

# Ghana - Ghana Education Impact Evaluation Survey 2003

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## Overview

### Identification

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ID NUMBER  
IDGHA-GSS-GEIES-2003-v1.0

### Version

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VERSION DESCRIPTION  
Version1.0: Edited, anonymized dataset, for public use

PRODUCTION DATE  
2008-08-05

NOTES  
The report attached to the external resources is a draft one. GSS is yet to get the electronic version of the published report.

### Overview

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ABSTRACT  
Education is a fundamental element of poverty reduction strategies. This recognition has led the United Nations to set the provision of primary education to all children of the world (boys and girls alike) by year 2015, as one of the Millennium Development Goals.

Since 1987, the Ghanaian educational system has undergone a process of reforms directed to improve both the quality and the quantity of education. The Ghanaian Government's effort has been supported by several international donors and by the World Bank in particular. The support of the World Bank has consisted of school building and rehabilitation, provision of school furniture, teaching materials, teachers' training, advice on institutional reforms and promotion of community involvement.

In order to inform future Ghanaian educational policy, an assessment is required of the impact of the past educational interventions on children educational outcomes and on the welfare of Ghanaian households.

The objective of the present survey is to provide a wide range of information on, educational achievements, school facilities and household characteristics that can be used to assess the impact of Ghanaian educational reform, and inform future educational policies at the national level.

The aim of the survey is to produce data on households' welfare and educational outcomes that can be compared to the information provided by data collected before the inception of Ghanaian educational reforms. The Ghana Living Standard Survey of 1988 (GLSS 88) tested educational achievements of all household's members and teachers in 85 of the 170 Census Enumeration Areas (EAs) surveyed at that time. In addition, a school facility survey was carried out in the selected 85 EA.

KIND OF DATA  
Sample survey data [ssd]

UNITS OF ANALYSIS  
Household

### Scope

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## NOTES

Household: Socio-demographic characteristics, education, economic activities, non-farm expenses, remittances, land and livestock use, housing characteristics, food expenses and home production, consumption of home production, anthropometry and cognitive skill test.

School: Ownership of school, status of school, school facilities, enrolment, school expenses, staff and school management.

Teacher: Teaching material, preparation and assessment, incentives and supervision, teacher social relations, attitude and methods, teacher training and experience.

Price: Food items, non food (pharmaceutical) item and non food item.

## TOPICS

Topic	Vocabulary	URI
consumption/consumer behaviour [1.1]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>
economic conditions and indicators [1.2]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>
income, property and investment/saving [1.5]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>
agricultural, forestry and rural industry [2.1]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>
employment [3.1]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>
labour relations/conflict [3.3]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>
working conditions [3.6]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>
basic skills education [6.1]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>
life-long/continuing education [6.4]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>
teaching profession [6.6]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>
housing [10.1]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>
land use and planning [10.2]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>
gender and gender roles [12.6]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>

## KEYWORDS

Socio-demographic information, Education, Economic activities, Agro-pastoral activities, Expenditures and inventory of durable goods, Remittances, Food expenses and consumption of home production

## Coverage

## GEOGRAPHIC COVERAGE

National

## UNIVERSE

The survey covered household members, teachers and schools

## Producers and Sponsors

## PRIMARY INVESTIGATOR(S)

Name	Affiliation
Ghana Statistical Service	Office of the President

## OTHER PRODUCER(S)

Name	Affiliation	Role
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Name	Affiliation	Role
World Bank		Technical assistance

## FUNDING

Name	Abbreviation	Role
World Bank		Funding

## Metadata Production

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## METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Ghana Statistical Service	GSS	Office of the President	Compilation and production

## DATE OF METADATA PRODUCTION

2008-08-05

## DDI DOCUMENT VERSION

Version 1.0 (August, 2008).

## DDI DOCUMENT ID

DDI-GHA-GSS-GEIES-2003-v1.0

## Sampling

### **Sampling Procedure**

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The 2003 Ghana Education Impact Evaluation Survey is a nationally representative sample survey. It covered all the 85 clusters selected from the GLSS 2 clusters. The survey covered a total of 1,740 households corresponding to 8,000 individuals. The entire field data collection was completed within six calendar weeks. A total of 710 basic schools and 3,129 teachers were also interviewed. The principal objective of the survey was to provide a wide range of relevant information on educational achievements. In addition, information on school facilities and household characteristics were collected to serve as basis to monitor and evaluate the impact of the Ghana's educational reforms, and to suggest ways to inform future educational policies, programs and projects at the district, regional and national levels.

### **Weighting**

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The survey is self weighting

# Questionnaires

## Overview

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A household questionnaire addressed to household members. The household questionnaire also includes an anthropometric questionnaire for collecting information on weights and heights of all members of the household

A price questionnaire for collecting prices of commodities in local markets.

A primary school and a junior secondary school questionnaires collecting data on school facilities, staffing and management.

A teacher questionnaire to be applied to all teachers of the surveyed schools

A cognitive skills questionnaire testing educational achievements of all 9-55 years old members of households and a sample of 5 teachers in each school.

## Data Collection

### Data Collection Dates

Start	End	Cycle
2003-01-20	2003-03-15	N/A

### Data Collection Mode

Face-to-face [f2f]

### Data Collection Notes

A two-week training workshop was organized for personnel involved in the main field data collection activity. This covered the period from 19th to 30th January 2003. After the training and assessment, eight field teams were formed. They conducted household, school and teacher interviews in 84 out of the 85 clusters. One of the clusters surveyed in 1988 was not inhabited in 2003. The data collection took six weeks after the the training.

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### Data Collectors

Name	Abbreviation	Affiliation
Ghana Statistical Service	GSS	Office of the President

### Supervision

There were nine (9) Data collection teams. Each team consisted of six members:

- 1 Supervisor
- 4 Interviewers
- 1 Test Administrator
- 1 Driver

The Supervisor is the Team leader, responsible for overseeing, monitoring and where necessary correcting the work of the four interviewers and the test administrator. The Supervisor is also responsible for managing the team's equipment, vehicle and funds, and represents the Project Director at the community level. Additionally, the supervisor completes the price questionnaire in all EAs visited by the Team.

The Test Administrator applies the cognitive skill questionnaire to all household members and teachers of the EA visited.

The Driver transports the members of the team to the places where the survey is being carried out. The driver will also assist

the supervisor with the price questionnaire. He may also assist enumerators with the anthropometric equipment.

Other hierarchy of supervision is specified in the both interviewer's and supervisor's manuals



# Data Processing

## Data Editing

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The GSS data editing occurs at three levels:

1. Field editing by interviewers and supervisors
2. Office editing
3. Data cleaning and imputation

## Other Processing

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The data capture at GSS takes the following forms:

1. Manual data entry
2. Scanning

Data editing of the captured data usually consists of:

1. Verification or double entry
2. Consistency checks
3. Structure edits
4. Quality Control

# Data Appraisal

No content available

