

**IDP Rising Schools Program Survey Report
For Tranche 3 Schools
Assessed**



March 2013

Presented by: Educational Assessment and Research Centre (EARC)

Table of Contents

1.0 Introduction.....	3
1.1 Purpose of the Report.....	3
1.2 Focus Areas.....	3
2.0 Methodology	5
2.1 Instrumentation	5
2.2 Data analysis and report writing.....	6
2.3 Data Collection Training.....	6
2.4 Data Quality and Assurance	6
3.0 Survey Results.....	7
3.1 Results and Achievements.....	7
3.2 Challenges facing the Schools.....	12
3.3 Training Support.....	13
3.4 Staff turnover	15
3.5 Loan Management	16
3.6 Vision of School	18
3.7 Teachers Performance.....	18
3.8 School Performance	19
3.9 Enrolment.....	20
3.10 Land Title	22
3.11 Infrastructure.....	23
3.12 Financial management procedures.....	23
3.13 GES Support.....	24
3.14 School fees payment.....	26
3.15 Parent-Teacher Associations (PTAs).....	27
4.0 Evaluation of IDP Rising Schools	28
5.0 Challenges and limitations	29
6.0 Recommendations	29
Appendix.....	30

1.0 Introduction

The zeal and anxiety of every society is getting good quality education for its citizens to help propel rapid economic development. Stakeholders of education in Ghana have such high expectations to improve on the basic education in the country. 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 With the sole aim of contributing to quality education delivery in Ghana. In 2009, IDP Foundation, Opportunity International and Sinapi Aba Trust introduced a private schools support scheme where credit is giving to deprived private schools and gave out the first round of loan facilities to the schools. This group makes up the third of three tranches that have received support in the form of loans to implement certain school activities and projects to improve teaching and learning in their respective schools and track evidence of its outcomes.

1.1 Purpose of the Report

The purpose of the study is to assess the effects of the Tranche 3 schools located in the Brong Ahafo and Western regions. This was done in collaboration with Education Assessment Research Centre (EARC), a local research firm with extensive experience in conducting analytical research activities. This is done one year after schools have received loans. Before the intervention a baseline is conducted on all prospective schools to determine their status. The assessment consists of both quantitative and qualitative surveys. It is hoped that the qualitative study will clarify any ambiguity in the quantitative survey. This report covers 27 Tranche 3 schools with the outcomes described in detailed below.

1.2 Focus Areas

This report, covering 27 out of the 48 Tranche 3 schools in total at baseline is structured along the objectives and intervention activities and training needs of the beneficiary schools. Nine tranche three schools are classified as schools without loans as at time of study (It is possible some schools opted out or were not selected after baseline information was gathered). The objectives of the program is to improve the quality of education school proprietors can offer their students, increase sustainability (and profitability), achieve gender parity, increase enrollment. These include Enrolment trend, School Needs, Teacher Attitudes, Studies, Academic Performance, Effective school management and Stakeholder Participation/Sustainability of the intervention.

The tranche three Program covers two regions in Ghana, namely Brong Ahafo and Western regions as shown in the table1 below

Table 1: Tranche 3 Schools Assessed between July 2012 and October 2012

Region	School
Brong Ahafo	Hopeland International
	Holy Child Preparatory and JHS
	Harvard International
	Ayomso Hope Preparatory
	Royal International
	Victory Preparatory
	Sweet Mother Educational Complex
	Asunafo Educational Complex
	Evergreen Preparatory School
Western	New Love Preparatory
	Cambridge International
	God is Power Preparatory
	Royal Academy Institute
	Progress Preparatory and JHS
	Essence Preparatory
	GYABDAS School Complex
	Mighty Arm Preparatory
	Good News International School
	Yaa Baa Preparatory and JHS
	Advance International and Orphanage
	Happy Home Preparatory and JHS
	Corsa Preparatory and JHS
	Hillary Clinton International
	God Bless Preparatory
	Be-Humble Preparatory and JHS
	Living Stone Preparatory
Lucky Child Preparatory School	

2.0 Methodology

The study was based on both quantitative and qualitative surveys. The study adopted focus group discussions with proprietors, parents and teachers. This was to help validate responses during the quantitative survey. The focus group was basically adopted 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. This survey was led by Education Assessment and Research Centre. 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 study used a more qualitative approach compared to the baseline by listening to the views of several layers of stakeholders within the project in order to gauge the future feasibility of designing and sustaining focused educational change processes and results. A key element of the approach was to listen to the key stakeholders and beneficiaries of the program in terms of their expectations and approaches. The report is therefore a synopsis of some of the main highlights from this study and provides guidelines for ensuring that the concept of the project is able to achieve IDP Foundation and Sinapi Aba Trust programming efforts in the future.

The Study involved different baseline and follow up reports methods including tranches 1 and 2 reports Field data collection on 3 sets of tranches – tranche 1, 2 and 3 schools .

2.2 Data analysis and report writing

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 outcomes of the IDP Rising Schools Program to date. The exercise was also to provide additional information to guide and fine tune IDP Rising Schools intervention activities. All three instruments used were adapted by EARC to meet the requirements of the intervention. EARC, in addition to the qualitative instruments also conducted a quantitative survey by adapting and using the IDPRS baseline survey questionnaire to assess any changes that have taken place after they received the training and loan facilities. This covers a host of issues as analyzed and presented in the tables in the report.

2.3 Data Collection Training

Eight data collectors received extensive training on the instruments and in data collection. There was a one-day and two-day training workshop on quantitative and qualitative data collection, respectively. The training was led by Justice Agyei-Quartey, who has extensive experience in monitoring and evaluation and research and training of data collectors.

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. When 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 applied. EARC ensured a daily de-briefing session during the data collection period to guarantee data quality.

3.0 Survey Results

With regards to tranche 3, the intervention has technically run for less than one year. Taking this into account though some of the schools are now picking up, their performance, looking at the general picture, looks impressive.

The assessment looked basically at how the program has performed compared to the pre intervention era. The section below presents the findings related to the program activities. The assessment results from the 27 out of the 48 tranche 3 schools largely showed some level of outcome for the IDP Rising Schools Program. The baseline looked at 25 schools. Lucky Child Preparatory School in the Western region could not be assessed at baseline. However, once they have been part of the implementation process, it is only ideal and necessary to add to results of schools assessed.

3.1 Results and Achievements

The assessment report depicts basic results for the intervention focus areas.

The tables presented in this report focus on intervention areas in terms of achievements since the start of the program for tranche 3 schools

Table 2: Registration status with Ghana Education Service (GES)

Registered with Ghana Education Service	Pre Intervention N=25	Post Intervention N=27
Yes	19 (76.0%)	23 (85.2%)
No	6 (24.0%)	4 (14.8%)

The table above shows the distribution of schools registered with the Ghana Education Service. The table 2 above depicts that 19 (76%) of the 25 schools at baseline had registered with the Ghana Education Service as compared to 23 (85.2%) at the follow up study stage. This shows that the training and sensitization efforts of the program have resulted in the level of change regarding the registration with the Ghana Education Service as the Administration and management of education in Ghana. Among the schools that had not registered at the time of the study are New Love Preparatory, GYABDAS School Complex, God Bless Preparatory and Lucky Child Preparatory Schools. It is hoped that these schools will, as a matter of urgency, make efforts to get registered with the Ghana Education Service to complete the process of establishing private schools in Ghana

Table 3: Registered with Ghana Registrar of Companies

Registered with Ghana Registrar of Companies	Pre Intervention N=25	Post Intervention N=27
Yes	8 (32.9%)	11 (44%)
No	17 (68.0%)	14 (56%)

The survey also sought to inquire from the schools their registration status with the Ghana Registrar of Companies, which provides the certificate to commence business in Ghana. Though the schools are seen as supporting the achievement levels of Ghanaian children in terms of education delivery, the proprietors also are running the schools from a business point of view and it is important that, especially where loans are granted to these schools to see whether they have met the requirement of operating as a business entity in Ghana. The results showed that 11 (44%) of the schools who responded are registered with the Registrar General's Department to operate business in Ghana as compared to 8 (32.9%) of schools at baseline. Two schools; Harvard International in the Brong Ahafo and Happy Home Academy in the Western region could not provide information on the registration status of the schools.

