KEY INSIGHT: More partner schools are demonstrating an increase in effective school management practices

Survey data collected from affordable non-state school leaders in the Education Quality program shows early evidence of more schools beginning to use effective school management practices, which are critical for a school to remain operating as a sustainable business providing education access to students.

Summary of Findings | School Management Practices

**SCHOOL LEADERSHIP**

- **6 out of 10** seek others’ opinions in decision-making on an ongoing basis
- **4 out of 10** have an organization structure in place (organigram)

**FINANCIAL & BUSINESS MANAGEMENT**

- **3 out of 10** create annual budgets
- **4 out of 10** review school budgets more than once per year
- **4 out of 10** maintain a school profit & loss statement
- **6 out of 10** engage leadership and/or staff support to maintain the budget

**MARKETING & BRANDING**

- **7 out of 10** can identify their target market for students
- **8 out of 10** are working towards implementing a marketing strategy
- **7 out of 10** have a value proposition in place for the school
**School Leadership | Best Practices**

Leader seeks multiple stakeholder opinions when developing school operations, fostering collaboration, benefiting from other perspectives and creating accountability in leaders’ decision-making.

Leader develops & shares a clear school organization structure, clarifying reporting relationships across school operations.

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**KEY FINDING #1**

6 out of 10 school leaders report seeking others’ opinions on an ongoing basis. Leaders usually consult the Leadership Team and school staff, but consult the PTA & Governance Board less often.

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**Whose opinions, if any, do you seek when you develop school processes or operations?**

- Leadership team: 69.17%
- Staff: 62.41%
- PTA: 36.28%
- Governance board: 24.62%
- Learners: 9.96%
- Other: 9.77%
- EduSpecialist: 6.77%
- Coaches: 5.26%
- None: 0.56%

Source: EduQuality School Leadership Survey

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**KEY FINDING #2**

4 out of 10 school leaders have developed an organizational structure generally depicted in an organigram (48%), while an additional 40% report working towards creating this structure.

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**Do you have an organization structure in place for your school?**

- Ghana: 45% (40% completely in place)
- Kenya: 42% (47% completely in place)
- Rwanda: 14% (25% completely in place)
- Grand Total: 48% (40% completely in place)

Source: School Leadership Professional Development Self-Assessment Survey: School Admin, Marketing & Branding
Finance & Business Management | Best Practices

Annual budgets are used as measure of advance planning, ensuring the school has sufficient funds to cover school operations and grow over time.

Clear financial records provide full visibility of the school’s financial position, which informs operational planning and is essential when applying for a school improvement loan.

KEY FINDING #3 – 3 out of 10 of school leaders report creating annual budgets

- In a School Leadership survey, 78% of schools report making termly budgets, while only 35% report making an annual budget.
- In a survey completed during EduQuality School Leadership Workshops on Budgeting for a School Year, 39% of school leaders reported creating an annual budget.

School Budgets Periods

- 78% Termly
- 35% Annual

How often do you create & follow a budget?

<table>
<thead>
<tr>
<th>Country</th>
<th>More than once a year</th>
<th>Once a year</th>
<th>Once in a few years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ghana</td>
<td>43%</td>
<td>27%</td>
<td>39%</td>
</tr>
<tr>
<td>Kenya</td>
<td>46%</td>
<td>39%</td>
<td>15%</td>
</tr>
<tr>
<td>Rwanda</td>
<td>43%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>39%</td>
<td>33%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Note. When possible, EduFinance triangulates data across survey tools to further validate analysis and findings.

KEY FINDING #4 – 4 out of 10 leaders review school budgets more than once a year (46%), while 20% never review their budget, and 34% only review it annually.

How often do you review your school budget?

<table>
<thead>
<tr>
<th>Country</th>
<th>More than once a year</th>
<th>Never</th>
<th>Once a year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ghana</td>
<td>41%</td>
<td>20%</td>
<td>39%</td>
</tr>
<tr>
<td>Kenya</td>
<td>43%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>Rwanda</td>
<td>67%</td>
<td>2%</td>
<td>31%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>46%</td>
<td>20%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Sources: EduQuality School Leadership Survey; School Leadership Professional Development Self-Assessment Survey: Budgeting for a School Year
KEY FINDING #5 – 6 out of 10 leaders engage the Leadership Team and/or staff support to maintain the school budget. However, 41% of leaders still retain sole responsibility to maintain the school budget, limiting their ability to benefit from support and accountability.

In your school, who is responsible to follow and maintain the school budget?

- 42% Ghana: School Leader/Owner Only
- 48% Ghana: School Leadership and Staff (Teachers, Heads of Departments and Academic Staff)
- 53% Kenya: School Leadership and Staff (Teachers, Heads of Departments and Academic Staff)
- 39% Kenya: School Leadership Team (Owner, Director, Headmaster)
- 15% Rwanda: School Leadership and Staff (Teachers, Heads of Departments and Academic Staff)
- 85% Rwanda: School Leadership Team (Owner, Director, Headmaster)
- 41% Grand Total: School Leadership Team (Owner, Director, Headmaster)
- 8% Grand Total: School Leadership and Staff (Teachers, Heads of Departments and Academic Staff)

KEY FINDING #6 – 4 out of 10 leaders maintain a school profit and loss statement, which is important for both school financial management and school improvement loan applications with financial institutions.

