

**FEBRUARY 2022**



# Fidelity of Implementation



Ministry of Education  
REPUBLIC OF GHANA



Ghana Education  
Service (GES)



## Acknowledgement

The National Council for Curriculum and Assessment (NaCCA) expresses its gratitude to the Minister of Education, the leadership of the Ministry of Education's Reform Secretariat, and Management of Ghana Education Service (GES) for allowing their staff to collaborate and work with NaCCA to carry out the FOI activity under the supervision of the Director-General, NaCCA.

We are grateful to the Regional and District Directors for permitting their SISOs, headteachers, teachers, and curriculum leads to work with NaCCA to carry out the FOI activity.

Finally, NaCCA, GES and the Reform Secretariat deserve special acknowledgement for their leadership in the planning, execution and reporting of the FOI activity.

## 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 sixteen (16) administrative regions and two hundred and ten (260) districts.

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

## Methodology

The previous survey (July, 2021) 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 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. A total of 28 (5%) of the 534 headteachers interviewed have not been trained on the Standards-Based Curriculum.
2. 157 (15%) of the 1029 teachers have not been trained on the SBC. This implies that there are some teachers in our schools who are implementing the SBC without any training and this would affect learning outcomes.
3. A total of 40 (8%) curriculum leads had not been trained on the SBC out of 509 total curriculum leads. This could have a significant impact on how the SBC is implemented

in those schools since the Curriculum Leads are expected to provide leadership and technical support during PLC Meetings. (Benchmark set at 6 or more).

4. Of the 1029 teachers interviewed, 912 (89%) of them prepare lesson plans based on termly learning schemes. This demonstrates that teachers are committed to the development of lesson plans. However, 117 (11%) teachers do not develop lesson plans. This could also have an impact on how they teach in class. However, the vast majority of the lesson plans that were seen were obtained from the internet.
5. Lesson plans and termly learning schemes are not vetted by 43 (8%) of the 534 headteachers. This could have an impact on learning outcomes. However, 491 (92%) examine lesson plans and termly scheme of learning. This demonstrates the commitment of school headteachers to provide high-quality instruction in their schools.
6. 1008 teachers out of 1029 reported they use assessment for learning (afl) approaches in their lessons, accounting for 98% of the total. As indicated by 529 (99%) of headmaster data provided, teachers use assessment for learning methodologies in their lesson delivery.
7. Of the 1029 teachers polled, 30 (3%) do not use creative pedagogies. Although the percentage of teachers not using creative pedagogy is minimal, there is the need for all teachers to use this approach for effective learning and teaching.
8. Of the 1029 teachers polled, 1004 (98%) of the teachers said they use the three phases of lesson delivery (starter, main lesson, and plenary/reflection). Their lessons, which were observed by School Improvement Support Officers (SISOs), backed up this claim. The three phases of lesson delivery are not used by 25 (2%) of teachers. This shows that these teachers do not effectively plan their lessons, which could have a detrimental impact on learners' learning outcomes.
9. A greater proportion of the curriculum leads 502 (98.6%) do not hold PLC meetings on a regular basis in their schools. (Benchmark set at 6 or more). Evidently, out of the total 534 headteachers interviewed, 520 respondents representing 97% do not organise PLC meetings regularly. The teacher data revealed that 1008 (98%) of respondents were not regular at PLC meetings. A further discussion with some headteachers indicated that they were unaware PLC meetings should be organized weekly.



## Recommendations

It is highly recommended that:

1. GES in collaboration with NaCCA should develop a tailor-made content module for headteachers and SISOs to have an understanding on the rudiments of the SBC and equip them with the requisite competencies for supervisory role.
2. GES in collaboration with NaCCA should identify teachers who are not trained on the SBC and provide training for them to enable them implement the SBC effectively.
3. The curriculum leads provide leadership and technical support during PCL meetings; therefore, their in-depth understanding of the SBC is needed to enable them lead. In order to play their role effectively, they must be trained.
4. Headteachers should ensure that teachers prepare their own lesson plans. It was found that teachers download lesson plans from the internet. These are substandard lesson plans that are developed by faceless individuals whose technical expertise are unknown. It is apparent that, these rogue websites influence what should be taught and how it should be taught in various classrooms across Ghana. This report recommends that, the rogue website uploading substandard lesson plans should be brought down.
5. DEOs and SISOs should hold headteachers accountable for vetting lesson plans including yearly and termly schemes of learning. This requires strengthening school level accountability by the districts.
6. Although a greater proportion of teachers indicated that they use Assessment for Learning (AFL) strategies in lesson plan, evidence needs to be provided to support this claim. In order to enhance effective integration of AFL strategies in instruction, training on AFL and National Pre-Tertiary Learning Assessment Framework (NPLAF) strategies should be done.
7. From the key findings, schools do not organise PLC meetings regularly. Although the FOI 2021 report indicated the same findings, the issue has not been resolved. The 2021 FOI report recommended that NaCCA and GES develop a PLC guide and conduct training on the use of the guide. It is evident that this recommendation has not been fully implemented. Therefore, urgent strategic steps should be taken to address the issue.



8. Pre-service teachers should be exposed to the standards-based curriculum.

## **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 a 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 teachercentered approach to teaching to a Standards-Based Curriculum that focuses on and fosters the development of national core values and core skills required for long-term development and learning.

