	2 (6.3)

Table 23b: Type of Land Title

Land Title Type	Pre Intervention N=32	Post Intervention N=24
Leased	12 (37.5%)	6 (18.8%)
Ownership	15 (56.3%)	17 (53.1%)
Other Arrangement	2 (6.2%)	1 (3.1%)

3.13 Infrastructure

Table 24: Conditions in the school when it rains

Conditions in the school when it rains	Baseline (N=32)	Post (N=32)
No problem	19 (59.4%)	13(40.6%)
Bad	13 (40.6%)	19(59.4%)

Schools experiencing challenges when it rains has increased from 13 (40.6%) at baseline to 19 (59.4%) as shown in table 24 above.

3.14 Financial management procedures

Most proprietors rely on school fees to pay salaries of teachers as is the major source of income to the schools. Monies collected as canteen fees (on average ranging between 40 pesewas and 60 pesewas per day) are used to purchase food stuff and fuel for preparing meals for the students in the schools. The remaining funds are used for the purchase of books, construction of school buildings and payment of IDP Rising Schools loans. The loan facility which is now known by some other stakeholders aside the proprietors is another source of revenue which is used to undertake a lot of projects that impact on teaching and learning in the schools. Though a lot of stakeholders indicated knowing of the loan facility in the schools, they could not indicate how much the schools accessed. This was mainly known to the proprietors and in some cases a few teachers of the schools.

3.15 GES Support

Table 25 below shows the support GES provides to the schools. It can be seen that the support by government has increased from baseline. All schools teach with the GES curriculum as seen in table 26 below. Even though only 81% of schools had been provided with syllabus as in table 19 all said they were using GES curriculum. We further sought to see if these documents and others in the school had entries in them. All the documents were available in most of the schools and where it was available they had entries in them as seen in Table 27 below

Table 25: Materials GES provide to schools

	Baseline N=32	Post N=32
Materials Provided by GES	Respondents	Respondents
Syllabus	17(53.1%)	15(46.9%)
Attendance register	9(28.1%)	6(18.8%)
Textbooks	10(31.3%)	11(34.4%)
Teachers' guides	16(50%)	14(43.8%)

The survey again looked at the curriculum being used in the schools to ascertain whether they use the prescribed GES syllabus or not. 29 (93.5%) affirmed the fact that they use the GES curriculum as compared to all 31 schools at baseline stage. An Anapo Academy and

Victory Vision International school indicated not using the GES syllabus but was not able to provide the alternative being used in the schools. This is clearly shown in table 26 below.

Table 26: GES Curriculum

Use of Curriculum	Pre Intervention N=31	Post Intervention N=31
Yes	31 (100%)	29 (93.5%)
No	0	2 (6.5%)
Curriculum made available by GES		
Yes	18 (58.1%)	17 (54.8%)
No	13 (41.9%)	14 (45.2%)

Table 27: Documents available with entries

Document	Available	Baseline (N=32) Respondents	Post (N=32) Respondents
Admission Register	Yes	31(96.9%)	30(93.8%)
	No	1(3.1%)	2(6.2%)
Evidence of Regular Entries	Yes	30(93.8%)	21(70%)
	No	1(3.1%)	9(30%)
Class Register	Yes	27(84.4%)	29(90.6%)
	No	5(15.6%)	3(9.4%)
Evidence of Regular Entries	Yes	25(78.1%)	26(81.3%)
	No	1(3.1%)	3(10.3%)
Inventory	Yes	14(43.8%)	12(37.5%)
	No	18(56.3%)	20(62.5%)
Evidence of Regular Entries	Yes	11(34.4%)	9(75%)
	No	6 (18.8%)	3(25%)
Logbook	Yes	25(78.1%)	25(78.1%)
	No	6(18.8%)	7(21.9%)
Evidence of Regular Entries	Yes	24(75%)	23(92%)
	No	1(3.1%)	2(8%)
Teacher Attendance Register	Yes	28(87.5%)	27(84.4%)
	No	4(12.5%)	5(15.8%)
Evidence of Regular Entries	Yes	25(78.1%)	24(88.8%)
	No	7(21.9%)	3(11.2%)
Visitors Book	Yes	21(65.6%)	16(50%)
	No	11(34.4%)	16(50%)
Evidence of Regular Entries	Yes	20(62.5%)	11(68.8%)
	No	1(3.1%)	5(31.2%)

Accounting Book	Yes	20(62.5%)	29(90.6%)
	No	11(34.4%)	3(9.4%)
Evidence of Regular Entries	Yes	14(43.8%)	26(89.7%)
	No	3(9.4%)	3(10.3%)

The table below shows the number of days school was opened for learning. Majority of schools say they were open for learning between 61 and 70 days in a term as shown in table 28 below.

Table 28: Total number of days per term in 2010/2011 academic year

	Range (Days)	Baseline N=32 Respondents	Post N=32 Respondents
1st	51-60	2	2
	61-70	9	17
	71-80	12	8
2nd	51-60	4	2
	61-70	15	17
	71-80	12	8
3rd	51-60	4	6
	61-70	12	16
	71-80	14	5

Table 29: Availability of records for school attendance for 2010-2011 academic year.

Availability records for school attendance	Baseline N= 32	Post N=32
Yes	10(31.3%)	24(75%)
No	16(50%)	6(18.8%)

Circuit Supervisors are required to provide supervisory services to schools within their circuit, which includes private registered schools. Per the Ghana Education Service requirement, circuit supervisors are to visit each school in their circuit at least three times a term. However, most private schools do not get the opportunity to receive support from these circuit supervisors. This is clearly evident in the table 30 below as shown that schools are not getting the needed support from circuit supervisors and GES. Only 11 schools (36.7%) of 32 (one school, Believers Academy failed to respond to the issue) received two or more visits from circuit supervisors. Victory Vision International in the Brong Ahafo region never received any visit from the circuit supervisor.

Table 30: Circuit Supervisor Visits

How often is your school visited by a Circuit Supervisor	Pre Intervention N=32	Post Intervention N=32
Never	-	1 (3.3%)
Rarely	7 (22.6%)	7 (23.3%)
Once a Year	-	1 (3.3%)
Once a Term	6 (19.4%)	10 (33.3%)
Twice a term or more	18 (58.1%)	11 (36.7%)

3.16 School fees payment

School fees payment is a key challenge for proprietors of the 32 private schools. Proprietors do not increase school fees for fear of losing students and parents by overburdening them. Currently the school fees ranges between GHC 25 and GHC150. This information was gathered during the qualitative exercise. The instrument does not capture school fees payment. To ease the burden on parents, proprietors have allowed parents to make payments on installment basis. Few parents pay on time. Most students are asked to go home to collect school fees when it becomes obvious that parents are not forthcoming regarding the payments.

