

TRIP REPORT

Submitted to: Dr. Elizabeth Barcikowski, Chief of Party

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Project: QUIPS - Ghana

Consultancy Period: March 13 – March 31, 2000

MESS: A SIMULATED DATABASE

The initial period of this consultancy was spent developing the information system used to support the training of the M&E workshop. The simulated database is used to provide a comprehensive data set used in the Information Center. The technical documentation and sample reports of this database are included with this report. During this period, Ms. Emma Gyamera was travelling outside of Ghana and other Policy Planning Budgets Monitoring and Evaluation (PPBME) Division counterparts had not been selected.

USAID'S R4 REPORTING

Meetings were also held with USAID regarding the data needed for the R4 report during which specific information needs were identified. The majority of the data elements are incorporated in the design of the QUIPS integrated database. Data to support the following items is not routinely collected at this time and additional data collection systems will need to be developed to meet these information requirements:

- Number of interventions and trainees by gender and position
- Total number and type of infrastructure projects completed and money spent
- Total number and type of microgrant projects completed and money spent
- Aggregated/composite target scores for each IR and SO level indicator
- NPA conditionalities
- Community-School Improvement Plans (C-SIP)
- Total number of districts applying PBME in support of C-SIP
- Total number of districts implementing strategies to utilize data in decision making
- Laws and Policies to promote reforms

USAID has requested that the TrainNet program be reviewed to develop a standard structure for all the QUIPS projects. In discussions with representatives from the Community Service Alliance (CSA), Catholic Relief Service (CRS), and Improved Learning through Partnership (ILP) it was agreed that the level of effort required to track individual trainees would overwhelm the current capacity to process data. The projects agreed that they do have the resources to track training participants by gender and position. A preliminary data structure is outlined in the integrated database technical document.

C-SIP was also discussed during meetings with USAID and QUIPS project representatives. Scheduling and definitional differences have hindered the process of consolidating plans between projects and producing consolidated reports. The SPAM project has also been facilitating the development of improvement plans by working directly with community and school leaders. Dainel Kondu, of the SPAM project, shared the SPAM/SIP during a presentation to USAID and QUIPS project representatives. The SPAM C-SIP format is similar to the format used in the QUIPS projects. USAID has requested that a committee be formed to explore the possibility of standardizing reports and coordinating efforts with CAS, CRS, ILP and SPAM in developing and evaluating the implementation of C-SIP.

QUIPS INTEGRATED DATABASE

The primary focus of this consultancy period was to develop technical documents associated with the integrated database. Collection instruments and existing data sets were collected from the QUIPS projects with the exception of the District Management Survey, which is still under development at ILP. The current inventory of databases and technical documentation were collected and delivered to QUIPS PME. The QUIPS Integrated Database technical overview is included with this report. The following areas must be addressed before comprehensive technical documentation of the QUIPS integrated database can be produced:

- Capture the data needed to meet information R4 reporting requirements.
- Formalize information agreements with external data sources such as the Ministry of Education (MOE). These agreements must specify that the data includes the standard MOE school code to facilitate integration.
- Define TraiNet structure and procedures for capturing data from the QUIPS projects.
- Develop the timeline for collecting data and reporting information.
- Identify the primary source for basic school and teacher data that is available from multiple data collections.
- CRS PL480 Food Program data (per USAID's request).

SKILL TRANSFER

Significant skill transfer was accomplished with Ms. Gyamera in designing data queries and data management skills. These skills include using logical functions to organize and restructure data formats that are required to meet current information demands.

The Ministry of Education did not notify TMG that Mr. Christian Vandyke and Ms. Easter Amoah-Ahinful were nominated as Counterpart to the Counsultant until March 17. Upon receiving the names of the *nominees*, immediate contact as made to arrange the training schedule. Mr. Vandyke stated that he would be on medical leave and Ms. Easter Amoah-Ahinful had already been scheduled to attend the M&E training workshop for the duration of this consultancy period. Counterparts must be nominated in a timely manner and available for training to accomplish skill transfer.

The letter of notification also specified that a training program be developed to document the skills sharing and transfer. After interviewing the currently nominated counterparts, basic skills in relational database design and the use of Microsoft Access will be the first phase of training.

