GHANA

Education Sectoral and Other Resources / Thematic Report
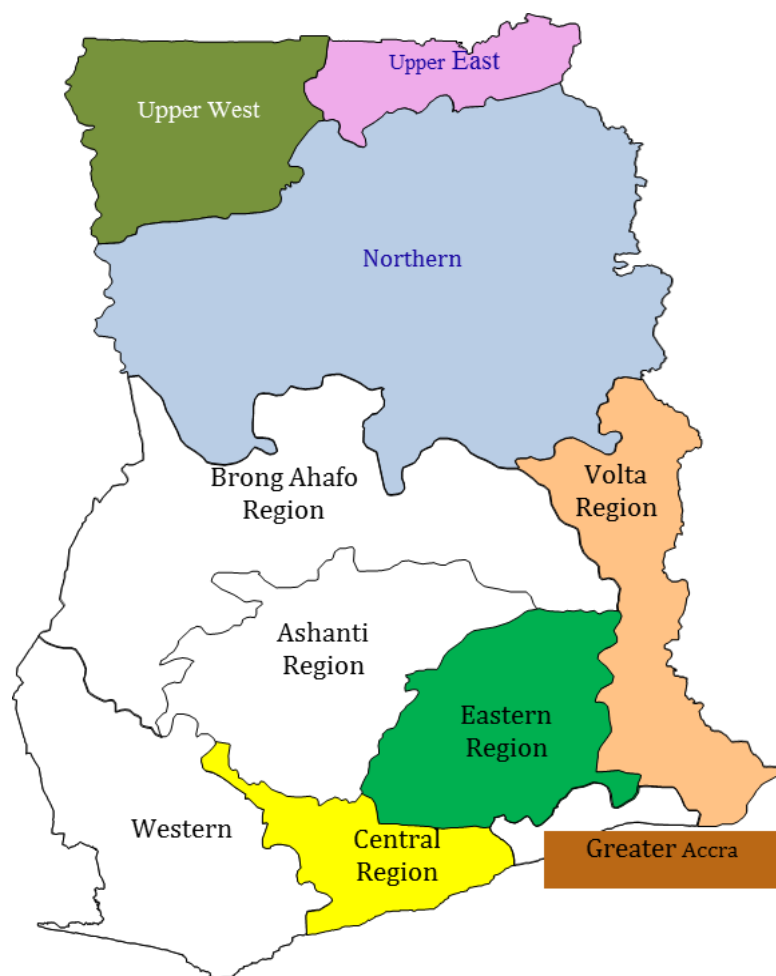
January – December 2016

A Primary 3 learner demonstrating his letter sound skills at the Reading Festival in Upper Denkyira West @UNICEF/Ghana/2016

Prepared By:
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Map of Ghana showing UNICEF supported Regions[1]

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[1] UNICEF currently works at both national and sub-national levels in 20 districts across seven regions. The number of districts supported by UNICEF has increased progressively over the years: 12 districts in 2012, 14 districts in 2014, and 20 districts in 2016.

Contents

Abbreviations and Acronyms

CBE	Complementary basic education
CPD	Country Program Document
C4D	Communication for Development
DFID	Department for International Development
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMIS	Education Management Information System
GER	Gross Enrolment Rate
GES	Ghana Education Service
GEU	Girls Education Unit
GPEG	Ghana Partnership for Education Grant
GPE	Global Partnership for Education
GPI	Gender Parity Index
IE	Inclusive Education
JHS	Junior High School
KG	Kindergarten
MOE	Ministry of Education
mSRC	mobile School Report Card
MDG	Millennium Development Goals
MoE	Ministry of Education
NEA	National Education Assessment
NER	Net Enrolment rate
NESAR	National Education Sector Annual Review
NSP	National Service Personnel
OOSC	Out of School Children
SDG	Sustainable Development Goals
SHS	Senior High School
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UTDBE	Untrained Teachers diploma in Basic Education
USAID	United States Agency for International Development
WFP	World Food Programme

1.0 Executive Summary

The Ministry of Education (MoE) began the process of localising the Sustainable Development Goals (SDG) in Ghana with the review of the Education Sector Plan 2010-2020 and initiation of the development of a National Framework of Action on Education (2018 -2030). The mid-term review noted the significant progress Ghana has made in improving access at Kindergarten (KG), Primary and Junior High School (JHS) levels. It further noted the achievement of gender parity at the KG and primary levels for the first time in 2015-16. The report also noted that there was a general increase in the percentage of trained teachers' at all three levels over the years from 2008 through to 2015. However, the quality of education persistently remained a challenge in the period under review. No significant improvements were observed in early grade reading and numeracy between 2014 and 2016.

The Country Office also began the development of the Country Programme for 2018 to 2022. This provided an opportunity for deeper reflection on the performance of the current education programme component and analysis of key issues which are affecting education delivery and achievement of desired learning outcomes in the sector.

Key achievements of the reporting year include:
Inclusive Education: Finalization and national launch of the comprehensive Inclusive Education (IE) Policy and the accompanying costed Implementation Plan and Standards and Guidelines. The IE Policy and Standards and Guidelines (37,000 copies each) and the accompanying costed Implementation Plan (14,400 copies) were disseminated to key stakeholders at the national, regional, and district levels. Additionally, braille versions of all three documents (1200 copies) were also disseminated.

Early grade learning and quality improvement: Nationally, UNICEF facilitated agreement on national frameworks on in-service teacher training for KG and development of age-grade appropriate reading material involving key stakeholders. At the district level, 3,445 (1,580 males and 1,865 females) KG teachers/attendants' across 20 districts were equipped with knowledge and skills on teaching of pre-numeracy and pre-reading skills, including development of teaching aids using local materials. A further 1,495 Primary grade one to Primary grade three teachers (971 males and 524 females) were equipped with knowledge and skills on teaching early grade literacy and numeracy. Evidence from UNICEF and Ghana Education Service (GES) school based monitoring reports indicate that the participating teachers have developed appropriate teaching aids using local materials.

Second-chance learning opportunity for out-of-school children (OOSC): 3,523 out-of-school children (2,161 boys and 1,362 girls) in four districts were reached through provision of Complementary Basic Education (CBE). In the graduating cohort of 2015-16, nearly 92 per cent graduated from CBE; and 84 per cent of them integrated into formal schools. Girls' enrolment in CBE nearly doubled in the entering cohort of 2016-17.

Girls' education: There is an emerging focus on addressing barriers to girls' education at the secondary level among GES, development partners, and civil society networks. UNICEF initiated the review of the gender in education policy; and development of guidelines for an education sector response to address teenage pregnancy and schooling.

Communication for development: In 2016, 20 districts completed the development of their first district-level Communication for Development implementation plans and undertook back to school and right age enrolment communication drives within their districts to coincide with the beginning of the school year.

Systems strengthening for decentralized planning and monitoring: 200 officials from 20 focus districts, ten Regional Directorates of Education, and select participants from the various divisions and units at the national level were trained in education management for effective service delivery, especially in the 20 focus districts.

The innovative technology based system for collecting real time school data, the mobile school report card, was piloted in additional seven districts taking the cumulative total to ten districts. Monitoring reports indicate emerging use of the data at school and district levels. Efforts were also made to firmly situate the pilot within the wider dialogue for improving the Education Management Information System.

2017 will be the concluding year of the current country programme. UNICEF will take the opportunity to finalise the key policy documents and frameworks currently under development such as the gender in education policy, guidelines for education sector response to teenage pregnancy, in-service training modules on inclusive education and in-service framework for KG. Further, it will also take the opportunity to assess and consolidate its support across the different outputs to effective transition into the new country programme. Additionally, baseline information on key areas such as qualitative data on out-of-school children and barriers to girl's education at JHS level will also be initiated.

