



2022 FOI

Fidelity of Implementation



Ministry of Education
REPUBLIC OF GHANA



Ghana Education
Service (GES)



Acknowledgement

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Abbreviations

BECE	Basic Education Certificate Examination
CL	Curriculum Lead
CSUC	Christian Service University College
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
ESP	Education Strategic Plan
FOI	Fidelity of Implementation
GER	Gross Enrolment Rate
GES	Ghana Education Service
GoG	Government of Ghana
MoE	Ministry of Education
NaCCA	National Council for Curriculum and Assessment
PLCs	Professional Learning Communities
SBC	Standards-Based Curriculum
SISO	School Improvement Support Officer

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Executive Summary

Background

The Standards-Based Curriculum (SBC) for KG to Primary 6 was developed by NaCCA under the auspices of the Ministry of Education and rolled out in September 2019. In term one of the 2022 academic year, NaCCA collaborated with GES and the Reform Secretariat to monitor the Fidelity of Implementation (FOI) of the curriculum.

The objective of the FOI monitoring was to find out how heads of basic schools, teachers and curriculum leads were implementing the Standards-Based Curriculum (SBC) with fidelity in 550 sampled schools throughout the ten (10) old administrative regions and two hundred and ten (210) districts.

The findings from the July 2022 FOI survey of the Standards-Based Curriculum (SBC) are presented in this report.

Methodology

The survey used simple random and stratify sampling procedures. 550 schools were randomly selected across the country for the survey with 55 schools selected from each of the ten (10) old administrative regions.

Within each region, schools were stratified into two groups based on their deprivation status (deprived/non-deprived districts). Out of the 550 schools studied, 434 (79%) were from rural areas, while the remaining 116 were from urban areas. The final sample also included 169 schools in deprived districts, accounting for 31% of the total.

Key Findings

The following are the key findings of the FOI monitoring activity:

1. The headteachers are expected to provide leadership, administrative and technical support for the school in the implementation of the curriculum. Their expertise is heavily relied on for school level system support. Out of the total 521 headteachers interviewed, 36 (7%) have not received any training on the Standards-Based Curriculum (SBC). The survey also revealed that the Ashanti Region and Central Region had the highest number of headteachers who have received training on the SBC. Although the numbers were few, the effective implementation of the SBC can be undermined in schools where headteachers have not been trained.

2. Based on the School data received, the total number of teachers in the 521 schools was 6,425. Out of this number, 1, 693 representing 26% have not been trained on the SBC. These numbers include the newly posted teachers who joined the GES after the roll-out of the SBC. This consequently could affect their understanding of the rudiments and requirement of the SBC and hence, the effective implementation of the curriculum.
3. Of the 519 Curriculum Leads interviewed, 417(91%) have been trained while 48 (9%) have not been trained on the Standards-Based Curriculum (SBC). The Upper East region had the least number of Curriculum Leads 42 (78%) who have been trained on the SBC whilst the Eastern Region had the highest numbers 51 (96%). This could inevitably have impact on learning as the CLs are expected to provide pedagogical, assessment, leadership and technical support for teachers in the organisation of PLC Meetings at the school level.
4. 912 representing 90% of the 1017 teachers interviewed indicated that they prepare weekly lesson plans based on termly schemes of learning. The Western Region recorded the highest rate (98%) of teachers who regularly prepare lesson plans with Northern Region obtaining the least rate (72%). 497 (95%) of the 521 head teachers interviewed vet lesson plans and termly schemes of learning. The Northern Region recorded the least percentage of head teachers who vet lesson plans. The survey also revealed that a greater proportion of teachers download scripted lessons for vetting. It was noted that some teachers do not adapt the scripted lesson plans downloaded to the needs of the learners and their classroom setting. This practice needs to be discouraged in our schools as authorities cannot vouch for the professional and academic qualifications of these individuals who upload scripted lessons online for teachers to download.
5. Out of the 521 headteachers interviewed, the findings show that 497 (95%) vet lesson plans and termly schemes of learning, However, 24 (5%) do not vet lesson plans and termly schemes of learning. This could have a negative impact on learning outcomes.
6. Of the 1017 teachers 991 respondents representing 97% reported they use assessment for learning (AFL) strategies in facilitating lessons while 26 (3%) do not integrate AFL. The Brong Ahafo and Upper East Regions recorded the highest percentage (100%) for the indicator. Surprisingly, during the focus group discussions at the school level, it was revealed that although a higher percentage (97%) of the teachers responded they use AFL strategies in teaching, a greater proportion of them could not identify and demonstrate some of the Assessment for Learning and Assessment as Learning

Strategies and methodologies that can be used in lesson delivery. Majority relied greatly on the use of summative assessment to ascertain learning gains in the classroom.

7. Out the 1017 teachers interviewed, 25 respondents representing 2% do not use creative pedagogies. The regional level results showed a higher performance by the various regions on this indicator with Volta, Greater Accra, Western and Brong Ahafo attaining the highest rate (99%). A further probe indicated that greater proportion of teachers in our schools could not mention the various creative pedagogies for instruction when interviewed. This indicates that some teachers need capacity building on creative pedagogies that can be adopted for teaching and learning. It was revealing that although the Teacher Resource Packs and the Front Matter had samples of the Creative Pedagogies that can be adapted for use in the classroom, some teachers were unaware that they are available in these documents.
8. Of the 1017 teachers interviewed, 995 (98%) of the teachers said they use the three phases of lesson delivery (starter, main lesson, and plenary/reflection). It was noticed that, only 22 representing 2% of teachers do not use the three phases in lesson delivery. This result is an improvement when compared with the February 2022 survey data. Regional level results indicated a satisfactory performance by various regions on this indicator with Brong Ahafo emerging with 100%. The survey also revealed that teachers have challenges using varied strategies for the starter. Some of the teachers focus on using only songs as starter whereas they are expected to use short story narratives, poems, quizzes, brainstorming, etc.
9. The Curriculum Leads were trained to offer pedagogy and assessment support for fellow teachers at the school level. The Professional Learning Community (PLC) guidelines posits that the Curriculum Leads (CLs) are expected to organise weekly PLC meetings with the support of the head teachers. Of the 519 Curriculum Leads interviewed, 371 (71%) do not hold PLC meetings on a regular basis in their schools. (Minimum Benchmark set at 6). The Northern zone (Northern, Upper East and Upper West regions) were under performing in terms of organising PLC meetings by the CLs. Focus group discussions at the school level, indicated that some Curriculum Leads interviewed indicated that they need capacity building and training on PLC meetings, Curriculum and Assessment.
10. Of the 1017 teachers, 297 (29%) were regular at PLC meetings. This implies a total of 720 representing 71% were not regular at PLC Meetings. This evidently shows that PLC

meetings at the school level are not strongly functional. The Northern and Upper West Regions recorded the least rate in the attendance of PLC meetings by teachers who participated in the survey.

11. The Average PLC Meeting organised per the Term under review was 3.7 for the 550 schools under survey. This is below the average rate of 6 for the number of PLC meetings for a term. It was clearly evident that of the 521 head teachers interviewed, 392 (75%) respondents were not regular at PLC meetings. The headteachers results also revealed that the Northern zone (Northern, Upper East and Upper West regions) head teachers were not regular at PLC meeting. Although the results of this survey indicate an improvement as compared to 2022 Term 1 FOI Survey, there is still more to be done to improve the organisation of PLC meetings in our schools.

12. Out of the total 521 schools data received, 351 schools representing 67.4% attained proficiency level with fidelity, 122 schools representing 23.4% were highly with fidelity and 48 schools representing 9.4% were approaching proficiency with fidelity.

The Upper West attained the least rate (0%) with high level of proficiency, followed by Northern Region (2%). The Greater Accra attained the least rate of proficiency level (43%) with fidelity whilst the Brong Ahafo attained the highest rate (81%). The Eastern recorded (0%) in approaching proficiency level with fidelity whilst Upper West recorded the highest number of schools (12, 22%). This implies that there were more schools in Upper Region that were not implementing the curriculum with fidelity followed by Northern and Upper East Regions.

Overall, with the average score of 19.6, 332 (63.7%) schools performed above average whilst 189 (36.3%) performed below average on the 20 key FOI Indicators. Out of the total 521 schools data received, 473 schools representing 91% were implementing the Standards Based Curriculum with fidelity. The Eastern region recorded the highest number (55) representing 100% whilst the Upper West recorded the lowest rate (78%) with fidelity.

Recommendations

It is highly recommended that:

1. Headteachers and Curriculum Leads who have not been trained on the SBC, should be trained to provide leadership, administrative and technical support to teachers.

2. GES in collaboration with NaCCA should organise training for newly posted teachers to equip them on the concepts of SBC, to improve teaching and learning in schools.
3. GES should issue a circular to inform headteachers and teachers to be careful in the use of online downloaded scripted lessons, which may not be in alignment in scope and content with the National Pre-tertiary Curriculum.
4. Headteachers who do not vet lesson plans should be sanctioned by GES.
5. Tailored-made training programs that focuses on the use of AFL, creative pedagogies and phases of a lesson should be organised by NaCCA in collaboration with GES management, to equip teachers with the needed competencies.
6. There should be sensitisation by GES on the use of the Teacher Resource Pack to equip teachers with information on termly schemes of learning and lesson plans, assessment and formation of PLCs.
7. In order for CLs to effectively organise PLC meetings, capacity building should be provided for CLs to develop their competencies.
8. NaCCA in collaboration with GES (including District Education Officers) should monitor the organisation of PLC in schools.
9. NaCCA Monitoring Directorate should develop a National Pre-tertiary Monitoring Framework in collaboration with key stakeholders to improve monitoring and learning outcomes in schools.
10. The scope of the teacher promotional examination should cover contents of the front matter of the curriculum and the Teacher Resource Pack. This will help teachers to read the front matter of the curriculum and the teacher resource packs.

Main Report

1.0 Background

The Government of Ghana (GoG) acknowledges its responsibility under the 1992 Constitution to ensure that every Ghanaian child of school-going age has the right to education to the level and extent feasible within the nation's resources.

Though GoG has taken measures to increase access to all levels of education, learning outcomes have not grown to the levels acceptable to policy makers (2015 EGRA-EGMA, 2016 NEA, BECE, WASSCE). Again, the introduction of the Objective-based Curriculum led to

mere regurgitating of facts and knowledge. This resulted in a paradigm shift from a teacher-centered approach to a learner-centered approach.

The Standards-Based Curriculum (SBC) sought to foster the development of national core values and core skills required for long-term development and learning. This change was triggered by the Education Strategic Plan (ESP 2018-2030) which outlines strategic educational reforms for the pre-tertiary level. These reforms recommended the development of Standards-based Curriculum for pre-tertiary education, with a focus on relating it to current national priorities and helping improve learning outcomes.

In September 2019, NaCCA successfully rolled out the SBC for KG to Primary 6. In order to find out whether teachers are implementing the SBC with fidelity, there were series of monitoring (September 2021, February 2022 and July 2022) to ascertain FOI of the SBC.

Fidelity of Implementation (FOI)

A valuable and beneficial technique of clarifying whether a nations' pre-tertiary curricula are successful is to critically examine the pragmatic effort of handling Fidelity of Implementation (FOI). Fidelity of implementation per this report is defined as, the degree to which teachers or stakeholders abide by a curriculum's original design when implementing it.

Curriculum fidelity is important for a variety of reasons, all of which are related to gaining an understanding of how the quality of implementation can be improved when research-based programs are disseminated. An important reason for finding out how the curriculum is being implemented is that it reveals challenges facing the implementation. It often helps to explain why innovations succeed or fail. Again, assessment of curriculum fidelity allows the Ministry of Education and key stakeholders to identify what has been the challenges in a program and how the challenges impact outcomes. Finally, curriculum fidelity reveals important information about the feasibility of implementation and brings to bear factors affecting the curricula, to ensure a quick intervention to support schools, headteachers, teachers and learners across the country.

Accordingly, FOI will be a termly activity in all the districts across the country.

1.1 Objectives of the FOI Monitoring

The objectives of the monitoring was to find out how effective the Standards-Based Curriculum was being implemented by headteachers, teachers and curriculum leads. It focused on four (4) thematic areas:

1. Training on SBC:
 - Headteachers,
 - Teachers • Curriculum leads
2. Delivery:
 - Integration of Assessment for Learning
 - Use of creative pedagogies
 - Effective use of the phases of lesson delivery
3. Organisation and participation in PLC activities: Regularity at PLC meetings
4. Challenges associated with the curriculum implementation

1.2 Purpose

The purpose of the FOI was to gather data on the implementation of the curriculum and to find out whether the challenges identified in the previous surveys (September 2021 and February 2022) are still persisting.

Methodology

The FOI focused on giving a pictorial representation of the implementation of the SBC at the national and regional levels. The design was based on the Integrated Monitoring Strategy Framework, 2019.

Population, Sample and Sampling Procedure

Based on the 2018-19 EMIS data, the population of interest for the FOI was determined, which consisted of 14,156 schools that have both Kindergarten and Primary levels, out of the total of 15,956 public basic schools in Ghana. Out of the sample frame of 14,156 schools, 11,069 (78%) were located in rural localities while the remaining 3,087 (22%) were schools in urban localities. Similarly, schools in deprived districts constituted 4,708 (33.3%) of the school population considered in the sample frame.

The previous survey (February, 2022) was adopted in terms of sampling and design. Each region was randomly sampled for fifty-five (55) schools, summing up to five hundred and fifty (550) schools across the country.

Within each region, schools were sorted into two groups based on the following: rural, urban or peri-urban and deprived or non-deprived status. Out of the 550 schools studied, 434 (79%) were from rural areas, while the remaining 116 were from urban areas. The final sample also included 169 schools in deprived districts, accounting for 31% of the total.

Data Collection

Data collection instruments included three sets of questionnaires for headteachers, teachers and curriculum leads. The questionnaires were uploaded on the Kobo Collect Application on tablets for data collection. Focus group discussions (qualitative) were conducted on headteachers, teachers, and curriculum leads.

The following verification (documents) were requested for evidence from the headteachers of the participating schools. These included minutes of PLC meetings, records of attendance, action plans, lesson notebooks and log books.

SISOs were assigned to districts and schools to collect data on headteachers, teachers and curriculum leads using the Kobo Collect Application tool. To facilitate data collection, all SISOs were given tablets. Data collected were sent directly to the Ministry of Education Performance Management and Data Visualization (PMDV) server and presented on the dashboard.

The data collection process was quality assured by officers from NaCCA, GES and the Reform Secretariat. The national monitoring teams observed a set of stringent Data Quality Assurance (DQA) measures throughout the data collection process.

Global Positioning System (GPS) was employed to ensure that the data collectors actually visited the schools assigned to them.

Before the Data collection, there was regional dissemination across the country to share the findings of the February 2022 FOI. Out of the findings, districts developed their action plan based on their peculiar needs and challenges.

Table 1: Sampled schools by Location

Rural schools	Urban Schools	Total	Schools in Deprived Districts	Schools in Nondeprived Districts	Total
434	116	550	169	381	550

Consequently, the sample was drawn from a sampling frame based on the 2018-2019 EMIS data that contained a census of all primary schools.

Head teacher Questionnaire Items (HQI)

The headteacher questionnaire focused on ensuring the effective implementation of the SBC at the school level. Questions on headteachers' knowledge of the SBC, training of Headteachers on the SBC, vetting of teacher's lesson plans, use of creative pedagogies by teachers and participation in PLC Activities were collected.

Teachers and Curriculum Lead Questionnaire Items (TCLQI)

The teacher questionnaire covered the following areas: training on the SBC, preparation on lesson plans, use of phases of a lesson, use of creative pedagogies, time on task, organisation of and attendance to PLC meetings.

Pre-testing of tools

No pre-testing was conducted because the previous data collection tools were adopted and used. Pre-test was conducted for the baseline survey in 2020.

Orientation of National Monitoring Teams

All national monitoring teams were oriented on the FOI monitoring tools in order to provide them with the needed skills and competencies. The team was made up of experts from NaCCA and GES.

Training of School Improvement Support Officers (SISOs)

SISOs were given a refresher virtual training on the FOI monitoring tools to enable them collect reliable data.

Ethical Issues

All the protocols concerning data collection were observed. For example, permission was sought from Regional and District Directors and school heads to carry out the activities in their schools. Consent was sought from respondents and their names were kept anonymous.

FOI Monitoring Strategy

Below is the summary of the FOI Monitoring Data Collection Strategies outlined in the Integrated Monitoring Strategy Framework, 2019.

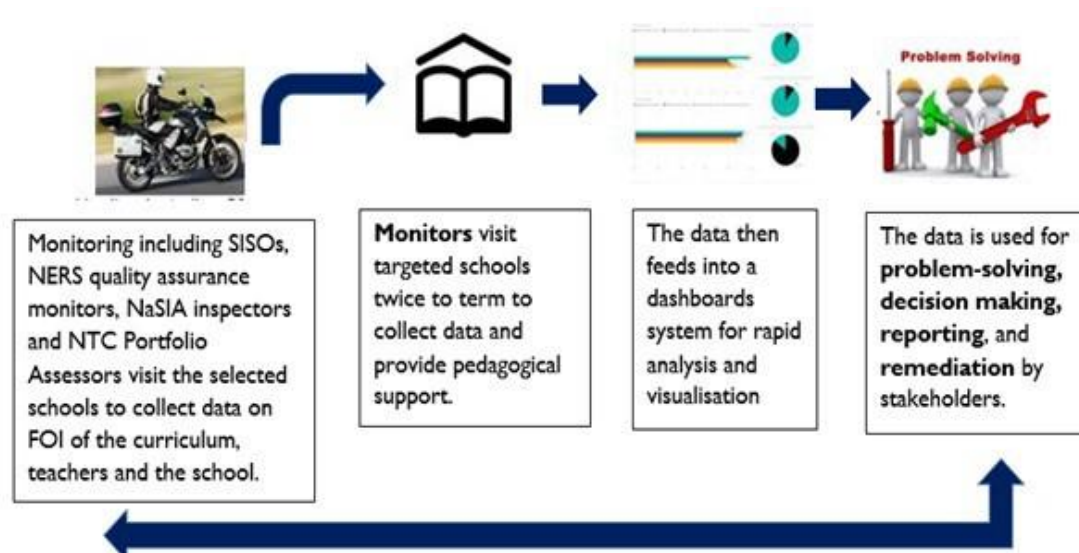


Figure 1: Integrated Monitoring Strategy

3.0 Demographic Background of Respondents

Region	Headteachers	Curriculum Leads	Teachers
Ashanti	53	53	104
Brong Ahafo	52	52	102
Central	55	54	111
Eastern	53	53	108
Greater Accra	50	49	99
Northern	49	48	93

Upper East	54	54	105
Upper West	54	55	97
Volta	54	55	108
Western	47	46	90
TOTAL	521	519	1017

Table 2: Distribution of Respondents

Table 2 reveals that out of the expected total number of Headteachers (N=550) in the sampled schools, 521 participated in the survey representing a response rate of approximately 95%. The results further indicate that 519 Curriculum Leads (CLs), participated in the survey out of 550 expected representing a response rate of 94%. 1017 out of the 1100 total expected teachers participated in the survey representing a response rate of 92.4%.

Gender Distribution of Headteachers

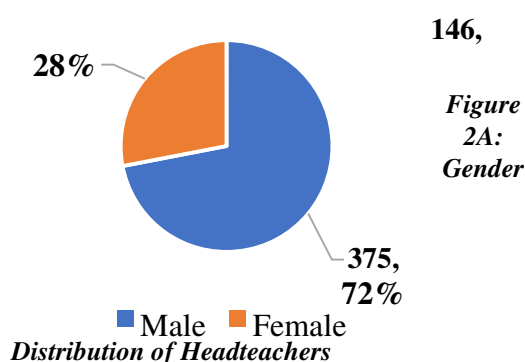
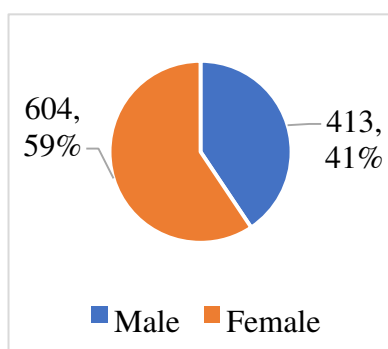


Figure 2A illustrates that out of the 521 headteachers interviewed, the number of male headteachers were 375 representing 72% while female headteachers were 146 representing 28%. This clearly demonstrates that, more males are in leadership positions in the selected schools compared to their counterpart females. (Regional Level)

Region	Male (%)	Female (%)	Total
Ashanti	35(66)	18(34)	53
Brong Ahafo	43(83)	9(17)	52
Central	38(69)	17(31)	55
Eastern	44(83)	9(17)	53
Greater Accra	18(36)	32(64)	50
Northern	41(84)	8(16)	49
Upper East	37(69)	17(31)	54
Upper West	39(72)	15(28)	54
Volta	42(78)	12(22)	54
Western	38(81)	9(19)	47

At the regional level, Table 3A reveals that all the schools in the various regions with the exception of the Greater Accra have greater number of schools with male Headteachers. In the case of the Greater Accra, the female Headteachers 32(64%) dominate

in terms of leadership positions in the selected schools as shown in Table 3A.



