

PD-ABW-435

Consultant Trip Report

Rebecca Corn  
22<sup>nd</sup> May to 30<sup>th</sup> June

The Mitchell Group, Inc.  
Performance Monitoring and Evaluation Project

Quality Improvement in Primary Schools Progrm (QUIPS)  
USAID and Government of Ghana

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Trip Report  
Rebecca Corn Education Management Information Systems (EMIS) Specialist  
22<sup>nd</sup> May – 30<sup>th</sup> June

## Background

This consultancy was divided into two different areas of work. Technical assistance dedicated to finalization of the QUIPS integrated database and collaborate with Dr. Tom Welsh in organizing, planning and conducting the district training workshops. In the following I briefly summarize this work, making reference in my discussion to a variety of attached supporting documents.

## Technical Assistance to QUIPS Integrated Database

During the first half of this consultancy interviews were held with relevant QUIPS team members in order to reach consensus about the data that would be included in the integrated database and to insure that the project monitoring and evaluation support staff were able to provide the data to PME in the appropriate formats. This was difficult because immediately prior to the consultant's arrival, the QUIPS Projects (with PME Chief of Party as chair) were tasked with finalizing the details of the monitoring and evaluation strategy and the committee had not completed their work at the outset of the consultancy. The consultant attended the last three of five half-day meetings of the monitoring and evaluation technical committee. A schedule of all meetings have been documented on pages 4-6 of this report.

Another task that was necessary was to develop a training program for the PBME counterpart to this consultancy. The counterpart had no knowledge about the ACCESS software being used and therefore it was important to provide some training that was consistent with her needs. Therefore, in the first week the consultant worked with selected PME staff, Mr. Michael Sowah, to develop an individualized program for the assigned PBME staff member, Ms. Esther Amoah-Ahinful.

## *Technical Documents*

Although a set of data input screens and the table structures were developed for the application (see Appendix 1: Technical Documents), the application could not be fully developed and tested because all the project partners were not ready to submit all of the data. The data structures and file formats were supplied to the partners at the R4 technical committee meeting held on June 2<sup>nd</sup>. The request was made that the data be submitted from all the projects by June 26<sup>th</sup>. One reason for the delay was because the school-based interventions had just completed revising the QUIPS Classroom Observation Form and the data from this form had not been completely entered. Due to the delay, the import/export routines were not fully developed and the application could not be tested.

### *Sample Reports*

Sample reports were provided for the Community R4 Indicators; however, because sample data was not in for all of the indicators more sample reports could not be generated for review and discussion among the QUIPS Project Partners. Considering that final consensus on the monitoring and evaluation document had not been reached, it was premature to consider in great length the types of reports that would be used for information dissemination in the districts. However, sample reports providing district and school profiles were developed for the district training workshops. These are attached along with the sample Community R4 Report and are included in Appendix 2: Sample Reports.

### Monitoring and Evaluation Training: District Workshops

The second half of this consultancy was designed to support the organization, materials development, and implementation of the district training program in monitoring and evaluation. One important component of the district work relevant to this consultancy was the generation of exemplary tables of education outcomes that could be used in the district workshops (see Appendix 2: Sample Reports). Another aspect of the consultancy was to investigate the capacity of the districts to make use of additional technical resources for the purposes of monitoring and evaluation. In addition to interviews with the District Directors, the consultant visited with the district staff members assigned to overseeing the primary education census program (see Schedule of Meetings on page 3-5 of this report). These district staff members were interviewed in order to shed some light on the district's success in productively utilizing technical equipment for purposes of managing information. Of particular interest was to identify ways in which the equipment use was generalized to other education management activities and to identify specific constraints to effective utilization of the resources.

The overall result of these interviews clearly showed that supplying districts with technical resources (i.e., computers and printers) was perhaps important but not sufficient. The technical resources supplied under the previous EMIS Program were under utilized and in some cases were not used at all. The staff assigned to the computer were not necessarily the persons who the equipment was intended to be used by and the users themselves were in dire need of additional training in basic computer applications. Furthermore, it was clear that there the recurrent costs for maintaining the supplied equipment had not been provided for at the District Level in that some of the supplies needed for using the equipment were not available or in some instances some of the resources were not working properly. These results suggest that the provision of technical resources for use in the monitoring and evaluation training program presupposes all of the following: 1) the key user(s) of the equipment is clearly identified and the District Education Officer agrees with the assignee; 2) the user is adequately trained in the relevant computer software needed for managing, analyzing, and reporting on education information generated from their monitoring and evaluation activities in the district; 3) there is a bilateral agreement between USAID and the GOG that the recurrent costs of maintenance and provision of recurrent supplies for using the resources will be provided for by the GOG.

The materials generated for the district workshop and the summary of the workshop can be found in Dr. Welsh's trip report. These materials and summary were developed by both Rebecca Corn and Tom Welsh and include:

- 1) an overview of the lessons learned and recommendations coming from the workshop (Welsh trip report, pages 1-4);
- 2) workshop program (Appendix 1);
- 3) list of participants (Appendix 2);
- 4) summary of participant evaluations (Appendix 3);
- 5) presentation slides "Changing the Quality of Education" (Appendix 4);
- 6) presentation slides for the June 29<sup>th</sup> presentation to USAID, MOE, GES "District Workshops: Results and Recommendations (Appendix 5).
- 7) supporting documents and references (Appendix 6);

### Schedule of Meetings

- May 23 Met with PME Chief of Party to discuss the need to provide some specialized training for a counterpart within the PBME Division of the MOE, Ms. Esther Amoah-Ahinful. It was decided that Ms. Corn would help design and oversee a basic training program for Ms. Amoah-Ahinful. This individual training program would be delivered by Mr. Michael Sowah from PME.
- May 24 Met with Michael Sowah to discuss Ms. Amoah-Ahinful's training. Met with Emma Gyamera, PME's database specialist, to discuss the status of affairs relative to the data needed for completing the database application. Met with the PME Chief of Party and Emma Gyamera to discuss the achievement test data and enrolment data structures for the database.
- May 25 Participated in the 3<sup>rd</sup> M&E Technical Committee Meeting held at Liz Barcikowski's house, from 8:30 AM – 12:30 PM. Attended by representatives from ILP, CRS, PME, CSA, and USAID.
- May 26 Met with Rudi Klauss, Fifi Manual, Sammy Mensah, and Earl Brown at ILP. The discussion centered around the data that ILP and CRS wanted to include in the integrated database and the most appropriate data structures for these.
- May 31 Interviewed Ms. Esther Amoah-Ahinful about the training Michael Sowah was implementing for her. Using the current application set up for EMIS and available data from QUIPS, provided a demonstration of ways that such a data management system could be used at the PBME for their monitoring and evaluation work.
- May 30 Met with Tom Welsh and PME Chief of Party to begin organizing the district workshop, participants, and schedule.
- May 31 Met with PME Chief of Party to discuss two alternatives to the new database application. The first is a more flexible program that could be easily adapted to the needs of more users. The second application would be less easily generalized but would have the advantage of simplicity and would serve the needs of the QUIPS Program more specifically. After much discussion it was decided that the latter, simpler program would be the most appropriate.
- June 2 Participated in the 4<sup>th</sup> M&E Technical Committee Meeting. Attended by representatives from ILP, CRS, PME, CSA, and USAID. Much attention in this meeting (as in the previous one) was given to the process by which the implementation of the C-SIP would be evaluated. These discussions about the C-SIP have obvious implications for the integrated database. Until the

evaluation mechanism is set up for the C-SIP then the database cannot be completed.

- June 2 Met with Fifi Manual and Sammy Mensah from ILP. Foster Fia from CRS joined in this meeting to go over the data structures for the school-based interventions. A discussion of the need for consistency across projects was made.
- June 6 MOE meeting with PME Chief of Party and Peter Kresge to discuss integration of QUIPS database and the new EMIS program was scheduled and the PME COP and Corn met at the MOE to attend this meeting. We waited at the MOE for some time and inquired at a number of offices about the whereabouts of the meeting. After some time we were informed by phone to Peter Kresge that the meeting had been cancelled the evening before.
- June 7 Attended 5<sup>th</sup> M&E Technical Committee Meeting. At this meeting all committee members had read the final draft of the M&E Plan and submitted their final editorials to the chair, the Chief of Party of the PME Project.
- June 7 Met with Kay Leherr from CSA to discuss some inaccuracies in the data structures presented for the community data. Worked together on the corrections.
- June 8-10 Met with Tom Welsh to organize and developing the presentation and materials for the district workshops.
- June 9 Met with Fifi Manual and Sammy Mensah from ILP. Provided introductory training in the database software, ACCESS.
- June 10 Worked with Emma Gyamera and COP to organize outputs to be used as part of the materials for the district workshops.
- June 10 Met with George Woode to organize an evaluation for the workshop.
- June 11-12 Leave for Tamale, overnight Sunday, 11<sup>th</sup> in Kumasi, arriving in Tamale at noon on 12<sup>th</sup>. Confirm venue, etc.
- June 13-14 Workshop in Tamale. Participants included district education officials, district assembly members, school personnel, and community representatives (from school management and parent-teacher groups) from both Tamale and West Mamprusi. The list of all participants for all workshops are presented in the district training report, attached.
- June 15 Interviewed district education officials in West Mamprusi to develop an understanding about the opportunities for and constraints to effectively utilizing skills developed and the technical equipment planned to be distributed to the district as a

part PME's M&E training program. One mechanism for assessing the district's capacity to utilize the new equipment was to evaluate the use of the equipment provided to the districts in 1998 for managing data collected in the annual primary school census (MOE EMIS Program funded through World Bank). Ms. Corn and Emma Gyamera first met with the District Education Officer who, after their interview, directed them to the district staff assigned to the primary school census program in that district (e.g., the MOE's Education Management Information System or EMIS program). At that meeting a discussion was made about how the technical resources were being used. Results of this and similar interviews in Tamale, Kumasi Metro, and Assin Districts are discussed in the training report.

