

# TRIP REPORT

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Project: Ghana PME

Consultancy Period: October 12 – November 18, 1999

One of the primary objectives of this consultancy period was to interview key stakeholders to identify data elements required to report on strategic objective (SO) indicators for the Quality Improvement in Primary Schools Program (QUIPS). The QUIPS EMIS database will be designed to produce longitudinal comparison information used for monitoring and evaluation of the following interventions:

- Pupil achievement growth in Math and English.
- Teacher instructional practices.
- Multi-year pupil retention comparison on grade-to-grade progression and dropout rates.
- Trends of community contribution to school improvement target performance.
- Headteacher and Teacher practices.
- School management practices.
- District management practices.
- Degree of implementation of community school improvement plans (CSIPS) based on school and community indicators.

The Improving Learning Partners (ILP) and Community School Alliance (CSA) programs are responsible for internal monitoring by continuing assessments of applied skills. ILP will measure teachers' rating skills and CSA reviews the levels of community involvement by domains. The following collection instruments are available to populate the QUIPS EMIS data elements:

- Classroom Observation.
- Headteacher and Teacher Profiles.
- Assessment of Progress on CSIP.
- District Action Plans.
- Head Teacher and Circuit Supervisor Reports.
- CSA Intervention Monitoring Instrument.
- Best Practices Baseline Assessment of Project Objectives.
- Best Practices Baseline Assessment of Impact Assessment.
- PTA/SMC Assessment.
- Intervention Monitoring Instrument.
- SIPS Plan.

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Other sources of data have been identified to supplement information available from these collection instruments. The following inventory of data and available technical documentation have been collected:

- Annual Basic Schools Census 1993/94 -1998/99 (98/99 partially complete)
- Criterion Reference Test English and Math 1992 - 1997
- West Africa Exam Council (WAEC) Basic Education Certificate Examination 1996-1998
- Baseline Survey on Literacy and Numeracy in Public Primary Schools 1998
- Integrated Personnel Payroll Database 1997/98

During meetings at USAID, we discussed additional information that is necessary to evaluate other factors that may impact the development of schools and communities. As a result, a survey was designed to collect information regarding other development activities the QUIPS districts. A copy of the Project Activity Survey is included in the appendix of this report. In addition, the following specific data elements were requested to facilitate R+ reporting:

- Number of students participating in IRP.
- Number of students passing.
- Number of schools in partnership districts.
- Number of schools implementing quality standards.
- Number of communities sustaining involvement in the educational process.
- National pupil retention rate from 1993-1994 to 1998-99.
- Number of teachers in partnership and comparison schools.
- Number of teachers using pupil focused instruction.
- Number of teachers using effective classroom management techniques.
- Number of teachers using effective supervisory techniques.
- Number of District Education Officers applying performance, budget & monitoring support.
- Number of districts implementing strategies to utilise data.

To support the efforts of the Ministry of Education (MOE), PME, ILP and CSA, information for partnership and comparison schools for Cohort I and Cohort II, and the partnership schools in Cohort III were generated from the Annual Basic School Census 1997-1998 database. A book was produced for each stakeholder containing school summary data by district and detailed profiles of the region, district, and schools included in QUIPS. In addition, Region, District, and Partnership School Profiles were also generated and provided to USAID for the schools visited during the donor retreat held October 27.

Another primary area of activity in this consultancy was participating in PME's introductory training course for personnel from the national, regional and district levels. Meetings were held at the MOE with Mr. Patrick Yiriyelleh regarding the selection of workshop participants. As a result of these discussions, the Capacity Development Program Participant Application and Computer System Inventory questionnaires were developed to establish an inventory of skills and system availability in the QUIPS districts. Copies of these surveys are included in the appendix of this report.

A database was created to support EMIS exercises in the workshop. Skills for designing, developing and manipulating the database used in the workshop were transferred to counterparts at PME. These skills are the foundation of the trainer of trainers (TOT) program. In addition, training was conducted on generating technical documentation and users manuals. During the workshop, the PME counterparts served as information management officers (IMO). The IMO were responsible for processing ad hoc report requests made by the workshop participants. This exercise resulted in a greater understanding of the process of requesting and producing information in a practical environment. The participants experienced the need for defining information needs accurately. The IMO experienced the constraints and complexities of meeting timely information demands. The workshop clearly demonstrated the importance of having strong communication and comprehensive, reliable data.

The PME counterparts have applied their skills to develop technical documentation of the databases currently in use by CSA and ILP. The Access technical references and the documentation of existing data sets have established the basic core for a resource center.

The primary focus of future training activities will be the enhancement and dissemination of skills for producing data from existing databases. These exercises will include determining potential interface and aggregation levels across multiple data sets and expanding skills in performing data queries and designing reports.