Region	Male (%)	Females (%)	Total
Ashanti	38(37)	66(63)	104
Brong Ahafo	45(44)	57(56)	102
Central	29(26)	82(74)	111
Eastern	41(38)	67(62)	108
Greater Accra	13(13)	86(87)	99
Northern	46(49)	47(51)	93
Upper East	63(60)	42(40)	105
Upper West	38(39)	59(61)	97
Volta	58(54)	50(46)	108
Western	42(47)	48(53)	90

Gender Distribution of Teachers: National level

Figure 2B: Gender Distribution of Teachers

Figure 2B shows that, female teachers who took part in the survey constitute 604 representing 59% while male teachers were 413 accounting for 41%.

Table 3B: Gender Distribution of Teachers: Regional level

Table 3B further highlights on the regional distribution of respondents by gender. Results from table 3B, indicates that teacher respondents from 8 regions are predominantly females with the exception of Volta and

Upper East. This reflects the true picture of the gender differentials of teachers from KG to Basic 6.

Gender Distribution of Curriculum Leads

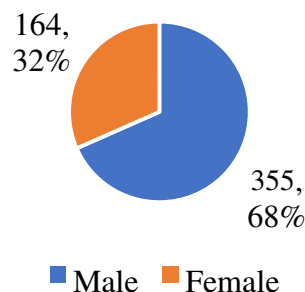


Figure 2C: Gender Distribution of Curriculum Leads

From Figure 2C, reveals that majority of the Curriculum Leads who participated in the survey were predominantly Males accounting for 355(68%) while 164 representing 32% constitute females.

Ashanti	38(72)	15(28)	53
Brong Ahafo	40(75)	12(25)	52
Central	33(61)	21(39)	54
Eastern	27(51)	26(49)	53
Greater Accra	18(37)	31(63)	49
Northern	42(88)	6(12)	48
Upper East	39(72)	15(28)	54
Upper West	40(73)	15(27)	55
Volta	43(78)	12(22)	55
Western	35(76)	11(24)	46

Table 3C: Gender Distribution of Curriculum Leads

Table 3C moreover, indicates that in almost all the regions with the exception of Greater Accra, the CLs who participated in the survey are males. In the Greater Accra, out of the 49 CLs selected, 18 (37%) constitute males while 31 (63%) are females.

Region	Male	Female	Total
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Academic Qualification

Academic Qualifications of Headteachers

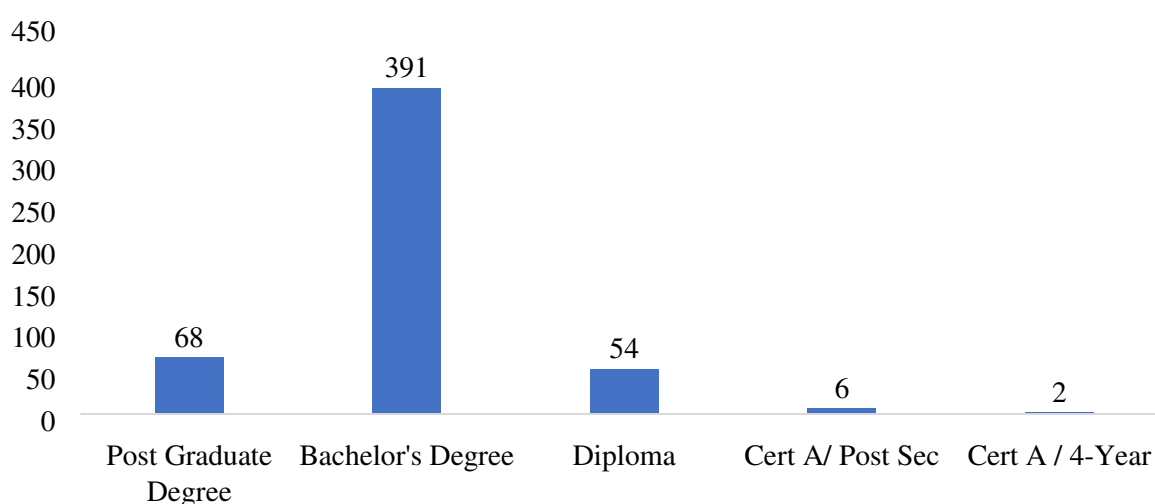


Figure 3A Academic Qualifications of Headteachers

Figure 3A shows that most of the headteacher respondents hold Bachelor degrees accounting for 391(75%) while those with Postgraduate degree constitutes 68(13%). The results further indicate that headteachers holding Diploma are 54 representing 10.4%. However there are few headteachers who hold Certificate 'A'/Post Sec and Certificate 'A'/4-Year representing 1.2% and 0.4% respectively.

Region	Post Graduate (%)	Bachelor's Degree (%)	Diploma (%)	Cert A/Post Sec (%)	Cert A/4-Year 5 (%)
Ashanti	9(17)	38(72)	5(9)	1(2)	0
Brong Ahafo	3(6)	44(85)	4(8)	1(2)	0
central	6(11)	43(78)	5(9)	0	1(2)
eastern	7(13)	40(75)	6(11)	0	0
Greater Accra	29(58)	21(42)	0	0	0
Northern	4(8)	38(78)	6(12)	1(2)	0
Upper East	4(7)	46(85)	4(7)	0	0
Upper West	2(4)	40(74)	10(19)	2(4)	0
Volta	1(2)	48(89)	5(9)	0	0
Western	3(6)	33(70)	9(19)	1(2)	1(2)

Table 4A reveals that, in all the regions except Greater Accra, majority of the headteachers hold Bachelors degree. In the case of Greater Accra, 29 headteacher respondents hold Post graduate degree representing 58% while those with Bachelors degree account for 21(42%).

Table 4A: Academic Qualifications (Headteacher)

Similarly, the results suggest that none of the

Headteachers in the sampled schools from Greater Accra hold any certificate lower than Bachelor's degree as their highest educational qualification. The results further demonstrate that, in the Eastern, Upper East, and Volta regions, none of the headteachers hold Certificate 'A'/Post Sec or Certificate 'A' /4-year as their highest academic qualification.

Academic Qualifications of Teachers

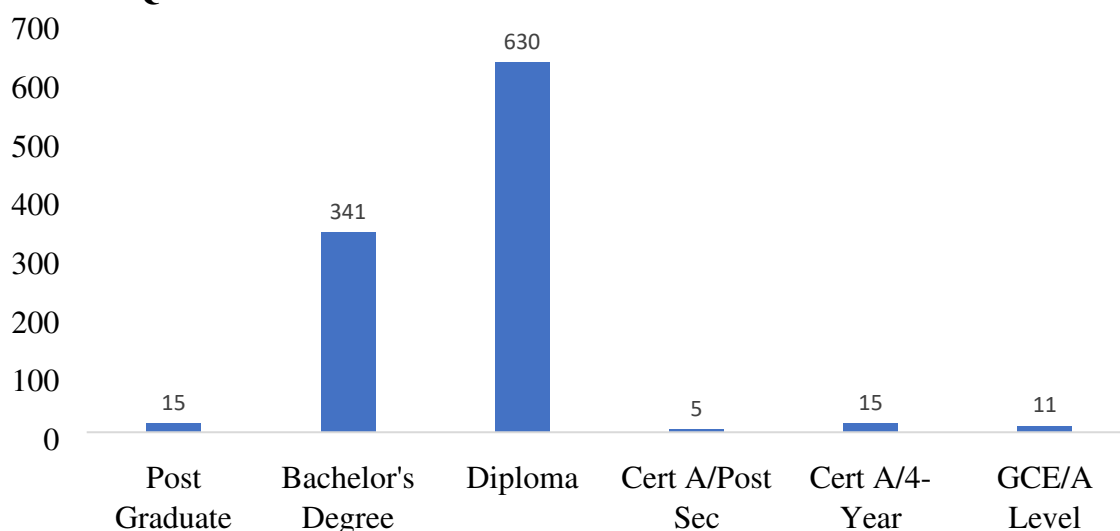


Figure 3B: Teacher Academic Qualifications

As shown in Figure 3B, majority of the teachers are Diploma holders 630(62%), followed by the Bachelor's degree 341(34%). From the results, 15 teachers hold Post Graduate Degree and Cert A 4-year while teachers who hold GCE A Level are 11(1%). The least (5) teachers hold Cert "A"/ 3-year Post Secondary qualification.

Region	Post Graduate Degree (%)	Bachelor's Degree (%)	Diploma (%)	Cert A/ Post Sec (%)	Cert A 4-Year (%)	GCE A Level (%)	Total
Ashanti	5(2)	76(28)	174(64)		10(4)	6(2)	271
Brong Ahafo		54(19)	225(81)				279
Central	1(0)	90(30)	183(62)	4(1)		18(6)	296
Eastern	3(1)	82(29)	183(64)		10(4)	6(2)	284
Greater Accra	4(2)	106(45)	123(52)		5(2)		238
Northern		60(23)	177(68)		10(4)	12(5)	259
Upper East		56(19)	222(75)		5(2)	12(4)	295
Upper West	1(0)	48(18)	216(82)				265
Volta		62(20)	210(68)		30(10)	6(2)	308
Western	1(0)	48(19)	177(70)	16(6)	5(2)	6(2)	253

Table 4B: Academic Qualifications (Teacher)

Results from Table 4B shows that, at the regional level, majority of the teachers hold Diploma as their highest educational qualification followed by teachers with Bachelor's degree. In the Brong Ahafo Region, none of the teachers in the selected schools holds a certificate lower than Diploma as their highest educational qualification however, none of the teachers also hold a postgraduate degree as highest educational qualification.

Academic Qualifications of Curriculum Leads

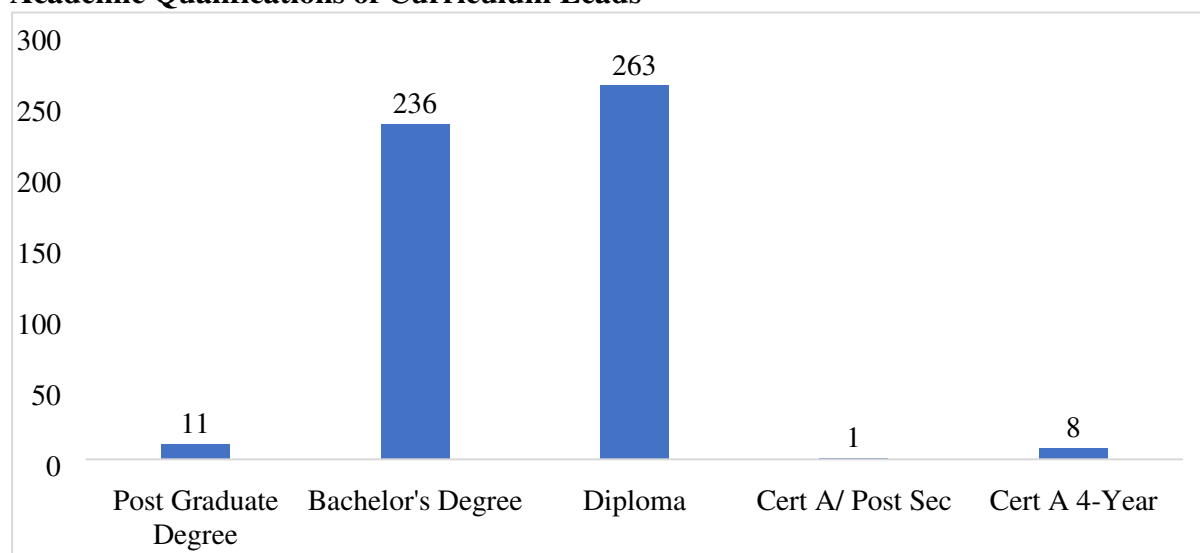


Figure 3C: Academic Qualifications (Curriculum Leads)

As shown in Figure 3C, the majority of CLs are Diploma holders 263(51%), followed by Bachelor's degree 236 (45%). However, CLs with Post Graduate Degree are 11 (2%) and Cert A 4-year are 8 (1%).

Region	Postgraduate (%)	Bachelor's Degree (%)	Diploma (%)	Cert A/ Post Sec (%)	Cert A/4-Year (%)	Grand Total
Ashanti	1(2)	22(42)	30(56)	0	0	53
Brong Ahafo	0	24(46)	27(52)	0	1(2)	52
Central	2(4)	33(61)	18(33)	0	1(2)	54
Eastern	1(2)	29(55)	23(43)	0	0	53
Greater Accra	4(8)	35(71)	10(20)	0	0	49
Northern	2(4)	20(42)	24(50)	0	2(4)	48
Upper East	0	20(37)	32(59)	0	2(4)	54
Upper West	0	19(35)	36(65)	0	0	55
Volta	0	22(40)	32(58)	0	1(2)	55
Western	1(2)	12(26)	31(67)	1(2)	1(2)	46

Table 4C: Academic Qualifications (Curriculum Leads)

Results from *Table 4C* further shows that, in all the regions with the exception of Central, Eastern and Greater Accra, majority of the CLs hold Diploma as their highest educational qualification. In the Brong Ahafo Region, the CLs hold only Bachelor and Diploma qualifications. In addition, the Greater Accra Region has the highest number of CLs with postgraduate degrees 4(8%).

Professional Status of Headteachers

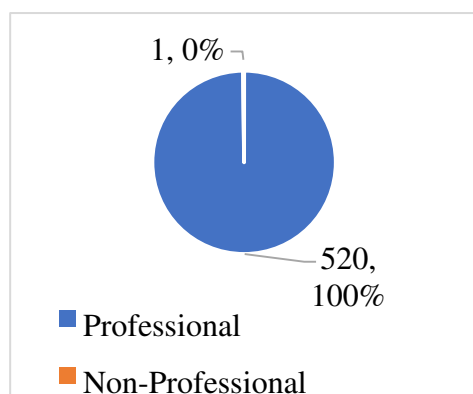
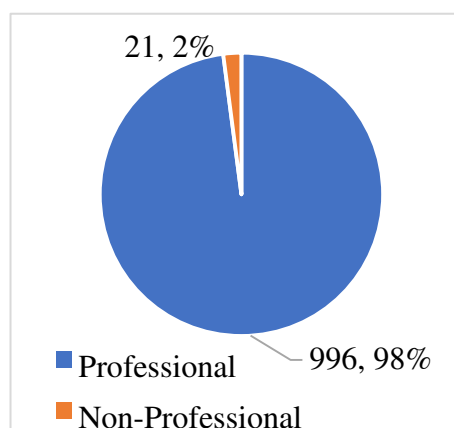


Figure 4A: Professional Status of Headteachers

Headteachers

The results from Figure 4A indicate that all the Headteachers accept one (1), from the selected schools are professional teachers.

In the regional breakdown, it is only the Western region that has one Headteacher being



Professional Status of Teachers

Figure 4B: Professional Status of Teachers

Figure 4B illustrates the number of teachers with professional status. Out

Region	Professional (%)	Non-Professional (%)	Total
Ashanti	53(100)		53
Brong Ahafo	52(100)		52
Central	55(100)		55
Eastern	53(100)		53
Greater Accra	50(100)		50
Northern	49(100)		49
Upper East	54(100)		54
Upper West	54(100)		54
Volta	54(100)		54
Western	46(98)	1(0)	47

Region	Non-Professional (%)	Professional (%)	Total
Ashanti	1(1)	103(99)	104
Brong Ahafo		102(100)	102
Central	5(5)	106(95)	111
Eastern	1(1)	107(99)	108
Greater Accra	1(1)	98(99)	99
Northern	3(3)	90(97)	93
Upper East	2(2)	103(98)	105
Upper West	1(1)	96(99)	97
Volta	2(2)	106(98)	108
Western	5(6)	85(94)	90

non-professional as shown in Table 5A.

of 1017 teachers, 996 (98%) are professional teachers and 21 (2%) are non-professional teachers.

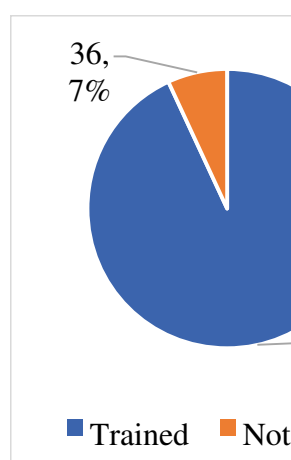
Table 5B: Professional Status of Teachers

Results from Table 5B further shows that, Brong Ahafo region recorded the highest number of teachers 1021(00%) who are professionals while the Western region recorded the least number of teachers with professional status 85(94%).

NaCCA/ GES FOI Findings on Key Indicators

Training On the Standards-Based Curriculum

PERCENTAGE OF TRAINING OF HEADTEACHERS ON THE SBC



Region	No (%)	Yes (%)	Total
Ashanti	0	53(100)	53
Brong Ahafo	4(8)	48(92)	52
Central	2(4)	53(96)	55
Eastern	10(19)	43(81)	53
Greater Accra	6(12)	44(88)	50
Northern	1(2)	48(98)	49
Upper East	5(9)	49(91)	54
Upper West	2(4)	52(96)	54
Volta	2(4)	52(96)	54
Western	4(9)	43(91)	47

Figure 6A: Percentage of Headteachers Trained on the SBC

Table 7A: Percentage of Headteachers Trained on the SBC

Figure 6A represents data on the percentage of headteachers who have either received training on the SBC or not. Out of the 521 headteachers, 485 (93%) have been trained on the StandardsBased Curriculum while 36 (7%) have not been trained.

Table 7A represents headteachers who have been trained on the SBC at the regional level. Ashanti Region recorded 100%, followed by Northern which recorded 98%. However, the region with the lowest percentage of trained headteachers on the SBC is Eastern region with 43 (81%). Headteachers are the administrative heads at the basic school level. They are expected to provide supervisory role and technical support for curriculum implementation.

Their effectiveness in ensuring these roles is discharged meticulously heavily depends on their mastery level of the tenets of the SBC. The above data indicates that, some headteachers may

be experiencing challenges in supporting the effective implementation of the curriculum. Based on the information from the July 2022 FOI dissemination, the key stakeholders accepted that

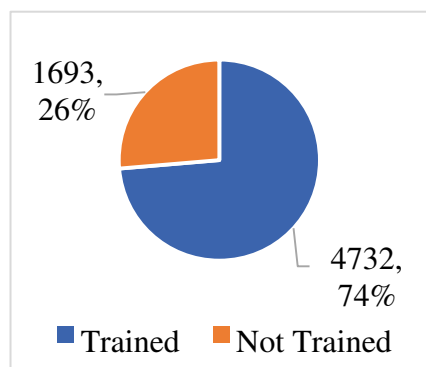


Figure 6B Training on the SBC headteachers who have not received any orientation, be provided some training on the SBC.

Region	Total Staff	Trained (%)	Not Trained (%)
Ashanti	666	490(74)	176(26)
Brong Ahafo	766	612(80)	154(20)
Central	744	538(72)	206(28)
Eastern	687	505(74)	182(26)
Greater Accra	810	605(75)	205(25)
Northern	471	359(76)	112(24)
Upper East	525	385(73)	140(27)
Upper West	560	361(64)	199(36)
Volta	666	486(73)	180(27)
Western	530	391(74)	139(26)

TRAINING OF TEACHERS ON THE SBC

(Teachers)

Table 7B: Teachers Trained on the SBC

Classroom teachers are central to the smooth and effective implementation of the curriculum. Their understanding of the key concepts and strategies go a long way to impact on students' learning. Figure 6B presents the result of teachers trained on the SBC. Out of 6,425 teachers in the 521 schools, 4732 (74%) have been trained on the SBC while 1,693 (26%) have not been trained on the SBC.

Table 7B depicts teachers who have been trained on the SBC at the regional level. Brong Ahafo recorded the highest number of teachers trained on the SBC representing 612 (80%). The lowest recorded is Upper West representing 361 (64%). The survey discovered that some of the teachers who have not been trained on the SBC are newly posted teachers.

This implies that these teachers will need orientation on the SBC. In some areas where teachers indicated they have been trained; they could not explain clearly some of the key concepts and features of the SBC. A deep dive showed that some of the teachers linked the topic, sub-topic and objectives to the strand, sub-strand and content standard respectively. This is not surprising that some of the teachers who participated in the survey requested for a refresher training.

TRAINING OF CLs ON THE SBC

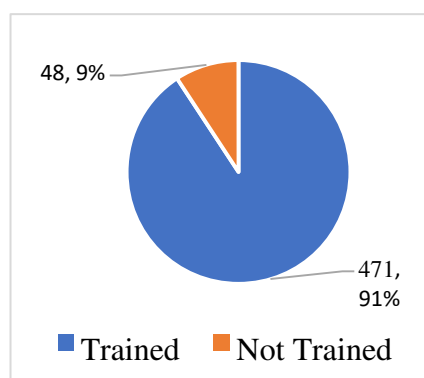


Figure 6C Training on the SBC (CLs)

Region	Trained (%)	Not Trained (%)	Total
Ashanti	49(92)	4(8)	53
Brong Ahafo	48(92)	4(8)	52
Central	51(94)	3(6)	54
Eastern	51(96)	2(4)	53
Greater Accra	44(90)	5(10)	49
Northern	43(90)	5(10)	48
Upper East	42(78)	12(22)	54
Upper West	47(85)	8(15)	55
Volta	52(95)	3(5)	55
Western	44(96)	2(4)	46

Table 7C: Training on the SBC (Curriculum Leads)

Curriculum Leads are teachers at the various schools, who are to play leadership roles in the organisation of PLC meetings. They are expected to keep records and minutes for the weekly PLC meetings. CLs are also trained to provide pedagogical and assessment support for colleague teachers.