- June 16 Interviewed the District Director of Tamale as in West Mamprusi (see discussion above, June 15).
- June 19-20 Workshop in Kumasi Metropolitan District. Participants included district education officials, district assembly members, school personnel, and community representatives (from school management and parent-teacher groups) from Kumasi Metropolitan District. The list of all participants for all workshops are presented in the district training report, attached.
- June 21 Interviewed the District Director of Kumasi Metropolitan as in West Mamprusi (see discussion above, June 15).
- June 22-23 Workshop in Assin District. Participants included district education officials, district assembly members, school personnel, and community representatives (from school management and parent-teacher groups) from Assin District. The list of all participants for all workshops are presented in the district training report, attached.
- June 23 Interviewed the Assistant District Director of Assin as in West Mamprusi (see discussion above, June 15).
- June 26-28 In collaboration with Tom Welsh developed the materials for the USAID presentation, which summarized results from the district workshop.
- June 29 Presentation at USAID: District findings.

# Appendix 1

## Technical Documents QUIPS Integrated Database

### Table Structures Input Screens

## File Definitions for CSA Data File

The CSA data file contains data based on the instrument *Improving Quality Education Through Community Participation: Best Practices Assessment*. The file has 147 records and is in SPSS 9.0. The breakdown of the records is as follows:

Cohort One Baseline (11-98)	18 Partnership and 18 Comparison
Cohort Two Baseline (11-98)	27 Partnership and 15 Comparison
Cohort Three Baseline (11-99)	54 Partnership
Cohort One 2-Year Sample (11-99)	6 Partnership
Cohort Two 1-Year Sample (11-99)	9 Partnership

Please note that the Cohort One and Two Samples (11-99) were used to collect FY99 R4 data. Therefore, the records contain only 11 of the 38 variables.

Variable Name	Type	Description	Value Codes
SCHCODE	Numeric (6)	School Code	
COL_OCC	Numeric (1)	Collection Occasion	1 = Baseline 2 = End year 1 3 = End year 2
COL_DATE	Date (mm-yyyy)	Date of Data Collection	
B1.1	Numeric (1)	Trust in School System	Each contains a rating of '1' to '5', where the high value (1) describes the ideal situation, low value (5) describes the worse case situation, medium value (3) describes the average situation; and, the other two values (2 and 4) describe situations in between.
B1.2	Numeric (1)	Trust in Teachers	
B2.0	Numeric (1)	Respond to Interests/Concerns of School	
B3.0	Numeric (1)	Provide Culturally Sensitive Approach	
B4.0	Numeric (1)	Support Quality Education	
B5.1	Numeric (1)	Support Girls' Education – School Factors	
B5.2	Numeric (1)	Support Girls' Education – Home Factors	
B6.0	Numeric (1)	Empower Local People to Act	
B7.1	Numeric (1)	Roles and Responsibilities of Community Members	
B7.2	Numeric (1)	Roles and Responsibilities of Teachers	
B8.0	Numeric (1)	Strengthen School Management Structures	
B9.0	Numeric (1)	Develop Productive Links to Education/Government Authorities	
B10.0	Numeric (1)	Develop Productive Links to External Agencies	
B11.0	Numeric (1)	Utilize Participatory Planning and Design	
B12.0	Numeric (1)	Mobilize Local and District Resources	
B13.0	Numeric (1)	Monitor School Performance	
B14.0	Numeric (1)	Monitor School Finances	
B15.0	Numeric (1)	Develop Community Leadership and Ownership	
HP_EMPOW	Numeric (1)	High Performance on Empowerment Focus Area	Each contains a value of either '0' or '1'. The value of '1' indicates that the community has achieved high performance on the measure, while a value of '0' indicates that it has not.
HP_GEND	Numeric (1)	High Performance on Gender Equity Focus Area	
HP_MGMT	Numeric (1)	High Performance on Management Focus Area	
HP_PTCPN	Numeric (1)	High Performance on Participation Focus Area	
HP_PSHIP	Numeric (1)	High Performance on Partnerships Focus Area	
HP_QUAL	Numeric (1)	High Performance on Quality Focus Area	
HP_RES	Numeric (1)	High Performance on Resources Focus Area	
HP_TRANS	Numeric (1)	High Performance on Transparency Focus Area	
HP_TRUST	Numeric (1)	High Performance on Trust Focus Area	
SUSTAIN	Numeric (1)	Sustainability Index	
SUS_RES	Numeric (1)	Demonstrating Sustainable Community Participation	0 = no 1 = yes

# QUIPS Integrated Database

## Table Structures

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### Best Practices Assessment (CSA/CRS)

#### Table: TDBPA

Field Name	Description	Type
scheode	School Code	Text
col_occ	Collection Occasion (1=Baseline, 2=End of Year 1, 3=End of Year 2)	Number (Byte)
col_date	Collection Date	Date Time
B1_1	Trust in School System	Number (Byte)
B1_2	Trust in Teachers	Number (Byte)
B2_0	Respond to Interests and Concerns of Schools	Number (Byte)
B3_0	Provide Culturally Sensitive Approach	Number (Byte)
B4_0	Support Quality Education	Number (Byte)
B5_1	Support Girls' Education - School Factors	Number (Byte)
B5_2	Support Girls' Education - Home Factors	Number (Byte)
B6_0	Empower Local People to Act	Number (Byte)
B7_1	Roles and Responsibilities of Community Members	Number (Byte)
B7_2	Roles and Responsibilities of Teachers	Number (Byte)
B8_0	Strengthen School Management Structures	Number (Byte)
B9_0	Develop Productive Links to Education/Government Authorities	Number (Byte)
B10_0	Develop Productive Links to External Agencies	Number (Byte)
B11_0	Utilize Participatory Planning and Design	Number (Byte)
B12_0	Mobilize Local and District Resources	Number (Byte)
B13_0	Monitor School Performance	Number (Byte)
B14_0	Monitor School Finances	Number (Byte)
B15_0	Develop Community Leadership and Ownership	Number (Byte)
HP_EMPOW	High Performance on Empowerment Focus Area	Number (Byte)
HP_GEND	High Performance on Gender Equity Focus Area	Number (Byte)
HP_MGMT	High Performance on Management Focus Area	Number (Byte)
HP_PTCPN	High Performance on Participation Focus Area	Number (Byte)
HP_PSHIP	High Performance on Partnerships Focus Area	Number (Byte)
HP_QUAL	High Performance on Quality Focus Area	Number (Byte)
HP_RES	High Performance on Resources Focus Area	Number (Byte)
HP_TRANS	High Performance on Transparency Focus Area	Number (Byte)
HP_TRUST	High Performance on Trust Focus Area	Number (Byte)
SUSTAIN	Sustainability Index	Number (Single)

**Classroom Observation Form (ILP/CRS)**

**Table: TDCOF**

Field Name	Description	Type
schcode	School Code	Text
col_occ	Collection Occassion	Number (Byte)
col_date	Date of Collection	Date Time
ssfno	SSF Number of Teacher	Text
tehname	Teacher Name	Text
tehgend	Teacher Gender	Text
class	Class	Number (Byte)
subject	Subject	Text
attend_m	Attendance - males	Number (Byte)
attend_f	Attendance - females	Number (Byte)
col_1	Lesson Notes/Planning - Elements	Number (Byte)
col_2	Lesson Notes/Planning - Objectives	Number (Byte)
co2_1	Lesson Notes/Planning - Preperation	Number (Byte)
co2_2	Use of instructional time	Number (Byte)
co3_1	Teaching methods used	Number (Byte)
co3_2	Methods set for pupil skill demonstration	Number (Byte)
co4_1	Teaching materials used	Number (Byte)
co4_2	Use of materials by learners	Number (Byte)
co4_3	Design of Teaching and Learning Materials	Number (Byte)
co5_1	Teacher questioning skills	Number (Byte)
co5_2	Learners asking questions	Number (Byte)
co5_3	Critical and creative thinking activities	Number (Byte)
co6_1	Maintain control and discipline	Number (Byte)
co7_1	Grouping of learners	Number (Byte)
co7_2	Learner behaviour in groups	Number (Byte)
co8_1	Classroom interaction behaviour	Number (Byte)
co8_2	Teachers feedback to learners responses	Number (Byte)
co8_3	Use of language to improve learner understanding P1-P3 (Math only)	Number (Byte)
co8_4	Use of language to improve learner understanding P4-P6 (Math only), P1-P6 English	Number (Byte)
co9_1	Encouragement given to girls to participate	Number (Byte)
co9_2	All learners are encouraged to participate	Number (Byte)
HP_INSTPRAC	Teacher using pupil focused instructional practices	Number (Byte)
HP_EFFCLASS	Teacher using effective classroom management techniques	Number (Byte)
HP_EQUITY	Teacher adopting techniques to promote equity	Number (Byte)

**Community-School Improvement (ILP/CRS)****Table: TDCSIP**

Field Name	Description	Type
schcode	School Code	Text
col_occ	Collection Occassion	Number (Byte)
col_date	Collection Date	Date/Time
csip	C-SIP Implemented	Yes/No
csip_comm	C-SIP Comments	Memo

**District Management (ILP/CRS)****Table: TDDISTRICT\_IR**

Field Name	Description	Type
regcode	Region Code	Text
dstcode	District Code	Text
col_occ	Collection Occassion	Number (Byte)
col_date	Collection Date	Date/Time
ir221	Partnership District Education Officers applying P.B & M in support of C-SIP	Text
ir222	Partnership districts implementing strategies to promote equity in Partnership Districts	Text

**School & Classroom Management Instrument (ILP/CRS)****Table: TDSCMI**

Field Name	Description	Type
schcode	School Code	Text
col_occ	Collection Occassion	Number (Byte)
col_date	Collection Date	Date/Time
ir213_1	Number of visits by circuit Supervisor to the school	Number (Byte)
ir213_2	Number of visits by headteachers to teacher's classrooms for observation/coaching	Number (Byte)
ir213_3	Number of staff meetings	Number (Byte)
HP_HTEFFECT	Headteacher using effective supervisory techniques in parthership schools	Number (Byte)

