



# Compliance Aggregate Report on 202 Public Pre-Tertiary Schools in Ghana



**Ministry of Education**

2025

National Schools Inspectorate Authority  
Ministry Of Education, Armeda St. Yooyi Lane, Roman Ridge, Accra - Ghana

# Information about this Inspection

The inspection of schools is carried out under the **Education Act, 2008 (Act 778)**, as amended by the **Education Regulatory Bodies Act 2020 (ACT 1023)**. The National Schools Inspectorate Authority (NaSIA) conducts school inspections through the deployment of its Inspection Evaluation Framework (IEF) as documented in the Revised Inspections Handbook for the inspection of Public and Private Pre-Tertiary Schools in Ghana. This inspection was conducted by NaSIA's professional Inspection Panel (IP) consisting of Lead Inspectors/Team Leads and Team Inspectors.

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## Acronyms

IEF	Inspection Evaluation Framework
SHS	Senior High School
SHTS	Senior High Technical School
TVET	Technical and Vocational Education and Training
MoE	Ministry of Education
ERBA	Education Regulatory Bodies Act
NaSIA	National Schools Inspectorate Authority
IP	Inspection Panel
PTA	Parent–Teacher Association
SMC	School Management Committee
SRC	Students’ Representative Council

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The successful execution of this Compliance Inspection across all 16 Regions and 53 Districts and the compilation of this Aggregate Report would have been impossible without the dedicated efforts and support received from Operational Directorates and Sister Agencies in the Ministry of Education.

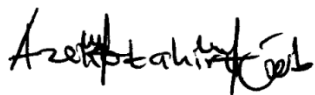
Our deepest thanks go to the Ministry of Education (MoE) for their guiding hand and leadership, ensuring that this initiative of assessing public school compliance across TVET, SHS/SHTS, and Basic Schools remains fully aligned with Ghana's national educational vision. We extend sincere appreciation to the Governing Board of the National Schools Inspectorate Authority (NaSIA) for authorising and providing the financial backing that made this entire inspection exercise a reality.

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To every individual who contributed, whether their role was large or small, to making this project a success, we are profoundly grateful. Thank you



**PROFESSOR SALIFU TAHIRU AZEKO**  
**(INSPECTOR-GENERAL OF SCHOOLS)**

# EXECUTIVE SUMMARY

## 1. Background

The National Schools Inspectorate Authority (NaSIA), mandated by the Education Regulatory Bodies Act (ERBA) 2020 (Act 1023) under the Ministry of Education (MoE), operates as the designated Agency responsible for developing, publishing, promoting, licensing, and enforcing the highest quality standards and guidelines for education in both Public and Private pre-tertiary schools in Ghana. To realize this mission, the Authority establishes Inspection Panels (IPs) that use its Inspection Evaluation Framework (IEF) to conduct regular assessments, evaluating schools' Performance and Compliance. This process is key as it furnishes the Ministry of Education and key stakeholders with evidence-based data, empowering them to review and formulate policies and direct support where it is most needed.

## 2. Purpose of the Inspection

The compliance inspection was a targeted exercise designed to assess how well public pre-tertiary institutions are adhering to established national educational standards. The findings and recommendations are intended to directly inform the Ministry of Education's priorities and future interventions. To achieve this, schools were evaluated across key areas of the IEF, including School Leadership and Management; Curriculum Planning and Implementation; Partnership and Cooperation; Environment and Infrastructure, and Learner Support Services. Additionally, the inspection examined school safeguarding practices, the availability of key facilities in TVET institutions, and records of incidents of violence over the past year.

## 3. Inspection design, Procedures and Analysis

The compliance inspection was conducted on a targeted sample that covered public pre-tertiary institutions across all sixteen (16) Regions of Ghana and 53 Districts. The inclusion criteria focused exclusively on public schools at the Basic, SHS/SHTS, and TVET levels. The sample selection utilised a proximity-based clustering approach that deliberately ensured contextual relevance and operational efficiency. The core reference points for the entire study were 30 public TVET schools, all of which were included in the inspection. The total sample consisted of 225 public pre-tertiary schools, broken down into 30 TVET schools, 90 Senior High and Senior High Technical Schools (SHS/SHTS), and 105 Basic Schools. The inspection was carried out by 13 Inspection Panels (IPs), equipped with tablets for real-time data collection and standardised assessment. Schools were evaluated against NaSIA's performance standards using the School Compliance Inspection Tool. Performance was assessed on a 4-point scale from Unsatisfactory (1) to Outstanding (4). Overall quality scores were calculated as the average of area scores, and schools were categorised accordingly: Unsatisfactory (<2), Satisfactory (2.00–2.99), Good (3.00–3.49), and Outstanding (3.50–4.00).

## 4. Key findings

1. Overall school performance was mixed, with over one-third of all schools rated Unsatisfactory, indicating failure to meet minimum acceptable standards. This deficit is most pronounced at the Basic school level, where 42% of schools were rated Unsatisfactory, and excellence is virtually absent across all levels.

2. Leadership effectiveness was weak in nearly 30% of schools, with Basic and TVET schools demonstrating the highest deficits in instructional governance and strategic improvement.
3. While curriculum implementation is generally strong (97% compliance), schools show persistent weaknesses in internal monitoring, accountability, and quality assurance, with one-quarter of schools rated unsatisfactory in these critical areas.
4. Over 63% of schools do not meet minimum standards for facilities, safety, and infrastructure. Indicators for fire safety, emergency preparedness, and physical environment show particularly high failure rates, with Basic schools the most affected.
5. Learner support systems are inadequate in over 42% of schools, with safeguarding alone rated unsatisfactory in 56% of schools. Safeguarding structures are severely weak in Basic schools, lacking policy implementation, physical security, and incident reporting mechanisms.
6. Basic and TVET schools suffer from limited access to critical learning resources, including libraries and ICT laboratories. Additionally, 63.73% of Basic schools lack access to school feeding programmes.
7. Violence and disruptive incidents are significantly more prevalent at the SHS/SHTS and TVET levels. Incidents reported included learner-to-learner fights, bullying, drug-related altercations, vandalism, and weapon possession.

## 5. Recommendations

1. Prioritise system-wide quality improvement reforms with a focus on foundational (Basic) schools through targeted resource allocation and direct capacity-building support to lift them to minimum compliance standards.
2. Implement structured leadership capacity development programmes for heads and management teams and strengthen supervisory accountability frameworks to address chronic performance weaknesses.
3. Enhance internal quality assurance systems through systematic teacher monitoring, strengthened lesson supervision, and mandatory school-level curriculum performance reviews.
4. Reinforce governance structures by revitalising PTAs and SMCs through capacity-building, clearer role definitions, and mandated engagement schedules.
5. Implement urgent infrastructure rehabilitation and safety upgrades, prioritising high-risk Basic schools. Establish compliance requirements for fire safety, WASH facilities, and disability access, and introduce a phased improvement plan.
6. Strengthen learner support systems by deploying trained counsellors, institutionalising safeguarding committees, and implementing psychosocial support programmes.
7. Mandate the development and operationalisation of school-level safeguarding policies across all institutions. Improve physical security and enforce stakeholder engagement in safeguarding oversight.
8. Expand equitable access to essential learning facilities by investing in library infrastructure, ICT labs, and feeding systems. Prioritise resource deployment to underserved Basic and TVET schools.



9. Strengthen school safety systems by implementing comprehensive violence-prevention programmes, enforcing incident reporting protocols and improving collaboration with security agencies.

## 1. Background

The National Schools Inspectorate Authority (NaSIA), in accordance with the Education Regulatory Bodies Act (ERBA), 2020 (Act 1023), operates as the designated Agency under the Ministry of Education (MoE) responsible for developing, publishing, promoting, licensing and enforcing the highest quality standards and guidelines for quality education in both Public and Private pre-tertiary schools in Ghana. To realize this mission, the Authority establishes Inspection Panels (IPs) that uses its Inspection Evaluation Framework (IEF) to conduct regular assessments, evaluating schools' Performance and Compliance. This process facilitates educational enhancement by furnishing each school with an independent assessment of its performance. The Inspection Panels (IPs) employ indicators to identify the strengths and weaknesses of the schools, offering headteachers and proprietors' recommendations and actionable steps to enhance their educational institutions. Ultimately, the Ministry of Education (MoE) and key stakeholders receive evidence-based data, empowering them to review and formulate policies and direct support where it is most needed.

## 2. Inspection Methodology

### 2.1 Inspection Design

The compliance inspection was a targeted exercise designed to assess how well public pre-tertiary institutions adhere to established national educational standards. The findings and recommendations are intended to directly inform the Ministry of Education's priorities and future interventions. The total sampling frame covered public pre-tertiary institutions across all sixteen (16) regions of Ghana and 53 Districts, ensuring a geographically representative and robust dataset. The framework captured detailed information on each school, including Region, District, Circuit, Educational Management Information System (EMIS) code, school name, and location. The inclusion criteria focused exclusively on public schools at the Basic, SHS/SHTS, and TVET levels.

The inspection was carried out by 13 inspection panels (IPs), with each panel conducting inspections in line with the sample results. Panels were equipped with tablets preprogrammed with the inspection tool, enabling real-time data collection, standardised assessment, and efficient reporting. This coordinated approach ensured consistency across all inspections while enhancing the timeliness and reliability of the collected data.

