RESEARCH PAPER

Delivery of Education Services in Public Primary Schools in Ghana

Citizen Report Card

Survey Report

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Ghana Center for Democratic Development (CDD-Ghana)

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DELIVERY OF EDUCATION SERVICES IN PUBLIC PRIMARY SCHOOLS IN GHANA

CITIZEN REPORT CARD

A CDD-Ghana Transparency and Accountability Project Report

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ACKNOWLEDGEMENT

Education has been acknowledged as one of the ways through which poverty and other forms of deprivation can be eliminated. As a result, governments and policy makers all over the world have been exploring ways through which the promised benefits of education can be harnessed.

The Government of Ghana, in working towards attain its Education For All (EFA—targets of ensuring improved primary school access and equity, as well as educational quality and learning outcomes for all children by 2015, has since 2004 implemented various policy initiatives and interventions. Among these are the 2003-2015 Education Strategy Plan (ESP), the School Fee Abolition Program or Capitation Grant, Nutrition and School Feeding programs, training and upgrading of teachers, especially in the area of Science, Mathematics, and Information, Communication and Technology (ICT) education, provision of free textbooks, furniture and infrastructure.

Given the critical role of inputs such as teachers, textbooks, and furniture among others to learning outcomes and the attainment of the MDGs 2 and 3 in Ghana, a Citizen Report Card detailing the experiences, expectations and satisfaction of beneficiaries of educational services would provide valuable feedback to national actors (Ministry of Education and the Ghana Education Service) and sub-national (District Education Directorates (DEDs) and District Education Implementation Committees (DEICs)) and other supply-side actors at the school level (i.e. School authorities and teachers) on the experiences of parents, and community members with these educational services.

The main objective of the study was to assess the provision of educational inputs, resources, and governance of education services in public basic schools.

The study gathered data on the experiences and opinions of citizens on the delivery of education services in public primary schools. Respondents were drawn largely from households with children in public basic schools in various communities within the six project districts - Abura-Asebu-Kwamankese, Awutu-Efutu-Senya, Ajumako-Enyan-Essiam, Asikuma-Odoben-Brakwa, Twifo-Hemang-Lower Denkyira and Cape Coast. The study applied a combination of two main research approaches - secondary and primary data collection methods - to gather relevant information for analysis at the national, district and school levels.

Some of the key findings of the study are as follows:

Access and Usage
- Almost all respondents reported having children of school going age in their households. Of those who did not have children of school going age, 36 percent had had a child in their household attend a public primary school in the last two years and hence their eligibility to participate in this study.

- All the households (100 percent) indicated that there was a public school in their community. A similar majority (92 percent) of households responded that there was a public primary school in the nearby community.

- Majority of respondents (89 percent) indicated that children mainly attend public primary schools in their communities or nearby communities. Only 8 percent reported children attending private schools. The small proportion of households with children in private schools was explained by the largely rural settings in which the study was conducted.

- 72 % or respondents or users indicated the distance covered by pupils to public schools within their communities was less than or about a kilometer. About a third (30 percent) also said the schools in nearby communities were within a kilometer travel distance. A quarter (26 percent) described the distance from their homes to public primary school in their communities to be between one to two 2 kilometers whilst a third (32 percent) said the same about distance from home to schools in nearby communities.

- Nearly half of those interviewed in the households (48 percent) reported a girl child attending school, 16 percent reported 2 girls attending school and 6 percent reported 3 girls attending school within their households. Similarly, 45 percent of households reported a boy attending school, 17 percent of households reported 2 boys attending school and 6 percent reported 3 boys attending school within their households.

About a fifth of households however posited that none of the children within their households were presently in school.

- Among the few households where children were not going to school either in their communities or nearby communities, the reasons given mainly bordered on financial difficulties (Girls, 43 percent; Boys, 41 percent), loss of interest in schooling (22 percent). About a fifth (Girls, 23 percent; Boys, 21 percent) did not offer any reason.

Infrastructure and other Resources
- 90% of users or respondents indicated that the public primary school within their communities or in nearby communities had safe and adequate infrastructure. However, 9 percent expressed contrary opinion.

- Overwhelming majorities of respondents also reported that almost all schools had blackboards (97 %), and furniture/desks (92 %) to facilitate teaching and learning. However, in the case of the school desks, more than 80 % reported that two or three pupils shared a desk.

- More than half of education services users (56 %) indicated that schools in their communities or in nearby communities had no library facilities to enable out of school reading and learning.

- Overwhelming majority of users or respondents attested that schools had no access ramps (83 %) and hand rails (84 %) to facilitate access for children with disabilities in schools.

- Strong majority of education users or respondents (80 %) admitted that children in the public primary schools received free school materials from the educational authorities. Of those who held this opinion, 36 percent indicated that pupils received free furniture, 29% alluded to free core textbooks, 21% free school uniforms and 14 % free supplementary readers.

- More than half (54 %) of users indicated that pupils in public primary schools "*always*" received the capitation grant. Another 9 % received it but not as regularly as expected. While 11 % said pupils never received the capitation grant, about a quarter (26 percent) surprisingly did not know whether pupils received the capitation grant or not.

- Only 18 % of education users admitted that pupils benefited from the school feeding program regularly. More than 7 in 10 of users (78%) reported that pupils in schools in or near their communities never benefited from the school feeding program.

- Majority of education users or respondents (71 %) reported that the public primary school in or near their community had safe drinking water for the pupils. In the experience of more than 6 in 10 of these users, the drinking water facility provided water all year round. Some 25 percent of education service users indicated that the schools in or near their communities had no safe drinking water.

- A large majority of education service users (79 %) also reported that schools had hand washing facilities which according to about a third of users (16 %) were repaired within some few days whenever they became faulty. Some 20 % however indicated that the schools in their communities had no hand washing facilities.

- 81% of education service users or respondents averred that toilet facilities were available and functional. 7 in 10 (72 %) indicated that the toilets in the schools were Kumasi Ventilation Improvement Project (KVIP) facilities.

Quality and Reliability
- More than 8 in 10 service users (85 %) reported that there were "*always*" sufficient numbers of teachers in the public primary schools in or near the community.

- Another 8 in 10 (82 %) reported that there were "*always*" adequate number of teachers to meet the population of pupils in the public primary schools in their communities.

- Majority of users (80 %) also agreed that parents could see any teacher in the public primary school in or near their community "*always*" whenever the need arose. Another 15 % however indicated that parents could see any teacher in the public primary school in or near their community only "*sometimes*" whenever the need arose.

- Majorities of users stated that the teachers in the public primary schools "*always*" started their classes on time (76 %) and were regular (79 %) in school. However, 11 % and 9 % of users respectively reported that "poor supervision by relevant authority" and "low morale or lack of motivation" accounted for teacher absenteeism in public primary schools.

- 6 in 10 (68 percent) admitted that they were "*very satisfied*" or "*satisfied*" with their children's performance. 31 % of users expressed dissatisfaction with the performance of their children who attended the public basic schools in or near their communities.

- The key reasons given for poor academic performance among pupils in public primary schools as analyzed from the responses of the households included lack of interest in education (55%), truancy (28%) and inadequate teaching and learning materials (14%).

Interactions, Problems, Grievances and Redress
- A large majority of users (84 %) reported visiting their wards' schools "*daily*", "*once a week*", "*once a month*", "*once a term*" and "*once a year*". Just a little over a tenth (13 %) claimed they "*never*" visited their children's schools in the last one year. Of those who paid visits to their wards' schools, the majority (69 %) did so mainly to attend PTA meetings, while 21 % visited to talk to teachers about their children's performance.

- Overwhelming majority of users of education service (91 %) had "*never*" visited any District Education Directorate (DED) in the last two years. Only 7 % claimed they had gone to DEDs offices.

- A sizeable majority (67 %) again responded in the negative. A minority of users or respondents (20 %) however conceded that they did experience major problems in the delivery of education services in the last 12 months.

Bribery and Corruption in Education Service Delivery
- An overwhelming majority of users or respondents (98 %) indicated that they had not paid a bribe for any kind of educational services in the past two years. For the negligible percentage (1 percent) that paid a bribe in the form of cash, goods or combination of both in the past two years, they did so to secure the following education service; facility or infrastructure for their wards: admission; school furniture; and textbooks and laptop computers.

Satisfaction with Education Services
- The majority of users said they are "*very satisfied*" or "*just satisfied*" with the provision of school furniture such as desks, chairs and blackboards (70 %), the capitation grant (54 %) and textbooks (48 %). In contrast, majority of users indicated their dissatisfaction with the provision of laptops (63 %), the school feeding program (61 %), the supply of uniforms (45 percent), and exercise books (47 %).

- Very strong majorities of users expressed satisfaction with the provision of sports facilities and their school compounds (84 %); classroom buildings and other structures (80 %); and ventilation and lighting of classrooms (65 %). Half of service users interviewed (50 %) however expressed complete dissatisfaction with the provision of library blocks in schools.

- More than half of users are "*very satisfied*" or "*just satisfied*" with the provision of toilet facilities (69 %), drinking water (64 %), and garbage pits (60 %) in public primary schools in or near their communities.

- A clear majority (84 %) were also satisfied with the cleanliness of the school compound.The provision of water, sanitation and hygiene (WASH) facilities in schools (i.e. schools with their own supply of running water and separate toilets for female and male pupils; hand washing facilities etc) has been associated with improved access for female pupils.

- Majority of service users or respondents were "*very satisfied*" or "*just satisfied*" with the comportment of teachers in the classroom (76 %); attendance of teachers to school (75 %); and the amount and quality of homework the teachers give to the children (70 %).

- A strong minority (43 %) of respondents were "*very dissatisfied*" or "*just dissatisfied*" with pupils' perfromance in the Basic Education Certificate Examination (BECE) - a key achievement test taken by Junior High School (JHS) pupils as a termination examination of the nine-year basic education program while 37 % were satisfied.

CHAPTER 1

BACKGROUND TO CITIZEN REPORT CARD

Decentralization and an increased emphasis on community and parent oversight and participation in child education represent significant education reform trends over the past decade (USAID, 2006). These reforms take place within the context of increased emphasis on the following three pillars: Education for All (EFA); improving education quality and outcomes; and strengthening accountability for results. Community and parent oversight and participation in education require that substantial information be made available to local and regional stakeholders, school officials, and community level stakeholders such as School Management Committee (SMC), Parent Teacher Association (PTA) members, retired educationists, opinion leaders and parents in order to increase transparency, establish a basis for accountability, and provide tools for effective management at the local level.

A number of countries including Kenya, Mozambique, South Africa and Uganda are experimenting with citizen and community-level information systems known as 'Citizen Report Cards' to increase accountability and transparency. These systems have different formats and purposes, ranging from strict accountability systems that measure student performance to participatory diagnostic and management tools that support school managers. These efforts are quite novel, and substantial evaluation information is not yet available. Despite this challenge, some studies have found that large amount of information available to the public is correlated with better public service delivery (Kaufmann *et al.*, 2003). In a much-quoted study in Uganda, Reinikka and Svensson found that publication of expenditure on education in local newspapers led to over 60% reduction in leakage of funds (Reinikka & Svensson, 2004; Nawaz & Zinnbauer, 2011). The arrival of new and often social media supported social accountability mechanisms have further enriched the landscape focusing the attention of both activists and scholars on the role of citizen generated information in the transparency and accountability chain (Nawaz & Zinnbauer, 2011).

Against this background, the Ghana Center for Democratic Development (CDD-Ghana) with support from the Results for Development (R4D), a Washington based NGO, has sought to assess citizens' experiences and satisfaction with the provision of public basic education in Ghana. CDD-Ghana is an independent, non-governmental and non-profit research and advocacy institute dedicated to the promotion of democracy, good governance and economic openness in Ghana and throughout Africa. CDD-Ghana's research outputs and other services are available to and used by governmental and non-governmental agencies, Africa regional bodies, development partners as well as researchers and the general public.

THE CITIZEN REPORT CARD

Citizen Report Cards (CRC) are public accountability mechanisms based on citizen surveys of the performance and the quality of public services (World Bank, 2004). Developed by a civil society organization in Bangalore, India, in 1993 in response to concerns about the quality of public services, the CRC is the most commonly used instrument for participatory service delivery assessments.

The CRC is a simple independent survey instrument used to tap information on the basis of user's awareness, access to and satisfaction with publicly provided services. It provides information about key constraints that citizen's face in accessing social services, their views on availability, adequacy, and quality, which goes to inform intervention programs from service providers.

CRCs obtain feedback information through surveys on aspects of service quality, based on user's experience and knowledge, and enable public agencies to identify strengths and weaknesses in their work. It also provides a platform for citizens to directly supervise the quality of basic services being provided to them.

CRCs can be used in any of the following ways:
As a **diagnostic tool**: The CRC provides citizens and governments with qualitative and quantitative information about the gaps in service delivery. It can also measure the level of awareness about citizens' rights and responsibilities.

As an **accountability tool**: The CRC reveals areas where the institutions responsible for service provision have not fulfilled their obligations. The findings can also be used to identify and demand improvements in service provision.

To **benchmark changes**: If conducted periodically, the CRC can track variations in service quality over time. The credible and objective tracking of performance can exert pressure on poor performers to improve the quality of services.

To **reveal hidden costs**: A constructive outcome of CRCs is the generation of credible user feedback on hidden costs such as bribes. The nature of corruption (whether bribes are paid voluntarily or extorted) and the size of payments can be effectively highlighted and tracked. The feedback also allows for the extrapolation of the amount of private resources spent compensating for poor services provision.

Citizen Report Card (CRC) in Ghana
Ghana and its Ministry of Education have demonstrated a strong commitment to research and data collection exercises. The country's Education Strategic Plan 2010–2020 places strong emphasis on the importance of reliable information that is available to stakeholders and provides objective, empirical evaluations for development interventions. Ghana has participated, for years, in national and international surveys for diverse purposes. These include the Ghana Living Standards Surveys (GLSS), Ghana Demographic and Health Survey (DHS), and Multiple Indicator Cluster Survey (MICS), as well as learning assessment programs such as the National Education Assessment (NEA) for primary grades 3 and 6, and the Trends in International Mathematics and Science Study in Grade 8. Moreover, the country is a member of the West African Examinations Council (WAEC) and through the sector ministry carries out a regular population census cycle and has a functioning, decentralized Education Management Information System (EMIS) in the Ministry of Education.

In Ghana, CRC has been used by a number of institutions to assess citizens' satisfaction with delivery of services. A notable example is a CRC survey conducted by the Accra Metropolitan Assembly with support from the World Bank in 2010. This gave city authorities an idea of how city dwellers perceived the delivery of services such as water provisioning, refuse collection and management, education, and sanitation, among others in the city for policy intervention. Other sectors have tried using CRC in a number of studies. Given the

conducive environment for further quality assessments in the educational sector, a CRC exercise is undoubtedly implementable in Ghana. The relevance of conducting a CRC exercise is that a survey which focuses on citizens' opinions, as previously elaborated on, is thus far unprecedented. Ghana's School Performance Appraisal Meetings (SPAM), for example, which are a USAID supported initiative, are considered a top-down assessment of the delivery of quality education. The implementation of a CRC exercise, therefore, would complement already existing surveying projects in place as it is a bottom-up approach focused on citizen feedback in effecting change. Finally, the objective of CRC surveys is to receive citizen feedback from a broad range of citizens rather than from a filtered sample.

The implementation of a CRC exercise to assess service provisions in the educational sector would serve as a means to guarantee citizen participation in service assessment processes. Simultaneously, service providers would be held accountable for their performance, and directly be addressed through the voices of citizens. Several steps need to be undertaken in order to implement a successful CRC project in Ghana:

First and foremost, the critical prerequisites to CRC implementation need to be considered and the appropriateness and feasibility of CRC project implementation in Ghana established (according to the criteria identified in earlier sections of this desk review). CDD-Ghana would undertake a suitability examination to ensure that Ghana is suited for a CRC exercise.
Secondly information and awareness creation initiatives should be conducted in order to ensure the participation and collaboration of key stakeholders such as the Government of Ghana (particularly the Ministry of Education and the Ghana Education Services), donor agencies, NGO partners, etc.

In order to assess the feasibility and appropriateness of any CRC exercise, a pilot study needs to be conducted in a specified community to test the CRC surveying tools. The necessary surveying tools need to be generated prior to the pilot study, of course. Once a successful pilot study has been conducted, data collection may commence in selected communities, and the data collected data will then be evaluated.