This change was driven by the Education Strategic Plan (ESP 2018-2030) which outlines strategic education reforms for the pre-tertiary level of education.

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. This was followed up by monitoring of the Fidelity of Implementation (FOI) of the SBC in 2021 by NaCCA, GES and Reform secretariat as part of effort in implementing the Integrated Monitoring Strategy framework.

This FOI activity is a sequel to the data collection conducted in 2021. The 2021 survey served as a collaborative step to gather further evidence of ongoing practical learning related to the implementation of the curriculum at the pre-tertiary school level.

### **Fidelity of Implementation (FOI)**

A valuable and beneficial technique of clarifying whether a nation's pre-tertiary curriculum is 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 researchbased 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, head teachers, teachers and learners across the country.

## 1.1 Objectives of the FOI Monitoring

The objectives of the monitoring were 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 survey are still persisting.

## Methodology

The FOI focused on gaining a national picture of learning outcomes and implementation progress of the Standards-Based Curriculum across primary schools in Ghana. 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 (July, 2021) 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 their deprivation (deprived/non-deprived districts) 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 includes 169 schools in deprived districts, accounting for 31% of the total.

## Data Collection

Data collection instruments included three sets of questionnaires for head teachers, teachers and curriculum leads. For evidence, the following documentation was requested from the head teachers of the participating schools to show the state of implementation. These included minutes of PLC meetings, records of attendance, action plans and log books. Interviews and observations were conducted on head teachers, teachers, and curriculum leads. The questionnaires were uploaded on the Kobo Collect Application on tablets for data collection.

SISOs were assigned districts and schools to collect data on head teachers, teachers and curriculum leads using the Kobo Collect Application tool. To facilitate data collection, all SISOs were given tablets. Data so collected were sent directly to the Ministry of Education Performance Management and Data Visualisation (PMDV) 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. Data collection and quality assurance was done in ten (10) days.

**Table 1: Sampled schools by Location**

Rural schools	Urban Schools	Total	Schools in Deprived Districts	Schools in Nondeprived Districts	Total
<b>434</b>	<b>116</b>	<b>550</b>	<b>169</b>	<b>381</b>	<b>550</b>

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.

### **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 2-day 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 district directors and school heads to carry out the activity in their schools.

Consent was sought from respondents and their names were kept anonymous.

## Data Management and Analysis

Data from the PMDV Dashboard was imported to excel, cleaned and analysed.

## FOI Monitoring Strategy

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

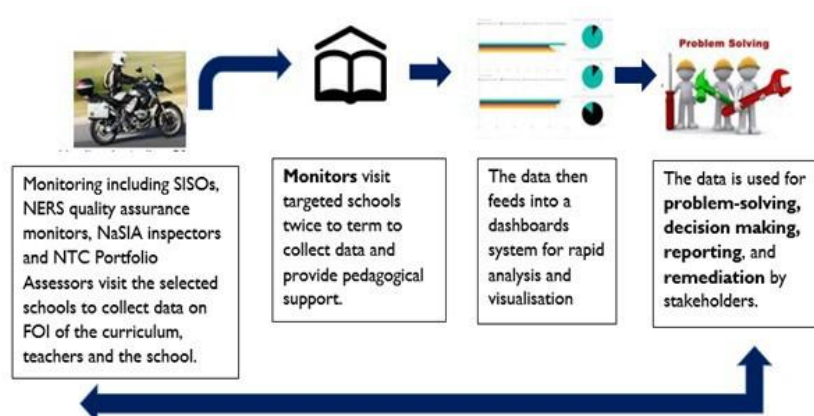


Figure 1: Integrated Monitoring Strategy

## 3.0 Demographic Background of Respondents

Number of Respondents			
Region	Teachers	Headteachers	Curriculum Leads
Ahafo	25	12	12
Ashanti	104	52	52
Bono	42	22	22
Bono East	37	21	19
Central	109	55	51
Eastern	111	54	55
Greater Accra	98	54	50

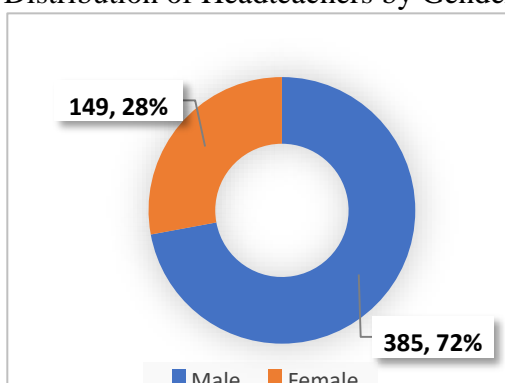
North East	14	7	6
Northern	71	36	34
Oti	33	19	19
Savannah	18	9	9
Upper East	112	55	54
Upper West	94	55	51
Volta	68	35	28
Western	57	29	29
Western North	36	19	18
<b>Total</b>	<b>1029</b>	<b>534</b>	<b>509</b>

**Table 2: Regional Distribution of Respondents**

Table 2 revealed that headteachers were short by 16 out of 550 expected respondents representing 97% return rate for all regions while Curriculum Leads had a shortage of 41 respondents out of 550 representing 92.5% return rate. For teacher respondents, the return rate was approximately 94% (1029).