### 2.2 Sampling Method

The sample selection utilised a proximity-based clustering approach that deliberately ensured contextual relevance and operational efficiency were maintained throughout the exercise. The core reference points for the entire study were 30 public TVET schools, all of which were included in the inspection. From this central cluster, the sample was expanded to include nearby institutions. The total sample consisted of 225 public pre-tertiary schools, broken down as follows: 30 TVET schools, 90 Senior High and Senior High Technical Schools (SHS/SHTS), and 105 Basic Schools. This ensures that the challenges and compliance issues identified are

analysed within the interconnected educational ecosystem surrounding the vocational schools, with schools serving as the primary unit of observation.

### 2.3 Key to Inspection Procedure and Data Analysis

The inspection focused on a key area in Part A and Part B of the IEF. These included school leadership and management, curriculum planning and implementation, partnerships and cooperation, environment and infrastructure, and learner support services. Each area was assessed to determine how effectively schools were operating within national standards and policies, with particular emphasis on adherence to established educational requirements. Additionally, the inspection examined school safeguarding practices, the availability of key facilities in TVET institutions, and records of incidents of violence over the past year, including the types and frequency of such incidents.

Schools were evaluated against the National Schools Inspectorate Authority (NaSIA) performance standards using the School Compliance Inspection Tool. Performance was assessed on key areas such as School Leadership & Management and Curriculum Planning & Implementation. Each area was scored on a four-point scale from Outstanding (4), Good (3), Satisfactory (2), to Unsatisfactory (1). A school's overall quality score was calculated as the average of these area scores. This allowed for clear categorisation into four standardised performance bands: Unsatisfactory (<2), Satisfactory (2.00–2.99), Good (3.00–3.49), and Outstanding (3.50–4.00), providing concrete, actionable data on compliance and quality.

To evaluate school performance, inspectors utilised the NaSIA School Compliance Inspection Tool. Each area was assessed on a clear, four-point scale ranging from Outstanding (4), Good (3), Satisfactory (2), to Unsatisfactory (1). A school's overall quality score was determined by calculating the average of these area scores. This allows for clear categorization into performance bands: Outstanding (3.50–4.00), Good (3.00–3.49), Satisfactory (2.00–2.99), or Unsatisfactory (below 2.00), providing concrete, actionable data on compliance and quality.

Table 2.3: Key to rating

<b>Outstanding</b>	3.50 – 4.00	Exceptionally high quality, above the level at which every school in Ghana is expected to attain.
<b>Good</b>	3.00 – 3.49	The level at which every school in Ghana should attain. Achieving this level of compliance should be a realistic goal for every school.
<b>Satisfactory</b>	2.00 – 2.99	The minimum level of compliance for schools in Ghana. Every school should reach at least this level of compliance in Ghana
<b>Unsatisfactory</b>	1.00 – 1.99	Not at an acceptable level for schools in Ghana.

## 3. Results

### 3.1 Overall Performance of Schools

The overall quality of school performance was mixed, with a substantial proportion of schools failing to meet the minimum acceptable standards. Across the 202 sampled schools, over one-third were rated Unsatisfactory overall, indicating that they did not adequately satisfy the IEF criteria for quality. Only a minority (2.67%) rated Good, and virtually none reached Outstanding levels, overall (Figure 3.1a). This means that while the majority of the schools are performing at a basic acceptable level, excellence remains exceptionally rare. The average overall performance score hovered in the low Satisfactory range (approximately 2.2 on the 4-point scale), emphasising that, on average, schools are just meeting basic standards. In practical terms, many schools have significant weaknesses across multiple domains that drag down their overall rating.

When disaggregated by level, a clear performance gap was noticed between SHS/SHTS against basic and TVET schools. Basic schools (primary and JHS) show the weakest overall outcomes; over 42% of basic schools in the sample were rated Unsatisfactory, with basically none attaining a better rating than a satisfactory (Figure 3.1b). In contrast, SHS/SHTS performed better overall; most SHS/SHTS were at least Satisfactory, and a significant number were rated good on the whole. TVET schools also had over 40% recording Unsatisfactory, though the quality of the overall performance of over 7% of the schools were good. It is worth noting that virtually no school at any level achieved an Outstanding overall rating, indicating room for improvement across all school levels. But the gap at the lower end is most concerning for basic schools: the concentration of unsatisfactory basic schools points to systemic challenges in the foundational education level. To close the gap, policy interventions should prioritise basic education: ensuring that primary and JHS schools receive the necessary support (in environment and infrastructure and by extension leadership training) to raise their overall performance.

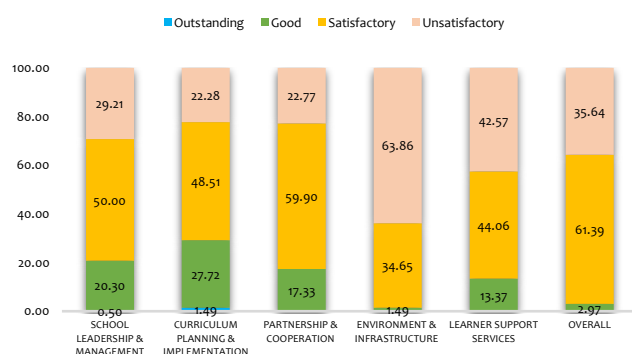


FIGURE 3.1A: QUALITY OF OVERALL SCHOOL PERFORMANCE

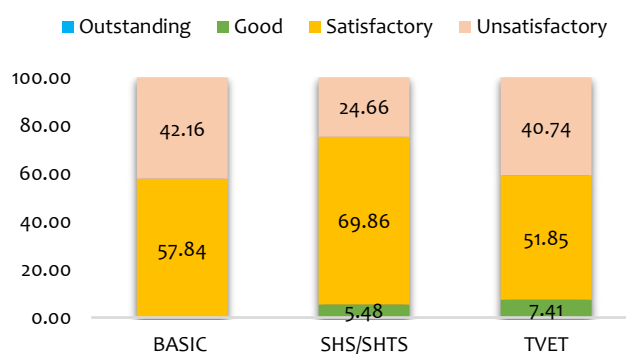


FIGURE 3.1B: QUALITY OF OVERALL SCHOOL PERFORMANCE BY SCHOOL LEVEL

### 3.2 Schools Leadership and Management

Leadership and management are critical driver of school quality. The performance of schools on the six key indicators of leadership (vision, effective leadership, school improvement strategies, stakeholder relationships, information management, and resource management) was quite uneven. Several leadership sub-indicators are notably weak. In particular, providing effective leadership for teaching and learning and leadership capacity to improve schools were the lowest-rated aspects for many schools, where a considerable share of them (28.22% and 27.23%) were rated unsatisfactory (Figure 3.2a). On the other hand, over 90% of the schools performed creditably well (scoring at least satisfactory) in managing the information and resources of their schools.

Comparatively, TVET schools and basic schools recorded the highest proportions of unsatisfactory ratings, at 37.04% and 33.33% respectively (Figure 3.2b); although the quality of school leadership was relatively good at the senior high school level, with nearly 80% of schools at this level receiving at least a satisfactory rating. Generally, nearly 30% of all the schools combined rated Unsatisfactory with less than 1% of the schools recording Outstanding (Figure 3.2a).

### 3.3 Curriculum Planning & Implementation

Curriculum planning and implementation form the backbone of instructional quality in pre-tertiary schools. Across the key indicators for curriculum planning and implementation, the data reflect generally moderate performance. Curriculum implementation was strong overall, with approximately 97% of schools meeting the minimum implementation standards. However, management accountability, monitoring, and quality assurance remain critical weaknesses, with 25.25% of schools assessed as unsatisfactory in this area (Figure 3.3a). Disaggregating the results by school level reveals important variations. Senior High Schools (SHS/SHTS) demonstrated the highest levels of compliance, with only 13.70% falling below the expected standards for planning and implementation (Figure 3.3b). In contrast, performance at the basic and TVET levels was more uneven, where at least 1 in 4 schools did not meet the minimum expectations. Despite these gaps, TVET institutions exhibited pockets of excellence, with 3.70% of schools rated as outstanding on quality indicators.