Table 4: School Management Committee

SMC in place	Pre Intervention N=25	Post Intervention N=26
Yes	16 (64.0%)	14 (53.8%)
No	9 (36.0%)	12 (46.2%)

The Ministry of Education in 1995 made known its intention to ensure that parents' voices in particular are heard in matters related to children's education. Through a Regulation under the Ghana Education Service Act (Act 506) of 1995, the School Management Committee (SMC) was introduced. This is a school-community-based institution aimed at strengthening community participation and mobilization for education delivery in Ghana and operates directly under the District Education Oversight Committee (DEOC). This body is made up of a group of people who promote the best interest of the school and ensures that the learners in a particular school receive the best education possible. Members of the SMC represent the school as well as the community. As a result each school is mandated to have this body formed and made operational. The study therefore sought to find out how it operates in the private schools under tranche three. Table 4 above shows that though, not all the schools have SMC a great number of them have it in place. It also shows that the number of schools with SMC as at baseline has reduced. As shown above 13 schools, constituting 53.8% of schools responding have SMC in place as compared to 16 (64.0%) at pre intervention. These schools (New Love Preparatory, Progress Preparatory and JHS, Mighty Arm Preparatory, Good news International, Yaa Baah Preparatory and JHS, Corsa Preparatory, God Bless Preparatory and Living Stone Preparatory) now have board of Governors in place instead of SMC which was the situation at baseline. The reason is that, the private schools mostly resort to Board of Governors instead of SMC. Further probe into schools with board of governors' indicated in table below

Table 5: Governing Body for schools

Governing Body for schools	Baseline N=25	Post N=27
Board of governors	3 (11.50%)	8 (29.6%)
Others		4 (14.8%)

At post intervention 8 schools had Board of governors as against 3 schools at baseline. Four of the schools selected other as an option of these, two indicated they had PTA executives and the other 2 stated they had SMC.

Out of the schools with SMC, only 3 schools (Be-Humble Preparatory and JHS, Holy Child Preparatory and Progress Preparatory and JHS) indicated ever receiving training as compared to 1 (Advance International and Orphanage) at baseline. One school did not provide data on SMC hence the decision not to include it in the SMC assessment.

Table 6 below shows clearly the income and expenditure pattern of the schools. The table clearly shows that on average the schools are making some progress as far as income and expenditure is concerned. The mean total income of the schools currently stands at GHS - 621.30 as compared to GHS 413.60 at baseline. The total mean expenditure also reduced from GHS 736.67 to GHS 700.56. These figures indicate an improvement as far as income and expenditures of the 27. The total mean profit at baseline of GHS -323.07 reduced to GHS -79.26. These current income and expenditure is based on 10 schools that were willing to provide financial details.

Table 6: Income and Expenditure

	Pre Intervention N=25	Post Intervention N=10
Mean Income	413.60	621.30
Mean Expenditure	736.67	700.56
Mean Profit	-323.07	-79.26

Note (only 10 schools made data on income and expenditure available)

Below also are a few samples of income and expenditure pattern of schools

Income and expenditure for 2010 - 2011 of Yaa Baah Preparatory and JHS

Income	GH¢	Who receives it	Expenditure	GH¢
Tuition fees	3,804.30	Proprietor	Feeding	2,990.00
Feeding fees	7,753.20	"	Salary	10,639.00
Uniforms	321.00	"	Building Materials	3,719.00
Other	1,292.00	"	Uniforms	1,292.00
Total	13,170.50			18,640.00
Profit or Loss =--Income - Exp				-5,469.50

Mighty Arm Preparatory Income and expenditure for last academic year

Income	Amount GH¢	Who receives it	Expenditure	Amount GH¢
Tuition fees	30,101.25	Bursar	Feeding	25,200.00
Feeding fees	28,200.00	"	Salary	18,000.00
Examination	1,200.00	"	Stationery	300.00
Sports	400.00	"	Tables/Chairs	500.00
Extracurricular activities	300.00	"	Internet café for ICT Classes	270.00
Other	800.00	"	GNAPS dues	55.00
			Others	545.00
Totals	61,001.25			44,870.00
Profit or Loss =Income - Exp				16,131.25

Be Humble income and expenditure 2011

Income	Amount GH¢	Who receives it	Expenditure	Amount GH¢
School Fees	7,070.00		Salaries	4,640.00
Canteen Fees	750.00		Rent	800.00
Admission Fees	100.00		Food stuffs	3,000.00
Others	250.00		Utility	900.00
			Printing	500.00
			Maintenance	100.00
			Other	100.00
Totals	8,170.00			10,040.00
Profit or Loss =Exp - Income				- 1870.00

(Negative means loss)

Table 7: Residence of Proprietor and Proprietors serving as Head teachers

Residence of Proprietor	Pre Intervention N=25	Post Intervention N=26
Yes	22 (88.0%)	23 (85.1%)
No	3 (12.0%)	4(14.8%)
Proprietors serving as Head teachers	Pre Intervention N=25	Post Intervention N=27
Yes	8 (32%)	10 (37%)
No	17 (68.0)	17 (63%)

The study again sought to find out how many proprietors live in the community where the school is located and those serving as head teachers of their schools and their levels of education as proprietors and/or head teachers. The results showed that 23 of proprietors are resident in the communities as compared to 22 proprietors at baseline.

On the issue of those serving as head teachers, the data showed that 10 out of the 27 proprietors again played the dual role of head teacher and proprietor as compared to 8 at

baseline. Among the proprietors who now play the role of head teacher are Hillary Clinton International and Victory Preparatory Schools.

Table 8: Educational Background of Proprietors and Head teachers

Education Background of Proprietor	Pre Intervention N=25	Post Intervention N=27
Middle/JHS	8	4
SHS	4	7
Tertiary	13	16
Education Background of head teacher		
Middle/JHS	1	-
SHS	7	9
Tertiary	15	11

The team again checked the educational background of the proprietors and head teachers. The data showed that about 16 of the proprietors compared to 13 at baseline had received tertiary education with 11 of them receiving either senior high school or basic education certificate. This indicates some level of upgrade on the part of the proprietors. Among the schools that had improved in term of head teacher qualification were Advance International and Harvard Preparatory which had head teachers at the SHS level at baseline moving to tertiary as at the study period.

Also at baseline, 15 head teachers had obtained tertiary level of education with 7 having senior high, 1 at basic with 2 schools not providing the data, while the current data shows 11 having tertiary education with 9 obtaining senior high certificate. However, 7 of the head teachers did not provide data on their level of education.

Table 9: Availability of Drinking water

Availability of Drinking water on school compound	Pre Intervention N=25	Post Intervention N=27
Yes	7 (28%)	12(44.4%)
No	18 (72%)	15 (55.6%)

Table 9 above shows the distribution of water facilities, source and the location in the schools 32% pipe borne at baseline against 20% well, 44% borehole and 4% sachet water as compared to 40.9% pipe borne, 31.8% well and 27.3% borehole. At baseline 28% of the schools had water available on the compound with 72% drawing water from the community, however at the time of the follow up in July and October, 44.4% of schools have water on compound with 55.6% in the community.

Table 10: Toilet Facility

Toilet Facility	Pre Intervention N=25	Post Intervention N=27
Water Closet	-	-
KVIP	2 (8.3%)	5(18.5%)
Pit Latrine	17 (70.8%)	16 (59.2%)
None	5 (20.9%)	6 (22.2%)

Toilet facilities were also considered during the study and tried to compare the situation at baseline and what it looks like in the current period. At baseline 70.8% out of the schools had access to pit latrine, 8.3% had KVIP, 20.9% (Cambridge International, God Bless Preparatory, God is Power Preparatory and GYABDAS School Complex) had no form of toilet facility in their schools with no response from one school. Royal International school however could not specify the kind of toilet facility available in the school. Currently the schools toilet facility situation looks improved as schools with pit latrine has reduced from 72% to 59.2% while KVIP has improved from 8% at baseline to 18.5%. Among the schools that still do not have toilet facility are Cambridge, God is Power, Royal International, Holy Child Preparatory and JHS, Be-Humble Preparatory and Happy Child

**Table 11: Availability of electricity**

Electricity	Pre Intervention N=25	Post Intervention N=27
Yes	11 (44%)	15 (55.5%)
No	14 (56%)	12 (44.5%)

Wiring of School

All schools are connected to power but only 44% of the schools were wired. Comparatively, currently 55.5% of schools are wired constituting about 15 schools. All schools are connected to the national grid.

