

UNIVERSITY OF CAPE COAST

CONTRIBUTION OF WORLD VISION GHANA IN THE PROVISION OF  
QUALITY BASIC EDUCATION IN THE BONGO DISTRICT

BY

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## **ABSTRACT**

The study investigated the contribution of World Vision, Ghana (WVG) in provision of quality basic education in the Bongo District. The study sought to identify the extent to which WVG has contributed to infrastructural development, textbooks and other teaching/learning materials staffing, in-service training and support for Girl-Child Education and needy school children. The descriptive survey method was adopted with a sample size of 310. The questionnaire was the main instrument used to collect data from key respondents. The data was analysed using frequencies and simple percentage distributions.

The major findings are that WVG has, to a large extent, contributed to provide suitable classrooms, office, toilet facilities, furniture, offices for head teachers and teaching/learning materials. It has also improved the staffing situation using Rural Education Volunteers; provided in-service training for head teachers, teachers, PTAs and SMCs; and supported Girl-child Education and needy school children. From the study it is recommended to WVG to collaborate with other development partners and GES to extend in-service training for teachers to cover more subject areas; organize training for teachers to cover more subject areas, organize regular in-service training for PTAs and SMCs; build more toilet facilities and supply adequate textbooks to basic schools. In order to sustain its support for Girl Child Education and needy children in the long term, it is recommended that WVG advocates for the establishment of an education endowment fund by the District Assembly.

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## **DEDICATION**

To my parents, Mr. Azoyine Bagnaba-Deliko and Mrs. Azoyine Bagnaba Zusom, my wife, Mrs. Diana Duncan, and my two lovely daughters, Donna Duncan and Dolphyne Duncan.

## TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	ix
LIST OF ABBREVIATIONS	xi
CHAPTER	
ONE	
INTRODUCTION	1
Background to the Study	1
Statement of the Problem	7
Purpose of the Study	7
Research Questions	8
Significance of the Study	8
Delimitation of the Study	9
Limitation of the Study	9
Organization of the Study	10
Definition of Terms	10
TWO	
REVIEW OF RELATED LITERATURE	12
A Brief History of Educational Development in Ghana	12
Meaning of Basic Education	17
The Concept of Quality Basic Education	20
Importance of Quality Basic Education	25

	Resource Demands of Quality Basic Education	33
	Initiatives at Improving Quality at Basic Level	40
	Factors that Hamper the Achievement of Quality at the Basic level	41
	The Role of Non - Governmental Organisations in Development	45
	Some NGOs in Ghana	46
	Operational Sectors	55
	WVG's Experience in Northern Secotr Intervetion	57
	Summary	62
THREE	METHODOLOGY	64
	Research Design	64
	Population	65
	Sample and Sampling Procedure	66
	Research Instruments	68
	Data Collection Procedure	71
	Data Analysis	74
FOUR	RESULTS AND DISCUSSION	75
	Provision of Textbooks and other Teaching/ Learning Materials before WVG's Intervetion	82
	Teaching Staff Situation before WVG's Intervetion	83
	Capacity Building of Head Teachers and Teachers	86
	Support for Girl-Child Educa tion before WVG's Intervention	90
	Support for Needy School Chidlren before WVG's Intervetion	90
	Post-Intervention Situation	90

FIVE	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	123
	Summary of Main Findings	125
	Conclusions	131
	Recommendations	132
	Recommendations for Further Studies	137
REFERENCES		138
APPENDICES		144
A		144
B		167



## LIST OF TABLES

Table		Page
1:	A Breakdown of Respondents Included in the Study	67
2:	State of Basic School Infrastructure and Furniture before WVG's Intervention	76
3:	Materials used to Construct Classrooms	77
4:	Adequacy of Classroom Furniture before WVG's Intervention	79
5:	School Library and Furniture before WVG's Intervention	80
6:	Toilet Facilities before WVG's Intervention	81
7:	Qualification of Trained Teachers before WVG's Intervention	84
8:	Qualification of Untrained Teachers before WVG's Intervention	85
9:	Availability of In-Service Training for Head Teachers before WVG's Intervention	86
10:	Availability of In-Service Training for Teachers before WVG's Intervention	87
11:	Capacity Building of PTA's and SMC's before WVG's Intervention	89
12:	Adequacy of classrooms after WVG's Intervention	92
13:	Suitability of Classrooms after WVG's Intervention	95
14:	School Libraries and Furniture after World Vision Interventions	96
15:	Toilets and Urinals Facilities after WVG's Intervention	97
16:	Textbooks and other Learning Materials	100
17:	Other Learning Materials	102
18:	Staffing after World Vision Interventions	103

19:	Qualfication of Trained Teachers	105
20:	Qualfication of Untrained Teachers	106
21:	Availability of In-Service Training for Teachers after WVG's Intervention	109
22:	Availability of In-Service Training for PTA/SMCs after WVG's Intervention	113
23:	Support for Girl-Child Education since WVG's Intervention	116
24:	Support for Needy School Children since WVG's Intervention	119

## LIST OF ABBREVIATIONS

ADP	Area Development Programme
AIDS	Acquired Immune Deficiency Syndrome
BECE	Basic Education Certificate Examination
CBO	Community Based Organisations
CIDA	Canadian International Developmental Agency
CLC	Community Learning Center
CPC	Community Participating Coordinator
CRDD	Curriculum Research and Development Division
CRS	Catholic Relief service
CRT	Criterion Referenced Test
CS	Circuit Supervisor
CSA	Community School Alliances
CWSA	Community Water and Sanitation Agency
CWSO	Child Welfare Services Officer
DA	District Assembly
DCE	District Chief Executive
DEO	District Education Office
DEOC	District Education Oversight Committee
DFID	Department for International Development
DHMT	District Health Management Team
EFA	Education for All
FAWE	Forum of African Women Educationalists
fCUBE	free Compulsory Universal Basic Education
GDCA	Ghanaian Danish Communities Association

GES	Ghana Education Service
GETFUND	Ghana Education Trust Fund
GHS	Ghana Health Service
GILBT	Ghana Institute of Linguistics and Bible Translation
GNECC	Ghana National Education Campaign Coalition
GNCC	Ghana National Commission on Children
GNP	Gross National Product
HIV	Human Immuno-Deficiency Virus
ITN	Insecticide Treatment Net
JIT	Just in Time
JHS	Junior High School
MICAH	Micronutrient and Health
MOE	Ministry of Education
MOEYS	Ministry of Education, Youth and Sports
MOFA	Ministry of Food and Agriculture
MOH	Ministry of Health
NADMO	National Disaster Management Organization
NNED	Northern Network for Education Development
PIE	Partner for Internet in Education
PMT	Performance Monitoring Test
PLWA	People Living with AIDS
PRA	Participatory Rural Appraisal
PTA	Parents Teachers Association
QUIPS	Quality Improvement in Primary Schools

REV	Rural Education Volunteer
SBM	School Based Management
SCORE	School and Community Oriented Education
SDM	Shared Decision Making
SFL	School for Life
SMC	School Management Committee
SPAM	School Performance Monitoring Test
SPSS	Statistical Programme for Social Sciences
STME	Science Technology and Mathematics Education
SHS	Senior High School
TBA	Traditional Birth Attendance
TLM	Teaching and Learning Material
TQIS	Total Quality Improvement Strategy
UC	Unit Committee
UCC	University of Cape Coast
UNICEF	United Nations Children's Fund
USA	United States of America
USAID	United States Agency for International Development
VAO	Vision Aid Overseas
VSO	Volunteer Service Overseas
WATSAN	Water and Sanitation
WFP	World Food Programme
WVI	World Vision International
WVG	World Vision Ghana

WUSC	World University Services Of Canada.
DACF	District Assembly Common Fund
GLSS	Ghana Living Standard Survey
GSS	Ghana Statistical Survey

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Education is generally considered as a means to social, economic and political development. This is confirmed by a number of observations and empirical studies. For instance, Julius Nyerere, the first President of the Republic of Tanzania, observed that education is not a way of escaping poverty but a way of fighting it (Fafunwa & Arsiku, 1982). The relevance of this observation lies in the fact that education develops human resources that facilitate the management of other resources to enhance development.

It is precisely for this reason that Harbison (1973), indicated that it is human resources rather than capital, income or material resources that constitute the wealth of nations. In his view, natural resources are passive factors of production. It takes human beings as active agents to exploit these resources for production and for that matter development. Harbison (1973) concluded that “a country which is unable to develop the skills and knowledge of its people and utilize them effectively in the national economy will be unable to do anything else” (p.3).

Similar observations have been made by Shepard (1987). According to Shepard, a nation's economic output does not depend solely on raw materials or the values of the society's industrial facilities, rather people's skills contribute to society's productivity. A number of studies give credence to these observations. Lau, Jamison & Lout (1991) found that between 1945 and 1980, the economic growth of 22 East Asian and Latin American countries was greatly affected by primary education, while secondary education affected the economic growth of 54 East Asian, Latin American, African and Middle Eastern countries. Peaslee (1969) examined the relationship between growth in primary school enrolment and gross national product (GNP) per capita over 110-year period (1850-1960) for 34 of the world's richest countries and found out that none had achieved significant economic growth before attaining universal primary education.

Studies involving cost/benefits analysis, using formal sector earnings as a measure of benefits, consistently indicate that average rates of returns to education are high in comparison with returns to expenditures in other sectors, and that they are highest for primary schooling. These results hold for both social and private rates of return (Psacharopoulos, 1993). A research project based in the Alexandria Health Clinic in South Africa also discovered a strong correlation between women's literacy and commitment to the immunization of their children (Brown, 1990). Reports from the Health Education and Adult Literacy (HEAL) project in Nepal also show that neo-literate women were more likely to use oral rehydration solution (Smith, 1994). The importance of



immunization and the use of oral rehydration solution to child survival cannot be underestimated and this demonstrates how literacy and for that matter formal education plays a role in our health and social life.

Agyeman (1993) has also observed that education's contribution in the development of the human personality and in inculcation of the spirit of participation in national and political affairs are all returns, which, though not measurable in strict economic sense, are very relevant for the development of the economy. Antwi (1992) has also indicated that education influences people's knowledge, attitudes, perceptions, skills and personality. It has the potential to influence society and contributes to social change, social mobility, economy and politicization of the people. Recent global events even make the recognition of education as a cornerstone of economic and social development even more relevant. Accelerated technological change and new organizations of production have transformed the world economy to the extent that information, biological enhancement, and new materials, more than machines or labour alone, are the bases of new sources of wealth. Development in all its forms – economic, social and cultural will, therefore, depend increasingly on knowledge-intensive industries, agriculture, and services and education is a key to developing that knowledge (Haddad, Carnoy, Rinaldi, and Regel, 1990).

It is against this background that discriminatory practices against the development of education in Northern Ghana (Northern, Upper East and Upper West regions) since the colonial period is viewed as a matter of great concern.

People in the Northern Territories were generally regarded as cheap labour, for the security services and the southern economy, that required no education. William J.A. Jones, chief commissioner of the Northern Territories, aptly summed up the place of the Northern Territories in the Gold Coast when he reported that the people of the protectorate “were regarded as an amiable but backward people, useful as soldiers, policemen and labourers in the mines and cocoa farms, in short fit only to be hewers of wood and drawers of water for their brothers in the colony and Ashanti” (Bening, 1990, p. 186).

This mentality made the colonial government develop discriminatory educational policies that affected the quantitative expansion and quality of education in northern Ghana. Thus after independence, the Nkrumah regime sought to salvage the situation through the institution of the Northern Scholarship Scheme. This however, did not adequately solve the problem. This is borne out by the fact that the Northern, Upper East and Upper West Regions have the highest adult female and male populations in the country (GSS, 1998).

Recent statistics also point out the fact that in spite of this problem, the three northern regions continue to be discriminated against. For instance, World Bank (1998) data show that government recurrent expenditure for 1992-1994 was not equitably distributed. The data indicate that while 22.05 and 22.05 were spent per pupil in the Upper East and Upper West regions respectively, the expenditures for Central and Volta regions were 174.24 and 61.22 per pupil respectively. These figures by no means indicate that all is well

with schools in southern Ghana. The fact is though the education budget is usually high, it is usually not enough to meet the actual demands of all public educational institutions from the basic to tertiary levels in the country. In most cases, schools in rural and deprived districts suffer some form of neglect.

Non-Governmental Organisations that are mostly interested in working with the poor and marginalised communities tend to provide support to government in undertaking development oriented activities in these communities. Bongo is one of the most deprived districts in the Upper East region that has attracted the attention of World Vision Ghana

The Upper East region has about 10 international NGOs operating directly or through other locals NGOs and CBOs. Notable among them are the Catholic Relief Services (CRS); Action Aid Ghana (AAG); Ghana Institute of Linguistics and Bible Translation (GILBT); Plan Ghana; Care International; Integrated Social Development Centre (ISODEC); Centre for sustainable Development Initiatives (CENSUDI); and World Vision Ghana. Out of all these NGO's, World Vision Ghana, was the first NGO to select the Bongo district exclusively in the Upper East region for its operations in 1996. Thus, it was the first NGO to support the education sector at the basic level in the Bongo district. Its pioneering role in support of basic education in the district therefore makes its worth studying.

World Vision Ghana is an affiliate of World Vision International (WVI) and both share the same philosophy. World Vision International was founded by Dr. Bob Pierce in 1950. Dr. Bob Pierce, a veteran American

soldier, empathized with the plight of native Korean children (orphans) while in Korea. He shared the children's plight with Christians when he returned to the United States of America by using films, radio broadcasts and personal appearances. As he conveyed the desperation of the situation of these of Orphans, American Christians and later Christians worldwide began to respond positively to his appeals and World Vision's Child sponsorship was born.

It has since been focusing its work on projects that assist deprived communities to address the root causes of poverty and not just the symptoms. The organization assists people based on need and not on creed. World Vision's mission is to follow Jesus Christ's example by working with the poor and oppressed, to promote human transformation, seek justice and bear witness to the good news of the kingdom of God. World Vision's operating principles are to be faithful messengers of God's love, trusted partners of lasting change, powerful motivators of caring, courageous promoters of justice and peace; and inspiring models of co-operation.

World Vision Ghana was started in 1979 by Rev. Peter Barker; a British Presbyterian Minister in Ghana and shares the same principles with its mother organization (World Vision Ghana, 1980). Its basic philosophy is that its activities in the long term benefit children. The organization therefore has a special focus on children. Quality education for children is therefore one of its major concerns.

## **Statement of the Problem**

World Vision Ghana is the first and most visibly present NGO to start supporting basic education in the Bongo District. Sign posts, T-shirts, baseball caps and school bags with World Vision Ghana emblems can be seen everywhere in the Bongo District. World Vision is a household name as individuals and groups of its beneficiaries are often referred to as World Vision children, World Vision traders, World Vision seamstresses and hairdressers. During the 2005 Azambene Traditional festival in Bongo. The Paramount Chief and overlord of the Bongo Traditional Area proclaimed “All must take the activities of World Vision very seriously. We are blessed to have such an NGO here with us. World Vision is now Bongo and Bongo is World Vision. This obviously did not go down well with some representatives of other NGOs. There has not been any assessment of the activities of World Vision to determining its contribution in promoting quality basic education. The question therefore is, what exactly has World Vision Ghana done or is doing to promote basic education and what has been the outcome.

## **Purpose of the Study**

The study therefore sets out to investigate the educational activities of World Vision Ghana and their contribution towards the promotion of basic education in the Bongo District. The general purpose of the study is to assess the role played by World Vision Ghana in the provision of basic education in the Bongo District. The prevailing schools situations before and after World Vision interventions was examined. This was to ascertain the adequacy,

availability, existence or inadequacy, unavailability and non-existence of some major teaching and learning inputs; capacity building activities for educational stakeholders as well as the caliber of educational products before and after World Vision Ghana interventions. The purpose thus, is to find out, what exactly has World vision has done or is doing to promote quality basic education in Bongo District.

### **Research Questions**

The following research questions guided the study:

1. What is the contribution of World Vision Ghana in the provision of basic school material resources in the Bongo District?
2. How is World Vision Ghana contributing to address the acquisition and development of human resources as means of promoting quality basic education in the Bongo District?
3. How is World Vision Ghana contributed to the capacity building of educational stakeholders in promoting quality basic education in the Bongo District?
4. To what extent has World Vision Ghana Contributed to support the education of Children in basic schools in the Bongo District?

### **Significance of the Study**

It is hoped that the findings of the study would assist policy makers to appreciate the contributions of WVG and to continue to involve them in the development of basic education. The study will also assist WVG, especially in the Bongo district to identify and improve on areas of their intervention

activities that need improvement. It is also hoped that the study will serve as a source of reference that will inform government and Non-Governmental Organisations and donor agencies on the services which WVG provides to the basic education sector in Ghana.

The findings of the study will also motivate donor agencies to recognize the organization as an avenue for channeling development resources, especially for the development of basic education. The findings will also assist NGOs to develop a better understanding of the opportunities and constraints of working in the education sector in deprived communities such as the Bongo district.

#### **Delimitation of the Study**

World Vision Ghana (WVG) operates in all the 10 regions in Ghana. However, this study is concerned with its operations in only the Bongo district in the Upper East Region of Ghana. World Vision is involved in many development activities in the Bongo district such health, agriculture, social welfare, micro financing and education. This study is however; concerned with World Vision's support for basic education in the 24 communities in the 7 Education Circuits it operates in, in the Bongo district.

#### **Limitations of the Study**

The study had a few limitations. The field data collection was done using questionnaire and interview schedule. The problem of biases associated with research of this nature could not be over-ruled. In addition, the data might

be subjected to bias by the structure of the questionnaire and the sincerity of respondents answers, leaving questionnaires with respondents.

As regard the interviews or focus group discussions respondents characteristics; duration of encounter with World Vision, illiteracy, timidity, gender-biases and gerontocracy often colour indigenous local discussions if they are not well moderated. This could affect the conclusions drawn from the study. However, the researcher endeavored to minimize the incidence of these limitations through keen triangulations.

### **Organization of the Study**

The study is organized into five chapters. The first chapter deals with the background of the study, origin and philosophy of World Vision Ghana, statement of the problem, research questions, significance of the study, delimitations, limitations, organization of the study and definition of terms.

### **Definition of Terms**

**Visibly present:** leaders, persons, organizations are said to be visibly present even though they might be physically absent yet they wield so much influence even in the minds-eyes of the people. This may be done through organizational sign posts, emblems, images, flags, paraphernalia, songs, jingles, paintings and clothes. World Vision Ghana is truly visibly present in all parts of and amongst all social groupings within the Bongo District.

**Rural Education Volunteers (REVs):** These are members of the community who are volunteering to teach their own community pupils for free. Many of them unsuccessfully senior school leavers who ought to better some



of their papers to enable them further their education. World Vision Ghana is appreciating their efforts and facilitating them by paying them some allowances, giving them bicycles, T-shirts, shoes, jeans and insecticides treated mosquito nets.

**Adequate:** enough, available, present in a quantity, quality or state that can be used for its purpose or obtained.

**Inadequate:** unavailable; unsuitable, not enough, not fit to be used for an intended purpose.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter reviews related literature on the subject matter. The review covers a brief history of education in Ghana, meaning of basic education, the concept 'quality basic education', importance of quality basic education, initiatives at improving quality at basic level, demands of quality basic education, the role of Non-Governmental organizations (NGOs) in development, some Non-Governmental Organisations (NGO's) and educational concerns in Northern Ghana

#### **A Brief History of Educational Development in Ghana**

Successive Governments of Ghana have sought to use education as the vehicle for accelerating the implementation of their development policies and programmes. However, it was realized, even before the attainment of political independence in Ghana, that the type and quality of education system inherited from the colonial era did not address the country's needs and critical problems of development and equity.

Following the victory of the Convention People's Party in the country in the first general elections in February 1951, Mr. Kojo Botsio became the country's first minister of education. Thus, the responsibility for directing educational development passed from the civil service, which now instead

became responsible for carrying out the policies initiated from the minister's office.

The experience of the first few years of the plans in action showed that much of the criticisms made at the time, and since, did not take account of facts, which then faced the government. What the government did in the plan was to recognize a situation which, in fact, already existed by including virtually all primary schools within the system for grants and giving them at least some supervision. Instead of ignoring the existence of the majority of them, it ensured that a vast number of children received a better education than they would otherwise have had.

It was in line with the realization of the importance of education to the development of the individual in particular and the society in general that the 1961 Education Act was promulgated making provision for free and compulsory education. Subsequently it was recorded that during the 1960s and the early 1970s the number of children in school rose dramatically. It was however, observed that the drastic increase in the enrolment levels was not matched with the equal rise in the standards of education in the elementary and secondary schools. Reasons identified as contributing to this included lack of adequate supply of qualified teachers to match the expanded educational system. The fact that few free textbooks were supplied is commendable, yet the books were woefully inadequate and were not properly handled by pupils. Furthermore, they were not allowed to take them home for use.