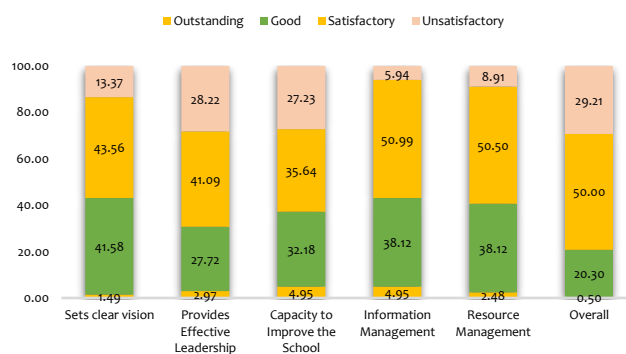


FIGURE 3.2A: QUALITY OF SCHOOL LEADERSHIP & MANAGEMENT

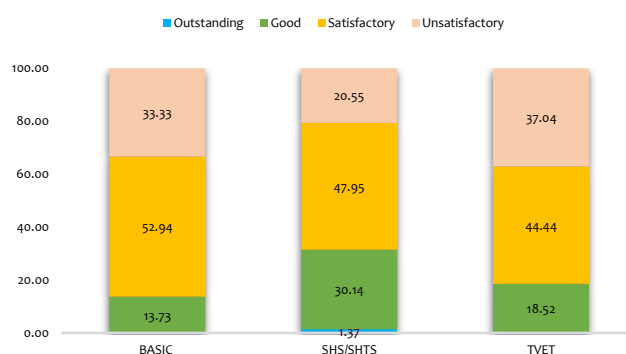


FIGURE 3.2B: SCHOOL LEADERSHIP & MANAGEMENT BY SCHOOL LEVEL

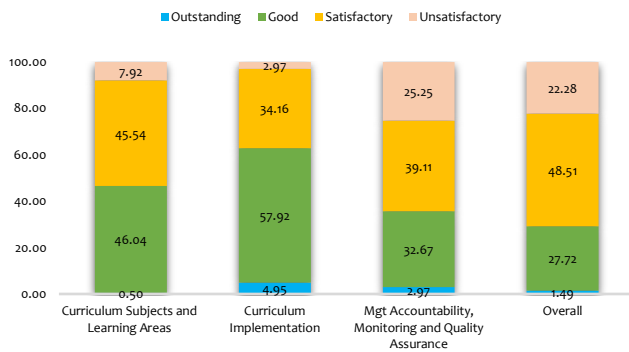


FIGURE 3.3A: QUALITY OF CURRICULUM PLANNING & IMPLEMENTATION

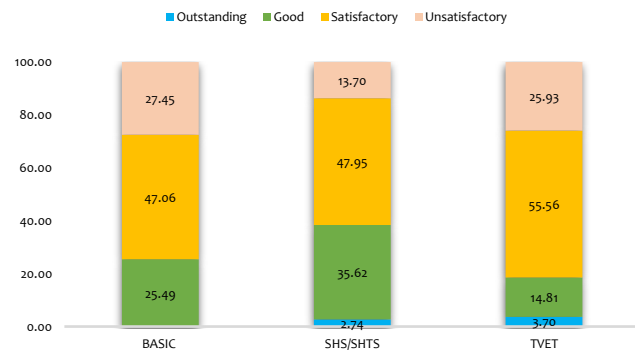


FIGURE 3.3B: CURRICULUM PLANNING & IMPLEMENTATION BY SCHOOL LEVEL

### 3.4 Partnership and Cooperation

Partnership and cooperation are essential pillars of effective school functioning, enabling public pre-tertiary schools in Ghana to leverage internal and external relationships that enhance teaching, learning, and overall school development. This sub-element examines the extent to which schools establish and leverage partnerships and collaborative relationships to support teaching, learning, and school improvement. It covers both internal partnerships, such as the functioning of School Management Committees (SMCs), Parent-Teacher Associations (PTAs), and staff collaboration and external partnerships, including community participation, alumni support, and linkages with other institutions or organizations. The results show that internal partnerships remain a challenge for many schools. About 1 in 5 schools (20.79%) were rated unsatisfactory, revealing gaps in how effectively schools engage internal stakeholders such as SMCs and PTAs to support school operations (Figure 3.4a). External partnerships, on the other hand, appear relatively stronger, with less than 13% of schools receiving unsatisfactory ratings. However, disparities across school levels persist. Basic schools reported the highest proportion of weak partnership engagement (32.35%) (Figure 3.4b), whereas nearly 90% of SHS/SHTS demonstrated strong external partnerships.

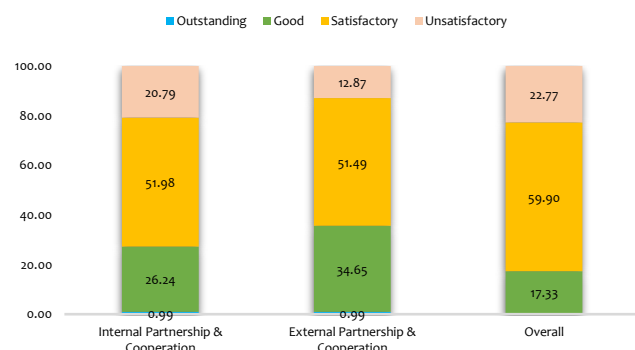


FIGURE 3.4A: QUALITY OF PARTNERSHIP AND COOPERATION

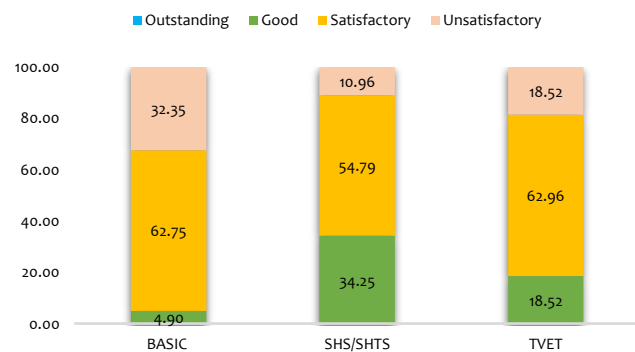


FIGURE 3.4B: PARTNERSHIP AND COOPERATION BY SCHOOL LEVEL

### 3.5 Environment and Infrastructure

Environment and infrastructure form a core part of school quality standards in Ghana’s pre-tertiary system. NaSIA’s inspection framework assesses whether schools provide safe, well-maintained, and adequately equipped learning spaces. This includes evaluating classrooms, libraries, laboratories, sanitation facilities, safe water, disability-friendly features and overall school cleanliness. All these areas are grouped into 4 key areas, namely: facilities, environment, health and safety and fire safety and emergency procedure. As shown in Figure 3.5a, over 63% of the schools inspected rated unsatisfactory for all four indicators combined. Major concerns are seen with facilities and fire safety and emergency procedure, where 58.42% and 55.94% schools, respectively, scored unsatisfactory ratings. And although the majority of the schools (over 53% each) rated satisfactory or better for environment and health and safety, the noticeable proportion (46.53%) of schools rating unsatisfactory raises a lot of concerns because these schools, by extension, are exposing the learners to varied degrees of health and safety hazards (Figure 3.5a). These unearthen problems are more pronounced at the Basic school level, where 7 in 10 schools were rated unsatisfactory, thereby exposing the foundational learners to dangers. Even at the SHS/SHST and TVET levels, the majority of schools also recorded unsatisfactory ratings of 53.42% and 66.67% respectively (Figure 3.5b).

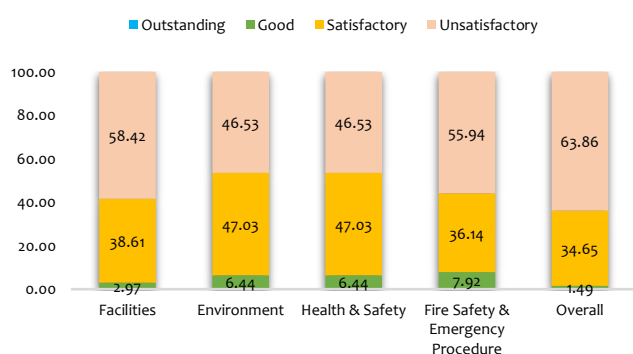


FIGURE 3.5A: QUALITY OF ENVIRONMENT AND INFRASTRUCTURE

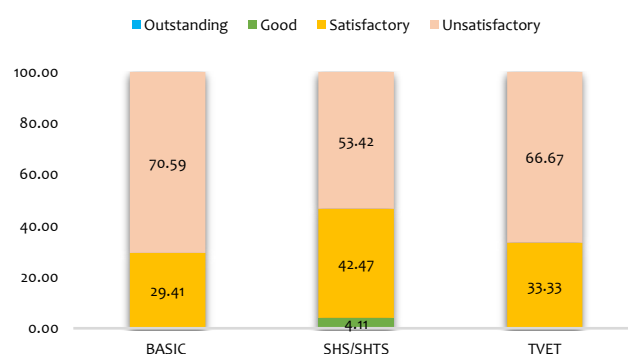


FIGURE 3.5A: ENVIRONMENT AND INFRASTRUCTURE BY SCHOOL LEVEL

### 3.6 Learner Support Service

Under NaSIA’s inspection framework, schools are assessed on the availability and effectiveness of key support systems, including safeguarding structures, guidance and counselling services, and learner governance mechanisms such as functional SRCs. These services help protect learners from harm, address their academic and psychosocial needs, and promote their participation in school life. By strengthening these support pillars, schools create safe, inclusive, and responsive environments where learners are empowered to thrive socially, emotionally, and academically.

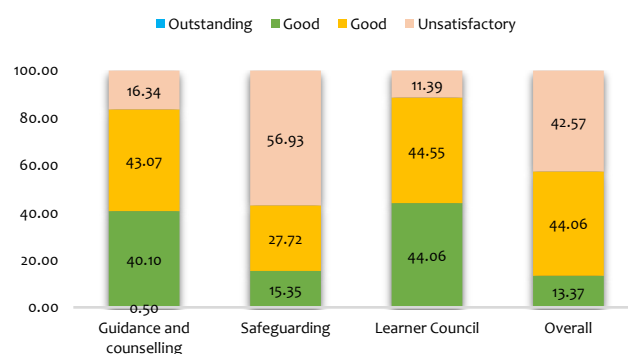


FIGURE 3.6A: QUALITY OF LEARNER SUPPORT SERVICE



Figure 3.6a clearly depicts a worrying situation where over 56% of the schools inspected scored unsatisfactory rating for safeguarding; and again this situation is more pronounced at the basic school level followed TVET at over 44% (Figure 3.6b). Although learner council and guidance and counselling indicators had the better ratings overall, the overall performance of the sub-element showed that over 42% of school rating below the minimum satisfactory standard (Figure 3.6a)

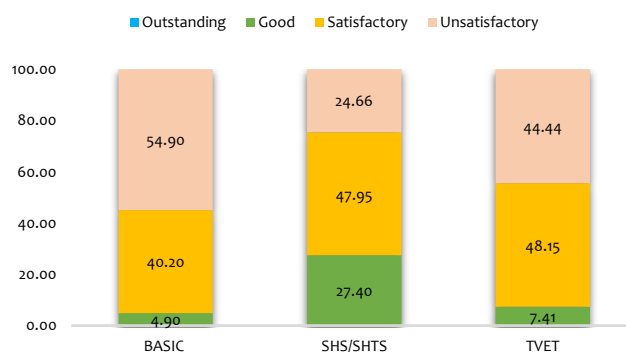


FIGURE 3.6B: LEARNER SUPPORT SERVICE BY SCHOOL LEVEL

### 3.7 School Safeguarding Requirements

The data reveals significant variations in safeguarding performance across Basic, SHS/SHTS and TVET schools. Overall, SHS/SHTS schools demonstrate stronger safeguarding structures compared to Basic and TVET schools, though key weaknesses persist across all levels.