**Teachers (ILP/CRS)****Table: TDTEACHER**

Field Name	Description	Type
schcode	School Code	Text
col_date	Date Collected	Date/Time
ssfno	SSF Number	Text
tchname	Teacher Name	Text
tchage	Teacher Age	Number (Byte)
tchgender	Teacher Gender (M)ale, (F)emale	Text
tchrank	Teacher Rank	Text
tchqual	Teacher Qualification (P)rofessional (A)cademic	Text
tchyexp	Years of Teaching Experience	Number (Byte)
tchyrsch	Years in this School	Number (Byte)
tchclass	Class	Number (Byte)

## Enrolment, Repeaters, Transfers (PME)

Table: TDENROL

Field Name	Description	Type
schcode	School Code	Text
col_occ	Collection Occassion	Number (Byte)
col_date	Date of Collection	Date Time
enr_p1m	Enrolment - P1 Males	Number (Integer)
enr_p1f	Enrolment - P1 Females	Number (Integer)
enr_p2m	Enrolment - P2 Males	Number (Double)
enr_p2f	Enrolment - P2 Females	Number (Double)
enr_p3m	Enrolment - P3 Males	Number (Double)
enr_p3f	Enrolment - P3 Females	Number (Double)
enr_p4m	Enrolment - P4 Females	Number (Double)
enr_p4f	Enrolment - P5 Males	Number (Double)
enr_p5m	Enrolment - P5 Females	Number (Double)
enr_p5f	Enrolment - P6 Males	Number (Double)
enr_p6m	Enrolment - P6 Females	Number (Double)
enr_p6f	Repeaters - P1 Males	Number (Double)
rep_p1m	Repeaters - P1 Females	Number (Byte)
rep_p1f	Repeaters - P2 Males	Number (Byte)
rep_p2m	Repeaters - P2 Females	Number (Byte)
rep_p2f	Repeaters - P3 Males	Number (Byte)
rep_p3m	Repeaters - P3 Females	Number (Byte)
rep_p3f	Repeaters - P4 Males	Number (Byte)
rep_p4m	Repeaters - P4 Females	Number (Byte)
rep_p4f	Repeaters - P5 Males	Number (Byte)
rep_p5m	Repeaters - P5 Females	Number (Byte)
rep_p5f	Repeaters - P6 Males	Number (Byte)
rep_p6m	Repeaters - P6 Females	Number (Byte)
rep_p6f	Repeaters - P6 Females	Number (Byte)
tin_p1m	Transfers In - P1 Males	Number (Byte)
tin_p1f	Transfers In - P1 Females	Number (Byte)
tin_p2m	Transfers In - P2 Males	Number (Byte)
tin_p2f	Transfers In - P2 Females	Number (Byte)
tin_p3m	Transfers In - P3 Males	Number (Byte)
tin_p3f	Transfers In - P3 Females	Number (Byte)
tin_p4m	Transfers In - P4 Males	Number (Byte)
tin_p4f	Transfers In - P4 Females	Number (Byte)
tin_p5m	Transfers In - P5 Males	Number (Byte)
tin_p5f	Transfers In - P5 Females	Number (Byte)
tin_p6m	Transfers In - P6 Males	Number (Byte)
tin_p6f	Transfers In - P6 Females	Number (Byte)
tot_p1m	Transfers Out - P1 Males	Number (Byte)
tot_p1f	Transfers Out - P1 Females	Number (Byte)
tot_p2m	Transfers Out - P2 Males	Number (Byte)
tot_p2f	Transfers Out - P2 Females	Number (Byte)
tot_p3m	Transfers Out - P3 Males	Number (Byte)
tot_p3f	Transfers Out - P3 Females	Number (Byte)
tot_p4m	Transfers Out - P4 Males	Number (Byte)
tot_p4f	Transfers Out - P4 Females	Number (Byte)
tot_p5m	Transfers Out - P5 Males	Number (Byte)

tot_p5f	Transfers Out - P5 Females	Number (Byte)
tot_p6m	Transfers Out - P6 Males	Number (Byte)
tot_p6f	Transfers Out - P6 Females	Number (Byte)

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School Profile (ILP/CRS)

Table: TDSCHOOL

Field Name	Description	Type
schcode	School Code	Text
col_date	Date of Collection	Date Time
col_occ	Collection Occasion	Number (Byte)
cohort	Cohort	Text
type	Partnership/Comparison	Text
schname	School Name	Text
regcode	Region Code	Text
dstcode	District Code	Text
circode	Circuit Code	Text
locality	Town/Village	Text
shift	Shift	Yes/No
htssf	Headteacher SSF Number	Text
htname	Headteacher Name	Text
htgender	Headteacher Gender: (M)ale (F)emale	Text
htqual	Headteacher Qualification: (A)cademnic (P)rofessional	Text
htrank	Headteacher Rank	Text
htyrsexp	Headteacher Years of Experience	Number (Byte)
htcom	Headteacher in community	Yes No
htcomtime	Headteacher commute time	Number (Single)
ptb_engl_p1	Pupils Textbooks - English P1	Number (Byte)
ptb_engl_p2	Pupils Textbooks - English P2	Number (Byte)
ptb_engl_p3	Pupils Textbooks - English P3	Number (Byte)
ptb_engl_p4	Pupils Textbooks - English P4	Number (Byte)
ptb_engl_p5	Pupils Textbooks - English P5	Number (Byte)
ptb_engl_p6	Pupils Textbooks - English P6	Number (Byte)
ptb_math_p1	Pupils Textbooks - Math P1	Number (Byte)
ptb_math_p2	Pupils Textbooks - Math P2	Number (Byte)
ptb_math_p3	Pupils Textbooks - Math P3	Number (Byte)
ptb_math_p4	Pupils Textbooks - Math P4	Number (Byte)
ptb_math_p5	Pupils Textbooks - Math P5	Number (Byte)
ptb_math_p6	Pupils Textbooks - Math P6	Number (Byte)
pwb_engl_p1	Pupils Workbooks - English P1	Number (Byte)
pwb_engl_p2	Pupils Workbooks - English P2	Number (Byte)
pwb_engl_p3	Pupils Workbooks - English P3	Number (Byte)
pwb_engl_p4	Pupils Workbooks - English P4	Number (Byte)
pwb_engl_p5	Pupils Workbooks - English P5	Number (Byte)
pwb_engl_p6	Pupils Workbooks - English P6	Number (Byte)
pwb_math_p1	Pupils Workbooks - Math P1	Number (Byte)
pwb_math_p2	Pupils Workbooks - Math P2	Number (Byte)
pwb_math_p3	Pupils Workbooks - Math P3	Number (Byte)
pwb_math_p4	Pupils Workbooks - Math P4	Number (Byte)
pwb_math_p5	Pupils Workbooks - Math P5	Number (Byte)
pwb_math_p6	Pupils Workbooks - Math P6	Number (Byte)
thb_engl_p1	Teachers Handbooks - English P1	Number (Byte)
thb_engl_p2	Teachers Handbooks - English P2	Number (Byte)
thb_engl_p3	Teachers Handbooks - English P3	Number (Byte)
thb_engl_p4	Teachers Handbooks - English P4	Number (Byte)
thb_engl_p5	Teachers Handbooks - English P5	Number (Byte)

thb_engl_p6	Teachers Handbooks - English P6	Number (Byte)
thb_math_p1	Teachers Handbooks - Math P1	Number (Byte)
thb_math_p2	Teachers Handbooks - Math P2	Number (Byte)

Table: TDSCHOOL (continued)

Field Name	Description	Type
thb_math_p3	Teachers Handbooks - Math P3	Number (Byte)
thb_math_p4	Teachers Handbooks - Math P4	Number (Byte)
thb_math_p5	Teachers Handbooks - Math P5	Number (Byte)
thb_math_p6	Teachers Handbooks - Math P6	Number (Byte)
suprdr_p1	Supplementary Readers - P1	Number (Byte)
suprdr_p2	Supplementary Readers - P2	Number (Byte)
suprdr_p3	Supplementary Readers - P3	Number (Byte)
suprdr_p4	Supplementary Readers - P4	Number (Byte)
suprdr_p5	Supplementary Readers - P5	Number (Byte)
suprdr_p6	Supplementary Readers - P6	Number (Byte)
clsrn_p1	Classrooms - P1	Yes/No
clsrn_p2	Classrooms - P2	Yes/No
clsrn_p3	Classrooms - P3	Yes/No
clsrn_p4	Classrooms - P4	Yes/No
clsrn_p5	Classrooms - P5	Yes/No
clsrn_p6	Classrooms - P6	Yes/No
playgrnd	Playground	Yes/No
urnial	Urinals	Yes/No
stffroom	Staff room	Yes/No
potwat	Potable water	Yes/No
sellfood	Place for selling food	Yes/No
sprteqp	Sports Equipment	Yes/No
schgard	School Garden	Yes/No
store	Store	Yes/No
library	Library	Yes/No
washbsn	Wash Basins	Yes/No
latrine	Latrines	Yes/No
office	Office	Yes/No
p_dsktab	Number of Desk/Tables for Pupils	Number (Byte)
t_dsktab	Number of Desk/Tables for Teachers	Number (Byte)
p_chairs	Number of Chairs for Pupils	Number (Byte)
t_chairs	Number of Chairs for Teachers	Number (Byte)
clscupb	Number of Classroom Cupboards	Number (Byte)
o_dsktab	Number of Desk/Tables for Office	Number (Byte)
o_chairs	Number of Chairs for Office	Number (Byte)