However, issues regarding feeding are done on either daily or weekly basis. Children are fed on an average cost of 50 pesewas per day. Parents at Queen Esther Academy believe that the training received by the schools have really contributed to this efforts and made mention again of the catering staff with their aprons on, which was not the case a few years back when the schools had not been enrolled on the program. Introduction of good meals in the schools is also worth mentioning. The students according to stakeholders interviewed really enjoy the food being served in recent times. For instance in Success International, they enjoy the food. Previously when the food was not good they had a jargon: “Kawon na yaali.” Which means, “who wants?” but in recent times, this has changed, especially after the training. They now ask, “Wom ala?” Which means, “It’s tasty”? In this sense meals that were not accepted by students have been replaced. It is clear evidence that the improvement in caterers’ performance is as a result of what they were taught at the IDPRS training. According to the proprietor of Creative Galaxy International School, parents compare the food to that of schools nearby and testify that the food is nutritious. Previously the food served was monotonous but now there is variety such as beans with gari, rice and beans, waakye and stew, banku and soup, egg, jollof rice, etc and unlike before students eat without complaining, which has also motivated parents to contribute to the feeding fee which costs an average of thirty Ghana pesewas (30p) a day per student. It all supplements the support from the IDPRS intervention.

3.17 Parent-Teacher Associations (PTAs)

The 32 schools assessed have PTAs in place though some still do not have either SMC or Board of Governors. Though most of the schools had PTA prior to the intervention, they either never met or received any formal training to assist in the management of the schools. According to the proprietors, parents were called together and educated on the need for schools to have PTA, and so parents voluntarily joined and formed the PTA. Parents, during the focus group discussion, acknowledged the importance of a PTA to the school. As an association, PTAs are providing support to the schools by providing furniture, library books

and meeting on quarterly basis to discuss issues about the schools. Among the issues most PTAs discuss during their meetings are students' performance, payment of fees, punctuality of students, and canteen fees. Though parents and teachers confirmed that the PTA used to be weak in terms of structure and membership prior to the Program, most members now attend meetings when invited and also contribute resources to the schools. Data gathered, for instance on PTA contribution to school infrastructure, furniture and enrolment drive showed some significant support considering the fact that these are private schools and not a community or state owned. For instance, five of the schools' PTAs have contributed resources in the building of classrooms and purchase of furniture respectively. Over twenty of the thirty one PTAs have been involved in the enrolment drive in their schools. Schools interviewed indicated an average PTA attendance of about 70 parents as compared to a low average of about 30 parents before the program took off.

Table 31: PTA/SMC Training

PTA/SMC Training	Pre Intervention N=31	Post Intervention N=31
Yes	2 (6.5%)	4 (16.1%)
No	29 (93.5%)	26 (83.9%)

One of the areas the program showed improvement is the distribution of textbooks. Table 34 in appendix clearly depicts an increase in textbooks in the school during intervention.

4.0 Evaluation of IDP Rising Schools

About IDP Rising Schools

The general consensus is that the Program is good because it provides a lot of benefits to the schools. However, most proprietors believe that apart from the loan from IDP Rising Schools, most schools do not receive any financial assistance from any other source and, coupled with parents' failure to pay school fees on time, they find it challenging to manage their finances and other resources to sustain the benefits the schools are enjoying currently from the Program. Some feel they accepted the loan purposely to improve the infrastructure situation of the schools to accommodate the increasing admission demands, notwithstanding the interest. However, proprietors in all the schools visited seemed to have some challenges with the loan officer's mode of demanding the re-payment with most emphasizing that it's more of harassment than support.

5.0 Challenges and limitations

During the data collection process the researchers went through some challenges, which included:

- Difficulty getting cooperation from some of the proprietors. They think that they took a loan facility and therefore did not expect the Program to solicit views of other stakeholders of the school since they are responsible for the re-payment.
- Difficulty generating data on some of the questions which the respondents refused to provide responses, especially issues bothering on their health and income.

6.0 Recommendations

It is recommended that the program looks critically at the issues raised by the proprietors in terms of granting loans as this was a source of worry to all. It is important that it is well managed to improve the acceptability of the program in Ghana. IDPRS should as a matter of fact look critically at the infrastructure component of the program, in addition to upgrading the teachers' skills on the UTTDBE program to sustain their interest and eventually reducing the frequent staff turnover in most schools under the program.

Appendix:

Table 32: Summary count/school statistics

Item	Baseline N=32			Post N=32		
	Respondents	Total	Mean	Respondents	Total	Mean
Pupils_Nursery/Creche	29	1495	51.55	30	1354	45.13
Pupils_KG	30	1671	55.70	32	1790	55.94
Pupils_Primary	31	2947	95.06	31	3769	121.58
Pupils_JHS	7	384	54.86	15	490	32.67
Teachers_Nursery/Creche	30	50	1.67	30	53	1.77
Teachers_KG	32	55	1.72	31	52	1.68
Teachers_Primary	32	130	4.06	31	165	5.32
Teachers_JHS	7	34	4.86	15	58	3.87
Classrooms_Nursery/Creche	30	37	1.23	29	38	1.31
Classrooms_KG	32	47	1.47	31	51	1.65
Classrooms_Primary	31	120	3.87	30	155	5.17
Classrooms_JHS	7	17	2.43	15	32	2.13

Table 33: Number of Public and Private Schools within the community of the IDP school

	Name of IDP School	Baseline		Post	
		Public	Private	Public	Private
1	Paa Willie International School		3		2
2	Education is Life International School	1	2	1	
3	Creative Galaxy Academy	1	1	1	2
4	Believers Academy	2	1	2	2
5	Dorsh International school		2		2
6	Great Owass Educational Complex	3		3	
7	Total Child Academy	1		2	
8	Bongo Zion International School	2		1	
9	Moon Light International School	3		3	
10	Adehyee International School	1	2		3
11	St. George's International	1	1	1	3
12	Victory Vision International	1		1	1
13	Amazing Grace International School		3		1
14	Vision Link International School		2		1
15	Cambridge Academy				2
16	Peace Land Preparatory School	2		2	1
17	Holy city International school	2		2	
18	Elohim International School		3	1	3
19	Majesty International	2	1	1	1
20	Great Vision Academy	2		3	
21	Promise International	2	1	2	
22	Good Friends International Academy	1	2		3
23	Joy Preparatory	3		3	

24	Anapo Academy	2		2	
25	Daana Academy	3		3	
26	Christ is the Answer International	3		2	2
27	Standard International School	1	2		3
28	Holy Trinity International	1		1	
29	Success International School		1	1	
30	Lawdong International School	3		1	
31	Romesco International School	2	1	3	1
32	Queen Esther Academy	1	2	1	2