## Gender Distribution of Headteachers and Teachers

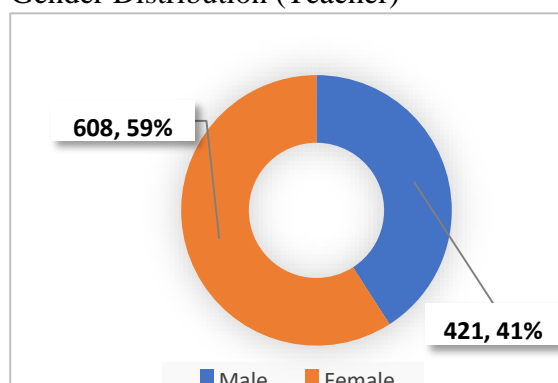
**Distribution of Headteachers by Gender**



**Figure 2A: Sex Distribution of Head teachers**

Figure 2A illustrates that, the number of male headteachers was 385 representing 72% while female headteachers were 149 representing 28%. More males hold the headship position than females.

**Gender Distribution (Teacher)**



**Figure 2B: Sex Distribution of Teachers**

The figure above indicates that out of 1029 teacher data received, 421 representing 41% were males while 608 representing 59% were females

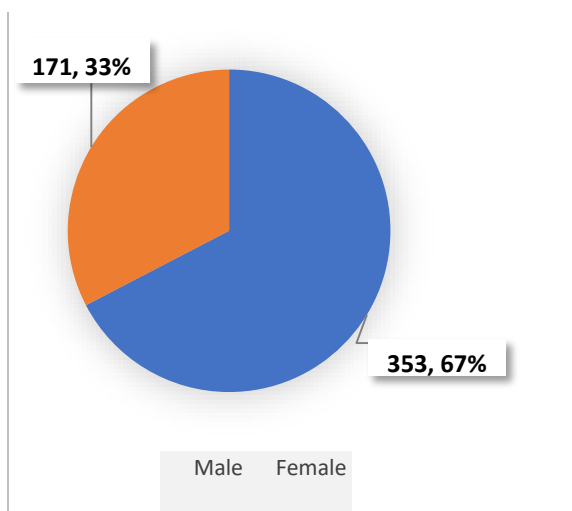


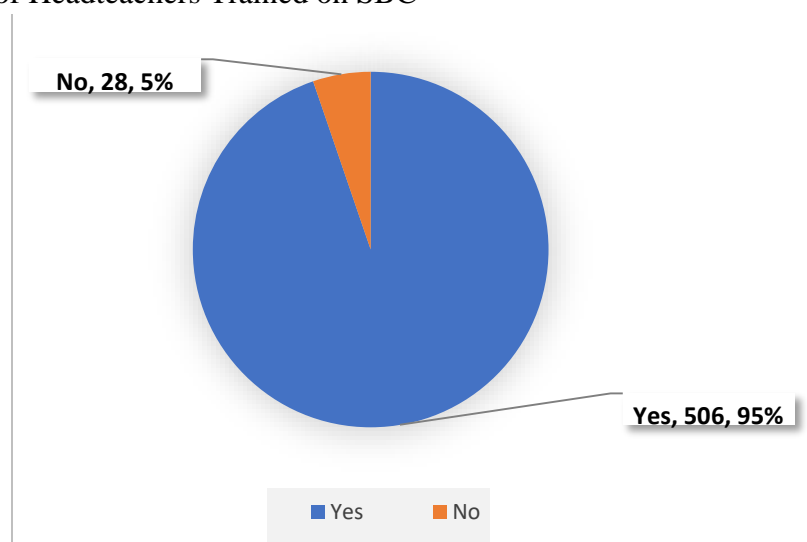
Figure 2C illustrates the sex distribution of the curriculum leads. 353 representing 67% were males while females were 171 representing 33%, making a total of 50 curriculum leads respondents.

*Figure 2C: Sex Distribution of Curriculum Leads*

## 4.0 NaCCA/ GES FOI Findings on Key Indicators

### 4.1 Training on the Standards-Based Curriculum

Percentage of Headteachers Trained on SBC



*Figure 3A: Training in SBC (Headteachers)*

Figure 3A represents data on the percentage of headteachers who have either received training in the SBC or not. Out of the 534 headteachers, 28 representing 5% have not been trained on the Standards-Based Curriculum.



Percentage of Teachers Trained on the SBC

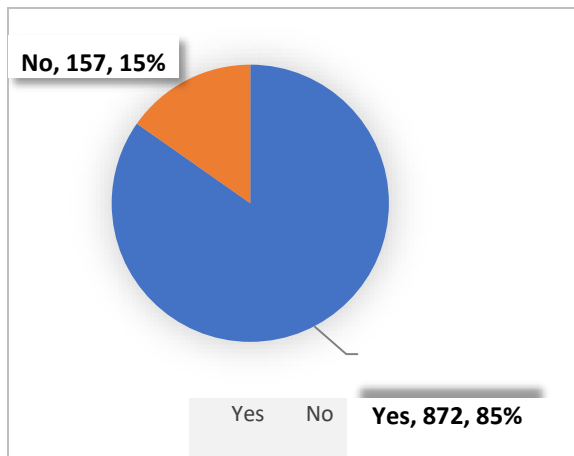


Figure B: Teachers Trained on SBC

Figure B represents the result of teachers trained on the SBC. Out of 1029 teachers, 157 (15%) have not been trained on the SBC while 872 (85%) have been trained on the SBC. The 15% who have not been trained will have difficulties in implementing the SBC. On the other hand, teachers who have been trained on the SBC requested refresher training.