2.0 Strategic Context of 2016

In 2016, the Ministry of Education (MoE) conducted a mid-term review of the Education Sector Strategic Plan (2010-2020); and initiated the development of the National Framework of Action on Education (at times also referred to as the Education Strategic Plan 2018-2030) to align with the Sustainable Development Goals (SDG) and the African Union's 2063 agenda. This process provided an opportunity to UNICEF and other actors in the Education sector to influence how critical areas such as Kindergarten (KG), Inclusive Education (IE), gender and learning are reflected in the national plans.

The year 2016 was also the terminal year for the Ghana Partnership for Education Grant (GPEG) from the Global Partnership for Education (GPE). The GPEG project was designed to improve the planning, implementation and monitoring capacity of ongoing government efforts to decentralize education resources to the district and school level. The GPEG Implementation Support Mission of February 2016, observed that the GPEG had strengthened the participation of stakeholders in planning and management.

In terms of education delivery in Ghana, nationally at the primary level, Gross Enrolment (GER) and Net Enrolment (NER) increased from 110 and 91 per cent in 2014-15 to 111 and 92 per cent respectively in 2015-16. The Junior High School (JHS) GER increased from 85 to 88 per cent, while the NER increased from 49 to 50 per cent during the same period. GER at kindergarten and primary rates have substantially increased for both girls and boys with gender parity now achieved.

Gender is still a significant determinant of access to education for girls when they reach adolescence. The completion rate for girls is slightly lower at primary level (98.5 per cent for girls vs. 100.8 per cent for boys) but drops significantly at JHS level (70.6 vs 76.4 per cent), although the JHS completion rate for boys is also low. Enrolment in Senior High School (SHS) is improving both in terms of the number of students and the percentage of children, however the GER and NER are still low at only 49.6 and 25.2 per cent respectively in 2015-2016; and gender parity is yet to be achieved.

Evidence shows that many enrolled children are not learning. Learning outcomes in primary schools in Ghana continue to remain poor and this has consequences throughout the education system. There have been no significant change observed in pupil performance since the 2013 National Education Assessment (NEA). The 2016 NEA[2] indicates that large numbers of pupils are struggling to master the Primary grade 4 (P4) and Primary grade 6 (P6) curricular content.

The current language policy advocates for mother-tongue instruction and recognizes 11 languages and accompanying primers and other learning materials for the classroom are available. However challenges relating to teacher recruitment and deployment which are responsive to local linguistic needs create policy implementation gaps. Data tells us that children who use English, Akan, Ewe and Ga at home are more likely to be in school; and 15.2 percent of Dagbani speakers, and 7.9 percent of "Other" language speakers, have never attended school[3]. More analysis and evidence is also needed to address the learning needs of children belonging to linguistic minority groups.

Given this context, UNICEF programming in 2016 focused on supporting MoE and Ghana Education Service (GES) on the following:
- Launch and implementation of IE Policy aimed at increasing opportunities for children with special education needs; development of modules for delivery of IE; and capacity-building of service providers to address needs of children with disability.
- Capacity building of teachers in teaching early grade reading and numeracy as part of improvement of the quality of early learning from KG to Primary 3; and procurement and distribution of supplementary readers for KG and primary in targeted districts.

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[2] Draft National Education Assessment Report, Ghana Education Service 2016
[3] Updated analysis of Out-of-School Children in Ghana/with District level Summaries and projections (2016), CBE Management Unit & Ministry of Education.

- Provision of Complimentary Basic Education (CBE) to Out of School Children (OoSC) in four targeted districts.
- Initiation of the development of: a) Gender in Education Policy and Guidelines for Education Sector Response to teenage pregnancy, including specific guidelines on ensuring the re-enrolment of pregnant girls after delivery; b) resource pack for schools and teachers to promote "safe schools"; & c) development of a standardized training manual for gender officers in education.
- Development of district level Communication for Development (C4D) implementation plans with a focus on right age enrolment and retention on completion of basic education, especially for the most disadvantaged girls and boys.
- Expansion of the innovative mobile school report card to ten districts to demonstrate real-time data collection and use.
- Strengthening capacity of district education teams in planning, implementation, and monitoring.
- Formative assessment of UNICEF support to KG as well as education programme evaluation.

These areas of focus are in line with the Education program as reflected in the current Country Program Document (CPD). In 2016, the country office also began the process of developing a new CPD for the period 2018 - 2022. The existing evidence and subsequent analysis are ensuring a continued focus on improving learning outcomes and promotion of equity in education delivery.

In the area of partnerships, UNICEF was the lead agency of the Education Sector Development Partners' group and the co-chair for the Education Sector Working Group during July 2015- July 2016. Additionally, UNICEF was also the Coordinating Agency for GPE in Ghana. This enabled UNICEF to coordinate and influence the sector dialogue among and through various actors in the Education sector. Beginning August 2016, UNICEF handed over the lead agency role to the United Kingdom's Department for International Development (DFID) and transitioned to the role of the co-chair.

3.0 Results in the Outcome Areas

The Ghana Country Office Education programme contributes to three thematic outcome areas of the global Strategic Plan (2014-17), namely:
- Early Learning;
- Equity, Girls and Inclusive Education;
- Learning and Child friendly- schools.

These are reflected in the two Country Programme outcome areas related to improving equitable access and improving the quality of education at pre-primary and primary levels. In 2016, the following progress was made towards the achievement of the results in each of the outcome areas:

3.1. Outcome 005: The needs of out-of-school children aged 4-14 years, especially girls, children with special needs and orphans and vulnerable children (OVCs) are systematically assessed and addressed in disadvantaged areas in seven focus regions

The different output interventions support the GES to address inequities in access to education. These include:
- **Complementary basic education** which seeks to provide a second-chance opportunity for out-of-school children to access primary education;
- **Kindergarten education** to ensure that all children enter school at the right age and get the right start in life with a basic foundation in early learning;
- **Inclusive education** to ensure that children with disabilities and special needs are effectively supported to enter schools and complete it with a focus on enabling policy frameworks and availability of inclusive schools and classrooms and trained teachers and sensitized communities and;

- **Girls' education and communication for development** with a focus on building capacity of duty-bearers to better address gender issues in education; and supporting interventions in the education sector to keep girls in school, including addressing prevention and management of incidence of teenage pregnancy and child marriage.

UNICEF supported implementation of CBE in four districts and reached 3,523 OoSC children (2,161 boys and 1,362 girls) between the ages of 8-14 through second-chance opportunities. The 2015-16 cohort enrolled 1,735 OoSC (1,231 boys and 504 girls); of which 92 per cent graduated (1,593 – 1,106 boys and 487 girls); and 84 per cent entered formal primary schools (1,339 – 929 boys and 410 girls). The cohort of 2016-17 is 1,748 and witnessed an appreciable rise in enrolment of girls (930 boys and 858 girls) – nearly a doubling of numbers from the previous year. This may be attributable to an intensive and targeted approach to community sensitization in the districts to identify older out of school girls who are at risk of getting married; and motivating communities, families, and the girls to aspire differently. To mitigate the impact of distance to school on attendance and risk of drop out, the 2015-2016 CBE graduates in the four districts were supplied with 1,970 bicycles.

UNICEF and DFID successfully advocated to deploy nearly 80 National Service Personnel (NSP) for CBE across 14 districts. In the UNICEF supported districts, 20 NSP along with 51 community facilitators were running the classes. The inclusion of the NSP in the programme helped to strengthen the quality of instruction and run CBE in communities where literate facilitators are not available; and also provide a good learning to inform the future financing of the initiative through government resources.