#### Language (PME)

Table: TDLANGUAGE

Field Name	Description	Type
schcode	School Code	Text
col_date	Date of Collection	Date Time
col_occ	Collection Occasion	Number (Byte)
lp_asa	Language Percent: Asante	Number (Byte)
lp_aka	Language Percent: Akwapem	Number (Byte)
lp_fan	Language Percent: Fante	Number (Byte)
lp_nze	Language Percent: Nzema	Number (Byte)
lp_ga	Language Percent: Ga	Number (Byte)
lp_dan	Language Percent: Dangme	Number (Byte)

lp_ewe	Language Percent: Ewe	Number (Byte)
lp_dag	Language Percent: Dagbani	Number (Byte)
lp_gon	Language Percent: Gonja	Number (Byte)
lp_kas	Language Percent: Kasem	Number (Byte)
lp_wal	Language Percent: Wale Dagaare	Number (Byte)
lp_oth	Language Percent: Other	Number (Byte)
lang_inst	Policy language of instruction p1.p2.p3 (1=Mostly English, 2 = Bilingual)	Number (Byte)
li_galang	Language code (if bilingual)	Number (Byte)

**PME Achievement (PME)**

**Table: TDACHIEVE**

Field Name	Description	Type
schcode	School Code	Text
col_date	Date of Collection	Date Time
col_occ	Collection Occasion	Number (Byte)
st_id	Student ID	Text
st_gender	Student Gender (M/F)	Text
st_class	Student Class	Number (Byte)
math_scr	Math Score	Number (Byte)
engl_scr	English Score	Number (Byte)
perf_scr	English Performance Score	Number (Byte)
dict_scr	Dictation Score	Number (Byte)

# QUALITY IMPROVEMENT IN PRIMARY SCHOOLS

## DATA MANAGEMENT

School Profile	Teacher Profile	Enrolments
School Management	Classroom Observation	Language
C-SP	Best Practices Assessment	PME Achievement Test
	District Management	

## REPORTS AND UTILITIES

Reports	Export Data	Compact Database
---------	-------------	------------------

Exit

VERSION 1.0

# QUIPS: School Profile

Code:  School:   
 Region:  District:  Circuit:  Cohort:  Type:   
 Shift:  Headteacher SSF Number:  Headteacher Name:   
 HT Gender:  HT Qualification:  HT Rank:  Town/Village:   
 Headteacher lives in community:  Headteacher commute time:  HT Years of Experience:

	English						Math						Facilities	
	P1	P2	P3	P4	P5	P6	P1	P2	P3	P4	P5	P6	<input type="checkbox"/>	<input type="checkbox"/>
Pupils Textbooks:													<input type="checkbox"/>	<input type="checkbox"/>
Pupils Workbooks:													<input type="checkbox"/>	<input type="checkbox"/>
Teachers Handbooks:													<input type="checkbox"/>	<input type="checkbox"/>
Supplementary Readers:													<input type="checkbox"/>	<input type="checkbox"/>
	Classrooms:													
	P1	P2	P3	P4	P5	P6								
Desk/Tables:	Pupils: 0			Teachers: 0									Number of Classroom Cupboards: 0	
Chairs:	Pupils: 0			Teachers: 0									Number of Desk/Tables for Office: 0	
													Number of Chairs for Office: 0	

Record: 14 of 162

# QUIPS: School and Classroom Management

Code:  School:  Cohort:  Type:   
 Date:  Occasion:  Baseline  End Year 1  End Year 2

Number of visits by circuit Supervisor to the school:	0.00
Number of visits by headteachers to teacher's classrooms for observation/coaching:	0.00
Number of staff meetings:	0.00
Headteacher using effective supervisory techniques in partnership schools:	0.00

Record: 1 of 1

# QUIPS: Community-School Improvement Plan

Code:  School:   
Date:  Occasion:  Baseline  End Year 1  End Year 2  
Cohort:  Type:   
 Implementing C-SIP

Comments:

Record: 1 of 1

### QUIPS: Teachers

Code: 101024 School: ASOKWA L/A PRIMARY Cohort: 1 Type: C  
 Date: Occasion:  Baseline  End Year 1  End Year 2

SSF No	Name	Age	Gender	Rank	Qual.	Years of Exper.	Years in School	Class
041539677	AMPONSAH, MICHAEL	0	M	CERT			0	0
30844252	AMARH, BEATRICE	0	F	P/S			0	0
33352489	AMPOFO, SOLOMON	0	M	SUPT			0	0
F017493070026	AWUKU, EMELIA A.	0	F	CERT			0	0
F017512010046	AYVI, IRENE	0	F	CERT			0	0
*		0					0	0

Record: 1 of 5

Record: 1 of 162

# QUIPS: Classroom Observation Form

Code:  School:  Cohort:  Type:

Date:  Occasion:  Baseline  End Year 1  End Year 2

SSF Number:  Teacher Name:

Class:  Gender:  Subject:

Attendance - Males:	0	Learners asking questions:	0
Attendance - females:	0	Critical and creative thinking activities:	0
Lesson Notes/Planning - Elements:	0	Maintain control and discipline:	0
Lesson Notes/Planning - Objectives:	0	Grouping of learners:	0
Lesson Notes/Planning - Preparation:	0	Learner behaviour in groups:	0
Use of instructional time:	0	Classroom interaction behaviour:	0
Teaching methods used:	0	Teachers feedback to learners responses:	0
Methods set for pupil skill demonstration:	0	Use of language to improve learner understanding:	0
Teaching materials used:	0	P1-P3 (Math only):	0
Use of materials by learners:	0	P4-P6 (Math only), P1-P6 English:	0
Design of T/L Materials:	0	Encouragement given to girls to participate:	0
Teacher questioning skills:	0	All learners are encouraged to participate:	0

Record: 14 of 1

# QUIPS: BEST PRACTICES ASSESSMENT

Code:  School:  Cohort:  Type:   
 Date: 01/11/1999 Occasion:  Baseline  End Year 1  End Year 2

Trust in School System	2	Roles and Responsibilities of Teachers	3
Trust in Teachers	3	Strengthen School Management Structures	3
Respond to Interests and Concerns of Schools	2	Develop Productive Links to Ed./Gov. Authorities	3
Provide Culturally Sensitive Approach	4	Develop Productive Links to External Agencies	3
Support Quality Education	3	Utilize Participatory Planning and Design	4
Support Girls' Education - School Factors	2	Mobilize Local and District Resources	3
Support Girls' Education - Home Factors	3	Monitor School Performance	3
Empower Local People to Act	2	Monitor School Finances	3
Roles and Resp. of Community Members	4	Develop Coma. Leadership and Ownership	3

Record: 14 of 149

# QUIPS: BEST PRACTICES ASSESSMENT

**Fbpa\_perform : Form**

## HIGH PERFORMANCE RATINGS

Code: 1  
Date: 01/11

Respond to: \_\_\_\_\_  
Po: \_\_\_\_\_  
Supp: \_\_\_\_\_  
Supp: \_\_\_\_\_

*Empowerment Focus Area	1	Quality Focus Area	0
Gender Equity Focus Area	1	Resources Focus Area	0
Management Focus Area	0	Transparency Focus Area	0
*Participation Focus Area	0	Trust Focus Area	1
Partnerships Focus Area	0	*Sustainability Index	0.2

\* Performance Indicators for R4 Reporting:

Empower Local People to Act	2	Monitor School Finances	3
Roles and Resp. of Community Members	4	Develop Comm. Leadership and Ownership	3

OK

Type:

Chers: 3  
Stur: 3  
Index: 3  
nces: 3  
esign: 4  
nces: 3  
ance: 3

Import Data   Add   Delete   Find   Performance Ratings   Print   Return to Menu

Records: 14 | 1 of 149

# QUIPS: District Management

Region Code:  District Code:  District Name:

Date:  Occasion:  Baseline  End Year 1  End Year 2

Partnership District Education Officers applying Planning, Budgeting and Monitoring in support of C-SIP  0

Partnership districts implementing strategies to promote equity in Partnership Districts  0

Record: 14 of 1

# QUIPS: Enrolments

Code:  School:  Cohort:  Type:   
 Date:  Occasion:  Baseline  End Year 1  End Year 2

ENROLMENT	P1	P2	P3	P4	P5	P6	Total
Male:	21	12	15	12	12	17	89
Female:	14	19	11	18	8	17	87
Total:	35	31	26	30	20	34	176
REPEATERS	P1	P2	P3	P4	P5	P6	Total
Male:	7	1	3	2	3	5	21
Female:	4	7	1	4	3	2	21
Total:	11	8	4	6	6	7	42
TRANSFERS IN	P1	P2	P3	P4	P5	P6	Total
Male:	3	1	2	0	1	1	8
Female:	5	2	4	2	0	1	14
Total:	8	3	6	2	1	2	22
TRANSFERS OUT	P1	P2	P3	P4	P5	P6	Total
Male:	0	0	0	2	2	0	4
Female:	0	0	0	0	2	0	2
Total:	0	0	0	2	4	0	6

Record: 14 of 162

# QUIPS: Language

Code: 101022 School: ASGKWA L/A PRIMARY Cohort:  Type:

Date:  Occasion:  Baseline  End Year 1  End Year 2

Student's Common Home Language:

Asante:	<input type="text"/>	Ewe:	<input type="text"/>
Akwape:	<input type="text"/>	Dagbani:	<input type="text"/>
Fante:	<input type="text"/>	Gonja:	<input type="text"/>
Nzema:	<input type="text"/>	Kasem:	<input type="text"/>
Ga:	<input type="text"/>	Ede Dagbon:	<input type="text"/>
Dangme:	<input type="text"/>	Other:	<input type="text"/>
		Total:	<input type="text"/>

Policy Language of Instruction used in P1, P2 and P3:

Mostly English  Bilingual If Bilingual, enter Ghanaian Language Code:

Record: 14 of 162

# QUIPS: Student Achievement

Code: 101022

School: ASOKWA L/A PRIMARY

Cohort: 1

Type: C

Date:

Occasion:

Baseline

End Year 1

End Year 2

Score						
Student ID	Gender	Class	Math	English	English Performance	Dictation
		0	0	0	0	0

