Final Evaluation of Ghana Transition and Persistence (TAP) Project

2010-2013

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The evaluation was conducted by *Associates for Change***,** a research and consulting firm based in Ghana, with expertise in education evaluation and social policy analysis.

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[1] Please note that a separate volume of Annexures is also available with the detailed data sets used in this evaluative report.

List of Acronyms

AfC	Associates for Change
AIDE	Assistance International pour le Développement de l' Education
APEs	Parent Student Associations
BECE	Basic Education Certificate Examination
CDC	Community Development Committee
CRI	Child Rights International
CRT	Criterion Referenced Test
CSs	Circuit Supervisors
DA	District Assembly
DAC	Development Assistance Committee
DCEs	District Chief Executives
DEOCs	District Education Oversight Committees
DEOs	District Education Office
DOD	Department of Defense
EFA	Education for All
EMIS	Education Management Information Systems
EQUIP	Education Quality Improvement Project
F4D	Football for Development
FGD	Focus Group Discussion
GES	Ghana Education Service
GNAT	Ghana National Association of Teachers
GORD	Government of the Republic of Djibouti
ICT	Information and Communication Technologies
INSET	In-Service Training
JHS	Junior High School
KG	Kindergarten
LA	Local Authority
MA	Municipal Assembly
MENESUP	Djibouti Ministry of Education
METH	Methodist
MOE	Ministry of Education
MOU	Memorandum of Understanding
NGO	Non-Governmental Organization
PTAs	Parent-Teachers Associations
QUIPS	Quality Improvement in Primary Schools
RC	Roman Catholic
RROC	Rights and Responsibility of the Child Club
SDA	Seventh Day Adventist
SEA	School Excellence Award
SIP	School Improvement Plan
SMCs	School Management Committees
SPAM	School Performance Appraisal Meetings
SPIP	School Performance Improvement Plan
TAP	Transition and Persistence
TLMs	Teaching and Learning Materials
TOT	Training of Trainers
TRCs	Teachers' Resource Centers
UNICEF	United Nations Children Fund
USAID	United States Agency for International Development
USG	United States Government
VRA	Volta River Authority

Executive Summary

The Transition and Persistence Project (TAP) was a 3-year USAID-funded education project, implemented by Plan Ghana. The project aimed to increase junior high school (JHS) enrollment and completion rates in 156 JHSs across 13 districts in 4 regions (Brong Ahafo, Central, Eastern, and Greater Accra). TAP contributed to USAID's Strategic Objective 8 (SO8): "Improved Quality of, and Access to, Basic Education". Plan International USA together with Plan Ghana implemented the $11.6 million USAID JHS education project: Transitions and Persistence (TAP) project under the Cooperative Agreement No. 641-A-00-10-00026-00 with USAID/Ghana. Plan's vision is for a world in which all children realize their full potential in societies which respect people's rights and dignity.

The overall goal of the TAP project was designed to help Ghana meet its Education for All (EFA) goals of universal primary completion. TAP focuses on improving the overall learning environment in districts that are at the tipping point[2], and supports educational initiatives which improve enrollment, transition and completion at junior high School level (JHSs).

The objectives of the TAP project were to:

- Increase the number of improved spaces available for JHS enrollment in targeted districts through building new facilities or rehabilitating existing facilities.
- Increase JHS enrollment in targeted districts by improving teacher quality, strengthening district level Ghana Education Service oversight, providing more diverse and innovative educational opportunities for children, promoting community involvement and ownership of the SIP process; and creating incentives and rewards for teachers, children, and communities for improving performance.
- Increase JHS completion rates by institutionalizing the processes and systems that will be used to increase enrollment.

Key findings on outputs and outcomes

The evaluation study found that the TAP project recorded enormous improvements in increasing the spaces, improving the physical infrastructure and in reducing socio–economic barriers to JHS enrollment and completion for pupils and their families across 156 TAP schools in 13 districts of Ghana. The evaluation revealed that the TAP project was a highly valued intervention by all stakeholder groups interviewed, particularly teachers, communities and children. Evidence from interviews revealed that TAP interventions met the immediate practical needs of households and schools. Key stakeholders at the district and school levels also suggest that the TAP project should continue, with at most minor modifications. Two key TAP interventions stand out in terms of the frequency with which they are mentioned by stakeholders and with regard to their impact on the beneficiary populations: *Girls' Camps* and *Football for Development* (F4D).

In terms of the targets for outputs for each of the indicators to measure the project's objectives, all but a few were either met or exceeded the expected TAP objectives. Targets for Component 1, which includes the infrastructural development of schools to expand and improve spaces for JHS pupils, were reported to have been met based on the last available bi-annual report (April – September 2013). The report indicates that the majority of planned works had been completed by the end of September 2013 (see Annex 18). This included 12 new schools that had significant major repairs due to the extent of dilapidation at the time of repairs, major repairs which were carried out in 19 schools and a further 101 schools had either significant or minor repairs as well as the construction of 13 ICT labs and libraries as part of the School Excellence Award scheme.

A key outcome of improving pupil spaces included the extent to which pupil enrollment in schools increased and that, once enrolled, students were able to persist to complete the JHS level. In the vast majority of TAP supported schools, pupil spaces were significantly increased and this helped to increase enrollment particularly with regard to girls' enrollment.

[2] These are schools which show the potential of making a change in terms of improved enrollment and learning outcomes among children, but need support.

The evaluation study found that the TAP project has made significant progress toward increasing access and retention at the JHS level by narrowing the gender gap. TAP made particular impact on girls' attitudes toward schooling and their ability to sustain participation at the JHS level, along with addressing the socio-economic barriers to their education.

Percentage changes in both transition and enrollment rates across the 156 TAP schools show positive upward increases, with the higher increase in enrollment for girls compared to boys, thus further narrowing the gender gap. Total enrollment change of girls across all TAP districts examined shows that the percentage change of girls' enrollment is higher than that of boys. In relation to the baseline, total enrollment went up by 10.7% in 2013, with girls recording a significant increase of 14.2% over 7.8% for boys[3]. This trend is reflected in the percentage change enrollment of girls in the TAP schools in every district except Dormaa Municipal, Brong Ahafo where there is a marginally smaller percentage change in enrollment for girls than boys. This was a significant achievement of TAP in attracting and retaining more girls than boys across their target schools. Findings relating to change in enrollment over the 3-year period in TAP schools shows cumulative growth of 10.7% compared to the cumulative decline of negative (-31.2%) in non-TAP schools over the base year in the 13 districts. The increase in transition and enrollment has, however, led to a number of emerging challenges, including over-enrollment and over-crowding in a few TAP classrooms; in some cases inward transfers from other schools in the vicinity could negatively affect the quality of teaching and learning.

The transition and persistence element of TAP demonstrated that while there was increasing numbers of girls and boys transitioning through the JHS system, the incidence of repetition at JHS1 and JHS2 based on yearly performance examinations was also restricting their completion across all schools (TAP and non-TAP). The TAP evaluation revealed that promotion based on yearly examinations to assess children was widespread and that as many as 30-40% of children were being held back in JHS2 in preparation for JHS3 and BECE.

Component 2 of the project aimed at providing an enabling environment for learners and inputs focused on the provision of training for teachers, managers and community members in order that infrastructural development and quality teaching and learning were improved across the 156 TAP schools. Targets for the numbers of personnel trained were met and in some cases exceeded the initial targets. Classroom observations in 13 classrooms suggests that the some TAP teachers were using the training they had acquired, particularly in the ICT and math subject areas, but less so with English language.

In-kind scholarships provided the largest set of visible incentives of motivating both parents and children in order to improve school attendance and regularity at JHS; these incentives also helped mitigate the social and economic barriers to retention and completion. The teacher training in child-friendly pedagogy and training of circuit supervisors in effective monitoring and supervision methods also addressed some of the causes of poor quality and poor performance among pupils. More work was needed to ensure that the School Performance Appraisal process was well embedded in the school/community accountability processes. A few TAP districts (2) had experienced slight improvements in their BECE results over the three year period along with at least 20 TAP schools across the evaluative districts. Learning outcomes in schools that are provided with significant support for improvement take more time than three years to demonstrate change in learning outcomes; findings related to percentage change in the BECE pass rates is still too early to assess across TAP schools.

The most promising approaches that TAP used in transforming the quality and participation of children at JHS level was the strong emphasis on community participation and the strengthening of community based institutions (e.g. SMCs/PTAs and CDCs). The formation and training of Community Development Committees (CDCs) facilitated participation in school development and built a sense of community ownership by ensuring that the supervision of construction works was a significant achievement. It will likely assist in the sustainability of some of the TAP interventions and infrastructure. In most cases the community entry approach allowed for

[3] Percentage change in enrollment figures provided by TAP M&E in April – September Bi-Annual Report 2013.

deeper consultation and collaboration with key stakeholders and brought together the community and school in partnership to improve education quality.

Relevancy: The evaluation exercise assessed the extent to which TAP's objectives met the needs and priorities of beneficiary districts, schools and communities; the evaluation also assessed the degree to which the TAP activities/interventions were consistent and in line with the government's overall educational priorities. The majority of District Education Directors interviewed across the 6 evaluative districts confirmed that the TAP interventions were of high priority given the state of infrastructure and construction in their districts. They were also well aware that the TAP interventions were creating incentives to an often demotivated teacher and community population across their districts. Top priorities for the districts were finding ways to engage the teachers in improving their instructional practice, motivating them and improving quality and the performance results of pupils at JHS. The district and school focus on improving the quality of education and ensuring that performance results in BECE were improved was of high priority for communities, regional and district level education offices.

Impact: The TAP interventions led to an increase in enrollment through the provision of infrastructure including furniture, latrines and school renovations along with several other TAP interventions such as Girls' Clubs and Girls' Camps. The in-kind scholarships had improved equity within the school population and reduced the incidence of drop out among students from lower socio-economic backgrounds. The evaluative findings also reveal that the TAP project achieved this objective by strengthening the effectiveness of the community structures such as the CDCs and SMCs through training and increasing the community ownership and accountability measures through usage of SPAMs and School Performance Implementation Plans. The SMCs/PTAs held teachers accountable since the pupils could make direct complaints to the SMC when they felt something was wrong and parents were now able to ask pupils about developments in the school. The evaluation team found that SMCs/PTAs were highly sensitized to their roles and responsibilities in improving the quality of education at the school level.

TAP interventions had significantly improved the community school relations and community ownership of the school. Evidence from the SMC/PTA/CDCs, head teachers, teachers, pupils and parents reveal that SMCs/PTAs now visit schools more often to check on teaching and learning and also to know the problems facing the schools in order to address them. The evaluation team also found that parents interviewed in rural communities were visiting their school more frequently and were concerned with the performance of their children in TAP. They were equally satisfied and encouraged about their teacher commitment, regularity and retention.

Sustainability: Overall the findings from the TAP evaluation suggest that interventions which were less costly and self-governing, such as the Football for Development and the school clubs, are likely to continue long after the TAP project depending on the leadership, motivation and commitment of teachers. The more challenging issue will be the maintenance and upkeep of the structures which TAP assisted to repair or reconstruct. Very limited knowledge was demonstrated during interviews with the TAP staff and SMCs/CDCs about the need to work closely with the District Assemblies and the key institutions at the district level (e.g. District Education Oversight Committee and District Teacher Support Teams) in order to sustain the efforts and interventions of TAP. However, interviews with CDC/SMC/PTAs and head teachers revealed that these groups had been guided to create sustainability plans.

The TAP project assisted communities, particularly through the CDCs and SMCs, to become technically equipped to mobilize and manage resources to support school projects. The TAP initiative also helped to enhance MOE/GES concepts of community participation and to strengthen community ownership of school improvement through their engagement in several of the TAP interventions. Interviews with communities revealed that they viewed the schools as "their own schools," a situation not found in the non-TAP schools in the same area. Community SMCs/PTAs were also not fully aware of the need to use their SPIPs and SIPS in order to ensure that the capitation grant could be used to maintain the structure and on-going support for key TAP interventions, such as the Football for Development.

Key recommendations

The recommendations made by respondents at the district, community and school levels mainly focused on: additional interventions and support, modifications to the project and improving quality of education in the community.

Plan Ghana staff and implementation partner recommendations:

- The application of the *'TAP tipping point'* concept should reconsider the possibility of beneficiary schools exceeding their enrollment capacity as a result of TAP interventions, particularly given the increase in enrollment and demand this brings when schools are rehabilitated and/or replaced. There should be more rigor in selecting communities using the school mapping approach[4] in order to ensure that the feeder school populations are fully considered during the school selection process. Communities with clusters of both primary and junior high schools should therefore have been considered more holistically so that the challenge of the oversubscription of just one JHS could have been avoided.
- The life span of TAP should be extended in order to achieve the full impact of project interventions, particularly in relation to improving the quality delivery of education. Three years was found to be too short and affected the timely delivery and completion of a number of interventions. The implementation of ICT centers could have benefited from at least one more year of project implementation in order to ensure that they were operational and sustained by the school community. Training events could have also benefited from one more year of intervention in order to consolidate teacher practices.

District, school and child level - head teacher recommendations:

- The child-friendly pedagogy training for teachers in ICT, English and mathematics should be extended to cover all subject areas at the JHS.
- The promotion policy of the Ministry of the Education should be made more transparent to parents and pupils at the JHS level and enforced by the DEO in order to ensure that no child is forced to repeat a level of JHS.
- Construction of latrines and water facilities should ensure that a capitation grant is used to maintain and service these facilities, including the purchase of toiletries.
- All schools supplied with TAP library books should be supplied with a library facility or at least adequate storage.

Community level recommendations:

- Most of the school repairs were community managed and the leadership selected by the communities before they received training from the project. Even where the project was contractor-led a CDC was in place to monitor and supervise as well as deal with other issues related to water provision, electricity connection. However some direct beneficiaries (schools, communities, PTA/SMC), when interviewed, felt they should be more involved in school construction implementation in schools particularly those which were contractor led.
- There should be more effective collaboration between all District stakeholders including District Assembly, District Education Oversight Committee, District Teacher Support Teams and TAP in the design, implementation and sustainability of interventions in future.

Recommendations on modifications to TAP if given the opportunity:

- The level of supervision should be strengthened in relation to monitoring schools, oversight to activities and the provision of inputs to facilitate the work of the GES supervisors and coordinators.
- There is a need to increase the level of supervision and monitoring at the school level by the District Education Offices and other officials. Effective supervision by head teachers should also be strengthened.
- Much more emphasis should be placed on ensuring that sustainability plans for the TAP interventions were in place at the school and community levels by the second year of the project.

Chapter 1: Introduction, Background and Methodology

The Transition and Persistence (TAP) Project is a 3-year USAID-funded education project, implemented by Plan Ghana. The project aimed to increase junior high school (JHS) enrollment and completion rates in 156 JHSs across 13 districts in 4 regions (Brong Ahafo, Central, Eastern and Greater Accra). TAP is a 3-year project which contributes to USAID's Strategic Objective 8 (SO8): "Improved Quality of, and Access to, Basic Education". Plan International USA together with Plan Ghana implemented the $11.6 million dollar USAID JHS education project: Transitions and Persistence (TAP) Project under the Cooperative Agreement No. 641-A-00-10-00026-00 with USAID/Ghana. Plan Ghana (International) is a child-centered community development organization without religious, political or governmental affiliation. Plan's vision is of a world in which all children realize their full potential in societies which respect people's rights and dignity.

The overall goal of the TAP project was designed to help Ghana as it strives to meet Education for All (EFA) goals on universal primary completion. TAP focuses on improving the overall learning environment in districts that are at the tipping point[5], and addressed some of the key challenges to transition between primary and junior high schools (JHSs).

1.1 The objectives of the project were to:

- Increase the number of improved spaces available for JHS enrollment in targeted districts through building new facilities or rehabilitating existing facilities.
- Increase JHS enrollment in targeted districts by improving teacher quality, strengthening district level Ghana Education Service oversight, providing more diverse and innovative educational opportunities for children, promoting community involvement and ownership of the SIP process; and creating incentives and rewards for teachers, children, and communities for improving performance.
- Increase JHS completion rates by institutionalizing the processes and systems that will be used to increase enrollment.

TAP's two main components for achieving these objectives were to: expand and improve available spaces for JHS pupils, and reduce barriers to JHS enrollment for pupils and their families.

Activities under Component 1 were:

To improve school infrastructure to meet specific standards (i.e. walling-in of classrooms; provision of girl-friendly latrines and hand washing facilities; access for the handicapped and access to water and electricity). TAP initially aimed to completely replace 7 JHSs and carry out major repairs on 19 schools utilizing construction contractors. In the remaining 130 sites, TAP provided micro grants to the local community for the repair of the existing infrastructure to meet specific physical standards.

Activities under Component 2 included:

To increase JHS enrollment and completion, strengthen quality and relevance of JHS education, address social and financial barriers to attending JHS and increase accountability and ownership of the schools in the communities.

TAP aimed at creating a child-friendly teaching and learning environment by enhancing teaching quality; promoting use of child-friendly pedagogies; strengthening school supervision by headmasters and circuit supervisors; reducing socio-economic barriers that affect girls' and boys' retention in JHS through scholarships, creating new and innovative co-curricular activities, incentives that reward attendance and performance; and building community ownership and participation by supporting the annual school improvement plan (SIP) process led by well-trained school management committees (SMCs).

[5] These are school community sites that demonstrated a high potential for change. A school that was observed to demonstrate high average academic performance but whose enrollment rates are not in line with those of the feeder primary schools was seen as being at the tipping point.

TAP targeted improving the learning spaces and environment for approximately 18,720 students. With regard to physical space, TAP established minimum standards such as ensuring wall construction in classrooms, girl-friendly latrines, hand washing stations and access to water and electricity. The project also offered in-kind scholarships to needy pupils, provided teacher training in child-friendly pedagogy in math, English and Information and Communication Technology (ICT) and promoted gender equity through targeted interventions addressing barriers unique to girls as well as boys.

Through the collaboration with district education officers (DEOs), TAP developed a set of site selection criteria to choose junior high schools that had the greatest potential to increase enrollment and completion and to demonstrate community leadership (i.e. "the tipping point"). In order to achieve this aim, TAP districts were selected for intervention using the following criteria:

- High Average Academic Performance
- High Primary 6 Enrollment
- High Primary Completion Rate
- Low JHS Gross Enrollment Rate
- Low JHS Completion Rate

1.2 Objectives of the evaluation

The rationale for the final evaluation was to supplement the routine data collection on indicators and objectives monitored throughout the life of the TAP project, and to explore extensively the five key aspects of the project: its relevance, efficiency, effectiveness, results and sustainability[6]), drawing on existing data from TAP monitoring reports, interviews with staff, beneficiaries and collaborators. The evaluation also involved extensive field work stage (see Annex 2) in order to validate data and explore deeper some of the findings from the data collected. It also involved summarizing primary lessons learned and making key recommendations to improve the quality of on-going and future education programming by the MOE, Plan and USAID.

This evaluation was therefore designed to explore the degree to which the desired changes were brought about due to the TAP interventions. The evaluation field work developed a sample based on disaggregating across the schools which exhibited the highest enrollment change and average and lowest enrollment change over the three year TAP intervention period (2010/11 to 2012/13); the evaluation also explored the degree to which interventions were effective and yielded the most promising results for replication.

1.3 Methodology and field guide

The evaluation used a mix of method approach including: interviews across key stakeholder groups, focus group discussions with key beneficiaries including children and an in-depth review of TAP-related project documents (see Annex 3). A total of 27 TAP schools were sampled across 6 districts in three regions of Ghana: Greater Accra, Brong Ahafo and Eastern region. These regions and districts were sampled based on several criteria (Annex 6). Approximately 27 head teachers were interviewed using an in-depth interview approach. In addition, approximately 120 teachers were interviewed in focal group discussions and in-depth interviews across the 27 sampled schools. Around 40 district education officers were also interviewed, including district directors of education and representatives from 27 SMCs and CDCs, across the sampled evaluative schools. Data analysis used both quantitative and qualitative methods.

AfC spent over 3 weeks reviewing TAP bi-annual reports and monitoring and evaluation data, using the DAC criteria for assessing programs of this nature, to evaluate the project's relevancy, efficiency, effectiveness and sustainability. This informed and influenced the development of instruments for conducting field work at national, regional, district, community and school levels. A detailed field guide was developed for the TAP evaluation based on previously tested instruments, which AfC had developed for the Quality of Education Study

[6] DAC Criteria.

conducted in Northern Ghana. These included teachers' observation protocols and interview instrumentation along with the community scorecards that captured the objectives and expected outcomes of TAP.

The key instruments used in the evaluation included:

- District checklist for information related to TAP projects
- Interview schedule with the district education director and circuit supervisors
- Interview schedule with district chief executive and district planner/coordinating directors
- Interview schedule for the head teacher and separately for the focal group interview with teachers
- Focal group interview guide with pupils (girls separately from boys)
- Focal group interview with SMC/PTA and scorecard
- Classroom observation and school-based checklist
- Three special instruments for rapid appraisal of one non-TAP school in each district selected

1.4 District site selection

The evaluation team selected two districts per region based on the following criteria (see Annex 5):

- The number of TAP JHS schools in the district as a percentage of the public schools, such that the districts with the highest proportion of TAP were selected for the evaluative field work.
- Districts with the presence of special interventions such as Aflatoun and School to School.
- Districts with schools that had benefitted from a range of repair/replacement work as part of Component 1.
- Districts with schools that formed part of the sample of schools used for the Limited Scope Study.

Districts were also selected based on their ability to provide the evaluation team with a diverse understanding of TAP implementation across predominantly rural as well as more urban districts.

The six districts selected for the evaluative field work were:

- Ga West Municipal and Dangme West District (Greater Accra)
- Dormaa Municipal and Tano South District (Brong Ahafo Region)
- Asuogyaman District and New Juaben Municipal (Eastern region)

The Greater Accra region had just two TAP districts; both were immediately included in the evaluation. In the Brong Ahafo Region, there were three TAP districts and two were selected on the basis that they had the highest proportion of intervention schools when compared to the number of public schools. The schools in Dormaa Municipal (in BA) also received the full range of available TAP interventions, including total replacement of schools, as well as major, significant and minor repairs. Tano South had no schools that required significant repair. Both districts had a school in which the School to School intervention was delivered and they were both included as part of the mid-term Limited Scope Study.

The selection of districts in the Eastern Region was a little more complex as there was no district that fulfilled all the necessary criteria. However, New Juaben had the highest proportion of TAP program schools and these schools included a range of replacement or repair works. Asuogyaman District (Eastern region) also had one of the highest proportions of TAP schools compared to public schools, schools required a range of repair works but most importantly, the district was part of the Limited Scope Study. It also had a school that was part of the School to School intervention and all the TAP project schools were part of the Aflatoun project.

1.5 Criteria for school/community site selection

The evaluation team selected two schools per district at the community level based on their change in enrollment over the three year period using high, medium and low performing school criteria. The team categorized TAP schools using enrollment and achievement disaggregated data at the school/community level to identify schools which had positive and negative enrollment. District averages for enrollment were used to identify where the school ranked within the range of criteria before selection; for instance schools that demonstrated improvement in enrollment over the three to four year period were categorized as high performing (see Annexes 1 and 6).

Selection of medium and low performing schools was based on the same triangulation of percentage change in enrollment at the JHS level per school and percentage change in BECE results where the data was available.

Data on the percentage change in enrollment, completion and BECE results were used so that school selection could take into account the range of impact according to these indicators. The Excellent School Award was used to further select the best performing schools in the "high" category and also draw on the pool of runner ups to also evaluate the high to medium category. Schools that did not apply or were not selected were then identified in the sample as part of the "low category."

Finally, school selection took into account the different interventions facilitated by sub-grantees under the TAP project. School selection ensured that the sample included schools that had benefited from the whole range of interventions. This ensured that the efficacy of each of the interventions could be explored and assessed, and comparisons made between them in terms of the relative impact on enrollment and retention. Further judgments were also made as to the extent to which these interventions could be replicated and sustained once material inputs and support from TAP were withdrawn.

The key objective for the TAP project was to improve the rate at which students made the transition between different school levels to complete the JHS cycle. Key indicators for this improvement included a general increase in enrollment and consistency between the numbers of students enrolling at JHS1 and transitioning to JHS2 and JHS3 in subsequent years. Successful persistence was gauged by the number of students who sat for BECE as compared to those who enrolled in JHS1 in the preceding three years. Prior to fieldwork, analysis of enrollment data provided by EMIS was used to assess the relative performance of schools in terms of the percentage change in enrollment between the base year (2009/10) and the closing year of the project (2012/13)[7].

1.6 Limitations of the data

There were several limitations experienced by the evaluation team during the study. The first was the fact that disaggregated data was not provided by Plan Ghana in order to fully explore the changes and improvements which had taken place over the course of the three year period on a school, district and regional basis. Another limitation was the fact that initial trend analysis could not be fully conclusive since, at the time of the field work stage of the evaluation, the final biannual report was not available. This report (April – September 2013) was provided one week after the evaluation draft was completed, at which point the trend analysis was revised. Finally, analysis of enrollment and learning outcome data is often carried out over a five year period. Unfortunately, there was only data provided for the life of the TAP project and the baseline year at best, which provided researchers with only a four year period to assess.

Chapter 2: Results: Outputs and Outcomes of the TAP Project

2.1 Introduction and key findings

The following section focuses attention on the results: outputs (short term results based on inputs) and outcomes (longer term developmental results based on objectives of the project) in relation to the TAP project. It presents the key outputs achieved during the life of the project and then looks at the outcomes that are beginning to emerge as the project draws to a close.

This chapter also reviews the bi-annual, quarterly and other monitoring and evaluation reports generated by M&E department of TAP and is structured using the key TAP indicators of performance results over the three year period. The chapter also presents the data from the field work which covered 27 TAP schools and 4 non-TAP schools across six intervention TAP districts, as well as data which was collected from the national and district level EMIS sources to validate the trends that were identified in the monitoring reports by TAP. A detailed description outlining the main data sources and methodology for analysis and the data is available in Annex 12 to Annex 15 of this report.

[7] This followed the pattern of monitoring which TAP had used to assess performance over the three year period.

Key findings

In terms of the targets for outputs for each of the indicators outlined in the TAP project to measure the project's objectives, all but a few were either met or exceeded. Targets for Component 1, which includes the infrastructural development of schools to expand and improve spaces for JHS pupils, indicate that all planned work had been completed by the end of the project period. This was further validated by the final bi-annual report made available in November, 2013 (see Annex 18).

A key outcome of TAP was to improve pupil spaces to the extent to which pupil enrollment in schools increased and that once enrolled, students were able to persist to complete the JHS level. In the first instance, it is clear that enrollment increased, particularly with regard to girls. The persistence element was less successful and evidence indicates that there were generally fewer numbers of students sitting for their final exams (BECE) than had enrolled three years earlier.

Component 2 of TAP outlined the provision of an enabling environment for learners, and inputs to achieve this were focused on the provision of training for teachers, managers and community members for the infrastructural development of and quality teaching and learning in the 156 TAP school sites. Targets for the numbers of personnel trained were all either met or exceeded. The extent to which training was used effectively by beneficiaries at the school and classroom levels was not well documented by the TAP monitoring system, which generally summarized responses from teachers and head teachers as to the extent they found trainings useful and the challenges they faced in implementing it. These reports suggest that the training was inconsistently applied. Field work suggests that ICT teachers were able to transfer the knowledge they gained in these programs directly to the classroom by introducing more child centered and participatory methods, compared to other teachers who were subject teachers for English and Math. These teachers tended to stay with their own teacher centered approaches in the classrooms observed and did not make many shifts in instructional practice.

2.2 Component 1: Expanded and Improved Space Available for JHS Pupils

The following section outlines the key achievements and results with respect to expanded and improved spaces.

Indicator 1: Number of classrooms built or repaired with US Government Assistance

Overall TAP was able to increase the number of improved spaces available for JHS enrollment across the 13 TAP intervention districts. According to TAP's bi-annual report (October 2012- March 2013), the Year 1 target of providing 840 individual student spaces was changed to 21 actual classrooms built, using the USAID indicator of discrete classrooms built or undergone major repairs with USG funds. Based on this revision, TAP exceeded the target for Year 1 by building or repairing 95 classrooms plus 49 auxiliary rooms (head teacher, staff rooms, store or library). In Year 2, TAP completed 55 classrooms (32 for minor repairs and 23 for major repairs) and 23 auxiliary rooms (17 for minor repairs and 6 for major repairs). The remaining 287 minor repairs were scheduled to be undertaken in Year 3. According to the bi-annual report (October 2012- March 2013), TAP completed 176 classrooms (173 for minor repairs and 3 for complete replacement) and 115 auxiliary rooms (112 for minor repairs and 3 for complete replacement) in the first half of Year 3. The remaining 111 repairs were completed in the latter part of 2013 (see Annex 18 for details).

According to the TAP Construction Manager: 12 schools were completely replaced, major repairs were carried out in 19 schools and a further 101 schools had either significant or minor repairs. Outstanding issues across the 13 districts mainly included the ICT centers built in schools that won the Excellent School Award. Many of these centers were completed and handed over during the school vacation and evidence from field work indicates that at the time of evaluation only one of the six centers visited had been used. In some cases the centers were not able to be used because the electricity meter had been removed (details provided in Annex 18).

The evaluation results based on the field work reveal that the construction of classrooms met TAP minimum standards, which included: a classroom block of three classrooms, equipped with at least 20 dual or 40 mono desks, with access to girl-friendly latrines with a hand-washing station and clean drinking water. Nearly three-quarters (70%) of the 27 schools evaluated across the 6 evaluative districts had three classrooms, 11% had four

classrooms, 8% had five classrooms and 7% had six classrooms. The classrooms evaluated were all walled and roofed with good ventilation.

Student spaces
In order to further facilitate the provision of student spaces, TAP also provided furniture to the 156 TAP schools; the following table presents the data gathered by TAP M&E unit:

Table 2.1: Number of Furniture provided by TAP

Type of furniture	Target	Number supplied by September 2013	Number outstanding
Mono desks	7286	7098	188
Teachers' tables and chairs	206	206	0

By the end of September, 7,098 mono desks and 206 teachers table and chairs were supplied to beneficiary schools representing 97% and 100% of the targets set, respectively. The extent to which the provision of furniture met the needs of schools suggests that the vast majority of TAP schools met the needs of the JHS school population with only a few exceptions. Quality of furniture provided was inconsistent across the sampled schools sites. Findings from the school-based checklist carried out in 27 schools reveals that 21 TAP schools considered the state of the furniture as either excellent (10 schools) or good (11schools). Four schools saw the condition of the furniture as "poor" while the remaining 2 schools thought the furniture was "very poor". See Annex 26 for details of the districts' perception of the quality of furniture provided by TAP.

Other infrastructural improvements:
Other infrastructural improvements facilitated by the TAP project included the provision of sanitary facilities. Further information is given in reports with regard to efforts to ensure that schools have easy access to piped or other sources of water and electricity. Evidence from TAP staff indicates that although the construction of 66 new KVIPs was planned, 69 had actually been completed with one being a six-seater KVIP instead of a standard five-seater. With regard to KVIP latrine improvement, 21 out the 36 planned were completed. During implementation, the number of latrines to be improved had been reviewed down to 21 based on actual need across the communities. Also, 24 schools who met the criteria were connected to the electricity out of the planned 87. Although the project had planned to harvest rain water as well as connect to existing pipe borne water, TAP connected to pipe borne only. Consequently, 45 schools were connected with pipe borne water.

Evaluation field work conducted across 27 schools visited in the 6 TAP districts gathered data on the different facilities available in schools (see Annex 27). Ten out of the 27 schools have computer labs and libraries, 24 schools have offices and 25 have store rooms. Ten of the schools evaluated also reported that they had no easy access to drinking water. Twenty three schools had hand washing stations, but these were not always in use in schools that did not have a water supply.

2.3 Increased enrollment in JHS schools across targeted districts

The following section will review the key findings in relation to increased enrollment of JHS pupils over the three year period (2010/11 to 2012/13) in TAP and non-TAP schools. The section reviews the key findings in relation to percentage change in enrollment in TAP schools across the three year period. It also assesses the performance of TAP in relation to percentage change in completion rates for TAP learners and the overall number of children enrolled compared to the targets set.

Indicator 2: Percentage change in enrollment in TAP Schools
Figures 2.1 and 2.2 below illustrate the percentage change in enrollment in TAP schools according to the data provided by TAP's M&E unit. The baseline enrollment is from academic year 2009/10 for all TAP schools. The enrollment data for all three years was provided by the 13 district education offices (DEOs). These district offices provided reports on enrollment for 2010/2011, 2011/2012 and 2012/2013 for Years 1, 2 and 3 of the TAP project. The monitoring and evaluation data suggest that TAP schools experienced an increase of 3.6% (boys 3.1, girls 4.1%) in enrollment for Year 1 compared to the baseline enrollment. In Year 2, enrollments increased across all 156 TAP schools by 5.8% (boys 4.6%, girls 7.2%). Compared with the baseline enrollment, Year 2

showed a significant increase, with enrollment rising impressively to 9.0% (boys 7.4%, girls 10.9%). A marginal increase was reported in Year 3 enrollment: 9.7% (boys 7.3%, girls 12.5%) increase over the baseline enrollment and 0.7% (boys -0.2%, girls +1.8%) compared with Year 2 enrollments.

The monitoring and evaluation reports suggest that the fall in enrollment in some schools is due to migrant workers relocating with their families to other regions. Evaluation field work also suggests that other reasons were due to repetition being experienced in the JHS1 and JHS2 years. The TAP monitoring reports also suggest that some parents withdrew their children from 'non-performing' schools that recorded poor BECE results.

Figure 2.1

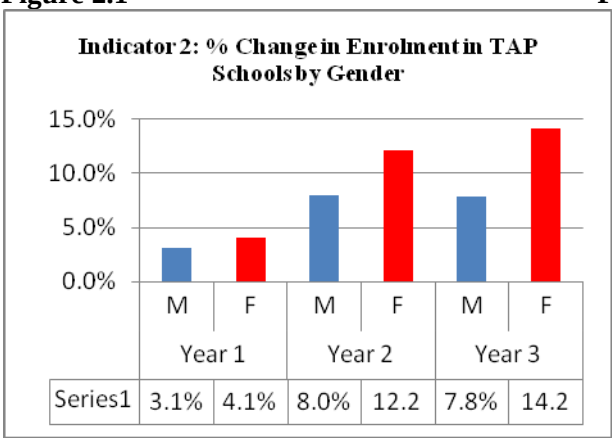
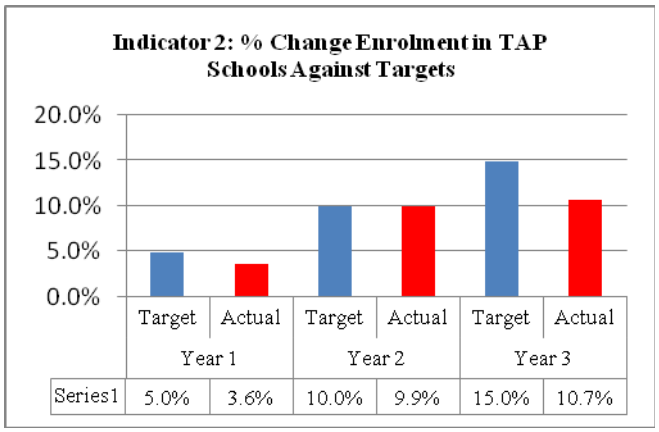


Figure 2.2



While each of these indicators appears to have an overall increase in the sum enrollment of all TAP schools, the basis for targets set is not described. An assessment of regional and district trends for the regions and districts that TAP targeted indicates that there are some differences in the trends of enrollment between the districts/regions which may be influenced by various factors, for example, fluctuations in population or migration patterns. The Evaluation therefore disaggregated the data across the regions and districts in order to better understand the outcomes of the TAP project in relation to enrollment change, completion and transition rates; the following section presents the key findings.

Summary findings of percentage change in enrollment across six districts

The Evaluation involved six sampled districts; the results suggest that TAP schools demonstrated high rates of enrollment across all the districts, whereas non-TAP schools showed similar enrollment trends across only three districts (Dangme West, Ga West and Tano South). Annex 28 shows the enrollment growth pattern.

Five of the TAP evaluative districts, for which enrollment data was analyzed, showed an overall increase in enrollment between 2009/10 and 2011/12. The only district where a negative change in enrollment was found was Asuogyaman District in the Eastern Region. As can be seen from the table in Annex 28, in most cases where the percentage change in enrollment is positive, the total enrollment for all TAP schools in each district is also positive; the exceptions to this trend are both found in Eastern Region selected districts – New Juaben and Asuogyaman, where the total district enrollment change between the two academic years in question (2009/10 and 2012/13) is negative. In both these districts the overall enrollment has dropped slightly by 22 and 30 enrolled students, respectively. However, in both these districts, the total enrollment for TAP schools increased.