Student fee logs (80%) and petty cash logs (73%) are the most common types of financial records reported, while profit & loss statements (45%), cash flow statements (29%) and balance sheets (23%) are not yet as common.

What types of financial records does your school currently keep, if any?

<table>
<thead>
<tr>
<th>Record Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee Log</td>
<td>80.08%</td>
</tr>
<tr>
<td>Petty Cash Log</td>
<td>72.56%</td>
</tr>
<tr>
<td>Receipt Log</td>
<td>58.27%</td>
</tr>
<tr>
<td>Profit and Loss</td>
<td>45.11%</td>
</tr>
<tr>
<td>Statement</td>
<td></td>
</tr>
<tr>
<td>Accounting Ledger</td>
<td>34.59%</td>
</tr>
<tr>
<td>Cash Flow Statement</td>
<td>28.76%</td>
</tr>
<tr>
<td>Balance Sheet</td>
<td>23.31%</td>
</tr>
</tbody>
</table>

Sources: EduQuality School Leadership Survey; School Leadership Professional Development Self-Assessment Survey: Budgeting for a School Year
EDUQUALITY SUPPORTS SUSTAINABLE SCHOOL MANAGEMENT PRACTICES

Marketing & Branding | Best Practices
School has identified a clear target market, reaches out via marketing, and tailors school offerings to this group’s needs and preferences for their children's education.

School articulates a concise value proposition that helps ensure the school is competitive, has a clear message to the community, and stays on track in terms of its educational offerings.

KEY FINDING #7 – 7 out of 10 leaders can identify their target market for students.
The most common types of target markets consider parents’ level of income (55%), and proximity to the school (36%). However, 33% of leaders have not yet identified a target market, limiting their ability to effectively market and grow their school.

Could you describe the type of customers (family) you target?
54.89% Parents income
36.47% Proximity to school
32.52% No target market
12.59% Household characteristic
8.83% Children characteristic
1.13% Other

Does your school have a marketing strategy in place?

KEY FINDING #8 – 8 out of 10 leaders have or are working towards implementing a marketing strategy.
25% of leaders report a marketing strategy already in place, with an additional 58% indicating they are working towards this goal. Only 18% reported that no marketing strategy exists for their school.

22% Ghana
19% Kenya
11% Rwanda
18% Grand Total
59%
69%
56%
58%
19% 11% 8% 18%
20% 35% 25%
22% 11% 8% 18%

Sources: EduQuality School Leadership Survey; School Leadership Professional Development Self-Assessment Survey: Budgeting for a School Year
**Key Finding #9** – 7 out of 10 leaders have or are working towards implementing a value proposition for the school. While 23% indicated a value proposition statement is already in place, an additional 47% indicated they are working towards this goal. The remaining 29% of leaders reported a value proposition does not exist for their school.

Do you have a value proposition statement in place for your school?

![Chart showing percentage of leaders with value propositions](chart)

- 33% in Ghana
- 22% in Kenya
- 28% in Rwanda
- 52% in Grand Total

**Methodology**

In line with EduFinance’s commitment to use data to continually inform and adapt our program model, in 2020 additional monitoring and evaluation survey tools were developed to better understand school operations, school leader and teacher perceptions and behaviors, and classroom instruction. These tools will enable EduFinance to track a wider range of changed perceptions, behaviors and practices over time, which are key to an enabling environment for successful student learning.

Training and guidance on school management is provided through EduQuality School Leadership Professional Development workshops and the Pathways to Excellence (P2E) guide and P2E Resource Library.

**School Leadership Survey**
- **Timeline:** December 2020 – March 2021
- **Markets:** Ghana, Kenya, Rwanda, Uganda
- **Data Collection:** 11 M&E Specialists

**School Leadership Professional Development Self-Assessment Surveys**
- **Budgeting for a School Year (1) & Admin, Marketing & Branding (2)**
- **Timeline:** May 2021 - September 2021
- **Markets:** Ghana, Kenya, Rwanda
- **Submissions:** Varied by survey & question; ranged between 375-400 respondents total
- **Data Collection:** School leaders self-reported in digital survey on Chalkboard Education application

<table>
<thead>
<tr>
<th>Respondents present at interview</th>
<th>% of interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>61.9%</td>
</tr>
<tr>
<td>Headteacher</td>
<td>47.4%</td>
</tr>
<tr>
<td>Other Academic Leader</td>
<td>13.9%</td>
</tr>
<tr>
<td>Other Finance Leader</td>
<td>6.8%</td>
</tr>
<tr>
<td>Other</td>
<td>2.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Market</th>
<th># of submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ghana</td>
<td>67</td>
</tr>
<tr>
<td>Kenya</td>
<td>129</td>
</tr>
<tr>
<td>Rwanda</td>
<td>60</td>
</tr>
<tr>
<td>Uganda</td>
<td>195</td>
</tr>
<tr>
<td>Zambia</td>
<td>76</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>527</strong></td>
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</tbody>
</table>