Safeguarding policy foundations are weakest at the Basic school level. Only 8.82% of Basic schools have fully established safeguarding policies, while a majority 66.67% report zero compliance. This suggests that formal structures for prevention, awareness, and protection are largely absent at the foundational level of schooling. In contrast, 43.84% of SHS/SHTS and 33.33% of TVET schools demonstrate full compliance, indicating more mature safeguarding frameworks (Table 3.7). However, the fact that more than half of schools at each level fall into partial or zero compliance categories points to a systemic challenge around policy development and implementation.

Across all school types, physical security appears as the weakest safeguarding area. No Basic or TVET school meets full compliance, and only 1.37% of SHS/SHTS schools achieve this standard. A majority of Basic schools (57.84%) record zero compliance, reflecting unsafe school environments characterised by inadequate fencing, poor lighting, and unmanaged access. Although SHS/SHTS schools perform better, with 89.04% achieving partial compliance, very few meet the full suite of safety requirements. This area presents urgent risks, as unsafe physical environments enable bullying, violence, and exploitation.

Learner welfare is comparatively stronger, particularly at the SHS/SHTS and TVET levels. 84.93% of SHS/SHTS schools and 81.48% of TVET schools fully meet welfare and support requirements, including psychosocial support, guidance and counselling structures and mechanisms for learner well-being. Basic schools, however, are split: 41.18% achieve full compliance, while an almost equal 50.98% register zero compliance. This indicates that many learners lack adequate support systems for emotional, behavioural or safety concerns.

Engagement of parents, community stakeholders and school staff plays a critical role in safeguarding monitoring and accountability. Here again, Basic schools lag behind. Only 14.71% show full compliance, while 53.92% report zero engagement, pointing to weak PTA functioning, inactive SMCs and limited community oversight. SHS/SHTS (47.95% full compliance) and TVET (48.15%) schools demonstrate substantially stronger collective involvement, reflecting more active governance structures and stakeholder collaboration.



The ability of schools to identify, report and manage safeguarding incidents is weak across all levels but particularly weak in Basic schools. Only 9.8% of Basic schools have full reporting and response systems in place, while 63.73% lack any form of mechanism for dealing with abuse, neglect, or safety violations. SHS/SHTS and TVET schools perform better, with 26.03% and 25.93% full compliance respectively; but even at these levels, partial compliance dominates, suggesting inconsistent documentation, unclear reporting pathways, and weak enforcement.

Table 3.7: Safeguarding Adherence by School Level

SAFEGUARDING AREAS		BASIC	SHS/SHTS	TVET
Policy, Rules and Prevention	Full	9 (8.82)	32 (43.84)	9 (33.33)
	Partial	25 (24.51)	32 (43.84)	12 (44.44)
	Zero	68 (66.67)	9 (12.33)	6 (22.22)
Physical and Environmental Security	Full	0 (0)	1 (1.37)	0 (0)
	Partial	43 (42.16)	65 (89.04)	23 (85.19)
	Zero	59 (57.84)	7 (9.59)	4 (14.81)
Learner Welfare and Support	Full	42 (41.18)	62 (84.93)	22 (81.48)
	Partial	8 (7.84)	5 (6.85)	3 (11.11)
	Zero	52 (50.98)	6 (8.22)	2 (7.41)
Community and Staff Involvement	Full	15 (14.71)	35 (47.95)	13 (48.15)
	Partial	32 (31.37)	29 (39.73)	11 (40.74)
	Zero	55 (53.92)	9 (12.33)	3 (11.11)
Response, Reporting and Prevention	Full	10 (9.8)	19 (26.03)	7 (25.93)
	Partial	27 (26.47)	41 (56.16)	14 (51.85)
	Zero	65 (63.73)	13 (17.81)	6 (22.22)

### 3.8 Key Facilities

The distribution of residential arrangements, learning resources and feeding support across Basic, SHS/SHTS, and TVET schools provides critical insight into the quality of teaching and learning across the pre-tertiary education system in Ghana. Table 3.8 revealed that, basic schools operate exclusively as day schools (100%), meaning learners return home daily. While this reduces the risks associated with boarding environments, it also means schools have limited control over learners' safety outside school hours, and safeguarding incidents may go undetected if home environments are unsafe. In contrast, 73.97% of SHS/SHTS and 81.48% of TVET schools operate as both day and boarding schools, placing a greater safeguarding responsibility on school authorities.

Access to learning spaces such as libraries also reveals deep disparities. Only 17.65% of Basic schools have libraries, compared to 72.60% in SHS/SHTS and 25.93% in TVET. The fact that 74.07% of TVET institutions lack libraries suggests limited safe study spaces for older adolescents. ICT laboratory access follows a similar pattern. Only 17.65% of Basic schools have ICT labs, compared to 86.30% of SHS/SHTS schools and 48.15% of TVET schools (Table 3.8).

For School feeding, only 36.27% of Basic schools feed their learners, leaving 63.73% of children reliant on external food sources or carrying food from home. In SHS/SHTS and TVET schools, however, feeding programmes are nearly universal, with 89.04% and 85.19% respectively providing meals for learners. Feeding improves supervision by keeping learners on campus and strengthens welfare by reducing hunger-related

vulnerabilities, enhancing concentration, and reducing the likelihood that adolescents seek food off-campus in unsafe settings.

Table 3.8: Key Facilities by School Level

		Basic	SHS/SHTS	TVET
Residential Status	Day	100.00	21.92	18.52
	Boarding Only	0.00	4.11	0.00
	Day & Boarding	0.00	73.97	81.48
Library	No	82.35	27.40	74.07
	Yes	17.65	72.60	25.93
ICT lab	No	82.35	13.70	51.85
	Yes	17.65	86.30	48.15
Learners fed by school	No	63.73	10.96	14.81
	Yes	36.27	89.04	85.19

### 3.9 Incidents of Violence Recorded Over the Past Year

The findings from Table 3.9 show substantial variation in the reporting of violence, assault or weapon possession across the three levels of schooling. At the Basic level, incidents were almost nonexistent. Out of 102 Basic schools inspected, 101 reported no incidents, with only a single school recording one incident. This indicates that, violent occurrences at the Basic level are extremely rare.

However, senior high schools (SHS/SHTS) reported higher levels of such incidents. Among the 73 schools assessed, 20 schools, representing over a quarter of the SHS/SHTS sample, recorded at least one incident, while 53 schools reported none. Of the schools that reported incidents, 12 indicated one incident, 3 reported two incidents, 2 recorded three incidents, and 1 school reported four incidents. Additionally, two schools acknowledged experiencing an incident but did not specify the exact number. These findings show that SHS/SHTS schools not only report incidents more frequently than Basic schools but also tend to experience multiple incident occurrences in some cases.

TVET school showed a similar pattern but at a moderate scale. Out of 27 TVET schools, 9 reported at least one incident, while 18 recorded none. Among the 9 schools with incidents, 4 reported one incident, 2 reported two incidents, 1 reported three incidents, and 2 did not indicate the number. Although fewer in number than SHS/SHTS, TVET schools still reported more incidents than Basic schools, suggesting that incident frequency increases with school level.

Of the 202 schools included in the analysis, 30 schools (14.9%) reported at least one incident, while 172 schools (85.1%) recorded none. Among the 30 schools that reported incidents, 17 indicated one incident, 5 reported two incidents, 3 reported three incidents, and 1 reported four incidents, while 4 did not specify the number. Overall, the results demonstrate that incidents of violence or weapon possession are relatively not uncommon across the school system as a whole.

Table 3.9: Incidents of Violence Recorded

	2. If Yes, how many incidents were recorded? [ Enter NULL if No incidence ]							
	1	2	3	4	didn't indicate	nat applicable	Total	
RECODE of Level_school (Level of School)								
Basic								
1. Has the school recorded any incidents of violence, assault or weapon possess								
0						101	101	
1	1						1	
Total	1					101	102	
SHS/SHTS								
1. Has the school recorded any incidents of violence, assault or weapon possess								
0						53	53	
1	12	3	2	1	2		20	
Total	12	3	2	1	2	53	73	
TVET								
1. Has the school recorded any incidents of violence, assault or weapon possess								
0						18	18	
1	4	2	1		2		9	
Total	4	2	1		2	18	27	
Total								
1. Has the school recorded any incidents of violence, assault or weapon possess								
0						172	172	
1	17	5	3	1	4		30	
Total	17	5	3	1	4	172	202	

### 3.10 Type of Incidents Recorded

Figure 3.40 shows that incidents of violence or disruption vary significantly across Basic, SHS/SHTS and TVET schools, with the highest frequencies reported at the senior high level. Basic schools recorded almost no incidents across all categories, except for a single case of a learner-to-learner fight. No other forms of violence, intimidation, or misconduct were reported at that level. However, SHS/SHTS schools accounted for the majority of incidents across nearly all categories. These schools reported 17 learner-to-learner fights, making it the most common incident type. They also recorded 12 cases of bullying or physical intimidation, 10 drug-related altercations, and 8 instances of vandalism. Additional incidents included 5 cases of weapon possession or threat, 5 learner attacks on teachers or staff, 3 assaults on staff, 3 cases of gang activity, 3 cyber-related incidents, and 6 external attacks such as armed robbery. Sexual harassment or assault was reported twice. This pattern illustrates that SHS/SHTS schools experience a broader range of incident types and higher frequencies than the other school levels. TVET schools reported fewer incidents overall but still displayed multiple categories of occurrence. They recorded 5 learner-to-learner fights, 4 cases of bullying, 2 drug-related incidents, 2 cases of weapon possession or threat, and isolated cases of staff assault, learner attacks on staff, and armed robbery. No incidents were reported under sexual harassment, vandalism, gang activity, or cyber-related violence in TVET institutions.