Nkrumah's goal of reducing the educational gap between northern Ghana and the rest of the country, led to the establishment of a special scholarship scheme for Northerners in 1965. The scheme, which is still in operation, stipulates that tuition, boarding, lodging and books should be free.

Between 1966 and 1981 although a number of governments came into power, most of these did not have enough time to introduce far-reaching changes into the educational system. The governments are the National Liberation Council (NIC), (1966-1969), the Busia Administration, (1969-1972), the Supreme Military Council (SMC 1) under the Acheampong Administration, (1972-1978), SMC 2 under Major-General Akuffo (1978-1979), the AFRC Era, (1979) and Limann Administration, (1979-1981).

The Acheampong administration approved a proposal for a new structure and content of education from the old maximum of 17 years to 13 years. Unfortunately the reform programmed failed due to lack of political will and inadequate funding. The inadequacy of funding was the consequence of the protracted period of economic decline that began in the 1970s. However, as part of the implementation programme, a number of Junior Secondary Schools (JSS) were established on experimental bases. The reforms were however implemented nation wide under the government of the Provisional National Defence Council (PNDC) in 1987. The policy decision on the new structure was based on an earlier government white paper that unearthed some deficiencies like poor quality of teaching, learning, and poor patronage of the school system by children of school-going age.

The reform was launched based on the principle that literacy is a basic right of every Ghanaian that needs a sense of cultural identity and dignity, to participate in the development efforts of the nation using the most modern, scientific and technological skills and tools.

The focus of the reforms exercise had shifted to the senior secondary school programme by 1990. It was, however, not until the first batch of the senior secondary school students graduated in 1993 that the weakness in the implementation of the reform came to the fore. The reform had failed to achieve quality targets and exposed the education section to public criticism. The government's response to public criticism of the reform programme was to set up the education reform review committee of 1993/94. The work of the committee culminated in the national education forum of 1994 with a focus on basic education to the year 2000.

The forum attended by 150 representatives of various stakeholder groups, received critical comments from participants and also provided an opportunity for discussion of problems of the sector that were identified by the committee.

1. Poor quality of teaching/learning and ineffective management practices.
2. Inadequate funding of the sector leading to inadequate supply of inputs.
3. Lack of adequate parental involvement in their children's education.
4. Poor language policy that makes English the medium of instruction after primary school classes three.

5. Lack of teacher motivation with the resultant lack of commitment and devotion to teaching.
6. Poor co-ordination and collaboration among the implementing divisions of GES.
7. Disappointing growth in enrolment in schools
8. Persistently low regard of the Ghanaian public towards technical and vocational education.

The outcome of the public discussion of these problems as well as the 1992 Constitutional provision led to the formation of the fCUBE as a new basic education policy. Successive governments since Ghana's independence have demonstrated their recognition of the importance of education to national development, by pursuing policies aimed at making education accessible to all. Such bold attempt to salvage the basic education sector from its numerous problems was the introduction of the free compulsory and universal basic education popularly called the fCUBE programme.

According to Agyeman, Baku, & Gbadamosi, (1999), the fCUBE programme has its focus on basic education and seeks to improve upon the 1987 reforms by addressing the shortcomings identified in the implementation process to ensure quality. The programme also aims at increasing the participation of basic school going age children so as to make it as close to one hundred percent of the population as possible. Additionally, fCUBE seeks to address a particular policy focus of raising the enrolment of girls in basic education.

## **Meaning of Basic Education**

Basic education constitutes the foundation of the education system in every country. It is generally considered as the minimum formal education that should equip the individual child to function efficiently in society. According to the Evans Anfom commission, basic education is “.... The minimum formal education that every Ghanaian child is entitled to as a right to equip him/her to function efficiently (MOE, 1976). The implication of this is that basic education is a right and not a privilege and should be of such quality that it can equip the individual with some minimum skills and knowledge to enable him/her function efficiently in society. The knowledge and skills acquired at the basic school level is also supposed to lay the foundation for further education and training. The Evans-Anfom Commission contends that as our society develops what the Ghanaian child requires as basic education to function effectively will expand in scope, depth and sophistication. In other words, basic education as actually provided may change over the years, but always in an upward direction as regards duration and cover more areas as regards content. The Evans-Anfom Commission points out that basic education involve:

- a. The right of every child to formal education that must therefore be common and free when provided by the state.
- b. The provisions of equal opportunities for all children to enable them discover themselves. Therefore, the curriculum should be wide in scope

- c. The ability of the state to recruit good teachers and provide them with the resources and incentives to work effectively.
- d. The provision of a conducive learning environment.

The definition of basic education as provided by the Evans-Anfom Commission was amply reflected in Ghana's education reforms in 1987 under the PNDC government. Under the 1987 education reforms, basic education is defined as the first nine years of formal education made up of six years of primary and a three-year junior secondary school (MOE, 1987). This seems to be in keeping with what pertains in most countries. According to Jamison, D, Searly, B, Galda, K. & Heyneman, S (1981), p.32 the phrase 'basic education' is increasingly used to include a 6-year primary and a 3-year junior second cycle education to provide a complete period of 9-years schooling for those aged 6-15years, a normal expectation of enrolment." This means most countries now consider basic education to be made up of a 6-year primary and a 3-year junior secondary school.

The education reforms in 1987 also made provision for free and compulsory basic education. It also sought to provide equal opportunities for all children of school-going age by diversifying the curriculum to cater for children with diverse aptitudes, interests and talents (MOE, 1987). The new education system that emerged following the implementation of the reforms has been a subject of debate by various stakeholders in the Ghanaian society to



date. This has been necessitated by the fact that a good number, if not the majority, of the products of the new education system seems to be of low quality. This compelled the government of Ghana, under the administration of New Patriotic Party (NPP) to set up a presidential committee in 2002 to review the education reforms. The committee was under the chairmanship of Professor Anamuah-Mensah.

In the view of the Presidential or the Jophus Anamuah-Mensah Committee, basic education is the minimum period of schooling needed to ensure that children acquire basic literacy, numeracy and problem solving skills as well as skills for creativity and healthy living. It should entail vigorous instruction in the academic skills of reading, writing, numeracy and problem solving, and should serve as the foundation for further learning at higher levels. Basic education should comprise two years kindergarten, six years primary and three years junior secondary school. It is the view of the Professor Jophus Anamuah-Mensah committee that an 11 year basic education made up of kindergarten, primary and junior secondary school would be adequate in providing the needed foundation (MOE, 2001). This presupposes that basic education should start earlier in the child's life at age 4 instead of 6. The contention however is that kindergartens are usually regarded as part of pre-school cycle meant to prepare the child for schooling proper. However, the definitions outlined above point to one fundamental fact, that is, basic education no matter when it starts or ends, it is supposed to be that minimum level of education that should equip the child with relevant knowledge and

skills to enable him or her function effectively in society. The knowledge and skills acquired at this level should also be sufficient enough to constitute the foundation for further education and training.

### **The Concept of Quality Basic Education**

There are diverse views expressed on the concept due to the different expectations held by various stakeholders regarding the role of education or what is expected of the education system. Adams (1993), has identified six common views of quality held by educators which can be regarded as representative of the various views held. The six common views Adams identifies are: quality as reputation, quality as resources and inputs, quality as process, quality as content, quality as output and outcomes and quality as 'value added'.

According to him quality as reputation is where some schools are viewed as the 'best' by the public. However, the bases for reputation are not usually clear. We can only guess that some educational institutions are classified as 'best' based on public information or assumptions about inputs and outputs of these institutions.

Quality as resources and other inputs pertains to availability of fiscal resources, number and education of teachers and the extent of facilities. This implies that the funds government makes available to support the education sector is crucial in the determination of educational quality and for that matter quality basic education. This is so because funds are required to provide school infrastructure, pay salaries of teachers and non-teaching personnel in the

education sector. Funds are also required for textbook production and the production of other suitable teaching and learning aids, and organize in-service training. Education of teachers has to do with the academic and professional qualifications of teachers. It is reasonable to assume that teachers with good academic and professional qualifications are more likely to be more efficient than teachers with poor academic and professional qualifications. Extent of facilities also has to do with the adequacy or inadequacy of facilities such as classrooms, school libraries and other school equipment and materials. Where facilities are adequate it is expected that efficient teaching and learning can go on and thereby contribute to quality education.

Quality as process goes beyond availability of inputs or results, to include the nature of intra-institutional interaction of students, teachers and educators or the way the educational system is valued by the students, teachers and educators. This can be determined from the judgment, pleasure, enthusiasm and other interpretations of teachers and students.

Quality as outputs or outcomes is interpreted in terms of achievement in cognitive skills, entrance ratios to next levels, income and occupational status. The 'value added' view of quality typically refers to the impacts, influence or effects of the educational system or the school on the student. It is concerned with changes in the students through the influence of the school curriculum. According to Bergquist and Armstrong (1986), the quality of an educational programme can be adequately assessed if one can determine the

extent to which the programme has contributed to the desired outcomes. To them, this is what is referred to as the 'value added' definition of quality.

Quality as content reflects the particular bias of a country, community or institution toward some body of knowledge, skills or information. This is related to the relevance of the knowledge, skills or information in relation to the needs of the society education is intended to serve. The skills of reading, writing and arithmetic are fundamental for further learning and effective interaction at the local, national and international levels. Thus, it is increasingly recognized internationally that quality education at the primary school level should embrace "the 3Rs, national language(s) and history" (Adams, 1993, p.8).

These common views of educational quality show that the concept is quite complex. However, an examination of these views and recent concerns about falling standards in schools point to the fact that student learning achievement is central to quality. Enhancing student learning achievement and inculcating in them desirable values and attitudes in order to function effectively in society seem to be central to quality education at all levels. This can however be achieved through a variety of resources and inputs. To this end, Mingat, and Ping Tan, (1988) argue that educational quality can be defined in two ways, in terms of either inputs or outputs. In terms of inputs, the quality of education, in their view, is linked to school inputs such as teachers' qualification, class size, teaching methods, pedagogical materials and curriculum. Educational quality is said to be high when these inputs are

considered good. In terms of output, quality education is linked to the output of the system, regardless of its, internal operations. Quality is considered high if existing students achieve many of the curriculum objectives.

Aboagye (2005) has also observed that quality education may be defined from the standpoint of its final product. A quality education system produces Students with the knowledge, skills, attitudes, values and work habits needed to become productive, fulfilled citizens. It provides clear goals, high quality standards, good teachers and a well-organized curriculum. He however, concludes that though quality education may also be conceptualized from inputs criteria, in modern time educators prefer looking at quality from the output criteria rather than inputs.

This conclusion is based on the assumption that the effects of inputs on learning outcomes are unclear. Aboagye supports this assumption with the argument that, it is not automatic that increases in funding levels for example will translate to increasing outcomes. The reality of the case however is that increases in funding levels per se may not necessarily lead to an increase in learning outcomes if the purposes for which the funding is provided are ignored and funds misappropriated. It can be argued that where funds provided are judiciously used for their intended purposes it will definitely impact positively on learning outcomes. It is therefore more appropriate to define quality education in terms of an input-output relationship. Quality basic education can therefore be defined as one with sufficient inputs that enhance effective teaching and learning to the extent that pupils achieve many of the

curricular objectives. In effect, quality education involves the provision of quality inputs, quality delivery process and quality output. It includes learners who are healthy, well nourished and ready to participate and learn on a continuous basis, supported by their families and communities. The learning must take place in an environment that is healthy, safe, and protective and gender sensitive, with adequate resources and facilities.

Quality education also includes content that is reflected in relevant curricular and material for the acquisition of basic skills and knowledge, especially in the literacy, numeracy and skills for life. The process, through which trained and motivated teachers use child-centered teaching approaches in well-managed classrooms and schools, in addition to skillful assessment, culminates in quality education. Effective use of school time, right attitude towards learning, effective supervision, and good discipline also account for good quality in education. Furthermore, the effective use of Information and Communication Technology (ICT) as a tool for learning can improve output, particularly in this current global economy.

Learning outcomes that demonstrate adequate knowledge, skills and attitudes link to national goals and positive participation in society further consolidate quality education. It requires that every pupil demonstrates the acquisition or mastery of a minimum level of defined competencies in all subject areas (referred to as MSP) thereby reducing the failure rate. The introduction of the School Performance Appraisal Meetings (SPAM) enables Parents, Teachers, SMC members, students and the general public to contribute

to the quality of education in schools through engagements in the discussion of examination results.

### **Importance of Quality Basic Education**

Generally, education is regarded as the cornerstone of development. It builds the human capacity which enables people create their own resources or transform existing natural resources into wealth for individuals and the society at large. Without education, the individual becomes functionally limited, a situation which engenders poverty. Japan represents a classical case of a country that has used education to escape as well as fight poverty. As a country with little or no known natural resources, Japan decided to embark on industrialization in the late 19<sup>th</sup> century by first developing its human resource through schooling (Ingemar and Saha, 1983). Stone (1970) and Shipman (1971) also noted that schooling was from the outset regarded in Japan as essential for economic growth. Today, Japan is counted among the world's richest and industrial giants. This is a concrete manifestation of the role education can play in economic development.

Studies have shown that of all the levels of education, it is basic education that makes the greatest contribution to development. Lockheed, Jamison and Lau (1980) summarized the findings of 18 studies containing 31 data sets from thirteen developing countries and found out that four years of primary education increased the productivity of farmers 8.7% over all and 10% in countries undergoing modernization, largely in Asia.

Recent evidence from East Asia also demonstrates the contribution of quality basic education to economic growth. The evidence indicates that by far the largest determinant of economic growth in eight East Asian economies was primary education (World Bank, 1993). This is confirmed by evidence from another study. For example, in Korea in 1960, primary school enrolment, at 94%, was much higher than expected given the country's income level. This enrolment rate was associated over the next 25 years with a growth rate of 1.4 higher per annum than it otherwise would have been. This added up to per capita incomes 30 - 40% higher than they would have been if primary school enrolment had been lower in 1960 (Barro, 1991).

In a study involving cost/benefit analysis, using formal sector earnings as a measure of benefits, Psacharopoulos, (1993), indicated that calculated annual rates of return to the individual for investment in primary schooling are typically over 15 % and may in some countries be over 50%. Psacharopoulos, contends that costs are very low at this level, and benefits are substantial. A study by conducted by Quist, (1994) in Kenya also points to the importance of quality basic education. The study revealed that farmers with seven years of primary education (both men and women) were able to observe, diagnose and correct common agricultural problems better than farmers with fewer years of education. They actively sought to solve problems, while unschooled farmers did not. Education has also been regarded as a central human resource and one that can have particularly positive outcomes among the poor, in terms of fostering literacy, economic growth, reduction of fertility and nutrition (World



Bank, 1980). Furthermore, in a calculation of the economic rates of return (units of output per unit of input) to education an analysis of 30 developing countries showed that primary schooling produced almost twice the rate of return as secondary and higher education (1980). In one typical study on works productivity it was concluded that “literate and numerate workers are more productive, that education is valuable to workers because it can give them skills that increase their productivity” rather than simply as a credential (Boissiere, Knight and Sabat, 1985, p.1029). Jamison and Mook (1984) have also indicated that farmers, who can read, write and understand numbers can allocate inputs efficiently and thus increase productivity.

Basic education also contributes to social development. Holsinger and Kasadra (1975) for instance have argued that elementary (basic) education improves hygiene and nutritional practices, which improve both child survival and fertility while further education highlights the advantages of controlling family size. It can therefore be argued that the high infant and child mortality rates in most developing countries especially in areas can partly be attributed to high adult illiteracy rates among rural women.

Other studies also point to the fact that quality basic education contributes to general development. Education equips a person with literacy skills which is a tool one can use to acquire information which is necessary for all aspects of development. The relationship between education and development in all its forms-economic, social and political, is well documented. Of particular importance in this relationship is the development

of literacy and numeracy skills usually at the primary or basic school level. For instance, the high standard of living in Sweden is due to the fact that, the country was fortunate enough to get universal literacy through compulsory schooling covering the total population half a century before it was seriously drawn into the orbit of industrialization (Myrdal, 1965).

When Denmark's farm economy was faced with ruin through undercutting competition from increased production in Russia and more particularly, in the United States and new overseas territories, Denmark did not accept defeat but met the challenge by carrying through a masterly reorganization of its farm economy. The corn which had become cheap was turned into fodder, and a new, highly competitive farm economy was built up as an internationally specialised one, on the basis of animal foodstuffs through dairy farming and processing of the new agricultural products. All these involved not only a change of production techniques, requiring more individualized efforts by each farmer, but also a new organization for quick and dependable marketing. This was realized in the form of cooperatives – cooperative dairies, cooperative slaughter houses, cooperative export agencies – for which there existed at that time, if any, prototypes in the whole world.

This was made possible because the Danish population was already thoroughly prepared by education. This is so because Denmark has a history of comprehensively instituting compulsory schooling long before most developed countries in the world. Thus, when the great decisions had to be taken and implemented to change the nation's economy, the challenge could be met by a

people who already had behind it a generation of practically universal literacy (Myrdal, 1965).

Myrdal further points out that the United States and Great Britain offer similarly striking examples of the singular role of education as a prerequisite for national development. The tremendous pace of American economic growth can be related to the extraordinary interest already taken in education as early as the colonial period. The case of Great Britain is a little different. Although Great Britain started far earlier than any other society on the path of rapid economic development, there came a time, when her rate of progress was being overtaken by countries like Germany, at also by France, and by the United States. One crucial reason for this, a reason of strategic importance, was that England, during this period, lagged behind in primary education for all the people (despite its centers of higher learning for a select few), while countries like the United States and Germany, Holland and Scandinavia, put very great stress on getting their educational systems broadly based.

It is therefore not surprising that Education for All (EFA) has become a matter of great concern to all nations. It has also become obvious that Education for All without quality will be a wasted effort. For instance, in 1990, the World Declaration on Education for All noted that the general poor quality of education needed to be improved and recommended that education be made both universally available and more relevant. The Declaration also identified quality as a prerequisite for achieving the fundamental goal of equity. It was also recognized that expanding access alone would be insufficient for

education to contribute fully to the development of the individual and society. A decade later, the Dakar Framework for Action declared that access to quality education was the right of every child. It affirmed that quality was “at the heart of education”- a fundamental determinant of enrolment, retention and achievement (UNESCO, 2005).

The overall importance of quality basic education is summed up by Lockheed and Verspoor (1991) in the following uncertain terms:

The future development of the world and of individual nations hinges more than ever on the capacity of individuals and countries to acquire, adapt and advance knowledge. This capacity depends, in turn, on the extent to which the population had attained literacy, numeracy, communications and problem Solving skills. To move forward, all developing countries must improve the education and training of their labour force. Advanced education and training must rest on the solid foundation of good primary education (p. 2).

Therefore, the current developmental challenges in most developing countries can be attributed in part to low school enrolments and poor quality basic education. Overcoming these challenges calls for the provision of universal quality basic education. This prompted the World Conference on

Education for All (WCEFA) in Jomtien, Thailand, in 1990 involving 155 countries and 150 organisations to pledge to provide education for all by the year 2000. In 1998 a global Education for All (EFA) Assessment involving more than 180 countries was launched. It involved a comprehensive study of basic education. It was carried out by national teams assisted by ten regional advisory groups, comprising United Nations (UN) agencies, the World Bank, bilateral donor agencies, development banks and inter-governmental organizations (Little, 1994). Preparatory conferences and special gathering of the nine high-populated countries (E9) between December 1999 and February 2000 (in Johannesburg, South Africa, Bangkok, Thailand, (Cairo, Egypt, Recife, Brazil, Warsaw, Poland, and Santo Domingo, the Dominican Republic). National assessments were complemented by fourteen thematic studies on educational issues of global concern, surveys on learning achievement and the conditions of teaching and learning, as well as twenty case studies.

According to Little (1994), the exercise revealed that the number of children in school soared from 599 million in 1990 to 681 million in 1998 and many countries were approaching full primary school enrolment for the first time. On the other hand, some 133 million children were out of school, discrimination against girls was widespread and nearly a billion adults, mostly women, were illiterate. The lack of qualified teachers and learning materials was the reality for many schools. Disparities in quality were also widespread. These results influenced the outcome of the World Education Forum in 2000.

The Education for All decade culminated at the World Education Forum (26-28 April 2000, Dakar, Senegal) which adopted the Dakar Framework for Action Education for All: Meeting our collective commitments. The document commits governments to achieving quality basic education for all by 2015, with particular emphasis on girls' schooling and a pledge from donor countries and institutions that no country seriously committed to basic education will be thwarted in the achievement of this goal by lack of resources (UNESCO, 2001).

