

UNIVERSITY OF CAPE COAST

CONTRIBUTION OF ACTION AID INTERNATIONAL GHANA IN THE
PROVISION OF QUALITY EDUCATION IN THE UPPER EAST
REGION

BY

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DECLARATION

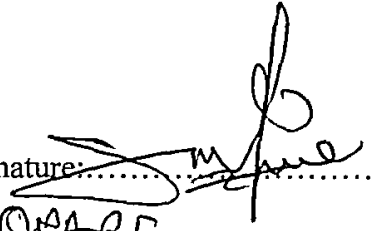
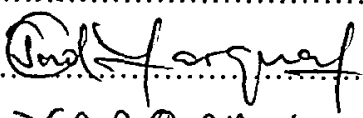
Candidate's declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

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Supervisors' declaration

We hereby declare that the preparation of the thesis were supervised and presented in accordance with guidelines on supervision of thesis laid down by the University of Cape Coast.

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ABSTRACT

The study investigated the contribution of Action Aid International Ghana (AAIG) in the provision of quality basic education in the Upper East Region. The study seeks to identify the extent to which AAIG has contributed to infrastructural development, teaching/learning materials (including textbooks), staffing, in-service training and Girl-Child Education. The study also seeks to identify how Action Aid is promoting the REV and Shepherd school schemes as alternative models in education. A thematic approach was adopted for the research.

The descriptive survey method was adopted with a sample size of 304. The sample was purposively selected. 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 AAIG has to a large extent contributed to provide classrooms built with suitable materials, furniture and office accommodation for headteachers. AAIG has also contributed to build the capacities of headteachers, teachers, PTAs and SMCs through in-service training. It has also promoted girl-child education through the education of parents on the benefits of girl-child education and educational tours for girls in basic schools.

Another major finding is that AAIG has promoted alternative models in education through its Rural Education Volunteer and Shepherd School Schemes. The study recommends to Action Aid to collaborate with other development partners and GES to make in-service training regular. It should

also consider revising the allowances of REV teachers and provide more teachers and toilet facilities for the Shepherd schools.

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LIST OF ABBREVIATIONS

AAIG	Action Aid International Ghana
ADRA	Adventist Development and Relief Agency
BECE	Basic Education Certificate Examination
CRS	Catholic Relief Services
CRT	Criterion Referenced Test
CRTR	Criterion Referenced Results
CS	Circuit Supervisor
DFID	Department for International Development
EFA	Education for All
FCUBE	Free, Compulsory Universal Basic Education
GER	Gross Enrolment Ratio
GES	Ghana Education Service
GSS	Ghana Statistical Service
HND	Higher National Diploma
JSS	Junior Secondary School
MOE	Ministry of Education
MSLC	Middle School Leaving Certificate
NER	Net Enrolment Ratio
NGO	Non-Governmental Organisation
OED	Operations Evaluation Department
PTA	Parent Teacher Association
QUIPS	Quality Improvement in Primary Schools
REV	Rural Education Volunteer

RME	Religious and Moral Education
SFL	School for Life
SMC	School Management Committee
SPSS	Statistical Package for Social Sciences
SSSCE	Senior Secondary School Certificate Examination
UCC	University of Cape Coast
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USAID	United States Agency for International Development
WCEFA	World Conference on Education for All
WVG	World Vision Ghana.

CHAPTER ONE

INTRODUCTION

Background

Every society uses education in all its forms - non-formal, informal and formal to inculcate in its members, particularly the youth, its cherished values, norms, beliefs, attitudes, knowledge and skills. For this reason, education has come to be linked with social, cultural and economic development. In modern times, formal education has come to be regarded as a prime mechanism for economic development and modernization, especially, in third world countries. The human capital theory propounded in the 1960s led most national governments and educational planners in both developed and developing countries to consider education as investment in human capital, with long-term benefits both to the individual who is educated and to the public at large. The result was rapid educational expansion and huge public expenditure on education. However, in the course of time, educated unemployment became a familiar feature and the situation still persists.

The inability of some school leavers and graduates to find jobs that allow them use the education they have acquired, has led to the conclusion that school systems are driven by social rather than economic demand (Bray, 1986, Lee, 1988). Economic development cannot therefore be used to justify any expansion in education or the huge public expenditure on it since products of the school system cannot be channelled adequately to productive use (Gould, 1993).

Employers also take advantage of the 'excess supply' of school graduates to demand higher qualifications for jobs that could otherwise be performed by people with lower qualifications. Thus, employers use educational qualifications as filters rather than certificates of real competence for any job. Increasing use of formal certification by employers creates additional demand for schooling, especially at higher and secondary levels. Dore (1976) refers to the trend as "the diploma disease".

Adopting a neo-Marxist style, Bowles and Gintis, (1976) have also repeatedly argued that education is only a means by which the wealth of the upper classes is transmitted from generation to generation. Instead of serving as an equalizer of opportunity, public education trains the masses to act according to the wishes of the capitalists. Schools therefore teach discipline, punctuality, and mannerisms while eschewing independent thinking and creativity. Since members of the elite typically attend private schools where such norms are not emphasized, public education serves the interests of the elite and therefore cannot be considered as a means of social and economic change.