The last and final step is to disseminate the findings of the CRC exercise and follow up on the institutionalization of findings and, if possible and applicable, the institutionalization of regular CRC exercises in Ghana.

CHAPTER 2

BACKGROUND TO CITIZEN
REPORT CARD

Introduction

Education has been acknowledged as one of the ways through which poverty and other forms of deprivation can be eliminated. As a result, governments and policy makers all over the world have been exploring ways through which the promised benefits of education can be harnessed. In developing countries especially, educational provision has become a topic of intense interest, primarily because of efforts to maintain quality (or reverse the decline of quality) in the context of quantitative expansion within the frameworks of the Fast track Initiatives (FTI) and the Education for All (EFA) goals.

The Government of Ghana, in attaining its EFA targets of ensuring improved primary school access and equity, as well as educational quality and learning outcomes for all children by 2015, has since 2004 implemented various policy initiatives and interventions. Among these are the 2003-2015 Education Strategy Plan (ESP), the School Fee Abolition Program (or Capitation Grant), Nutrition and School Feeding programs, training and upgrading of teachers, especially in the area of Science, Mathematics, and Information, Communication and Technology (ICT) education, provision of free textbooks, furniture and infrastructure. This has led to remarkable increase in total education expenditure as a percentage of GDP from 6.20 percent in 2003 to 10.1 percent in 2009[1] (NESAR, 2010:9). In spite of the relatively high expenditure,[2] various studies on teacher absenteeism in Ghana have found average absenteeism rates of between 30 and 40 percent (See [3]Asunka, Ofosu and Armah-Attoh (2008) and [4]Ibis (2010)). Studies on disbursements and management of education resources such as [5]Capitation grant (CDD, 2010), [6]text books (GNECC, 2010; CDD, 2012), [7]school desks (GNECC, 2010) etc., at the district and school levels have also shown varying levels of leakages and

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[1] *In Ghana, actual education expenditure increased from 5.3% in 2008 to 6.1 % in 2011 after the rebasing of the GDP. The rebasing has given a reality check that Ghana was not after all over-spending on education and has hovered around the UNESCO and the African Union's suggestion that actual education expenditure should be approximately 6% of GDP for a middle income country.*

[2] *About 95 percent is recurrent i.e. spending on teacher salaries, teacher training and support.*

[3] *The study found a 37 percent absenteeism among teachers in primary schools in Ghana*

[4] *This Assessment of Teacher Absenteeism on Quality of Teaching and Learning in Northern Ghana found a 30 percent absenteeism among teachers in northern Ghana*

[5] *Ampratwum et al (2010) found an average of 2 percent leakage in the disbursement of CG from DEOs to schools.*

[6] *GNECC (2010) found that about 29 percent of English text books did not get to intended beneficiary schools even though they were recorded as dispatched*

[7] *GNECC (2010) observed differences in the demand and supply of school desks with deficits totaling 3093 out of 23438 enrolled pupils in surveyed schools.*

mismanagement. Planners in Ghana continue to struggle to supply minimum inputs to schools in spite of even the extraordinary support for education (World Bank, 2010).

Following the successful implementation of the Public Expenditure Tracking surveys (PETs) to track possible leakages in the distribution of core textbooks in 30 public primary schools in 6 districts of the Central Region of Ghana during the first stage of the TAP III project, the CDD team together with its partners at the Results for Development (R4D) decided to implement a Citizen Report Card on the provision of educational resources and inputs in 6 districts of the same region.

Given the critical role of inputs such as teachers, textbooks, and furniture among others to learning outcomes and the attainment of the MDGs 2 and 3 in Ghana, a Citizen Report Card detailing the experiences, expectations and satisfaction of beneficiaries of educational services provided valuable feedback to national actors (Ministry of Education, and the Ghana Education Service) and sub-national (District Education Directorates (DEDs) and District Education Implementation Committees (DEICs)) and other supply-side actors at the school level (i.e. School authorities and teachers) on the experiences of parents, and community members with these educational services.

Research Objectives
The main objective of the study was to assess the provision of educational inputs, resources, and governance of education services in public basic schools.

Specifically, the following research objectives were set to interrogate key issues pertaining to the delivery of services in public basic schools in Ghana:

- To describe and assess the nature and scope of current education services
- To assess citizens knowledge and experiences with educational services
- To assess citizens' experiences with corruption in the provision of educational resources and inputs
- To assess citizens' level of satisfaction or dissatisfaction with the quality of the services delivered by the district and school authorities

These objectives are situated in the long-term objectives of the project which include the following:

- To provide direct feedback to service providers (GES,DED) on citizen experiences with the provision of educational services
- To empower Parent-Teacher Associations (PTAs) and School Management Committees (SMCs) to advocate for changes in education services provided using evidence from research.

Research Questions
Drawing on the above stated research objectives, the following research questions were formulated for the study.

1. What is the level of availability and access to education resources and inputs in public primary schools in Ghana?

2. What is the quality of educational services provided at the school levels?

3. What is the extent of responsiveness of district and school authorities to citizens' problems or concerns with access to educational resources and inputs at the public primary school level?

4. What is the level of citizens' satisfaction or dissatisfaction with the provision of educational resources and inputs in public primary schools?

Research Methodology

The study gathered data on the experiences and opinions of citizens on the delivery of education services in public primary schools. Respondents were drawn largely from households with children in public basic schools in various communities within the six project districts - Abura-Asebu-Kwamankese, Awutu-Efutu-Senya, Ajumako-Enyan-Essiam, Asikuma-Odoben-Brakwa, Twifo-Hemang-Lower Denkyira and Cape Coast. The study applied a combination of two main research approaches - secondary and primary data collection methods - to gather relevant information for analysis at the national, district and school levels.

Secondary method: The secondary method involved a review of documents on global policies on education as discussed in international publications of the World Bank, UNESCO, IIEP DFID, USAID, etc. It also reviewed literature on citizen report cards undertaken in the education sector in other countries such as Uganda, Tanzania, and Kenya etc. by development partners, academics and civil society organizations. Also, specific policy documents on education, particularly, those of the Ministry of Education (MoE) and the Ghana Education Service (GES) such as the NESAR 2011, 2012 etc., were also reviewed. In addition, researchers from CDD-Ghana gathered relevant information and documents on delivery of educational services at the school level from research consortia on education such as CREATE, RECOUP, etc. The secondary data was useful in providing greater details on the quality and quantity of services and resources provided in public primary schools in Ghana.

Primary method: The primary data collection involved information from a cross section of citizens in the survey districts. These individuals were sampled in a structured format. First, a number of localities were selected per survey districts. Given the limited resources (time and funds), a total of 115 major towns/villages[8] in the six districts were identified and this constituted the sampling frame (see Table 2.1). Next, a decision was made to sample about half of these localities (i.e. 58). The targeted number of towns/villages was subsequently distributed across the six districts (see columns 4 and 5 of Table 2.1) using a single stage stratification based on the percentage share of each district (see column 3 of Table 2.1) in the total localities on the sampling list. This led to four districts being allocated 10 towns/villages each while the remaining two districts had 18 towns/villages shared equally between them (i.e. 9 each).

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[8] *The List of major towns/villages was procured from the districts' profiles available on ghanadistricts.com .*

Table 2.1: First stratification: Allocation of towns/villages to districts

	No. of Towns	Percentage Share	Allocated Locality	Adjusted Allocated Locality
Abura-Asebu-Kwamankese	20	17.4	10.1	10
Awutu-Efutu-Senya	20	17.4	10.1	10
Ajumako-Enyan-Essiam	20	17.4	10.1	10
Asikuma-Odoben-Brakwa	20	17.4	10.1	10
Twifo-Hemang-Lower Denkyira	18	15.7	9.1	9
Cape Coast	17	14.8	8.6	9
Total	**115**	**100.0**	**58**	**58**

Using the sampling frame comprising major towns/villages alluded to earlier; a simple random sampling procedure was applied to select the specific towns/villages corresponding to the number allocated for each district. This method ensured that each town/village had an equal chance of being selected as survey locality. Table 2.2 is the list of selected towns/villages.[9]

Table 2.2: Sampled towns/villages in the six districts

Abura-Asebu-Kwamankese	Awutu-Efutu-Senya	Ajumako-Enyan-Essiam
Abura-Dunkwa	Winneba	Besease
Abakrampa	Oduponkpehe (Kasoa)	Abaasa
Amosima	Gomoa Feteh	Enyan-Maim
Brafoyaw	Sankor	Kokoben
Edumifa	Dokutse	Entumbil
Asebu Ekroful	Ofaakor	Techiman
Nyamedom	Obrachire	Osedzi
Ayeldu	Adawukwa	Kromaim
Obohen	Fianko	Ba
Batanyaa	Ofaada	Amia
Asikuma-Odoben-Brakwa	**Twifo-Hemang-Lower Denkyira**	**Cape Coast**
Breman Asikuma	Twifo Praso	Cape Coast (Pedu/Abora)
Breman Odoben	Twifo Hemang	Cape Coast (Cape Vars/Ola)
Breman Jara	Twifo-Mampong	Effutu
Breman Fosuansa	Wawase	Akotokyere
Breman Amoanda	Krobo	Anto Essuekyir
Breman Baako	Nyenase	Kokoado
Breman Ayipey	Twifu Ayiase	Amama
Breman Anhwaim	Mfuom	Nyinasin
Nankese	Ntafrewaso	Amisano
Supunso		

[9] See Appendix 1 for the complete sampling frame of major towns/villages for each of the districts.

To get a minimum of 1,200 interviews with citizens with wards in public primary schools currently or the past two years, CDD-Ghana researchers allocated a total of 21 interviews to each sampled locality (i.e. 1200÷58 = 20.7). This yielded a total of 1,218 interviews, 18 interviews more than the 1,200 anticipated (see Table 2.3).

Table 2.3: Allocation of interviews to survey districts

	Interview per Locality	Adjusted Interview per Locality	Adjusted Allocated Locality	Total Interview per District
Abura-Asebu-Kwamankese	20.7	21	10	210
Awutu-Efutu-Senya	20.7	21	10	210
Ajumako-Enyan-Essiam	20.7	21	10	210
Asikuma-Odoben-Brakwa	20.7	21	10	210
Twifo-Hemang-Lower Denkyira	20.7	21	9	189
Cape Coast	20.7	21	9	189
Total			**58**	**1,218**

In the field, Field Research Assistants (FRAs) applying the *walk pattern* and *day code* randomly selected structures, households and individuals to be interviewed in sampled structured/households. The field protocol enabled FRAs to apply age cut-off point that permitted only adults aged 18 years and above to be selected for interviews. To ensure that both sexes are fairly represented, a not too strict gender alternation strategy was employed in the selection of respondents.

For quality fieldwork, 19 FRAs were recruited and trained over a period of 3 days before deployment for 14 days to gather data through face-to-face interviews in the six districts.[10] The training involved the following: briefing on the project and its objectives; familiarizing with the survey questionnaire[11]; group translation of questionnaire into the major local languages spoken by the people in the six districts and piloting the survey questionnaire.

At the end of the fieldwork, a total of 1258 completed field returns was submitted by the field teams, 40 more field returns above the target of 1,218. Table 4 shows the total returns by district.

Table 2.4: Total completed questions received from district field teams

	Achieved Interviews	Targeted Interviews	Variance
Abura-Asebu-Kwamankese	211	210	1
Ajumako-Enyan-Essiam	211	210	1
Awutu-Efutu-Senya	209	210	-1
Asikuma-Odoben-Brakwa	210	210	0
Cape Coast	202	189	13
Twifo-Hemang-Lower Denkyira	215	189	26
Total	**1258**	**1218**	**40**

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[10] *See Appendix 2 for list of Field Research Assistants (FRAs).*

[11] *See Appendix 3 for survey questionnaire.*

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CHAPTER 3

GENERAL FINDINGS

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DEMOGRAPHIC PROFILE OF RESPONDENTS[12]

The study captured some basic demographic profile of users of public basic education services in the survey districts.

Nearly seven in ten respondents (69 %) were located in rural settlements, 31 % in semi-urban and urban areas. More than 6 in 10 respondents or education service users were females (65 %). A third (34 %) were males. A little over a third (34 %) were in the age bracket 34 - 42 years while 2 in every 10 users (21 percent and 22 %) fell in the age brackets 25 - 33 years and 43 - 51 years, respectively.

Figure: 3.1 Age of Respondents
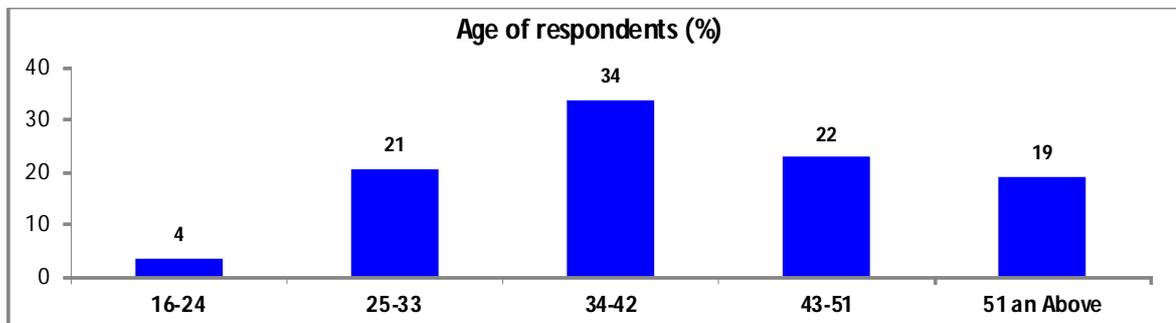
Most of those interviewed (73 percent) were married. About 4 in 10 of the users or respondents (40 percent) were either traders or self-employed and had monthly household income of less than GH¢100.00 (USD[13]$67). Another 28 percent had monthly household income ranging from between GH¢100.00 (USD$67) and GH¢200.00 (USD$ 134) only. About a third (35 %) had at least completed (or attempted) Junior High school (JHS) or the Middle School Leaving Certificate Examination (MSLC).

Figure: 3.2 Level of Education of Respondents
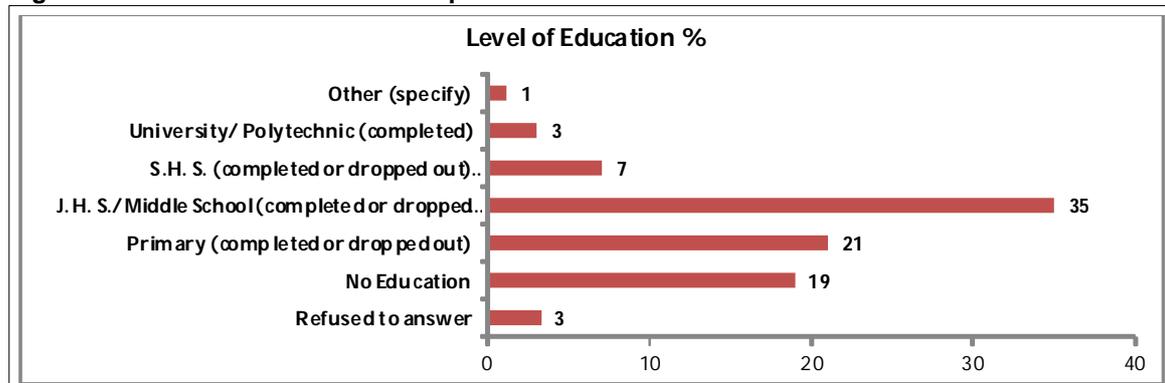
[12] *Total information on demographics do not add up to 100 percent due to Missing data or refusal of respondents to answer*

[13] *Rate of conversion at USD$1.5 USD to GH¢1*

ACCES AND USAGE

School usage pattern: Almost all respondents reported having children of school going age in their households. Of those who did not have children of school going age, 36 % had had a child in their household attend a public primary school in the last two years and hence their eligibility to participate in this study.

Households with children going to school: Complementing the above finding, an overwhelming majority (95 %) of households reported having children in their households who were or had been to primary school in the past 2 years. Only 5 % of households reported that no child in their household had either been or were in primary school within the past 2 years. Of those who responded that there were children in their households who attended primary school in the past two years, a strong majority (81 %) still had children in primary school. Eighteen percent had their children move on to the Junior High School and only 1 percent had children who had dropped out of school.