Percentage of Curriculum Leads Trained on the SBC

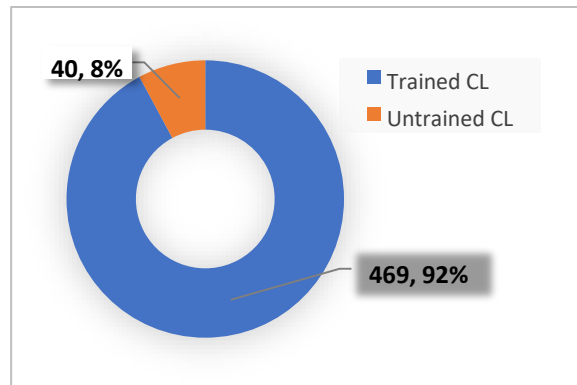


Figure C: Curriculum Leads Trained on Standards-Based Curriculum

Figure c shows result of Curriculum leads trained on SBC. Of the 509 Curriculum Leads data received, 40 (8%) of them have not been trained on the SBC. This may also highly affect the implementation of the SBC, as the CLs are strategically placed to provide leadership and technical support for PLC meetings.

## Planning- Preparation and Vetting of Lesson Plan

As part of preparation for a lesson delivery teachers are expected to prepare weekly lesson plans while the Headteacher vets them.

Percentage of Teachers Who Prepare Lesson Plan

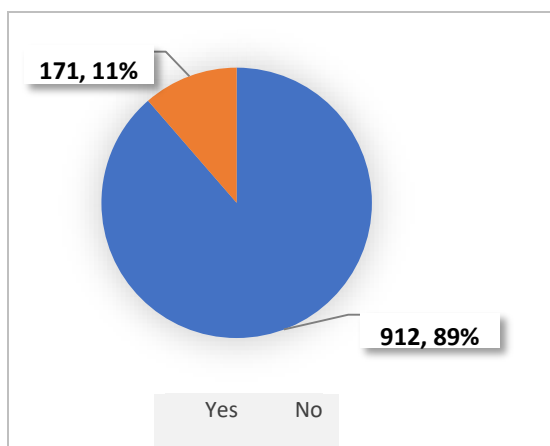


Figure x: Preparation of Lesson Plans

Figure x shows result of teachers who prepare lesson plans. Of the 1029 teachers

Percentage of Headteachers Vetting Lesson Notes

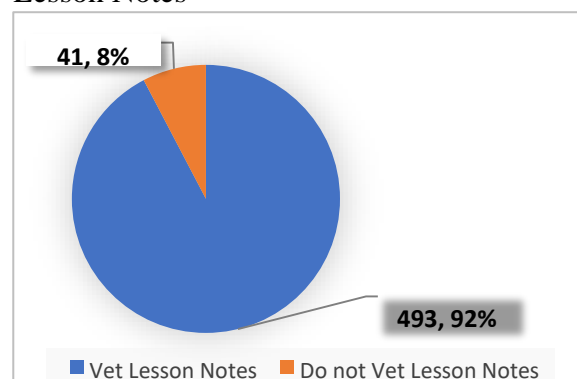


Figure y: Headteachers Vetting of Lesson Notes

interviewed, 912 (89%) of them prepare lesson plans based on termly schemes of

learning. This demonstrates that teachers are committed to the development of lesson plans. However, 117 (11%) teachers

Figure y depicts result of headteachers who

## Delivery- Integration of Assessment for Learning and Creative Pedagogies in Delivery

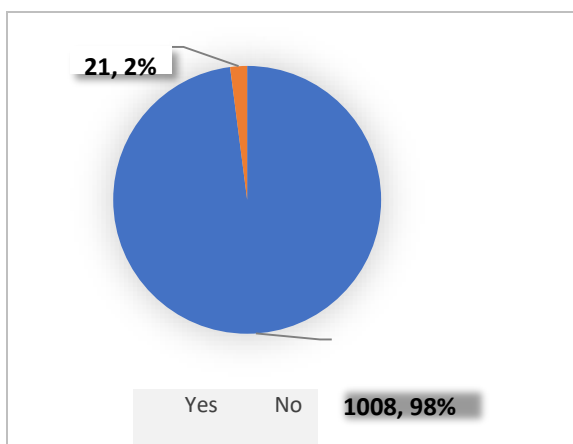
In this indicator, the focus was on three areas: Integration of Assessment for Learning, use of creative pedagogies and Effective use of the phases of lesson delivery.

do not develop lesson plans. This could also have an impact on how they teach in class. The vast majority of the lesson plans that were seen were obtained from the internet.

vet lesson notes. Lesson plans and termly schemes of learning are not vetted by 43 (8%) of the 534 headteachers. This could have an impact on learning outcomes. However, 491 (92%) examine lesson plans and termly schemes of learning. This demonstrates the commitment of school headteachers to provide high-quality instruction in their schools.