These criticisms against formal education cannot be entirely dismissed as baseless. They, however, represent half truths. It is a fact that, for instance, in Ghana and in most third world countries, people with middle school or secondary school certificates gained employment even as managers in a number of private and public companies and corporations in the 1950s and 60s. Today the situation is different. One needs a degree and some post qualification experience to probably become a manager. There is even a gradual shift in preference for people with second degrees for managerial positions by employers. This has created a demand for higher qualifications to the extent that some students resort to all forms of examination malpractices to pass their

examinations. The issue of examination malpractices permeates the entire educational system in Ghana and in most countries. These negative developments notwithstanding, it is also a fact that the educational system has played and continues to play an important role in producing critical manpower in the form of teachers, nurses, doctors, engineers, scientists and lawyers who have never cheated in examinations.

Unemployment of school graduates is also widespread in many countries but the fact is, the educational system does not create jobs. Job creation is a function of the economy which, in turn, depends on sound policies and other global events. For instance unfair trade practices against most developing countries by the developed countries tend to affect our economies.

It is also a reality that the elite in our society send their children to private schools. This, however, does not suggest that public schools eschew independent thinking and creativity. If this were so, then the so-called elite in Africa today would have been non-existent. Most of the elite in Africa today had very humble beginnings and had their education in public schools. The problem of public schools today is neglect in terms of resources, effective management and supervision. This tends to affect the quality of education in public schools making them less attractive. It is for this reason that Behrman and Birdsall (1983) think the focus of public schools should be on quality rather than quantity.

Substantial evidence also exists to show that the arguments advanced by Dore (1976), Bowles and Gintis (1976), are but partial truths which may well pass for the latent dysfunctions rather than the manifest functions of education.

Julius Nyerere, the first President of the Republic of Tanzania, for instance, has observed that education is not a way of escaping poverty but a way

of fighting it (Fafunwa & Arsiku, 1982). Japan represents a classic example of how education is not just a way of escaping poverty but a way of fighting it. As a country with little or no known natural resources, Japan decided to embark on industrialization in the late 19th century by first developing its human resource through schooling(Ingemar & Saha, 1983). Stone (1970) and Shipman (1971) have also noted that schooling was from the outset regarded in Japan as essential for economic growth. Japan now rubs shoulders with world economic and industrial giants such as the United States of America, Great Britain, Germany, France and Russia. This is a concrete manifestation of the role education can play in economic development.

Shepard (1987) has observed that a nation's economic output does not depend solely on raw materials or the values of society's industrial facilities, rather people's skills contribute to society's productivity. These observations have been validated by a number of studies.

Lockheed, Jamison and Lau (1980) summarized the findings of eighteen studies containing thirty-one data sets from thirteen developing countries and found out that four years of primary education increased the productivity of farmers 8.7 percent over all and 10 per cent in countries undergoing modernization, largely in Asia.

Studies involving cost/benefit analysis, using formal sector earnings as a measure of benefits, also 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).

Apart from education's contribution to economic growth, it also contributes to social, cultural and political development. Education equips a

person with literacy skills which is a tool one can use to understand and control social, cultural and political events. Literate people are more aware of their health and nutrition status and are likely to take advantage of social services available to them. This may, in turn, reduce child and infant mortality rates. Education of the mother displays a strong negative relationship with infant and child mortality. Children born to mothers with little or no education suffer the highest mortality. For instance, between 1988 and 1998, the under-five mortality among children born to mothers who had no formal education was more than twice as high (131 deaths per 1000 births) than among children whose mothers had attended secondary school and beyond (60 deaths per 1000 births) in Ghana (GSS, 1998). A research project based in the Alexandra Health Clinic in South Africa also discovered a strong correlation between women's literacy and commitment to the immunization of their children (Brown, 1990). Lockheed and Verspoor, (1991) have also stated in no uncertain terms that:

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).

It is against this background that discriminatory practices against the development of education in Northern Ghana (Northern, Upper West and East

regions) since the colonial era should be viewed as a matter of great concern. Discriminatory educational policies by the colonial masters resulted in marked disparities in the quantitative expansion and quality of education between southern and northern Ghana. Foster (1982) has 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.

People in the Northern Territories were generally regarded as cheap labour for the security services and the southern economy that required no education. W. 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, p186)

It is with such negative mentality that the colonial regime developed discriminatory educational policies that affected the quantitative expansion and quality of education in northern Ghana to the extent that not even the free education policy for the area and the Northern Scholarship Scheme instituted by the Nkrumah regime after independence could adequately address the problem. This is borne out by the fact that the three northern regions have the highest adult illiterate female and male populations in the country (GSS, 1998).

The on-going educational reforms started in 1987 were partly meant to address problems of equity and quality (MOE, 1987) but had no specific agenda to tackle the peculiar problems in the north. Consequently, while the gross enrolment ratios (GER) for the primary level for the period 1986/87 to 1996/97 were on the average, higher for all regions in the south, exceeding that of the national average of 76.5%, that of the three northern regions, on the average was 50.7% which meant nearly half of the children of primary school age were not in school. 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).

Comparatively, the northern regions have not also fared any better in the BECE and criterion reference tests in primary 6 results over the years. The Criterion Reference Test (CRT) was designed specifically to measure the degree to which pupils have mastered primary school instruction in English and Mathematics. Since 1992, CRT has been administered to about 5% of primary six pupils nationwide. The results have been disappointing to say the least. For instance, in 1995 the percentages of pupils reaching the mastery score of 55% in mathematics in the Northern, Upper East and Upper West Regions were 0.7%, 2.4% and 1.5% respectively. The percentages that reached the mastery score of 60% in English were 1.8%, 3.9% and 3.6% for the Northern, Upper East and Upper West respectively (MOE, 1996).