Number and gender of children in school: On the issue of the number and gender of children who were presently attending school, nearly half of those interviewed in the households (48 %) reported a girl child attending s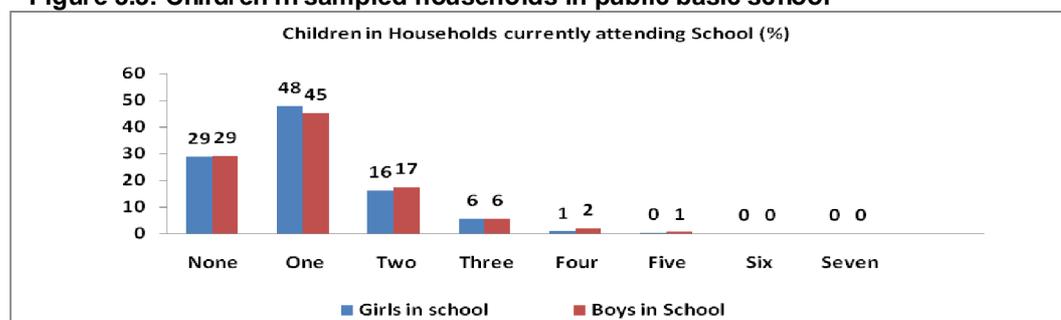chool, 16 % reported 2 girls attending school and 6 % reported 3 girls attending school within their households. Similarly, 45 % of households reported a boy attending school, 17 % of households reported 2 boys attending school and 6 % reported 3 boys attending school within their households. About a fifth of households however posited that none of the children within their households were presently in school.

While the proportion of household with girls in school was consistent with UNICEF's findings that overall girls are slightly more likely than boys to be enrolled in school between ages 6-11years (UNICEF, 2012), EMIS data on the survey districts showed that more boys (about 52 % averagely) than girls (about 48 % averagely) were enrolled in public primary schools. Analysis of trend data from the two districts in the project areas indicated that female enrolment had remained averagely at about 45 %. The rate of change in the past five years is about 1 percent showing that the change was almost flat. This state of affairs indicates there are still several key negative socio-cultural beliefs and values (e.g. lines of authority, inheritance patterns, and the role of children in the parents old age) which continue to restrict the girl-child's entrance and retention at primary schools in Ghana (UNICEF, 2012; Casely-Hayford, 2005; Casely-Hayford, 2000).

Figure 3.3: Children in sampled households in public basic school

Number and gender of children in school in the past two years: With respect to the gender of children who had attended school in the past 2 years, 41 % of households reported a girl having been to school, 16 % reported 2 girls having been to school and 5 % reported 3 girls having been to school in the past 2 years. In the case of boys, 36 % of households reported a boy having been to school, 16 % of households reported 2 boys having been to school and 5 percent reported 3 boys having been to school in the past 2 years. More than a third (Girls, 36 %; Boys, 40 %) of households however indicated that none of the children within their households had attended school within the last two years.

Figure 3.4: Children in sampled households who attended public basic school in the past two years

Children in Household attending school in the Past two years (%)
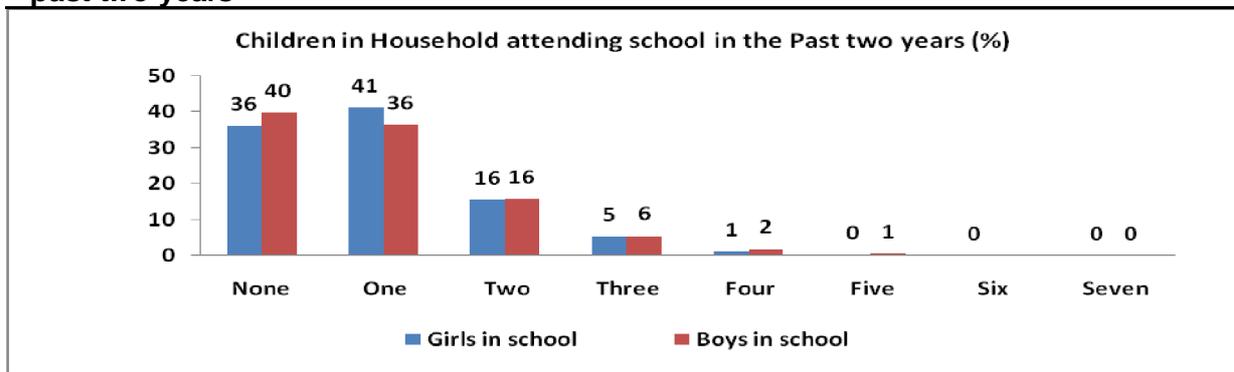
Households with children aged 6 to 10 years out of school: Among households who reported a child aged 6 to 10 years not attending school at the time of the survey, 5 % reported a girl while a little above 4 percent reported a boy. Significantly, the majority of households (93 % each) however did not have any girl or boy with the ages 6 to 10 years not attending school.

Figure 3.5: Children in sampled households' currently out of school
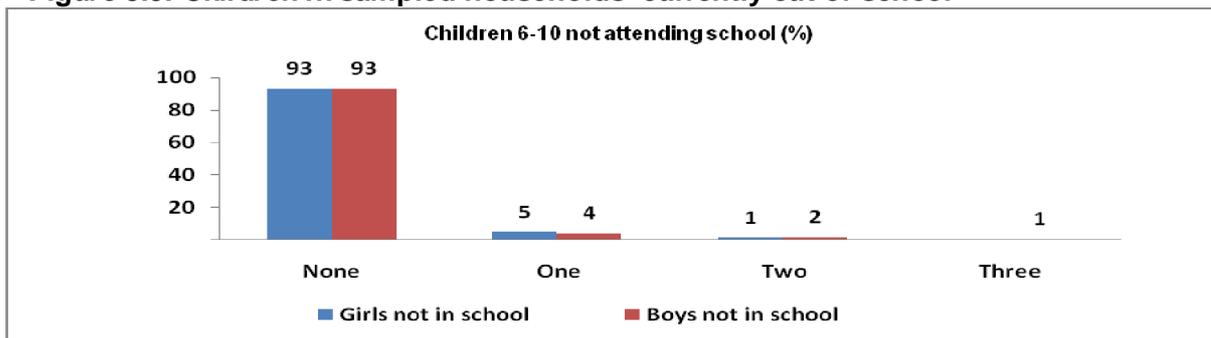
Children 6-10 not attending school (%)

Among the few households where children were not going to school either in their communities or nearby communities, the reasons given mainly bordered on financial difficulties (Girls, 43 %; Boys, 41 %), loss of interest in schooling (22 %). About a fifth (Girls, 23 %; Boys, 21 %) did not offer any reason. Clearly, the reasons given were not gender specific as both sexes were not in school for almost the same reasons. This finding reaffirms the conclusions of several studies which posit that alongside gender-related reasons, financial constraints, and socio-cultural values also explain why

children may not attend school (UNICEF, 2012; Associates for Change, 2011). For instance, CREATE (2008) in a study in selected countries in sub-Saharan Africa cited over age (which has implications on interest in schooling), location of the child (rural or urban), family financial status and the educational level of mothers as the reasons for children not attending school.

Figure 3.6: Reasons for out of school children in sampled households
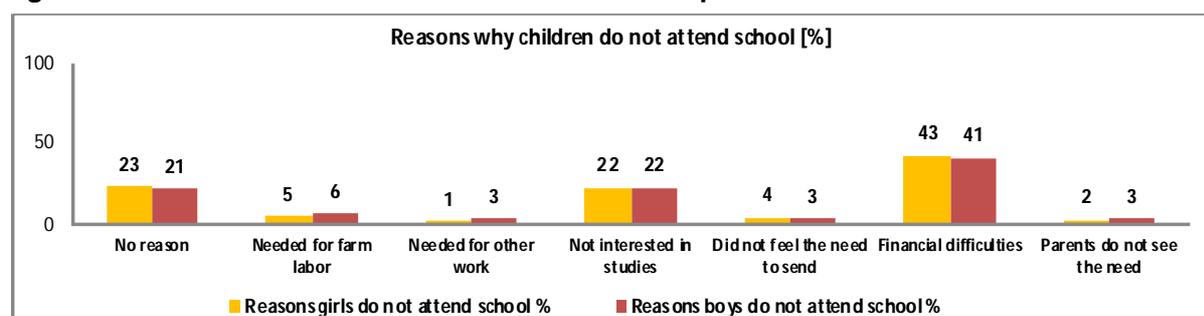
Type of school that children attend: Majority of respondents (89 percent) indicated that children mainly attend public primary schools in their communities or nearby communities. Only 8 percent reported children attending private schools. The small proportion of households with children in private schools was explained by the largely rural settings in which the study was conducted. Indeed, outside the Awutu Senya district which is classified as an endowed district where private schools constituted more than 70 percent of schools, private schools formed only about a third of schools in the other five districts where the survey was conducted.

Figure 3.7: Types of Schools Children Attend
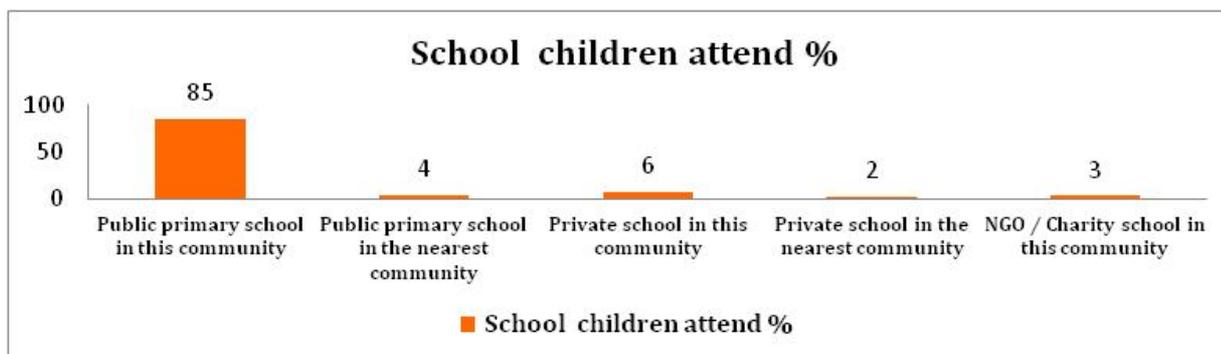
Presence of public schools within and in nearby communities: All the households (100 %) indicated that there was a public school in their community. A similar majority (92 %) of households responded that there was a public primary school in the nearby community. This finding was consistent with EMIS data on the survey districts as public schools formed more than 70 % of schools in all except the Awutu Senya district.

Distance pupils travelled to get to school: Seventy-two percent of respondents indicated that the distance covered by pupils to public schools within their communities is less than or about a kilometer.

About a third (30 %) also said the schools in nearby communities were within a kilometer travel distance. A quarter (26 %) said the distance from their homes to public primary schools in their communities is between one to two 2 kilometers whilst a third (32%) said the same about distance from home to schools in nearby communities. These findings attest to the implementation of the Ministry of Education's policy on the citing of basic schools. This policy states in part that, schools should be located within a neighborhood with easy pedestrian and vehicular access with a maximum distance of 3.2 km and a walking distance from home to school up to 15 minutes in town and up to 30 minutes in dispersed rural settlements (TCPD, 2010).

Figure3.8: Average distance pupils travel to school
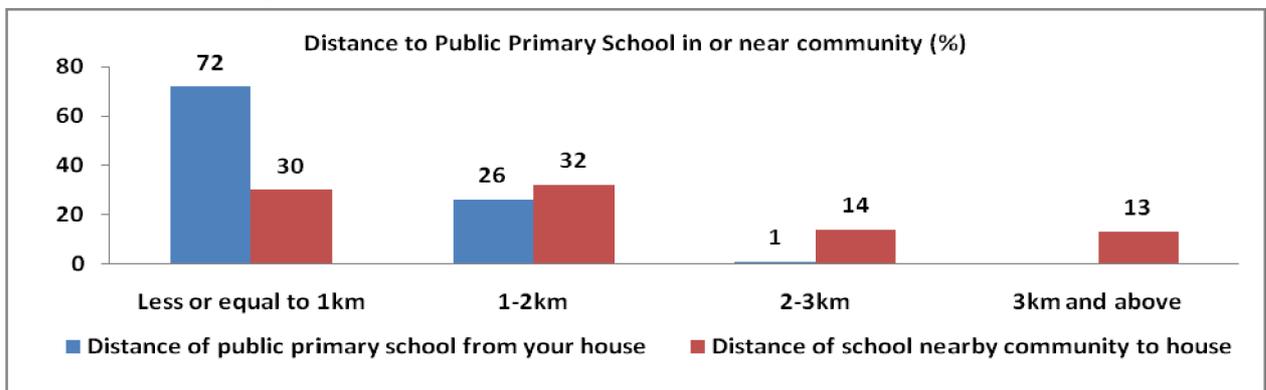
Given the above responses on the distances pupils travelled to school, it was not surprising that nearly all the respondents or users (99%) reported that walking was the main means of transportation to the nearest school for their children who are presently attending school. Only one percent reported the use of paid commercial transport and free public transport as the main means of transport to school for children currently attending school.

Interruption of school calendar: A majority (97%) of households said there has been no instance during the last 12 months when the public primary school has remained closed for a long time (at least more than 5 school days), excluding vacations. Three percent however reported that there have been instances when the school had been closed down once or two times. Specifically, some users reported that there had been instances where the school had been closed down for about a week or two or even months. When pressed for reasons that accounted for the closure, some respondents mentioned bad weather and destruction of school infrastructure. Others attributed the closure to teachers' strike actions, and emergency education workers meetings among others.

Children with disability: To assess the extent to which children with disability were given opportunity to be in school particularly in the light of literature that suggest there were still quite a number of children with disabilities who were out of school, households were asked whether there were children aged 6 to 10 in their households who had a form of disability. At the community –wide level, about a third of those interviewed (32 percent) reported that there were children with disability aged between 6 and 10 years. Close to 68% however indicated otherwise. At the individual household level, close to

97% of the survey respondents indicated there was no child within the specified age group with disability in their households. Only 3% said otherwise. Among households with children with disabilities, majority indicated that these children were actually enrolled in school. However some reported that children with disabilities in their households were not enrolled in school. The low percentage of children with disabilities could probably be due to parents' or guardians' reluctance to present accurate information about their children, thus, reinforcing a study in Ghana by RECOUP (2010) presenting the true picture and somehow which found that high levels of stigmatization continues to be associated with disability in Ghanaian communities, often resulting in children being hidden in the home or prevented from attending school (UNICEF, 2012).

Figure 3.9: Children with Disability
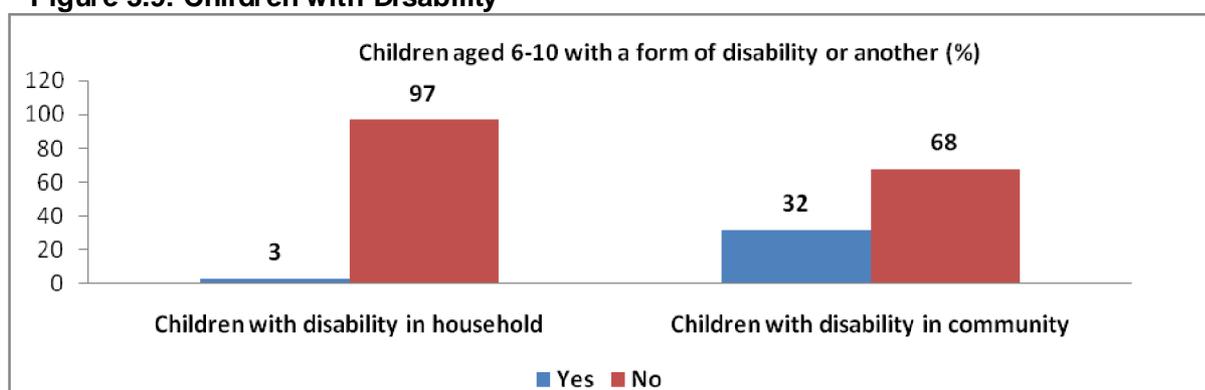
The reasons cited for the inability of some households to enroll children with disability in schools included the following: financial difficulties, loss of interest in going to school, fear of being teased in school, fear of being intimidated and bullied or in extreme cases hurt, the absence of a special school within their communities, as well as the general lack of interest in educating these children. These reasons are consistent with earlier research that society's construction of disability and the association of bad deeds with sufferings such as disability, together with ignorance on issues related to disability, are reasons why parents of children with disabilities do not send them to school (World Bank, 2007; Das and Kattumuri, 2010).