Record: 14 of 162

Import Data

Add

Delete

Find

Performance Ratings

Print

Return to Menu

Record: 14 of 162



WinPopup

Microsoft Access

Microsoft Word - Document1

11:49 am

# Reports

## SELECT REPORT

Report Topic	Report Title
Communities	Community R4 Indicators Summary by Collection
Schools	Community R4 Indicators Summary by Cohort
Teachers	
Indicators	
Achievement	

## SELECT RECORDS

All    Region    District    Cohort    School

Region:    Cohort:   
District:    School:

## Appendix 2

### Sample Reports

#### Community Results

District and School Profiles: Primary School Census

School Profiles: QUIPS Achievement Tests

Education Projects Activity Survey Results

Education Projects Directory

Education Projects Overview

# Community R4 Indicators

Indicator Description	Target
<b>SO:</b> % of communities demonstrating sustained community involvement in education process	50%
<b>IR 2.3.1:</b> % of communities active in school decision-making in Partnership schools	50%
<b>IR 2.3.2:</b> % of communities using participatory methodologies in initiating school projects in Partnership Schools	50%

## COHORT: 1

Collection Occasion	Collected on	Strategic Objective		Intermediate Result		
		# Reporting	%	IR 2.3.1	IR 2.3.2	
				# Reporting	%	%
End Year 1	01/11/1998	14	31.4%	18	27.8%	66.7%
End Year 2	01/11/1999	0	N/A	6	66.7%	100.0%

## COHORT: 2

Collection Occasion	Collected on	Strategic Objective		Intermediate Result		
		# Reporting	%	IR 2.3.1	IR 2.3.2	
				# Reporting	%	%
Baseline	01/11/1998	14	26.4%	26	19.2%	34.6%
End Year 1	01/11/1999	0	N/A	9	77.8%	77.8%

## COHORT: 3

Collection Occasion	Collected on	Strategic Objective		Intermediate Result		
		# Reporting	%	IR 2.3.1	IR 2.3.2	
				# Reporting	%	%
Baseline	01/11/1999	22	20.9%	53	18.9%	13.2%
Baseline	01/11/1998	0	N/A	1	0.0%	0.0%

# Community R4 Indicators

Indicator Description	Target
<b>SO:</b> % of communities demonstrating sustained community involvement in education process	50%
<b>IR 2.3.1:</b> % of communities active in school decision-making in Partnership schools	50%
<b>IR 2.3.2:</b> % of communities using participatory methodologies in initiating school projects in Partnership Schools	50%

## Baseline

Cohort	Collected on	Strategic Objective		Intermediate Result		
		# Reporting	%	IR 2.3.1	IR 2.3.2	
2	01/11/1998	14	26.4%	26	19.2%	34.6%
3	01/11/1999	22	20.9%	53	18.9%	13.2%
3	01/11/1998	0	N/A	1	0.0%	0.0%

## End Year 1

Cohort	Collected on	Strategic Objective		Intermediate Result		
		# Reporting	%	IR 2.3.1	IR 2.3.2	
1	01/11/1998	14	31.4%	18	27.8%	66.7%
2	01/11/1999	0	N/A	9	77.8%	77.8%

## End Year 2

Cohort	Collected on	Strategic Objective		Intermediate Result		
		# Reporting	%	IR 2.3.1	IR 2.3.2	
1	01/11/1999	0	N/A	6	66.7%	100.0%

Criterion Reference Test (CRT) Scores* from 1996 to 1997								
	English				Math			
	1995	1996	1997	2005	1995	1996	1997	2005
West Mamprusi	24.3	24.5	27.8	41.7	24.5	26.4	26.6	34.7
Tamale	35.2	36.8	31.2	15.2	25.9	27.7	25.4	23.4
Kumasi Metropolitan	37.5	42.1	46.5	82.6	33.3	33.5	40.7	70.3
Assin Foso	28.8	26.6	29.0	29.8	24.3	24.8	27.4	39.6

\*Percentage Correct on P6 Criterion Reference Test

1998/1999 Distribution of Textbooks		
Number of Textbooks per Pupil		
	Math	English
Nationwide	0.84	0.41
Northern Region	0.56	0.26
Tamale District	0.55	0.20
Schools in Tamale		
School 1	0.70	0.37
School 2	0.38	0.17
School 3	0.07	0.04
School 4	0.61	0.25
School 5	1.10	0.35
School 6	0.20	0.16

1998/1999 Distribution of Textbooks		
Number of Textbooks per Pupil		
	Math	English
Nationwide	0.84	0.41
West Mamprusi District	0.89	0.43
Schools in West Mamprusi		
School 1	0.20	0.13
School 2	1.19	0.36
School 3	0.91	0.43
School 4	0.33	0.42
School 5	0.48	0.07
School 6	1.71	0.62

1998/1999 Distribution of Textbooks		
Number of Textbooks per Pupil		
	Math	English
Nationwide	0.84	0.41
Central Region	0.75	0.34
Assin District	0.63	0.25
Schools in Assin		
School 1	0.30	0.15
School 2	0.83	0.34
School 3	0.30	0.02
School 4	0.54	0.10
School 5	0.73	0.10
School 6	0.68	0.22

1998/1999 Distribution of Textbooks		
Number of Textbooks per Pupil		
	Math	English
Nationwide	0.84	0.41
Ashanti Region	1.07	0.49
Kumasi Metro District	1.79	0.63
Schools in Kumasi		
School 1	0.70	0.37
School 2	0.38	0.17
School 3	0.07	0.04
School 4	0.61	0.25
School 5	1.10	0.35
School 6	0.20	0.16

# **EDUCATION PROJECTS ACTIVITY SURVEY**

Conducted by:

**Performance Monitoring and Evaluation Project**



**Quality Improvement in Primary Education (QUIPS) Program  
USAID and Government of Ghana**

# PROJECT DIRECTORY

## ACTION AID GHANA (ACTION)

Contact: MRS. FREMA OSEI OPARE, ACTION AID Phone: 764931/ Fax : 764930 E-mail: aaghana@africaonline.com.

Project Objectives: To help poorest of poor : To raise living standard of poor communities.

Program Interventions: Food security, Good Drinking Water, Health, Shepered Schools,Infrastructure, Education, P.R.A.

Direct Contact Level: Region  District  Circuit  Community  School  Other:

## BASIC SECTOR IMPROVEMENT PROG. (BESIP)

Contact: JAN LENO, WORLD BANK Phone: Fax : E-mail:

Project Objectives: Support to FCUBE

Program Interventions: Classroom Construction, Supply and Dev of textbooks, EMIS development

Direct Contact Level: Region  District  Circuit  Community  School  Other: National

## ESP EDUCATION SUPPORT PGRM. (CRS)

Contact: LORI WICHART, CRS Phone: 776-188 Fax : 777-066 E-mail: lori@crs.africaonline.com.

Project Objectives: Increase enrolmt & attendance of Boys & Girls, increase enrollmt of girls, mobilize parents & communities, infracture assistance.

Program Interventions: Food assisted edu., Community mobilizations, girls take home rations, classroom & furniture assistance.

Direct Contact Level: Region  District  Circuit  Community  School  Other:

## REHABILITATION AND CONSTRUCTION OF CLASSROOM BLOCKS (DANIDA)

Contact: HANNE THORUP (MS), DANIDA Phone: 664454/ Fax : 665133 E-mail: hssp@africaonline.com.gh

Project Objectives: Rehabilitation of Schools desroyed by storms, To improve quality and assess in education.

Program Interventions:

Direct Contact Level: Region  District  Circuit  Community  School  Other: NGO (Rural integrated dev. Org.)

## EBENEZER COMMUNITY PROJECT (DANIDA/ECP)

Contact: Phone: Fax : E-mail:

Project Objectives:

Program Interventions: Build Library for Agogo community

Direct Contact Level: Region  District  Circuit  Community  School  Other:

# PROJECT DIRECTORY

## COMMUNITY HOUSE TO HOUSE OUTREACH PROG. (DANIDAHII)

Contact:

Phone:

Fax :

E-mail:

Project Objectives: Produce local songs with messages on the rights of the girl child to education.

Program Interventions:

Direct Contact Level: Region  District  Circuit  Community  School  Other:

## WHOLE SCHOOL DEVELOPMENT PROGRAM (DFID/WSDP)

Contact:

Phone:

Fax :

E-mail:

Project Objectives:

Program Interventions:

Direct Contact Level: Region  District  Circuit  Community  School  Other:

## EDUCATION MANAGEMENT INFORMATION SYSTEM (PHASE 1) (EMIS\_1)

Contact:

Phone:

Fax :

E-mail:

Project Objectives: Implement Education Management Information System (Pilot Project)

Program Interventions:

Direct Contact Level: Region  District  Circuit  Community  School  Other:

## NATIONAL TEACHER EDUCATION PROG (GTZ/ASTEP)

Contact: KURT KOMAREK (DR), GTZ

Phone: 231403/

Fax : 231405

E-mail: gtzmlgrd@nes.com.gh

Project Objectives: improve preservice teacher education.

Program Interventions: developing methodologies for 3 subject to be introduced in curr. Of teacher Educ. (primary)

Direct Contact Level: Region  District  Circuit  Community  School  Other: National

## PLAN INTERNATIONAL (PLAN/INT)

Contact:

Phone: 778039

Fax : 770102

E-mail:

Project Objectives: A world in which children realize their full potential in a society which has respect for peoples right and dignity.

Program Interventions: School Construction Project, Child Survival, School Health Education, Furniture, Latrines for School, Library, Training for Teacher, School uniforms.