With respect to regions in southern Ghana, the percentages of pupils reaching the mastery score of 55% in mathematics for Ashanti, Central, Eastern, Greater Accra, Volta, Western and Brong Ahafo were 1.5, 1.3, 0.8, 3.5, 2.1, 4.1

and 0.5 respectively. The percentages that reached the mastery score of 60% in English were 2.9%, 1.9%, 2.0%, 11.1%, 3.1%, 5.8% and 1.7% for Ashanti, Central, Eastern, Greater Accra, Volta, Western and Brong Ahafo regions respectively (MOE, 1996). With the exception of the Greater Accra and Western regions, pupils in the three northern regions performed relatively better than their counterparts in all the other southern regions.

This is rather surprising because it is common knowledge that the three northern regions are among the poorest if not the poorest in the country yet not much is spent by the state to improve on education in the area compared with the rest of the country. 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 \$22.09 were spent per pupil in the Upper East and Upper West respectively, the expenditures for Central and Volta regions were \$174.24 and \$61.22 per pupil respectively. Data from the Ministry of Finance (MOF, 1998) also show that in 1997, a greater proportion of both recurrent and development expenditure was made in the Eastern, Ashanti and Volta regions which had 16.7%, 16.7% and 13.6% respectively, while the least expenditures of 8%, 2.3% and 0.8% were made in the Northern, Upper West and Upper East regions respectively. Again data from the Ministry of Education (MOE, 1999) show that out of 948 open-air schools 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.

These comparisons by no means suggest that the quality of education either in the three northern regions or in the southern regions is satisfactory. For instance, the result of CRT between 1992 and 1999 show that the percentage of pupils in public schools reaching the mastery score of 60% in

English was 2.0%, 3.0%, 3.3%, 3.6%, 5.5%, 6.2% and 8.7% for the years 1992, 1993, 1994, 1995, 1996, 1997 and 1999 respectively. The percentage of pupils in public schools reaching the mastery score of 55% in Mathematics was 1.1%, 1.5%, 1.5%, 1.8%, 1.8%, 2.7% and 4.0% for 1992, 1993, 1994, 1995, 1996, 1997 and 1999 respectively (GES, 2000). These figures are not only disturbing but an indictment on the quality of education in the country.

Economic decline in the mid 1970s and early 1980s led to a general neglect of all sectors including education. Schools were therefore without essential inputs. Quality as well as quantity suffered. Falling real wages and frequent late payments demoralized the teaching force. The majority of primary school graduates were illiterate (World Bank, 2004). The educational reforms embarked upon in 1987 with support from the World Bank were ostensibly meant to arrest the decline in quantity and quality of education in the country. However, inputs acquired were so thinly spread that they made no significant impact especially on quality. This is reflected in the poor BECE and Criterion Reference Results in primary 6 especially in public schools over the years.

There was therefore the need for intervention to salvage the situation. Support came from some donor agencies notably USAID, DFID and NGOs. Among the NGOs that are providing support for basic education in the three northern regions are the Catholic Relief Services (CRS), World Vision Ghana (WVG), School for Life (SFL) and important to this study Action Aid International Ghana (AAIG).

Justification for the choice of Action Aid International Ghana

The most important NGOs providing support for basic education which is visibly noted by the people of the Upper East Region are the CRS, WVG and AAIG. However, they vary in their scope of operations and programmes. WVG for instance has limited all its operations in the region to only the Bongo district. It provides school infrastructure, teaching/learning materials at the pre-school, basic and secondary levels of education.

The CRS on the other hand covers all the eight districts in the region. It promotes school enrolment and attendance through the provision of take-home food rations and school-based feeding programmes. It also assists communities with school infrastructure and furniture. Another CRS intervention is to mobilize communities around education and form PTAs and SMCs. Communities are involved in the management of the food rations for school children. CRS is also involved in the implementation of USAID's QUIPS programme (MOE, 2002).

Action Aid International Ghana covers six out of the eight districts in the region. The districts are the Bolgatanga and Bawku Municipalities, Talensi-Nabdam, Bawku West, Builsa and Garu-Tempane. Its education programmes include provision of school infrastructure, in-service training and upgrading of teachers' skills, provision of educational materials, capacity-building of PTAs and SMCs, peace education designed to minimize ethnic conflict, Shepherd Schools for children who cannot attend classes during normal school hours and adult literacy classes using the 'Reflect' methodology. Action Aid International Ghana also supports education advocacy at district and national levels by building the capacity of Ghanaian NGOs through training (MOE, 2000). In addition Action Aid International, Ghana addresses the problem of teacher

shortage, lateness and absenteeism in rural communities through a Rural Education Volunteer Scheme. It has also in recent times embarked on Girl-Child education programmes involving sensitization of parents, education camps and educational tours.

Undoubtedly, therefore, Action Aid International Ghana has more far reaching education programmes that impinge directly on the quality of basic education than the rest. Besides, its Shepherd Schools and Rural Education Volunteer programmes are quite unique in the history of this country and therefore worth studying. Hence, the choice of Action Aid for the study.

Statement of the Problem

Action Aid International Ghana is one of the NGOs providing assistance for basic education in the Upper East region. The question that arises however is, what exactly has Action Aid International Ghana done or is doing to promote the quality of basic education and what has been the outcome? The study therefore sets out to investigate the nature of the educational activities of Action Aid International Ghana and their contribution towards the provision of quality basic education in the Upper East Region of Ghana.

Purpose of the Study

The general purpose of the study is to assess the role played by Action Aid International Ghana in the provision of quality basic education through its diverse educational activities.