Table 34: Total number of textbooks available by grade/subject

Subject/Grade level	Baseline N=32		Post N= 32	
	Number of schools that responded	Number of textbooks	Number of schools that responded	Number of textbooks
English KG1	7	37	20	284
English KG2	6	31	21	267
English P1	23	274	26	397
English P2	20	261	24	284
English P3	18	243	25	232
English P4	17	220	25	265
English P5	13	124	23	294
English P6	11	110	20	183
English JHS 1	4	39	10	26
English JHS 2	4	30	6	22
English JHS3	4	37	2	4
Mathematics KG1	4	37	18	267
Mathematics KG2	5	37	19	250
Mathematics P1	4	30	26	339
Mathematics P2	17	513	24	289
Mathematics P3	16	155	24	234
Mathematics P4	15	148	25	228
Mathematics P5	14	140	22	243
Mathematics P6	10	61	20	163
Mathematics JHS 1	9	63	8	25
Mathematics JHS 2	3	24	5	21
Mathematics JHS3	3	22	2	4
Science KG1			11	172
Science KG2			13	155
Science P1	16	160	24	367
Science P2	15	124	23	279
Science P3	14	124	24	238
Science P4	14	145	23	252

Science P5	11	98	21	249
Science P6	10	67	18	188
Science JHS 1	2	15	9	34
Science JHS 2	2	16	6	21
Science JHS31	1	8	5	18
Social Studies KG1			3	64
Social Studies KG2			3	51
Social Studies P1	6	54	10	96
Social Studies P2	5	42	8	81
Social Studies P3	7	39	9	57
Social Studies P4	13	129	16	127
Social Studies P5	10	111	15	143
Social Studies P6	9	60	15	116
Social Studies JHS 1	2	8	6	20
Social Studies JHS 2	2	8	6	33
Social Studies JHS3	2	11	3	16
Ghanaian Language KG1	1	1	6	43
Ghanaian Language KG2	1	1	7	27
Ghanaian Language P1	12	142	18	168
Ghanaian Language P2	12	107	15	126
Ghanaian Language P3	13	95	16	127
Ghanaian Language P4	12	84	17	94
Ghanaian Language P5	10	44	15	71
Ghanaian Language P6	7	29	12	40
Ghanaian Language JHS 1	2	9	5	17
Ghanaian Language JHS 2	2	7	5	19
Ghanaian Language JHS3	2	9	2	2

French KG2			1	1
French P1			8	46
French P2			7	50
French P3	3	15	7	40
French P4			7	35
French P5			6	43
French P6			5	32
French JHS 1			2	13
French JHS 2			2	14
French JHS3				
Religious & Moral Education KG1			4	17
Religious & Moral Education KG2			5	20
Religious & Moral Education P1	7	72	15	98
Religious & Moral Education P2	6	54	14	82
Religious & Moral Education P3	7	59	16	70
Religious & Moral Education P4	7	31	17	85
Religious & Moral Education P5	4	5	14	72
Religious & Moral Education P6	3	9	12	56
Religious & Moral Education JHS 1	1	2	6	18
Religious & Moral Education JHS 2	1	3	4	17
Religious & Moral Education JHS3	1	2	2	19
ICT KG1			4	18
ICT KG2			6	25
ICT P1	5	28	14	136
ICT P2	6	33	14	115
ICT P3	5	34	13	98

ICT P4	8	40	15	94
ICT P5	4	4	14	107
ICT P6	3	3	12	86
ICT JHS 1	1	1	8	20
ICT JHS 2	1	1	4	16
ICT JHS3	1	1	2	2
Basic Design and Technology JHS1	2	7	7	39
Basic Design and Technology JHS2	2	5	5	18
Basic Design and Technology JHS3	2	5	3	5
Physical Education KG1				
Physical Education KG2			1	1
Physical Education P1			2	2
Physical Education P2			2	2
Physical Education P3			2	2
Physical Education P4			2	2
Physical Education P5			2	2
Physical Education P6				
Physical Education JHS 1	1	1		
Physical Education JHS 2	1	1		
Physical Education JHS 3	1	1		
Music and Dance KG1			2	2
Music and Dance KG2			3	3
Music and Dance P1			4	5
Music and Dance P2			3	4
Music and Dance P3			3	4

Music and Dance P4			3	4
Music and Dance P5			3	4
Music and Dance P6			3	4
Music and Dance JHS 1				
Music and Dance JHS 2				
Music and Dance JHS 3				
Other KG1			1	47
Other KG2	1	5	1	41
Other P1	3	30	6	36
Other P2	3	23	4	34
Other P3	2	2	6	35
Other P4	4	23	6	22
Other P5	3	26	7	21
Other P6	2	27	5	15
Other JHS 1	1	4		
Other JHS 2	1	5		
Other JHS 3	1	5		

Table 35: Total number of teachers guides available by grade/subject.

Subject/Grade level	Baseline N= 32		Post N=32	
	Number of schools that responded	Number of teachers guides	Number of schools that responded	Number of teachers guides
English KG1	18	18	15	22
English KG2	18	18	16	24
English P1	26	26	21	29
English P2	28	28	21	27
English P3	25	25	21	31
English P4	23	23	21	30
English P5	18	18	17	24
English P6	12	12	12	18
English JHS 1	5	5	7	10
English JHS 2	5	5	7	11
English JHS3	3	3	3	6
Mathematics KG1	15	15	14	17
Mathematics KG2	17	17	15	20
Mathematics P1	26	26	18	22
Mathematics P2	26	26	17	21
Mathematics P3	24	24	19	29
Mathematics P4	22	22	19	26

Mathematics P5	18	18	15	21
Mathematics P6	12	12	11	15
Mathematics JHS 1	5	5	6	10
Mathematics JHS 2	5	5	6	9
Mathematics JHS3	2	2	1	4
Science KG1	1	1	9	11
Science KG2	2	2	9	12
Science P1	24	24	16	19
Science P2	23	23	17	21
Science P3	22	22	17	23
Science P4	23	26	17	22
Science P5	18	18	14	19
Science P6	13	13	9	11
Science JHS 1	5	5	6	6
Science JHS 2	5	5	6	6
Science JHS3	3	3	2	2
Social Studies KG1				
Social Studies KG2				
Social Studies P1	7	7	2	5
Social Studies P2	8	8	3	6
Social Studies P3	8	8	2	5
Social Studies P4	19	19	14	18
Social Studies P5	16	16	12	15
Social Studies P6	11	11	10	11
Social Studies JHS 1	4	4	5	5
Social Studies JHS 2	4	4	5	6
Social Studies JHS3	2	2	1	1
Ghanaian Language KG1	2	2	7	9
Ghanaian Language KG2	2	2	7	9
Ghanaian Language P1	16	16	13	21
Ghanaian Language P2	17	17	14	19
Ghanaian Language P3	16	16	14	21
Ghanaian Language P4	16	16	13	18
Ghanaian Language P5	14	14	13	18
Ghanaian Language P6	8	8	9	13