Direct Contact Level: Region  District  Circuit  Community  School  Other:

# PROJECT DIRECTORY

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## QUALITY IMPROVEMENT PRIMARY SCHOOLS (QUIPS)

**Contact:** ELIZABETH BARCIKOWSKI, PME

**Phone:** 776013 **Fax:** 764943

**E-mail:** mitchgp@africaonline.com.

**Project Objectives:** USAID in conjunction with Community School Alliances (CSA), Improving Learning through Partnerships (ILP), and the Performance Monitoring and Evaluation (PME) is assisting the Ghanaian Ministry of Education with its basic education reform program to improve primary education at the community, school and classroom levels.

**Program Interventions:** CSA is committed to strengthening the ability of Ghanaian parents and communities to improve the quality of education in their primary schools. ILP is working on narrowing the gap between central level policy and the experience of teachers and students by introducing innovations at the school level which can provide clear examples of improved instructional practices, increased teacher student interaction, and strengthened school community relationships. PME's role is to establish a Performance, Monitoring and Evaluation System for the QUIPS program.

**Direct Contact Level:** Region  District  Circuit  Community  School  Other:

---

## FAMILY REPRODUCTIVE HEALTH PROGRAM (STC/FRHP)

**Contact:** DEDO NORTEY, SAVE THE CHILDREN

**Phone:** 772600/ **Fax:** 772148

**E-mail:** scfghana@fricaonline.co

**Project Objectives:** Provide appropriate health care services to disadvantage and vulnerable women and children in underserved communities in Ghana.

**Program Interventions:** NGO capacity building and implementation support for health related services.

**Direct Contact Level:** Region  District  Circuit  Community  School  Other:

---

## CHILD SCOPE (UNICEF)

**Contact:**

**Phone:** 777972/ **Fax:** 773147

**E-mail:** jvere@unicef.org

**Project Objectives:** To improve rural primary Education particularly for girls in selected district/communities.

**Program Interventions:** Integrated through community based approach.

**Direct Contact Level:** Region  District  Circuit  Community  School  Other:

---

## PROJECT DISTRICTS OVERVIEW

REGION	DISTRICT	ACTION	CRS	DFID/WSDP	EMIS_1	QUIPS	PME	STC/FRHP	UNICEF
<b>ASHANTI</b>									
	ADANSI WEST			X	X	X	X		
	AFIGYA SEKYERE			X					
	AHAFO ANO NORTH					X			
	ASHANTI-AKIM NORTH				X				
	ASHANTI-AKIM SOUTH			X					
	ATWIMA					X			
	BOSOMTWE-ATWIMA-KWAN					X			
	EJISU-JUABEN			X					
	EJURA SEKYEDOMASE			X					
	KUMASI				X	X	X		
	KWABRE				X				
<b>BRONG AHAFO</b>									
	ASUNAFO					X			
	ASUTIFI					X			
	ATEBUBU		X					X	
	BEREKUM		X			X			
	DORMAA							X	
	SUNYANI					X			
	TECHIMAN			X					
<b>CENTRAL</b>									
	ABURA-ASEBU-KWAMANKES					X			
	AJUMAKO-ENYAN-ESIAM			X					
	ASSIN				X	X	X		
	AWUTU-EPUTU-SENYA				X				
	CAPE COAST		X		X	X	X		
	KOMENDA-EDINA-EGUAFO-A					X			
	MEANTSEMAM				X	X			
	TWIFO-HIEMAN LOWER DENK			X					

## PROJECT DISTRICTS OVERVIEW

REGION	DISTRICT	ACTION	CRS	DFID/WSDP	EMIS_1	QUIPS	PME	STC/FRHP	UNICEF
EASTERN	AFRAM PLAINS (KWAHU NOR			X					X
	AKWAPIM NORTH					X			
	BIRIM SOUTH					X			
	EAST AKIM					X			
	KWAHU (SOUTH)			X					
	NEW JUABEN			X		X			
	SUJUM-KRABOA-COALTAR					X			
	WEST AKIM			X		X			
GREATER ACCRA	ACCRA					X	X		
	DANGME-EAST			X		X			
	DANGME-WEST					X			
	GA			X			X	X	
NORTHERN	BOLE		X					X	
	EAST GONJA		X						
	EAST MAMPRUSI		X						
	GUSHIEGU-KARAGA		X			X			
	NANUMBA		X						
	SABOBA-CHEREPONI	X	X						
	SAVELUGU-NANTON		X						
	TAMALE	X	X		X		X		
	TOLON-KUMBUNGU		X	X					X
	WEST GONJA		X		X	X			
	WEST MAMPRUSI		X	X	X		X		
	YENDI		X	X	X				X
	ZABZUGU-TATALE		X						

# PROJECT DISTRICTS OVERVIEW

REGION	DISTRICT	ACTION	CRS	DFID/WSDP	EMIS_1	QUIPS	PME	STC/FRHP	UNICEF
UPPER EAST	BAWKU EAST		X						
	BAWKU WEST		X	X					
	BOLGATANGA	X	X			X		X	
	BONGO	X	X					X	
	BUILSA		X						
	KASSENA-NANKANI		X						
UPPER WEST	JIRAPA-LAMBUSSIE		X						
	LAWRA		X			X			
	NADAWLI		X						
	SISSALA	X	X			X			
	WA		X	X					
VOLTA	AKATSI		X						
	HIO			X					
	HIOHOE			X		X			
	KPANDU					X			
	NKWANTA					X			
	SOUTH TONGU			X					
WESTERN	AHANTA WEST					X			
	BIBIANI-ANHIWIASO-BEKWAI			X		X			
	JUABESO-BIA					X			
	SHAMA-AHANTA EAST			X					
	WASSA-FIASE WEST			X		X			
							X		

# CENTRAL REGION BASIC SCHOOLS 1997/98

**Number of schools reporting**

PRE-SCHOOL			
Public	Priv/R	Priv/NR	Unspec
686	90	36	20
832			

PRIMARY			
Public	Priv/R	Priv/NR	Unspec
1,143	43	17	0
1,203			

JUNIOR SECONDARY			
Public	Priv/R	Priv/NR	Unspec
754	14	3	4
775			

**Student Enrolment**

	Crch.	N1	N2	K1	K2	P1	P2	P3	P4	P5	P6	JSS1	JSS2	JSS3	TOTAL
Male:	55	1,501	2,489	13,061	12,070	22,479	21,078	20,530	19,593	18,729	17,204	15,937	14,356	12,835	191,917
Female:	123	1,453	2,491	13,511	12,014	21,936	19,794	18,837	17,399	15,681	14,419	13,236	11,602	9,711	172,207
Total:	178	2,954	4,980	26,572	24,084	44,415	40,872	39,367	36,992	34,410	31,623	29,173	25,958	22,546	364,124
	0.0%	0.8%	1.4%	7.3%	6.6%	12.2%	11.2%	10.8%	10.2%	9.5%	8.7%	8.0%	7.1%	6.2%	52.7%

**Repeaters:**

Male:	0	60	112	741	555	1,368	843	692	759	590	531	323	288	23	6,885
Female:	0	62	118	718	548	1,254	856	607	612	495	441	286	224	13	6,234
Total:	0	122	230	1,459	1,103	2,622	1,699	1,299	1,371	1,085	972	609	512	36	13,119
Percentage of Repeaters:	0.0%	4.1%	4.6%	5.5%	4.6%	5.9%	4.2%	3.3%	3.7%	3.2%	3.1%	2.1%	2.0%	0.2%	17.3%

**Teachers:**

**Trained and Certified:**

Male:	62	2	2	19	27	557	284	284	403	360	638	1,467	156	552	4,813
Female:	1	5	17	146	197	505	405	353	349	280	225	647	119	221	3,470
Total:	63	7	19	165	224	1,062	689	637	752	640	863	2,114	275	773	8,283

**Trained, Not Certified:**

Male:	0	1	0	9	16	34	32	42	41	34	46	84	10	38	387
Female:	0	6	11	48	31	9	11	15	9	13	7	35	0	10	205
Total:	0	7	11	57	47	43	43	57	50	47	53	119	10	48	592

**Untrained:**

Male:	2	16	21	122	104	96	141	214	167	191	104	431	27	181	1,817
Female:	4	54	89	501	323	38	50	40	20	12	4	14	0	6	1,155
Total:	6	70	110	623	427	134	191	254	187	203	108	445	27	187	2,972

**Total Full-Time Teachers:**

Male:	64	19	23	150	147	687	457	540	611	585	788	1,982	193	771	7,017
Female:	5	65	117	695	551	552	466	408	378	305	236	696	119	237	4,830
Total:	69	84	140	845	698	1,239	923	948	989	890	1,024	2,678	312	1,008	11,847

**Students per Teacher:**

	3	35	36	31	35	36	44	42	37	39	31	11	83	22	31
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October 26, 1999

# ASSIN DISTRICT BASIC SCHOOLS 1997/98

**Number of schools reportin**

PRE-SCHOOL			
Public	Priv/R	Priv/NR	Unspec
84	4	2	2
92			

PRIMARY			
Public	Priv/R	Priv/NR	Unspec
165	3	2	0
170			

JUNIOR SECONDARY			
Public	Priv/R	Priv/NR	Unspec
100	2	0	0
102			

**Student Enrolment**

	Crch.	N1	N2	K1	K2	P1	P2	P3	P4	P5	P6	JSS1	JSS2	JSS3	TOTAL	
Male:	1	54	73	1,269	1,192	2,735	2,483	2,503	2,287	2,354	2,049	1,897	1,692	1,471	22,060	54.0%
Female:	6	39	48	1,290	1,176	2,613	2,253	2,165	2,002	1,742	1,594	1,520	1,261	1,098	18,807	46.0%
Total:	7	93	121	2,559	2,368	5,348	4,736	4,668	4,289	4,096	3,643	3,417	2,953	2,569	40,867	
	0.0%	0.2%	0.3%	6.3%	5.8%	13.1%	11.6%	11.4%	10.5%	10.0%	8.9%	8.4%	7.2%	6.3%		
Male:	0	1	8	71	72	197	115	92	123	65	54	28	26	5	857	55.8%
Female:	0	2	7	75	69	183	85	64	58	55	34	22	21	5	680	44.2%
Total:	0	3	15	146	141	380	200	156	181	120	88	50	47	10	1,537	
Percentage of Repeaters:	0.0%	3.2%	12.4%	5.7%	6.0%	7.1%	4.2%	3.3%	4.2%	2.9%	2.4%	1.5%	1.6%	0.4%		