In every TAP evaluative district except Dangme West, the TAP school total percentage change in enrollment exceeded that of the district average and also those of the non-TAP schools. In Dangme West (in the Greater Accra Region), the total TAP school enrollment has increased over the period, but to a lesser degree than either the district average or the non-TAP school total (see Annex 28). Circuits in which TAP project were operating were often located in deprived rural areas, which could also account for the limited intake in the JHS in some areas (e.g. Dangme West District) (see Annex 19).

Patterns of enrollment in this district are clearly context specific and there is clear evidence that schools situated in more rural or deprived parts of the district are serving small communities and enrollment is limited by the numbers of students within their catchment areas. Total enrollment change of girls across all TAP districts examined shows that the percentage change of girls' enrollment is higher in each case than that of boys. This trend is reflected in percentage change enrollment of girls in the TAP schools in every district except Dormaa Municipal, Brong Ahafo where there is a marginally smaller percentage change in enrollment for girls than boys. This was a significant achievement of TAP in attracting and retaining more girls than boys across their target schools.

Indicator 12: Change in transition from P6 to JHS1

TAP used DEO data to report on this indicator. The baseline year had a 90.9% transition rate from P6 (2008-09 enrollment) to JHS1 (in 2009-10) across the 13 TAP intervention districts. In Year 1 the rate was 90.2% for the TAP districts. Transition rate increased in Year 2. That is, 29.3% (boys 38.1%, girls 19.9%) more students transitioned to JHS1 in 2011/12 in relation to base year (2010/11). In 2012/13 (Year 3) the transition rate between P6 and JHS 1 declined by 8.4% from the previous year. However, the change in transition increased in Year 3 to 20.9% (boys 21.0%, girls 20.0%) in relation to the base year. The transition rate for girls was particularly strong in Year 2 of the TAP project and then was at par during the last year of the project (Year 3).

Table 2.2 illustrates the transition rates from P6 to JHS1 for four of the districts selected for evaluation using data provided by EMIS, Ghana. The other two districts have not been included in this analysis because the districts were restructured within the reporting period (Ga West and Dormaa Municipal). Of the four districts, Tano South (in Brong Ahafo) shows a negative change in transition between 2009/10 and 2012/13, while the other three districts show an increase across the same period. However, in every case, the transition rates across the three years fluctuate. Other evidence gathered as part of the evaluation indicates that there is widespread use of end of year exams to determine whether students should make the transition between levels of JHS, particularly at the JHS2 and JHS3 but also between the first two years of JHS. Because these "repeaters" are then counted as being part of the JHS1 roll, this will have an impact on the perceived rate of transition between P6 and JHS1, which is a possible explanation for the greater than 100% rates indicated in this table. Furthermore, evidence from interviews with at least two head teachers during field work in Greater Accra indicated that they screened students applying for admission at JHS1, and where possible, advised those who did not achieve a passing grade in tests to repeat P6.

Table 2.2: Change in Transition from P6 to JHS1

District	P6 to JHS1 Transition 2009/10			P6 to JHS1 Transition 2010/11			P6 to JHS1 Transition 2011/12			P6 to JHS1 Transition 2012/13		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Tano South	102%	99%	101%	96%	102%	99%	94%	87%	91%	102%	84%	93%
Asuogyaman	102%	95%	99%	113%	106%	110%	95%	93%	94%	108%	102%	105%
New Juaben	112%	102%	107%	110%	109%	109%	104%	104%	104%	110%	108%	109%
Dangme West	94%	91%	93%	97%	101%	99%	96%	97%	97%	112%	98%	105%

(Source: EMIS Office, MOE)

Indicator 3: Percentage change in completion rates among JHS3 students across 156 TAP schools

Completion is defined as attendance at the BECE in TAP schools. To determine the percentage change in JHS completion, TAP measured the difference between the number of JHS1 students enrolled in one academic year and the number of JHS3 students who wrote their BECE exams three years later across all the TAP schools. Since English is the first exam written by all students at the BECE, TAP used attendance in English to calculate JHS completion rates. Year 1 of TAP revealed that for JHS3 students' completion rates was 84.9% compared to the baseline rate of 70.3%; this was an increase of 14.6% (boys 16.9%, girls 12.1%). Year 2 completion rates for another cohort of JHS3 students revealed an increase within TAP schools which had a completion rate of 74.1% (boys 78.7%, girls 68.9%) compared with the baseline of 70.3%. In Year 3, a total of 73.8% completed JHS3 with comparatively fewer girls (69.8%) than boys (77.2%) completing basic school.

The TAP monitoring and evaluation data show a consistent decrease in total TAP school basic school completion rates from Year 1 to Year 3. This completion rate data revealed that boys were completing JHS3 at a higher rate than compared to girls over the three year period. See figures 3.1 and 3.2.

Figure 3.1

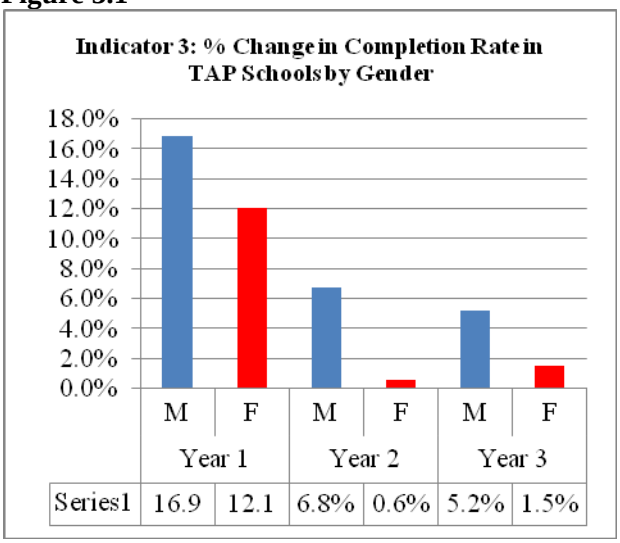
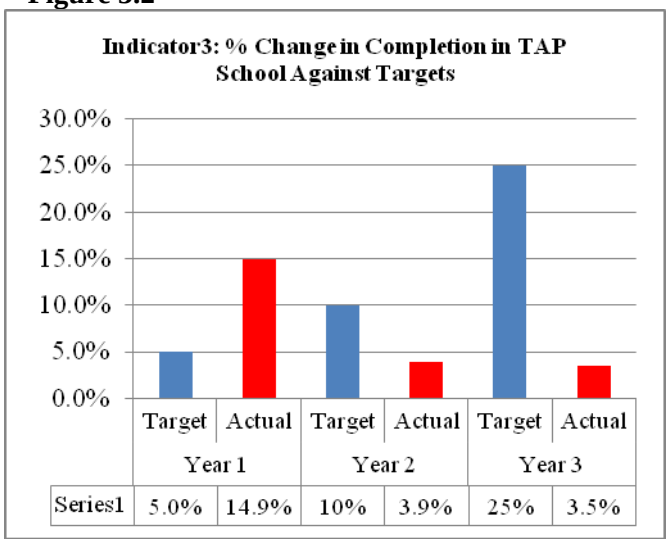


Figure 3.2



According to the TAP M&E unit, the reasons reported for the decreasing trends in completion rates were:

> "Many communities judge the standard of a school by students' performance at the BECE. Good performance tends to attract more students from 'non-performing' schools. As such, many schools conduct what is dubbed 'justify your inclusion' examinations in the first few weeks in JH3 and students who are unable to make the 'mark' are made to repeat JH2. This practice is usually mandated and sanctioned by communities at SPAM meetings in an effort to improve BECE academic performance in schools. Some of the repeating students are reluctant to do so, especially if the student believes he/she would not pass the BECE no matter how many times he/she is made to repeat a class. Other schools, often private schools, are willing to admit them into JHS3 to write the BECE."

Field work revealed that the practice of repetition at JHS1 and JHS2 was widespread across most TAP and non-TAP schools in the six evaluative districts.

Summary of completion rates across four evaluative districts

An analysis of EMIS data indicates that there are differing trends when the regions/districts are compared. The following section is based on the data collected across four of the evaluative districts where data was available.

The numbers of BECE candidates for the 2011/2012 academic year were made available in four of the evaluative districts. As can be seen from the table below, completion rates fall below 80% in every district. There is clearly a challenge in ensuring that all students who enroll at JHS1 persist through the junior high school level to write their BECEs three years later. Table 2.3 shows that the percentages of students writing BECE when compared to the enrollment at the baseline year in TAP schools is marginally higher than the district average in all but one district – Ga West (Greater Accra Region). The total Ga West completion rate is lower than that of the district average and the non-TAP average, this shortfall is due mainly to the fact that a much lower proportion of girls attended BECE in 2012 than enrolled in 2009.

When these figures are compared to the percentage increase in enrollment, it appears that the TAP schools in this district made huge gains in increasing girls' enrollment to near parity with the numbers of boys in the same schools. The fact that completion rates fall below 80% across districts and in particular, the relatively low percentage of girls who completed the cycle, could be in part due to the policy evident in schools of using end of year exams (in JHS1 and JHS2) to determine whether students are to repeat the year.

Table 2.3: Completion rates across six TAP districts

	JHS1 Enrollment 2009			JHS3 BECE Candidates 2012			JHS3 BECE Writers as a Percentage of JHS1 Enrollment		
Dangme West, Greater Accra	M	F	**T**	M	F	**T**	% Completion Rate Boys	% Completion Rate Girls	% Completion Rate Total
District Total	1249	1067	2316	1000	824	1824	80%	77%	79%
TAP Totals	388	318	706	324	265	589	84%	83%	83%
Non TAP Totals	861	749	1610	676	559	1235	79%	75%	77%
Ga West, Greater Accra	M	F	**T**	M	F	**T**	% Completion Rate Boys	% Completion Rate Girls	% Completion Rate Total
District Total	1165	1086	2251	948	802	1750	81%	74%	78%
TAP Totals	182	157	339	157	92	249	86%	59%	73%
Non TAP Totals	983	929	1912	791	710	1501	80%	76%	79%
New Juaben, Eastern	M	F	**T**	M	F	**T**	% Completion Rate Boys	% Completion Rate Girls	% Completion Rate Total
District Total	1551	1508	3059	808	787	1595	52%	52%	52%
TAP Totals	329	320	649	211	205	416	64%	64%	64%
Non TAP Totals	1222	1188	2410	597	582	1179	49%	49%	49%
Asuogyaman, Eastern	M	F	**T**	M	F	**T**	% Completion Rate Boys	% Completion Rate Girls	% Completion Rate Total
District Total	924	745	1669	702	573	1275	76%	77%	76%
TAP Totals	246	204	450	202	150	352	82%	74%	78%
Non-TAP Totals	678	541	1219	500	423	923	74%	78%	76%

(Source: District education offices across four evaluative districts, 2013 field work)

Indicator 13: % change in JHS completion across the 13 project districts

The TAP project used EMIS data to report on this indicator. Although EMIS has enrollment data disaggregated by type of school (public and private), number of students sitting for the BECE are not disaggregated. Indicator 13 was therefore computed using data for public and private schools for both enrollment and BECE across the 13 TAP districts. This data was provided to the evaluation team from TAP M&E unit[8]. Overall the completion rates across all the thirteen TAP districts experienced an improvement within the two year TAP intervention, although there was an overall decline in relation to the base year. This would conform to what was found during interviews with head teachers, which suggests repetition was increasing due to yearly assessment of students at JHS 1 and 2.

The completion rate in the TAP districts decreased in Year 1 by 29.6% compared with the previous year. A total of 73% of students (boys 74.5%, girls 71.4%) completed in Year 2 compared with 69.9% in Year 1 of TAP. Percentage change in completion rates from Year 1 in relation to the base rate was 20.6%. In Year 2 of TAP, there was an increase of 10.4%, with boys experiencing relatively higher completion of 12.2% boys compared to 8.4% for girls in relation to base year. The BECE results were still not available by the time of completion of TAP's bi-annual report (November 2013).

[8] Inclusion of private schools is likely to have inflationary effects in terms of completion rates and cannot objectively be compared with Indicator 3.

Figure 13.1

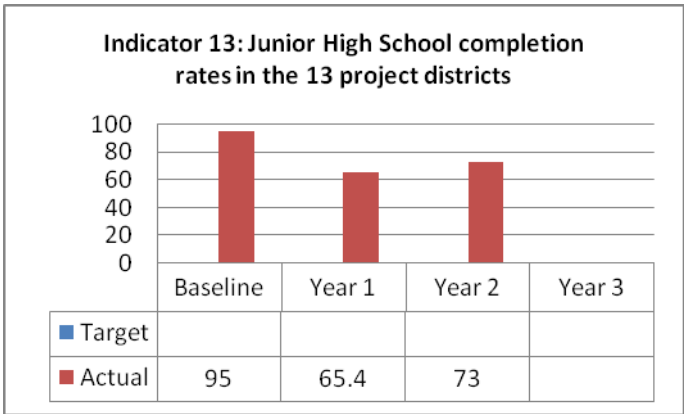
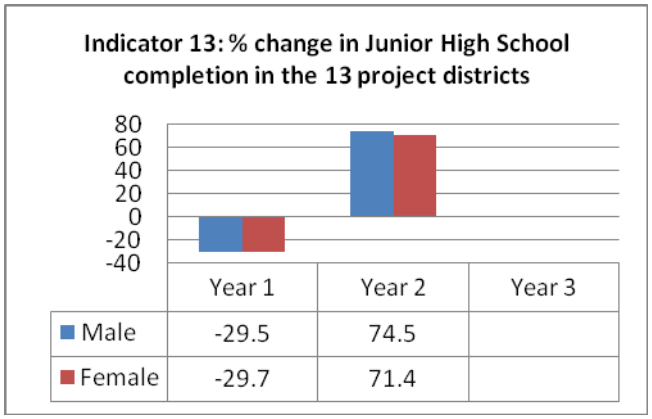


Figure 13.2



What this data generally indicates is similar to what was found during the analysis of district data taken from DEOs across the six evaluation districts; the finding suggest that across the schools, completion rates at JHS level rarely exceeded 80%. Of the 13 districts, Lower Manya & Upper Manya, New Juaben and Yilo Krobo demonstrate negative completion rate change over the three year period. However, a positive indicator is that it is only in the Gomoa District (Central Region) and Akuapem North (Eastern Region) that the percentage change for completion for girls is less than the overall total. Please see Annex 29 for details of the completion rates across the TAP districts.

Indicator 16: % change in enrollment in TAP schools compared to non-TAP public schools[9]

TAP used DEO data for all public JHS schools in the 13 TAP districts to report on this indicator. Overall the TAP schools recorded an increase of 6.7%, while the non-TAP school recorded a significant decrease of (-27.9%) in the Year 1. In Year 2, total enrollment in TAP schools increased by 16.4% in 2011/12 academic year over the base year while total enrollment in non-TAP schools decreased by (-27.3%). In Year 3, TAP enrollment in TAP schools decreased but still made an increase of 10.7% in relation to the base year. Non-TAP schools, for the third year recorded a decrease of 31.2% in enrollment (see Annex 20).

The following table (table 2.4) is a summary of the calculations carried out by the evaluator. It shows that in each case the percentage change in enrollment is calculated from the baseline year. The table also includes percentage change from year to year for both sets of enrollment figures. The table below reveals that while the non-TAP schools showed an overall decline in enrollment over the three year period under consideration based on TAP's own monitoring and evaluation data, the fall in enrollment in the final year was similar for both TAP and non-TAP schools.

Table 2.4 Change in enrollment in TAP compared to non-TAP schools

Enrollment		**2009 - BASELINE**	**2010/11**	**2011/12**	**2012/13**
	TAP	15650	16705	18210	17329
	NON-TAP	75852	54706	55112	52224
	TAP		6.7%	9.0%	-4.8%
%AGE CHANGE FROM PREVIOUS YEAR	NON-TAP		-27.9%	0.7%	-5.2%
	TAP		6.7%	16.4%	10.7%
%AGE CHANGE FROM BASE YEAR	NON-TAP		-27.9%	-27.3%	-31.2%

[9] This was an additional indicator added later than the other indicators.

Challenges to persistence

Analysis of the numbers of repeaters across some schools sampled in the evaluation suggest that there were up to 50% of students at JHS2 classes being repeated in some of the schools sampled (Annex 30). The tables in Annex 30 and 31 are summaries of enrollment information provided by sampled schools to the evaluation team. From the evidence of the four schools in the Eastern region, findings suggest that the repetition of students is higher for boys than it was for girls. The evidence suggests that students were consistently repeating JHS2 and in some cases JHS1. This finding is buttressed by evidence from interviews with TAP staff and head teachers across all 6 districts; interviews revealed that results from end of year JHS exams are used to identify those students whose attainment levels are not commensurate with either the demands of JHS2 or, more often, their ability to pass the BECE. These students are then repeated and held back from moving to the next JHS level.

The pattern of student drop out does not appear to be gendered when using the evidence of the table in Annex 31. But it would appear that the rate of drop out in these TAP schools has reduced during the three year period. With respect to male/female patterns of drop out, there are more boys dropping out during the first year of JHS and girls are more likely to drop out at the JHS2 level.

Analysis of transition trends tends to qualify the evidence from the tables in Annex 30 and 31. This is illustrated in the graphs, which show the percentage change between enrollment at JHS1 and JHS2 for the same cohort of children the following year and enrollment at JHS2 and JHS3 for another cohort of children[10].

The graphs in Annex 16 are based on the enrollment data for New Juaben, Eastern Region. Similar data is available for all other evaluated districts in Annex 12 to 15. Generally the findings suggest that transition rates for students from JHS1 to JHS2 is much higher than for students in JHS2 to JHS3 as a result of repetition (in TAP and non-TAP schools). For the first two years, in New Juaben, there is a negative percentage change for TAP school and non-TAP schools, indicating that enrollment at JHS3 was lower than enrollment at JHS2 for the previous year. In the third year, non-TAP schools show a positive percentage change whereas TAP schools show a negative percentage change in relation to transition (see Annex 16).

Indicator 4: Number of learners enrolled in TAP schools over the three year period

According to monitoring and evaluation data gathered by TAP, there was a general increase in enrollment across the TAP Schools over the three years. The enrollment in TAP schools increased in Year 1 (506 more students), and significantly increased in Year 2 (1,554) with more students entering JHS over the baseline, that is, an increase of 9.9%. TAP used the DEO data to report on this indicator. The 2012/2013 academic year did not meet the expected enrollment target of 18,450. However, there was a marginal increase of 0.7% (17,329) in enrollment in Year 3 over 2011/2012 academic year's enrollment of 17,204 (see figure 4.2). The gender trend reveals that the number of girls increased across all the TAP schools from Year 1 and Year 2 of the project and the enrollment for girls slightly increased in Year 3 over the 156 TAP schools (see figure 4.1 below). In relation to the baseline, total enrollment went up by 10.7%, with girls recording a significant increase of 14.2% over 7.8% for boys. Interviews in the field suggest that the increase in girls' enrollment over the life of the TAP project could be attributed to the impact of the Girls' Camps. The camps as well as the school based clubs built the confidence of girls, which in turn improved participation and retention rates, as well as had an impact on other children in the community. TAP's yearly enrollment targets were missed except in Year 2.

[10] These show the percentage change between different years for the same cohort. In order to calculate this, the number students enrolled in JHS1 in a particular year (for example 2010) is compared to the number enrolled in the following year in JHS2 (for example 2011). In this way a cohort of students can be tracked to discover if the numbers are similar and therefore if the promotion is efficient.

Figure 4.1

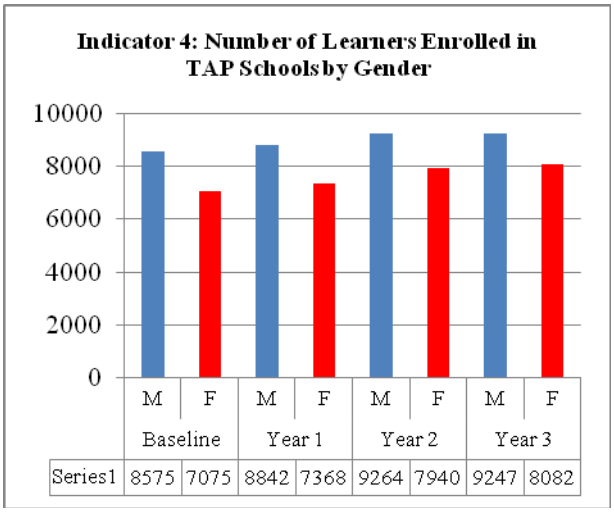
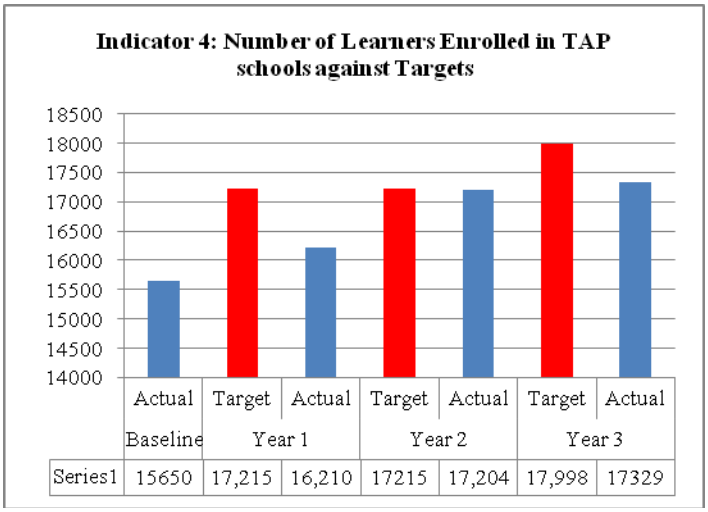


Figure 4.2



2.4 Creating a Child-Friendly Teaching Learning Environment

This next section reviews the evidence in relation to the TAP objectives of creating a child-friendly teaching and learning environment within TAP schools. This section will review the TAP project in relation to the number of teachers completing in-service training, the number of TLMs for Reading Chains, mathematical sets and the number of club patrons who are trained in order to manage/facilitate the children's clubs.

Indicator 5: Number of teachers/ educators who successfully completed in service training with USG support.

TAP exceeded the Year 1 target for number of teachers trained in child-friendly pedagogy. In Year 1 of the project, 650 was the target and TAP trained 761 teachers across the 156 TAP schools. One reason that TAP exceeded the target in Year 2 was that TAP provided refresher training for 2,193 personnel, which included all the patrons for the various TAP supported clubs. Aflatoun and S2S patrons were also given refresher training to make them more effective. Refresher courses were given to 2,091 teachers in child-friendly pedagogy in math, English, ICT and Football for Development in Year 3. Findings from the monitoring reports indicate that after the first round of pedagogy training, some of the trained teachers were not at post; some had been transferred, some teachers moved to different subject areas while others were furthering their education.

Approximately 120 teachers (in both in-depth interviews and FGDs) and 27 head teachers were interviewed during evaluation visits. Interviews with 27 head teachers indicate that the training had greatly enhanced their management capacity. Responses from teachers during the evaluation visits indicate that the majority of teachers found the training useful, and that it had caused an improvement in their confidence level. A much smaller proportion was observed using the child centered strategies successfully in class. Several teachers interviewed also said that they experienced various challenges including large class sizes, pupils' resistance to participating in a mode of instruction they were unfamiliar with, and the lack of materials or resources to construct the TLMs necessary to fully use the methodologies; some of the teachers complained that these reasons had restricted their application of the training provided under TAP. A strong marker of success is that a number of teachers interviewed claimed that they were given the opportunity to disseminate what they learned from the training during in service trainings organized at the school level, yet this was not substantiated in interviews with the heads. TAP reports indicate that monitoring of teachers took place at the district level where lesson notes and absenteeism rates of teachers was the main focus of monitoring by Circuit Supervisors, not the follow up on training.

The outcomes of the child-friendly pedagogy training were evaluated during the course of evaluation field work at school level[11]. Thirteen teachers were observed in TAP schools and rapid appraisals were made of four classrooms in non-TAP schools. Of the teachers observed in the TAP schools, two had not attended either of the trainings in child-centered methodology. Both of these teachers were observed teaching an English lesson. Of the TAP trained teachers, five taught English, four taught Math and two taught ICT. The following section outlines the main findings from these classroom observations.

Conclusions: Methodology and participation & teachers' response to questions about TAP training

In addition to classroom observations, evaluation field work included interviews with teachers and pupils in order to collect evidence for the effectiveness and possible impact of the TAP training for teachers in child-centered methodologies. Three key indicators were identified to establish whether teachers were creating a child-friendly (i.e. nurturing and enabling) and a child-centered (i.e. participatory and interactive) learning environment. These indicators included a description of teacher demeanor and the use of disciplinary procedures during the course of the lesson and in general; methodology used in the classroom and whether this encouraged participation on the part of all pupils regardless of sex or ability; and finally, use of teaching and learning materials and classroom management that facilitates pupils' interaction (i.e. paired or group work). Generally speaking the teachers observed in TAP schools performed well with respect to the first two of these indicators: teacher demeanor and methodology in the classroom. Of the 13 teachers observed in TAP schools (11 of whom had participated in TAP training), 10 were described as nurturing to some degree, either by being warm and friendly with pupils, using humor or generally making themselves approachable to pupils. Evidence from discussions with pupils in TAP schools supports this; when asked about disciplinary practices by teachers, students in the majority of cases responded that, while caning was used, it was used minimally. Furthermore, students reported that their teachers were "hard working" and helped them to learn.

The trend identified regarding teachers' encouragement of participation was similar, 11 out of 13 observed teachers used strategies that included asking a range of questions (closed and open requiring comprehension and adaptation), which were directed to both individuals and the whole class, but were less responsive in using participatory child centered approaches. As a result of this, observers reported that both boys and girls were included in lessons and that pupils' understanding was advanced in the majority of classrooms. However, the use of TLMs and more learner centered classroom management techniques were only observed in a few classrooms. Significantly, two of these lessons were ICT, a subject that requires the most financial investment in terms of provision of TLMs. In these lessons, students were invited to carry out short practical activities and in order to facilitate this; teachers put students into groups so that they could work together on the limited numbers of laptops available. Further evidence related to teachers' use of child-centered methodologies emerged from interviews with teachers and head teachers. In response to questions about training and training needs, the majority of teachers said that they had found the TAP training "helpful", but of those sampled, only a few were able to describe how it was helpful and how they had put it to use. There was general agreement among teachers and head teachers interviewed that the issue of using TLMs in lessons was inhibited by schools' general lack of resources, yet clearly TAP and GES was providing resources to these schools in the form of capitation grants.

The findings from the lesson observations conducted by the evaluation team suggests that there was limited usage of group work for students to peer teach and the use of activity-based learning where students were able to handle or have access to learning materials to promote practical application or exploration. The general strategy used for encouraging student participation in the learning process was the 'chalk and talk' method of teaching, whereby teachers asked questions at each phase of the lesson to lead students to an understanding or check if they were able to apply learning and repeat the answer. In four of the English lessons delivered by TAP trained teachers, students were invited to answer and ask questions but in each case observers felt that the feedback given by the teachers was not adequate to consolidate students' learning.

[11]Report based on classroom observations and teacher interviews – instrument 11

The best practice was seen in one math lesson delivered by a TAP trained teacher and the three ICT lessons observed (two in TAP schools and one in a non-TAP school). The math teacher, while he did not use TLMs, did use the students' ages as the basis for the data handling activity and invited students to work in pairs at their tables and at the board to carry out the various activities. It is worthy of note that the two ICT TAP trained teachers were able to give clear answers as to their assessment of the TAP training and the impact it had on their teaching:

> *It was fantastic but really loaded. We had to do a lot from morning to evening. But it really improved my knowledge so I would say the biggest effect was on my personal development. The way I have put it to use is that it (TAP training) has really improved my confidence as an ICT teacher. (source: Teacher Interviews Evaluation Field Work)*

The evaluative field work also revealed a similarity in responses by both TAP and non-TAP school ICT teachers. From the evidence of these three teachers, it could be concluded that the combination of improving teachers' subject knowledge and the provision of hardware and relevant software (in other words, TLMs), matched to the learning objectives in the curriculum, bolstered their personal confidence. This also meant that learners get a much more positive experience in the classroom as teachers feel confident to take them through practical activities, even when they are constrained by the number of laptops available.

Indicator 6: Number of TLMs for Reading Chain books and mathematical sets

TAP exceeded the Year 2 target for providing TLMS to the Reading Chain and TAP schools across the districts. The target was based on a set number of reading books per school. Originally the number of book titles was five, but this was increased to nine per school. TAP also distributed additional reading books and other materials to needy students, which included 3,120 math sets. In addition, TAP gave needy children 31,200 exercise books. Further information can be found in Annex 22 which also includes a summary of the books provided to schools in the final months of the TAP project, as reported in the April – September 2013 bi-annual report. These include the books provided to schools as part of the School Excellence Award. Indicating that each school that achieved first place received an additional 940 books, 2nd place schools each received 300 books and 200 books were given to third place schools. All other schools were given 25 reading books each.

The supply of reading books and other TLMs far exceeded the targets set out by the project, which is a marker of the successful outputs for this indicator. Evidence of the outcomes and impact of supplying these TLMs is reported in a number of the monitoring reports. The reading books supplied to schools were to be used for a specific activity referred to as "Reading Chains." This activity appears to require that a log is kept, for which books are being read, including a written review that indicates whether the student can show evidence of comprehension. However, there are some indications that the principles of the Reading Chain were not being adhered to by the schools 27 visited during the evaluation schools.

Reading Chains

Findings from field work conducted by the evaluation team buttressed reports from the TAP M&E unit that all the schools had received their full complement of books (see Annex 23 for a breakdown of numbers of books received). These books were supplied to schools to supplement library facilities so that students would have access to a broad range of literature to encourage and improve reading habits, and therefore pupils' reading ability. Evidence from interviews with head teachers, teachers and pupils across the evaluative TAP schools indicates that where these library books were available, students were able to take advantage of the access to books and, that as a result, reading ability as well as spoken English improvement. In some of the schools the evaluation team was unable to gauge the effect of the supplementary reading materials as schools had only received them during the vacation, a few weeks before the field work, and had not yet had the opportunity to unpack them. A key objective for the provision of the reading materials was to encourage schools to adopt a strategy called Reading Chains. Through the Reading Chains, pupils were expected to read and give summaries of story books. These activities were expected to be recorded by the English teacher in a journal to show what pupils had read over a period of time. Findings from the evaluation team reveal that the concept of the Reading Chains was not well understood by teachers. This misunderstanding was detected during monitoring visits to schools and some remediation was attempted. However, in the majority of evaluative schools, there was no

evidence that teachers and pupils were using the Reading Chain strategy. But that notwithstanding, it is impacting positively on pupils' reading habits across the TAP schools and improving literacy skills among pupils. The sustainability of this intervention is however questionable as the majority of schools did not have proper storage for these reading materials, therefore preserving the books for future years will be a challenge.

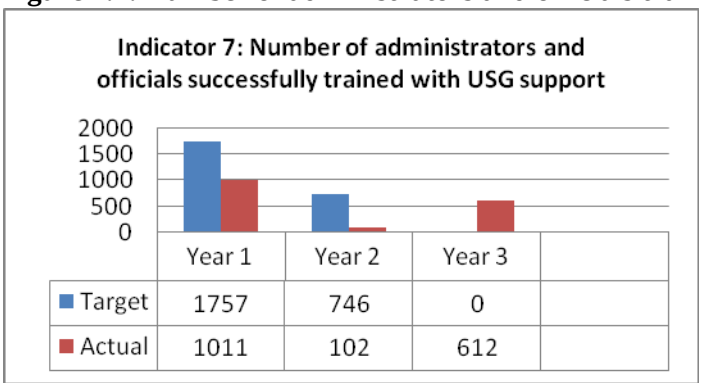
2.5 Strengthening District Level GES oversight, community involvement and monitoring support across the TAP intervention districts

This section reviews key evidence related to TAP's ability to strengthen and support the district education oversight and to promote community involvement across the 156 TAP schools in the 13 TAP districts. Support for stakeholders at the district and school community level was in two forms: training and continuous liaising with community facilitators. Evidence from interviews with community facilitators indicates that with a just a few exceptions, the trainings of Community Development Committees and SMC/PTAs had a positive impact on the implementation of construction projects in the schools. Circuit Supervisors were generally positive about the training they received and oversight of TAP schools improved across some districts.

Indicator 7: Number of administrators and officials trained at district level

TAP modified the definition of this indicator during the inception phase of the project to include the number of School Management Committee members, Community Development Committee members and community members trained as RROC/Aflatoun patrons. The Year 2 target has been redefined to include those who were not trained in Year 1. SMC members were given refresher training and were assisted to review their SIPs.

Figure 7.1: Number of administrators and officials trained



Outcomes of the training with circuit supervisors and teachers

In all the sampled districts of study, the Circuit Supervisors were given the mandate to supervise and monitor TAP projects, and in Ga West, the Girls' Education Unit Officer was also mandated to do the same from a gender perspective. The Coordinators were all trained to sharpen their supervisory and monitoring skills. It was also reported that as a result of intensive training of DEO officers/TAP coordinators, there was a radical improvement and transformation in project monitoring and supervision. For instance, in Ga West, the Circuit Supervisors had adopted a more participatory approach to their work in the field due to the TAP training. In Asuogyaman (Eastern Region), it was reported that the usual brief visits and follow-ups for monitoring schools had changed to longer visits by Circuit Supervisors. During the TAP project, CSs were now sitting in class to observe lesson deliveries. Teachers were assessed and their challenges immediately addressed. Evaluation field visits also revealed that TAP teachers had more supervision sessions than their counterparts in non-TAP schools.

Outcomes of training workshops received by SMCs/PTAs/CDCs

Under the TAP project, SMCs/PTAs and CDCs received training on a number of strategies to enable them to perform their roles and responsibilities efficiently and effectively. SMCs and CDCs reported that they were taken through their roles and responsibilities as SMC members. Some of the SMCs interviewed also said they were trained on financial management, expenditure control, record keeping and accountability. CDCs were also trained on how to manage the school improvement project. SMC/PTAs received training on management and

resource mobilization. Focus group discussions with the SMCs and CDCs revealed that the trainings had enabled them to mobilize funds locally to construct urinals for the school. The majority of the SMCs also reiterated that they now felt empowered because they know their roles and responsibilities as community members in relation to the school. Some of the SMCs interviewed also talked of being trained on how to monitor the school. This had enabled them to supervise the activities in the schools, especially with regard to teaching and learning outcomes of children and other quality indicators at the school. Interviews with community members during the evaluation revealed that the TAP training workshops had increased their understanding of school ownership and oversight and made them more committed to ensuring the success and improvements in the school.

Indicator 8: Number of people trained in monitoring and evaluation by TAP

Monitoring and evaluation reports by TAP revealed that the target for this indicator was met. Over 26 Circuit Supervisors were trained in monitoring across the 13 TAP intervention districts. An additional 12 community facilitators (CF) and five Construction Technicians were trained, and have been included under this indicator. In Year 2 of the project, six new CFs and four Educational Technical Coordinators (ETC) were trained in project monitoring procedures and tools. One new ETC was recruited and trained at the beginning of 2013. There was some evidence that the community facilitators were particularly mindful of their role and of the support needed to capacitate and pass on their skills to the CDCs and SMCs, along with the district education officers.

2.6 Improving School Quality and Monitoring % Change in the BECE Results

One key indicator on the quality of education was added to the TAP Performance Monitoring Plan at the later stages of the project (Year 2). BECE results were used to gauge if the quality of education provided was improving. The following section reviews the evidence on the performance of TAP in relation to percentage change in BECE results for pupils across the TAP schools in the 13 TAP intervention districts.

Indicator 14: % change in the Basic Education Certificate Examination pass rate among the pupils of the 156 project schools in the 13 districts[12].

Findings from the TAP monitoring and Evaluation data suggest that there was a negative growth rate in relation to BECE results across the 156 TAP schools. For instance, 56.1% of students passed in the base year compared with 49.7% in 2010/11, which was a 6.4% decrease in pass rate in Year 1 across the TAP districts. In Year 2 the pass rate further decreased to 43.3% (boys 43.7%, girls 42.9%) reflecting a decrease of 19% (boys -21.7%, girls -16.0%) in relation to the base Year 1 (2010/11). In Year 2, the pass rate further decreased to 43.3% (boys 43.7%, girls 42.9%) reflecting a decrease of 12.8% (boys 13.0%, girls 12.5%) in relation to the base year. No targets were set for this indicator.