Figure 6C above represents the result of CLs trained on the SBC. Out of 519 CLs, 471 (91%) have been trained on the SBC while 48 (9%) have not been trained on the SBC. The 9% who have not been trained will have difficulties in implementing the SBC. Table 7C represents CLs who have been trained on the SBC at the regional level. Eastern region recorded 51 (96%) of trained CLs on the SBC. The lowest recorded is Upper East representing 42 (78%).

Based on the information above, CLs in various schools should be supported with training at the district level to build their competency.

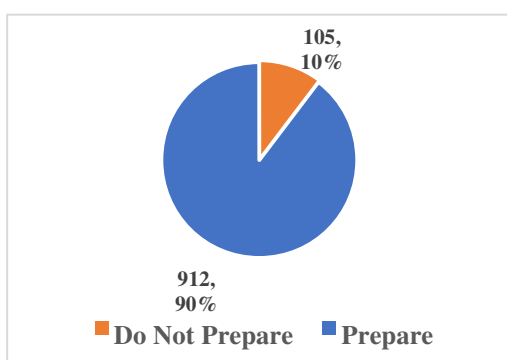


Figure 7 Percentage of Teachers who Prepare

Region	Do Not Prepare (%)	Prepare (%)
Ashanti	11(11)	93(89)
Brong Ahafo	5(5)	97(95)
Central	10(9)	101(91)
Eastern	3(3)	105(97)
Greater Accra	3(3)	96(97)
Northern	26(28)	67(72)
Upper East	11(10)	94(90)
Upper West	22(23)	75(77)
Volta	12(11)	96(89)
Western	2(2)	88(98)

Planning- Preparation and Vetting of Lesson Plans

Percentage of Teachers who Prepare Lesson Plans

Lesson Plans

Table 8: Preparation of Lesson Plans

Ghana Education Service mandates the classroom teacher to prepare adequately for teaching and learning. This includes the preparation of Lesson Plans and Termly Schemes of Learning. Lesson plans show chronological documentation of how, what, where and when a particular

lesson should be taught and learnt. The Ghanaian teacher is mandated to prepare the weekly lesson plan for instruction.

The *Figure 7* above highlights teachers who prepare lesson plans. Of the 1017 teachers interviewed, 912 (90%) of them prepare lesson plans based on termly schemes of learning. This demonstrates that most teachers are committed to the development of lesson plans. However, 105 (10%) teachers do not develop lesson plans.

Table 8 represents teacher respondents who prepare lesson plans at the regional level. Western Region recorded the highest percentage of teachers (98%), while Upper West recorded 77% as the least. This may not promote effective teaching and learning process.

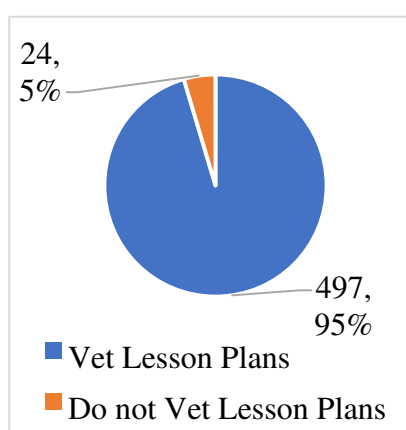


Figure 8: Vetting of Lesson Plans

Region	Total Number of Headteacher Respondents	Vet Lesson Plans	Do not vet Lesson Plans
Ashanti	53	50(94)	3(6)
Brong Ahafo	52	51(98)	1(2)
Central	55	51(93)	4(7)
Eastern	53	52(98)	1(2)
Greater Accra	50	50(100)	0
Northern	49	42(86)	7(6)
Upper East	54	50(93)	4(7)
Upper West	54	51(94)	3(6)
Volta	54	54(100)	0
Western	47	46(98)	1(2)

Percentage of Headteachers who Vet Lesson Plans

by Headteachers

Table 9: Percentage of Headteachers Who Vet Lesson Plans and Termly Schemes

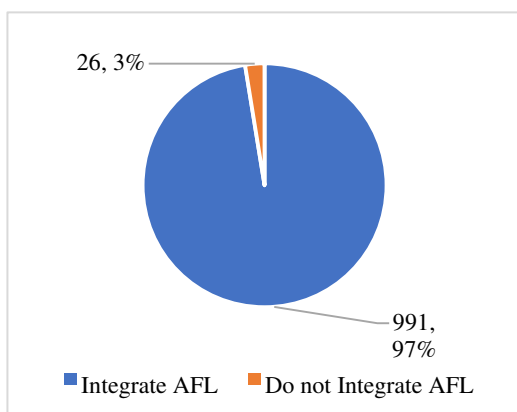
Figure 8 shows results on headteachers who vet lesson plans. Lesson plans and termly schemes of learning are not vetted by 24 (5%) of the 521 sampled headteachers interviewed. This could have a negative impact on learning outcomes.

However, 497 (95%) vet lesson plans and termly schemes of learning. This demonstrates the commitment of school headteachers to providing high-quality instruction in their schools.

Table 9 represents regional level data for headteachers who vet lesson notes. Greater Accra and Volta Regions recorded the highest percentage of headteachers who vet lesson plans (100%), while Northern Region recorded the least (86%). The Ghana Education Service policy demands that, as part of the supervisory and administrative roles the headteachers are to play in the daily management of the school, they are expected to vet Termly Schemes of Learning and Weekly Lesson Plans. Based on the data above, it is clear that some school heads at the basic level do not vet schemes of learning.

Delivery- Integration of Assessment for Learning (AFL)

Percentage of Teachers Integrating AFL in Teaching



Lesson

Region	Integrates AfL	Do Not Integrate AfL
Ashanti	102(98)	2(2)
Brong Ahafo	102(100)	
Central	103(93)	8(7)
Eastern	106(98)	2(2)
Greater Accra	98(99)	1(1)
Northern	89(96)	4(4)
Upper East	105(100)	
Upper West	96(99)	1(1)
Volta	105(97)	3(3)
Western	85(94)	5(6)

Figure 9: Integration of AfL Strategies into
Table 10: Regional Distribution of Integration of AfL
Strategies in Lessons

Assessment, Instruction and Curriculum are intertwined and inter-woven. It is a well-known fact that Assessment drives pedagogy. One of the key features of the Standards-Based Curriculum is the shift from teaching to test and reliance on summative assessment. The dictates of the SBC is to place emphasis on Formative Assessment (Assessment for Learning and Assessment as Learning) strategies. Where summative assessment is used, the results should be used for formative purposes. This implies that as part of instruction, the teacher is expected to integrate AfL strategies to ascertain whether learners grasp concepts being taught for proper feedback.

Figure 9A reveals teacher respondents who integrate AfL strategies in their lesson delivery. Out of the 1017 teachers interviewed, 991(97%) stated they use AfL strategies in their lessons, representing 97% while 26 (3%) do not integrate AfL. This may affect the quality of teaching and learning process since there is no opportunity for feedback for learners to promote selfcorrection.

Table 10A reveals that teacher respondents from all the selected regions across the country integrate AfL in their teaching; the highest being Brong Ahafo 102(100%) and Upper East 105(100%) Regions, the least is Central with 103(93%). A further probe indicated that some teachers were not aware of AfL strategies documented in the Curriculum and Teachers' Resource Packs. Some teachers requested for training and capacity building on assessment strategies to support teaching and learning.

Creative Pedagogies in Lesson Delivery

Percentage of Teachers Integrating Creative Pedagogies in Teaching

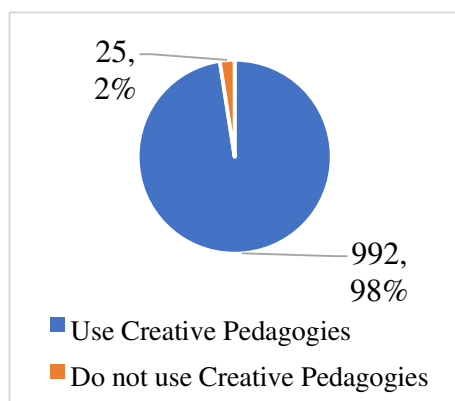


Figure 10: Integration of Creative Pedagogies into Lesson

Region	Do Not Integrate Creative Pedagogies	Integrate Creative Pedagogies	Percent (%)
Ashanti	3	101	97
Brong Ahafo	1	101	99
Central	6	105	95
Eastern	2	106	98
Greater Accra	1	98	99
Northern	4	89	96
Upper East	4	101	96
Upper West	2	95	98
Volta	1	107	99
Western	1	89	99

Table 10: Integration of Creative Pedagogies into Lesson

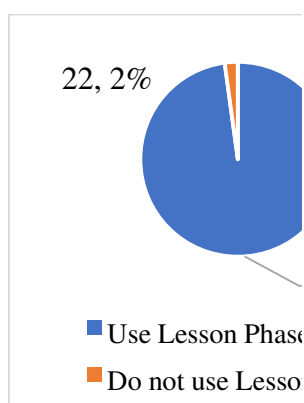
Figure 10 highlights teachers who use creative pedagogies in teaching. Of the 1017 teacher respondents, 992 (98%) indicated the use of creative pedagogies in their teaching. However, 25(3%) of the teachers do not use creative pedagogies in their teaching and learning process. This implies some individual learners' needs are not been met.

Table 10 shows a distribution of percent of teachers who integrate creative pedagogies in instruction by regions. A study of the table above shows a good performance among the regions with Brong Ahafo, Greater Accra, Western and Volta recording higher percentages.

A probe into this revealed that some teachers could not easily identify creative pedagogies that can be used in instruction. The survey revealed that more needs to be done at the district level to provide teachers with sufficient competencies in the use of creative pedagogies.

Use of Lesson Phases in Teaching

Percentage of teachers using lesson phases in teaching



Region	Do Not Use Phases	Use Phases	Percent (%)
Ashanti	1	103	99
Brong Ahafo		102	100
Central	4	107	96
Eastern	3	105	97
Greater Accra	1	98	99
Northern	8	85	91
Upper East	2	103	98
Upper West	1	96	99
Volta	1	107	99
Western	1	89	99

Figure 11 Percentage of Teachers using Lesson Phases in Teaching

Table 11 Percentage of Teachers using Lesson Phases in Teaching by Region

Figure 11 above represents teacher respondents who use the three lesson phases in teaching. Of the 1,017 teachers interviewed, 995 (98%) of the teachers said they use the three lesson phases in teaching (starter, main lesson, and plenary/reflection). Lesson Plans were observed by School Improvement Support Officers (SISOs) to confirm their response. However, 22 (2%) of teachers do not use the three lesson phases in teaching. This shows that these teachers do not effectively plan their lessons, therefore it will negatively impact on the learners' learning outcomes.

Table 11 represents teacher respondents who use the three phases of lesson delivery in teaching at the regional level. From the table, all the respondents from the selected schools across the country are making use of the three phases of lesson delivery with the exception of the Northern Region recording 85 (91%).

Feedback

Percentage of Teachers who Provide Feedback during Lessons

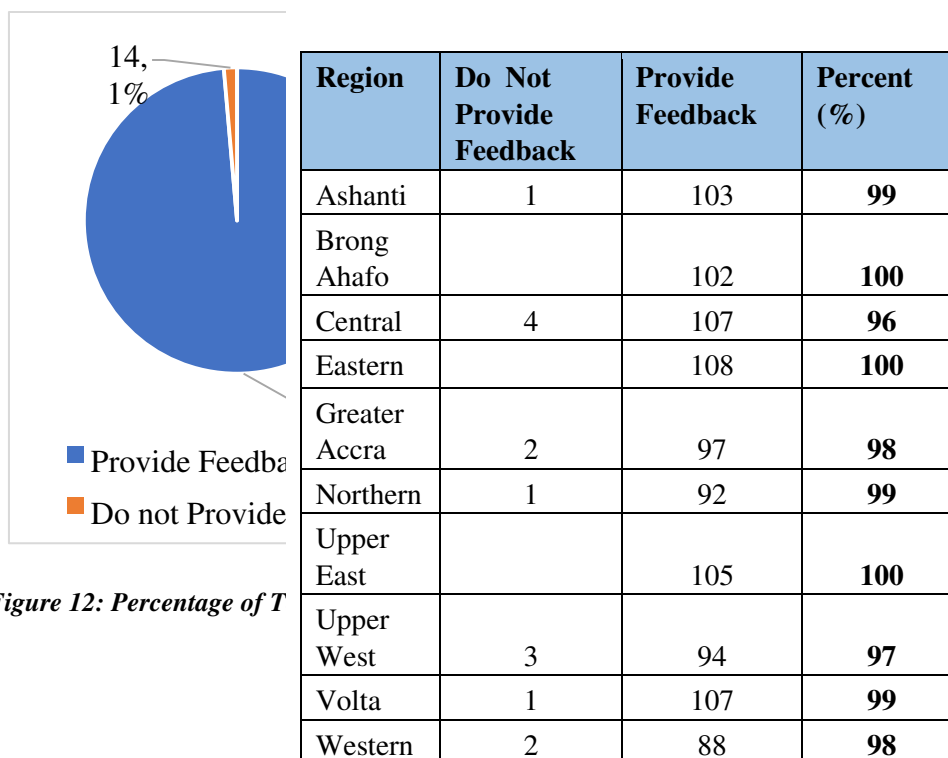


Figure 12: Percentage of Teachers who Provide Feedback during Lessons

Provide Feedback During Lessons

Table 12: % Of Teachers Who Provide Feedback During Lessons by region

Feedback is key to improving learners' learning. The National Pre-Tertiary Assessment Framework (NPLAF– 2020) expounds that, proper feedback on learning be provided periodically to the learners. Feedback assists learners to reflect on their learning and take the necessary steps for support. Figure 12 shows percentage of teachers who provide feedback during lesson delivery. Of the 1,017 sampled teachers interviewed, 1,003 (99%) give feedback during lesson. However, 14 (1%) of the respondents do not provide feedback.

Table 12 represents percentage of teachers who provide feedback during lessons. Eastern, Brong Ahafo and Upper East Regions recorded 100% with Central Region recording 96% as the lowest. Strategies for providing feedback in the classroom during instruction are clearly outlined in the Teachers Resource Packs. Apparently, some teachers do not read the Front Matter of the Curriculum and the Teachers Resource Packs.

ORGANISATION OF PLC MEETINGS WITHIN THE TERM

PLC Meetings Organised by Schools in a Term

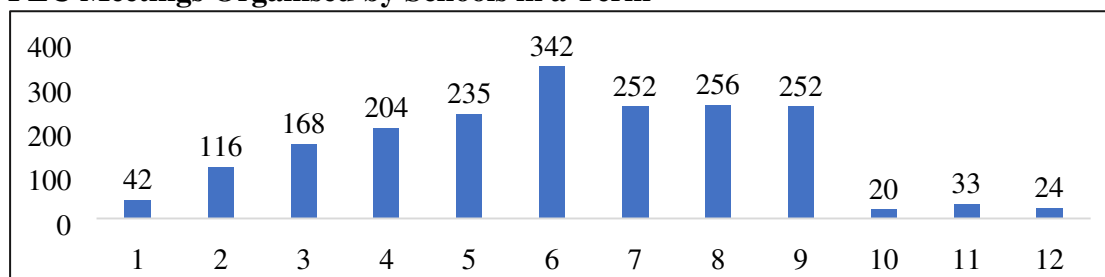


Figure 13: Number of PLC Meetings Organised in a Term

Figure 13 represents the organisation of PLC meetings by schools in a term. A total of 1,944 PLC meetings were organised within 12 weeks of the academic term by the 512 schools. Within the 12-week term, most of the meetings were organised within week 4 and week 9, where week 6 recorded the highest number of meetings organised. However, number of meetings organised increased from week 1 to week 6 recording the peak and dropped to week 12.

The results from the data collected from headteacher respondents revealed that the average PLC meetings organised per term within the 521 schools was 3.7 approximately 4 per school.

REGIONS	MEETINGS ORGANISED	TOTAL NUMBER OF SCHOOLS	AVERAGE
Ashanti	239	53	5
Brong Ahafo	171	52	3
Central	279	55	5
Eastern	246	53	5
Greater Accra	308	50	6
Northern	86	49	2
Upper East	102	54	2
Upper West	127	54	2
Volta	193	54	4
Western	193	47	4

Table 13: Average PLC Meetings Organised Per School in a Term by Region

Table 13 above represents the average PLC meetings organised in a term. With the standard average at 6 per term per school, the Greater Accra Region recorded the highest average (6)

per school in a term while Northern Region recorded the least average (2). In addition, regions such as Ashanti, Central, Eastern and Western also recorded averages higher than the national average although below the standard average (6), while the rest of the regions recorded averages lower.

Attendance to PLC Meetings within a Term

Percentage of Headteachers Regular at PLC Meetings

In a term of twelve (12) to fourteen (14) weeks, the headteachers are expected to organise and attend PLC meetings regularly. Figure 14 below represents the overall picture of attendance by headteachers. A headteacher is considered to be regular at PLC meetings if he/she attends PLC meetings six (6) times or more in a term.

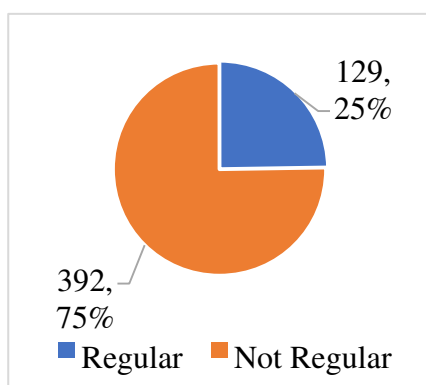


Figure 14 Headteachers Regular at PLC Meetings

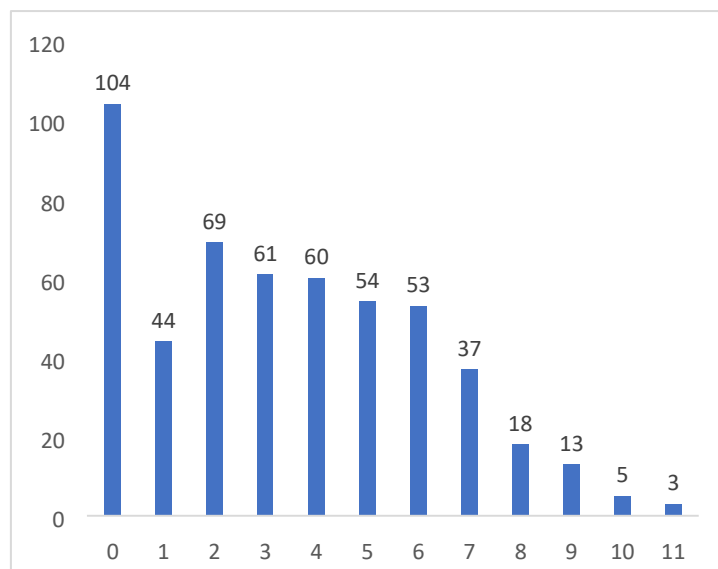


Figure 15 Number of Headteachers Regular at PLC Meetings

Number of Headteachers Regular at PLC Meeting

Figure 14 above shows percentage of headteachers who attended PLC meetings regularly. The results indicates that only 129 (25%) of headteachers were regular at PLC meetings while 392 (75%) were not. Headteachers who do not attend PLC meetings regularly negatively affect teaching and learning in the schools. Headteachers who do not attend PLC meetings regularly may not be able to share and learn best practices.

Figure 15 represents the attendance of PLC meetings by Headteachers in a term. The results indicate that in a term, 104 headteachers did not attend PLC meetings at all while only three (3) headteachers attended PLC meetings eleven (11) times in a term.

	WEEKLY ATTENDANCE												TOTAL REGULAR	PERCENTAGE (%)
REGION	0	1	2	3	4	5	6	7	8	9	10	11		
Ashanti	4	5	9	5	4	8	9	6	2	1			18	34
Brong Ahafo	10	7	9	7	3	7	2	4	1	1	1		9	17
Central	2	1	8	8	6	7	10	7	3	2	1		23	42
Eastern	2	5	5	6	11	3	11	6	2	1	1		21	40
Greater Accra	2		5	3	10	9	7	9	2	1	1	1	21	42
Northern	20	9	4	7	2	3	3		1				4	8
Upper East	30	5	3	3	5	2	2		3	1			6	11
Upper West	23	6	6	4	5	3	1	1	1	3		1	7	13
Volta	9	4	8	10	7	7	4	1	2	1		1	9	17
Western	2	2	12	8	7	5	4	3	1	2	1		11	23

Table 14. Percentage of Headteachers Regular at PLC Meetings

Table 14 indicates that Central and Greater Accra recorded the highest number of headteachers attending PLC meetings representing 42%, while the least Northern Region recorded 8%.

Attendance to PLC Meetings by Teachers

In a term, teachers are expected to attend PLC meetings regularly. Figure ac below shows the results of the attendance at PLC meetings.