It is in this regard that achieving universal primary education has become one of the eight UN Millennium Development Goals to which the Government of Ghana is seriously committed. This is demonstrated in the government's increased expenditure on education since 2001. The government of the New Patriotic Party (NPP) committed 28.4 percent of the national budget to education in 2001, 35.5 percent in 2002 and further raised it to 44.27 per cent in 2005 (Daily Graphic, 2005). The government further indicated that half of Ghana's Poverty focused Expenditure is devoted to basic education. In order to improve the delivery of basic education services, the government reviewed Ghana's free, compulsory and universal Basic Education programme (fCUBE) and made primary education fully fee-free throughout the country. A programme to offer free feeding to primary school pupils in a number of pilot schools was also introduced. The implementation of these policy decisions shows that the government was not only committed to the provision of universal basic education but quality basic education. All fees that used to be

charged at the basic school level were abolished and the capitation grant was introduced (Daily Graphic, 2005).

The government of the National Democratic Congress (NDC) that took over power from the New Patriotic Party (NPP) in 2008 general elections has shown equal commitment to providing quality basic education. The capitation grant is still maintained and the government has made policy statements declaring its intentions to expand the school feeding program and improve upon infrastructure and conditions of service of teachers.

### **Resource Demands of Quality Basic Education**

Basic education as the foundation of any educational system is expected to equip children with knowledge and skills that can make them function effectively in society (MOE, 1976; MOE, 1987; MOE, 2000; Lockheed & Verspoor, 1991). Achieving this requires that certain inputs be made available to basic schools. It is this that makes it imperative to define quality education and for that matter quality basic education, from the perspective of an input-output relationship. The inputs required to produce the desirable outputs or outcomes are a reflection of the resource demands of quality basic education. These demands border on the provision of resources such as school infrastructure, textbooks and often teaching/learning materials, adequate supply of qualified teachers, and the efficient utilization of these resources through effective supervision. Other demands border on in-service training to constantly upgrade and update the knowledge and skills of head

teachers, teachers, PTAs, SMCs and addressing the problems that hinder the participation of certain sections of the populace in school.

A number of empirical studies have shown that these resources contribute to students' achievement or expected outcomes. A survey by the World Bank (2004) in Ghana, it was revealed that Ghana's falling standards of Education in the 1980s was due to the lack of and inadequate provision of these resources. The survey covered 1,524 households in 85 different communities in the country. The sample was made up of people aged between 9 and 55 years with at least three years of schooling. They were given a short English reading test of eight multiple choice questions and a mathematics test of eight sums (two additions, two subtractions, two multiplications and two divisions). Children who had completed three years of primary education scored on average 0.8 out of 8 in the English short test-worse than if they had simply guessed all the answers. Children who had completed all six years of primary education did not do much better with an average mark of only 3.1 out of the 8. In the simple mathematics test the average score for primary graduates was 4.9 out of 8 (World Bank, 2004).

The survey also revealed that in 1988 less than half of schools could use all their classrooms when it was raining, 22 per cent of schools had no blackboards, two-thirds of primary schools reported occasional shortages of chalk, Only 21 per cent of primary schools had at least one English textbook per pupil and the percentage of Junior Secondary schools (JSS) having at least one Mathematics textbook per pupil was 13. When the quantity and quality of



physical and material inputs were improved upon over a 15-year period, student achievement improved. By 2003 over two-thirds of schools could use their classrooms when it was raining compared with less than half in 1988. Also 94 per cent of schools had blackboards compared with 78 per cent in 1988. This time round 86 per cent always had chalk, 72 per cent of primary schools had at least one English textbook per pupil and 71 percent of JSS had at least one mathematics textbook per pupil. Schools were also equipped with libraries, and library books, furniture, toilet facilities and sources of water. It was also realized that the number of primary school teachers had risen from 47,000 in 1980 to 84,400 in 2001 while that of JHS rose from 22,500 to 43,000.

These improvements in inputs led to improved learning outcomes by 2003 as was revealed in a similar survey on student learning achievement. The same 85 communities that were used in 1988 were used in the 2003 survey involving 1, 740 households. The results showed that children were better educated than 15 years ago ((1988-2003). Primary school graduates score an average of 5.6 out of 8 on the short English test and 5.7 on the mathematics test. These higher scores were achieved in the context of growing enrolments, so that a greater proportion of those aged 9 to 55 years took the tests in 2003 than in 1988 (World Bank, 2004). These findings show clearly that physical and material inputs as well as teachers are essential to improving student learning achievement which depicts quality basic education.

Adequate and suitable classrooms, textbooks and other learning material and teachers play an important role in enhancing student learning achievement. For example the curriculum is delivered through textbooks and this makes them the most important instructional material. According to Altbach (1983, p.315) “Nothing has ever replaced the printed word as the key element in the educational process and, as a result, textbooks are central to schooling at all levels.” When textbooks are available instructional time is not wasted while teachers and students copy text on and off the blackboard.

Studies have shown that the availability of textbooks and other instructional materials have a positive effect on student achievement in developing countries (Heyneman & Loxley, 1983). In the Philippines, first and second-grade children received textbooks under one of two conditions: a student-textbook ratio of 2:1 and a ratio of 1:1. A comparison group was drawn from students in school the previous year, when the ratio of students to textbooks was 10:1. Textbooks had a substantial effect on learning; students who received text books in both conditions scored about one-third of a standard deviation higher than the comparison group on tests of science, mathematics, (Heyneman, Jamison & Montenegro, 1984). Nicaraguan students in classes randomly assigned to receive textbooks scored significantly higher-by about one-third of standard deviation-on a test of mathematics achievement than students in classes with no textbooks (Jamison, et al, 1981).

Learning materials such as filmstrips, posters, and audio tapes, help the teacher to communicate knowledge, pencils and paper, enable the student to

practice what has been taught while chalk and blackboards for example, do both (Baker, 1988) Teacher guides or reference books supplement textbooks to enhance teaching and learning. Those that are well integrated with the textbooks or other instructional materials can have a positive impact on student achievement. Guides that include information on what to teach and how to teach it, diagnostic tests that help teachers monitor student learning and modify the daily lessons accordingly, suggestions on how to manage the classroom, and activities for classroom use are particularly effective (Lockheed and Verspoor, 1991). These teaching and learning materials also serve as incentives to teachers (Kemmerer, 1990).

Other studies have also shown that availability and quality of teachers have a positive impact on student learning achievement. It is teachers who implement the curriculum and therefore where there are no teachers there is no way the curriculum can ever be implemented. Teachers with good academic and professional qualifications are well positioned to understand and implement the curriculum better than those with poor academic and professional qualifications (Husen, Saha and Noonan, 1978).

In-service training is also found to impact positively on material and administrative skills of head teachers and pedagogical skills and knowledge of teachers. In-service training is also important in building the capacities of PTAs and SMCs and other stakeholders of education, all of which has a positive impact on student learning achievement. Fullan (2001) considers capacity building to be an integral part of school improvement initiatives:

without it, in his view, the desired results will not be achieved. Lockheed and Verspoor (1991) have observed that in almost all developing countries not only are general administrative and managerial skills lacking, but also technical skills are scarce as well among education managers. They attributed this to deficiencies in training, whether pre-service or in-service. They found out that, most often in-service training is unavailable, inadequate or inappropriate. Therefore, to achieve quality basic education, it is essential that adequate and effective in-service training be made available to head teachers, teachers, PTAs and SMCs.

In-service training to build the capacities of teachers impacted positively on student learning achievement in studies conducted in Ethiopia and Bangladesh. The training was recurrent and each teacher received approximately two months of intensive in-service training on general topics as well as subjects important to increase learning achievement. The training involved practical methods of teaching each major subject, ways to adapt the curriculum to the social and physical environment of the pupil, understanding the ways children develop and learn, elementary methods of evaluating teaching and learning, management of classrooms, and effective methods of parent-teacher and community relations. Preliminary indications were sufficiently promising that the training has been made a permanent feature of the primary system in Bangladesh (Verspoor, 1989).

This shows that for Ghana to increase learning achievement or promote the quality of basic education we need to organize in-service training on a

regular basis for teachers on relevant and appropriate general topics and in major subject areas.

Studies have also shown that effective supervision also lead to effective utilization of resources which in turn enhances student learning achievement. For instance, a study of primary school effectiveness in Burundi documents a strong and significant relationship between the frequency of teacher supervision and student achievement: student test scores rose as the number of times the school director (head teacher) visited the classroom increased. Frequent teacher supervision improved the punctuality of teachers and their adherence to the curriculum, which in turn produced higher, scores (Eisemon, Schwille, & Prouty, 1989).

Girl-child education also has a positive impact on future student achievement. This is so because, the girl-child of today is the mother of tomorrow and studies have shown that there is a positive association between the education of mothers and child nutrition. For instance in a study by Graves (1978) in Katmandu, Nepal, it was revealed that mothers with no schooling had more malnourished children than those with schooling. Levinson (1974) also found in Rural Punjab, India that literate mothers had a smaller percentage of third-degree malnourished children. These empirical studies provide conclusive evidence to the fact that female education leads to improved child nutrition and health. Improved child nutrition and health, in turn, plays an important role in school achievement and attainment (Mock and Leslie, 1986). When children are malnourished and develop health problems they are more

likely to absent themselves from school or lack concentration in class. This certainly will impact negatively on their learning achievement.

Besides, educated mothers are more likely than fathers to read to their children and help them do their homework, which impacts positively on children's academic achievement. It is for these reasons that Amokase (2006) argues that any contribution towards female should not be seen just from the perspective of equity but also from quality basic education and beyond. The implication of this for Ghana as a nation is that, the quality of basic education in future depends on how we address the problems that hinder female participation in schooling.

### **Initiatives at Improving Quality at Basic Level**

The poor quality of education at the basic level has prompted GES to initiate a number of measures with the support of development partners: the inclusion of a two-year kindergarten programme at ages 4-5 as the base of the current 11- year basic education programme; the Whole School Development (WSD) projects supported by the Department For International Development (DFID) to bring about improvement in all areas of education; The Quality Improvements In Primary Schools (QUIPS) project supported by USAID to assist in developing, demonstrating and replicating processes required to improve schools as part of the WSD; the Child-School-Community Process in Education (CHILDSCOPE) supported by UNICEF are all designed to promote healthy education in the communities. It is currently being used in a few districts including Bongo.

The fashioning and establishment of District Education Planning Teams (DEPTs) in the 138 districts to strengthen the capacity of the districts to plan, implement, monitor and evaluate educational programmes are also programmes aimed at quality the Books scheme funded by DEID for the supply of books to all public primary schools in the country is also being implemented. By it each pupil is to have two supplementary readers in addition to the basic textbooks. This is to be extended to the JHS level.

### **Factors That Hamper the Achievement of Quality at the Basic Level**

Infrastructural facilities Classrooms, school libraries, workshops and science laboratories are very important facilities for effective teaching and learning. The lack of these facilities affects the quality of basic education in most deprive communities. At the basic level, the responsibility for the provision of school buildings lies with the District Assemblies. Religious bodies assist in providing building for their schools. A recent survey indicates that out of a total of 101, 980 school buildings, 40,895 (40.1%) are in good condition, 22,805, (22.4%) need minor repairs and 37,332(36.6%) need major repairs (World Bank, 2004).

Lack of equipment and instructional materials (textbooks, stationery, teaching aids and equipment) is another factor that affects the quality of basic education. Insufficient textbooks, teachers' reference books, workshop laboratory equipment affect the quality of teaching and learning in schools (Altbach, 1983).

Insufficient qualified teachers resulting in poor quality of teaching and learning; high pupil/teacher ratio, especially in rural and sub-urban areas also contribute to poor quality of education. Generally, it has been observed that most professional teachers refuse posting to teach in rural schools in most developing countries and this affects the quality of basic education in rural schools (World Bank, 2004).

Ineffective use of contact hours also affects quality of basic education. Some teachers use official teaching time to do their private business. It is not uncommon to see teachers selling all manner of items in school when they should actually be teaching. Some teachers even use their pupils on their private farms during school hours, especially in rural areas (World Bank, 2004).

Mass or wholesale promotion also affects the quality of education in the sense that it does not encourage most pupils to learn. When pupils are promoted from one grade level to another regardless of their performance it affects their motivation to learn.

Unmotivated and non-committed teachers are another factor that affects the quality of basic education in most countries. Generally, teachers compare their salaries and conditions with those of their counterparts with similar qualifications and responsibilities in other organizations. They often, then abandoned the teaching profession for other jobs they perceive to be more lucrative.



Poor supervision in schools, including weak management capacity is also a factor that affects quality basic education especially in public schools (Opare, 1999). Teachers like all other works require effective supervision by their superiors to give of their best.

Inadequate education facilities for the physically and mentally challenged are also a factor that hampers educational quality. The 1992 constitution of Ghana guarantees the right of every child to basic education. This implies GES the must provide adequate educational facilities to cater for all children taking into consideration the special needs of the physically and mentally challenged. This is however not the case since there are only a few educational institutions to cater for the educational needs of the physically and mentally challenged. For instance, there is not a single school in the of the Upper East region for the mentally challenged.

The shift system and its attendant problems of pupil/teacher absenteeism, child delinquency, truancy and child labour also hamper the quality of basic education. Due to inadequate classrooms in some schools are compelled to operate a shift system where some pupils attend classes in the morning and close in the afternoon so that other pupils will also use the classrooms in the afternoon and close in the evening. This implies that pupils in such schools have fewer contact hours compared with counterparts in schools which do not operate the system. Besides, the pupils and teachers in schools that operate the system in some cases capitalize on the system to absent themselves from school. For instance, it is easy for a child to deceive

the parents that he/she is for school in the mornings when he/she is actually for afternoon and leave the house and go to a different place and only return in the evening. Some parents engage their children in a lot of household chores after school. The children become so tired that they are unable to do their homework or do personal reading.

Inadequate funding affects educational quality in the sense that funds are required to purchase all the necessary inputs to enhance effective teaching and learning. The issue however is that though developing countries a large proportion of national budgets on education the funds are still inadequate to cater for needs of the education sector. Poor guidance and counseling services affect educational quality. These services are usually meant to help pupils/students understand themselves and solve their emotional and academic problems. It is therefore obvious that guidance and counseling services contribute to enhance educational quality. This is because when pupils/students are not able to understand themselves and solve their emotional and academic problems, it is unlikely that they can do effective learning. The problem however is that most basic schools in developing countries lack professional counselors.

The fact that there are no mechanisms for monitoring the progress of pupil in the different subjects also affects the quality of education. The fact that there are no professional counselors in most basic schools shows that the schools have no competent personnel to monitor the progress of pupils in all the subjects and use the results to counsel pupils/students.

## **The Role of Non-Governmental Organizations (NGOs) in Development**

Non-Governmental Organizations (NGOs) are independent organizations which are different from the state apparatus. They are organized and managed on a voluntary and non-profit basis. They are therefore non-self serving and often aim at various development-oriented goals. They normally aim at improving the conditions and prospects of the disadvantaged people in society (Morrison, 2002). This however pertains to the genuine ones. Most of the genuine NGOs have played and continue to play important roles in the development of most countries.

According to Morrison (2002), the United Nations Development Programme (UNDP) in 1993 observed that NGOs have increased in their outreach in recent years, both in funds they spend and the numbers of people they deal with. Rough estimates in the 1980s suggested that their activities touched 100 million people in developing countries, but today the total is nearly 250 million people and will rise in the years ahead.

Morrison further observes that NGOs undertake a wide range of activities and in Ghana for instance, their activities include agriculture, community and rural development, health, education, relief, rehabilitation of drug addicts and street children, water and sanitation development, technology and housing, care for the aged and the vulnerable.

Bob-Millar (2005) observed that NGOs play very important roles in redressing imbalances between rural and urban areas in terms of development. He observes that in some deprived rural areas, the only important and very

common names known to the people are either World Vision, Action Aid, Catholic Relief Services (CRS), Adventist Development and Relief Agency (ADRA), among others. This is because it is these NGOs that provide them with clean drinking water, the school building, the clinic in the village, the afforestation project, credit facilities, extension services and many more. As a result of their enormous contributions and interventions, it has become obvious and imperative for governments and international bodies to accept and appreciate their role as collaborators in development (Oquaye & Katsriku, 1996). It is against this background that the activities of World Vision in respect of its contributions to education are worth investigating

### **Some NGOs in Ghana**

Support from international and local NGOs are generally designed to fit in with current education policy. Below are summaries of the activities of some main NGOs currently operating within the education sector in Ghana.

#### **Action Aid Ghana**

Action Aid Ghana is based in Accra with a support office in Tamale and field offices in Bolgatanga, Bawku, and Chereponi and in the Brong Ahafo region. Its target area currently comprises the three northern regions of Ghana; however, it will be expanding its operation within the next five years, to the Volta, Western, and Greater Accra regions. Action Aid works in several areas of development including education. Its major services to education are the provision and renovation of infrastructure for education, the provision of educational materials, in-service training and upgrading of teachers' skills,

capacity-building of PTAs, peace education designed to minimize ethnic conflicts, shepherd schools for children who cannot attend classes during normal school hours, and adult literacy classes using the reflect methodology. Action aid/Ghana also supports education advocacy at district and national levels by building the capacity of Ghanaian NGOs through training.

### **Catholic Relief Services/Ghana (CRS)**

Catholic Relief Services/Ghana works in the areas of disaster relief, education and self-help community development; however, education is its focus. It promotes enrolment and school attendance through the provision of food to school children. It also promotes girls' enrolment through take-home food rations provided at the end of every month. Girls must achieve 85% attendance in order to qualify for these rations. In addition, CRS assists communities with school infrastructure and provides school furniture. Another CRS intervention is to mobilize communities around education and form PTAs. This is done through PRA and PLA exercises. Communities are involved in the management of the food ration for school children. CRS operates only in the three northern regions of Ghana. CRS is also involved in the implementation of USAID QUIPS programme, in northern Ghana.

### **The Ghana Institute of Linguistics, Literacy and Bible Translation (GILIBT)**

GILIBT is affiliated to the University of Ghana. Its main objectives are to provide written materials for Ghanaian languages and to translate the bible and other Christian books into Ghanaian languages. Its literacy and

development unit runs adult functional literacy programmes in all its areas of operation. Under this programme, GILIBT has developed teaching materials in Northern local languages, which are being used on the GES curriculum at BS1-BS2 levels. GILIBT also runs special classes for children who formerly attended their adult literacy classes. Through this programme, GILIBT has been able to convince many rural parents to let their children receive education in formal schools. Adult graduates of GILIBT's literacy classes have set up a number of their primary schools for adults, to pursue further learning. The adults who complete their studies at these schools enter formal Junior Secondary Schools (JHS) and attend classes together with the children.

### **Plan Ghana**

Plan Ghana matches children from a particular community with foster parents abroad. These foster parents donate generously in cash and kind towards the development of their wards. The money is then used collectively for development projects within the community, which are directly beneficial to the children. Education is an important part of Plan Ghana's development programmes. Its education programme has two main components. The quality formal education programme involves the construction and repair of school buildings, construction of teacher's bungalows, provision of school furniture and the supply of school textbooks and other learning material. Others include the provision of school uniforms, a scholarship scheme from JHS and SHS for deserving pupils, in-service training for teachers in mathematics and English and a school health programme. The early childhood development programme

involves school construction, provision of furniture and playground, equipment and training of pre-school attendants at the national nursery teacher-training institute. They also engage in the training of school management committees (SMCs) to improve management at the grassroots.

### **Forum for African Women Educationist/Ghana (FAWE)**

FAWE/Ghana is a chapter of an international organization with headquarters in Kenya. It brings together women ministers of education, university vice-chancellors, permanent secretaries and other prominent women educationalists, for promoting the education of girls and women in Africa. It organizes advocacy, awareness and sensitization programmes about the importance of girls' education, through workshops, the media and the FAWE newsletter. It collates and circulates to all stakeholders in education, appropriate existing data on matters relating to participation of girls, to which end it has an Information and Documentation Center at its headquarters. It selects specific areas for intervention and participation of girls in education. It networks with other FAWE member countries as well as other organizations engaged in activities relating to girl's education.

### **Voluntary Service Overseas (VSO)**

VSO is an independent British NGO, which assists in community development through providing practical assistance in the form of volunteers. VSO's main assistance to education in Ghana is the supply of volunteer teachers to Senior Secondary Schools, Vocational and Technical Colleges and Teacher Training Colleges.

### **School for Life (SFL)**

The School for Life is a Ghanaian NGO working in partnership with the Ghanaian Danish Communities Association (GDCA), its sister organization. The Dagbon traditional council established it with the assistance of GDCA. It has its headquarters in Tamale and works in several communities in the northern region. Its major services to education are the running of afternoon classes in functional literacy and basic numeracy for children who are past the school going age usually 8-12 years.