The UNICEF advocacy for inclusive education achieved a milestone with the national launch of the IE policy in April 2016, together with the Standards and Guidelines (S&G) and the costed Implementation Plan. The policy with its focus on children with disability and special needs in particular is creating an enabling environment to promote participation of all children and keep them in school - contributing to the rising enrolment numbers. The policy and the accompanying documents were printed and disseminated among key stakeholders at the national, regional, and district levels to ensure wide awareness; and in an innovative turn a limited number of copies were also printed in braille. To support the shift from policy to practice, UNICEF entered into a partnership with the Ghana Federation of Disability Organizations to build capacity of its members on the inclusion education policy provisions and promote community level sensitisation in selected regions.

In 2016, UNICEF facilitated a more coordinated approach among key stakeholders working on KG to develop a common national framework on in-service teacher training and pivoted towards a systems approach to quality improvement in KG. As part of continued support to improve teaching of pre literacy/numeracy skills at KG level in the focus districts, 271 (154 males and 117 females) District Training Support Team members and 20 Regional KG Coordinators/Training Officers across 20 districts were equipped with skills to operationalize the agreed draft framework on in-serve teacher training. Additionally, 3,445 (1,580 males and 1,865 females) KG teachers/attendants' knowledge and skills were also enhanced through refresher trainings in 15 districts.

Although relatively new, the C4D initiative supported by UNICEF has the potential to promote right age enrolment and address the issue of overage children at time of school entry. To this effect, in 2016, GES rolled out the strategy in 20 focus districts on a demonstration basis, beginning with the orientation and training of 200 GES officials from national, regional and district levels. The training equipped the participants with skills in developing district specific C4D plans to support educational planning, implementation, and monitoring – with a focus on sensitization, awareness-raising, and back to school enrolment campaigns. By year end all 20 districts had for the first time developed district level C4D plans and embarked on enrolment drives to support the district planning process for the new academic year.

UNICEF supported the development of guidelines on education sector response on the prevention and management of early pregnancy among school girls. The accompanying monitoring and accountability framework will be used to track the implementation of the guidelines at school, district and national levels. UNICEF also targeted its attention to building capacity of the Girls' Education Unit (GEU) of GES to better coordinate, manage, and advocate for girls' education. An initial mapping was conducted to identify the different CSOs supporting education in general and girls' education in particular across the country. The initiative mapped 748 organizations across the country and 64 per cent (480) have interventions focused on girls' education. Availability of such a database will be helpful in maintaining information on interventions, promote collaboration, and help avoid duplication. Plans to create an advisory group and initiate a network of organizations to support the coordination of activities in girls' education are also currently underway.

The formative assessment of the KG programme initiated in 2016 will be useful in understanding and addressing the policy and implementation gaps in the sub-sector as we move forward. In 2017, which also happens to be the last year of the current country programme, UNICEF will pay additional attention to support research and analysis to unpack and analyse issues relating to overage children and risk of dropping out in schools and explore barriers and bottlenecks that keep adolescent girls from completing JHS as part of its evidence building for policy advocacy.

3.2. Outcome 006: Educational quality and outcomes of pre-primary and primary schools improved in the Seven Focus Regions.

UNICEF contributed to improved quality through multiple interventions which also support thinking about "learning" in a systemic and consistent manner. The output interventions include:

- **Teaching and learning support to KG and primary school**. Key areas of support cluster around standard setting, curriculum, assessment and teacher training materials to enable quality delivery of early childhood education.
- **Systems strengthening at district and school level** to support investments in teaching and learning and promote social accountability. This involves building leadership and management capacity of district education functionaries and head teachers through the development, dissemination, and use of appropriate tools and trainings.
- **Building a healthy, safe and gender-sensitive learning environment** in schools is critical for the learners' full participation in the education process. UNICEF is supporting the ministry to systematically engage with the issue of safe schools and promote voice and agency of students in school management.

In 2016, support to KG helped lay the foundations of effective school-readiness through setting up standards, developing materials and improving quality of instruction. With USAID support, UNICEF reinforced the focus on enhancing the professionalism and effectiveness of primary school teachers with a focus on early grade reading. It supported the Teacher Education Division at the national level to support the capacity-building of the district training teams across the 20 focus districts, using the In-Service Education and Training system.

At service delivery level in the 20 focus districts, building on the training of KG teachers, additional 1,495 Primary one to Primary three teachers (971 males and 524 females) were equipped with knowledge and skills on teaching of literacy and numeracy skills , including development of teaching aids using local materials. Evidence from UNICEF and GES school based monitoring reports indicate that the participating teachers have developed appropriate teaching aids using local materials. Additionally, some districts such as Upper Manya Krobo have collected baseline data on the reading levels of the learners in the categories of non-reader, emerging readers and fluent readers. This is a practice UNICEF will encourage in all districts.

A key emerging challenge is the medium of instruction in the early grades. In some schools, the teachers assigned to teach the early grades do not speak the local language as it may not be one of the 11 official languages. Or in some cases don't speak the designated official language and neither are primers available; and as such they use English for initial literacy. To strengthen the

habit of reading, UNICEF in collaboration with GES procured 61 titles of supplementary reading materials totalling 209,606 for 1,322 schools in the 20 focus districts. The supplementary readers are in the 11 approved local languages and English for KG1 to P3.

UNICEF is also innovating to create systems for generating real time data to improve decision-making and accountability at the district and school level through the mobile School Report Cards (mSRC). In 2016, this was scaled to an additional seven districts, bringing the total number of districts implementing the mSRC to ten. The districts were equipped with tablets to facilitate the operations of mSRC and currently involves 708 primary school headmasters across ten districts and 70 circuit supervisors. Monitoring reports, both field based and generated by the dash board, indicates that the mSRC is generating quick and up-to-date school-level data on key education indicators. Key results reported by the districts indicates increased teacher attendance and teacher's preparation of lesson notes. The mSRC is also generating interest in the non-focus districts and there seems to be an emerging willingness to use the application on personal devices.

At national level, using mSRC as an entry point, UNICEF is working with other partners to support and advocate for the Integrated Education Data Management system with the MoE and GES. The intent is to have an interface between the Education Management Information System and the school report card (both paper based and mobile) thus keeping the possibility of progressive digitization of the school report card across the country.

UNICEF also made the transition to systematically address management for results and accountability at the district level through an evolving district systems strengthening approach – with a focus on capacity to relate policies and plans to budgets and to monitor implementation in 20 districts. GES rolled out its "Leadership for Change" training (originally developed in 2014 with assistance from UNICEF) for 200 officials from the 20 districts, ten Regional Directorates of Education, and select participants from the various divisions and units at the national level. UNICEF also supported the development of the 2016-2017 Annual District Education Operation Plans through a participatory process in all 20 districts. Nearly 500 people participated in the consultations organized across the 20 districts during August – October 2016. At the school level, nearly 1,000 communities held School Performance Appraisal Meetings and used the resulting recommendations to develop/review their School Performance Improvement Plans. However it is too early to conclude that all School Management Committees (SMCs) and Parent Teacher Associations (PTAs) are functional at the desired level.

Acknowledging the importance of decentralized planning and monitoring, UNICEF has also initiated a conversation with GES and the Institute of Educational Planning and Administration at the University of Cape Coast to further understand the key constraints that contribute to weak service delivery and accountability for results. Consultations have resulted in an agreement to map district structures – education and non-education which have impact on education delivery and outcomes – and conduct an operational assessment of the capacities, constraints, and opportunities to seek contextualized and targeted solutions. The focus will include the functioning of SMCs, PTAs, relationships between GES and District Assemblies, financing, and other essential inter-sectoral mechanisms.