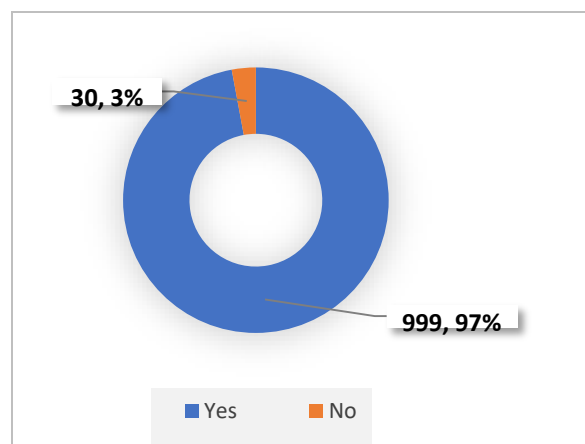
Percentage of Teachers Who Integrate AfL Strategies In Instruction

Percentage of Teachers Who Use Creative Pedagogy in Instruction



**Figure z: Integration of AfL into Teaching**

Figure z depicts teachers who integrate AfL strategies in their lesson delivery. Of the 1029 teachers, 1008 reported they use



**Figure aa: Use of Creative Pedagogies**

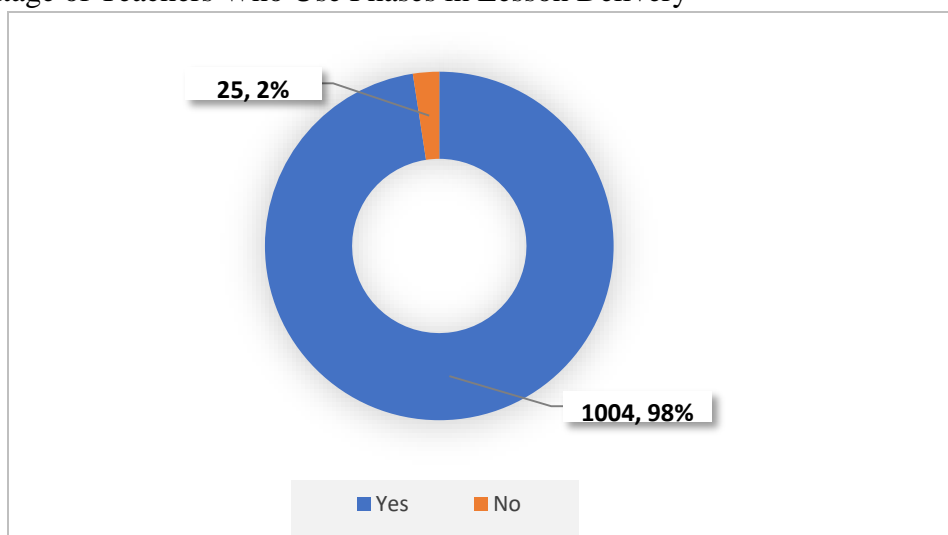
assessment for learning (afl) approaches in their lessons, accounting for 98% of the total. As indicated by 529 (99%) of

headmaster data provided, teachers use assessment for learning methodologies in their lesson delivery.

Figure aa shows results of teachers who use creative pedagogies in teaching. Of the 1029 teachers polled, 30 (3%) do not use creative pedagogies. Although, the percentage of teachers not using creative pedagogies is minimal, there is the need for all teachers to use this approach for effective learning and teaching.

## Use of Lesson Phases in Teaching

Percentage of Teachers Who Use Phases in Lesson Delivery



**Figure ab: Teachers who Use Lesson Phases in Teaching**

Figure ab represents the results of teachers who use phases of a lesson in teaching. Of the 1029 teachers polled, 1004 (98%) of the teachers said they use the three phases of lesson delivery (starter, main lesson, and plenary/reflection). Their lessons, which were observed by School Improvement Support Officers (SISOs), backed up this claim. The three phases of lesson delivery are not used by 25 (2%) of teachers. This shows that these teachers do not effectively plan their lessons, which could have a detrimental impact on learners' learning outcomes.

## Organisation of PLC Meetings within a Term

A greater proportion of the Curriculum Leads 502 (98.6%) do not hold PLC meetings on a regular basis in their schools. (Benchmark set at 6 or more). Evidently, out of the total 534

headteachers interviewed, 520 respondents representing 97% do not organise PLC meetings regularly. The teacher data revealed that 1008 (98%) of respondents were not regular in PLC meetings. A further discussion with some headteachers indicated that they were unaware PLC meetings should be organized weekly.

## Attendance to PLC Meetings by teachers

In a term of twelve (12) to fourteen (14) weeks, the teachers are expected to attend PLC meetings regularly within the term. Figure ac below shows the results of the attendance at PLC meetings.

Number of Teachers Who Are Regular at PLC Meetings

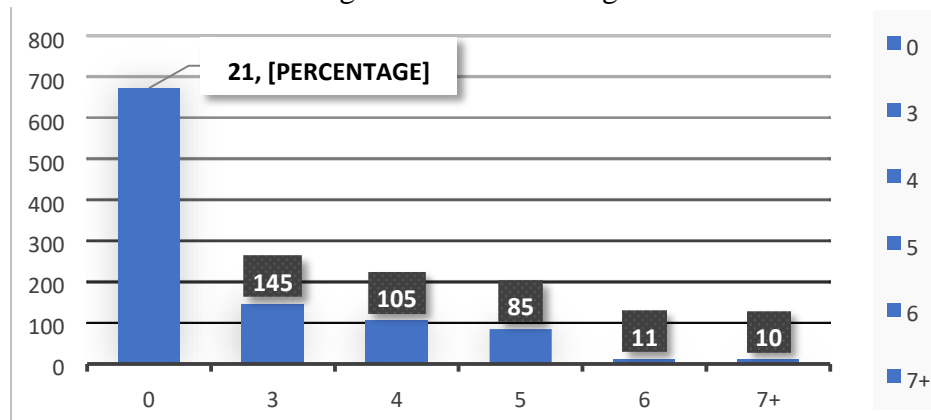


Figure ac: Number of Teachers Attending at Least 6 PLC Meetings

The results show the number of teachers attending the minimum number (6) of PLC meetings per term.