3.2 Challenges facing the Schools

Challenges faced by the schools are enormous but they believe that with the right training provided they will be able to resolve, if not all, most of the issues to improve on the academic performance of the students. Data gathered from all the schools pointed to almost the same issues as the critical challenges confronting them in their various institutions. Among these common challenges included but not limited to the following; non-payment of school fees by parents, inadequate teaching and learning materials, poor nature of classrooms, lack of



teachers that lead to combining of classes, lack of sporting facilities just to mention a few. Most of the schools surveyed are found in make-shift classrooms which do not provide a good learning environment. Though schools face challenges with furniture and other infrastructural issues, some make efforts and with assistance from other interested stakeholders as well as the loans received are able to make enough provision to reduce the burden on

students. For instance, Advanced International and Orphanage is currently constructing toilet and has also molded blocks for the classrooms. In addition, the schools received wood worth GHS300.00 from Boadec Wood Company, based in the locality for school furniture. Another area of concern to some parents throughout the survey was to do with teacher turnover. Though in a lot of cases proprietors felt it was under control, parents have different opinion, indicating that frequent change of teachers for the children could affect their wards performance. There are instances where parents appeal to the proprietors to recruit teachers with good moral background as some teachers in the past few terms exhibited bad attitudes, such as drinking and abusing the girls sexually. This kind of situation led to the dismissal of the entire staff of Advanced International and Orphanage school with the option of re-applying for the job. Currently all the teachers are new, they were all employed this term.

3.3 Training Support

Table 12.1: INSET

INSET	Pre Intervention N=25	Post Intervention N=27
Regularly	23 (95.8%)	23 (85.2%)
Never	1 (4.2%)	4 (14.8%)

At CAMBRIDGE International, teachers according to the Proprietress are provided with lesson note books with a well organized INSET on lesson plan preparation and review, the school proprietress also observe lesson delivery in classrooms and provide feedback to teachers individually in her office. Advanced International's current head teacher organizes INSET for teachers in areas such as marking of register, lesson notes preparation and lesson delivery. It is organized twice in a term. The proprietor at certain times visits the classrooms to observe teachers teach. The head teacher and the proprietor often advice teachers on spelling, and also how they can write on the board for children to be able to read and understand easily.

As to how often they have had inset majority had once to three times in a term as shown in table 12.1 above.

Table 12.2: Areas of Training covered by INSET

Areas of training covered by INSET	Baseline N =26	Post N=27
Mathematics	6 (23.1%)	9 (33.3%)
English	10 (38.5%)	10 (37%)
Science	7 (26.9%)	
Teaching Methodology	20 (76.9%)	19 (70.4%)
School Management		5 (18.5%)
Social Issues	2 (7.7%)	5 (18.5%)
Other	1 (3.8%)	7 (25.9%)

A further review into which areas of training they had received, showed that majority had received training in Teaching methodology, math's and English. Whereas training in Math's increased from 23.1% at baseline to 33.3% at post intervention that of English remained the same with ten schools in each occasion. Teaching methodology reduced from 20 schools at baseline to 19 at post as seen in table 12.2 above.

Table12.3: In-Service Training received by teachers in the past year

INSET	Baseline N = 26	Post N = 27
Never		4 (14.8%)
Once	3 (11.5%)	9 (33.3%)
Twice	12 (46.2%)	6 (22.2%)
3 Times	7 (26.9%)	6 (22.2%)
4 or more	4 (15.4%)	2 (7.4%)

As to how often they have had inset majority had once to three times in a term as shown in table 12.3 above. With the number of inset increasing during post intervention.

Table 12.4 Staff Meeting

Staff Meeting	Baseline N = 25	Post N = 27
Yes	24 (96%)	26 (96.2%)
No	1 (4%)	1 (3.8%)

They also in addition, organize staff meeting once a term where teachers are given the opportunity to discuss issues confronting them and the school. In this term alone, there had been emergency staff meetings five times. The issues discussed in the last staff meeting were: general behavior of teachers and pupils, strict adherence to the school time table, new roles assigned to teachers and how teachers can do quality work. Teachers at HARVARD on the other hand had received no training from their school and hoped that this will be rectified. As the teacher puts it "We have not been given any formal training but the proprietor only asked us to teach to demonstrate our skills in teaching and he used this exercise for grading". On the flip side, some schools engage DEO staff to help teachers with lesson notes

preparation, observe classroom teaching and provide feedback on how to treat certain topic. They are normally happy and incorporate whatever feedback into their lesson delivery. Some of the proprietors also believe that the training has also been of much help to them. According to them, some of the topics helped in planning their repayment of the loan. For instance, the training on financial management has helped to increase their profit margin and is able to pay loan from other sources aside the school fees. Most of them believe the discussion on income and expenditure management was very crucial.



3.4 Staff turnover

Staff turnover looks at the rate at which staffs leave the job. Though in general most of the schools seem not to have it as a major issue, some schools still see it as a major drawback to the forward march of the schools. For instance at Advanced International and Orphanage, every stakeholder interviewed during the survey confirmed that the school has a serious staff turnover challenges and wondered how the school could achieve its objectives if this trend continues. Also at God Bless

Preparatory, when asked if they have staff turnover issue, one parent responded by saying “Yes, almost every academic year staff leave and new ones come in which is mostly due to further studies”. The situation observed in other schools seems a bit better than before. For instance at New Love Education Complex the proprietor and staff confirmed that though staff leave the situation is not that rampant as in other places. As the proprietor put it “my staff strength is thirteen and I do not experience staff turnover often. “The teachers who left last year were dismissed. One of them stole my materials and the other tried abusing a female student sexually”. In addition, the study also looked at how teachers’ in private schools are paid and from the table below 13 schools paid their KG teachers Gh¢50 and below at baseline as compared to 6 schools at post. At primary, 11 schools were paid within the same range at baseline but this decreased to 4 schools at the intervention stage. Only 4 schools at JHS were paid above GH¢100. It should be noted that salaries have increased due to the intervention. Additional information is depicted in the table below.

Table 13: How much on average are teachers paid

class	Teacher Salary Range	Baseline N=26	Post N=27
KG	≤50	15 (57.6%)	6 (23.2%)
	51 - 60	6 (23.0%)	3 (11.1%)
	61 - 70	3 (11.5%)	4 (14.8%)
	71 - 80		5 (18.5%)
	81 - 90		6 (22.2%)
	91 - 100	1 (3.8%)	2 (7.4%)
Primary	≤50	11 (42.2%)	4 (14.8%)
	51 - 60	1 (3.8%)	4 (14.8%)
	61 - 70	7 (26.9%)	3 (11.1%)
	71 - 80		4 (14.8%)
	81 - 90		4 (14.8%)
	91 -100	2 (7.6%)	7 (25.9%)
JHS	≤50	7 (26.9%)	3 (11.1%)
	51 - 60		1 (3.7%)
	61 - 70	3 (11.5%)	2 (7.4%)
	71 - 80	2 (7.7%)	4 (14.8%)
	81 - 90		2 (7.4%)
	91 - 100	4 (15.3%)	6 (22.2%)
	≥100		4 (14.8%)

3.5 Loan Management

Loan facility granted to the schools have indeed been of help and shown some level of improvements. However, repayment, though being done, the proprietors seem to have challenges with the interest rate and the way Sinapi Aba Trust staff in-charge of the collection of the repayment treat them. They believe that what they do to them does not ensure good relationship building. There seem to be a common suggestion to IDP that either they extend the repayment period otherwise there should not be any action taken if proprietors' default in payment of the loan. Some schools have indeed used the loans to develop their infrastructure and supported the canteens to improve. For instance Advanced International took a loan of GHS 6000 and used part to construct toilet and classroom structure. Advanced International has a repayment plan where on a monthly basis GHS 424 is paid. He appealed that IDP should consider not to include vacations in the repayment schedule since it becomes very difficult for them to generate enough to pay. God Bless Preparatory also shared with the team loan management plans and how it has helped them to build a classroom structure and furniture for the classrooms.

New Love Preparatory has also used the loan facility to construct three classroom blocks and has plans of repayment through the use of canteen fees. He pays GHS 567 each month as a repayment schedule. For instance records keeping at my school had improved. Royal International school also took GHS 6000 and used part to screed the classrooms. The school still has about one and a half years to finish paying the loan which has a schedule and a monthly installment of GHS440. Sweet Mother Educational Complex, having failed in her bid to secure the loan for the purchase of a school bus to convey students to and fro, got four

computers after receiving GHS4000, and used the remaining to hire a bus for the students. After the bus broke down students stopped coming to school and this has really affected enrolment. Yaa Baah Preparatory also used the loan to put up a kitchen, plastering, painted and floored the classrooms. The school pays GH¢ 500.00 monthly from the tuition and canteen fees. The loan covers a period of 2 years, however the proprietress believe that the interest is too much.

In finding out the state of school bank accounts the survey revealed that unlike the pre intervention period where only 68.0% representing 17 schools had separate accounts different from that of the proprietor, now 81.4% representing 22 schools now have separate bank accounts. Proprietors revealed that this awareness was as a result of capacity building workshops that were organized by the IDPRS program. Among the schools that have opened separate bank accounts are Essence Preparatory, Sweet Mother Educational Complex, God is Power Preparatory, and Hopeland International schools. It is hoped that the remaining schools (God Bless Preparatory, Royal International, Holy Child Preparatory and JHS, Advanced International and Orphanage and Cambridge International schools will sooner than later have separate accounts distinct from that of the proprietor. This is depicted in the table below.