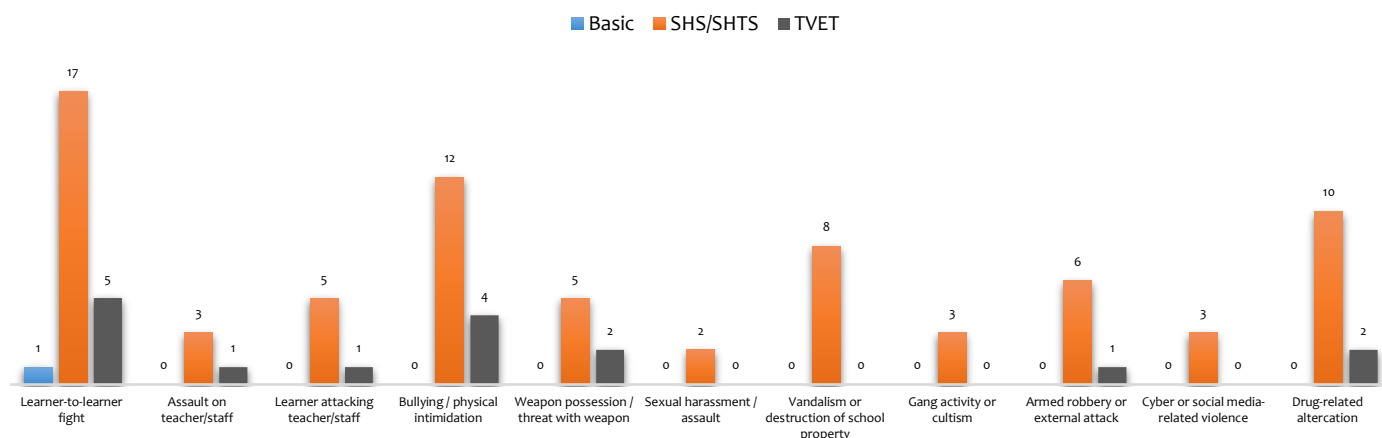


FIGURE 3.10: TYPE OF INCIDENTS OR VIOLENCE RECORDED BY SCHOOL LEVEL

## 4. Key Findings

1. A significant proportion of schools, particularly at the basic level, fall below the minimum acceptable standards, with over one-third of all schools and 42% of basic schools rated Unsatisfactory. Very few schools demonstrate high-quality outcomes, and excellence is nearly absent across all levels.
2. Leadership effectiveness, especially in leading teaching and learning, strategic improvement, and instructional governance, was weak in nearly 30% of schools, with Basic and TVET schools demonstrating the highest leadership deficits.
3. Although curriculum implementation is generally strong (97% compliance), schools show persistent weaknesses in internal monitoring, accountability and quality assurance, with one-quarter of schools rated unsatisfactory in these areas.
4. Internal partnerships, particularly PTA and SMC functionality, remain weak, with 20.79% of schools demonstrating poor engagement and Basic schools showing the highest inadequacy. External partnerships are comparatively stronger but uneven across levels.
5. Over 63% of schools do not meet minimum standards for facilities, safety, and infrastructure. Fire safety, emergency preparedness, and physical learning environment indicators show particularly high failure rates, with Basic schools the most affected.
6. Learner support systems, especially safeguarding, guidance and counselling, and welfare structures, are inadequate in over 42% of schools, with safeguarding alone rated unsatisfactory in 56% of school.
7. Safeguarding structures are severely weak in Basic schools, with widespread gaps in policy implementation, physical security, community involvement, and incident reporting. SHS/SHTS and TVET schools show relatively stronger performance but still fall short of full compliance.
8. Basic schools have limited access to critical learning resources such as libraries, ICT laboratories, and feeding programmes. TVET institutions also suffer from resource deficits, particularly in library and ICT infrastructure.
9. Violence and disruptive incidents are significantly more prevalent at SHS/SHTS and TVET levels, with multiple categories of violence reported, including bullying, fights, drug-related incidents, vandalism, and weapon possession.

## 5. Key Recommendations

1. Prioritise system-wide quality improvement reforms with a focus on foundational (basic) schools. This should include targeted resource allocation, enhanced oversight, and direct capacity-building support for low-performing institutions to lift them to minimum compliance standards.
2. Implement structured leadership capacity development programmes for heads and management teams. Strengthen supervisory accountability frameworks and provide targeted mentorship for schools with chronic leadership performance weaknesses.
3. Enhance internal quality assurance systems through systematic teacher monitoring, strengthened lesson supervision, and mandatory school-level curriculum performance reviews. Provide training for staff on assessment moderation and continuous curriculum oversight.
4. Reinforce governance structures by revitalising PTAs and SMCs through capacity-building, clearer role definitions, and mandated engagement schedules. Promote structured community participation frameworks to enhance accountability and resource mobilisation.
5. Implement urgent infrastructure rehabilitation and safety upgrades, prioritising high-risk basic schools. Establish compliance requirements for fire safety, WASH facilities, disability access, and environmental maintenance. Introduce a phased infrastructure improvement plan with strict enforcement benchmarks.
6. Strengthen learner support systems by deploying trained counsellors, institutionalising safeguarding committees, and implementing psychosocial support programmes. Standardise learner welfare reporting protocols and integrate learner governance structures more effectively into school management.
7. Mandate the development and operationalisation of school-level safeguarding policies across all institutions. Improve physical and environmental security, establish formal reporting and response pathways, and enforce stakeholder engagement in safeguarding oversight. Conduct periodic safeguarding audits with corrective action plans.
8. Expand equitable access to essential learning facilities by investing in library infrastructure, ICT labs, and feeding systems. Prioritise resource deployment to underserved Basic and TVET schools to improve learning conditions and learner welfare.
9. Strengthen school safety systems by implementing comprehensive violence-prevention programmes, enforcing incident reporting protocols, and improving collaboration with security agencies. Develop early-warning mechanisms and provide behaviour management training for staff.

# APPENDIX: Infrastructure & Facility Status of the Schools

	Name of School	Region	District	Level	Res. Status	Library	ICT lab	Feeding	Classroom deficit	Performance
	Need Immediate									
	Mid									
	Future Intervention									
1	NORTHERN STAR SENIOR HIGH SCHOOL	Upper West Region	WA	SHS/SHTS	Day & Boarding	No	No	No	24	2.04
2	GRATIS TECHNICAL INSTITUTE	Upper West Region	WA	TVET	Day	No	No	No	6	1.09
3	ABUTIA SEBEKOFÉ DA PRIMARY	Volta Region	HO WEST	Basic	Day	No	No	No	5	1.68
4	NYOLI RC JHS	Savannah Region	SAWLA-TUNA-KALBA	Basic	Day	No	No	No	3	1.57
5	WA CATHOLIC JUNIOR HIGH SCHOOL	Upper West Region	WA	Basic	Day	No	No	No	3	1.74
6	DAMBAI TECHNICAL INSTITUTE	Oti Region	KRACHI EAST DISTRICT	TVET	Day	No	No	No	2	1.22
7	WA SDA JUNIOR HIGH SCHOOL	Upper West Region	WA	Basic	Day	No	No	No	2	1.51
8	ABESU MA KGPRIMARY	Bono Region	SUNYANI WEST	Basic	Day	No	No	No	2	1.61
9	NURIYA ISLAMIC PRIMARY SCHOOL WA	Upper West Region	WA	Basic	Day	No	No	No	2	1.91
10	AKRUMA DA KGPRIMARY	Bono East Region	KINTAMPO SOUTH	Basic	Day	No	No	No	1	1.63
11	KRABONSO METHODIST JHS	Bono East Region	KINTAMPO SOUTH	Basic	Day	No	No	No	0	1.40
12	AGYINA DA JHS	Bono East Region	KINTAMPO SOUTH	Basic	Day	No	No	No	0	1.43
13	EHIAMANKYENE DA JHS	Oti Region	KRACHI WEST	Basic	Day	No	No	No	0	1.45
14	NSOATRE COMMUNITY JHS	Bono Region	SUNYANI WEST	Basic	Day	No	No	No	0	1.46
15	SANCHIGA MA JHS	Upper West Region	WA	Basic	Day	No	No	No	0	1.51
16	ST ANSELM'S ANGLICAN JHS	Bono Region	SUNYANI EAST	Basic	Day	No	No	No	0	1.60
17	DUAYAWNKWANTA MA JHS	Ahafo Region	TANO NORTH	Basic	Day	No	No	No	0	1.61
18	DWOMO METHODIST JHS	Ahafo Region	TANO SOUTH	Basic	Day	No	No	No	0	1.63
19	TECHIRE ST ANDREWS JHS	Ahafo Region	TANO NORTH	Basic	Day	No	No	No	0	1.64
20	BECHEM PRESBY JHS	Ahafo Region	TANO SOUTH	Basic	Day	No	No	No	0	1.64
21	NSOATRE HINNE ANFRAMFO METHODIST JHS	Bono Region	SUNYANI WEST	Basic	Day	No	No	No	0	1.64
22	NAKWABI DA JHS	Savannah Region	SAWLA-TUNA-KALBA	Basic	Day	No	No	No	0	1.65
23	Assorkuessim Da Jhs	Western Region	Shama District	Basic	Day	No	No	No	0	1.67
24	OTI SENIOR HIGH TECHNICAL SCHOOL DAMBAI	Oti Region	KRACHI EAST	SHS/SHTS	Day	No	No	No	0	1.67
25	ASWAJ ISLAMIC JUNIOR HIGH SCHOOL	Upper West Region	WA	Basic	Day	No	No	No	0	1.73
26	NANTE PRESBY PRIMARY	Bono East Region	KINTAMPO SOUTH	Basic	Day	No	No	No	0	1.76
27	NTANKORO DA JHS	Bono East Region	KINTAMPO SOUTH	Basic	Day	No	No	No	0	1.77
28	APAASO DA JUNIOR HIGH SCHOOL	Bono East Region	KINTAMPO SOUTH	Basic	Day	No	No	No	0	1.78
29	JASIKAN SDA BASIC SCHOOL	Oti Region	JASIKAN	Basic	Day	No	No	No	0	1.83
30	KINTAMPO TECHNICAL INSTITUTE	Bono East Region	KINTAMPO SOUTH DISTRICT	TVET	Day & Boarding	No	No	No	0	1.94
31	AYIRAFIE BATTOR MA JHS	Oti Region	KRACHI EAST	Basic	Day	No	No	No	0	2.00