QUIPS Integrated Database

Sources and Structure of Data

Database	Source	Status/Frequency	Elements
Community	CSA & CRS	<p>CSA gathers data on nine focus areas best practices, five of which are used to calculate the sustainability index. District Monitors collect data with the next collection for Cohort I scheduled for June 2000. CSA has provided data for the following collections:</p> <p>Cohort I Baseline (11-98) 18 Partnership/18 Comparison Cohort II Baseline (11-98) 27 Partnership/15 Comparison Cohort III Baseline (11-99) 54 Partnership Cohort I, Year 2 Sample (11-99) 6 Partnership Cohort II, Year 1 Sample (11-99) 9 Partnership</p>	<p>School Code School Name Cohort Treatment Group Date of Data Collection Trust in School System Trust in Teachers Respond to Interests/Concerns of School Provide Culturally Sensitive Approach Support Quality Education Support Girls' Education – School Factors Support Girls' Education – Home Factors Empower Local People to Act Roles and Responsibilities of Community Members Roles and Responsibilities of Teachers Strengthen School Management Structures Develop Productive Links to Education/Government Authorities Develop Productive Links to External Agencies Utilize Participatory Planning and Design Mobilize Local and District Resources Monitor School Performance Monitor School Finances Develop Community Leadership and Ownership High Performance on Empowerment Focus Area High Performance on Gender Equity Focus Area High Performance on Management Focus Area High Performance on Participation Focus Area High Performance on Partnerships Focus Area High Performance on Quality Focus Area High Performance on Resources Focus Area High Performance on Transparency Focus Area High Performance on Trust Focus Area Sustainability Index</p>

QUIPS Integrated Database Sources and Structure of Data (continued)

Database	Source	Status/Frequency	Elements
School	MOE	EMIS school codes are used in the QUIPS Integrated database. Data on the QUIPS partnership and comparison schools for Cohorts I and II, and partnership schools for Cohort III was provided to USAID, ILP, and CSA in November of 1999.	Structure from 1998/99 EMIS Application Code Book with addition of Cohort number and type in school record.
	ILP	Has provided basic school, teacher, enrolment, and textbook data for 74 Cohort I and II schools. Collection from Cohort III has been collected and is in process.	
Teachers	ILP & CRS	ILP gathers teacher based classroom observations for English and Math on eight key items to determine the level of effective teaching practices as specified in their M&E Plan. ILP has provided classroom observation data on 33 partnership schools in Cohort I and II. Collection from Cohort III has been collected and is in process. A standard collection instrument and rating system must be developed to facilitate the database development.	School Code Teacher ID (SSF No) Teacher Gender Trained/Untrained Date of Observation Rating on: Lesson Plans Teaching Methods Teaching & Learning Materials Questioning Techniques Classroom Management Grouping Teacher Behavior Equitable Learning Environment
	TMG	Responsible for collecting classroom observation data in comparison schools.	
Students	TMG	Student achievement data consisting of summative scores for English, Math, Writing (possibly two scores), and Language. Tests will be administered three times over two years: February 2000 (Cohort III baseline) October/November 2000 (Cohort IV baseline) July 2001	School Code Pupil ID Pupil Gender Exam Date Exam Type Score

4

Database	Source	Status/Frequency	Elements
Community/School Improvement Plan	CRS, CSA & ILP	C-SIP was also discussed during meetings with USAID and QUIPS project representatives. Scheduling and definitional differences have hindered the process of consolidating plans between projects and producing consolidated reports. The SPAM project has also been facilitating the development of improvement plans by working directly with community and school leaders. Dainel Kondu, of the SPAM project, shared the SPAM/SIP during a presentation to USAID and QUIPS project representatives. The SPAM C-SIP format is similar to the format used in the QUIPS projects. USAID has requested that a committee be formed to explore the possibility of standardizing reports and coordinating efforts with CAS, CRS, ILP and SPAM in developing and evaluating the implementation of C-SIP.	<p>Current QUIPS form:</p> <ul style="list-style-type: none"> Project Date School Code Components/Targets Category Action Who is Responsible Resources Needed Start Date End Date Who Monitors <p>Need to add columns:</p> <ul style="list-style-type: none"> Achievement Criteria Status <p>SPAM/SIP</p> <ul style="list-style-type: none"> School Code Date Problems Identified Solutions Decided/Proposed Expected Outcome/Result Time frame Action By Risks
Training	CRS, CSA, ILP & TMG	Develop structure and process using TraiNet	<ul style="list-style-type: none"> Project Date Type of training (INSET,PRA/PLA) Number of participants Type of participant Number of training days

QUIPS Integrated Database Sources and Structure of Data – Pending further development

