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Labour
Organization

Needs Assessment of Community Schools and School Management Committees in Target Cocoa Growing Communities in Ghana



**International
Programme on
the Elimination
of Child Labour
(IPEC)**

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Abbreviations and Acronyms

BECE	Basic Education Certificate Examination
CSOs	Civil Society Organisations
FCUBE	Free Compulsory Universal Basic Education
FGD	Focus Group Discussions
GES	Ghana Education Service
KG	Kindergarten
JHS	Junior High School
ICT	Information and Communication Information
ILO	International Labour Organisation
IPEC	International Programme on the elimination of Child Labour
MESW	Ministry of Employment and Social Welfare
MOE	Ministry of Education
NPA	National Plan of Action
PTR	Pupil Teacher Ratio
PTTR	Pupil trained teacher ratio
SMCs	School Management Committees
TLM	Teaching and Learning Materials
TVET	Technical Vocational Education Training
WFCL	Worst Forms of Child Labour

Executive summary

Introduction

This report presents findings on needs assessment of schools, including teachers and School Management Committee (SMC) in 40 cocoa growing communities. It forms part of a larger project “Towards Child Labour Free Cocoa Growing Communities in Cote d’Ivoire and Ghana through an Integrated Area-Based Approach (IAB)”, an initiative of the International Organizations’ International Programme on the Elimination of Child Labour (ILO/IPEC) and the Ghana Ministry of Employment and Social Welfare. The project approach ensures that child labour in cocoa growing communities is managed as a process embedded in the wider national strategies for the elimination of the worst forms of child labour, the promotion of education and decent work and the reduction of poverty. The report feeds into the design and provision of direct educational services to target schools and teachers, (including training for teachers).

Methodology

To achieve the objectives of the study, a mix of desk review, key informant interviews and focus group discussions were undertaken with head teachers, teachers, pupils (including children of sharecroppers) and SMCs. In total, 45 schools in 40 target communities were visited to assess the needs of selected schools and SMCs to assess governance structure and knowledge, attitude and behaviour on child labour issues. In addition, District Directors of Education were visited to gather data on educational institutions, TVET centres, development partners and NGOs operating in the educational sector. Data collection took place between 15th of January and 31st of January 2012.

Key findings

Access to schools (distance of schools within the target communities): School children in target communities walk to their schools with an average travel distance of 2.0 kilometres for pupils who live outside the communities. These school pupils walk for long distances particularly in communities with no Junior High school.

Condition and adequacy of infrastructure: The conditions of school block of 18 schools in target communities were found to be in poor state, while 7 were uncompleted. Schools in Birim South have the highest proportion of school blocks in poor state. On sanitation facilities (toilet and urinal), about one-third of schools do not have toilet facilities with schools in the Wassa Amenfi District leading the pack. Similar results hold for schools without urinal facilities where some 37 percent of assessed schools lack this facility. Here again, Wassa Amenfi Districts has the highest number of target schools without urinal facilities. A greater number of both the urinal and toilet facilities were in good condition. The results also show that 27 percent of the schools with toilet and urinal facilities were not separate for teachers and pupils contrary to established norm of the Ghana Education service.

Most schools have **good sources of drinking water** (i.e. boreholes and Pipe borne). However, two schools were found to have no source of drinking water while 7 schools rely

on untreated water (i.e. streams/rivers) as the main source of drinking water. Schools in the Wassa Amenfi District top the list.

Few schools (11) have **access to electricity**, with schools in the Wassa Amenfi District recording the highest access (5), followed closely by Twifo Hemang district (4). None of the schools in Birim South District has access to electricity.

While **first aid boxes** existed in 41.9 percent of target schools, almost all the first aid boxes do not have all the basic essentials schools require to provide first aid in time of need. Across the districts, most schools in Birim South and Twifo Hemang do not have first aid boxes.

On **teachers' bungalow**, most schools in the target communities do not have bungalow for teachers. Specifically, none of the schools in Wassa Amenfi and Suhum Kraboa has staff bungalows. Only two schools in Twifo Hemang and three schools in Birim South have staff bungalows.

On **teacher's offices**, it was observed that 26 schools representing 62 percent have office for teachers with 96 percent of these offices were in good condition. It was however observed that, many of these teachers' offices do not have the full complement of chairs and table. Similarly, while all schools have some desks for teachers in the classroom, only 11 schools reported that the desk are in good condition.

On the availability of **library facilities**, it was observed that only four out of the 42 target schools have library facility. The libraries were noted to be new and yet to be furnished with readings materials. All the libraries were noted to be in good condition.

Performance of school and pupils continuation rate to high education: On average, 43 percent of candidates passed the BECE in the target schools in 2011 against an average of 48 percent for the project districts. Target schools in the Wassa Amenfi District recorded the highest pass rate of 52.4 percent while Twifo Hemang recorded the lowest pass rate, 31.5 percent. The findings on pupil continuation rate reveal that the rate of pupil continuing to higher education is 48.95 with Wassa Amenfi District recording the highest (64 percent). Twifo Hemang District is an outlier with a continuation rate as low as 24 percent.

Level of parents' participation in the management of community schools: All the schools have in place SMCs with varying membership size, gender composition, and degree of participation/activeness. However, the composition of SMC members does not meet stipulated guideline in the Education Act. The average membership size of SMCs in the target schools is seven (7) with men outnumbering women in all the target schools. The composition of SMC membership in practice also differs slightly from the required standard with the Circuit Supervisor, and District Director almost absent from SMC's activities at the school level. Further, while all schools visited have School Performance Improvement Plans (SPIPs) because of it being a prerequisite for accessing the capitation grant, the document have not witnessed any implementation. The role of most SMCs were also found to be limited to monitoring teacher's attendance, holding meetings and supporting newly posted teachers to find accommodation in the communities. Very few SMCs indicated being involved in financial management, vetting and approval of school expenditures. Only about 10 percent of SMCs have ever received training in school governance.

Level of knowledge, Awareness and Attitudes Towards Child Labour: The level of knowledge of SMC members on the incidence of child labour was very high in the project communities. On SMCs' attitude towards child labour, it was observed that most SMCs have negative attitude towards child labour except for four (4) schools where parents consider them as a normal.

Monitoring and supervision mechanisms: Three levels of monitoring and supervision mechanisms were found to exist in target schools. This includes monitoring and supervision at the level of the District Directorate of Education (DDE), by head teachers and SMCs. Visits by circuit supervisors was found to be common monitoring mechanisms by DDE while visit to schools to check on availability of teachers and quality of teaching and learning was found to be the common monitoring mechanism among SMCs. Generally, the existing monitoring and supervision mechanisms were noted to be ineffective across the four districts. District Education Directorates face numerous resources challenges to carry out effective monitoring of schools. Monitoring by teachers was also found to be ineffective as issues of teachers' absenteeism was ripe during focus group meeting with pupils. While some SMCs were found to be playing their role, they appear to be unaware of their key responsibilities under the Education Act, 1995.

Adequacy of qualified teachers and gaps: Most school in the target communities do not have qualified teachers with average Pupil to Trained Teacher Ratio (PTTR) of 76 as compared with the national average of 54. Schools in the Twifo Hemang and Wassa Amenfi Districts have the worst PTTR ratio of 120 and 109 respectively. Almost all schools reported that teachers are inadequate suggesting a clear gap between teacher demand and supply. The average demand for teachers was four (4) trained teachers per school.

Adequacy of Instructional Hours: Instructional hours were found to be woefully inadequate according to interviews with school pupils, head teachers and SMCs. This stem from a number of factors including high level of teacher absenteeism and lateness, shortage of teachers and poor supervision. Because of severe shortage of teachers, instructional hours are divided among the classes in some schools. Also, in schools, where teachers live outside the communities and where access to transport is a challenge, teachers are always late with some reporting to school as late as 11 am. Some teachers were also reported to close early from school in order to catch the last bus to their communities of residence. The issue of delay in the payment of salary for newly posted teachers was also found to be a challenge affecting teacher's attendance to schools. Some teachers also refuse to teach during school hours and use pupils on their farms or collect sand for their building projects.

Availability of learning /teaching materials: Textbook supply is not adequate in target schools. Although core textbooks to pupil ratios at all levels of education has significantly decreased from 2.0 in 2006/07 to 1.0 in 2010/11, the ratio in the target schools averages 0.37 textbooks per pupil. Thus, three pupils share about one core textbook in target schools instead of one core textbook per pupil as exist nationally. Similar to core textbook distribution, access to teaching and learning materials is a challenge in almost all the target schools.

Access and Quality of Delivery of Social Interventions: All the social interventions in the public schools assessed were found to be inadequate. Although all the public schools benefit from the government capitation grant of GHC4.5, the amount is not enough to meet

the operation cost on pupils in deprived schools particularly those with smaller population. Similarly, while most schools have received some free exercise books and uniforms, the supply of these items was found to be erratic with no policy guidelines governing its distribution. Thus, head teachers and pupils do not know in advance the timing of delivery of these social interventions. As such, poor students who would have been enticed by the delivery of free school uniform even drop out before the uniforms are delivered. Few schools have access to the school feeding programme.

Children educational needs including the children of sharecroppers: ICT centre was found to be the most desired needs of pupils. Access to computers could therefore be one of the most motivating factors for children in these deprived schools. The second most preferred needs of pupils are sporting kits. School block was also found to be important need to pupils across the project communities and was rank third. This was followed by library, science laboratory, and bicycle.

Needs of teachers: Teachers have teacher's bungalow as their most desired need followed closely by the need for retraining. Teachers ranked means of transport (i.e. motorbike and bicycle) as the third most pressing needs.

Communities' contributions to their schools and the form of contribution: Most communities were noted to support their schools in diverse ways. Among the forms of contributions to schools ever made by communities are financial/material support towards school building, donation of generator (for use in evening classes for pupils), renovation of school building, provision of computers, keeping the school environment cleaned through communal labour, provision of toilet facility, and financial support. Support towards provision of school infrastructure and teachers' accommodation was more pronounced in the contributions ever made to schools by their communities.

Recommendations

To Ministry of Education and Ghana Education Service:

In the short term:

- Send clear directives to schools to refrain from using school pupils on non-academic related activities during school hours and off school hours. DDEs task force should monitor adherence to this directives through focus group interviews with school pupils.
- Replenish textbooks, teaching, and learning materials requested by deprived schools to facilitate quality teaching and learning. Also, ensure timely delivery of school uniforms and exercise books.
- Resource District Education Officers to intensify monitoring and supervision of teachers in deprived communities. For instance, circuit supervisors should be monitored to ensure that they carry out proper monitoring of schools. During monitoring and supervision exercises, education authorities should involve pupils through focus group discussions to help unravel key issues and challenges in the

operation of schools including issues on teacher's school attendances and time on task.

In the medium term:

- Review the present four-year textbook supply policy to ensure regular distribution of textbooks to schools, particularly in deprived communities. The present system where it takes many years to replenish textbooks request should be reversed.
- Adopt an integrated approach to the deployment of social interventions in basic schools. Deprived schools should be provided with full complement of available government interventions such as the free school uniforms and textbooks, School feeding programme etc.
- Modify the distribution formula for the capitation grant to cater for the fixed cost element in the operation of schools. This will ensure equity in the grant allocation as the present formula does not favour schools with smaller population, which mostly tend to be deprived schools.
- Develop incentive packages for teachers in deprived communities as a way of motivating them to stay longer for improved teaching and learning outcomes. Thus, teachers who accept posting to deprived communities should be given some allowance enough to attract young graduates to start their career from these communities. One way of motivating teachers in deprived communities is to provide them with motorbikes to aid their travel. These motorbikes could be distributed at subsidized prices to teachers in return for some period of engagement in a particular community. Also, collaborate with teacher unions and engage telecommunication companies to support teachers in deprived communities with laptops or personal computers to aid their work. Collaborate with teacher union and reach agreements with internet service providers to provide mobile internet facilities to teachers in deprived communities at negotiated fees.
- Resource District education directorates to properly supervise the activities of teachers.

In the long term:

- Include teacher accommodation in the design of school infrastructures in deprived communities. This would help improve teacher contact hours and trained-teacher to pupil ratio in schools in these communities.

To District Assemblies:

In the short term:

- Promote extra classes in target communities to improve the performance of schools in the BECE examination. Engage parents, and development partners to contribute to these extra classes for improved academic performance.

- Resource District Education Officers to intensify monitoring and supervision of teachers in deprived communities. For instance, circuit supervisors should be monitored to ensure that they carry out proper monitoring of schools. During monitoring and supervision exercises, education authorities should involve pupil through focus group discussions to help unravel key issues and challenges in the operation of schools including teacher school attendance and time on task.
- Allocate part of the education component of the District Assemblies' Common Fund to DED's accounts for effective monitoring and supervision of teachers and schools in the district. If these funds were lodge directly with the District Education Office, the challenge with funding for school monitoring would be addressed.
- Ensure proper targeting of educational interventions by providing deprived schools with full complement of available government interventions including free school uniforms and textbooks and school feeding programme etc. Ensure that school uniforms and exercise books are delivered on time. The Ministry of Employment and Social Welfare (MESW) is developing a Common Targeting Mechanisms (CTM), which will help the various partners providing social interventions to properly target the vulnerable. Liaise with MESW for its CTM in identifying needy pupils in the supply of school uniforms etc.
- Work with GES to ensure the deployment of qualified teachers to schools in deprived communities. Organize short training programmes for Youth Employment candidates and deploy them to deprived communities. Also, liaise with the National Service secretariat and ensure the deployment of National Service personnel to these communities. Put mechanisms in place to ensure that Service personnel carry out their functions efficiently, as many service personnel posted to these communities were reported to have abandoned their schools. Also, consider non-trained teachers who reside in the communities and engage them after short training to augment the teaching force.
- Collaborate with GES in the management of the School Feeding Programme (SFP) to ensure quality and timely serving of food.

In the medium term:

- Ensure that schools make use of available teaching hours by putting in measures to reduce teacher absenteeism and time on task. Measures such as timely payment of teachers' salaries, improving conditions in deprived schools could contribute to teacher staying in the classrooms to deliver.
- Support teachers posted to deprived communities with incentives such as accommodation, transportation support etc. in order to attract qualified teachers and reduce absenteeism.
- Develop incentive packages for teachers in deprived communities as a way of motivating them to stay longer for improved teaching and learning outcomes.

To Development partners including IPEC, SMCs and Communities:

In the short term:

- Sensitize communities on the issue of deployment of children on non-academic related activities during school and off school hours. Explain to SMCs/communities the illegality of this practice and the need to ensure that children are not used on farms and construction works etc.
- Engage MoE, GES and the National Service secretariat to deploy National Service Personnel and qualified teachers to deprived cocoa growing communities.
- Engage stakeholders through advocacy to consider a comprehensive development of school infrastructure in deprived cocoa growing communities as part of measures to eradicate child labour from these communities. To achieve this, Civil Society in education should engage stakeholders in the cocoa sector particularly Cocoa Board and Timber firms to develop key interest in the education of children from these communities as part of its corporate social responsibilities. Kindergarten facilities with befitting playing kids should be included in the proposed integrated school development programme.
- Engage the Ministry of Education to review the present four-year textbook supply policy to ensure regular distribution of textbooks to schools, particularly in deprived communities.
- Sensitise communities to contribute to the development of schools in their communities. Communities should provide accommodation support to teachers posted to schools in their communities. Also, sensitise local politician on the inadequacy of the capitation grant to stimulate the communities to contribute to the development of schools.
- Empower SMCs through training to execute their oversight responsibilities effectively. Organize training in governance, leadership, and school management for SMCs.
- Support SMCs to assess, review, and develop Action Plans for schools in target communities employing the participatory approaches.
- Engage education stakeholders through advocacy to consider teacher accommodation in the design of school buildings in deprived communities.
- SMCs and community leaders should make concerted efforts to ensure that pupils who pass the BECE examinations are given the necessary support to further their studies at the Senior High school level. Assist needy but brilliant BECE graduates to access scholarship opportunities available at the District Assembly, or other development NGOs. The communities should thus see good products from their school as collective responsibility rather than leaving the challenge to solely the parents.

In the medium term:

- Engage the MoE and GES to review the policy on teacher deployment to ensure that deprived schools get a fair share of qualified teachers.
- Engage policymakers to adopt an integrated approach to the deployment of social interventions in basic schools. Provide deprived schools with full complement of available government interventions such as the free school uniforms and textbooks and the school feeding programme.
- Collaborate with DA and sponsor teacher trainees who will return to serve in their communities. Also, engage DAs to make their incentives to the trainees attractive for applicants since applicants do compare packages being offered by the various DAs before accessing such facilities.
- Engage the MoE and GES to review the distribution formula for the capitation grant to cater for the fixed cost element in the operation of schools. This will ensure equity in the grant allocation as the present formula does not favour schools with smaller population, which are mostly in deprived communities.
- Advocate for the inclusion of teacher accommodation in the design of school infrastructure in deprived communities. This would help improve teacher contact hours and trained-teacher to pupil ratio in deprived communities.

1. Project context and rationale

1.1 Project context

Child labour remains a challenge to development and the attainment of national and international goals including those related to extreme poverty, education for all and gender parity. It is estimated that about a quarter (23.3 percent) of 1,846,126 children in cocoa growing regions in Ghana are engaged in at least one hazardous economic activity. Further, about 10.1 percent (186,307) are engaged in specific hazardous activities in the cocoa growing regions¹.

As signatory to the Worst Form of Child Labour Convention No.182 and 138 on the Minimum Age for Admission to Employment, and joining of ILO's International Programme on the Elimination of the Worst Form of Child Labour (ILO/IPEC), Ghana has recognized the problem posed by child labour and shown some commitment to addressing it. This is reflected in her constitutional provisions (e.g. Article 28(2) of the 1992 Constitution), national legislations (e.g. Children Act, 1998, Human Trafficking, Act, 2005, Domestic Violence Act, 2007, etc) and international conventions (e.g. WFCL Convention No. 182).

To ensure sustainability of gains made in the last decade and adopt holistic approach and the mainstreaming of child labour into the national sectoral agenda, the Ministry of Employment and Social Welfare (MESW) in partnership with its social partners (employers and workers organizations), ILO's International Programme on the Elimination of Child Labour (ILO/IPEC) and other key partners have developed a National Plan of Action for the elimination of the Worst Forms of Child Labour (WFCL) in Ghana by 2015. The Plan is an integrated framework for tackling the child labour problem in a more coordinated and sustainable manner geared towards the achievement of the international goal by 2016.

1.2 Rationale of the Needs Assessment

This needs assessment seeks to map out educational needs of target schools, pupils and teachers, and School Management Committees (SMCs). It feeds into the design and provision of direct educational services to the target schools and teachers (including training for teachers) the engagement with the District Assemblies, GES and the communities on short, medium and long-term measures necessary to address their educational challenges.

Although access to quality basic education has been identified as the right response to child labour, there remain a number of challenges that impedes access to quality education in deprived communities. The National Plan of Action for the elimination of the worst form of child labour in Ghana documented, for instance, that many rural communities in Ghana do not have basic schools within walking distance, even though it is a policy of the Ministry of Education (MOE) and Ghana Education Service (GES)². Further, there are considerable differences with regard to the quality of school infrastructure

¹ Report on Weighted Data on Cocoa Labour Survey in Ghana (2009) by National Program for the Elimination of Worst Forms of Child Labour in Cocoa (NPCLEC), August 2009.

² GES policy establishes that schools should be provided in communities within a radius of 5 kilometers.

between rural and urban communities with some basic schools in many deprived communities with poorly designed, constructed and furnished classrooms, which are not conducive for learning. The report also identified lack of adequate trained and motivated teachers in some deprived communities, especially those in rural areas with many teachers rejecting postings to such communities on the account of lack of basic social amenities such as accommodation, potable water, electricity and transportation. Monitoring and supervision of public educational institutions were also found to be poor in deprived communities resulting in low standard and performance in some public basic institutions. Government programmes for basic education, such as capitation grant, school feeding, uniforms and exercise books cover only public schools. These programmes do not cover schools, especially those established by communities and Civil Society Organisations (CSOs) to support deprived communities. In this regard, the NPA recommended the promotion of the Free Compulsory Universal Basic Education (fCUBE) policy, through the withdrawal of children below the age of 15 from child labour and increase access to quality post-basic education, training and the protection of working children aged 15 and above. Recommendation was also made for the provision of alternative forms of education, including transitional programmes for mainstreaming out-of-school children, particularly in the most deprived areas.

1.3 Terms of reference

The terms of reference addresses the following specific issues:

- Examine access to schools (i.e. distance of schools within the target communities);
- Assess condition and adequacy of infrastructure, including classrooms, teachers offices, sanitation and library facilities;
- Assess adequacy of qualified teachers and gaps;
- Map out schools, education institution, Technical Vocational Education Training (TVET) centres, special education programmes and initiatives, research and development organizations, state based and international organizations and networks involved in target communities;
- Investigate children educational needs including the children of share-croppers and their perceived solutions and preferences;
- Assess availability of learning /teaching materials;
- Investigate the school/pupil access to relevant social services including capitation grant, school feeding programme, and free textbooks and uniforms, etc.;
- Assess adequacy of instructional hours;
- Assess monitoring and supervision mechanisms;
- Assess pupil continuation rate to high education;

- Assess the level of parents' participation in the management of community schools through representation on the SMCs;
- Assess school governance structures in the target communities where they exist including a knowledge attitude and behavioural (KAB) study to determine committee members' level of knowledge and attitudes toward child labour;
- Develop Training Modules on school management techniques, good governance and leadership;
- Make recommendations on how to improve parents participation in school governance and management;
- Assess communities/schools educational subventions from Government and whether services are delivered on time or at all;
- Assess communities' contributions to their schools and the form of contribution;
- Assess why performance in the private schools is higher than public schools; and
- Make recommendations and initiate discussions with the school authorities, School Management Committees (SMCs) if available, community leaders, District Assemblies and the District Directorates of Education (DDE), as well as the GES at the national level to discuss the key issues and recommendations for the improvement of access to quality basic education in the target schools. The recommendations should touch on what ILO/IPEC project should consider in short, medium, and long term (see Annex I: terms of reference for more details).

1.4 Structure of the report

Besides section one, which touches on project context and rationale, the rest of the report is structured as follows: section two presents the method of assessment. Here, the assessment approach and design, tools, method of data collection and analysis are discussed. The third section presents the results of assessments while the fourth and final section key conclusions and recommendations.

The report was carried out by Osman Mensah and a team of consultants from JMK Consulting made up of Collins Armah, Jody Williams and Florence Asmah. The consultants are very much grateful to all those who supported this work. The content of this report and the views expressed herein are the sole responsibility of the authors and are not necessarily shared by ILO or any individuals and institutions interviewed.

2. Methodology for assessment

2.1 Assessment design

The assessment design was a mixture of qualitative methodologies including, observation, focus group discussions (FGD), key informant interviews with stakeholders to discuss the findings and recommendations of the assessment.

2.1.1 Desk review

The team first collected and studied background information on child labour in the cocoa growing communities provided by ILO/ IPEC and other related materials. Documents reviewed included the NPA on the elimination of the worst form of child labour, reports on labour practices in cocoa production in Ghana, Summary of 2008 Tulane Certification Survey, report on Weighted Data on Cocoa Labour Survey in Ghana (2009), Ministry of Education Annual Performance Review, GES policy norms among others.

2.1.2 Key informant interview and focus group discussions

A cross-section of pupils including children of sharecroppers in each of the schools in the 40-targeted schools was reached with focus group discussions (See Annex II for list of pupil contacted). Further, head teachers and teachers were interviewed separately to assess the needs of the schools including the training needs of teachers. In addition, SMCs in each of the target schools were reached with key informant interviews and in some cases FDGs to assess the level of parental participation in school governance and management and their knowledge, attitude and behaviour in relation to child labour. DDEs, as well as functional staff of the education directorate, were also interviewed to ascertain information relating school performance, resource allocation; educational institutions in the districts etc. In total, 41 focus group discussions and 232 key informant interviews were carried out (see Annex II for the full list of stakeholders contacted).

2.1.3 Stakeholder consultation on findings and recommendations

Once draft report was prepared, discussions were held with key stakeholders on the finding and recommendations of the needs assessment. Stakeholders interviewed reached included Heads of Policy Planning, GES, DDEs and Circuit Supervisors. Feedback and comments on the findings and recommendation have been incorporated into the report.

2.2 Design of Assessment Tools

Four (4) assessment tools were designed for the study (see Annex III). These included structured questionnaire for head teachers and teachers, FGD guide for school children, structured interview guides for SMCs and, directors of GES, and District Assembly officials. Specific questions were elicited from these stakeholders based on expectation of the terms of reference.

2.3 Method of data collection

Two types of fieldwork were carried out. The first fieldwork relates to visits to 45 schools (made up of 42 public schools and 3 private schools)³ in the 40 target communities to assess needs of schools and SMCs to assess governance structure and knowledge, attitude and behaviour on child labour issues. It involved interviews with District Education directors to gather data on educational institutions; TVET centres development partners and NGOs etc. operating in the districts. The first wave of data collection took place between 15th of January and 31st of January 2012.

The second type of field work involved one-on-one discussion of findings on the needs assessment report and recommendations with cross-section of school authorities and SMCs, District Assemblies and District Directors of Education as well as the communities to discuss the key issues and recommendations for improving access to quality education and mainstreaming of child labour into extra-curricular activities in target schools (see Annex II for list of persons met). This visit was necessary to elicit broad ownership and commitment to implementation of the recommendations. This wave of field engagement took place in March 2012.

2.4 Method of Data Analysis

The data was analysed at school and district levels using MS Excel spreadsheets. Information such as access to school, pupil- teacher ratio, pupil textbook ratio, pupil continuation rates, access to specific social services, and some KAB results etc were quantitatively analysed to identify patterns among target districts.

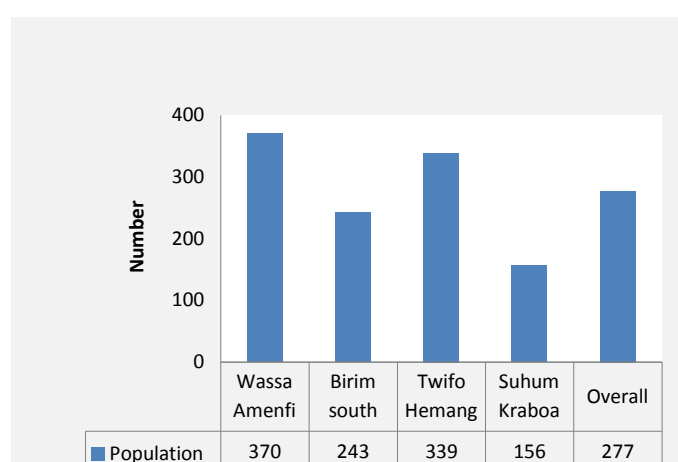
³ The higher number of public schools were due to the fact that the study focus is on public schools. Private schools were included to compare the performance of the private against the public schools.

3. Results of needs assessment

3.1 School Characteristics

This section provides information on the school characteristics such as distribution of population, gender and class size in 2011. As shown in Figure 3.1. and Table 3.1., Wassa Amenfi District recorded the highest enrolment figures with average school enrolment of 370 pupils per school followed by Twifo Hemang District (339 pupils) and Birim South District (243 pupils). Suhum Kraboa Coaltar District recorded the lowest school enrolment with average enrolment of 156 pupils.

Figure 3.1: Average Enrolment in Target Schools by district



In relation to gender, boys dominates girls in all districts except Twifo Hemang District where girls constitutes more than half (51.5 percent) of the pupil population. Suhum Kraboa Coaltar District registered the least share of female enrolment (45.8 percent). The data also shows relatively higher percentage of boys (52.2 percent) than girls (47.8 percent) (Figure 3.2. and Table 3.1.). The results are consistent with national average, where 47.43 percent of education enrolment in basic schools is girls with the remaining 52.57 being boys⁴.

⁴ UNESCO Institutes of Statistics. Retrived from <http://data.un.org/Browse.aspx?d=UNESCO>.

Figure 3.2: Gender Distribution of Target Schools by District



The average class size of schools in the target communities is 34, which is better than GES' norm of 46 pupils per classroom. Across the districts, target schools in Suhum Kraboa Coaltar have the minimum class size of 22 pupils followed by Birim South (31 pupils), Twifo Hemang (42 pupils) and Wassa Amenfi (43 pupils). Sumnyamekoduru D/A Primary in the Twifo Hemang district recorded the highest class size of 97 pupils (Figure 3.3. and Table 3.1.).

Figure 3.3: Average Class Size per District

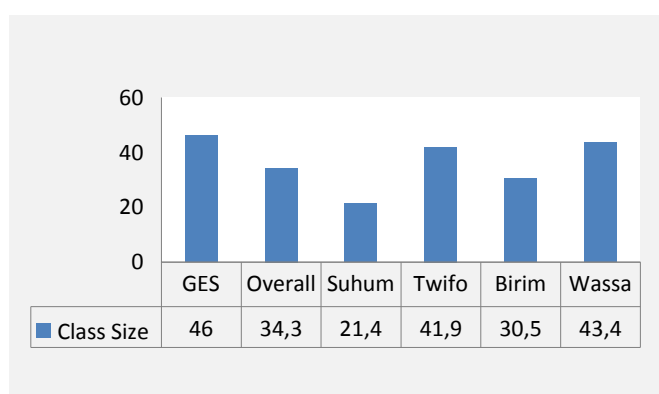


Table 3.1: School characteristics for 2011

Schools	Population of School	% of male pupils	% of female pupils	Average Class Size
Wassa Amenfi West District	370	54.7	45.3	43.4
Abio fie DA Primary/JHS	578	45.8	54.2	64
Adidaase D/A Primary	369	55.0	45.0	62
Antobam DA Primary	112	59.8	40.2	19
Chichiso II Primary/JHS	329	42.9	57.1	37
Hiawa Catholic Primary/JHS	675	53.3	46.7	68
Islamic English School	509	59.9	40.1	46
Kingdom Preparatory school	252	52.0	48.0	28
Obeng D/A JHS	112	64.3	35.7	28
Obeng Methodist primary	277	61.0	39.0	46
Wassa Bekwai Basic School	268	54.9	45.1	30
Yirase D/A Primary/JHS	589	53.0	47.0	49
Birim South District	243	51.6	48.4	30.5
Adinkrom D/A Primary	125	51.2	48.8	18
Akosombo D/A Primary	277	46.9	53.1	69
Akotikrom D/A Primary/JHS	281	47.0	53.0	23
Apoli Beposo D/A Primary/JHS	289	55.7	44.3	32
Apoli D/A Primary/JHS	487	42.5	57.5	48
Aperadi Station D/A Primary	231	59.3	40.7	39
Bommoden D/A Primary/JHS	214	57.0	43.0	24
Kroboase D/A Primary	32	56.3	43.8	11
Mensahkrom D/A Primary	79	49.4	50.6	13
Nyankomase D/A Primary/JHS	500	47.4	52.6	42
Oforikrom D/A Primary/JHS	156	55.1	44.9	17
Twifo Hemang District	339	48.5	51.5	41.9
Ama-kwamoano D/A Primary/JHS	363	50.4	49.6	33
Ayekrom Prespby Basic Primary/JHS	650	46.9	53.1	72
Baakondidi Primary/JHS	502	51.2	48.8	45
Bimpong Egya D/A Primary/JHS	371	56.9	43.1	34
Christ Foundation Preparatory (Bimpong Egya)	236	52.1	47.9	26
Hawosodze D/A Primary/JHS	264	40.0	60.0	24
Kyiaboso D/A Primary/JHS	334	54.8	45.2	42
Nkwamkyemaso Primary/JHS	271	54.2	45.8	27
Pepekrom D/A Primary/JHS	224	45.1	54.9	37
Sumnyamekoduru D/A Primary	291	48.1	51.9	97
Tawia Nkwanta D/A Primary/JHS	220	33.6	66.4	24
Suhum Kraboa Coaltar	156	54.1	45.9	21.4
Densuso D/A KG Primary/JHS	196	53.6	46.4	22
Dome Roman Catholic Primary	318	58.5	41.5	40
Kwadwo Hum Roman Catholic Primary	129	60.5	39.5	14
Mamehyeso Presbyterian Primary	45	46.7	53.3	9
Mfranta D/A Primary/JHS	36	55.6	44.4	12
Mfranta Presbyterian Primary	182	47.3	52.7	30

Schools	Population of School	% of male pupils	% of female pupils	Average Class Size
Oboadaka DA Primary	88	60.2	39.8	15
Obouho Nyarko DA Primary	147	54.4	45.6	25
Okonam D/A Primary/JHS	180	54	46	20
Royal Evangelical International Sch.	155	51.6	48.4	22
Sowatey DA Primary	286	53.1	46.9	36
Tei Mensah D/A KG, Primary	107	54.2	45.8	12

Field Survey, 2012

3.1.2 Distance to school

All children enrolled in schools in the target communities walk to school. The average travel distance for children who live outside the community is 2.0 kilometres (Figure 3.4.). Schools in Twifo Hemang and Suhum Kraboa Coalatar districts are within a close distance in almost all communities visited with average travel distance of 1.8 and 1.9 kilometres respectively. Schools in Birim South district are far away with average travel distance of 2.3 kilometres for children living outside the community. This is followed by schools in Wassa Amenfi West district, which recorded an average distance of 2.14 kilometres for pupils commuting outside the community. Nonetheless, in some schools, children walk as long as 3.5 kilometres to school. These schools include Chichiso II Primary/JHS, Hiawa Catholic primary/JHS, Baakondidi Primary and JHS, Bimpong Egya D/A Primary JHS, Chris Foundation preparatory JHS, Hawosodze D/A Primary/JHS, Kyiaboso D/A Primary and JHS and Nkwamkyemaso Primary/JHS. As shown in Table 3.2. below, there are few schools in Birim South and Suhum Kraboa Coalatar Districts, which has JHS suggesting that for many pupils in these communities, basic education end at primary six. If such pupils would like to pursue their studies to the JHS level, they would have to commute to other communities where JHS exists. Most JHS pupils in the target communities reported travelling long distance to school because of schools in their communities ending at primary six. Pupils in Kroboase, Birim South district is a classical example.