UNICEF successfully built consensus on the need to address bullying, corporal punishment, and sexual harassment in schools as an essential input into learning and the development of a safe school resource pack is underway. The resource pack aimed primarily at teachers to support them in creating a safe school environment. The Guidance and Counselling Unit of GES is leading on the development of the resource pack; and the development is being transacted through a consultative and highly participatory process involving multi-stakeholders including teachers and teacher unions, principals, families and communities, and traditional and faith leaders among others. Three stakeholder consultations have been completed involving nearly 250 participants, including consultations with children.

Simultaneously, UNICEF is also supporting a small pilot to explore how to introduce teachers to positive discipline as an alternative to corporal punishment in two focus districts. The pilot is in response to increasing demand and pressure on GES to address the glaring issue of corporal punishment in schools and provide teachers with alternative skills to maintain discipline in classrooms. A total of 1440 head teachers and teachers in two demonstration districts were introduced to the approach; and are subsequently being supported and monitored to assess the impact. Emerging evidence from the pilot indicates that in spite of initial resistance by teachers to banning corporal punishment, through dialogue and training they have realized the positive impact of alternative approaches; and are adopting the practices. The results of the demonstration in the two districts will inform the guidance on eliminating corporal punishment in schools and offering alternative methods to support children and teachers.

As the lead as well as active member of the development partner's group UNICEF is also working with partners to ensure greater coherence and synergy across donor supported interventions and an enhanced focus on learning and equity. At the conclusion of the GPE grant, the partners made an effective case for consolidating and sustaining the gains of the project. The work in the 20 districts is also transacted through engagement with national level actors and provide opportunities for advocacy and strengthening the policy and strategic direction of education. Utilization of thematic funds, places UNICEF in a better position to accommodate changes, make timely operational adjustments for the greatest benefits of children. Going forward, UNICEF will strengthen its evidence-building function and engage with strategic policy advocacy more systematically in the new Country Programme.

4.0 Results Assessment Framework

Table 1: Status of indicators as at December 2016 for Outcome 005 based on 2015/16 EMIS* data
* The EMIS data collection and analysis has improved over time, yet challenges remain for further cleaning of data, routinized collection and analysis.

Name	Baseline	Target	
Socio-economically excluded and disadvantaged groups have increased access to and utilize quality education services			
Education - access: The needs of out-of-school children aged 6-14 years, especially girls, children with special needs and OVCs are systematically assessed and addressed in disadvantaged areas in five focus regions			**Progress 2016**
% of out-of-school children (OOSC) aged 6-14	2009-10 K.E.E.A (CR): 5% ;*Afram Plains North (ER): 33%; *Afram Plains South (ER): 33% Upper Manya Korobo (ER):21%; Kpandai (NR): 30%; Karaga (NR): 32%; Garu/Timpane (UER): 12% ; *Builsa North (UER): 6%; *Builsa South (UER): 6%; Lambussie-Karni (UWR): 11% ; Wa East (UWR): 29%;	2017: Reduce the proportion of out-of-school children aged 6-14 by at least 70% in all 20 districts	**Data not available to estimate the % decrease.** N.B. Please see additional information and analysis on the next page.

| Primary Net Enrolment Rate (NER at district level) | **EMIS 2009/10:** K.E.E.A (CR): 86%; *Afram Plains North (ER): 66%; *Afram Plains South (ER): 66%; Upper Manya Krobo (ER): 74%; Savelugu Nanton (NR): 72%; Kpandai (NR): 72%; Karaga (NR): 76%; Garu/Timpane (UER): 85%; *Builsa North (UER): 87%; *Builsa South (UER): 87%;Lambussie-Karni (UWR): 85%; Wa East (UWR): 69%; Wa West (UWR): 99.3%; Asikuma Odoben Brakwa (CR): 103.2%; Upper Denkyira West (CR): 104.1%; Upper West Akim (ER): 80.8%; Komenda E.E Abrirem (CR): 86.3%; Ga East (GAR): 145.6%; North Dayi (VR): 90%; Krachie East (VR): 69.3%; Tolon (NR): 62.6%; | NER: 90% in all 20 districts | **10 districts have a NER of 90% and above;**
4 districts have a NER between 80 % to 90 %;
6 districts have a NER of 89% and below;

K.E.E.A (CR): **98.3%** ; Afram Plains North (ER): **53.4%** ; Afram Plains South (ER): **41.1%;** Upper Manya Korobo (ER):**78.6%**; Kpandai (NR): **113.3%;** Karaga (NR): **96.9%**; Garu/Timpane (UER): **102.8%** ; Builsa North (UER): **88.7%**; Builsa South (UER): **89.3%**; Lambussie-Karni (UWR): **84.7%** ; Wa East (UWR): **93.8%**; Wa West (UWR): 104.3%; Asikuma Odoben Brakwa (CR): **93.7%**; Upper Denkyira West (CR): **99.2%**; Upper West Akim (ER): **77.8%**; Savelugu-Nanton (NR): **99.0%;** Ga East (GAR): **79.9%**; North Dayi (VR): **89.5%**; Krachie East (VR): **63.7%; Tolon (NR): 99.9%** |
| Gender parity index (GPI) for primary gross enrolment. | **EMIS 2009/10: GPI**: K.E.E.A (CR): 1.01 ; *Afram Plains North (ER): 1.01; *Afram Plains South (ER): 1.01; Upper Manya Krobo (ER): 0.98; Savelugu Nanton (NR): 0.79; Kpandai (NR): 0.98; Karaga (NR): 0.69; Garu/Timpane (UER): 0.96; *Builsa North (UER): 1.12; *Builsa North (UER): 1.12; Lambussie-Karni (UWR): 1.02; Wa East (UWR): 1.08; Wa West (UWR): 1.00; Asikuma Odoben Brakwa (CR): 0.98; Upper Denkyira West (CR): 0.95; Upper West Akim (ER): 0.94; Komenda E.E Abrirem (CR): 1.01; Ga East (GAR): 1.01; North Dayi (VR): 0.99; Krachie East (VR): 0.95; Tolon (NR): 0.76; | GPI between 0.97 and 1.03 in all 20 districts | **11 districts have achieved GPI in primary gross enrolment.**

K.E.E.A (CR):**0.98;** Afram Plains North (ER): **0.91;** Afram Plains South (ER):**0.85;** Upper Manya Korobo (ER):**0.87;** Kpandai (NR):**1.02;** Karaga (NR): **0.88;** Garu/Timpane (UER): **1.11** ; Builsa North (UER): **0.96;** Builsa South (UER): **1.00;** Lambussie-Karni (UWR): **1.07** ; Wa East (UWR):**0.98;** Wa West (UWR): **1.14;** Asikuma Odoben Brakwa (CR): **1.06;** Upper Denkyira West (CR): **0.96;** Upper West Akim (ER): **1.01;** Savelugu-Nanton (NR): **0.89**; Ga East (GAR): **1.10**; North Dayi (VR): **1.11**; Krachie East (VR): **0.96**; Tolon (NR): 0.80; |

With regards to the indicator on OOSC children, there was no data available from EMIS for 2015/2016 period given the constraints in estimating the incidence based on administrative data. MoE however updated the OOSC study[4] which estimates nearly 1.3 million girls and boys between the ages of 6-14 are currently attending primary school. This number steeply declines to 453,000 when you exclude children between the ages of 6-14 who are currently attending KG. Figures 1 and 2 clearly depicts the increase in OOSC once you include the overage children in KG[5].