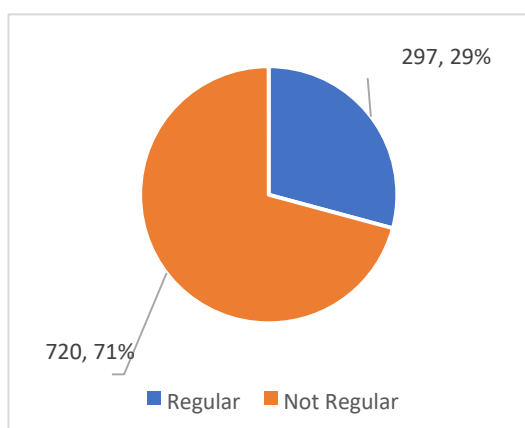


Figure 15 Teachers Regular at PLC Meetings

Figure 15 depicts that, out of 1,017 teachers interviewed, 298 (29%) were regular at PLC meetings. This implies that a total of 720 (71%) teachers were not regular at PLC meetings. This evidently suggest that PLC meetings in some schools are not strongly functional.

Number of Teachers Regular at PLC Meetings

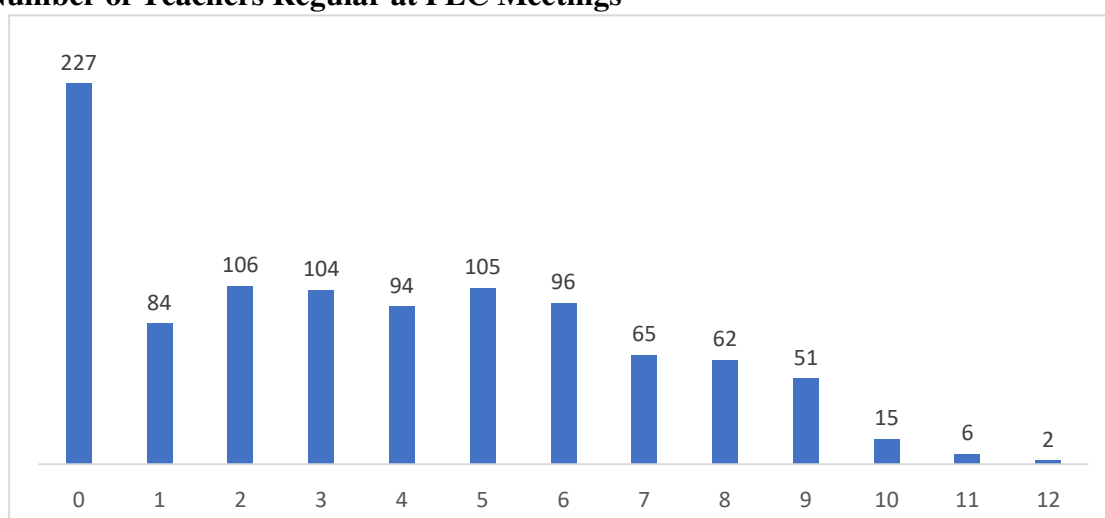


Figure 16 Number of Teachers Regular at PLC Meetings

	WEEKLY PLC ATTENDANCE														
REGION	0	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL REGULAR	PERCENT (%)
Ashanti	28	4	11	10	14	13	10	11	5	7	3	1	1	38	37
Brong Ahafo	7	11	14	11	5	13	6	7		3	4			20	20
Central	8	2	16	11	13	12	21	9	11	8			1	50	45

Eastern	2	6	6	18	16	7	16	10	12	6	2	1		47	44
Greater Accra	44		7	8	7	10	14	14	19	11	5	2		65	66
Northern	56	17	5	12	3	6	2	1		3				6	6
Upper East	42	9	8	4	7	5	10		4	2				16	15
Upper West	21	15	11	5	7	8	2	2	1	3		1		9	9
Volta	5	10	10	16	12	17	11	1	6	2	1	1		22	20
Western	0	10	18	9	10	14	4	10	4	6				24	27

Table 15 Percentage of Teachers Regular at PLC Meetings

Figure 15 depicts that, out of 1,017 teachers interviewed, 298 (29%) were regular at PLC meetings. This implies that a total of 720 (71%) teachers were not regular at PLC meetings. This evidently suggest that PLC meetings in some schools are not strongly functional.

Table 15 further presents the number of times teachers attended PLC meetings regularly in a term. The results indicate that Greater Accra recorded the highest (66%) regular attendance of PLC meetings by teachers. Meanwhile, the three northern regions (Northern, Upper East and Upper West) recorded the least (6%, 15% and 9% respectively) regular attendance at PLC meetings.

Percentage of Curriculum Leads Regular at PLC Meetings

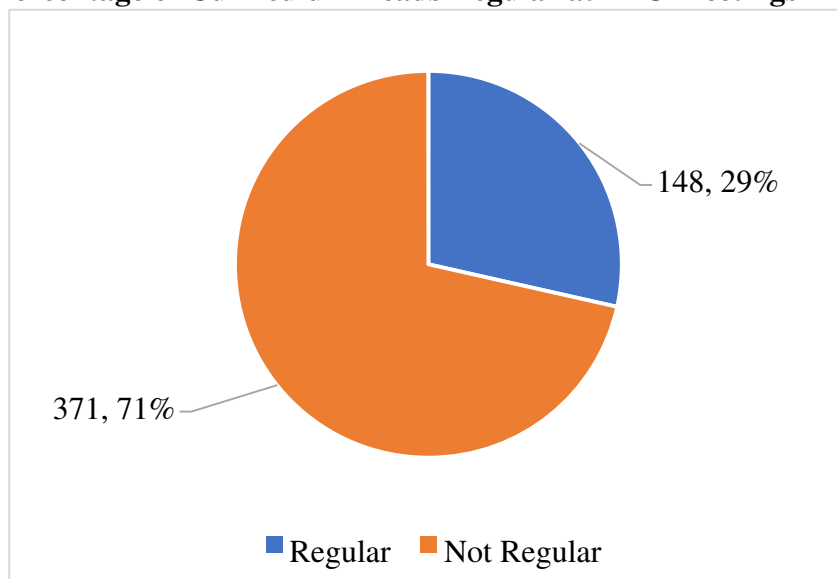


Figure 17. Curriculum Leads Regular at PLC meetings

Figure 17 shows percentage of CLs who attend PLC meetings regularly. The results indicates that only 148 (29%) of CL were regular at PLC meetings while 371 (71%) are not regular at

PLC meetings. CLs who do not attend PLC meetings regularly may not be able to share and learn best practices from their colleagues.

Number of Curriculum Leads Attending PLC Meetings

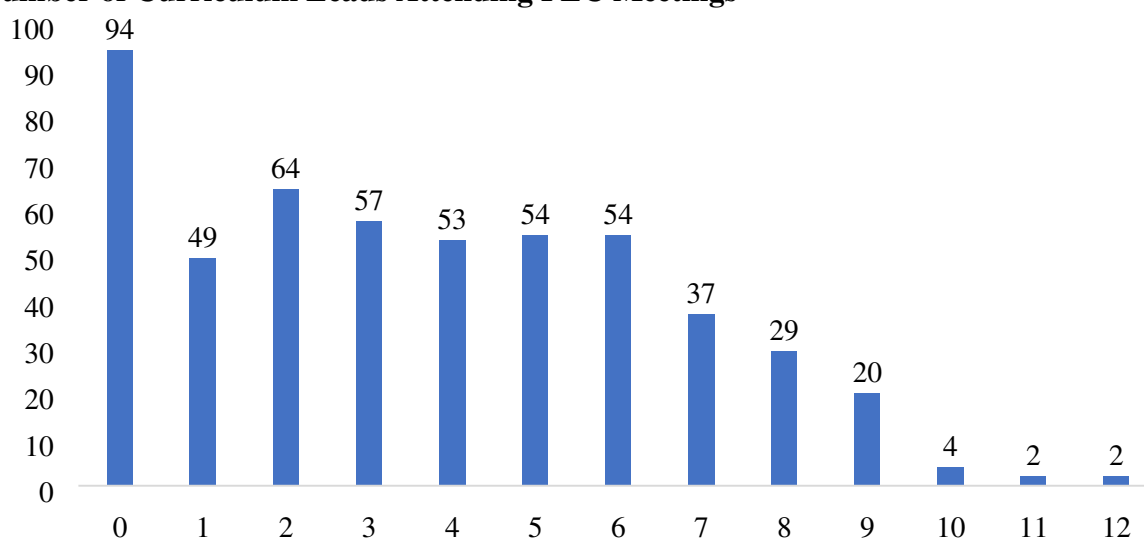


Figure 18 Number of Curriculum Leads Attending PLC Meetings

Figure 18 represents the attendance of PLC meetings by CLs in a term. The results indicate that in a term, 94 CLs did **not** attend PLC meetings while only two (2) CLs attended PLC meetings twelve (12) times in a term. The attendance distribution data depicts a drastic reduction in attendance from the 6th Week of the term.

REGION	WEEKLY ATTENDANCE														PERCENTAGE (%)
	0	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL REGULAR	
Ashanti	2	3	7	6	8	8	7	7	2	2	1			19	36
Brong Ahafo	10	9	6	6	3	9	3	3	1	1			1	9	17
Central	2		10	5	6	5	11	5	3	6			1	26	48
Eastern	1	2	6	8	10	4	10	6	4	1	1			22	42
Greater Accra	1	1	2	4	6	5	8	8	9	3	1	1		30	61
Northern	20	9	5	6	1	2	1	1	1	2				5	10
Upper East	27	7	4	3	2	3	4	1	3					8	15
Upper West	21	8	7	3	4	5	1	1	2	2		1		7	13
Volta	8	6	7	9	8	7	6		3	1				10	18
Western	2	4	10	7	5	6	3	5	1	2	1				26

Table 17 Number of Curriculum Leads Regular at PLC Meetings by Region

Table 17 represents the number of times CLs attended PLC meetings regularly in a term. The results indicate that Greater Accra recorded the highest (61%) regular attendance of PLC meetings by CLs. Meanwhile, the three northern regions (Northern, Upper East and Upper West), Brong Ahafo and Volta recorded the least (10%, 15%, 13%, 17% and 18% respectively) regular attendance at PLC meetings.

It is imperative to state that the organisation and attendance of Professional Learning Communities (PLC) meetings in the primary schools are not commendable. PLC Meetings were programmed to create avenues and opportunities for teachers to share ideas and support each other professionally. It is through PLC meetings that pedagogical, content, and assessment challenges are addressed by colleague teachers or resource persons. This results is not far-fetched as previous surveys that have been undertaken revealed similar results about PLC Indicators.

Implementation of the SBC with Fidelity in the Schools

Number of Schools Implementing the SBC with Fidelity

The Survey measured the 521 schools implementing the SBC with Fidelity on a scale of 0 – 27. In all, 20 key indicators were selected for assessing the schools. Seven (7) key indicators were selected for both Teachers and Headteachers whilst the Curriculum Leads had six (6) indicators. Each Indicator was assigned One (1) Point. Two teachers were selected for each school with a total sum of fourteen (14) points in addition to headteacher (7 points) and Curriculum Leads (6 points) making a total of 27 points for each school. Below is the table for the selected key indicators for the FOI Monitoring.

DETERMINANTS FOR SCORING SCHOOLS IMPLEMENTING THE SBC WITH FIDELITY			
S/N	HEADTEACHER INDICATORS	TEACHER INDICATORS	CURRICULUM LEAD INDICATORS

1	Number of Headteachers who vet lesson plans	Number of Teachers who prepare Termly Schemes of Learning	Number of Curriculum Leads who organise PLC Meetings regularly in a term
2	Number of PLC Meetings organised by Headteachers	Number of Teachers who prepare Weekly Lesson Plans	Number of Curriculum Leads who attend PLC Meetings regularly in a term
3	Availability of PLC Records and Minute Books	Number of Teachers who use Phases in Lesson delivery	Number of Curriculum Leads who keep Minutes of PLC Meetings
4	Number of Headteachers who provide feedback to teachers after supervision	Number of Teachers who use Creative Pedagogies in Lesson delivery	Availability of Capacity building initiatives to support the facilitation of PLC Meetings
5	Number of schools that ensure Community Engagement	Number of Teachers who integrate Assessment for Learning Strategies in lesson delivery	Availability of relevant content in the PLC Minute books
6	Number of PLC Meeting attended in a Term	Number of Teachers who provide Feedback on Assessment for Learners	Availability of PLC Attendance List
7	Number of Headteachers who support teachers on 21st Century Skills	Number of Teachers who attend PLC Meetings Regularly	
TOTAL SCORES	7	7 (2 respondents -14)	6
TOTAL SCORE TO ATTAIN FIDELITY			27

Table 17.1 Key Indicators for Measuring Schools Implementing the SBC with Fidelity

BENCHMARKS FOR PROFICIENCY IN FIDELITY IMPLEMENTATION OF THE SBC

HEADTEACHER			
S/N	SCORE	LEVEL OF PROFICIENCY WITH FIDELITY	DESCRIPTOR
1	7 - 6	HIGHLY PROFICIENT	A school shows high level of proficiency with fidelity if the school attains a minimum point of 6
2	5 - 4	PROFICIENT	A school shows satisfactory level of proficiency if the school attains a minimum point of 4
3	3 - 0	APPROACHING PROFICIENCY	A school shows level of approaching proficiency if the school attains a maximum point of 3

TEACHER			
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S/N	SCORE	LEVEL OF PROFICIENCY WITH FIDELITY	DESCRIPTOR
1	14 - 12	HIGHLY PROFICIENT	A school shows high level of proficiency with fidelity if the school attains a minimum point of 12
2	11 - 8	PROFICIENT	A school shows satisfactory level of proficiency if the school attains a minimum point of 8
3	6 - 0	APPROACHING PROFICIENCY	A school shows level of approaching proficiency if the school attains a maximum point of 6

CURRICULUM LEAD			
S/N	SCORE	LEVEL OF PROFICIENCY WITH FIDELITY	DESCRIPTOR
1	6 - 5	HIGHLY PROFICIENT	A school shows high level of proficiency with fidelity if the school attains a minimum point of 5
2	4 - 3	PROFICIENT	A school shows satisfactory level of proficiency if the school attains a minimum point of 3
3	3 - 0	APPROACHING PROFICIENCY	A school shows level of approaching proficiency if the school attains a maximum point of 3

REGIONAL DISTRIBUTION OF SCORES FOR NUMBER OF SCHOOLS IMPLEMENTING THE SBC WITH FIDELITY																								
REGION	7	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	GRAND TOTAL	PROFICIENT (%)	HIGHLY PROFICIENT (%)	FIDELITY (%)
Ashanti			1			1			2	3	4	6	8	11	2	3	6	5	1		53	68	28	96
Brong Ahafo				2			1	2	3	7	5	1	11	10	3	2	3			2	52	81	13	94
Central				1		1			1	2	3	5	7	9	4	3	8	7	1	3	55	56	40	96
Eastern								2	1	1	2	6	6	10	4	7	5	5	2	4	55	58	42	100
Greater Accra							1		1	2	2	1	7	4	4	7	4	5	7	4	49	43	55	98
Northern	1	1	3	1		2	1	4	6	7	7	2	6	6	1	1					49	80	2	82
Upper East	1		3	2		1	2	5	10	6	6	2	7	2	2	1		2	2	1	55	73	11	84
Upper West				3	3	3	3	4	5	7	6	5	8	5	2						54	78	0	78
Volta				2	1	1	2	2	3	4	4	6	7	9	4	2	1	2	2	1	53	74	15	89
Western				1	1	1	1	1		4	7	3	6	4	4	5	4	3	1		46	63	28	91
Grand Total	2	1	7	12	5	10	11	20	32	43	46	37	73	70	30	31	31	29	16	15	521	67.4	23.4	91

Table 17 Number of Schools Implementing the Curriculum with Fidelity

Based on the data from the Table 17, out of the total 521 schools data received, 351 schools representing 67.4% attained proficiency level with fidelity, 122 schools representing 23.4% were highly proficient with fidelity and 48 schools representing 9.4% were approaching proficient with fidelity. The Upper West attained the least rate (0%) with high level of proficiency, followed by Northern Region (2%). The Greater Accra attained the least rate of proficiency level (43%) with fidelity whilst the Brong Ahafo attained the highest rate (81%). The Eastern recorded (0%) in approaching proficiency level with fidelity whilst Upper West recorded the highest number of schools (12, 22%). This implies that there were more schools in Upper Region that were not implementing the curriculum with fidelity followed by Northern and Upper East Regions.

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Overall, with the average score of 19.6, 332 (63.7%) schools performed above average whilst 189 (36.3%) performed below average on the 20 key FOI Indicators. Out of the total 521 schools data received, 473 schools representing 91% were implementing the Standards Based Curriculum with fidelity. The Eastern region recorded the highest number (55) representing 100% whilst the Upper West recorded the lowest rate (78%) with fidelity.

Challenges Headteachers Encounter in the Implementation of the SBC

• Inadequate staffing in some schools
• Inadequate teaching and learning materials
• Lack of internet connectivity for research
• Lack of space for organising play-based learning and practical activities
• Inadequate Teacher knowledge on pedagogical and assessment strategies
• Inadequate time for PLC sessions

Challenges of Teachers

1. Inadequate knowledge of the SBC
2. Insufficient curriculum in the school
3. Lack of textbooks
4. Lack of teaching and learning resources
5. Difficulty getting materials and resources

Challenges Enumerated by the Curriculum Leads

1. Difficulties in bringing resource persons
2. Low knowledge on SBC/inadequate knowledge/ I don't have enough training
3. Newly posted teachers with no training in PLC
4. Attitude of teachers towards PLC
5. Teachers do not see the need for it
6. Difficulty in identifying individual teacher problems
7. Teachers leaving school before school closing
8. One hour duration is not enough
9. Difficulty in funding resource persons
10. Some teachers are sometimes not willing to facilitate due to a lack of confidence

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Recommendations

It is highly recommended that:

1. Headteachers and Curriculum Leads who have not been trained on the SBC, should be trained to provide leadership, administrative and technical support to teachers.
2. GES in collaboration with NaCCA should organise training for newly posted teachers to equip them on the concepts of SBC, to improve teaching and learning in schools.

3. GES should issue a circular to inform headteachers and teachers to be careful in the use of online downloaded scripted lessons, which may not be in alignment in scope and content with the National Pre-tertiary Curriculum.
4. Headteachers who do not vet lesson plans should be sanctioned by GES.
5. Tailor-made training programs that focuses on the use of AFL, creative pedagogies and phases of a lesson should be organised by NaCCA in collaboration with GES management, to equip teachers with the needed competencies.
6. There should be sensitisation by GES on the use of the Teacher Resource Pack to equip teachers with information on termly schemes of learning and lesson plans, assessment and formation of PLCs.
7. In order for CLs to effectively organise PLC meetings, capacity building should be provided for CLs to develop their competencies.
8. NaCCA in collaboration with GES (including District Education Officers) should monitor the organisation of PLCs' in schools.
9. NaCCA Monitoring Directorate should develop a National Pre-tertiary Monitoring Framework in collaboration with key stakeholders to improve monitoring and learning outcomes in schools.
10. The scope of the teacher promotional examination should cover contents of the front matter of the curriculum and the Teacher Resource Pack. This will help teachers to read the front matter of the curriculum and the Teacher Resource Packs.

Conclusion

Overall, the FOI monitoring was useful because it gave insight into the successes and challenges of the curriculum implementation. Policymakers will be able to use this information to implement targeted measures to address the issues.