	Name of School	Region	District	Level	Res. Status	Library	ICT lab	Feeding	Classroom deficit	Performance
	Need Immediate									
	Mid									
	Future Intervention									
32	ADOBEWURA METHODIST JHS	Western North Region	BIBIANI-ANHWIASO-BEKWAI	Basic	Day	No	No	No	0	2.00
33	JASIKAN ST PETER CLAVER RC BASIC SCHOOL	Oti Region	JASIKAN	Basic	Day	No	No	No	0	2.06
34	DAMBAI HOLY ROSARY RC JHS	Oti Region	KRACHI EAST	Basic	Day	No	No	No	0	2.08
35	ADOBEWURA DA JHS	Ashanti Region	ATWIMA MPONUA	Basic	Day	No	No	No	0	2.12
36	Bishop Essuah Memorial Rc Basic School	Western Region	Sekondi-takoradi Metropolitan	Basic	Day	No	No	No	0	2.14
37	SOKODE GBOGAME MA JHS	Volta Region	HO	Basic	Day	No	No	No	0	2.22
38	NYINAHIN ST PAUL'S RC JHS	Ashanti Region	ATWIMA MPONUA	Basic	Day	No	No	No	0	2.27
39	ABOFREM DA JHS	Ashanti Region	ATWIMA MPONUA	Basic	Day	No	No	No	0	2.27
40	OSEI BONSU SENIOR HIGH SCHOOLYEFRI	Bono East Region	NKORANZA NORTH	SHS/SHTS	Boarding	No	No	No	0	2.28
41	ODA NEW TOWN PRESBY JHS 'AB'	Eastern Region	BIRIM CENTRAL	Basic	Day	No	No	No	0	2.33
42	ODASCO EXPERIMENTAL KGPRIMARY	Eastern Region	BIRIM CENTRAL	Basic	Day	No	No	No	0	2.37
43	WASS EXPERIMENTAL 12 JHS	Greater Accra Region	LA NKWANTANANG MADINA	Basic	Day	No	No	No	0	2.42
44	AKORABO MA JHS	Eastern Region	SUHUM	Basic	Day	No	No	No	0	2.42
45	OMENAKO MA JHS	Eastern Region	SUHUM	Basic	Day	No	No	No	0	2.44
46	NANKESI UNITED PRIMARY	Eastern Region	SUHUM	Basic	Day	No	No	No	0	2.53
47	YIPAALA JHS SOEYIPAALA	Upper East Region	BOLGATANGA	Basic	Day	No	No	No	0	2.54
48	NAHDAH ISLAMIC JHS	Northern Region	TAMALE	Basic	Day	No	No	No	0	2.57
49	PANTANG MA JHS	Greater Accra Region	LA NKWANTANANG MADINA	Basic	Day	No	No	No	0	2.67
50	NANKESI PRESBY JHS AB	Eastern Region	SUHUM	Basic	Day	No	No	No	0	2.67
51	JATO NINA SCOTT COMMUNITY MA KGPRIM	Eastern Region	SUHUM	Basic	Day	No	No	No	0	2.74
52	CHURCH OF CHRIST MA JHS	Central Region	CAPE COAST	Basic	Day	No	No	No	0	2.77
53	ST NICHOLAS ANGLICAN JHS	Central Region	CAPE COAST	Basic	Day	No	No	No	0	2.87
54	AKROSO SENIOR HIGH SECONDARY TECHNICAL SCHOOL	Eastern Region	ASENE MANSO AKROSO	SHS/SHTS	Day & Boarding	No	No	No	0	2.92
55	WA TECHNICAL INSTITUTE	Upper West Region	WA	TVET	Day & Boarding	No	No	Yes	35	2.05
56	LASSIATUOLU SENIOR HIGH SCHOOL	Upper West Region	WA WEST	SHS/SHTS	Boarding	No	No	Yes	18	1.87
57	Nkwabeng Technical Institute	Bono East Region	NKORANZA SOUTH MUNICIPAL	TVET	Day & Boarding	No	No	Yes	18	2.05
58	WA SENIOR HIGH SCHOOL	Upper West Region	WA	SHS/SHTS	Day & Boarding	No	No	Yes	18	2.24
59	KALEO SECONDARY TECHNICAL	Upper West Region	NADOWLI-KALEO	SHS/SHTS	Day & Boarding	No	No	Yes	15	1.90
60	NAAMOMORI TECHNICAL INSTITUTE	Upper West Region	WA	TVET	Day & Boarding	No	No	Yes	12	1.94
61	VOLTA TECHNICAL INSTITUTE MATSE	Volta Region	HO	TVET	Day & Boarding	No	No	Yes	11	2.42
62	WA SENIOR HIGH TECHNICAL SCHOOL	Upper West Region	WA	SHS/SHTS	Day & Boarding	No	No	Yes	5	1.93
63	ADDAI BORESO DA KGPRIMARY SCHOOL	Bono Region	SUNYANI WEST	Basic	Day	No	No	Yes	4	1.38
64	KAAYI TECHNICAL INSTITUTE	Oti Region	KRACHI WEST DISTRICT	TVET	Day	No	No	Yes	4	2.12
65	ABOOM SCHOOL FOR SPECIAL NEEDS	Central Region	CAPE COAST	Basic	Day	No	No	Yes	4	2.72