Ghanaian Language JHS 1	5	5	5	6
Ghanaian Language JHS 2	5	5	5	6
Ghanaian Language JHS3	3	3	1	1
French KG1	1	1		
French KG2	1	1		
French P1	3	3	2	2
French P2	3	3	1	1
French P3	2	2	1	1
French P4	3	3	1	1
French P5	3	3	3	3
French P6			1	1
French JHS 1	1	1		
French JHS 2	1	1		
French JHS3	1	1		
Religious & Moral Education KG1	1	1	6	9
Religious & Moral Education KG2	1	1	7	10
Religious & Moral Education P1	11	11	12	15
Religious & Moral Education P2	12	12	12	15
Religious & Moral Education P3	11	11	15	18
Religious & Moral Education P4	13	13	12	16
Religious & Moral Education P5	10	10	10	13
Religious & Moral Education P6	9	9	8	9
Religious & Moral Education JHS 1	3	3	5	5
Religious & Moral Education JHS 2	3	3	5	6
Religious & Moral Education JHS 3	2	2	1	1
ICT KG1			1	1
ICT KG2	1	1	1	1
ICT P1	11	11	10	13
ICT P2	12	12	12	15
ICT P3	12	12	11	14
ICT P4	14	14	10	12
ICT P5	11	11	8	10
ICT P6	8	8	6	8
ICT JHS 1	2	2	4	4
ICT JHS 2	2	2	4	4
ICT JHS3	2	2	1	1

Basic Design and Technology JHS1	5	5	6	6
Basic Design and Technology JHS2	5	5	5	5
Basic Design and Technology JHS3	4	4	1	1
Physical Education P1	11	11	2	2
Physical Education P2	11	11	1	1
Physical Education P3	10	10	2	2
Physical Education P4	9	9	2	2
Physical Education P 5	6	6	2	2
Physical Education P6	3	3	1	1
Physical Education JHS1				
Music and Dance KG1			4	6
Music and Dance KG1			3	5
Music and Dance P1	1	1	3	5
Music and Dance P2	2	2	3	5
Music and Dance P3	1	1	3	5
Music and Dance P4	1	1	4	6
Music and Dance P5	1	1	4	6
Music and Dance P6	1	1	2	2
Music and Dance JHS1			1	1
Music and Dance JHS2			1	1
Music and Dance JHS3				
Other KG1	1	1	2	2
Other KG2	1	1	2	2
Other P1	9	9	4	5
Other P2	9	9	4	4
Other P3	9	9	4	4
Other P4	10	10	5	6
Other P5	8	8	4	4

Other P6	5	5	2	2
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Table 36: Nature and Number of classrooms

Nature of classroom walls in the schools				
	Baseline N=32		Post N=32	
	Respon dents	Number of Rooms	Respon dents	Number of Rooms
Mud/Clay_Nursery Classrooms	5	5	3	3
Mud/Clay_KG Classrooms	4	6	3	3
Mud/Clay_Primary Classrooms	4	15	3	13
Mud/Clay_JHS Classrooms	1	2		
Cement/Bricks_Nursery Classrooms	18	23	20	26
Cement/Bricks_KG Classrooms	19	30	20	34
Cement/Bricks_Primary Classrooms	19	75	20	99
Cement/Bricks_JHS Classrooms	5	14	12	25
Alluminium/Zinc_Nursery	1	1	1	1
Alluminium/Zinc_KG	1	2	1	2
Alluminium/Zinc_Primary	2	6	1	6
Alluminium/Zinc_JHS			1	3
Wood_Nursery Classrooms	7	7	8	9
Wood_KG Classrooms	8	12	8	13
Wood_Primary Classrooms	9	33	7	34
Wood_JHS Classrooms	2	3	3	8
No walls Nursery classrooms	1	1		
No walls KG classrooms	1	1		
No walls Primary classrooms	2	3	1	1
No walls JHS classrooms				
Thatch/Grass Nursery Classrooms				
Thatch/Grass KG classrooms	1	2		
Thatch/Grass Primary classrooms	2	6	1	1
Aluminum/Slate roofing sheets Nursery Classrooms	29	35	30	37
Aluminum/Slate roofing sheets KG Classrooms	29	44	31	50
Aluminum/Slate roofing sheets_Primary Classrooms	31	120	30	150
Aluminum/Slate roofing sheets_JHS Classrooms	7	19	14	30
Tile/Concrete Nursery	1	2		
Tile/Concrete KG	1	2		
Tile/Concrete Primary				
Tile/Concrete JHS				
Other_Nursery Classrooms			1	1
Other_KG Classrooms			1	1
Other_JHS Classrooms			1	3

Nature of classroom floor in the schools				
	Baseline N=32		Post N=32	
	Respon dents	Number of Rooms	Respon dents	Number of Rooms
Earth_Nursery Classrooms	8	11	7	10
Earth_KG Classrooms	10	17	10	17
Earth_Primary Classrooms	14	61	16	52
Earth_JHS Classrooms	2	5	5	10
Cement/Tile_Nursery Classrooms	22	26	24	28
Cement/Tile_KG Classrooms	20	30	22	34
Cement/Tile_Primary Classrooms	18	64	21	100
Cement/Tile_JSS Classrooms	5	14	10	23
Wood/logs Nursery Classrooms				

Tables 37: Total Number of Rooms per Level

Total Number of classrooms per level				
	Baseline N= 32		Post N= 32	
	Respondents	Number of rooms	Respondents	Number of rooms
Total number of rooms Creche	30	37	28	35
Total number of rooms KG	30	48	32	52
Total number of rooms Primary	31	125	31	155
Total number of rooms JHS	7	19	15	38
Number of temporal classrooms per level				
Number that are temporary Creche	11	11	15	17
Number that are temporary KG	11	17	16	23
Number that are temporary Primary	17	54	17	70
Number that are temporary JHS	2	6	5	10
Number of classrooms needing minor repair per level				
Number Needing Minor Repair Creche	5	5	3	3
Number Needing Minor Repair KG	5	5	3	5
Number Needing Minor Repair	8	16	7	24

Primary				
Number Needing Minor Repair JHS	2	5	4	10
Number of classrooms needing major repair per level				
Number Needing Major Repair Creche	1	1	2	4
Number Needing Major Repair KG	1	2	4	8
Number Needing Major Repair Primary			4	19
Number Needing Major Repair JHS	1	1	2	6
Number of classrooms needing to be replaced per level				
Number Needing to be replaced by a permanent Creche	7	10	14	15
Number Needing to be replaced by a permanent KG	6	11	14	19
Number Needing to be replaced by a permanent Primary	8	29	14	51
Number Needing to be replaced by a permanent JHS	1	3	3	6