Figure 14.1

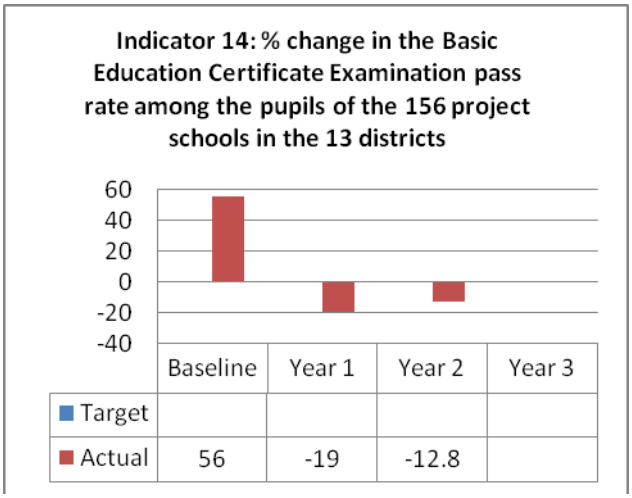
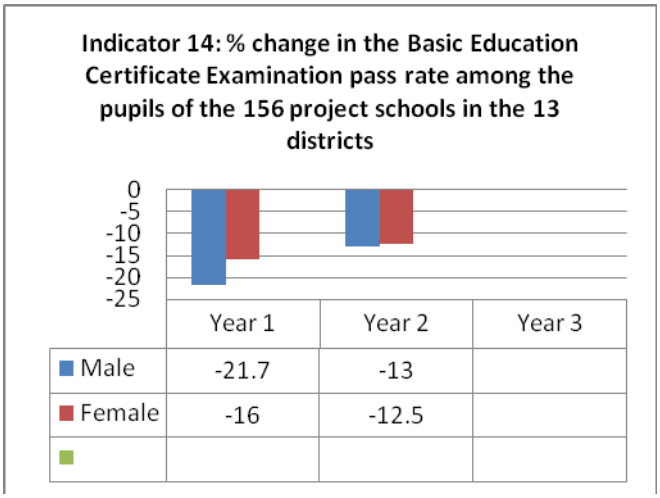


Figure 14.2



[12] TAP used Performance of Pupils in English Language to determine the BECE pass rates across the districts.

Indicator 15: % change in BECE pass rates in TAP districts[13]

TAP used EMIS data from the district education offices to report on this indicator. There was a 70.2% BECE pass rate in 2009/10 (base year), compared with 54.9% in 2010/11, Year 1. This implies a 15.3% decrease in BECE pass rates for English in 2010/11. In Year 2, 70.9% passed, which reflects a 0.8% increase in the pass rate in relation to the base year with boys performing better than girls (boys 2.2%, girls -0.9%).

Figure 15.1

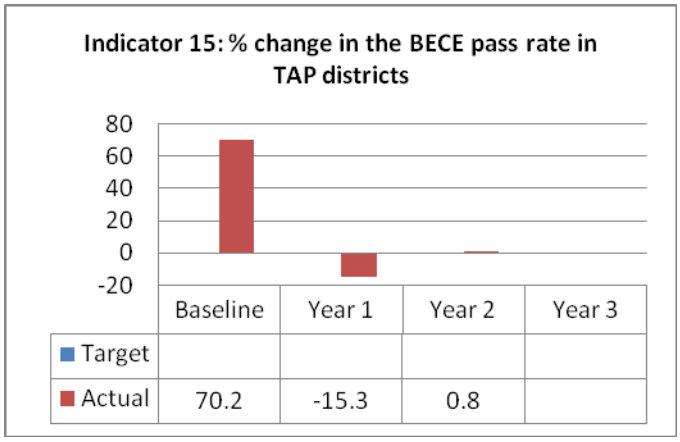
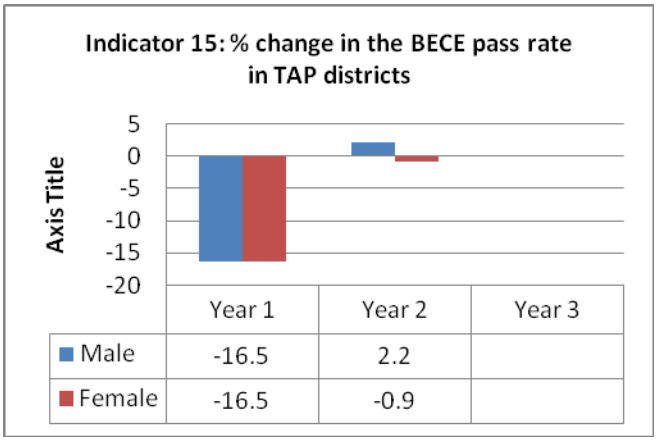


Figure 15.2



Summary of BECE pass rates across four districts

An analysis of the BECE results suggests that the overall average BECE pass rate is lower for students in TAP schools than those in non-TAP schools from the base year to 2011/12. For instance, in Dangme West, the pass rate for TAP students is 41% achieving a passing grade as opposed to 55% in the non-TAP schools. In New Juaben, 64% of students in TAP schools achieved a pass compared to 73% in non-TAP schools. In Asuogyaman, 43% of students in TAP schools achieved BECE passes in comparison with 52% in non-TAP schools. With respect to improvement in BECE results, it was not possible to judge this in Ga West as the DEO was only able to provide BECE results for 2 years (2010/11 and 2011/12). However with regard to the other three districts, Dangme West's overall district average pass rate fell from 55% in 2008/9 to 51% in 2011/12. In the Eastern Region, however, both districts evaluated demonstrated an increase in the overall pass rate. In Asuogyaman, the 2008/9 pass rate was 39%, which increased to 49% in 2011/12. In New Juaben, the pass rates increased from 68% to 70% over the same time period. See Annex 33 for details.

From a gender perspective, girls in general showed improvement against boys, whose performance over the three years seems to have stagnated. Close scrutiny of a comparison between the percentage of girls and boys who achieved a passing grade in the 2011/12 BECE in TAP schools in Ga West, New Juaben and Asuogyaman highlights a moderate gain by girls in the two districts in the Eastern Region. In New Juaben, this percentage rate has increased to the extent where a marginally higher percentage of the girls who sat the exam achieved a passing grade (65%) than the boys (64%). In Asuogyaman, there is also a slight increase, which brings the percentage of girls who passed to parity with the boys. As can be seen from the table in Annex 33, girls in TAP schools improved the pass rate from 41% (2008/9) to 43% (2011/12) and the boys improved from 42% (2008/9) to 43% (2011/12). Overall in non-TAP schools, performance of girls showed a comparatively higher improvement than boys.

The relatively poor performance of TAP schools when compared to non-TAP schools could be attributed to the context of the schools. Annex 34 shows the BECE results for schools in one circuit in Dangme West (Greater Accra Region). Apart from the last school on the list (Kordiabe RC), each school has suffered a dip in the percentage of students achieving a passing aggregate for BECE. The BECE results recorded for 2011/12 TAP schools are much lower than the district average of 51%. This circuit is typical of those from which TAP

[13] As English language is the first exam taken by all students at the BECE, TAP used its pass rates to track changes in the percentage of pass rates over the years.

schools were selected in this district, not just in terms of pass rates for BECE, but in terms of the relative distance from an urban center. The schools are, in most cases, serving small rural communities and evidence from field work indicates that JHS head teachers and teachers feel that students generally find it difficult to improve their achievement levels because many are "fending for themselves." That is to say, parents have either died or moved out of the community to get work and children are living with foster parents (usually grandparents) who do not have the means to provide adequate support for their wards. Another factor is that the students entering these JHSs are from feeder schools that are of relatively poor quality compared to other primary schools in the district.

2.7 Conclusions

The main focus of this chapter is to capture the extent to which the TAP project met targets with regard to the outputs. With respect to Component 1 of the project, the improvement of spaces for JHS students was generally successful. Building and rehabilitation works were carried out and there is also significant evidence that this was done in collaboration and with the cooperation of schools' communities. A major aim of the TAP project was to increase enrollment by ensuring transition from the primary school level to JHS and promote persistence among students so that those enrolled make the required transition through the JHS system, culminating in sitting for the BECE. Analysis of enrollment and BECE data for the districts sampled for this evaluation gives some indication of the extent to which the stated objectives of the project have been met. In most districts there was increasing enrollment during the three years the project was in force and the total gains made by TAP schools outstrip those of the rest of the district. Completion and transition rates (between the different levels of JHS) are also generally higher than those of the schools who did not benefit from the TAP interventions. There is, though, significant evidence that the potential success of this aim was inhibited by a common practice in schools of using students' performance in end of year exams to determine whether they would be promoted to the next JHS level. Transition between JHS2 and JHS3 is particularly affected by this practice.

There are few examples of TAP schools making gains in terms of learning outcomes as measured by BECE results. Possible reasons for this are the fact that there was a deliberate attempt on the part of the Plan Ghana along with GES to select schools for the project that experienced higher levels of deprivation as compared to other schools in the district. Another factor is that the BECE results used for this analysis are those of pupils who (if they were moving through the school system efficiently) would have been in JHS2 at the onset of the project and therefore were in receipt of interventions for less than 2 years.

Another key aim of the project was to provide an enabling environment for learners. Training of teachers, managers and club patrons was a key strategy used to promote this, and on the basis of reports of the numbers of personnel trained, TAP met its targets for ensuring that the requisite numbers of teachers and others were trained. TAP even exceeded these targets when it was apparent that further "refresher" training was needed where performance needed to be enhanced. The effectiveness of these trainings with regard to their utility by those trained is inconsistent as a result of various challenges. In the first instance a significant number of teachers trained in child-friendly methodologies were moved from their schools or subject areas shortly after the training event. Monitoring reports by TAP also found that a number of teachers admitted not using the strategies due to lack of resources, opposition by pupils or school management, or simply finding that the additional preparation was too cumbersome. These findings were buttressed by evidence from classroom observations undertaken by the evaluation team where the majority of lessons showed no evidence of some of the key aspects of "child friendliness."

Learning materials provided to schools by TAP, including reading books, math sets and exercise books, exceeded targets and evidence from interviews indicate that reading levels improved among students with access to these books. However, the "Reading Chain" project was found to have had limited success and poor storage facilities in some schools is likely to have a negative effect on schools' abilities to maintain the materials (see Annex 22).

Chapter 3: Relevance of the TAP Interventions on JHS Transition, Persistence and Completion in Ghana

Introduction

This evaluation assessed the extent to which TAP's objectives meet the needs and priorities of beneficiary schools. The evaluation team also carefully and systematically assessed the validity of the TAP intervention in respect to the Government of Ghana's educational priorities and the beneficiary districts' own priorities to achieving quality education.

3.1 Assessing relevance

The DAC Principles for Evaluation of Development Assistance suggest that, when assessing relevance during an evaluation, focus on "the extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor." Current education development priorities in Ghana are provided by the government's Education Strategic Plan (2010-2020) and the Ghana Shared Growth and Development Agenda, with the latter giving the most detailed directions for the country. The TAP project is very closely aligned with Ghana's education priorities, as stated in the Ghana Shared Growth and Development Agenda: "At the level of primary and junior high school education, key policy-related issues to be addressed include the low perception of quality of teaching and learning outcomes; the removal of geographical disparities to support the reduction of overcrowding/providing enough schools for the growing school-age population; addressing the inadequate provision of workshops, laboratories and library facilities in all schools; the poor quality of teachers; low teacher motivation and supervision; and inadequate supply of teachers in classrooms especially in deprived districts" (GSGDA 2010). While significant efforts have been made by government and other agencies over the years to improve access, financing and the provision of infrastructure and facilities at all levels, education quality issues remain a matter of national concern. The TAP interventions addressed many priority areas of JHS Education, which are the focus of the GSGDA, and therefore help to fulfill the needs at the government/policy level. The main focus of attention at the community level was in regard to improved spaces (Component 1) to increase enrollment at JHS.

3.2 Relevancy from the district and school/community perspective

The TAP interventions have led to an increase in enrollment through the creation of an enabling school environment for effective teaching and learning. Interviews with the District Directors of education and district assemblies revealed that the majority of the sampled schools were located in rural areas where school buildings were in a state of disrepair and had not received any form of refurbishment since their construction. Provision of school infrastructure was therefore a priority in all the evaluative districts. The project responded to the government's priorities for the communities/districts to retain children, particularly those disadvantaged to enroll and remain in school. The provision of school projects was deemed essential by the Directorate to ensure quality delivery of education and to address enrollment challenges across the TAP districts.

In the interviews with the district directors of education and district chief executives, the study found that most TAP project schools were located in rural areas where school buildings were in state of disrepair; meanwhile the district assemblies had no funds to provide new school facilities or to rehabilitate existing ones. TAP's provisions and rehabilitation of school infrastructure was timely and a relief to the DAs.

Table 3.1: TAP project impact on enrollment, retention and achievement rates

District	3. Name of School	Type of School	Locality	Respondents	How did the TAP project impact the enrollment, retention and achievement rates of students at the JHS level?
Ga West	St Joseph's RC	RC	Urban	Head teachers	Because of the supply of in-kind scholarships to needy children, they are less likely to be identified as coming from poor households and this has built their confidence.
Ga West	St Joseph's RC	RC	Urban	Teachers	Increase in school enrollment and retention of the children. The construction of the KVIP has also increased retention rates because children can now have place of convenience and also to change, unlike before when they used that as an excuse to leave or be absent from school. No record of pregnancy.

District	3. Name of School	Type of School	Locality	Respondents	How did the TAP project impact the enrollment, retention and achievement rates of students at the JHS level?
New Juaben	Adweso Mile 50 MA	MA	Peri-Urban	Head teachers	Enrollment has increased among boys and girls in the school due to the in-kind scholarships that TAP brought. The RROC clubs, F4D and Girls' Clubs have brought about retention and punctuality as pupils enjoy them most. The story books and conducive environment for studies that TAP has brought has helped improve performance.
New Juaben	Adweso Mile 50 MA	MA	Peri-Urban	Teachers	Enrollment has gone up significantly; attendance is far better than before and children are now punctual.
Tano South	Ankaase Community		Rural	Head teachers	Three communities feed into the JHS, and when results increased, it attracted more students to enroll. Needy people were provided with in-kind scholarships (exercise books and math sets). The camp helped enlighten girls on issues and exposed them to a better life, so this has addressed teenage pregnancy.
Tano South	Ankaase Community		Rural	Teachers	Provision of uniform and TLMs for girls. Girls' peer education through field trips.

School authorities also rated all TAP supported structures as meeting GES/Plan Ghana school construction standards. This meant the structures had shuttered windows, new doors, hanging ceilings, full wiring and connection to the electricity grid, access ramps, a renovated roof (leaks fixed) that extended over the veranda. In all regions and districts, head teachers reported that the objectives met their key priorities; see Annex 35 for a selection of responses from teachers and head teachers regarding the relevancy of the project.

Responses during focal group discussions with teachers to the first question: Which TAP objectives fit most with priorities of the school? Rural teachers' responses during field work suggest that expanded and improved spaces for JHS students were more relevant in rural areas than in peri-urban and urban schools. In all six districts, more rural schools reported that expanded and improved spaces for JHS students fit into their school's priorities. Replacement or refurbishment of schools took place in 85% of the TAP schools (133 out of 156). Sixty-seven percent of sampled schools reported that Component 1 of the intervention was not only relevant, but also claimed that it was achieved. This result is expected as most urban and peri-urban centers already have adequate school infrastructure in place and will therefore not have it as a priority.

Reduction in socio-economic barriers

Similarly strategies to attract and retain children in school through the establishment of social clubs, in-kind scholarships and training of teachers and school management committees were deemed relevant to increasing persistence and completion of JHS. In-kind scholarships have assisted many needy students easily access JHS education. The TAP intervention was relevant for reducing school dropouts, as most needy pupils, due to their inability to get the basic materials for their education, were dropping out of schools. The provision of school bags, uniforms, books and the payment of BECE registration fees for these students has served as motivation for their retention and completion in school.

The Ghana Shared Growth and Development Agenda further states that there is "inadequate curricula emphasis on issues of population, environment, life-long learning, gender, health, HIV and AIDS/STI, conflict management and peace, fire safety, road safety, civic responsibility, human trafficking, and human rights to inculcate values and bring about the necessary attitudinal change." The club activities in TAP schools particularly address issues around health education and human rights. Interviews with pupils and education managers during evaluative field work revealed that the Girls' Camps in all sampled TAP schools played a significant role in increasing enrollment, retention and performance among girls. In Year 3 of the TAP project, the camps became regionally based. The camps enhanced assertiveness among girls, reduced truancy and drop out and improved girls' awareness on issues of sexual reproductive rights, personal hygiene and the importance of pursuing higher levels of education. The formation of clubs and societies, such as Football for Development, Rights and Responsibility of the Child Club and Aflatoun, contributed to improved retention of students in schools. The F4D has especially motivated pupils to enroll in TAP schools and has improved retention of students in school.

The life skills learned by children in the clubs cannot be underestimated as it re-oriented children's outlooks on their capabilities. Moreover, career insights have been gained as children have higher aspirations through confidence built through Football for Development. The life skills on sexual and reproductive health made them more girls more conscious of themselves, prevented them from engaging in premarital sex and reduced the cases of teenage pregnancy. The evaluation found that the TAP intervention in schools and communities met the relevance criterion. Respondents reported that TAP objectives fit their school and community priorities for improving enrollment and retention at JHS. The respondents unanimously agreed that the TAP intervention suited their priorities for promoting JHS transition, persistence and completion.

Training and capacity building by TAP

The child-friendly pedagogy training for teachers has to some extent addressed the Government of Ghana's priority of improving quality of teaching and learning outcomes. According to interviews with teachers, the TAP training has improved the instructional and teaching methodologies of beneficiary teachers in the sampled schools. Some of the teachers now use child-centered teaching approaches, such as group teaching and use of games in teaching and demonstrations. This was particularly true for the ICT teachers. FGDs with pupils revealed they had an increased interest in the subjects that teachers were trained in: mathematics, English and ICT. The training of head teachers influenced their management and leadership style to become more participatory and child-friendly. The head teacher at Ayetepa DA JHS Block 'B' recalled that he used to make most of the decisions for the school without consulting others. But having received the TAP training, he now consults the SMC/PTA, the teachers and the students on issues of concern to the school. He said this has made the management of the school easier for him.

The training of the SMC/PTA/CDC members has improved the community-school relationship in TAP schools. The community sees education as a right and the management of the school as their duty; the SMCs interviewed suggest that they have a high sense of ownership over the school, which strengthened the achievement of school accountability and transparency. Community demand for participation in SIP, SPAM and SPIP has increased due to TAP interventions and training of SMCs. Dwomo Methodist head teachers in Tano South, Brong Ahafo Region revealed that "Parents' participation in PTA meetings has improved. Some parents paid regular visits to the school to find out how their children are performing. Some community members provided water during construction works. The CDC also monitored and supervised the construction process. The CDC, SMC and PTA are actively involved in the process. The CDC opened a special account in the name of the school when the project money was released to the school." This was largely attributed to the fact that the community was empowered as a result of the training received from TAP.

3.3 Conclusions

The TAP project has contributed significantly toward the achievement of the overall Government of Ghana's goal of Education for All (EFA) as part of the universal compulsory basic education policy. Though the coverage of the project is not nationwide, its scope of 156 schools across four regions made a significant contribution toward the achievement of the broader national policy of universal access to basic education. The project also served a useful purpose in all the districts, as priorities were focused on providing quality education amidst limited resources. The interventions were also in line with the MOE's policy of community participation in educational delivery to enhance accountability at the school level. The evaluation revealed that the TAP project was relevant to the district and beneficiary communities as community involvement in school management has improved, leading to increased ownership and demand for quality education.

Chapter 4: Impact of the TAP project on the School and Communities

Introduction

This chapter identifies the actual changes the 25 various TAP interventions made in relation to the two main TAP components of expanding and improving spaces available for JHS pupils, and reducing barriers to JHS enrollment for pupils and their families. This section addresses the issues regarding changes the project brought about and whether there were any unplanned or unintended changes. The social, economic and environmental impacts of TAP interventions are all assessed.

The evidence from PTA/SMCs and community scorecard field instruments show that the TAP project strengthened the effectiveness of the SMCs and improved community ownership of schools, while the formation of Community Development Committees (CDCs) brought about school and community accountability in project implementation. The SMCs/PTAs held teachers accountable as pupils could make complaints to SMCs when they felt something was wrong, and parents are now able to ask questions about developments in the school. The evaluation team found that SMCs/PTAs were now able to understand their roles and responsibilities and what is expected of them as community members in regard to the schools. The SMCs/PTAs/CDCs promoted community involvement and ownership of the SIP process. The evaluation team found rural communities more satisfied about the improved BECE performance of their children through the TAP intervention. They were equally encouraged concerning higher levels of teacher commitment, regularity at school and retention. The findings show that parents and other education stakeholders visited schools more often to check on teaching and learning practices and also to find out the challenges the schools face in order to help address them. Table 4.1 summarizes the changes that stakeholders in various schools and districts attributed to TAP interventions.

4.1 Impact of TAP intervention on teachers and head teachers

Table 4.1: Impact TAP made on schools by District and locality

District	3. Name of School	Type of School	Locality	Respondents	How have you changed your approach to managing the school or your teaching as a result of the training by TAP?
Ga West	St Joseph's RC	RC	Urban	Head teachers	Improved record keeping. Teachers give their best because the head teacher listens to teachers' issues and problems.
Ga West	St Joseph's RC	RC	Urban	Teachers	Yes, the introduction of games, in the teaching of math especially, has increased student interest in the subject. Also, students are given group assignments so they can explain issues among themselves.
New Juaben	Adweso Mile 50 MA	MA	Peri-Urban	Head teachers	As a head teacher, I now involve all teachers in planning and implementation of school activities instead doing it all single handed.
New Juaben	Adweso Mile 50 MA	MA	Peri-Urban	Teachers	Yes. There is more tolerance and accommodation of pupil perspectives- there is more participation by the pupils in the lesson delivery and more assignments are given. This approach enhanced the understanding of the pupils of the lessons taught.
Tano South	Ankaase Community		Rural	Head teachers	Now, the head teacher relates better with his teachers, providing feedback on lesson notes and encouraging teachers to perform well.
Tano South	Ankaase Community		Rural	Teachers	Yes, we use games and skills acquired at the TAP workshop

The evaluation found more rural school teachers consistently claiming that the expanded and improved spaces for JHS were relevant and that it was the most important TAP intervention in their schools. Teachers reported that TAP interventions improved BECE results, enhanced teacher quality and lesson delivery[14] and improved pupil participation in lessons and pupils' reading skills. Teachers also reported that TAP interventions had increased enrollment and retention and improved pupils' English language speaking and writing skills. Similarly, head teachers across the sampled schools acknowledged that TAP's objective of reducing barriers to JHS enrollment for schools, pupils and families was achieved. Teachers had received sponsorship to upgrade themselves through distance education. Heads also reported that the learning environment had been improved

[14] TAP teachers received training in child-friendly pedagogy in English, mathematics and ICT, and some teachers received Teacher Excellence Awards.

through the provision of green blackboards, furniture to boost numbers of sitting places in class and honey-comb window replacement with burglar proofed windows to improve ventilation and lighting in classrooms. Annex 36 presents the responses of some head teachers and teachers in relation to the impact that the TAP project had on enrollment and retention rates at the JHS level.

4.2 Impact of TAP on reducing socio-economic barriers to girls and boys and improving retention in JHS

This section looks at how clubs and sports activities served to attract children to TAP schools, and to improve access, retention and completion of pupils across TAP schools. Evidence is drawn from FGDs with pupils (instrument 8).

Infrastructure development including complete replacement, major and minor repairs, latrines and ICT centers – Evidence from M&E data supplied by TAP and evaluation fieldwork generally indicates that refurbishment of schools had a positive impact on improving enrollment rates. In addition to this evidence, interviews at the school level also indicate that improvements to the quality of student spaces had an equally positive impact on teaching and learning. Teachers and pupils felt that classrooms were more comfortable places, cooler, better ventilated, well lit and better protected from the elements. Where sanitary facilities had been provided and were being used, pupils (especially girls) felt these contributed to enabling them to stay in school for the whole day, especially during their menstrual cycle. Evaluation of schools who had received these School Excellence Awards found that the buildings had only recently been commissioned. By the end of the project period, all ICT centers were connected, 12 to electricity and one to solar (Akumersu). At the DEO and school level, respondents felt that they had relevant plans in place to ensure the sustainability of these ICT centers.

Football for Development was identified as very effective based on the evidence of M&E reports and evaluation field work. Many patrons, pupils and others attributed improved pupils attendance and attraction/retention of JHS pupils to this intervention. The evaluation found that the **Football for Development clubs** contributed to increased enrollment and retention and the return of some dropouts to school. However, one major challenge the F4D program faced was the transfer of some previously trained coaches and personnel to non-TAP schools. In the majority of cases, there was strong evidence the activities established as part of this intervention will continue.

RROC, Aflatoun and School to School had mixed success across the 156 TAP schools. The least successful of which, School to School, faced challenges from its inception. The study found the **School to School** cultural exchange program was less effective as it was not fully engaging the participation of key stakeholders. A patron at Adweso Mile 50 MA JHS in the New Juaben District remarked: “The S2S program is not working because whenever we post our activities to the linking schools, they do not reply to our posts….so we have stopped all activities of the School to School program.” The main challenge to the sustainability of the Aflatoun clubs was the high teacher turnover in the respective schools. However, the study found students’ interest and participation was very high where the clubs were active. The impact of the club was positive as the students used the knowledge to acquire skills in simple trades, generating income to support their schooling and running of small businesses.

Focal group interviews with the club members suggest that **Rights and Responsibility of the Child Clubs** had had a very positive impact on the students. Most clubs were actively functioning and had organized clean-ups at schools and public places, along with tree planting exercises. Additionally, the RROCs had built pupils’ confidence to report child abuse cases to teachers, patrons and SMCs. The RROCs changed the orientation of most pupils as children could now dialogue with their parents about how to schedule their household chores and studies. Interviews with girls in the clubs suggest that he RROC had made them conscious and aware of their sexual and reproductive health, and they were refraining from negative practices such as engaging in sexual relationships that could lead to pregnancy. The success of RROC and Aflatoun was dependent on the enthusiasm of the patron, and so sustaining these activities will also be dependent on whether the patron remains in the school or can adequately pass the baton. The strategy adopted by TAP staff to sustain these clubs was to

combine them with the Football for Development activity, which is also a clear indicator that this intervention enjoyed greater success.

In-kind scholarships were very successful in terms of effectiveness and efficiency. Interviews conducted during evaluation field work, particularly with beneficiary pupils, indicated that this intervention was effective in attracting students to the school, ensuring retention and consistent attendance as well as improving confidence and self-esteem for the recipients, some of whom remarked that they "felt equal to their colleagues." Sustainability of this intervention is dependent on schools or Education Offices providing funds. Interviews with some community groups indicated that a fund could be set up to provide such support for other pupils. The challenge was whether this activity was not already duplicating efforts being made through the government's needy child scholarship, or similar support through the capitation grant.

Pedagogy training for teachers also enjoyed mixed success. Initial monitoring reports by TAP indicated that a significant number of the trained teachers were no longer at post and a number of teachers when interviewed also indicated that they faced challenges when attempting to put training into practice. Evaluation field work found that the majority of teachers observed were using only a few participatory strategies to make their class child-friendly with just a few engaging their students in practical activities or group work.

Teacher Excellence Awards, in field work classroom observations of teachers, showed little evidence of excellent practice by those who had received them. Two teachers were selected each year across each TAP district and provided with a laptop computer. The criteria for selection were punctuality, attendance, pupils' performance at the BECE, participation in extracurricular duties, educational professional background and experience in working in deprived areas. Several teachers interviewed across all six evaluative districts felt that the criteria was not effectively administered by the DEO and that teachers selected were often those who had been serving in the school for a long time.

Library books were provided to schools in order to improve learning, particularly reading, among pupils. The strategy schools were asked to use, in order to fulfill this aim, was a program called "Reading Chains." The implementation of this activity was inconsistent across schools. Field work evaluation interviews found that where library books were being used, there was a general improvement in reading levels among students. However, field workers also discovered that in a significant number of schools, storage facilities were inadequate.

SMC trainings, which encapsulate trainings delivered to SMCs, PTAs and CDCs, focused on the ownership, management the refurbishment of schools, and the much stronger role of their management of schools in the future. Field work evaluations found that the extent to which these bodies were working effectively was inconsistent and dependent on the enthusiasm of individuals and strong management on the part of head teachers. However, members said they found the trainings useful and many reiterated that they would like to receive more of such training.

Bicycles to School was generally thought to be successful, but only in schools had put in place some strategy for strengthening and maintaining the bicycles provided. However, in the majority of cases these were found to be stored in the school because they were not robust enough to be used by pupils.

Girls' Camps had a huge impact on those girls who benefited from this activity. Field work also found that schools made provisions for beneficiaries to disseminate what they had learned to their peers and in some cases schools were running clubs or activities that promoted the same objectives as the Girls' Camps. The decentralization of the clubs in Year 3 was a strategy used by TAP to capacitate regional and district GEUs to organize similar events in the future. The evaluation also found the **Girls' Camps** to be one of the TAP interventions that had widened the world view of girls and increased their confidence levels. The Girls' Camps also had positive impact on girls' performance, transition and achievement levels. FGDs with girls and teachers across the sampled schools suggest that the Girls' Camps had an impact on other girls at the school level, as the general school population saw positive behavior changes among the girls who attended the camps. The

following is a selected response from a pupil who benefited from the Girls' Camps: "I didn't like learning before. When I close from school, I used to watch TV but now I study seriously after school. At the Girls' Camp we were educated to be serious and not waste our time watching TV. As a result of this, I have improved my academic performance and I get better reports from school" (Papase RC JHS, Ga West).

Conclusions

Overall, it can be concluded that the TAP project's impact was felt most at the school level, as based upon the provision of infrastructure facilities and rehabilitation of existing structures. The impact could be seen in the expansion of school infrastructure, auxiliary facilities, ICT centers and other school level interventions that focused on getting more children into schools and retaining them through completion of JHS. Some of the interventions with the greatest impact on school enrollment and retention, particularly of girls, were the: Girls' Camps, Football for Development, RROCs and the scholarships in-kind. Still at the school level, it was observed that the school management training received by the head teachers and the pedagogy training received by teachers also impacted positively on children's performance and achievement rates in TAP schools.

At the community level, the key impact observed was an improvement in SMC/PTA participation in school management, as well as parents' increased awareness of the need to support their children's education and understanding of their role and responsibilities in education delivery. According to the stakeholders at the community level, the impact was achieved partly because of the transparent processes TAP employed in executing the interventions. At the district level, training given to education officers boosted monitoring performance on the quality teaching and learning and achievement rates positively.

Chapter 5: Effectiveness and Efficiency of TAP

The evaluation found TAP interventions in most cases were effective and to some degree efficient in meeting their objectives and targets; although more work was needed to engage the appropriate stakeholders in the implementation of the project in order to attain higher levels of efficiency. Intervention effectiveness is measured by the extent to which the intervention achieved its set objectives (Schmidt, 2009). To assess the effectiveness of TAP interventions, district education directors and officers, head teachers, teachers and community members were asked about three major issues relating to TAP's achievement of its objectives, which included: improvements attributed to TAP interventions, support TAP provided schools and changes respondents observed in the last three years. The majority of respondents felt that TAP achieved its main objectives. TAP interventions were able to increase available spaces in JHS as well as reduce socio-economic barriers to increase enrollment, retention and completion at the JHS level.

Interviews with district directors and head teachers in some districts pointed to improved BECE results, enhanced teacher lesson delivery and pupil participation across a number of schools sampled. Head teacher interviews suggest that increases in retention in some TAP schools were attributed to decreases in teenage pregnancy and improved attendance through the provision in-kind scholarships to girls. The most effective activities for improving girls' attendance, retention and completion were cited by key stakeholders as: Girls' Camps, RROC and Football for Development. The Aflatoun or financial management training ensured that students were mobilized, trained and taught their basic rights. This changed their orientation and most pupils were now consulting with their parents on how to schedule their household chores along with their studies. The evaluation also found that JHS pupils had been empowered on the basis of a number of interventions working in synergy (i.e. advocacy and rights clubs, Football for Development and a transformation in teaching and community support at the school level).

Teachers and head teachers' interviews with regard to efficiency suggest that prudent financial management was responsible for the efficiency of the TAP intervention. SMCs and CDCs interviewed argued that cautious and wise decisions led to under spending in most communities and the procurement of required resources was done with care. People were first sent to survey the market and produce three alternative invoices on each item. The

final choice was made after careful deliberations by the CDC, in consultation with TAP officials. Interviews with SMC/PTAs and CDCs generally supported the findings that a high level of efficiency was achieved within the project cycle.

Management of a project of this scale across four regions requires that project implementers have a good infrastructure and a qualified and capable support staff. Furthermore, strong partnerships with local management structures (DA, DEO, schools and community groups) were essential to ensuring that activities were supported and that gains made are sustained in the future. Evidence from interviews with TAP staff generally indicated that there was a high degree of competence across all staff levels. However, some indicated that the potential gains of the project had been lost or diluted due to the number of interventions and activities being carried out at the same time. Community facilitators, who were charged with facilitating many of the activities, monitoring outcomes and liaising between the various management structures (DEO, Plan and communities) felt that more could have been gained through improving the "depth" of the project through building capacity and stronger linkages to existing district/community structures, rather than putting resources into so many different activities at the same time.

Responses to interviews with TAP staff, head teachers, SMC/PTAs, DAs and DEO staff also described difficulties with some aspects of communication and the timely disbursement of funds from TAP. Interviews with TAP officials indicated this was done to ensure that there was full compliance with Plan's financial rules and USAID regulations as reports from some beneficiaries were not submitted on time. With regard to communication, community facilitators and a number of SMC members cited examples of refurbishment work completed recently but already deteriorating due to poor materials. Both sets of respondents felt this could have been avoided had community bodies been more involved in closer oversight of the construction work in the contractor led projects.

The efficacy of the project was also to some extent limited due to the lack of information related to the school selection for TAP. Evidence from various interviews (DEO, TAP staff and school staff) indicates criteria for site selection across the different districts was reviewed according to the local context. Occasionally key criteria were not applied and there was limited transparency among key stakeholders. The evaluation also suggests that more information related to rigorous school mapping for the district was needed to identify schools with high levels of potential enrollment. The outcome of this was that schools that served a relatively low population were chosen in place of deprived schools situated in areas of high population. This challenge could be ameliorated by ensuring that DEO school mapping data is used in order to determine the level of deprivation and enrollment potential for each community.

Collaboration between sub-grantees and other management structures varied for each activity because there were different levels of engagement needed in the project. The relationship between the district education office and implementers of F4D was seen as "cordial"; an MOU was signed between TAP and the DEO detailing out the roles of district sports officers to support and monitor all football patrons and submit reports. Furthermore, the district office of the GES supplied teachers for F4D training, which enhanced the capacity building of the schools and districts to sustain the program. On the part of RROC, it was revealed that collaboration between Child Rights International and the Ghana Education Service (GES) at the regional and national levels was limited, but more effective at the community level. The TAP INSET programs on child-friendly pedagogy for teachers had generated some school based training of trainers and sharing of approaches among teachers and head teachers at the district levels.

5.1 Cost effectiveness and unit costs of the key TAP interventions

Cost effectiveness judgments were made from two perspectives. In the first instance, whether money disbursed on material inputs was cost efficient in terms of the relative market value in the local context, and in the second whether the activity or intervention was effective with regard to fulfilling the overall objectives of the project. With regard to the first aspect (cost efficiency), evaluative interviews with TAP staff indicate that purchasing was undertaken after a thorough review of the market value or expenditure on similar projects (for example, the construction of a 3-classroom block). The unit costs for several activities and items in the TAP unit cost analysis

also suggest that the costs were also competitive compared to costs for similar work under the GES. In terms of the latter aspect (effectiveness), reference needs to be made to the extent to which the elements contributed to the overall achievement of objectives and the extent to which these can be attributed to the different interventions. Furthermore, the level of effectiveness also refers to the extent to which any improvement or change will be sustained in the future.

Annex 37 outlines the relative unit cost for many of the interventions implemented as part of the TAP project. This data was supplied to the evaluation team by the Finance Officer for TAP. A short explanation of the costs included for each unit cost calculation is provided and, in a few instances, this includes the fact that the calculation does not include "overhead."