## Challenges of Curriculum Lead

Other challenges enumerated by the Curriculum Leads are presented in Table ad.

- Not organising PLC meetings and has just taken over duties

• Difficulties in bringing resource persons
• Low knowledge on SBC/inadequate knowledge/ I don't have enough training
• Newly posted teachers with no training in PLC
• No relevant teaching and learning materials
• Indifferent attitude of teachers towards PLC
• Teachers do not see the need for it
• Difficulty in identifying individual teacher problems
• Teachers leaving school before school closing
• One hour duration is not enough
• Difficulty in funding resource persons
• Some teachers are sometimes not willing to facilitate due to a lack of confidence

## Challenges of Teachers

The findings showed that teachers encounter some problems associated with the implementation of the SBC and these are listed in Table ae.

• Inadequate knowledge of the SBC
• Insufficient curriculum in the school
• Lack of textbooks
• Lack of teaching and learning aids
• Difficulty getting materials and resources

## Challenges Headteachers face 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

## Recommendations

It is highly recommended that:

1. GES in collaboration with NaCCA should develop a tailor-made content module for headteachers and SISOs to have an understanding on the rudiments of the SBC and equip them with the requisite competencies for supervisory role.
2. GES in collaboration with NaCCA should identify teachers who are not trained on the SBC and provide training for them to enable them implement the SBC effectively.
3. The Curriculum leads provide leadership and technical support during PCL meetings therefore their in-depth understanding of the SBC is needed to enable them lead. In order to play their role effectively, they must be trained.
4. Headteachers should ensure that teachers prepare their own lesson plans. It was found that teachers download lesson plans from the internet. These are substandard lesson plans that are developed by faceless individuals whose technical expertise are unknown. It is apparent that, these rogue websites influence what should be taught and how it should be taught in various classrooms across Ghana. This report recommends that, the rogue website uploading ‘cooked’ substandard lesson plans should be brought down.
5. DEOs and SISOs should hold headteachers accountable for vetting lesson plans including yearly and termly schemes of learning. This requires strengthening school level accountability by the districts.
6. Although a greater proportion of teachers indicated that they use Assessment for Learning (AFL) strategies in lesson plan, evidence needs to be provided to support this claim. In order to enhance effective integration of AFL strategies in instruction, training of AFL and National Pre-Tertiary Learning Assessment Framework (NPLAF) strategies should be done.
7. From the key findings, schools do not organise PLC meetings regularly. Although the FOI 2021 report indicated the same findings, the issue has not been resolved. The 2021 FOI report recommended that NaCCA and GES develop a PLC guide and conduct training on the use of the guide. It is evident that this recommendation has not been fully implemented. Therefore, urgent strategic steps should be taken to address the issue.

## 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 1:**

### **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:	<table border="1"> <thead> <tr> <th></th><th>Male</th><th>Female</th><th>Total</th></tr> </thead> <tbody> <tr> <td>KG1</td><td></td><td></td><td></td></tr> <tr> <td>KG2</td><td></td><td></td><td></td></tr> <tr> <td>B1</td><td></td><td></td><td></td></tr> <tr> <td>B2</td><td></td><td></td><td></td></tr> <tr> <td>B3</td><td></td><td></td><td></td></tr> <tr> <td>B4</td><td></td><td></td><td></td></tr> <tr> <td>B5</td><td></td><td></td><td></td></tr> <tr> <td>B6</td><td></td><td></td><td></td></tr> <tr> <td>Total</td><td></td><td></td><td></td></tr> </tbody> </table>		Male	Female	Total	KG1				KG2				B1				B2				B3				B4				B5				B6				Total			
	Male	Female	Total																																							
KG1																																										
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B5																																										
B6																																										
Total																																										
NO.	QUESTIONS	CODES																																								

<b>A12</b>	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	<b>B1</b>	Are you aware of the standards-based curriculum for KG to P6?	YES [ ] NO [ ]
	<b>B2</b>	Do you think the new curriculum is relevant?	YES [ ] NO [ ]
	<b>B3</b>	Are you aware of the core competencies learners are supposed to achieve?	YES [ ] NO [ ]
	<b>B4</b>	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	<b>B5</b>	Did you attend training on the SBC?	YES [ ] NO [ ]
Opinion on adequacy and quality of training	<b>B6</b>	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	<b>B7</b>	How many teachers in your school participated in the training on the SBC at the District level?	<input type="text"/>
	<b>B8</b>	How often do you conduct classroom observation?	Regular Sometimes Not at all