Table 38: Total attendance days per term by gender per grade

Grade	Gender	Baseline N=32			Post N= 32		
		Total attendance 1 st term	Total attendance 2nd term	Total attendance 3rd term	Total attendance 1 st term	Total attendance 2nd term	Total attendance 3rd term
KG1 &KG2	Male	386(N=13)	379(N=13)	369(N=12)	2001(N=16)	14004(N=14)	17827(N=15)
	Female	412	386	371	1738	13896	15307
P1	Male	157(N=15)	155(N=15)	150(N=14)	9538(N=18)	9964(N=17)	9024(N=17)
	Female	203	198	197	9471	9122(N=16)	8865
P2	Male	142(N=12)	137(N=12)	133(N=12)	5614(N=15)	5100(N=14)	4415(N=14)
	Female	146(N=13)	140(N=13)	135(N=13)	6310	6292	5408
P3	Male	102(N=11)	98(N=11)	96(N=10)	9096(N=17)	7861(N=15)	7556(N=14)
	Female	97	96	85	8684	8007	7584
P4	Male	75(N=8)	68(N=8)	67(N=8)	6252(N=14)	7680(N=15)	6469(N=12)
	Female	69	67	66	4904	6699	5092(N=13)
P5	Male	44(N=7)	44(N=7)	44(N=7)	6038(N=14)	8551(N=15)	5045(N=12)
	Female	48	44	46	5446	6864	

P6	Male	14(N=3)	14(N=3)	13(N=3)	3167(N=8)	4050(N=9)	3113(N=8)
	Female	23(N=4)	25(N=4)	25(N=4)	3934	5047	3226
JHS 1	Male	10(N=1)	10(N=1)	8(N=1)	1951(N=5)	3296(N=6)	3124(N=6)
	Female	11	10	8	1674	3220	3093
JHS 2	Male	7(N=1)	6(N=1)	7(N=7)	3114(N=6)	2012(N=4)	1894(N=4)
	Female	10	14	12	3304	1897	2374
JHS 3	Male	8(N=1)	6(N=1)	8(N=1)	1396(N=4)	784(N=4)	
	Female	7	7	7	1373	1312	

Table 39: SPIP

School Performance Improvement Plan	Pre Intervention N=31	Post Intervention N=31
Yes	4 (12.9 %)	20 (64.5%)
No	20 (64.5%)	9 (29.0%)
Partial	7 (22.6%)	2 (6.5%)

Table 40: Water Source

Source of water		
Pipe-borne	11 (34.4%)	14 (43.8%)
Well	7 (21.9%)	10 (31.2%)
Borehole	10 (31.3%)	5 (15.6%)
Other	0	1 (3.1%)
Location of Water Facility		
School Compound	9 (28.1%)	8 (25%)
In the community	23(71.9%)	22 (68.8%)
Outside the community	0	2 (6.2%)

Table 41 Availability of Electricity

Power availability		
	N=9	N=12
Yes	9 (100%)	12 (100%)
No	-	-

Table 42: School Enrolment

Region	School	Pre-Intervention Enrolment	Current Enrolment	Variance
Ashanti	Amazing Grace International School	187	295	108
	Creative Galaxy Academy	86	184	98
	Christ Is The Answer International	246	212	-34
	Education Is Life International Academy	190	240	50
	Elohim International School	141	67	-74
	George Best Academy		345	
	Great Owass Educational Complex	414	384	-30
	Holy city International School	233	315	42
	Paa Willie International School	343	365	22
	Peace Land Preparatory School	176	266	90
	Standard International School	247	171	-76
	Success International	-	-	-
	Romesco International	-	-	-

	Total Child Academy	105	26	-79
		2368	2830	462
Brong Ahafo	Adehye International School	468	464	-4
	Believers Academy	316	300	-16
	Cambridge Academy	265	204	-61
	Majesty International	160	185	25
	Promise International	72	163	91
	Victory Vision International	29	66	37
		1310	1382	72
Upper East	Anapo Academy	113	199	86
	Bongo Zion International School	258	181	-77
	Daana Academy	265	233	-32
	Dorsh International School	61	55	-6
	Good Friends International Academy	232	392	160
	Great Vision Academy	170	180	10
	Joy Preparatory	310	409	99
	Moon Light International School	141	166	25
	Vision Link International School	155	120	-35
	Lawdong International	-	-	-
	Queen Esther Academy	-	-	-
		1705	1935	230
Grand Total		5,383	6,147	764

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.)

-
- 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?

- 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

- 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

- 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.
-



- Please discuss any feedback

Appendix 2

PROPRIETOR’S DISCUSSION GUIDE



Background Information

Name of Respondent: _____ Age: ____ sex: ____ Status: _____
 _____ Region: _____ District: _____
 _____ Community _____ School Name: _____



- 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?

- 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

- 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)

- 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 benefited 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?

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

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

Please discuss any feedback.

TEACHERS 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.)

- 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

- 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

- 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?

- 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

- Please discuss any feedback

**(Tranche 2) IDP Rising School Survey
2009-2010
Ghana**

School Identification

School Name _____

1.02 Year Established _____

1.03 School Code (if applicable) _____

1.04 School Status:

Registered with GES....1 Not registered with GES....2

1.05a If not registered with GES do you know how to register with GES?

Yes1 No2

1.05b. If registered with GES what is your registration number? _____

1.05c Which year was your school registered?

1.05d Which grade was assigned to your school after registration?

Grade A.....1 Grade B.....2 Grade C.....3

Grade D 4 others (ie below D or not graded).....5

1.05e Is your school registered with the Ghana Registrar of Companies?

Yes1 No.....2

1.06a Have you heard of Ghana National Association of Private Schools (GNAPS)?

Yes1 No2

1.06b Are you registered with GNAPS?

Yes1 No2

1.06c What do you think GNAPS is?

Yes1 No2

1.07 Which levels are found in the school? (Check all that apply)

Nursery/Creche 1 Primary 3

Kindergarten 2 JHS 4

1.08 Location of School:

Region _____
District _____
Circuit _____
Community _____

1.09 Type of Locality:

Rural 1 Peri-Urban 2 Urban 3

1.10 School Address for Correspondence:

Telephone: _____

Fax: _____

Email: _____

1.11 Summary Count:

	Nursery/Creche	Kindergarten	Primary	JHS
Pupils				
Teachers				
Classrooms				

2. School Profile

2.01 Is the school proprietor resident in the community?

Yes... 1 No.... 2

2.02 Is the school proprietor also the head teacher of the school?

Yes...1 No, head is separate from proprietor.... 2

2.03 Educational level of school proprietor

Uneducated... 1 Primary... 2 Middle school/JSS... 3
Senior Secondary... 4 Tertiary... 5

2.04 Educational level of school head teacher

Uneducated... 1 Primary... 2 Middle school/JSS... 3
 Senior Secondary... 4 Tertiary... 5

6. Tick in the table below the classes you have for each level found in your school.

Creche	KG 1	KG2	P1	P2	P3	P4	P5	P6	JHS1	JHS2	JHS3

7. Please tell us the average age of pupils in the classes for the various levels found in your

Creche	KG 1	KG2	P1	P2	P3	P4	P5	P6	JHS1	JHS2	JHS3

2.07 Are your classes streamed? Streaming is when a school has different students in the morning and afternoon

Yes...1 No...2

2.08 (*Only for schools with streaming*) Indicate the number of streams you have for each class.