INFRASTRUCTURE AND OTHER RESOURCES

Provision of classroom facilities: The provision of adequate school infrastructure is critical to education service delivery in Ghana, especially in deprived communities. Equally, the direct relationship between school infrastructure and children's well-being can not be overlooked. Cuyvers et al. (2011) in a study concluded that school infrastructure definitely contributes to the well-being of students and that poor infrastructure affects students be it in the urban or rural areas. Similarly, other international and national based studies have established that inadequate school infrastructure restricts access to education and negatively impacts on child retention, particularly among the most deprived regions and districts in Ghana (UNICEF, 2012; Casely-Hayford, 2011; IBIS, 2010; Hunt, 2008; World Bank, 2004).

90% of users or respondents indicated that the public primary school within their communities or in nearby communities had safe and adequate infrastructure. However, 9% expressed contrary opinion. Of the percentage that indicated there was no safe and adequate infrastructure, majority were based in rural communities. Almost all respondents (97%) further reported that the schools had separate classrooms for all classes from primary 1 to 6. In fact, the provision of school infrastructure has become a major governmental objective since 2004. As one of the most visible developmental assets, past and present governments have invested heavily in its provision to enhance teaching and learning. At the end of 2011 alone for instance, 1,226 school projects were under construction in line with the Government's effort towards eliminating schools under trees over the medium-term. In addition, 350 boreholes, 99 gender-friendly lavatories and 250 urinals were constructed in basic schools in deprived districts (GES, 2011). Prior to these efforts by government to provide school infrastructure, communities were responsible for the provision of these infrastructure and as a result, fewer than half of primary schools (48 percent) were able to utilize all their classrooms when it rained, according to a World Bank 2004 report (World Bank, 2010). These notwithstanding, infrastructure shortage (use of temporary facilities) and limited classroom spaces continue to lead to high levels of congestion in classrooms, thus restricting participatory teaching and learning (SEND, 2008, Korbie et al, 2011; AFC, 2011;UNICEF, 2012).

Overwhelming majorities of education users or respondents also reported that almost all schools had blackboards (97%), and furniture/desks (92%) to facilitate teaching and learning. However, in the case of the school desks, more than 80% reported that two or three pupils shared a desk. An analysis of EMIS data for the six survey districts showed that conditions at the sitting and writing place of pupils in most of the survey districts were worse than the regional average and the MoE standards (CDD/HP, 2013) as a result of the increased enrollment occasioned by the introduction of the capitation grant without a commensurate improvement in the provision of writing places in the last four years.

Provision of library facilities: In terms of library facilities, majority of education services users (56%) indicated that schools in their communities or in nearby communities had no library facilities to enable out of school reading and learning. This finding was consistent with the findings of the GNECC study on infrastructural challenges and financing of public basic education in Accra metro where 79% of schools had no library facilities (GNECC, 2010). Alemna's (2002) earlier study also alluded to the lack of recognition of the important role library plays in the school as there is no law or policy on school libraries; and no specific standards for school library development.

Provision of disability-friendly facilities: The provision of facilities to aid children with disabilities was also largely absent in most of the schools. An overwhelming majority of users or respondents attested that schools had no access ramps (83%) and hand rails (84%) to facilitate access for children with disabilities in school (see Table below).

Table 3.1: Provision of School Infrastructure in Public Primary Schools

	Yes	No
Safe building or infrastructure	90%	9%
Separate classrooms	97%	1%
Blackboards	97%	1%
Furniture (Desks)	92%	6%
Library facility	30%	56%
Access ramps	5%	83%
Hand rails	3%	84%

These findings were consistent with those of another research by CDD-Ghana in 2013 which tracked the provision of school infrastructure. This research found that 52% of single structure classrooms were inaccessible or not friendly to persons with disabilities; 74% lacked gentle slopes or access ramps; 93% did not have step railings; and 64 percent did not have accessible connecting walkways that ensure ease of movement for special needs pupils. Another study (VOLPHIG, 2011) carried out in the Volta Region revealed that 94% of the schools in the region had no provision of access for persons with disabilities, and thus, exposing the persistent gross disregard for Sections 6 and 60 of the Persons with Disability Act, 2006 (Act, 715), which mandates owners and occupiers of public buildings including schools to provide easy access for persons with disabilities.

Learning inputs and resources: In general, a strong majority of education users or respondents (80%) admitted that children in the public primary schools received free school materials from the educational authorities. Of those who held this opinion, 36% indicated that pupils received free furniture, 29% alluded to free core textbooks, 21% free school uniforms and 14% free supplementary readers. These free materials, according to users, arrived mainly at the beginning of the first term of the academic year. Users or respondents were also quick to admit that in actual terms the supplies of these resources have been largely inadequate, intermittent and untimely.

Figure 3.10: Supply of learning inputs or resources
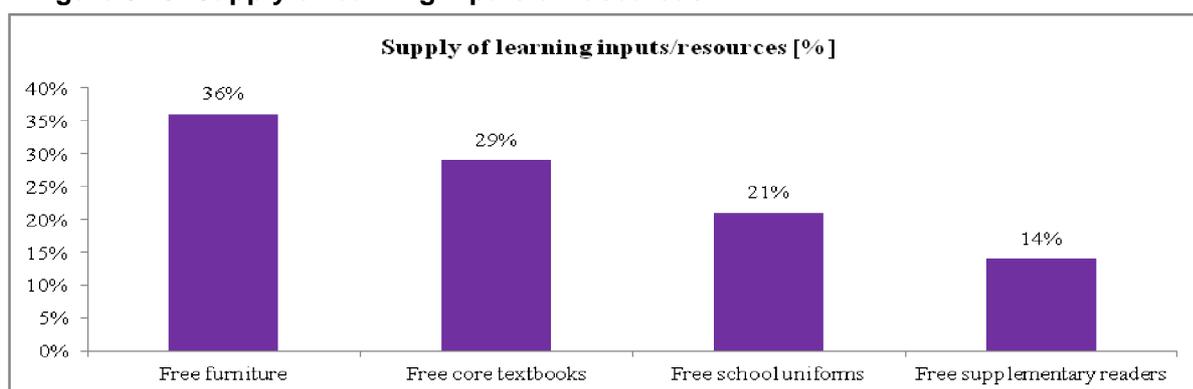
Access to capitation grant and school feeding program: In general, education service users claimed that public primary schools in their communities or nearby communities received Capitation Grant. More than half (54%) of users indicated that pupils in public primary schools "always" received

the capitation grant. Another 9 percent received it but not as regular as expected. While 11% said pupils never received the capitation grant, about a quarter (26 %) surprisingly did not know whether pupils received the capitation grant or not. It was intriguing that the responses received from education service users showed that not all the schools received the capitation grant which is supposed to be universal and non-discriminatory. This portrayed some of the challenges that have engulfed the program such as delay in the payment of the grant to schools, misuse of funds by heads of institution; lack of transparency; and poor book keeping skills and financial accounting) confronting the implementation of the policy.

With respect to the provision of school nutritional program, only 18 %of education service users admitted that pupils benefited from the school feeding program regularly. More than 7 in 10 of users (78%) reported that pupils in schools in or near their communities never benefited from the school feeding program. This finding could be due to the pilot nature of the school feeding program as compared to the capitation grant that is more generalized, although across the country, an estimated 148,144 pupils and students from 490 schools benefited from the feeding program during the 2010/ 2011 academic year (GES, 2011).

Water, sanitation and hygiene facilities: Majority of education users or respondents (71%) reported that the public primary school in or near their community had safe drinking water for the pupils. In the experience of more than 6 in 10 of these users, the drinking water facility provided water all year round. Most of these water facilities were standpipes in the school (22%), standpipes in the community (16%) and public boreholes in the community (12%). It is worth noting that some 25 percent of education service users indicated that the schools in or near their communities had no safe drinking water. The EMIS data on the six districts showed that access to drinking water in public primary schools in the six districts seemed to have declined by about 14% in the past five years. The lack of access to safe water in some schools was corroborated by findings of the GNECC (2010) report which indicated that out of the schools surveyed, 64% did not have water supply, while supply was poor in an additional 12%. This meant that schools had to buy water from vendors, at a high cost, or do without. For those that had pipe-borne water, payment of water bills posed a problem since there was no clear guideline as to which body was responsible for the provision of water. The relationship between education, water, sanitation, and health is cardinal in the education service delivery and under the School Health Education Program by the GES; the provision of water, sanitation and health is considered a crucial aspect of education delivery (WaterAid, 2007; Pillitteri, 2011; Smith-Asante, 2011).

A large majority of education service users (79%) also reported that schools had hand washing facilities which according to about a third of users (16%) were repaired within some few days whenever they become faulty. Some 20% however indicated that the schools in their communities had no hand washing facilities. These findings were consistent with the findings of the GNECC study of Accra Metropolitan Area public schools where 27% of schools surveyed had no hand washing basins.

81% of education service users or respondents averred that toilet facilities were available and functional. 7 in 10 (72 %) indicated that the toilets in the schools were Kumasi Ventilation Improvement Project

(KVIP) facilities. According to 77% of survey respondents, these facilities had been provided separately for male and female pupils. Toilet facilities in the six project districts from the analysis of trend data from EMIS over the past five years showed a 91% increase in this facility. Specifically, improvements were recorded in four districts (i.e. Ajumako-Enyan-Essiam, 12%; Abura-Asebu-Kwamankese, 12%; Awutu-Efutu-Senya,15 percent; and Twifo-Hemang-Lower Denkyira, 15 percent). In Asikuma-Odoben-Brakwa, however, there was a marginal decline of 4 %. The importance of separate toilet facilities on school attendance of pre-teen girls cannot be over-emphasized as it has been link to absenteeism and school dropout among girls at upper primary and in Junior High School (UNICEF, 2012; FAWE, 2011; Pridmore, 2007; GNECC, 2009; Hunt, 2008; Alhassan et al, 2010).

Figure3.11: Availability of toilet facilities in schools
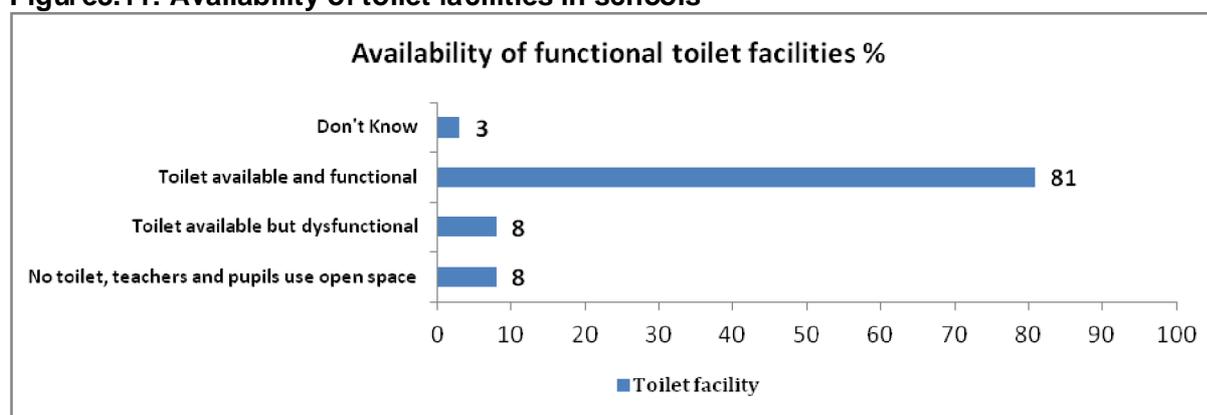
QUALITY AND RELIABILITY

Teacher presence and performance: The users of education services agreed that teachers were generally present in schools performing their duty of teaching pupils. More than 8 in 10 service users (85%) reported that there were "*always*" sufficient numbers of teachers in the public primary schools in or near the community. Another 8 in 10 (82 %) reported that there were "*always*" adequate number of teachers to meet the population of pupils in the public primary schools in their communities. In fact, majority of users (80%) also agreed that parents could see any teacher in the public primary school in or near their community "*always*" whenever the need arose. Another 15% however indicated that parents could see any teacher in the public primary school in or near their community only "*sometimes*" whenever the need arose.

Majorities of users stated that the teachers in the public primary schools "*always*" started their classes on time (76%) and were regular (79 %) in school. However, 11% and 9% of users, respectively reported that "poor supervision by relevant authority" and "low morale or lack of motivation" accounted for teacher absenteeism in public primary schools. Others also identified persistent emergency meetings; travel to and from job stations and sickness as reasons for teacher absence. These findings on teacher regularity to schools were contrary to Owusu-Ansah (2005) observation that public school teachers were inefficient with instructional time management in comparison with private school teachers. Oduro (2003) in a study of rural schools in one district of Ghana also observed that most

teachers absented themselves from school for purposes such as attending funerals. In earlier studies Moses (2000) also observed that teachers usually absent themselves when they had to travel to obtain their monthly pay, or engage in second jobs to supplement insufficient salaries (see Michaelowa (2002) all cited in Ankomah et al., 2005).

Pupil performance in school: Academic performance is an indicator of how well a student is able to deal with his/her studies and also cope with or accomplish various tasks assigned by teachers. In simple terms, it is the ability of a student to study, remember facts and communicate his knowledge orally or on paper (Suleman et al., 2012). Majority of survey respondents (97%) averred that their children in public primary schools could count numbers and read simple alphabets. Another 84%indicated that their children at public primary schools can read simple words. This finding suggests that teachers at the schools surveyed were doing their part in the cognitive development of pupils.[14]

Given these findings, it was not surprising that 6 in 10 (68%) admitted that they were "*very satisfied*" or "*satisfied*" with their children's performance – an indication of some level of approval of quality of the education in the communities where the survey was conducted. This has the potential of helping to attract and retain pupils in schools and also meeting the expectations and aspirations of pupils, parents and the nation (Hunt, 2008; Casely-Hayford, 2010). Nonetheless, 31% of users expressed dissatisfaction with the performance of their children who attended the public basic schools in or near their communities. The key reasons given for poor academic performance among pupils in public primary schools as analyzed from the responses of the households included lack of interest in education (55%), truancy (28%) and inadequate teaching and learning materials (14%).

INTERACTIONS, PROBLEMS, GRIEVANCES AND REDRESS

Users and providers' interactions: Interaction between users and service providers is a critical platform for the generation of feedback necessary for improving service delivery. Indeed, parents, PTAs and SMC members visiting school authorities frequently help shape how service is delivered. Generally, most education service users said they visited school authorities in the last one year. A large majority of users (84%) reported visiting their wards' schools "*daily*", "*once a week*", "*once a month*", "*once a term*" and "*once a year*". Just a little over a tenth (13 %) claimed they "*never*" visited their children's schools in the last one year. Of those who paid visits to their wards' schools, the majority (69 %) did so mainly to attend PTA meetings, while 21% visited to talk to teachers about their children's performance. The rest went to the schools to pay fees (e.g. extra classes) or in response to an invitation from the teachers. Indeed, three decades of research have demonstrated that parent/ family involvement significantly contributes, in a variety of ways to improved student outcomes related to learning and school success (Carter, 2002). Also, Henderson and Berla (1994) based on their syntheses of 66 studies, reviews, reports, analyses, and books published between 1974 and 1993 that address the effects of family involvement on student achievement concluded that when schools

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[14] *Only 20% of pupils reach proficiency in primary 3 English (MoE, 2009b;UNICEFR, 2012)*

work together with families to support learning, children tend to succeed not just in school, but throughout life.

The proportion of users who had visited the offices of the DEDs was significantly lower compared to those who had gone to the schools. Overwhelming majority of users of education service (91%) had "*never*" visited any District Education Directorates (DED) in the last two years. Only 7% claimed they had gone to DED offices. The inability of users to visit the DEDs might have been provoked by the fact that most of the DED are located in the district capitals and are therefore some distance away from the communities. Indeed, about 14% indicated that the DEDs were 3km or more from their communities.