Table 14: School Bank Accounts

Bank Accounts	Pre Intervention N=25	Post Intervention N=27
Yes	17 (68.0%)	22 (81.4%)
No	8 (32%)	5 (18.6%)

A review of how often proprietors visit the DEO showed a decrease from 100% at baseline to 96.3% after intervention as shown in table below. The instruments explored further to determine the reasons why proprietors visit the DEO's amongst the reasons given are listed below.

Table 15: Visit to the District Education Office

Visit to DEO	Baseline N = 26	Post N=27
Yes	26 (100%)	26 (96.3%)
No		1(3.7%)

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

3.6 Vision of School

Even though all schools surveyed seem to claim having a vision, there were a lot of indications as to how these visions were formulated and wondered whether these visions are shared with the other stakeholders. With the exception of God Bless Preparatory where the teachers and the parents confirmed being informed of the schools vision at meetings by the proprietor, all the others did not actually know the visions and directions of their schools. Some of the vision statements are really not clear. For instance God Bless vision statement as captured here needs to be reviewed to look sharp and achievable “to help the community and children who need quality education and assist the needy pupils as well”. Those schools with visions are held by the proprietors but are only kept to themselves. One school proprietor, New Love Education Complex stated that though the school has no vision and mission statement he is guided by the desire to help raise responsible adults in the community.

3.7 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 by 7:30 am and close by 3:00 pm. Though there are a few instances where parents and proprietors believe teachers can improve on, generally their output seems to be appreciated by the stakeholders. At Royal International for instance teachers are very punctual and always on time. Time on task is managed very well by all teachers. In terms of dress code, they believe that its appropriate and you hardly see any teacher pulling down his trousers as it used to be some few terms back. It is gratifying to note that all the schools surveyed conduct regular staff meetings to discuss issues of concern. These meetings are usually held at least once in a month with most of them having it once a week. To ensure teachers’ commitment to task, New Love Educational Complex proprietor for instance provides loan facility for the teachers with very flexible repayment plan. He believes it’s an incentive for the teachers to stay which eventually reduces temptation of leaving the school. In Advanced International and Orphanage, teaching is done on subject bases. No teacher handles any subject that s/he has not specialized on. All the teachers now teach according to their subject areas as per the syllabus. Teachers are consistently advised to prepare lesson notes and are marked by the head teacher.

We also looked at staff movements and table 15 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 160 days.

Table 16a. 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?

	Nurser y/ crèche			KG			Primar y			JHS			Admini strative 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	3		1	2	2		6	3	1	39			
Extended Sick Leave		1	4												
Annual Leave															
Maternity Leave		1	12		1	12									
Bereavement															
Study Leave															
Casual Leave															
Absent without notice															
Other															

Table 16b: 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?

	Nurser y/ crèche			KG			Primar y			JHS			Admini strative 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	8		3	11	2	8	37	1		7			
Extended Sick Leave															
Annual Leave															
Maternity Leave					2	160								1	90
Bereavement		1	30		1	3	3		39					1	10
Study Leave															
Casual Leave							3		45	1		24		1	3
Absent without notice		2	5		2	5	15	6	47	4	1	13			
Other															

3.8 School Performance

Classes typically start at 8:00am and end at 3:00pm. Some of the schools shared their BECE results to show how they are doing academically. Schools that shared their BECE

results with the team were Harvard International, Advanced International and Orphanage, Royal International, Be Humble Preparatory and New Love Preparatory schools. Advanced International and Orphanage's best grade for this year was aggregate 11 and the worst was aggregate 24. 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. On the whole the school scored 100% (thus all students passed the exam). Be Humble Preparatory School had 100% score in BECE which has been consistent over the years and the worst grade for last year was 27. New Love Performance is improving. For instance last year the students had 100% pass in the BECE with aggregate 14 as best grade and 25 as least grade. Speaking of English has however declined which the school is still making efforts to find out the cause.

Pupils' academic performance is improving. Royal International also had their best grade in BECE of aggregate 10. Yaa Baah Preparatory school's performance is also improving as shown that the children are good orally with the school having 100% in the last BECE with aggregate 15 as best grade and 21 as the worst grade.

3.9 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 KG1 girls, P1, P3 boys, P4 boys, and JHS 2 and 3 classes all schools had increase in class sizes as depicted by the mean figures.

Table 17: Current Total Enrolment by Grade and Gender

Total Enrolment by Grade and Gender		Baseline N=26			Post N=27		
Grade	Gender	Respondent	Total enrolment	Mean	Respondent	Total enrolment	Mean
Nursery	Boys	17	148	24.94	15	435	29.00
	Girls	17	350	20.59		444	29.60
KG1	Boys	23	471	20.48	23	490	21.30
	Girls	22	443	20.14		407	17.70
KG2	Boys	24	415	17.29	25	414	16.56
	Girls	23	346	15.04		406	16.24
P1	Boys	26	485	18.65	26	431	16.58
	Girls	25	381	15.24		375	14.42
P2	Boys	26	374	14.38	27	439	16.26
	Girls	25	367	14.68		441	16.33
P3	Boys	26	458	17.62	27	431	15.96
	Girls	25	370	14.80		388	14.37
P4	Boys	26	446	17.15	26	405	15.58
	Girls	25	317	12.68		397	15.27
P5	Boys	24	365	15.21	25	377	15.08
	Girls	23	278	12.09		343	13.72
P6	Boys	24	337	14.04	24	356	14.83
	Girls	23	252	10.96		305	12.71
JHS1	Boys	19	261	13.74	23	356	15.48
	Girls	18	216	12.00		299	13.00
JHS2	Boys	17	297	14.47	20	276	13.80
	Girls	16	237	14.81		271	13.55
JHS3	Boys	17	278	16.35	11	145	13.18
	Girls	16	207	12.94		122	11.09

A summary count of pupils at the various levels showed a steady increase at all levels as depicted in table 26 in appendix 1.

Table 18: Total number of classes by level

Total number of classes by level	Baseline N=26		Post N=27	
	Grade	Respondents	Total number of classes	Respondents
KG1	26	26	27	27
KG2	26	26	27	27
P1	26	26	27	27
P2	26	26	27	27
P3	26	26	27	27
P4	26	26	26	26
P5	24	24	25	25
P6	24	24	24	24
JHS 1	19	19	23	23
JHS 2	17	17	20	20
JHS 3	17	17	18	18

Table 18 above shows distribution of classrooms by grade levels. There has not been much change in the number of levels in the schools, however more schools have JHS as a direct result of the program. A school like Be Humble Preparatory in the Sefwi Wiaso district of the Western Region did not have any JHS level at baseline. The proprietor said as a result of the loan granted he has been able to put up all JHS classes. A summary of the classes shows moderate increases in all levels as shown in table 26 of appendix. The nature of the classrooms can also be seen in Table26 in Appendix.

3.10 Land Title

The data again showed the distribution of land title of the various schools. , prior to the intervention 20 (76.9%) of the schools had their lands owned by the proprietors as compared to25 (92.6%) currently.

Table 19.1: Is the land on which your school is situated owned by the proprietor?

Is the land on which your school is situated owned by the proprietor	Baseline N=26	Post N=27
Yes	20 (76.9%)	25 (92.6%)
No	6(23.1%)	2 (7.4%)

This showed that those schools that did not own their school lands have begun to take ownership. Among such schools that had other arrangements such as rent, lease etc but have now been able to secure their own lands are God Bless Preparatory, Royal International, Essence Preparatory and God is Power Preparatory schools. Currently 70.4% of schools owning their lands have registered with the registrar of lands as compared to 57.7% at baseline.

Table 19.2: Is the land on which your school is situated properly registered with the Lands Commission?

Is the land on which your school is situated properly registered with the Lands Commission	Baseline N=26	Post N=27
Yes	15 (57.7%)	19 (70.4%)
No	9 (34.6%)	5 (18.5%)
Don't know	2 (7.7%)	2 (7.4%)

Table 19.3 Type of land title

Land Title Type	Baseline N=26	Post N=27
Lease	8 (30.8%)	2 (7.4%)
Ownership	10(38.4%)	20 (74.1%)
Other Arrangement	8(30.8%)	5 (18.5%)

Seventy four percent of proprietors now own their school land as against thirty eight percent at baseline.