	Name of School	Region	District	Level	Res. Status	Library	ICT lab	Feeding	Classroom deficit	Performance
	Need Immediate									
	Mid									
	Future Intervention									
66	PIISI RC PRIMARY 'B'	Upper West Region	WA	Basic	Day	No	No	Yes	3	1.80
67	OBENGKROM EMMANUEL METHODIST KGPRIMARY	Central Region	ABURA-ASEBU-KWAMANKESI	Basic	Day	No	No	Yes	3	2.40
68	MANSIN RC KGPRIMARY	Ahafo Region	TANO SOUTH	Basic	Day	No	No	Yes	2	1.70
69	TOKUROANO ST FRANCIS ANGLICAN BASIC SCHOOLS	Oti Region	KRACHI EAST	Basic	Day	No	No	Yes	2	2.21
70	SHARKAFATU ISLAMIC PRIMARY SCHOOL	Upper West Region	WA	Basic	Day	No	No	Yes	1	1.68
71	ST AUGUSTINE'S 'A' RC KGPRIMARY SAWLA	Savannah Region	SAWLA-TUNA-KALBA	Basic	Day	No	No	Yes	0	1.51
72	FAWOMANYE DA KGPRIMARY	Western Region	SHAMA	Basic	Day	No	No	Yes	0	1.54
73	SAWLA GIRLS VOCATIONAL INSTITUTE	Savannah Region	SAWLA-TUNA-KALBA DISTRICT	TVET	Day	No	No	Yes	0	1.54
74	ISLAMIC MISSION TECHNICAL INSTITUTE	Ahafo Region	TANO NORTH MUNICIPAL	TVET	Day & Boarding	No	No	Yes	0	1.61
75	ADANTIA PRESBY KGPRIMARY	Bono Region	SUNYANI WEST	Basic	Day	No	No	Yes	0	1.68
76	OLD AYOMA RC PRIMARY SCHOOL	Oti Region	JASIKAN	Basic	Day	No	No	Yes	0	1.71
77	BECHEM METHODIST PRIMARY A AND B	Ahafo Region	TANO SOUTH	Basic	Day	No	No	Yes	0	1.75
78	TSC TECHNICAL INSTITUTE BIBIANI	Western North Region	BIBIANI-ANHWIASO-BEKWAI DISTRICT	TVET	Day & Boarding	No	No	Yes	0	1.81
79	ST KIZITO'S JHS 'B'	Savannah Region	BOLE	Basic	Day	No	No	Yes	0	1.82
80	TOKUROANO MA PRIMARY 'A' SCHOOL	Oti Region	KRACHI EAST	Basic	Day	No	No	Yes	0	1.83
81	ESSIPONG TECHNICAL INSTITUTE	Western Region	SEKONDI-TAKORADI METROPOLITAN	TVET	Day & Boarding	No	No	Yes	0	1.97
82	TOKUROANO MA PRIMARY 'B'	Oti Region	KRACHI EAST	Basic	Day	No	No	Yes	0	1.98
83	EHIAMANKYENE RC 'A' PRIMARY JHS	Oti Region	KRACHI WEST	Basic	Day	No	No	Yes	0	2.03
84	HOLY CHILD CENTRE OF EXCELLENCE KGPRIMARY	Western Region	SEKONDI-TAKORADI	Basic	Day	No	No	Yes	0	2.07
85	TUNA SENIOR HIGHTECHNICAL SCHOOL	Savannah Region	SAWLA-TUNA-KALBA	SHS/SHTS	Day & Boarding	No	No	Yes	0	2.12
86	SAYOO HAMDARIYA EA JUNIOR HIGH SCHOOL	North East Region	WEST MAMPRUSI	Basic	Day	No	No	Yes	0	2.22
87	BIBIANI METHODIST KGPRIMARY 'A'	Western North Region	BIBIANI-ANHWIASO-BEKWAI	Basic	Day	No	No	Yes	0	2.26
88	ANHWIASO RILEYPOKU ANGLICAN PRIMARY	Western North Region	BIBIANI-ANHWIASO-BEKWAI	Basic	Day	No	No	Yes	0	2.31
89	GBABSHIE METHODIST PRIMARY KG SCHOOL	Northern Region	TAMALE	Basic	Day	No	No	Yes	0	2.33
90	SHAMA TECHNICAL INSTITUTE	Western Region	SHAMA DISTRICT	TVET	Day & Boarding	No	No	Yes	0	2.40
91	OTAAKROM TECHNICAL INSTITUTE	Ashanti Region	ATWIMA MPONUA	TVET	Day & Boarding	No	No	Yes	0	2.49
92	Pantang Hospital Primary 1 2 And Kg Schools	Greater Accra Region	La Nkwantanang Madina	Basic	Day	No	No	Yes	0	2.59
93	CHIRANO COMMUNITY DAY SENIOR HIGH SCHOOL	Western North Region	BIBIANI-ANHWIASO-BEKWAI	SHS/SHTS	Day	No	No	Yes	0	2.69
94	EKON MA KGPRIMARY 'A' SCHOOL	Central Region	CAPE COAST	Basic	Day	No	No	Yes	0	2.75
95	AVENUICAMP METHODIST KGPRIMARY SCHOOL	Volta Region	HO WEST	Basic	Day	No	Yes	No	2	1.93
96	SUNYANI TECHNICAL INSTITUTE	Bono Region	SUNYANI	TVET	Day & Boarding	No	Yes	No	0	1.74
97	TAVIEFEDEME RC JHS	Volta Region	HO	Basic	Day	No	Yes	No	0	1.78
98	SUGURU RC JHS 'B'	North East Region	WEST MAMPRUSI	Basic	Day	No	Yes	No	0	2.14
99	ADUPIRI DA JHS	Western North Region	BIBIANI-ANHWIASO-BEKWAI	Basic	Day	No	Yes	No	0	2.19



	Name of School	Region	District	Level	Res. Status	Library	ICT lab	Feeding	Classroom deficit	Performance
	Need Immediate									
	Mid									
	Future Intervention									
100	TESHIE SENIOR HIGH SCHOOL	Greater Accra Region	LEDZOKUKU	SHS/SHTS	Day	No	Yes	No	0	2.19
101	KOTOKUOM DA JHS	Ashanti Region	ATWIMA MPONUA	Basic	Day	No	Yes	No	0	2.34
102	SORANO 'B' MA JHS	Western North Region	BIBIANI-ANHWIASO-BEKWAI	Basic	Day	No	Yes	No	0	2.35
103	HO KABORE JHS	Volta Region	HO	Basic	Day	No	Yes	No	0	2.36
104	LA YAHOSHUA PRIMARY A B KG	Greater Accra Region	LA DADE-KOTOPON	Basic	Day	No	Yes	No	0	2.49
105	NYARIGADOONE GIRLS JHS	Upper East Region	BOLGATANGA	Basic	Day	No	Yes	No	0	2.54
106	ST MONICA'S GIRL'S JHS	Central Region	CAPE COAST	Basic	Day	No	Yes	No	0	2.81
107	ABURAMAN SENIOR HIGH SCHOOL	Central Region	ABURA-ASEBU-KWAMANKESE	SHS/SHTS	Day & Boarding	No	Yes	Yes	21	3.07
108	MFANTSIMAN GIRL'S SENIOR HIGH SCHOOL	Central Region	MFANTSEMAN	SHS/SHTS	Day & Boarding	No	Yes	Yes	20	3.13
109	SUHUM COMMUNITY DEVELOPMENT VOCTECH INSTITUTE	Eastern Region	SUHUM	TVET	Day & Boarding	No	Yes	Yes	15	2.00
110	ASSIN STATE COLLEGE	Central Region	ASSIN NORTH	SHS/SHTS	Day & Boarding	No	Yes	Yes	12	2.87
111	NKAWIE SECONDARYTECHNICAL SCHOOL	Ashanti Region	ATWIMA NWABIAGYA SOUTH	SHS/SHTS	Day & Boarding	No	Yes	Yes	7	2.57
112	BOLGATANGA CENTRAL TECHNICAL INSTITUTE	Upper East Region	BOLGATANGA	TVET	Day & Boarding	No	Yes	Yes	6	2.63
113	METHODIST TECHNICAL INSTITUTE SUNYANI	Bono Region	SUNYANI EAST	TVET	Day & Boarding	No	Yes	Yes	5	1.73
114	SAWLA SENIOR HIGH SCHOOL	Savannah Region	SAWLA-TUNA-KALBA	SHS/SHTS	Day & Boarding	No	Yes	Yes	4	2.37
115	BOAKYE TROMO SECONDARYTECHNICAL SCHOOL	Ahafo Region	TANO NORTH	SHS/SHTS	Day & Boarding	No	Yes	Yes	0	1.63
116	TECHIMANTIA RC PRIMARY 'A'	Ahafo Region	TANO SOUTH	Basic	Day	No	Yes	Yes	0	1.67
117	Ntankoful Sekonditakoradi Metropolitan Jhs	Western Region	Sekondi-takoradi Metropolitan	Basic	Day	No	Yes	Yes	0	1.73
118	HLEFI DA JHS	Volta Region	HO WEST	Basic	Day	No	Yes	Yes	0	2.32
119	MPASATIA DA KGPRIMARY SCHOOL	Ashanti Region	ATWIMA MPONUA	Basic	Day	No	Yes	Yes	0	2.46
120	LAMASHEGU TECHNICAL INSTITUTE TAMALE	Northern Region	TAMALE	TVET	Day & Boarding	No	Yes	Yes	0	2.51
121	BAREKESE SENIOR HIGH SCHOOL	Ashanti Region	ATWIMA NWABIAGYA NORTH	SHS/SHTS	Day	No	Yes	Yes	0	2.82
122	WALEWALE VOCATIONALTECHNICAL INSTITUTE	North East Region	WEST MAMPRUSI	TVET	Day & Boarding	No	Yes	Yes	0	2.82
123	Zuarungu Senior High School	Upper East Region	BOLGATANGA	SHS/SHTS	Day	No	Yes	Yes	0	2.82
124	QUEENS SENIOR HIGH SCHOOL	Western North Region	BIBIANI-ANHWIASO-BEKWAI	SHS/SHTS	Day & Boarding	No	Yes	Yes	0	2.83
125	RANGOON CAMP 'AB' JHS	Greater Accra Region	LA DADE-KOTOPON	Basic	Day	Yes	No	No	4	2.72
126	ALAMAL ISLAMIC JUNIOR HIGH SCHOOL TAMALE	Northern Region	TAMALE	Basic	Day	Yes	No	No	0	2.10
127	SHERIGU JHS SHERIGU	Upper East Region	BOLGATANGA	Basic	Day	Yes	No	No	0	2.25
128	NANTONZUO COMM JHS	Northern Region	TAMALE	Basic	Day	Yes	No	No	0	2.32
129	BADARIYA ISLAMIC JHS	Northern Region	TAMALE	Basic	Day	Yes	No	No	0	2.37
130	UTHMANIYA MA JHS TAMALE	Northern Region	TAMALE	Basic	Day	Yes	No	No	0	2.43
131	ANINGAZANGA JHS	Upper East Region	BOLGATANGA	Basic	Day	Yes	No	No	0	2.61
132	NAHDAH ISLAMIC PRIMARY KGTAMALE	Northern Region	TAMALE	Basic	Day	Yes	No	Yes	1	2.32
133	KATANGA RC JHS	Oti Region	KRACHI EAST	Basic	Day	Yes	No	Yes	0	2.10