Specific Objectives

The specific objectives of the study are to assess the impact of the following educational activities/programmes of Action Aid International Ghana on quality of basic education in the Upper East Region of Ghana with particular reference to the following:

1. Infrastructural development in basic schools.
2. Provision of Teaching and Learning Materials (including textbooks) in basic schools.
3. Addressing the problem of shortage of teachers in basic schools.
4. Capacity building of head teachers and teachers in basic schools.
5. Capacity building of PTAs and SMCs in basic schools.
6. Promotion of Girl-Child Education.
7. Promotion of Alternative Models in education.

Research Questions

1. What is the contribution of Action Aid International Ghana in the provision of basic school infrastructure in the Upper East Region?
2. What is the contribution of Action Aid International Ghana in the provision of textbooks and other teaching/learning materials in basic schools?
3. What contribution has Action Aid made or is making to improve the staffing situation in basic schools in the Upper East region?
4. How has Action Aid contributed to capacity building of head teachers and teachers as a means to promote quality basic education in the Upper East Region?

5. How has Action Aid contributed to capacity building for PTAs and SMCs as a means to promote the quality of basic education in the area?
6. In what ways is Action Aid's involvement in girl-child education contributing to the quality of basic education in the region?
7. In what ways is Action Aid promoting Alternative Models as a means to promote quality basic education in the Upper East Region?

Significance of the Study

The Akans of Ghana have a proverb that "kuro biara Mensa wo mu" which translates literally to mean that there is at least one bad person in every home or house. That is, one cannot find a house made up entirely of good people. Thus in the house of NGOs there are good ones and bad ones. The bad ones use the plight of communities or sections of the population to extort donors. What is particularly worrisome is that, it is the bad deeds of these NGOs that are usually highlighted in our national newspapers and the public tend to use them as a yardstick to judge the rest out of ignorance. It is therefore hoped that the findings of this research will provide knowledge on the good deeds of some NGOs, particularly, Action Aid International Ghana in the field of education.

It is further hoped that the findings of the study will provide information that could lead to the avoidance of duplication of efforts and wastage on the part of local (District Assemblies) and central governments. For instance, knowledge of areas where Action Aid is providing adequate inputs could assist the Ministry of Education and the Ghana Education Service and the District Assemblies to allocate resources and inputs to areas that are not catered for. This will enhance effective resource management within the education sector.

In addition, information on some of the innovative programmes of Action Aid International Ghana such as the Shepherd Schools and the Rural Education Volunteer Scheme could help the government replicate them in similar communities throughout the country to make quality basic education for all a reality. Other countries in similar circumstances could also replicate them.

The role of Non-Governmental Organisations (NGOs) in development

Non-Governmental Organisations (NGOs) are independent organisations, which are different from the state apparatus. They are organized and managed on a voluntary and non-profit basis and often aim at various development-oriented goals. They normally aim at improving the circumstances and prospects of disadvantaged people in society. They are therefore seen as not self-serving (Morrison, 2002). This however pertains to the genuine ones. Most of the genuine NGOs by their very nature have played and continue to play important roles in the development of most countries. The United Nations Development Programme(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 estimate 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, 2002). 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.

In the view of Bob-Milliar (2005), 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 dwellers is either World Vision, Action Aid, Catholic Relief Services(CRS), Adventist Development and Relief Agency(ADRA), USAID, among others. This is because it is these NGOs that provide them with clean drinking water, the clinic in the village, the afforestation project, credit facilities, school building, 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 in the light of this that Action Aid's contribution to the provision of quality basic education in the Upper East Region is being investigated in this study.

Philosophy and objectives of Action Aid International Ghana

In order to appreciate Action Aid's contribution to the provision of quality Basic Education in the Upper East Region it is better to understand the organization's Philosophy and objectives. Action Aid International Ghana's philosophy is rooted in its vision and mission. Its vision is "A world without poverty in which every person can exercise their right to a life of dignity". On the other hand, its mission is "To work with poor and marginalized people to eradicate poverty by overcoming the injustice and inequality that cause it" (Action Aid, Ghana, 1999, p. ii).

Based on its vision and mission it has the philosophy that poverty can only be eradicated by addressing not only the symptoms of poverty but also

tackling the root causes of poverty. It considers the symptoms of poverty such as lack of access to services such as health, education, water, extension services, exclusion from decision making and hunger as violation of rights.

In providing assistance, its philosophy is that in situations in which government has demonstrated its commitment to fulfilling its obligations to provide services but has insufficient resources to play this role, AAIG will provide limited but strategic support for a specific period of time. This support will be designed not only to increase access to services but also improve accountability and governance in the delivery of these services. This is in line with its rights based approach to development that recognizes access to key services such as education as a right.

To AAIG, education is a fundamental human right and an enabling right that enhances people's access and enjoyment of other basic rights. In view of this AAIG has the following specific educational objectives:

1. To strengthen communities to claim their rights to free and equitable education;
2. Advocate the provision of quality, committed and capable teachers in remote areas,
3. Strengthen educational networks to engage in educational policy dialogue
4. Develop the confidence of parents and partner communities to ensure quality education (Action Aid International Ghana, 2005 p.4).

The contribution of AAIG is analyzed in this study against the background of its philosophy and educational objectives.