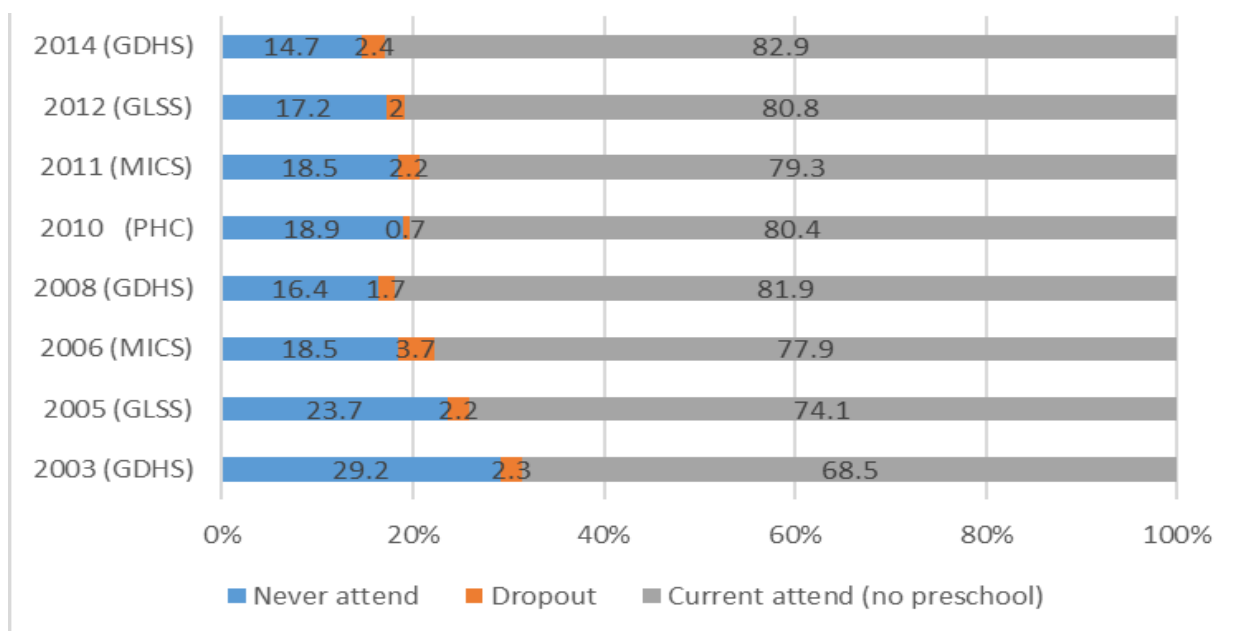*Figure 2: Out-of-school Children excluding preschool ages 6-14, 2003-2014*

Figure 3: Out-of-school Children including preschool ages 6-14, 2005-2014
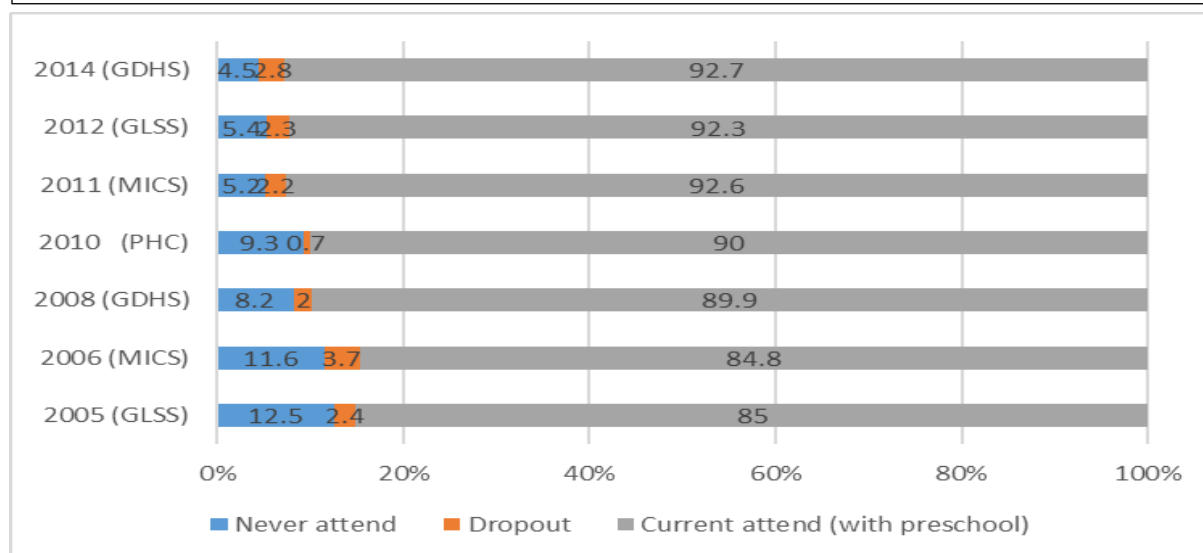
This partially explains the high GER and comparatively low and slow-changing NER in Ghana, especially in basic education. Further, at the KG and primary levels, the current Net Admission Ratio of 55.6 and 81.6 per cent respectively also raises questions on whether there is an adequate supply of school places at the primary level. This implies that children who should be in school at

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[4] Update Estimates of Out-of-School children in Ghana, MoE-CBE Management Unit, 2016
[5] Ibid. table calculated form multiple data sources.

primary level are actually in KG and those who should be in KG are actually not in school. This has significant implications for system efficiency, universal access to KG and Primary education as well as the quality of education in the foundational grades. The situation is further complicated in a sector where infrastructure is a local government responsibility and is not engaged with in a systematic manner as part of the annual sector review. UNICEF has planned in 2017 to initiate a research study on overage children and OOSC to generate further evidence.

In terms of enrolment at the basic education level, there was marginal increase in enrolment recorded between 2014/15 and 2015/16 for Primary and JHS[6]. At the Primary level, both the GER and NER increased from 110 and 91 per cent in 2014-15 to 111 and 92 per cent respectively in 2015-16. The JHS GER increased from 85 to 88 per cent during the same period, while the NER increased from 49 to 50 per cent.

Figure 4: Gross and Net Enrolment Ratios trends for Basic Schools
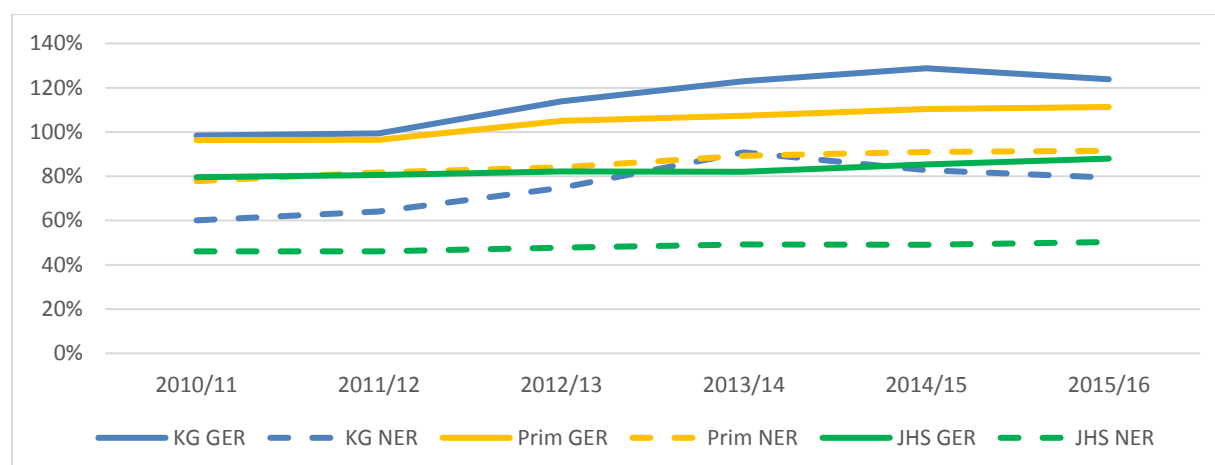
The emerging trend for KG is different and more analysis is needed to understand the issues. GER for KG declined from 129 to 124 per cent during the same period and what is particularly perturbing is that the NER also declined from 83 to 80 per cent. And this is despite more than 5 per cent growth in the availability of KG schools. Overall the increase in enrolment is visibly higher in the deprived districts – and this can be explained to a degree by the increased investments under the Global Partnership for Education; and that the initial baseline was much lower in these districts than the rest of the country.