**Repeaters:**

**Teachers:**

Trained and Certified:	Male:	27	0	0	2	5	94	46	42	58	48	79	77	6	148	632
	Female:	0	0	0	15	15	38	28	27	25	16	14	30	2	30	240
	Total:	27	0	0	17	20	132	74	69	83	64	93	107	8	178	872
Trained, Not Certified:	Male:	0	0	0	2	3	6	2	6	3	4	4	5	1	3	39
	Female:	0	0	0	7	5	0	2	2	3	1	0	3	0	5	28
	Total:	0	0	0	9	8	6	4	8	6	5	4	8	1	8	67
Untrained:	Male:	1	0	0	14	21	10	15	19	22	20	16	20	0	45	203
	Female:	0	0	1	33	18	1	2	4	0	2	0	0	0	1	62
	Total:	1	0	1	47	39	11	17	23	22	22	16	20	0	46	265
Total Full-Time Teachers:	Male:	28	0	0	18	29	110	63	67	83	72	99	102	7	196	874
	Female:	0	0	1	55	38	39	32	33	28	19	14	33	2	36	330
	Total:	28	0	1	73	67	149	95	100	111	91	113	135	9	232	1,204
Students per Teacher:		0	#Div/0!	121	35	35	36	50	47	39	45	32	25	328	11	34

October 26, 1999

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# Ghana Primary School Profile

ONGWA D/C PRIMARY

Code: 276175

Region: CENTRAL

District: ASSIN

Headteacher: MR. JAMES A ACQUAH

Circuit: ONGWA

Type of School: Public

Management: L.A/D.A/M.A/BODY CORPORATE

Organization: No Shift

Locality: NEAR METHODIST CH

Pupil Population: Co\_Educational

Political Constituency: ASSIN SOUTH

Boarding Students: None

Year Established: 1958

Language Taught: Asante

## FACILITIES

Drinking Water: No

Electricity: No

Roadway: Yes

## EXTERNAL ASSISTANCE

PTA: Yes

Town Development Committee: No Data

Unit Committee: No Data

School Management Committee: No Data

## STUDENTS

	P1		P2		P3		P4		P5		P6		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Enrolments:	29	21	26	21	22	25	17	24	26	30	27	16	147	137	284
Repeaters:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
													52%	48%	

% of Repeaters: 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%

## TEACHERS

	CLASSROOM TEACHERS							DETACHED TEACHERS		
	Number of Teachers			%	No. of Periods Taught			%	Number of Teachers	Periods Taught
	M	F	Total		M	F	Total			
Trained:	5	2	7	88%	180	90	270	93%	0	0
Untrained:	1	0	1	13%	20	0	20	7%	0	0
Total:	6	2	8		200	90	290		0	0
	75%	25%			69%	31%				

Students per Teacher: 35.5

## CLASSROOMS

Type of Classroom	Permanent				Temp Avl.	Total Avl.
	No. Avl.	Good	Minor Repair	Major Repair		
Cement:	0	0	0	0	0	0
Mud:	6	0	6	0	0	0
Shed:	0	0	0	0	0	0
Open Air:	0	0	0	0	0	0
Pavillion w/ Walls:	0	0	0	0	0	0
Pavillion w/o Walls:	0	0	0	0	0	0
TOTAL:	6	0	6	0	0	6
		0%	100%	0%		

Students per Classroom: 47.33

## CORE SUBJECT TEXTBOOKS

Subject	No. Books Available	Students per Book
Math:	85	3.34
English:	6	47.33
Science:	43	6.50

# Ghana Primary School Profile

**FOSCO DEMONSTRATION D/C PRIMARY**

Code: 276110

Region: CENTRAL

District: ASSIN

Headteacher: MR. JOHN .Y. TWUMASI

Circuit: FOSO SOUTH

Type of School: Public

Management: L.A/D.A/M.A/BODY CORPORATE

Organization: No Shift

Locality: foso training college

Pupil Population: Co\_Educational

Political Constituency: ASSIN SOUTH

Boarding Students: None

Year Established: 1975

Language Taught: Asante

## FACILITIES

Drinking Water: Yes

Electricity: No

Roadway: Yes

## EXTERNAL ASSISTANCE

PTA: Yes

Town Development Committee: No

Unit Committee: No

School Management Committee: Yes

## STUDENTS

	P1		P2		P3		P4		P5		P6		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Enrolments:	30	30	37	20	26	25	30	33	24	32	38	22	185	162	347
Repeaters:	0	0	2	3	3	4	4	2	3	3	5	4	17	16	33
% of Repeaters:	0%	0%	5%	15%	12%	16%	13%	6%	13%	9%	13%	18%	9%	10%	10%

## TEACHERS

	CLASSROOM TEACHERS						DETACHED TEACHERS			
	Number of Teachers			%	No. of Periods Taught			%	Number of Teachers	Periods Taught
	M	F	Total		M	F	Total			
Trained:	2	4	6	100%	90	180	270	100%	0	0
Untrained:	0	0	0	0%	0	0	0	0%	0	0
Total:	2	4	6		90	180	270		0	0
	33%	67%			33%	67%				

Students per Teacher: 57.8

## CLASSROOMS

Type of Classroom	Permanent				Temp Avl.	Total Avl.
	No. Avl.	Good	Minor Repair	Major Repair		
Cement:	6	0	0	6	0	
Mud:	0	0	0	0	0	
Shed:	0	0	0	0	0	
Open Air:	0	0	0	0	0	
Pavillion w/ Walls:	0	0	0	0	0	
Pavillion wo Walls:	0	0	0	0	0	
TOTAL:	6	0	0	6	0	6
		0%	0%	100%		

Students per Classroom: 57.83

57.83

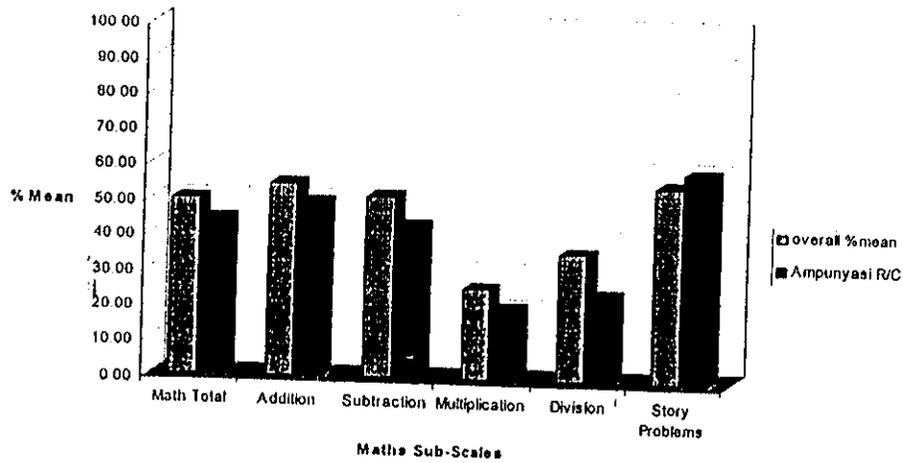
## CORE SUBJECT TEXTBOOKS

Subject	No. Books Available	Students per Book
Math:	289	1.20
English:	117	2.97
Science:	333	1.04



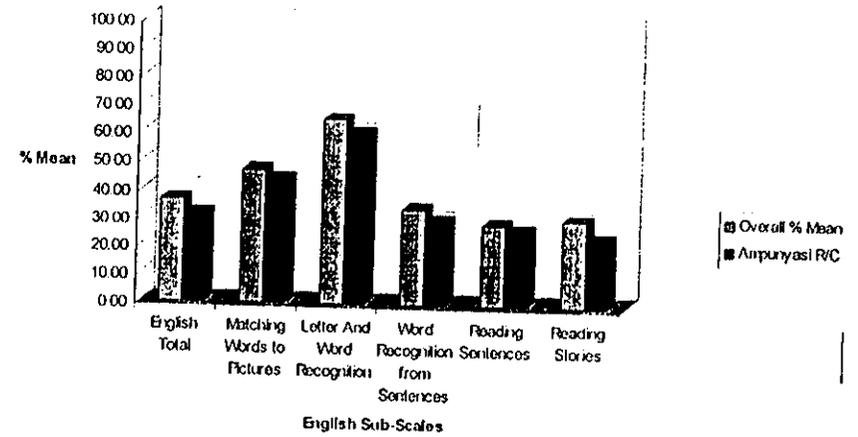
# BASELINE ACHIEVEMENT TEST RESULTS FOR P3 AMPUNYASI R/C PRIMARY

Performance on P3 mathematics Sub-Scales (Percentage Correct Scores)



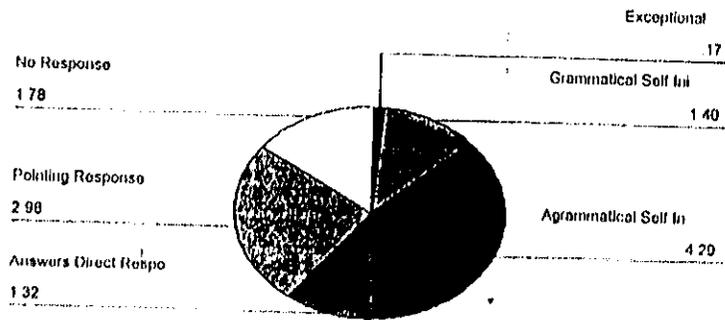
	Math Total	Addition	Subtraction	Multiplication	Division	Story Problems
overall %mean	49.96	54.55	51.29	25.67	35.90	55.78
Ampunyasi R/C	44.39	49.39	43.29	19.92	24.39	59.45