Delimitation of the Study

Action Aid International Ghana operates in several regions, which include the Northern, Upper East, Upper West, Brong Ahafo, Volta, Western and Greater Accra Regions. It works in several areas of development including education in these regions. This study is however, limited only to the education services offered by Action Aid International Ghana in basic schools in the Upper East Region to promote quality education. In this regard, no attempt is made in this study to examine Action Aid's peace education designed to minimize ethnic conflict. Also excluded are programmes such as Adult Literacy Classes and support for education advocacy at district and national levels. Its other equally important development programmes in health and poverty reduction are not the concern of this study.

Quality education has so many dimensions. Some of the dimensions are quality as reputation, quality as a process, quality as content, quality as output and outcomes, quality as 'value added' and quality as resources and inputs (Adams, 1993). This study is however delimited to the input dimension of educational quality. The study therefore seeks to investigate AAIG's contribution to the input dimension of educational quality in basic schools in the Upper East Region.

General Methodology

The general methodology for the study covers the research design, the population, the sample and its selection procedure, research instruments, data collection procedures and data analysis procedures.

Research Design

Research design is a plan or blue print which specifies how data relating to a given problem should be collected and analysed. It provides the procedural outline for the conduct of any investigation.

This 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 and Razavieh, 1990).

According to Fraenkel and Wallen, (2000), a 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. The design is recommended by Babbie, (1990) for the purpose of generalizing from a sample to a population that inferences can be made about the characteristics, attributes or behaviour of the population. Policy makers highly regard descriptive design in the social sciences where larger sample sizes are dealt with (Ary, Jacobs and Razavieh, 1990).

In order to do an in-depth investigation of the research problem, the study was conducted in themes, using the descriptive survey design. The themes are:

1. Contribution made by Action Aid in the provision of essential inputs in basic schools in the Upper East Region.
2. Action Aid's contribution to capacity building in basic schools in the Upper East Region.

3. Contribution of Action Aid to Girl-Child education in the Upper East Region.
4. Contribution of Action Aid to promote Alternative Models in education in the Upper East Region.

Population and Sample.

The Upper East region has two municipalities and six districts. These are the Bolgatanga and Bawku Municipalities, Bongo, Talensi-Nabdam, Bawku West, Garu-Tempane, Kasena-Nankani and Builsa districts. In terms of education, the region has 700 basic schools made up 684 public schools and 16 private schools. In specific terms there are 497 primary schools and 203 junior secondary schools (JSSs).

The target population is therefore made up of all the staff and pupils in these schools, all Municipal and District Directors of Education, all staff of the Municipal and District Education offices, all Circuit Supervisors, all staff of Action Aid, all Girl-Child Education Officers in the municipalities and districts and all community members. However, Action Aid's interventions are limited to only public schools in two municipalities (Bolgatanga and Bawku) and four districts (Talensi-Nabdam, Bawku West, Garu-Tempane and Builsa). According to the 2004/2005 Regional School Census, there are 345 public primary schools and 142 J.S.S. in the two municipalities and four districts. The teacher population is 1,237 trained and 495 untrained. There are also 33 circuits with 33 circuit supervisors in the municipalities and four districts. So far 110 schools have benefited from one form of intervention or another from Action Aid. This is made up of 102 primary schools and 8 JSS.

Therefore, in order to conduct an extensive research work covering the four themes underlying the study, the accessible population was made up of a purposive sample selection of:

- (a) All the 110 headteachers of the Action Aid intervention schools.
- (b) The 2 Municipal and 4 District Directors of Education.
- (c) All 33 Circuit Supervisors.
- (d) All 3 Action Aid Focal Persons from three Municipal/District Education offices (There are no contact persons for 3 of the districts).
- (e) 2 Girl-Child Education officers from Bolgatanga Municipal and Talensi-Nabdam District and Bawku West District Education Offices. (These are the only areas with programmes on Girl-Child Education by Action Aid).
- (f) A total of 120 SMC/PTA executives, parents and opinion leaders from 12 different communities, with two communities from each district to form focus group discussions.
- (g) A total of 30 Rural Education Volunteers, with five from each Municipality/District.

A census method was used for the Action Aid intervention schools because a fair representation of such schools was desired. This explains the purposive sampling of the 110 headteachers. They are also more conversant with the nature and impact of the intervention programmes in their schools. The Municipal and District Directors, the Circuit Supervisors, the Action Aid Focal Persons, the Girl-Child Education Officers, the SMC/PTA executives, opinion leaders, parents and the Rural Education Volunteers were all chosen because they had very good knowledge of activities that go on in the schools and their

views on Action Aid's intervention were therefore considered very representative. Table 1 shows a breakdown of the categories of respondents included in the study.

Table 1.

Breakdown of Respondents included in the Study.

Type of Respondent	Number of Respondents
Headteachers	110
Municipal/District Directors	6
Action Aid Focal Persons in Education	3
Circuit Supervisors	33
Girl-Child Education Officers	2
SMC/PTA Executives/Opinion Leaders/Parents	120
Rural Education Volunteers	30
Total	304

Research Instruments

A self-developed questionnaire was used for gathering data for the study. Other methods of data collection were focus groups and observation. The questionnaire was first presented to the researcher's supervisors for scrutiny and comments. The comments were used to refine it so as to ensure a large measure of reliability of the instrument. The intent was to make sure 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 Action Aid's support of quality basic education in the region. The closed-ended items provided possible answers from which respondents were simply required to make a choice. The closed-ended items were followed by open-ended items where respondents were required to make a brief comment on their choice of answers to the closed-ended items. The

rationale for this was to allow respondents to elaborate in their own words why they think the choices they made were the most appropriate in the circumstance. It was also to ensure facilities and materials not provided by Action Aid were not wrongly attributed to it. Besides, they (open-ended items) allowed respondents to freely express their views on the subject matter in a more detailed manner.