3.11 Infrastructure

Table 20: Conditions in the school when it rains

Conditions in the school when it rains	Baseline N=26	Post N=27
No problem	15 (57.7%)	14 (51.9%)
Bad	11 (42.3%)	13 (48.1%)

Schools experiencing challenges when it rains has increased from 42.3% at baseline to 48.1% as shown in table 20 above.

3.12 Financial management procedures

Funds realized in the form of school fees are used to pay salaries to staff members Canteen fees, PTA dues, printing fees (ranges between GHS2 and GHS6) are used to support school. Though some of the schools emphasized using part of the canteen fees to service the loan arrangements with IDPRS program, it is mostly used to purchase food stuffs and fire wood to prepare meals for the students. For instance, New Love Preparatory is financed through the payment of school fees and canteen fees. "IDPRS trained two of our teachers and provided few TLMs. IDPRS needs to do more to assist our school".

Most of the schools do not have very qualified accountants to manage their accounts hence in some cases the proprietors/teachers tend to handle. However some have engaged the services of accounts people who does who support them in their accounting process. Some have bursars who manage their accounts. With the training received some have put in place financial management procedures in the school. This includes the daily entry of school fees and canteen fees into income books and daily expenditures are also recorded. The remaining is saved in the school's account which is kept by the Proprietor.

The remaining funds are used for, the purchase of books, construction of school buildings and payment of IDP Rising School loans. Though the loans are given to the schools most of the other stakeholders spoken to had no or little knowledge of the school having received money from the program. It is mostly to do with the amount involved. Most of them do not specify to the parents and teachers how much they receive from the program as loans

3.13 GES Support

Table 19 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 20 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 21.1 below.

Table 21.1: Materials GES provide to schools

Materials Provided by GES	Baseline N=26	Post N=27
Syllabus	19 (73.1%)	22 (81.5%)
Attendance register	4 (15.4%)	9 (33.3%)
Textbooks	12 (46.2%)	19 (70.4%)
Teachers' guides	14 (53.8%)	15 (55.6%)

Table 21.2: Does your school teach according to the GES Curriculum

School teaching according to GES curriculum	Baseline N =26	Post N=27
Yes	26 (100%)	27 (100%)
No	0 (0%)	0 (0%)

Table 21.3: Documents available with entries

Documents available with entries	Response	Baseline N=26	Post N=27
Admission Register	Yes	26 (100%)	22 (81.5%)
	No		5 (18.5%)
Evidence of Regular Entries	Yes	25 (96.2%)	17 (63%)
	No	1 (3.8%)	5 (18.5%)
Class Register	Yes	26 (100%)	25 (92.6%)
	No		2 (7.4%)
Evidence of Regular Entries	Yes	24 (92.3%)	21 (77.8%)
	No	2 (7.7%)	4 (14.8%)
Inventory	Yes	14 (53.8%)	6 (22.2%)
	No	12 (46.2%)	21 (77.8%)
Evidence of Regular Entries	Yes	11 (42.3%)	2 (7.4%)
	No	15 (57.7%)	4 (14.8%)
Logbook	Yes	20 (76.9%)	25 (92.6%)
	No	6 (23.1%)	2 (7.4%)
Evidence of Regular Entries	Yes	16 (61.5%)	21 (77.8%)
	No	10 (38.5%)	4 (14.8%)
Teacher Attendance Register	Yes	25 (96.2%)	24 (88.9%)
	No	1 (3.8%)	3 (11.1%)
Evidence of Regular Entries	Yes	21 (80.8%)	23 (85.2%)
	No	5 (19.2%)	1 (3.7%)
Visitors Book	Yes	16 (61.5%)	10 (37%)
	No	10 (38.5%)	17 (63%)
Evidence of Regular Entries	Yes	9 (34.6%)	7 (25.9%)
	No	17 (65.4%)	3 (11.1%)
Accounting Book	Yes	23 (88.5%)	24 (88.9%)
	No	3 (11.5%)	3 (11.1%)
Evidence of Regular Entries	Yes	18 (69.2%)	20 (74.1%)
	No	8 (30.8%)	4 (14.8%)

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

Table 22: Total number of days per term in 2010/2011 academic year

Total number of days per term in 2010/2011 academic year	Baseline N=26		Post N=27		
	Term	Range (Days)	Respondents	Range (Days)	Respondents
1st		50-60		50-60	1
		61-70	12	61-70	11
		71-80	13	71-80	6
2nd		≤50		≤ 50	1
		51-60		51-60	1
		61-70	9	61-70	12
		71-80	16	71-80	3
3rd				50-60	2
			10	61-70	10
			15	71-80	4

There has been a decline in schools which keep records of school attendance from 73.1% at baseline to 55.6%. Records of attendance by gender can be seen in table 32 in appendix

Table 23: Record Availability for school attendance 2010-2011 academic year

	Baseline N=26	Post N=27
Yes	19 (73.1%)	15 (55.6%)
No	7 (26.9%)	12 (44.4%)

Circuit supervisor visits to schools helps monitor if schools are adhering to GES regulations on private schools. From table below we can see that circuit supervisors pay regular visits to the schools now. At baseline only 50% of schools said that Circuit supervisors visited their schools twice or more a term. At post this increased to 55.6% this is due to the fact that the schools now involve GES in their activities. The program encourages Private Schools to register with GES.

Table 24: How often is your school visited by a Circuit Supervisor

How often is your school visited by a Circuit Supervisor	Baseline N =26	Post N=27
Rarely	9 (34.6%)	2 (7.4%)
Once a term	4 (15.4%)	10 (37%)
Twice a term or more	13 (50.0%)	15 (55.6%)

3.14 School fees payment

Payment of school fees has been a big challenge to the proprietors and teachers of the school. None of the schools surveyed could say that parents pay fees on time. They are mostly delayed and it is also difficult to ask the children to go home since that can also affect

the contact hours. However, when it becomes obvious parents are not forthcoming, the proprietors and the teachers have no other option but to ask students to go home. Currently, all the schools have a flexible payment schedule where parents are given the option to pay by installment. Parents pay an average of about GHS 30 per term. The fees are graduated according to the various levels mainly KG, Primary and JHS. The amount of fees paid will depend on your level. 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 payment. This information was gathered during the qualitative interviews.

The schools provide canteen services to the students on a daily basis. These students are charged an average fee of about 40p a day. The menu mostly include the following; rice, banku, gari and beans, kenkey and ampesi etc. In one school, parents were of the view that the hygienic nature of food given to their children was commendable, the food however was woefully inadequate and most children got home complaining of hunger. Some schools whose caterers did not benefit from the training had unhygienic conditions as indicated by the teachers and parents during the interview sessions. Among these schools are Advanced International and Orphanage and New Love Educational Complex.

3.15 Parent-Teacher Associations (PTAs)

All 27 schools surveyed have PTA in place as was the case at pre intervention period with only four of them ever receiving training and these are Asunafo Educational Complex, Advanced International and Orphanage, Mighty Arm Preparatory and God is Power Preparatory Schools. On how they got parents to form the PTA, the proprietors mentioned in most cases that parents were called and explained to them the need to form such an association to propel the development of the schools. Ever since parents who hitherto, felt



the school was a private property have injected some sense of ownership and contributing time and other resources to promote the schools.

Table 25: How often does PTA meet

How often does PTA meet	Baseline N =26	Post N =27
Once a Year	1(3.8%)	
Once a term	6(23.1%)	11 (40.7%)
Twice or more a term	18(69.2%)	15 (55.6%)
Other	1(3.8%)	1 (3.7%)

Parents until recently hardly visited the schools but in recent times parents are regular, not just at meetings but to visit to find out the performance of children in school. As to how often the PTA meets 18 schools met twice or more at baseline this however reduced to 15 schools as shown in table above. Only one school was meeting once a year at baseline but do to the interventions all schools were now meeting at least once a term. New Love Preparatory PTA for instance meets once every term to deliberate on issues affecting the school. At God Bless Preparatory, the PTA meets twice every term. They contribute to dues payment which is used to support a lot of school activities. In some cases PTA executives embark on enrolment drive and even support the proprietor when it comes to teacher accommodation and other related welfare issue.

4.0 Evaluation of IDP Rising Schools

About IDP Rising Schools

Generally the program is known by a lot of stakeholders who have also indicated their appreciation of such support to propel private schools. The proprietors however think that IDPRS should be more flexible in dealing with them. Though they are in need of the financial support, it does not mean that their views be pushed aside as the case seems, more especially with the debt collectors. They believe something must be done about the interest rate which is higher compared to the Banks (30% per annum as compared to the banks 25% per annum) as well as the re-payment period as some of them struggle during the school vacation to make ends meet. Promises received from the program to provide schools with recreational items have still not been fulfilled. They should also consider that proprietors do not me make money when school is not in session and that they cannot pay the loan during vacation. Some proprietors indicated that, Sinapi Aba Trust staff harass them when they default on their payments and must thus be given a grace period of about a year before repayments begin. The proprietor of GYABDAS for instance alluded to the fact that when he defaulted payment, SINAPI Aba Trust kept frustrating him even to the extent of reaching him on phone through a medical doctor when he was on admission at the hospital.