	Name of School	Region	District	Level	Res. Status	Library	ICT lab	Feeding	Classroom deficit	Performance
	Need Immediate									
	Mid									
	Future Intervention									
134	ANATEEM KGPRIMARY ANATEEM	Upper East Region	BOLGATANGA	Basic	Day	Yes	No	Yes	0	2.35
135	GBIMSI RC BASIC SCHOOL	North East Region	WEST MAMPRUSI	Basic	Day	Yes	No	Yes	0	2.39
136	SANZIRIGU MUJAHADATU MA PRIMARYKG SCHOOL	Northern Region	TAMALE	Basic	Day	Yes	No	Yes	0	2.54
137	TINDAAYAMGA KGPRIMARY TINDONMOLGO	Upper East Region	BOLGATANGA	Basic	Day	Yes	No	Yes	0	2.64
138	ATOLISUM KGPRIMARY ATOLISUM	Upper East Region	BOLGATANGA	Basic	Day	Yes	No	Yes	0	2.75
139	BISHOP LEMAIRE ANGLICAN JHS	Bono Region	SUNYANI EAST	Basic	Day	Yes	Yes	No	0	1.63
140	Twene Amanfo Senior High Technical School	Bono Region	Sunyani	SHS/SHTS	Day	Yes	Yes	No	0	1.80
141	BOMPEH SECONDARYTECHNICAL SCHOOL	Western Region	SEKONDI-TAKORADI	SHS/SHTS	Day/lodging	Yes	Yes	No	0	2.23
142	KANESHIE SENIOR HIGH TECHNICAL SCHOOL	Greater Accra Region	ABLEKUMA CENTRAL	SHS/SHTS	Day	Yes	Yes	No	0	2.73
143	NKORANZA SENIOR HIGHTECHNICAL SCHOOL	Bono East Region	NKORANZA SOUTH	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	47	2.51
144	NKORANZA TECHNICAL INSTITUTE	Bono East Region	NKORANZA SOUTH	TVET	Day & Boarding	Yes	Yes	Yes	20	2.70
145	SOKODE SECONDARYTECHNICAL SCHOOL	Volta Region	HO	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	17	2.81
146	ASUANSI TECHNICAL INSTITUTE	Central Region	ABURA-ASEBU-KWAMANKESE	TVET	Day & Boarding	Yes	Yes	Yes	15	3.03
147	MOREE COMMUNITY SENIOR HIGH	Central Region	ABURA-ASEBU-KWAMANKESE	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	14	2.85
148	ZAMSE SENIOR HIGH TECHNICAL SCHOOL BOLGATANGA	Upper East Region	BOLGATANGA	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	12	2.84
149	CAPE COAST TECHNICAL INSTITUTE	Central Region	CAPE COAST	TVET	Day & Boarding	Yes	Yes	Yes	12	2.98
150	AKIM MANSO ATWEAMAN SENIOR HIGH SCHOOL	Eastern Region	ASENE MANSO AKROSO	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	7	2.49
151	BUSUNYA SENIOR HIGH SCHOOL	Bono East Region	NKORANZA NORTH	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	6	2.29
152	DZOLO SENIOR HIGH SCHOOL	Volta Region	HO WEST	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	6	2.36
153	AKOME SENIOR HIGH TECHNICAL SCHOOL	Volta Region	HO WEST	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	6	2.41
154	JEMA SENIOR HIGH SCHOOL	Bono East Region	KINTAMPO SOUTH	SHS/SHTS	Boarding	Yes	Yes	Yes	6	2.72
155	AVATIME SENIOR HIGN SCHOOL	Volta Region	HO WEST	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	5	1.99
156	TAVIEFE SENIOR HIGH SCHOOL	Volta Region	HO	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	5	2.52
157	ABAKRAMPA SENIOR HIGH TECHNICAL SCHOOL	Central Region	ABURA-ASEBU-KWAMANKESE	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	5	2.94
158	BIRIWA TECHNICAL INSTITUTE	Central Region	MFANTSEMAN	TVET	Day & Boarding	Yes	Yes	Yes	4	3.05
159	AMEDZOFI TECHNICAL VOCATIONAL INSTITUTE	Volta Region	HO WEST	TVET	Day & Boarding	Yes	Yes	Yes	3	1.62
160	SAMUEL OTU PRESBYTERIAN SENIOR HIGH SCHOOL	Ahafo Region	TANO SOUTH	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	3	1.81
161	KETE KRACHI SENIOR HIGH TECHNICAL SCHOOL	Oti Region	KRACHI WEST	SHS/SHTS	Day	Yes	Yes	Yes	3	2.54
162	SEFWI BEKWAI SENIOR HIGH SCHOOL	Western North Region	BIBIANI-ANHWIASO-BEKWAI	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	3	2.82
163	ODUMASE DON BOSCO VOCATIONALTECHNICAL INSTITUTE	Bono Region	SUNYANI WEST	TVET	Day	Yes	Yes	Yes	2	2.25
164	BONGO SENIOR HIGH SCHOOL	Upper East Region	BONGO	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	2	2.85
165	BIBIANI SECONDARYTECHNICAL SCHOOL	Western North Region	BIBIANI-ANHWIASO-BEKWAI	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	1	3.08
166	SHIA SENIOR HIGH SCHOOL	Volta Region	HO	SHS/SHTS	Day	Yes	Yes	Yes	0	1.60
167	YAMFO ANGLICAN SENIOR HIGH SCHOOL	Ahafo Region	TANO NORTH	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	1.70

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	Future Intervention									
168	GOWRIE SENIOR HIGHTECHNICAL SCHOOL	Upper East Region	BONGO	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	1.72
169	CHIRAA SENIOR HIGH SCHOOL	Bono Region	SUNYANI WEST	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	1.72
170	PRESBYTEIAN SENIOR HIGH SCHOOL BECHEM	Ahafo Region	TANO SOUTH	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	1.77
171	DORMAA SENIOR HIGH SCHOOL	Bono Region	DORMAA CENTRAL	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	1.84
172	SERWAA KESSE GIRLS' SENIOR HIGH SCHOOL	Ahafo Region	TANO NORTH	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	1.85
173	DERMA COMMUNITY DAY SENIOR HIGH SCHOOL	Ahafo Region	TANO SOUTH	SHS/SHTS	Day	Yes	Yes	Yes	0	1.89
174	NSOATRE SACRED HEART SENIOR HIGH SCHOOL	Bono Region	SUNYANI WEST	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	1.91
175	SUNYANI SENIOR HIGH SCHOOL	Bono Region	SUNYANI EAST	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	1.92
176	Ngyiresia Ma Junior High School	Western Region	Sekondi-takoradi Metropolitan	Basic	Day	Yes	Yes	Yes	0	2.09
177	Tsibu Awudome E P Primary School	Volta Region	Ho West	Basic	Day	Yes	Yes	Yes	0	2.18
178	BOLE SENIOR HIGH SCHOOL	Savannah Region	BOLE	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.19
179	NCHUMURUMAN COMMUNITY DAY SENIOR HIGH SCHOOL	Oti Region	KRACHI NCHUMURU	SHS/SHTS	Day	Yes	Yes	Yes	0	2.37
180	YABRAM COMMUNITY DAY SENIOR HIGH SCHOOL DAMBAI	Oti Region	KRACHI EAST	SHS/SHTS	Day	Yes	Yes	Yes	0	2.43
181	KWABRE SENIOR HIGH SCHOOL	Bono East Region	NKORANZA SOUTH	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.46
182	ANBARIYA SHS TAMALE	Northern Region	TAMALE	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.60
183	KRACHI SENIOR HIGH SCHOOL	Oti Region	KRACHI WEST	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.61
184	SHAMA SENIOR HIGH SCHOOL	Western Region	SHAMA	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.65
185	DABOKPA TECHNICALVOCATION INSTITUTE TAMALE	Northern Region	TAMALE	TVET	Day & Boarding	Yes	Yes	Yes	0	2.66
186	WEST AFRICA SENIOR HIGH SCHOOL	Greater Accra Region	LA NKWANTANANG MADINA	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.68
187	KALPOHIN SENIOR HIGH SCHOOL TAMALE	Northern Region	SAGNARIGU	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.70
188	ZORKOR SENIOR HIGH SCHOOL	Upper East Region	BONGO	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.71
189	SUHUM SENIOR HIGH TECHNICAL SCHOOL	Eastern Region	SUHUM	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.73
190	BUSINESS SENIOR HIGH SCHOOL TAMALE	Northern Region	TAMALE	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.73
191	VITTING SECTECHNICAL SCHOOL TAMALE	Northern Region	TAMALE	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.75
192	OLD ODonase UNLOCK AME ZION BASIC	Central Region	ABURA-ASEBU-KWAMANKESE	Basic	Day	Yes	Yes	Yes	0	2.75
193	ADOBOWURA COMMUNITY SENIOR HIGH SCHOOL	Ashanti Region	ATWIMA MPONUA	SHS/SHTS	Day	Yes	Yes	Yes	0	2.78
194	WALEWALE SECTECH SCHOOL	North East Region	WEST MAMPRUSI	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.86
195	WULUGU SENIOR HIGH SCHOOL	North East Region	WEST MAMPRUSI	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.87
196	ODA SENIOR HIGH SCHOOL	Eastern Region	BIRIM CENTRAL	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.88
197	MPASATIA SECONDARYTECHNICAL SCHOOL	Ashanti Region	ATWIMA MPONUA	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.89
198	LABONE SENIOR HIGH SCHOOL	Greater Accra Region	LA DADE-KOTOPON	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.91
199	AZEEMNAMO SENIOR HIGH SCHOOL	Upper East Region	BONGO	SHS/SHTS	Day	Yes	Yes	Yes	0	2.91
200	Kwabanya Community Senior High School	Greater Accra Region	Ga East	SHS/SHTS	Day	Yes	Yes	Yes	0	2.92
201	ODA ATTAFAUAH SECONDARYTECHNICAL SCHOOL ODA	Eastern Region	BIRIM CENTRAL	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	2.97

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	Future Intervention									
202	ASAMANKESE SENIOR HIGH SCHOOL	Eastern Region	WEST AKIM	SHS/SHTS	Day & Boarding	Yes	Yes	Yes	0	3.00