Creche	KG 1	KG2	P1	P2	P3	P4	P5	P6	JHS1	JHS2	JHS3

2.09 Is your school one of two different schools making use of the same building?

Yes 1 No 2

2.10 If yes, what is the name of the other school you are sharing with?

2.11 Which of these levels run a shift system in your school? (Tick as appropriate)

KG...(1) Primary...(2) JHS ...(3)

2.12 Indicate number of disabled pupils by level:

	Impairment			Disability	
	Blind/Visual	Hearing & Speech	Blind & Hearing	Physically Disabled	Intellectually Disabled
Kindergarten					
Primary					
JHS					

8. Name any other schools within your community and circle to indicate if they are private or state schools.

_____ (public/private)

_____ (public/private)

_____ (public/private)

9. If there are no other schools within your own community, how far is your school from the community with the next closest primary school?

Less than 5km 1 10-15km 3

5-10km 2 More than 15km 4

Other (please specify _____) 5

2.15 Is it a state school or a private school?

Private.....1 State.....2

3. Services and Infrastructure

3.01 What type of road leads to your school?

Tarred ... 1 Gravel ... 2 Dirt road fit for cars... 3 Footpath only....4

3.02 Can a vehicle access it? Yes 1 No 2

3.03 Is drinkable water available in your school? Yes 1 No 2

3.04 If yes, what is the source of water?

Pipe-borne water..... 1 Well ... 2 Borehole ... 3

Stream nearby ... 4 Other ... 4 (specify) _____

3.05 Where is the water facility located?

On the school compound1 In the community....2 Outside the community...3

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

Tank ...1 Drum (eg. oil drum/plastic drum) ...2 Gallons... 3 Buckets4 Pans....4
Clay pots5 Other _____ 6 None... 7

3.07 Is your school electrically wired? Yes ... 1 No ... 2

If yes, do you actually have power? Yes ... 1 No ...

3.08 2

If yes, please specify the source of power

3.09 r:

National Grid 1 Other _____ 3

Local Generator 2

3.10 Are the communities around you connected to the national grid?

Yes 1 No 2

3.11 What type of toilet facility do you have in your school?

Pit Latrine1 KVIP ... 2 Water Closet....3 None4

Other... 5 (describe) _____

3.12 If you have toilets, how many are available?

a. For boys ____ b. For girls ____ c. Shared boys & girls ____ d. N/A

3.13 How many of these toilets are currently functional?

a. Boys ____ b. Girls ____ c. Shared boys & girls ____ d. N/A

3.14 Which of these problems are experienced in your school?

Drainage Blockage 1 Waste water and sewage disposal..... 3

Self Erosion 2 Garbage disposal 4

10. None of the above 5 other, specify.....15 Is the
land on which your school is situated properly registered with the Lands Commission?

11. Yes.....1 No2 Don't know..... 16 What type of land title do
you have?

Leased 1 Ownership.... 2
Other arrangement3 (please describe)_____

3.17 Are there boarding facilities in your school? Yes 1 No 2

3.18 If yes, how many pupils are boarders?
a. Boys _____ b. Girls _____

3.19 If children’s parents are late collecting them from school at the end of the day, where do the children wait?
a. In the school building b. In the head’s house
c. In the school building which is also the head’s house
d. Other (please specify)_____

4. School Management and Finance

4.01 Is there any collective governing body for the school?
None... 1 Board of governors... 2 Academic board ... 3
Other (specify)... 4 _____

4.02 If yes, who is represented on that body? (*Don’t write names but rather who people are eg. chief’s re__*

4.03 Is the school affiliated with any particular church?
Yes...1 (specify)..... No... 2

4.04 If yes, does the school proprietor hold any position in that church
Yes... 1 (specify)..... No.... 2

4.05 Does your school have an elected School Management Committee? (SMC)
Yes 1 No 2

4.06a What is the role of SMC in your school?

4.06b Has both PTA and SMC groups in your school ever received any training?
Yes1 No.....2

4.06c Who organized it?

4.07 How often does the School Management Committee meet?

Never 1 Once a term 3
 Once a year 2 Twice or more a term 4

4.08 Does your school have a School Performance Improvement Plan? (*An action plan for the improvement of the school*)

Yes 1 No 2 Partial 3 Don't Know 4

4.09 Does your school have its own bank account separate from proprietors' personal account?

Yes 1 No 2

4.10 How often is your school visited by a Circuit Supervisor?

Rarely 1 Once a Term 3

12. Once a Year 2 Twice a Term or More 11 How far
 away from the school is the District Education Office?

Less than 5km 1 10-15km 3

13. 5-10km 2 More than 15km 12 Have you ever been
 to the District Education Office?

Yes... 1 (Reason for going) _____ No... 2

4.13 Is your school located on the premises of the proprietor's house?

Yes... 1 No... 2

4.14 How far away from the school is the head teacher's house?

0-1km ... 1 6-10km ... 3
 1-5km ... 2 More than 11km ... 4

4.15. Was your school able to raise funds from other sources apart from school fees last year?

Yes 1 No 2

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

	Description	Amount
Income	School Tuition Fees	
	Feeding fees (if separate from tuition)	
	Capitation Grant	
	Examination Fees	
	Sports fees	

	Fees for other extra-curricular activities	
	Book user fees	
	Total	
Expenditures	Recurrent School Expenditure	
	Purchase of Equipment	
	Total	

4.17 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									
SMC									
District Assembly									
District Education Office									
GETFUND									
NGO's Donors									
Church/church group									
Traditional leaders of the c'ty									
Others									

4.18 How long did it take before you started making a profit on the school?

Have not yet started... 1 1-2 years... 2 2-3 years... 3

14. Have made a loss... 4 Other ... 5 (specify) _____ 19 Finances of PTA in 2008-2009 school year

	Description	Amount
Income	Contribution from Parents	
	Other Income (Specify source)	
	Total	
Expenditures	Paid for repairs to school building	
	Paid for school furniture	
	Paid for books	

	Paid for sports/other event at school	
	Other.....	