5.0 Challenges and limitations

The data collection team, in the course of the exercise went through some challenges which are enumerated below:

- Unwillingness on the part of some proprietors to disclose information to the team. It took the team several times to convince the respondents to be forthcoming. Proprietors think taking a loan is their obligation to pay back and need not discuss with anyone concerning how the loans are accessed and used.
- As has always been the case some proprietors failed to inform the key stakeholders needed for this assignment and that put a lot of pressure on the teams that went to conduct the exercise.
- Some proprietors and teachers still have difficulty differentiating Sinapi Aba Trust, IDP Foundation, and Opportunity International.

6.0 Recommendations

It is recommended that the program looks critically at the issues raised by the proprietors in terms of the loan facility as this complaint cuts across all cohorts and if not well managed could affect the image of the program in Ghana. IDPRS should as a matter of fact look critically at the infrastructure component of the program as well as assisting the schools in upgrading the teachers' skills on the UTTDBE program to sustain their interest and eventually easing the fear of frequent staff turnover in some schools under the program.

Appendices

Table 26 Summary count/school statistics

Summary count/school statistics	Baseline N=26			Post N=27		
	Resp.	Total	Mean	Resp	Total	Mean
Pupils_Nursery/Creche	18	834	46.33	15	994	66.27
Pupils_KG	26	1636	62.92	26	1967	75.65
Pupils_Primary	26	4405	169.42	26	4768	183.38
Pupils_JHS	19	1585	83.42	23	1471	63.96
Teachers_Nursery/Creche	18	25	1.39	16	28	1.75
Teachers_KG	26	45	1.73	26	44	1.69
Teachers_Primary	26	151	5.81	27	162	6.00
Teachers_JHS	19	87	4.58	22	97	4.41
Classrooms_Nursery/Creche	18	21	1.17	16	19	1.19
Classrooms_KG	26	39	1.50	26	42	1.62
Classrooms_Primary	26	147	5.65	27	153	5.67
Classrooms_JHS	19	58	3.05	23	63	2.74

Table 27: Number of Public and Private schools within the community of IDPRS schools

Number of Public and Private schools within the community of IDPRS schools	Baseline N=26		Post N=27	
	Public	Private	Public	Private
Name of School				
Be Humble Preparatory	1	1	1	2
Yaa Baah Preparatory and JHS	1	1	1	2
Mighty Arm Preparatory School	2		1	2
Good News International School	2	1	2	1
God Is Power Preparatory	3		1	1
Living Stone Preparatory	2	1	1	2
Happy Home Preparatory and JHS	1		1	2
Essence Preparatory	1	2	1	2
Cambridge International	1	2	1	2
New Love Preparatory		3	1	2
Asunafo Educational Complex	2	1	2	1
Hillary Clinton International		1	1	1
Royal Academy Institute	2	1	1	1
Ayomso Hope Preparatory	3		3	
Corsa Preparatory and JHS				3
GYABDAS School Complex	3		2	1
Progress Preparatory and JHS	2		2	
Holy Child Preparatory and JHS	3		3	
Sweet Mother Educational Complex	2		3	
Lucky Child Preparatory School			2	
Victory Preparatory	1		2	1
Royals International	1		2	
God Bless Preparatory			1	1
Hopeland International	3		3	
Advanced International and Orphanage	1	1	2	1
Harvard International	3		3	
Evergreen Preparatory	1	1		2

Table 28: Total number of textbooks available by grade/subject

Total number of textbooks available by grade/subject Subject/Grade level	Baseline (N=26)		Post (N=27)	
	Respondents	Number of textbooks	Respondents	Number of textbooks
English KG1	12	80	9	231
English KG2	12	84	7	138
English P1	21	341	20	318
English P2	21	326	18	229
English P3	21	335	20	202
English P4	20	304	19	233
English P5	18	322	20	232
English P6	18	323	19	250
English JHS 1	15	257	20	266
English JHS 2	14	255	18	244
English JHS3	14	226	14	223
Mathematics				
Mathematics KG1	8	70	10	201
Mathematics KG2	8	69	10	186
Mathematics P1	20	273	19	276
Mathematics P2	20	271	21	309
Mathematics P3	20	273	21	267
Mathematics P4	19	251	20	274
Mathematics P5	18	246	21	229
Mathematics P6	18	284	18	206
Mathematics JHS 1	15	251	16	231
Mathematics JHS 2	14	237	12	163
Mathematics JHS3	14	201	11	139
Science				
Science KG1	1	1	7	167
Science KG2	1	2	8	185
Science P1	14	197	14	212
Science P2	16	166	14	165
Science P3	16	211	16	195
Science P4	17	206	17	193
Science P5	16	234	20	232
Science P6	16	231	18	213
Science JHS 1	14	263	17	177
Science JHS 2	13	240	14	153
Science JHS3	13	233	12	185
Social Studies				
Social Studies KG1			3	47
Social Studies KG2			4	52
Social Studies P1	8	143	2	41
Social Studies P2	8	133	2	41
Social Studies P3	10	191	3	42
Social Studies P4	10	139	10	83

Social Studies P5	10	146	11	84
Social Studies P6	11	163	13	73
Social Studies JHS 1	15	204	16	163
Social Studies JHS 2	14	204	11	131
Social Studies JHS3	14	207	11	197
Ghanaian Language KG1	4	182	5	26
Ghanaian Language KG2	4	19	6	26
Ghanaian Language P1	12	155	16	243
Ghanaian Language P2	12	136	17	145
Ghanaian Language P3	13	177	18	294
Ghanaian Language P4	14	157	15	296
Ghanaian Language P5	12	151	17	266
Ghanaian Language P6	12	159	16	238
Ghanaian Language JHS 1	10	125	14	152
Ghanaian Language JHS 2	10	137	12	152
Ghanaian Language JHS3	10	111	10	168
French P1			4	62
French P2			3	99
French P3			3	61
French P4	2	12	4	51
French P5	2	10	4	44
French P6	2	8	4	25
French JHS 1	3	14	4	31
French JHS 2	3	15	5	73
French JHS3	3	15	5	96
Religious & Moral Education KG1			1	1
Religious & Moral Education KG2			2	2
Religious & Moral Education P1	5	29	8	35
Religious & Moral Education P2	6	30	7	43
Religious & Moral Education P3	6	39	10	43
Religious & Moral Education P4	8	94	8	47
Religious & Moral Education P5	7	92	8	53
Religious & Moral Education P6	8	103	7	70
Religious & Moral Education JHS 1	9	129	13	109
Religious & Moral Education JHS 2	9	144	11	105

Religious & Moral Education JHS3	9	130	8	153
ICT KG1			2	16
ICT KG2			2	16
ICT P1	5	24	11	105
ICT P2	5	31	8	83
ICT P3	6	35	11	91
ICT P4	6	28	10	106
ICT P5	6	78	11	130
ICT P6	6	94	8	103
ICT JHS 1	6	78	9	87
ICT JHS 2	6	90	7	90
ICT JHS3	6	90	7	54
Basic Design and Technology JHS1	8	125	12	152
Basic Design and Technology JHS2	7	115	12	157
Basic Design and Technology JHS3	7	104	12	156
Physical Education KG1			1	1
Physical Education KG2			1	1
Physical Education P1			1	1
Physical Education P2			1	1
Physical Education P3			1	1
Physical Education P4			1	1
Physical Education P5			1	1
Physical Education P6			1	1
Physical Education JHS 1	1	10	4	22
Physical Education JHS 2	1	10	4	24
Physical Education JHS 3	1	10	3	14
Music and Dance KG1			1	1
Music and Dance KG2			1	1
Music and Dance P1			1	1
Music and Dance P2			1	1
Music and Dance P3			1	1
Music and Dance P4			1	1
Music and Dance P5			1	1
Music and Dance P6			1	1
Music and Dance JHS 1			1	1
Music and Dance JHS 2			1	1
Music and Dance JHS 3			1	1
Other KG1	1	1	3	31
Other KG2	1	2	3	29

Other P1	3	7	10	81
Other P2	2	5	7	69
Other P3	2	4	9	68
Other P4	2	4	9	67
Other P5	2	4	10	73
Other P6	2	4	8	63
Other JHS 1			9	18
Other JHS 2			1	22

Table 29: Total number of teachers guides available by grade/subject.