The breakdown of costs in Annex 37 shows the number of units and cost per unit for the different elements of Component 1 and the interventions that formed part of Component 2. It should be noted here that the financial report, on which these figures are based, was provided to the evaluation team by the TAP finance unit in June 2013, five months before the final closure of the project in November 2013. The total spending on all interventions listed in the table below comes to $5,370,186.76 and according to the TAP Financial Report dated June 2013, the total spending on TAP totaled $8,353,970.54. According to the breakdown in spending, this includes the cost of the two main monitoring activities - the baseline assessment ($24,572.39) and the mid-term Limited Scope Study ($13,657.68)- totaled $38,230.07. Spending on salaries, advertising, travel and other overhead therefore comes to around $3million ($2,945,553.71). According to this breakdown, the total spending on the infrastructural component of the project came to $3,698,472.10. This includes the building and equipping of 13 ICT centers as part of the School Excellence Awards. The cost of all other interventions listed in the table total $1,671,714.66.

Spending on the infrastructure component of the project constituted 44% of the **total** expenditure ($8,353,970.54) as of June 2013. Scrutiny of the narrative of the calculations for the unit costs reveals that expenditure, other than payments to contractors and spending on materials, are not included. However, given that the infrastructure element constitutes 69% of all the interventions listed in the unit cost breakdown in the table (Annex 37), it is plausible to conclude that outlay on this component, when salaries, travel and other overhead costs are included, constituted as much as, if not more than half of the total expenditure during the three years of the TAP project. This evaluation found that indicators of success, such as increased enrollment and persistence, teacher motivation and community ownership of schools, can to a large degree be attributed to this aspect of the project. It can be concluded therefore, that expenditure in this area was generally effective.

With regard to the effectiveness of the different activities outlined in the summary of unit costs, the construction component, provision of in-kind scholarships (US $20 per child), training for SMCs/PTAs/CDCs (USD $87 per participant), Girls' Clubs (USD $139 per girl), Football for Development (USD $1,960 per school) and library books (USD $1,040 per school) have shown indications of effectiveness and to some extent the possibility of sustainability. There is however, some doubt as to whether some of the other activities/interventions listed in the unit cost breakdown, such as the Aflatoun, can be judged as completely cost-effective given the degree of success in promoting the objectives of the project. Other interventions were more effective in meeting the project objectives but a question mark hangs over the extent to which they will be sustained; these include:
in-kind scholarships (USD $20 per child) and teacher training (USD $129 per teacher) (see Annex 37 for details).

Chapter 6: Sustainability

Overall the findings from the TAP evaluation suggest that the objectives and activities planned to meet the objectives were deemed relevant at all levels by stakeholders and beneficiaries. However, very few systems and resources were available at the district or school levels in order to achieve these objectives prior to the TAP project. Therefore the key challenge identified during the evaluation suggest that those interventions requiring

financial support will least likely be sustained (e.g. scholarship for girls, Aflatoun etc.) by district and school/community stakeholders. Interventions which were less costly and self-governing, such as the Football for Development and the clubs, are likely to continue where there are motivated and committed teachers (see Annex 10 for head teachers' perceptions on how interventions will be sustained). The more challenging issue will be the maintenance and upkeep of the structures that TAP assisted to repair or reconstruct.

6.1 Measuring sustainability in TAP

The following questions related to project sustainability[15] were explored as part of the evaluation based on the TOR:

- What results of the project will last after the TAP project ends?
- How will the withdrawal of inputs affect the functioning of the activities in the schools and communities?
- What has Plan/TAP done to ensure sustainability of the improvements realized by the project?
- What could Plan/TAP have done differently to ensure sustainability of the improvements realized by the project?

Overall findings from the TAP evaluation suggest that there were very limited signs of sustainability of the TAP project based on interviews and evaluative field work. According to interviews with stakeholders (district directors, head teachers and teachers), interventions that require immediate financial resources such as in-kind scholarships, Girls' Camps and Aflatoun are less likely to be sustained. However social interventions, such as RROC and Football for Development, were more likely to be sustained with support from committed and motivated patrons and head teachers.

Evidence from the evaluation suggests that the collaboration between TAP staff and key institutions at the district level was not extensive (District Education Oversight Committee and district teacher support teams) regarding the construction and training component of the project. Hence the sustainability of infrastructure at the district level is questionable. Interviews with the community members reveal that communities were not always fully involved in the contractor led projects and could create some challenges with regard to the maintenance of the structures. This was particularly the case in communities where the construction was contractor managed and school head teachers were unable to provide substantial responses related to the maintenance of the school infrastructure and ICT centers. The evaluation further revealed that community SMC/PTAs were not fully aware of the possibility of incorporating their needs into the SPIPs and SIPs in order to ensure that existing funding sources, such as that of the capitation grant, could be use used to maintain these structures and support on-going interventions such as the Football for Development, Girls' Camps or other school based clubs.

6.2 Sustainability at the district level

According to TAP officials sustainability plans were laid out, discussed at the GES Directors Roundtable workshop in Koforidua and subsequently all Directors of Education signed on to the sustainability plans. The trends, as observed across the six TAP districts through interviews with the district assembly staff and district education offices, indicate that DAs recognize their oversight responsibility to ensure delivery of quality education in their districts. Interviews with Directors and district planning officers suggest that there were no concrete strategies laid out for implementation of sustainability strategies as agreed in the MoU. District Education Oversight Committees (DEOCs)[16] chaired by DCEs were not well informed about the TAP interventions and its objectives of addressing issues of enrollment, retention, completion, teacher classroom delivery and community school ownership. Although most of the Directors of Education, when asked what their sustainability plans were, responded with the following sustainability plans:

- Sensitization of communities as partners in education and to rehabilitate schools every three to five years

[15] According to The DAC Principles for Evaluating Development Assistance, sustainability is concerned with *measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn*. Projects need to be environmentally as well as financially sustainable.

[16] DEOCs are the highest decision-making body on education in the Districts.

- Use part of the DA's composite budget to sustain TAP interventions (Eastern Region)
- Use the existing Education Fund to support and sustain TAP activities (Brong Ahafo)
- Fundraise and seek support to sustain some TAP interventions
- Encourage the use of PTA dues to sustain TAP interventions
- Provide ongoing in-service training to sustain child-friendly pedagogy at the school level and factor this into the district school improvement plans.

More detailed sustainability plans, as described by district education directors in the evaluative sample, are outlined in Annex 38.

6.3 Sustainability at the school community levels

School heads and SMCs interviewed as part of the evaluative sample were much more positive about their ability to sustain some of the TAP interventions. Head teachers interviewed suggested a range of approaches for sustaining TAP interventions, including plans to levy SMC/PTAs and community contributions. In the Eastern Region, the common approach was to establish a community education fund, while in the Greater Accra Region, the head teachers planned to sustain the TAP interventions through sharing the ICT facilities with the community for a fee. Interviews with head teachers suggest that establishing the use of contributions and/or levies as a source of funding for sustaining the TAP interventions in a community was only possible in schools/communities where community participation and involvement by parents in school decision making was high. In a few cases, head teachers indicated that through the training they received from TAP, they will be able to write proposals to apply for funding to enable them to sustain these interventions.

Key interventions that appear to be sustainable according to head teachers include maintenance work on the infrastructure, including maintaining/replacing computers and payment of electricity bills. Head teachers reported that with regard to the social clubs, RROC, Aflatoun and F4D, these activities could be sustained only if they were formally integrating these into school extra-curricular activities, which were dependent on the head teachers' and patrons' commitment and dedication. Further evidence suggests that head teachers across all three regions established to sustain TAP training interventions through the organization of school and cluster based INSETS.

Teachers and head teachers interviewed could verbally state how they intended to sustain the TAP interventions, however there was no laid down procedure as to how they were going to achieve that. For example, in Brong Ahafo, the consensus was that stakeholders will meet to agree on the financial contribution from parents and philanthropists, as well as generate internal income through soap and bead making to sustain interventions. In the Eastern and Greater Accra Regions, head teachers indicated that they will establish an education fund and levy parents in communities in order to repair faulty computers and acquire new computers when the need arises.
The table presented in Annex 22 presents the selected responses from head teachers on how they intend to sustain the interventions by the TAP project.

6.4 Sustainability of the TAP project interventions from a community perspective

Community members' (SMC/PTA) views on sustaining the TAP project was largely related to sustaining/maintaining infrastructure and ICT centers. Interviews with SMC/PTAs revealed that they have set up committees to ensure the sustainability of the TAP interventions in schools. The majority of the SMCs interviewed spoke about instituting special levies to be paid by parents for the maintenance of the school infrastructure. SMCs interviewed revealed that they were engaged in developing sustainability plans, which outlined how they were going to maintain the TAP project interventions in their communities.

Evidence from SMC/PTA interviews suggest that there are varied levels of commitment in sustaining TAP interventions; and that the main avenue for organizing resources in order to sustain the TAP project, especially the infrastructure improvements, was through PTA dues and special levies instituted by the SMCs and the communities as a whole. PTAs and SMCs interviewed did not mention how they were going to sustain the social component of the TAP project, such as the in-kind scholarships, Football for Development, Reading Chains and RROCs. Although activities of F4D were especially commended by communities for increasing enrollment and

retention at JHS, there were no concrete ways planned to sustain them. Below are selected responses by SMC/PTAs regarding their sustainability plans for the TAP project:

> *"Members conceded that sustaining all the interventions was something they see as a headache since most of them will involve a lot of money, such as organizing excursions for the clubs. However, members agreed that with maintenance of the structure they can take money from the PTA dues to support." FGD with SMC/PTA at Bonya Presby JHS, New Juaben, Eastern Region.*

> *"Training by TAP on how to maintain the facilities would be brought to use. PTA levy would be used to sustain the improvement in the school. Internally the school classes have been leased to churches and funds are generated to sustain the improvement." FGD with SMC/PTA at Ayatepa DA JHS, Dangme West, Greater Accra Region.*

6.5 Sustainability from a sub-recipient perspective

Sub-recipients interviewed revealed that the sustainable results, as far as their respective TAP intervention is concerned, were the knowledge acquired by beneficiary communities/schools through training programs. Thus the capacity building on coaching principles for teachers trained as coaches for F4D, and patrons trained by CRI, will remain and be used by the schools. This is concrete on the basis that trained coaches and patrons are now equipped with skills they can transfer to other teachers to enable replication in other non-TAP schools. Also, sub-recipients felt that a positive sustainable outcome was the development of training manuals that documented approaches to the club formation and can be used to continue the running the F4D or CRI activities. The training of community members meant they were able to undertake developmental activities such as resource mobilization and project management. This, according to sub-recipients, will contribute to empowering and enabling community members and school authorities, to write sponsorship proposals to seek external assistance and raise funds in order to be able to sustain sport and club activities.

Chapter 7: Challenges, Lessons Learned and Best Practices

This section of the report presents key findings on the lessons learned, best practices and key challenges faced in the design and implementation of the TAP project. The evaluation study found that the TAP project recorded enormous improvements in the physical infrastructure and in reducing socio–economic barriers to JHS enrollment and completion for pupils and their families across 156 TAP schools in 13 districts of Ghana. The TAP project also experienced some challenges in its design and implementation.

The evaluation revealed that the TAP project was a highly valued intervention by all stakeholder groups interviewed. Evidence from interviews revealed that TAP interventions met the immediate practical needs of households and schools. Key stakeholders at the district and school levels also suggest that the TAP project, if possible, should continue, with at most minor modifications. Two components stand out in terms of the frequency with which they are mentioned by stakeholders and with regard to the impact they had on the beneficiary population: *Girls' Camps* and *Football for Development*.

7.1 Lessons learned across the TAP districts

Measuring educational change and testing approaches to improving transition and completion

The numerous interventions implemented at the school level made it difficult to attribute any one intervention to change at the school level. A smaller number of interventions that were piloted in comparison to non-intervention schools could have provided more certainty in evaluating and measuring impact. School targeting modalities used for selecting the TAP schools should also have taken into account the potential JHS populations, which were in particular catchment areas and avoided possibly attracting children from other JHSs in the area. The concept of the "tipping point" was not very well understood in the context of feeder primary schools. There

were schools (JHSs) that had low numbers of pupils graduating from primary 6 and therefore could not experience any significant increase in enrollment at JHS.

Measuring and ensuring transition within JHS
Transition and the policy of automatic promotion at JHS are being challenged given the growing public focus on school performance using a BECE results across the country. JHS head teachers were visibly under scrutiny by both their DEOs and SMCs to perform and they were found adopting strategies that will improve their comparative performance in the BECE. One strategy adopted by Directors and head teachers is to put measures in place in order to identify potential JHS3 candidates who demonstrate the basic aptitude to pass the exams. TAP was operating in an environment affected by this deepened scrutiny, which resulted in high levels of repetition at the JHS2 levels across several districts; the rates of transition and completion were thereby limited and improving persistence and transition was even more challenging. Data available from the Evaluation findings reveal that the tendency for pupils to drop out of JHS was highest among repeaters.

The provision of in-kind scholarships appears to make a difference in terms of equity at the school level, as reflected in improved school persistence rates. The in-kind scholarships were meant for students who were at risk of dropping out of school if the scholarship support was not provided. This could be just one person or overall 1% of all the students. There were criteria for the selection based on this; the selection was administered by a team composed of staff from GES and SMC/CDCs. Plan management then conducted field visits to validate the selection.

Strong head teacher leadership
Consultations with stakeholders during the evaluation process reported that strong head teacher leadership is vital for the sustainability of any intervention introduced in schools. Therefore, there is a need to commit some level of resources into training head teachers to improve their leadership and management skills and to provide incentives for those who perform. Furthermore, the demonstrated role of effective head teachers on development and maintenance of supervision points to this group as ideal targets for continued intervention for improvement in enrollment and completion. However, interventions that enhance the head teachers' capacity to deliver and support on-going teacher training must also ensure that adequate provision is made to support such an activity.

Accountability, efficiency and effectiveness measures
The SIP process is useful for school development. In schools/communities where the concept was well understood, it has helped clarify school development objectives and increased the participation of parents and children. The SIP can also be helpful in mobilizing funds. This is important for improving school-community relationships. It can enhance accountability of service delivery, promote school responsiveness to the particular circumstances of families and children and strengthen social capital.

7.2 Best practices

The infrastructure component (Component 1) of the TAP project was generally seen by all respondents as being highly successful. Evidence from interviews, particularly with teachers and pupils, reveal that they found the rehabilitated classrooms a far more comfortable learning environment and felt that this served to enhance the quality of teaching and learning. There was also, on the part of pupils, teachers and community members, an increased sense of "pride" in the school.

Girls' Camps: The Girls' Camps initiative was identified by stakeholders across the six evaluated districts as one of the most important interventions by TAP over the last three years. Girl's Camp activities have been designed to expose girls from marginalized communities to growth and development, to enhance their knowledge base and to guide them in their career development. The Girls' Camps were particularly relevant as they broadened girls' horizons and provided girls the necessary opportunity and skills for leadership. The Girls' Camps helped to empower girls to become assertive and confident, and had a very significant impact on behavior change among girls in TAP schools. It has encouraged them to at least complete their basic education and better still to aspire to the highest levels of education.

Football for Development: Football for Development (F4D) as a strategy to attract girls and boys to enroll and complete JHS has reportedly worked well across the evaluated TAP schools. Apart from promoting team building, sportsmanship and fitness, the football clubs provide a variety of opportunities for learning and development. Members are introduced to life skills as well as vocational skills and career counseling to help them benefit in the future. About 90% of the schools visited had their football clubs in place and were actively engaged in football activities. Enthusiasm for membership in the football clubs was reported to be very high and attracted a lot of pupils to enroll in JHS. The students were reported to be inspired by the sports kits TAP had provided for them.

ICT Training for Teachers: ICT child-friendly pedagogy training for teachers and the provision of ICT centers were very important strategies to motivate pupils' interest in ICT education. ICT skills are recognized as key to future employment prospects; schools with adequate facilities are a greater attraction to students.

School Excellence Awards: School Excellence Awards promoted a lot of competition among schools and communities vying for these awards. It strongly motivated communities to support TAP activities and it promoted participation and ownership of interventions.

7.3 Key challenges

According to district directors of education and TAP community facilitators, there were several challenges encountered in the course of the implementation of the TAP project. A number of these challenges, according to Directors, were to some extent addressed by TAP over the three year period. The major challenge was in ensuring that the school ownership was taken up by **all** community groups associated with TAP schools, particularly in the peri urban areas where it was difficult to galvanize their full support. Another key challenge experienced over the life of the TAP project, particularly in relation to increasing the capacity of the teachers, was the issue of teachers being posted to other schools or subjects after TAP had trained them.

Further investigation into the effectiveness of the infrastructure development indicates that the quality of construction was not always consistent across all the TAP school sites. The key challenge in construction, for some schools, was in regard to the provision of potable water and electricity. In some TAP schools visited where sanitation facilities were constructed, there was sometimes no potable water supply or sustainable approach to assist children to properly clean themselves (e.g. provision of toilet paper and soap). ICT centers had been connected to an electricity supply, but in at least two cases, the meter had been removed, so the ICT centers were not functional at the time of the field work.

Results of the evaluation suggest that in a few cases, the selection of the schools for repairs was a source of contention between some communities who did not benefit; furthermore some of the beneficiary communities believed the quality of work was shoddy compared to costs. Such aggrieved communities however felt powerless to act due to prevailing arrangements, which were outside their remit.

Further challenges at the district level relate to monitoring and supervision. Interviews across the Directors and Circuit Supervisors reveal that TAP was seen as not always supporting district supervisors with adequate transport to enable them to conduct effective monitoring and supervision across the TAP schools. However, interviews with TAP senior management also suggest that some of the DEO officers and communities were unable to account for funds through support from verifiable outputs, and as a result, funding was withheld or delayed until appropriate evidence could be provided.

Chapter 8: Key Findings and Recommendations

8.1 Introduction

This chapter outlines the key findings from the evaluation and summarizes the key recommendations across the different stakeholder groups interviewed.

8.2 Summary of key findings

The TAP interventions complemented efforts of 13 beneficiary districts relating to infrastructure repairs, furniture, training of teachers and TLMs supplies across the 156 schools. The results suggest that TAP was able to significantly expand the numbers of seats and places for children in some of the most deprived areas of the country. The selection of the areas was often in the rural areas, but there was evidence in a few cases where better targeting of school infrastructure could have maximized larger populations of children waiting to access JHS. This would have demanded more involvement by TAP in assisting the districts use school mapping data to support the process.

The most promising approaches that TAP used in transforming the quality and participation of children at JHS level were the strong emphasis on community participation and the strengthening of community based institutions (e.g. SMCs/PTAs and CDCs). The formation and training of Community Development Committees (CDCs), which facilitated participation in school development and built a sense of community ownership by ensuring that the supervision of construction work, were significant achievements and will likely assist in the sustainability of some of the TAP interventions and infrastructure. In most cases the community entry approach allowed for deeper consultation and collaboration with key stakeholders and brought together the community and school in partnerships to improve education quality.

The evaluation study found that the TAP project has made significant progress toward increasing access and retention at the JHS level by narrowing the gender gap. TAP made particular impact on girls' attitudes toward schooling and their ability to sustain participation at the JHS level, along with addressing the socio-economic barriers to their education. Percentage changes in both transition and enrollment rates across the 156 TAP schools show positive upward increases with the higher increase in enrollment for girls compared to boys, thus further narrowing the gender gap. Findings relating to change in enrollment over the 3-year period in TAP schools shows cumulative growth of 10.7% compared to the cumulative decline of negative (-31.2%) in non-TAP schools over the base year in the 13 districts. The increase in transition and enrollment has, however, led to a number of emerging challenges, including over-enrollment and over-crowding in a few TAP classrooms; in some cases inward transfers from other schools in the vicinity could have a negatively effect on the quality of teaching and learning

In-kind scholarships provided the largest set of visible incentives of motivating both parents and children in order to improve school attendance and regularity at JHS; these incentives also helped mitigate the social and economic barriers to retention and completion. The teachers' training in child-friendly pedagogy and training of Circuit Supervisors in effective monitoring and supervision methods also addressed some of the causes of poor quality and poor performance among pupils. More work was needed to ensure that the School Performance Appraisal process was well embedded in the school/community accountability processes. A few TAP districts (2) had experienced slight improvements in their BECE results over the three year period, along with at least 20 TAP schools that experienced improvements in BECE pass rates (see Annexes 12-16). Learning outcomes in schools that are provided with significant support for improvement take more time than three years to demonstrate change in learning outcomes; findings related to percentage change in the BECE pass rates is still too early to assess across TAP schools.

The evaluation was designed to determine the effect of TAP interventions on pupils' responsiveness to schooling and education in general. A strong relationship between social skills interventions, value change and pupil perspectives were observed, particularly among girls in the TAP schools. The Girls' Camps and Girls' Clubs had very positive impacts on the girls' self-concept and their vision of their future by making them more assertive and self-confident, and it exposed them to a variety of different experiences and role models that motivated them

to stay in school and strive to attain new personal goals. This had a ripple effect, not only on the direct beneficiaries in the TAP project, but on other girls who were influenced both in and out of the schooling environment.

8.3 Key recommendations

The recommendations made by respondents were at three different levels; additional interventions and support, modifications and improving quality of education in the community.

Plan Ghana staff and implementation partner recommendations:

- The beneficiary school selection should consider that some schools might exceed their enrollment capacity as a result of TAP interventions, particularly given the increase in enrollment and demand generated when schools are rehabilitated and/or replaced. There should be more effort made to assist the DEOs select communities using a school mapping approach[17] in order to ensure that the feeder school populations are fully considered during the school selection process.

- The life span of the TAP project should be extended for two years in order to ensure the full realization of learning outcomes and to consolidate the most effective interventions (e.g. training of teachers and enhancing SPIPs/SPAMs in order to increase quality delivery of education). Three years was found to be too short and affected the potential sustainability, timely delivery and completion of interventions.

District, school and child level - head teacher recommendations:

- The child-friendly pedagogy training for teachers in ICT, English and mathematics should be extended to cover all subject areas at the JHS. Interventions by TAP, especially teacher training, proved to be very useful; hence it should be extended and expanded by the GES/MOE to all schools for others to benefit.
- More collaboration is needed with providers currently pursuing in-service training at the cluster level through the JICA supported program.
- The promotion policy of the Ministry of the Education should be enforced and monitored in order not to disadvantage pupils and to reduce tendency for repetition.
- The construction of latrines and water facilities should ensure that capitation grants are used to maintain and service these facilities, including the purchase of toiletries.

Community level recommendations:

- The TAP project should be extended to primary schools to achieve the same objectives as the JHS.
- To ensure transparency and accountability, all key stakeholders (GES, MMDAs) should be involved in all aspects of the procurement process.
- There should be more effective collaboration between all education stakeholders including the District Education Oversight Committee and TAP in the design, implementation and sustainability of interventions.

Recommendations on modifications to the TAP project if given the opportunity:

- The level of supervision should be strengthened by way of closer monitoring of school visit activities by the Ghana Education Service supervisors and coordinators. There is a need to increase the level of supervision and monitoring in school by the district education offices and other officials.
- Much more emphasis should be placed on sustainability plans for the TAP project, especially at school and community levels in Year 2 of any future project in order to build capacity for handover.

[18] The full Annexure is available as a separate document to this report.

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[18] The full Annexure is available as a separate document to this report.

Annexure for Final Evaluation of Ghana Transition and Persistence (TAP) Project

2010-2013

Cooperative Agreement No.: 641-A-00-10-00026-00
Plan International USA, Inc.
January 2014

USAID/Ghana

The evaluation was conducted by:
Associates for Change
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Accra, Ghana

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Annex 1: Selected Schools for TAP Final Evaluation

District	Selected School	Performance/Rank
Dormaa	Aboabo No. 4 Presby	High - #2
	Aboabo No. 4 Methodist JHS	High - #9
	Dormaa Ahenkro S.D.A JHS	Medium - #13
	Aboabo No. 2 M/A JHS	Low - #15
Dormaa Non-TAP	Kofiasua M/A JHS	
Tano South	Ankaase Community JHS	High - #1
	Derma Methodist JHS	High - #3
	Dwomo Methodist JHS	Medium -#4
	Samuel Otu JHS	Low -#7
	Girls Model JHS, Bechem	Low -#10
Tano South Non-TAP	Derma Community JHS	
New Juaben	Suhyen S.D.A JHS	High - #1
	Trom M/A JHS	High - #4
	Adweso Mile 50 M/A JHS	Medium-#6
	BonyaPresby JHS	Low -#10
	Asikasu M/A JHS	Low -#12
NJ Non-TAP	-	
Asuogyaman	South Senchi L/A JHS	High - #1
	Akwamu-West Presby JHS	High - #3
	Frankadua L/A JHS	High -#4
	Anyansu L/A	Medium -#8
AD Non-TAP	None	
Ga West	KpobiKope D/A JHS	High - #1
	St. Joseph's R/C JHS	Medium- #5
	Odumase Amanfro JHS	Medium -#6
	Papase R/C JHS	Low -#11
	Samsam Odumase M/A JHS	Low -#12
GW Non-TAP	Odumase Amanfro JHS #2	
Dangme West	Mobole D/A JHS	High - #3
	Ayatepa DA :A: JHS	High - #6
	Doryumu Methodist JHS	Medium – #8
	Prampram DA "B" JHS	Medium - #10
	Agomeda DA Basic JHS	Low - #16
DW Non - TAP	Doryumu DA JHS	

Annex 2: Evaluation Research Roll Out

Region	Week	Team 1 (Accra)	Team 2 (E/R)	Team 3 (BA)
Region	**Week 1 (week one will be in Accra)**			
Friday, Sept 6	Day 1	In-house Orientation for team	In-house Orientation for team	In-house Orientation for team
Saturday, Sept 7	Day 2			
Monday, Sept 9	Day 3	Preparation for field work	Preparation for field work	Preparation for field work
Tuesday, Sept 10	Day 4	Interviews with District Education Directorate (Greater Accra— Dodowa/Dangbe west)	Interviews with District Education Directorate (New Juaben)	
Wednesday, Sept 11	Day 5	Interviews with key PLAN /TAP staff in Accra (COP, M/E Manager, Grants manager Finance officer etc)	Interviews with key PLAN /TAP staff in Accra (COP, M/E Manager, Grants manager Finance officer etc)	
Thursday Sept 12	Day 6	Interviews with Sub recipients of the grant		
Friday Sept 13	Day 7			
Saturday Sept 14	Day 8	Training of field researchers	Training of field researchers	Training of field researchers
	Week 2 (Field work)			
Sunday Sept 22		Travel to District/ Community	Travel to District /Community	Travel to District/ Community
Monday, Sept 23	Day 1	DEO/DA (1)	DEO/DA	DEO/DA
Tuesday, Sept 24	Day 2	School 1	School 1	School 1
Wednesday, Sept 25	Day 3	School 2	School 2	School 2
Thursday, Sept 26	Day 4	School 3	School 3	School 3
Friday, Sept 20	Day 5	School 4	School 4	School 4
Saturday, Sept 21	Day 6	Write up/Reflection	Write up/ Reflection	Write up/ Reflection
Sunday, Sept 22	Day 7	Write up	Write up	Write up
	Week 3			
Monday, Sept 23	Day 8	School 5	School 5	School 5
Tuesday, Sept 24	Day 9	School 6	School 6	School 6
Wednesday, Sept 25	Day 10	School 7	School 7	School 7
Thursday, Sept 26	Day 11	School 8	School 8	School 8
Friday, Sept 27	Day 12	School 9	School 9	School 9

Region	Week	Team 1 (Accra)	Team 2 (E/R)	Team 3 (BA)
Saturday, Sept 28	Day 13	Final field write up and reflection meeting	Final field write up and reflection meeting	Final field write up and reflection meeting
Sunday, Sept 29	Day 14	Travel Back to Accra	Travel Back to Accra	Travel Back to Accra

Annex 3: Interviewee List for TAP Final Evaluation

Interviews at National, regional and district levels along with community school level were conducted with the following people over the course of the evaluation.

Level	Interviewee List	Remarks/Comments
National	• Head Office Interviews - Country Director, COP, M&E, Finance Manager, Grants Manager • TAP Field Coordinators • Ex TAP Team Leaders and key staff • TAP National Trainers • Collaborators – GEU (Literacy House) • Sub-Grantee - CRI (RROC) • Sub-Recipients - WADEP (AFLATOUN, F4D, and Girls Clubs) • Limited Scope Survey – Susan Sarbah	Wed 11th September 2013 Thurs. 12th September 2013
Regional /District	• Regional/District Education Directors • Collaborators – E/R Girls Coordinator, B/A Girls Coordinator • Regional Staff – (Joe Assan of E/R TAP Office, Kofi Debrah E/R Programme Unit Manager, Solomon Asante Debrah – E/R, Moses Kombat – BA CS/ETC, & Nelson Odoom – GAR/CR ETC. • Core staff 4 ADs • District Assembly Reps (DCE or DCD) • Circuit Supervisors and Statistics Officers • District Checklist	**District level interviews; Tues 10th September 2013**
Community	• Focal Group Discussions with Chief and Elders including Assembly men and community leaders. • Focal Group Discussions with SMC's and PTA members • Community Scorecard with members • Home Visits to parents of selected beneficiaries (direct beneficiaries of special interventions) (Observation of home setting, parental involvement, concern and support for education)	
School	• School based Observation • Checklist for Overall School Environment and Learning Checklist (Construction spaces child/ gender friendly facilities, Cleanliness, etc) • Classroom Observation Instrument • Interviews with TAP trained teachers • Interviews with Teachers (untrained by TAP) • Interviews with Head teachers • FGD with Children (Boys and Girls)	

Annex 4 Full List of Researchers/Evaluators

	Name	Position/Team
1.	Dr Leslie Casely - Hayford	Resource Person
2.	Dr Alhassan Seidu	Senior Consultant
3.	Kojo Gyabbah	Brong Ahafo Team Leader
4.	Mr Thomas Quansah	Eastern Region Team
5.	Rukayatu Adam	Eastern Region Team
6.	Sheena Campbell	Greater Accra Team
7.	Imranah Adams Mahama	Greater Accra Team
8.	Rhoda Mahama	Brong Ahafo Team
9.	Marian Owusu Afriyie	Brong Ahafo Team
10	Rosalind Ocran	Greater Accra Team
11	Bakari Jamal-deen	Eastern Region Team
12	Martin Boakye	Eastern Region Team
13	Alfred Attah	Brong Ahafo Team
14	Nurudeen Mohammed	Greater Accra Team
15	Charity Bukari	Greater Accra Team

Annex 5: District Selection for TAP Final Evaluation

Region	Districts	NO. of Public JHS	NO. of TAP JHS	% of TAP JHS compared to Public JHS	Districts ranked according to highest proportion of TAP schools	Complete Replacement	Major Repairs	Significant Repairs	Minor Repairs	Limited Scope Study	Aflatoun Clubs	S2S
Brong Ahafo	Dormaa East	20	5	25%	8	1	2	0	2	No	0	1
Brong Ahafo	Dormaa Mun.	58	15	26%	4	1	1	2	11	Yes	0	1
Brong Ahafo	Tano South	32	9	28%	2	1	2	0	6	Yes	0	1
Eastern	Akuapem North	77	19	25%	9	0	0	0	19	No	0	0
Eastern	Asuogyaman	35	9	26%	6	0	1	1	7	Yes	9	1
Eastern	Lower Manya	31	8	26%	5	0	2	0	6	Yes	8	1
Eastern	New Juaben	59	21	36%	1	1	0	1	19	No	0	1
Eastern	Upper Manya	32	9	28%	2	0	2	0	7	No	2	0
Eastern	Yilo Krobo	43	11	26%	7	0	1	3	7	No	11	1
Greater Accra	Dangme West	73	18	25%	10	1	4	1	12	Yes	0	0
Greater Accra	Ga West	50	12	24%	11	1	0	0	11	Yes	0	1

Annex 6: The Sampling of Selected Schools for the Final TAP Evaluation

SCHOOLS FOR THE GHANA TAP PROJECT WITH INTERVENTIONS AND SAMPLING DATA																			
Dormaa Mun. District, Brong Ahafo Region															**% CHANGE FROM 2009 (OR BASE YEAR) TO 2012**			RANK	
Circuits		**Schools**	**Complete Replacement**	**Major Repairs**	**Significant Repairs**	**Minor Repairs**	**Limited Scope sample schools**	**Aflatoun**	**School to School**	**Bike to School**	**Rights of the Child Clubs**	**Girls' Camp**	**SEA**	**RURAL / URBAN**	**BOYS**	**GIRLS**	**TOTAL**		
	2	Aboabo No. 4 Presby				x				x	x	x	2	R	94.4 %	23.1%	52.3 %	2	
	9	Aboabo No. 4 Methodist JHS	x				HIGH			x	x	x		R	20.5 %	8.1%	14.8 %	9	HIGH
	13	Dormaa Ahenkro S.D.A JHS				x			x	x	x	x	1	U	8.3%	-5.3%	1.7%	13	MEDIUM
	15	Aboabo No. 2 M/A JHS		x						x	x	x		R	21.4 %	-18.6%	-2.8%	15	LOW
Tano South District, Brong Ahafo Region															**% CHANGE FROM 2009 (OR BASE YEAR) TO 2012**			RANK	
Circuits		**Schools**	**Complete Replacement**	**Major Repairs**	**Significant Repairs**	**Minor Repairs**	**Limited Scope sample schools**	**Aflatoun**	**School to School**	**Bike to School**	**Rights of the Child Clubs**	**Girls' Camp**	**SEA**	**RURAL / URBAN**	**BOYS**	**GIRLS**	**TOTAL**		
Dermaa	100%	**Ankaase Community JHS**				x	HIGH			x	x	x	1	R	50%	123%	78%	100%	HIGH
Dermaa	300%	**Derma Methodist JHS**		x						x	x	x	2	U	42%	32%	38%	300%	
Techimantia	400%	**Dwomo Methodist JHS**		x						x	x	x		R	14%	33%	22%	400%	MEDIUM
Techimanti	700%	**Samuel**				x				x	x	x	3	U	-8%	9%	-1%	700%	LOW

a		**Otu JHS**																	
Bechem	1000 %	**Girls Model JHS, Bechem**	**x**				MOD		x	x	x	x		U		-61%	-61%	1000 %	

SCHOOLS FOR THE GHANA TAP PROJECT WITH INTERVENTIONS AND SAMPLING DATA

Asuogyaman District, Eastern Region

															% CHANGE FROM 2009 (OR BASE YEAR) TO 2012			RANK	
Circuits		**Schools**	**Complete Replacement**	**Major Repairs**	**Significant Repairs**	**Minor Repairs**	**Limited Scope sample schools**	**Aflatoun**	**School to School**	**Bike to School**	**Rights of the Child Clubs**	**Girls' Camp**	**SEA**	**RURAL/ URBAN**	**BOYS**	**GIRLS**	**TOTAL**		
Senchi	100%	**South Senchi L/A JHS**			**x**		HIGH	x	x	x	x	x	1	R	10%	27%	19%	100 %	
Akosombo	300%	**Akwamu-West Presby JHS**				x		x		x	x	x	2	R	29%	-9%	9%	300 %	HIGH
Frankadua	400%	**Frankadua L/A JHS**		**x**				x		x	x	x		R	0%	17%	7%	400 %	
	5	DISTRICT TOTAL													0.1%	7.4%	3.5%	5	
Apegusu	8	Anyensu				**x**		x		x	x	x		R	-10.2%	14.7%	0.0%	8	

		L/A JHS																		

SCHOOLS FOR THE GHANA TAP PROJECT WITH INTERVENTIONS AND SAMPLING DATA

New Juaben District, Eastern Region

Circuits		Schools	Complete Replacement	Major Repairs	Significant Repairs	Minor Repairs	Limited Scope sample schools	Aflatoun	School to School	Bike to School	Rights of the Child Clubs	Girls' Camp	SEA	RURAL/ URBAN	% CHANGE FROM 2009 (OR BASE YEAR) TO 2012 BOYS	GIRLS	TOTAL	RANK	
Jumapo	1	Suhyen S.D.A JHS	x							x	x	x		R	300.0 %	225.0 %	253%	1	HIGH
	4	Trom M/A JHS				x				x	x	x	1	R	25.8%	35.3%	30.8%	4	
Adweso	6	Adweso Mile 50 M/A JHS				x			x	x	x	x	2	R	22.9%	16.7%	19.4%	6	
	9	DISTRICT TOTAL													-3.5%	3.0%	-0.3%	9	
	10	BonyaPresby JHS				x				x	x	x		R	2.7%	-6.1%	-1.4%	10	LOW
Jumapo	12	Asikasu M/A JHS				x				x	x	x		R	-30.8%	8.3%	-15.9%	12	