Figure 3.4: Average Distance to School by Pupils

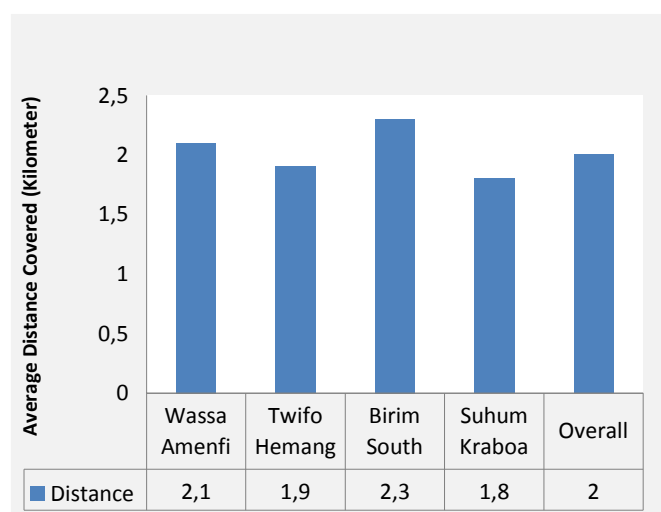


Table 3.2: Average distance to school by pupils

School	Distance of Travel School to School (KM)	Distance of Travel to School(Km)
Wassa Amenfi West District	2.1 Birim South District	1.8
Abio Fie D/A Primary/JHS	1.8 Adinkrom D/A Primary	1.0
Adidaase D/A Primary	2.6 Akosombo D/A Primary	1.5
Antobam DA Primary	2.8 Akotikrom D/A Primary/JHS	3.5
Chichiso II Primary/JHS	3.5 Apoli Beposo D/A Primary/JHS	2.7
Hiawa Catholic Primary/JHS	3.5 Apoli D/A Primary/JHS	1.8
Islamic English School	2.6 Aperadi Station D/A Primary	0.5
Kingdom Preparatory school	1.0 Bomodin D/A Primary/JHS	1.5
Obeng D/A JHS	1.8 Kroboase D/A Primary	1.0
Obeng Methodist Primary	1.8 Mensahkrom D/A Primary	1.8
Wassa Bekwai Basic School	1.0 Nyankomase D/A Primary/JHS	1.5
Yirase D/A Primary	1.8 Oforikrom D/A Primary/JHS	3.5
Twifo Hemang District	2.3 Suhum Kraboa Coaltar	1.8
Ama-kwamoano D/A Primary/JHS	0.5 Densuso D/A KG Primary/JHS	3.0
Ayekrom Presby Basic Primary/JHS	1.5 Dome Roman Catholic KG & Primary	1.8
Baakondidi Primary/JHS	3.5 Kwadwo Hum Roman Cath ((KG, Prim & JHS)	1.0
Bimpong Egya D/A Primary/JHS	3.5 Mamehyeso Presbyterian Primary	1.8
Christ Foundation Preparatory (Bimpong Egya)	1.5 Mfranta D/A JHS	2.6
Hawosodze D/A Primary/JHS	3.5 Mfranta Presbyterian KG & Primary	2.6
Kyiboso D/A Primary/JHS	3.5 Oboadaka D/A KG & Primary	1.0
Nkwamkyemaso Primary/JHS	3.5 Obouho Nyarko D/A KG & Primary	1.0
Pepekrom D/A Primary/JHS	0.5 Royal Evangelical international Sch.	3.3
Sumnyamekoduru D/A Primary	0.5 Sowatey D/A KG & Primary	2.0
Tawia Nkwanta D/A Primary/JHS	2.8 Tei Mensah D/A Primary	1.0
	Densuso D/A KG Primary/JHS	0.5

Field Survey, 2012

3.2 Description and Condition of School Infrastructure

3.2.1 Exterior Walls, Floor, Roof and Writing Board

Cement is the main material used by most schools for the construction of walls. Most schools in Birim South and Twifo Hemang Districts have exterior walls constructed with cement (Figure 3.5. and Table 3.3.). In Suhum Kraboa Coaltar, most schools have cemented exterior walls with some unplastered bricks/block.⁵



Three schools in Twifo Hemang have no exterior walls. In terms of the condition of the exterior walls, it was

⁵ Materials used on the exterior walls are not uniform even within one school. Some blocks have cemented walls while others have unplastered brick/black as its exterior wall.

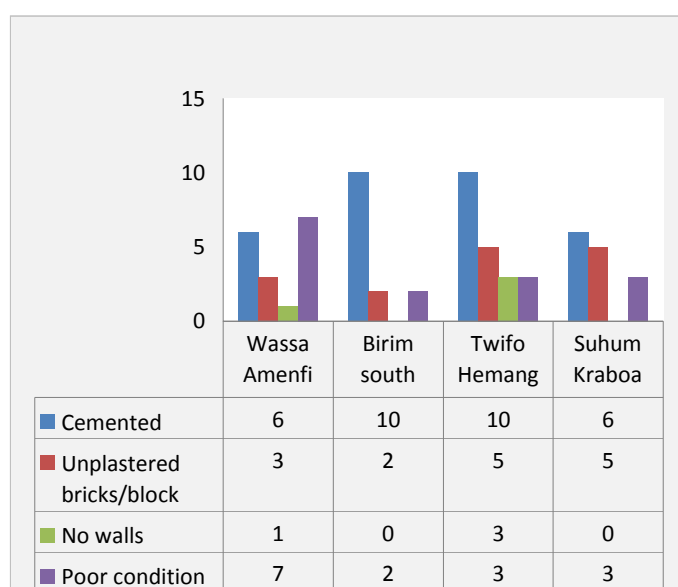
observed that the exterior walls of most target schools in Wassa Amenfi District are in poor condition. Those buildings in poor condition have leaking or collapsing roofs, cracks in the walls, broken windows and doors among others. These schools are in need of urgent rehabilitation.



For floors, the main construction material used by schools is Cement. Bomodin D/A JHS in Brim South district and Royal Evangelical international School in Suhum Kraboa Coaltar district have uncemented floors. Although schools in target communities have cemented floors, 35.7 percent (i.e. 15 schools) have floors in bad condition. Half of schools with floors in bad conditions are found in Wassa Amenfi district (7 schools) followed by Suhum Kraboa (5 schools). It was also observed that all the target schools except two (i.e. Bomodin D/A Primary JHS, Brim South; and Royal Evangelical international School, Suhum Kraboa) have cemented floor. However, 18 out of the 43 schools have their classroom floors in poor condition with majority of the schools located in Wassa Amenfi (7) and Suhum Kraboa Coaltar (6).



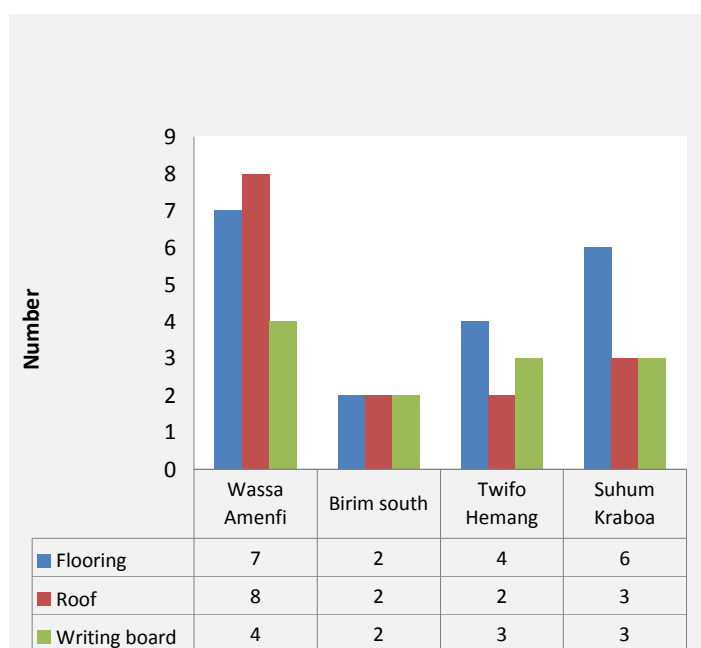
Figure 3.5: Description and Condition of Exterior Walls of Target Schools



With respect to materials on roof of school building, it was observed that all schools have been roofed with corrugated metal sheets. Fourteen (14) of the target 45 schools have roofing in poor condition with the majority of the schools with the poor roofing structures in the Wassa Amenfi district (Figure 3.6. and Table 3.3.).

The writing boards in target schools were also found to be mostly cemented with only 6 of the boards with plywood. Schools in Suhum Kraboa Coaltar District has most of the wooden plywood as writing boards. On the condition of these writing boards, it was observed that 12 schools were in poor condition with Wassa Amenfi district having the highest proportion (i.e. 4) followed by Suhum Kraboa Coaltar with three (3) schools.

Figure 3.6: Target schools with poor condition of flooring, roof and writing boards



Condition of school building

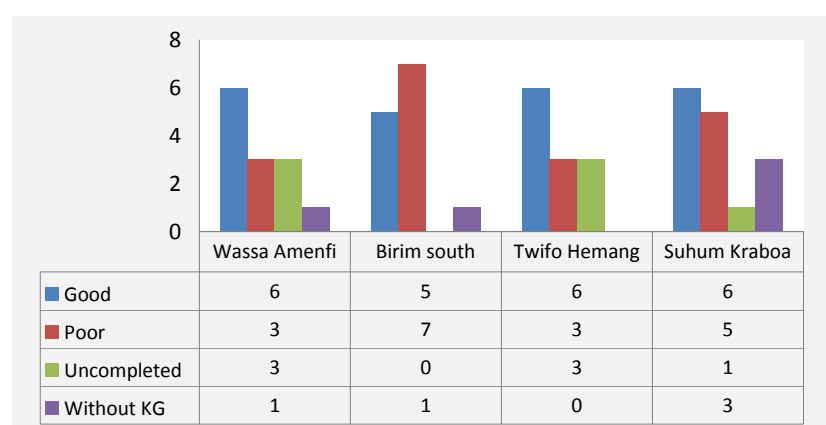


The conditions of school building in target communities were assessed. In total, 18 structures were found to be in poor condition while 24 structures are in good condition⁶ (Figure 3.7. and Table 3.4.). Across the districts, Birim South has the highest proportion of school building (i.e. 7 schools) in poor state. This was followed by schools in Suhum Krboa Coalrtar District (five schools). Seven (7) of the

schools structures were also found to be uncompleted with Twifo Hemang and Waasa Amenfi Districts having three (3) schools each in various state of completion.

⁶ A school may have one of its stuctures in poor state while the other is in good state. In that instance it is counted twice -good and poor.Good condition refer to schools with permanent buildings structures, windows and roofing system intact with no leakages. Poor condition refers to with temporal buidling structures, no/ damaged windows, no flooring, leaking roofing etc.

Figure 3.7: Condition of School Building in Target Schools



On existence of KG facilities, it was found that most schools have KGs except target schools in Suhum Kraboa Coaltar where 3 were found not to have KGs. It suffices to note that most of the KGs are housed in temporal building constructed by /SMCsPTAs and lacked basic facilities.

Table 3.3: Description of physical infrastructure in schools

Schools	Material on exterior walls				Material for Flooring		Material on roof of classroom		Type of Writing Board		Schools with KG
	Cemented	Unplastered bricks/block	Wood	No walls	Cement	Uncemented	Iron sheet	Wood	Cemented	Wood	
Wassa Amenfi West District											
Abio Fie D/A Primary/JHS	X[P]	X[JHS]			X		X		X		X
Adidaase D/A Primary					X		X		X		X
Antobam DA Primary	X				X		X		X		X
Chichiso II Primary/JHS					X		X		X		X
Hiawa Catholic Primary/JHS	X		X		X		X		X		X
Islamic English School		X			X		X		X		X
Kingdom Preparatory Sch.		X			X		X		X		X
Obeng D/A JHS	X				X		X		X		
Obeng Methodist Primary				X	X		X		X		X
Wassa Bekwai Basic School	X				X		X		X		X
Yirase D/A Primary	X				X		X		X		X
Birim South District											
Adinkra D/A Primary	X				X		X		X		X
Akosombo D/A Primary		X			X		X		X		X
Akotikkrom D/A Primary/JHS	X				X		X		X		X
Apoli Beposo D/A Primary/JHS	X				X		X		X		X
Apoli D/A Primar JHS	X				X		X		X		X
Apradi Station D/A Primary	X				X		X		X		X

Schools	Material on exterior walls				Material for Flooring		Material on roof of classroom		Type of Writing Board		Schools with KG
	Cemented	Unplastered bricks/block	Wood	No walls	Cement	Uncemented	Iron sheet	Wood	Cemented	Wood	
Bomodini D/A Primary JHS	X	X			X	X	X		X		X
Kroboase D/A primary	X				X		X		X		
Mensahkrom D/A Primary	X				X		X		X		X
Nyankomase D/A Primary/JHS	X				X		X		X		X
Oforikrom D/A Primary/JHS	X				X		X		X		X
Twifo Hemang District											
Amarkwano D/A primary/JHS	X				X		X		X		X
Ayekrom Presby Basic Primary/JHS		X			X		X			X	X
Baakondidi Primary and JHS	X				X		X		X		X
Bimpong Egya D/A Primary JHS	X				X		X		X		X
Christ Foundation preparatory JHS	X				X		X		X		X
Hawosodze D/A Primary/JHS	X	X			X		X		X		X
Kyiboso D/A Primary and JHS	X				X		X		X		X
Nkwamkyemaso Primary/JHS	X				X		X		X		X
Pepekrom D/A Primary JHS	X	X			X		X		X		X
Somnyamekrom D/A Primary	X	X			X		X		X		X
Tawia Nkwanta D/A Primary/JHS	X	X			X		X		X		X
Suhum Kraboa Coaltar											
Densuso D/A KG Primary/JHS		X			X		X		X	X	X
Dome Roman Catholic Primary	X				X		X		X		X
Kwadwo Hum Roman Catholic Prim.	X				X		X		X	X	X

Schools	Material on exterior walls				Material for Flooring		Material on roof of classroom		Type of Writing Board		Schools with KG
	Cemented	Unplastered bricks/block	Wood	No walls	Cement	Uncemented	Iron sheet	Wood	Cemented	Wood	
Mamehyeso Presbyterian Primary		X			X		X	X	X		
Mfranta D/A JHS	X				X		X		X		
Mfranta Presbyterian Primary		X			X		X			X	X
Oboadaka D/A Primary		X			X		X		X	X	
Obouho Nyarko D/A Primary	X				X		X		X		X
Royal Evangelical international Sch.		X			X	X	X		X	X	X
Sowtey D/A Primary	X				X		X		X		X
Tei Mensah D/A Primary	X				X		X		X		X

Field Survey, 2012

Table 3.4: Condition of physical infrastructure in schools

Schools	Condition of Material on exterior walls	Condition of Material for flooring	Condition of Material on roof of classroom	Condition of School Building	Condition of Writing Board
Wassa Amenfi West District					
Abio Fie D/A Primary/JHS	Good	Good	Good	Good	Good
Adidaase D/A Primary	Poor	Poor	Poor	Uncompleted	Poor
Antobam DA Primary	Poor	Poor	Poor	Poor	Poor
Chichiso II Primary/JHS	Poor	Poor	Poor	Good	Good
Hiawa Catholic Primary/JHS	Good	Good	Good	Good	Good
Islamic English School	Poor [JHS], Good [P]	Poor[JHS], Good [P]	Poor [JHS], Good [P]	Uncompleted	Good
Kingdom Preparatory Sch.	Poor	Poor	Poor	Poor	Poor
Obeng D/A JHS	Good	Good	Good	Good	Poor
Obeng Methodist Primary	Poor	Poor	Poor	Uncompleted	Good
Wassa Bekwai Basic School	Good	Good	Good	Good	Good
Yirase D/A Primary	Poor [JHS], Good [P]	Poor [JHS], Good [P]	Poor [JHS], Good [P]	Poor [JHS], Good [P]	Good
Birim South District					
Adinkrom D/A Primary	Good	Good	Good	Good	Good
Akosombo D/A Primary	Poor	Poor	Poor	Only 4 good blocks	Poor
Akotikrom D/A Primary/JHS	Good	Good	Good	Good	Good
Apoli Beposo D/A Primary/JHS	Good	Good	Good	Poor	Good
Apoli D/A Primar JHS	Good	Good	Good	Good	Good
Aperadi Station D/A Primary	Good	Good	Good	Poor	Good
Bomodini D/A Primary JHS	Poor [JHS], Good [P]	Poor	Poor	Poor	Good
Kroboase D/A primary	Good	Good	Good	Only 3 good blocks	Poor
Mensahkrom D/A Primary	Good	Good	Good	Poor	Good
Nyankomase D/A Primary/JHS	Good	Good	Good	Good	Good
Oforikrom D/A Primary/JHS	Good	Good	Good	Poor	Poor
Twifo Hemang District					

Ama-kwamoano D/A Primary/JHS	Good	Good	Good	Good	Good
Ayekrom Presby Basic Primary/JHS	Poor [JHS], Good [P]	Good	Good	Uncompleted	Poor
Baakondidi Primary and JHS	Good	Good	Good	Good	Good
Bimpong Egya D/A Primary JHS	Good	Good	Good	Good	Good
Christ Foundation preparatory JHS (Bimpong Egya)	Good	Good	Good	Good	Good
Hawosodze D/A Primary/JHS	Good	Poor	Good	Uncompleted	Good
Kyiaboso D/A Primary and JHS	Good	Good	Good	Uncompleted	Poor
Nkwamkyemaso Primary/JHS	Poor	Poor	Poor	Good	Poor
Pepekrom D/A Primary JHS	Good(JHS) Poor (P)	Good(JHS) Poor (P)	Good(JHS) Poor (P)	Good(JHS) Poor (P)	Good
Sumnyamekoduru D/A Primary	Good	Good	Good	Only 3 good Classrooms	Good
Tawia Nkwanta D/A Primary/JHS	Good	Good	Good	Poor	Good
Suhum Kraboa Coaltar					
Densuso D/A KG Primary/JHS	Good	Good	Good	Poor	Good
Dome Roman Catholic Primary	Good	Good	Good	Good	Good
Kwadwo Hum Roman Catholic Prim.	Poor [JHS], Good [P]	Poor	Poor [JHS], Good [P]	Only 3 good Classrooms	Poor
MamehXo Presbyterian Primary	Good	Poor	Good	poor	Good
Mfranta D/A JHS	Good	Good	Good	Good	Good
Mfranta Presbyterian Primary	Good	Poor	Good	Uncompleted	Good
Oboadaka D/A Primary	Good	Poor	Poor	Poor	Poor
Obouho Nyarko D/A Primary	Good	Good	Good	Good	Good
Okonam D/A Primary/JHS	Poor	Poor	Poor	Poor	Poor
Royal Evangelical international Sch.	Poor	Poor	Good	Poor	Good
Sowatey D/A Primary	Good	Good	Good	Good	Good
Tei Mensah D/A Primary	Good	Good	Good	Good	Good
Field Survey, 2012					

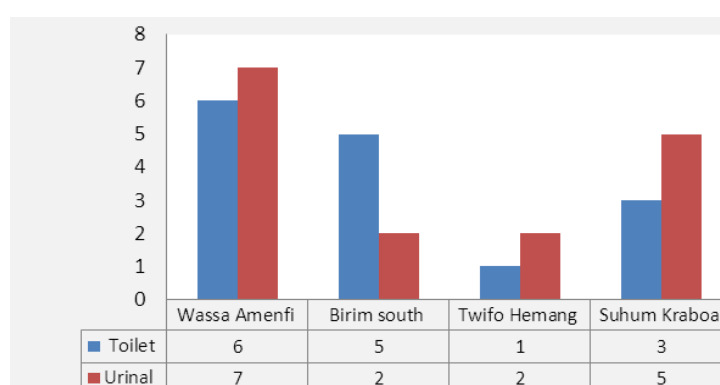
Sanitation Facilities (Toilet, Urinal and Water Facilities)



GES norms require schools to have sanitation facilities, especially toilet and urinal for males and females. However, only 30 schools representing 68 percent of the target schools have toilet facilities. Across the districts, schools in Wassa Amenfi District recorded the highest number of schools (i.e. 6) with no toilet facility followed by Birim South District (5) (Figure 3.8. and Table 3.5.). Thus, availability

of toilet in schools in the Twifo Hemang and Suhum Kraboa Coalatar Districts are relatively better compared to Wassa Amenfi and Birim South.

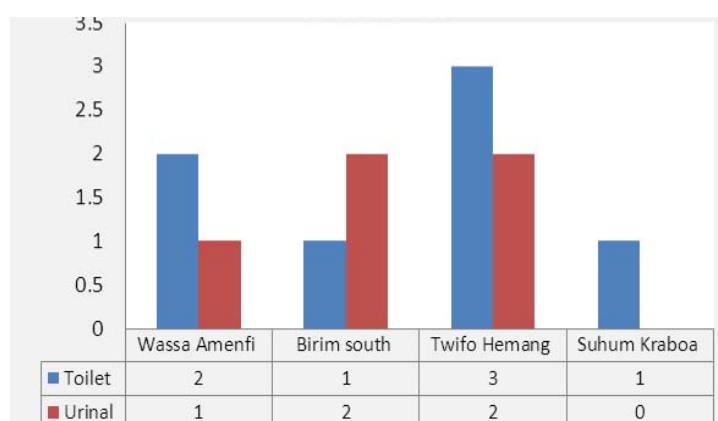
Figure 3.8: Target Schools without Toilet and Urinal Facilities by Districts



Regarding the availability of urinals, there are a total number of 27 schools (about 63 percent) with urinals in the four districts. In terms of distribution by districts, Wassa Amenfi districts has the highest number of target schools (7) with no urinal facilities followed by Suhum Kraboa Coalatar (5 schools) (See Figure 3.8. and Table 3.5.).

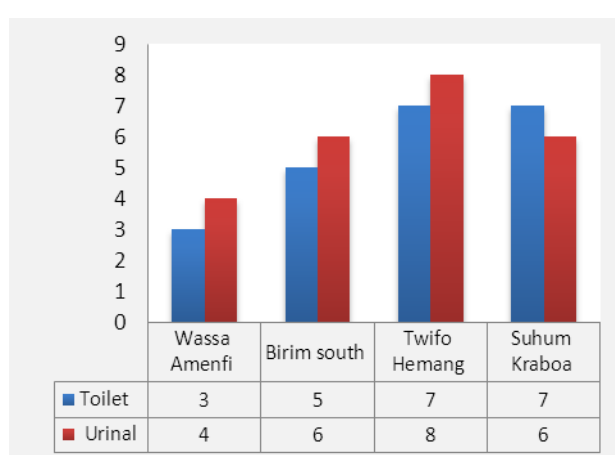
On condition of toilet and urinal facilities, it was observed that schools in Twifo Hemang District have relatively higher number of toilets facilities in poor state. Similarly, schools in Twifo Hemang and Birim South districts have relatively higher number (2) of urinal facilities in poor condition (See Figure 3.9. and Table 3.5.).

Figure 3.9: Schools with Poor Condition of Toilet and Urinal Facility by District



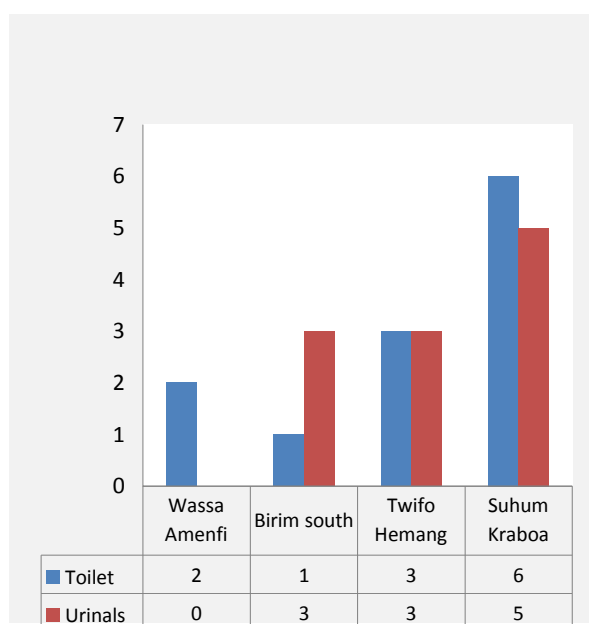
Another important norm of GES is for every school to have separate urinal for pupils and teachers and also for boys and girls. In the 30 schools with toilet, the facility is separate for teachers and pupils in 22 schools (Figure 3.10. and Table 3.5.). Across the districts, Wassa Amenfi has relatively less number of separate toilet and urinal facilities for teachers and pupils.

Figure 3.10: Target Schools with Separate Toilet and Urinal for Pupil and Teachers



GES also recommends that that schools should have separate toilet and urinals for boys and girls. It was observed within the target schools that 12 schools had no separate toilet for boys and girls and with most of the schools (i.e. 6) located in suhum Kraboa Coaltar District. In terms of urinal facilities, 11 schools had no separate urinals for boys and girls with Suhum Kraboa Coaltar leading again with 5 schools (see Figure 3.11. and Table 3.4.)

Figure 3.11: Target Schools without Separate Toilet and Urinals for Boys and Girls



On the sources of drinking water in target schools, it was observed that large proportion of schools in Wassa Amenfi (5 out of the 11 schools) relies on stream for drinking water while one school has no sources of drinking water. Similarly, two schools in Suhum Kraboa Coaltar District rely on stream/river as a source of drinking water. This source of drinking water can be described as unhygienic. It was also noted that most schools rely on community boreholes with only one school (Hiawa Catholic Primary/JHS) in Wassa Amenfi having its own school borehole (Table 3.5.).

Hand washing basin is one of the most basic elements of hygiene and key in the prevention of diseases in basic schools. However, 51.2 percent of the targeted schools (22 schools) 9 schools in Wassa Amefi and 8 schools in Suhum Kraboa District do not have hand washing basins. Almost all schools in Twifo Hemang have hand washing basin (see Table 3.5.).

Table 3.5: Availability and condition of toilet, urinal and water facilities

Schools	Availability of Toilet in the School	Availability of Urinal in the School	Separate toilet for teacher/pupil	Separate Urinal for teacher/pupil	Separate toilet for boys & girls	Separate Urinal for boys & girls	Availability of handwashing basin	Condition of Toilet in the School	Condition of Urinal in the School	Sources of Water
Wassa Amenfi West District										
Abio Fie D/A Primary/JHS	X	X	X	X	X	X	X	Good	Good	Pipe-borne
Adidaase D/A Primary										Stream
Antobam DA Primary										
Chichiso II Primary/JHS										Borehole
Hiawa Catholic Primary/JHS	X	X	X	X	X	X		Good	Good	Borehole in sch.
Islamic English School	X							Poor		Borehole/Stream
Kingdom Preparatory Sch.		X		X		X			Poor	Pipe-borne
Obeng D/A JHS										Stream
Obeng Methodist Primary										Stream
Wassa Bekwai Basic School	X							Poor		Stream
Yirase D/A Primary	X	X [P]	X	X	X	X	X	Good	Good	Borehole
Birim South District										
Adinkrom D/A Primary	X	X	X	X	X	X	X	Good	Good	Borehole
Akosombo D/A Primary	X	X	X	X				Good	Good	
Akotikrom D/A Primary/JHS		X		X			X		Good	Borehole
Apoli Beposo D/A Primary/JHS	X	X			X	X		Poor	Good	Borehole
Apoli D/A Primar JHS	X	X	X	X	X	X	X	Good	Good	Borehole
Aperadi Station D/A Primary										Borehole
Bomodin D/A Primary/JHS										Borehole
Kroboase D/A Primary		X					X		Poor	Borehole
Mensahkrom D/A Primary		X				X	X		Poor	Borehole
Nyankomase D/A Primary/JHS	X	X	X	X	X	X	X	Good	Good	Borehole
Oforikrom D/A Primary/JHS	X [JHS]	X	X	X	X	X	X	Good	Good	Borehole

Schools	Availability of Toilet in the School	Availability of Urinal in the School	Separate toilet for teacher/pupil	Separate Urinal for teacher/pupil	Separate toilet for boys & girls	Separate Urinal for boys & girls	Availability of handwashing basin	Condition of Toilet in the School	Condition of Urinal in the School	Sources of Water
Twifo Hemang District										
Ama-kwamoano D/A Prim./JHS	X	X	X	X	X		X	Good	Good	Borehole
Ayekrom Presby Basic Prim/JHS	X	X		X	X	X	X	Poor	Good	Borehole
Baakondidi Primary/JHS	X	X	X	X	X	X	X	Good	Good	Borehole
Bimpong Egya D/A Primary/JHS	X	X	X	X	X	X	X	Good	Good	Borehole
Christ Foundation Preparatory (Bimpong Egya)	X	X	X	X	X	X	X	Good	Good	Borehole
Hawosodze D/A Primary/JHS	X	X	X	X			X	Poor	Poor	Borehole
Kyiaboso D/A Primary/JHS	X	X	X	X	X	X	X	Poor	Poor	Borehole
Nkwamkyemaso Primary/JHS	X						X	Good		Borehole
Pepekrom D/A Primary/JHS	X	X	X	X	X	X	X	Good	Good	Borehole
Sumnyamekoduru D/A Primary										Borehole
Tawia Nkwanta D/A Prim./JHS	X	X					X	Good	Good	Borehole
Suhum Kraboa Coaltar										
Densuso D/A KG Primary/JHS	X	X	X	X	X	X		Good	Good	River
Dome Roman Catholic Primary	X	X	X	X	X	X	X	Good	Good	Borehole
Kwadwo Hum Roman Catholic										Borehole
Mamehyeso Presbyterian Prim	X		X		X			Good		Borehole
Mfranta D/A JHS	X	X	X	X				Good	Good	Borehole
Mfranta Presbyterian Primary										Borehole
Oboadaka D/A Primary	X	X		X			X	Poor	Good	Borehole
Obouho Nyarko D/A Primary	X	X	X	X				Good	Good	Borehole/Stream
Okonam D/A Primary/JHS										Borehole/Stream
Royal Evangelical International	X	X					X	Good	Good	Borehole
Sowatey D/A Primary	X	X	X	X			X	Good	Good	Borehole
Tei Mensah D/A Primary	X		X					Good		Borehole
Field Survey, 2012										

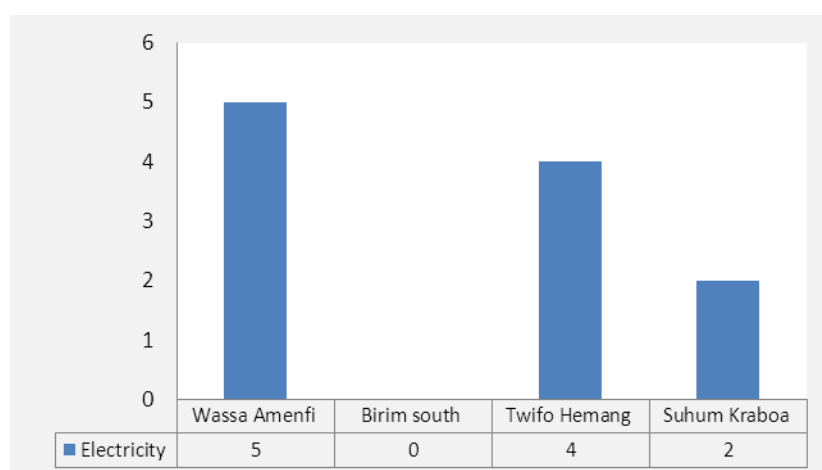
Availability of other Teaching and Learning Facilities

None of the schools in the target districts has special Counselling Unit and Science laboratories. Except for Obouho D/A Primary in Suhum Kraboa Coalta districts, none of the target schools have an ICT Centre. Even with Obouho, the ICT Centre is new and yet to be furnished with computers. This is against the background that ICT is compulsory subject at all levels in the curriculum. One pupil in Akotokrom, Birim South, noted during focus group interview that:

“we write the same exams as our mates in the town but we have not seen a computer before; How can we pass the ICT exams? We need computers”.

Access to electricity was found to exist in only 11 schools out of the targeted 45 schools. Schools in Wassa Amenfi District recorded the highest access (5), followed closely by Twifo Hemang district (4). None of the schools in Birim South District have access to electricity. Schools without electricity would be challenged by the lack of power should they wish to introduce ICT and Science laboratories.

Figure 3.12: Schools with access to electricity by districts



Playing field was observed to be available in most schools. Playing field is available in all the schools in Twifo Hemang and Wassa Amenfi Districts (Figure 3.12. and Table 3.6.). In Birim South, only Akosombo D/A Primary and Akotikrom D/A Primary/JHS did not have playing field. Five (5) out of the 11 schools also in Suhum Kraboa Coalta do not have playing fields. The playing fields for most schools were found to be in good condition. Only five (5) schools indicated that their playing fields were in poor condition (See Table 3.4.).

First aid box was found to exist in 41.9 percent (18 schools) of target schools with 25 schools (58.1 percent) without first aid box. Across the districts, most schools in Birim South and Twifo Hemang do not have first aid box. It was, however, noted that first aid boxes in all the schools do not have the full complement of basic essentials that schools needs to provide first aid in time of need.