Receptiveness of education authorities: Eight in 10 users (81%) indicated that they did not face any difficulty in seeing or having access to the school officials (head teacher or teachers). 44% indicated that they had to wait for up to 15 minutes or less in order to see the school authorities. Others met the school official just as they got to the schools. It was thus not surprising that 74 percent of users reported that the officials they visited at the schools were receptive to them 74% of education service users were of the view that "*face to face*" interaction (including PTA meetings) was the best way to have fruitful and meaningful dialogue with school and educational authorities in their districts.

Accessibility and comprehensiveness of education information: Users are able to interact favorably with service providers when information about the services being provided is accessible and in a comprehensive and timely manner. More than 6 in 10 (66%) of users of education services indicated that in general information about education services was "*very accessible*" or "*accessible*" to ordinary people. Another 61% indicated that the accessible information on educational services was "*very comprehensive*" or "*comprehensive*". With specific reference to the capitation grant, 38% indicated that information on this was "*very accessible*" or "*accessible*" while 28% claimed it was "*not at all accessible*" or "*not accessible*". Also, 31% of users opined that information on CG was "*very comprehensive*" or "*comprehensive*".

Problems and grievances: The delivery of education services in Ghana is not without challenges. Users may encounter various problems at the school and district levels. The survey found that 84% of respondents "*never*" experienced any difficulties, challenges or problems in accessing education service. However, 7 % had problems with poor quality of service, while 2 percent also had problems with corruption among school officials. When education service users were further asked if they had encountered major problems in the delivery of education services at the school level in the last 12 months, a sizeable majority (67%) again responded in the negative. A minority of users or respondents (20%) however conceded that they did experience major problems in the delivery of education services in the last 12 months. Among the problems mentioned were poor performance of children, and non-availability or inadequate educational supplies and facilities such as textbooks, uniforms, laptops, school feeding, drinking water, furniture etc. Also, the incessant demand for money by school authorities for one service or the other also came up as a problem. Studies by the African Education Watch in Ghana, Madagascar, Morocco, Sierra Leone and Senegal in 2008 also highlighted similar complaints

(e.g. bad infrastructure, lack of textbooks, materials and equipment, and delays in the transfer of funds or grants).[15]

Reporting Complaints: Education service users who encountered problems or challenges mainly complained to head teachers (35%), teachers (36%) and SMC/PTA members (20%). Others also complained to other parents who had wards in the same school. Studies by the African Education Watch in Ghana also showed that complaints by parents were largely made to the head teachers, teachers, PTAs and SMCs. Some made complaints to the Directors of Education, the PTA chairpersons or the District Assembly. The African Education Watch report also further observed that parents tend to complain only when problems can be solved at the level of the school and when the complaint procedure is easy and fast, such as a verbal exchange with the head teacher or class teachers (GII, 2008).

Complaints Resolution: Users were divided on actions taken to address the problems they encountered in education service delivery in the last 12 months. While some users or respondents who made complaints had the problems resolved (7%), a similar percentage claimed their complaints were never resolved. When asked "what better way could solve the problem they complained about", those whose problems were left unresolved claimed the better ways that could have been used to find solutions to their challenges included the following:

- Transfer of teachers and head teachers
- Government supplying adequate educational inputs at the school level
- The development of equitable processes for distributing learning inputs and resources to pupils at the school level. Others specifically advocated the abolition of extra classes which had become a convenient conduit for teachers to extort additional resources from parents

BRIBERY AND CORRUPTION IN EDUCATION SERVICE DELIVERY

According to Meier and Griffin (2005), education consumes a significant part of national budget (25 to 30%) in some African countries and therefore is a potential avenue for corruption. Indeed, the likelihood of achieving the Education for All goals by 2015 may never be reached on time, primarily because of either the lack of instruments to curb corrupt practices in the education sector or the limited capacity of education authorities to track the implementation of government policies and the distribution of funds.

An overwhelming majority of users or respondents (98%) indicated that they had not paid a bribe for any kind of educational services in the past two years. For the negligible percentage (1%) that paid a bribe in the form of cash, goods or combination of both in the past two years, they did so either to secure the following education service, facility or infrastructure for their wards: admission; school furniture; textbooks and laptop computers. These findings were consistent with the results of the

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[15] *http://efc.idnet.net/projects/documents/ti/Africa_Education_Watch_eng.pdf*

Ghana 2012 Afrobarometer Round 5 survey which found that 6 percent of Ghanaians paid bribes to secure school placement for their wards.[16]

Furthermore, some 73% also said they never made unofficial payments to receive any educational services in their children's school. Some however did so to access education service, facility or infrastructure similar to those above (i.e. admission for wards; laptop computers; textbooks; uniforms; furniture; extra-classes fees; and printing fees for examination papers; and PTA dues). Respondents' experiences with paying bribes for services in education is consistent with a recent African Education Watch report in Ghana commissioned by Transparency International which found 0.7% of parents admitting to making unofficial payments or bribes to school authorities.

SATISFACTION WITH EDUCATION SERVICES

Information on the satisfaction or otherwise of education services delivery provides policy makers and service providers (e.g. Ministry of Education, the Ghana Educaton Service, the various District Education Offices and school authorities) useful feedback for policy planning and restructuring of service delivery strategies. This section of the report therefore assesses service users or respondents opinions on the nature or shift in education services delivery over the past year to understand whether they perceive these shifts as either positive or negative. Furthermore, the section examines the level of service users' satisfaction (or dissatisfaction) with the quality and quantity of public primary education delivery. Assessment of satisfaction was conducted at the following levels: satisfaction with educational inputs (e.g. textbook, exercise books, capitation grant etc.); satisfaction with physical infrastructure (classroom buildings, library etc.); satisfaction with WASH facilities (drinking water, toilet etc.); satisfaction with school performance; and overall satisfaction with education service delivery.

Satisfaction with the provision of educational inputs: The provision of education inputs and resources are fundamental to improved learning outcomes. In terms of users' satisfaction with the provision of educational inputs and resources, the majority of users said they are "*very satisfied*" or "*just satisfied*" with the provision of school furniture such as desks, chairs and blackboards (70%), the capitation grant (54 percent) and textbooks (48%). In contrast, majority of users indicated their dissatisfaction with the provision of laptops (63%), the school feeding program (61%), the supply of uniforms (45 percent), and exercise books (47%). With respect to supplementary readers, respondents were somehow split in the opinion (i.e. 36% satisfied; 35% unsatisfied).

Satisfaction with physical infrastructure: The provision of infrastructure at the school level will not only increase enrolment, but also improve the availability of space and opportunity for access to all children of school going age. Such investments are more significant when the needs of female pupils

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[16] *The Afrobarometer (AB) is a comparative series of public opinion surveys that measure public attitudes toward democracy, governance, the economy, leadership, identity, and other related issues. The AB is an independent, non-partisan, African-based network of researchers. The first round of surveys took place in 1999-2001 in 12 countries. The Network is now conducting "Round 5" surveys in up to 35 countries during 2011-2012*

and pupils with disabilities are considered. Very strong majorities of users expressed satisfaction with the provision of sports facilities and school compound (84%); classroom buildings and other structures (80%); and ventilation and lighting of classrooms (65%). Half of service users interviewed or respondents (50 %) however expressed complete dissatisfaction with the provision of library blocks in schools. The sizeable dissatisfaction rating for the provision of library facilities is consistent with Alemna's (2002) conclusions that though the government and the Ministry of Education have for a long time recognized the role of school libraries in education delivery, little has been done to ensure that facilities are properly put in place for libraries to play this role.

Satisfaction with water, sanitation and hygiene facilities: More than half of users are "*very satisfied*" or "*just satisfied*" with the provision of toilet facilities (69 %), drinking water (64 %), and garbage pits (60%) in public primary schools in or near their communities. A clear majority (84%) were also satisfied with the cleanliness of schools' compounds.The provision of water, sanitation and hygiene (WASH) facilities in schools (i.e. schools with their own supply of running water and separate toilets for female and male pupils; hand washing facilities etc) has been associated with improved access for female pupils. A study by the Academy of Educational Development (2002) and cited in Akyeampong *et al* (2007) found that supply factors such as inadequate sanitary conditions in schools do frequently influence the drop out and retention practices of girls.

Satisfaction with school performance: The real target in education service provision is learning, acquiring competencies and skills that help the individuals, the community and the society as a whole. Majority of service users or respondents were "*very satisfied*" or "*just satisfied*" with the comportment of teachers in the classrooms (76%); attendance of teachers to schools (75%); and the amount and quality of homework the teachers give to the children (70%). In addition, 70% of respondents were also "*very satisfied*" or "*just satisfied*" with the kinds of extra-curricular activities their wards engaged in at school while 58% also expressed satisfaction with the academic syllabi.

Given these very positive appraisals of the performance of service providers at the school level in fulfilling their teaching and learning roles in public primary schools in or near users' communities, it was rather unexpected that a strong minority (43%) of respondents were "*very dissatisfied*" or "*just dissatisfied*" with pupils' perfromance in the Basic Education Certificate Examination (BECE) - a key achievement test taken by Junior High Schools (JHS) pupils as a termination examination of the nine-year basic education program while 37% were satisfied.

The 2011 BECE scores in the project districts showed geographic variations in relative learning outcomes. The pass rates of the six project districts in the four core subjects compared to the regional and national averages probably explains to some extent, parents and guardians' dissatisfaction with pupils' perfromance in the BECE (see charts below). In general, the regional pass rates in the four core subjects were all below the national figures (i.e. Mathematics: *Regional, 48%; National, 60%*; English: *Regional, 50%; National, 59%*; Science: *Regional, 48%; National, 60%*; and Social Studies: *Regional, 52%; National, 60%*).

Comparison of districts' pass rates in mathematics to the national one showed that only Asikuma-Odoben-Brakwa and Ajumako-Enyan-Essiam Districts performed above the national figure. Their performance was also above the regional pass rate. For English Language, researchers also found out that performance in Awutu-Efutu-Senya and Cape Coast Districts was above the national and regional pass rates. Only Asikuma-Odoben-Brakwa had pass rate in science that was exactly equal to the national rate. All the other districts had rates below the national figures (CDD/HP, 2013).

Figure 3.12: Pass rate in four core subjects in 2011 Basic Education Certificate Examination (BECE) in the six project districts
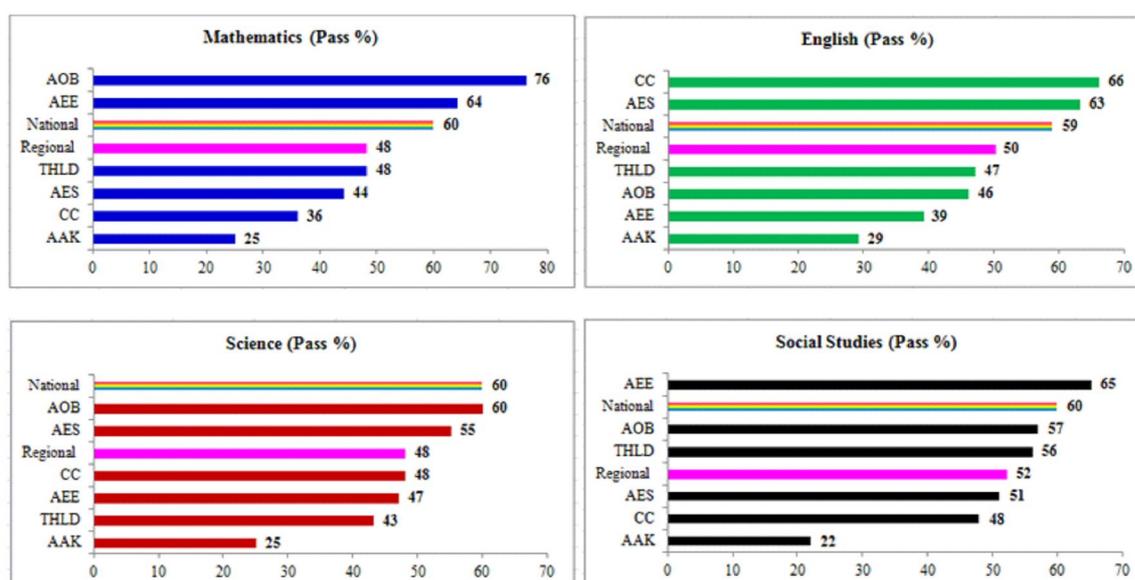
Note: *AAK = Abura-Asebu-Kwamankese; THLD = Twifo-Hemang-Lower Denkyira; AES = Awutu-Efutu-Senya; AOB = Asikuma-Odoben-Brakwa; AEE = Ajumako-Enyan-Essiam; and CC = Cape Coast.*

The trend data also revealed that in the six project districts, performance in Mathematics in the BECE over the past five years witnessed a decline of 22% compared to a 31% and 21%declines at the regional and national levels, respectively. The rate of declines in performance in mathematics in the BECE ranged from 12% in Ajumako-Enyan-Essiam to 37% in Cape Coast. It was only in Asikuma-Odoben-Brakwa that a 5% increase in performance in mathematics in the BECE was recorded. Similarly, performance in English in the BECE, dipped by 23% across the six project districts. This was not so different from the 24 % and 23% over time reductions at the regional and national levels (CDD/HP, 2013).

Users' concerns about pupil performance in BECE mirrors the actual outcomes of pupils performace on the USAID funded National Education Assessment (NEA). As per the 2013 results, only approximately 11% of primary 6 pupils and 22% of primary 3 pupils reached proficiency in Mathematics, while 28% of primary 3 pupils and 39% of primary 6 pupils reached proficiency in English. Importantly, for both P3 and P6, approximately 40% of the pupils failed to achieve even minimum competency in

Mathematics and 40% of the P3 pupils failed to achieve minimum competency in English (MoE, 2014).

Regional analysis of the NEA results also showed that only about a third of pupils in primary 3 in the Central Region attained minimum competency in English (34%) and Mathematics (35%) and 33% and 45% of primary 6 pupils in the region obtained minimum compency in English and Mathematics respectively in the 2013 assessments ((MoE, 2014).

Reasons for satisfaction or dissatisfaction: Respondents indicated that the attention being shown to education by government, districts and school authorities underpinned their satisfaction with education. Users who said they were satisfied with education service delivery specifically mentioned improvements in access to educational resources and inputs such as capitation grant, school feeding, textbooks and uniforms which had reduced the financial burden on parents and guardians, improvements in infrastructure at the school level (classrooms and furniture), and provision of WASH facilities (drinking water, toilets etc.) as factors influencing their level of satisfaction with education delivery in their communities. Furthermore, improvements in teachers' performance and the availability of extra-curricular activities at the school were also highlighted as drivers of satisfaction with education delivery.

For those who were dissatisfied, the key drivers of their sentiments were the absence of library facilities, poor lighting systems in some classrooms and inadequate maintenance of the school structures. The issues of concern to these dissatisfied users were consistent with the 2012 Ghana Afrobarometer Round 5 survey finding which showed that in general, a fifth of Ghanaians encountered problems with overcrowded classrooms (20%); lack of textbooks and supplies (20%); expensive services (18%); poor teaching (17 %); absent teachers (20%); and poor facilities (20%) in the past year.

Education delivery in retrospect: Users of education service were generally of the opinion that service delivery, compared to the past year has witnessed significant improvement. *When asked "Compared to one year ago, would you say education services are better, same or worse",* over half (58%) of respondents described the current situation as "*much better or better*" than it was in the immediate past year. Nearly a quarter (24%) felt conditions had remained the same, 10% thought the situation was "*much worse or worse*" while 5% did not know (see Table 4).

The appreciable positive retrospective assessment of education service delivery was strongly influenced by the remarkable positive ratings registered by service users in Cape Coast (79%), Awutu-Efutu-Senya (67%), Abura-Asebu-Kwamankese (62%) and Twifo-Hemang-Lower Denkyira (50%).

Table 4: Retrospective assessment of education service delivery

	Much Better & Better	Same	Much Worse & Worse	Missing & Don't know
Cape Coast	79%	12%	8%	1%
Awutu-Efutu-Senya	67%	20%	5%	9%
Abura-Asebu-Kwamankese	62%	28%	5%	4%
Twifo-Hemang-Lower Denkyira	50%	23%	9%	18%
Ajumako-Enyan-Essiam	49%	28%	19%	4%
Asikuma-Odoben-Brakwa	43%	33%	14%	10%
Overall Average	58%	24%	10%	8%

Explaining retrospective assessment of service delivery

In this section of the report, researchers first examined the relationship between the positive retrospective assessment of service delivery by education service users and their satisfaction with various aspects of education services. Secondly, an attempt was made to identify which aspect of education service delivery that service users are satisfied with has the strongest impact on their positive retrospective assessment of education service delivery. The two questions to be answered were:

1. What is the nature and strength of the relationship between education service users' positive retrospective assessment of education service delivery and their satisfaction with the following:

    (a) supply of educational inputs;

    (b) supply of educational infrastructure;

    (c) supply of water, sanitation and hygiene facilities;

    (d) teachers' disposition and conduct towards their job; and

    (e) performance at the BECE?"