Total number of teachers guides available by grade/subject	Baseline N=26		Post N=27	
	Respondents	Number of teachers guides	Respondents	Number of teachers guides
English KG1	18	18	9	9
English KG2	18	18	10	10
English P1	19	19	16	17
English P2	20	20	14	14
English P3	19	19	12	12
English P4	21	21	11	11
English P5	20	20	12	12
English P6	19	19	13	13
English JHS 1	16	16	11	11
English JHS 2	13	13	10	10
English JHS3	13	13	8	8
Mathematics KG1	15	15	9	9
Mathematics KG2	15	15	8	8
Mathematics P1	18	18	13	13
Mathematics P2	18	18	12	12
Mathematics P3	18	18	10	10
Mathematics P4	19	19	9	13
Mathematics P5	18	18	11	11
Mathematics P6	19	19	10	10
Mathematics JHS 1	16	16	8	8
Mathematics JHS 2	13	13	7	7
Mathematics JHS3	13	13	5	5
Science KG1	3	3	3	3
Science KG2	3	3	3	3
Science P1	17	17	6	6
Science P2	17	17	5	5
Science P3	17	17	9	9

Science P4	18	18	10	11
Science P5	16	16	9	9
Science P6	15	15	11	11
Science JHS 1	16	16	9	9
Science JHS 2	13	13	7	7
Science JHS3	13	13	5	5
Social Studies KG1			1	1
Social Studies KG2	1	1	1	1
Social Studies P1	13	13	2	2
Social Studies P2	13	13	2	2
Social Studies P3	14	14	2	2
Social Studies P4	18	18	8	8
Social Studies P5	18	18	6	6
Social Studies P6	17	17	6	6
Social Studies JHS 1	15	15	9	9
Social Studies JHS 2	12	12	9	9
Social Studies JHS3	12	12	5	5
Ghanaian Language KG1	7	7	9	9
Ghanaian Language KG2	8	8	10	10
Ghanaian Language P1	17	17	9	9
Ghanaian Language P2	17	17	7	7
Ghanaian Language P3	16	16	7	7
Ghanaian Language P4	17	17	7	7
Ghanaian Language P5	17	17	7	7
Ghanaian Language P6	17	17	5	5
Ghanaian Language JHS 1	15	15	4	4
Ghanaian Language JHS 2	12	12	4	4
Ghanaian Language JHS3	12	12	2	2
French KG2				
French P1	2	2	1	1
French P2	2	2	2	2
French P3	2	2	1	1
French P4	3	3	1	1
French P5	3	3	1	1
French P6	3	3	1	1
French JHS 1	6	6	1	1
French JHS 2	5	5	1	1
French JHS3	5	5	1	1
Religious & Moral Education KG1				
Religious & Moral Education KG2				
Religious & Moral Education P1	7	7	4	4

Religious & Moral Education P2	7	7	3	3
Religious & Moral Education P3	8	8	5	5
Religious & Moral Education P4	13	13	6	6
Religious & Moral Education P5	13	13	5	5
Religious & Moral Education P6	13	13	5	5
Religious & Moral Education JHS 1	14	14	5	5
Religious & Moral Education JHS 2	11	11	6	6
Religious & Moral Education JHS 3	11	11	2	2
ICT KG1				
ICT KG2				
ICT P1	9	9	5	5
ICT P2	9	9	4	4
ICT P3	9	9	6	6
ICT P4	10	10	6	6
ICT P5	9	9	5	5
ICT P6	9	9	3	3
ICT JHS 1	7	7	3	3
ICT JHS 2	6	6	3	3
ICT JHS3	6	6	2	2
Basic Design and Technology JHS1	14	14	7	7
Basic Design and Technology JHS2	11	11	7	7
Basic Design and Technology JHS3	11	11	5	5
Physical Education P3	1	1	1	1
Physical Education JHS 1	1	1	2	3
Physical Education JHS 2			2	3
Physical Education JHS 3			1	1
Music and Dance KG1			1	1
Other KG1	4	4	1	1
Other P1	4	4	3	3
Other P2	4	4	5	5
Other P3	4	4	7	7
Other P4	4	4	5	5

Other P5	3	3	5	5
Other P6	3	3	3	3
Other JHS1				
Other JHS2				
Other JHS3				

Table 30: Nature and Number of classrooms.

Nature of classroom walls in the schools	Baseline N=26		Post N=27	
	Respondents	Number of Rooms	Respondents	Number of Rooms
Mud/Clay_Nursery Classrooms	1	1	1	1
Mud/Clay_KG Classrooms	1	1	2	3
Mud/Clay_Primary Classrooms	1	4	2	7
Mud/Clay_JHS Classrooms			1	3
Cement/Bricks_Nursery Classrooms	10	12	11	12
Cement/Bricks_KG Classrooms	15	23	17	28
Cement/Bricks_Primary Classrooms	19	103	17	93
Cement/Bricks_JHS Classrooms	15	44	18	49
Wood_Nursery Classrooms	3	4	3	4
Wood_KG Classrooms	6	9	8	13
Wood_Primary Classrooms	6	9	10	49
Wood_JHS Classrooms	2	6	4	10
No walls Nursery classrooms	1	1		
No walls KG classrooms	1	1		
No walls Primary classrooms	1	6		
No walls JHS classrooms	1	3		
Nature of classroom roofs in the schools	Baseline N=26		Post N=27	
	Respondents	Number of Rooms	Respondents	Number of Rooms
Thatch/Grass Nursery Classrooms	1	1		
Thatch/Grass KG classrooms	1	1		
Thatch/Grass Primary classrooms	1	4		
Aluminum/Slate roofing sheets_Nursery Classrooms	13	17	15	17
Aluminum/Slate roofing sheets_KG Classrooms	22	36	26	43
Aluminum/Slate roofing sheets_Primary Classrooms	22	121	27	151
Aluminum/Slate roofing sheets_JHS Classrooms	17	53	23	64
Tile/Concrete Nursery	2	4		
Tile/Concrete KG	1	1		

Tile/Concrete Primary	1	6		
Tile/Concrete JHS	1	3		
Other_Primary Classrooms			1	1
Other_KG Classrooms			1	1
Nature of classroom floor in the schools	Baseline N=26		Post N=27	
	Respondents	Number of Rooms	Respondents	Number of Rooms
Earth_Nursery Classrooms	5	6	2	3
Earth_KG Classrooms	8	12	8	12
Earth_Primary Classrooms	12	56	11	47
Earth_JHS Classrooms	7	19	5	9
Cement/Tile_Nursery Classrooms	13	15	13	14
Cement/Tile_KG Classrooms	16	26	20	32
Cement/Tile_Primary Classrooms	16	80	22	105
Cement/Tile_JSS Classrooms	12	37	19	53
Wood/logs Nursery Classrooms	1	3		

Tables 31: Total Number of Rooms per Level

Total Number of classrooms per level				
Total Number of classrooms per level	Baseline N=26		Post N=27	
	Respondents	Number of rooms	Respondents	Number of rooms
Total number of rooms Creche	17	21	14	16
Total number of rooms KG	25	39	26	44
Total number of rooms Primary	26	147	27	152
Total number of rooms_HS	19	56	23	64
Number of temporal classrooms per level				
Number that are temporary Creche	10	13	8	9
Number that are temporary KG	11	16	10	16
Number that are temporary Primary	11	56	12	52
Number that are temporary JHS	5	15	3	9
Number of classrooms needing minor repair per level				
Number Needing Minor Repair Creche	5	5	1	1

Number Needing Minor Repair KG	7	9	6	11
Number Needing Minor Repair Primary	7	32	7	26
Number Needing Minor Repair JHS	7	21	4	9
Number of classrooms needing major repair per level				
Number Needing Major Repair Creche	4	4	2	3
Number Needing Major Repair KG	6	8	2	3
Number Needing Major Repair Primary	9	40	7	28
Number Needing Major Repair JHS	5	12	1	2
Number of classrooms needing to be replaced per level				
Number Needing to be replaced by a permanent_Creche	8	9	7	7
Number Needing to be replaced by a permanent_KG	10	14	8	14
Number Needing to be replaced by a permanent Primary	10	47	9	40
Number Needing to be replaced by a permanent_JHS	4	9	4	9