On teachers' bungalow, it was revealed that most schools in the target communities do not have bungalow for teachers. Specifically, none of the schools in Wassa

Amenfi and Suhum Kraboa have staff bungalows. Only two schools in Twifo Hemang and three schools in Birim South have staff bungalows. With the exception of teachers Bungalow in Akotikrom in Birim South district, which accommodates quite a number of teachers, the rest were design for the use of head teachers only although some head teachers were found to share that accommodation with some teachers. As it will later be seen in this report, the absence of accommodation for teachers in these communities is one of the key impediments to quality teaching and learning. Most of these teachers live outside the communities and commute daily from nearby towns with its associated challenges such as lateness and attendant reduction in contact hours.



On teacher's offices, it was observed that 26 schools representing 62 percent have office for teachers with 96 percent of these offices were in good condition. It was however observed that many of these teachers' offices do not have the full complement of chairs and table. Similarly, while all schools have some desks for teachers in the classroom, only 11 schools reported that the desk are in good condition. Thirty-one schools indicated the condition of teachers' desks to be in poor

condition.

On the availability of library facilities, it was observed that only four out of the 42 target schools have library facility. This includes Akotikrom D/A Primary/JHS (Birim South district) Baakondidi Primary/JHS (Twifo Hemang District) and Obouho Nyarko D/A Primary and Densuso D/A KG Primary/JHS (Suhum Kraboa Coaltar District). The libraries in these schools are new and are yet to be furnished with readings materials. All the libraries were noted to be in good condition.

Figure 3.13: Target Schools without Handwashing Basin, First Aid Box, Playing Field and Teachers Bungalow

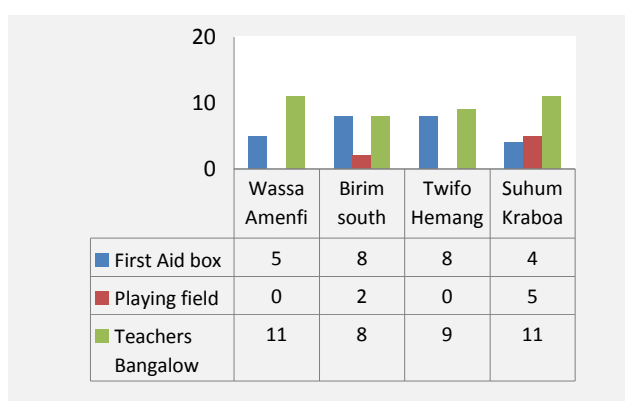


Table 3.6: Availability of other teaching and learning facilities

Schools	Availability of Library	Availability of Teachers bungalow	Availability of Office for Teachers	Availability of Electricity	Availability of ICT Facility	Availability of Science lab	Availability of Counselling Unit	Availability of First Aid Box	Availability of Playing field
Wassa Amenfi West District									
Abio Fie D/A Primary/JHS				X	X			X	X
Adidaase D/A Primary									X
Antobam DA Primary				X					X
Chichiso II Primary/JHS									X
Hiawa Catholic Primary/JHS					X			X	X
Islamic English School								X	X
Kingdom Preparatory school				X	X			X	X
Obeng D/A JHS									X
Obeng Methodist Primary									X
Wassa Bekwai Basic School				X	X			X	X
Yirase D/A Primary				X	X			X	X
Birim South District									
Adinkrom D/A Primary				X					X
Akosombo D/A Primary									
Akotikrom D/A Primary/JHS		X	X	X				X	
Apoli Beposo D/A Primary/JHS			X						X
Apoli D/A Primar JHS				X					X
Aperadi Station D/A Primary									X
Bommodin D/A Primary/JHS									X
Kroboase D/A Primary				X					X
Mensahkrom D/A Primary				X					X
Nyankomase D/A Primary/JHS				X	X [JHS]			X	X
Oforikrom D/A Primary/JHS			X	X				X	X
Twifo Hemang District									

Schools	Availability of Library	Availability of Teachers bungalow	Availability of Office for Teachers	Availability of Electricity	Availability of ICT Facility	Availability of Science lab	Availability of Counselling Unit	Availability of First Aid Box	Availability of Playing field
Ama-kwamoano D/A Primary/JHS		X	X	X					X
Ayekrom Presby Basic Primary/JHS				X				X	X
Baakondidi Primary/JHS	X		X						X
Bimpong Egya D/A Primary/JHS			X	X					X
Christ Foundation Preparatory (Bimpong Egya)			X	X					X
Hawosodze D/A Primary/JHS			X					X	X
Kyiaboso D/A Primary/JHS			X						X
Nkwamkyemaso Primary/JHS		X							X
Pepekrom D/A Primary/JHS			X					X	X
Sumnyamekoduru D/A Primary									X
Tawia Nkwanta D/A Primary/JHS			X						X
Suhum Kraboa Coaltar									
Densuso D/A KG Primary/JHS	X		X					X	
Dome Roman Catholic Primary			X					X	
Kwadwo Hum Roman Catholic			X						X
Mamehyeso Presbyterian Primary								X	X
Mfranta D/A JHS			X					X	
Mfranta Presbyterian Primary								X	
Oboadaka D/A Primary								X	X
Obouho Nyarko D/A Primary	X		X		X				X
Okonam D/A Primary/JHS								X	X
Royal Evangelical International Sch.			X						
Sowatey D/A Primary			X	X				X	X
Tei Mensah D/A Primary			X					X	X
Field Survey, 2012									

Table 3.7: Conditions of other teaching and learning facilities

School	Condition of School Infrastructure					
	Library	Teachers office	Electricity	First Aid Box	Student Desk	Teachers Desk
Wassa Amenfi West District						
Abio Fie D/A Primary/JHS		Good	Good	Inadequate	Inadequate	Inadequate
Adidaase D/A Primary					Inadequate	Inadequate
Antobam DA Primary					Inadequate	Inadequate
Chichiso II Primary/JHS					Inadequate	Inadequate
Hiawa Catholic Primary/JHS			Good	Inadequate	Adequate	Inadequate
Islamic English School				Inadequate	Inadequate	Inadequate
Kingdom Preparatory school		Poor	Good	Inadequate	Adequate	Inadequate
Obeng D/A JHS					Inadequate	Inadequate
Obeng Methodist Primary					Inadequate	Inadequate
Wassa Bekwai Basic School			Good	Inadequate	Inadequate	Inadequate
Yirase D/A Primary		Good	Good	Inadequate	Inadequate	Inadequate
Birim South District						
Adinkrom D/A Primary		Good			Adequate	Adequate
Akosombo D/A Primary					Inadequate	Inadequate
Akotikrom D/A Primary/JHS	Good	Good	Good	Inadequate	Inadequate	Adequate
Apoli Beposo D/A Primary/JHS					Adequate	Inadequate
Apoli D/A Primary/JHS					Adequate	Inadequate
Aperadi Station D/A Primary					Inadequate	Inadequate
Bomodini D/A Primary/JHS					Inadequate	Inadequate
Kroboase D/A Primary		Poor			Inadequate	Inadequate
Mensahkrom D/A Primary		Good			Inadequate	Inadequate
Nyankomase D/A Primary/JHS		Good	Poor	Inadequate	Inadequate	Adequate
Oforikrom D/A Primary/JHS				Inadequate	Inadequate	Adequate
Twifo Hemang District						

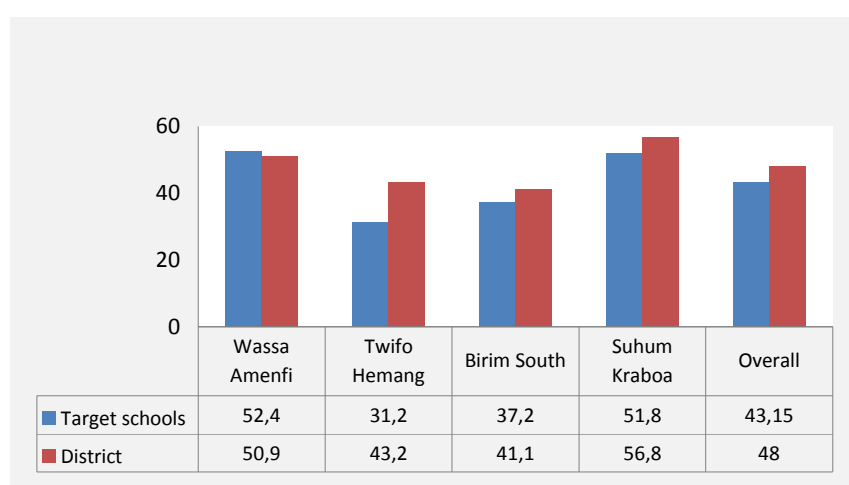
School	Condition of School Infrastructure					
	Library	Teachers office	Electricity	First Aid Box	Student Desk	Teachers Desk
Ama-kwamoano D/A Primary/JHS		Bad	Good		Inadequate	Inadequate
Ayekrom Presby Basic Primary/JHS			Good	Inadequate	Inadequate	Inadequate
Baakondidi Primary/JHS	Good	Good			Inadequate	Inadequate
Bimpong Egya D/A Primary/JHS		Good	Poor		Inadequate	Inadequate
Chris Foundation Preparatory (Bimpong Egya)		Poor	Good		Inadequate	Inadequate
Hawosodze D/A Primary/JHS		Good		Inadequate	Inadequate	Inadequate
Kyiboso D/A Primary/JHS		Poor			Inadequate	Inadequate
Nkwamkyemaso Primary/JHS		Good			Inadequate	Adequate
Pepekrom D/A Primary/JHS				Inadequate	Inadequate	Inadequate
Sumnyamekoduru D/A Primary					Inadequate	Inadequate
Tawia Nkwanta D/A Primary/JHS		Good			Inadequate	Inadequate
Suhum Kraboa Coaltar						
Densuso D/A KG Primary/JHS	Good	Good		Inadequate	Adequate	Adequate
Dome Roman Catholic Primary		Good		Inadequate	Inadequate	Adequate
Kwadwo Hum Roman Catholic Prim.		Good			Adequate	Inadequate
Mamehyeso Presbyterian Primary				Inadequate	Inadequate	Inadequate
Mfranta D/A JHS				Inadequate	Adequate	Adequate
Mfranta Presbyterian Primary				Inadequate	Adequate	Inadequate
Oboadaka D/A Primary					Adequate	Inadequate
Obouhu Nyarko D/A Primary	Good	Good			Inadequate	Inadequate
Okonam D/A Primary/JHS					Adequate	Inadequate
Royal Evangelical International Sch.		Good			Inadequate	Inadequate
Sowatey D/A Primary		Good	Good	Inadequate	Inadequate	Inadequate
Tei Mensah D/A Primary		Good		Inadequate	Inadequate	Adequate
Field Survey, 2012						

3.2.3 Performance of Schools

Basic Education Certificate Examination

The Basic Education Certificate Examination (BECE) provides a good opportunity to assess the output of schools. As shown in Figure 3.14. and Table 3.8., the average percentage of candidates that passed⁷ the BECE in the target schools in 2011 is 43.15 percent. Target schools in the Wassa Amenfi District recorded the highest pass rate of 52.4 percent, results slightly above the district average of 50.1 percent. Target schools in the Twifo Hemang District recorded poor performance among the districts with a BECE pass rate significantly lower than the district average (43.15) and national average of 46.93 percent.

Figure 3.14: BECE Pass Rate in Target Schools in comparison with District



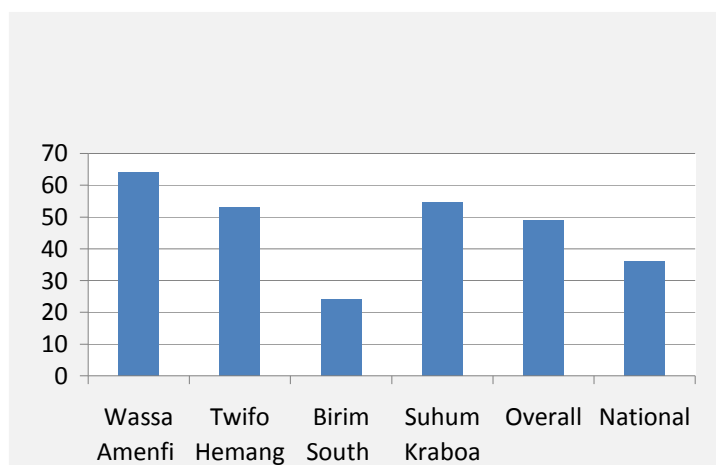
School Continuation Rate

Progression to secondary school refers to the number of new entrants to the first grade of secondary school in a given year as a percentage of the number of students enrolled in the final grade of primary school in the previous year. According to data from the Education Management Information System (EMIS), the transition rate from JHS to SHS in Ghana is 36.1 for 2009/10 academic year.

While data on pupil continuation rate is imperative for education planning at the district level, interviews with district directors of education reveal that this data is not available. It was noted that prior to 2007/08 academic year, when the Senior High School (SHS) placement had not been computerized, they were records of SHS postings for BECE candidates from each respective district but once the system became computerized, these data are not sent to the districts. *"It is now difficult to carry out district wide assessment of pupil continuation rate for the purpose of educational planning and decision making"*, noted a District Education Director during interview".

⁷ Between aggregates 6 and 36 is considered a pass under the BECE

Figure 3.15: Progression from JHS to SHS (transition rate)



The data on continuation rate were ascertained from the heads of schools and should therefore be treated with caution. The rate of pupil continuing to higher education is 48.95 with Wassa Amenfi District recording the highest (64 percent). Twifo Hemang District is an outlier with a continuation rate as low as 24 percent, figure far below the national average of 36.1 percent. Strikingly, all the pupils that qualified in Yirase JHS, Islamic English School and Kingdom Preparatory School in Wassa Amenfi District continued to Senior High School or Vocational/Technical School. The proportion of pupils in Twifo Hemang District, who got admission to SHS or Vocational/Technical School, is low compared to Birim South and Suhum Kraboa Coalatar Districts.

Table 3.8: Summary of performance in BECE

Schools	Number of applicants for 2011 BECE	BECE pass rate in 2011	% of pupil entering higher education	# of Pupil entering SHS in past 3 years
Wassa Amenfi District	240	52.4	64	224
Abio Fie D/A JHS	41	32	46	79
Chichiso II JHS	29	14	21	3
Hiawa Catholic JHS	37	92	29	24
Islamic English School	28	75	100	30
Kindom Preparatory school	22	68	100	33
Obeng D/A JHS	14	78	45	2
Wassa Bekwai Basic School	22	56	70	30
Yirase D/A JHS	30	2	100	23
Birim South District	46	37.2	53	75
Akotikrom D/A JHS	21	47	50	30
Apoli D/A JHS	15	75	28	28
Nyankomase D/A JHS	10	100	80	17
Bomodim DA Primary /JHS	11	0	0	20
Twifo Hemang District	201	31.2	24	196
Ama-kwamoano D/A JHS	38	12	6	6
Ayekrom Presby JHS	27	77	7	10
Baakondidi JHS	27	0	3	15
Bimpong Egya D/A JHS	24	17	30	15
Hawosodze D/A JHS	16	75	13	50
Kyiboso D/A JHS	13	54	77	10
Christ Foundation Preparatory (Bimpong Egya)	11	45	75	80
Nkwamkyemaso JHS	35	18	6	6
Tawia Nkwanta D/A JHS	10	30	2	4
Suhum Kraboa Coal tar	63	50.8	54.8	97
Densuso D/A JHS	9	67	50	8
Dome D/A JHS	13	39	60	22
Kwadwo Hum Roman Catholic	3	33	67	8
Mfranta D/A JHS	10	60	16	9
Okonam DA Primary/JHS	6	33	50	10
Sowatey D/A JHS	11	73	86	39

Note: Not all target schools have up to JHS.
Field Survey, 2012

3.2.4 School Governance Structures in the Target Communities

All public schools per the Education Act 1995 is to be governed by SMCs. The recommended composition of SMC is:

- The SMC chairperson,

- The head teacher,
- The PTA chairperson,
- The circuit supervisor,
- The District Education Officer and/or one other SMC member.
- Representative appointed by the chief of the town/village,
- Unit committee representatives
- District Assembly representative (usually Assembly member),
- Two members of teaching staff (JSS and primary, one each),and
- Past pupil association representative

The committee may also co-opt members to perform specific function. Working in consultation with the head teacher, the school management committee is supposed to represent the school and the community and promote the best interest of the school to ensure that pupil receive the best education possible.

The SMC while not involved in the day-to day management of the schools, however, contribute to, or decide on:

- School policy: school hours, religious policy, dress code, learner's code of conduct and school goals.
- School development: development plans, voluntary helpers, partnerships, etc.
- School administration: looking after school building and infrastructure.
- School finances: fund raising, overseeing school income and expenditure, etc.

It was observed that all the schools have in place school management committees with varying membership size, gender composition and degree of participation/activeness. However, the composition of SMC members does not meet stipulated guideline in the Education Act. The average membership size of SMCs in the target schools is seven (7) with Wassa Amenfi District having slightly higher average of 8 persons. In terms of gender, there are more males than females across all schools with a ratio of 5:2. Thus, for every five male members in an SMC in target communities, there are two women. The composition of SMC membership in practice also differs slightly from what is required with the Circuit Supervisor and District Director almost absent from SMC's activities at the school level. Parents, Assembly members and Unit Committee representatives were, however, found to be represented in SMCs. The chief representatives were also found to be included in SMCs. One notable observation is the weak interaction between circuit supervisors and SMCs. While the later is supposed to interact with the SMCs anytime they pay visits to schools to carry out their monitoring activities, this do not normally happened.

SMC member should have at least two meetings per term. Most SMCs were found to comply with this stipulation. On average, SMCs were found to meet twice per term across the target schools except in Suhum Kraboa Coaltar which had SMC member meeting on only once per term. The literacy levels of SMCs were also assessed to inform the design of the training manual. It was noted that non-GES staff, who are members of the committee are mostly semi-literate. None of the SMCs in the project communities were found to have action plans, which guide their activities.

On the capacity of SMCs, it was observed that out of the 68 parents/community representative SMCs members⁸ interviewed, only about 10 percent have received any form of training. Out of this number majority was exposed to training between 3 and 5 year ago. An SMC chairperson observed:

“Most of my colleagues SMC members have not been trained. We only do (practice) what we know. I think training will help members of the committee to sit up and play their roles well”.

Considering the fact that membership composition have changed over the years (as a result of ill health, deaf, resignation etc) capacity building of SMCs is needed to refocus the on their core mandates.

⁸ Parent SMC members refers to non GES representatives of school management committees.

Table 3.9: School governance structures

School	Existence of SMCs	Members of SMC			Literacy Level of SMC Members	Average Number of Times SMC meet per term	Level of Participation of SMC
		Total	Males	Females			
Wassa Amenfi West District		8	5	3		2	
Abio Fie D/A Primary/JHS	X	8	5	3	Semi-literate ⁹	1	Very active
Adidaase D/A Primary	X	9	6	3	Semi-literate	3	Inactive
Antobam DA Primary	X	8	4	4	Semi-literate	1	Inactive
Chichiso II Primary/JHS	X	7	5	2	Semi-literate	2	Active
Hiawa Catholic Primary/JHS	X	8	6	2	Semi-literate	2	Inactive
Islamic English School	X	8	6	2	Semi-literate	2	Active
Kingdom Preparatory School	X	7	5	2	Semi-literate	3	Very active
Obeng D/A JHS	X	7	5	2	Semi-literate	2	Inactive
Obeng Methodist Primary	X	7	5	2	Semi-literate	2	Inactive
Wassa Bekwai Basic School	X	8	6	2	Literate	1	Active
Yirase D/A Primary/JHS	X	8	4	4	Semi-literate	2	Very active
Birim South District		7	5	2		2	
Adinkrom D/A Primary	X	7	5	2	Semi-literate	2	Active
Akosombo D/A Primary	X	7	4	3	Semi-literate	1	Inactive
Akotikrom D/A Primary/JHS	X	7	5	2	Semi-literate	1	Inactive
Apoli Beposo D/A Primary/JHS	X	7	5	2	Semi-literate	3	Active
Apoli D/A Primary/JHS	X	7	6	1	Semi-literate	2	Inactive
Aperadi Station D/A Primary	X	6	4	2	Semi-literate	2	Inactive
Bomodini D/A Primary/JHS	X	7	6	1	Semi-literate	2	Active
Kroboase D/A primary	X	7	5	2	Semi-literate	3	Inactive
Mensahkrom D/A Primary	X	7	5	2	Semi-literate	2	Inactive
Nyankomase D/A Primary/JHS	X	7	5	2	Semi-literate	3	Very active

⁹ Semi-literate are people who are partially literate. They can either read or write but not both.

School	Existence	Members of SMC			Literacy Level of SMC Members	Average Number of Times SMC	Level of Participation of SMC
Oforikrom D/A Primary/JHS	X	7	6	1	Semi-literate	2	Active
Twifo Hemang District		7	5	2		2	
Ama-kwamoano D/A Primary/JHS	X	8	6	2	Semi-literate	3	Very active
Ayekrom Presby Basic Primary/JHS	X	6	4	2	Semi-literate	2	Inactive
Baakondidi Primary/JHS	X	7	7		Semi-literate	2	Active
Bimpong Egya D/A Primary/JHS	X	7	5	2	Semi-literate	2	Active
Christ Foundation Preparatory (Bimpong Egya)	X	7	5	2	Semi-literate	2	Active
Hawosodze D/A Primary/JHS	X	7	6	1	Semi-literate	2	Active
Kyiaboso D/A Primary/JHS	X	7	4	3	Semi-literate	1	Very active
Nkwamkyemaso Primary/JHS	X	7	5	2	Semi-literate	2	Very active
Pepekrom D/A Primary/JHS	X	7	6	1	Semi-literate	2	Inactive
Sumnyamekoduru D/A Primary	X	7	5	2	Literate	2	Very active
Tawia Nkwanta D/A Primary/JHS	X	6	4	2	Semi-literate	1	Inactive
Suhum Kraboa Coaltar		8	6	2		1	
Densuso D/A KG Primary/JHS	X	9	7	2	Semi-literate	1	Inactive
Dome Roman Catholic Primary	X	7	6	1	Semi-literate	0	Inactive
Kwadwo Hum Roman Catholic Primary	X	9	7	2	Semi-literate	0	Inactive
Mamehyeso Presbyterian Primary	X	11	8	3	Semi-literate	2	Inactive
Mfranta D/A JHS	X	5	3	2	Semi-literate	2	Very active
Mfranta Presbyterian Primary	X	9	7	2	Semi-literate	2	Inactive
Oboadaka D/A Primary	X	9	7	2	Semi-literate	1	Inactive
Obouho Nyarko D/A Primary	X	9	5	4	Semi-literate	1	Active
Okonam D/A Primary/JHS	X	11	9	2	Semi-literate	2	Very active
Royal Evangelical International School	X	4	4		Semi-literate	2	Very active
Sowatey D/A Primary	X	5	1	4	Semi-literate	1	Inactive
Tei Mensah D/A Primary	X	7	4	3	Semi-literate	3	Very active

Field Survey, 2012

Level of participation of Parents in School Governance



Set up by an Act of Parliament (ACT 506) in 1995, the school management committee operates directly under the District Education Oversight Committee (DEOC) and in collaboration with the District/Municipal/Metropolitan Education Directorates and the schools. The SMC is a governing body for basic schools in the various communities in the country. It is made up of group of persons whose main aim is to promote the best interest of the school and to ensure that learners in a particular school receive the best

education possible. Members of the SMC represent the school as well as the community.

Per the SMCs Resource Guide (2010), the following functions are supposed to be performed by all SMCs:

- Hold ordinary meetings, at least two times in a term, one at the beginning and the other at the end of the term.
- Hold emergency meetings as and when necessary.
- Develop a yearly education plan for the improvement of teaching and learning in the school.
- Ensure that head teachers present annual plan of action for review and approval at its first meeting in the year.
- Collect timely reports from the head teacher and advise on emerging pertinent issues.
- Make proposals for the review of the SPIP and the implementation strategies.
- Vet and approve all expenditure and projects for the school.
- In collaboration with PTAs and Unit committees, mobilize community efforts and resources to promote quality teaching and learning in the school.
- Submit termly reports to the District Director of Education and the Metropolitan/ Municipal/ District Education Oversight Committee (MMDEOC)
- Ensure that the schools comply with policies of the Ministry of Education and the Ghana Education service.

- Ensure that premises of the school are kept in a sanitary and structurally safe condition.
- Assist head teacher in solving conflicts among teachers and pupils and report to MMDEOC.
- Refer serious disciplinary cases to the Metropolitan/ Municipal/District Director of Education for action.
- Negotiate for land for school projects.
- Institute "A DAY WITH THE SCHOOL" where members can interact with staff and pupils of the school as a means of gathering information for good governance.

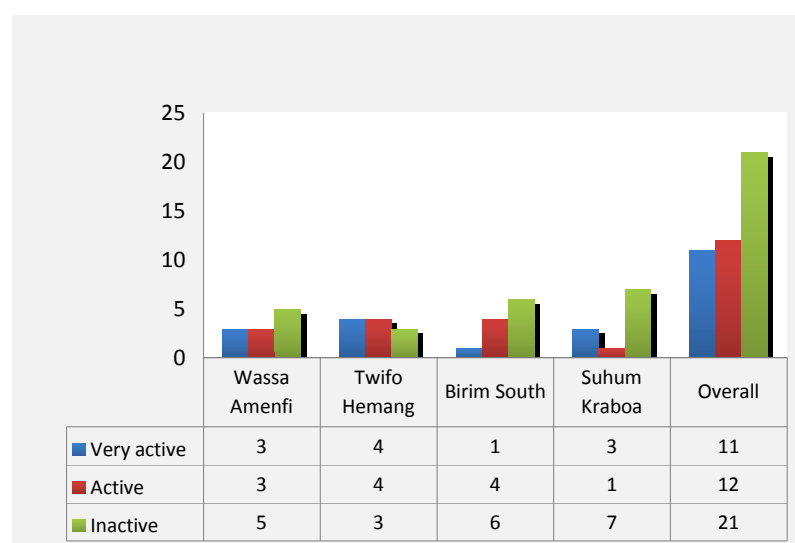
In practice however, while all schools visited have School Performance Improvement Plans (SPIPs) (perhaps, since it is a prerequisite for accessing the capitation grant), many SMC members interviewed were not aware of the existence of the SPIP. Neither were they familiar with the process of developing it. At best, the SPIP can be described as mere formality for accessing the capitation grant rather than any serious effort at school governance. The role of most SMCs were limited to monitoring teacher's attendance, holding meetings and supporting newly posted teachers to find accommodation in the communities. Very few SMCs indicated being involved in financial management and vetting and approving expenditures of their schools. Thus, most SMCs do not have comprehensive understanding of their roles and responsibilities as very negligible number have ever been trained. SMC members may therefore benefit from training on their roles and responsibilities in school governance.

Further, SMCs were rated as active¹⁰ and dormant¹¹ after interviews with cross-section of SMC members, teachers and head teachers (See Figure 3.16. and Table 3.10.). Factors considered included frequency of meetings and visits to schools to monitor activities, meeting attendance rates, level of support given to the school. Some SMCs were found to be very active in terms of monitoring teacher's attendance, while others were active in providing support to teachers posted to schools. Others were also found to have supported their schools with infrastructure etc. The result indicates that overall, about 21 SMCs representing 48.8 percent are inactive, 12 (27.9 percent) were found to be active while 11 were found to be very active. Of the inactive SMCs, majority can be found in Suhum Kraboa Coaltar district followed by Birim South District. Twifo Hemang had the least number of inactive SMCs (3). It was noted that some SMCs in the district have previously benefited from some capacity building interventions in the district.

¹⁰Active SMC members are those that are aware of their roles and responsibilities and attend meeting regularly.

¹¹ Inactive SMC members are those who do not know their roles and responsibilities and conduct to ensure the development of the school

Figure 3.16: Level of Participation of Parents SMC Members



3.2.5 Monitoring and supervision mechanisms in public schools

Three levels of monitoring and supervision takes place in public schools. This includes monitoring and supervision at the level of the District Directorate of Education (DDE), by head teachers and at the level of SMCs (See Table 3.10.).

Visits by circuit supervisors were noted as the common monitoring mechanisms by DDE. Under these mechanisms, supervisors are allocated with schools to monitor to ensure that teaching and learning take place according to GES laid down procedures. Each circuit supervisor is supposed to visit the schools under their jurisdiction three times per term. They are also supposed to inspect teachers' attendance records, lessons notes, and examinations entry report cards and monitor teachers' performance. District Education Directors were found to visit assigned schools at least 3 times in a school term.

All the four districts have monitoring teams who pay unannounced visits to schools. These teams are composed of District Director and other functional officers. The team assessed the performance of the Circuit Supervisors as well as teachers and head teachers. Application of this supervisory mechanism was, however, observed to be limited due to insufficient resources. Some districts notably Birim South and Wassa Amenfi carry out clinical supervision on teachers to ensure application of requisite pedagogical methods in teaching. However, Education Directors admitted the ineffectiveness of this mechanism due to insufficient resources.

The Birim South district, in particular, was found to have constituted District Education Oversight Committee. The Committee made up of Member of Parliament, DCEs, chief and some opinion leaders in the district organizes annual school performance appraisal meetings to assess the performance of schools and address key concerns and issues affecting quality teaching and learning. One of the initiatives undertaken by the committee is the institution of extra classes for BECE candidates in the district.

Suhum Kraboa Coaltar was found to have unique supervision system (in addition to the regular monitoring mechanisms) where teachers are made to sign performance agreements and those who fail to deliver are either transferred from the district or do not get better recommendation for promotion from the District Director. Every teacher in the district is also supposed to fill and submit confirmation form at the beginning of every term to indicate that they have reported to school. The district also carries out terminal assessment of every teacher to ensure that their output meets the agreed standard.

Further, Wassa Amenfi District Education office has introduced a policy of making all schools 'basic'. By making all schools basic means a school has to be headed by one person who will not be involved in active teaching. Without making schools basic, KG, primary and JHS will all have one head teacher and these heads do active teaching making supervision low. Now, with the basic concept, KG, Primary and JHS will have one head and the head will only monitor and supervise.

The key monitoring and supervision mechanisms adopted by SMCs include constant visit to school to check on availability of teachers, home visits to check on pupils, discussion with parents/guardians about their wards' progress, asking about the needs of teachers or things affecting them, etc. The SMCs also monitor the performance of teachers by asking pupils as well as head teachers. For instance, some SMCs in Suhum Kraboa Coaltar have watchdog committee to monitor the attendance and punctuality of teachers. They have even caused transfer of some poor performing teachers out of the district.

Table 3.10: Monitoring and supervision mechanism

No.	Supervision mechanisms	Wassa Amenfi	Twifo Hemang	Birim South	Suhum Kraboa
1	District monitoring team	X	X	X	X
2	Comm. Participatory coordinators		X		
3	Circuit supervisors	X	X	X	X
4	District education oversight committees			X	
5	Clinical supervision	X		X	
6	Terminal report assessment			X	X
7	Weekly brief visit report			X	X
8	Confirmation of teacher's form				X
9	Signing of performance agreements with teachers				X
10	Making every school basic	X			
Total		4	3	6	6

Field Survey, 2012

On the effectiveness of the existing monitoring and supervision mechanisms, it was observed that monitoring and supervision was not very effective across the four districts. At the district levels, District Directors reported facing a number of resource challenges to carry out effective monitoring of schools.

"We do not have resources to deploy our staff on regular monitoring exercise. We have not received any subvention this year (2012) and even when it is received; it is too meagre, (around GHC 600) for running of schools in a district per month. Without additional

resources, how can we effectively monitor schools under our jurisdiction”- Response of a DDE interviewed.

Monitoring by teachers was also found to be ineffective as issues of teachers’ absenteeism was ripe during focus group meeting with pupils. Most head teachers were found to engage in active teaching and monitoring of teachers performance was found to be somehow constrained. A head teacher sums his frustration:

“I teach three subjects in addition to my role as a head teacher, how I can effectively play my role when I am engaged full time in the classroom. We need more teachers so take some of the load on us so that we can be effective”.

Further, teacher’s time on task was also found to be low as good number of schools reported teachers attending school late and some not at all.

A head teacher lamented during interview *“Some teachers report to work at 10:30 am because that is the earliest time they can catch transport to this community. The community have not been able to assist them with accommodation. As a result, we are constrained in ensuring that they report to work on time”.*

Another teacher sum up his frustration when asked why teachers absent themselves/report late to work.

“I was posted by GES in 2010 and have not received my first salary despite persistent visit to the education office. My brother, how can I survive for two year without pay? Sometimes you may not even have the transport to come to school. The government need to address some of these pertinent issues before asking us to be punctual”.

While some SMCs were found to be playing their role, they appear to be unaware of their key responsibilities under the Education Act 1995. Some SMCs intimated that because they are unable to provide accommodation in the communities for teachers, they are constrained in forcing teachers to report to school on time as some of them leave far away from the communities.

3.3 Adequacy of qualified teachers and gaps

One of the most important indicators for quality education is the number of pupils per teacher. GES recommends that each teacher should handle not more than 35 pupils. Nationally, the Pupil Teacher Ratio (PTR) for basic schools stands at 34.¹² However, data from the target schools reveals a PTR ratio of 33¹³, a figure closer to the national average. Across districts, Wassa Amenfi has slightly higher PTR of 44.