Database	Source	Description
Other R4 Requirements	To be determined	Total number and type of infrastructure projects completed and money spent
		Total number and type of microgrant projects completed and money spent
Items previously requested	School Operations	Aggregated/composite target scores for each IR and SO level indicator
		NPA conditionalities
		Community-School Improvement Plans (C-SIP)
		Total number of districts applying PBME in support of C-SIP
		Total number of districts implementing strategies to utilize data in decision making
		Laws and Policies to promote reforms
		CRS PL480 Food Program data
		School completion rates by Gender
		Class repetition rates by gender and class
		Dropout rate by class and gender
School Governance	School Governance	Number of unfilled teaching posts
		Teacher and Student Attendance Rates
		School staff summary
Finance	Finance	Frequency of staff meetings
		Frequency of instructional supervision
		Frequency of SMC and PTA terms
		Allocation and use of common funds by purpose
		Local community financial support

OTHER DATABASES IN CURRENT INVENTORY:	
CRT	Student achievement data collected for Math and English for 1992-1997. Data does not contain EMIS school code or name.
Literacy and Numeracy	Baseline Survey on Literacy and Numeracy in Public Schools conducted in 1998
Basic Education Certificate Examination	Examination data from 1996 – 1998. Data does not contain EMIS school code.
Integrated Personnel Payroll Database	1997/98

MESS: Decide Table Structures

Table	Field	Description	Type
NATION	grad_tt	Number of Graduates from Teacher Training	N
	grad_deg_local	Number of Degree Graduates - Local	N
	grad_deg_forgn	Number of Degree Graduates - Foreign	N
	grad_advdeg_local	Number of Advance Degree Graduates - Local	N
	grad_advdeg_forgn	Number of Advance Degree Graduates - Foreign	N
	nat_math_rslt	National Math Results	N
	nat_engl_rslt	National English Results	N
	sgi	School Governance Information	memo
	bursary	Bursaries for Primary School Attendance	memo
crcl_reqr	Curriculum Requirements	memo	
REGION	reg_code	Region code	T
	reg_name	Region Name	T
DISTRICT	reg_code	Region Code	T
	dst_code	District Code	T
	dst_name	District Name	T
SCHOOL	sch_code	School Code	T
	reg_code	Region Code	T
	dst_code	District Code	T
	sch_name	School Name	T
	sch_type	Type of School (1=Public, 2=Private)	N
	sm_yrsexp	School Manager - Years of Experience	N
	sm_trncmp	School Manager - Number of Completed Training Courses	N
	sm_yrsedu	School Manager - Years of Education	N
	hm_yrsexp	Headmaster - Years of Experience	N
	hm_trncmp	Headmaster - Number of Completed Training Courses	N
	hm_yrsedu	Headmaster - Years of Education	N
	num_days	Number of School Days	N
	insp_days	Number of inspections per year	N
	sch_resrc_dst	School Resources from District	N
	sch_resrc_com	School Resources from Community	N
	pta	PTA	Y/N
	bursary_amt	Amount of Bruary	N
	adm_salary	Administrative Salaries	N
	building	Building (rating of condition 1-5)	N
	furniture	Furniture (rating of condition 1-5)	N
	num_clsr	Number of Classrooms	N
	tch_house	Teacher Housing	Y/N
	population	School Age Population - School Catchment Area	N
nutrition	Nutrition (rating 1-5)	N	

TEACHER	sch_code	School Code	T
	tch_id	Teacher ID	N
	tch_level	Level(s) Taught	T
	tch_gender	Teacher Gender	T
	tch_qual	Teacher Qualification	T
	tch_cert	Certification	Y/N
	cls_obsr	Classroom Observation (rating 1-5)	N
	cont_assesmt	Continuing Assesment (rating 1-5)	N
	yrs_expr	Years of Experience	
	inservice	Number of In-Service Training Courses Completed	N
	tch_attend	Teacher Attendance	N
	tch_dob	Teacher's Date of Birth	D
	tch_tm_grd	Teacher Training Grades	N
	tch_yrs_edu	Teacher's Years of Education	N
	tch_salary	Teacher's Salary	N
	tch_distance	Teacher - Distance to School	N
tch_status	Status (A=Active, I=Inactive)		
ht_rating	Headteacher Rating (1-5)	Y/N	
ENROL	sch_code	School Code	T
	std_id	Student ID	N
	std_level	Level / Standard	T
	std_gender	Student Gender	T
	repeater	Repeater	Y/N
	avg_attend	Rate of Attendance	N
	std_distance	Student- Distance to School	N
	ex_score	Exam Score	N

8