The questionnaire was designed to elicit information from the headteachers, Municipal and District Directors of Education, Action Aid Focal Persons in Education Offices, Circuit Supervisors, Girl-Child Education Officers and Rural Education Volunteers on conditions in the schools prior to and after Action Aid's intervention. The questionnaire was divided into 4 main sections – A, B, C and D.

Section A was made up of 5 main components covering infrastructure, textbooks and other learning materials, staffing, In-service training and Girl-Child Education. This section was used to elicit information on conditions that prevailed in the schools in respect of these major components prior to Action Aid's intervention.

Section B had the same 5 components as in Section A and was used to elicit information on conditions that prevailed after Action Aid's intervention in the schools in respect of the 5 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, the availability or unavailability of a set of facilities. They were then required to provide brief comments to their choice of answers. The researcher found this very useful as it provided insights into conditions in the schools prior to and after Action Aid's intervention.

Section C was used to elicit information exclusively on Rural Education Volunteers. The items in this section reflected the contribution Rural Education Volunteers are making towards the provision of quality basic education and the support the Volunteers received from Action Aid which motivate them to make the contributions they are making. Respondents were to indicate whether they strongly disagree (1), disagree (2), agree (3) or strongly agree (4) to 10 specific items on this. This was followed by an open-ended item where respondents were required to provide brief comments to their choice of answers.

Section D was used to also elicit information exclusively on Shepherd Schools. Respondents to this section were limited to only the District Director, headteachers of Shepherd Schools and Circuit Supervisors in the Bawku West District where the Shepherd Schools are found in the region. Here respondents were to indicate whether they strongly disagree (1), disagree (2), agree (3) or strongly agree (4) to 15 specific items on the contribution of Action Aid to Shepherd Schools which reflects its contribution to quality basic education in the district and for that matter, the region.

Data Collection Procedure

The researcher met and established initial rapport with Action Aid Focal Persons in the Municipal and District Education offices. The Focal Persons are senior GES personnel who act more or less as liaison officers between the GES and Action Aid. They monitor and assist in the execution of the various education programmes of Action Aid in the schools. They also initiate programmes on behalf of the GES and Action Aid. By the nature of their work they are not only well informed about conditions in the schools but have

contacts with all the headteachers in Action Aid intervention schools, circuit supervisors, Municipal and District Education Directors, Girl-Child Education officers, Rural Education Volunteers and personnel of Action Aid Offices. Through this rapport the researcher got into close contact with the Circuit Supervisors. Apart from the Focal Persons and the Circuit Supervisors themselves being respondents, they also assisted the researcher to administer the questionnaire to the rest of the respondents made up of Municipal and District Directors of Education, headteachers, Girl-Child Education Officers and Rural Education Volunteers.

Without the assistance of the Focal Persons and the Circuit Supervisors it would have been extremely difficult if not impossible to collect all the relevant data from the schools for the study. This is because the majority of the schools are located in rural communities very remote from the Municipal and District capitals and are not easily accessible. Some of the Circuit Supervisors used their motor-bikes to pick the researcher to the remote communities to meet headteachers, Rural Education Volunteers, SMC/PTA executives, opinion leaders and parents.

As a first step, upon contacting the respondents, the researcher discussed the entire questionnaire with respondents individually. The questionnaire was then left with the respondents to provide responses to the items on the various sections except where they had no relevant information to do so. For the avoidance of doubt it was explained to respondents that items in Section A were meant to collect data on the conditions that prevailed in the schools before Action Aid's intervention and which was to serve as a benchmark to measure change and the extent of the contributions of Action Aid to quality basic education. It was further explained to respondents that Sections B, C and D

were meant to collect data on the contributions of Action Aid or otherwise to be used against the benchmark (data in Section A) to assess the extent of Action Aid contribution. The questionnaire was personally retrieved by the researcher after two weeks from each respondent and in some cases through the circuit supervisors.

Focus group discussions were also held on the various themes that underline the study. Ideas generated during the focus group discussions provided a rich store of information that gave a vivid picture of conditions prior to and after Action Aid's intervention in basic schools. The Action Aid Focal Persons and Circuit Supervisors also assisted the researcher to get in contact with SMC/PTA executives, opinion leaders and parents for the focus group discussions.

Two communities were selected to form two focus groups in each Municipality/District. Each focus group was composed of 10 members made up of SMC/PTA executives, Opinion Leaders and parents. A total of 12 focus group discussions were therefore held in the 2 Municipalities and 4 districts with Action Aid intervention schools. The discussions were used to allow for the sharing of ideas on what existed prior to Action Aid's intervention and the changes that have taken place since the intervention which could be attributed to Action Aid. With assistance from circuit supervisors and headteachers the researcher met the various SMC/PTA chairmen, opinion leaders and parents. These meetings made it possible for dates, time and venue of subsequent meetings to be scheduled.

Each focus group was met four times in all the municipalities and districts except Bawku West district where each group was met five times in the course of the study. This was necessitated by the fact that the groups in Bawku

West had to deal with issues on Shepherd Schools which is peculiar to only that district. This method of focus group discussion and brainstorming was used because a wide range of ideas and information were elicited. 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 under consideration. 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 literate group members explained matters to them in the local language and which allowed 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 others agreed to were recorded verbatim as data.