Instruction is mainly in the mother tongue and contact time is for 3 hours a day, 5 days a week with timing of classes left to the students and their facilitators. The school year starts in October and ends in June just before the rains set in. This flexible timing allows communities to meet their market days, festivals, religious, home and farm demands. Classes of not more than 25 gender balanced (50/50) pupils are held in existing school facilities. The curriculum is taught exclusively in the mother tongue and was designed with much input from the GES. All their facilitators are volunteers trained by SFL in functional literacy and participatory teaching methodology. SFL also provides funds and technical support for basic rehabilitation of dilapidated school structures in the target area, on a self-help basis. Communities apply for these funds and contribute 25% of the costs in labour and in cash. In addition to this, SFL provides teaching materials including reading and writing materials and furniture.



Available data reveal that an average of 90% of the pupils graduate, 85% would normally wish to enter formal schools, however only 70% of them get absorbed due to lack of places. Interestingly, over 90% of pupils absorbed into formal schools do graduate with a dropout of 10%.

### **World University Service of Canada (WUSC)**

WUSC began implementing the Canada-Ghana girl-education enhancement project in 1997. This five-year project funded by the Canadian International Development Agency

(CIDA) operates at the community, regional and national levels in collaboration with UNICEF. It is designed to enhance girl-child education at the primary and junior secondary levels within the Northern, Upper East and West Regions in Northern Ghana. WUSC's project components are institutional strengthening and policy enhancement, gender parity among educators. Its implementation strategies include the posting of WUSC volunteers to the girls' education unit and the curriculum service, to enhance the girl-child focus in education policies and in curricular materials. WUSC also provides a limited number of scholarships to teacher training colleges for local women students who agree to teach in their communities for a period of at least three years.

### **Care Ghana**

Care Ghana has an educational programme called School and Community-Oriented Education (SCORE), which focuses on re-vitalizing the relationship between schools and communities. In each of score's target

communities, they encourage communities to form Participatory Rural Appraisal (PRA) teams and they have organized training programmes for PTAs and School Management Committee (SMCs). As a result, many communities have become far more active in education. For example, five communities have put up structures for school libraries, some have provided teachers with accommodation and others are farming to raise money for their schools. Other interventions under Care's SCORE programme are: training teachers in child-centered methodology and in the production of teaching/learning materials with local resource, sensitization on the importance of girls' education and management training for school heads. So far, score operates only in the Wassa West District of the Western Region.

#### **Partners for Internet in Education (PIE)**

The Partners for Internet in Education is a non-profit membership association formed in February 1997 with some initial assistance from US Aid's Leland initiative, to bring together schools, companies, organizations, technology, and their impact on and applicability to education. PIE organizes basic training programmes for those of its members who need their computer skills brushed up. In partnership with the Ghana library board and US Aid's Leland initiative, PIE has opened the Accra Community Learning Center (CLC), fully equipped with computers and with full access to the internet, to advance and support, at subsidized rates, learning resource for teachers and students in basic, second cycle and professional training institutions.

PIE aims to collaborate in the establishment of as many CLCs as possible over the next few years in various parts of Ghana. Through the CLCs, PIE intends to facilitate further capacity development within member schools through organization and implementation of training programmes and workshops for teachers and student's web page design and grant sponsorship, internet training, technical networking and support training.

PIE members are also to pursue their own Internet related activities based on their resources and level of student and their capabilities. To this end, several projects are underway in member schools and institutions. Projects implemented by members are demonstrated to other members through the monthly project speakers' series, introduced at the end of 1998.

#### **World Vision International/Ghana (WVI/WVG)**

World Vision International (WVI) is a Christian relief and development agency operating in more than 95 countries around the world. WVI was founded in 1950. It has since been focusing its work on projects that help communities to address the root causes and not just the symptoms of poverty. The organization assists people based on need and not on creed. WVI's mission is "to follow our lord and saviour Jesus Christ in working with the poor and oppressed, to promote human transformation, seek justice and bear witness to the good news of the kingdom of God." Again WVG's operating principles are: to be faithful messengers of God's love; trusted partners of lasting change, powerful motivators of caring; courageous promoters of justice and peace; and inspiring models of co-operation.

World Vision Ghana (WVG) is a corporate member of world vision, and international Christian relief and development non-profit organization. WVG is legally registered with the Government of Ghana and actively plans, coordinates and implements its development work with all relevant government sector ministries and other NGOs,

Ministry of Education, Youth and Sports (MOEYS), Ministry of Health (MOH), Ministry of Food and Agriculture (MOFA), Ghana Water and Sewerage Corporation (GWSC), UNICEF, Water Aid, Ghana National Education Campaign Coalition (GNECC), Northern Network for Education Development (NNED), District Assemblies, and Ghanaian Universities.

WVG began operation in Ghana in June 1979. Mr. George Nicholson, a British national, was the first to head WVG. Rev. Commodore Philemon Quaye, the first Ghanaian Field Director took over from him in 1980. In 1990, Dr Joseph de graft Johnson Riverson succeeded Rev. Quaye as national Director. Six years later in 1997, Mr. Bismarck Neequaye-Tetteh took over and in January 2003, Mr. Sam Asare became the fourth National Director. WVG has its headquarters in Accra with regional offices in most of the regions. Since 1979, WVG has focused its operations on reducing vulnerabilities, enhancing capacities and providing opportunities for the poorest of the poor in these programme areas including, education (formal and non-formal); child development and protection; health and nutrition; water and sanitation; food and agriculture, gender and development, income-generation activities, HIV/AIDS prevention, care and support, emergency relief and rehabilitation

and Christian Witness and impact. WVG places highest priority on programmes that minister to the most vulnerable and marginalized among the poor, are child-centered, and community-based development.

### **Operational Sectors**

WVG has its head office in Accra but implements its programmes in all administrative regions. Since 1997, a decentralization process put WVG into three operational sectors. These are the Northern sector which covers Upper-West, Upper-East and Northern regions, the Central Sector which covers Ashanti, Brong-Ahafo and Eastern regions and the Southern Sector which covers the Volta, Eastern, Central, Western and Greater-Accra regions. Through the decentralization process, resources and facilities are provided to staff in the Area Development Programmes (ADPs) and zones to facilitate services delivery and quality ministry in the communities. The three sector offices have been equipped to provide training, monitoring and effective co-ordination of programmes.

WVG has been supporting initiatives across the country including 17 Area Development Programmes (ADPs), 4 ADP family sponsorship programmes, and 7 Area grants programmes. It has established offices in the 21 district centers, and 47 resource centers in the zones to promote effective communication and collaboration with the District Assemblies and decentralized departments. Staff members are positioned in the zones and the communities, to ensure effective mobilization of the communities for community-initiated development programmes. WVG has also supported some

institutions and homes for socially and physically disadvantaged children. These include: Osu Children's Home, Hohoe School for the Deaf, Akropong School for the Blind, Mampong School for the Deaf and Dumb, Sekondi school for the deaf, Cape Coast School for the Deaf, Bechem School for the Deaf, Begoro Rehabilitation Centre, Ajumako Nutrition Centre, Mampong Babies Home and Faith Foster Home (Frafraha orphanage).

The head office in Accra provides strategic leadership, policy direction and coordination of programmes. WVG works through its 497 staff, including a total of 150 Ghanaian specialists. The technician, health and nutrition specialists work as multidisciplinary teams based in southern, central and northern sector offices.

As an active member of the inter-NGO consortium, WVG engages in international and local networks and partnerships. Over the past 25 years WVG has institutions, international universities and research institutions (Cornell University, Desert Research Institute, Nevada USA, University of Ghana and Cape Coast). WVG's initial development strategy of operating in several communities scattered all over the country called Community Development (CD) projects gave way to a new concept of Area Development Programmes (ADPs) in the early 1990s. The Area Development Programme (ADP) concept is an approach to transformational development which targets a specific geographical location (district or part of a district) for maximum impact. It implies a long-term commitment to the community. The rationale for this

paradigm shift was to ensure sustainability. Among other things, the ADP concept was expected to assure the following:

1. Focus on district instead of individual communities for development in line with government development policy.
2. Be established in an ADP district for 15 years to carry out development interventions.
3. Partnership with identifiable stakeholders, local government being the primary stakeholders. Create and strengthen a network or relationships among stakeholders.
4. Shift of emphasis from being operational in project implementation to facilitation of the development process.

Moreover, one of the key elements of an ADP is that it gives priority to children and women. The main goals of an ADP are to gradually assist communities to take ownership of the projects and of their own development and to address the macro causes of poverty.

### **WVG's Experience in Northern Sector Intervention**

In the Daily Graphic issue of 24<sup>th</sup> June 2004, the World Vision in a special silver anniversary supplement published that, in 1981 after undertaking relief operations in the north following an ethnic conflict, WVG opened an office in Tamale to oversee its long-term ministry in northern Ghana. According to the report, assistance to communities in the north started that same year. Some of the early assisted projects were sited at Walewale, Nayoko, Wulugu and Moglaa. In the same report it was revealed that from

1981 to 1999 WVG assisted 27 communities in the Northern and Upper East regions. Each of these communities benefited from traditional community development projects through WVG sponsorship funding. WVG assisted the people in the seven ministry areas: relief, health and nutrition, water and sanitation, agriculture, income generating activities, women-in-development and leadership training, agriculture, and education (formal and non-formal) and evangelism and leadership training. These projects were located in nine districts in the Northern region and in one district in the Upper East region.

In a WVG document Via internet, their operations in the three northern regions of Ghana started about 23 years ago and have had a vast range of experiences in the field of basic education in the three northern regions, working from early childhood education through to adult literacy programmes. Right from the onset, the organization sought a clearer understanding of the challenges confronting achievement of quality education in the area, especially for girls, and positioned itself to addressing the issues identified. It was observed that the quality of schooling was low in most communities, with inadequate infrastructure, scanty number of children in the schools, especially girls, demoralized and under-trained teachers in most cases.

Due to the strong belief of the organization's that, addressing poverty issues in an effective and sustainable manner was positively correlated to quality education, greater emphasis was placed on improving access to basic education. WVG therefore initially focused on providing educational infrastructure in all the communities where the organization had projects.



Currently, WVG has established an effective collaboration and linkage with the Northern Network of Education Development (NNED), the mouthpiece and advocate of northern educational concerns to address other issues affecting basic education especially for girls in the three northern regions. The organization is recognized by the MOEYS/GES as a strong partner in education in northern Ghana.

### **Educational Concerns in Northern Ghana**

The history of education in the three Northern regions, Northern, Upper East and Upper West, shows that apart from the late introduction of formal education, the colonial government introduced discriminatory policies that affected the quantitative expansion and quality of education in Northern Ghana. The colonial government pursued educational policies that ensured that internal differentials in levels of economic development resulted in massive inequalities in the provision of education.

Foster (1982) observed that “Frequently, colonial regimes tended to favour particular ethnic or social minorities at the expense of others, but quantitative variations in the distribution of schooling usually tended to result from differentials in internal rates of economic exchange” (p.7). Therefore, the export economy of Southern Ghana based on cocoa, timber, gold, manganese and diamonds made educational investment in the area more attractive to the colonial regime than in Northern Ghana which had no such economic goods. This is clearly demonstrated in the comments of Governor Hodgson concerning the region when he said:

The country as far as is known is destitute of mineral wealth, it is destitute of valuable timbers, and does not produce either rubber or cola nuts or indeed any product of trade.... For the present I therefore cannot too strongly urge the employment of all the available resources of government upon the development of the country to the South of Kintampo leaving the Northern Territories to be dealt with in future years..... I would not at present spend upon the Northern Territories a single penny more than is absolutely necessary for their suitable administration and the encouragement of the transit trade (Bening, 1990, p.178).

This negative mentality of the colonial government influenced it to develop discriminatory educational policies that affected the quantitative expansion and quality of education in northern Ghana. This certainly created a wide gap in the development of education between the south and North of Ghana to the extent that not even the free education policy for the north and the Northern Scholarship Scheme instituted by the Nkrumah regime after independence could adequately address the problem. This is evidenced by the fact that the three northern regions have the highest adult illiteracy female and male populations in the country (GSS, 1998). Quist, (1994) after observing the high rates of illiteracy and the pace of development in a number of West African states lamented that:

A high rate of illiteracy is certainly a liability for a country since it becomes a formidable obstacle to development. An illiterate population would not only be unable to defend its social, economic and political rights, promote

a healthy environment and ensure eradication of epidemics and diseases but it would also be unable to understand why effective measures have to be taken to control population growth by resorting to family planning techniques. Within such conditions it becomes difficult for the people to forge ahead in development (p. 127-145).

This observation holds true for the three northern regions because these regions are considered as the poorest regions in Ghana. The country experienced political instability and economic decline after the overthrow of Nkrumah in 1966. Over a period of thirteen years after Nkrumah, eight different governments ruled the country and no one stayed long enough to implement any good economic and education policy to address the economic and educational problems in the north. The on-going educational reforms which started in 1987 were partly meant to address the problems of equity and quality (MOE, 1987) but had no specific agenda to tackle the peculiar problems in the North.

This is borne out by the fact that gross enrolment ratios (GER) for the primary level for the period 1986/87 to 1996/97 for the three northern regions, was 50.7% which meant nearly half of the children of primary school age were not in school. This is against the background that the gross enrolment ratios within the same period were on the average higher for all regions in the south, exceeding that of the national average of 76.5%. The GER for the JSS level were even much lower in the three northern regions reflecting some attrition, dropout and much more constrained access to quality education than in the rest

of the country (MOE, 1999). Net enrolment ratios (NER) for both males and females for both primary and JSS levels were also lower compared with regions in the south (GSS, 1998).

Data from the Ministry of Education (MOE, 1999) also show that out of 948 open-air schools in the country in the country at the time, 313 or 33% were located in the north. This is disproportionately high considering that only 16% of public schools were located in northern Ghana. Besides, the percentage of public primary schools in the regions with only one or no teacher was higher in the three northern regions than the rest of the regions in the country. Regional statistics indicated that the percentage of schools with one or no teacher was 15.3%, 7.1% for the Northern, Upper West and Upper East respectively. On the other hand, the percentage of public primary schools in regions in the south with one or no teacher was 1.3%, 3.0%, 6.2%, 4.4%, 2.6% and 5.2% for Greater Accra, Eastern, Volta, Central, Western, Ashanti and Brong Ahafo, respectively. Addressing these concerns to ensure quality basic education in the three northern regions requires the concerted efforts of the government and development partners such as Non-Governmental Organizations (NGOs).

### **Summary**

In this chapter, the researcher reviewed relevant related literature on the subject matter. The history of educational development in Ghana, the meaning, concept, importance and initiatives at improving educational quality at the

basic level. Demands of quality basic education, the role of NGOs in development, some NGOs and educational concerns in Northern Ghana.

It is a truism that our colonial masters and successive governments have failed to address the problems of development in Northern Ghana. The Northern, Upper East and Upper West regions have lagged behind in education. Quality basic education continues to be a mirage to these three regions due to persistent poverty and ignorance the plight of the north has caught the empathy of the charitable world. World Vision and similar NGOs are poised to assist rectify the tilts in education by providing physical and material support, providing and building the capacities of educational personnel, building the capacities and enhancing the caliber of educational stakeholders and giving assistance to children in school.

The general consensus amongst these educational think-tanks is important role quality basic education plays in the life of an individual and the world yet it is very expensive in terms of physical, materials and human resources. Though the government often allocate a seemingly big percentage of its budget to education, it does not seem to tickle down up to the Bongo District. If the people of Bongo are able to recognise these deficiencies and embrace the activities of World Vision. The people in the district will be self-reliant and be able to meet their developmental challenges; clothe, feed, pay the school fees of their words and stay healthy by the time World Vision will exit in September 2012.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter covers the research design, the population, the sample and its selection procedure, research instrument, data collection and analysis procedures.

#### **Research Design**

The research design describes a number of decisions that need to be taken concerning the collection of relevant data. The study is a descriptive survey design. A descriptive survey is directed towards determining the nature of a situation, as it exists at the time of the study (Ary, Jacobs & Razavieh, 1990). According to Fraenkel & Wallen (2000), survey research involves researchers asking usually a large group of people questions about a particular topic or issue. Information is collected from a group of people in order to describe some aspects of the population of which that group is a part. The main way in which information is collected is through asking questions, the answers to these questions by the members of the group constitute the data for the study.

According to Babbie (1990) the descriptive survey is very useful for generalizing from a sample to a population so that inferences can be made about the characteristics, attributes, perceptions and behaviour of the

population. Babbie (1990), further maintains that the descriptive survey is useful for investigating a variety of educational problems including assessment of attitudes, opinions, demographic information, procedures and prevailing conditions. Policy makers highly regard descriptive design in the social sciences where larger sample sizes are dealt with (Ary, Jacobs & Razavieh, 1990).

### **Population**

According to the 2008/2009 District School Census, the Bongo district has seven education circuits with 94 basic schools. In specific terms there are 63 Primary Schools and 31 Junior Secondary Schools (JHS). The target population is therefore made up of all the staff in these schools, the District Director of Education, all the staff of the District Education Office, all the Circuit Supervisors, all staff of World Vision Ghana, Rural Education Volunteers and all community members where the schools are sited. The 2008/2009 District School Census also indicates that there are 221 trained and 180 untrained teachers in the primary schools and 157 trained and 32 untrained teachers in the Junior Secondary schools. World Vision Ghana operates mainly in 37 schools made up of 24 primary and 13 Junior Secondary schools in 24 communities in the seven education circuits. The accessible population for the study is therefore made up of:

- a. all the 24 primary school and 13 JHS head teachers in the 24 intervention communities
- b. all the teachers in the 37 schools

- c. the District Director of Education
- d. the staff in the District Education office
- e. all the 7 Circuit Supervisors
- f. all the staff of World Vision Ghana
- g. all the PTA and SMC executive members in the 37 schools
- h. all parents and opinion leaders in the 37 schools in the 24 communities
- i. all assembly members in the 24 communities
- j. all Rural Education Volunteer teachers in the 24 primary schools.

### **Sample and Sampling Procedure**

Two sampling procedures were used to select the sample for the study. These were purposive and cluster sampling. Purposive sampling was used to select all the 37 head teachers in the 37 intervention schools (24 Primary Schools and 13 JHS), the District Director of Education, the Assistant Directors in charge of supervision, statistics and Girl-child Education from the District Education Office and all the seven circuit supervisors. The purposive sampling was used to select these respondents because of their unique positions which make them well acquainted with World Vision Ghana's intervention activities in the various schools.

The cluster sampling was employed to select the school communities from the seven educational circuits in the Bongo District. After which the stratified sampling was used to select representatives of each stratum. The 48 Primary School and 26 JHS teachers who have served their schools long enough to be abreast with World Vision's intervention activities in the schools.



Two teachers were randomly selected from each school using the lottery method. The method was also used to select 2 Rural Education Volunteer teachers from each of the 24 intervention primary schools. Rural Education Volunteers are generally recruited to teach in primary schools. Thus, a total of 74 teachers and 48 Rural Education Volunteers were sampled for the study. Out of the 24 communities in which the intervention schools are sited, 14 of them were also randomly selected using the lottery method. Two (2) communities were selected from each of the seven Education Circuits.

The assembly members, PTA and SMC executives, opinion leaders and parents from the schools in these 14 communities were sampled to form Focus Groups. Each Focus Group was made up of 10 members. Thus, 14 Focus Groups were therefore formed with a total membership of 140.

Table 1 shows a breakdown of the categories of respondents included in the study.

Table 1

**A Breakdown of Respondents Included in the Study**

Types of Respondent	Number of Respondents
Headteachers	37
Teachers	74
District Director of Education	1
Assistant Director, Statistics	1
Assistant Director, Girl-Child Education	1

**Table 1 cont'd**

Circuit Supervisors	7
Rurual Education Volunteers	48
SMCs/PTAs/Opinion	140
Leaders/Parents/Assembly members	
Total	310

### **Research Instruments**

A Self-developed questionnaire was used for gathering data for the study. Other instruments for data collection were interview and observation schedules.

The researcher pre-tested the questionnaire to ascertain its reliability and validity in Yorogo a community in Bolgatanga where ISODEC, an NGO is giving similar support in education. Yorogo was chosen because it has almost the same characteristics with communities in Bongo. Yorogo is the last community in Bolgatanga that shares boundary with Bongo. The social and cultural lives of the people are similar.

The sample questionnaire was administered to 40 persons in Yorogo. 25 males and 15 females; the Yorogo Chief, his linguist, 6 clan Heads men, the circuit supervisor, assembly member some 3 community health nurses 8 teachers, some and house wives parents guardians. The chief chanced to be the peripthetic and NGO desk officer in the Bongo District and this made the community entry and questionnaire administration easier and faster.

In tune with the demands of the research questions the researcher had his supervisor scrutinised the results of the pre-test under each question using simple frequencies and percentages to make the instrument more valid and reliable to the actual field. The researcher also used an observation schedule to help triangulate the responses obtained from the questionnaire and the focus group discussions. During the interviews the researcher observed and took notes using a field note book. He also recorded the procedures by means of a tape recorder. At the end of the session, the researcher read the notes and listened to the recorded information to understand, analyse clarify and evaluate what was said. The researcher identified units of general meaning that appeared to be common among the majority of the interviewees and passed effective judgment on each case in tune with the research objectives.