ANNEX 2: QUALITATIVE ANALYSIS

ANNEX 3: QUALITATIVE ANALYSIS					
S/N	ITEM	REGION	DISTRICT	AFFIRMATIVE RESPONSES	NON-AFFIRMATIVE RESPONSES
1.	Are relevant core competencies incorporated in your lesson plan?	Greater Accra	Ga West	Yes	
		Greater Accra	La Nkwantanang	Yes	
		Greater Accra	Ga Central	Yes	
		Ashanti	Offinso North	Yes	
		Ashanti	Offinso	Yes	
		Western	Mpohor	Yes	
		Brong Ahafo	Nkronza South	Yes	
		Brong Ahafo	Berekum	Yes	
		Upper East	Bolga Municipal	Yes	
		Upper East	Talensi	Yes	
		Upper West	Nandom	Yes	
		Eastern	Fanteakwa South	Yes	
		Eastern	New Juabeng South	Yes	
		Central	KEEA	Yes	

		Volta	Keta Municipal	Yes	
		Volta	Ho Municipal	yes	
		Greater Accra	Ga West	Critical thinking, Creativity, Communication, Problem Solving and Collaboration	
		Greater Accra	La Nkwantanang	Communication, Collaboration, Creativity, Innovation, Problem Solving and Critical Thinking.	
		Greater	Ga Central	Critical thinking and Problem Solving, Collaboration	

1i	Can you mention some of them?	Accra		and Communication, Global Citizenship, Creativity and Innovation, Personal development and Digital Literacy.	
		Ashanti	Offinso North	Communication, team work, critical thinking, problem solving, collaboration.	
		Ashanti	Offinso	Critical thinking, problem solving, creativity	
		Western	Mpohor	Critical thinking and problem solving.	
		Brong Ahafo	Nkronza South	Creativity.	
		Brong Ahafo	Berekum	Communication	
		Upper East	Bolga Municipal		
		Upper East	Talensi	Communication and Collaboration, Problem solving and critical thinking	
		Upper West	Nandom	Communication and Collaboration	
		Eastern	Fanteakwa South	The six were mentioned	
		Eastern	New Juabeng South	Communication and collaboration	

		Volta	Keta Municipal	Digital literacy, critical thinking and problem solving and communication and collaboration	
		Volta	Ho Municipal	Digital literacy, critical thinking and problem solving and communication and collaboration	
		Greater Accra	Ga West	Manipulation, Questioning and answering, Singing and dancing, Dramatization	
		Greater Accra	La Nkwantanang	Through Questioning, Descriptive essay, Group presentation, Call individuals to solve questions on the board and explain to others.	
		Greater Accra	Ga Central	Group work, Project work, Oral	
		Ashanti	Offinso North	Group assignment and making them do presentations.	
		Ashanti	Offinso Municipal	Group work is also done and the use of counters. Natural items are brought in class for demonstration.	
		Western	Mpohor	Asking learners questions to answer. Giving group work to learners.	
		Brong	Nkronza	Assigning learners to do project work.	

iii	How do you assess the core competencies?	Ahafo	South		
		Brong Ahafo	Herekum	Presentations, exercises	
		Upper East	Bolga Municipal	Core competencies can be assessed before lesson, during lessons and after lessons.	
		Upper East	Talensi	Core competencies can be assessed before lesson, during lessons and after lessons.	
		Upper West	Nandom	Through exercises and tests	
		Eastern	Fanteakwa South	"We assess them through questions e.g., using the how and why questions.	
		Eastern	New Juabeng South	We evaluate them with questions, such as the how-and-why-questions, and we also evaluate them through group work.	
		Eastern	New Juabeng South	With the use of open-ended inquiries, we assess them.	
		Volta	Ho Municipal	These are assessed during and after the lesson. Mostly, it is difficult to assess these since they are not content based so they are assessed as learners exhibit these behaviours.	
		Greater Accra	Ga West		Lack of learning devices like computers, Smart phones in their locality.
		Greater Accra	La Nkwantanang		Inadequate resources, Time constraints and non-availability of materials
		Greater Accra	Ga Central	N/A	
		Ashanti	Offinso North		Yes, most of the ICT lessons.
		Ashanti	Offinso	No difficulties yet	
		Western	Mpohor	Language barrier between teachers and some learners.	Lack of learning materials
		Brong Ahafo	Nkronza South	Yes, because level of learners is not the same due to frequent absenteeism from school since most of them follow their parents to farm.	
		Brong Ahafo	Herekum	No	
		Upper	Bolga		

Upper

	Do you have any difficulties in assessing them?				
		Eastern	Fanteakwa South	"Yes. Creativity & innovation and Critical Thinking and Problem solving are easy to assess, the others are not easy to assess.	
		Eastern	New Juabeng South	The ability to be innovative and creative, as well as the ability to think critically and solve problems, are straightforward to evaluate.	
		Volta	Keta Municipal	Yes. Some teachers have difficulty assessing them.	
		Volta	Ho Municipal	Yes. Some teachers have difficulty assessing them.	
2	What are the appropriate learning resources used in your lesson plan? Give reasons.	Greater Accra	Ga West	Appropriate teaching and learning resources are the materials that aid or help teaching to be effective	
		Greater Accra	La Nkwantanang	They are the more relevant materials that will help the learners. The reason is that NOT all teaching/learning materials are relevant for all classes.	
		Greater Accra	Ga Central	Curriculum, Teachers Resource Pack, Research on the internet.	
		Ashanti	Offinso North	Learner textbooks, real objects, word cards, etc	
		Ashanti	Offinso	TLMs, card boards, picture cards, immediate environment.	
		Brong Ahafo	Nkronza South	TLMS, objects, cardboards. It improves their understanding	
		Brong Ahafo	Brekum	Cardboards, counters, surroundings.	
		Upper East	Bolga Municipal	TLMs, cards boards, picture cards, word card, sentence card. It makes the lesson more practical and learner retain information since they engage in practical activities.	
		Upper East	Talensi	TLMs, cards boards, picture cards, word card and sentence card	
		Upper West	Nandom	Cardboard and counters Reasons; for pupils' participation	
				The curriculum, teacher resource pack, teacher notebook and any other materials appropriate for that	

Lack of feedback and inadequate TLRs

		Eastern	New Juabeng South	“The curriculum, teacher resource pack, videos, teacher notebook and any other materials appropriate for that particular lesson	
		Central	KEEA	Improvised learning materials	
		Volta	Keta Municipal	The learning resources that are relevant to lessons/content, the level of learners are the ones that are used.	
		Volta	Ho Municipal	The learning materials that are employed are those that are pertinent to the lessons/content and the learners' proficiency levels.	
		Western	Mpohor	<ul style="list-style-type: none"> i. Approved textbooks. It will aid the teacher to teach the required things for the learner to know. ii. Concrete materials will help to give detailed explanation to the learners. iii. Teacher resource pack. Will help the teacher to prepare appropriate lesson notes for teaching. 	
		Greater Accra	Ga West	Pictures, Students work	
		Greater Accra	La Nkwantanang	N/A	
		Greater Accra	Ga Central	Wall charts	
		Ashanti	Offinso North	Word chart, number chart	
		Ashanti	Offinso	Card boards, picture cards, word charts	
		Western	Mpohor	Word cards, Sight words, picture stories, key words.	
		Brong Ahafo	Nkronza South	Learners' work and pictures	
		Brong Ahafo	Berekum	Wall charts, students' work and pictures	
		Upper East	Bolga Municipal	Card boards, picture cards, word charts, etc	

3	What types of virtual aids (charts, picture	Upper East	Talensi	Key words	
		Upper			
		West	Nandom	Alphabet chart, animal chart and drawings	
		Eastern	Fanteakwa South	Alphabet charts, numbers and drawings, pictures, short passages, learners' art works.	



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	stories, student work,		New Juabeng	Realia alphabet charts, picture stories and learners'	

		Central	KEEA		
		Volta	Keta Municipal	N/A	
		Volta	Hlo Municipal	N/A	
		Western	Mpohor	Word cards, sight words, charts, picture stories, key words	
4	Are the performance indicators for the lessons made clear to the learners?	Greater Accra	Ga West		They are explained as the objectives set for every lesson. They include Starter, Main activity and Reflection/Remarks/Evaluation.
		Greater Accra	La Nkwantanang		They are starters, Main activity and Plenary. The starter is able to inform the learner what will be learnt.
		Greater Accra	Ga Central	Yes	
		Ashanti	Offinso North	Yes.	It is mostly done at the end of the topic/lesson.
		Greater Accra	Ga West	They are explained as the objectives set for every lesson.	They include Starter, Main activity and Reflection/Remarks/Evaluation.
		Ashanti	Offinso	Yes. Not all times	This is because at the end of the lessons, pupils themselves display/ demonstrate it
		Western	Mpohor		Yes Through the feedback teachers get from learners.
		Brong Ahafo	Nkronza South	Yes, students are able to demonstrate it after lessons.	
		Brong Ahafo	Berekum	Learners are also informed about what is to be achieved after the lesson.	
		Upper East	Bolga Municipal	Yes	

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drawings pasted on the walls
your walls?

The school does not display anything because
students take them off right after pasting.

		West			
		Eastern	Fanteakwa South	“We don’t explain them to learners”	
		Eastern	New Juabeng South	Yes, it is made clear and written on the board	
		Volta	Keta Municipal	Mostly	
		Volta	Ho Municipal	Mostly	
	5	Greater Accra	Ga West	Experts are to be invited.	
		Greater Accra	La Nkwantanang	Teachers need motivations and time to organise the PLC. They should give us points on the NTC platform	
		Greater Accra	Ga Central	1. Provision of right material resources and human resources who are expert in areas of difficulty to assist teachers. 2. Motivating teachers.	
		Ashanti	Offinso North	Experienced facilitators should come on board to observe and monitor PLC meetings.	
		Ashanti	Offinso	Experienced facilitators should come on board to observe and monitor PLC meetings. Refreshments (item 13) should also be made available as a way of motivation.	
		Western	Mpohor	By organising, participating and contributing in all PLC meetings. Ensure whatever is learnt at PLC meetings are implemented. Noting down vital points at PLC meetings for references. By accepting and executing task assigned to any teacher.	
		Brong Ahafo	Nkronza South	Award professional development credit to participants digitally. Incentives for PLC	
		Brong Ahafo	Berekum	Provide necessary TLMS. Incentives for PLC	
		Upper	Bolga	Most SISOs in the Upper East Region did not have the opportunity to attend the full session of the SBC	

		East	Municipal	training so it's difficult to assist teachers.	
		Upper East	Talensi	ii. There should be a National Guide to follow by all schools.	

		Upper West	Nandom	Availability of teachers at PLC sessions and proper record keeping of PLC activities	
		Eastern	Fanteakwa South	There should be a national standards or guides for all schools in Ghana.	
		Eastern	New Juabeng South	Organising regular PLC meeting.	
		Central	KEEA	More refresher trainings must be done.	
		Volta	Keta Municipal	The Curriculum Leads should be selected and given more training to organise effective PLCs. PLC activities in schools should be guided by a set of documented guidelines. There should be a specific timetable for PLC meetings in every district. The use of technology (laptops, projectors) during PLC sessions	
		Upper West	Nandom	Availability of teachers at PLC sessions and proper record keeping of PLC activities	



ANNEX 3:

FIDELITY OF IMPLEMENTATION MONITORING TOOL FOR NaCCA AND GES HEADTEACHER INTERVIEW GUIDE

Hello, my name is _____, I work for GES. I am here to interact with you on the fidelity of implementation of the Standards-based Curriculum: **kindergarten to primary school level**. The purpose of this interaction is to gather data on how the new curriculum is being implemented. The information you provide would add value to the implementation of the curriculum.

I would like your permission to administer this questionnaire. Any information you provide would remain confidential and would not be used against you. Permission has been sought from your District Director of Education.

Do you want to continue? Yes_____No_____

DEMOGRAPHIC INFORMATION

NO.	QUESTIONS	CODES
A1	Region	
A2	District	
A3	EMIS CODE	
A4	Sex	MALE [] FEMALE []
A5	How long have you been teaching?	
A6	How long have you been working as a headteacher? <i>Enumerator [Prompt the respondent to exclude where possible the extended periods of absence]</i>	<input type="text"/> <input type="text"/>
A7	Do you teach alongside your administrative duty as a head?	YES [] NO []
A8	How long have you been working as a head teacher of this school?	<input type="text"/> <input type="text"/>
A9	What is your highest level of formal education? <i>Code from the answer - Do not read options</i>	Post Graduate Degree Degree Diploma Middle School Cert Post-Secondary/ 3/4 Cert-A Secondary/O Level/A Level/SHS
A10	Are you a professional teacher?	YES [] NO []

A11	School Enrolment:		Male	Female	Total
		KG1			
		KG2			
		B1			
		B2			
		B3			
		B4			
		B5			
		B6			
		Total			
NO.	QUESTIONS	CODES			
A12	Staffing		Male	Female	Total
		Professional			
		Non-professional			
		Total			

SECTION B: THE CLARITY AND USEFULNESS OF THE CURRICULUM DOCUMENTATION

CRITERIA/ INDICATOR	NO.	QUESTIONS	CODES
Perception and relevance of the new curriculum	B1	Are you aware of the standards-based curriculum for KG to P6?	YES [] NO []
	B2	Do you think the new curriculum is relevant?	YES [] NO []
	B3	Are you aware of the core competencies learners are supposed to achieve?	YES [] NO []
	B4	If yes, what are the core competencies learners are supposed to achieve in the Standards-Based Curriculum?	A. Critical thinking and Problem solving B. Creativity and innovation C. Communication and collaboration D. Cultural identity and global citizenship E. Personal development and leadership F. Digital literacy G. Others, specify

Number of teachers/ headteachers trained under the new curriculum	B5	Did you attend training on the SBC?	YES [] NO []
Opinion on adequacy and quality of training	B6	How would you rate your knowledge of the concept of the SBC? <i>Skip B6 if B5 is No</i>	Very Good Good Satisfactory Unsatisfactory

Number of teachers/ head teachers trained under the new curriculum	B7	How many teachers in your school participated in the training on the SBC at the District level?	<input type="text"/>
	B8	How often do you conduct classroom observation?	Regular Sometimes Not at all
	B9	Do you provide feedback on classroom observation records for teachers to improve teaching and learning?	Yes [] No []
	B10	If yes, in what mode is feedback provided? <i>Enumerator should request to see a copy if written</i>	Oral Written Both
	B11	Do you have learners with learning needs in your school?	Yes [] No []
	B12	If yes, what specific measures do you have in place to address their needs? Select where applicable	[] Provision of special learning aids [] Availability of special education teachers [] Provision of remedial teaching [] Special arrangement in assessment [] Others (Specify)
	B13	Do you have Professional Learning Community (PLC) for teachers in your school?	Yes [] No []
	B14	Have you organised PLC sessions in your school this term?	YES [] NO []
	B15	If yes, how many PLC meetings have you organized this term?	<input type="text"/>
	B16	Do you keep records on teacher attendance at PLC meetings? <i>Enumerator select yes if records are shown</i>	Yes [] [] No []
	B17	Do you have a Curriculum Lead (CL) in your school?	YES [] NO []

	B18	If yes, has the CL been trained?	YES [] NO []
	B19	Do teachers prepare weekly lesson plan? <i>[Request to see lesson note books]</i>	Yes [] [] No []
	B26	Do all your teachers have the Teacher's Resource Pack?	YES [] NO []
	B27	Has this school received copies of the curriculum for all grade levels?	YES [] NO []
	B28	Has your school received any other teaching and learning materials related to the SBC?	YES [] NO []
	B29	If yes, what materials have your school received? <i>ENUMERATOR: Read out the responses and select all that apply</i>	A. Text books B. Lesson books C. Other
	B30	Is the school providing support to teachers to access additional resources for implementation of the SBC?	Yes [] [] No []
	B31	If yes, what kind of support is the school giving to teachers? <i>Aided multiple response</i>	A. Models B. Filmstrips C. Videos D. Pictures E. Charts F. Puzzles & games tool G. Reading materials H. Others, specify
	B32	Who provided the additional support?	A. Corporate bodies B. The school community C. PTA D. SMC E. Philanthropist F. Others, specify

SECTION C: CHALLENGES AND SUGGESTIONS IN THE IMPLEMENTATION OF THE NEW CURRICULUM

Challenges the school faces in the implementation of the new curriculum	C1	What challenges do your teachers face in the implementation of the SBC?	<input type="checkbox"/> Inadequate teaching and learning materials <input type="checkbox"/> Lack of internet connectivity for research <input type="checkbox"/> Lack of space for organising play-based learning <input type="checkbox"/> Inadequate Teacher knowledge on pedagogical and assessment strategies <input type="checkbox"/> Inadequate time on task <input type="checkbox"/> Others (specify)
Suggestions for ensuring the effective implementation of the Standards-based Curriculum?	C2	What are your suggestions for ensuring effective implementation of the Standards-Based Curriculum?	

SECTION D: STAKEHOLDER ENGAGEMENT AT THE SCHOOL LEVEL

D1	Does the school involve the community in the implementation of the SBC?	YES <input type="checkbox"/> NO <input type="checkbox"/>
D2	Aside the SISO, has the DEO provided any support in the implementation of the SBC this term?	YES <input type="checkbox"/> NO <input type="checkbox"/>
D2	What support has the DEO provided the school this term?	<input type="checkbox"/> Pedagogical and assessment support <input type="checkbox"/> Provision of teaching and learning resources <input type="checkbox"/> Posting of teachers <input type="checkbox"/> Provision of PPEs <input type="checkbox"/> Other, specify
D10	How many times has the SISO visited your school this term? [Source of information; log book]	<input type="text"/>
D11	What did the SISO do when he/she visited your school?	A. Checked the punctuality and regularity of teachers B. Checked teaching and learning resources. C. Checked teachers' lesson plans D. Provided feedback E. Inspected students' records F. Observed a lesson. G. Availability of PPEs H. Other, specify

SECTION E: COVID -19 IMPACT

E1	Do you have PPEs in place?	<input type="checkbox"/> YES <input type="checkbox"/> NO
E2	If yes, which of the following PPEs are available in your school? [Aided multiple response]	<input type="checkbox"/> Nose Masks <input type="checkbox"/> Hand Sanitizers <input type="checkbox"/> Hand washing facilities <input type="checkbox"/> Liquid Soap/ Soap <input type="checkbox"/> Thermometer Gun
E3	Which of the following protocols are your students/school finding difficult to observe largely?	<input type="checkbox"/> Wearing of nose mask <input type="checkbox"/> Regular washing of hands <input type="checkbox"/> Regular using of sanitizers <input type="checkbox"/> Classroom spacing <input type="checkbox"/> Out-of-class social distancing <input type="checkbox"/> Daily recording of temperatures <input type="checkbox"/> Other (specify)

E4	<p>To what extent has the COVID-19 pandemic negatively impacted the following?</p> <ul style="list-style-type: none"> • Contact hours PLC meetings • Group activities • Play-based learning strategies • Assessment for learning strategies Punctuality of learners • Punctuality of teachers 	<p> <input type="checkbox"/> Significantly <input type="checkbox"/> Moderately <input type="checkbox"/> Slightly <input type="checkbox"/> Not at all </p>

QUESTIONNAIRE: TEACHER

Hello, my name is ____, I work for GES. I am here to interact with you on the implementation of the Standards-based Curriculum: kindergarten to primary school level. The purpose of this interaction is to gather data on how the new curriculum is being implemented. The information you provide would add value to the implementation of the curriculum.

I would like your permission to administer this questionnaire. Any information you provide would remain confidential and would not be used against you. Permission has been sought from your Head Teacher.

Do you want to continue? Yes_____No_____

SECTION A: DEMOGRAPHIC INFORMATION

No	QUESTIONS	CODES
A1	Region	_____
A2	District	_____
A3	Sex	Male [] Female []
A4	How long have you been working as a teacher?	<input type="text"/> <input type="text"/>
A5	How long have you been working as a teacher in this school?	<input type="text"/> <input type="text"/>
A6	What is your highest level of formal education? <i>Code from the answer - Do not read options</i>	Post Graduate Degree Degree Diploma Middle School Cert Post-Secondary/ 3/4 Cert-A Secondary/O Level/A Level/SHS
A7	Are you a trained/certified teacher?	Yes [] No []

SECTION B: FIDELITY OF THE IMPLEMENTATION OF THE NEW CURRICULUM

No	Question	Scale
B1	Were you trained on the Standard Based Curriculum (SBC)? [Note: If yes, go to B2]	YES [] NO []
B2	Do you have access to relevant teaching and learning resources in the school for implementation of the curriculum?	YES [] NO []
B3	Are the relevant teaching and learning resources in the school easily accessible for the implementation of the SBC?	[] Yes, for all subjects [] Yes, for some subjects [] No, for all subjects
B4	Has your headteacher observed/monitored your lesson delivery this term?	YES [] NO []
B5	Did he/she give feedback?	YES [] NO []
B6	If yes, in what mode(s) was feedback provided? <i>Enumerator should request to see a copy</i>	Oral only Written only Both
B7	Does your headteacher and Curriculum Lead organize weekly Professional Learning Community (PLC) meetings?	YES [] NO []
B8	How many PLC meetings have you attended this term?	<input type="text"/> <input type="text"/>
B9	How helpful is the PLC meeting in the implementation of the curriculum?	[] Extremely helpful [] Very helpful [] Moderately helpful [] Slightly helpful [] Not at all Helpful

SECTION C: CHALLENGES TEACHERS FACE IN THE IMPLEMENTATION OF THE STANDARDS-BASED CURRICULUM

No	Question	Scale
C1	Are there learners with Special Education Needs in your class?	YES [] NO []
C2	How many are in your class? (<i>Enumerator should ask for a number</i>)	<input type="text"/>
C3	If yes, are you able to access resources to help learners with SENs overcome their learning difficulties?	Yes, for the learner(s) Yes, for some learners No resources for learner(s)
C4	Are learners able to adapt to the new methods of teaching based on the SBC?	YES [] NO []
C5	Do you have the Teacher Resource Pack?	YES [] NO []
C6	How useful is the Teacher Resource Pack to you?	[] Very Useful [] Useful [] Not Sure [] Not Useful
C7	Do you prepare your own weekly scheme of learning?	YES [] NO []
C8	Which of the following is applicable to you with respect to lesson plan preparation? Tick as many as applicable	[] I prepare lesson plans myself [] I download already prepared lesson plan from websites [] I download lesson note uploaded onto WhatsApp platforms
C12	Which of the following is applicable with respect to challenges in lesson plan preparation	[] I need adequate training on lesson plan preparation [] I do not know the new format [] I use the old format to prepare lesson plan [] I do not have lesson note book [] I do not have the curriculum

SECTION D: IMPACT OF COVID-19

E2	Which of the following PPEs do learners in your class use? [Tick where appropriate]	<input type="checkbox"/> Nose Masks <input type="checkbox"/> Hand Sanitizers <input type="checkbox"/> Hand washing facilities <input type="checkbox"/> Liquid Soap/ Soap
E3	Which of the following protocols do learners in your class find difficult to observe? (Tick as many as applicable)	<input type="checkbox"/> Wearing of nose mask <input type="checkbox"/> Regular washing of hands <input type="checkbox"/> Regular use of sanitizers <input type="checkbox"/> Classroom physical spacing <input type="checkbox"/> Out-of-class social distancing <input type="checkbox"/> Other (specify)
E4	To what extent has the COVID-19 pandemic negatively impacted the following in your class? <ul style="list-style-type: none"> • Contact hours • Group activities • Play-based learning strategies • Assessment for learning strategies • Punctuality of learners • Sports and games • Creative pedagogies 	<input type="checkbox"/> Significantly <input type="checkbox"/> Moderately <input type="checkbox"/> Slightly <input type="checkbox"/> Not at all

NaCCA/GES CURRICULUM LEAD MONITORING TOOL

Hello, my name is _____, I work for GES. I am here to interact with you on the implementation of the Standards-based Curriculum: kindergarten to primary school level. The purpose of this interaction is to gather data on how the new curriculum is being implemented. The information you provide would add value to the implementation of the curriculum.