Performance on P3 English Sub-Scales (Percentage Correct Scores)

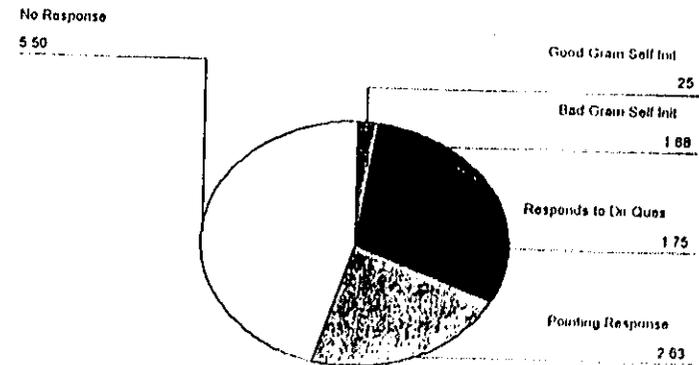


	English Total	Matching Words to Pictures	Letter And Word Recognition	Word Recognition from Sentences	Reading Sentences	Reading Stories
Overall % Mean	38.39	47.19	65.32	34.06	28.78	30.62
Ampunyasi R/C	31.45	44.22	60.32	29.76	26.72	24.06

Distribution of Responses on the P3 Performance Test  
Overall Southern Mean Scores



Distribution of Responses on the P3 Performance Test  
SCHOOL: Ampunyasi R/C



## TRIP REPORT: ACCRA, FEBRUARY 28 TO MARCH 19, 1999

### JOEL B. ARONSON

The scope of work for this TDY included five items:

1. SERVE AS EVALUATION TRAINER AT THE PERFORMANCE MONITORING AND EVALUATION WORKSHOP IN AJUMAKU ON MARCH 2, 8, AND 9.

I arrived in Ghana on Sunday evening, February 28 and, early the next morning, was driven to Ajumaku to take part in the Performance Monitoring and Evaluation Workshop for two days, returning to Accra on Tuesday evening (March 2). Though I also was scheduled for the Ajumaku workshop on the 8<sup>th</sup> and 9<sup>th</sup> to lead a 9-hour skills development session (jointly with Wade) on monitoring and evaluation, the training schedule had to be revised and the M&E skills segment was dropped.

For the 4 hour March 2 segment, "What is Monitoring and Evaluation?," I began with a description of the ways in which M&E helps managers be more effective (early warning about problems, informed mid-course correction, etc.) and followed with a discussion of the distinctions between "monitoring" and "evaluation" with group input of their own examples. From the examples, we extracted the primary qualities of an evaluative effort (diagnostic purpose, organized procedure, etc) and then listed a number of the participant's formal and informal M&E efforts currently ongoing. Then, the group of 65+ broke into subgroups by region, discussed their needs and designed an evaluation. Each group had a TMG resource person sitting with them to answer questions. Finally, a spokesperson from each subgroup presented their plan to all the participants and received comments and constructive criticism. The feedback from the participants was that the exercise was very helpful and applicable to what they were doing.

2. SET UP DATA FILES AND STRUCTURES FOR THE BASELINE REPORTS

Emma, Michael, and I spent some time discussing how best to present different kinds of results, how to organize and label data files for easy retrieval, and which kind of comparisons made sense and which did not. We reviewed all of the data available from both cohorts and drafted a basic outline of the proposed contents, which I left with USAID during my exit meeting for their comments and suggestions.

3. PROVIDE CONTINUED ON-THE-JOB TRAINING IN DATA PROCESSING, FILE STRUCTURES, AND DATA MANAGEMENT FOR TMG MIS PERSONNEL

I spent about 25 hours with Emma and Michael covering basic statistical concepts, including: probability, sampling theory and normal variation, the properties of the normal curve, means and medians, standard deviation and variance, reliability and validity and the relationship between them, t-testing, regression and the correlation coefficient, z-scores and transformations, and the properties of different types of scales. Where appropriate, these topics included hand-calculated examples.

In addition, I covered some basic test theory, including: test item selection, the difference in construction between criterion referenced tests and achievement tests, item analysis with respect to item stability and maximizing item-total correlation, test and item bias, attitude scaling, selective perception, categorical data and the critical need to train field observers well and to make sure their observations are behaviorally based.

4. SET UP DATA AND FILE STRUCTURES FOR A RESEARCH EFFORT TO IDENTIFY PATTERNS OF INTERACTIVE RELATIONSHIPS AMONG THE DATA.

I worked with Emma and Michael on two aspects of pattern development. First, I showed them how to do a basic item analysis of the achievement test items so that the tests could be re-scored based on the effective items. This reduces the "noise" in the system and allows underlying relationships to show through more clearly. Then, we discussed elements, such as class size, that could be related to the quality of learning (as reflected in the achievement scores). For starters, we decided to pursue class size, use of textbooks in class, textbooks taken home for evening study, and whether the Headteacher also was a classroom teacher. This last has to do with the availability of the Headteacher to monitor classes and provide full-time management of the school. We worked out some preliminary comparisons and Emma and Michael will complete the task and table the results in the immediate future.

5. WITH TMG STAFF, BEGIN DEVELOPING FORMATS FOR THE PRESENTATION OF M&E PROGRAM AND SCHOOL DATA IN EASILY UNDERSTANDABLE AND USABLE FORM

This task needs more effort. I spent some time with TMG staff discussing data presentation, but the sheer amount of data still to be analyzed seems to be a confusing factor. However, as they provide me with the data analyses, I will create some basic formats and convey those to TMG/Accra so that they can build a library of clearly presented examples to use as models.

IN ADDITION TO THE ABOVE 5 TASKS, I ACCOMPLISHED SOME IMPORTANT COORDINATION WITH THE OTHER QUIPS PROJECTS AND CARRIED OUT CRITICAL MAINTENANCE OF TMG'S COMPUTER SYSTEM

(2)

about the progress of change. I suggested that in a half-day session with his field teams I could help them arrive at a set of teacher behaviors they felt reflect the impact of the training they are carrying out and to identify appropriate means for capturing those changes. Rudi agreed that would be useful and we planned to suggest that session as one of the objectives for my next TDY visit.

#### MAINTENANCE OF TMG'S COMPUTER SYSTEM

1. I installed the flatbed scanner I brought from Washington and trained Emma and Sally in its use. Unfortunately, the OCR software packed with the scanner is a limited use version, so a full version needs to be purchased and installed. I will research that and let Jenkins know what to get.
2. After a virus damaged a laptop, I downloaded a current version of Norton AntiVirus software and the most recent virus library and loaded both onto all the office computers. Joanne's machine had virus protection, but it was more than 3 years old and her hard drive was riddled with more than 65 infected documents. Her disks were circulating among other office staff. In order to achieve a better level of virus protection, I have shown Emma and Michael how to find, download, and install the monthly virus updates from Norton. I will obtain and bring a more complete version of Norton AntiVirus that will automatically check every file as it comes into the computer via the Web or via floppies.
3. Emma's computer had slowed down and I found that the loading of the EMIS database had used all but a scrap of hard drive space. The whole system was poised to crash. I upgraded her machine with a secondary 6.4 Gigabyte drive, which can be used as the resource drive with EMIS and our other large data collections, thus freeing substantial space on her personal work drive.
4. I implemented decision (already made) to change internet provider due to the poor quality of the Ghana.com link. While we were at it, I enabled several of the office computers to link with the new email-Internet account. During my next trip, I think I'll be able to set up multiple mailboxes for email so that the mail is not downloaded to whatever computer happens to be logged on at the time the email arrives. The email browser I use at home has that capability and is available as downloadable freeware on the Web.

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### COORDINATION WITH CSA

I had some concerns about the methodology that CSA was using to track community participation. I knew that Gerry Boardman had revised the CSA data gathering instruments to focus on specific CSA objectives and had eliminated some instruments that had been used during the baseline study for cohort 1, but we did not have their cohort 2 data. I met with Gerry and his new monitoring and evaluation staffperson, Kay Leherr, to discuss their instrument construction and data gathering procedures. After two lengthy sessions with Gerry and Kay and a further phone conversation, I'm convinced that the new CSA scaling and data-gathering has been done in an effective and reproducible manner. However, the information remains heavily attitudinal and no longer gathers more concrete, observable information such as the proportion of school-aged children attending school, or progressive headway on the community development plans.

It turned out that Kay had been working on data summaries for each community, and she has now provided us with a copy of the complete data set. In addition to cohort 2, CSA re-administered their questionnaire in the cohort 1 communities, as well as in the comparison communities. Altogether, they and we now have responses from a total of 78 communities. I note that these data replace the set originally collected by CSA from the cohort 1 communities and are not compatible with the earlier data set. It is not clear how the Basic Data and ILP Items (questions 1-16 in their instrument packet) actually provide useful answers to questions such as whether children bring texts home for evening study. In summary, though the new instruments are likely to be effective for CSA monitoring purposes, I don't see how they can contribute to evaluation of the community element.

### COORDINATION WITH ILP

I also wanted to review the data collection and data analysis activities of ILP. Since my last visit to Ghana, they had revised and administered the achievement measures, but they had discontinued the classroom observations due to dissatisfaction with the observation process and instrumentation. I met with Rudi to review where things stood and how they were processing and using the school information they were collecting. During this initial meeting at the TMG office, Rudy expressed some concern about the utility of some of the information returned by ILP's field teams. I offered to meet with him to review what they were doing step by step and, by putting our heads together, to find some ways to sharpen their inquiry and minimize the amount of data gathered. He agreed, and we met the next day in his office for more than 2 hours brainstorming the issues. He showed me the field notes that are collected for every school visit. They provide a rich context, but behavioral measures are mixed with descriptive and judgmental observations and are hard to extract for analysis. In addition, Rudi felt the field teams might be able to identify some smaller set of critical behaviors that would provide ILP with better feedback

(3)