UNICEF also supports ten of the deprived districts in the three northern regions as part of its geographical focus. Overall, in UNICEF supported 20 districts the NER is above 70 per cent for all but three districts have 63 per cent, 53 per cent and 41 per cent receptively. These districts border the Lake Volta and are deprived. UNICEF will conduct further analysis on why the low net enrolment, which will feed into the district led implementation of the C4D strategy. The campaigns promoting right age enrolment and retention and completion initiated in 2016 will continue in 2017 and beyond.

Gender parity has been achieved and is maintained at the KG and primary level; while it has steadily increased at the JHS level and reached parity (0.97) for the first time in 2015-16. In the deprived districts gender parity was reached during the same reporting period as the primary level and is yet to be achieved at the JHS level. Adolescence is emerging as a critical area for girls' education, especially completing JHS.

The Gender Parity Index (GPI) target for the UNICEF supported districts has been met, with a district average of 0.98 at primary level. Some districts even have a GPI which is higher than 1.00

such as Garu Timpane at 1.11 while Afram Plains South district has the lowest at 0.85. In order to sustain these gains, UNICEF and GES in 2016 initiated the development of the gender in education policy and the guidelines for an education sector response to teenage pregnancies, which once completed and rolled out will contribute to further improvement of girls' education at lower secondary level.

Table 2: Status of indicators as at December 2016 for Outcome 006

Number	Name	Baseline	Target	
UNDAF Outcome 9	**Socioeconomically excluded and disadvantaged groups have increased access to education services**			
OUTCOME 006	**Education - quality: Educational quality and outcomes of pre-primary and primary schools improved in five focus regions.**			**Progress 2016**
1	% of primary and JHS with HIV Alert Status in 5 regions;	15%	**2017:** 80%	Data not available at the national level
2	% of Primary Schools (including KGs) meeting minimum standards in 20 districts		**2017** : 70%	Data not available. Standards has been developed and utilization in progress. However, there has been delay in data collection to establish status.
3	% of Grade 3 and Grade 6 students attaining minimum competency in English and mathematics in 20 deprived districts	G3 English - 53%, 48%, 44% G3 Math - 52%, 51%, 47% G6 English - 51%, 49%, 44% G6 Math - 51%, 48%, 46% in Savelugu, Lumbssie, and Garu-Tempane respectively Source:GPEG	**2017**: Increase at least 30 percentage points from the baseline	Dists G3-Eng; G3-Mths / G6-Eng; G6-Mths APN: 52%; / 52% / 55%; 55% APS: 51%; / 53% / 49% 49% SN: 56%: / 56% / 53%: 53% KP: 50% / 54% / 49% 47% KG: 54% / 55% / 56% 54% GT: 54% / 55% / 52% 53% BN: 56% / 59% / 53% 54% BS: 48% / 52% / 44% 46% LK: 52% / 50% / 54% 54% WE: 50% / 50% / 51% 50% WW: 54% / 56% / 52% 53% TL: 57% / 57% / 56% / 56% KE: 55% / 55% / 55% / 54% (13 out of 20 districts have 1st term data/information based on School Report Card analysis for deprived districts. Source:(GPEG)
4	Teachers Attendance Rate (TAR)	SN-79%; LK-79%; GT-90%	At least 90% in 20 deprived Districts	**Average rate** for **14 districts: 83%** K.E.E.A (CR): **89%** ; Afram Plains North (ER): **88%** ; Afram Plains South (ER): **86%**; Upper Manya Kpandai (NR): **87%**; Karaga (NR): **79%**; Tolon (NR): **81%**; Garu/Timpane (UER): **85%** ; Builsa North (UER): **87%**; Builsa South (UER): **82%**; Lambussie-Karni (UWR): **85%** ; Wa East (UWR): **71%**; Wa West (UWR):

					73%; Krachi East (VR): **84%;** Savelugu-Nanton (NR): **82%;** **Data not available**: Asikuma Odoben Brakwa(CR), Upper Denkyira West (CR), Upper West Akim (ER), Ga East (GAR), North Dayi (VR), Upper Manya Krobo (ER**)**. Source: (GPEG)

At the time of reporting, data on two indicators, percentage of JHS with HIV Alerts status and percentage of primary schools meeting minimum KG standards were not available. This has presented a challenge in assessing the progress on these indicators nationally.

The progress on learning achievements has been slow as documented by the 2016 reports of the NEA for P4 and P6 and the EGRA /EGMA for P 3. Both showed continued under performance at the assessed grade levels as discussed in the foregoing. Less than 25 per cent of the pupils met the proficiency cut-point in P4 and P6 mathematics and less than 40 per cent achieved proficiency in P4 and P6 English. There are small but statistically significant differences between male and female pupils' performance in P4 English and P6 mathematics. Females outperformed males in P4 English and males outperformed females in P6 mathematics.

It is important to acknowledge that as part of USAID support, national assessments like NEA/EGRA/ EGMA have been institutionalized and are available every two years and provide comprehensive national and regional assessments. However they are yet to inform interventions to improve learning outcomes at scale. A recent development is the Partnership for Learning with USAID support (2015-19) to address early grade reading across the system and with a focus on 100 districts.

At the district level, an attempt is being made to capture learning outcomes through the School Report Cards. Available data indicates marginal improvements in targeted districts in English and Maths. As part of efforts to improve early grade literacy and Maths, UNICEF is supporting GES in building capacity of teachers in skills to deliver early grade literacy and numeracy. To strengthen the evidence base on teaching and learning at district level, UNICEF is exploring use of District Quality Monitoring system for Education, which samples schools and tests learners using an abridged EGRA to identify reading proficiency levels.

In terms of Teacher Attendance Ratio, the target was to increase from a base of 83 per cent in the three districts UNICEF was working in 2012 to at least 90 per cent in 2016. There has been some varying levels of improvement in all the UNICEF supported districts, with a district average of 83 per cent. However, improving the indicator has been quite challenging and teacher absenteeism requires more systemic changes and demands for accountability. Through the real time monitoring using the mobile school report, in ten districts, there is evidence of improved teacher and student attendance.   UNICEF has planned for a study in 2017, to gather evidence on use of the data from mSRC at school, circuit and district level in decision making to improve education delivery.

5.0 Financial Analysis

As per the original CPD, the Education programme's total planned budget (Regular Resources (RR) and Other Resources (OR)) for 2016 was **$3,505,314** (please refer to Table 1); however the programme expenditure in 2016 was **$ 6,550,144.00** (please refer to Table 3). This can be attributed to multi-year partnerships (2015-2018) with USAID Ghana on Learning Support. This funding enabled UNICEF to scale up its interventions and support for improved quality education as reflected in the section on results.