I would like your permission to administer this questionnaire. Any information you provide would remain confidential and would not be used against you. Permission has been sought from your Headteacher.

Do you want to continue? Yes____No_____

SECTION A: DEMOGRAPHIC INFORMATION

No	QUESTIONS	CODES
A1	Region	_____
A2	District	_____
A3	Sex	Male [<input type="checkbox"/>] Female [<input type="checkbox"/>]
A4	How long have you been working as a Curriculum Lead?	<input type="text"/> <input type="text"/>
A5	How long have you been working as a teacher?	<input type="text"/> <input type="text"/>

A6	How long have you been working as a teacher in this school?	<input type="text"/>
A7	What is your highest level of formal education? Code from the answer - Do not read options	Post Graduate Degree Degree Diploma Middle School Cert Post-Secondary/ 3/4 Cert-A Secondary/O Level/A Level/SHS
A8	Are you a trained/certified teacher?	YES [] NO []

SECTION B: FIDELITY OF IMPLEMENTATION

No	QUESTIONS	CODES
B1	Have you been trained on the Standards-based Curriculum (SBC)?	YES [] NO []
B2	How many PLC meetings have you been able to facilitate this term?	<input type="text"/>
B3	Does the school have a PLC Attendance List for the above meetings (request to see the records)	[] Yes, verified [] Yes, not verified [] No attendance list
B4	Does the school have Minutes for the PLC meetings held this term? (request to see the records)	[] Yes, verified [] Yes, not verified [] No minute submitted
B5	Does the PLC Minutes contain relevant information on implementation of the SBC? Skip from B4 option 1	YES [] NO []
B6	Are there any challenges related to your role as a Curriculum Lead?	YES [] NO []

B7	Specify the challenge(s) if yes to question B6	<input type="checkbox"/> Punctuality of teachers <input type="checkbox"/> Regularity of teachers <input type="checkbox"/> Discussion of irrelevant content during PLC meetings <input type="checkbox"/> Lack of cooperation during meetings <input type="checkbox"/> Difficulty moderating pace and content of PLC meeting <input type="checkbox"/> Difficulty explaining some concepts in some subjects-Add specify subject <input type="checkbox"/> Other - specify
B7b.	What measures have you taken to resolve the challenges indicated earlier?	
B8	Are teachers in this school equipped with the relevant skills to implement the SBC?	YES <input type="checkbox"/> NO <input type="checkbox"/>
B9	Are there any capacity building initiatives to support you to effectively facilitate PLC meetings? <i>[Enumerator probe for District/Circuit level]</i>	YES <input type="checkbox"/> NO <input type="checkbox"/>
B10	If yes to the above, which institution/organization(s) provided the support?	<input type="checkbox"/> District Level GES <input type="checkbox"/> NGOs <input type="checkbox"/> Philanthropists <input type="checkbox"/> Teacher Unions <input type="checkbox"/> Other (specify)

SECTION C: COVID-19 IMPACT

E2	Do you observe Covid-19 protocols during PLC meetings?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>

E3	Which of the following protocols do your colleagues find difficult to observe during PLC meetings? (Tick as many as applicable)	<input type="checkbox"/> Wearing of nose mask <input type="checkbox"/> Regular washing of hands <input type="checkbox"/> Regular using of sanitizers <input type="checkbox"/> Seating spacing <input type="checkbox"/> Social distancing <input type="checkbox"/> Other (specify)
E4	To what extent has the COVID-19 pandemic impacted on the following in your PLC meetings? <ul style="list-style-type: none"> • Meeting duration • Group discussion • Simulation • Number of meetings 	<input type="checkbox"/> Significantly <input type="checkbox"/> Moderately <input type="checkbox"/> Slightly <input type="checkbox"/> Not at all

**ANNEX 1:
SUPERVISORS, REPORT WRITING TEAM, DATA ANALYSTS AND DATA
COLLECTION QUALITY ASSURANCE TEAM**

S/N	SUPERVISORS	ORGANISATION
1.	PROF. EDWARD APPIAH	DG, NACCA
2.	PROF. KWASI OPOKU AMANKWA	DG, GES

S/N	PROJECT CORDINATOR	ORGANISATION
1.	DR. MERCY NYAMEKYE	AG. DIRECTOR, RME, NACCA

S/N	REPORT WRITING TEAM MEMBERS	ORGANISATION
1.	DR. CHARLES DWUMFOUR OSEI	CSUC, KUMASI
2.	CLEMENT OSEI ANTWI	MoE
3.	JERRY ANSAH	GES
4.	SELORM KOMLA ATSU	GES
5.	VICTORIA AMOONO-ASAANE	GES
6.	LAWER ALBERT	GES
7.	KENNETH ABITEY	GES
8.	ABIGAIL RICHARDSON	NaCCA
9.	JOANA VANDERPUIJE	NaCCA
10.	EUGENE OFFEI TETTEY	NaCCA

S/N	DATA ANALYSTS	ORGANISATION
1.	CLEMENT OSEI ANTWI	MoE
2.	DR. CHARLES DWUMFOUR OSEI	CSUC, KUMASI

DATA COLLECTION QUALITY ASSURANCE TEAM			
S/N	NACCA STAFF	GES STAFF	MoE/REFORM/UNESCO
1.	DR. MERCY NYAMEKYE	KENNETH ABITEY	WILLIAM USSIF AYINGA
2.	ABIGAIL ODURO	ALBERT LAWERH	CLEMENT OSEI ANTWI
3.	JOANA VANDERPUIJE	SELORM K. ATSU	NANA HAGAN
4.	PRINCE BOATENG	JERRY O. ANSAH	FLORENCE HAIZEL
5.	ANTWI ANING	VICTORIA AMONOO-ASAANE	MOSES GEMEH
6.	ABEDNEGO ADOMAKO	RICHARD AYITTEY	

7.		ALHASSAN LIGA JOHN	
8.		FRANK KODUA	
9.		AMOAKO BERNARD	
10.		ISAAC YEBOAH	

LIST OF SELECTED SCHOOLS

NO.	REGION	DISTRICT	LOCALITY	TYPE	NAME OF SCHOOL
1	Ashanti	Kwabre East	Rural	Non deprived	Amanpe D/A Basic School
2	Ashanti	Adansi Asokwa	Rural	Non deprived	Hwiremoase Methodist Kg/ Primary
3	Ashanti	Adansi Asokwa	Rural	Non deprived	Kobin African Faith Kg/Primary/ Jhs
4	Ashanti	Afigya Kwabre	Rural	Non deprived	Akrowa D/A Primary
5	Ashanti	Ahafo Ano South East	Rural	Deprived	Nsuta D/A Primary
6	Ashanti	Ahafo Ano South West	Rural	Deprived	Bonkwaso Ii Da Primary
7	Ashanti	Akrofuom	Rural	Non deprived	Ampunyase St. Jesoph Catholic Primary
8	Ashanti	Akrofuom	Rural	Non deprived	Kokotenten D/A Primary/Kg
9	Ashanti	Amansie Central	Rural	Non deprived	Patase Methodist Primary
10	Ashanti	Amansie Central	Rural	Non deprived	Nankawora S.D.A Primary
11	Ashanti	Amansie South	Rural	Non deprived	Gyegyetroso D/A Kg & Primary
12	Ashanti	Amansie West	Rural	Non deprived	Bebuabou/Essubinja D/A Kg & Primary

13	Ashanti	Amansie West	Rural	Non deprived	Adwumamu D/A Kg & Primary
14	Ashanti	Asante-Akim Cen- tral Municipal	Urban	Non deprived	Konongo Methodist Basic 'B' School
15	Ashanti	Asante-Akim North	Urban	Non deprived	Agogo Presby Basic 'B' School
16	Ashanti	Asante-Akim South	Rural	Non deprived	Bompata M/A 2 Ame Zion Prima- ry
17	Ashanti	Asokore Mampong	Urban	Non deprived	Imamiatu Rashidia Islamic School

		Municipal			
18	Ashanti	Asokore Mampong Municipal	Urban	Non deprived	Akrom M/A Primary /Kg
19	Ashanti	Asokwa Municipal	Urban	Non deprived	Gyinyase M/A Primary 'A'
20	Ashanti	Atwima Mponua	Rural	Non deprived	Aniamoa R/C Kg & Primary School
21	Ashanti	Atwima Mponua	Rural	Non deprived	Tenewohoye D/A Kg & Primary School
22	Ashanti	Atwima Mponua	Rural	Non deprived	Tawiakrom D/A Primary School
23	Ashanti	Atwima Mponua	Urban	Non deprived	Nyinahin Salem D/A Model Kg & Primary
24	Ashanti	Atwima Mponua	Rural	Non deprived	Jiraso D/A Basic School
25	Ashanti	Atwima Mponua	Rural	Non deprived	Aboabogya D/A Kg & Primary School
26	Ashanti	Atwima Mponua	Rural	Non deprived	Atwima Asamang D/A Kg & Primary School
27	Ashanti	Atwima Nwabiagya Municipal	Urban	Non deprived	Kobeng Presby Primary
28	Ashanti	Atwima Nwabiagya North	Rural	Non deprived	Nurul Amin Islamic Educational Complex

29	Ashanti	Bekwai Municipal	Rural	Non deprived	Afransie Methodist Primary
30	Ashanti	Bekwai Municipal	Rural	Non deprived	Huntado M/A Primary School
31	Ashanti	Bekwai Municipal	Urban	Non deprived	Bekwai Presby Kg/Primary
32	Ashanti	Bosome Freho	Rural	Deprived	Aframuae D/A Primary
33	Ashanti	Bosomtwe	Rural	Non deprived	Adunku D/A Basic School
34	Ashanti	Ejisu Municipal	Rural	Non deprived	Akokoamong St. Martin's M/A Kg/Primary
35	Ashanti	Ejisu Municipal	Urban	Non deprived	Abankuro M/A Primary School
36	Ashanti	Ejura Sekyidomase	Urban	Deprived	Hiawoanwu African Faith Kg And Primarysch.
37	Ashanti	Juaben Municipal	Urban	Non deprived	Juaben Anglican Primary
38	Ashanti	Juaben	Rural	Non	Adumasa R/C Primary

		Municipal		deprived	
39	Ashanti	Juaben Municipal	Rural	Non deprived	Bomfa M/A Primary
40	Ashanti	Kumasi Metropoli- tan	Urban	Non deprived	Bomso M/A Primary 'A' & Kg School
41	Ashanti	Kwabre East	Rural	Non deprived	Ahwiaa Ibadia Islamic Primary
42	Ashanti	Kwabre East	Urban	Non deprived	Abirem Al - Huda Islamic Primary
43	Ashanti	Mampong Municipal	Urban	Non deprived	Mampong St. Paul's R/C Primary
44	Ashanti	Offinso Municipal	Urban	Non deprived	Offinso Antoa Presbyterian Basic School
45	Ashanti	Offinso Municipal	Urban	Non deprived	Offinso College Of Education Primary School

46	Ashanti	Offinso North	Rural	Deprived	Brehoma D/A Primary/Kg
47	Ashanti	Offinso North	Rural	Deprived	Akumadan D/A Faith Primary/ Kg
48	Ashanti	Offinso North	Rural	Deprived	Amponsakrom D/A Kg/Primary
49	Ashanti	Sekyere Central	Rural	Non deprived	Amoamang Methodist Primary
50	Ashanti	Sekyere Central	Urban	Non deprived	Kwamang Presbyterian Primary School
51	Ashanti	Sekyere East	Urban	Non deprived	Effiduase Institute Of Quranic Studies Primary, Zongo
52	Ashanti	Sekyere East	Urban	Non deprived	Effiduasi D/A 2 Primary 'A', Os-eikrom
53	Ashanti	Sekyere East	Rural	Non deprived	Anunya D/A Kg/Primary School, Anunya
54	Ashanti	Sekyere East	Rural	Non deprived	Nyamfa Salvation Army Kg/Primary School, Okaikrom
55	Ashanti	Suame Municipal	Urban	Non deprived	Salfiya Islamic Basic
56	Brong Ahafo	Asunafo North Municipal	Urban	Non deprived	Mim Model K.G & Primary Sch.

57	Brong Ahafo	Asunafo North Municipal	Rural	Non deprived	Bedabour M/A Primary
58	Brong Ahafo	Asunafo South	Urban	Deprived	Sankore M. D. C. C. Primary School
59	Brong Ahafo	Asunafo South	Urban	Deprived	Sankore Islamic Primary
60	Brong Ahafo	Asutifi North	Rural	Non deprived	Kwadwoaddaikrom D/A Basic School
61	Brong Ahafo	Asutifi North	Rural	Non deprived	Gyedu D/A Primary School
62	Brong Ahafo	Asutifi South	Urban	Non deprived	Dadiesoaba Presby Primary School

63	Brong Ahafo	Tano North Municipal	Rural	Non deprived	Islamic Basic School, Terchire
64	Brong Ahafo	Tano North Municipal	Urban	Non deprived	Terchire M/A Primary
65	Brong Ahafo	Tano South Municipal	Urban	Non deprived	Bechem R/C Primary 'A&B' School
66	Brong Ahafo	Tano South Municipal	Rural	Non deprived	Derma Nkwakyire Methodist Basic School
67	Brong Ahafo	Tano South Municipal	Urban	Non deprived	Derma Islamic Primary
68	Brong Ahafo	Banda	Rural	Deprived	Banda Boase D/A Kg/Primary
69	Brong Ahafo	Banda	Rural	Deprived	Dompofie Presby Kg/Primary
70	Brong Ahafo	Berekum East	Rural	Non deprived	Nkyenkyemam M/A Basic School
71	Brong Ahafo	Berekum Municipal	Rural	Non deprived	Berekum M/A Basic School
72	Brong Ahafo	Berekum Municipal	Urban	Non deprived	Berekum St. Monica's Basic School 'A'
73	Brong Ahafo	Dormaa Central Municipal	Rural	Non deprived	Kofiasua M/A Primary
74	Brong Ahafo	Dormaa Central Municipal	Rural	Non deprived	Danyame Presby Kg/Primary
75	Brong Ahafo	Dormaa East	Rural	Non deprived	Asuotiano Presby Kg/Primary
76	Brong Ahafo	Dormaa East	Rural	Non deprived	Wamanafo St. James Kg/Primary
77	Brong Ahafo	Dormaa East	Rural	Non deprived	Tweapeasua Meth. Kg/Primary

78	Brong Ahafo	Jaman North	Rural	Non deprived	Asiri Presby Kg/Primary 'A&B'
79	Brong Ahafo	Jaman North	Urban	Non deprived	Sampa Islamic Kg/Primary School

80	Brong Ahafo	Jaman North	Rural	Non deprived	Duadaso Ii Pentecost Primary School
81	Brong Ahafo	Jaman North	Rural	Non deprived	Kokoa Presby Kg/Primary School
82	Brong Ahafo	Jaman South Municipal	Urban	Non deprived	Japekrom Presby Primary
83	Brong Ahafo	Jaman South Municipal	Urban	Non deprived	Drobo Demonstration D/A Primary
84	Brong Ahafo	Jaman South Municipal	Rural	Non deprived	Zezera Presby Primary And Kg
85	Brong Ahafo	Sunyani Municipal	Urban	Non deprived	Ghana Muslim Basic
86	Brong Ahafo	Sunyani West	Urban	Non deprived	Nsoatre Presby Dutch Kg/Primary
87	Brong Ahafo	Tain	Rural	Deprived	Tanokrom D/A Primary
88	Brong Ahafo	Wenchi Municipal	Rural	Non deprived	Wenchi Aswaq Islamic 'A' Basic School
89	Brong Ahafo	Wenchi Municipal	Urban	Non deprived	Subinso No.1 M/A Basic School
90	Brong Ahafo	AtebubuAmantin	Rural	Deprived	Bachaso D/A Kg And Primary
91	Brong Ahafo	AtebubuAmantin	Rural	Deprived	Amanten Anglican Kg/Primary
92	Brong Ahafo	Kintampo North Municipal	Rural	Deprived	Dawadawa D/A Basic School
93	Brong Ahafo	Nkoranza North	Rural	Deprived	Manso D/A Kg/Primary
94	Brong Ahafo	Nkoranza South Municipal	Rural	Non deprived	Bredi No.1 M/A Kg/Primary School
95	Brong Ahafo	Nkoranza South Municipal	Rural	Non deprived	Pruso M/A Kg/Primary And Ju- nior High School
96	Brong Ahafo	Pru East	Rural	Deprived	Parembo D/A Primary

97	Brong Ahafo	Pru East	Rural	Deprived	Kobre D/A Primary
98	Brong Ahafo	Pru East	Rural	Deprived	Yeji Methodist Primary B

99	Brong Ahafo	Pru East	Rural	Deprived	Al-Iman Islamic Primary A
100	Brong Ahafo	Pru West	Rural	Non deprived	Nyamebekyere R/C Primary
101	Brong Ahafo	Pru West	Rural	Non deprived	Labo D/A Primary
102	Brong Ahafo	Pru West	Rural	Non deprived	Adjaraja D/A Primary
103	Brong Ahafo	Sene East	Rural	Deprived	Premuase Presby Kg And Primary
104	Brong Ahafo	Sene West	Rural	Deprived	Kofi Djan S.D.A Kg And Primary
105	Brong Ahafo	Techiman Municipal	Urban	Non deprived	Techiman Nibrasiya Islamic K.G/ Primary
106	Brong Ahafo	Techiman Municipal	Rural	Non deprived	Nsuta S.D.A Basic School
107	Brong Ahafo	Techiman Municipal	Urban	Non deprived	Nawarodin Islamic Kg/Primary 'C'
108	Brong Ahafo	Techiman Municipal	Urban	Non deprived	Techiman Ameyaw M/A Kg/Primary 'B'
109	Brong Ahafo	Techiman North	Urban	Non deprived	Tuobodom Nuriya Islamic Basic School
110	Brong Ahafo	Techiman North	Urban	Non deprived	Tuobodom Methodist Primary School
111	Central	Agona East	Rural	Non deprived	Fawomanye A.M.E Zion Kg/Primary School
112	Central	Agona East	Rural	Non deprived	Kwansakrom Aeda Aeda B Basic School
113	Central	Abura-AsebuKwamankese	Rural	Non deprived	Amosima Methodist Basic School
114	Central	Abura-AsebuKwamankese	Rural	Non deprived	Moree D/A Kg/Primary 'A&B' School

115	Central	Abura-AsebuKwamankese	Rural	Non deprived	Korado D/A Basic School
116	Central	Agona East	Urban	Non deprived	Duakwa Aeda 'A' Kg/Primary- school
117	Central	Agona West Municipal	Urban	Non deprived	Nyakrom Holy Quran 'B' Basic School
118	Central	Agona West Municipal	Urban	Non deprived	Swedru Salvation Army 'A' Basic School
119	Central	Agona West Municipal	Urban	Non deprived	Bobikuma A.M.E Zion Basic School

120	Central	Agona West Municipal	Rural	Non deprived	Amponsa Ama Basic School
121	Central	Ajumako-Enyan-Essiam	Rural	Non deprived	Abeadze D/A Priamary
122	Central	Ajumako-Enyan-Essiam	Urban	Non deprived	Ajumako Kumasi D/A Basic School
123	Central	Ajumako-Enyan-Essiam	Urban	Non deprived	Ekwamase Meth. Basic School
124	Central	Ajumako-Enyan-Essiam	Rural	Non deprived	Mando Methodist Basic School
125	Central	Asikuma-Odo- ben-Brakwa	Rural	Non deprived	Baako D/A Basic 'B' School
126	Central	Assin North	Rural	Non deprived	Adukrom Asuogya M/A Kg/Primary
127	Central	Assin North	Rural	Non deprived	Dwendamba M/A Basic
128	Central	Assin North	Rural	Non deprived	Ahuntem M/A Kg/Primary
129	Central	Assin North	Rural	Non deprived	Bereku Catholic Basic School
130	Central	Assin North Municipal	Rural	Non deprived	Wurakese Station M/A Basic
131	Central	Assin North Municipal	Rural	Non deprived	Brofoyedur M/A Basic School
132	Central	Assin North Municipal	Rural	Non deprived	Awisem Hajj Iddriss Basic School