There are also significant district variations in the share of professional teachers. Since teaching and learning is further enhanced when delivered by qualified teachers, the

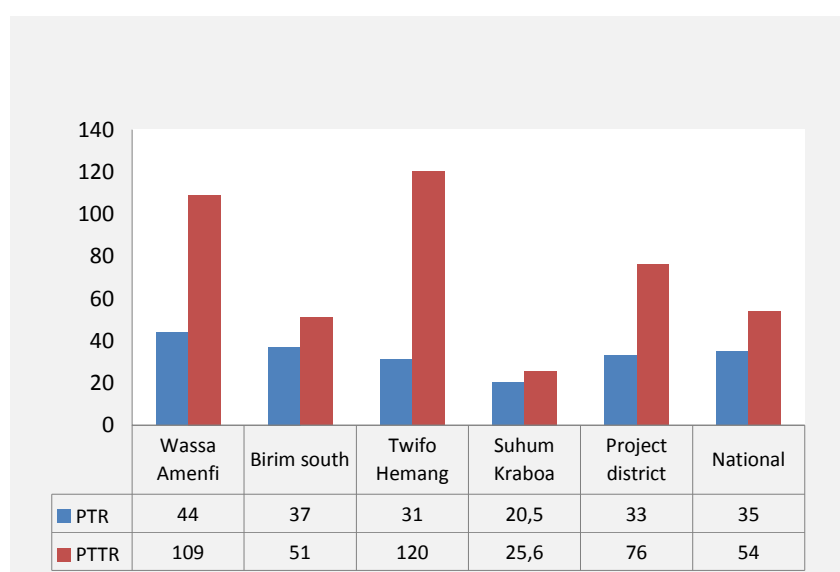
¹² MoE, (2011) Preliminary education sector performance report

¹³ GES do not include youth employment teachers and community volunteers in computing the PTR. However in this report, all teachers in basic schools were included. The PTR ratio provide detail comparison of the teacher supply situation in the project communities.

Pupil Trained Teacher Ratio (PTTR) was assessed in target communities (Figure 3.17.). The data indicates an average PTTR ratio of 76 in the project schools against a national PTTR of 54.

However when assessed in terms of districts, schools in Twifo Hemang District had the worst PTTR ratio of one trained teacher to 120 pupils. In Ayekrom Presby Basic Primary/JHS in Twifo Hemang, for example, PTTR ratio stood at 650 pupils to one trained teacher. Thus, only one trained teacher was found in a school with 650 pupils. Similarly, schools in Wassa Amenfi districts also have fewer distributions of trained teachers with PTTR of 109 (Figure 3.17. and Table 3.11.). Thus, the proportion of untrained teachers in Wassa Amenfi and Twifo Hemang Districts is high compared to Suhum Kraboa Coaltar and Birim South Districts. Schools in Suhum Kraboa Coaltar District have by far the highest concentration of qualified teachers in primary school and JHS. On average, 75 percent of teachers are trained. In contrast, Twifo Hemang District recorded the lowest proportion of teachers with formal qualifications, where only some 42.4 percent of teachers have acquired teacher training.

Figure 3.17: Pupil teacher and Pupil to Trained Teacher Ratios compared to National Averages

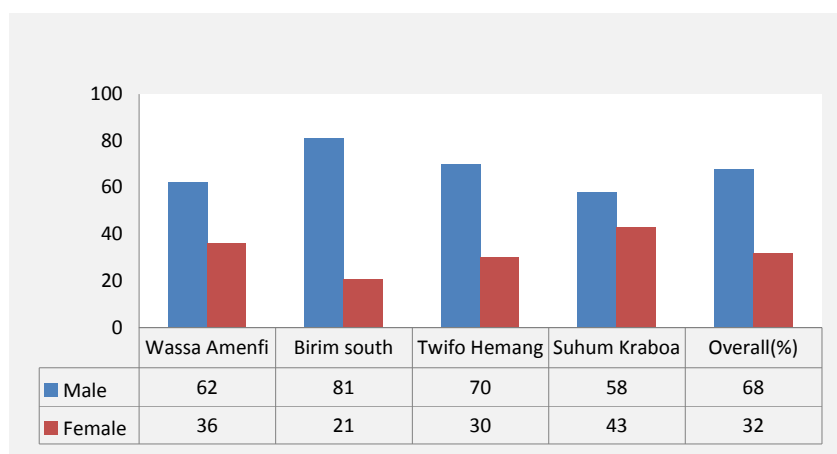


As shown in Table 3.11., 38 out of 45 schools reported that teachers are inadequate. This suggests a clear gap between teacher demand and supply. Severe shortages of teachers exist in most schools across the districts, with average demand of four (4) trained teachers. For instance, Yirase D/A Primary reported demand for teachers as high as 11-trained teacher's whiles Hiawa Catholic Primary/JHS and Chichiso II Primary/JHS reported eight (8) each.

When the deployment of teachers is assessed in relation to gender, the result showed that, out of the 404 reported number of teachers, about two-thirds (68 percent) are males while the remaining one-third are females (Figure 3.18.). Across the target districts, Birim South has the lowest concentration of female teachers (about 21 percent) followed by Twifo Hemang (31 percent). Suhum Kraboa Coaltar has the highest percentage of female

teachers (43 percent). Female teachers serves as important role models for female pupils and their limited presence in deprived schools is worrying. A head teacher complained.

Figure 3.18: Gender Distribution of Teachers



“All my teachers are males but I need female teachers to serve as role models for the pupils. Although we have put in a request more than two years, we are yet to get posting one posted to this school”.

3.4 Adequacy of Instructional Hours

Instructional hours were found to be woefully inadequate according to interviews with school pupils, head teachers and SMCs. This stem from a number of factors including high level of teacher absenteeism and lateness, shortage of teachers and poor supervision. Thus, some schools face severe shortage of teachers to the extent that instructional hours are divided among the classes. Also in schools where teachers live outside the communities and where transport is an issue, teachers are always late with some reporting to school as late as 11 am. Some teachers were also reported to close early from school in order to catch the last bus to their communities of residence. Another factor that accounted for the inadequate contact hours in target schools is the issue of delay in the payment of salary to newly posted teachers. It was noted that some teachers who were posted to some of the target schools as late as 2010 were still waiting for the first salaries. This was found to have serious impact on the teacher contact hours as most of these teachers reportedly absent themselves regularly citing financial reasons.

It was also noted during focus group interviews with school pupils that some teachers refuse to teach during school hours preferring to use pupils on their farms or to collect sand for their building projects. In one school in Twifo Hemang District, the pupil reported:

“We have been fetching water for this contractor building our new school block. Every day everybody have to fetch a bucket of water for the contractor. The distance is far and we get our self wet in the process”.

Another pupil reported "...sometimes our teachers send us to fetch sand for them to construct their buildings. The load is sometimes heavy and if you run away, they will beat you".

The issue of schoolchildren being used as labourers on school project is not limited to teachers only. In one school in Birim South District, where the SMC was putting up teacher's bungalow, pupils reported that they were responsible for carrying sand and water for the project.

Proper monitoring and supervision by all sundry could help improve instructional hours in this regard.

Table 3.11: Adequacies of teachers

School Name	Number of Teachers			% of Trained teachers	% of Untrained teachers	Pupil to teacher ratio	Pupil to trained teacher ratio	Number of teacher needed	Adequacy of teachers	Nature of teachers needed
	Total	Males	Females							
Wassa Amenfi West District	100	62(62%)	36(36%)			44	109	4		
Abio Fie D/A Primary/JHS	16	7	9	62.5	37.5	36	58	1	Inadequate	Trained (JHS)
Adidaase D/A Primary	7	5	2	42.9	57.1	53	123	4	Inadequate	Trained
Antobam D/A Primary	2	2	-	50.0	50.0	56	112	4	Inadequate	Trained
Chichiso II Primary/JHS	5	5	-	40.0	60.0	66	165	8	Inadequate	Trained
Hiawa Catholic Primary/JHS	15	8	7	53.3	46.7	45	84	8	Inadequate	Trained
Islamic English School	15	9	6	53.3	46.7	34	64	3	Inadequate	Trained
Kingdom Preparatory school	10	7	3	10.0	90.0	25	252	2	Inadequate	Trained
Obeng D/A JHS	3	3	-	100.0		37	37	3	Inadequate	Trained
Obeng Methodist Primary	5	3	2	40.0	60.0	55	139	1	Inadequate	Trained
Wassa Bekwai Basic School	9	6	3	55.6	44.4	30	54	3	Inadequate	Trained
Yirase D/A Primary/JSH	13	7	6	30.0	70.0	47	120	11	Inadequate	Trained
Birim South District	81	64 (81%)	17 (21%)			37	51	4		
Adinkrom D/A Primary	3	3	-	100.0		42	42	5	Inadequate	KG Teacher
Akosombo D/A Primary	3	2	1	33.3	66.7	92	27	3	Inadequate	Trained
Akotikrom D/A Primary/JHS	12	10	2	66.7	33.3	23	35	1	Inadequate	Trained
Apoli Beposo D/A Primary/JHS	7	4	3	42.9	57.1	41	96	3	Inadequate	Trained
Apoli D/A Primary/JHS	13	10	3	53.8	46.2	63	68	3	Inadequate	Trained
Aperadi Station D/A Primary	9	6	3	44.4	55.6	26	58	6	Inadequate	Trained
Bomodini D/A Primary/JHS	8	8		50.0	50.0	26	53	6	Inadequate	Trained
Kroboase D/A Primary	2	2		50.0	50.0	16	32	2	Inadequate	Trained
Mensahkrom D/A Primary	5	4	1	20.0	80.0	15	79	2	Inadequate	Trained
Nyankomase D/A Primary/JHS	13	9	4	84.6	15.4	38	45	1	Inadequate	Trained
Oforikrom D/A Primary/JHS	6	6	-	83.3	16.7	26	31	4	Inadequate	Trained (JHS)

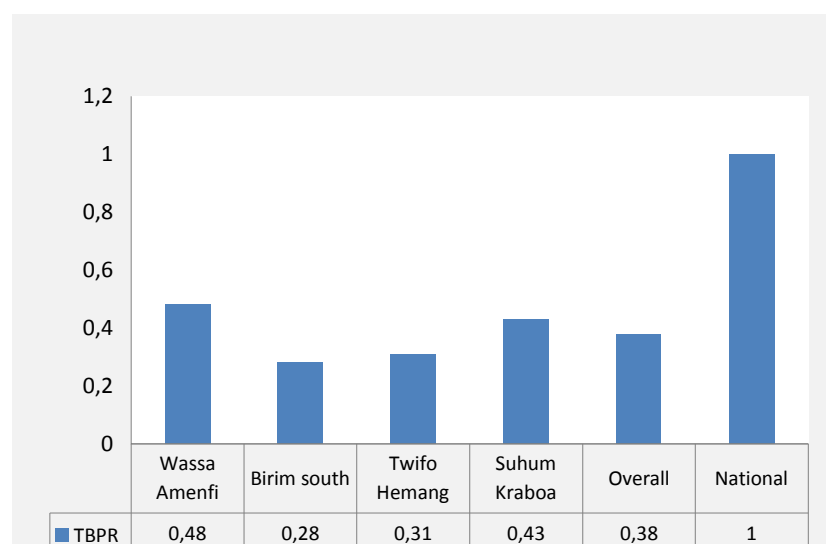
School Name	Number of Teachers			% of Trained teachers	% of Untrained teachers	Pupil to teacher ratio	Pupil to trained teacher ratio	Number of teacher needed	Adequacy of teachers	Nature of teachers needed
	Total	Males	Females							
Twifo Hemang District	129	90 (70%)	39 (30%)			31	120	4		
Ama-kwamoano D/A primary/JHS	15	8	7	73.3	26.7	23	32	4	Inadequate	Trained
Ayekrom Presby Basic Prim./JHS	13	9	4	7.7	92.3	50	650	5	Inadequate	Trained
Baakondidi Primary/JHS	16	11	5	31.3	68.8	31	100	4	Inadequate	Trained
Bimpong Egya D/A Primary/JHS	13	8	5	46.2	53.8	34	62	2	Inadequate	Trained
Christ Foundation Preparatory (Bimpong Egya)	15	9	6	26.7	73.3	16	21	3	Inadequate	Trained
Hawosodze D/A Primary/JHS	11	10	1	63.0	36.0	24	37	4	Inadequate	Trained
Kyaboso D/A Primary/JHS	11	9	2	62.5	37.5	42	67	4	Inadequate	Trained
Nkwamkyemaso Primary/JHS	10	8	2	60.0	40.0	27	45	6	Inadequate	Trained
Pepekrom D/A Primary/JHS	10	7	3	40.0	60.0	22.4	56	4	Adequate	
Sumnyamekoduru D/A Primary	6	3	3	33.3	66.7	48	145	2	Inadequate	Trained
Tawia Nkwanta D/A Primary/JHS	9	8	1	22.2	77.8	24	110	3	Inadequate	Trained
Suhum Kraboa Coaltar	94	56 (58%)	40 (42%)			20.5	25.6	2		
Densuso D/A KG Primary/JHS	15	6	9	100.0		13	13		Adequate	
Dome Roman Catholic Primary	8	4	4	75.0	25.0	40	53	3	Inadequate	Trained
Kwadwo Hum Roman Catholic	9	7	2	100.0		14	14	1	Inadequate	Trained
Mamehyeso Presbyterian Prim.	3	3	-	66.7	33.3	15	23		Adequate	
Mfranta D/A JHS	5	4	3	100.0		7	7		Adequate	
Mfranta Presbyterian Primary	9	7	2	44.4	55.6	20	46	2	Inadequate	KG Teacher
Oboadaka D/A Primary	5	5		80.0	20.0	18	22	2	Inadequate	Trained
Obouho Nyarko D/A Primary	5	5		100.0	0.0	29	29	2	Inadequate	Trained
Okonam D/A Primary/JHS	14	6	8	100.0		13	13		Adequate	
Royal Evangelical International	6	3	3		100.0	26		2	Inadequate	Trained
Sowatey D/A Primary	8	2	6	87.5	12.5	36	41	1	Inadequate	KG Teacher
Tei Mensah D/A Primary	7	4	3	71.4	28.6	15	21	3	Inadequate	Trained

Field Survey, 2012

3.5 Availability of Teaching/Learning Materials

Another factor influencing quality education is the availability of teaching and learning materials such as textbooks, TLM (namely, Curriculum Guide and Textbook Guide for Teachers) and writing materials. According to GES norm, all pupils should have their own copy of the core textbooks (i.e. Mathematics, English and Science). As shown in Figure 3.19. and Table 3.12., pupils in most schools do not have adequate access to textbooks. Although core textbooks to pupil ratios at all levels of education has significantly decreased from 2.0 in 2006/07 to 1.0 in 2010/11, the ratio in the target schools averages 0.37 textbooks per pupil. Thus, three pupils share about one core textbook in target schools instead of one core textbook per pupil as exist nationally. One schoolchild reported during focus group interviews:

Figure 3.19: Textbook to Pupil Ratio in Target Schools by Districts



“We do not have most of the textbook in my class (class 6), for English and science, it is only one for the whole class (of 34 pupil)”.

Clearly, textbook supply is not adequate in target schools. This implies schoolchildren are unable to send textbooks home for studies and are mainly kept in the schools.

Similar to core textbook distribution, access to teaching and learning materials is a challenge in almost all the target schools (Figure 3.20. and Table 3.12.). As shown in Table 3.10., few schools have adequate teaching and learning materials. Three (3) out of 45 schools reported that teaching and learning materials are available, but inadequate for the number of pupils. Moreover, 16 out of 43 schools reported that their writing materials satisfactorily meet their needs with schools in Wassa Amenfi District dominating this category.

Figure 3.20: Target School Reporting Adequacy of Teaching and Learning Materials

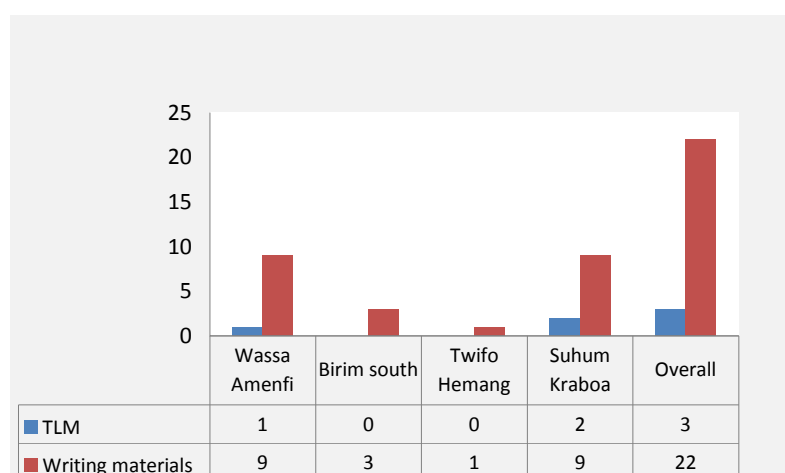


Table 3.12: Availability of teaching and learning materials

Schools	Adequacy ¹⁴ of Teaching & Learning Materials	Adequacy of Writing Materials	Core Textbook to pupil ratio	Adequacy of Textbooks
Wassa Amenfi West District			0.48	
Abio Fie D/A Primary/JHS	Inadequate	Adequate	0.5	Inadequate
Adidaase D/A Primary	Inadequate	Adequate	0.5	Inadequate
Antobam D/A Primary	Inadequate	Inadequate	0.5	Inadequate
Chichiso II Primary/JHS	Inadequate	Adequate	0.5	Inadequate
Hiawa Catholic Primary/JHS	Inadequate	Adequate	0.5	Inadequate
Islamic English School	Inadequate	Adequate	0.5	Inadequate
Kingdom Preparatory school	Inadequate	Adequate	0.5	Inadequate
Obeng D/A JHS	Inadequate	Adequate	0.5	Inadequate
Obeng Methodist Primary	Adequate	Inadequate	0.33	Inadequate
Wassa Bekwai Basic School	Inadequate	Adequate	0.5	Inadequate
Yirase D/A Primary/JHS	Inadequate	Adequate	0.5	Inadequate
Birim South District			0.28	
Adinkrom D/A Primary	Inadequate	Inadequate	0.33	Inadequate
Akosombo D/A Primary	Inadequate	Inadequate	0.33	Inadequate
Akotikrom D/A Primary/JHS	Inadequate	Inadequate	0.33	Inadequate
Apoli Beposo D/A Primary/JHS	Inadequate	Inadequate	0.33	Inadequate
Apoli D/A Primary/JHS	Inadequate	Adequate	0.2	Inadequate

¹⁴ Adequacy here refers to whether teaching and learning materials are available in quantities that meet the needs of pupils. In determining this, respondents (pupils and teachers) were asked about the number of textbooks available per pupil and the results compared to GES norm of 3 core textbook per pupil.

Schools	Adequacy ¹⁴ of Teaching & Learning Materials	Adequacy of Writing Materials	Core Textbook to pupil ratio	Adequacy of Textbooks
Aperadi Station D/A Primary	Inadequate	Adequate	0.17	Inadequate
Bomodini D/A Primary JHS	Inadequate	Inadequate	0.33	Inadequate
Kroboase D/A Primary	Inadequate	Inadequate	0.33	Inadequate
Mensahkrom D/A Primary	Inadequate	Inadequate	0.33	Inadequate
Nyankomase D/A Primary/JHS	Inadequate	Adequate	0.33	Inadequate
Oforikrom D/A Primary/JHS	Inadequate	Inadequate	0.5	Inadequate
Twifo Hemang District			0.31	
Ama-kwamoano D/A Primary/JHS	Inadequate	Inadequate	0.33	Inadequate
Ayekrom Presby Basic Primary/JHS	Inadequate	Inadequate	0.2	Inadequate
Baakondidi Primary/JHS	Inadequate	Inadequate	0.33	Inadequate
Bimpong Egya D/A Primary/JHS	Inadequate	Inadequate	0.33	Inadequate
Christ Foundation Preparatory (Bimpong Egya)	Inadequate	Adequate	0.33	Inadequate
Hawosodze D/A Primary/JHS	Inadequate	Inadequate	0.33	Inadequate
Kyiboso D/A Primary/JHS	Inadequate	Inadequate	0.2	Inadequate
Nkwamkyemaso Primary/JHS	Inadequate	Inadequate	0.33	Inadequate
Pepekrom D/A Primary/JHS	Inadequate	Inadequate	0.2	Inadequate
Sumnyamekoduru D/A Primary	Inadequate	Inadequate	0.2	Inadequate
Tawia Nkwanta D/A Primary/JHS	Inadequate	Inadequate	0.33	Inadequate
Suhum Kraboa Coaltar			0.43	
Densuso D/A KG Primary/JHS	Inadequate	Adequate	0.33	Inadequate
Dome Roman Catholic Primary	Adequate	Adequate	0.33	Inadequate
Kwadwo Hum Roman Catholic Primary	Inadequate	Adequate	0.33	Inadequate
Mamehyeso Presbyterian Primary	Inadequate	Adequate	0.2	Inadequate
Mfranta D/A JHS	Inadequate	Adequate	0.5	Inadequate
Mfranta Presbyterian Primary	Inadequate	Inadequate	0.33	Inadequate
Oboadaka D/A Primary	Inadequate	Inadequate	1	Adequate
Obouho Nyarko D/A Primary	Adequate	Adequate	0.5	Inadequate
Okonam D/A Primary/JHS	Inadequate	Inadequate	0.5	Inadequate
Royal Evangelical International School	Inadequate	Adequate	0.5	Inadequate
Sowatey D/A Primary	Inadequate	Adequate	0.33	Inadequate
Tei Mensah D/A Primary	Inadequate	Adequate	0.33	Inadequate
Field Survey, 2012				

3.6 Access and quality of delivery of social interventions

In the implementation of the educational strategic plan, Government of Ghana instituted some social interventions in basic schools to help improve enrolment, retention and performance. These pro-poor interventions include the capitation grant scheme, school feeding programme, free exercise books, and school uniform.

The capitation grant scheme, which seeks to eliminate the financial barrier to school enrolment and reimburse schools for revenue loss after the abolition of student levies, should be accessible by all public schools in Ghana. The grant, which is presently GHC 4.50, was found to be accessible in all the targeted public schools visited (See Table 3.13.). However, disbursement of this grant was saddled with delays with all eligible schools reporting late receipt of the grant. Some schools reported outstanding payments for the first and second terms of 2010/11 academic year, which is close to a year delay. It was also observed that the actual figure paid to each school is GHC 3.1 per child. The District Education Office deducts GH¢0.90 from the grant for sports and cultural activities before disbursing it to schools, an indication of limited leftover funds for direct school expenses. A head teacher intimated during interview:

« The grant comes very late, sometimes two clear terms behind schedule. As we speak, we have not received grants for last two terms. We are forced to use our own money to run the schools and when you make deductions when the grant finally comes, auditors raise issues. It is difficult to get the schools running.

On the adequacy of the capitation grant, head teachers interviewed indicated that the grant is inadequate in removing the financial barriers facing public schools.

The amount we receive is woefully inadequate, minor maintenance is supposed to be funded from the grant, travelling expenses, examination fees and stationary are all expected to be funded from the capitation grant. With my population (i.e.148 pupils), I only receive, about GHC 460 a term. How can I manage this school with this budget line? Parents are also not willing to contribute because they have been made to know that Government is shouldering the responsibility. This is our predicament with the capitation grant ».

Thus, since the overriding criterion for disbursement of the fund is enrolment, deprived schools receives smaller grants compared to non-deprived schools. Head teachers reached with interviews argued that there are some elements of fixed cost in the operation of schools. This cost, which includes management expenses (e.g. transport, communication etc) and teaching materials, does not vary with changes in enrolment figures. Therefore, allocating resources solely on enrolment figures disregards the fixed cost elements in school's operations.

A head teacher sums up his frustrations:

“How do you give us grant based on enrolment when in fact we all spend the same amount on transport, communication and to a larger extent teaching and learning materials? In fact, we (schools) in deprived communities spend more on these expenses than those in the cities. The allocation formula is unfair to schools in the villages”.

The school feeding programme was found to be functioning in only 10 schools (Figure 3.18. and Table 3.13.). The programme seeks to reduce hunger and malnutrition among all primary and kindergarten pupils, and increase school enrolment, attendance and retention. Out of the 10 schools, four (4) are found in Wassa Amenfi district. Chichiso II Primary, Islamic English School, Wassa Bekwai Basic School and Yirase D/A Primary are direct beneficiaries of the School Feeding Programme. Only Akotikrom D/A Primary and Nyankomase D/A Primary in Birim South District have benefited from School Feeding Programme. Ama-kwamoano, Baakondidi and Sumnyamekoduru primary schools were the only beneficiaries in Twifo Hemang District.

There were however, some issues with quality, quantity and timeliness of food served as well as supervision. Interviews with head teachers reveal that caterers do not serve the food on time and the quality was said to be very poor. However supervision lies with the District Assembly and this has been creating frictions between school authorities and caterers. One head teacher noted:

“The caterers do what they want. They do not serve meals on time and the quality and quantity is very poor. When you challenge them, they will report you to the District Chief Executive and if you are not careful, you will be transferred. Look at the time they are serving the children, break is supposed to be over”.

Another notable intervention is the government free uniform and exercise book programme (See Figure 3.21. and Table 3.13.). All the surveyed public schools have benefited from the free exercise books. However, only 16 out of 43 beneficiary schools reported that the exercise books are adequate. Further, there are no clear guidelines on the allocation of the free exercise books to schools. Such decisions are left to the discretion of District Education officers and head teachers. The absence of the guidelines and lack of predictability in supply run counter to the desired effect of the intervention. For instance, needy children who are the target beneficiary do not often know at the start of the term whether they would be supported under the programme.

Similarly, 34 out of 43 beneficiary schools have benefited from free school uniform programme. Most of the schools in Wassa Amenfi and Birim South have benefited from the programme. Similar to the free exercise book programme, all the beneficiary schools reported that the school uniforms are in short supply. The sizes of the uniform do not match/fit the identified needy pupils. Further, all the Missionary schools that do not wear the government-approved clothing do not benefit from the free school uniform programme.

Figure 3.21: Target Schools Benefiting from Social Interventions by Districts

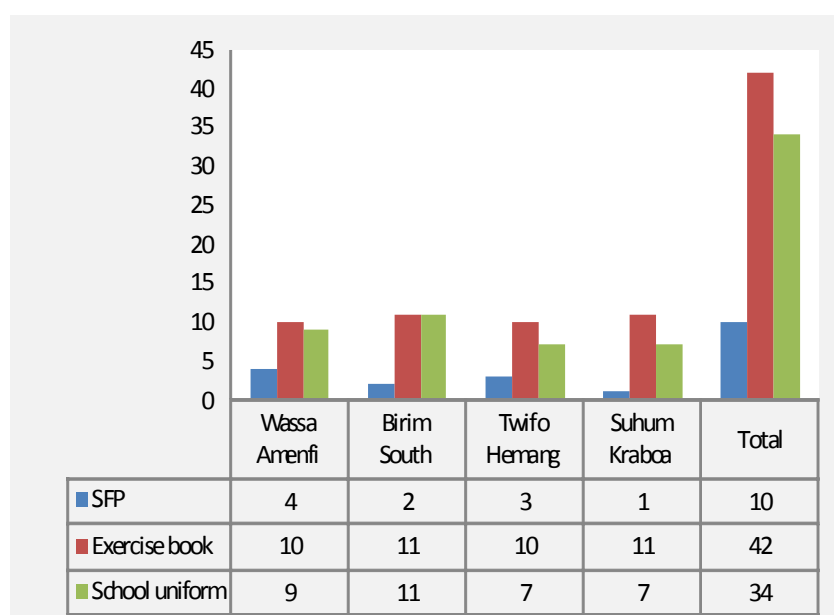


Table 3.13: Access and adequacy of relevant social services and educational entitlements

School name	Access to Capitation Grant	Access to School Feeding	Access to Free Exercise Books	Access to Free School Uniform	Adequacy of School Feeding Programme	Adequacy of Free Exercise Book	Adequacy of Free School Uniform
Wassa Amenfi West District		4	10				
Abio Fie D/A Primary/JHS	X		X			Adequate	
Adidaase D/A Primary	X		X	X		Inadequate	Inadequate
Antobam DA Primary	X		X	X		Inadequate	Inadequate
Chichiso II Primary/JHS	X	X	X	X	Adequate	Inadequate	Adequate
Hiawa Catholic Primary/JHS	X		X	X		Adequate	Adequate
Islamic English School	X	X	X	X	Inadequate	Inadequate	Inadequate
Kingdom Preparatory School							
Obeng D/A JHS	X		X	X		Adequate	Adequate
Obeng Methodist Primary	X		X	X		Adequate	Adequate
Wassa Bekwai Basic School	X	X	X	X		Inadequate	Inadequate
Yirase D/A Primary/JHS	X	X	X	X	Inadequate	Inadequate	Inadequate
Birim South District		2					
Adinkrom D/A Primary	X		X	X		Inadequate	Inadequate
Akosombo D/A Primary	X		X	X		Inadequate	Inadequate
Akotikrom D/A Primary/JHS	X	X	X	X	Adequate	Inadequate	Inadequate
Apoli Beposo D/A Primary/JHS	X		X	X		Inadequate	Inadequate
Apoli D/A Primary/JHS	X		X	X		Inadequate	Inadequate
Aperadi Station D/A Primary	X		X	X		Inadequate	Inadequate
Bomodini D/A Primary/JHS	X		X	X		Inadequate	Inadequate
Kroboase D/A Primary	X		X	X		Inadequate	Inadequate
Mensahkrom D/A Primary	X		X	X		Inadequate	Adequate
Nyankomase D/A Primary/JHS	X	X	X	X	Adequate	Inadequate	Inadequate
Oforikrom D/A Primary/JHS	X		X	X		Inadequate	Inadequate
Twifo Hemang District		3					
Ama-kwamoano D/A Primary/JHS	X	X	X		Inadequate	Adequate	

School name	Access to Capitation Grant	Access to School Feeding	Access to Free Exercise Books	Access to Free School Uniform	Adequacy of School Feeding Programme	Adequacy of Free Exercise Book	Adequacy of Free School Uniform
Ayekrom Presby Basic Primary/JHS	X		X	X		Inadequate	Inadequate
Baakondidi Primary/JHS	X	X	X	X	Inadequate	Adequate	Inadequate
Bimpong Egya D/A Primary/JHS	X		X	X		Adequate	Inadequate
Chris Foundation Preparatory (Bimpong Egya)							
Hawosodze D/A Primary/JHS	X		X			Inadequate	
Kyiaboso D/A Primary/JHS	X		X	X		Adequate	Inadequate
Nkwamkyemaso Primary/JHS	X		X	X		Adequate	Inadequate
Pepekrom D/A Primary/JHS	X		X	X		Adequate	Inadequate
Sumnyamekoduru D/A Primary	X	X	X	X	Adequate	Adequate	Inadequate
Tawia Nkwanta D/A Primary/JHS	X		X	X			
Suhum Kraboa Coaltar		1					
Densuso D/A KG Primary/JHS	X	X	X	X	Adequate	Adequate	Inadequate
Dome Roman Catholic Primary	X		X			Inadequate	
Kwadwo Hum Roman Catholic	X		X			Inadequate	
Mamehyeso Presbyterian Primary	X		X	X		Adequate	Adequate
Mfranta D/A JHS	X		X			Adequate	
Mfranta Presbyterian Primary	X		X			Adequate	
Oboadaka D/A Primary	X		X	X		Inadequate	Inadequate
Obouho Nyarko D/A Primary	X		X	X		Inadequate	Inadequate
Okonam D/A Primary/JHS	X		X	X		Inadequate	Inadequate
Royal Evangelical international School							
Sowatey D/A Primary	X		X			Inadequate	
Tei Mensah D/A Primary	X		X	X		Inadequate	Adequate
Field Survey, 2012							

3.7 Needs of Schools, Teachers and Pupils

Needs of schools

Library, ICT Centre and school block (i.e. new, renovation and completion) were identified as the most important needs of schools in the target communities by head teachers (See Figure 3.22. and 3.24.). This was followed by toilet and teachers bungalow with access to the school feeding programme placing 6th. As observed earlier, school infrastructures were found to be in poor state in most of the target communities and these findings reinforces the poor state of school infrastructures.

Figure 3.22: Needs of schools across target communities.