Table 1: Planned Budget by Outcome Area

Outcome Area 5: Education: Ghana
Planned and Funded for the Country Programme 2016 (in US Dollar)

Output Results	Funding Type	Planned Budget ($)
	RR	252,000.00
05-01 Early learning	ORR	247,000.00
	RR	648,000.00
05-02 Equity # focus on girls# and inclusive education	ORR	450,085.00
	RR	285,000.00
Unknown	ORR	1,623,229.00
Total Budget		**3,505,314.00**

It needs to be highlighted that three of the seven OR grants expired in December 2016, resulting in a funding gap in 2017 and beyond. Hence, the availability of predictable and flexible thematic resources are critical to the education programme in Ghana even as the Country Office intensify its fund-raising efforts. Ghana would thus continue to benefit from predictable unmarked funding to enable sustain the gains made thus far.

Below are the respective tables that show the funding and expenditure pattern for 2016.

Table 2: Country level thematic contributions to outcome area received in 2016

Outcome Area 5: Education
Thematic Contributions Received for Outcome Area 5 by UNICEF Ghana in 2016
(in US Dollars)

Donors	Grant Number	Contribution Amount	Programmable Amount
Spanish Committee for UNICEF	SC1499050392	443,017.66	414,000.00
Total for 2016	SC1499050392	443,017.66	414,000.00

Table 3: Expenditures in the Outcome Area

Outcome Area 5: Education

Ghana

2016 Expenditures by Key-Results Areas (in US Dollars)

Organizational Targets	Expenditure Amount			
	Other Resources- Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
05-01 Early learning	10,381.00	762,961.00	97,638.00	870,980.00
05-02 Equity # focus on girls# and inclusive education	22,911.00	1,807,250.00	162,653.00	1,992,814.00
05-03 Learning and child-friendly schools	24,662.00	1,636,356.00	462,142.00	2,123,160.00
05-04 Education in emergencies	1.00	2.00	127.00	130.00
05-05 Education # General	17,088.00	1,018,022.00	527,949.00	1,563,059.00
Total	**75,043.00**	**5,224,591.00**	**1,250,509.00**	**6,550,144.00**

Table 4: Thematic Expenses by Programme Area

Fund Category	All Programme Accounts
Year	2016
Business Area	Ghana - 1620
Prorated Outcome Area	05 Education
Donor Class Level2	Thematic

Row Labels	Expense
Other Resources - Regular	524,011
05-01 Early learning	76,251
05-02 Equity # focus on girls# and inclusive education	181,488
05-03 Learning and child-friendly schools	78,242
05-05 Education # General	188,029
Grand Total	**524,011**

Table 5: Expenses by Specific Intervention Codes

Fund Category	All Programme Accounts
Year	2016
Business Area	Ghana - 1620
Prorated Outcome Area	05 Education

Row Labels	Expense
05-01-01 National policies on early learning and school readiness	173,837
05-01-02 Development and use of standards and measurements for early learning and school readiness	393,707
05-01-03 Institutional pre-schools	129,326
05-02-01 Out of School Children Initiative (OOSCI)	482,743
05-02-02 Non-formal education (including adult literacy)	37,213
05-02-03 Girls# primary and pre-primary education (excluding UNGEI)	268,270
05-02-04 Girls' Secondary Education (excluding UNGEI)	47,170
05-02-06 Education for children with disabilities	746,749
05-02-07 Violence in schools including gender-based violence	95,258
05-03-01 Education materials for learning and teaching including classroom technology	134,827
05-03-02 Child Friendly Schools # Education	492,293
05-03-03 Multilingual education and mother tongue language	370,344
05-03-04 Learning assessment systems	831,864
05-04-05 Education # Emergency preparedness	82
05-05-03 School health, nutrition, food and other non-education interventions	79,922
05-05-04 School management committee	152,153
05-05-05 Education sector plans (incl. coordinating role)	412,032
05-05-06 Education Management Information System	223,588
05-05-08 Education -technical assistance to regional and country offices	119,312
08-01-05 Joint UN programme review	1,942
08-01-06 Planning # General	57,282
08-03-01 Cross-sectoral Communication for Development	370,193
08-03-02 Communication for Development at sub-national level	1,449
08-03-03 C4D # training and curriculum development	13,961
08-06-01 Building evaluation capacity in UNICEF and the UN system	256
08-06-02 Building global/regional/national stakeholder evaluation capacity	76,346
08-09-06 Other # non-classifiable cross-sectoral activities	454,489
08-09-11 Emergency preparedness and response (General)	350
10-07-12 Management and Operations support at CO	7,140
2012 Community based Early childhood care and education	73,170

2051 Girls basic education	22,058
2061 Support to PRS/MTEF and Education sector plans	34,304
2062 Teacher training and support for basic education	84,649
2901 Staff costs (includes specialists, managers, TAs and consultancies) for multiple OTs within FA2	125,482
2902 Operating costs to support multiple OTs within FA2	36,088
5903 Support to C4D interventions for multiple OTs within FA5	170
Unknown	125
Grand Total	**6,550,144**

Table 6: Planned Budget and Available Resources for 2016

Outcome Area 5: Education
Ghana
Planned Budget and Available Resources for 2017

Output Results	Funding Type	Planned Budget	Funded Budget	Shortfall
05-01 Early learning	RR	0	0	-
	ORR	838,128.00	838,128.00	-
05-02 Equity # focus on girls# and inclusive education	RR	129,730.00	129,730.00	-
	ORR	1,676,056.00	1,465,264.00	210,792.00
05-03 Learning and child-friendly schools	RR	430,000.00	430,000.00	-
	ORR	1,900,000.00	1,770,000.00	130,000.00
05-04 Education in emergencies	RR	-	-	-
	ORR	-	-	-
05-05 Education # General	RR	130,000.00	130,000.00	-
	ORR	135,000.00	132,980.00	2,020.00
Sub-total Regular Resources		**689,730.00**	**689,730.00**	**-**
Sub-total Other Resources - Regular		**4,549,184.00**	**4,206,372.00**	**342,812.00**
Total for 2017		**5,238,914.00**	**4,896,102.00**	**342,812.00**

6.0 Future Work Plan

2017 will be the concluding year of the current Country Program and as such efforts will be focused on consolidating progress made under the different outcome areas; and ensuring a seamless transition to the new country programme. The latter implies supporting interventions which will continue, harvesting critical lessons from ongoing assessment and evaluations and feeding back into programming, and initiating critical research studies to address information gaps.

Country Programme Thematic Area	Proposed Strategies and Activities 2017
Kindergarten	• In 2017, there will be finalisation of key Frameworks namely, Harmonised KG In-service Training framework and the Early Grade Reading Supplementary Reading Materials Development Framework. • Finalisation and dissemination of the KG formative assessment; and next steps. • Integrating a C4D strategy for right-age enrolment into the education system to ensure that children enter school at the right age. • Development of KG supplementary reading materials. • Generating evidence on and documenting innovations and good practices on what works best in involving mothers in KG.
Complementary Basic Education	• Conclude the CBE programme in four districts and ensure lessons learned are reported back to the national steering committee, especially on use of National Service Personnel. • Initiate research study on overage children in the education system.
Inclusive Education	• Finalisation of the Inclusive Education In-service teacher training modules. • Advocacy and technical assistance to support review of pre-service curriculum in IE. • Sector analysis through piloting of the IE analysis guidelines jointly developed by UNICEF/GPE/WB.
Girls, Education & Communication for Development	• Advocacy for adoption of Gender in Education Policy and implementation of Education Sector guidelines for teenage pregnancy – currently under development. • Finalisation of the Handbook/manual for girls Education Officers • Finalization of the "Safe schools" resource pack. • Strengthening capacity of the system to support C4D to promote rights of all children, with an enhanced focus on right age enrolment, adolescent girls, and children with disability. • National level C4D activities including development of Mass media campaign. • Strengthening cross-sectoral engagement, multi-stakeholder networks (including a coordinated approach with UNFPA/UNESCO/WFP), and Girls' Education Unit (GEU-GES) to support and lead effectively on gender and education issues in the education sector.
Quality improvement in primary schools	• Initiate demonstration and documentation of the District Quality Monitoring System for Education which allows for assessing learning outcomes at district level to support development and achievement of district learning targets and plans. • Design of the pilot on teaching to the level of the child using government mechanisms.