SCHOOLS FOR THE GHANA TAP PROJECT WITH INTERVENTIONS AND SAMPLING DATA

Dangme West District, Greater Accra Region

% CHANGE FROM 2009 (OR BASE YEAR) TO 2012	RANK

Circuits		Schools	Complete Replacement	Major Repairs	Significant Repairs	Minor Repairs	Limited Scope sample schools	Aflatoun	School to School	Bike to School	Rights of the Child Clubs	Girls' Camp	SEA	RURAL/ URBAN	BOYS	GIRLS	TOTAL		
Afienya	3	Mobole D/A JHS				x	HIGH			x	x	x	1	R	80.8%	70.0%	76.1%	3	
Ningo	6	Ayatepa D/A 'A' JHS				x				x	x	x	2	R	23.4%	48.5%	33.8%	6	
	7	DISTRICT TOTAL													20.3%	29.2%	24.4%	7	
Dorymu	8	Doryumu Methodist JHS				x				x	x	x		R	16.4%	16.9%	16.7%	8	MEDIUM
Prampram	11	Prampram D/A 'B' JHS		x						x	x	x		U	20.5%	-4.8%	7.0%	10	
Dorymu	16	Agomeda D/A Basic		x			HIGH			x	x	x	3	R	-17.3%	-44.2%	-31.2%	16	

SCHOOLS FOR THE GHANA TAP PROJECT WITH INTERVENTIONS AND SAMPLING DATA

Ga West District, Greater Accra Region

Circuits		Schools	Complete Replacement	Major Repairs	Significant Repairs	Minor Repairs	Limited Scope sample schools	Aflatoun	School to School	Bike to School	Rights of the Child Clubs	Girls' Camp		RURAL/ URBAN	% CHANGE FROM 2009 (OR BASE YEAR) TO 2012			RANK	
															BOYS	GIRLS	TOTAL		
Medie	1	KpobiKope D/A JHS	x						x	x	x	x		R	208.7%	145.5%	177.8%	1	HIGH
	4	DISTRICT TOTAL													37.3%	54.6%	45.7%	4	
Amasaman	5	St. Joseph's R/C JHS				x				x	x	x	2	U	25.8%	39.7%	32.5%	5	MEDIUM
Maya	6	Odumase				x				x	x	x	3	R	6.0%	42.3%	22.6%	6	

ra		Amanfro JHS																	
Medie	12	Samsam Odumase M/A JHS				x	HIGH			x	x	x	1	R	-22.0%	6.5%	-11.1%	12	

Annex 7: School Listing with site selection highlighted by district

SCHOOLS FOR THE GHANA TAP PROJECT WITH INTERVENTIONS AND SAMPLING DATA																			
Dormaa Mun. District, Brong Ahafo Region															% CHANGE FROM 2009 (OR BASE YEAR) TO 2012			RANK	
Circuits		Schools	Complete Replacement	Major Repairs	Significant Repairs	Minor Repairs	Limited Scope sample schools	Aflatoun	School to School	Bike to School	Rights of the Child Clubs	Girls' Camp	SEA	RURAL / URBAN	BOYS	GIRLS	TOTAL		
	1	Kuren M/A JHS				x				x	x	x		R	163.6%	29.0%	84.9%	1	
	2	Aboabo No. 4 Presby				x				x	x	x	2	R	94.4%	23.1%	52.3%	2	
	3	Kosane M/A JHS				x	NON			x	x	x		R	71.4%	26.7%	50.8%	3	
	4	Twumkrom M/A JHS				x				x	x	x		R	28.6%	30.8%	29.5%	4	
	5	Nsuhia R/C JHS				x				x	x	x		R	8.6%	50.0%	27.0%	5	
	6	Duasidan Presby JHS			x		NON			x	x	x		R	-9.5%	125.0%	20.4%	6	HIGH
	7	Amasu M/A 'A' JHS				x				x	x	x	3	U	23.4%	12.5%	18.8%	7	
	8	Sromani/Kofiasua M/A JHS			x					x	x	x		U	18.5%	18.8%	18.6%	8	
	9	Aboabo No. 4 Methodist JHS	x				HIGH			x	x	x		R	20.5%	8.1%	14.8%	9	
	10	DISTRICT TOTAL													9.1%	12.9%	10.8%	10	
	11	Antwifo Presby JHS				x				x	x	x		R	15.6%	2.7%	9.8%	11	
	12	Aboabo No. 1 R/C				x				x	x	x		R	18.6%	-5.4%	7.5%	12	MEDIUM
	13	Dormaa Ahenkro S.D.A JHS				x			x	x	x	x	1	U	8.3%	-5.3%	1.7%	13	
	14	Tweapeasie M/A JHS				x				x	x	x		R	7.8%	-11.9%	-1.1%	14	
	15	Aboabo No. 2 M/A JHS		x						x	x	x		R	21.4%	-18.6%	-2.8%	15	LOW
	16	Abonsrakrom M/A JHS				x				x	x	x		R	-21.5%	-38.5%	-30.0%	16	
SCHOOLS FOR THE GHANA TAP PROJECT WITH INTERVENTIONS AND SAMPLING DATA																			
Tano South District, Brong Ahafo Region															% CHANGE FROM 2009 (OR BASE YEAR) TO 2012			RANK	

Circuits		Schools	Complete Replacement	Major Repairs	Significant Repairs	Minor Repairs	Limited Scope sample schools	Aflatoun	School to School	Bike to School	Rights of the Child Clubs	Girls' Camp	SEA	RURAL / URBAN	BOYS	GIRLS	TOTAL		
Dermaa	100%	**Ankaase Community JHS**				x	HIGH			x	x	x	1	R	50%	123%	78%	100%	
Techimantia	2	Akobro Community JHS				**x**				x	x	x		R	42.3%	39.3%	40.7%	2	HIGH
Dermaa	300%	**Derma Methodist JHS**		**x**						x	x	x	2	U	42%	32%	38%	300%	
Techimantia	400%	**Dwomo Methodist JHS**		**x**						x	x	x		R	14%	33%	22%	400%	MEDIUM
Dermaa	5	Dermaa Islamic JHS				**x**				x	x	x		U	23.5%	2.9%	14.4%	5	
	6	DISTRICT TOTAL													4.8%	6.3%	5.5%	6	
Techimantia	700%	**Samuel Otu JHS**				x				x	x	x	3	U	-8%	9%	-1%	700%	
Techimantia	8	Dwomo Community JHS				**x**				x	x	x		R	-32.9%	17.3%	-12.5%	8	
Techimantia	9	Techimantia Presby JHS				**x**				x	x	x		U	-12.5%	-22.7%	-18.4%	9	LOW
Bechem	1000 %	**Girls Model JHS, Bechem**	**x**				MOD		x	x	x	x		U		-61%	-61%	1000 %	
SCHOOLS FOR THE GHANA TAP PROJECT WITH INTERVENTIONS AND SAMPLING DATA																			
Asuogyaman District, Eastern Region															**% CHANGE FROM 2009 (OR BASE YEAR) TO 2012**			RANK	
Circuits		**Schools**	**Complete Replacement**	**Major Repairs**	**Significant Repairs**	**Minor Repairs**	**Limited Scope sample schools**	**Aflatoun**	**School to School**	**Bike to School**	**Rights of the Child Clubs**	**Girls' Camp**	**SEA**	**RURAL / URBAN**	**BOYS**	**GIRLS**	**TOTAL**		
Senchi	100%	**South Senchi L/A JHS**			**x**		HIGH	X	x	x	x	x	1	R	10%	27%	19%	100%	
Anum-Boso	2	AnumPresby JHS				**x**		X		x	x	x		U	2.9%	19.4%	10.9%	2	
Akosombo	300%	**Akwamu-West Presby JHS**				x		X		x	x	x	2	R	29%	-9%	9%	300%	HIGH
Frankadua	400%	**Frankadua L/A JHS**		**x**				X		x	x	x		R	0%	17%	7%	400%	
	5	DISTRICT TOTAL													0.1%	7.4%	3.5%	5	
Frankadua	6	Asikuma L/A JHS				**x**		X		x	x	x		R	6.3%	-4.7%	1.1%	6	
Frankadua	700%	**Osiabura L/A JHS**				x		X		x	x	x		R	-12%	16%	1%	700%	MEDIUM
Apegusu	8	Anyensu L/A JHS				**x**		X		x	x	x		R	-10.2%	14.7%	0.0%	8	
Anum-Boso	900%	**Boso L/A JHS**				x		X		x	x	x	3	R	6%	-15%	-5%	900%	
Apegusu	10	Mpakadan Presby JHS				**x**		X		x	x	x		R	-7.0%	-21.4%	-14.2%	10	LOW
SCHOOLS FOR THE GHANA TAP PROJECT WITH INTERVENTIONS AND SAMPLING DATA																			
New Juaben District, Eastern Region															**% CHANGE FROM 2009 (OR BASE YEAR) TO 2012**			RANK	

Circuits		Schools	Complete Replacement	Major Repairs	Significant Repairs	Minor Repairs	Limited Scope sample schools	Aflatoun	School to School	Bike to School	Rights of the Child Clubs	Girls' Camp	SEA	RURAL / URBAN	BOYS	GIRLS	TOTAL		
Jumapo	1	**Suhyen S.D.A JHS**	x							x	x	x		R	300.0 %	225.0 %	253%	1	
	2	Nyerede Agavenya R/C JHS				x				x	x	x		R	111.1 %	114.3 %	112.5 %	2	HIGH
Nsukwao	3	**Nana OwareAgyepong JHS**			x					x	x	x		R	54.2%	13.8%	32%	3	
	4	Trom M/A JHS				x				x	x	x	1	R	25.8%	35.3%	30.8%	4	
Asokore	5	Asokore SDA Demonstration JHS 'A'				x				x	x	x		U	43.3%	4.3%	21.3%	5	
Oyoko	5	Asokore SDA Demonstration JHS '**B**'				x				x	x	x		U					
Oyoko	5	Asokore SDA Demonstration JHS 'C'				x				x	x	x		U					
Adweso	6	Adweso Mile 50 M/A JHS				x			x	x	x	x	2	R	22.9%	16.7%	19.4%	6	MEDIUM
Asokore	7	Asokore Methodist JHS 'A'				x				x	x	x	3	U	9.9%	16.7%	13.4%	7	
Asokore	7	Asokore Methodist JHS 'B'				x				x	x	x		U					
	8	Korle Anglican JHS				x				x	x	x		R	26.5%	1.3%	11.1%	8	
	9	DISTRICT TOTAL													-3.5%	3.0%	-0.3%	9	
	10	BonyaPresby JHS				x				x	x	x		R	2.7%	-6.1%	-1.4%	10	
Asokore	11	Akwadum M/A JHS 'A'				x				x	x	x		U	-17.4%	10.6%	-6.0%	11	
Jumapo	12	Asikasu M/A JHS				x				x	x	x		R	-30.8%	8.3%	-15.9%	12	
	13	Mahddeen JHS 'A'				x	NON			x	x	x		U	-26.9%	-21.2%	-24.1%	13	
	13	Mahddeen JHS 'B'				x	NON			x	x	x		U					LOW
Asokore	14	Asokore R/C JHS 'A'				x				x	x	x		U	-42.2%	-15.4%	-29.8%	14	
Asokore	14	Asokore R/C JHS 'B'				x				x	x	x		U					
Asokore	15	Akwadum M/A JHS 'B'				x				x	x	x		u	-53.2%	16.1%	-30.1%	15	
SCHOOLS FOR THE GHANA TAP PROJECT WITH INTERVENTIONS AND SAMPLING DATA																			
Dangme West District, Greater Accra Region															**% CHANGE FROM 2009 (OR BASE YEAR) TO 2012**			RANK	

Circuits		Schools	Complete Replacement	Major Repairs	Significant Repairs	Minor Repairs	Limited Scope sample schools	Aflatoun	School to School	Bike to School	Rights of the Child Clubs	Girls' Camp	SEA	RURAL / URBAN	BOYS	GIRLS	TOTAL		
Doryumu	1	Dedenya D/A JHS				x	MOD			x	x	x		R	84.6%	218.2 %	124.3 %	1	
Prampram	2	Prampram S.D.A JHS	x							x	x	x		U	64.3%	160.0 %	104.2 %	2	
Afienya	3	Mobole D/A JHS				x	HIGH			x	x	x	1	R	80.8%	70.0%	76.1%	3	
Doryumu	4	Ahwaiam D/A 'B' JHS		x						x	x	x		R	87.9%	57.7%	74.6%	4	HIGH
Ningo	5	Ayatepa D/A 'B' JHS				x				x	x	x		R	18.6%	67.6%	37.5%	5	
Ningo	6	Ayatepa D/A 'A' JHS				x				x	x	x	2	R	23.4%	48.5%	33.8%	6	
	7	DISTRICT TOTAL													20.3%	29.2%	24.4%	7	
Doryumu	8	Doryumu Methodist JHS				x				x	x	x		R	16.4%	16.9%	16.7%	8	
Ningo	9	Dodowa New Town 'B' JHS				x				x	x	x		U	-8.2%	46.2%	13.0%	9	
Prampram	11	Prampram D/A 'B' JHS		x						x	x	x		U	20.5%	-4.8%	7.0%	10	MEDIUM
Dodowa	11	Dodowa Methodist 'B' JHS				x				x	x	x		U	-11.5%	31.1%	6.6%	11	
Prampram	12	Prampram Wesley Methodist JHS				x				x	x	x		U	6.8%	-2.2%	2.2%	12	
Nyigbenya	13	Dawa D/A JHS				x				x	x	x		R	-15.5%	11.9%	-6.3%	13	
Prampram	14	Prampram Anglican JHS		x						x	x	x		U	-20.0%	-5.9%	-12.1%	14	
Dodowa	15	Dodowa Methodist 'A' JHS			x					x	x	x		U	-7.7%	-25.0%	-16.0%	15	
Doryumu	16	Agomeda D/A Basic		x			HIGH			x	x	x	3	R	-17.3%	-44.2%	-31.2%	16	LOW
Nyigbenya	17	Nyigbenya D/A JHS				x				x	x	x		R	-35.9%	-38.3%	-36.9%	17	
Ningo	18	Lekpongunor D/A JHS				x				x	x	x		R	-40.9%	-47.4%	-43.5%	18	
Dodowa	19	Ayikuma R/C D/A JHS				x				x	x	x		R	-43.6%	-46.2%	-44.9%	19	

SCHOOLS FOR THE GHANA TAP PROJECT WITH INTERVENTIONS AND SAMPLING DATA

Ga West District, Greater Accra Region

Circuits		Schools	Complete Replacement	Major Repairs	Significant Repairs	Minor Repairs	Limited Scope sample schools	Aflatoun	School to School	Bike to School	Rights of the Child Clubs	Girls' Camp	SEA	RURAL / URBAN	% CHANGE FROM 2009 (OR BASE YEAR) TO 2012 BOYS	GIRLS	TOTAL	RANK	
Medie	1	KpobiKope D/A JHS	x						x	x	x	x		R	208.7 %	145.5 %	177.8 %	1	HIGH
Medie	2	Manchie M/A JHS				x				x	x	x		R	163.6 %	190.9 %	177.3 %	2	

Mayara	3	Katapor M/A JHS				x				x	x	x		R	39.0%	227.8 %	96.6%	3	
	4	DISTRICT TOTAL													37.3%	54.6%	45.7%	4	
Amasaman	5	St. Joseph's R/C JHS				x				x	x	x	2	U	25.8%	39.7%	32.5%	5	MEDIUM
Mayara	6	Odumase Amanfro JHS				x				x	x	x	3	R	6.0%	42.3%	22.6%	6	
Kwashiekuma	7	Okushebiade Methodist JHS				x				x	x	x		R	13.8%	21.1%	16.7%	7	
Kwashiekuma	8	Kwashiekuma Methodist JHS				x				x	x	x		R	-21.4%	100.0 %	9.3%	8	
Amamorley	9	Nsakina M/A JHS				x				x	x	x		R	-14.9%	35.4%	6.1%	9	
Kwashiekuma	10	Ayikai Doblo JHS				x				x	x	x		R	0.0%	-8.0%	-4.1%	10	LOW
Kwashiekuma	11	Papase R/C JHS				x				x	x	x		R	5.4%	-15.0%	-5.2%	11	
Medie	12	Samsam Odumase M/A JHS				x	HIGH			x	x	x	1	R	-22.0%	6.5%	-11.1%	12	
Kwashiekuma	13	Kojo Ashong Methodist JHS				x	NON			x	x	x		R	-38.8%	-23.1%	-31.8%	13	

Annex 8: Effectiveness of TAP Interventions from a Head teacher perspective

District	Name of School	Locality	Type of School	What improvements has TAP brought to your school over the last 3 years?	What support is given to teachers to improve on their teaching and lesson delivery?	What major changes have you observed at your school over the last three years? How did they come about?
Ga West	Odumase Amanfro	Rural	DA	Enrolment has increased over 100%. BECE Performance has improved from 64% in 25009/2010 to 96.5% in 2011/2012 academic year. The is improved ventilation in class rooms	Training of Maths, English and ICT teachers on child pedagogy, by TAP. Organization of best teacher excellence award by TAP. In-service training of teachers by GES.	Complete renovation of the school building. Provision of furniture. Increased in enrolment with average class population of 80 students. Formation of clubs and societies like the football for development, Rights and Responsibility club and girls club.
Dangme West	Doryumu Methodist	Rural	METH	Improved enrolment. The provision of bicycles brought people from the hills. School roof no longer leaks. The rooms are cooler. F4D has meant more students come to school on a Friday because they want to participate in the football on a Friday morning. Electricity in the school means we can organize evening classes. Needy students had books for exercises.	TAP pedagogy training. Teachers lead SBI twice per term. The HT observes every teacher twice per term.	The renovations to the school block. These came about because of the TAP project.
New Juaben	Suhyen SDA	Rural	SDA	The improvements include. School infrastructure. Provision of toilet and urinal facilities. Provision of mono desks. Training of teachers. The headmistress said that pupil now attend school regularly and are punctual. The headmistress claimed that a 26 years old girl enrolled herself at the school because of the transformed nature of the school.	Teachers are provided with school based INSET. Teachers are taught how to organize school based assessments. The headmistress assesses teachers work output for necessary support.	The school has witness tremendous changes over the last 3 years. The school now has a new 3 unit classroom block with head teacher's office, store and a staff common room. The school has new urinals and latrines separately for teachers, boys and girls. Each class is furnished with mono desks; each child has a mono desk. The SMC is now more vibrant than before, they meet twice a term. The attitude of teachers to their profession has also change after receiving training. Teachers have been trained in English, Maths and ICT. As a result of those improvement in the school, the school BECE past rate improved from 39.8% in 2010 to 88% in 2012.
Asuogyaman	South Senchi LA	Rural	LA	The TAP intervention has had desirable impact on the lives of the girls and the boys. Teenage pregnancies have drastically reduced. Introduction of clubs in the school such as Girls clubs and Girl camps have enlighten the girls to appreciate the value of education, deepening interest in schooling. They are aware of career opportunity available for them after school. Their world view has changed. Participant of Girl camps return to school well trained and better informed. It was reported that the school has enrolled five teenage mothers	The head teacher provides teachers working materials and manila cards for development of teaching aids. The head teacher also organizes school based INSET to resolved difficulties uncounted by teachers in lesson notes preparation and classroom delivery.	The Head teacher reported that the school does experience changes over the last three year in term of infrastructure and extra activities and in service training of teacher school. Infrastructure has improved. Renovation works have been carried with roof ceiling, floors have been renewed, and cracks in walls have been mended. School building has been wired and provided with electrical fitting and connected to the national grid. Ramps provide ease accessibility to classroom for the physically challenges. Eighty mono desks have been provided to improved seating place of pupils. Teacher in the school have

District	Name of School	Locality	Type of School	What improvements has TAP brought to your school over the last 3 years?	What support is given to teachers to improve on their teaching and lesson delivery?	What major changes have you observed at your school over the last three years? How did they come about?
				who were determined to completed their education. In the case of the boys, they are very active and eager to report to school regularly, football for Development made the boys cultivate the habit of coming to school. They are exposed to life skills, planning principles, importance of team work and tolerance. Many of them have acquired the habit of saving money and spending prudently because these principles were taught at AFLATION club. Their social responsibilities have improved. They actively get involved in communal labor. Many of the boys who have acquired the life skills, such as soap making have been able to engage in economic activities.		been given training to update their pedagogical skills. They have been exposed to child-friendly, pedagogy and new methods of teaching that supply and ICT. Teacher's approach to classroom teaching with respect to English, math and ICT have been transformed. One teacher was teacher received EXCELLENCE AWARD. Social clubs in the school such as Girl clubs, girl camps, Extra cumialur achieve have been heightened. After school children actively participate in club meetings.
Tano South	Ankaase Community	Rural		Improvement in reading skills because of the library books provided. Children would read books and summarize them for teacher to mark.	We used to give best teachers award to our teachers. But since 3 years, we haven't been able to do so.	Enrolment is increased from 224 to 360 or so (all school). Hard work of the teachers' Exam released has been improved.
Dormaa Municipal	Aboabo No. 2 MA	Rural	MA	a. TAP has reduced drop out at JHS 2 when 8 pupils left in 2009. There 5boys, 3girls mostly living with relatives. It has also, improved the problem of pupils absent easier.	INSET. Counsel those with problems. Caution those who submit lesson notes late.	Academic performance jumped from 33% to 87% between 2009 and 2012. 20. Pupils get in-kind scholarship annually to cushion them. The school came first in the last inter-schools sports competition. Infrastructure received a booster with major repairs affecting enrolment outcomes.

Annex 9: Impact of TAP interventions from a Head teacher perspective

District	3. Name of School	Type of School	Locality	How did the TAP project impact on the enrolment, retention and achievement rates of students at the JHS level?	How did the TAP project impact on the community and parents?	How have you changed your approach to managing the school as a result of the training by TAP?
Ga West	St Joseph's RC	RC	Urban	Because of the supply of in-kind scholarships to needy children, they are less likely to be identified as coming from poor households and this has built their confidence.	The project relieved parents of financial burdens. If the school had to undertake the renovations themselves, parents would have faced paying high levies.	Improved record keeping. Teachers give out their best because the Head teacher listens to teachers' issues and problems.
Dangme West	Mobole DA	DA	Rural	The library has sharpened the reading skills of the children. Teachers acquired the pedagogy training and this has changed their approach to teaching and has improved children's performance. Girls camps have helped reduced teenage pregnancy rate and the girls are role models to their peers to be of good behavior.	The CDC was trained to sensitize the community to contribute to the development of the school. Community now see themselves as partners to their children's education. Parents were relieved of their burden due to the in-kind scholarships and the payment of BECE registrations fees for some of the children.	Help teachers or give teachers the platform to discuss their challenges. So that we find the war forward. Currently, I have adopted the clinical approach to managing and supervising the work of the teachers and children.
New Juaben	Adweso Mile 50 MA	MA	Peri-Urban	Enrolment has increased among boys and girls in the school due to the in-kind scholarship that TAP brought. The RROC clubs, F4D and Girls Clubs have brought about retention and punctuality as pupil enjoy them most. The story book and conducive environment for studies that TAP has brought has help improved performance.	The sensitization that was carried out has brought about attitude change in community. TAPs intervention has now led to vibrant SMC / PTA activities and parents' keen interest in SPAM. The school also has a CDC in place. Parents and community members now feel that they own the school.	As a head teacher, I now involve all teachers in planning and implementation of school activities instead doing all single handed.
Asuogyaman	Ankaase Community	PRESBY	Rural	Due to the girls clubs cases of teenage pregnancy has reduced. In-kind scholarships have provided needy pupils who could not afford uniforms and books .It has increased regularity to school. About 80% of the pupils in school are from poor homes.	The community and parents have been active in schools activities but this has increased during TAP's period. SMC has also been vibrant due to the training they received from TAP. The community also provide the school with communal labor to support school projects.	The head teacher keeps track of teacher performance by designing a form to asses performance, discuss with teacher and place copies on their files. Designed attendance monitoring sheet to monitor teacher school attendance. The head teacher has also designed a teachers' movement book to monitor teachers' movement. Creating friendly chat with children to identify their needs.
Tano South	Ankaase Community		Rural	3 communities feed into the JHS, when result increased, it attracted more students to enroll. Needy people were provided with in-kind scholarships (exercise books and maths sets). The vacation camp helped enlighten girls on issues and exposed them to better life so this has address teenage pregnancy.	The community are very active and attend meetings in their numbers. The KVIP was constructed with labor from the community.	Now, the head teacher relates better with his teachers providing feedback on lesson notes and encourages teacher to perform.

District	3. Name of School	Type of School	Locality	How did the TAP project impact on the enrolment, retention and achievement rates of students at the JHS level?	How did the TAP project impact on the community and parents?	How have you changed your approach to managing the school as a result of the training by TAP?
Dormaa Municipal	Samuel Otu	PRESBY	Rural	Yes, TAP intervention curbed teenage pregnancies each year among girls as they learnt to focus on their studies.	At first, PTA meetings were hardly held as parents feared to contribute monies for renovating school. But now most members are females they are very active in school activities.	Now I am able to delegate some work to all teachers and so because everyone is taking part in decision making, it has made my work easier and helped teachers be more involved.

Annex 10: Sustainability of TAP Interventions

To assess the sustainability criterion, head teacher views were sought on how TAP project impact on the community and parents and the support community gave to the school, which helped to improve teaching and learning

District	Name of School	Type of School	Locality	What support does the Community give to the School, which helps to improve teaching and learning in the School?	How do you think these interventions can be sustained when TAP leaves?	What support is given to teachers to improve on their teaching and lesson delivery?
Ga West	Odumase Amanfro	DA	Rural	SMC/PTA helped in generating income for the provision of furniture: Dual desk. The community also provides security to the school properties.	SME/PTA executive have planned an annual PTA levy from each parent towards the sustainability of the TAP support. School would be hired to churches on Sunday services as a means of generating income to sustain the intervention.	Head teacher training of Maths, English and ICT teachers on child pedagogy. In-service training of teachers by GES.
Dangme West	Doryumu Methodist	METH	Rural	The community provides assistants for the KG whom they pay 200 cedis a month	SMC/PTA has the resources (building materials) and will further develop the school. The SMC work with the school on SPIP. But the capitation grant comes late and when it does the school only receives a percentage of it.	TAP pedagogy training. Teachers lead SBI twice per term. The HT observes every teacher twice per term.
New Juaben	Adweso Mile 50 MA	MA	Peri-Urban	PTA dues are sometimes used for school projects. PTA/SMC executives also carry out sensitizations in the community. The Assembly man donated jerseys and football to the school.	Continuous implementation of clubs activities. TAP trained teachers should be encourage to act as trainers to Non-TAP trained teachers. Continuous sensitization of the community to enroll their children.	Containers INSET at school level. The head teacher also said she gone teacher TLM's She said she also ensure participatory planning in all academic activities.
Asuogyaman	South Senchi LA	LA	Rural	The community has supplied the school with plastic chairs to be used by teacher in the staff common room. Community members who own houses have also given free accommodation to the newly trained teachers.	PTA has agreed to pay money for the maintenance of school facilities. Club meetings and activities will be incorporated into the school extra curriculum. All activities will be factored into the SPIP to be funded will the capitation grant. Old student association of the school has agreed to provide funds to support	The head teacher provides teachers with working materials and manila cards for development of teaching aids. The head teacher also organizes school based INSET to resolve difficulties encountered by teachers in lesson notes preparation and classroom delivery.

District	Name of School	Type of School	Locality	What support does the Community give to the School, which helps to improve teaching and learning in the School?	How do you think these interventions can be sustained when TAP leaves?	What support is given to teachers to improve on their teaching and lesson delivery?
					school activities.	
Tano South	Dwomo Methodist	METH	Rural	The community members and parents contribute towards enrich teaching and learning went on well at the beginning of TAP project but need to be pushed now.	He was going to write to parents, district Assembly and the chief of the community to brainstorm on how to sustain the interventions going forward.	On attendance, he give no support but he was not happy about lateness. He however said the teachers do not absent themselves from school.
Dormaa Municipal	Dormaa Ahenkro SDA	SDA	Urban	Parents have come together to contribute financially towards the development of the school. Parents put up a two classroom block with an office and a store for the kindergarten. They are also planning to renovate and paint the primary block. Last year they also bought fabrics for teachers to use as a Friday wear.	School has met with the District Director, SMC/PTA and community facilitators and sign a MOU to pay a token/levy to maintain such facilities constructed. Also community members are paying for security person for the safety of facilities. Sister schools will also pay a token when they want to use ICT lab.	I sometimes give teachers a token to show my appreciation for their contribution and to motivate them as well.

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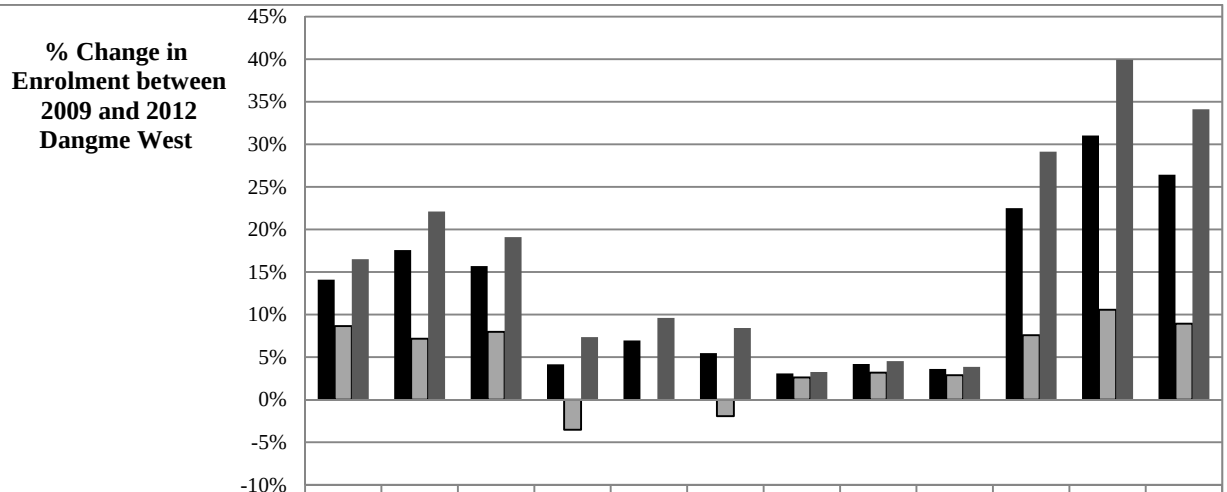
Annex 12: Enrolment, Transition, BECE and Completion Data Dangme West District Greater Accra



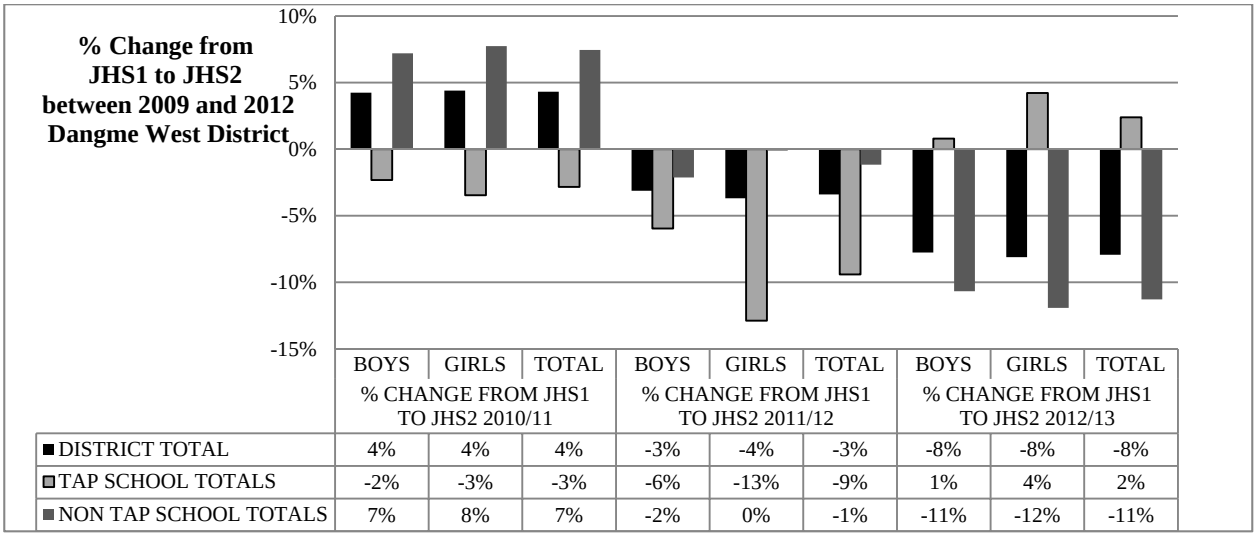
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM 2009/10 TO 2010/11			% CHANGE FROM 2010/11 TO 2011/12			% CHANGE FROM 2011/12 TO 2012/13			% CHANGE FROM 2009/10 TO 2012/13		
DISTRICT TOTAL	14%	18%	16%	4%	7%	5%	3%	4%	4%	23%	31%	26%
TAP SCHOOL TOTALS	9%	7%	8%	-4%	0%	-2%	3%	3%	3%	8%	11%	9%
NON TAP SCHOOL TOTALS	17%	22%	19%	7%	10%	8%	3%	5%	4%	29%	40%	34%

Number Of TAP Schools With Increase % Change Enrolment Between 2009/10 And 2012/13 Dangme West		
Boys	**Girls**	**Total**
9	9	10

Number Of TAP Schools With Decrease % Change Enrolment Between 2009/10 And 2012/13 Dangme West		
Boys	**Girls**	**Total**
8	8	7

Number Of Non-TAP Schools With Increase % Change Enrolment Between 2009/10 And 2012/13 Dangme West		
Boys	**Girls**	**Total**
28	33	32

Number Of Non-TAP Schools With Decrease % Change Enrolment Between 2009/10 And 2012/13 Dangme West		
Boys	**Girls**	**Total**
16	11	12



	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM JHS1 TO JHS2 2010/11			% CHANGE FROM JHS1 TO JHS2 2011/12			% CHANGE FROM JHS1 TO JHS2 2012/13		
DISTRICT TOTAL	4%	4%	4%	-3%	-4%	-3%	-8%	-8%	-8%
TAP SCHOOL TOTALS	-2%	-3%	-3%	-6%	-13%	-9%	1%	4%	2%
NON TAP SCHOOL TOTALS	7%	8%	7%	-2%	0%	-1%	-11%	-12%	-11%

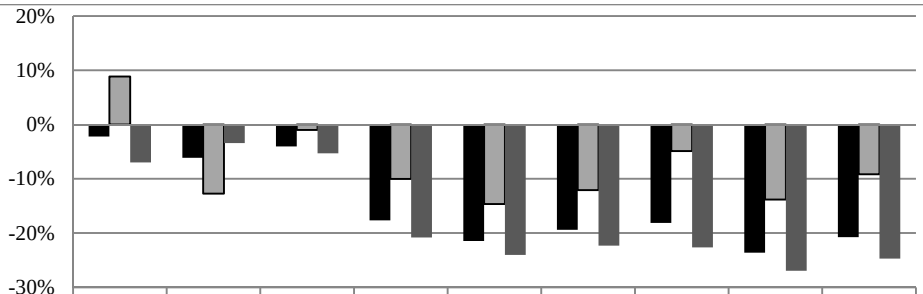
Number Of TAP Schools With Increase % JHS1 To JHS2 2012/13 Dangme West		
Boys	**Girls**	**Total**
8	10	8

Number Of TAP Schools With Decrease % JHS1 To JHS2 2012/13 Dangme West		
Boys	**Girls**	**Total**
10	8	10

Number Of Non-TAP Schools With Increase % JHS1 To JHS2 2012/13 Dangme West		
Boys	**Girls**	**Total**
17	22	12

Number Of Non-TAP Schools With Decrease % JHS1 To JHS2 2012/13 Dangme West		
Boys	**Girls**	**Total**
36	31	41

% Change from JHS2 to JHS3 between 2009 and 2012 Dangme West District



	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM JHS2 TO JHS3 2010/11			% CHANGE FROM JHS2 TO JHS3 2011/12			% CHANGE FROM JHS2 TO JHS3 2012/13		
DISTRICT TOTAL	-2%	-6%	-4%	-18%	-21%	-19%	-18%	-24%	-21%
TAP SCHOOL TOTALS	9%	-13%	-1%	-10%	-15%	-12%	-5%	-14%	-9%
NON TAP SCHOOL TOTALS	-7%	-3%	-5%	-21%	-24%	-22%	-23%	-27%	-25%