133	Central	Assin North Municipal	Rural	Non deprived	Nduaso M/A Kg/Primary
134	Central	Assin South	Rural	Non deprived	Ahenkro Methodist Basic
135	Central	Assin South	Rural	Non deprived	Ongwa D/A Basic A
136	Central	Assin South	Rural	Non deprived	Jakai D/A Kg/Primary
137	Central	Awutu-Senya	Rural	Non deprived	Botoku D/A Primary School
138	Central	Awutu-Senya	Rural	Non deprived	Ododom/Akubrifa S.D.A Basic School
139	Central	Awutu-Senya	Rural	Non deprived	Atwer-BabianihaOdumase D/A Basic School
140	Central	Awutu-Senya	Urban	Non deprived	Adawukwao Roman Catholic Basic School
141	Central	Awutu-Senya	Rural	Non	Aberful D/A Basic

				deprived	Schools
142	Central	Cape Coast Metro- politan	Urban	Non deprived	Christ Church Anglican Basic School
143	Central	Cape Coast Metro- politan	Urban	Non deprived	Jacob Wilson Sey M/A Basic School
144	Central	Efutu Municipal	Urban	Non deprived	A.M.E Zion 'D' Basic School
145	Central	Gomoa Central	Urban	Non deprived	Aboso-Benso D/A Kg/Primary 'B' School
146	Central	Komenda-EdinaEguafo-Abirem Municipal	Rural	Non deprived	Kyiase M/A Basic School
147	Central	Komenda-EdinaEguafo-Abirem Municipal	Urban	Non deprived	Etsiapa Mem Meth. Kg/Primary

148	Central	Komenda-EdinaEguafo-Abirem Municipal	Rural	Non deprived	Nsadwer Ma Basic
149	Central	Komenda-EdinaEguafo-Abirem Municipal	Rural	Non deprived	Ankwandah Catholic Basic School
150	Central	Komenda-EdinaEguafo-Abirem Municipal	Rural	Non deprived	Ampenyi M/A Basic
151	Central	Mfantseman Municipal	Urban	Non deprived	Saltpond A.M.E Zion Basic School
152	Central	Mfantseman Municipal	Rural	Non deprived	Nkwanta Cath. Basic School
153	Central	Mfantseman Municipal	Rural	Non deprived	Akobima D/A Basic School
154	Central	Mfantseman Municipal	Rural	Non deprived	Egyaa M/A Basic School
155	Central	Mfantseman Municipal	Urban	Non deprived	Baifikrom M/A Basic 'A' School
156	Central	Twifo Ati-Morkwa	Rural	Non deprived	Subriso D/A Basic
157	Central	Twifo Ati-Morkwa	Rural	Non deprived	Twifo Nyenasi Catholic Basic B
158	Central	Twifo Ati-Morkwa	Rural	Non deprived	Sebenso D/A Kg/Primary
159	Central	Twifo Hemang-Low er Denkyira	Rural	Non deprived	Ankaako Rc/D/A Basic School
160	Central	Twifo Hemang-Low er Denkyira	Rural	Non deprived	Frami Cath/Da Basic School

161	Central	Upper Denkyira East Municipal	Urban	Non deprived	Dunkwa Mfuom Methodist Kg/Primary 'A'
162	Central	Upper Denkyira East Municipal	Rural	Non deprived	Esaase Methodist Kg/Primary
163	Central	Upper Denkyira East Municipal	Rural	Non deprived	Akyempim M/A Kg/Primary

164	Central	Upper Denkyira East Municipal	Rural	Non deprived	Sobroso Catholic Basic School
165	Central	Upper Denkyira East Municipal	Urban	Non deprived	Dunkwa Presbyterian Kg/Primary 'A'
166	Eastern	Abuakwa North	Urban	Non deprived	Kukurantumi Nana Korkor-Daa M/A Kg/Primary
167	Eastern	Abuakwa North	Rural	Non deprived	Tontro M/A Basic School
168	Eastern	Abuakwa North	Urban	Non deprived	New Tafo M/A Crig Primary B & Kg
169	Eastern	Abuakwa South	Urban	Non deprived	Kibi Ebenezer Presby Basic School
170	Eastern	Abuakwa South	Urban	Non deprived	Bunso M/A Kg/Primary
171	Eastern	Afram Plains (Kwa hu North)	Urban	Deprived	Kofi Yeboah Memorial D/A
172	Eastern	Afram Plains (Kwahu North)	Rural	Deprived	Amankwakrom R/C Primary 'A&B'
173	Eastern	Akwapim North	Urban	Non deprived	Mampong Anglican Kg/Primary
174	Eastern	Akwapim North	Urban	Non deprived	Larteh M/A Kg/Primary
175	Eastern	Akyemansa	Rural	Non deprived	Bonotodiase Methodist Prim.'A' & D/A Kg
176	Eastern	Akyemansa	Rural	Non deprived	Odumase Methodist/D/A Basic School
177	Eastern	Atiwa East	Rural	Non deprived	Awuronsua Presby Primary 'A' & Kg
178	Eastern	Ayensuano	Rural	Non deprived	Amanase Presby Primary 'A&B' / Kg
179	Eastern	Ayensuano	Rural	Non deprived	Teacher Mante Presby Primary A & Kg
180	Eastern	Ayensuano	Rural	Non deprived	Anfaso D/A Basic Schools
181	Eastern	Birim North	Urban	Non deprived	New Abirem D/A 'B' Basic Schools

182	Eastern	Birim South	Rural	Non deprived	Adiembra Catholic Kg/Primary
183	Eastern	Denkyembour	Rural	Non deprived	Boadua R/C Basic School
184	Eastern	Denkyembour	Urban	Non deprived	Akwatia L/A Basic School
185	Eastern	Fanteakwa North	Rural	Non deprived	Bosuso D/A Kg/Primary
186	Eastern	Fanteakwa North	Rural	Non deprived	Asirebuso D/A Basic School
187	Eastern	Fanteakwa North	Rural	Non deprived	Dedesawirako D/A Kg/Primary
188	Eastern	Fanteakwa North	Rural	Non deprived	Ahomahomasu D/A Basic School
189	Eastern	Fanteakwa North	Urban	Non deprived	Begoro Anglican Primary 'A&B'
190	Eastern	Fanteakwa South	Rural	Non deprived	Ehiamenkyene R/C Primary
191	Eastern	Fanteakwa South	Rural	Non deprived	Abompe Salvation Army Primary / Abompe D/A Kg
192	Eastern	Kwaebibirem	Rural	Non deprived	Asuom Presby Kg/Primary 'A B, And C.
193	Eastern	Kwahu Afram Plains South	Rural	Deprived	Tease D/A Kg / Primary School
194	Eastern	Kwahu East	Rural	Non deprived	Bokuruwa Presby Kg & Primary
195	Eastern	Kwahu South	Rural	Non deprived	Asikam-Asakra D/A Basic School
196	Eastern	Kwahu South	Rural	Non deprived	Ntomem D/A 'A' & 'B' Primary School
197	Eastern	Kwahu West Municipal	Rural	Non deprived	Apradang Methodist Kg/Primary
198	Eastern	Kwahu West Municipal	Rural	Non deprived	Esaase Methodist Basic School
199	Eastern	Kwahu West Municipal	Rural	Non deprived	Odumase R/C Basic School

200	Eastern	Kwahu West Municipal	Rural	Non deprived	Adansua M/A Kg/Primary
201	Eastern	Lower Manya Krobo	Urban	Non deprived	Kpong Ahudzo R/C Basic Schools
202	Eastern	Lower Manya Krobo	Urban	Non deprived	Atua St. Paul Presby Primary/ Kg School

203	Eastern	New Juabeng North	Urban	Non deprived	Asokore S.D.A College Demon- stration Basic 'A'
204	Eastern	New Juabeng South Municipal	Urban	Non deprived	Nana Kwaku Boateng Basic School 'A'
205	Eastern	Okere	Urban	Non deprived	Adukrom Resettlement Presby Primary
206	Eastern	Okere	Rural	Non deprived	Asifaw M/A Basic School
207	Eastern	Suhum Municipal	Rural	Non deprived	Nankese Islamic Basic School
208	Eastern	Suhum Municipal	Rural	Non deprived	Amanhyia R/C Primary/M/A Basic School
209	Eastern	Suhum Municipal	Rural	Non deprived	Koransang Presby Basic School
210	Eastern	Upper Manya Krobo	Rural	Non deprived	Asesewa Community 'A' D/A Basic School
211	Eastern	Upper Manya Krobo	Rural	Non deprived	Brepaw Lower R/C Primary
212	Eastern	Upper Manya Krobo	Rural	Non deprived	Abertima D/A School
213	Eastern	Upper Manya Krobo	Rural	Non deprived	Akohia Presby Primary
214	Eastern	Upper Manya Krobo	Rural	Non deprived	Asesewa Methodist Basic School
215	Eastern	West Akim Municipal	Rural	Non deprived	Ammako Islamic Primary
216	Eastern	Yilo Krobo	Urban	Non deprived	Wawase M/A R/C Kg/Primary

217	Eastern	Yilo Krobo	Rural	Non deprived	Osuboi Anglican Kg/Primary
218	Eastern	Yilo Krobo	Urban	Non deprived	Sra Presby Primary (B)
219	Eastern	Yilo Krobo	Urban	Non deprived	Nkurakan Presby Kg/Primary
220	Eastern	Upper West Akim	Urban	Non deprived	Adeiso Anglican Kg/Primary 'A' & 'B'
221	Greater Accra	Ga West Municipal	Rural	Non deprived	Amasaman M/A '2' Basic School
222	Greater Accra	Ablekuma Central	Urban	Non deprived	Mamprobi Salvation Army Basic 'A' School
223	Greater Accra	Accra Metropolitan	Urban	Non deprived	Bishop's Girls' Basic School

224	Greater Accra	Accra Metropolitan	Urban	Non deprived	Independence Avenue '1' Basic School
225	Greater Accra	Accra Metropolitan	Urban	Non deprived	Accra Bishop's Boys Primary
226	Greater Accra	Accra Metropolitan	Urban	Non deprived	Dansoman '3' Basic School
227	Greater Accra	Accra Metropolitan	Urban	Non deprived	St. Barnabas Anglican Basic School
228	Greater Accra	Ada East	Rural	Non deprived	Fantevikope D/A Basic School
229	Greater Accra	Ada East	Rural	Non deprived	Korlekope D/A Basic
230	Greater Accra	Ada West	Rural	Non deprived	Luhur D/A Primary
231	Greater Accra	Ada West	Rural	Non deprived	Wokumagbe Basic School
232	Greater Accra	Ada West	Rural	Non deprived	Madavunu D/A Basic School
233	Greater Accra	Ada West	Rural	Non deprived	Amuyaokope D/A Basic School

234	Greater Accra	Ada West	Rural	Non deprived	Anyamam Presbyterian No.2 Primary
235	Greater Accra	Ashaiman Municipal	Urban	Non deprived	Ashma Tsui Bleo No.2 Basic School
236	Greater Accra	Ayawaso Central	Urban	Non deprived	Kokomlemle '1&2' Primary
237	Greater Accra	Ayawaso Central	Urban	Non deprived	Pig Farm Basic School
238	Greater Accra	Ayawaso West Municipal	Urban	Non deprived	Dzorwulu Kg/Primary 'A&B'
239	Greater Accra	Ga Central Municipal	Urban	Non deprived	Chantan M/A Experimental Basic School
240	Greater Accra	Ga Central Municipal	Urban	Non deprived	St. Justin Anglican '4' Basic School
241	Greater Accra	Ga East Municipal	Urban	Non deprived	Papao Community Presbyterian Basic School
242	Greater Accra	Ga East Municipal	Urban	Non deprived	Kwabanya Atomic M/A 1 Primary
243	Greater Accra	Ga East Municipal	Urban	Non deprived	Dome Anglican '1 & 3' Basic

244	Greater Accra	Ga North	Urban	Non deprived	Amamorley Methodist Basic School
245	Greater Accra	Ga North	Urban	Non deprived	Asofan M/A '3' Basic School
246	Greater Accra	Ga South Municipal	Rural	Non deprived	Kofi Kwei M/A Basic School
247	Greater Accra	Ga South Municipal	Urban	Non deprived	Bortianor M/A Basic School
248	Greater Accra	Ga South Municipal	Urban	Non deprived	Galilea M/A '2' Kg/Primary
249	Greater Accra	Ga South Municipal	Rural	Non deprived	Konkon M/A Basic School
250	Greater Accra	Ga West Municipal	Rural	Non deprived	Okushiebiade Methodist Basic School

251	Greater Accra	Ga West Municipal	Urban	Non deprived	Sarpeiman Ma 2 Basic School
252	Greater Accra	Ga West Municipal	Rural	Non deprived	Kotoku Presby Basic School
253	Greater Accra	Ga West Municipal	Urban	Non deprived	Manhean M/A Basic School
254	Greater Accra	Ga West Municipal	Rural	Non deprived	Samsam Presby M/A Basic School
255	Greater Accra	Ga West Municipal	Urban	Non deprived	Kutunse M/A '4' Basic School
256	Greater Accra	Kpone Katamanso	Urban	Non deprived	Gbetsile Kkda '2' Primary
257	Greater Accra	Kpone Katamanso	Urban	Non deprived	Kpone Presby Basic 'B'
258	Greater Accra	La Nkwantanang Madina Municipal	Urban	Non deprived	Presec Staff M/A '3' & '4' Primary & Kg 3,4& 5 School
259	Greater Accra	La Nkwantanang Madina Municipal	Urban	Non deprived	Redco M/A 1 Basic School
260	Greater Accra	La Nkwantanang Madina Municipal	Urban	Non deprived	Madina M/A '5' Primary & Kg
261	Greater Accra	Ledzokuku Municipal	Urban	Non deprived	Teshie Hedor R/C Basic School

262	Greater Accra	Ningo Prampram	Urban	Non deprived	Mataheko D/A Basic 'A' School
263	Greater Accra	Ningo Prampram	Rural	Non deprived	Amanakpo State D/A Basic School
264	Greater Accra	Ningo Prampram	Urban	Non deprived	Old Ningo D/A Basic 'B' School
265	Greater Accra	Ningo Prampram	Urban	Non deprived	Prampram Presby Basic School
266	Greater Accra	Ningo Prampram	Urban	Non deprived	Prampram St. Joseph's Anglican '1' Basic School

267	Greater Accra	Shai-Osudoku	Urban	Non deprived	Dodowa Methodist Basic School 'B'
268	Greater Accra	Tema Metropolitan	Urban	Non deprived	Mante-Din Drive Basic
269	Greater Accra	Tema Metropolitan	Urban	Non deprived	Community 11 Complex Primary 'A' & Kg
270	Greater Accra	Tema Metropolitan	Urban	Non deprived	Community 8 No '1' Primary School
271	Greater Accra	Tema Metropolitan	Urban	Non deprived	St. Peter's Catholic Basic School
272	Greater Accra	Tema Metropolitan	Urban	Non deprived	Rahmaniyya Islamic Basic School
273	Greater Accra	Tema West	Urban	Non deprived	Klangon Tma Primary And Kin- dergaten School
274	Greater Accra	Weija Gbawe	Urban	Non deprived	St. Jude Roman Catholic Basic School
275	Greater Accra	Weija Gbawe	Urban	Non deprived	Weija Methodist '1' Basic School
276	Northern	Bunkpurugu-Nak- panduri	Rural	Deprived	Boaterigu D/A Kg/Primary
277	Northern	Chereponi	Rural	Deprived	Unity D.A. Kg And Primary School
278	Northern	Chereponi	Rural	Deprived	Akromabila R.C. Kg And Primary School
279	Northern	Chereponi	Rural	Deprived	Hamdania E.A. Kg And Primary School
280	Northern	Mamprugu Moaduri	Rural	Deprived	Kubori R/C Primary A
281	Northern	Mamprugu Moaduri	Rural	Deprived	Kubori D/A Basic School
282	Northern	West Mamprusi	Rural	Deprived	Shelinvoya D/A Primary
283	Northern	West Mamprusi	Rural	Deprived	Wungu D/A Basic 'B'
					School

284	Northern	Yunyoo-Nasuan	Rural	Non deprived	Suanvusi D/A Kg/Primary
285	Northern	Gushiegu	Rural	Deprived	Yishie Presby Kg/Primary
286	Northern	Karaga	Urban	Deprived	Tong D/A Kg/Primary
287	Northern	Kpandai	Rural	Deprived	Bombari D/A Kg And Primary
288	Northern	Kpandai	Rural	Deprived	Dobung D/A Kc/ Primary
289	Northern	Kpandai	Rural	Deprived	Buya D/A Primary 'A'
290	Northern	Mion	Rural	Deprived	Jimle Ame Zion Kg/Primary
291	Northern	Nanumba North	Rural	Deprived	Kpabi M/A Kindergarten And Primary
292	Northern	Nanumba North	Rural	Deprived	Dakpam M/A Kindergarten And Primary
293	Northern	Nanumba South	Rural	Deprived	Tuu D/A Kg/ Primary School
294	Northern	Nanumba South	Rural	Deprived	Namani D/A Primary School
295	Northern	Nanumba South	Rural	Deprived	Benduli D/A Kg/Primary
296	Northern	Saboba	Rural	Deprived	Takpalb D/A Kg/Primary School
297	Northern	Saboba	Rural	Deprived	Sobiba E/P Kg/Primary
298	Northern	Saboba	Rural	Deprived	Sanguli R/C Kg/Primary
299	Northern	Sagnarigu	Rural	Non deprived	Gbanyamni Methodist Primary/ Kg
300	Northern	Sagnarigu	Urban	Non deprived	Sorugu M/A Primary/Kg School
301	Northern	Sagnarigu	Urban	Non deprived	Choggu-Yapalsi M/A Primary/Kg
302	Northern	Sagnarigu	Urban	Non deprived	Gumani Methodist Primary 'A' / Kg
303	Northern	Savelugu	Urban	Deprived	Nyoglo Ame Zion Kg/Primary
304	Northern	Savelugu	Rural	Deprived	Tibali M/A Kg/Primary

305	Northern	Tamale Metropolitan	Rural	Non deprived	Fouta Methodist Primary/Kg
306	Northern	Tamale Metropolitan	Rural	Non deprived	Duuyin A.M.E Zion Basic School
307	Northern	Tamale Metropolitan	Urban	Non deprived	Nakpanzoo Methodist Primary/ Kg (Tamale)

308	Northern	Tamale Metropolitan	Urban	Non deprived	Wataniya Islamic Primary/Kg
309	Northern	Tamale Metropolitan	Urban	Non deprived	Sakasaka M/A Primary 'F'/Kg (Tamale)
310	Northern	Tamale Metropolitan	Urban	Non deprived	Monawara T I Ahim Primary/Kg School (Tamale)
311	Northern	Tamale Metropolitan	Urban	Non deprived	Nyohini-Yapalsi Methodist Primary/Kg(Tamale)
312	Northern	Tolon	Rural	Deprived	Tali R/C Primary/Kg School
313	Northern	Tolon	Rural	Deprived	Galinkpegu E/A Primary School
314	Northern	Tolon	Rural	Deprived	Woribogu Kukuo Ahmadiya Primary School
315	Northern	Tolon	Rural	Deprived	Gburimani Ahmadiyya Primary School
316	Northern	Yendi Municipal	Rural	Deprived	Zang M/A Primary
317	Northern	Yendi Municipal	Rural	Deprived	Gundogu Islamic Kg/Primary School
318	Northern	Yendi Municipal	Rural	Deprived	Ngani Good Shepherd Rc Basic School
319	Northern	Zabzugu	Rural	Deprived	Kworili D/A Primary And Kg
320	Northern	Zabzugu	Rural	Deprived	Kalegu D/A Primary And Kg
321	Northern	Bole	Rural	Deprived	Maluwe E/A Kg/Primary School

322	Northern	Central Gonja	Urban	Deprived	Buipe Sda Kg/ Primary School
323	Northern	East Gonja	Rural	Deprived	Kitoe M/A Kg/Primary
324	Northern	East Gonja	Rural	Deprived	Lamsa M/A K/G/Primary
325	Northern	East Gonja	Rural	Deprived	31st M/A KG / Primary School
326	Northern	East Gonja	Urban	Deprived	Ansariya Islamic Kg/Primary-Sal- aga
327	Northern	East Gonja	Rural	Deprived	Bau M/A K/G Primary School
328	Northern	North East Gonja	Rural	Deprived	Nyamalga D/A Kg/Primary