Table 32: Total attendance days per term by gender per grade

Total attendance days per term by gender per grade		Baseline (N=26)			Post (N=27)		
Grade	Gender	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	1073 (N=19)	824 (N=13)	794 (N=11)	7439 (N=7)	7722 (N=7)	8538 (N=7)
	Female	1023	822	794	7020	7858	9245
P1	Male	890 (N=19)	821 (N=13)	795 (N=11)	7656 (N=10)	5036 (N=8)	3550 (N=8)
	Female	908	732 (N=12)	790	5415 (N=9)	3456	3244
P2	Male	923 (N=19)	812 (N=13)	780 (N=11)	4333 (N=6)	3722 (N=6)	5746 (N=7)
	Female	915	815	777	4039	2893	4528
P3	Male	906 (N=19)	821 (N=13)	796 (N=11)	8080 (N=10)	8404 (N=10)	5277 (N=8)
	Female	922	823	799	8532	8923	6567 (N=9)
P4	Male	846 (N=18)	739 (N=12)	720 (N=10)	7853 (N=11)	7463 (N=11)	8320 (N=9)
	Female	825	745	709	7082	7406	7596
P5	Male	786 (N=17)	662 (N=11)	643 (N=9)	6595 (N=10)	5263 (N=9)	3827 (N=7)
	Female	737	653	640	6638 (N=9)	5819	3570
P6	Male	775 (N=17)	668 (N=11)	654 (N=9)	7678 (N=10)	5762 (N=8)	5983 (N=8)
	Female	735	668	644	7762	6042	6610
JHS 1	Male	668 (N=14)	592 (N=10)	570 (N=8)	2827 (N=4)	2810 (N=4)	2320 (N=4)
	Female	656	588	566	2383	2294	1981
JHS 2	Male	615 (N=13)	532 (N=9)	507 (N=7)	3505 (N=5)	2518 (N=5)	2475 (N=4)
	Female	618	525	493	3509	2477	2147
JHS 3	Male	532	223	224 (N=3)	3469	1187 (N=2)	

		(N=12)	(N=3)		(N=3)		
	Female	523	222	224	2494	1030	

(Tranche 3) IDP Rising School Survey

2009-2010
Ghana

1. School Identification

1.01 School Name _____

1.02 Year Established _____

1.03 School Code (if applicable) _____

1.04 School Status:

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 (i.e., 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?

.....
.....
.....
.....

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

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

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

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

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

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

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.

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

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					

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

_____ (public/private)
 _____ (public/private)
 _____ (public/private)

2.14 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 Other [Specify].....

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

Tank ...1 Drum (e.g., 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

3.08 If yes, do you actually have power? Yes ... 1 No ... 2

3.09 If yes, please specify the source of power:

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
 Other [Specify]..... None of the above9
- 3.15 Is the land on which your school is situated owned by the proprietor?
 Yes.....1 No2 Don't know..... 3
- 3.16 Is the land on which your school is situated properly registered with the Lands Commission?
 Yes.....1 No2 Don't know..... 3

ASK 3.17 FOR CODE 1 AT 3.16

- 3.17 What type of land title do you have?
 Leased 1 Ownership.... 2
 Other arrangement3 (please describe)_____
- 3.18 Are there boarding facilities in your school? Yes 1 No 2
- 3.19 If yes, how many pupils are boarders?
 a. Boys _____ b. Girls _____
- 3.20 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, e.g., chief's rep*)

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 If your school has SMC, have the members ever received any training?

Yes 1 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

Other [Specify].....

4.08a Does your school have PTA?

Yes 1 No 2

4.08b What is the role of PTA in your school?

.....
.....
.....

4.08c How often does the PTA meet?

Never 1 Once a term 3

Once a year 2 Twice or more a term..... 4

Other [specify]

4.08d 4.06b If your school has PTA, have the members ever received any training?

Yes 1 No..... 2

- 4.09 Do you have internal teacher meetings?
 Yes.....1 No.....2
- 4.10 If yes, how often?
 Daily.....1 Weekly.....2 Monthly.....3
 Other [specify].....
- 4.11 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
- 4.12 Does your school have its own bank account separate from proprietors' personal account?
 Yes 1 No 2
- 4.13 How often is your school visited by a Circuit Supervisor?
 Rarely 1 Once a Term 3
 Once a Year 2 Twice a Term or More 4
- 4.14 How far away from the school is the District Education Office?
 Less than 5km 1 10-15km 3
 5-10km 2 More than 15km 4
- 4.15 Have you ever been to the District Education Office?
 Yes... 1 (Reason for going)_____ No... 2
- 4.16 Is your school located on the premises of the proprietor's house?
 Yes... 1 No... 2
- 4.17 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
- 4.18. Was your school able to raise funds from other sources apart from school fees last year?
 Yes 1 No 2

4.19 Income and Expenditures of the school in 2009-2010 school year

Description	Amount	Who receives the each of the income

Income	School Tuition Fees		
	Feeding fees (if separate from tuition)		
	Examination Fees		
	Sports fees		
	Fees for other extra-curricular activities		
	Book user fees		
	Uniform		
	Textbook		
	Transportation		
	Other		
Expenditures	Recurrent School Expenditure		
	Feeding		
	Salary		
	Utility		
	Sanitation		
	Stationary (Teaching Aid, Chalk Etc.)		
	Building Materials		
	Chairs/Tables		
	Computers Etc.		
	Other Specify		
	Total		

4.20 What is the structure of school fees?

Tuition separately.....1 Feeding separately.....2
 Both tuition and feeding inclusive.....3 Other [specify].....

4.21 What is the frequency of collecting tuition fees?

Daily.....1 Weekly.....2
 Monthly.....3 Termly.....4
 Other [specify].....

4.22 Have you ever received a grant for your school?

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

4.22b If yes could you please tell me how much?

4.23 And when was it received?

- Less than 6 months.....1
- 6 months ago.....2
- 12 months ago.....3
- Between 12 and 24 months.....4
- Other [specify].....5

4.24 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 community									
Others									

4.21 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

Have made a loss... 4 Other ... 5 (specify) _____

4.22 Finances of PTA in 2009-2010 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.....	
	Total	

4.23 Resources received in-kind in 2009-2010 school year

Source	Type of Donation/Service provided	Estimated Cost in GHS

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				
Other				

5.02 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

If bad, describe the conditions _____

5.06 Do you have an office or room that can be securely locked?

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

6. 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. Crèche/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) For logbook only (6.08): 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

Adequate 1 Inadequate 2 None 3

7. 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

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

.....
.....

7.05 Circle which one apply to your school curriculum

SUBJECT AREA	Available	Taught
HIV/AIDS	1	1
MATERNAL HEALTH	2	2
AGRICULTURE	3	3
CHILD LABOUR	4	4
REPRODUCTIVE HEALTH	5	5

FAMILY PLANNING	6	6
DRUG ABUSE	7	7
PERSONAL HYGIENE	8	8
OTHER,SPECIFY.....	9	9

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

Subjects	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)			

7.07 Which Ghanaian languages are taught in your school?

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

7.08 Does your school receive supply of textbooks from GES?

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

7.09 How frequent do you get textbook supplies from GES?

Monthly.....1 Termly.....2 Annual.....3

Other [specify].....

7.09 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)											

7.10 Could you please indicate which of the GES exams is given, when it is given and grades at which it is given

EXAMINATIONS	CIRCLE	WHEN	GRADE[S]
BECE	1		
SEA	2		
NEA	3		
	4		
Other Specify			

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/Creche	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 2009-2010 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 2009-2010 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	
	Comp	En	Comp	En	Comp	En	Comp	En	Comp	En	Comp	En	Comp	En	Comp	En	Comp	En
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

How many days were there in the terms last year?

2009-2010 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 2009-2010 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 2009-2010 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			8.27			8.28		
T E R M S																													
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	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	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						

9.07 How many pupils have graduated from one level to the other for the following years?

	Boys			Girls		
	2008	2009	2010	2008	2009	2010
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)																		
Where is your family from	(Ask each teacher)																		
Do you live in the community where you work?																			

Are you from the community where you work?																			
---------------------------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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 Do you have teacher guidelines for behavioral conduct at school in place?

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

10.04 Do you give teachers written contracts when you employ them?

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

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

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

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

10.07 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

10.08 Where did they receive the training?

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

10.09 Who facilitated the INSET?

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

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

Yes ... 1 No ... 2

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

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

Yes 1 No 2

If yes, describe how:

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

KG _____

Primary.....

JHS

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

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

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

10.16 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 (Secretary etc)			Security		
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 / crèche			KG			Primary			JHS			Administrative 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 of your teachers left/resigned/were dismissed?

	Male			Female		
	2008	2009	2010	2008	2009	2010
Nursery/Creche						
KG						
Primary						
JHS						
Total						

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

	Nursery / Crèche		KG		Primary		JHS		Administrative 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?

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.

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