In addition to these, field trips for observation purposes and a checklist were also used to generate primary data for the study. Naturalistic observation was employed by the researcher to observe the natural setting of the existing situation. The method was found to be appropriate because no effort whatsoever was made on the part of the researcher to manipulate variables or control the activities of individuals. The researcher's interest was simply to observe and record his findings as things happened naturally using a personally designed observational guide. A checklist was used. The checklist contained items that were used by the researcher personally to confirm most of the physical contributions of Action Aid in support of quality basic education.

Secondary data on school statistics was also obtained from the Regional Education Office. Statistics on intervention programmes by Action Aid in schools were obtained from Action Aid Regional Office and the Municipal and District Education Offices.

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

Organization of the Study

The study is organized into six chapters as spelt out below:

Chapter one covers the introduction, problem statement, justification for the choice of Action Aid, purpose of the study, specific objectives and research questions, significance of the study, the role of Non-governmental organisations (NGOs) in development philosophy and objectives of Action Aid, delimitation, general methodology and organization of the study.

Chapter two looks at the concept of education quality and analyses the various definitions of quality education. The relevance of quality basic education is also examined.

Chapter three examines the contribution of Action Aid in the provision of essential inputs in basic schools in the Upper East Region. The relevance of the theme is first discussed. This is followed by analysis and discussion of data on the state of essential inputs before and after Action Aid's intervention. This is done to show the extent of contribution made by Action Aid in the provision of essential inputs in basic schools in the Upper- East Region.

Chapter four examines Action Aid's contribution to capacity-building in basic schools in the region. The relevance of the theme is discussed. This is followed by analysis and discussion of data on the state of capacity building before and after Action Aid's intervention. This is done to show the extent of contribution made by Action Aid in capacity building.

Chapter five is on the contribution of Action Aid to Girl-Child education in the region. The essence of the theme has been explored. Data on the theme has been analysed and discussed to show the extent of contribution made by Action Aid to girl – child education in the context of quality basic education.

Chapter six takes a look at the contributions made by Action Aid to promote Alternative Models as a means of promoting quality basic education. The relevance of the theme has been discussed. This is followed by analysis of data and discussions of the findings on the theme. This portrays the various ways by which Action Aid supports Alternative Models in education which impacts on the quality of basic education in the Upper East Region.

Chapter seven deals with a summary of the main findings, conclusions drawn and the recommendations made.

CHAPTER TWO

QUALITY EDUCATION: A CONCEPTUALISATION

This chapter examines the definition of quality education and the importance of quality basic education, which are relevant to the study.

Defining quality education

The issue of what constitutes quality education is quite complex. This is because various stakeholders of education have differing expectations regarding the role of education or what is expected of the educational system. This tends to generate differences in perception about what quality education should be. Adams (1993) has identified six common views of quality held by educators which can be regarded as representative of the various views held. The common views he 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. For instance, education in mission schools is regarded to be of good quality in Ghana and most developing countries. This is because the public assumes that education offered in such schools meet required standards.

Quality as resources and other inputs pertains to availability of fiscal resources, number and education of teachers and the extent of facilities. The amount of money government makes available to the education sector is an

important aspect of education quality. Money is needed to pay salaries and allowances on time to attract qualified and competent teaching and non-teaching personnel to produce high standards. Money is also required to fund textbook production and the production of other suitable teaching and learning aids, organize in-service training, provide equipment and adequate and suitable classrooms among others. The number and educational level of teachers is equally important in the definition of education quality. It is reasonable to assume that a system with a large number of trained teachers who possess high academic and professional qualification will contribute more to teaching and learning than a system characterized by teachers with low academic and professional qualification. Extent of facilities has to do with adequacy or inadequacy of facilities such as classrooms, libraries, equipments, toilets, water, writing materials among others. All these contribute directly or indirectly to teaching and learning. Therefore, where such facilities are in adequate quantities education quality is said to be high.

On the other hand, 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 programme, school or system is valued by the students, teachers and educators. This can be determined from the judgement, pleasure, enthusiasm and other interpretations of teachers and students. Where there is meaningful engagement between students and teachers or good relationship between them then the quality of education is said to be good. In modern times where information and communication technology (ICT) has become the order of day also plays a role in how quality education as a process may be interpreted. The extent and efficiency of ICT use in the classroom providing meaningful engagement between students and teachers is

also a measure of quality education as a process. Where computers and internet are used to facilitate teaching and learning in classrooms, quality of education is said to be good. He also explains that quality as outputs or outcomes is interpreted in terms of achievement in cognitive skills, entrance ratios to next levels of education, income and occupational status. Cognitive skills as measured by test or examination scores provide proxy evidence for education quality. Student achievement on standardized tests or national examinations such as the Basic School Certificate Examination(BECE) are regarded by parents and policy makers as providing proxy evidence of education quality. Where a high percentage of students obtain good grades in such examinations, quality is considered good.

This is linked to the entrance ratios to next levels of education. Quality is considered to be high when a greater proportion of students at lower levels of education qualify and succeed in getting places to higher levels of education. For instance in Ghana, quality is considered good if a greater proportion of basic school pupils obtain grades that make it possible for them to gain admission into the secondary/technical schools or where secondary school students gain admission into the universities and polytechnics or other tertiary institutions. In another dimension, quality as the entrance ratios to next levels of education may concern grade repetition and drop-out rate. If pupils are frequently made to repeat grades (classes) or drop-out of school because of low examination performance, education quality in this regard would be considered poor. Quality as outcomes is also linked to the lifetime earnings and occupational status of products of educational systems or programmes. An educational system whose products achieve higher lifetime earnings and occupational status would be regarded as one of good quality.