The observation schedule also enabled the researcher to visit project sites like World Vision constructed, classroom sites, bore-hole sites, educational resource centre site at Anafubiisi, see and inspect teachers and pupils furniture, bicycles for 72 REVs, site for teachers quarters, food rations and feeding school.

The observation schedule was used to generate primary data. The schedule contained items that were used by the researcher personally to confirm the existence of many of the physical and material contributions of WVG in support of basic education.

The researcher took note of receipts, waybills, certificates and citations commending World Vision Bongo for their good partnership. Pictures and

messages from beneficiary students who were now studying at the university like Monica Atule were displayed in a bulletin board. The A.D. supervision showed to me fuel coupons from World Vision meant for circuit supervisors and was quick to add that the chair I am sitting on and his chair and desk were donated by World Vision.

Data collected using the observation schedule was compiled and presented to the researcher's supervisors for scrutiny and comments. The comments were used to refine it in order to ensure a large degree of reliability of the instrument. This was intended to ensure that information obtained was relevant to the study. Both closed-ended and open-ended items were included in the questionnaire used to collect information on the contributions of World Vision's support for basic education in the Bongo District. The closed-ended items provided possible answers from which respondents were required to simply make a choice. The closed-ended items were followed by open-ended items where respondents were required to make brief comments on their choice of answers to the closed-ended items. Some of the open-ended items were also meant for respondents to provide additional information where necessary on the intervention activities of World Vision in the schools. The open-ended items also allowed respondents to freely express their views on the subject matter in a more detail matter.

The questionnaire was used to elicit information from the head teachers, teachers, the District Director of Education, the Assistant Directors in-charge of supervision, statistics and Girl-child Education, Circuit

Supervisors and Rural Education Volunteer teachers. The questionnaire was divided into 2 main sections – A and B with 6 components in each section. Section A was made up of 6 main components covering infrastructure and furniture, textbooks, and other learning materials, staffing, in-service training, Girl-Child Education and assistance to needy pupils. This section was used to elicit information on conditions that prevailed in the schools in respect of these major components before World Vision Ghana’s intervention. Section B had the same 6 components as in Section A and was used to elicit information on conditions that prevailed after World Vision Ghana’s intervention in the schools in respect of the 6 components. Under each component, were both closed-ended and open-ended items. Respondents were simply to indicate where appropriate, the adequacy or inadequacy, the suitability or unsuitability and the availability or unavailability of a set of facilities. They were then required to provide brief comments on their choice of answers.

A Focus Group Discussion Guide (FGDG) made up of 12 items was also used to gather data in respect of the 6 major components on the conditions that prevailed in the schools before and after World Vision Ghana’s intervention. The researcher found this very useful as it provided insights into conditions in the schools before and after World Vision’s intervention.

### **Data Collection Procedure**

The researcher met and established rapport with all the assembly members from the 24 communities where World Vision provides support for

basic schools. Assembly members are political leaders in their communities and have a lot of influence.

Besides, organizations that undertake projects in the communities must necessarily be dealt with. It is, therefore, easier to have access to people and information by establishing rapport with them. The researcher also established rapport with all the seven Circuit Supervisors. Through this rapport, the researcher had easy access to head teachers, teachers, Rural Volunteer Education teachers, the district Director of Education, staff of the district Education Office, PTA/SMC executive members, parents and opinion leaders.

The first step the researcher took upon meeting these respondents was to discuss the entire questionnaire with them individually. For the avoidance of doubt it was explained to the respondents that the items in Section A were meant to collect data on the conditions that prevailed in the schools before World Vision's intervention and which was to serve as a benchmark to measure change and the extent of the contributions of World Vision's support for basic education. It was further explained to respondents that Section B was meant to collect data on the contributions of World Vision or otherwise to be used against the benchmark (data in Section A) to assess the extent of World Vision's contribution. The questionnaire was then left with the respondents to provide responses to the items. The questionnaire was personally retrieved by the researcher after two weeks from each respondent and in some cases through the Circuit Supervisors or the assembly members.

Focus Group discussions were also held on the various themes that underlie the study. Ideas generated during the Focus Group discussions provided a rich store of information on conditions before and after World Vision's intervention. Fourteen Focus Groups were formed in 14 communities. Each focus group was composed of 10 members made up of assembly members, PTA/SMC executives, opinion leaders and parents. Each Focus Group was met four times.

A wide range of ideas and information were elicited through the Focus Group discussions. This method of data collection was found to be ideal for the study because it encouraged participation and the expression of various opinions on a subject. Many members of the various Focus Groups were given the opportunity to contribute to the subject matter. The researcher guided the discussions by explaining the questions posed to them for the purpose of clarity. Where some parents and opinion leaders did not understand the English Language, some of the literates in the groups and the researcher explained matters to them in the local language. This made it possible for them to also contribute effectively to the discussions. Major ideas generated and conclusions reached on various issues were diligently recorded by the researcher as data for the study. In some instances, remarks made by some of the participants which group members agreed to were recorded verbatim as data.

In addition to these, field trips for observation purposes and a schedule guide was also used to generate primary data for the study. The schedule guide

contained items that were used by the researcher personally to confirm most of the physical contributions of World Vision in support of basic education.

Secondary data on school statistics were also obtained from the District Education Office. Statistics on intervention programmes in schools were obtained from World Vision's Area Development Office in Bongo and the District Education Office.

### **Data Analysis Procedure**

Data collected on the close-ended items on the questionnaire were analysed using simple frequencies and percentages. Comments that were provided to the open-ended questions that followed the close-ended items were compared. Those with the same views were grouped together and used to support discussions on the findings. Data collected using the schedule guide were compiled and used to confirm the main findings. All ideas and conclusions arrived at in the Focus Group discussions were also used to clarify the various issues under consideration. Calculations of the frequencies and percentage were done using the Statistical Package for Social Sciences (SPSS).



## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

In this chapter, results of the data analysis are discussed. The reportage is done in two major phases. The first phase of the reportage deals with conditions that prevailed with respect to basic education before World Vision Ghana's (WVG's) intervention, while the second phase deals with conditions prevailing after WVG's intervention. The reportage in both phases covers the following:

1. The state of basic school infrastructure and furniture
2. Provision of textbooks and other teaching/learning materials
3. The teaching staff situation
4. Capacity building for head teachers and teachers.
5. Capacity building for PTA's/SMC'
6. Support for girl-child education
7. Support for needy children.

Table 2

**State of Basic School Infrastructure and Furniture before WVG's Intervention**

Classrooms	Adequate Freq.	%	Inadequate freq.	%
P1 – P6	39	52	33	48
JHS 1 – JHS 3	24	58	15	42

Data on the state of Basic school infrastructure and furniture before WVG's intervention come from items 1,2,3,4,5,6,7 and 8 in component 1 of Section A of the questionnaire. Item 1 dealt with the adequacy or inadequacy of classrooms in the 24 intervention schools before WVG's intervention. The main respondents on this issue involved 111 respondents made up of the 24 primary school Headteachers, 13 JHS Headteachers, 48 primary school teachers and 26 JHS teachers. The data showed that, out of the 24 primary school Headteachers, 13 of them indicated that their schools had adequate classrooms. This was confirmed by all the 26 teachers from their schools in their responses. The remaining 11 primary school head teachers indicated that before WVA's intervention, their schools did not even exist and therefore there were no classrooms. This was also confirmed by all the 22 teachers from their schools. On the part of JHS head teachers, 8 out of the 13 indicated that their schools had adequate classrooms.

This was confirmed by all the 16 teachers from their schools. The remaining 5 JHS Headteachers, however, indicated that before WVG's

intervention, their schools did not exist and as such there were no classrooms. This was also confirmed by all the 10 teachers in their schools.

The above information was corroborated by the 7 Circuit Supervisors, the District Director of Education and the 3 Assistant Directors of Education. The information was further corroborated by the Focus Groups in their discussions.

Table 3

**Materials used to Construct Classrooms**

Materials used to construct classrooms	Suitability Freq.	%	Unsuitability Freq.	%
Mud	0	0	6	9.53
Cement blocks	57	90.47	6	9.53
Cladded pavilions	0	0	57	90.47
Uncladded pavilions	0	0	57	90.47
Under trees	0	0	57	90.47

Data on the suitability or unsuitability of classrooms was provided mainly by the 13 primary school head teachers and 26 primary school teachers and the 8 JHS head teachers and 16 JHS teachers who indicated that their schools had adequate classrooms. The data showed that, out of the 13 primary school head teachers 11 of them indicated that their schools were built with suitable materials made of cement blocks. This was confirmed by all the 22 teachers from their schools. The remaining two primary school Headteachers

indicated that their schools were built with mud and therefore unsuitable. This was confirmed by all the four teachers in their schools. On the part of the JHS head teachers, all the 8 of them indicated that their schools were built with suitable materials made of cement blocks. This was also confirmed by all the 16 teachers in their schools. This information was corroborated by all the seven Circuit Supervisors, the District Director of Education and the three Assistant Directors of Education. The information was further corroborated by the Focus Groups in their discussions.

The next stage of the analysis was on the availability of classroom furniture in the basic schools before WVG's intervention. The main respondents were the 13 primary school head teachers, the 26 primary school teachers; the eight JHS head teachers and the 16 JHS teachers who indicated that their schools had classrooms. Thus, the total number of main respondents on the issue was 63. The data showed that all the 63 respondents agreed that their schools had furniture. The remaining 11 primary school head teachers, 22 primary school teachers, 5 JHS Headteachers and 10 JHS teachers could not possibly respond to the issue because their schools did not even exist at the time.

Item 4 in component I of section A of the questionnaire sought to find out the adequacy or inadequacy of classroom furniture. The information provided by the 63 main respondents indicated above is presented in Table 2.

Table 4

**Adequacy of Classroom Furniture before WVG's Intervention**

Classroom Furniture	Adequate	%	Inadequate	%
Pupils' tables	6	9.5	57	90.5
Pupils Chairs	6	9.5	57	90.5
Teachers' tables	20	32.0	43	68.0
Teachers Chairs	20	32.0	43	68.0

The data in Table 4 show that out of the 63 main respondents, 6 (9.5%) indicated that their schools had adequate pupils' tables and chairs. A closer look at the data shows that the 6 respondents were made of 2 JHS head teachers and 4 JSS teachers, which implies that only 2 Junior High Schools had adequate furniture before WVG's intervention. The data also show that 57 (90.5%) out of the 63 main respondents indicated that their schools had inadequate pupils' tables and chairs. This means that all the 13 primary schools that had adequate classrooms did not have sufficient pupils' tables and chairs. It also means that, out of the five JHS that had adequate classrooms three of them did not have sufficient pupils' tables and chairs. This certainly affects effective teaching and learning. Where there are inadequate tables and chairs some pupils may have to either share the same tables and chairs with their colleagues or sit on the floor. This exposes pupils to a lot of discomfort and this can affect their concentration. The situation also makes class management very difficult.

With respect to teachers’ tables and chairs, the data in Table 2 show that out of the 63 respondents, 20 (32%) indicated that their schools had adequate teachers’ tables and chairs. The remaining 43 (68%) who are in the majority, indicated that their schools had inadequate teachers’ tables and chairs. This information was corroborated by the seven Circuit Supervisors, the District Director of Education, and the three Assistant Directors of Education. This also affects effective teaching and learning.

Lack of teachers’ tables and chairs can affect the morale of teachers which can adversely affect their output. Without teachers’ tables and chairs, teachers may go through some difficulties marking their class registers each day or even relax during break periods. The rest of the primary school head teachers and teachers and JHS head teachers and teachers involved in the study who had indicated that before WVG’s intervention their schools did not exist could not respond to the issues.

Table 5

**School Library and Furniture before WVG’s Intervention**

School Library and furniture	Available Freq.	%	Unavailable Freq.	%
Library building	0	0	63	100
Library tables	0	0	63	100
Library chairs	0	0	63	100

Table 6

**Toilet Facilities before WVG’s Intervention**

Toilet facilities	Available freq.	%	Unavailable freq.	%
Toilet facilities for boys	0	0	63	100
Toilet facilities for girls	0	0	63	100
Toilet facilities for female teachers	0	0	63	100
Toilet facilities for male teachers	0	0	63	100

In terms of Library facilities, the data provided by the 63 main respondent’s show that all of them (100%) indicated that their schools had no Libraries and library furniture. Data on the availability and suitability of toilet facilities for boys, girls, male and female teachers as well as Headteachers offices came from items 6 and 7 respectively in component 1 of section A of the questionnaire. The data show that all the 63 main respondents indicated that their schools had no toilet facilities for boys, girls, male and female teachers. Since they had no toilet facilities there was no need talking about the suitability or unsuitability of such facilities as item 7 sought to find out. The information provided by the 63 main respondents on libraries and toilet facilities was confirmed by all the seven Circuit Supervisors, the District Director of Education, and the three Assistant Directors of Education. The information was also corroborated through Focus Group discussions.

The data also show that the majority of them that is 57 (90.5%) indicated that their schools had offices for headteachers. The remaining 6 (9.5%) indicated that their schools had no offices for head teachers. This was indicated by two primary school headteachers and four teachers who had earlier indicated that schools were built with mud before WVG's intervention. The information provided by the 63 main respondents regarding the availability of head teacher's office was corroborated by all the seven Circuit Supervisors, the District Director of Education and the three Assistant Directors of Education involved in the study.

#### **Provision of Textbooks and other Teaching/Learning Materials before WVG's Intervention**

Items 1 and 2 in component 2 of Section A of the questionnaire were used to elicit information on the adequacy of textbooks and other teaching/learning materials. The data show that all of them (100%) indicated their schools had inadequate textbooks in all the subject areas taught in their schools. This information was corroborated by all the seven Circuit Supervisors, the District Director of Education and the three Assistant Directors of Education involved in the study. In terms of other teaching/learning materials, all of them (100%) stated that their schools had inadequate exercise books, teachers' notebooks, teachers' reference books and teachers' handbooks. They also indicated that they had inadequate equipment for games and sports. All the 8 JHS head teachers and 16 JHS teachers also indicated that their schools had no workshops for practical lessons. This



information was confirmed by the responses provided by all the seven Circuit Supervisors, the District Director of Education and the three Assistant Directors of Education.

The conclusion that can be drawn from this aspect of the analysis is that the quality of basic education was somehow compromised. This is based on fact that without adequate teachers' notebooks and reference books teachers are likely to encounter difficulties preparing lesson notes for teaching and this could have affected the quality of their teaching. The absence of workshops also implies the pupils were not taught practical lessons in the technical and vocational subjects and this certainly affected the quality of basic education.

#### **Teaching Staff Situation before WVG's Intervention**

Data on the teaching staff situation in the intervention communities was also provided by the 63 main respondents. The data was generated from items 1, 2 and 3 in component 3 of Section A of the questionnaire. In terms of the adequacy of teachers in the schools, all the 63 main respondents indicated that their schools had inadequate teachers. This was corroborated by all the seven Circuit Supervisors, the District Director of Education and the three Assistant Directors of Education. The information was further corroborated by the focus groups in their discussions. The comments provided by the 63 main respondents indicate that the schools faced a situation where one teacher handled two different classes in the primary school and one teacher teaching two or more different subjects at the JHS level. This certainly affected the quality of basic education in the district. This is so because of the difficulty

associated with multi grade teaching. There are practical difficulties associated with writing lesson notes to cover all subjects for different levels. Besides, the school teaching time table can not be adequately adjusted to allot equal time for teaching the different subjects in two different classes by one teacher. This means that the teacher may in some cases be compelled to ignore the teaching of some subjects in some of the classes. The next stage of the analysis was to find out if the teachers were qualified prior the WV intervention.

Data on the qualification of trained teachers came from the 63 main respondents. The information they provided is presented in Table 7.

Table 7

**Qualification of Trained Teachers before WVG’s Intervention**

Qualification	Available (Frequency)	%	Unavailable (Frequency)	%
First degree	0	0	63	100
Diploma	0	0	63	100
3-Year Post-Sec. Cert.	37	58.7	26	41.3
4-Year Post-Middle Cert.	26	41.3	37	58.7

The data in Table 7 show that out of the 63 main respondents majority of them, that is, 37 (58.7%) out of the 63 main respondents indicated that their schools had teachers with 3-Year Post-Secondary Certificates. The remaining 26 (41.3%) indicated that their schools had teachers with 4-Year Post-Middle

Certificates. The data show that there were no teachers with first degree or diplomas in any of the schools.

Data on the qualification of untrained teachers was also elicited mainly from the 63 main respondents. The information they provided is presented in Table 8.

Table 8

**Qualification of Untrained Teachers before WVG’s Intervention**

Qualification	Available (Frequency)	%	Unavailable (Frequency)	%
G.C.E ‘A’ Level Cert.	2	3.2	61	97.0
G.C.E. ‘O’ Level Cert.	5	8.0	58	92.1
HND Cert.	3	4.8	60	95.2
SSSCE	53	84.0	10	16.0
MSLC	0	0	63	100

The data in Table 8 shows that majority of the respondents, that is, 53 (84%) out the 63 main respondents indicated that most of the untrained teachers in their schools were SSSCE holders.

This information was corroborated by the seven Circuit Supervisors, the District Director of Education and the three Assistant Directors of Education involved in the study. The data in tables 3 and 4 show the professional teachers in the schools only had initial teacher training while majority of the untrained teachers were SSSCE holders. This has implications for quality basic education given the challenges posed by Ghana’s education

reforms since 1987. This is more so when such teachers are not given adequate in-service training in the field.

### **Capacity Building of Head Teachers and Teachers**

Items 1 and 2 in component 4 of Section A of the questionnaire sought to elicit information on the capacity building of head teachers through in-service training before WVG’s intervention. The main respondents were the 21 head teachers from the 13 primary schools and 8 JHS that existed before WVG’s intervention. The information they provided is presented in Table 9.

Table 9

#### **Availability of In-Service Training for Head Teachers before WVG’s Intervention**

Type of training	Available	%	Unavailable	%
Training in school management	0	0	21	100
Training in Financial management	0	0	21	100
Training in classroom supervision	8	38.1	13	69.9

The data in Table 9 show that prior to WVG’s intervention there was no training in school management and financial management. The majority of them, that is, 13 (69.9%) of them also indicated that they had no training in classroom supervision. Only 8 (38.1%) of them indicated that they had in-service training in classroom supervision. This was indicated by 5 primary school head teachers and 3 JHS head teachers. This information was corroborated by all the seven Circuit Supervisors, the District Director of

Education and the three Assistant Directors of Education. On the question of whether the in-service training received was adequate or not, all the 8 (100%) head teachers who received training in classroom supervision indicated that the training they received was inadequate. This information was also confirmed by all the seven Circuit Supervisors, the District Director of Education and three Assistant Directors of Education.

Items 3 and 4 in component 4 of Section A of the questionnaire sought to elicit information on the capacity building of teachers through in-service training. The main respondents on this issue were the 26 primary school teachers and 13 primary school head teachers, 16 JHS teachers, and 8 JHS head teachers, the seven Circuit Supervisors, the District Director of Education and the three Assistant Directors of Education. Thus, a total of 74 respondents provided information on the issue. The information by the respondents is presented in Table. 10

Table 10

**Availability of In-Service Training for Teachers before WVG’s Intervention**

Type of Training	Available (Frequency)	%	Unavailable (Frequency)	%
Preparation of learning aids	0	0	74	100
Methodology in English Language	0	0	74	100
Methodology in Mathematics	26	35	48	65
Methodology in Science	26	35	48	65

**Table 10 cont'd**

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Methodology in Cultural Studies	0	0	74	100
Methodology in Agric. Science	0	0	74	100
Methodology in R.M.E	0	0	74	100
Methodology in Environmental studies	0	0	74	100
Methodology in Social studies	0	0	74	100
Methodology in Pr-tech. Skills	0	0	74	100
Methodology in Vocational skills	0	0	74	100
Content in English Language	0	0	74	100
Content in Mathematics	0	0	74	100
Content in Science	0	0	74	100
Content in Cultural studies	0	0	74	100
Content in Agric. Science	0	0	74	100
Content in R.M.E	0	0	74	100
Content in Environmental studies	0	0	74	100
Content in Social studies	0	0	74	100
Content in Pre-tech Skill	0	0	74	100
Content in Vocational skills	0	0	74	100

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The data in Table 10 show that with the exception of methodology in mathematics and science all the 74 (100%) indicated that there was no in-service training in any of the other subject areas taught in primary schools and

JSS. This implies that in-service training in Methodology in mathematics and Science benefited only a few teachers from some selected schools. With regard to whether the training received was adequate or not, all the 74 respondents stated that the training in methodology in mathematics and Science was inadequate. They explained that the training was not regular and as such was inadequate. This explanation was contained in their comments on the adequacy or inadequacy of in-service training for teachers.