15. 20 Resources received in-kind in 2008-2009 school year

Source	Type of Donation/Service provided	Estimated Cost in GHC

5. School Building

5.01 Specify the nature of your school building by indicating the number of rooms with the appropriate description

Nature of Building	Nursery/Creche Classrooms	KG Classrooms	Primary Classrooms	JHS Classrooms
Wall Type				
Mud/Clay				
Cement/Bricks				
Aluminum/Zinc				
Wood				
Other				
No Walls				

Nature of Building	Nursery/Creche Classrooms	KG Classrooms	Primary Classrooms	JHS Classrooms
Roof Type				
Thatch/Grass				
Aluminum/Slate roofing sheets				
Tile/Concrete				
Other				
No Roof				
Floor Type				
Earth				
Cement/Tile				
Wood/logs				
Cow dung				

16. 02 How many rooms per level does the school have?

Rooms	Nursery/Creche Classrooms	KG	Primary	JHS
Total # of Rooms				
# that are Temporary				

5.03 How many of these rooms need repair?

Rooms	Nursery/Creche Classrooms	KG	Primary	JHS
# Needing Minor Repair				
# Needing Major Repair				
# Needing to be replaced by a permanent structure				

5.04 Do you have the following allocated rooms in your school and if so, what is their state of repair

Facilities	Don't have	structure in good condition	structure need of repair	structure in need of replacement
Office Room				
Library Room				
Staff Room				
Storeroom				
Sick Bay				
Dormitory				
Workshop				
Laboratory				
Staff Quarters				

5.05 What are the conditions in your school when it rains?

1... No problem Bad... 2

17. If bad, describe the conditions _____06 Do you have an office or room that can be securely locked?

Yes..... 1 No..... 2

18. Availability of school equipment and supplies

Indicate in the table below the equipment and sitting/writing places available.

	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
6.01. Creche/Nursery classroom furniture												
# Available												
Additional # needed												
6.02. Kindergarten classroom furniture												
# Available												
Additional # needed												
6.03. Primary classroom furniture												
# Available												
Additional # needed												
6.04. Junior High School classroom furniture												
# Available												
Additional # needed												

Please can you show us whichever of the documents listed in the inventory table below that you have.

Inventory table

(Interviewer observes the documents and fills this inventory table on their own, no need to ask any questions. Write 'yes' or 'no' in the spaces provided except for 'C' where you write the date.)

Document type		(A) Document available?		(B) Evidence of regular entries?		(C) Date of last entry	(D) Neat and in good condition?		(E) <u>For logbook only (6.08):</u> Any entries by Circuit Supervisor?	
6.05	Admission Register	Yes	No	Yes	No		Yes	No	Yes	No
6.06	Class Register	Yes	No	Yes	No		Yes	No	Yes	No
6.07	Inventory	Yes	No	Yes	No		Yes	No	Yes	No
6.08	Logbook	Yes	No	Yes	No		Yes	No	Yes	No
6.09	Teacher attendance register	Yes	No	Yes	No		Yes	No	Yes	No
6.10	Visitors Book	Yes	No	Yes	No		Yes	No	Yes	No
6.11	Accounting Book	Yes	No	Yes	No		Yes	No	Yes	No

(Note to interviewer: Class register, logbook and accounting book – or equivalent financial record – are the most important. However if they are not comfortable showing financial documents don't insist.)

6.12 Does your school have the following functional equipment? (indicate number)

a. Computer ____ b. Printer ____ c. Typewriter ____ e. Generator ____

d. Cyclostyle machine ____ (old-fashioned copy machine with roller mechanism and purple ink)

6.13 Roughly how many library books does your school have?

a. None b. more than 10 c. more than 50 d. more than 100

6.14 Which of the following materials does GES provide to your school? Circle all that apply

Syllabus...1 Attendance register...2 Text books...3 Teachers' guides...4

6.15 Indicate the availability of technical equipment in your school

Adequate 1 Inadequate 2 None 3

6.16 Indicate the availability of laboratory equipment in your school

Adequate 1 Inadequate 2 None 3

6.17 Indicate the extent of availability of Audio/Visual aids (TV, stereo, radio) in your school

19. Adequate 1 Inadequate 2 None **37. Curriculum and curricular materials**

7.01 Does your school teach according to the GES curriculum?

Yes....1 No....2 (specify curriculum used)_____

7.02 Does GES make its curriculum and syllabus available to you?

Yes....1 No....2 (any comment)_____

7.03 Are you up to date with the curriculum changes introduced with the 2007 education reform?

Yes....1 No....2

Name any changes you have made to your curriculum or teaching as a result of the 2007 reform or any other recent policy change

7.04 s.

.....

7.05 Please indicate which of these subjects are currently being taught at which grade levels in your school.

<u>Subjects</u>	Kindergarten	Primary	Junior High School
English			
Mathematics			
Science (formerly ‘Natural Science @lower pry and ‘Integrated Science’ @ upper pry & JHS. Includes Agric Science)			
Social Studies (includes cultural studies, citizenship education etc)			
Ghanaian Language			
Language and Literacy (NALAP)			
French			
Religious & Moral Education			
ICT			
Basic Design and Technology (BDT) (Formerly Pre-technical vocational (TVET)			
Physical Education			

Music & Dance			
Other (Specify)			

7.06 Which Ghanaian languages are taught in your school?

Asante Twi	1	Kasem	5	Dagaare Wale	9
Dagbani	2	Akwapem Twi	6	Dangme	10
Ewe	3	Fante	7	Gonja	11
Nzema	4	Ga	8	Other	12

7.07 Indicate the number of textbooks available to pupils by grade level in each subject.

Subjects	KG1	KG2	P1	P2	P3	P4	P5	P6	JS1	JS2	JS3
English											
Mathematics											
Science (formerly 'Natural Science @lower pry and 'Integrated Science' @ upper pry & JHS. Includes Agric Science)											
Social Studies (includes cultural studies, citizenship education etc)											
Ghanaian Language											
Language and Literacy (NALAP)											
French											
Religious & Moral Education											
ICT											
Basic Design and Technology (BDT) (Formerly Pre-technical vocational (TVET))											
Physical Education											
Music & Dance											
Other (specify)											

7.08 Indicate the number of teachers' guides available by grade level in each subject.

Subjects	KG1	KG2	P1	P2	P3	P4	P5	P6	JS1	JS2	JS3
English											
Mathematics											
Science (formerly ‘Natural Science @lower pry and ‘Integrated Science’ @ upper pry & JHS. Includes Agric Science)											
Social Studies (includes cultural studies, citizenship education etc)											
Ghanaian Language											
Language and Literacy (NALAP)											
Subjects	KG1	KG2	P1	P2	P3	P4	P5	P6	JS1	JS2	JS3
French											
Religious & Moral Education											
ICT											
Basic Design and Technology (BDT) (Formerly Pre-technical vocational (TVET))											
Physical Education											
Music & Dance											
Other (specify)											

8 Enrollment & Attendance

Please specify current enrolment in your school by grade and gender in the table below:

	Nursery	KG1	KG2	P1	P2	P3	P4	P5	P6	J1	J2	J3
8.01 Number of Streams per Grade												
8.02 How many streams have classes in the open air?												
8.03 How many Boys and Girls are in each grade?												
Boys												
Girls												

8.04 Do you have the records available for the 2008-2009 academic year to complete part or all of the enrolment/completion table below? Yes...1 No....2

If so, please complete the table for the grades you have in your school:

School enrollment and completion by grade and gender in 2008-2009 academic year																			
KG (1&2 combined)		P1		P2		P3		P4		P5		P6		JHS 1		JHS 2		JHS 3	
8.05		8.06		8.07		8.08		8.09		8.10		8.11		8.12		8.13		8.14	
E n	Co mp	E n	Co mp	E n	Co mp	E n	Co mp	E n	Co mp	E n	Co mp	E n	Co mp	E n	Co mp	E n	Co mp	E n	Co mp
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F

How many days were there in the terms last year?