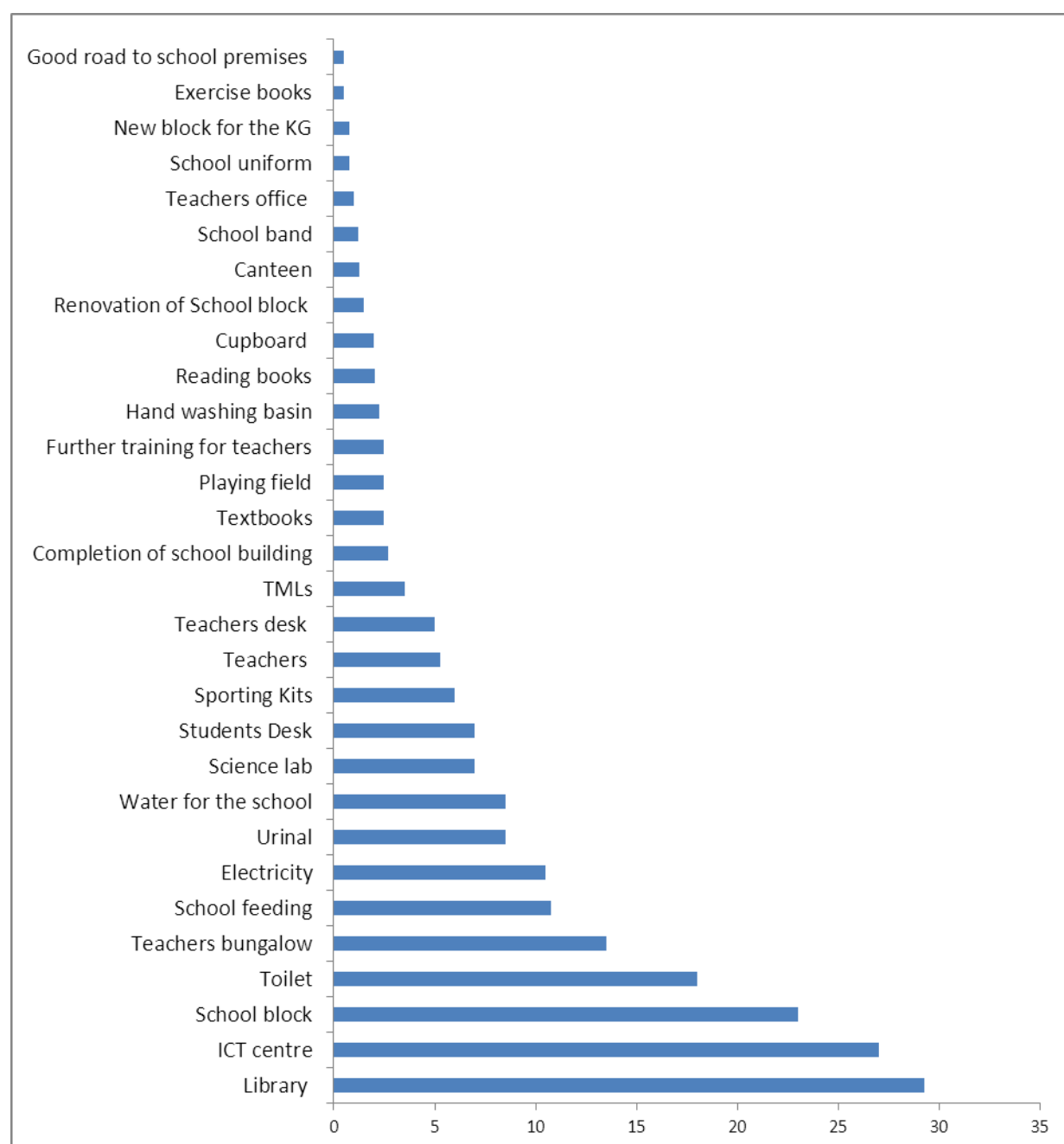
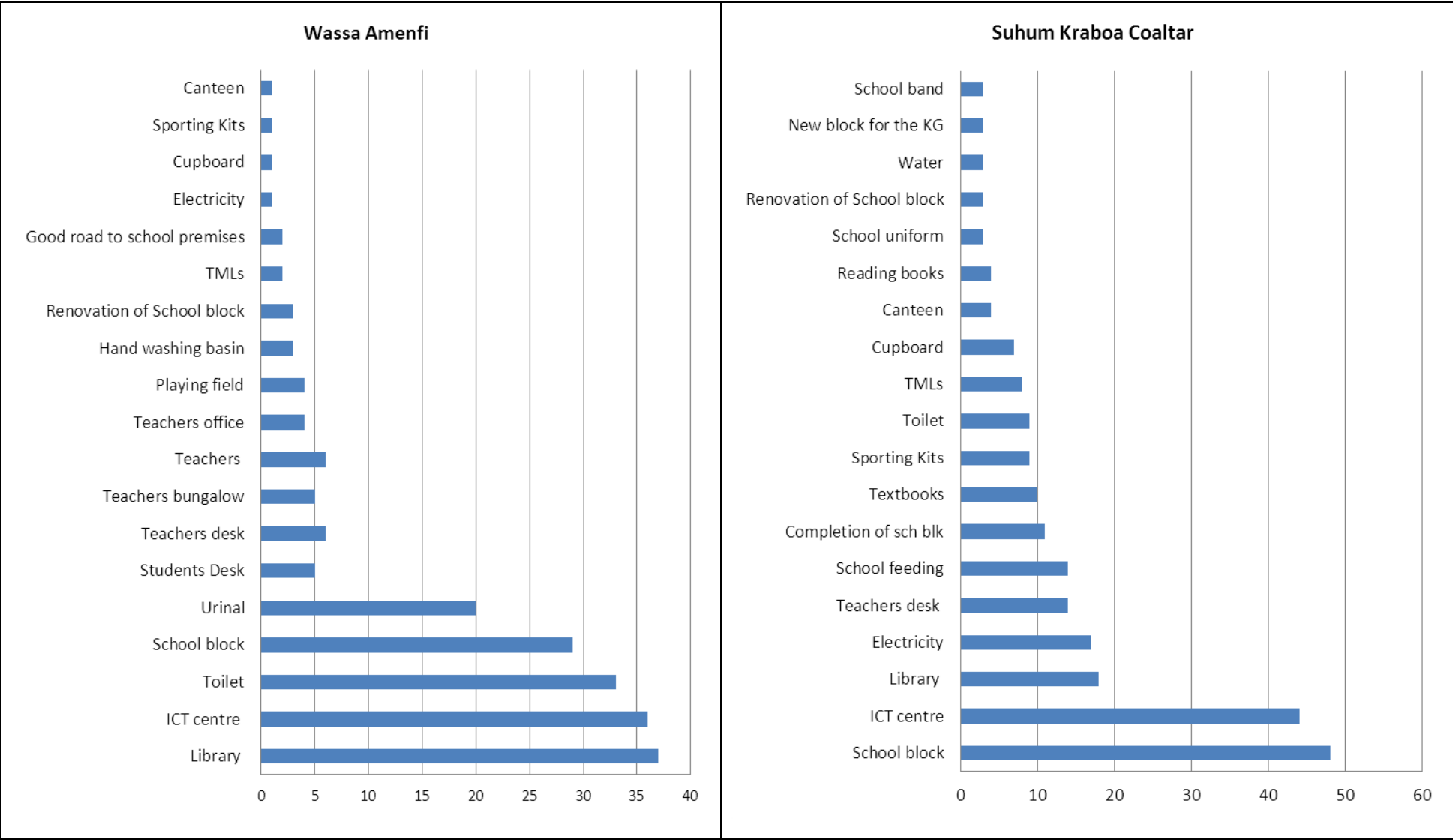


Figure 3.23: Needs of schools ranked in order of priority



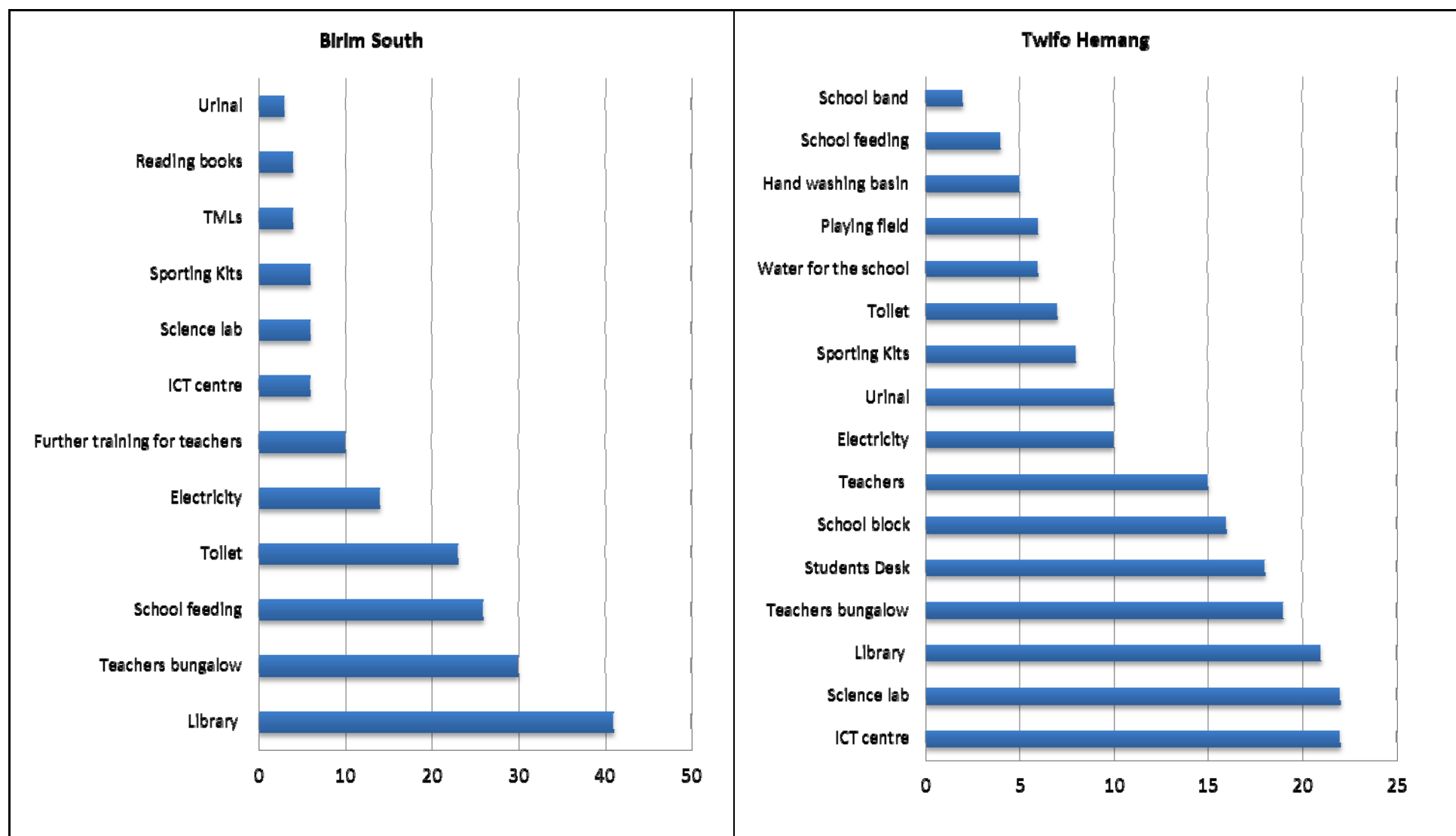


Table 3.14: Needs of schools by districts

	1st Priority Need	2nd Priority Need	3rd Priority Need	4th Priority Need	5th Priority Need	6th Priority Need
Wassa Amenfi West District						
Abio Fie D/A Primary/JHS	Library	ICT Centre	Science laboratory	Teachers office	Hand washing basin	Sporting kits
Adidaase D/A Primary	Toilet	Urinal	Library	ICT Centre	Good school road	Canteen
Antobam DA Primary	Teachers	Library	ICT Centre	Renovation of sch.	Playing field	Toilet
Chichiso II Primary/JHS	Toilet	Urinal	Library	ICT Centre	School block	Electricity
Hiawa Catholic Primary/JHS	ICT Centre	Teachers	Library	Students desks	TLMs	Hand washing basin
Islamic English School	Completion of sch.	Toilet	Urinal	Teachers desks	ICT Centre	Cud board
Kingdom Preparatory Sch.	New school block	Toilet	Library	ICT Centre	Science laboratory	
Obeng D/A JHS	Library	Teachers bungalow	Water for the sch.	Students desks	Toilet	Urinal
Obeng Methodist Primary	Library	ICT Centre	Toilet	School block	Water for the sch.	Student desks
Wassa Bekwai Basic School	School block for KG	Toilet	Urinal	Teachers desks	ICT Centre	Student desks
Yirase D/A Primary	Library	ICT Centre	Science laboratory	Playing field	Teachers office	
Birim South District						
Adinkrom D/A Primary	Sporting kits	School feeding	TLMs	Library	Electricity	
Akosombo D/A Primary	Library	ICT Centre	School feeding	Science laboratory	Teachers bungalow	Teachers desks
Akotikrom D/A Primary/JHS	ICT Centre	Library	Electricity	School block	Teachers bungalow	
Apoli Beposo D/A Primary/JHS	Teachers bungalow	Textbooks	Reading materials			
Apoli D/A Primary JHS	Library	ICT Centre	School feeding	Science laboratory	Teachers bungalow	Student desks
Aperadi Station D/A Primary	Toilet	Library	School feeding	Teachers bungalow	Teachers desks	ICT Centre
Bomodini D/A Primary/JHS	Toilet	Library	School feeding	School block	Teachers bungalow	ICT Centre
Kroboase D/A Primary	Teachers bungalow	Re-training	Toilet	Urinal		
Mensahkrom D/A Primary	Teachers bungalow	Re-training	Toilet			
Nyankomase D/A Primary/JHS	ICT Centre	Library	Electricity	School block	Teachers bungalow	
Oforikrom D/A Primary/JHS	School block	ICT Centre	Electricity	Toilet	Teachers bungalow	
Twifo Hemang District						
Ama-kwamoano D/A Primary/JHS	School block	Water for the sch.	Teachers bungalow	Hand washing basin	Sporting kits	
Ayekrom Presby Basic Primary/JHS	Teachers bungalow	Water for the sch.	Electricity	Science laboratory	Library	ICT Centre
Baakondidi Primary/JHS	Teachers bungalow	ICT Centre	Science laboratory	Water for the sch.	Student desks	Sporting kits
Bimpong Egya D/A Primary/JHS	ICT Centre	School feeding	Science laboratory	Library	Water for the sch.	School band
Christ Foundation Preparatory (Bimpong Egya)	ICT Centre	Science laboratory	Sporting kits	Library	School band	
Hawosodze D/A Primary/JHS	Water for the sch.	Library	ICT Centre	Science laboratory	Hand washing basin	
Kyiboso D/A Primary/JHS	Teachers office	ICT Centre	Science laboratory	Water for the sch.		
Nkwamkyemaso Primary/JHS	Playing field	Urinal	School block	Electricity		

	1st Priority Need	2nd Priority Need	3rd Priority Need	4th Priority Need	5th Priority Need	6th Priority Need
Pepekrom D/A Primary/JHS	School block	Water for the sch.	Library	ICT Centre	Science laboratory	
Sumnyamekoduru D/A Primary	School block	Toilet	Urinal	Teachers	Water for the sch.	Sporting kits
Tawia Nkwanta D/A Primary/JHS	Teachers	Teachers bungalow	Electricity	Toilet	Urinal	Textbooks
Suhum Kraboa Coalta						
Densuso D/A KG Primary/JHS	School block	Electricity	ICT Centre	Water for the sch.	Science laboratory	Hand washing basin
Dome Roman Catholic Primary	Library	ICT Centre	Electricity	Cud board	Sporting kits	Teachers
Kwadwo Hum Roman Catholic	School block	Teachers desks	Cud boards	Renovation of sch.	Toilet	Urinal
Mamehyeso Presbyterian Primary	ICT Centre	School feeding	Sporting kits	School band	School block	Teachers desks
Mfranta D/A JHS	Electricity	ICT Centre	Textbooks	Water for the sch.	Canteen	Sport centre
Mfranta Presbyterian Primary	School block	Toilet	School feeding	Library	Canteen	Textbooks
Oboadaka D/A Primary	New sch. Block (JHS&KG)	Water for the sch.	Teachers desks	School uniforms	Exercise books	
Obouho Nyarko D/A Primary	New sch. Block (JHS)	Textbooks	ICT Centre	Reading materials	TLMs	
Okonam D/A Primary/JHS	New sch. Block (JHS&KG)	Completion of prim. block	Library	ICT Centre	Toilet	Sport centre
Royal Evangelical International	New school block	ICT Centre	Teachers desks	Reading materials	Student desks	Urinal
Sowatey D/A Primary	New sch. Block (KG)	Library	ICT Centre	Water for the sch.	Science laboratory	
Tei Mensah D/A Primary	TLMs	School feeding	School block	Electricity	Sporting kits	

Field Survey, 2012

Needs of Teachers



The needs of teachers are presented in Figure 3.23. and Table 3.15. below. The results reveal that teachers in the project communities have teacher's bungalow as their most desired need followed closely by the need for retraining. Teacher accommodation was virtually non-existence in almost all the project communities and was noted as a major contributory factor to poor pupil performance as most teachers live outside the community and report to school late due to unavailability of public transport plying such communities.

The need for re-training was expressed by most teachers interviewed. Many teachers in the project communities are untrained and retraining was seen as means of improving their delivery. It was observed that some teachers were doing further studies by distance learning where they attend lectures doing the weekends in the various campuses of Winneba, Cape Coast, and Accra. It however became known that these programmes are not really "distance" in the strict sense of the word as teachers often leave school mostly on Thursdays/Fridays and fail to report to school on Mondays. It was reported that some even extend the weekends to Wednesday. There could be special distance programme for teachers, which could run during school vacations to avoid interruption in teaching work while school is in session.

Means of transport (Motorbike and bicycle to be precise) was ranked as the third most pressing needs by teachers because of the difficulties in commuting to school every day. Commercial vehicles were found to be irregular in many of these communities and as such, some teachers were said to have been reporting to school around 10am/11am resulting in less contact hours.

Figure 3.24: Needs of Teachers in Project Communities

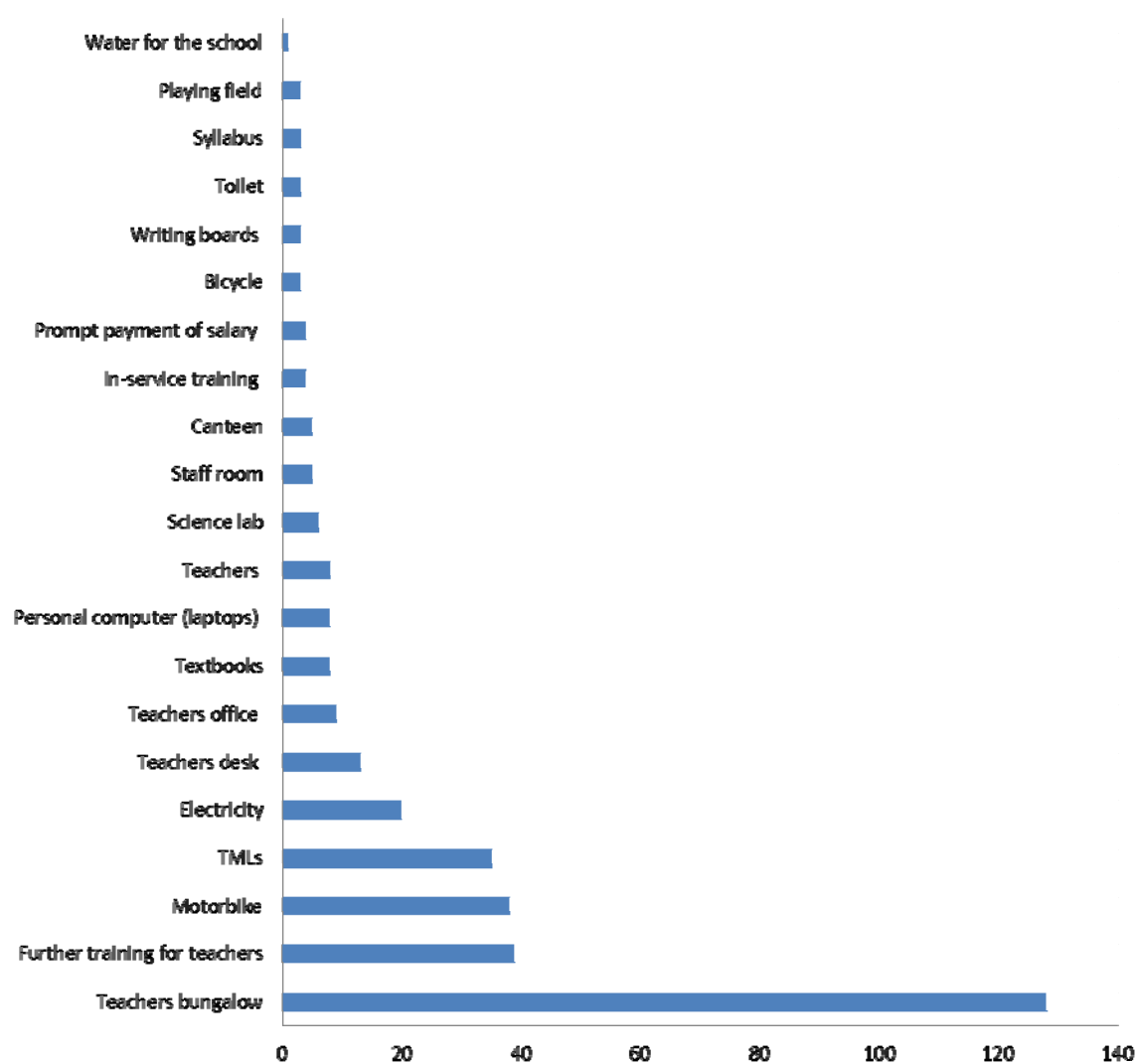


Figure 3.25: Needs of teachers by districts

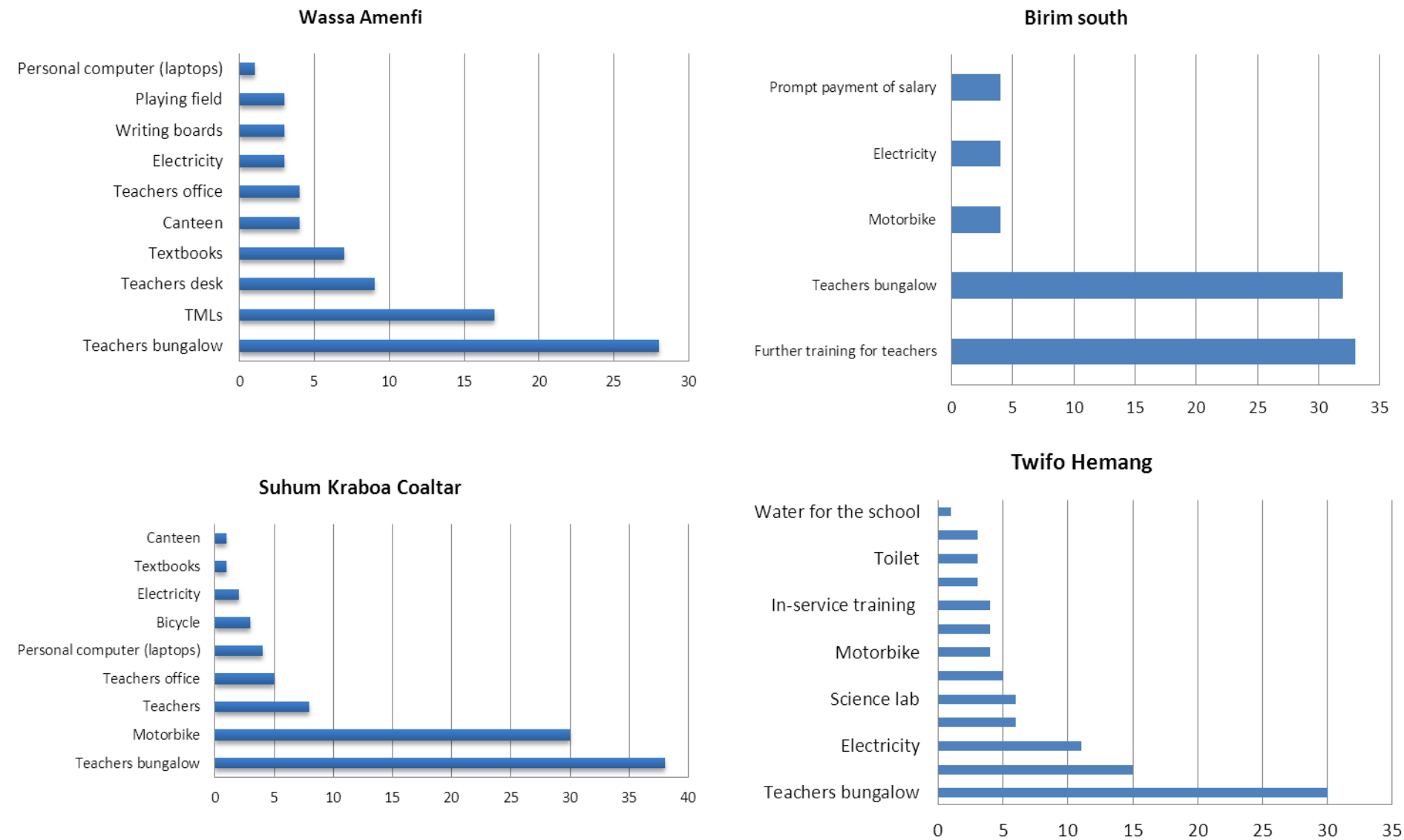


Table 3.15: Needs of teachers by districts

Schools	1st Priority Need	2nd Priority Need	3rd Priority Need	4th Priority Need
Wassa Amenfi West District				
Abio Fie D/A Primary/JHS	Teachers bungalow			
Adidaase D/A Primary	TLMs	Textbooks	Teachers desks	Teachers office
Antobam DA Primary	Teachers bungalow	Electricity	Motorbike	Teachers office
Chichiso II Primary/JHS	Motorbike	TLMs	Teachers desks	Teachers office
Hiawa Catholic Primary/JHS	TLMs	Teachers desk		
Islamic English School	Teachers bungalow	Motorbike		
Kingdom Preparatory Sch.	Teachers bungalow	Motorbike		
Obeng D/A JHS	Teachers bungalow	Writing boards	TLMs	Teachers office
Obeng Methodist Primary	Textbooks	TLMs	Teachers desks	Teachers office
Wassa Bekwai Basic School	Teachers bungalow	Motorbike		
Yirase D/A Primary	Teachers bungalow	TLMs	Laptops	
Birim South District				
Adinkrom D/A Primary	TLMs	Re-training	Teachers desks	Teachers bungalow
Akosombo D/A Primary	Re-training	Teachers bungalow	Teachers desks	
Akotikrom D/A Primary/JHS	Teachers bungalow	Teachers desk	Re-training	
Apoli Beposo D/A Primary/JHS	Teachers bungalow	Re-training	Motorbike	TLMs
Apoli D/A Primary JHS	Teachers bungalow	Re-training	Teachers desks	
Aperadi Station D/A Primary	Teachers bungalow	Re-training	Teachers desks	
Bomodini D/A Primary/JHS	Teachers bungalow	Re-training	Teachers desks	
Kroboase D/A Primary	Electricity	Re-training		
Mensahkrom D/A Primary	Prompt payment of salary	Re-training		
Nyankomase D/A Primary/JHS	Teachers bungalow	Re-training	Teachers desks	
Oforikrom D/A Primary/JHS	Teachers bungalow	Re-training	Motorbike	
Twifo Hemang District				
Ama-kwamoano D/A Primary/JHS	Teachers bungalow	Teachers office	TLMs	Water
Ayekrom Presby Basic Primary/JHS	Re-training	TLMs		

Schools	1st Priority Need	2nd Priority Need	3rd Priority Need	4th Priority Need
Baakondidi Primary/JHS	Teachers bungalow	TLMs	Motorbike	Science laboratory
Bimpong Egya D/A Primary/JHS	Teachers bungalow	Laptop	TLMs	
Christ Foundation Preparatory (Bimpong Egya)	Teachers bungalow	Science laboratory	TLMs	
Hawosodze D/A Primary/JHS	Teachers bungalow	Re-training	Teachers desks	
Kyiboso D/A Primary/JHS	Teachers bungalow	TLMs	Science laboratory	Toilet
Nkwamkyemaso Primary/JHS	Electricity	TLMs	Motorbike	Teachers office
Pepekrom D/A Primary/JHS	Teachers bungalow	Re-training	Teachers desks	
Sumnyamekoduru D/A Primary	Electricity	Teachers bungalow	Toilet	
Tawia Nkwanta D/A Primary/JHS	Teachers bungalow	Electricity	TLMs	Teachers office
Suhum Kraboa Coalta				
Densuso D/A KG Primary/JHS	Teachers bungalow	Motorbike	Electricity	Laptops
Dome Roman Catholic Primary	Teachers bungalow	Motorbike	Water storage facility	Laptops
Kwadwo Hum Roman Catholic	Teachers bungalow	Bicycle		
Mamehyeso Presbyterian Primary	Motorbike	Teachers bungalow	TLMs	Teachers office
Mfranta D/A JHS	Motorbike	Teachers bungalow	Laptops	
Mfranta Presbyterian Primary	Teachers office	Motorbike	Teachers bungalow	TLMs
Oboadaka D/A Primary	Teachers bungalow	Motorbike		
Obouho Nyarko D/A Primary	Teachers bungalow	Motorbike		
Okonam D/A Primary/JHS	Motorbike	Teachers bungalow	TLMs	Textbooks
Royal Evangelical International	Teachers bungalow	Motorbike	Teachers office	
Sowatey D/A Primary	Teachers bungalow	TLMs	Textbooks	
Tei Mensah D/A Primary	Motorbike	Teachers bungalow	TLMs	Canteen

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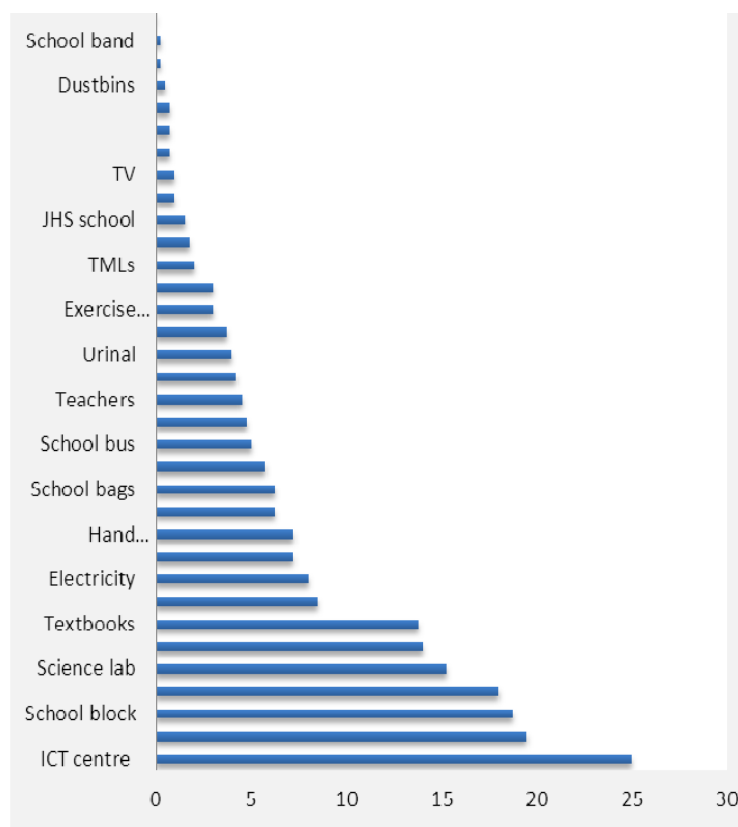
Needs of School Pupils



The needs of pupils have been aggregated at three levels, namely, the entire project communities, district level, and school levels. These needs, ranked in order of priority by pupil reached with focus group discussions reveals that ICT centre is the most desired needs of pupils in the project communities. As discussed in the report, very few schools had ICT centre, and for children in these deprived schools, having access to the much talked about computer look like is “a dream come true”. Access to computers could therefore be one of the most motivating factors for children in these deprived schools. However, considering that most of these schools do not have access to electricity, providing ICT facilities will require a generator to power the computers or the use of solar technology. The introduction of solar energy through innovative ideas to make good use of the abundance sunshine to generate power is crucial to support ICT centres in deprived communities in the country. Figure 3.26.

depicts the preferred needs of pupils in the target project communities.

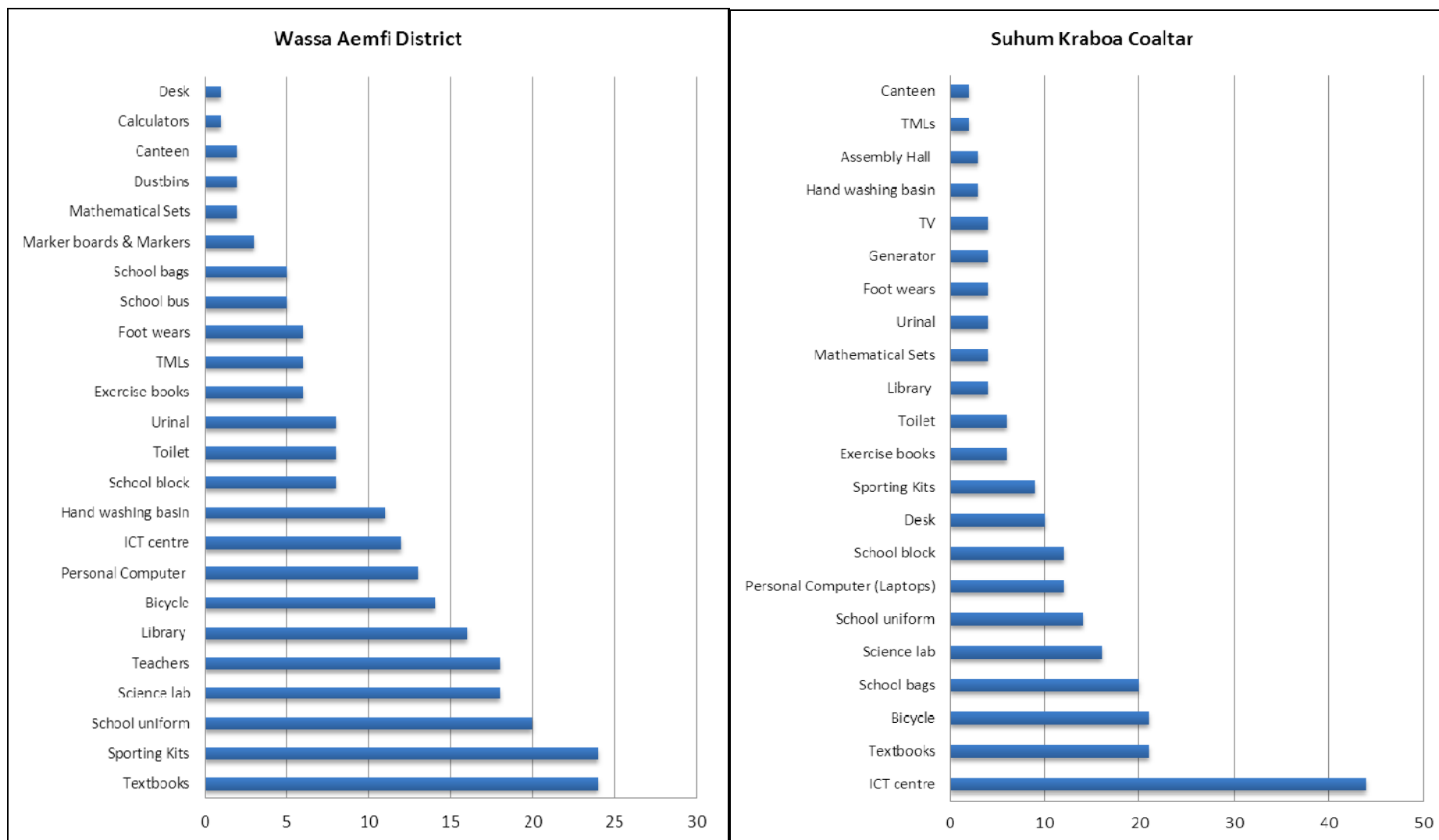
Figure 3.26: Preferred Needs of Pupil across de 40 Target Project Communities



Interestingly, the second most preferred needs of pupils are sporting kits. These items were unavailable in most schools and are not surprising it is one of the most educational needs of pupils. Boys indicated they need football, school jersey, sporting boot, table tennis, etc. In the case of girls, volleyball and sportswear were their most pressing sporting needs. School block was also an important need to pupils across the project communities and was ranked third. This was followed by library, science laboratory, and bicycle. As discussed in the report, school pupil in these communities travel for long hours to schools and according to them, having a bicycle will alleviate the difficulties they go through every day to attend school and will go a long way to reduce absenteeism among school pupil.