Table 11

**Capacity Building of PTA's and SMC's before WVG's Intervention**

Type of in-service Training	Available (Frequency)	%	Unavailable (Frequency)	%
Roles of SMCs in Schools	0	100	74	100
PTA/SMC-School-community relationship	0	100	74	100
Monitoring of Capitation Grants	0	0	74	100
Monitoring of school feeding Prog.	0	0	74	100

Table 11 in of Section A of the questionnaire elicited information on the capacity building of PTA/SMC through in-service training, role and responsibilities, monitoring of capitation grant and school feeding programmes. Information on this was provided by the 74 main respondents made up of the 13 primary school head teachers and 26 teachers, 8 JHS head teachers and 16 teachers, the seven Circuit Supervisors, the District Director of

Education and the three Assistants Directors of Education involved in the study. All of them (100%) indicated that in-service training for PTAs was not available in any form before WVG's intervention. Since in-service training was not unavailable, the issue of adequacy or inadequacy of the training does not arise. This information was corroborated by the PTA executive members themselves in Focus Group discussions.

### **Support for Girl-Child Education before WVG's Intervention**

Data on support for Girl-Child Education was obtained from item 1 in component 5 of Section A of the questionnaire. The main respondents were the 74 respondents identified above. All of them (100%) indicated that there was not any form of support for Girl-Child Education before WVG's intervention. This was confirmed by all the 14 Focus Groups in their discussions.

### **Support for Needy School Children before WVG's Intervention**

Data on support for Needy Children in basic schools was also provided by the 74 main respondents. All of them (100%) stated that there was not any form of support for Needy Children in basic schools before WVG's intervention. This information was corroborated by all the Focus Groups in their discussions.

### **Post-Intervention Situation**

The second phase of the reportage is on conditions prevailing in the basic schools after WVG's intervention. The analysis in this phase also covers

1. State of basic school infrastructure and furniture
2. Provision of textbooks and other teaching/learning materials



3. The staffing situation
4. Capacity building of head teachers and teachers.
5. Capacity building of PTA's and SMC's
6. Support for Girl-Child Education
7. Support for Needy School Children

Data analysis on the state of basic school infrastructure and furniture was guided by research question 1.

### **Research Question 1**

What is the contribution of World Vision Ghana in the provision of basic school infrastructure and furniture in the Bongo district?

Data was obtained from items 1,2,3,4,5,6,7 and 8 in component 1 of section B of the questionnaire. The first item sought to find out the adequacy or inadequacy of classrooms in basic schools in the 37 schools in the 24 intervention communities in the Bongo district after WVG's intervention. The main respondents were all the 24 primary school head teachers and 48 teachers, the 13 JHS head teachers and 26 teachers. The total number of the main respondents were therefore 111. The information they provided is shown in Table 12.

Table 12

**Adequacy of classrooms after WVG’s Intervention**

Classrooms	Adequate (Frequency)	%	Inadequate (Frequency)	%
Primary 1- 6	72	65	0	0
JSS 1- 3	39	35	0	0
Total	111	100	0	0

The data in Table 12 show that all the 111 respondents indicated that their schools had adequate classrooms. Out of the 72 respondents who stated that their schools had adequate classrooms for classes 1-6, 33 (46%) of them made up of 11 head teachers and 22 teachers, further stated that all the classrooms from class 1-6 were built by WVG. This implies that WVG built 11 new primary schools with adequate classrooms for primary 1-6. Out of the 39 JHS head teachers and teachers, 15 (38.5%) of them, made up of 5 JSS head teachers and 10 teachers, further indicated that their classrooms were provided by WVG. This implies that WVG built 5 new JHS with adequate classrooms in 5 communities that had primary schools but had no JHS.

This information was corroborated by all the seven Circuit Supervisors, the District Director of Education, and the three Assistant Directors of Education. All the 48 Rural Education volunteers also confirmed the information in their responses. The information was also corroborated by all the Focus Groups, in their discussions. This implies that through WVG’s intervention many more

children now have easy access to primary education in the 11 communities that previously had no primary schools. It also implies that through WVG's intervention many more children now have easy access to education at the JHS level, especially in the 5 communities that previously had no JHS. This has a positive effect on enrolment. The provision of adequate classrooms also means classes can go on even when it is raining. It therefore has positive effect on educational quality.

The data also revealed that WVG constructed 3 quarters for teachers in three of the communities and 10 bore-holes in 10 primary schools. Three (3) of the primary school head teachers indicated that there are quarters built by WVG for teachers in the communities where their schools are sited. They further indicated that this has helped to attract more qualified teachers to their schools. They also stated that because of the quarters majority of teachers now stay in the communities instead of Bolgatanga or Bongo Township and this has helped to drastically minimize teacher absenteeism. The District Director of Education, all the seven Circuit Supervisors and three Assistant Directors of Education also indicated that WVG has built 3 quarters to solve the accommodation problems of teachers in 3 primary schools located in very remote communities in the Bongo District. This confirms the information provided by the head teachers. Three of the Focus Groups also confirmed the information.

This is a significant contribution because the World Bank (2004) in its study on books, buildings and learning outcomes in Ghana, found out that one

of the factors affecting quality basic education in rural communities is that most teachers refuse posting to rural schools due to lack of accommodation and lack of transportation in the communities. Teachers who happen to accept posting to rural areas end up staying in the cities and towns and frequently absent themselves from school due to lack of transportation. Ten (10) of the primary school head teachers and the 20 teachers in their schools involved in the study also indicated that their schools were provided with bore-holes by WVG. This information was confirmed by all the seven Circuit Supervisors, the District Director of Education and the three Assistant Directors of Education in their responses. The information was further confirmed through Focus Group discussions. This contribution plays a significant role in provision of quality basic education because good drinking water is essential to the health of school pupils. When there is no good source of water in schools some pupils may be compelled to drink water from any available source when they are very thirsty and this can endanger their health. This could have an adverse effect on teaching and learning in case such children fall ill as a result of drinking contaminated water and would have to seek medical attention in the hospital rather than be in school.

Data on the suitability or unsuitability of the classrooms was obtained from the 111 main respondents made up of the 24 primary school head teachers and 48 teachers, and the 13 JHS head teachers and 26 teachers. The data they provided is presented in Table 13.

Table 13

**Suitability of Classrooms after WVG’s Intervention**

Materials used to Construct classrooms	Suitable (Frequency)	%	Unsuitable (Frequency)	%
Mud	0	0	0	0
Cement block	111	100	0	0
Cladded pavilions	0	0	0	0
Uncladded pavilions	0	0	0	0
Under trees	0	0	0	0

The data in Table 13 shows that all the 111 main respondents indicated that all the classrooms in their schools are constructed with cement blocks and therefore suitable. This means that all the 11 new primary schools and 5 JSS constructed by WVG was made of suitable materials. It also implies that the 2 primary schools that were constructed with mud before WVG intervention were reconstructed with suitable materials by WVG. This information was corroborated by all the seven Circuit Supervisors, the District Director of Education, the three Assistant Directors of Education and the 48 Rural Education Volunteers. The information was further confirmed through focus group discussions.

Items 3 and 4 in component 1 of Section B of the questionnaire sought information on the availability and adequacy of classroom furniture, respectively. The data show that all of them (100%) stated that their schools

had adequate classroom furniture for all pupils and teachers following WVG’s intervention. The data in Table 14 show that out of the 13 primary schools that existed before WVG’s intervention majority of them did not have adequate pupils’ tables and chairs. This was stated by 90.5% of the main respondents. Majority of the teachers did not also have tables and chairs. This was also stated by 68% of the main respondents. This shows that WVG provided substantial quantities of pupils’ and teachers’ tables and chairs to the 37 schools to cater for their needs. The information provided by the 111 main respondents on the availability and adequacy of classroom furniture following WVG’s intervention was confirmed by all the seven Circuit Supervisors, the District Director of Education, the three Assistant Directors of Education and the 48 Rural Education Volunteers. The information was also confirmed through focus group discussions.

Table 14

**School Libraries and Furniture after World Vision Interventions**

School libraries & furniture	Available freq.	%	Unavailable freq.	%
Library buildings	0	0	111	100
Library tables	0	0	111	100
Library chairs	0	0	111	100

With respect to school libraries and library furniture, all the 111 (100%) respondents indicated that their schools have no libraries and library furniture. This means that WVG has not included the construction of school

libraries in its support programmes for basic schools. This is not strange because the GES or the District Assemblies who are recognized government bodies that build public basic schools have never made any conscious effort to include school libraries in their building plans. This could have influenced WVG.

Data on the availability and suitability of toilet facilities was also obtained from the 111 main respondents. The data is presented in Table 15.

Table 15

**Toilets and Urinals Facilities after WVG’s Intervention**

Toilet and urinals Facilities	Available (Frequency)	%	Unavailable (Frequency)	%
For Boys	72	65	39	35
For Girls	72	65	39	35
For male teachers	72	65	39	35
For Female teachers	72	65	39	35

The data in Table 15 show that majority of the respondents, that is, 65% of the 111 respondents indicated that their schools have toilet facilities for boys, girls, male and female teachers following WVG’s intervention. The respondents stated explicitly that the toilet facilities were provided by WVG. The respondents who stated this were made up of 24 head teachers and 48 teachers. This implies that WVG provided toilet facilities for 24 schools. A detailed analysis of the data show that WVG provided toilet facilities for 19

primary schools and 5 JHS. This is against the background that, prior to WVG's intervention; none of the schools had toilet facilities. With respect to the suitability of toilet facilities, all the 72 (100%) respondents who indicated that their schools had toilet facilities following WVG's intervention indicated that the toilet facilities were constructed with suitable materials made up of cement blocks. This information was corroborated by all the seven Circuit Supervisors, the District Director of Education, the three Assistant Directors of Education, and the 48 Rural Education Volunteers. The information was further confirmed through focus group discussions.

Data on the availability of head teacher's office was also obtained from the 111 main respondents. They all (100%) indicated that their schools had offices for head teachers. This implies that WVG provided offices for head teachers in all the 11 primary schools and 5 JHS it built. It also provided offices for head teachers in the 2 mud primary schools it reconstructed. These findings provide answers to research question 1.

The findings show that before WVG's intervention there were only 13 primary schools and 8 JHS with classrooms. These schools however did not have adequate classroom furniture. The schools also had no toilet facilities for pupils and teachers. Two of the primary schools were constructed with mud and therefore considered unsuitable. The 2 primary schools also did not have offices for head teachers. However, following WVG's intervention the number of primary schools increased from 13 to 24 and that of JHS increased from 8 to 13. This was indicated by all (100%) of the 111 main respondents in the study.



The two primary schools that were constructed with mud were reconstructed by WVG with suitable materials. Thus all the 24 primary schools and the 13 JHS were constructed with suitable materials.

The findings also show that following WVG's intervention all the primary schools and JHS now have adequate classroom furniture. This was stated by all the 111 (100%) main respondents in the study. Following WVG's intervention, 24 schools, made up of 19 primary schools and 5 JHS have suitable toilet facilities for pupils and teachers. This was indicated by 65% of the 111 main respondents in the study. All the schools also had offices for head teachers following WVG's intervention.

Therefore to answer research question 1, it can be said that World Vision Ghana:

- i. Has added 11 primary schools to the original 13 and 5 JHS to the 8 JHS that existed in the intervention communities. Thus, there are now 24 primary schools and 13 JHS in the intervention communities in the Bongo district.
- ii. Also reconstructed 2 of the 13 original primary schools that were built with mud by using suitable materials.
- iii. Provided all the schools with furniture
- iv. Provided 24 schools with suitable toilet facilities.
- v. Provided offices for head teachers in all the 11 newly constructed primary schools and 5 JHS and the 2 reconstructed primary schools.

- vi. Also constructed 3 teachers' quarters to solve the accommodation problems of teachers in 3 of the primary schools located in very remote communities in the Bongo District.

### **Research Question 2**

How is World Vision Ghana contributing to the provision of textbooks and other teaching/learning materials?

The data analysis on the provision of textbooks and other teaching and learning materials after WVG's intervention was guided by research question 2.

Table 16

#### **Textbooks and other Learning Materials**

Textbooks	Adequate freq.	%	Inadequate freq.	%
English textbooks	111	100	0	0
Maths textbooks	111	100	0	0
RME textbooks	0	0	111	100
Social studies	0	0	111	100
Integrated science text	111	100	0	0
Pre – technical skill textbooks	0	0	111	100
French textbooks	0	0	111	100
Supplementary readers	0	0	111	100
Library books	0	0	111	100

Data on the provision of textbooks and other teaching/learning materials was elicited using items 1 and 2 in component 2 of Section B of the questionnaire. Item 1 sought information on the adequacy or inadequacy of textbooks. The main respondents on this issue were the 26 primary school head teachers and 48 teachers, and the 13 JHS head teachers and 26 teachers.

The data show that all (100%) indicated that they had adequate textbooks in English, Mathematics and Science. These books were provided by the Ghana Education service (GES). There were inadequate supply of textbooks in all the other subjects taught in the primary and JHS. However, they indicated that WVG provided the schools with textbooks in Mathematics Connections, Intermediate Algebra, and Dictionaries for Young Readers to supplement the approved GES textbooks in Mathematics and English. This was indicated by all the 111 (100%) main respondents. World Vision Ghana also provided funding to all schools to purchase syllabuses and textbooks in Religious and moral Education. This was indicated by all the 111 (100%) main respondents. This information was corroborated by all the seven Circuit Supervisors, the District Director of Education and the three Assistant Directors of Education involved in the study.

Table 17

**Other Learning Materials**

Other learning materials	Adequate freq.	%	Inadequate freq.	%
Exercise books	111	100	0	0
Teachers reference books	111	100	0	0
Teacher handbooks	111	100	0	0
Workshop for practical lessons	111	100	0	0
Equipment for sports & games	111	100	0	0

With respect to other teaching and learning materials, all the 111 (100%) main respondents stated that their schools had adequate exercise books, teachers' notebooks, blackboard rulers and equipment for games and sports. They stated that WVG purchased of all these relevant teaching/learning materials. They further stated that WVG supplied all schools with footballs, mathematical sets, science equipment and cardboards to store the equipment. This information was also corroborated by all the seven Circuit Supervisors, the District Director of Education, and the three Assistant Directors of Education.

The answer to research question 2, therefore is that World Vision Ghana:

- i. Has made modest contribution in the provision of textbooks by providing books in Mathematics and English to supplement approved GES textbooks in Mathematics and English.

- ii. Has also contributed substantially in the provision of other teaching/learning materials by providing funds for the purchase of relevant teaching/learning materials such as exercise books, teachers’ notebooks blackboard rulers and equipment for games and sports.
- iii. Also provided all the schools with footballs, Mathematical sets, science equipment and cardboards to store the equipment.

The data analysis on the teaching staff situation in basic schools in the Bongo district after WVG’S intervention was guided by research question 3.

**Research Question 3**

How is World Vision Ghana contributing to address the problem of shortage of teachers as a means of promoting quality basic education in the district?

Data on the teaching staff situation in basic schools in the Bongo district after WVG’s intervention was obtained using items 1, 2 and 3 in component 3 of Section B of the questionnaire. The main respondents were the 24 primary school head teachers and 48 teachers, and the 13 JHS head teachers and 26 teachers.

Table 18

**Staffing after World Vision Interventions**

Teaching	Adequate freq.	%	Inadequate freq.	%
Primary 1 - 6	72	100	0	0
JHS 1 - 3	39	100	0	0

All the 24 (100%) primary school Headteachers and 48 (100%) teachers indicated that their schools had adequate teachers for all the classes. All the 13 (100%) JHS head teachers and (100%) teachers (100%) also indicated that they had adequate teachers for all the subjects taught in their schools. The primary school Headteachers and teachers however indicated that this was made possible through the intervention of WVG. World Vision Ghana has instituted a Rural Education Volunteer programme aimed at augmenting the teaching staff situation in primary schools in the district. The World Vision collaborates with the District Education Office to recruit SSSCE leavers with relatively good grades to teach as Rural Education volunteer teachers. Orientation courses, funded by WVG, are organized for the volunteers using personnel from the District Education Office and some of the schools.

The volunteers are then posted to schools within their own communities or communities that are close to their homes. This is meant to minimize absenteeism of teachers. All allowances of the Rural Education Volunteers are paid by WVG. The volunteers are also provided with bicycles to facilitate their movements to and from school. World Vision Ghana also donated a pair of shoes, Jeans and T-shirts to all teachers including the Rural Education volunteers as a form of motivation, in all the 37 schools in the 24 intervention communities. World Vision's contribution towards the motivation of teachers is relevant to educational quality. This so because the World Bank (2004) observed that one of the factors affecting educational quality in Ghana is lack of motivation for teachers. Teachers, like all other employees in various

institutions and organizations, are encouraged to give of their best when motivated.

In order to ensure that the Rural Education Volunteers and other teachers are doing effective teaching, WVG provides fuel (petrol) to all the seven Circuit Supervisors to fuel their motor-bikes and visit the schools regularly for supervision. This was indicated by all the seven Circuit Supervisors. The information was corroborated by all the 111 main respondents, the District Director of Education, the three Assistant Directors of Education and the 48 Rural Education Volunteers involved in the study. Opare (1999) has observed that the difference in the academic achievement in private and public schools is due to regular supervision in the private schools. Therefore, the support to Circuit Supervisors by WVG to enable them conduct regular supervision in the schools is an important contribution to ensuring educational quality.

Table 19

**Qualification of Trained Teachers**

Qualification of trained teachers	Available freq.	%	Unavailable freq.	%
First degree	0	0	111	100
Diploma	7	6	104	94
3 – year Post-secondary cert.	56	50	55	50
4 – year Post-middle cert.	48	44	63	56

With respect to the qualification of trained teachers the data show that only 6 % of the 111 respondents indicated their schools had teachers with diplomas, 50% stated their schools had trained teachers with 3-Year Post-Secondary Certificates and the remaining 46% stated their schools had trained teachers with 4-Year Post Middle Certificates. There are therefore more professional teachers teaching in the schools than was previously the case. Though it is the GES that posts professional teachers to schools, the fact that there are now more professional teachers in the schools can partly be attributed WVG. The provision of 3 teachers' quarters and the improvement in basic school infrastructure by WVG can be a motivating factor attracting more professional teachers to the schools.

Table 20

**Qualification of Untrained Teachers**

Qualification of untrained teachers	Available freq.	%	Unavailable freq.	%
GCE "A" Level certificate	0	0	111	100
GCE "O" Level certificate	0	0	111	100
HND certificate	15	13.5	96	84.5
SSSCE	96	84.5	15	13.5
MSLC	0	0	111	100

In terms of the qualification of untrained teachers, 15 (13.5%) out of the 111 respondents stated that their schools had untrained teachers with HND



certificates. The remaining 96 (84.5%) stated that they had untrained teachers with SHSCE. These were all primary school head teachers and teachers.

Out of the 96 who indicated that they had untrained teachers with SHSCE, 58 (60%) of them indicated that the untrained teachers in their schools were Rural Education Volunteers. The remaining 38 (39.5%) indicated that the untrained teachers in their schools were pupil teachers recruited by the GES, that is, the District Education Office and posted to the schools.

Base on the findings reported above, the answer to research question 3 therefore is that:

- i. Following WVG's intervention all the basic schools comprising 24 primary schools and 13 JHS in the 24 intervention communities now have adequate teachers. The findings show that this was made possible especially in the primary schools through WVG's Rural Education Volunteer Programme.
- ii. All allowances of the volunteers are paid by WVG. The volunteers are also provided with bicycles to facilitate their movements to and from school by WVG.
- iii. The findings further show that to ensure that the Rural education Volunteers and other teachers teach effectively WVG, provided fuel for all the seven Circuit Supervisors in the district to enable them conduct regular supervision in the schools.
- iv. As a form of motivation for teachers, WVG donated a pair of shoes, jeans and T-shirts to all head teachers and teachers, including the Rural

Research questions 4 guided the analysis of data on capacity building of Headteachers and teachers after WVG's intervention.

#### **Research Question 4**

How is World Vision Ghana contributing to build the capacities of header teachers and teachers as a means to promote quality basic education in the district?

Data on the capacity building of head teachers and teachers after WVG's intervention was obtained using items 1, 2, 3 and 4 in component 4 of Section B of the questionnaire. The data on the capacity building of head teachers was obtained principally from the 24 primary school head teachers and the 13 JHS head teachers. All of them (100%) indicated that in-service training in school management, financial management and classroom supervision and school community relationship was made available to them after WVG's intervention. They indicated that funding for training was provided by WVG.