2. Which aspect of education service that users are satisfied with have the strongest impact on their retrospective assessment of service delivery; is it satisfaction with:

    (a) the supply of educational inputs;

    (b) the supply of educational infrastructure;

    (c) the supply of water, sanitation and hygiene facilities;

    (d) satisfaction with teachers' disposition and conduct towards their job; or

    (e) satisfaction with BECE results?"

Correlation and regression analyses were used in finding answers to these questions. Also, four indexes were constructed to facilitate the conduct of this analysis.[17]

The correlation analysis results established strong positive association between education services users' positive retrospective assessment of education service delivery and satisfaction with the provisioning of WASH facilities (r = 0.219); satisfaction with education inputs (r = 0.227); satisfaction with the provisioning of education infrastructure (r = 0.284); satisfaction with teachers' attitude and comportment to work (r = 0.323); and satisfaction with pupils performance at the BECE (r = 0.334). All the observed relationships were found to be highly significant at 99% level.

According to the order of magnitude of impact, the ordinary least squares (OLS) regression estimates showed that satisfaction with pupils' performance at BECE (0.243), satisfaction with education infrastructure (0.180) and satisfaction with teachers' attitude to work (0.144) are the most important drivers of education service users' positive retrospective assessment of education service delivery. These impacts were also found to be highly significant (p-value < 0.01). Though satisfaction with education inputs and the provisioning of WASH facilities reported positive effects on retrospective assessment of service delivery, the effects were insignificant.[18]

Willingness to pay for education services: Users of education services appeared to be very optimistic and therefore willing to pay for some services. More than 6 in 10 users (67%) indicated that they were willing to pay for any education service being provided to their children. About a third (32%) however were not ready to pay for education services.

In specific terms, there was a higher readiness among users to pay for examinations fees (31%), followed by tuition (26%), school feeding (23%), textbooks (21%) and uniforms (21%). This finding was consistent with those of Ampiah (2010) which indicated that due to delays in the disbursement of the capitation grant, textbooks, school feeding, uniforms as well as the widely held perceptions among Ghanaians that educational standards were low in public urban and rural schools compared to private

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[17] ***Note:*** *See the descriptive, factor and reliability statistics regarding the four.* ***Satisfaction with Education Inputs Index*** *was developed using users' satisfaction with the supply of textbooks, supplementary readers and exercise books. The index has a mean of 0.5360; standard deviation, 0.5319; eigenevalues total, 2.246, eigenevalues percentage of variance, 74.9%; and reliability alpha, 0.831.* ***Satisfaction with Education Infrastructure Index*** *was computed from users' satisfaction with the provisioning of school buildings and structures as well as ventilation in classrooms and it had a mean of 1.1390; standard deviation, 0.6120; eigenevalues total, 1.590; eigenevalues percentage of variance, 79.5%; and reliability alpha, 0.740. Satisfaction with the provisioning of drinking water, toilet and garbage facilities as well as the cleanliness of compound are the variables used in constructing* ***Satisfaction with WASH Facility Index***. *This index statistics are as follows: Mean 0.9521; standard deviation, 0.4908; eigenevalues total, 2.090; eigenevalues percentage of variance, 52.3%; and reliability alpha, 0.687. Lastly,* ***Satisfaction with Teacher Attitude Index*** *was composed from users' satisfaction with homework given by teachers, teachers' attendance in class and teachers' behavior/comportment. It has a mean of 1.1572; standard deviation, 0.5949; eigenevalues total, 2.183, eigenevalues percentage of variance, 72.8%; and reliability alpha, 0.806.*

[18] ***Note:*** *Regression model R^2 is 0.195; the adjusted R^2 is 0.189; while the F statistic of 31.317 is highly significant at the 99% level.*

schools, increasingly, most Ghanaians are developing an individualistic outlook to education where looking for a good school and even paying for it was becoming common even though the Ministry of Education continued to emphasize fee-free education in public schools.

Suggestions to improve education service delivery: Respondents suggested that in order to improve the delivery of education, service providers should undertake the following processes or activities:

1. Improve supervision of teachers and pupils;
2. Improve access to educational inputs and resources such as textbooks, laptop computers, uniforms and the school feeding programs;
3. Provide library facilities stocked with relevant books; and
4. Encourage active interaction between school authorities and parents within and outside the PTA fora.

CHAPTER 4

CONCLUSION AND RECOMMENDATIONS

CONCLUSION

Citizens in households in the project districts patronized public basic schools in and near their communities.

Citizens reported of a limited number of children with disabilities in their communities and households.

Public primary schools were largely cited within walking distances in the communities and nearby communities.

Citizens held positive views and knowledge of the availability of school infrastructure such as classrooms and chalkboards. They were aware however of the inadequacy and sometimes total absence of furniture, library and disability-sensitive facilities in schools in and near their communities.

Citizens were mostly aware of the disbursement of the capitation grant to schools in and near their communities. Only small proportions of the citizens had knowledge of the presence of school feeding programs in the public primary schools within and near their communities.

Citizens largely reported that the public primary school in or near their community had safe drinking water for the pupils. A quarter of citizens in these communities however indicated that the schools in or near their communities had no safe drinking water.

Most citizens reported that there were always sufficient and adequate number of teachers in the public primary schools in or near the communities.

Parents showed interest in their children's education by visiting their wards in schools at least once in an academic term.

Most citizens agreed that parents could see any teacher in the public primary school in or near their community always whenever the need arose.

Citizens were mostly satisfied with the provision of classroom buildings and other structures such as toilet facilities, drinking water and ventilation and lighting of classrooms etc. They also appreciated the provision of the capitation grant to schools.

Citizens were however mostly dissatisfied with the provision of libraries, textbooks and exercise books, laptops, the school feeding program and the supply of free uniforms.

Some citizens were dissatisfied with pupils' performance in the Basic Education Certificate Examination (BECE) - a key achievement test taken by Junior High School (JHS) pupils as a termination examination of the nine-year basic education program.

RECOMMENDATIONS

Government should take critical look at quality outcomes of education since most of the current education policies reflect a drive toward quantitative improvements (e.g. infrastructure, facilities, capitation grant, feeding programs etc. to boost enrollment and participation in school);

The urgent need for district and school authorities to invest in better test score outcomes for pupils in their schools to increase citizen satisfaction with education;

Key players in education at the national and district level should ensure adequate supply of education inputs (e.g. supply of textbooks, supplementary readers and exercise books etc.,) as they have significant impact of satisfaction with education as well as education outcomes of pupils;

Provide library facilities stocked with relevant supplementary reading materials;

Improvement in school infrastructure such as classrooms, furniture, electricity and especially disability sensitive facilities to improve access for all children especially those with physical disabilities.

The GES and DEDs must pay greater attention to teacher attitudes towards their work (e.g. attendance in class; behavior/comportment giving pupils' homework) as it has implications for satisfaction with education service delivered to citizens.

MMDAs and other local level officials such as SMC and PTAs should assist in the provision of water, sanitation and hygiene facilities (e.g. drinking water, toilet and garbage facilities) because of their positive and significant impacts on access to education for girls and also children with physical disabilities.

Encourage active interaction between school authorities and parents within and outside the PTA fora.

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APPENDIX 1

SAMPLING FRAME OF MAJOR TOWNS/VILLAGES

	Abura-Asebu-Kwamankese		Awutu-Efutu-Senya		Ajumako-Enyan-Essiam
1	Abura-Dunkwa	1	Winneba	1	Besease
2	Abakrampa	2	Oduponkpehe (Kasoa)	2	Nkwantanum-Esiam
3	Amosima	3	Awutu Senya Bawjiase	3	Enyan Denkyira
4	Asebu	4	Gomoa Feteh	4	Abaasa
5	New Ebu	5	Bontrase	5	Ajumako
6	Brafoyaw	6	Awutu Bereku	6	Ochiso
7	Edumifa	7	Sankor	7	Enyan-Maim
8	Nyanfeku-Ekrofur	8	Akwele Nkwanta	8	Kokoben
9	Asebu Ekroful	9	Dokutse	9	Entumbil
10	Akonoma	10	Kpormetey	10	Ajumako-Mando
11	Nyamedom	11	Ofaakor	11	Osedzi
12	Ayeldu	12	Obrachire	12	Kromaim
13	Asuansi	13	Adawukwa	13	Onwane
14	Katayiase	14	Akuffo Krodua (F. Kwesi K.)	14	Ba
15	Obohen	15	Fianko	15	Assasan
16	Aboenu	16	Ofaada	16	Etsi-Sonkwa
17	Batanyaa	17	Bewuanum	17	Techiman
18	Obokor	18	Opeikuma	18	Eshiem
19	New Odonase	19	Ofajator	19	Ajumako Kwanyako
20	Moree	20	Anim Akubrifa	20	Amia

	Asikuma-Odoben-Brakwa		Twifo-Hemang-Lower Denkyira		Cape Coast
1	Breman Asikuma	1	Twifo Praso	1	Cape Coast (Central)
2	Breman Odoben	2	Twifo Hemang	2	Cape Coast (Pedu/Abora)
3	Breman Brakwa	3	Jukwa	3	Cape Coast (Cape Vars/Ola)
4	Breman Kuntanase	4	Twifo-Mampong	4	Ekon
5	Breman Bedum	5	Wawase	5	Nkanfoa
6	Breman Jara	6	Jukwa Krobo	6	Kakomdo
7	Breman Fosuansa	7	Nyenase	7	Effutu
8	Breman Kokoso	8	Twifu Ayiase	8	Akotokyere
9	Breman Nwomaso	9	Mfuom	9	Ankaful Village
10	Breman Benin	10	Ampenkro	10	Anto Essuekyir
11	Breman Amoanda	11	Wamaso	11	Kokoado
12	Breman Amanfopong	12	Ntafrewaso	12	Amama
13	Breman Baako	13	Nuamakrom Mampona	13	Nyinasin
14	Breman Ayipey	14	Ankaako	14	Duakor
15	Breman Anhwaim	15	Burukuso	15	Koforidua
16	Nankese	16	Kyiaboso (Chiaboso)	16	Mpeasem
17	Supunso	17	Twifo Agona Denkyira Odumase	17	Amisano
18	Towoboase	18	Twifo Aduabeng		
19	Sowotuom				
20	Breman Nyamebekyere				

APPENDIX 2

LIST OF FIELD RESEARCH ASSISTANTS

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1. Mr. Faith Kwame Bissi
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Ajumako-Enyan-Essiam
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3. Ms. Pearl Asamaoh
4. Mr. Winfred Kweku Sackey

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2. Ms. Babara Annan
3. Ms. Beatrice Quao

Asikuma-Odoben-Brakwa
1. Mr. Alfred Fofie
2. Mr. Charles Aggrey
3. Mr. Daniel Agyei Mintah

Cape Coast
1. Mr. Richard Ofosu Apronti
2. Mr. Godsgift Forson
3. Ms. Georgette Arthur

Twifo-Hemang-Lower Denkyira
1. Mr. Francis Kingsly Mensah
2. Mr. Prince Obeng Owusu
3. Mr. Nana Yaw Osei

APPENDIX 3

CITIZENS REPORT CARD SURVEY QUESTIONNAIRE

Introduction

I _____ from the Ghana Center for Democratic Development (CDD-Ghana) and the Transparency and Accountability Program (TAP) is here to undertake a survey on education service provision in public primary schools in your district. The survey aims to assess citizen's experience and perception of the quality of basic education. The information collected will only be used for the above purposes and will be confidential. This interview will take about 30 - 45 minutes. We request you to kindly respond to the following questions.

Consent Statement

CS1. Are you willing to participate in this study?

No [0] *[If respondent says No, stop the interview]*

Yes [1] *[If respondent says Yes, proceed with the interview]*

Interviewer and Interview Particulars

IP1. Interviewer Name: _____   **IP 2**. Interviewer ID: _____

IP3. Interview Date: _____   **IP 4.** Interview Start Time: _____
       00:00

Instruction for Completing Questionnaire

Interviewer, accurately fill the answers provided by the respondent in the response column .This task is solely the responsibility of the interviewer.

Filter Questions

F1. Do you have children of primary school going age?   Yes [1]   No [0]

F2. If No to F1, has any child in your household attended a public primary school in the last 2 years?

Yes [1]   No [0]   *[If No to F2, stop interview and go to the next household]*

Section 1: Access and Usage

No.				Yes	No
Q1	Is there a public primary school in this community?			1	0

| | If Yes to **Q1**, how far is the public primary school from your house? | Less or equal to 1km
1-2km
2-3km
3km and above
Not Applicable
Other (specify) | | | 1
2
3
4
77
88 |

No.			Yes	No	Don't know
Q2	Is there a public primary school in the nearby community? *[If No or Don't know, code 77 for Q3]*		1	0	99
Q3	If Yes to **Q2**, how far is the nearby community where the public primary school is located from your community?	Less or equal to 1km			1
		1-2km			2
		2-3km			3
		3km and above			4
		Not Applicable			77
		Other (specify)			88

No.			Yes	No
Q4	Are there children in your household who are or have been to primary school in the past 2 years? *[If No, code 77 for Q5]*		1	0
Q5	If Yes to **Q4**, have these children dropped out of school, still in primary school or progressed to Junior High School (JHS)?	Moved on to JHS		2
		Still in primary school		1
		Dropped out of school		0
		Not Applicable		77
		Other (specify)		88
		Don't know		99

No.		Yes	No	
Q16	Are there children aged 6 to 10 years with one form of a disability or another in your household? *[If No, code 77 for Q17 and Q18 and skip to Q19]*	1	0	

No.		Yes	No	Not applicable
Q17	If Yes to **Q16**, do these children attend primary school?	1	0	77

No.			
Q18	If No to **Q17**, what is the main reason for not attending school? *[Interviewer: Accept only one major reason]*		
	Reason 1:	**Not Applicable**	77

No.		Yes	No
Q19	What about the community: Are there children aged 6 to 10 years with one form of a disability? *[If No, code 77 for Q20 and Q21 and skip to Q22]*	1	0

No.		Yes, some of them	Yes, all of them	No	Not applicable	Don't know
Q20	If Yes to **Q19**, do these children attend primary school?	1	2	0	77	99
Q21	If No or Some of them to **Q20**, what is the main reason for all or some of them not attending school? *[Interviewer: Accept only one major reason]*					
	Reason 1:			**Not Applicable**		77

Section 2: Quality and Reliability

		Yes	No	Don't know
Q22	Does your child(ren)'s school or the public primary school in or near your community have a safe building or infrastructure?	1	0	99
Q23	Are there separate classrooms for all classes from class 1-6 in the public primary school in or near your community?	1	0	99
Q24	Is there a library facility in your child(ren)'s school or the public primary school in or near your community?	1	0	99
Q25	Is there a blackboard in your child(ren)'s school or the public primary school in or near your community?	1	0	99
Q26	Are access ramps available in your child(ren)'s school or the public primary school in or near your community to aid children with disability?	1	0	99
Q27	Are hand rails available in your child(ren)'s school or the public primary school in or near your community to aid children with disability?	1	0	99
Q28	Are pupils in your child(ren)'s school or the public primary school in or near your community supplied with desks? *[If No / Don't know, code 77 for Q29]*	1	0	99

		A pupil to desk	2 pupils to desk	3 pupils to desk	Not Applicable	Don't know
Q29	If Yes to Q28, what is the seating arrangement *[i.e. number of pupils per desk]* for pupils in public primary school in or near your community *in* for children in the school?	3	2	1	77	99

		Yes	No	Don't know
Q30	Do children in your household or in this community who attend the public primary school in or near your community receive free school material supplies? *[If No / Don't know, code 77 for Q31 and Q32]*	1	0	99