Systems strengthening for education delivery and results monitoring	• Operationalization of district level plans in UNICEF supported districts with a focus on contextualization, capacity-building, and monitoring. • In 2017, scale up of mSRC to an additional ten districts, brining coverage to all 20 focus districts. • Commission of operational study on utilisation of mSRC data at school, circuit and district level. • Capacity assessment of management and accountability structures in three districts to deepen understanding.

7.0 Expression of Thanks

UNICEF Ghana would like to thank all the donors who contribute to the thematic funding for their generous support to the children of Ghana. Thematic funds have contributed greatly to achieving the results of the Country Programme 2012 - 2017 and are providing opportunities for the most marginalized Ghanaian children to break the cycle of poverty by accessing quality education in protective and safe environments. The flexibility of the thematic funds have enable the Ghana Country Office to achieve these results for the most disadvantaged children.

Annex 1: Human Interest Story

Using Technology To Promote Learning And Accountability In Basic Schools In Ghana.

Elmina, Ghana, 17 March 2016 – As a teacher, Theophilus Owusu Arthur yearns to see his students excel, but if teachers don't attend school regularly and those who do, come when they like, time spent teaching children is not likely to amount to much for Theophilus to meet his desire, much more for students to pass their Basic Education Certificate Examination (BECE), a requirement for all junior high school students in Ghana.

That is unfortunately, the grim picture in some public schools in Ghana. Poor teacher attendance and less time spent in teaching is costing children their right to quality education.

Presently, Theophilus is a head teacher managing 20 teachers' and about 650 students in the Ampenyin MA Basic School in the KEEA district in Ghana and he is determined to work with his team of teachers to improve the quality of education in his school so that he can realise his dream.

Technology bringing teachers to school and on time and improving children's score

So far, things are looking up, and Theophilus is excited. In 2015, the aggregate score in the BECE in his school was 24, but it improved to 16[7] in the following year. Theophilus attributes the improvement partly to the Mobile School Report card system (mSRC), a home grown ICT innovation developed to help collect data to track key education indicators towards enhancing teaching and learning results. It is also creating efficiency in teaching as this tool is tracking and reporting teacher's attendance and their time spent teaching to a larger platform.

The mSRC is currently implemented by the Ghana Education Service in 10 districts of seven regions in Ghana. The process is supported by UNICEF with funding from the USAID and it works on an android based system.
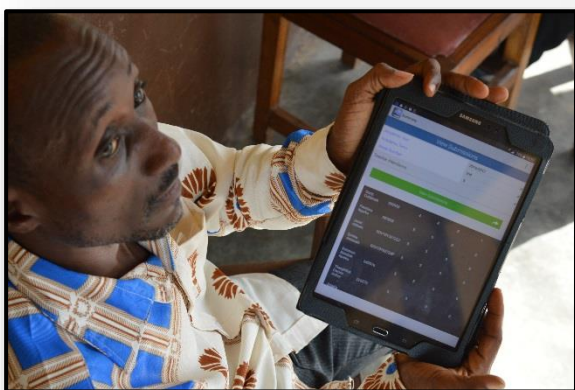
Theophilus Owusu Arthur, displays a page showing teacher attendance in his school on his tablet

In the past, Theophilus struggled with staff punctuality and attendance which effectively impacted on how much time children spent learning and sometimes children's attendance in school. "The mSRC is helping to put teachers on their toes and it is showing in students' performance" he said. The tool tracks how teachers prepare their lesson notes and their attendance on a dashboard which is accessible by the district, regional and national education offices. "I use the tool to monitor my teachers weekly and the teachers know they are accountable to me and authorities higher than me and so they are up and doing, now they are in school and teaching"

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[7] A nine point average is used in grading BECE results with grade 1 denoting the highest performance and grade 9 the lowest. Each students takes an average of 8 subjects, therefore less is more in the grading system.

mSRC benefits goes beyond the classroom

The benefits of this innovation reach far beyond the classroom. Circuit Supervisor Henry Amartey who has responsibility of managing the outputs of 14 schools and 235 teachers says the tool is helping him be more strategic. On a monthly basis he is required to go on monitoring visits in all the schools, however, distance and resources are not always on his side, but now, he is able to visit the schools under his jurisdiction virtually and prioritise which ones require the most urgent attention based on the data he receives directly on his tablet. This he says facilitates planning and makes him more efficient.

Henry Amartey standing on the right, shares a moment with Theophilus

mSRC a few years ago

The school report card (SRC) was the monitoring tool which preceded the mSRC, however this tool was manual based, had a slow response rate from its administrators and required that school heads go to the district office monthly to hand in their reports. Reports reached the districts late consistently and the turnaround time on the SRC system also allowed teachers to stay away from school more easily. It created a pile of reports in the district office creating space constraints.

The mSRC has been scaled up from previously being piloted in only 3 districts. Its impact is affecting even teachers like Cherubim Fiadzigbe, a committed ICT and Social Studies teacher in the Ampenyin MA basic school. Even though Cherubim thinks the period of evaluating the child to report on the mSRC is too short and could be restrictive, he rates the tool eight on a scale of ten. "The mSRC has put me on my toes as I have to give exercises to prove that I have really taught a particular lesson"

It's been three short years since this innovation was introduced and it has already earned reviews from most of its users and the results are slowly showing.

Headteacher Theophilus shares a joke with 2 of his staff; Cherubim (left) ICT teacher, and Rose Amexo English teacher

Annex 2: Donor Feedback Form

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the above-mentioned report and return to the UNICEF Ghana Country Office focal point below. Thank you!

Please return the completed form back to UNICEF by email to:

Name: Rushnan Murtaza, Deputy Representative, UNICEF Ghana

Email: rmurtaza@unicef.org
***

> **SCORING: 5 indicates "highest level of satisfaction" while**
>
> **0 indicates "complete dissatisfaction"**

1. To what extent did the narrative content of the report conform to your reporting expectations? (For example, the overall analysis and identification of challenges and solutions)

5	4	3	2	1	0

   If you have not been fully satisfied, could you please tell us what did we miss or what could we do better next time?
   _____
   _____
   _____

2. To what extent did the fund utilization part of the report meet your reporting expectations?

5	4	3	2	1	0

   If you have not been fully satisfied, could you please tell us what did we miss or what could we do better next time?
   _____
   _____
   _____

3. To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5	4	3	2	1	0

   If you have not been fully satisfied, could you please tell us what could we do better next time?
   _____
   _____
   _____

4. To what extent does the report meet your expectations with regard to reporting on results?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what did we miss or what could we do better next time?

_____
_____
_____

5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

_____
_____
_____

6. Are there any other comments that you would like to share with us?

_____
_____
_____