	<b>B9</b>	Do you provide feedback on classroom observation records for teachers to improve teaching and learning?	Yes <input type="checkbox"/> No <input type="checkbox"/>
	<b>B10</b>	If yes, in what mode is feedback provided?  <i>Enumerator should request to see a copy if written</i>	Oral Written Both
	<b>B11</b>	Do you have learners with learning needs in your school?	Yes <input type="checkbox"/> No <input type="checkbox"/>
	<b>B12</b>	If yes, what specific measures do you have in place to address their needs?  Select where applicable	<input type="checkbox"/> Provision of special learning aids <input type="checkbox"/> Availability of special education teachers <input type="checkbox"/> Provision of remedial teaching <input type="checkbox"/> Special arrangement in assessment <input type="checkbox"/> Others (Specify)
	<b>B13</b>	Do you have Professional Learning Community (PLC) for teachers in your school?	Yes <input type="checkbox"/> No <input type="checkbox"/>
	<b>B14</b>	Have you organised PLC sessions in your school this term?	YES <input type="checkbox"/> NO <input type="checkbox"/>
	<b>B15</b>	If yes, how many PLC meetings have you organized this term?	<input type="text"/> <input type="text"/>
	<b>B16</b>	Do you keep records on teacher attendance at PLC meetings?  <i>Enumerator select yes if records are shown</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	<b>B17</b>	Do you have a Curriculum Lead (CL) in your school?	YES <input type="checkbox"/> NO <input type="checkbox"/>
	<b>B18</b>	If yes, has the CL been trained?	YES <input type="checkbox"/> NO <input type="checkbox"/>
	<b>B19</b>	Do teachers prepare weekly lesson plan? <i>[Request to see lesson note books]</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	<b>B20</b>	Do all your teachers have the Teacher's Resource Pack?	YES <input type="checkbox"/> NO <input type="checkbox"/>
	<b>B21</b>	Has this school received copies of the curriculum for all grade levels?	YES <input type="checkbox"/> NO <input type="checkbox"/>
	<b>B22</b>	Has your school received any other teaching and learning materials related to the SBC?	YES <input type="checkbox"/> NO <input type="checkbox"/>

	<b>B23</b>	YES [ ] YES [ ] YES [ ] YES [ ]	A. Textbooks B. Lesson books C. Other
	<b>B24</b>	Is the school providing support to teachers to access additional resources for the implementation of the SBC? the school providing support to teachers to access additional resources for the implementation of the SBC?	YES [ ] No [ ]
	<b>B25</b>	If yes, what kind of sup-port is the school giving to teachers? Aided multiple responses	A. Models B. Filmstrips C. Videos D. Pictures  E. Charts  F. Puzzles & games tool  G. Reading materials  H. Others, specify
	<b>B26</b>	Do all your teachers have the Teacher's Resource Pack?	YES [ ] NO [ ]
	<b>B27</b>	Has this school received copies of the curriculum for all grade levels?	YES [ ] NO [ ]
	<b>B28</b>	Has your school received any other teaching and learning materials related to the SBC?	YES [ ] NO [ ]
	<b>B29</b>	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
	<b>B30</b>	Is the school providing support to teachers to access additional resources for implementation of the SBC?	Yes [ ] [ ] No [ ]
	<b>B31</b>	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
	<b>B32</b>	Who provided the additional support?	A. Corporate bodies

			B. The school community C. PTA D. SMC E. Philanthropist F. Others, specify
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### SECTION C: CHALLENGES AND SUGGESTIONS IN THE IMPLEMENTATION OF THE NEW CURRICULUM

Challenges the school faces in the implementation of the new curriculum	<b>C1</b>	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?	<b>C2</b>	What are your suggestions for ensuring effective implementation of the Standards-Based Curriculum?	

### SECTION D: STAKEHOLDER ENGAGEMENT AT THE SCHOOL LEVEL

<b>D1</b>	Does the school involve the community in the implementation of the SBC?	YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>D2</b>	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"/>
<b>D3</b>	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
<b>D4</b>	How many times has the SISO visited your school this term? [Source of information; log book]	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>

<b>D5</b>	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
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#### 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	To what extent has the COVID-19 pandemic negatively impacted the following? <ul style="list-style-type: none"> <li>Contact hours PLC meetings</li> <li>Group activities</li> <li>Play-based learning strategies</li> <li>Assessment for learning strategies</li> <li>Punctuality of learners</li> <li>Punctuality of teachers</li> </ul>	<input type="checkbox"/> Significantly <input type="checkbox"/> Moderately <input type="checkbox"/> Slightly <input type="checkbox"/> Not at all

## 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 [ ]



<b>A4</b>	How long have you been working as a teacher?	<input type="text"/> <input type="text"/>
<b>A5</b>	How long have you been working as a teacher in this school?	<input type="text"/> <input type="text"/>
<b>A6</b>	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
<b>A7</b>	Are you a trained/certified teacher?	Yes <input type="checkbox"/> No <input type="checkbox"/>

## SECTION B: FIDELITY OF THE IMPLEMENTATION OF THE NEW CURRICULUM

No	Question	Scale
<b>B1</b>	Were you trained on the Standard Based Curriculum (SBC)? [Note: If yes, go to <b>B2</b> ]	YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>B2</b>	Do you have access to relevant teaching and learning resources in the school for implementation of the curriculum?	YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>B3</b>	Are the relevant teaching and learning resources in the school easily accessible for the implementation of the SBC?	<input type="checkbox"/> Yes, for all subjects <input type="checkbox"/> Yes, for some subjects <input type="checkbox"/> No, for all subjects
<b>B4</b>	Has your headteacher observed/monitored your lesson delivery this term?	YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>B5</b>	Did he/she give feedback?	YES <input type="checkbox"/> NO <input type="checkbox"/>