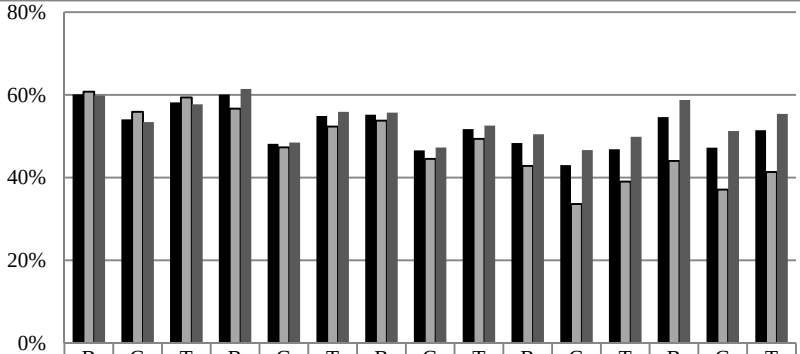
Number Of TAP Schools With Increase % JHS2 To JHS3 2012/13 Dangme West		
Boys	**Girls**	**Total**
8	5	5

Number Of TAP Schools With Decrease % JHS2 To JHS3 2012/13 Dangme West		
Boys	**Girls**	**Total**
9	12	12

Number Of Non-TAP Schools With Increase % JHS2 To JHS3 2012/13 Dangme West		
Boys	**Girls**	**Total**
10	9	7

Number Of Non-TAP Schools With Decrease % JHS2 To JHS3 2012/13 Dangme West		
Boys	**Girls**	**Total**
42	43	45

Trend of Average % Pass Dangme West 2007/8 to 2011/12



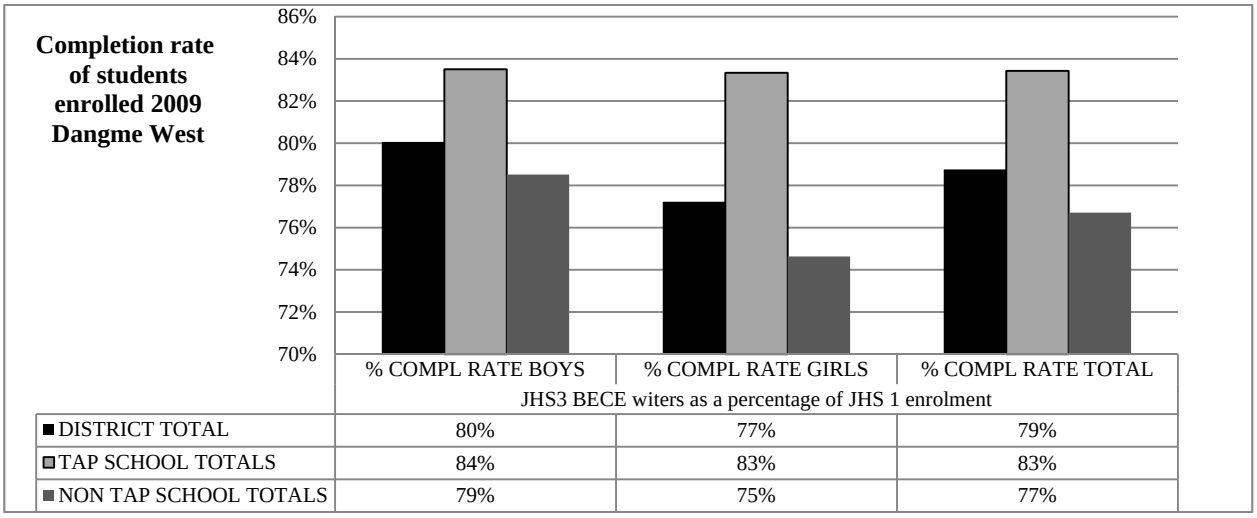
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
	2008			2009			2010			2011			2012		
DISTRICT AVERAGE % PASS	60%	54%	58%	60%	48%	55%	55%	47%	52%	48%	43%	47%	55%	47%	51%
AVERAGE % PASS TAP SCHOOLS	61%	56%	59%	57%	47%	52%	54%	45%	49%	43%	34%	39%	44%	37%	41%
AVERAGE % PASS NON TAP SCHOOLS	60%	53%	58%	61%	48%	56%	56%	47%	53%	50%	47%	50%	59%	51%	55%

Number Of TAP Schools With % Increase In BECE Pass Rate Between 2008 And 2012 Dangme West		
Boys	**Girls**	**Total**
4	4	3

Number Of TAP Schools With % Decrease In BECE Pass Rate 2008 And 2012 Dangme West		
Boys	**Girls**	**Total**
13	13	14

Number Of Non-TAP Schools With % Increase In BECE Pass Rate 2008 And 2012 Dangme West		
Boys	**Girls**	**Total**
20	21	19

Number Of Non-TAP Schools With % Decrease In BECE Pass Rate 2008 And 2012 Dangme West		
Boys	**Girls**	**Total**
24	23	25



Number Of TAP Schools With 100% Or Greater Completion Rate Dangme West		
Boys	**Girls**	**Total**
5	6	5

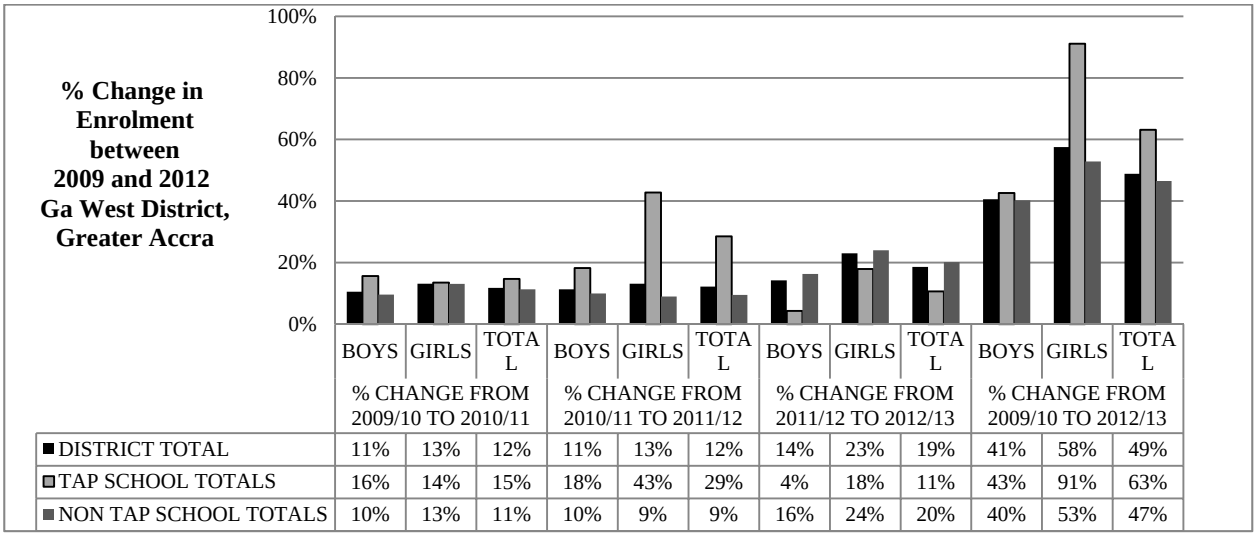
Number Of TAP Schools With Less Than 100% Completion Rate Dangme West		
Boys	**Girls**	**Total**
12	11	12

Number Of Non-TAP Schools With 100% Or Greater Completion Rate Dangme West

Boys	**Girls**	**Total**
14	10	10

Number Of Non-TAP Schools With Less Than 100% Completion Rate Dangme West		
Boys	**Girls**	**Total**
30	34	34

Annex 13: Enrolment, Transition, BECE and Completion Data Ga West District Greater Accra

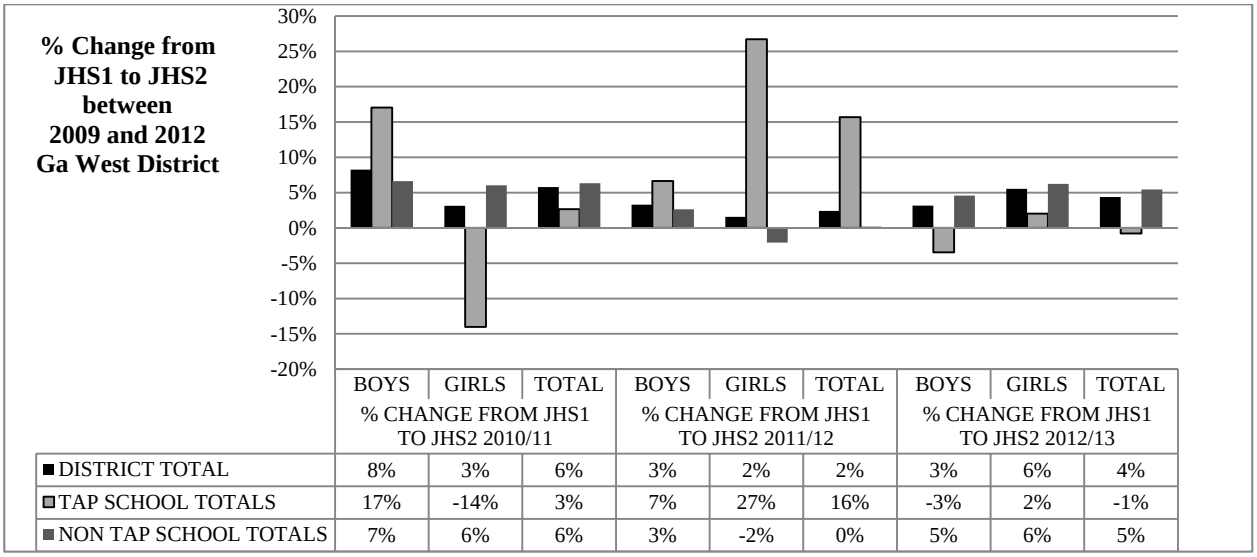


Number Of TAP Schools With Increase % Change Enrolment Between 2009/10 And 2012/13 Ga West District		
Boys	**Girls**	**Total**
6	7	7

Number Of TAP Schools With Decrease % Change Enrolment Between 2009/10 And 2012/13 Ga West District		
Boys	**Girls**	**Total**
3	2	2

Number Of Non-TAP Schools With Increase % Change Enrolment Between 2009/10 And 2012/13 Ga West District		
Boys	**Girls**	**Total**
19	22	21

Number Of Non-TAP Schools With Decrease % Change Enrolment Between 2009/10 And 2012/13 Ga West District		
Boys	**Girls**	**Total**
10	7	8



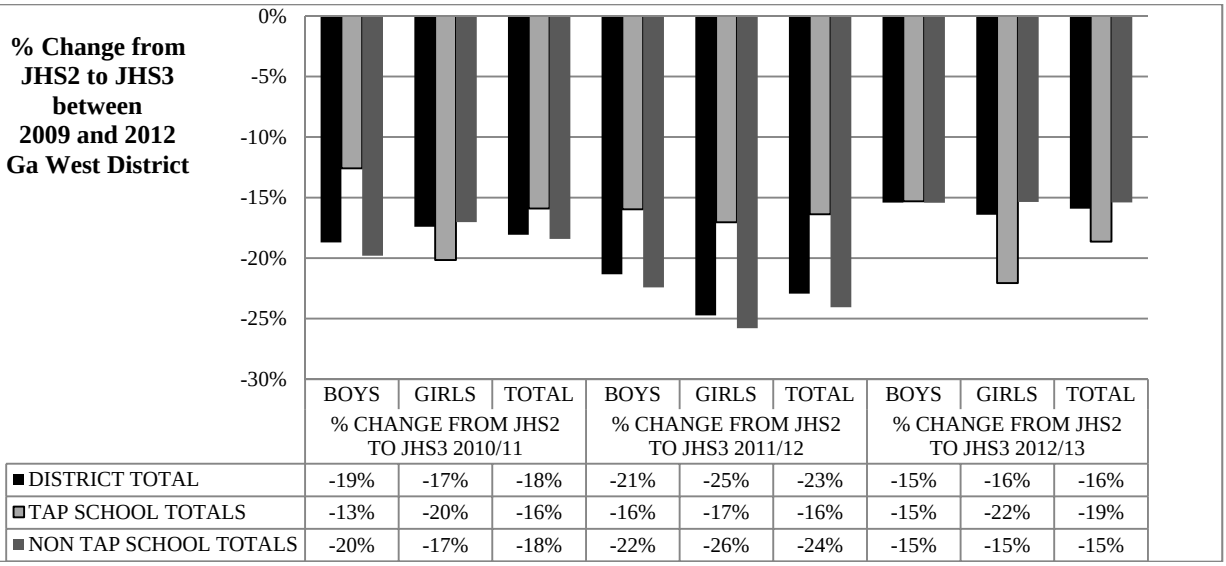
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM JHS1 TO JHS2 2010/11			% CHANGE FROM JHS1 TO JHS2 2011/12			% CHANGE FROM JHS1 TO JHS2 2012/13		
DISTRICT TOTAL	8%	3%	6%	3%	2%	2%	3%	6%	4%
TAP SCHOOL TOTALS	17%	-14%	3%	7%	27%	16%	-3%	2%	-1%
NON TAP SCHOOL TOTALS	7%	6%	6%	3%	-2%	0%	5%	6%	5%

Number Of TAP Schools With Increase % JHS1 To JHS2 2012/13 Ga West District		
Boys	**Girls**	**Total**
6	7	7

Number Of TAP Schools With Decrease % JHS1 To JHS2 2012/13 Ga West District		
Boys	**Girls**	**Total**
6	5	5

Number Of Non-TAP Schools With Increase % JHS1 To JHS2 2012/13 Ga West District		
Boys	**Girls**	**Total**
21	24	22

Number Of Non-TAP Schools With Decrease % JHS1 To JHS2 2012/13 Ga West District		
Boys	**Girls**	**Total**
21	18	20



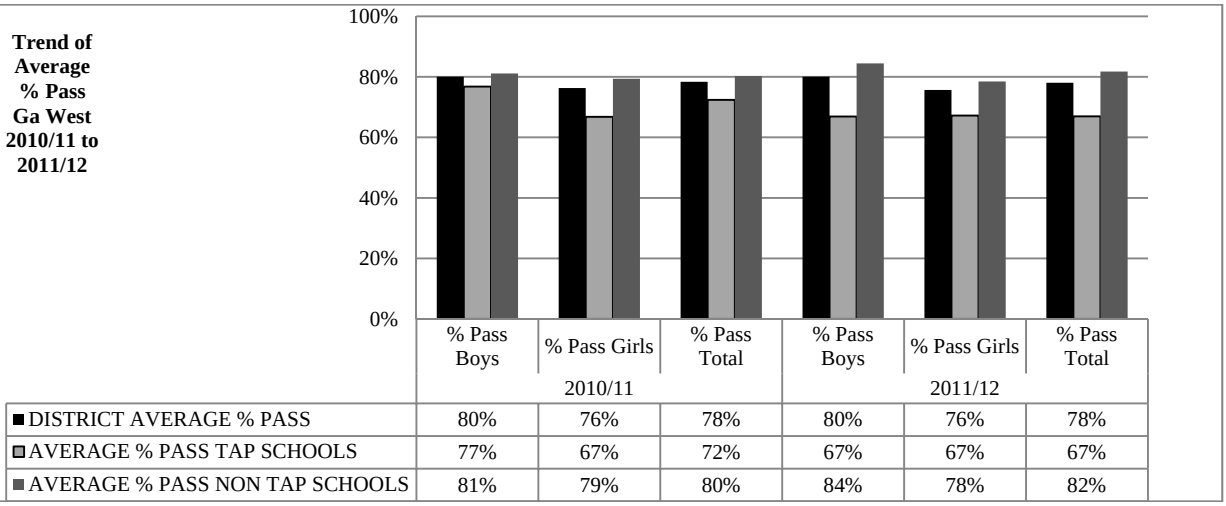
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM JHS2 TO JHS3 2010/11			% CHANGE FROM JHS2 TO JHS3 2011/12			% CHANGE FROM JHS2 TO JHS3 2012/13		
DISTRICT TOTAL	-19%	-17%	-18%	-21%	-25%	-23%	-15%	-16%	-16%
TAP SCHOOL TOTALS	-13%	-20%	-16%	-16%	-17%	-16%	-15%	-22%	-19%
NON TAP SCHOOL TOTALS	-20%	-17%	-18%	-22%	-26%	-24%	-15%	-15%	-15%

Number Of TAP Schools With Increase % JHS2 To JHS3 2012/13 Ga West District		
Boys	**Girls**	**Total**
2	3	2

Number Of TAP Schools With Decrease % JHS2 To JHS3 2012/13 Ga West District		
Boys	**Girls**	**Total**
10	9	10

Number Of Non-TAP Schools With Increase % JHS2 To JHS3 2012/13 Ga West District		
Boys	**Girls**	**Total**
7	3	6

Number Of Non-TAP Schools With Decrease % JHS2 To JHS3 2012/13 Ga West District		
Boys	**Girls**	**Total**
32	35	33



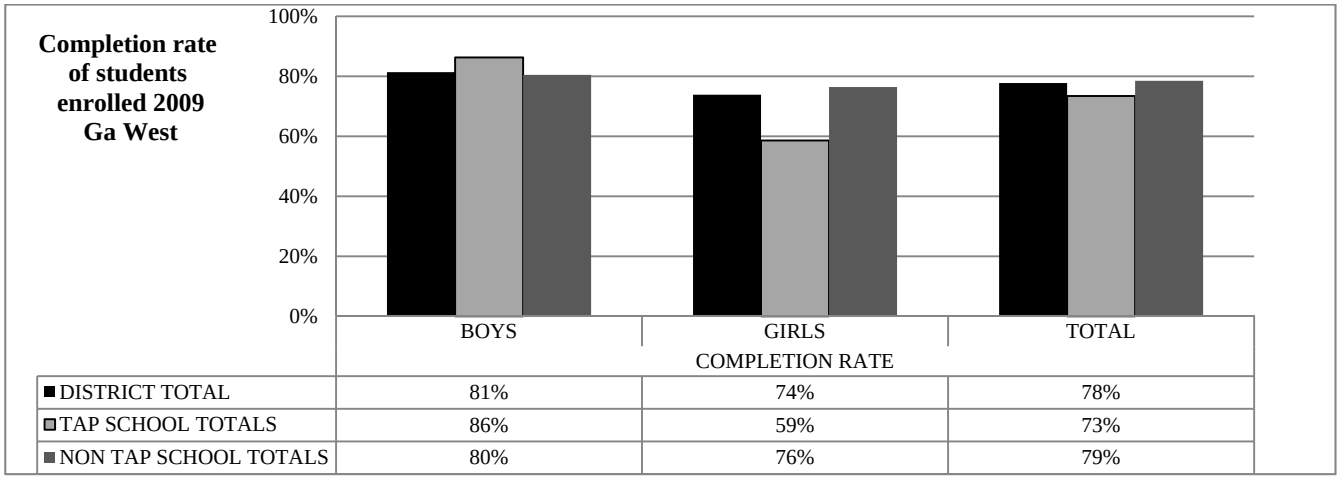
	% Pass Boys	% Pass Girls	% Pass Total	% Pass Boys	% Pass Girls	% Pass Total
	2010/11			2011/12		
DISTRICT AVERAGE % PASS	80%	76%	78%	80%	76%	78%
AVERAGE % PASS TAP SCHOOLS	77%	67%	72%	67%	67%	67%
AVERAGE % PASS NON TAP SCHOOLS	81%	79%	80%	84%	78%	82%

Number Of TAP Schools With % Increase In BECE Pass Rate Between 2010 And 2011 Ga West District		
Boys	**Girls**	**Total**
6	7	7

Number Of TAP Schools With % Decrease In BECE Pass Rate Between 2010 And 2011 Ga West District		
Boys	**Girls**	**Total**
4	3	3

Number Of Non-TAP Schools With % Increase In BECE Pass Rate Between 2010 And 2011 Ga West District		
Boys	**Girls**	**Total**
21	19	19

Number Of Non-TAP Schools With % Decrease In BECE Pass Rate Between 2010 And 2011 Ga West District		
Boys	**Girls**	**Total**
10	12	12



	BOYS	GIRLS	TOTAL
DISTRICT TOTAL	81%	74%	78%
TAP SCHOOL TOTALS	86%	59%	73%
NON TAP SCHOOL TOTALS	80%	76%	79%

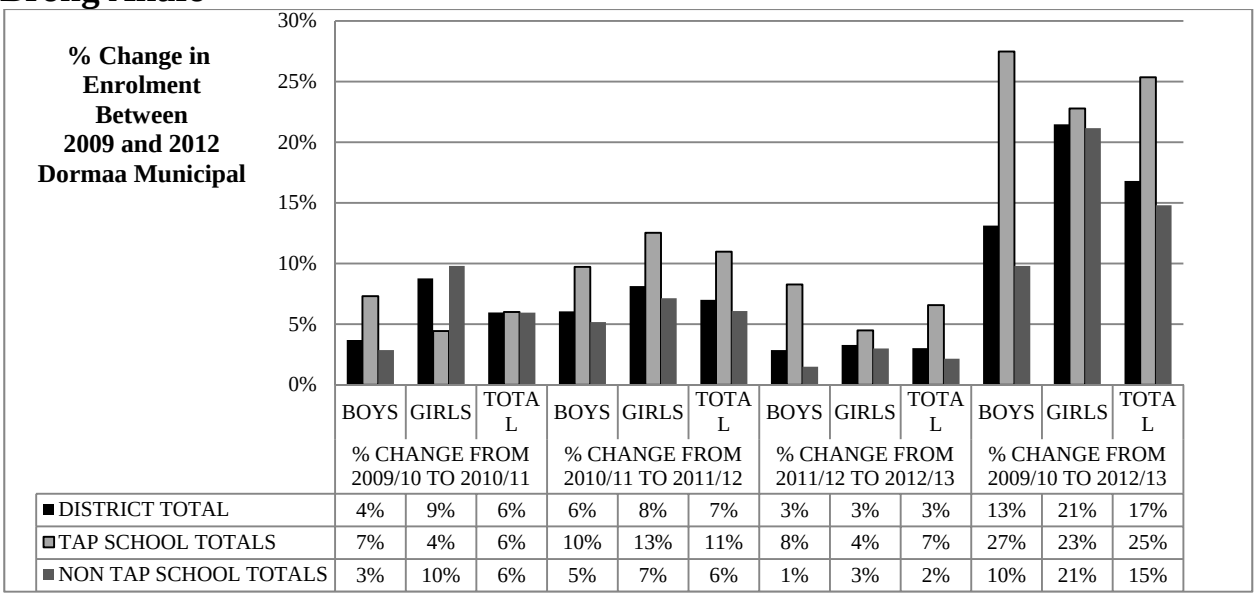
Number Of TAP Schools With 100% Or Greater Completion Rate - 2009 To 2012 Ga West District		
Boys	**Girls**	**Total**
3	1	2

Number Of TAP Schools With Less Than 100% Completion Rate - 2009 To 2012 Ga West District		
Boys	**Girls**	**Total**
6	8	7

Number Of Non-TAP Schools With 100% Or Greater Completion Rate - 2009 To 2012 Ga West District		
Boys	**Girls**	**Total**
4	3	4

Number Of Non-TAP Schools With Less Than 100% Completion Rate - 2009 To 2012 Ga West District		
Boys	**Girls**	**Total**
25	26	25

Annex 14: Enrolment, Transition, BECE and Completion Data Dormaa Municipal Brong Ahafo



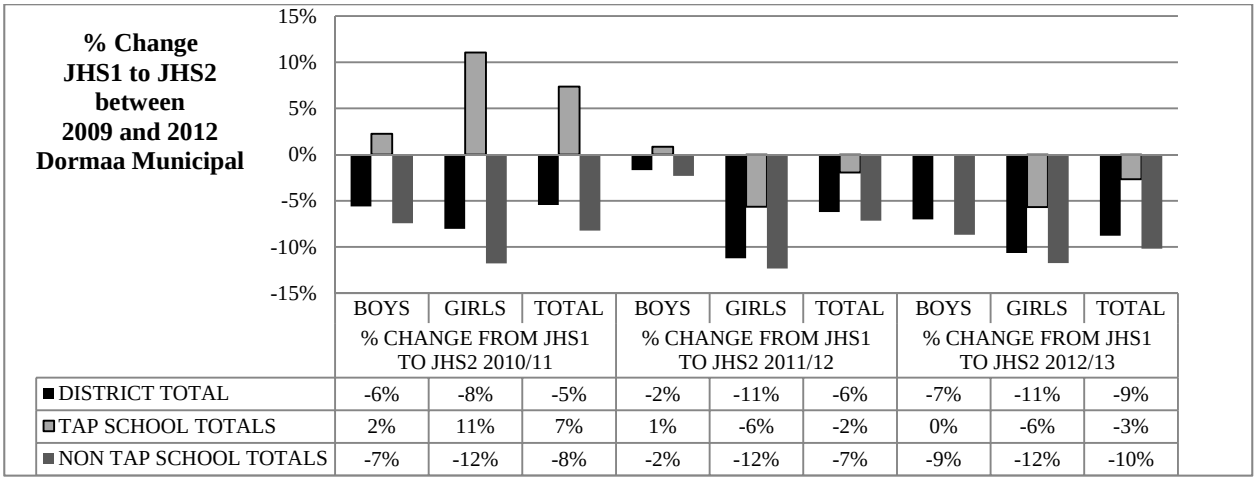
	% CHANGE FROM 2009/10 TO 2010/11			% CHANGE FROM 2010/11 TO 2011/12			% CHANGE FROM 2011/12 TO 2012/13			% CHANGE FROM 2009/10 TO 2012/13		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
DISTRICT TOTAL	4%	9%	6%	6%	8%	7%	3%	3%	3%	13%	21%	17%
TAP SCHOOL TOTALS	7%	4%	6%	10%	13%	11%	8%	4%	7%	27%	23%	25%
NON TAP SCHOOL TOTALS	3%	10%	6%	5%	7%	6%	1%	3%	2%	10%	21%	15%

Number Of TAP Schools With Increase % Change Enrolment Between 2009/10 And 2012/13 Dormaa Municipal		
Boys	**Girls**	**Total**
13	10	14

Number Of TAP Schools With Decrease % Change Enrolment Between 2009/10 And 2012/13 Dormaa Municipal		
Boys	**Girls**	**Total**
2	5	1

Number Of Non-TAP Schools With Increase % Change Enrolment Between 2009/10 And 2012/13 Dormaa Municipal		
Boys	**Girls**	**Total**
28	36	30

Number Of Non-TAP Schools With Decrease % Change Enrolment Between 2009/10 And 2012/13 Dormaa Municipal		
Boys	**Girls**	**Total**
18	10	16



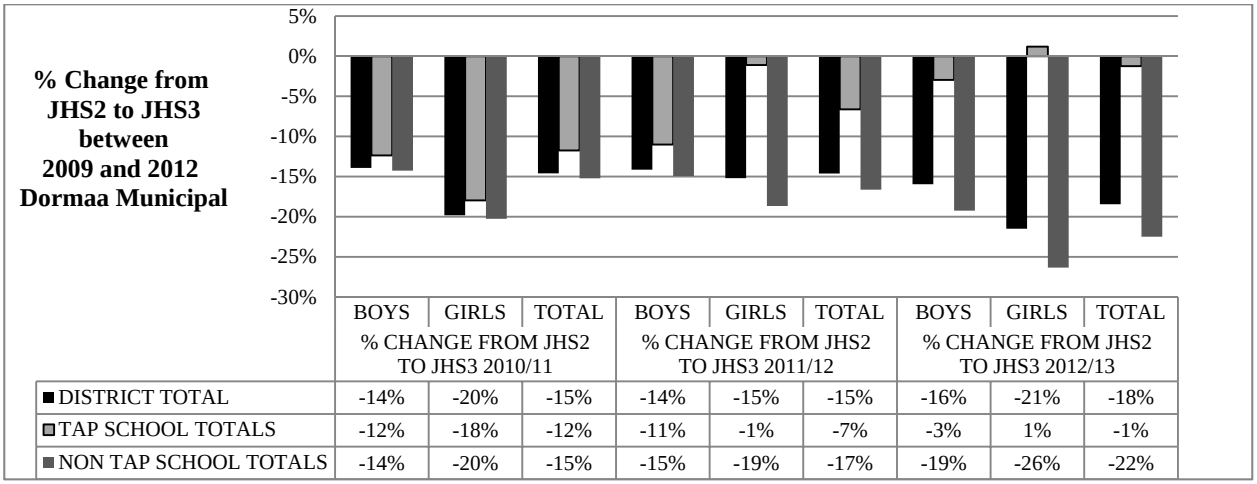
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM JHS1 TO JHS2 2010/11			% CHANGE FROM JHS1 TO JHS2 2011/12			% CHANGE FROM JHS1 TO JHS2 2012/13		
DISTRICT TOTAL	-6%	-8%	-5%	-2%	-11%	-6%	-7%	-11%	-9%
TAP SCHOOL TOTALS	2%	11%	7%	1%	-6%	-2%	0%	-6%	-3%
NON TAP SCHOOL TOTALS	-7%	-12%	-8%	-2%	-12%	-7%	-9%	-12%	-10%

Number Of TAP Schools With Increase % JHS1 To JHS2 2012/13 Dormaa Municipal		
Boys	**Girls**	**Total**
7	6	6

Number Of TAP Schools With Decrease % JHS1 To JHS2 2012/13 Dormaa Municipal		
Boys	**Girls**	**Total**
8	9	9

Number Of Non-TAP Schools With Increase % JHS1 To JHS2 2012/13 Dormaa Municipal		
Boys	**Girls**	**Total**
19	19	18

Number Of Non-TAP Schools With Decrease % JHS1 To JHS2 2012/13 Dormaa Municipal		
Boys	**Girls**	**Total**
28	28	29



	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM JHS2 TO JHS3 2010/11			% CHANGE FROM JHS2 TO JHS3 2011/12			% CHANGE FROM JHS2 TO JHS3 2012/13		
DISTRICT TOTAL	-14%	-20%	-15%	-14%	-15%	-15%	-16%	-21%	-18%
TAP SCHOOL TOTALS	-12%	-18%	-12%	-11%	-1%	-7%	-3%	1%	-1%
NON TAP SCHOOL TOTALS	-14%	-20%	-15%	-15%	-19%	-17%	-19%	-26%	-22%

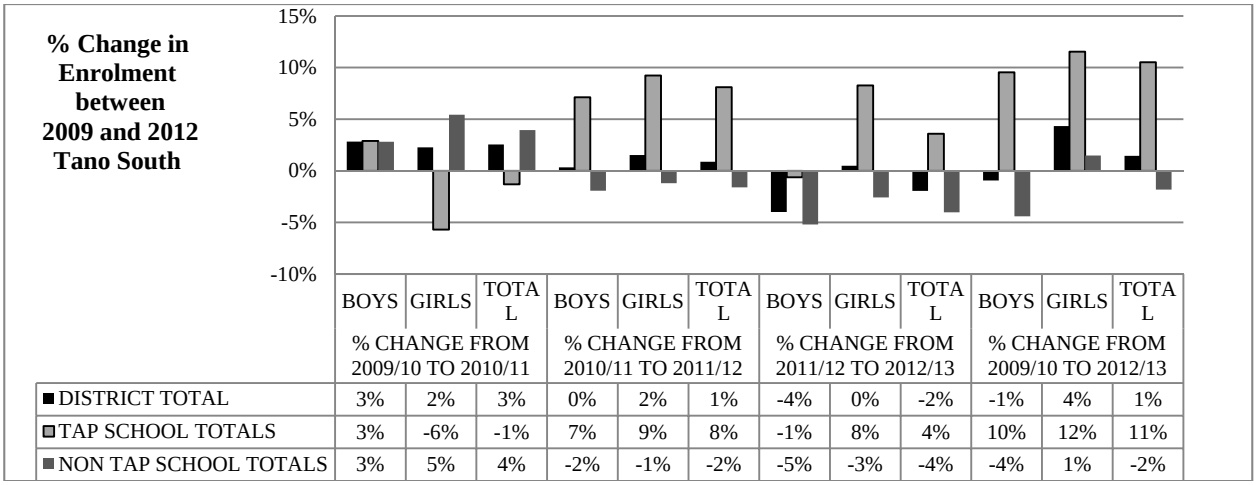
Number Of TAP Schools With Increase % JHS2 To JHS3 2012/13 Dormaa Municipal		
Boys	**Girls**	**Total**
7	6	7

Number Of TAP Schools With Decrease % JHS2 To JHS3 2012/13 Dormaa Municipal		
Boys	**Girls**	**Total**
8	9	8

Number Of Non-TAP Schools With Increase % JHS2 To JHS3 2012/13 Dormaa Municipal		
Boys	**Girls**	**Total**
13	10	8

Number Of Non-TAP Schools With Decrease % JHS2 To JHS3 2012/13 Dormaa Municipal		
Boys	**Girls**	**Total**
34	37	39

Annex 15: Enrolment, Transition, BECE and Completion Data Tano South District Brong Ahafo



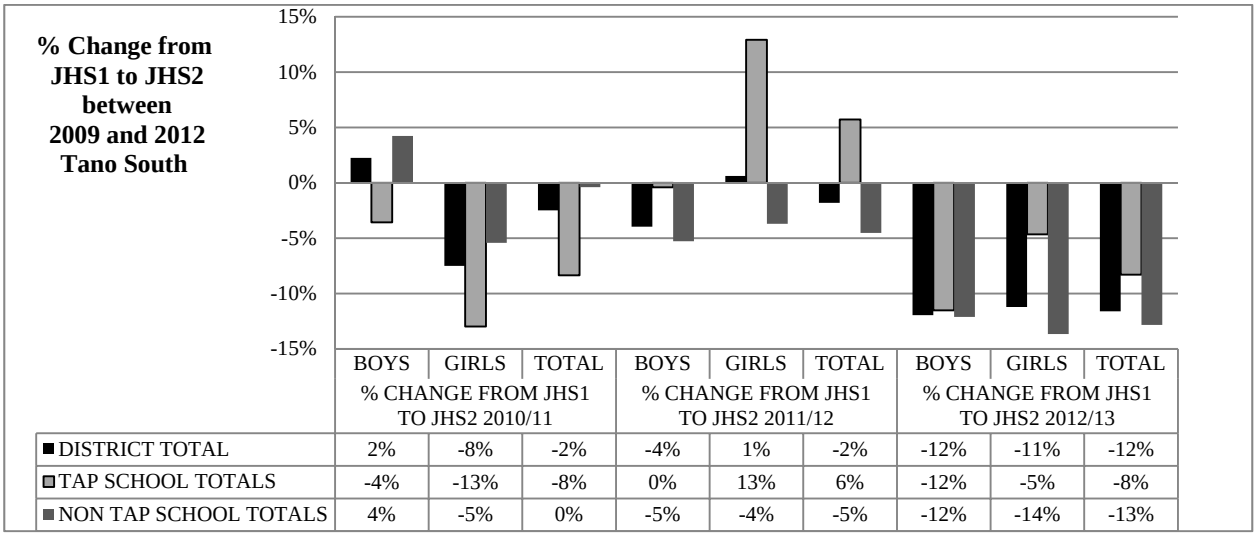
	% CHANGE FROM 2009/10 TO 2010/11			% CHANGE FROM 2010/11 TO 2011/12			% CHANGE FROM 2011/12 TO 2012/13			% CHANGE FROM 2009/10 TO 2012/13		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
DISTRICT TOTAL	3%	2%	3%	0%	2%	1%	-4%	0%	-2%	-1%	4%	1%
TAP SCHOOL TOTALS	3%	-6%	-1%	7%	9%	8%	-1%	8%	4%	10%	12%	11%
NON TAP SCHOOL TOTALS	3%	5%	4%	-2%	-1%	-2%	-5%	-3%	-4%	-4%	1%	-2%

Number Of TAP Schools With Increase % Change Enrolment Between 2009/10 And 2012/13 Tano South		
Boys	**Girls**	**Total**
6	7	6

Number Of TAP Schools With Decrease % Change Enrolment Between 2009/10 And 2012/13 Tano South		
Boys	**Girls**	**Total**
2	2	3

Number Of Non-TAP Schools With Increase % Change Enrolment Between 2009/10 And 2012/13 Tano South		
Boys	**Girls**	**Total**
8	12	8