However, when the needs of pupils are disaggregated by districts some similarities and patterns emerge (see Figure 3.27.). While textbooks, sporting kits and school uniform are the most pressing needs of pupils in Wassa Amenfi West district, pupils in Suhum Kraboa Coaltar have ICT centre, textbooks and bicycle as their most pressing needs. The three most important needs of pupil in Birim South district are school blocks, ICT centre, and Library. Schools in Twifo Hemang district have library, science laboratory, and electricity as their three most pressing needs (See Figure 3.27. and Table 3.16.). While school uniform (a basic need) is among the top needs of pupil in Wassa Amenfi West, pupil in Twifo Hemang identified library and capital intensive items, as most pressing educational needs. Similar observation can be made of the needs of pupil in Birim South, which is more capital intensive.

Figure 3.27: Preferred needs of pupil by districts



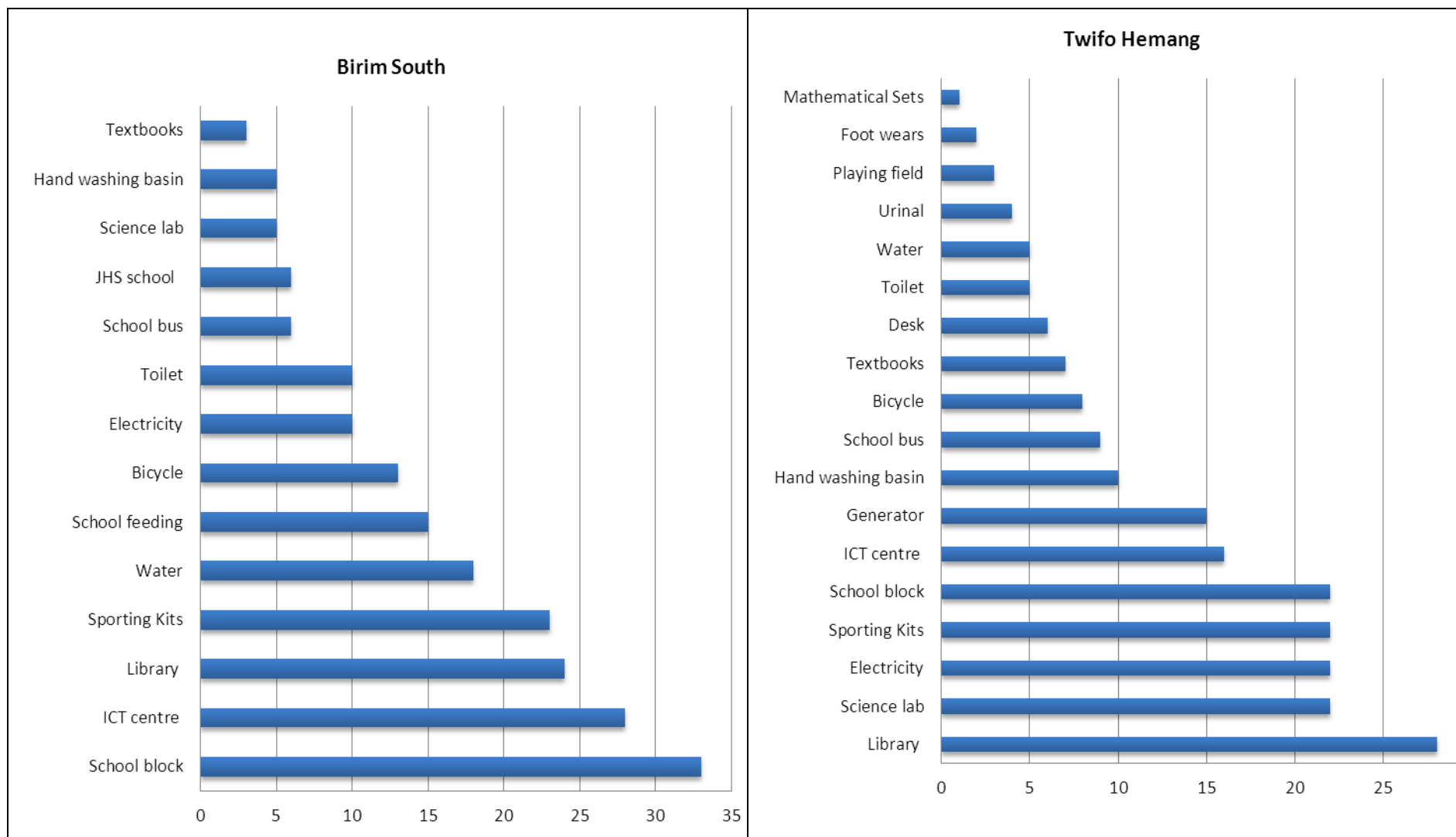


Table 3.16: Needs of school pupils by districts

Schools	1st Priority Need	2nd Priority Need	3rd Priority Need	4th Priority Need	5th Priority Need	6th Priority Need
Wassa Amenfi West District						
Abio Fie D/A Primary/JHS	Library	Science Laboratory	Textbooks	Exercise books	Computers	School uniform
Adidaase D/A Primary	Bicycle	School bus	Computers	School uniforms	Sporting kits	TLMs
Antobam DA Primary	Teachers	Sporting kits	Textbooks	TLMs	School uniform	Computer
Chichiso II Primary/JHS	Teachers	Sporting kits	Textbooks	TLMs	School block	ICT Centre
Hiawa Catholic Primary/JHS	ICT Centre	Sporting kits	Textbooks	TLMs	School uniform	Dustbins
Islamic English School	Completion of sch. Block	Toilet	Urinal	Teachers	Library	Canteen
Kingdom Preparatory Sch.	Library	ICT Centre	Sporting kits	Toilet	Hand washing basins	TLMs
Obeng D/A JHS	Textbooks	Bicycle	Hand washing basins	Sporting kits	Footwear	School uniform
Obeng Methodist Primary	Computers	School bags	Footwear's	Bicycle	Textbooks	TLMs
Wassa Bekwai Basic School	School uniform	Toilet	Urinal	Teachers	Library	Student desk
Yirase D/A Primary	School uniform	School bags	Exercise books	Textbooks	Canteen	
Birim South District						
Adinkrom D/A Primary	JHS block	ICT Centre	Hand washing basins	Electricity	Sporting kits	Library
Akosombo D/A Primary	Library	ICT Centre	Water	Science laboratory	Bicycle	Sporting kits
Akotikrom D/A Primary/JHS	School block for KG	Science laboratory	ICT Centre	Toilet	Sporting kits	Electricity
Apoli Beposo D/A Primary/JHS	Water	Bicycle	School block	Toilet	Sporting kits	School feeding
Apoli D/A Primary JHS	Library	ICT Centre	Water	Science laboratory	Sporting kits	School feeding
Aperadi Station D/A Primary	School block	Science laboratory	School feeding	Sporting kits	Electricity	Hand washing basins
Bomodini D/A Primary/JHS	School block	Science laboratory	School feeding	Sporting kits	Electricity	Toilet
Kroboase D/A Primary	School block	Library	ICT Centre	Toilet	Sporting kits	Electricity
Mensahkrom D/A Primary	School bus	Library	Water	Toilet	Sporting kits	Electricity
Nyankomase D/A Primary/JHS	School block for KG	Science laboratory	ICT Centre	Toilet	Sporting kits	Electricity
Oforikrom D/A Primary/JHS	Bicycle	School feeding	Library	Textbooks	Sporting kits	Electricity
Twifo Hemang District						
Ama-kwamoano D/A Primary/JHS	School block	ICT Centre	Science laboratory	Library	Hand washing basins	Sporting kits

Schools	1st Priority Need	2nd Priority Need	3rd Priority Need	4th Priority Need	5th Priority Need	6th Priority Need
Ayekrom Presby Basic Primary/JHS	Student desks	Bicycle	Generator	ICT Centre	Textbooks	Water
Baakondidi Primary/JHS	Electricity	Science laboratory	Sporting kits	Library	Hand washing basins	Footwear
Bimpong Egya D/A Primary/JHS	Electricity	Sporting kits	School feeding	Library	Hand washing basins	TLMs
Christ Foundation Preparatory (Bimpong Egya)	Library	Science laboratory	ICT Centre	Water	Hand washing basins	Dictionary
Hawosodze D/A Primary/JHS	Library	Generator	Science laboratory	Bicycle	Sporting kits	Footwear
Kyiaboso D/A Primary/JHS	Electricity	School bus	School feeding	Playing field	Sporting kits	Dictionary
Nkwamkyemaso Primary/JHS	School block	Library	School bus	Sporting kits	Hand washing basins	School feeding
Pepekrom D/A Primary/JHS	Generator	Textbooks	School feeding	Sporting kits	ICT Centre	Science laboratory
Sumnyamekoduru D/A Primary	School block	Toilet	Urinal	Library	Sporting kits	Water
Tawia Nkwanta D/A Primary/JHS	School block	Library	Electricity	Science laboratory	ICT Centre	School band
Suhum Kraboa Coaltar						
Densuso D/A KG Primary/JHS	ICT Centre	Bicycle	School bags	Library		
Dome Roman Catholic Primary	ICT Centre	Library	Bicycle	Textbooks	Exercise books	Sporting kits
Kwadwo Hum Roman Catholic	New school block (JHS)	Toilet	Urinal	Library	ICT Centre	School uniform
Mamehyeso Presbyterian Primary	Bicycle	ICT Centre	School bags	Textbooks	Footwear	
Mfranta D/A JHS	Library	Textbooks	School uniform	ICT Centre	School bags	TLMs
Mfranta Presbyterian Primary	Library	School uniform	ICT Centre	School bags	TLMs	Textbooks
Oboadaka D/A Primary	ICT Centre	School uniform	Exercise books	School feeding	Toilet	JHS Block
Obouho Nyarko D/A Primary	Computers	Student desks	Generator	Textbooks	Hand washing basins	Exercise books
Okonam D/A Primary/JHS	Bicycle	Sporting kits	Computers	School bags	Footwear	TLMs
Royal Evangelical International	ICT Centre	Library	Science laboratory	Assembly hall	Student desks	Textbooks
Sowatey D/A Primary	Library	ICT Centre	TV	Sporting kits	School bags	Hand washing basins
Tei Mensah D/A Primary	Bicycle	Textbooks	ICT Centre	School bags	TLMs	

Field Survey, 2012

3.8 Level of Knowledge, awareness and attitudes towards child labour

The level of knowledge, awareness and attitude of parents (SMCs members) on child labour were assessed during interviews using scenario questions (see Annex III assessment tools). Interviews with SMC members and school pupils revealed that incidence of child labour are prevalent in some of the target communities. Some school pupil cited examples of the activities they engage in during cocoa season and off seasons. These activities were found to fall within the definition of child labour. In particular, some pupils indicated carrying heavy loads of cocoa beans, weeding, and picking cocoa pods during harvesting periods.

One form of child labour that needed swift action is the engagement of school pupils on heavy task during school hours by school authorities. There were reports that some teachers engage pupils in their personal farms and to collect sand for their building projects etc. In one school (name withheld), school pupil were fetching water for a contractor who have been contracted by the District Assembly to construct a school block. This contractor has reportedly charged for the full cost of constructing the building, but, in connivance with the head teacher, was using schoolchildren for that task. In another school where the community is putting up a teacher's bungalow, pupil was being used to collect sand for the project.

The level of knowledge of SMC members on the incidence of child labour was very high in the project communities. The SMC members who were interviewed indicated that communities have been sensitized on the issues. When asked to define child labour, below are few definitions provided by SMC members.

“Asking children to do task that are above their capabilities”

“Using children on the farm during school hours”

“Allowing children to do “hazardous work such as spraying the farm”

In testing their understanding, SMC members were asked to describe which of the scenario questions amounted to child labour. Participants' responses to the questions confirm their good understanding of child labour. However, knowledge of child labour issues was found to be low. For instance, among five SMCs, three in Suhum Kraboa Coaltar and two in Wassa Amenfi West district indicated high knowledge of child labour.

On SMCs' attitude towards child labour, it was observed that most SMCs have negative attitude towards child labour except in four (4) schools where parents were found to be indifferent and in fact see them as a normal. In these schools, SMC members opined that they still need their children's contribution to support them financially and therefore asking them to assist in their farms is a normal thing parents can demand of their child (see Table 3.17.).

Table 3.17: Incidence and attitude towards child labour

School	Knowledge of child labour issues	Attitude towards Child Labour		
		Positive	Indifference	Negative
Wassa Amenfi West District	9			
Abio Fie D/A Primary/JHS	X			X
Adidaase D/A Primary	X			X
Antobam DA Primary	X			X
Chichiso II Primary/JHS	X			X
Hiawa Catholic Primary/JHS	X			X
Islamic English School	X			X
Kingdom Preparatory school	X			X
Obeng D/A JHS				
Obeng Methodist Primary				
Wassa Bekwai Basic School	X			X
Yirase D/A Primary/JHS	X			X
Birim South District	11			
Adinkrom D/A Primary	X			X
Akosombo D/A Primary	X			X
Akotikrom D/A Primary/JHS	X			X
Apoli Beposo D/A Primary/JHS	X			X
Apoli D/A Primary/JHS	X		X	
Aperadi Station D/A Primary	X			X
Bomodini D/A Primary/JHS	X		X	
Kroboase D/A Primary	X			X
Mensahkrom D/A Primary	X			X
Nyankomase D/A Primary/JHS	X			X
Oforikrom D/A Primary/JHS	X			X
Twifo Hemang District	11			
Ama-kwamoano D/A Primary/JHS	X			X
Ayekrom Presby Basic Primary/JHS	X			X
Baakondidi Primary/JHS	X			X
Bimpong Egya D/A Primary/JHS	X			X
Christ Foundation Preparatory (Bimpong Egya)	X			X
Hawosodze D/A Primary/JHS	X			X
Kyiboso D/A Primary/JHS	X			X
Nkwamkyemaso Primary/JHS	X			X
Pepekrom D/A Primary/JHS	X			X
Sumnyamekoduru D/A Primary	X			X
Tawia Nkwanta D/A Primary/JHS	X			X
Suhum Kraboa Coaltar	9			
Densuso D/A KG Primary/JHS	X			X
Dome Roman Catholic Primary				
Kwadwo Hum Roman Catholic				
Mamehyeso Presbyterian Primary	X			X
Mfranta D/A JHS	X			X

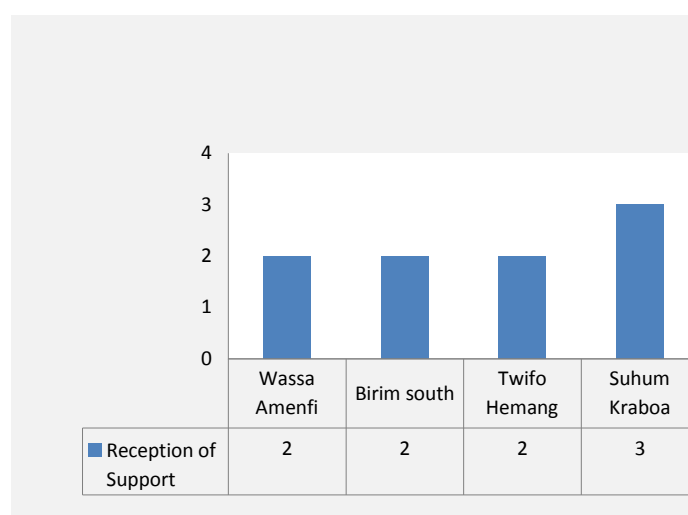
School	Knowledge of child labour issues	Attitude towards Child Labour		
		Positive	Indifference	Negative
Mfranta Presbyterian Primary	X			X
Oboadaka D/A Primary	X			X
Obouho Nyarko D/A Primary	X			X
Okonam D/A Primary/JHS	X			X
Royal Evangelical International	X		X	
Sowatey D/A Primary	X			X
Tei Mensah D/A Primary	X		X	

Field Survey, 2012

3.9 Communities' contributions to their schools and the forms of contribution

This study sought to find out community support to schools. Out of the 43 schools assessed, 83 percent have ever received support from their community whilst few (18 percent) have never received any support from their community (see Figure 3.28. and Table 3.18.).

Figure 3.28: Schools' Reception of Community Support



Among the forms of contributions ever made by communities to their schools are contribution to school building, donation of generator (for use in evening classes for pupils), renovation of school building, provision of computers, keeping the school environment cleaned through communal labour, provision of toilet facility, and financial support. In all, contribution towards provision of infrastructure such as school building and teachers' accommodation featured most in all the forms of contributions ever made to schools by their communities. This is followed by financial contribution towards the payment of salaries of community teachers and cleaning of school environment through communal labour.

Comparing forms of contribution by districts, it was noted that contributions made by communities in the Wassa Amenfi West and Suhum Kraboa Coalatar Districts geared towards physical school infrastructure such as school building, teachers accommodation,

toilet facility, kitchen units and teaching aids. On the other hand, communities in Birim South and Twifo Hemang Districts reportedly made direct financial contributions towards the payment of community teachers' salary aside donations towards the provision of school infrastructure and other forms of contribution. There was evidence of conscious effort by communities in Twifo Hemang and Birim South districts to recruit and pay teachers to teach in their respective communities. At Wassa Amenfi West and Suhum Kraboa Coaltar Districts, incidence of community volunteer teachers was not pronounced (Table 3.18.).

Table 3.18: Schools with contribution and the form(s) of contributions

Communities and Schools	Ever Received Contribution	Forms of Contribution if ever received contribution
Wassa Amenfi West District		
Abio Fie D/A JHS	X	✓ Provision of two computers ✓ School furniture ✓ Kitchen unit
Adidaase D/A Primary	X	✓ Weeding around the school ✓ Building school structure
Antobam DA Primary	X	✓ School building ✓ Toilet facility ✓ Clearing the playing ground through communal ✓ Hiring vehicle during sports activities
Chichiso II JHS	X	✓ Provide school pit latrine ✓ KG block but not completed ✓ Library but not completed
Hiawa Catholic JHS	X	✓ Provide accommodation for voluntary teachers ✓ Infrastructure support (provision of desks)
Islamic English School	X	✓ Provision of teachers accommodation
Kingdom Preparatory school		
Obeng D/A Primary,/JHS	X	✓ Made a makeshift toilet for the school through communal labour ✓ Embark on enrolment drive ✓ Built a makeshift kitchen for the school
Wassa Bekwai Basic School		
Yirase D/A Primary	X	✓ Provision of two computers ✓ Furniture ✓ Kitchen unit for school feeding programme
Birim South District		
Adinkrom D/A Primary	X	✓ Cleaning exercise in the school through communal labour
Akosombo D/A Primary	X	✓ Building of school block through communal labour
Akotikrom D/A Primary/JHS	X	✓ Cleaning exercise in the school through communal labour
Apoli D/A Primary/JHS		
Apoli Beposo D/A Primary/JHS	X	✓ Cleaning exercise in the school through communal labour ✓ Renovation of school/school maintenance
Aperadi Station D/A Primary		
Bomodini D/A Primary/JHS	X	✓ Cleaning exercise in the school through communal labour

Communities and Schools	Ever Received Contribution	Forms of Contribution if ever received contribution
Kroboase D/A Primary	X	✓ accommodation for teacher
Mensahkrom D/A Primary	X	✓ Built teachers bungalow/accommodation for teacher
Nyankomase D/A Primary/JHS	X	✓ Provision of school Furniture ✓ Weeding the school compound through communal labour
Oforikrom D/A Primary/JHS	X	✓ Payment of community teachers salary
Twifo Hemang District		
Ama-kwamoano D/A JHS	X	✓ Payment of community teachers salary
Ayekrom Presby JHS	X	✓ Payment of community teachers salary ✓ Teachers bungalow/accommodation
Baakondidi JHS	X	✓ Payment of community teachers salary ✓ Furniture and accommodation for teachers
Bimpong Egya D/A JHS	X	✓ Building school block
Christ Foundation Preparatory (Bimpong Egya)		
Hawosodze D/A JHS	X	✓ Payment of community teachers salary ✓ Cleaning exercise in the school through communal labour
Kyiaboso D/A JHS	X	✓ Payment of community teachers salary ✓ Cleaning exercise in the school environment
Nkwamkyemaso D/A Primary/JHS	X	✓ Building of teachers bungalow ✓ Supply staff with food stuffs ✓ Repair broken desks
Pepekrom D/A Primary/JHS		
Sumnyamekoduru D/ A Primary	X	✓ We contribute in the form of communal labour to keep the compound
Nkwamkyemaso JHS	X	✓ Provision food stuffs for teachers ✓ Built teachers bungalow/accommodation for teachers
Sumnyamekoduru D/A Primary	X	✓ Payment of community teachers salary ✓ Provision of teaching aids
Pepekrom D/A Primary/JHS	X	✓ Payment of community teachers salary ✓ Cleaning exercise in the school through communal labour
Tawia Nkwanta D/A JHS		
Suhum Kraboa Coal tar		
Densuso D/A KG Primary/JHS	X	✓ Repairing of classroom doors ✓ Talking drums ✓ Books ✓ Hand Towels
Dome Roman Catholic Primary		
Kwadwo Hum Roman Catholic		
Mamehyeso Presbyterian Primary	X	✓ School building
Mfranta D/A Primary/JHS	X	✓ School building ✓ Provision of blackboards ✓ Donation of generator
Oboadaka D/A Primary	X	✓ Renovation of school building/school block maintenance
Okonam	X	✓ Fund raising for the management of the school ✓ Embark on enrolment drive

Communities and Schools	Ever Received Contribution	Forms of Contribution if ever received contribution
Obouho Nyarko D/A Primary		
Royal Evangelical International School		
Sowatey D/A Primary		
Tei Mensah D/A Primary	X	✓ Payment of community teachers salary ✓ Cleaning exercise in the school through communal labour ✓ Provision of school desk

Field Survey, 2012

3.10 Comparative assessment of school performance (Public vs. Private Schools)

Performance of private schools (one in each district) within the project communities were compared with public schools to assess whether they perform better relative to public schools as being speculated.

In general, the recurring responses from participants in the schools and communities reveal no significant difference between the performance of private and public schools within the project communities.

Some teachers and SMC members believe that public schools even perform better than the private schools in their communities. These responses were informed by the fact that private schools are not developed in these communities and the few that have sprung up have infrastructure and staffing challenges that are even greater than public schools. As a result, performance in these schools was similar to private schools.

The findings of this study however refute the generally held view that private schools perform relatively better than public schools. What it seeks to suggest is that private schools in deprived communities because of poor socio-economic background of pupils do not charge adequate fees that could help to improve upon infrastructure. They do not have large school populations and receive any support from the District Assembly.

This notwithstanding, interview with district education offices and further interviews with private schools outside the project communities revealed that private schools perform better than public schools. Several factors were cited to explain why private schools perform better than public schools. Some of these factors can be categorized as supervision, school, parents, teachers, and pupil factors.

Quality supervision is one of the main reasons that account for better performance of private schools than public schools. Most private schools have well-coordinated and functional supervision mechanisms that ensure that contact hours are not wasted. Moreover, teachers are paid based on their performance. Hence, poor performing teachers are either sacked or do not receive better pay as well as other incentives. Quality supervision ensures regularity, punctuality and better output of work. On the other hand, most public schools lack rigorous supervision that makes teachers waste contact hours. This study has revealed that supervision in the targeted public schools is not that effective. For instance, in-depth interview with the officials at Wassa Amenfi West district disclosed that the overall monitoring and supervision in the district is ineffective. Several reasons were

articulated including lack of means of transport for circuit supervisors; most of the communities are hard to reach due to the deplorable state of roads. Besides, most of the head teachers in public schools do active teaching as well. This does not allow them to do rigorous supervision of teachers, which eventually affects quality teaching in most of the public schools.

Parents' attitude and public perceptions towards public schools: It was also revealed that most parents are ready to provide the educational needs of their wards in private schools compared with public schools. There is a general perception that pupils in private schools are to be given special treatment. Based on this public perception, parents/guardians give special attention to their wards in private schools by providing all the necessary educational needs within their frontier.

As one SMC member elaborated:

*There is a man with two kids...one in public and the other in private school in the area I live [Asankragwa]. I noticed the child in the public school do not have footwear but the other in the private school have nice footwear with nice school uniform. When I confronted the parents about the disparity...they remarked, as for the private school, you cannot go there barefooted...you will be sacked. That is why we provided for the one in private school. As for the public school, it is for all of us...the teachers understand the situation...*¹⁵

The above comment explains the attitudes and commitments of some parents towards their wards in public schools. It was further disclosed that the capitation grant has contributed to this lackadaisical attitude of parents in providing the educational needs of their children. Parents believe that government has provided money to all public schools in the form of capitation grant to cater for the educational needs of pupils including uniform and footwear, hence their reluctance to support their children's education.

In addition, most parents with children in public schools do not help their children with school assignments compared to those in the private schools. In other words, parents with their children in private school do everything they can to ensure that their children excel in school. They usually assist their children with their homework. Some even hire teachers for extra classes in the subject area(s) where they have weaknesses. All these commitments show that parents spend a lot on their children's education and would not want their spending to go waste unlike government school, which is virtually free.

Style of teaching: The style of teaching in private schools was found to be different from that of public schools. Even though most teachers in public schools are trained relative to private schools, some public schools teachers are too rigid in applying the teaching methods learnt during training in classroom situation making it difficult for pupil to comprehend. Moreover, the school curriculum is accused of being too loaded and worded making it difficult for teachers to follow and apply it in classroom situations. On the other hand, most private schools' teachers indicated they often ignore some of these strict teaching methods. According to them, they device their own ways of ensuring that pupils pass the subjects that they are teaching because that is how they are assessed. This makes

¹⁵ Comments made by the Assistant Education Director, Wasa Amenfi West District.

their teaching more practical than their counterparts do in public schools that have to spend lengthy hours preparing lessons notes.

Incentives for teachers: Most private schools give incentive to teachers particularly those who perform well. In other words, teachers who perform better are given incentives in the form of high salary or increase in pay and other benefits whilst those who perform poorly receive low salary or in some instances sacked. This motivates teachers in private schools to put in much effort to ensure that teacher-to-pupil contact hours are exhausted. However, most teachers in public schools lack incentives. For instance, it was revealed that most public school teachers in the target communities lack accommodation. Some even live outside the communities they teach. Most of the teachers have to travel from afar to their respective schools to teach every day. This serves as disincentive to them and eventually affects their output of work.

Lack of Teaching and Learning Materials: The study noted that one of the reasons private schools sometimes perform better than the public schools is due to lack of requisite teaching and learning materials. For instance, this study disclosed that virtually none of the public schools in the 40 communities has ICT Centre, science laboratory and library stocked with the necessary reading and learning materials. Ironically, it was noted that private schools in the project communities also lack the aforementioned facilities due to the remoteness of the areas. However, informants elucidated that most of the private schools outside the project communities have quality teaching and learning materials compared with public schools in the same community. This confirms the findings of other studies in the country that lack of teaching and learning facilities as well as infrastructure contribute to poor performance in public schools.

Lack of conducive Teaching and Learning Environment: Serene teaching and learning environment is prerequisite for better academic performance of any school. However, most public schools in the country are not conducive for learning. For instance, most of the public schools surveyed do not have sanitation facilities such as toilet and urinal. Besides, out of the 43 schools assessed, only one school at Wassa Amenfi West has water facility (a mechanised borehole) located in the school. The rest have to depend on the community borehole or travel far away to fetch from streams.¹⁶ Moreover, most of the public schools lack proper playing kits. Besides, the buildings are not well situated to serve as conducive teaching and learning environment. Further, most of the communities are not connected to the national grid, which in turn deprive most of the schools access to electricity to support teaching and learning. A typical example is the observation made in Okonam D/A KG and JHS and Obeng Methodist Primary. The schools have uncompleted buildings, not plastered, no ceiling and lack basic infrastructure like desk, toilet facility, and drinking water. At Okonam, aside having dilapidated school building, it is very close to Suhum-Asamankese road. All these conditions contribute to poor teaching and learning environment, which can affect academic performance in public schools.

¹⁶ The availability and condition of toilet, urinal and water facilities in 43 schools have been captured in table 3-3.

3.11 Educational Institution/Research and Development Organization, State and International Organization Involved in Target Communities

A number of second cycle and tertiary training institutions were identified within the project communities. The Twifo Hemang District has the highest number of secondary, technical and vocational institutions (i.e. 6 schools). This is followed by Birim South District (i.e. 5 institutions). The Suhum Kraboa Coaltar has three schools while Wassa Amenfi West has two institutions (see Table 3.19.). There are also NGOs operating in the interventions areas.

Table 3.19: Educational institution/R&D Org./State and international organisations involved in target communities

Name of institutions	Focus of Programme
Wassa Amenfi West	
NVTI, Manso	Provision of technical training in welding, mechanics, electronics and electrical, hairdressing, dress making, soup making, etc.
Asankragua Secondary/Technical School	Provision of technical training in home science, auto mechanics, building and construction
CODESULT and GLORI	Aim working towards elimination of worst form of child labour in cocoa growing areas
Birim South	
Akyem Swedru Secondary Technical school	Provision of technical training
Achiase secondary Technical High school	Provision of technical training
Appradi Secondary High School	Provision of secondary education
Zenith Senior High school	Provision of secondary education
Saint Anthony Technical Vocational school	Provision of secondary education, technical and vocational education
Twifo Hemang	
Praso Charity Commercial Secondary School	Provision of secondary and technical education
Praso secondary school	Provision of secondary
Jukwa Coastal College	Provides Secondary, Technical and Vocation courses
Hemang Forever Young International SHS	Traditional senior high school programmes
Twifo Praso Health Assistant Training and Midwifery School	Training in healthcare and midwifery assistant programmes
Jukwa secondary school	Offer traditional secondary courses
World Vision	Provides spiritual, physical and social needs of the people by placing special emphasis and focus on children
Suhum Kraboa Coaltar	
Suhum Vocational Training Centre (Women only)	Offers vocational programmes. Run by the department of community development
Nankese Technical School	Provision of secondary technical and vocational education
Suhum Commercial School	Provision of secondary education, technical and vocational education
World Vision	Training of teachers, building of schools, provision of furniture, school health education programme
Child Right International	Child right clubs, sponsorship for needy children, child labour
Cadbury Cocoa Partnership	Provision of school materials, e.g. books, bicycle, etc.
National Programme for Eliminating Worst Forms of Child Labour	Support needy pupils with schools needs
Field Survey, 2012	

4. Conclusions and recommendations

4.1 Summary of findings

It can be discerned from the forgoing assessment that schools in deprived communities face a number of challenges, which are negatively affecting the quality of teaching and learning in the target communities. Several key results stand out :

First, close to half of school building in the target communities are in poor conditions.

Second, toilet facilities are only available in 30 schools. Only 27 schools have urinal facilities, with schools in Wassa Amenfi West districts leading the category without toilet and urinal facilities. In addition, some schools do not have separate toilet for boys and girls and for teachers and pupils as recommended by the GES.

Third, some schools lack good source of drinking water with schools in Wassa Amenfi West district dominating this category. In addition, schools in the target communities lack a number of teaching and learning facilities. None of the schools has counselling unit/trained counsellor, ICT centre and science laboratory. Only 11 schools in the target communities have access to electricity. Hand washing basin and first aid box (stocked with the requisite medication) are absent in many schools. Many schools are also without teachers' bungalows.

Fourth, the assessment reveals that, except in Wassa Amenfi West District, which has BECE pass rate slightly higher than the district average, schools in the rest of the districts recorded poor performance in relation to the district average in the 2011 BECE examination. Moreover, pupil continuation rate to higher institutions is high in Wassa Amenfi West District and low in Twifo Hemang and Birim South districts.

Fifth, almost all the public schools in the target communities have school management committees with average membership size of seven and male- female ratio of 5:2. While a good number of schools have active SMCs, a considerable number of schools have inactive SMCs. Generally, communities provide varied support to their schools with some recruiting and paying for the allowances of community volunteer teachers.

Sixth, the study reveals that three forms of monitoring and supervision are in place in target public schools. These include monitoring and supervision by education directors, head teachers and SMCs. However, the existing monitoring and supervision mechanism although laudable and innovative (in some instance) were generally found to be effective across districts.

Seventh, the study reveals high level of non-trained teachers among schools in the target communities. While the national pupil to trained teacher ratio stands at 54 that of the project communities are 76 with some schools having PTTR ratio of 650:1. Male teachers dominate the distribution of teachers in the target communities with female teachers constituting only a third of the total teacher population.

Eighth, the study reveals that teaching and learning materials, particularly textbooks, are in short supply in the target schools.