This information was corroborated by the 48 primary school teachers, the 26 JHS teachers and all the seven Circuit Supervisors, the District Director of Education and the three Assistant Directors of Education. On the question of whether the in-service training provided was adequate or not, 17 out of the 24 primary school head teachers and 9 out of 13 JHS teachers stated that the training was adequate. This means majority of the head teachers that is 26

(70.3%) out of the 37 head teachers were of the view that the training they received was adequate. They explained in their comments that the training was adequate because it was more regular. The remaining seven primary school and four JHS Headteachers however, indicated that the training they received was inadequate. All the seven Circuit Supervisors, the District Director of Education and the three Assistant Directors of Education stated that in-service training provided for head teachers was adequate. They also explained in their comments that through financial support from WVG, the GES, that is, the District Education Office is able to organize regular in-service training for Headteachers.

Data on capacity building of teachers was obtained principally from the 48 primary school teachers and the 16 JHS teachers, and 48 Rural Education Volunteers involved in the study. The data they provided on the availability of in-service training for teachers is presented in Table 21.

Table 21

**Availability of In-Service Training for Teachers after WVG’s Intervention**

Type of in-service Training	Available (Frequency)	%	Unavailable (Frequency)	%
Preparation of Learning Aids	0	0	122	100
Methodology in English Language	122	100	0	0
Methodology in Math’s	122	100	0	0
Methodology in Integrated Science	122	100	0	0

**Table 21 cont'd**

Methodology in Ghanaian Language	0	0	122	100
Methodology in French	0	0	122	100
Methodology in Citizenship Education	0	0	122	100
Methodology in Social Studies	0	0	26	21.3
Methodology in Rel. & Moral Ed.	64	100	0	0
Methodology in Pre-technical skills	0	0	26	21.3
Methodology in Vocational skills	0	0	26	21.3
Content in English Language	122	100	0	0
Content in Math's	122	100	0	0
Content in Integrated science	122	100	0	0
Content in Ghanaian Language	0	0	0	0
Content in French	0	0	0	0
Content in Citizenship Education	0	0	0	0
Content in Social studies	0	0	26	21.3
Content in Religious & Moral Edu.	122	100	0	0
Content in Pre-technical Education	0	0	26	21.3
Content in Vocational skills	0	0	26	21.3

The data in Table 21 show that all the 122 (100%) respondents made up of 48 primary school teachers, 26 JHS teachers and 48 Rural Education Volunteers indicated that in-service training in both methodology, and content in English Language, Mathematics, Integrated Science and Religious and

Moral Education were made available to them following WVG's intervention. English Language, Mathematics, Integrated Science and Religious and moral education are subjects taught in the primary school and JHS. All the 122 (100%) respondents indicated that in-service training in both methodology and content was not made available to them in Ghanaian Language, Citizenship Education and French. These are subjects taught in both the primary school and JHS. All the 26 JHS teachers (100%) stated that in-service training in both methodology and content in social studies, pre-technical skills and vocational skills was not made available to them following WVG's intervention. These are subjects taught only in the JHS. The information provided by the 122 respondents was corroborated by all the 37 (100%) head teachers, the 7 (100%) Circuit Supervisors, the District Director of Education and the three Assistant Directors of Education involved in the study. This is against the background that no in-service training was made available in any of the subjects taught in the primary or JHS for teachers before WVG's intervention.

In terms of the adequacy of the training provided all the 122 (100%) key respondents stated that the in-service training they received in English Language, Mathematics, Integrated Science and Religious and Moral Education was adequate. They explained that WVG provided regular funding for in-service training in these subject areas. As result of this, they received frequent in-service training in those subjects. This information was confirmed by all the 37 head teachers (100%), the 7 (100%) Circuit Supervisors, the

District Director of Education and the 3 (100%) Assistant Directors of Education in their responses.

In answer to research question 4, therefore, it can be concluded that:

1. Prior to WVG's intervention the only capacity building programme in the form of in-service training was in-service training in classroom supervision for a small number of head teachers in a few selected schools. This was indicated by only 5 primary school head teachers and 3 JHS head teachers. The training provided was even considered inadequate in the sense that it was not regular. There was also no in-service training for teachers before WVG as was indicated by all the 48 primary school and 26 JHS teachers.
2. However, following WVG's intervention in-service training in school and financial management, classroom supervision and school/community relationship was made available to head teachers. This was stated by all the 37 (100%) head teachers. Out of the 37 head teachers, majority of them, that is, 26 (70.3%) stated that the training they received was adequate.
3. In-service training in Mathematics, English Language, Science and Religious and Moral Education was also made available to teachers. This was indicated by all the 48 (100%) primary school and 26 (100%) JHS teachers.
4. They further stated that the training they received was adequate. In summary, it can be concluded that WVG has contributed significantly

to the capacity building of head teachers and teachers. It has done this by making in-service training available to them. Research question 5 guided the analysis of data on the issue of capacity building of PTAs and SMCs after World Vision Ghana’s intervention.

**Research Question 5**

How has World Vision Ghana contributed to the capacity building of PTAs and SMCs?

Items 5 and 6 in component 4 of section B of the questionnaire sought information on the availability and adequacy of in-service training for PTAs after WVG’s intervention.

Table 22

**Availability of In-Service Training for PTA/SMCs after WVG’s Intervention**

Type of in-service Training	Available (Frequency)	%	Unavailable (Frequency)	%
Roles of SMCs in Schools	170	100	0	0
PTA/SMC - School - community relationship	170	100	0	0
Monitoring of Capitation Grants	170	100	0	0
Monitoring of school feeding Prog.	170	100	0	0

The data show that all the 170 (100%) main respondents indicated that in-service training in the roles of PTAs in schools and in school/community

relationships were made available to PTAs following WVG's intervention. They further stated that PTAs were given training on how to monitor the use of resources in the schools, especially the capitation grants and school feeding programmes. They indicated explicitly that the-in-service training for PTAs was exclusively funded by WVG. As to whether the training provided was adequate or not, all (100%) the 170 respondents indicated that the training was inadequate. They explained in their comments that the in-service training provided for PTAs was not very regular and therefore inadequate. This information was corroborated by all the 14 Focus Groups, involving 140 members in their discussions.

Items 7 and 8 in component 4 of Section B of the questionnaire sought information on the capacity building of PTA/SMCs after WVG's intervention. Item 7 sought information on availability of in-service training, roles and responsibilities, monitoring of capitation grant and school feeding programmes PTA/SMCs in Schools. The information was elicited from the 170 main respondents and the 14 Focus Groups, involving 140 members. The information provided by the 170 main respondents on the availability of in-service training for SMCs is presented in Table 22.

The data in Table 22 show that all the 170 (100%) main respondents stated that in-service training was made available to PTA/SMCs in the roles and responsibilities, monitoring of capitation grant and school feeding programmes. They stated explicitly that funding for the in-service training of SMCs was provided by WVG. This information was corroborated by the SMC



executive members in all the focus groups discussions. On the question of whether the in-service training provided was adequate or not, all the 170 (100%) main respondents indicated that the training was inadequate. They explained that the training was not regular and as such was inadequate. This was confirmed by the SMC executive members in the focus group discussions. Therefore in answer to research question 5 it can be concluded that:

1. World Vision provided funding for in-service training for PTAs in roles of PTAs in schools, school/community relationship and monitoring of capitation grants and school feeding programmes.
2. It also provided funding for in-service training for PTA/SMCs in roles of PTA/SMCs in schools, PTA/SMC school community relationship and the monitoring of capitation grants and school feeding programmes.

The analysis of data on support for Girl-Child Education after WVG's intervention was guided by research question 6.

Research Question 6: In what ways is World Vision Ghana contributing to support Girl-Child Education in the district?

Table 24 sought information on support for Girl-Child Education since WVG's intervention. Data on the subject was provided by all the 170 main respondents and the 14 Focus Groups involved in the study. The information they provided is presented in Table 23

Table 23

**Support for Girl-Child Education since WVG's Intervention**

Type of Support	Available (Frequency)	%	Unavailable (Frequency)	%
Provision of food rations	170	100	0	0
Provision of school uniforms	170	100	0	0
Provision of bags and sandals	170	100	0	0
Provision of Exercise books	170	100	0	0

The data in Table 23 show that all the 170 (100%) main respondents stated that support for Girl-Child Education was made available to girls following WVG's intervention. They indicated that girls are provided with food rations, school uniforms, bags, sandals and exercise books. The Assistant Director in charge of Girl-Child Education (Girl-Child Education officer) in the study, indicated in her comments that the support provided by WVG impacted positively on enrolment of girls in all basic schools in the 24 intervention communities.

According to the Girl-Child Education Officer, enrolment of girls in primary schools rose sharply from as low as 15% to over 85% in all the intervention communities. Similar comments were made by all the 7 (100%) Circuit Supervisors and the District Director of Education. The entire 24 (100%) primary school head teachers and 48(100%) also made similar comments in their responses. All the 14 Focus Groups, involving 140 members

also corroborated the information provided by the 170 main respondents in their discussions.

The various focus group discussions drew conclusions to the effect that the food rations provided by WVG in support of Girl-Child Education have motivated parents to enroll their daughters in school. The food rations provided for girls even make some parents who have no children who are girls wish they had girls they could put in school. This conclusion was reached in the discussions of all the 14 Focus Groups. This conclusion should be understood from the fact that most families in the Upper East region, experience food shortages, especially in the dry season from the months of February to April/June. The Bongo district is no exception. The situation in the Bongo district might even be worse because Bongo is one of the poorest districts in the region.

The data further revealed that WVG had instituted a scholarship scheme through the district for brilliant girls to enable them further their education. Monica Atule (a student in community health nursing) and Adiisa Agongo (a second year medical student) were readily mentioned as beneficiaries of the scholarship. There are also a good number of girls in Senior Secondary Schools and Teacher Training Colleges who are beneficiaries of the scholarship scheme. World Vision Ghana has also established a sponsorship fund to support girls who complete basic schools and want to go into various businesses. Through the fund a number of girls who completed basic schools were sponsored to learn various trades and are now well established as hair

dressers and Caterers. Many more girls are still benefiting from the fund. This was indicated by all the 170 (100%) main respondents. All 14 Focus Groups corroborated the information. It can therefore be concluded as answers to research question 6, that:

1. WVG has made significant contributions in support of Girl-Child Education. It has done this through the provision of food rations, school uniforms, bags and sandals, exercise books, scholarships for brilliant girls to further their education and sponsorship funds for girls who complete basic schools to learn various trades and establish their own business.
2. Through the support provided by WVG, enrolment of girls in primary schools has risen from 15% to over 85%. This was indicated by the entire 170 (100%) main respondent and corroborated by the 14 Focus Groups, involving 140 members in their group discussions.

Item 1 in component 6 of section B of the questionnaire sought information on support for Needy School Children since WVG's intervention. Data on the subject was obtained from the 170 main respondents, and the 14 Focus Groups, involving 140 members. The data the 170 main respondents provided is presented in Table 23.

Table 24

**Support for Needy School Children since WVG's Intervention**

Type of Support	Available (Frequency)	%	Unavailable (Frequency)	%
Provision of food rations	170	100	0	0
Provision of school Uniforms	170	100	0	0
Provision of sandals and bags	170	100	0	0
Provision of exercise books	170	100	0	0
Supplementary feeding	170	100	0	0

The data in Table 24 show that the entire 170 (100%) main respondents indicated that, Needy School Children receive support in the form of food rations, school uniforms, sandals, bags, exercise books and supplementary feeding since WVG's intervention. They further indicated that WVG supports Needy School Children through its Goat and Poultry rearing programmes. Through these programmes, WVG provides goats and fowls to each Needy Child to rear at home in order to generate income to meet some of their needs in and out of school. World Vision Ghana has also instituted a scholarship scheme for needy but brilliant pupils to further their education. This information was corroborated by the 14 Focus Groups in the conclusions they reached in their discussions. The data further revealed that the supplementary feeding programme for Needy School Children has been extended to all school pupils in 78 basic schools in the Bongo district. With assistance from the

Government of Germany, WVG is providing school supplementary feeding for 12,728 pupils in 78 basic schools in the district.

This was indicated by the District Director of Education, the 3 Assistant Directors of Education and all the 7(100%) Circuit Supervisors involved in the study. This information was confirmed by the entire 24 primary school head teachers and 48 teachers, the 13 JHS head teachers and 26 teachers and the 48 Rural Education Volunteers. These findings provide answers to research question 7.

The findings show that prior to WVG's intervention there was no form of support for Needy School Children in the district. This was indicated by the entire 170 (100%) main respondents and in the discussions of the 14 Focus Groups involving 140 members. Therefore, answering research question 7, it can be concluded that:

1. WVG has made significant contributions in support of Needy School Children in basic schools in the district. It has done this by providing food rations, school uniforms, bags, sandals, exercise books and supplementary feeding for Needy School Children.
2. It has also established a goat and poultry rearing programme through which Needy School Children are provided with goats and fowls to rear at home and generate income to meet some of their needs.
3. It has also established a scholarship scheme for needy but brilliant pupils to further their education beyond the basic school level. This was

indicated by all the 170 (100%) main respondents and the conclusions reached in the discussions of the 14 Focus Groups.

Using the observation schedule; the researcher took notes of receipts, waybills, item distribution, list and beneficiary lists from the District education officer stores. The items included food stuffs and cooking oil, new and used clothe, t-shirts and caps, bicycles and shoes while the beneficiaries are mostly pupils and teachers.

Certificates, citations and letters of commendations from beneficiary students, communities, organizations and the District Assembly decentralized departments are openly displayed on the World Vision Bongo bulleting board. Best radio sponsorship on educational programs, (2002 – 2006) Best Farmer support NGO 2001 – 2006 MOFA/RCC. Best Health support NGO 2004 – 2006 MOH/RCC Emergency response and support – 2006 NADMO/RCC. These are many pictures, video-clips and messages from beneficiary students who are now in the universities because World Vision Bongo identified and assisted them through the primary and JHS education. Notable among them is Monica Atule who is studying Food and Nutrition at the University of Ghana, Legon.

Using the observation schedule to facilitate triangulations, the researcher visited sites of all 11 new schools with offices, toilets and urinals constructed by World Vision, the 10 bore-hole, 6000 tables and chairs, 40 teachers tables and chairs. The 3 teachers quarters, 1 community resource centre, 11 water tanks for teachers and pupils to wash their hands regularly

whiles in school, 72 bicycles for 72 Rural Education volunteers, some Ghana Education Service approved textbooks in Mathematics, English and Science etc. the researcher realized that parents of beneficiaries of fowls, goats and sheep did not assist their wards to keep and multiply the animals. Many beneficiaries did not have any animal to show yet admitted collecting them. The use of the observation schedule was very helpful if endorsed so many of the findings.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

In this chapter the main findings of the study are presented, conclusions are drawn and recommendations made. The findings and conclusions relate to the contributions WVG has made or is making to contribute to improve the quality of basic education in the Bongo District. To this end, the study sought to find out the contribution of WVG in the provision of basic school infrastructure and furniture in the Bongo District. The study also aimed at finding out the contribution of WVG in the provision of textbooks and other teaching/learning materials in basic schools in the Bongo District. The study also aimed at finding out finding out the contribution of WVG to address the problem of shortage of teachers in basic schools in the district as a means to promote quality basic education. Another aim of the study was to find out how WVG is contributing to build the capacities of head teachers, teachers, PTAs and SMCs as a means to promote quality basic education.

It was also important in this study to find out the contribution WVG is making to support Girl-Child Education in basic schools. Finally, the study also aimed at finding out the contribution WVG is making to support the education of Needy School Children in basic schools in the district. The total sample size for the study was 310, made of 170 main respondents and 140

focus group members. The sample was drawn from 37 schools in the 24 intervention communities. Two sampling methods were used. These were the purposive and simple random sampling. Purposive sampling was used to select all the 24 primary school head teachers and 13 JHS Headteachers in the intervention communities. The head teachers were purposively sampled because they were deemed to have relevant information about their schools prior to and after World Vision Ghana's intervention. Two teachers and 2 Rural Education Volunteer were also sampled from each of the schools. These were randomly sample using the lottery method. The District Director of education, three Assistant Directors of Education and all seven Circuit Supervisors in the district were also purposively sampled because they were also deemed to possess relevant information about conditions in the schools before and after World Vision Ghana's intervention. These formed the 170 main respondents.

One hundred and forty community members made up of PTA executives members, assembly members, opinion leaders and parents were also sampled to form 7 focus groups. The PTA executives and assembly members were purposively sampled since they had relevant information on conditions prevailing in the schools before and after World Vision Ghana's intervention. Opinion Leaders and parents were randomly sampled using the lottery method. Each of the 7 focus groups was made up to 10 members.

The main instruments for gathering data for the study was the questionnaire and a focus group discussion guide. The questionnaire was made

up of two sections with the same items. Both sections A and B of the questionnaire covered 6 components.

The components depicts conditions that prevailed in the schools with respect to infrastructure and furniture, textbooks and other teaching and learning materials, staffing, in-service training, girl-child education and promotion of the education of needy school children. Section A of the questionnaire sought to find out conditions with respect to the above components prior to WVG's intervention. Section B of the questionnaire sought to find out conditions that prevailed after WVG's intervention with respect the components outlined above.

The data analysis was done in two phases. The first phase of the analysis concerned conditions that prevailed prior to WVG's intervention. The second phase of the analysis dealt with conditions that prevailed after WVG's intervention. The second phase of the analysis was guided by the 7 research questions used in the study. The analysis of the data from the 170 main respondents was done using simple frequencies and percentages. This was supported by conclusions drawn in focus group discussions involving the 140 members.

### **Summary of Main Findings**

The main findings of the study are summarized in this section.

1. Through the intervention of WVG, 11 new primary schools with adequate and suitable classrooms have been built in 11 out of the 24 intervention communities that had no primary schools. The

construction of the schools was fully funded by WVG. Two primary schools that were constructed with mud and considered unsuitable have also been reconstructed with suitable materials by WVG. It has also provided 10 bore-holes for 10 schools in the intervention communities. This has made it possible for both teachers and pupils to have access to potable water which is important in the maintenance of good health among teachers and pupils.

2. The findings also indicate that WVG has contributed to improve the furniture situation in all the 37 basic schools in the 24 intervention communities. The contribution was provision of pupils' tables and chairs, and teachers' tables and chairs. World Vision Ghana supplied 6000 tables and chairs to the 24 primary and 13 JHS intervention schools. It further provided 40 teachers' tables and chairs to the all the schools.
3. The findings also show that WVG has provided toilet facilities for all the 11 new primary schools and 5 JHS it has built and the 2 primary schools it has reconstructed for pupils and teachers.
4. WVG has provided textbooks in Mathematics Connections, Algebra and Dictionaries for Young Readers to supplement GES approved textbooks in Mathematics and English Language in basic schools. It has also provided funding for the schools to purchase relevant teaching/learning materials. As a result of this, all the 37 basic schools in the 24 intervention communities have adequate exercise books,

teachers' notebooks, blackboard rulers and equipment for games and sports. It has also provided footballs, mathematical sets and science equipment and cardboards to store the equipment to all the 37 basic schools in the intervention communities.

6. The teaching staff situation in basic schools has also improved significantly through the intervention of WVG. Through WVG's Rural Education Volunteer Programme, all the 24 primary schools in the 24 intervention communities now have adequate teaching staff for all classes. All allowances of the volunteers are paid by WVG. Apart from that WVG provides them with bicycles to facilitate their work.
7. It has built 3 quarters for teachers to solve the accommodation problems of teachers in very remote villages in the Bongo District. This has helped to attract more qualified teachers to schools in these remote villages.
8. It has also provided Headteachers and teachers, including Rural Education Volunteers with shoes, jeans and T-shirts as a way of motivating them. This was observed daily as respondents wore their clothing with World Vision logos.
9. WVG has contributed its quota to ensure effective supervision in basic schools. In order to ensure that the Rural Education Volunteers are in school and doing effective teaching, WVG has provided Circuit supervisors with fuel to enable them use their motor bikes to do regular supervision in basic schools.

10. WVG has contributed its quota to the country's educational aspirations by helping to build the capacities of headteachers and teachers through in-service training. It has made training in school management, financial management, school/community relationship and classroom supervision available to head teachers in primary schools and JHS. This has significantly enhanced the management capacities of head teachers and their staff. This is a clear demonstration of WVG's efforts to improve on the quality of basic education in the district.
11. WVG has contributed to build the capacities of teachers in basic schools. Through its intervention, in service training in both methodology and content in English Language, Mathematics, Integrated Science and Religious and moral Education has been made available to teachers and Rural Education Volunteers. The training provided has been regular and therefore considered adequate. This obviously has contributed to improved teaching and learning in the schools.
12. The capacities of PTAs have been built through WVG's intervention. Through the intervention of WVG in- service training has been made available to PTAs in the roles of PTAs in schools, school/community relationships, monitoring of capitation grants and school feeding programmes. The PTA executives in the focus groups confirmed this in the focus group discussions.