Q31	If Yes to **Q30**, please indicate the type of free school materials that children in your household or in this community who attend the public primary school receive? *[Multiple response questions]*	Furniture (School desk)	1
		Core Textbooks	2
		Supplementary readers	3
		School Uniform	4
		Laptop computer	5
		Not Applicable	77
		Other *(specify)*	88
		Don't Know	99

Q32. In general, when in the year do children in your household or in this community who attend the public primary school receive supplies selected in **Q31**? *[Interviewer: Fill for only materials selected in Q31 and code 77 for those not selected]*

End of	Somewh	End of	A month	Beginni	Not	Don't

Q35	Do children in your household or in this community who attend the public primary school in or near your community benefit from the school feeding program?	Yes, always	2
		Yes, sometimes	1
		No, never before	0
		Don't know / Can't tell	99

		Yes	No	Not applicable	Don't know
Q36	Does the public primary school in or near your community have safe drinking water facility? *[If No or Don't know, code 77 for Q37 and Q38 and skip to Q39]*	1	0		99
Q37	If Yes to **Q36**, does the safe drinking water facility in the public primary school in or near your community provide water all year round?	1	0	77	99

Q38	If Yes to **Q37**, please indicate the main source of safe drinking water facility in the public primary school in or near your community? *[Interviewer: Accept only one main type]*	Stand pipe in the school	6
		Public stand pipe in the community	5
		Borehole in the school	4
		Public borehole in the community	3
		Hand dug well in the school	2
		Hand dug well in the community	1
		Main stream in the community	0
		Not Applicable	77
		Other *(specify)*	88
		Don't Know	99

Q39	How would you describe the toilet facility available in the public primary school in or near your community? *[If Toilet is dysfunctional or No toilet is selected, code 77 for Q40 and Q41 and skip to Q42]*	Toilet available and functional	2
		Toilet available but dysfunctional	1
		No toilet, teachers and pupils use open space	0
		Don't Know	99

Q40	If toilet is available and functional is selected in **Q39**, please indicate the main type of toilet facility available in the public primary school in or near your community? *[Interviewer: Accept only one main type]*	*Water closet*	4
		KVIP	3
		Pit Latrine	2
		Traditional pit with planks for squatting	1
		Not Applicable	77
		Other *(specify)*	88
		Don't Know	99

		Yes	No	Not applicable	Don't know
Q41	If toilet is available and functional is selected in **Q39**, are there separate toilet facilities for boys and girls in the public primary	1	0	77	99

Section 3: Interaction

Q56	In general, to what extent is the information about public education services accessible to ordinary people like you? *[If Not at all accessible, Not Accessible or Don't know, code 77 for Q57]*	*Not at all accessible*	1
		Not Accessible	2
		Accessible	3
		Very accessible	4
		Don't Know	99

Q57	If information about public education services is generally very accessible or accessible in **Q56**, how comprehensive is the information?	*Not at all comprehensive*	1
		Not comprehensive	2
		Comprehensive	3
		Very comprehensive	4
		Not Applicable	77
		Don't Know	99

Q58	Specifically, to what extent is the information about the Capitation Grant accessible to ordinary people like you? *[If Not at all accessible, Not Accessible or Don't know, code 77 for Q59]*	*Not at all accessible*	1
		Not Accessible	2
		Accessible	3
		Very accessible	4
		Don't Know	99

Q59	If information about the Capitation Grant is generally very accessible or accessible in **Q58**, how comprehensive is the information?	*Not at all comprehensive*	1
		Not comprehensive	2
		Comprehensive	3
		Very comprehensive	4
		Not Applicable	77
		Don't Know	99

Q60	How often did you visit your child(ren)'s school in the last one year? *[If Never or Don't know/Can't remember, code 77 for Q61 to 65]*	*Never visited*	0
		Once a year	1
		Once a term	2
		Once a month	3
		Once every two weeks	4
		Once a week	5
		Daily	6
		Don't Know / Can't remember	99

Q61	What are the reason(s) that made you visit your child(ren)'s school in the past year? *[Multiple response question]*	*To pick up the child(ren)*	1
		To pay fees	2
		To attend PTA meeting	3
		For some other routine work	4
		To get a problem solved	5
		To talk to teacher about child(ren) performance	6
		Respond to teacher invitation due to truancy by child(ren)	7
		Not Applicable	77
		Other *(specify)*	88
		Don't Know / Can't remember	99

Section 4: Problems, Grievance, Redress and Corruption

Q71	At the school level, which of the following difficulties, challenges or problems did you encounter when accessing education services? *[Multiple response questions]*	Never experience any problem	0
		Rudeness on the part of officials	1
		Lack of competence	2
		Corruption among officials	3
		Poor quality of service	4
		Bureaucracy	5
		Long delays before getting audience	6
		Other (specify)	88

		Yes	No	Not applicable
Q72	At the school level, did you experience any major problem in the delivery of education services in the last 12 months? *[If No, code 77 for Q73 to Q79]*	1	0	77

Q73	If Yes to **Q72**, what was the nature of the major problem experienced?	Poor performance of child(ren) in school	1
		Non-provision of school materials paid for	2
		Non-provision of government supplied textbooks	3
		Overcrowding in school	4
		Poor state of school infrastructure	5
		Inadequate school teachers	6
		Teacher absence	7
		Not Applicable	77
		Other (specify)	88

		Yes	No	Not applicable
Q74	Did you complain about the problem to anybody? *[If No, code 77 for Q75]*	1	0	77

Q75	If Yes to **Q74**, to whom did you complain?	District Director of Education	1
		An official of Ghana Education Service	2
		Circuit Supervisor	3
		Head-teacher	4
		Teacher	5
		School Management Committee executive member	6
		Parent-Teacher Association executive member	7
		Not Applicable	77
		Other (specify)	88

		Yes	No	Not applicable
Q76	If you complained to anybody or individual in **Q74**, was the problem solved after your complaint? *[If No, code 77 for Q77]*	1	0	77

Q77	If Yes to **Q76**, how long did it take to solve the problem?	Less than a month	1
		1 to 3 months	2
		4 to 6 months	3
		7 to 12 months	4
		Over a year	5
		Not Applicable	77
		Other (specify)	88

		Yes	No	Dont know
Q78	If Yes to **Q76**, were you satisfied with the resolution of the problem after your complaint?	1	0	77

Q79	If No to **Q78**, what better way do you think could have been used to solve the problem you complain about? *[Interviewer: Record only one approach here]:*	

		Yes	No	Dont know
Q80	Did you have to pay a bribe for accessing any kind of educational service in the past 2 years? *[If No, code 77 for Q81 to Q85]*	1	0	■

Q82	If Yes to **Q80**, what did you offer as bribe? *[If only goods, code 77 for Q83]*	Only goods	1
		Only cash	2
		Both goods and cash	3
		Not Applicable	77
		Other (specify)	88

Q83	If you bribed with either cash or both cash and goods in **Q82**, how much money did you offer?	Less than GHC20.00	1
		GHC20.00 – GHC50.00	2
		GHC51.00 – GHC80.00	3
		GHC81.00 – GHC100.00	4
		GHC100.00 and above	5
		Not Applicable	77
		Other (specify)	88

Q82	If Yes to **Q80**, what did you offer as bribe? *[If only goods, code 77 for Q83]*	Only goods	1
		Only cash	2
		Both goods and cash	3
		Not Applicable	77
		Other (specify)	88

Q83	If you bribed with either cash or both cash and goods in **Q82**, how much money did you offer?	Less than GHC20.00	1
		GHC20.00 GHC50.00	2
		GHC51.00 GHC80.00	3
		GHC81.00 GHC100.00	4
		GHC100.00 and above	5
		Not Applicable	77
		Other (specify)	88

			Yes	No
Q84	Was the bribe offered because it was demanded by the agent?		1	0
Q85	Was the service provided after paying the bribe?		1	0

Q86	Have you ever made unofficial payment to receive the any of the specific educational services in your child(ren) s school? *[Multiple response question]*	Never made unofficial payment for any of these	0
		Admission	1
		Textbooks	2
		Uniforms	3
		School desk	4
		Laptop computers	5
		Other (specify)	88

Q87	If you made unofficial payment for any of the education services in **Q86**, on average, how much did you spend in one academic year for this service(s) for your child(ren)?	Less than GHC20.00	1
		GHC20.00 GHC50.00	2
		GHC51.00 GHC80.00	3
		GHC81.00 GHC100.00	4
		GHC100.00 and above	5
		Not Applicable	77
		Other (specify)	88

Section 5: Assessment of the Quality of Education Services and Recommendations

In general, how satisfied or unsatisfied are you with the following teaching and learning related education services in your community and district.

		Very Dissatisfied	Just Dissatisfied	Neither Satisfied nor Dissatisfied	Just Satisfied	Very satisfied	Don't know
Q88	Textbooks	0	1	2	3	4	99
Q89	Supplementary readers	0	1	2	3	4	99
Q90	Exercise books	0	1	2	3	4	99
Q91	uniforms	0	1	2	3	4	99
Q92	laptops	0	1	2	3	4	99
Q93	Capitation grant	0	1	2	3	4	99
Q94	School feeding	0	1	2	3	4	99
Q95	School furniture (desks, chairs, blackboard)	0	1	2	3	4	99
Q96	School buildings and other structures	0	1	2	3	4	99
Q97	Classrooms' ventilation and lighting	0	1	2	3	4	99
Q98	Library block	0	1	2	3	4	99
Q99	Homework the teachers give the children	0	1	2	3	4	99
Q100	Academic Curriculum or syllabi	0	1	2	3	4	99
Q101	Attendance of teachers in class	0	1	2	3	4	99
Q102	Comportment and behavior of teachers	0	1	2	3	4	99
Q103	Performance of the children in BECE	0	1	2	3	4	99

In general, how satisfied or unsatisfied are you with the other education services related facilities in your community and district.

		Very Dissatisfied	Just Dissatisfied	Neither Satisfied nor Dissatisfied	Just Satisfied	Very satisfied	Don't know
Q104	Distance to the school	0	1	2	3	4	99
Q105	Drinking water	0	1	2	3	4	99
Q106	*Toilet*	0	1	2	3	4	99
Q107	Garbage pit	0	1	2	3	4	99
Q108	Cleanliness of school compound	0	1	2	3	4	99
Q109	Extracurricular activities	0	1	2	3	4	99
Q110	Sports or play ground	0	1	2	3	4	99

Q111	Have expressed dissatisfaction with some of the services and facilities in Q88 to Q110, what one important reason will you give for the satisfaction expressed. *[Interviewer: Record only one reason here]:*
Q112	What one major suggestion would you give for the improvement of education service delivery in the public primary school in or near your community? *[Interviewer: Record only one reason here]:*

Q113	Compared to one year ago, would you say education services provision is better, same or worse?	Much better	0
		Better	1
		Same	2
		Worse	3
		Much worse	4
		Don't know	99

		Yes	No
Q114	Are you willing to pay for any education services provided to your child(ren)? *[If No, code 77 for Q115]*	1	0

Q115	If Yes to **Q114**, which specific education services would you be willing to pay for?	Tuition	1
		Feeding	2
		Uniforms	3
		Textbooks	4
		Bus services	5
		Examination fees	6
		Not Applicable	77
		Other (specify)	88

Section 6: Demographics

D1	How old are you? *(in complete years)*		

		Male	Female
D2	Respondent's gender:	1	2

		Urban	Rural	Semi-urban
D3	Settlement location:	1	2	3

D4 What is your level of Education?

None	0	S.H. S. (dropped out)	7
Primary (dropped out)	1	S.H. S. (completed)	8
Primary (completed)	2	Polytechnic (dropped out)	9
J.H. S. / Middle School (dropped out)	3	Polytechnic (completed)	10
J.H. S. / Middle School (completed)	4	University (dropped out)	11
Vocational /Apprenticeship (dropped out)	5	University (dropped out)	12
Vocational /Apprenticeship (completed)	6	Other (specify)	77

D5	What is your occupation?	Houseman/Housewife	1
		Self-employed	2
		Public Servant	3
		Private sector employee	4
		Retired	5
		Trader	6
		Artisan	7
		Business man / woman	8
		Other (specify)	77

D6	Marital status:	Single	1
		Cohabitation	2
		Widowed	3
		Separated	4
		Married	5
		Other (specify)	77

D7	What is your household's monthly income?	Less than GHC100.00	1
		GHC101.00 – GHC200.00	2
		GHC201.00 – GHC300.00	3
		GHC301.00 – GHC400.00	4
		GHC401.00 – GHC500.00	5
		Above GHC500.00	6

IP5. Interview End Time: _____
00:00

Thank you for availing yourself to be interviewed. CDD-Ghana is very grateful.

APPENDIX 4

REPORT ON A CDD-TAP VALIDATION WORKSHOP ON CITIZEN REPORT CARD ON EDUCATION SERVICE DELIVERY IN PUBLIC PRIMARY SCHOOLS IN GHANA, HELD AT WINDY LODGE, WINNEBA ON JANUARY 29, 2013

The paramount reason for the workshop was to validate the findings of the Citizen Report Card which gathered experiences and opinions on the delivery of education in public primary schools from people residing in various communities within six districts, namely: Abura-Asebu-Kwamankese, Awutu-Efutu-Senya, Ajumako-Enyan-Essiam, Asikuma-Odoben-Brakwa, Twifo-Hemang-Lower Denkyira and Cape Coast, all in the Central Region of Ghana. It was the first of two validation workshops. Just a quick explanation for the edification of the uninitiated, Citizen Report Cards are simple and credible participatory surveys that provide quantitative feedback on user perceptions on the quality, adequacy and efficiency of public services. It elicits information about user awareness of, access to, use of, and satisfaction with, public services. This methodology was useful because its quantitative nature made up the adumbrated inherent limitations (qualitative nature) in the subsequent Community Score Card which lays emphasis on engagement at the micro level that was to be carried out later in the Abura Asebu Kwamankese and Twifo-Hemang-Lower- Denkyira districts.

The workshop began at 9.50 am with a welcome address and the purpose of the gathering by Mrs. Rhoda Osei-Afful which was immediately followed by an opening prayer by one of the participants. Overall, there were 55 participants in attendance, of which 44 were males and 11 were females. It was a composition of District Education officials, Head teachers, Teachers, Assembly men and women, PTA Executives, and School Management Committee Executives. The team from CDD was made up of Edward Fokuo Ampratwum (Team leader), Maxwell Agyei Ashon, Rhoda Osei Afful (Mrs.) and Kwaku Ofosu Debrah.

After the introduction, Mr. Maxwell Ashon gave an eloquent overview of previous TAP surveys and some of CDD-Ghana's key research on education and how findings emanating have translated into policy. This was buttressed by Mr. Edward Ampratwum's enlightened elucidation of what the Center (CDD-Ghana) stands for and how its research works have been key reference points for policy makers. For instance he cited the center's work on tracking the leakages in the supply of core text books in primary schools to bolster the Center's track record in educational research. Another notable example he cited was the Center's interaction with key stakeholders such as the Parliamentary Select Committee on Education to drive his point home. Also, before taking participants through the main findings, he enunciated with brevity of expression the summary of the main findings, which was done to give participants a fair idea of the overall research and also whet their appetite on the thorough presentation that was to ensue.

Mr. Ampratwum proceeded with sharing the overall findings with participants, and this was interspersed with brief questions which he took considerable care to clarify. The presentation of findings ended at 10.55, and this brought the first half of the program to a close.

Before the snack break Mrs. Osei-Afful ceased the opportunity to remind participants of the raison d'être of the validation workshop (Perhaps to keep late comers abreast with the essence of the workshop). She highlighted the fact that previous research findings have been shared with key stakeholders such as the Ministry of Education, GES, and Parliamentary Select Committee on

Education. Equally, she emphasized CDD's unmitigated and continued willingness to engage with all stakeholders in the education sector, deserving notable mention were: the legislature, the executive, district directors, Head teachers, teachers, PTAs, SMCs and pupils. This was immediately followed by the snack break.

Discussion of findings

The second section began with questions pertaining to the findings presented in the earlier section. To encourage participants to contribute to the discussions, Mr. Ampratwum implored participants that findings should not be deemed as the final outcome and that participants must make further inputs.