Number Of Non-TAP Schools With Decrease % Change Enrolment Between 2009/10 And 2012/13 Tano South		
Boys	**Girls**	**Total**
15	11	15



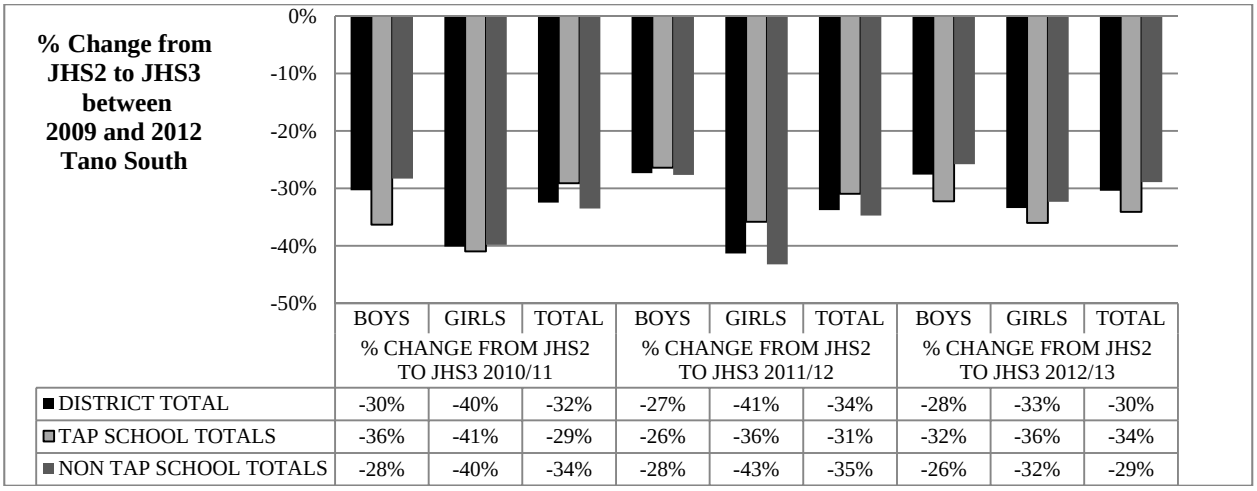
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM JHS1 TO JHS2 2010/11			% CHANGE FROM JHS1 TO JHS2 2011/12			% CHANGE FROM JHS1 TO JHS2 2012/13		
DISTRICT TOTAL	2%	-8%	-2%	-4%	1%	-2%	-12%	-11%	-12%
TAP SCHOOL TOTALS	-4%	-13%	-8%	0%	13%	6%	-12%	-5%	-8%
NON TAP SCHOOL TOTALS	4%	-5%	0%	-5%	-4%	-5%	-12%	-14%	-13%

Number Of TAP Schools With Increase % JHS1 To JHS2 2012/13 Tano South		
Boys	**Girls**	**Total**
0	4	3

Number Of TAP Schools With Decrease % JHS1 To JHS2 2012/13 Tano South		
Boys	**Girls**	**Total**
8	5	6

Number Of Non-TAP Schools With Increase % JHS1 To JHS2 2012/13 Tano South		
Boys	**Girls**	**Total**
8	7	6

Number Of Non-TAP Schools With Decrease % JHS1 To JHS2 2012/13 Tano South		
Boys	**Girls**	**Total**
16	17	18



	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM JHS2 TO JHS3 2010/11			% CHANGE FROM JHS2 TO JHS3 2011/12			% CHANGE FROM JHS2 TO JHS3 2012/13		
DISTRICT TOTAL	-30%	-40%	-32%	-27%	-41%	-34%	-28%	-33%	-30%
TAP SCHOOL TOTALS	-36%	-41%	-29%	-26%	-36%	-31%	-32%	-36%	-34%
NON TAP SCHOOL TOTALS	-28%	-40%	-34%	-28%	-43%	-35%	-26%	-32%	-29%

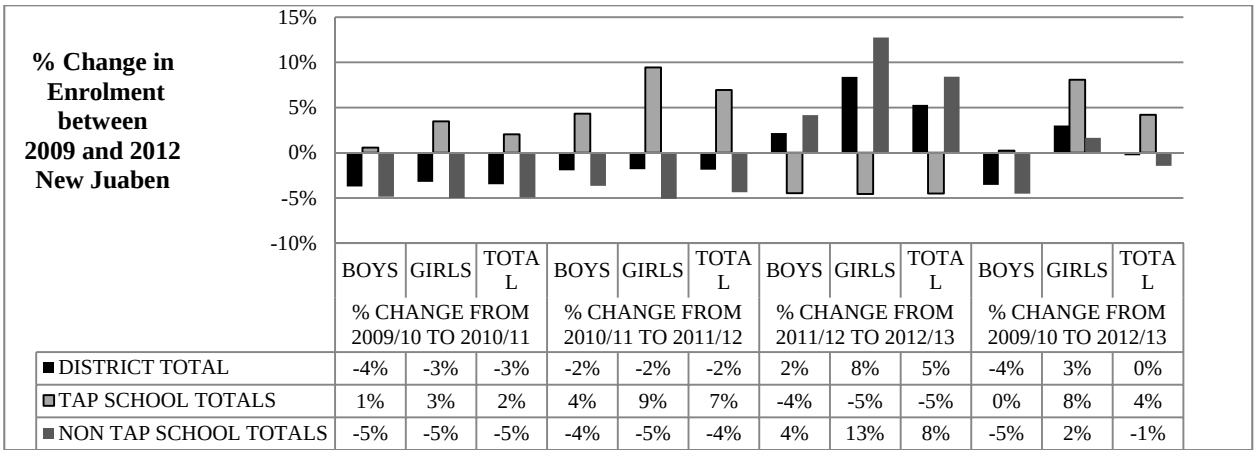
Number Of TAP Schools With Increase % JHS2 To JHS3 2012/13 Tano South		
Boys	**Girls**	**Total**
2	1	0

Number Of TAP Schools With Decrease % JHS2 To JHS3 2012/13 Tano South		
Boys	**Girls**	**Total**
6	8	9

Number Of Non-TAP Schools With Increase % JHS2 To JHS3 2012/13 Tano South		
Boys	**Girls**	**Total**
4	3	2

Number Of Non-TAP Schools With Decrease % JHS2 To JHS3 2012/13 Tano South		
Boys	**Girls**	**Total**
19	20	21

Annex 16: Enrolment, Transition, BECE and Completion Data New Juaben District Eastern



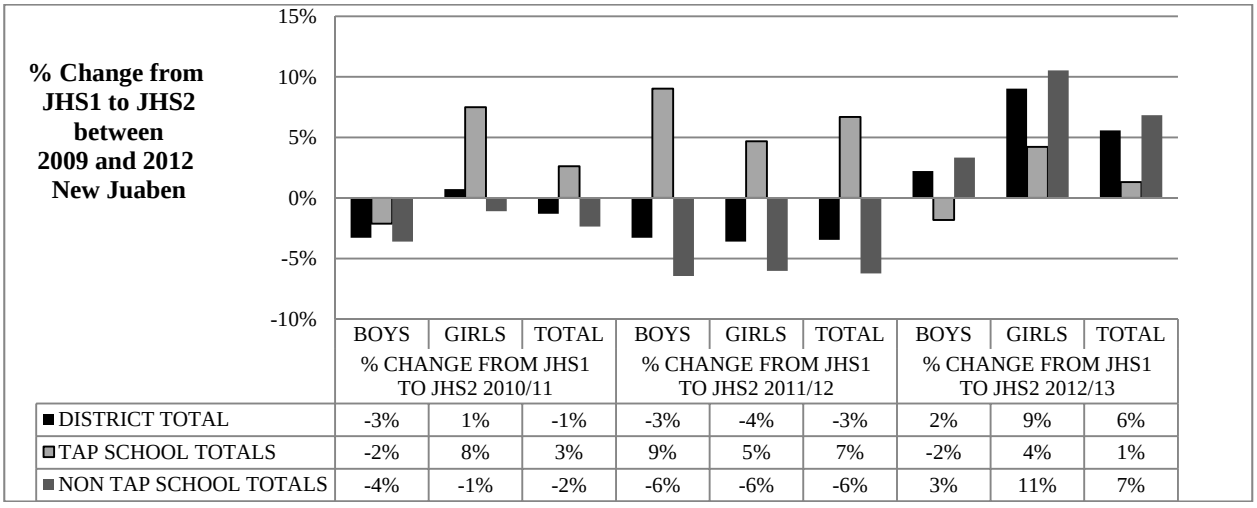
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM 2009/10 TO 2010/11			% CHANGE FROM 2010/11 TO 2011/12			% CHANGE FROM 2011/12 TO 2012/13			% CHANGE FROM 2009/10 TO 2012/13		
DISTRICT TOTAL	-4%	-3%	-3%	-2%	-2%	-2%	2%	8%	5%	-4%	3%	0%
TAP SCHOOL TOTALS	1%	3%	2%	4%	9%	7%	-4%	-5%	-5%	0%	8%	4%
NON TAP SCHOOL TOTALS	-5%	-5%	-5%	-4%	-5%	-4%	4%	13%	8%	-5%	2%	-1%

Number Of TAP Schools With Increase % Change Enrolment Between 2009/10 And 2012/13 New Juaben		
Boys	**Girls**	**Total**
9	11	8

Number Of TAP Schools With Decrease % Change Enrolment Between 2009/10 And 2012/13 New Juaben		
Boys	**Girls**	**Total**
6	4	7

Number Of Non-TAP Schools With Increase % Change Enrolment Between 2009/10 And 2012/13 New Juaben		
Boys	**Girls**	**Total**
14	18	17

Number Of Non-TAP Schools With Decrease % Change Enrolment Between 2009/10 And 2012/13 New Juaben		
Boys	**Girls**	**Total**
27	22	23



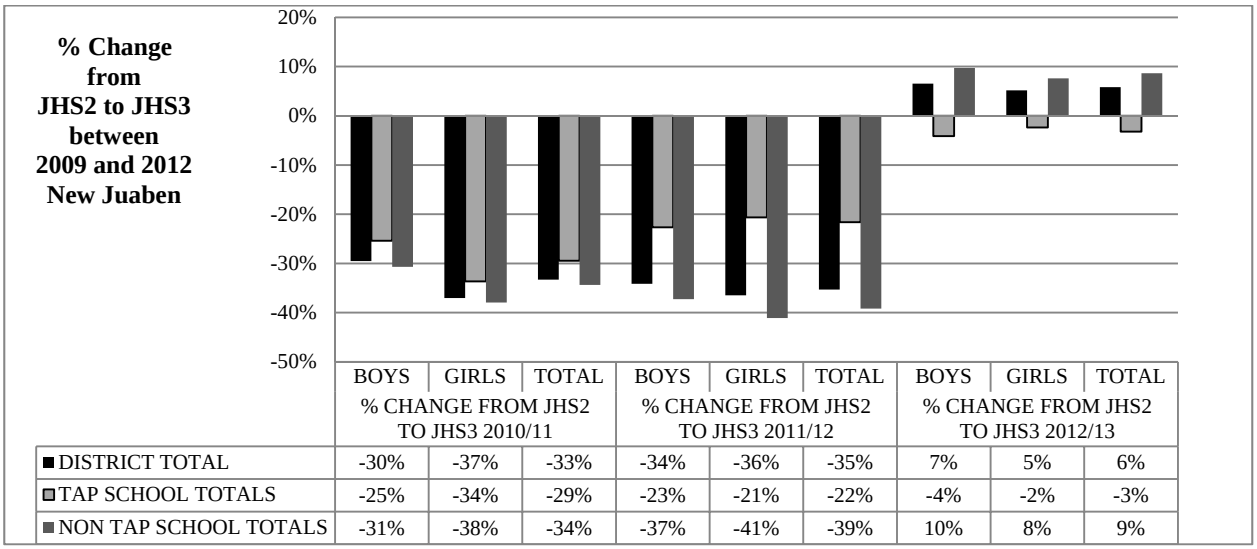
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM JHS1 TO JHS2 2010/11			% CHANGE FROM JHS1 TO JHS2 2011/12			% CHANGE FROM JHS1 TO JHS2 2012/13		
DISTRICT TOTAL	-3%	1%	-1%	-3%	-4%	-3%	2%	9%	6%
TAP SCHOOL TOTALS	-2%	8%	3%	9%	5%	7%	-2%	4%	1%
NON TAP SCHOOL TOTALS	-4%	-1%	-2%	-6%	-6%	-6%	3%	11%	7%

Number Of TAP Schools With Increase % JHS1 To JHS2 2012/13 New Juaben		
Boys	**Girls**	**Total**
8	9	7

Number Of TAP Schools With Decrease % JHS1 To JHS2 2012/13 New Juaben		
Boys	**Girls**	**Total**
7	6	8

Number Of Non-TAP Schools With Increase % JHS1 To JHS2 2012/13 New Juaben		
Boys	**Girls**	**Total**
21	22	23

Number Of Non-TAP Schools With Decrease % JHS1 To JHS2 2012/13 New Juaben		
Boys	**Girls**	**Total**
21	19	19



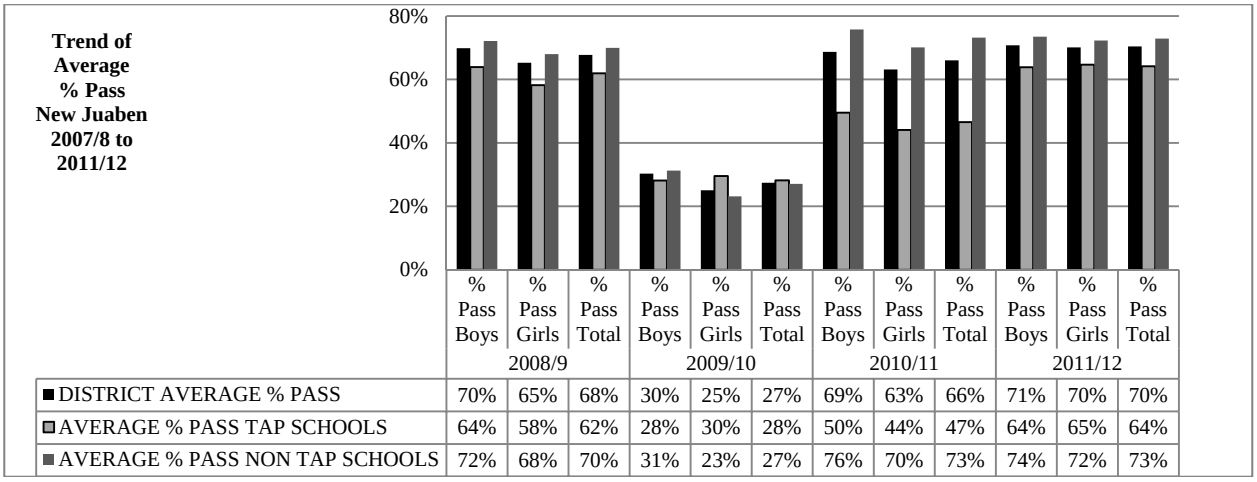
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM JHS2 TO JHS3 2010/11			% CHANGE FROM JHS2 TO JHS3 2011/12			% CHANGE FROM JHS2 TO JHS3 2012/13		
DISTRICT TOTAL	-30%	-37%	-33%	-34%	-36%	-35%	7%	5%	6%
TAP SCHOOL TOTALS	-25%	-34%	-29%	-23%	-21%	-22%	-4%	-2%	-3%
NON TAP SCHOOL TOTALS	-31%	-38%	-34%	-37%	-41%	-39%	10%	8%	9%

Number Of TAP Schools With Increase % JHS2 To JHS3 2012/13 New Juaben		
Boys	**Girls**	**Total**
8	7	7

Number Of TAP Schools With Decrease % JHS2 To JHS3 2012/13 New Juaben		
Boys	**Girls**	**Total**
7	8	8

Number Of Non-TAP Schools With Increase % JHS2 To JHS3 2012/13 New Juaben		
Boys	**Girls**	**Total**
23	22	24

Number Of Non-TAP Schools With Decrease % JHS2 To JHS3 2012/13 New Juaben		
Boys	**Girls**	**Total**
17	18	16



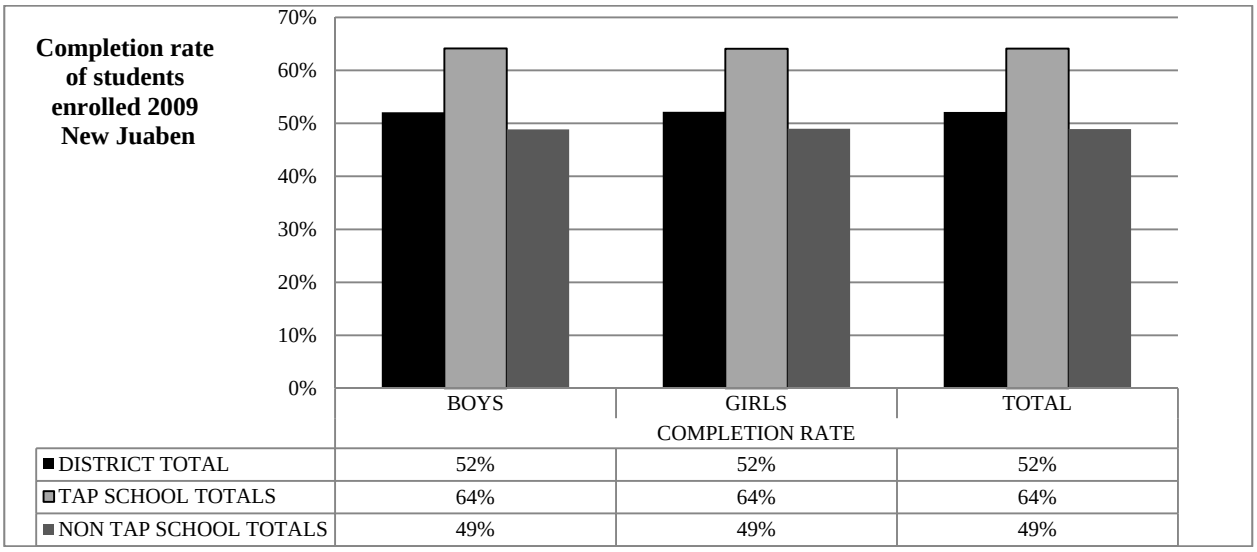
	% Pass Boys	% Pass Girls	% Pass Total	% Pass Boys	% Pass Girls	% Pass Total	% Pass Boys	% Pass Girls	% Pass Total	% Pass Boys	% Pass Girls	% Pass Total
	2008/9			2009/10			2010/11			2011/12		
DISTRICT AVERAGE % PASS	70%	65%	68%	30%	25%	27%	69%	63%	66%	71%	70%	70%
AVERAGE % PASS TAP SCHOOLS	64%	58%	62%	28%	30%	28%	50%	44%	47%	64%	65%	64%
AVERAGE % PASS NON TAP SCHOOLS	72%	68%	70%	31%	23%	27%	76%	70%	73%	74%	72%	73%

Number Of TAP Schools With % Increase In BECE Pass Rate Between 2008 And 2011 New Juaben District		
Boys	**Girls**	**Total**
6	7	5

Number Of TAP Schools With % Decrease In BECE Pass Rate Between 2008 And 2011 New Juaben District		
Boys	**Girls**	**Total**
7	6	9

Number Of Non-TAP Schools With % Increase In BECE Pass Rate Between 2008 And 2011 New Juaben District		
Boys	**Girls**	**Total**
20	25	21

Number Of Non-TAP Schools With % Decrease In BECE Pass Rate Between 2008 And 2011 New Juaben District		
Boys	**Girls**	**Total**
14	10	14



	BOYS	GIRLS	TOTAL
	COMPLETION RATE		
DISTRICT TOTAL	52%	52%	52%
TAP SCHOOL TOTALS	64%	64%	64%
NON TAP SCHOOL TOTALS	49%	49%	49%

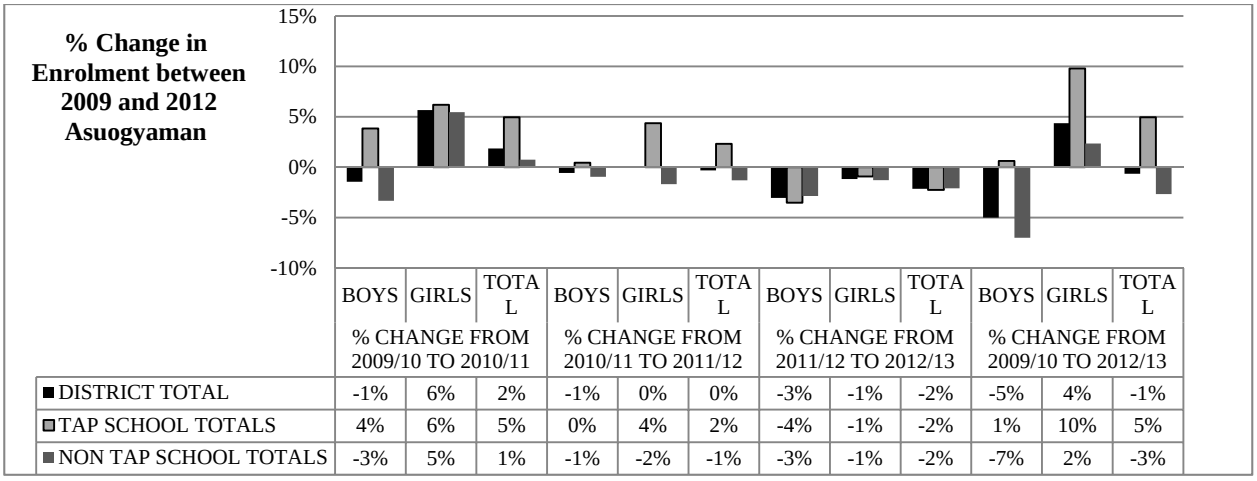
Number Of TAP Schools With 100% Or Greater Completion Rate - 2009 To 2012 New Juaben District		
Boys	**Girls**	**Total**
4	4	2

Number Of TAP Schools With Less Than 100% Completion Rate - 2009 To 2012 New Juaben District		
Boys	**Girls**	**Total**
11	11	13

Number Of Non-TAP Schools With 100% Or Greater Completion Rate - 2009 To 2012 New Juaben District		
Boys	**Girls**	**Total**
1	4	0

Number Of Non-TAP Schools With Less Than 100% Completion Rate - 2009 To 2012 New Juaben District		
Boys	**Girls**	**Total**
39	35	40

Annex 17: Enrolment, Transition, BECE and Completion Data Asuogyaman District Eastern



	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM 2009/10 TO 2010/11			% CHANGE FROM 2010/11 TO 2011/12			% CHANGE FROM 2011/12 TO 2012/13			% CHANGE FROM 2009/10 TO 2012/13		
DISTRICT TOTAL	-1%	6%	2%	-1%	0%	0%	-3%	-1%	-2%	-5%	4%	-1%
TAP SCHOOL TOTALS	4%	6%	5%	0%	4%	2%	-4%	-1%	-2%	1%	10%	5%
NON TAP SCHOOL TOTALS	-3%	5%	1%	-1%	-2%	-1%	-3%	-1%	-2%	-7%	2%	-3%

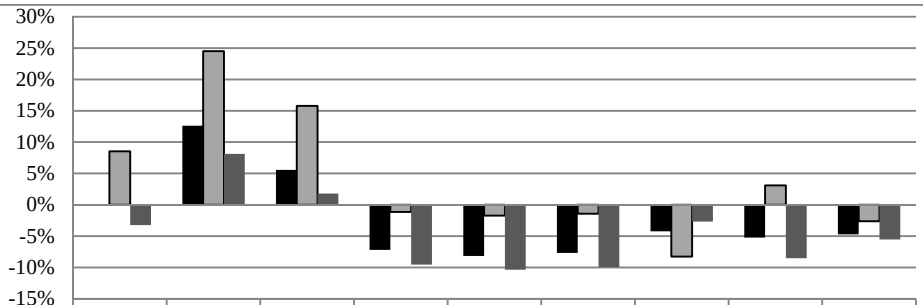
Number Of TAP Schools With Increase % Change Enrolment Between 2009/10 And 2012/13 Asuogyaman		
Boys	**Girls**	**Total**
6	7	7

Number Of TAP Schools With Decrease % Change Enrolment Between 2009/10 And 2012/13 Asuogyaman		
Boys	**Girls**	**Total**
3	2	2

Number Of Non-TAP Schools With Increase % Change Enrolment Between 2009/10 And 2012/13 Asuogyaman		
Boys	**Girls**	**Total**
11	13	13

Number Of Non-TAP Schools With Decrease % Change Enrolment Between 2009/10 And 2012/13 Asuogyaman		
Boys	**Girls**	**Total**
13	11	11

% Change from JHS1 to JHS2 between 2009 and 2012 Asuogyaman



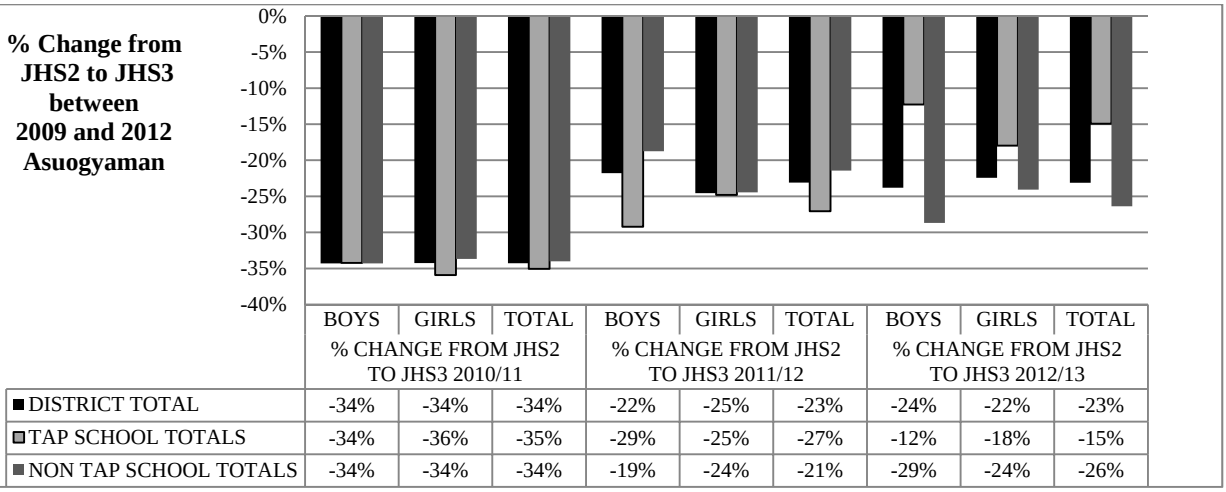
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM JHS1 TO JHS2 2010/11			% CHANGE FROM JHS1 TO JHS2 2011/12			% CHANGE FROM JHS1 TO JHS2 2012/13		
DISTRICT TOTAL	0%	13%	6%	-7%	-8%	-8%	-4%	-5%	-5%
TAP SCHOOL TOTALS	9%	25%	16%	-1%	-2%	-1%	-8%	3%	-3%
NON TAP SCHOOL TOTALS	-3%	8%	2%	-10%	-10%	-10%	-3%	-9%	-6%

Number Of TAP Schools With Increase % JHS1 To JHS2 2012/13 Asuogyaman		
Boys	**Girls**	**Total**
3	6	4

Number Of TAP Schools With Decrease % JHS1 To JHS2 2012/13 Asuogyaman		
Boys	**Girls**	**Total**
6	3	5

Number Of Non-TAP Schools With Increase % JHS1 To JHS2 2012/13 Asuogyaman		
Boys	**Girls**	**Total**
10	12	6

Number Of Non-TAP Schools With Decrease % JHS1 To JHS2 2012/13 Asuogyaman		
Boys	**Girls**	**Total**
16	14	20



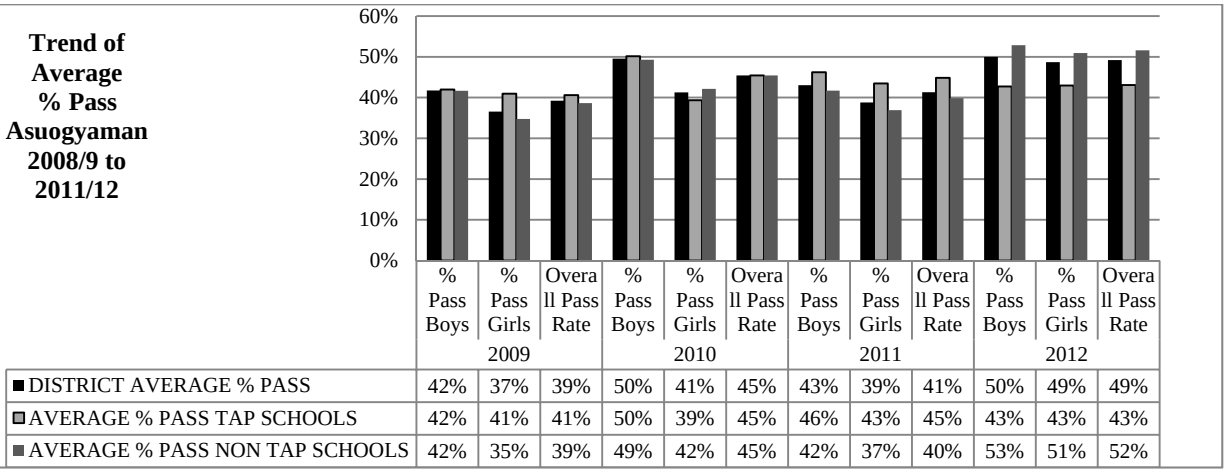
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM JHS2 TO JHS3 2010/11			% CHANGE FROM JHS2 TO JHS3 2011/12			% CHANGE FROM JHS2 TO JHS3 2012/13		
DISTRICT TOTAL	-34%	-34%	-34%	-22%	-25%	-23%	-24%	-22%	-23%
TAP SCHOOL TOTALS	-34%	-36%	-35%	-29%	-25%	-27%	-12%	-18%	-15%
NON TAP SCHOOL TOTALS	-34%	-34%	-34%	-19%	-24%	-21%	-29%	-24%	-26%

Number Of TAP Schools With Increase % JHS2 To JHS3 2012/13 Asuogyaman		
Boys	**Girls**	**Total**
3	2	3

Number Of TAP Schools With Decrease % JHS2 To JHS3 2012/13 Asuogyaman		
Boys	**Girls**	**Total**
6	7	6

Number Of Non-TAP Schools With Increase % JHS2 To JHS3 2012/13 Asuogyaman		
Boys	**Girls**	**Total**
4	6	6

Number Of Non-TAP Schools With Decrease % JHS2 To JHS3 2012/13 Asuogyaman		
Boys	**Girls**	**Total**
20	18	18



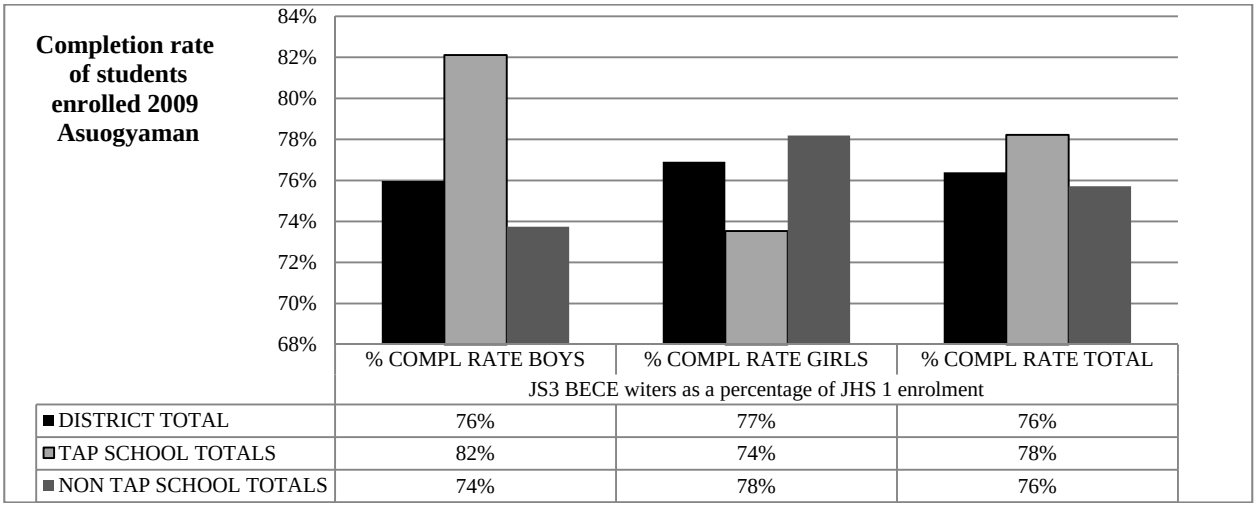
	% Pass Boys	% Pass Girls	Overall Pass Rate	% Pass Boys	% Pass Girls	Overall Pass Rate	% Pass Boys	% Pass Girls	Overall Pass Rate	% Pass Boys	% Pass Girls	Overall Pass Rate
	2009			2010			2011			2012		
DISTRICT AVERAGE % PASS	42%	37%	39%	50%	41%	45%	43%	39%	41%	50%	49%	49%
AVERAGE % PASS TAP SCHOOLS	42%	41%	41%	50%	39%	45%	46%	43%	45%	43%	43%	43%
AVERAGE % PASS NON TAP SCHOOLS	42%	35%	39%	49%	42%	45%	42%	37%	40%	53%	51%	52%

Number Of TAP Schools With % Increase In BECE Pass Rate Between 2009 And 2012 Asuogyaman		
Boys	**Girls**	**Total**
4	5	7

Number Of TAP Schools With % Decrease In BECE Pass Rate Between 2009 And 2012 Asuogyaman		
Boys	**Girls**	**Total**
5	3	2

Number Of Non-TAP Schools With % Increase In BECE Pass Rate Between 2009 And 2012 Asuogyaman		
Boys	**Girls**	**Total**
14	17	15

Number Of Non-TAP Schools With % Decrease In BECE Pass Rate Between 2009 And 2012 Asuogyaman		
Boys	**Girls**	**Total**
8	6	7



Number Of TAP Schools With 100% Or Greater Completion Rate Between 2009 And 2012 Asuogyaman		
Boys	**Girls**	**Total**
1	1	1

Number Of TAP Schools With Less Than 100% Completion Rate Between 2009 And 2012 Asuogyaman		
Boys	**Girls**	**Total**
8	8	8

Number Of Non-TAP Schools With 100% Or Greater Completion Rate Between 2009 And 2012 Asuogyaman		
Boys	**Girls**	**Total**
4	6	4

Number Of Non-TAP Schools With Less Than 100% Completion Rate Between 2009 And 2012 Asuogyaman		
Boys	**Girls**	**Total**
20	18	20

Annex 18: Number of Classrooms Build or Repaired (TAP M/E data, April 2013)

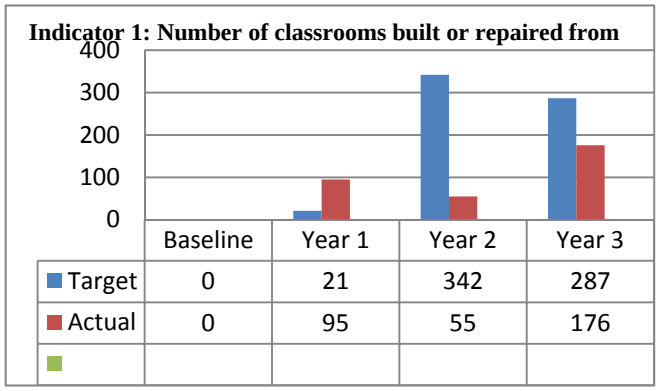


Table 1: Status of the key interventions carried out during the period

#	Intervention	# Planned	# Actual	# Remaining	Comments
1.1	Complete Replacements	7	12	2	All have now been completed. Painting was ongoing at Dawatrim as of my last visit in week 1 of Oct
1.2	Major Rehabilitations	19	18	0	All completed. One of the majors changed to a complete replacement
1.3	Minor Rehabilitations	100	101		No outstanding minor repairs
1.4	KVIP Latrines Block (5 cubicles + wash room)	66	69	0	1 of which is a 6-seater WC
1.5	KVIP Latrine Improvement	36	20	0	All completed
1.6	Connection to existing source of electricity – 2 spans	87	25	2	2 schools have yet to receive their micro-grants All schools/SMCs were given a timeframe to work out the details with their respective service providers and submit budgets for approval and works. Those who met the requirements were supported. In some cases the

					communities and or their district assemblies supported them directly
1.7	Water system: rain catchment system or connection to piped water system if available	140	46	1	Project provided for pipe-borne water connection only; 1 school has yet to receive its micro-grant
1.8	ICT/Library construction– including furniture & equipment	13	13	1	All centers have been completed. There is a challenge with Akumersu where solar panels must be provided before the centre can be in full use. Fred is following on the procurement/installation process which was initiated within the project period to ensure cost eligibility. This would be done before project ended deadline

Source: TAP final Bi-Annual Report April – September 2013.