329	Northern	Sawla-TunaKalba	Rural	Deprived	St. Mary's R/C Kg/Primary School, Tuna
330	Northern	West Gonja	Rural	Deprived	Busunu St. Peter's Kg/Primary
331	Upper East	Bawku Municipal	Rural	Deprived	Kuyanatenga Basic School
332	Upper East	Bawku Municipal	Rural	Deprived	Zuuku Basic School
333	Upper East	Bawku Municipal	Urban	Deprived	Azhariya E/A Kg/Primary 'B'
334	Upper East	Bawku Municipal	Rural	Deprived	Kuka M/A Kg/Primary School
335	Upper East	Bawku West	Rural	Deprived	Ankpaliga Kindergarten/ Primary
336	Upper East	Bawku West	Rural	Deprived	Tanga Basic School
337	Upper East	Bawku West	Rural	Deprived	Biringu Basic School
338	Upper East	Bawku West	Rural	Deprived	Sheiga Kg/Primary School
339	Upper East	Bawku West	Rural	Deprived	Kobore D/A Kg/Primary School
340	Upper East	Bawku West	Rural	Deprived	Sakom D/A Primary/Kg School

341	Upper East	Binduri	Rural	Deprived	Benguri Kg/Primary 'B'
342	Upper East	Binduri	Rural	Deprived	Nayoko No.1 Kg/Primary
343	Upper East	Binduri	Rural	Deprived	Kpalugu Kg/Primary School
344	Upper East	Bolgatanga East	Rural	Non deprived	Maurice Browne Memorial Kg/Primary
345	Upper East	Bolgatanga East	Rural	Non deprived	Kumbosigo Kindergarten//Primary
346	Upper East	Bolgatanga Municipal	Rural	Non deprived	Nyariga M/A Primary / Kinder- garten
347	Upper East	Bolgatanga Municipal	Rural	Non deprived	Aningazanga Kg/Primary
348	Upper East	Bolgatanga Municipal	Rural	Non deprived	Atulba Daboo (St. Peter And Paul) Kindergarten/Primary
349	Upper East	Bolgatanga Municipal	Urban	Non deprived	Awogeya Kg/Primary

350	Upper East	Bolgatanga Municipal	Urban	Non deprived	Bolga Experimental Kg/Primary
351	Upper East	Bongo	Rural	Deprived	St. Anne's R/C Kg/Primary
352	Upper East	Bongo	Rural	Deprived	Goo D/A Primary /Kg School
353	Upper East	Bongo	Rural	Deprived	Kunkua D/A Kg/Primary
354	Upper East	Builsa North	Rural	Deprived	Siniensi Kg & Primary School
355	Upper East	Builsa North	Rural	Deprived	Awulansa /Adabinsa Primary & Kg
356	Upper East	Builsa North	Rural	Deprived	Sandema Old Primary
357	Upper East	Builsa North	Rural	Deprived	Wabelinsa Kindergarten & Prima- ry School
358	Upper East	Builsa North	Rural	Deprived	Kaasa Kg And Primary

359	Upper East	Builsa North	Rural	Deprived	Alam Kg/Primary
360	Upper East	Builsa North	Rural	Deprived	Zundema Primary
361	Upper East	Builsa South	Rural	Deprived	Uwasi Primary School
362	Upper East	Builsa South	Rural	Deprived	Baasa Kindergarten And Primary
363	Upper East	Garu	Rural	Deprived	Gbanterago Kg/Primary School
364	Upper East	Garu	Rural	Deprived	Azuuguri Kg/Primary School
365	Upper East	KassenaNankana West	Urban	Deprived	Paga T.I Ahmadiyya Primary
366	Upper East	KassenaNankana West	Rural	Deprived	Kandiga R/C Primary
367	Upper East	KassenaNankana West	Rural	Deprived	Bugsongo D/A Primary
368	Upper East	KassenaNankana West	Rural	Deprived	Nakong D/A Primary
369	Upper East	KassenaNankana West	Rural	Deprived	Gumongo D/A Primary

370	Upper East	KassenaNankana West	Urban	Deprived	Paga English/Arabic Primary
371	Upper East	Nabdam	Rural	Deprived	Zua Kg/Primary
372	Upper East	Nabdam	Rural	Deprived	Nkunzeisi Kg/Primary
373	Upper East	Nabdam	Rural	Deprived	Logre Kg/Primary
374	Upper East	Pusiga	Rural	Deprived	Gbewaa Training College Kg/Primary School

375	Upper East	Pusiga	Rural	Deprived	Daware Primary/Jhs
376	Upper East	Pusiga	Rural	Deprived	Kultamise Presby Primary
377	Upper East	Pusiga	Rural	Deprived	Bulugu A/G Kg/Primary School
378	Upper East	Talensi	Rural	Deprived	Tindongo Kg/Primary
379	Upper East	Talensi	Rural	Deprived	Nungu Basic School
380	Upper East	Talensi	Rural	Deprived	St Joseph's (Gbeogo A) Kg/ Primary
381	Upper East	Talensi	Rural	Deprived	Gorogo Kg/Primary
382	Upper East	Tempene	Rural	Non deprived	Tarivaago Basic School
383	Upper East	Tempene	Rural	Non deprived	Gaago Kg/Primary School
384	Upper East	Tempene	Rural	Non deprived	Nagani Kg/Primary School
385	Upper East	Tempene	Rural	Non deprived	Tendanen Kg//Primary School
386	Upper West	Lambussie-Karni	Rural	Deprived	Lambussie D/A Kg/Primary
387	Upper West	Lambussie-Karni	Rural	Deprived	Naawie D/A Basic School
388	Upper West	Daffiama-Bussie-Issa	Rural	Deprived	Daffiama Tendamba D/A Kinder- garten/Primary
389	Upper West	Jirapa	Rural	Deprived	Nambeg D/A Kg/Primary/Jhs
390	Upper West	Jirapa	Rural	Deprived	Vingving R/C Kg/ Primary

391	Upper West	Jirapa	Rural	Deprived	Nimbare-Komporei Kg/Primary School
392	Upper West	Jirapa	Rural	Deprived	Saabaalong M/A Kg/Primary

393	Upper West	Lambussie-Karni	Rural	Deprived	Sina/Dindee Basic School
394	Upper West	Lambussie-Karni	Rural	Deprived	Bulli D/A Basic School
395	Upper West	Lambussie-Karni	Rural	Deprived	Karni D/A Primary/Kg
396	Upper West	Lawra	Rural	Deprived	Karbo M/A Kg/ Primary
397	Upper West	Lawra	Rural	Deprived	Lawra Catholic Kg/ Primary
398	Upper West	Lawra	Rural	Deprived	Lawra English Arabic Kg/ Primary
399	Upper West	Nadowli-Kaleo	Rural	Deprived	Kanyini D/A Kg/Primary
400	Upper West	Nadowli-Kaleo	Rural	Deprived	Nyimbale R/C Kg/Primary
401	Upper West	Nadowli-Kaleo	Rural	Deprived	Kaleo Baptist Kindergarten/Primary
402	Upper West	Nadowli-Kaleo	Rural	Deprived	Saan Catholic Primary/Kg
403	Upper West	Nandom	Rural	Deprived	Bu R/C Primary
404	Upper West	Nandom	Rural	Deprived	Nandomkpee D/A Kg And Primary School
405	Upper West	Nandom	Urban	Deprived	St. Pauls R/C Kg And Primary School
406	Upper West	Nandom	Rural	Deprived	Dondometeng R/C Kg And Primary School
407	Upper West	Sissala East	Urban	Deprived	Falahia Basic School
408	Upper West	Sissala East	Rural	Deprived	Kasana Basic School
409	Upper West	Sissala East	Rural	Deprived	Sakai Primary School 'A'
410	Upper West	Sissala East	Rural	Deprived	Kong Basic 'B' School
411	Upper West	Sissala East	Urban	Deprived	St. Gabriel Basic School

412	Upper West	Sissala West	Rural	Deprived	Pulima Basic School A
413	Upper West	Sissala West	Rural	Deprived	Kunkorgu Basic School
414	Upper West	Sissala West	Rural	Deprived	Gbarima Basic School
415	Upper West	Sissala West	Rural	Deprived	Buoti Basic School
416	Upper West	Sissala West	Rural	Deprived	Silbelle Basic School
417	Upper West	Sissala West	Rural	Deprived	Sorbelle Basic School 'A'
418	Upper West	Sissala West	Rural	Deprived	Lipilime Basic School
419	Upper West	Sissala West	Rural	Deprived	Fielmuo T. I. Ahamadiyya Basic School
420	Upper West	Sissala West	Rural	Deprived	Jawia Basic School
421	Upper West	Sissala West	Rural	Deprived	Kupulima Basic School
422	Upper West	Wa East	Rural	Deprived	Kulkpong-Konta Meth. Primary/ Kg
423	Upper West	Wa East	Rural	Deprived	Kalanhi R/C Primary/Kg
424	Upper West	Wa East	Rural	Deprived	Loggu-Sagu R/C Primary
425	Upper West	Wa East	Rural	Deprived	Zinye D/A Primary School / Kg
426	Upper West	Wa Municipal	Rural	Non deprived	Yibile Ismalic Primary/Kindergar- ten
427	Upper West	Wa Municipal	Urban	Non deprived	Wa Senior High School Kg/Primary
428	Upper West	Wa Municipal	Rural	Non deprived	Chegli T. I. Ahmadiyya Kindergar- ten/Primary
429	Upper West	Wa West	Rural	Deprived	Tanziiri Anglican Kg/Primary
430	Upper West	Wa West	Rural	Deprived	Boro Methodist Day Nursery/Primary

432	Upper West	Wa West	Rural	Deprived	Dornye R/C Kg/ Primary
433	Upper West	Wa West	Rural	Deprived	Tambaare Ro- man Catholic Kg /Primary School

434	Upper West	Wa West	Rural	Deprived	Kachiau Catho- lic Kg/Primary
435	Upper West	Wa West	Rural	Deprived	Wechiau Islamic Primary/Kg
436	Upper West	Wa West	Rural	Deprived	Kukpali D/A Kg/Primary
437	Upper West	Wa West	Rural	Deprived	Wechiau Cath- olic Kg/Prima- ry/J.H.S
438	Upper West	Wa West	Rural	Deprived	Jenbob R/C Kg/ Primary
439	Upper West	Wa West	Rural	Deprived	Nerikuteng D/A Primary/Kg
440	Upper West	Wa West	Rural	Deprived	Gbachie Meth- odist Kg/Primary
441	Volta	Anloga	Rural	Non deprived	Bleamezado Kaledzi Mem. M/A E/P Basic School
442	Volta	Central Tongu	Rural	Non deprived	M Afi-Kumase Comboni R/C Kg/Primary
443	Volta	Biakoye	Rural	Non deprived	Worawora An- glican Primary
444	Volta	Biakoye	Rural	Non deprived	Kwamikrom R/C Kg/Primary
445	Volta	Biakoye	Rural	Non deprived	Tapa Amanyia E/P Kg/Primary
446	Volta	Biakoye	Rural	Non deprived	Tapa Abotoase R/C Primary School

447	Volta	Jasikan	Rural	Non deprived	Teteman D/A S.D.A Basic School
448	Volta	Kadjebi	Rural	Deprived	Dodi-Papase D/A/A.R.S. Primary
449	Volta	Kadjebi	Rural	Deprived	Kadjebi R/C Complex School (Nur. Basic School)
450	Volta	Krachi East	Rural	Deprived	Adukpanchuro M/A Primary

451	Volta	Krachi East	Rural	Deprived	Abomba Kwad- wo M/A Basic School
452	Volta	Krachi East	Rural	Deprived	Kpachiri M/A Basic School
453	Volta	Krachi Nchum-uru	Rural	Deprived	Borae No2 D/A Primary 'A'
454	Volta	Krachi West	Rural	Deprived	Osramanae D/A Kg/Primary School 'A'
455	Volta	Krachi West	Rural	Deprived	Monkra D/A Primary School
456	Volta	Nkwanta North	Rural	Deprived	Sibi Hill-Top D/A Primary/ Kg
457	Volta	Nkwanta North	Rural	Deprived	Kofi-Nyi D/A Primary
458	Volta	Nkwanta North	Rural	Deprived	Kpassa D/A Kg/ Primary 'B' '1' School
459	Volta	Nkwanta South	Rural	Deprived	Nyambong M/A Kg/Primary
460	Volta	Nkwanta South	Rural	Deprived	Pusupu M/A Kg/Primary 'A'
461	Volta	Nkwanta South	Rural	Deprived	B-Zongo M/A Kg/Primary

462	Volta	Afadzato South	Rural	Non deprived	Ve Golokua- ti D/A Basic School
463	Volta	Afadzato South	Rural	Non deprived	Woadze Basic School
464	Volta	Afadzato South	Rural	Non deprived	Tafi Atome R/C Primary/Kg
465	Volta	Agotime Ziope	Rural	Non deprived	Batume Junc- tion R/C Basic School
466	Volta	Agotime Ziope	Rural	Non deprived	Amedikpui D/A Primary/Kg
467	Volta	Akatsi North	Rural	Non deprived	Fiave Sanyi Basic School
468	Volta	Akatsi South	Rural	Non deprived	Wodome D/A Basic School
469	Volta	Akatsi South	Rural	Non deprived	Avenorpedo E/P D/A Basic School

470	Volta	Anlo (Keta) Municipal	Rural	Non deprived	Asadame A.M.E Zion Basic
471	Volta	Anlo (Keta) Municipal	Rural	Non deprived	Tsiamé M/A Basic School
472	Volta	Anlo (Keta) Municipal	Rural	Non deprived	Kedzi Havedzi A.M.E Zion Basic
473	Volta	Anlo (Keta) Municipal	Rural	Non deprived	Tengekope D/A Basic
474	Volta	Anloga	Rural	Non deprived	Atorkor M/A A Basic
475	Volta	Central Tongu	Rural	Non deprived	Asiekpe D/A Kindergarten/ Primary
476	Volta	Central Tongu	Urban	Non deprived	Mafi - Dugame Presbyterian Kindergarten/ Primary

477	Volta	Central Tongu	Rural	Non deprived	Mafi Seva D/A Kg/Primary School
478	Volta	Central Tongu	Rural	Non deprived	Dadoboe D/A Kg Primary School
479	Volta	Central Tongu	Rural	Non deprived	Wudzrolo D/A Kg, Pri & Jhs Schools
480	Volta	Ho Municipal	Urban	Non deprived	Ho-Dome Jaco- ba R/C Kg & Ho-Dome R/C Primary
481	Volta	Ho Municipal	Rural	Non deprived	Klefe-Achatime E.P. Prim/ Kg School
482	Volta	Ho West	Rural	Non deprived	Kpoeta Achem D.A. Kg/ Primary
483	Volta	Ho West	Urban	Non deprived	Kpedze-Sreme D/A Primary / Kg/Jhs
484	Volta	Hohoe Municipal	Urban	Non deprived	Hohoe St.Fran- cis College Demo. Kg/Primary

485	Volta	Ketu North	Rural	Non deprived	Kuli-Dzog- befime M/A Primary
486	Volta	Ketu North	Rural	Non deprived	Weta St. Mi- chael R/C Basic
487	Volta	Kpando	Urban	Non deprived	Kpando Tech- nical Kg & Primary, Model School
488	Volta	Kpando	Rural	Non deprived	Wusuta Hotor R/C Primary School

489	Volta	Kpando	Rural	Non deprived	Gbefi St. Peter's M/A Primary Schools
490	Volta	North Dayi	Rural	Non deprived	Anfoega Aku- kome E/P Primary & Kg
491	Volta	North Dayi	Rural	Non deprived	Aveme-Aman- from Basic School
492	Volta	North Tongu	Rural	Non deprived	Gbetekpo-Aza-gonorkope D/A Kindergarten/ Primary
493	Volta	North Tongu	Rural	Non deprived	Adidokpoe Methodist Basic School
494	Volta	North Tongu	Rural	Non deprived	Kledeke R/C K.G Basic School
495	Volta	North Tongu	Rural	Non deprived	Kanuwloe D.A Global Basic School
496	Western	Ahanta West	Rural	Non deprived	Apemenyim D/A Kg / Primary
497	Western	Ahanta West	Rural	Non deprived	Egyambra Anglican Kg/ Primary
498	Western	Ahanta West	Rural	Non deprived	Egyam Catholic Kg/Primary
499	Western	Ellembale	Rural	Non deprived	Krisan Com- munity D/A Primary

500	Western	Ellembale	Rural	Non deprived	Kikam Method- ist Primary
501	Western	Jomoro	Urban	Non deprived	Elubo Cath. Kg/ Primary
502	Western	Jomoro	Urban	Non deprived	Tikobo No.1 M/A Kg/Prima- ry 'A'

503	Western	Mpohor	Rural	Non deprived	Obrayebona Anglican Basic School
504	Western	Mpohor	Rural	Non deprived	Mampong D/A Basic
505	Western	Nzema East Municipal	Rural	Non deprived	Nyame-bekyere-Anyano M/A Kg/Primary
506	Western	Nzema East Municipal	Rural	Non deprived	Nsein Methodist Kg/Primary School
507	Western	Nzema East Municipal	Rural	Non deprived	Yediyesele M/A Basic School
508	Western	Nzema East Municipal	Rural	Non deprived	Assuawua Anglican Kg/ Primary
509	Western	Prestea Huni Valley	Urban	Non deprived	Prestea Catholic Kg/Primary 'A&B'
510	Western	Prestea Huni Valley	Urban	Non deprived	Bogoso M/A Basic School
511	Western	Sekondi-Takoradi Metropolitan	Urban	Non deprived	Sarah Sackey Anglican Kg & Primary
512	Western	Sekondi-Takoradi Metropolitan	Urban	Non deprived	St. Andrew's Primary 'B' Complex & Kg
513	Western	Sekondi-Takoradi Metropolitan	Urban	Non deprived	Navy Basic School Kg/Pry/ Jhs
514	Western	Shama	Urban	Non deprived	Shama Model Kg/Primary
515	Western	Shama	Rural	Non deprived	Ohia Ma Adwen D/A Kg/Pry
516	Western	Tarkwa-Nsuaem Municipal	Rural	Non deprived	Dompim Nana Boadii M/A Basic School

517	Western	Wasa Amenfi Central	Rural	Deprived	Wuratrem D/A Basic
518	Western	Wasa Amenfi Central	Rural	Deprived	Subriho D/A Basic School
519	Western	Wasa Amenfi Central	Rural	Deprived	Sraha-Ayiem D/A Basic School
520	Western	Wasa Amenfi Central	Rural	Deprived	Samfifire D/A Basic School
521	Western	Wasa Amenfi Central	Rural	Deprived	Sureso D/A Basic
522	Western	Wasa Amenfi Central	Rural	Deprived	Kwamang Cath- olic Kg/Primary
523	Western	Wasa Amenfi Central	Rural	Deprived	Juabo R/C Kg/ Primary
524	Western	Wasa Amenfi West	Rural	Deprived	Asanco Model Basic
525	Western	Wasa Amenfi West	Rural	Deprived	Gonukrom M/A Basic School
526	Western	Wasa Amenfi West	Rural	Deprived	Pebiase M/A Kg/Primary
527	Western	Aowin	Rural	Non deprived	Yiwabra Nk- wanta M/A Kindergarten And Primary School
528	Western	Aowin	Rural	Non deprived	Amanhyia Brehonya M/A Kindergarten And Primary School
529	Western	Bia East	Rural	Deprived	Dramanikrom D/C Primary
530	Western	Bia East	Rural	Deprived	Arhinfulkrom D/C Primary
531	Western	Bia East	Rural	Deprived	Amangoase D/A Primary School
532	Western	Bia East	Rural	Deprived	Fosukrom D/A Primary 'B'

533	Western	Bia West	Rural	Deprived	Mesrenyame D/A Primary School
534	Western	Bia West	Rural	Deprived	New Wenchhi D/A Primary And Jhs
535	Western	Bia West	Rural	Deprived	Nyamebekyere No. 2 D/A Primary
536	Western	Bibiani-Anhwi- aso-Bekwai	Rural	Non deprived	Anhwiaso Ri- ley-Poku Angli- can Primary
537	Western	Bibiani-Anhwi- aso-Bekwai	Urban	Non deprived	Kanaso D/A Kg/Primary
538	Western	Bibiani-Anhwi- aso-Bekwai	Rural	Non deprived	Ashiam M/A Kg/Primary
539	Western	Bibiani-Anhwi- aso-Bekwai	Rural	Non deprived	Chirano R/C Primary/Kg
540	Western	Bibiani-Anhwi- aso-Bekwai	Rural	Non deprived	Asawinso 'A' Meth. 'B' Kg/ Primary
541	Western	Bibiani-Anhwi- aso-Bekwai	Rural	Non deprived	Kojina 'A' M/A Primary
542	Western	Bodi	Rural	Deprived	Nkrumakrom D/A Basic School
543	Western	Bodi	Rural	Deprived	Aferewa D/A Kg/Primary
544	Western	Juaboso	Rural	Deprived	Nkatieso D/A Kg/ Primary 'B'
545	Western	Juaboso	Rural	Deprived	Kotosaa D/A Kg/Primary
546	Western	Sefwi Akontom- bra	Rural	Deprived	Bawakrom D/A Basic School
547	Western	Sefwi Akontom- bra	Rural	Deprived	Edumafua D/A Kg/Primary School 'B'
548	Western	Sefwi-Wiawso	Rural	Non deprived	Nyame Nnae M/A Basic School

549	Western	Sefwi-Wiawso	Urban	Non deprived	Punkrom M/A Kg / Primary School
550	Western	Sefwi-Wiawso	Rural	Non deprived	Adiembra M/A Kg / Primary School



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