The first question was on methodology. Some participants wanted to have clarity as to why some districts exceeded their targets and why others fell short of the targeted respondents. For instance, the following districts exceeded their targeted number of respondents: Twifu-Hemang Lower Denkyira recorded 215 achieved respondents instead of 189 targeted; Ajumako-Enyan-Assiam also had 211 instead of 210; Cape Coast recorded 202 instead of 189; and Abura Asebu Kwamankese also recorded 211 instead of 210. However, Awutu-Effutu-Senya was 1 short of the targeted interviews of 210. It was only Asikuma-Odoben-Brakwa that neither exceeded nor fell short of it targeted interviews of 210. Mr. Ampratwum explained to participants that these happen because of the inconsistency between the information on the Education Management Information System (EMIS) data, the population and housing census 2010 data, and what actually transpires on the field. In doing this kind of survey, households which take part are not predetermined by researchers, but rather by a rigorous scientific method. Moreover, endowed communities were likely to have higher variance than the deprived because of the nature of occupations in endowed communities; however this is the opposite in less endowed districts. He further indicated that although respondents were selected based on EMIS and population and housing census data 2010, in some places the communities may not be captured but in the course of the work we came across them and had to include them. Typical examples were farming communities where people come to farm and later go to their place of residence. Also, sometimes conditions on the ground could compel the researcher to make up for short falls elsewhere. For example in Twifo-Hemang there were issues with some of the communities so researchers asked interviewers to take more interviewees. This neutralized the effect of shortages in the sample. It is also true that having a higher achieved number of interviews is good because it enable researchers to eliminate any extraneous variables that might have been picked during data collection.

Secondly, teachers in attendance were unanimous in contesting one of the key findings of the research which indicated that 84% of parents visit schools frequently to interact with teachers about pupils progress.

Also participants inquired about why some of the findings were not up to 100 percent. It was explained that this occurs largely because of missing data.

There was also a question on the distinction between endowed and less endowed schools. It was revealed to participants that this is based on GES classification of facilities that should be in every school. In every school where one falls short on a scale of 1-10 indicates less endowed; however, 8 indicates endowed. The moderator went further to explain the indicators and emphasized that these indicators are very robust and has been used in other countries.

A participant contended why the availability of textbooks and other supplementary materials did not translate into better BECE results. To him there is gross inconsistency. There is merit in his argument,

and the reasons were situated in a myriad of difficulties coming from teachers, pupils, parents, and government. Parents lack commitment towards their wards' education, and pupils do not aspire for greater heights. Again, truancy was cited as a consequence of poor performance. After registration most students would only return to school during examinations without regular attendance to classes. Under such circumstances, it would be very difficult even for the most academically stellar student to pass. Some also blamed poor academic performance on the prevailing economic realities of most families. Some children have to fend for themselves and also support their family. Corollary to this is absenteeism and its accompanying reality of poor performance in the BECE. Parents must be parents and children must be allowed to be children for their academic development.

On the part of teachers some are not committed to their own profession. A teacher can absent himself/herself for 1-2 weeks. Some teachers in public schools also teach in private schools mainly because their salaries have been delayed so they teach in private schools to make ends meet. A typical example was given of some French teachers in the district. Besides, some also worried about other factors beyond the teachers' control. Particularly, a participant complained of having about 165 pupils in his class. Meanwhile, the GES requirement for a class size is between 1 and 40, yet many of the teachers complained of having students exceeding this number. Equally interesting was that in some places, available classrooms were sparsely populated whereas in others limited classrooms were hugely populated. Others also feel that teachers who are the people who implement educational policies at the grassroot level are not adequately consulted in policy formulation. Other issues beyond the reach of teachers are key issues like salaries. Indeed, an acting director of education revealed that a lot of graduate teachers are willing and even some have already started teaching at the basic school level in Winneba, but the seemly persistent issue of having to work for two years without receiving a salary is holding a lot of them back. So the issue is not entirely about teachers but rather how issues of salaries administration are handled.

It was also suggested that there are other variables that could also help explain poor academic performance that could have been looked into like whether parents support teachers to sternly rebuke pupils who fail to submit assignments and whether parents ensure their wards do their homework. Moreover, a participant averred that the finding on satisfaction does not paint the true picture on the ground. This is because textbooks, supplementary readers are not available. In the same fashion, laptop availability alone can rarely guarantee students passing the BECE. Interestingly, parents who take wards to private school tend to take keen interest in their wards' academic progress, but the opposite is the truth for parents with pupils in government schools. In addition, participants argued that it was problematic that parents seem to be satisfied with teachers yet performance is not the best. What is more, pupils are being promoted en masse irrespective of their academic performance. A similar poignant revelation was that BECE questions are not based on text books. Probably, these and many other factors explain why BECE results are poor in spite of the availability of other indicators.

A point worthy of mention is that teachers challenged the findings on furniture (92%). To them it does not reflect what is on the ground because unavailability of furniture continues to be a challenge.

In terms of the Public-Private school debate, participants revealed that private schools train pupils to only pass the BECE with little concern for the development of the individual as a whole unlike the public school that concentrate on the totality of the individual. Some alleged that private school proprietors would go to any length including using illicit means to secure question papers to enable their pupils to pass since they are run as businesses and their continued livelihood or otherwise depends on that.

However, these allegations could not be substantiated with concrete evidence. On the contrary, it was rather argued that because parents invest huge sums in not only paying fees but also buying books every term they tend to leave no stone unturned in ensuring their wards study assiduously. Indeed, public schools have trained teachers more than private schools, yet pupils from the latter perform better than the former in the BECE. This perhaps suggests that there could be other factors other than teaching that contribute to students passing examinations. Some of these could be attributed to unflinching parental commitment for pupils in private schools which can hardly be said about parents with pupils in public schools. Others also attribute this to monitoring and supervision.

Another point is that, participants wanted to find out whether findings were based on the house or the whole community because not all parents have children of school going age. It was explained that only parents with children of school going age were interviewed. So there was some form of filtering to select interviewees.

Furthermore, participants charged that the continued delay in the disbursement of the capitation grant stifles their ability to provide basic items such as wash basins for the use of pupils. More importantly, the government does not approve charging of levies for any purpose

Recommendations

- On the way forward on how to improve teacher attitude, one participant relates en passant his experiences in the United States to demonstrate how best we can handle some of the difficulties. He suggested that teachers must be made to deposit their mobile phones at the headteachers' office since teachers could spend about two hours of productivity hours on the phone chatting. Also, no teacher should be permitted to listen to calls since those hours have been paid for by the government. However, this point was countered with the argument that here in Ghana, sometimes people who complete training colleges would have to wait for two or three years before receiving salaries, and under such circumstances teachers come up with excuses such as speaking to their brother, sister, husbands, wives and other members of the extended family to provide support to them. Some teachers even desert the classroom in periods where they should be expected to be teaching to engage in other activities like petty trading, among others, to raise monies for their upkeep. Although, all these are generally not acceptable excuses, it however, deprives pupils of valuable contact hours. It pretty much seems head teacher will have a difficult time to control or report such teachers for neglecting their duties since some of their concerns seem legitimate.

- Also, participants concurred with each other that there is the inevitable need to strengthen monitoring in public schools

- One participant sprightly argued that they are growing weary of having to participate in a number of research, conferences and workshops of this nature but yet the situation remains the same, so this particular work must be conveyed to government.

- Last but certainly not least, it was recommended that the content of teacher education must be improved

The workshop came to a successful close at 1.00 pm and participants headed for lunch. As always all other issues concerning logistics had been sorted out.

REPORT ON A CDD-TAP III VALIDATION WORKSHOP ON CITIZEN REPORT CARD ON EDUCATION DELIVERY IN PUBLIC PRIMARY SCHOOLS IN GHANA, HELD AT THE INSTITUTE OF EDUCATION, UNIVERSITY OF CAPE COAST ON JANUARY 30, 2013

This was the second of the two validation workshops for TAP CRC on education service delivery. Just like the first workshop, one participant volunteered to commit the day's activities into the hands of God at exactly 10.03 am. This was followed with the welcome address and introduction of participants by Mrs. Rhoda Osei-Afful. Sixty participants attended this meeting, and it was made up of 44 males and 16 females. As usual, the CDD team at the start of the program comprised Mr. Edward Fokuo Ampratwum (Team leader), Mrs. Rhoda Osei Afful and Mr. Kwaku Ofosu Debrah. Mr. Maxwell Agyei Ashon joined later after having returned from an official assignment in Takoradi.

Mr. Edward Ampratwum gave a brief overview of previous educational projects carried out by the Ghana Center for Democratic Development (CDD-Ghana). Notable mentions were made of the report on *Tracking the Leakages of Core textbooks in Primary Schools in Ghana* and the work on *Capitation Grant*. In addition, he adroitly enlightened participants on Citizen Report Card, and lucidly indicated that the methodology was first used in 1993 in Bangalore, India. He further indicated that this was not the first time the methodology has been used in Ghana because it was previously used by the Accra Metropolitan Assembly with support from the World Bank in 2010 to survey how city dwellers perceived the delivery of services such as water, refuse collection and management, education, sanitation among others. This was followed by sharing the findings with participants which was interspersed with questions and comments from participants. Proceedings were adjourned for some few minutes for a quick snack.

The second part resumed with hearty discussions. Participants were willing to make their voices heard. Perhaps this could be attributed to the fact that the presentation was a blend of the Twi and English languages, and for that matter participants were not restricted to only the latter. This helped greatly because most participants seemed uncomfortable with the English language.

The first question was whether researchers were able to verify findings on teacher absenteeism with teachers. A response was given to the effect that a Community Score Card which rather focuses on the micro level will be held to engage teachers and education service providers to collect data on teachers' side of the story.

Also, a participant wanted to know why the total number of completed questionnaire was 1258 instead of the target of 1,218. Thus, there were 40 more returns above the targeted. Mr. Ampratwum explained that it occurred because information on the field varies from the Education Management Information System (EMIS) database from which respondents were selected, so sometimes it becomes necessary to add on when one goes to the field. Again, respondents also wanted to know why some schools were classified as deprived and others endowed. It was further explained that this was also based on GES classification such as the ratio of pupils per classroom, school structure among others. It was further explained that this classification has come under review to include more indicators.

Again, some wondered whether all households were picked devoid of any form of subjectivity since in their opinion there could be the possibility that researchers inadvertently selected households that only exhibited similar characteristics. Participants were informed that respondents were selected via a rigorous scientific process a random sampling technique based on both the Ghana Statistical Service Census data and the electoral data. Furthermore, it was explained to participants that the availability of sampling software like the *easy sampling software* has served to mitigate the likely biases that could be emitted by the random sampling procedure. Consequently, we can have a considerable level of confidence in the data collected. Indeed, one participant averred that the findings in the report were consistent with what he has observed.

With regards to the gap between teacher presence and BECE performance, participants intimated that it was likely that teachers show up in class but do not teach or pupils do not pay attention in class or are not studious enough. In addition, it was suggested that the linkage between teacher presence and school performance might be vague because there could be several underlying factors such as inadequate textbooks and lack of commitment on the part of pupils. Participants further argued that, all too easily, teachers are used as the scapegoat and bear the brunt of any disciplinary measures such as transfers when pupils perform poorly; however, authorities fail to address other underlying issues. What is more, teachers were held responsible for missing and damaged textbooks and as a result lock them in the cupboard without making it available for the use of pupils mainly because of the fear of being penalized. Simply put, there were extraneous factors outside the school curricular that could impede academic performance. Not only that but also, it was pointed out that there seem to have been too much focus on the provision of only mathematics, science and english textbooks at the neglect of the other textbooks.

Another point connected to teachers and poor academic performance of pupils was that a District Director of Education (Twifo-Hemang-Lower-Denkyira), Mrs. Enyonam Afi Amafuga, expressed dissatisfaction with sections of the report. Specifically, she thought the report did not capture what happens before BECE. She suggested quality of work in-between classes 1 and JHS 3 was ignored. That is, there was no data gathered on output of work by teachers in-between the classes. She concluded that failing to do so was unfair and using just BECE results to judge teachers would tend to submerge the invaluable contributions teachers make to the education of pupil. She also rebutted the issue of transfer which was suggested by some teachers as a form of punishment and argued that it was a thing of the past. She also suggested that future research should also examine why in some instances such as an 'A' and 'B' in a district, the 'A' would do better than the B or vice versa. She also expressed the opinion that teachers must go the extra mile. This point, however, drew a lot of murmuring from the participants especially her view that teachers must use their monies to pre-finance some minor teaching materials while waiting for support from government.

Again, on the issue of poor performance, some participants reiterated the pivotal role of teachers by citing the high performance of private schools (mainly with non-qualified teachers) in the BECE as a factor of improved supervision and monitoring by teachers. An objection was made to this line of reasoning. A participant argued that education is rather a collective responsibility which requires the unflinching effort of a mélange of individuals such as government, teachers, parents, pupils and guardians. Furthermore, participants seem to have coalesced around the argument that because fees are not paid in public schools parents show limited commitment in the education of their wards whereas the opposite is the truth in private schools. The blame should not be entirely laid at the doorstep of the teachers. A participant alleged that some education authorities connive with non

performing teachers and head teachers stand the chance of losing their jobs if they point out these non performing teachers.

On infrastructure provision, the teachers and head teachers among the participants suggested that in future projects, inputs should be taken from teachers to know the specific need before infrastructure is provided. They used the research findings on the provision of disability friendly facilities to buttress this argument. They argued that hand railings are not there because perhaps the Assembly did not know about existence of pupils with disabilities in the schools. However, what head teachers failed to explain was why they were not taking the step to provide this information for the Assembly even if they also fail to request it. Corollary to the seemingly uncoordinated working relationships between the District Assemblies and the schools is the fact that several school structures were provided without staff rooms, place of convenience; and even where such facilities exist, there was no access to water. Consequently, some teachers use these facilities as staff rooms. Where wash basins were to be provided, there would be no access to water. Generally, participants corroborated the research findings on pupils having adequate school buildings, however quality wise, they indicated the buildings were not up to scratch. On the contrary, a few of the participants pointed out that parents expressing satisfaction is mediocre in his opinion. He suggested, the responses of parents are tantamount to inculcating a culture of mediocrity. He quipped: "If the school structures were there, the material were there, then what is happening" in terms of poor academic performance. One participant argued that interviewing only parents did not reflect a true picture since education involves parents, teachers and pupils. A response was given to the effect that a community scorecard would be held in two weeks' time to obtain the responses of teachers and all education service providers. Perhaps, an interesting suggestion that deserve the attention of policy makers is that kindergarten education seem to be fizzling out in public schools, and has overwhelmingly become the preserve of private schools. A Public Relations Officer at the District Education Directorate raised the issue of government not providing kindergarten in new public school structures. Even with the existing public school kindergartens, their closing times do not suit contemporary working arrangements of parents and therefore do not patronize them. Perhaps this seeming lack of patronage could explain why there seem to be diminished interest by government to provide kindergarten education in public schools recently.

Also, when we crosschecked with head teachers about the receipt of the capitation grant, they responded in the negative. Participants pointed out the grant is laden with political connotations so district directors do not want to complain for late or non-receipt of funds, let alone head teachers- all for the fear of being victimized. Participants also suggested that parents must also play a central role in contributing towards the provision of minor material that do not require substantial financial support. Because of the capitation grant, parents were not willing to make the least of contributions towards their wards education. The situation is rather opposite in private schools. Free education could collapse our public basic education system, some participants argued. While parents whose wards are in private schools could spend as much as GH¢ 300 on books alone per term, those with wards in public schools are unwilling to do same and have left everything to the government.

Furthermore, many participants question the wisdom behind laptop delivery. Some believed the distribution is politically tinged and heavily laced with favoritism. Again, laptops could be delivered to schools without electricity. Besides, there are no storage areas for the laptops. A PTA chairman indicated that his schools computer library has been broken into on seven occasions.

On the private and public school debate, some participants argued that the very few public school pupils who make it to SHS usually do better than their colleagues who attend private JHS. They argued that those attending private schools are aided through several means (both fair and unfair) to pass their exams. In trying to proffer explanations as to why some public school pupils do better at the SHS level, one participant argued that those who are able to make it from the public schools are truly exceptional unlike private schools where the whole class could gain entrance to SHS. It was unanimously agreed that more champions could be raised from the public schools if the right things are done. It is imperative to indicate that there were no teachers or representative of private schools present to argue otherwise. This deprived the workshop an opportunity for alternative views.

In sum, participants were generally very impressed with the overall findings, though some thought the study could have covered much more areas.

The meeting ended at 01. 47 pm and subsequently issues concerning logistics were duly handled before participants dispersed.