Ninth, all the social interventions in the public schools assessed were found to be inadequate. Although all public schools benefit from the government capitation grant of GHC4.5, the amount is not enough to meet the operation cost of pupils in deprived schools. Similarly, most schools were found to have received some of the government free exercise books and uniforms. However, supply of these exercise books and school uniforms were found to be erratic with no policy guidelines governing the distribution. Thus, head teachers and pupils do not know in advance the timing of delivery of these social interventions. As such, poor students who would have been enticed by the delivery of free school uniform may drop out before the uniforms are delivered. The school feeding programme, on the other hand, is being run in few schools. The quantity of food served was found to be inadequate. Monitoring of the activities of the caterers was also a challenge to head teachers, as they do not have supervisory authority over them.

Tenth, the study reveals that the most pressing needs of schools are library facilities, ICT centres, school blocks, and toilets and teachers' bungalow. The need for re-training motorbikes and teaching and learning materials are also important priorities to teachers. The most desired needs of pupils including children of sharecroppers are ICT centres, school blocks, science laboratories, textbooks, and access to electricity. These needs were, however, found to vary slightly across districts and schools.

Eleventh, incidence of child labour was reported in the target communities with children engaging in various forms of activities. Some school heads and teachers were also reported to engage pupils in hazardous task during school hours.

4.2 Conclusions

Child labour is a major challenge to Ghana in its attempt to meet major development goals related to extreme poverty, education for all and gender parity. The study have map out the educational needs of target schools, School Management Committees and training needs of teachers and the SMCs in forty (40) target communities. This is to ensure a needs driven approach in the design and implementation of education interventions with view to enhancing child labour elimination through education, by improving enrolment and retention in target districts/communities.

The study concludes that the school environment is presently not attractive to pupils as basic amenities such a toilet facilities, decent classrooms, learning and reading materials, sporting facilities among others are either unavailable or in poor state. Thus, pupils would be more interested to stay in schools if there are better facilities like ICT Centres, libraries and sporting facilities in these schools. Exposing children to these facilities at tender age will attract them to develop lasting interest in schools at early years.

In addition, the core textbook to pupil ratio of 0.38 is too inadequate to ensure improved quality education delivery. Many teachers live outside the community because of the absence of essential amenities such as electricity, water and rented accommodation.

Some walk for a very long distance to attend school, as there are no regular means of transportation.

There are no effective mechanisms for motivating teachers in deprived communities to stay longer in the schools. Teachers who accept posting to deprived communities are not given any extra allowances enough to attract young graduates to start their career from these deprived communities. Without addressing the issue of remuneration for teachers in deprived schools, the issues of shortages will persist for some time to come. School pupils have accurate information on teacher's performance, attendance and attitude and could help evaluators to assess properly, the performance of teachers. Further, meeting a cross-section of pupils will help supervisors elicit first-hand information on the status of teaching and learning and issues bothering on children's right and engagement of children in difficult task during school hours, which normally go unreported if pupils are not engaged directly. Although some SMCs members understand their powers under the Education Act, many of them do not have a comprehensive view about their roles and unable to hold teachers accountable in a way that will promote quality teaching and learning. Also making communities believe that the capitation grant is enough to cater for all the educational needs of pupils' compounds attempt at eliciting parental support in the delivery of quality education in deprived communities.

4.3 Recommendations

To Ministry of Education and Ghana Education Service:

In the short term:

- Send clear directives to schools to refrain from using school pupils on non-academic related activities during school hours and off school hours. DDEs task force should monitor adherence to this directives through focus group interviews with school pupils.
- Replenish textbooks, teaching, and learning materials requested by deprived schools to facilitate quality teaching and learning. Also, ensure timely delivery of school uniforms and exercise books.
- Resource District Education Officers to intensify monitoring and supervision of teachers in deprived communities. For instance, circuit supervisors should be monitored to ensure that they carry out proper monitoring of schools. During monitoring and supervision exercises, education authorities should involve pupils through focus group discussions to help unravel key issues and challenges in the operation of schools including issues on teacher's school attendances and time on task.

In the medium term:

- Review the present four-year textbook supply policy to ensure regular distribution of textbooks to schools, particularly in deprived communities. The present system where it takes many years to replenish textbooks request should be reversed.

- Adopt an integrated approach to the deployment of social interventions in basic schools. Deprived schools should be provided with full complement of available government interventions such as the free school uniforms and textbooks, School feeding programme etc.
- Modify the distribution formula for the capitation grant to cater for the fixed cost element in the operation of schools. This will ensure equity in the grant allocation as the present formula does not favour schools with smaller population, which mostly tend to be deprived schools.
- Develop incentive packages for teachers in deprived communities as a way of motivating them to stay longer for improved teaching and learning outcomes. Thus, teachers who accept posting to deprived communities should be given some allowance enough to attract young graduates to start their career from these communities. One way of motivating teachers in deprived communities is to provide them with motorbikes to aid their travel. These motorbikes could be distributed at subsidized prices to teachers in return for some period of engagement in a particular community. Also, collaborate with teacher unions and engage telecommunication companies to support teachers in deprived communities with laptops or personal computers to aid their work. Collaborate with teacher union and reach agreements with internet service providers to provide mobile internet facilities to teachers in deprived communities at negotiated fees.
- Resource District education directorates to properly supervise the activities of teachers.

In the long term:

- Include teacher accommodation in the design of school infrastructures in deprived communities. This would help improve teacher contact hours and trained-teacher to pupil ratio in schools in these communities.

To District Assemblies:

In the short term:

- Promote extra classes in target communities to improve the performance of schools in the BECE examination. Engage parents, and development partners to contribute to these extra classes for improved academic performance.
- Resource District Education Officers to intensify monitoring and supervision of teachers in deprived communities. For instance, circuit supervisors should be monitored to ensure that they carry out proper monitoring of schools. During monitoring and supervision exercises, education authorities should involve pupil through focus group discussions to help unravel key issues and challenges in the operation of schools including teacher school attendance and time on task.

- Allocate part of the education component of the District Assemblies' Common Fund to DED's accounts for effective monitoring and supervision of teachers and schools in the district. If these funds were lodge directly with the District Education Office, the challenge with funding for school monitoring would be addressed.
- Ensure proper targeting of educational interventions by providing deprived schools with full complement of available government interventions including free school uniforms and textbooks and school feeding programme etc. Ensure that school uniforms and exercise books are delivered on time. The Ministry of Employment and Social Welfare (MESW) is developing a Common Targeting Mechanisms (CTM), which will help the various partners providing social interventions to properly target the vulnerable. Liaise with MESW for its CTM in identifying needy pupils in the supply of school uniforms etc.
- Work with GES to ensure the deployment of qualified teachers to schools in deprived communities. Organize short training programmes for Youth Employment candidates and deploy them to deprived communities. Also, liaise with the National Service secretariat and ensure the deployment of National Service personnel to these communities. Put mechanisms in place to ensure that Service personnel carry out their functions efficiently, as many service personnel posted to these communities were reported to have abandoned their schools. Also, consider non-trained teachers who reside in the communities and engage them after short training to augment the teaching force.
- Collaborate with GES in the management of the School Feeding Programme (SFP) to ensure quality and timely serving of food.

In the medium term:

- Ensure that schools make use of available teaching hours by putting in measures to reduce teacher absenteeism and time on task. Measures such as timely payment of teachers' salaries, improving conditions in deprived schools could contribute to teacher staying in the classrooms to deliver.
- Support teachers posted to deprived communities with incentives such as accommodation, transportation support etc. in order to attract qualified teachers and reduce absenteeism.
- Develop incentive packages for teachers in deprived communities as a way of motivating them to stay longer for improved teaching and learning outcomes.

To Development partners including IPEC, SMCs and Communities:

In the short term:

- Sensitize communities on the issue of deployment of children on non-academic related activities during school and off school hours. Explain to SMCs/communities the illegality of this practice and the need to ensure that children are not used on farms and construction works etc.

- Engage MoE, GES and the National Service secretariat to deploy National Service Personnel and qualified teachers to deprived cocoa growing communities.
- Engage stakeholders through advocacy to consider a comprehensive development of school infrastructure in deprived cocoa growing communities as part of measures to eradicate child labour from these communities. To achieve this, Civil Society in education should engage stakeholders in the cocoa sector particularly Cocoa Board and Timber firms to develop key interest in the education of children from these communities as part of its corporate social responsibilities. Kindergarten facilities with befitting playing kids should be included in the proposed integrated school development programme.
- Engage the Ministry of Education to review the present four-year textbook supply policy to ensure regular distribution of textbooks to schools, particularly in deprived communities.
- Sensitise communities to contribute to the development of schools in their communities. Communities should provide accommodation support to teachers posted to schools in their communities. Also, sensitise local politician on the inadequacy of the capitation grant to stimulate the communities to contribute to the development of schools.
- Empower SMCs through training to execute their oversight responsibilities effectively. Organize training in governance, leadership, and school management for SMCs.
- Support SMCs to assess, review, and develop Action Plans for schools in target communities employing the participatory approaches.
- Engage education stakeholders through advocacy to consider teacher accommodation in the design of school buildings in deprived communities.
- SMCs and community leaders should make concerted efforts to ensure that pupils who pass the BECE examinations are given the necessary support to further their studies at the Senior High school level. Assist needy but brilliant BECE graduates to access scholarship opportunities available at the District Assembly, or other development NGOs. The communities should thus see good products from their school as collective responsibility rather than leaving the challenge to solely the parents.

In the medium term:

- Engage the MoE and GES to review the policy on teacher deployment to ensure that deprived schools get a fair share of qualified teachers.
- Engage policymakers to adopt an integrated approach to the deployment of social interventions in basic schools. Provide deprived schools with full complement of available government interventions such as the free school uniforms and textbooks and the school feeding programme.

- Collaborate with DA and sponsor teacher trainees who will return to serve in their communities. Also, engage DAs to make their incentives to the trainees attractive for applicants since applicants do compare packages being offered by the various DAs before accessing such facilities.
- Engage the MoE and GES to review the distribution formula for the capitation grant to cater for the fixed cost element in the operation of schools. This will ensure equity in the grant allocation as the present formula does not favour schools with smaller population, which are mostly in deprived communities.
- Advocate for the inclusion of teacher accommodation in the design of school infrastructure in deprived communities. This would help improve teacher contact hours and trained-teacher to pupil ratio in deprived communities.

Annex 1. Terms of Reference

International Labour Organisation (ILO)
International Programme on the Elimination of Child Labour (IPEC)

TERMS OF REFERENCE

Needs Assessment of Community Schools and School Management Committees (SMCs) in Forty (40) Target Cocoa Growing Communities in Ghana and Development of Training Modules for the SMCs

Project RAF/10/54/USA

Project Title: 'Towards child labour free cocoa growing communities in Côte d'Ivoire and Ghana through an integrated area based approach' (or Cocoa Community Project)

Geographical coverage: Forty (40) Communities in Four (4) Districts of Ghana

Donor: US Department of Labour

Background and justification

a) Incidence of child labour

Child labour remains a global challenge to development and the attainment of very important goals. Global partners have expressed worry about the trends of decrease in child labour over the last four years (3%), compared to the 10% decline between 2000 and 2004. Sadly, even though the two most recent Reports (2004 & 2008) recorded decrease in the incidence, Africa witnessed a worsening situation with the number of children (5-14 years) in employment increasing from 48 million in 2000 to 49.3 in 2004 and to 52.2 in 2008. 26 million of such children are in activities classified as hazardous work and prohibited for children below 17 years. In Ghana, the 2003 Ghana Child Labour Survey estimates nearly 20% of children of school-going age in child labour¹⁷, with over 242,000 engaged in hazardous work. Over 1 million of these child labourers were younger than 13 years of age. The largest proportion (57%) of the child labourers were recorded in the agriculture sector.

The Report on Weighted Data on Cocoa Labour Survey in Ghana (Scale-Up Study, 2007/2008) by National Programme for the Elimination of Worst Forms of Child Labour in Cocoa (NPCLEC) released in August 2009, recorded over a quarter of children 430,595 (23.3%), out of the estimated number of children 1,846,126 engaged in at least one hazardous activity in all economic activities in cocoa growing regions in Ghana. The number of children who are involved in at least one hazardous cocoa-specific activity in the cocoa growing regions was estimated at 186,307, representing 10.1 percent.

b) National response to child labour

The Government of Ghana has over the years, especially in the past decade recognized the elimination of the worst forms of child labour (WFCL) as crucial to the achievement of very important national and international goals, including those related to extreme poverty, educational for all and gender parity. This commitment is reflected in Article 28(2) of the 1992 Constitution of the Republic of Ghana, which provides that “every child has the right to be protected from engaging in work that constitutes a threat to his health, education or development”. This provision finds expression in the children’s Act, 1998 (Act 560).

The prompt ratification of the WFCL Convention No. 182 in June 2000 by Ghana and signing unto the ILO’s International Programme on the Elimination of Child Labour (ILO/IPEC), further affirms Ghana’s recognition of the problem and commitment to address it. Over the last decade, tremendous progress has been made and momentum of national partners including relevant Ministries, Departments and Agencies (MDAs) such as the National Development Planning Commission (NDPC), Education, Women and Children, Agriculture, COCOBOD, etc. Employers’ and Workers’ Organisations, Research Institutions, Civil Society including NGOs and development partners increased to deal with the child labour problem.

¹⁷Ghana Child Labour Survey 2003.

Sustainability of the gains in the last decade is very crucial to the attainment of the 2016 global goal of eliminating the WFCL. To ensure a holistic approach and mainstreaming child labour in the national and sectoral agenda, the Ministry of Employment and Social Welfare (MESW), in partnership with its Social Partners (Employers' and Workers' Organizations), ILO/IPEC and other key partners have developed the National Plan of Action (NPA) for the Elimination of the Worst Forms of Child Labour in Ghana by 2015, in line with the African Regional resolve to end the problem by 2015, in line with other goals, such as the Millennium Development Goals 1 on extreme poverty, 2 on education for all and 3 for gender parity. The NPA seeks to bring together the various and scattered sector-oriented activities under a multi-faceted design that covers the critical issues underlying the child labour problem in Ghana. The Plan is an integrated framework for tackling the child labour problem in a more coordinated and sustainable manner, geared towards the achievement of the international 2016 goal.

Education has been acknowledged as crucial in addressing child labour child labour both national and international partners. This is reflected in Article 25 of the 1992 Constitution of the Republic of Ghana, which upholds Free, Compulsory and Universal Basic Education (FCUBE) as a basic constitutional right. Under the FCUBE policy, all school-age children were to receive free and compulsory quality primary education by 2005. The Policy was developed based on :

- Improving quality of teaching and learning through the review and revision of teaching materials, new measures on teacher incentives, and a focus on in-service teacher training;
- Strengthening management at both central and district level; and
- Improving access and participation especially through schemes that encouraged girls' participation at primary level.

Ghana's educational system was upheld as one of the best until mid 1970s when the sector started experiencing downward trend in the quality and efficiency of education provision and delivery, especially at the basic and secondary levels. There is deficit in the supply of learning and teaching aids, with some public sector schools in particular lacking the very basic and essential inputs of textbooks and other fundamental teaching materials such as chalk. In some parts of the country, schools lack infrastructure, furniture and equipment, inequity in the distribution of teachers coupled with low teacher morale, poor school management with the rural areas being the hardest hit.

To promote growth and quality in the sector, Ghana has witnessed major reforms to make education accessible to all communities with the goal of improving education and using it as an avenue for social, economic, political and cultural advancement. Notable was the Dzobo Education Review to determine the causes of the decline and find a way forward for quality education recovery.

The NPA identifies a number of specific challenges that need to be addressed in the education sector to improve access to quality basic education. These include the under-listed:

- Many rural communities do not have basic schools within walking distance for children, even though it is a policy of the MOE/GES that schools should be provided in communities within a radius of 5kms.
- Considerable disparities with regard to the quality of school infrastructure between rural and urban communities with some basic schools in many deprived communities with poorly designed, constructed and furnished classrooms, which are not conducive to learning.
- Lack of adequate trained and motivated teachers in some deprived communities, especially those in rural with many teachers refusing postings to such communities on the account of lack of basic social amenities such as accommodation, potable water, electricity and transportation.
- The Capitation Grant does not cover all schools such as schools established by communities and CSOs to support deprived communities, nor essential educational needs (school uniforms, exercise books, examinations fees, etc).
- Inadequate number of hours allocated for instruction in basic schools where the shift system is applied.
- Many basic schools, particularly in the most deprived areas lack proper teaching and learning materials. This has a considerable negative effect on the learning experience and outcome for children.
- The School Feeding Programme, which has great potential for encouraging school enrolment and attendance, is only available in selected schools in a limited number of districts.
- Low demand for education among poor households and in deprived communities because most parents and children continue to value the perceived short-term gains from work more than they do the longer-term gains from schooling.
- The lack of effective monitoring and supervision of public educational institutions resulted in low standard and performance in some public basic institutions.
- Non-continuation of a large proportion of pupils beyond the Basic Education Certificate Examination. They are often ill-equipped and poorly qualified for gainful employment, with many of these children ending up notably in unskilled activities in the informal economy.
- Poor access to vocational training and limited opportunities in deprived and WFCL-endemic communities and with only a small proportion of basic school students in such communities continuing to Senior High Secondary and tertiary education, vast majority of children are left with alternatives to unskilled and sometimes hazardous work.

The NPA identifies and proposes the following three broad objectives to address the above challenges in the education sector through:

- promotion of the Universal Basic Education (FCUBE) Policy, through the withdrawal of children below the age of 15 from child labour,
- increasing access to quality post-basic education, training and the protection of working children aged 15 and above from exploitation and hazardous work; and
- provision of alternative forms of education, including transitional programmes for mainstreaming, out-of-school children, particularly in the most deprived areas.

A decade of the implementation of the 'Harkin-Engel Protocol' witnessed the renewal of the Protocol through the signing of a "Framework of Action to eliminate the worst forms of child labour in the cocoa industry in Ghana and Cote d'Ivoire on September, 13th 2010 by USDOL¹⁸, the Cocoa Industry, and Governments of Ghana and Cote d'Ivoire in which USDOL and the Cocoa Industry, renewed commitments of resources to address the problem. The Governments of Ghana and Cote d'Ivoire also committed resources, personnel and policy support for the initiative, which called also for greater coordination of efforts on the ground.

An important element of the intensified action required to make progress towards eliminating child labour in cocoa production is this new United States Department of Labour (USDOL) funded ILO/IPEC Project, named: *"Towards child labour free cocoa growing communities through an integrated area based approach in Cote d'Ivoire and Ghana"*, (CCP) operational since December, 31st 2010.

The significant approach in addressing the child labour problem is the identification and withdrawal of victims from work through the Ghana Child Labour Monitoring System (GCLMS); as well as the prevention of those at high risk, with priority on children in the WFCL and mainstreaming them into suitable alternatives (i.e. formal education, TVET, protected work for legally employed children 15-17 years). Significant progress has been made and many lessons learned on supporting the withdrawal and prevention of children from hazardous work on cocoa farms and their access to education. This is in recognition of the direct links between accessing quality education and eliminating child labour.

In order to make a better impact and to sustain the children withdrawn in school and keep them away from work, this project proposes an Integrated Area-Based (IAB) approach in which eliminating child labour in cocoa growing communities is managed as a process embedded in the wider national strategies for the elimination of the worst forms of child labour, the promotion of education and decent work and the reduction of poverty. This is a requisite for sustainable change in order to create an environment in which the structural causes of child labour are addressed. In the absence of such an environment, families are not in a position to act on a belief that education is a better option for their children than child labour, or young workers to believe that a decent future and working life can be pursued within their home communities.

In order to properly address the specific needs of working children in the target communities, it is important to assess the needs of the schools, including the teachers and

¹⁸United States Department of Labour.

their School Management Committees (SMCs) for a demand driven approach in the project design, implementation and monitoring and evaluation.

Objective

The overall objective of the needs assessment of schools and School Management Committees is to map out the 'real' educational needs with a focus on the target schools and School Management Committees, including training needs for teachers and the SMCs in the four (4) and forty (40) CCP target districts and communities¹⁹ respectively. This is to ensure a needs driven approach in the design and implementation of education interventions.

The results of the schools and SMCs needs assessment will provide relevant information for:

- The design and provision of direct educational services to the target schools and teachers, (including training for teachers).
- The engagement with the District Assemblies, Ghana Education Service and the communities on practical short, medium and long term measures necessary to address their educational challenges. In targeted schools with limited teachers, the project will advocate with relevant authorities and collate with the Youth Employment Programme and the National Service Secretariat to fill in the gap. Schools without teaching and learning materials such as desks, blackboards, etc will receive some level of support from the Project.
- The training of teachers in modern pedagogic, child labour and girls vulnerability in collation with educational authorities.
- The development of training modules for the training of SMCs.
- Training of SMCs in target communities in school management techniques, good governance and leadership.
- Improvement in community participation in community school management.
- The enhancement the participation of communities, especially parents in the management of their community schools.
- The facilitation of the withdrawal and prevention of boys, girls and the youth in the target cocoa growing communities (including children of migrants and share-croppers) from the worst forms of child labour to relevant quality education, including appropriate accelerated, complementary or alternative opportunities for those who are out of school.

¹⁹The Cocoa Community Project is covering four (4) districts in forty (40) communities. The complete list is attached as Appendix A for reference.

- An effective mainstreaming of the fight against child labour in the policies and plans of communities, in their Community Action Plans (CAPs), the District Assemblies and both the District and National Directorates of Education.

The assignment therefore aims at enhancing child labour elimination through education, by improving enrolment and retention in target districts/communities.

Scope of work

ILO/IPEC seeks the services of a consultant to carry out this needs assessment of target schools, including teachers and School Management Committees (SMCs) which should inform the project and its partners for their direct action service delivery and advocacy work towards better access to high quality education for target children in target communities and districts, through:

- introduction or expansion of educational programmes in target communities, including needed infrastructure and public schools (e.g. Classroom, sanitation & creation of community schools where necessary);
- improving quality of education through the training of teachers in pedagogic, child labour and girls vulnerability and the provision of teaching and learning materials for schools with high need (desks, blackboard, etc);
- provision of educational services such as tutoring, catch-up classes and incentives for enrolment- learning materials for kids (exercise books, Uniforms, bags, sandal, books, pens, pencils, etc-) supplies to withdraw/prevent children from the worst forms of child labour to targeted children; and
- Improving the participation of parents in the management of public schools through training on school management techniques, good governance and leadership.

The target schools needs assessment should take into consideration effective approaches to improving access to quality relevant education to benefit successive generations which will include pre-schooling, formal schooling and other education options - accelerated (to promote mainstreaming), complementary (remedial/catch-up to supplement formal schooling) or alternative (for older out of school children).- and “preparation for work” schemes for children above the minimum age (including vocational training, literacy, monitored apprenticeships, work counselling, and job placement). It should also pay special attention to effective ways of improving community participation in school management to remove barriers to education in target communities.

The report of the needs assessment should contain, as a minimum, the following information:

A. *Target Schools*

- An overview of issues relating to access to school (distance of schools from communities).

- Condition and adequacy of infrastructure, including classrooms, teachers' offices, sanitation and library facilities.
- Adequacy of qualified teachers and the gaps.
- A mapping of schools, education institutions, TVET (technical and vocational education training) centres, special education programmes and initiatives, R&D (research and development) organizations, state-based organizations, international organizations, networks, involved in target districts/communities.
- An investigation into children's educational needs, including the children of share-croppers, their perceived solutions as well as their preferences.
- Availability of learning/teaching materials; quantitative measure.
- Access to relevant social services including Capitation Grant, School Feeding Programme, Free Textbooks and uniforms, etc; key informant interview.
- Adequacy of instructional hours.
- Monitoring and supervision mechanisms.
- Continuation rate to higher education.
- Presentation of some recommendations to the government, its relevant partners and more importantly the project to consider in the short, medium and long-term. Special attention should be made on.
 - a) How to ensure smooth transition into decent work for children above the minimum age of admission to employment.
 - b) Alternatives and complements to formal education for working children in cocoa growing communities.
 - c) Exploring options to ensure the long-term sustainability of the proposed programmes.

B. *School Management Committees*

Assessment of the management of community schools with regards to:

- a) parents' participation in the management of community schools through representation on the SMCs,
- b) making recommendations to improve parents' participation in school governance and management,
- c) assessment of school governance structures in the target communities where they exist, including a KAB study to determine committee members' level of knowledge and attitudes toward child labour; and

- d) development of Training Modules on school management techniques, good governance and leadership.

Methodology

The research will be conducted under the supervision and guidance of ILO/IPEC staff in Ghana. The prospective consultant will be required to submit a proposal outlining the methodology and the approach for the overall assessment and field consultations. interviews, focus groups, working groups will be carried out accordingly.

It is very crucial that the prospective Consultant prior to submitting his report initiates discussion with the school authorities, School Management Committees (SMCs) if available, community leaders, District Assemblies and the District Directorates of Education, as well as the Ghana Education Service at the national level to discuss the key issues and recommendations for the improvement of access to quality basic education in the target schools. Key among the discussions would be the mainstreaming of child labour into their extra-curricular activities of the schools.

Expected outputs

The consultant will deliver:

Output 1: a methodology note providing an overview of the major methods for collecting and analyzing data (questionnaires, interviews, documentation review, observation, focus group, case studies, database, etc.) to be submitted on 7th November 2011;

Output 2: the core results of the assessment, as outlined in (but not limited to) Paragraph 3(A-B) above to be completed by 20th January, 2012; and

Output 3: a consultancy report of high quality and consistency with the most significant findings and recommendations, including options to ensure the long-term sustainability of the proposed recommendations by 27th January 2012.

Qualifications

The contracted consultant must demonstrate the following qualifications:

- A minimum of five (5) years of experience working on public policies, preferably in the education sector, with experience in addressing complex issues, in designing, organizing and supporting the implementation of reform programmes, and in developing and delivering capacity building activities;
- Experience in different education areas (general education, higher education, vocational training, etc.);

- Understanding and experience in working with multi-sectoral links of the education sector;
- Substantial experience from consultancies, assessments and other technical expertise in working with the Ministry of education and/or specific cocoa farming communities;
- Prior knowledge on the inter-relationship between education and child labour;
- Excellent drafting skills in English;
- Ability to work on time and meet deadlines.

Terms of payment

The total amount for the assignment is Sixteen Thousand and Fifty One US Dollars (USD\$19,308.44). The breakdown is as follows:

Time frame

The consultancy will begin on December 9th 2011 to 31st March January 2012.

Appendix A. List of districts and communities

Suhum Kraboa Coaltar District	Birim South District
Dome	Mensahkrom, Achiasehene kura
Mfranta	Oforikrom/Aboabo
Sowatey	Akortikrom
Obuoho	Adinkrom/Yeboakrom
Kwadwo Hum	Kroabase
	Apoli(ayensu, ayibofo)
Aboadaka	Apoli Beposo nkranfoum
Tei Mensah	Mensahkrom, Achiasehene kura
Okonam/KwabenaKumi	Aperade Station/Bommoden
Densuso	Nyankumase
Mamehyeso	Akosombo Anyinabrem
Sub-Total: 10	Sub-Total: 10
Twifo Hemang Lower Denkyira District	Wassa Amenfi West West District
Tawiankwanta	Adidaase
kwamoano/Armakrom	Antubam
Somnyamekodu	Obeng
Pepekrom	Wassa Bekwai
Baakondidi	Hiawa
Kyeaboso	Chichiso no. 2
Kwankyimaso	Nwamsema camp
Hasowodze	Yirase
Ayehkrom	Aboi Fie
Bimponegya	Aboi Nkwanta

Sub-Total: 10

Sub-Total: 10

GRAND TOTAL: 40

Annex 2. List of stakeholders met

Key informant interview

Name	Position	School
Wassa Amenfi District		
Emmanuel Akoto Botchway	Headteacher	Abio Fie D/A Primary
Isaac Adu Turkson	Headteacher	Abio Fie D/A JHS
Michael Asirifi	Headteacher	Yiriase DA JHS
Thomas Aforve	Headteacher	Yiriase DA Primary
Emmanuel Cudjoe	Acting Headteacher	Islamic English School (Primary)
Kakraba Nicodemus	Headteacher	Islamic English School (JHS)
Hayford Mensah	Circuit Supervisor	Ghana Education Service
Moses Acquah	Headteacher	Wassa Bekwai Basic Sch.
Kwame Effah Peter	Headteacher	Kingdom Preparatory Sch.
John Eddie Armoo	Assistant Education Director	District Education Office
Awotwe Pratt	Planning & Monitoring	District Education Office
James Boadi	Social Welfare Director	District Assembly
Abdul-Kadiri Jafaru	-	District Assembly
Seth Atsu	Head Teacher	Antobam D/A Primary
Anthony Tsikwo	Head Teacher	Obeng Methodist Primary
Sekyim Robert	Head Teacher	Obeng JHS
Joshua Adi Alamu	Head Teacher	Adidaase D/A Primary
Edward Sarkyi	Head Teacher	Chichiso II D/A Primary/JHS
Augustine Anowi	Head Teacher	Chichiso II D/A JHS
Daniel Owusu	Head Teacher	Hiawa Catholic Primary/JHS
John Eddie Armoo	Assistant Education Director	District Education Office
Awotwe Pratt	Planning & Monitoring	District Education Office
James Boadi	Social Welfare District Director	District Assembly
Abdul-Kadiri Jafaru	-	District Assembly
Seth Atsu	Head Teacher	Antobam D/A Primary
Akwabene Twumasi	Chairman (SMC/PTA)	Antobam D/A Primary
Nana Ama Taah	Queen Mother & Member (SMC/PTA)	Antobam D/A Primary
Yaw Afari	Member (SMC/PTA)	Antobam D/A Primary
Hayford Cosmos Sekyi	Member (SMC/PTA)	Antobam D/A Primary
Anthony Tsikwo	Head Teacher	Obeng Methodist Primary
Samuel Nana Amponsah	Assistant Head Teacher	Obeng Methodist Primary
Isaa Boansah	Teacher	Obeng Methodist Primary
Alexander Bekai	Teacher	Obeng Methodist Primary
Joseph Addo	Teacher	Obeng Methodist Primary
Sekyim Robert	Head Teacher	Obeng JHS
Ernest Afari	Teacher	Obeng JHS
Isaac Ayepa	Teacher	Obeng JHS
Joshua Adi Alamu	Head Teacher	Adidaase D/A Primary
Mabel Arhin	Teacher	Adidaase D/A Primary
Regina Manu	Teacher	Adidaase D/A Primary
David Awuni	Teacher	Adidaase D/A Primary

Name	Position	School
Bernard Zanu	Teacher	Adidaase D/A Primary
Yaya Zomduniah	Teacher	Adidaase D/A Primary
Kwame Frimpong	Chairman (SMC/PTA)	Adidaase D/A Primary
Steven Mensah	Opinion Leader & Member (SMC/PTA)	Adidaase D/A Primary
Promise Ahaji	Chief Linguist & Member (SMC/PTA)	Adidaase D/A Primary
Augustine K. Kotoka	Opinion Leader & Member (SMC/PTA)	Adidaase D/A Primary
Edward Sarkyi	Head Teacher	Chichiso II D/A Primary/JHS
John Akumani	Teacher	Chichiso II D/A Primary/JHS
Patrick Osei	Teacher	Chichiso II D/A Primary/JHS,
Augustine Anowi	Head Teacher	Chichiso II D/A JHS
Philip Adaglodugu	Teacher	Chichiso II D/A JHS
Ali Abraham	Chairman (SMC)	Chichiso II D/A Primary/JHS,
Daniel Owusu	Head Teacher	Hiawa Catholic Primary & JHS
Joseph Amankwah	Assistant Head Teacher (JHS)	Hiawa Catholic Primary & JHS
Dina Odoom	Assistant Head Teacher (Primary)	Hiawa Catholic Primary & JHS
Joseph Quasie	Chairman (SMC)	Hiawa Catholic Primary & JHS
Sampson Kwakye	Chairman (PTA)/SMC Member	Hiawa Catholic Primary & JHS
Mohammed Oduro	SMC Chairman	Abio Fie D/A Primary
Nana Kofi Ansah	PTA Chairman	Abio Fie D/A Primary
Nana Kwaw Mensah	SMC Chairman	Kingdom Preparatory Sch.
Sulemana Ali	SMC Chairman	Islamic English School
John Blay	SMC Chairman	Yiriase DA Primary
Suhum Kraboa Coalta		
Edith Adamtey	Headteacher	Royal Evangelical Preparatory
Mercy Odame	Headteacher	Sowatey D/A Primary,
Joseph Kwaku Appoh	Headteacher	Oboadaka D/A Primary
Felix Tetteh Narh	Teacher	Domi Roman Cath. Prim.
Augustine Sorkpor	Headteacher	Obouho Nyarko DA Prim.
Augustine A. Akoto	Headteacher	Kwadwo Hum Roman Cath.
Gift Asiedu Okanta	District Education Director	District Education Office
Rebecca Lardei	AD Administration & Finance	District Education Office
Nana Abena Fosuah-Annan	Head Teacher	Densuso D/A Primary/JHS
Awuku Saforo	Head Teacher	Mfranta D/A JHS
Tweneboah Sifa	Head Teacher	Okonam D/A Primary/JHS
Emmanuel Asamoah-Opore	Head Teacher	Mamehyeso Presbyterian Primary
Margaret Osae Bekoe	Head Teacher	Tei Mensah D/A Primary
Nana Abena Fosuah-Annan	Head Teacher	Densuso D/A KG, Primary/JHS
Adu Gyamfi Aboagye	Teacher	Densuso D/A KG, Primary/JHS
Agbenyo N.K	Chairman (SMC)	Okonam D/A KG, Primary/JHS
Awuku Saforo	Head Teacher	Mfranta D/A JHS
Benjamin Donkor	Teacher	Mfranta D/A JHS
Yeku Daadzi	Teacher	Mfranta D/A JHS
Obeng Amponsah	Head Teacher	Mfranta Presbyterian Primary
Isaac Tititi	Assistant Head Teacher	Mfranta Presbyterian Primary
Bright Adziagah	Teacher	Mfranta Presbyterian Primary
Emmanuel Donkor	Teacher	Mfranta Presbyterian Primary