2008-2009 academic year		
8.15	8.16	8.17
1 st Term	2 nd Term	3 rd Term

8.18 Do you have the records available for the 2008-2009 academic year to complete part or all of the school attendance table below? Yes...1 No....2

If so, please complete the total attendance days per term (by gender) in the table below for the grades you have in your school:

School attendance by grade and gender in 2008-2009 academic year																													
KG (1&2 combined)			P1			P2			P3			P4			P5			P6			JHS 1			JHS 2			JHS 3		
8.19			8.20			8.21			8.22			8.23			8.24			8.25			8.26			8.31			8.32		
TERMS																													
1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M		
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F		

9 Pupil movement

	Nursery/Creche	K1	K2	P1	P2	P3	P4	P5	P6	J1	J2	J3
	9.01. How many pupils transferred <i>to</i> your school from other schools this year?											
Boys												
Girls												
	9.02. How many pupils transferred <i>from</i> your school to other schools at the beginning of this school year?											
Boys												
Girls												
	9.03. How many pupils dropped out of your school last year?											
Boys												
Girls												
	9.04. How many pupils repeated last year?											
Boys												
Girls												

9.05 How many pupils died in the previous year?

	Illness		Other	
Gender	Boys	Girls	Boys	Girls
Number				

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

	Boys			Girls		
	Mother Died	Father Died	Both Died	Mother Died	Father Died	Both Died
Nursery/Creche						
KG						
Primary						
JHS						
Total						

10. School staff profiles

10.01. Professional and academic qualifications (including head teacher)

First name (Turn sideways to fill in name)																			
Surname (Turn sideways to fill in name)																			
Professional teaching qualifications	Degree																		
	Last two digits of year completed. If currently studying write 'C'																		
	Diploma certificate																		
	Last two digits of year completed																		
	Cert A																		
	Last two digits of year completed																		
	Cert A post sec																		
	Last two digits of year completed																		
	Cert B																		
	Last two digits of year completed																		
	Post-Graduate Teaching certificate (PGCE)																		
	Last two digits of year completed																		
	Untrained Teachers' Diploma in Basic Education (UTTDBE)																		
	Last two digits of year completed																		
Academic qualifications	Middle School Leavers' Certificate (MLSC)																		
	Senior Secondary School Certificate Examination (SSCE)																		
	Took SSCE but did not pass all papers																		
	Other (specify)																		

10.02. Function in the school

First name (Turn sideways to fill in name)																				
Surname (Turn sideways to fill in name)																				
Function	1 = Teaching 2 = Administrator 3 = Other																			
Status	1 = Fulltime 2 = Part time 3 = National Service																			
Type of Teacher	1 = Class Teacher 2 = Subject 3 = Head																			
Service	Last two digits of year posted to present station																			
Sex	1 = Male 2 = Female																			
Year of Birth	Last two digits																			
Level	1 = Nursery 2 = Kindergarten 3 = Primary 4 = JHS																			

10.03. Does your staff receive In-Service Training (INSET)?

Never 1 Have Before 2 Regularly..... 3

10.04 If so, which areas of training are normally covered?

Science 1 English 3
 Mathematics 2 Teaching methodology....4
 School Management ...5 Social issues eg. health, child labour ...6
 Other _____ 7

10.05 How many times have teachers in your school received In-Service Training this past year?

Never 1 Once 2 Twice 3
 3 times..... 4 4 or more ... 5

10.06 Where did they receive the training?

At our school 1 At the District Education Office 2 Other3 _____

10.07 Who facilitated the INSET?

1... Circuit Supervisor 2... Other District Education Office staff
4... Retired teachers (from where _____)
5... Head teacher 6... Proprietor

10.08 Has your school had any In-Service Training on health awareness?

Yes ... 1 No ... 2

10.09 If yes, give an example of something you learned through such training.

10.10 Do your teachers integrate Health Awareness issues into the curriculum?

Yes 1 No 2

If yes, describe how:

10.11 How much on average do you usually pay your teachers per month?

10.12 Apart from cash do you provide anything else to your teachers?

Free food... 1 Free accommodation... 2 Other...3 (Specify)_____

10.13 What is the most serious problem you have with your teachers?

10.14 How do you discipline your teachers when they misbehave?

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

Staff	Male	Female	Staff	Male	Female
Accounting			Library Assistant		
Administrative			Security		

(Secretary etc)				
Lab Assistant			Driver	
Caterer			Other(_____)	

11. Staff Movement

11.01 How many staff (male and female) have taken a leave in the past school year? What kind of leave and for a total of how many days?

	Nursery / creche		KG			Primary			JHS			Admini-stra-tive staff			
	Total Number of teachers or staff who have taken leave														
	M	F	Days	M	F	Days	M	F	Days	M	F	Days	M	F	Days
Sick Leave															
Extended Sick Leave															
Annual Leave															
Maternity Leave															
Bereavement															
Study Leave															
Casual Leave															
Absent without notice															
Other															

11.02 How many staff (male and female) have left your school for the following reasons in the past school year?

	Nursery / Crèche		KG		Primary		JHS		Admini-stra-tive staff	
	M	F	M	F	M	F	M	F	M	F
Retirement										
Illness										
Transferred										
Dismissed										
Vacation of Post										
Death										
Other										

12. Summary

12.1. What are you most proud of your school for?

12.2. What is the biggest challenge of all that you face in your school?

12.3. How does your school compare with other schools in your community in terms of infrastructure and academic quality?

12.4. How does your school compare with schools in nearby communities in terms of infrastructure and academic quality?

12.5. If you could have **only** one of the following to improve your school, what would it be?

- 1... Better trained teachers
- 2... More assistance from GES
- 3... Better infrastructure & equipment
- 4... Better management capacity

Other, specify.....

12.6. If you had more money for the school, what would you spend it on?

12.7. What advantages do you feel state schools have over you?

12.8. What advantages do you feel you have over state schools?