<b>B6</b>	If yes, in what mode(s) was feedback provided? <i>Enumerator should request to see a copy</i>	Oral only Written only Both
<b>B7</b>	Does your headteacher and Curriculum Lead organize weekly Professional Learning Community (PLC) meetings?	YES [ ]      NO [ ]
<b>B8</b>	How many PLC meetings have you attended this term?	<input type="text"/> <input type="text"/>
<b>B9</b>	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
<b>C1</b>	Are there learners with Special Education needs in your class?	YES [ ]      NO [ ]
<b>C2</b>	How many are in your class? ( <i>Enumerator should ask for a number</i> )	<input type="text"/> <input type="text"/>
<b>C3</b>	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)

<b>C4</b>	Are learners able to adapt to the new methods of teaching based on the SBC?	YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>C5</b>	Do you have the Teacher Resource Pack?	YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>C6</b>	How useful is the Teacher Resource Pack to you?	<input type="checkbox"/> Very Useful <input type="checkbox"/> Useful <input type="checkbox"/> Not Sure <input type="checkbox"/> Not Useful
<b>C7</b>	Do you prepare your own weekly scheme of learning?	YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>C8</b>	Which of the following is applicable to you with respect to lesson plan preparation? Tick as many as applicable	<input type="checkbox"/> I prepare lesson plans myself <input type="checkbox"/> I download already prepared lesson plan from websites <input type="checkbox"/> I download lesson note uploaded onto WhatsApp platforms
<b>C12</b>	Which of the following is applicable with respect to challenges in lesson plan preparation	<input type="checkbox"/> I need adequate training on lesson plan preparation <input type="checkbox"/> I do not know the new format <input type="checkbox"/> I use the old format to prepare lesson plan <input type="checkbox"/> I do not have lesson note book <input type="checkbox"/> I do not have the curriculum

#### SECTION D: IMPACT OF COVID-19

<b>E1</b>	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
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E2	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"/> <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)
E3	To what extent has the COVID-19 pandemic negatively impacted the following in your class? <ul style="list-style-type: none"> <li>• Contact hours</li> <li>• Group activities</li> <li>• Play-based learning strategies</li> <li>• Assessment for learning strategies</li> <li>• Punctuality of learners</li> <li>• Sports and games</li> <li>• Creative pedagogies</li> </ul>	<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 [ ] Female [ ]
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"/> <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 [ ]

<b>B2</b>	How many PLC meetings have you been able to facilitate this term?	<input type="text"/> <input type="text"/>
<b>B3</b>	Does the school have a PLC attendance list for the above meetings (request to see the records)	<input type="checkbox"/> Yes, verified <input type="checkbox"/> Yes, not verified <input type="checkbox"/> No attendance list
<b>B4</b>	Does the school have Minutes for the PLC meetings held this term? (request to see the records)	<input type="checkbox"/> Yes, verified <input type="checkbox"/> Yes, not verified <input type="checkbox"/> No minute submitted
<b>B5</b>	Does the PLC Minutes contain relevant information on implementation of the SBC? Skip from B4 option 1	YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>B6</b>	Are there any challenges related to your role as a Curriculum Lead?	YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>B7</b>	Specify the challenge(s) if yes to question <b>B6</b>	<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
<b>B7b.</b>	What measures have you taken to resolve the challenges indicated earlier?	
<b>B8</b>	Are teachers in this school equipped with the relevant skills to implement the SBC?	YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>B9</b>	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"/>
<b>B10</b>	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

E1	Do you observe Covid-19 protocols during PLC meetings?	<input type="checkbox"/> Yes <input type="checkbox"/> No
E2	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)
E3	To what extent has the COVID-19 pandemic impacted on the following in your PLC meetings? <ul style="list-style-type: none"> <li>• Meeting duration</li> <li>• Group discussion</li> <li>• Simulation</li> <li>• Number of meetings</li> </ul>	<input type="checkbox"/> Significantly <input type="checkbox"/> Moderately <input type="checkbox"/> Slightly <input type="checkbox"/> Not at all



**ANNEX 2:****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

<b>DATA COLLECTION QUALITY ASSURANCE TEAM</b>		
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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 Central 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 Primary
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	Aframuaase 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	Brofeyedur 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	Odotom/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-Asakraka 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 Basc '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 'I' 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	Weiija Gbawe	Urban	Non deprived	St. Jude Roman Catholic Basic School
275	Greater Accra	Weiija Gbawe	Urban	Non deprived	Weiija Methodist 'I' 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-Kompori 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	Tsiame 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/Primary '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
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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-Anhwiaso-Bekwai	Rural	Non deprived	Anhwiaso Ri- ley-Poku Angli- can Primary
537	Western	Bibiani-Anhwiaso-Bekwai	Urban	Non deprived	Kanaso D/A Kg/Primary
538	Western	Bibiani-Anhwiaso-Bekwai	Rural	Non deprived	Ashiam M/A Kg/Primary
539	Western	Bibiani-Anhwiaso-Bekwai	Rural	Non deprived	Chirano R/C Primary/Kg
540	Western	Bibiani-Anhwiaso-Bekwai	Rural	Non deprived	Asawinso 'A' Meth. 'B' Kg/ Primary
541	Western	Bibiani-Anhwiaso-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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