13. WVG has also contributed to build the capacities of SMCs. Through the intervention of WVG, in-service training in the roles of SMCS, school/community relationship, monitoring of capitation grants and school feeding programmes have been made available to SMCS. The SMC executives in the Focus Groups confirmed the information in the focus group discussions.
14. The findings also show that WVG provides support for Girl-child Education. It supports Girl-Child Education through the provision of food rations, school uniforms, bags, sandals and exercise books for girls. According to the Assistant Director in-charge of Girl-Child Education (Girl-child Education Officer), following the interventions, enrolment of girls in primary schools increased from as low as 15% to over 85% in all the 24 intervention communities.
15. WVG provides support for Needy School Children in basic schools in all the intervention communities. It does this by providing such children with food rations, school uniforms, bags and sandals, exercise books and supplementary feeding.

There were other findings on the positive contributions of WVG in support of education that do not derive from the research questions. These findings are that:

16. Realizing the poverty situation in the district where most school children go to school on empty stomachs, WVG, with support from the Government of Germany, extended its supplementary feeding programme

to cover 178 basic schools with a total population of 12,728 pupils. This has contributed significantly to increased enrolment and regular school attendance.

17. World Vision Ghana has instituted a scholarship scheme through the District Assembly to offer scholarships to brilliant girls to continue their schooling to Senior Secondary School and beyond. As a result of this more brilliant girls now have opportunities to pursue secondary and tertiary education.
18. It has established a sponsorship scheme to support girls who complete basic school to learn various trades and establish their own businesses.
19. Needy School Children are provided with goats and fowls to rear at home by WVG. This enables the children to generate income which they use to meet some of their needs in and outside school.

Other findings that derive from the research questions are:

20. WVG has not contributed in the provision of school libraries and Library furniture. It can however be observed that the general trend in the country is that public basic schools are not provided with libraries even by the GES. This trend might probably have influenced WVG not to include the provision of libraries for basic schools in its efforts to improve upon the quality of basic education WVG has not contributed to building of workshops either.
21. It is inferred from the findings that some basic schools in the intervention communities are still without toilet facilities. WVG



provided toilet facilities for 26 schools out of the 37 basic schools in the intervention communities. This means that there are still 11 schools without toilet facilities.

22. The findings also show that WVG has not contributed much in the provision of textbooks. The only textbooks it provided were some Mathematics, books and English Dictionaries for Young Readers to supplement GES approved textbooks in Mathematics, and English.
23. It is also evident that the in-service training provided by WVG for PTAs and SMCs have not been adequate in the sense that the training ought to be intensive and regular to meet the attribution rate of pupil teachers.

### **Conclusions**

The general conclusion that can be drawn from the findings is that WVG has made significant contributions to improve on the quality of basic education in the Bongo district. It has done this generally through the provision of basic school infrastructure and furniture, teaching/learning materials, using Rural Education Volunteers to address the problem of shortage of teachers, capacity building of head teachers, teachers, PTAs and SMCs and providing support for Girl-Child Education and Need School Children. That is, through the intervention of WVG, the number of suitable classrooms, toilets facilities, pupils' and teachers' tables and chairs and staffing for both the primary and JSS levels improved considerably. It also provided funds for schools to purchase relevant teaching/learning materials and supplied schools with

footballs, mathematical sets and science equipment and cardboards to store the equipment.

It has addressed the problem of the shortage of teachers in basic schools using Rural Education Volunteers and sponsored in-service training courses to build the capacities of head teachers, teachers, PTAs and SMCs. It has also improved on the quality of basic education by providing support for Girl-Child Education and Needy School Children. Its scholarship programmes for girls and needy pupils serves as a source of motivation that impacts positively on student learning achievement. These contributions of WVG to quality basic education are in tune with its philosophy and objective. World Vision Ghana focuses its work on projects that assist deprived communities to address the root causes of poverty and not the symptoms. Its basic philosophy is that its activities in the long term benefit children. The Bongo District in the Upper East Region is one of the most deprived districts in the country and in the region. One of the most viable projects to assist the people minimize or eliminates poverty with long term benefits to children is education. Therefore, contributing to quality basic education, WVG is empowering the children of today to address the root causes of poverty in the district in the foreseeable future.

### **Recommendations**

In the light of the above findings, the following recommendations are made.

1. The findings of the study show that 11 out of the 37 basic schools still do not have toilet facilities. This means that pupils and teachers in such schools may be compelled to defecate and urinate in nearby bushes and under trees. This negates the teaching of basic hygiene in such schools. It also affects the image of the teacher. It is therefore recommended to WVG to consider building toilet facilities for such schools. It could collaborate with the new NGOs that are springing up in the district and the District Assembly to secure funding for that purpose.
2. Libraries are important in helping pupils do independent research and also cultivate good reading habits by reading library books. World Vision did not provide libraries for their schools as shown in Table 15. Therefore, the lack of libraries in public basic schools in a way affects the quality of basic education. In the light of this, it is recommended to WVG to consider providing libraries for basic schools. Where it has no funding to do so, it could collaborate with other NGOs and the District Assembly to secure funding for the construction of public basic school libraries.
3. It was realized from the study that none of the Junior Secondary Schools in the district has workshops for practical lessons in pre-technical and Vocational skills. This has a negative impact on the quality of basic education in the country. It must be realized that the quality of education in the 21<sup>st</sup> century requires the development of scientific and technical skills. Such skills are easily developed when

children are exposed at the basic school level to both theoretical knowledge and practical skills. The development of practical skills requires the provision of laboratories, workshops and equipment. This should be done in the light of the fact that one of the best ways to tackle the root causes of poverty is by equipping people with practical skills.

4. Most basic schools do not have adequate textbooks in almost all the subject areas taught in primary and JHS levels. This affects the quality of basic education because the curriculum is delivered through textbooks. Textbooks are therefore central to schooling at all levels (Altbach, 1983). It is therefore recommended to WVG to advocate as well as lobby the GES to supply adequate GES approved textbooks to the basic schools.
5. It was realized from the study that there has been no in-service training for teachers in most subject areas. The only subject areas where WVG has provided in-service training for teachers are: English Language, Mathematics, Integrated Science and Religious and Moral Education. Though these subjects are considered critical in the provision of quality basic education, the other subjects such as Ghanaian Language, French, Citizenship education, Social studies, Pre-technical and vocational skills are equally important. It is therefore recommended to WVG to consider extending its in-service training for teachers to cover all these subject areas. Where it has not got the necessary funds to sponsor such in-service training courses, it could collaborate with the District

Assembly and other development partners to secure funding for the purpose.

6. It was also realized from the study that in-service training for PTAs was not adequate in the sense that the training is not regular. It is therefore recommended to WVG to consider providing regular in-service training courses for PTAs and SMCs.
7. It is evident from the study that WVG's support for Girl-Child Education has helped to boost enrolment of girls in primary schools significantly in all the 24 intervention communities. It is therefore recommended to WVG to consider extending its support for Girl-Child Education to cover many more schools in the district. It could collaborate with other development partners in the district for additional resources to enable it extend its support for Girl-Child Education in the district.
8. The reality is that WVG cannot operate in the Bongo District permanently. It is also a reality that in times of difficult economic conditions WVG might not get the necessary funds to support all its development programmes in deprived communities. From the observation and interactions with respondents and beneficiaries, WVG should explore other options that provide long term measures to support Girl-Child Education. In the light of this, it is recommended to WVG to include sensitization of parents on the benefits of Girl-Child Education. This recommendation is made in the hope that when parents

are sensitized enough on the benefits of Girl-Child Education, they would voluntarily enroll girls in school without waiting for support from any external agency. It is further recommended that WVG advocate for the establishment of an Education Endowment Fund by the District Assembly to support Girl-Child Education in the long term.

9. As alluded to in recommendation 8, it is not the case that WVG can always get all the necessary funds to fund all its development programmes in deprived communities. In the light of this, it is further recommended to WVG that, in order to sustain the support for Needy School Children, WVG should facilitate stakeholders for the establishment of an Education Endowment Fund for needy but brilliant school children by the District Assembly. There are a good number of educated people from the Bongo District who occupy important positions in various organizations in Ghana who can contribute to the fund. What the District Assembly needs to do to convince such people to contribute, is to be transparent in the management of the fund. The chiefs and people of the Bongo District usually organize annual festivals such as the 'Azambene' festival where large sums of money are always realized through donations. The District Assembly could discuss with the paramount chief, who is educated, and reach an agreement with him and his elders to always channel a percentage of the money realized during festivals into the endowment fund.

### **Recommendations for Further Studies**

Future research could be aimed at conducting an impact assessment on all the operational aspects of World Vision in the Bongo District; education, health, food and security, HIV/AIDS, Christian Witnessing etc.

A Tracer Study could be conducted to ascertain the impact of World Vision on the lives of beneficiaries/ communities in Ghana as a whole.

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## **APPENDICES**

### **APPENDIX A**

#### **QUESTIONNAIRE FOR HEAD TEACHERS, TEACHERS, DISTRICT DIRECTOR OF EDUCATION, CIRCUIT SUPERVISORS, ASSISTANT DIRECTORS AND RURAL EDUCATION VOLUNTEERS**

The questionnaire seeks to elicit information for the purpose of an academic research. Any information provided would therefore be treated as strictly confidential. Your anonymity is therefore highly guaranteed. The researcher would therefore be very pleased if you could answer the questions as frankly as possible.

#### **SECTION A**

##### **CONDITIONS PREVAILING IN THE SCHOOL(S) BEFORE WORLD VISION'S INTERVENTION**

Major components of conditions in the schools are provided below. Under each component is a list of items with some remarks against them. Under the remarks column tick (✓) the response that best describes conditions in the school(s) before World vision's intervention.

COMPONENT 1: INFRASTRUCTURE AND FURNITURE

1. Classroom For:	Adequate (Frequency & %)	Inadequate (Frequency & %)
P1		
P2		
P3		
P4		
P5		
P6		
JSS1		
JSS2		
JSS3		

Comment briefly on your answer.....  
 .....  
 .....

Item 2: Material Used To Construct Classrooms	Suitable (Freq. & %)	Unsuitable (Frequency & %)
Mud		
Cement block		
Cladded pavilions		
Uncladded pavilions		

Under trees		

Please any other (specify).....

Briefly comment on your answer .....

.....

Item 3: Classroom Furniture	Available (Frequency & % )	Unavailable (Frequency & % )
Pupils' tables		
Pupils' chairs		
Teachers' tables		
Teachers' chairs		

Item 4: School Library and Furniture	Available (Frequency & % )	Unavailable (Frequency & % )
Library building		
Library tables		
Library chairs		

Item 5: Toilet Facilities	Available (Frequency & % )	Unavailable (Frequency & % )
Toilet facilities for boys		



Toilet facilities for girls		
Toilet facilities for female Teachers		
Toilet facilities for male teachers		

Please, briefly comment on you answer.....

.....

.....

Item 6: Headteacher's Office	Available (Frequency & % )	Not Available (Frequency & % )

Comment briefly on your answer.....

.....

## COMPONENT 2: TEXTBOOKS AND OTHER LEARNING MATERIALS

Item 1: Text Books	Adequate (Frequency & % )	Inadequate (Frequency & % )
English textbooks		
Maths textbooks		
RME textbooks		
Social studies textbooks		

Integrated Science textbooks		
Pre-technical skills textbooks		
Vocational skills textbooks		
Citizenship Education textbooks		
Ghanaian Language textbooks		
Vocational skills textbooks French textbooks		
Supplementary readers library books		

Please, any other (specify) .....

.....

Briefly comment on your answer.....

.....

.....

Item 2: Other Learning Materials	Adequate (Frequency & % )	Inadequate (Frequency & % )
Exercise books		
Teachers Reference		

books		
Teachers' handbooks		
Workshop for practical lessons		
Equipment for games and sports		

Please, any other (specify) .....

.....

Explain your answer.....

.....

### COMPONENT 3 STAFFING

Item 1: Teachers	Adequate (Frequency & % )	Inadequate (Frequency & % )
Primary 1		
” 2		
” 3		
” 4		
” 5		
” 6		
JHS 1		
JHS 2		

JHS 3		
-------	--	--

Comment briefly on your answer.....

.....

Item 2: Qualification of Trained Teachers	Available (Frequency & %)	Unavailable (Frequency & %)
First degree		
Diploma		
3-year post-sec/ cert.		
4-year post-middle cert.		

Item 3: Qualification of Untrained Teachers	Available (Frequency & %)	Unavailable (Frequency & %)
G.C.E. 'A' Level certificate		
G.C. 'O' level certificate		
HND certificate		
SSSCE		
MSLC		

Please, any other (specify) .....

.....

COMPONENT 4: INSERVICE TRAINING

ITEM 1. Training of Headteachers	ADEQUATE (Frequency & %)	INADEQUATE (Frequency & %)
Training in school Management principles		
Training in school financial management		
Training in supervision		

Please, any other (specify).....

Comment briefly on your answer .....

Item 3: Training of Teachers	Available (Frequency & % )	Unavailable (Frequency & % )
Training on preparation of learning aids		
Training on methodology in English Language		
Training on methodology in maths		
Training on methodology in Integrated science		
Training on methodology in		

Citizenship Education		
Training on methodology in Ghanaian Language		
Training methodology in Pre-technical skills		
Training on methodology in Social studies		
Training on methodology in RME		
Training on content in English Language		
Training on content in maths		
Training on content in integrated science		
Training on content in Citizenship education		
Training on content in Pre-technical skills		
Training on content in social studies		

Please, any other (specify).....

.....

.....

.....

Item 6: Training of PTAs/ SMCs	Adequate (Frequency & % )	Inadequate (Frequency & % )
Training in the roles of PTAs/ SMCs in schools		
Training in school/community relationship		

Please, any other (specify) .....

.....

Comment briefly on your answer.....

.....

Item 7: Training of SMCs	Available (Frequency & % )	Unavailable (Frequency & % )
Training in roles of SMCs in schools		
Training in SMC/School community, relationship.		

Please, any other (specify) .....

.....

Comment briefly on your answer.....

.....

#### COMPONENT 5: GIRL-CHILD EDUCATION

ITEM 1: Promoting Girl-Child education	Available (Frequency & % )	Unavailable (Frequency & % )
Provision of food rations		
Provision of school uniforms, bags and sandals		
Provision of exercise books		

Please, any other (specify).....

.....

#### COMPONENT 6: PROMOTING EDUCATION OF NEEDY CHILDREN

ITEM 1: Assistance to needy children	Available (Frequency & % )	Unavailable (Frequency & % )
Provision of food rations		
Provision of school		



uniforms , sandals and bags		
Provision of exercise books		
Supplementary feeding		

Please, any other (specify) .....

.....

Comment on your answer.....

### **SECTION 'B'**

#### **CONDITIONS AFTER WORLD VISION'S INTERVENTION**

Major components in respect of conditions in the school after World Vision's intervention are provided below. Under the remarks column tick (√) the best describes conditions in the schools after World Visions intervention.

#### COMPONENT 1: INFRASTRUCTURE AND FURNITURE

1. Classroom For:	Adequate (Frequency & % )	Inadequate (Frequency & % )
P1		
P2		
P3		
P4		

P5		
P6		
JSS1		
JSS2		
JSS3		

Comment briefly on your answer.....

.....

.....

Item 2: Material Used To Construct Classrooms	Suitable (Freq. & % )	Unsuitable (Frequency & % )
Mud		
Cement block		
Cladded pavilions		
Uncladded pavilions		
Under trees		

Please any other (specify).....

Briefly comment on your answer .....

.....

Item 3: Classroom Furniture	Available (Frequency & %)	Unavailable (Frequency & %)
Pupils' tables		
Pupils' chairs		
Teachers' tables		
Teachers' chairs		

Item 5: School Library And Furniture	Available (Frequency & %)	Unavailable (Frequency & %)
Library building		
Library tables		
Library chairs		

Item 6: Toilet Facilities	Available (Frequency & %)	Unavailable (Frequency & %)
Toilet facilities for boys		
Toilet facilities for girls		
Toilet facilities for female Teachers		
Toilet facilities for male teachers		

Please, briefly comment on you answer.....

.....

.....

Item 7: Headteacher's Office	Available (Frequency & % )	Not Available (Frequency & % )

Comment briefly on your answer.....

.....

#### COMPONENT 2: TEXTBOOKS AND OTHER LEARNING MATERIALS

Item 1: Text Books	Adequate (Frequency & % )	Inadequate (Frequency & % )
English textbooks		
Mathematics textbooks		
RME textbooks		
Social studies textbooks		
Integrated Science textbooks		
Pre-technical skills textbooks		
Vocational skills textbooks		
Citizenship Education textbooks		
Ghanaian Language textbooks		
Vocational skills textbooks		

French textbooks		
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Supplementary readers library books

Please, any other (specify) .....

.....

Briefly comment on your answer.....

.....

.....

Item 2: Other Learning Materials	Adequate (Frequency & %)	Inadequate (Frequency & %)
Exercise books		
Teachers Reference books		
Teachers' handbooks		
Workshop for practical lessons		
Equipment for games and sports		

Please, any other (specify) .....

.....

Explain your answer.....

.....

COMPONENT 3 STAFFING

ITEM 1: TEACHERS	Adequate (Frequency & % )	Inadequate (Frequency & % )
Primary 1		
” 2		
” 3		
” 4		
” 5		
” 6		
JSS 1		
JSS 2		
JSS 3		

Comment briefly on your answer.....

.....

Item 2: Qualification of Trained Teachers	Available (Frequency & % )	Unavailable (Frequency & % )
First degree		
Diploma		
3-year post-sec/ cert.		
4-year post-middle cert.		

Item 3: Qualification of Untrained Teachers	Available (Frequency & % )	Unavailable (Frequency & % )
G.C.E. 'A' Level certificate		
G.C. 'O' level certificate		
HND certificate		
SSSCE		
MSLC		

Please, any other (specify) .....

.....

#### COMPONENT 4: INSERVICE TRAINING

Item 1: Training Of Headteachers	Available (Frequency & % )	Unavailable (Frequency & % )
Training in school management		
Training in school financial management		
Training in classroom supervision		

Please, any other (specify).....

.....

Item 2 Training Of Headteachers	Adequate (Frequency & %)	Inadequate (Frequency & %)
Training in school Management principles		
Training in school financial management		
Training in supervision		

Please, any other (specify).....

Comment briefly on your answer .....

.....

Item 3: Training of Teachers	Adequate (Frequency & % )	Inadequate (Frequency & % )
Training in preparation of Learning aids		
Training in methodology in English language		
Training in methodology in Mathematics		
Training in methodology in Ghanaian Language		
Training in methodology		



in Integrated Science		
Training in methodology in Citizenship Education		
Training in methodology in Pre-tech skills		
Training in methodology in Social studies		
Training in methodology in Vocational skills		
Ghanaian Language		
Training in methodology in RME		
Training in content in Mathematics		
Training in content in Science		
Training in content in English Language		
Training in content in Citizenship Education		
Training in content in Pre-tech. skills		

Training in content in Social studies		
Training in content in Vocational skills		
Training in content in RME		

Item 4: Training of PTAs	Available (Frequency & % )	Unavailable (Frequency & %)
Training in the roles of PTAs in schools		
Training in school/community relationship		

Please, any other (specify) .....

.....

Comment briefly on your answer.....

.....

Item 5: Training of SMCs	Available (Frequency & %)	Unavailable (Frequency & %)
Training in roles of SMCs in schools		
Training in SMC/School community, relationship.		

Please, any other (specify) .....

.....

Comment briefly on your answer.....

.....

#### COMPONENT 5: GIRL-CHILD EDUCATION

ITEM 1: Promoting Girl-Child education	Available (Frequency & %)	Unavailable (Frequency & %)
Provision of food rations		
Provision of school uniforms, bags and sandals		
Provision of exercise books		

Please, any other (specify).....

.....

COMPONENT 6: PROMOTING EDUCATION OF NEEDY CHILDREN

ITEM 1: Assistance to needy children	Available (Frequency & %)	Unavailable (Frequency & %)
Provision of food rations		
Provision of school uniforms , sandals and bags		
Provision of exercise books		
Supplementary feeding		

Please, any other (specify) .....

.....

Comment on your answer.....

## **APPENDIX B**

### Focus Group Discussion Guide for PTAs, SMCs, Parents, Assembly Members and Opinion Leaders

1. What was the state of basic school infrastructure and furniture before WVG's intervention?
2. What are the changes in the state of basic school infrastructure now which can be attributed to WVG's intervention?
3. Did PTAs and SMCs receive any training to enable them function well in their schools before WVG's intervention?
4. What type of training was given to PTAs and SMCs?
5. Who sponsored the training?
6. Have PTAs and SMCs received any training sponsored by WVG?
7. What are the main features of the training sponsored by WVG?
8. Was the training adequate to ensure the proper functioning of PTAs and SMCs in schools? Explain.
9. What were some of the programmes in your community meant to Promote girl-child education before WVG's intervention?
10. How is WVG promoting girl-child education in your community?
11. How is WVG supporting needy school children in basic schools in your community?