Annex 19: TAP and Non-TAP enrolment in Dangme West District Greater Accra

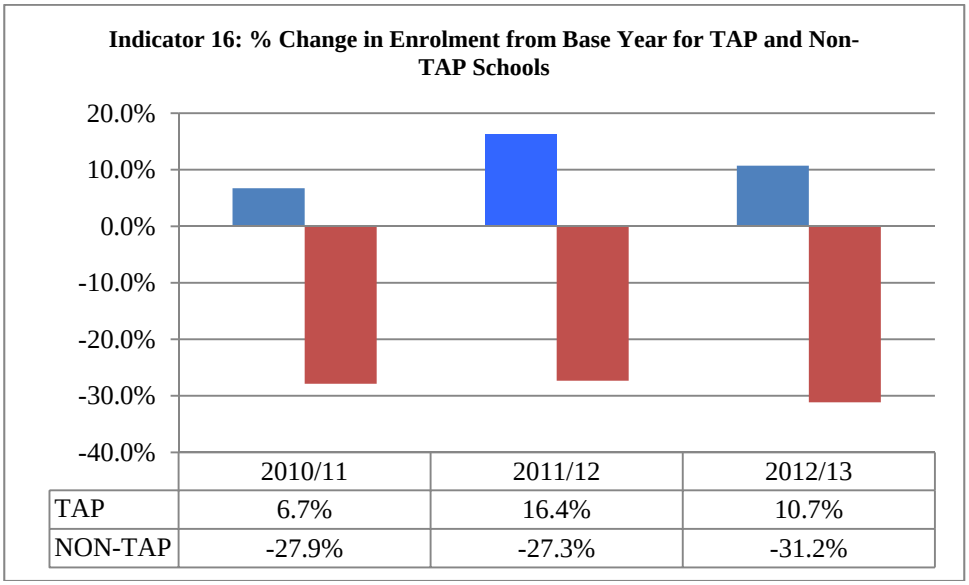
The following table is a detailed breakdown of the 2012/13 enrolment for Dodowa Circuit in the Dangme West District.

Circuit	School	TAP/Non-TAP (NT)	School Enrolment for 2012/13		
			Boys	Girls	Total
Dodowa	Ayikuma R/C D/A Basic School	TAP	44	42	86
Dodowa	Dodowa Methodist Basic 'B' School	TAP	54	59	113
Dodowa	Dodowa Methodist Basic School 'A'	TAP	36	27	63
Dodowa	Ayikuma Methodist Basic School	NT	36	32	68
Dodowa	Dodowa Newtown D/A Basic School 'A'	NT	80	63	143
Dodowa	Dodowa Presby Basic School 'A'	NT	52	57	109
Dodowa	Dodowa Presby Basic 'B' School	NT	51	66	117
Dodowa	Dodowa Shai D/A J.H.S	NT	70	81	151
Dodowa	Dodowa St. Agnes Catholic J.H.S	NT	62	58	120
Dodowa	Fiakonya DA Basic School	NT	37	24	61
Dodowa	Odumse D/A Basic School	NT	38	34	72
Dodowa	Sota D/A Basic School	NT	21	14	35
Dodowa	**Circuit Total**		**581**	**557**	**1138**

Asutsuare Circuit, Dangme District

Circuit	School	TAP/Non-TAP	School Enrolment for 2012/13		
			Boys	Girls	Total
Asutsuare	Asutsuare Estate D/A J.H.S	NT	96	86	182
Asutsuare	Asutsuare Junction D/A Basic School	NT	97	61	158
Asutsuare	Asutusare D/A R/C J.H.S	NT	136	104	240
Asutsuare	Kadjanya-Dorm D/A J.H.S	NT	49	56	105
Asutsuare	Kasunya D/A J.H.S	NT	66	78	144
Asutsuare	Natriku DA J.H.S	NT	64	60	124
Asutsuare	Osuwem DA J.H.S	NT	80	75	155
Asutsuare	**Circuit Total**		**588**	**520**	**1108**

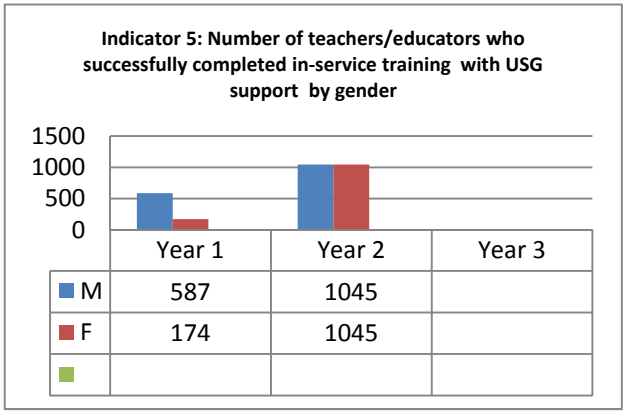
Annex 20: Percentage change in Enrolment in TAP schools compared to non TAP public Schools



	2010/11	2011/12	2012/13
TAP	6.7%	16.4%	10.7%
NON-TAP	-27.9%	-27.3%	-31.2%

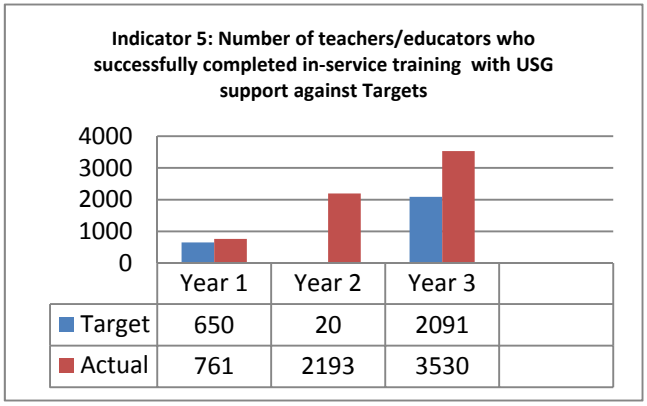
Annex 21: Number of Teachers who successfully completed in service training with USG support

Figure 5.1



	Year 1	Year 2	Year 3
M	587	1045	
F	174	1045	

Figure 5.2



	Year 1	Year 2	Year 3	
Target	650	20	2091	
Actual	761	2193	3530	

Annex 22: Number of TLMs distributed

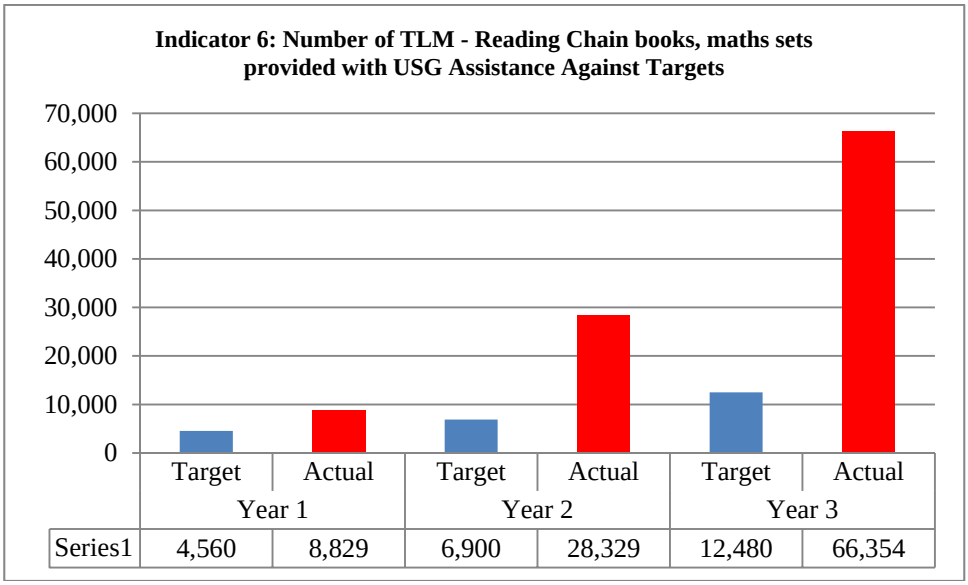


Table 4: Distribution of Books

Books Distributed during the Period			
Category	**# Schools**	**# Books per school**	**Total Books**
1st Position of SEA	13	940	12220
2nd Position of SEA	13	300	3900
3rd Position of SEA	13	200	2600
Non-award Winning Schools	117	25	2925
Total	**156**		**21,645**

Source: TAP final Bi-Annual Report April – September 2013

Annex 23: Head teacher views and plans for sustaining TAP interventions

The following table is a sample of responses to 2 questions from the Head Teacher Interview instrument used during the field work. There are 3 head teachers' responses included here. A total of 27 head teachers were interviewed during the field work. Thirteen teachers were observed teaching and around 4 teachers were interviewed in each school as part of the focal group discussions. Therefore, approximately 120 teachers were interviewed.

Region and District	Name of School	Type of School	Locality	How do you think these interventions can be sustained when TAP leaves?	What support is given to teachers to improve on their teaching and lesson delivery?
Greater Accra Ga West	Samsam Odumase	MA	Rural	The Head felt that the ICT lab will enable them to sustain many of the initiatives. If it is well managed, it should be shared with the community with some contribution made by community members for its use. This will ensure that the lab itself and the computers can be maintained and any extra income can	Pedagogy training from TAP. SBIs. The Head also keeps a record of lesson notes vetting and feeds back to teachers on what they need to improve regularly. The HT was given a grid by GES which describes model lesson planning and delivery, the HT copied this and supplied it to all teachers.

				be used to sustain other initiatives.	
Eastern Region New Juaben	Trom MA	MA	Peri-Urban	The SMC/PTA has established Education Fund to maintain new facilities provided by TAP: ICT centre, library facility and classroom block and staff common room.	The Head teacher claimed that she scrutinized all lesson notes for comments and approval before delivery. Head often go round to check lesson delivery. School based INSET was occasionally organized to update teachers' skills.
Brong Ahafo Dormaa Municipal	Dormaa Ahenkro SDA	SDA	Urban	School has met with the District Director, SMC/PTA and community facilitators and sign a MOU to pay a token/levy to maintain such facilities constructed. Also community members are paying for security person for the safety of facilities. Sister schools will also pay a token when they want to use ICT lab.	I sometimes give teachers a token to show my appreciation for their contribution and to motivate them as well.

(Source: Head Teacher Interviews, TAP Field Work 2013)

Annex 24: Data source explanation for Chapter 2

Enrolment data and BECE pass rates for English for the year before the TAP project began (baseline) and for the years over which the project spanned was provided to the evaluation team by the TAP project M&E officer. However, the enrolment figures were disaggregated by TAP and Non-TAP schools across all13 districts in the 4 regions in which the interventions were put in place. A brief analysis of the enrolment trends and BECE pass rates reported by EMIS for the years in question indicated that trends across the 4 regions differed, in some cases (particularly between the Greater Accra Region and others) so it was therefore challenging to accurately evaluate the outcomes of the TAP project in terms of enrolment change or quality of BECE results using the aggregated results because it could not be determined the extent to which gains had been made in the different districts according to their specific context.

Although disaggregated data was requested from TAP, this has, as yet, it has not been forthcoming. It was therefore necessary to find alternative sources. The table below indicates the sources of the various data sets used for the analysis. It should be noted that the source is not consistent across the 6 districts under scrutiny for this evaluation. This is due to the lack of availability of the data at the District Education Offices. So, while every effort was made by the evaluation team to gather the relevant data sets, where it was not possible, data provided by the EMIS Office in Accra has been used. It should be noted that these data sets draw on the figures supplied to GES by schools as part of the annual census conducted in November of each year and that these were supplied in the form of enrolment of students school by school for boys and girls at each level of JHS for every school in the 6 districts. Where the data is supplied by District Education Offices, the same disaggregation of the data applies. Gathering data on BECE results for students in these districts posed a greater challenge and therefore there are only 4 districts represented here. This data is not held in a disaggregated form by GES EMIS and it was not possible to obtain these figures from the Examinations Council.

Table: Details of data provided and source

Region	District	BECE Results – Years provided	Source	Enrolment – Years provided	Source
Greater Accra	Dangme West	2008/9 – 2011/12	Dangme West DEO	2009/10 – 2012/13	Dangme West DEO
Greater Accra	Ga West	2010/11 – 2011/12	Ga West DEO	2009/10 – 2012/13	EMIS – Accra GES
Eastern	New Juaben	2008/9 – 2011/12	Head Teacher New Juaben	2009/10 – 2012/13	EMIS – Accra GES
Eastern	Asuogyaman	2008/9 – 2011/12	Asuogyaman DEO	2009/10 – 2012/13	Asuogyaman DEO
Brong Ahafo	Dormaa Municipal	Results were not aggregated school by school	Dormaa MEO	2009/10 – 2012/13	Dormaa MEO
Brong Ahafo	Tano South		Not available	2009/10 – 2012/13	Tano South DEO

Annex 25: TAP Components and Activities

Component 1: Expanded and Improved Space Available for JHS Pupils

1. Construction and rehabilitation of classrooms (complete replacement, Major repairs, significant repairs and minor repairs)
2. Construction of child friendly latrines
3. Provision of furniture
4. Provision of drinking water and hand washing

Component 2: Reduced Barriers to JHS Enrolment for Pupils and their families

Section I: Create a Child-friendly Teaching and Learning Environment at TAP Schools

1. Teacher Training: TAP's sponsorship of schoolteachers' Distance education: certification upgrades through a two-year distance-learning program.
2. Teacher Training: in Child-friendly pedagogy in math, ICT and English.
3. Teacher excellence award for well performing teachers
4. Improve learning environment and retention rates in schools

Section II: Reduce Socio-Economic Barriers to Girls' and Boys' Retention in JHS

1. In-kind Scholarships for needy children: (the package included 2 sets of uniform per child, supplementary books, mathematical sets, stationary, and school bags.
2. Bike to School for pupils commuting long distances to school
3. National Girls' Camp: Inspiring girls and rewarding academic excellence.
4. School to School cross-cultural learning Program (S2S):
5. *Aflatoun*- Child Social and Financial Education program
6. Child rights promotion Clubs (Rights and Responsibilities Clubs of the Child (RROCC).
7. Girls' and Boys' Football Clubs for Development: Each school had a football for development Club for either boys or girls.
8. Payment of BECE registration fees for needy students

Section III: Community Ownership, Participation, and Accountability in the Teaching & Learning Process

1. TAP strengthening of SMCs/CDC (Community Development Committee), management and leadership skills
2. Support to SMC/PTA towards the development of school improvement plans (SIP)
3. School Accountability- School Excellence Awards: (ICT laboratory awards for best performing schools.

Annex 26: District's Perception on the Quality of furniture provided by TAP

District's Perception on the Quality of furniture provided by TAP

DISTRICT	Excellent	Good	Poor	Very poor
Ga West		60%	20%	20%
Dangme West	50%		25%	25%
New Juaben	80%	20%		
Asuogyaman	25%	75%		
Dormaa	50%	25%	25%	
Tano South	20%	60%	20%	
Total schools	10	11	4	2

(School based Checklist with Head teachers and teachers, TAP Final Evaluation, 2013)

Annex 27: Available facilities across 27 sampled TAP schools

Available facilities across 27 sampled TAP schools

District	Facility Present	Toilets	Urinals	Library	Drinking Water	Furniture	Black boards	Teacher Table /Chair	Playing Field	Office	Store room	Hand washing station	Computer Laboratory
Dormaa Municipal	Present	4	4	2	4	4	4	4	4	4	2	4	1
	Non-existent	0	0	2	0	0	0	0	0	0	2	0	3
	Total	4	4	4	4	4	4	4	4	4	4	4	4
Tano South	Present	5	5	1	2	5	5	5	4	5	4	5	1
	Non-existent	0	0	4	3	0	0	0	1	0	1	0	4
	Total	5	5	5	5	5	5	5	5	5	5	5	5
New Juaben	Present	5	5	2	3	5	5	5	4	5	5	3	2
	Non-existent	0	0	3	2	0	0	0	1	0	0	2	3
	Total	5	5	5	5	5	5	5	5	5	5	5	5
Asuogyaman	Present	4	4	1	2	4	4	4	4	4	4	3	3
	Non-existent	0	0	3	2	0	0	0	0	0	0	1	1
	Total	4	4	4	4	4	4	4	4	4	4	4	4
Ga West	Present	5	5	2	2	5	5	4	4	5	5	5	1
	Non-existent	0	0	3	3	0	0	1	1	0	0	0	4
	Total	5	5	5	5	5	5	5	5	5	5	5	5
Dangme West	Present	4	3	2	2	4	4	4	4	2	4	3	2
	Non-existent	0	1	2	2	0	0	0	0	2	0	1	2
	Total	4	4	4	4	4	4	4	4	4	4	4	4
Overall Totals	**Present**	27	26	10	15	27	27	26	24	25	24	23	10
	Non-existent	0	1	17	12	0	0	1	3	2	3	4	17
	Total	27	27	27	27	27	27	27	27	27	27	27	27

Annex 28: Percentage Change in Enrolment across six TAP districts

Percentage Change in Enrolment across six TAP districts

Dangme West, Greater Accra	% Change From 2009/10 To 2012/13			Total Enrolment 2009/10			Total Enrolment 2012/13		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
District Total	23%	31%	26%	3306	2810	6116	4050	3682	7732
Tap School Totals	8%	11%	9%	1017	851	1868	1094	941	2035
Non Tap School Totals	29%	40%	34%	2289	1959	4248	2956	2741	5697
Ga West, Greater Accra	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
District Total	41%	58%	49%	3014	2851	5865	4238	4491	8729
Tap School Totals	43%	91%	63%	474	348	822	676	665	1341
Non Tap School Totals	40%	53%	47%	2540	2503	5043	3562	3826	7388
Dormaa Municipal, BrongAhafo	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
District Total	13%	21%	17%	3056	2464	5520	3457	2993	6448
Tap School Totals	27%	23%	25%	575	474	1049	733	582	1315
Non Tap School Totals	10%	21%	15%	2481	1990	4471	2724	2411	5133
Tano South, BrongAhafo	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
District Total	-1%	4%	1%	2360	1981	4342	2338	2067	4405
Tap School Totals	10%	12%	11%	587	563	1150	643	628	1271
Non Tap School Totals	-4%	1%	-2%	1773	1418	3192	1695	1439	3134
New Juaben, Eastern	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
District Total	-4%	3%	0%	4227	4222	8449	4077	4349	8426
Tap School Totals	0%	8%	4%	874	891	1765	876	963	1839
Non Tap School Totals	-5%	2%	-1%	3353	3331	6684	3201	3386	6587
Asuogyaman, Eastern	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
District Total	-5%	4%	-1%	2478	2157	4635	2354	2251	4605
Tap School Totals	1%	10%	5%	652	582	1234	656	639	1295
Non Tap School Totals	-7%	2%	-3%	1826	1575	3401	1698	1612	3310

(Source: District Data collected During TAP evaluation)

Annex 29: Completion Rates at the District Level

Completion Rates at the District Level

Completion Rate at district level												
Year	2010/11			2011/12			2012/13			Percentage Change 2010/11 to 2012/13		
Districts	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dormaa East &DormaaMun.	76.5%	70.0%	73.4%	73.6%	66.3%	70.2%	na	Na	na	Na	na	na
Tano South	72.6%	60.3%	66.9%	74.2%	61.5%	68.3%	71.9%	61.6%	67.2%	-1%	2%	1%
Gomoa West &Gomoa East	83.3%	76.0%	79.7%	98.1%	92.0%	95.2%	94.9%	84.1%	89.6%	14%	11%	12%
Akuapem North	73.8%	69.8%	72.0%	78.3%	70.4%	74.7%	85.4%	78.3%	82.1%	16%	12%	14%
Asuogyaman	75.5%	70.3%	73.0%	68.9%	67.3%	68.1%	80.3%	76.5%	78.6%	6%	9%	8%
Lower Manya & Upper Manya	78.2%	68.3%	73.7%	73.5%	67.4%	70.6%	76.1%	68.6%	72.6%	-3%	0%	-2%
New Juaben	70.8%	69.1%	69.9%	69.0%	69.9%	69.4%	67.4%	67.0%	67.2%	-5%	-3%	-4%
YiloKrobo	72.3%	68.7%	70.6%	76.1%	61.7%	69.4%	70.5%	67.0%	68.8%	-2%	-3%	-3%
Dangme West	79.0%	71.6%	75.5%	84.2%	80.2%	82.3%	80.3%	83.5%	81.8%	2%	17%	8%
Ga West	43.6%	41.0%	42.3%	46.8%	45.2%	46.0%	46.1%	44.9%	45.5%	6%	9%	8%

(Source: EMIS, MOE, 2013)

Annex 30: Summary of Repeaters across selected schools in the Eastern Region

Summary of Repeaters across selected schools in the Eastern Region

Name of School	Rural/Peri-urban/Urban	TAP/Non-TAP		Repeaters					
				JHS1 Boys	JHS1 Girls	JHS2 Boys	JHS2 Girls	JHS3 Boys	JHS3 Girls
Asikasu MA	Rural	TAP	2010	5	8	1	1	0	0
			2011	5	4	11	0	0	0
			2012	3	2	4	1	0	0
Adweso Mile 50 MA	Peri-Urban	TAP	2010	4	3	2	5	0	0
			2011	0	0	0	0	0	0
			2012	10	6	3	8	0	0
BonyaPresby	Rural	TAP	2010	2	3	2	1	1	2
			2011	0	0	1	2	1	2
			2012	0	0	1	2	0	0
Suhyen SDA	Rural	TAP	2010	0	2	3	2	0	0
			2011	1	0	0	0	0	0
			2012	1	3	2	1	0	0
Trom MA	Peri-Urban	TAP	2010	4	2	5	3	0	0
			2011	2	3	7	4	0	0
			2012	6	3	10	20	0	0
TOTALS				43	39	52	50	2	4

(Source: Field Data Collected at the TAP and Non TAP school Level, 2013)

Annex 31: Summary of Dropouts across selected schools in the Eastern Region

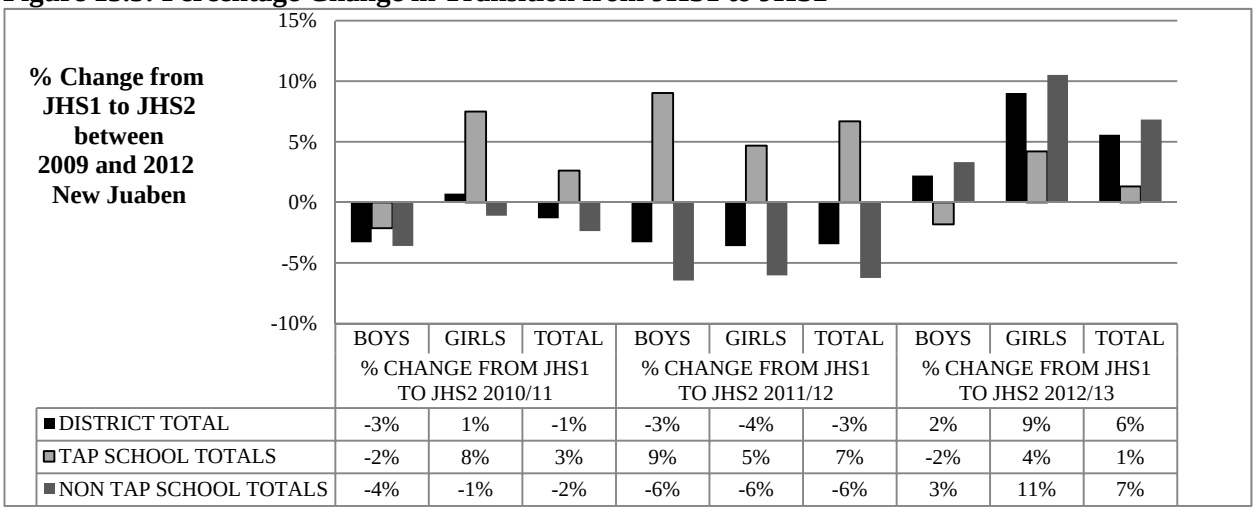
Summary of Dropouts across selected schools in the Eastern Region

Name of School	Rural/Peri-urban/Urban	TAP/Non-TAP		Drop Outs					
				JHS1 Boys	JHS1 Girls	JHS2 Boys	JHS2 Girls	JHS3 Boys	JHS3 Girls
Asikasu MA	Rural	TAP	2010	1	1	0	4	2	0
			2011	0	0	0	1	0	0
			2012	0	0	0	0	0	0
Adweso Mile 50 MA	Peri-Urban	TAP	2010	0	0	0	0	0	0
			2011	0	0	0	0	0	0
			2012	0	0	0	0	0	0
BonyaPresby	Rural	TAP	2010	8	2	1	2	1	1
			2011	0	0	0	0	0	0
			2012	0	0	2	1	1	1
Suhyen SDA	Rural	TAP	2010	0	0	0	0	0	0
			2011	1	2	2	2	0	0
			2012	2	1	0	0	0	0
Trom MA	Peri-Urban	TAP	2010	0	0	1	2	0	0
			2011	0	0	0	0	0	0
			2012	0	0	0	0	0	0
TOTALS				12	6	6	12	4	2

(Source: Field adata Collected at the TAP school Level, 2013)

Annex 32: Percentage Change in Transition from JHS1 to JHS2 and JHS2 to JHS3 New Juaben

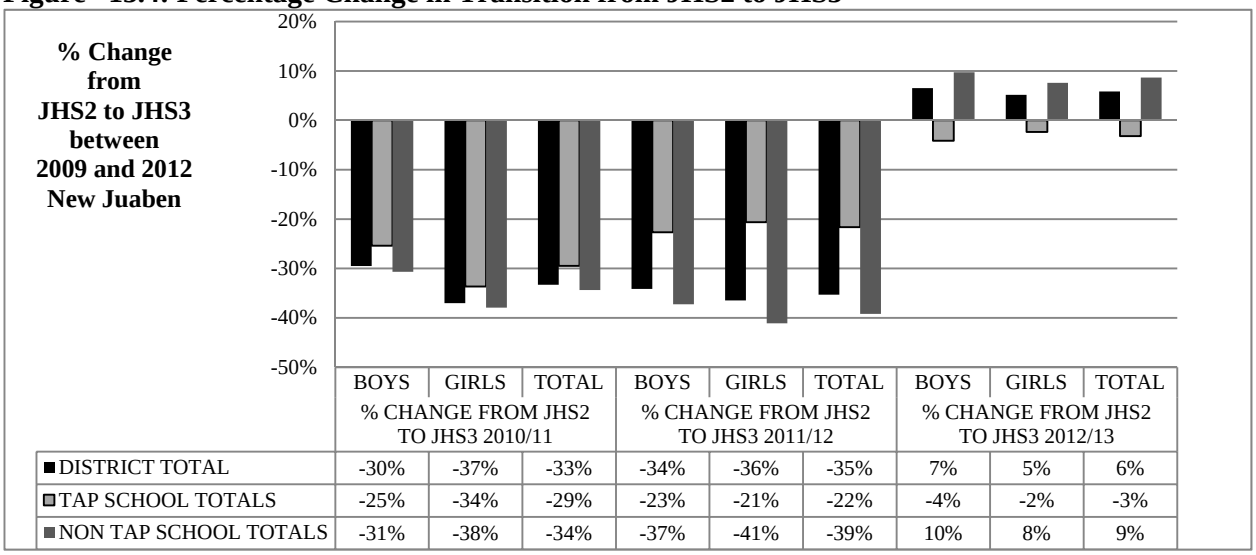
Figure 13.3: Percentage Change in Transition from JHS1 to JHS2



	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM JHS1 TO JHS2 2010/11			% CHANGE FROM JHS1 TO JHS2 2011/12			% CHANGE FROM JHS1 TO JHS2 2012/13		
DISTRICT TOTAL	-3%	1%	-1%	-3%	-4%	-3%	2%	9%	6%
TAP SCHOOL TOTALS	-2%	8%	3%	9%	5%	7%	-2%	4%	1%
NON TAP SCHOOL TOTALS	-4%	-1%	-2%	-6%	-6%	-6%	3%	11%	7%

(Source: District Education Office Data during Evaluative field work, 2013

Figure 13.4: Percentage Change in Transition from JHS2 to JHS3



	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	% CHANGE FROM JHS2 TO JHS3 2010/11			% CHANGE FROM JHS2 TO JHS3 2011/12			% CHANGE FROM JHS2 TO JHS3 2012/13		
DISTRICT TOTAL	-30%	-37%	-33%	-34%	-36%	-35%	7%	5%	6%
TAP SCHOOL TOTALS	-25%	-34%	-29%	-23%	-21%	-22%	-4%	-2%	-3%
NON TAP SCHOOL TOTALS	-31%	-38%	-34%	-37%	-41%	-39%	10%	8%	9%

(Source: District Education Office Data during Evaluative field work, 2013

Annex 33: Summary of BECE pass Rates across Four TAP districts

Summary of BECE pass Rates across Four TAP districts

	2008/9			2011/12		
Dangme West, Greater Accra	% Pass Boys	% Pass Girls	% Pass Total	% Pass Boys	% Pass Girls	% Pass Total
District Average % Pass	60%	48%	55%	55%	47%	51%
Average % Pass TAP Schools	57%	47%	52%	44%	37%	41%
Average % Pass Non TAP Schools	61%	48%	56%	59%	51%	55%
Ga West, Greater Accra	% Pass Boys	% Pass Girls	% Pass Total	% Pass Boys	% Pass Girls	% Pass Total
District Average % Pass				80%	76%	78%
Average % Pass TAP Schools				67%	67%	67%
Average % Pass Non TAP Schools				84%	78%	82%
New Juaben, Eastern	% Pass Boys	% Pass Girls	% Pass Total	% Pass Boys	% Pass Girls	% Pass Total
District Average % Pass	70%	65%	68%	71%	70%	70%
Average % Pass TAP Schools	64%	58%	62%	64%	65%	64%
Average % Pass Non TAP Schools	72%	68%	70%	74%	72%	73%
Asuogyaman, Eastern	% Pass Boys	% Pass Girls	% Pass Total	% Pass Boys	% Pass Girls	% Pass Total
District Average % Pass	42%	37%	39%	50%	49%	49%
Average % Pass TAP Schools	42%	41%	41%	43%	43%	43%
Average % Pass Non TAP Schools	42%	35%	39%	53%	51%	52%

Annex 34: BECE Pass Rates in Doryumu Circuit – Dangme West District

BECE Pass Rates in Doryumu Circuit – Dangme West District

Dangme West, Greater Accra			2008/9			2011/12		
Circuit	School		B	G	T	B	G	T
Doryumu	Agomeda D/A Basic	TAP	23%	13%	17%	5%	13%	8%
Doryumu	Ahwiam D/A Basic 'B'	TAP				20%	25%	22%
Doryumu	Dedenya D/A	TAP				0%	22%	10%
Doryumu	Doryumu Methodist Basic	TAP	47%	56%	52%	36%	25%	32%
Doryumu	Asutuare Junction D/A Basic	NT	53%	82%	64%	47%	11%	35%
Doryumu	Doryumu D/A Basic	NT	32%	13%	27%	22%	20%	21%
Doryumu	Kongo D/A Basic	NT	0%	50%	40%	27%	17%	24%
Doryumu	Kordiabe R/C Basic	NT	35%	33%	34%	88%	50%	71%

Annex 35: A selection of the teacher and head teacher responses from the Eastern region.

1. **Asuogyman District**, Asikasu MA rural JHS reported:
   a) **Teachers**: "Initially the performance in the school was very poor during the BECE. In 2009/10 academic year pupil scored 0% but improved to 12.5% in 2010/2011 academic year. Initially boys were performing better than girls but this has changed over the years. Girls are now catching up with the boys.

   b) **Head teacher:** TAP's objectives are to improve school enrolment retention and quality performance of pupils to complete basic education. The school's priorities fall in line with TAP's objectives. The school's objectives are to improve enrolment and retention which are estimated to below and increase pass rate in BECE exams (Field data 2013)

2. **New Juaben District** Trom MA Urban JHS reported
   a) **Head teacher:** "TAP aims at improving access, retention and completion. The key priorities of this school are to improve infrastructure, increase **provision of** TLMS including facilities for games and sports in line **with** the objective of TAP project." (Field data 2013)
   b) **Teachers**: "Increase in enrolment at the school and to retain the pupils who enroll till completion. This fit most with the priorities of the school. There is a direct match between the school priorities and the objective".

Annex 36: TAP project impact on enrolment and retention at the JHS level

How TAP interventions impacted on enrolment and retention from a teacher perspective

District	Locality	Q15. How did the TAP project impact on the enrolment and retention at the JHS level?
Ga West	Rural	Enrolment is high and they stay. Cases of teenage pregnancies have reduced but mostly after delivery, they return. School is disability friendly.
New Juaben	Peri-urban	Enrolment has gone up significantly, attendance is far better than before and children are now punctual.
New Juaben	Urban	The painting of the school and ceiling has help improve enrolment. The free school uniforms. The girls club has helped improve enrolment and retention rate at the school
Asuogyaman	Rural	Enrolment and retention through the interventions particularly the change in the image of the school and the club activities and scholarship has enticed a lot of people to the school and kept them in school. The incidence of teenage pregnancy has reduced. The girls camp, RROC and Aflatoun have contributed to this reduction.
Tano South	Urban	Provision of uniform has increased enrolment for the 2012/2013 academic year. The vacation girls' camp, football for development helped girls to stay in school.
Dormaa Municipal	Urban	e rate of dropout has reduced because children now want to be in school. Girls Camp has alerted students not to be pregnancy.
Tano South	Rural	Before TAP, the school regards the case of teenage pregnancy. This year (2013), there has not been a case of teenage pregnancy recorded in the school. The vacation girls' camp exposes the girls to so many issues. The in-kind scholarship has also helped since poverty is a contributory factor.

Annex 37: Breakdown of spending on different intervention activities according to Unit Cost

UNIT COST PER TAP INTERVENTIONS				
Activity	**Unit of Measurement**	**No of units**	**Unit Cost US$**	**Remarks**
Complete replacement of a school	Per school	12	49,224.40	This was actual cost for the construction. It was a direct payment to the Contractors.
Minor repairs of a school	Per school	101	9,789.23	These are material and labor cost for the repairs. This amount was paid directly into the community account. It excludes monitoring cost.
Major repair of a school	Per school	18	28,249.94	This was actual cost for the repairs. Direct payments to the Contractors.
Latrines Construction	Per school	69	8,750.00	This was direct cost. It excludes overheads.
Football for Development	Per school	156	1,960.51	This included training of the coaches, forming of teams, cost of Jerseys and sports equipments, development of manual
Rights and Responsibility of a Child Club	Per school	156	2,136.77	Direct payment to a sub grantee for the formation and monitoring of the RROC clubs in 156 schools. It includes payment for T shirts and manual for the club members
AFLATOUN	Per school	26	1,499.43	This is direct payment to the LGNO who forms, trains and monitors the Aflatuon clubs. It excludes monitoring cost by TAP staff.
In-kind scholarship	Per child	11,700	20.11	School uniforms, Mathematical sets
Training of teachers - Pedagogy training for teachers	Per Teacher	1,243	129.80	Cost of resource person, accommodation, transport, feeding and training materials
ICT centers of excellence	Per school	13	77,447.55	This includes the cost of construction of the centers, procurement and installation of the equipments and furniture
Teacher excellence awards	Per Teacher	78	400.00	The cost of the award given to the teachers. It includes cost of selection process.
Scholarship for teachers	Per Teacher	73	833.33	Direct payment to the teachers.
Library books for a school	Per Library	47,456	1,040.00	Cost of library books and reading chains. It excluded cost of transportation because TAP vehicles were used to transport the items
School Management Committee training	Per school	1,525	87.73	These were trainings held at the community level. It included cost of food, transportation and training materials
Bicycles	Per Child	945	63.00	Cost of Bicycles bought.

Interventions not generated by TAP Finance Officer			Unit cost	Cost as reported in financial report
School to School Program	Per School	10	866.49	8,664.89
Girls Clubs	Per Child	1,868 *	139.61	260,789.22

(source: TAP Finance Officer, Plan Ghana) * approximate number of girls