Name	Position	School
Eric Seifah Addo	Teacher	Mfranta Presbyterian Primary
Edward Taye	Teacher	Mfranta Presbyterian Primary
Alhassan Moustafa	Chairman (SMC)	Mfranta KG, Primary & JHS
Tweneboah Sifa	Head Teacher	Okonam D/A KG, Primary/JHS
Nana Dede Wadee	Assistant Head Teacher	Okonam D/A KG, Primary/JHS
S.K Tetteh	Chairman (SMC)	Okonam D/A KG, Primary/JHS
Samuel Adu	Vice Chairman (SMC)	Okonam D/A KG, Primary/JHS
Baffour Awuah	Chairman (PTA)	Okonam D/A KG, Primary/JHS
Juliana Agyeibea	Financial Secretary (PTA)	Okonam D/A KG, Primary/JHS
Baasi Odame	Treasure (PTA)	Okonam D/A KG, Primary/JHS
Michael Tetteh-Akufo	Member (PTA)	Okonam D/A KG, Primary/JHS
Lydia Attiamo	Member (SMC)	Okonam D/A KG, Primary/JHS
Comfort Hiena	Member (SMC)	Okonam D/A KG, Primary/JHS
Emmanuel Asamoah-Opore	Head Teacher	Mamehyeso Presbyterian Prim.
Samuel Yirenkyi Owusu	Teacher	Mamehyeso Presbyterian Prim.
Eric Kwame Lartey	Teacher	Mamehyeso Presbyterian Prim.
Ibrahim Awuley	Chairman (SMC)	Mamehyeso Presbyterian Prim.
Margaret Osae Bekoe	Head Teacher	Tei Mensah D/A KG, Primary
Ida Bernice Morkle	Teacher	Tei Mensah D/A KG
Eddi Welberforce	Teacher	Tei Mensah D/A KG
Glover Veronica	Teacher	Tei Mensah D/A KG
Sedem Agyeman	Teacher	Tei Mensah D/A KG
Yeboah Sarpong	Teacher	Tei Mensah D/A KG
Mr. Dweteh	Circuit Supervisor	Tei Mensah D/A KG
Victoria Joe Mantey	Member (SMC)	Tei Mensah D/A KG
Michael K. Nobi	SMC Chairman	Obouho Nyarko DA Prim.
Steven Nyanteh	SMC Chairman	Oboadaka D/A Primary
Asiedu Addo	SMC Chairman	Sowatey D/A Primary
William Kwakye	SMC Chairman	Royal Evangelical Preparatory
Twifo Hemang District		
Godwin Awuku	Headteacher	Pepekrom D/A Primary/JHS
Emma Abam	Teacher	Pepekrom D/A Primary/JHS
Grace Kwakye	Teacher	Pepekrom D/A Primary/JHS
Vivian Twum	Teacher	Pepekrom D/A Primary/JHS
Seth Assan		Pepekrom D/A Primary/JHS
Ransford Aidam		Pepekrom D/A Primary/JHS
Mike A. Donkor	Headteacher	Somnyamekodur D/A Primary
Mabel Arkorful	Teacher	Somnyamekodur D/A Primary
Martha Obeng	Teacher	Somnyamekodur D/A Primary
Philip Otoo	Teacher	Somnyamekodur D/A Primary
Luisa Sackey	Teacher	Somnyamekodur D/A Primary
Abraham Tetteh	Teacher	Somnyamekodur D/A Primary
Irene Botcwey	Teacher	Somnyamekodur D/A Primary
Enoch Arthur	SMC (Chairman)	Somnyamekodur D/A Primary
Matthew Antwi	Member (SMC)	Somnyamekodur D/A Primary

Name	Position	School
Ruth Esi Botway	Member (SMC)	Somnyamekodur D/A Primary
Emmanuel Amofa	Headteacher	Tawia Nkwanta D/A Primary/JHS
Stephen Acquah	Teacher	Tawia Nkwanta D/A Primary/JHS
Kenneth Yeboah	Teacher	Tawia Nkwanta D/A Primary/JHS
Raymond Arthur	Teacher	Tawia Nkwanta D/A Primary/JHS
Kobina Mensah	Member (SMC)	Tawia Nkwanta D/A Primary/JHS
Kofi Asraku	Member (SMC)	Tawia Nkwanta D/A Primary/JHS
Samuel Darko	Headteacher	Baakondidi Primary and JHS
Abu Iddrisu	Teacher	Baakondidi Primary and JHS
Louisa Assiamah	Teacher	Baakondidi Primary and JHS
Sampson Koomson	Teacher	Baakondidi Primary and JHS
Mallam Issah	SMC (Chairman)	Baakondidi Primary and JHS
Samuel Aboagye	Member (SMC)	Baakondidi Primary and JHS
Bright Bonney	Headteacher	Nkwamkyemaso Primary/JHS
Howard Bartels	Teacher	Nkwamkyemaso Primary/JHS
Daniel Sey	Teacher	Nkwamkyemaso Primary/JHS
Micheal Precious Mensah	SMC (Secretary)	Nkwamkyemaso Primary/JHS
Raymond Ahiable	Headteacher	Ama-kwamoano D/A primary/JHS
Fifi Otabil	SMC (Chairman)	Ama-kwamoano D/A primary/JHS
Raymond Avagah	SMC (Chairman)	Kyiaboso D/A Primary and JHS
Duve Prince William	Headteacher	Bimpong Egya D/A Primary JHS
Sampson Mensah	Teacher	Bimpong Egya D/A Primary JHS
Abraham Ekow Teye	Teacher	Bimpong Egya D/A Primary JHS
Emma Hadzi	Teacher	Bimpong Egya D/A Primary JHS
Grace Wugah	Teacher	Bimpong Egya D/A Primary JHS
Alex Apeanu	SMC (Chairman)	Bimpong Egya D/A Primary JHS
George Atali	Member (SMC)	Bimpong Egya D/A Primary JHS
Kobina Dadzie	Member (SMC)	Bimpong Egya D/A Primary JHS
Lawrence Tawia	Teacher	Christ Foundation Preparatory& JHS
Philip Gottah	SMC (Chairman)	Christ Foundation Preparatory& JHS
Thomas D. Kwaah	Headteacher	Hawosodze D/A Primary/JHS
Macbeth Dowu	Teacher	Hawosodze D/A Primary/JHS
Samuel Amponsah	Teacher	Hawosodze D/A Primary/JHS
Samuel Annor	Teacher	Hawosodze D/A Primary/JHS
Emmanuel Ayertey	Teacher	Hawosodze D/A Primary/JHS
Binoba Diana	Teacher	Hawosodze D/A Primary/JHS
Bright Agyar	Teacher	Hawosodze D/A Primary/JHS
DanielAcquah	Teacher	Hawosodze D/A Primary/JHS
Paul Tetteh	Member (SMC)	Hawosodze D/A Primary/JHS
Felix Aseidu	SMC (Chairman)	Hawosodze D/A Primary/JHS
Vincent Sackey	Acting Headteacher	Ayekrom Presby Basic Primary/JHS
Angelina Boah	Teacher	Ayekrom Presby Basic Primary/JHS
Daniel Abroabora	Teacher	Ayekrom Presby Basic Primary/JHS
Arhin Blankson	Teacher	Ayekrom Presby Basic Primary/JHS
Ahentu Mohammed	Teacher	Ayekrom Presby Basic Primary/JHS
Ofori Amofo Evans	Teacher	Ayekrom Presby Basic Primary/JHS

Name	Position	School
John Achobo	SMC (Chairman)	Ayekrom Presby Basic Primary/JHS
Robet Adjei	NHRMD	DEO/Twifo Praso
Smart Tawiah	CS (Agona)	DEO/Twifo Praso
Okyere Afriyie	Exams Officer	DEO/Twifo Praso
Thomas Asaam	Accountant	DEO/Twifo Praso
Birim South District		
Yaw Gyekye	Headteacher	Oforikrom D/A Primary/JHS
Asare Richard	Teacher	Oforikrom D/A Primary/JHS
Adu Gyamfi	Teacher	Oforikrom D/A Primary/JHS
Daniel Ofori	Member (SMC)	Oforikrom D/A Primary/JHS
Barffour Awah	Headteacher	Mensahkrom D/A Primary
Ebenezer Tei	Teacher	Mensahkrom D/A Primary
Emmanuel Essel	PTA (Chairman)	Mensahkrom D/A Primary
Fredrick Kofi Arko	Member (SMC)	Mensahkrom D/A Primary
James Arthtr	Headteacher	Mensahkrom D/A Primary
Amoah Owusu Richmond	Teacher	Nyankomase D/A Primary/JHS
Paul Yamoah Obrri Krang	Teacher	Nyankomase D/A Primary/JHS
Bediako Gyekye	Teacher	Nyankomase D/A Primary/JHS
Job Nkansa	Member (SMC)	Nyankomase D/A Primary/JHS
Samuel Asiedu Ameyaw	Headteacher	Kroboase D/A Primary
Soei Danuel	Teacher	Kroboase D/A Primary
Seth Nyarko	Member (SMC)	Kroboase D/A Primary
Eric Asante	Member (SMC)	Kroboase D/A Primary
Francis Atuah	Member (SMC)	Kroboase D/A Primary
Aboagye Gyan	Headteacher	Apoli D/A Primary/JHS
Nii Ansah	Teacher	Apoli D/A Primary/JHS
Francis Appia	Teacher	Apoli D/A Primary/JHS
Alfred Ogoe	Teacher	Apoli D/A Primary/JHS
Frank Asare	Teacher	Apoli D/A Primary/JHS
David Addae	Teacher	Apoli D/A Primary/JHS
Nayoh Bernard	Teacher	Apoli D/A Primary/JHS
Eric Owusu Asare	Teacher	Apoli D/A Primary/JHS
Sarah Forson	PTA (Member)	Apoli D/A Primary/JHS
Addo Daniel	Member (SMC)	Apoli D/A Primary/JHS
Issaac Asare	Headteacher	Adinkrom D/A Primary
Kojo Abban Antwi	Teacher	Adinkrom D/A Primary
Grace Ofori	Teacher	Adinkrom D/A Primary
Yaw Adin	PTA (Member)	Adinkrom D/A Primary
Alex Adonu	PTA (Chairman)	Adinkrom D/A Primary
Christian Sefen	Headteacher	Aperadi Station D/A Primary
Obeng Barnard	Teacher	Aperadi Station D/A Primary
Marfake Emmanuel	Teacher	Aperadi Station D/A Primary
Samuel Ananam	Member (SMC)	Aperadi Station D/A Primary
Kweku Opoku	Member (SMC)	Aperadi Station D/A Primary
Okyare Boamah	Headteacher	Apoli Beposo D/A Primary/JHS
Abeka Debrah	SMC CHAIRMAN	Apoli Beposo D/A Primary/JHS

Name	Position	School
Patience Antwi	Headteacher	Akotikrom D/A Primary/JHS
Aloese Gyimah	Teacher	Akotikrom D/A Primary/JHS
Nti Erastina	Teacher	Akotikrom D/A Primary/JHS
Tetteh Moses	Member (SMC)	Akotikrom D/A Primary/JHS
Richard Patego	Headteacher	Akosombo D/A Primary
Nana Koramoah Addo	SMC (Chairman)	Akosombo D/A Primary
Samuel Obe	Member (SMC)	Akosombo D/A Primary
Paul Boaku	Member (SMC)	Akosombo D/A Primary
Yaw Benjamin	Member (SMC)	Akosombo D/A Primary
Gifted Kwarfo	Member (SMC)	Akosombo D/A Primary
Elizabeth Donkor	Member (SMC)	Akosombo D/A Primary
Erskine Ackaah	Headteacher	Bomodim D/A Primary JHS
Esirifi Edmon	Teacher	Bomodim D/A Primary JHS
Patrick Kwame Akonu	SMC Chairman	Bomodim D/A Primary JHS

Focus Group Discussants

Islamic English School	Oforikrom D/A Primary JSS	Tei Mensah D/A KG, Primary
Sandra Ansah	Noami Gafa	Tackyi Eric
Daniel Kuma	Eric Diodo	Mary Adamty
Issan Asana	Owusu Obed	Enock mantey
Mary Mba	Edubea Doris	Bernice Yankey
Muniratu Rashid	Owusur Doris	Yaw Iartey
Isaac Tawiah	Doecas Mensah	Daniel Kofi Amusu
Salamat Ali	Paul Boabeng David	Kwame akoto
Peter Okrah	Michael Forson	Emmanuel Ofori
Ashietu Sumaila	Gifted Nkrumah	Frederick Aryeh
Mamaudo Saaka	Elizabeth Obenewaa	Gifted Ankubia
Samuel Mba		
Issah Barikisu	Mensahkrom D/A Primary JSS	Densuso D/A KG, Primary/JHS
	Grace Tetteh	Agbasah Walter
Wassa Bekwai Basic School	Samuel Adu	Millecent Amenyo
Martin Obeng	Charles Yeboah	Mary Ahinfo
Ama Kissiwa	Ebenezer Otobil	Martha Asare
Ibrahim Adams	Jacob Frimpong	Tawiah Akpabla
Godfred Tawiah	Teye Nelson	Clement Akpabla
John Owusu	Esther Tetteh	Forster dumakor
Kofi Mensah	Vida Odoom	Bernard Yeboah
	Dora Quayle	Airtel Addisin
Kingdom Preparatory Sch.		Comfort Dede
Solomon Nti	Nyankomase D/A Primary JSS	
Samuel Adjei	Benjamin Tetteh	Mfranta Presbyterian Primary/JHS
Portia Owusu	Emmanuel Yeboah	Jamera Mantara moro
Thomas Jellu	Monica Arther	Sandra Tetteh
Gifted Peter	Nyamena Francis	Frank Ofori
Felicia Arthur	Twumasiwaa Ellen	Benifa Maanubea

Stephen Acquah	Matilda Adom	Stephen Anor
Mathew Padi	Samson Botcwey	Hawa Amadu
Thomas Peter	Esther Tinewa	Richard Osei
	Fatima Augustina	Abegail Naadu
Adidaase D/A Primary		Sister Asabea
Charlotte Asante	Kroboase L/A Primary	Esther Asabea
Charity Antwi	Diana Aforidua	Hamidu Abdulia
Hanna Yaa	Linda Asante	Fati Amadu
Geishen Awusapa	Mavis Amponsah	Grace aduba
Daniel Amisewu	Sefei Feorgina	Gabriel Amponsah
Obed Adika	Pacheal Enoch	Isaac Asomanene
Eric Tawiah	Aeuama Collins	Eunice Okley
Joshua Mozonu	Obiri Issaac	Addo Joseph
George Osei	Ansah Sernard	Bernard Tectey
Esther Azieta	Osei Evans	
Emmanuel Frimpong		Mamehyeso Presbyterian Prim.
Mary Mensah	Apoli D/A Primary JSS	Sarah padiki
	Stephen Gaka	Daniel Kofi
Hiawa Catholic Primary & JHS	Yekple Janet	Linnola Ashiatey
Mariama Watara	Dawukpor Paymand	Naomi Maamtey
Priscilla Opoku	Phelip Adhei	Esther Naa
Sarah Djan	Issaac Botsoi	Porshia Addo
Gifty Afari	Awutey Christian	David Owusu
Martha Mensah	Kwakye Eric	Evans Jammi
Malik Moro	Emelia Asantewaa	Rita Aboagye
Micheal Amponsah	Botwe Victoria	Samuel Nia
Ishmael Mensah	Danso Aron	Kofi Adomtey
Dorothy Gyadu	Adomako Collins	Emmanuel kwadwo
Emmanuel Aguli	Aviti Jonathaan	Kate Ashiatey
		Monica Addo
Chichiso II D/A Primary/JHS		Dade Hauna
Ishmeal Iarbi	Adinkrom L/A Primary	Nagrattey Rashidatu
Isaac Guamom	Enoch Mensah	
Ahototse Emmanuel	Opame Emmanuel	Royal Evangelical
Elizabeth Nykantse	Ampani Joseph	Patrick Owusu
AugustineAtobra	Aseidu Wisdom	Milter Osaebear
Naomi Agyir	Afum Dora	Samuel Opare
Ahotose Comfort	Anane Mary	Heneku Ivan
Richard Badu	Osam Sarah	Errest Asare
Asamoah Emmanuel	Sofia Essel	Mawuena Princella
Klutse Gifty	Akumani Grace	Darko Emmanuel
	Appiah Emmanuel	Linda Pinto
Antobam Primary		Boadi K. Justice
Enock Nyarko	Apoli Beposo D/A Primary	Grace Agyekum
Bismarck Arkah	Florence Egyiri	Alice adamtey
Salina Korankye	Lanter Abigail	Portia Awoyoo
Ebenezer Ayensu	Sawah Mary	

Angelina Coffee	Aboagye Rechar	Okonam D/A KG, Primary/JHS
Charity Oware	Korde Issac	Dina Abuada
Esther Mesu	Tenye Noah	Angela Ogbo
Hayford Appiah	Ansah Kwabine Prosper	Marther OKor
Benjamin Aduseri	Tawi Poul	Olivia Odoame Kumi
Elizabeth Amponsah	Tomas Poul	Yogo Amina
	Tawi Prosper	Aminatu Seidu
		Adamu Salamatu
Oboadaka D/A Primary	Akotikrom D/A Primary JSS	Richmond Togbor
Evans Ayetey	Prince Ofori	Jonatha Togbor
Joseph Addai	Vida Anim	Emmanuel Tetteh
Anorbah Gideon	Aziahonu Janet	Kwajo Ransford
Amoah Salomon	Ofori Beatrice	Wisdom Ammanor
Beatrice Fianko	Bequne Joseph	Martin Tei
Albert Asiedu	Mpete Prince	Ayide Emmanuel
Asante Maxwel	Samuel Ofori	
		Domi Roman Cath. Prim., Suhum Kraboa Coalta Dist.
Benedicta Fianko	Ayitey Wonder	
Richard Asiedu	Mavis Octere	Frederick Nkansah
Frederick Siaw	Vincent Kumi	Leticia Asieduwa
Viida Firanko	Abigail Addo	Maria Fatima
Owusu Frederick		Ernest Korkor
	Bomodini D/A Primary JSS	Linda Korkor
Obouho Nyarko	Sarah Bram	Paul Asare
Teye Enock	Nicolas Asumadu	Jennifer Akuuffo
Seth Owura	Joyce Ansah	
Lawoe Tetteh	Gideon Tettey	Stephen Agyiri
Kwabena Darko	Nora Baah	Victoria Narey
Jennifer Mantey	Shiella Badu	Francis Ankomah
Emilia Nartey	Joseph Yeboa	Lydia Darko
Hannah Mantey	Victor Anim	Benjamin Tetteh
Abraham Tetteh	Monica Arko	
Gabor Michael		Akosombo L/A Primary
Gijpo Gabriel	Sowatey D/A Primary	Noami Anoah
Bernice Tetteh	Faustina Yeboah	Mary Ahin
	David Qwao	Andoh Agnes
Kwadwo Hum RC Suhum Kraboa Koaltal	Obeng Grace	Felicia Ansah
Sarah sewaa Ayih	Obed Amoako	Agnes Nyame Jur
Emmanuel kwadwo Tetteh	Kumakie Abena	Agnes Nyame Snr
Theophilip Addo	Joseph Iartey	Frank Doku
Hawa Sulemana	Alberta Carl	Eric Mensah
Abraham Agyarko	Nathan Amoako	Abelea Eugene
Francesca Tetteh	Rosemond Amensah	Eric Mensah
Lydia yeboah	Daniel Gyadu	Abeka Emmanuel
Godfred Opoku	Aboagye Frank	Ebanezer Adpi
Alice alonenyo	Roteal Boutey	Akoto Emmanuel

Salia Siedu		Richard Authur
	Abio Fie D/A Primary	Micheal Authur
Yiriase DA Primary/JHS	Paul Appiah	
Comfort Antwi	Gifti Mensah	Ayekrom Presby Primary JSS
James Awombe	Ernest Appiah	Elizabeth Appiah
Amina Wahabu	Michael Abu	Sarah Appiah
Toffie Abubakar	Hagar Arthur	Benjamin Okyere
Justice Owusu	Comfort Afia	Lydia Oforiwa
Faustina Cudjoe		Herbert Ninkyi
	Pepekrom D/A Primary JSS	Oscar Mokwah
Nkwankyemanso D/A Primary JSS	Okor Abigail	Isaac Arthur
Seth Appiah	Mary Baah	Eric Mensah
Daniel Otobil	Doris Andoh	Evans Nkum
Shadrack Abekah	Tetteh Moses	Benjamin Badu
Richmond Asane	Enoch Tawia	Frank Ewusi
Prince Asiedu	Emma Taidoo	Grace Appiah
Rachael Arkonor	Evelyn Budu	Abdul Latif Abubakar
Hagar Aidoo	Felicity Acquah	Isaiah Okyere
Diana Aidoo	Angela Pamful	Sarah Ankomah
Bernard Agyir		Isaac Anabah
Agnes Asare	Somnyamekodur D/A Primary	
	Misack Onyinah	Hasowodze D/A Priamary JSS
Tawia Nkwanta D/A Primary JSS	Edward Gyan	Stella Okra
Winifred Nyarko	Vivian Aidoo	Gloria Acquah
Augustina Addo	Sara Blankson	Esther Amfo
Abigail Ofori	Comfort Adom	Mary Ewusi
Eunice Bio	Jacob Tetteh	Helina Entsi
Hannah Kontoh	Naomi Otoo	Richard Obeng
Isha Tawia	Dina Baidoo	Agnes Achea
Sandra Amoah	Solomon Kuranteng	Samuel Agbanyo
Peter Tetteh	Linda Brakoh	Simone Amoatey
Ebenezer Ahwiren	Vivian Amfoh	Joshua Tetteh
		Martha Gyakwa
Bimpom Egba D/A Primary JSS	Christ Foundation Preparatory	
Stephen Kobina Andoh	Ackumani Sarah	Ama-kwamoano D/A Primary JSS
Raymond Daadze	Asiedu DanielAdjawutor	Juliana Doodo
Assan Francis	Adjawutor Grace	Naomi Afari
Wisdom Ayeequaye	William Mensah	Comfort Tawia
Ernest Egla	Richard Akyenu	Sabina Arthur
Gifti Gota	Gloria Eshun	Isaac Manu
Peace Ativi	Amo Kingsford	Hayford Aboagye
Kofi Tsiditsi	Atali Wellington	Samuel Arthur
Florence Amanudzi	Dave Daniel	Emmanuel Arhin
Georgina Kumagbe	Ackumani Sarah	Fredrick Bofofo
Ugah Julius	Asiedu DanielAdjawutor	Solomon Kwakye
Dabai Micheal		
	Kyiboso D/A Primary JSS	

Kyiaboso D/A Primary JSS	Ernestina Baanini
Avi Patience	Avi Patience
Dzigba Joana	Dzigba Joana
Tege Babara	Tege Babara
Gide Cathrine	Gide Cathrine
Benjamin Gasika	Benjamin Gasika
Torue Daniel	Torue Daniel
Dogbe Felix	Dogbe Felix
Kekey	Kekey
Akoto Stephen	Akoto Stephen

Annex 3. Assessment tools

INSTRUMENT #1 –HEAD TEACHERS/TEACHERS INTERVIEW GUIDE

SECTION 1:

CONDITION AND ADEQUACY OF INFRASTRUCTURE

1. What is the student population? Male/ female
2. How will you describe your present physical infrastructure?
3. What is your view about the adequacy of the existing classroom infrastructure?(desk, physical building, board etc)
4. What is the average class room size? (Measurement)
5. Do you have an office for teachers
6. How do teachers and pupils access drinking water in this school?
7. What toilet facilities do teachers and pupil use? Are the toilet facilities separate from that of the pupils?
8. How will you describe the condition of the toilet facility?
9. Where do children study /access learning materials whiles in school?
10. Is there a library in the school or nearby? If there is a library, is it stocked with the needed reading and learning materials?
11. What changes would you like to see in your school so as to make the learning environment more interesting?

SECTION 2

ADEQUACY OF QUALIFIED TEACHERS AND GAPS AND INSTRUCTIONAL HOURS

HEAD TEACHER ONLY

12. How many teachers do you have in this school?
13. How many are trained? Cert A, Diploma; degree in education?
14. Do you consider the number of teachers to be adequate?
15. How many instructional hours are available in a day in this school
16. Are you able to utilize all this hours for teaching and learning?
17. Are instructional hours adequate?
18. What factors affect the inadequacies of instructional hours if any.

TEACHER ONLY

19. What are some of your key needs/challenges?

SECTION 3

AVAILABILITY OF LEARNING /TEACHING MATERIALS

20. How will you describe the availability of learning facilities in your school?
21. How would you describe the quality of teaching and learning materials? (Observe)
22. How many books are there for students in class (ratio of students to books in the school)? (observe)
23. Are there writing boards in all the classrooms in this school? (observe)
24. Have there been occasions that you do not have chalk/marker during teaching hours?
25. Does your school have an ICT centre for taking practical computer lessons? (Observe)
26. How many computers are available? How many are in working order?
27. Do you have science laboratory for practical lessons? (observe)
28. Do you have sporting kits for physical education?

SECTION 4

ACCESS TO RELEVANT SOCIAL SERVICES INCLUDING CAPITATION GRANT, SCHOOL FEEDING PROGRAMME, FREE EXERCISE BOOKS AND UNIFORMS

29. Does your school benefit from the national school feeding program? If No, how do the pupil access food while in school?
30. Does your school benefit from the government capitation grant program?
31. Does your school benefit from the government free exercise books and program?
32. Does your school benefit from the government free uniform program?
33. How does your school handle injuries and acute illness at school?
34. How does your school handle pupils' emotional and psychological Problems/anti social behaviour?
35. Does your school provide guidance and counselling services for pupils?
36. Are there other relevant social services you will like - to be provided to your school?

SECTION 5

MONITORING AND SUPERVISION MECHANISMS

37. What monitoring & supervision mechanism do you have in place in this school for:
 - a. Teachers
 - b. The protection of children from abuse?
 - c. Ensuring quality teaching and learning education?
38. What are some of the things you expect a monitoring officer or supervisor to check about teachers in the process of monitoring and supervision?
39. What is your assessment of the overall monitoring & supervision mechanisms in this particular school

SECTION 6

PUPIL CONTINUATION RATE TO HIGHER EDUCATION

(HEAD TEACHER ONLY)

40. How many pupil/students wrote/sat for the BECE Examination in your school last academic year? Check from the records?
41. Out of the total number of student s who sat for the BECE exams, how many passed?
42. Out of the number of students who passed the BECE exams how many were able to continue to SHS, vocation and technical school?
43. How many students have been entering a higher education from this school for the past 3-5 year? (Check from the records)

SECTION 7

COMMUNITIES /SCHOOLS EDUCATIONAL ENTITLEMENTS/SUBVENTIONS FROM GOVERNMENT

44. What form of educational entitlement or subventions does your school or community receive from government?
45. How often does your school or community receive these educational entitlements or subventions from government?
46. Has there been any occasion that these subventions were not delivered at all or in full? What was the reason or do you have any idea why these educational entitlements/subventions were not delivered?
47. For the entitlements/subventions that you have been receiving, were they delivered on time?
48. What do you suggest will help your school or community to receive its full entitlement and be delivered on time?

SECTION 8

WHY PERFORMANCE IN THE PRIVATE SCHOOLS IS HIGHER THAN PUBLIC SCHOOLS

49. What is the general academic performance of your school?
50. Is there any private school in this community?
51. What is relative performance of your school compared to the private school?
52. Why do you think make that school performs better than your school?
53. What do you think can be done to improve it?

SECTION 9

LEVEL OF PARENTS' PARTICIPATION IN THE MANAGEMENT OF COMMUNITY SCHOOLS

- 54. Does this school have an SMC? If yes, what is the composition of the SMC?
- 55. What specific role does the SMC and PTA play?
- 56. How would you describe the level of participation in the management of these schools?
- 57. How regular do the SMCs meet?

SECTION 10

SCHOOL GOVERNANCE STRUCTURES IN THE TARGET COMMUNITIES AND KAB STUDY

- 58. Describe the governance structure of this school.
- 59. How would you rate the effectiveness of the governance structure and why?

SECTION 11

COMMUNITIES' CONTRIBUTIONS TO THEIR SCHOOLS

- 60. Do the communities provide any support to the schools?
- 61. If they do, in what form and how regular is the support provided?

INSTRUMENT #2 –SMCS INTERVIEW GUIDE

SECTION 1:

MONITORING AND SUPERVISION MECHANISMS

1. What monitoring & supervision mechanism do you have in place in this school for:
 - a. Teachers
 - b. The protection of children from abuse?
 - c. Ensuring quality teaching and learning education?
2. What are some of the things you expect a monitoring officer or supervisor to check about teachers in the process of monitoring and supervision?
3. What is your assessment of the overall monitoring & supervision mechanisms in this particular school?
4. How would you describe the adequacy of instructional hours in this school?
5. What factors affect the inadequacies of instructional hours? If any.

SECTION 2

PUPIL CONTINUATION RATE TO HIGHER EDUCATION

6. How many pupil/students wrote/sat for the BECE Examination in your school last year? Check from the records.
7. Out of the total number of students who sat for the BECE exams, how many passed?
8. Out of the number of students who passed the BECE exams how many were able to continue to SHS and vocation/technical school?
9. How many students have been entering a higher education from this school for the past 3-5 year? (Check from the records)

SECTION 3

LEVEL OF PARENTS' PARTICIPATION IN THE MANAGEMENT OF COMMUNITY SCHOOLS

10. For how long have you been a member of the school SMC?
11. What specific role/function do you play as SMC member?
12. Do you have work plan and how is it assessed and reviewed?
13. How often do you attend meetings? (Check regularity of planned meetings)
14. How many parents are represented on the SMCs?
15. How active are they?
16. How would you assess the level of participation /contribution of SMCs in the management of your ward' school?

SECTION 4

SCHOOL GOVERNANCE STRUCTURES & KAB STUDY

17. What role do the SMCs play in the governance of the schools?
18. Do you have any knowledge of any student that work alongside schooling in this community? If yes, what is your view on this in relation to the child's education?
19. Has there been an occasion (within the last year) where a child in this school has stopped schooling because of the work they do at home?
20. As an SMC member, what will be your reaction/action if a child reports to you that the parents have been asking her to work after school and that she does not get time to do her home work?
21. How will you perceive a child that has been asked to assist the parents in the market /farm during school hours/days?
22. How will you consider a child assisting the parents in household chores or in the farm during school days/hours?
23. As SMCs member/chairperson, if a parent tells you that he/she has withdrawn the child to assist in the market or in the farm for some few days. What will be your reaction? What action would you take?
24. How do you understand child labour?
25. Does your community contribute to the development of your school?
26. If you do provide support for the development of this school as a community, what form of support do you provide?
27. Do the parents make their contributions willingly and on timely basis?

INSTRUMENTS #3 –SCHOOL PUPIL FOCUS GROUP INTERVIEW GUIDE

SECTION 1:

ACCESS TO SCHOOLS

1. How do you get to school every day from your house?
2. Where do you live

SECTION 2

CONDITION AND ADEQUACY OF INFRASTRUCTURE

3. How will you describe your present school (physical) infrastructure? (Also observe).
4. How is the sitting arrangement in your class room? (Also observe).
5. Is there a situation where some of you do not get a desk to sit on during teaching and learning time?
6. How many are you in class?
7. How do you and your teachers get/access drinking water in this school?
8. How do you keep the school cleaned?
9. Is there a latrine in your school? What type of latrine do you and your teachers use? Is your latrine separate from that of the teachers?
10. Is there a separate latrine for boys and girls?
11. How will you describe the condition of the latrine?(also observe)
12. How often are the latrines cleaned and who cleans them?
13. Do you have a urinal in this school? What type of urinal do you and your teachers use? Is your urinal separate from that of your teachers?
14. Is there a separate urinal for boys and girls?
15. How will you describe the condition of the urinal ?(also observe)
16. How often do the urinals get cleaned and who cleans them
17. How often are the classrooms cleaned and who cleans them?
18. Is there a facility for pupils to wash their hands in this school?
19. How often do you wash your hands in school?
20. Is there a library in your school or close to where you live?
21. If there is a library, is it stocked with the needed books that you need? (observe)
22. Where do you play while in school? (observe)
23. What changes would you like to see in your school so as to make the learning environment more interesting to you? **(order of priority)**
24. Do you have science laboratory for practical lessons? If yes, do you use them? (observe)
25. Do you have science laboratory for practical lessons? If yes, do you use them? (observe)
26. What are some of your most pressing educational needs as a pupil?
27. If somebody wants to help you meet some of your needs, what are the five most important needs that you may want them addressed?
28. How will you want the need that you have mentioned to be addressed?
29. Do you face any form of maltreatment/harassment in school? Explain
30. How do you handle such harassment /maltreatment or other emotional and or psychological problems? Where do you seek help?

SECTION 3

AVAILABILITY OF LEARNING /TEACHING AND WRITING MATERIALS

31. How many books are there for you in class (ratio of students to books in the school)? (observe)
32. Does your school have an ICT centre for taking practical computer lessons and do you use them? (Observe)
33. Do you have science laboratory for practical lessons? If yes, do you use them? (observe)
34. Do you have sporting kits for physical education? If yes, do you use them? (observe)
35. How do you access food while in school?
36. Have you ever fallen sick or gotten injured whilst in school? if yes ,where did you get treatment
37. Do you have first aid box in your school?

SECTION 4

INSTRUCTIONAL HOURS

38. Do teachers report on time to school teaching and learning takes place as planned on your time table?
39. What factors explain the number of hours that you have with your teachers?