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 student through the influence of the school curriculum. The 'value-added' definition implies that the higher the quality of education the more the contribution to the knowledge, attitudes, values and behaviour of the student. 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 has to do with the relevance of the knowledge, skills or information in relation to the needs of the society education is intended to serve. The content must expose learners to knowledge and skills that will enable them interact effectively in their immediate environment and the broader society. 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, p8). Globalization, a phenomenon, brought about by advances in science and technology makes the acquisition of scientific and technological knowledge and skills imperative to all nations. Thus the extent to which science and technology is emphasized in the curriculum provides proxy evidence to education quality.

A critical examination of these views points to student learning achievement as central to quality and that this is accomplished through a variety

of resources and inputs. Whether as reputation, resources and other inputs, process, content, output and outcomes or as 'value-added' the underlying interest is how adequate and suitable resources and inputs are made available, and how they are effectively utilized to enhance student learning achievement. This echoes the much talked about falling standards in education in Ghana and most other developing countries. The hue and cry about the falling standards of education worldwide particularly in developing countries is that student learning achievement is very low, a situation, engendered by lack of resources and inputs among others. There is therefore no doubt that quality education has to do with student learning achievement and the availability and quality of resources and inputs as well as their effective utilization.

Embedded in the six views identified by Adams are these fundamental facts that give meaning to quality education. For instance, primary schools whose pupils develop adequate literacy and numeracy skills enjoy good reputation (quality as reputation) because the public gets to know and make children patronize them. But how can this be accomplished without the relevant textbooks, blackboards, chalk, classrooms, teachers, effective school management among others? It is these inputs and resources that facilitate student learning achievement. Therefore another way of looking at quality is to define it in terms of resources and inputs. The assumption is that once these are in place effective teaching and learning will become automatic and student learning achievement becomes a matter of course. Quality as content, output and outcomes and value added also entail this particular assumption. The relevance of the content, student cognitive achievement or the contribution of the educational system to the student's knowledge, attitudes, values and behaviour will no doubt depend on the adequacy and suitability of resources and

inputs. Resources and inputs also play a critical role in determining the nature of intra-institutional interaction of students, teachers and educators or 'quality' of life of the programme, the school or how the system is valued. Without adequate and suitable resources and inputs students, teachers and educators get frustrated and this will influence their judgement of the education system. It will lower their morale and make them less enthusiastic.

To this end, Mingrat and Tan (1988) posit that educational quality can be defined in two ways, in terms of either inputs or outputs. In terms of inputs, the quality of education, according to them, 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, education quality 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.

Experience has shown that students rarely achieve many of the curriculum objectives without adequate and suitable resources and inputs. It is for this reason that deprived schools that perform well in national examinations become national news. Newspapers report on such achievements because they are unexpected and constitute the exception rather than the norm.

The importance of inputs is seen in the Oregon Education Act for the 21st century. Under the Act, statewide standards for students' performance were set and high levels of accountability for schools and district were established. They came out with a Quality Education model, which provides a 'roadmap' for getting there. In their Quality Education model, they conceptualized Quality Education like a tree, always growing, cultivating new leaves and strengthening its self. The roots are the teachers and educators. They give strength and support

to the tree and feed the leaves. The trunk of the tree is the school facilities. This strong solid basis supports the tree. If this is weak, nothing better can be expected from the school. Finally, the leaves are the students or pupils. They are fed and nurtured by every part of the tree. Each part of the tree is vital, because each part would not function without all the others. The soil is very essential to the tree as it grows. Inadequate soil will not help the tree to grow well. The money from government and other development partners may be likened to the soil (Aboagye, 2005).

Aboagye (2005) further observes that quality education may also be defined from the standpoint of its final product outputs. A quality education system produce 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 the inputs criteria, in modern times 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 outcome are unclear. Aboagye supports this assumption with the argument that, it is not automatic that increases in funding levels for example will ipso facto increase learning 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 is common sense 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.

In a recent impact evaluation study on its support to basic education in Ghana, the World Bank (2004) indicated that school quality and by implication quality education, can be measured by four different types of inputs:

- (a) Material inputs, such as chalk and textbooks.
- (b) Physical inputs, such as classrooms and blackboards.
- (c) Teachers.
- (d) School management (p. 11).

The World Bank definition must be interpreted against the background of the contributions these inputs make to student learning achievement. It is therefore appropriate to understand quality education from the perspective of an input-output relationship. If we equate the educational system to a computer, we can conclude that it is the input that determines the output. When a computer is fed with garbage it turns out garbage. Therefore, it is the quantity and 'quality' of resources and inputs that invariably determine the knowledge, attitudes, values and behaviour of students. The input-output relationship underpinning educational quality is increasingly being recognized and this is manifested in many quality education projects across the globe. The Parana Basic Education Quality Project in Brazil epitomizes this. The project is intended to improve the educational attainment of the state of Parana, as defined by increases in student learning and graduation from primary school. In order to achieve this, the project intends to: (a) improve children's and teachers' access to adequate quantities of learning materials, (b) improve teachers' competence in the classroom, (c) provide children in low-income urban areas with physical space adequate for learning (d) provide school municipal, and regional level administrators, with tools, skills and incentives to improve management practices and take new responsibilities and (e) achieve greater

equity between state and municipal school systems in terms of spending per student and the availability of essential inputs (World Bank, 1994).

It is clear from this project that increases in student learning can only be accomplished through the provision of a variety of resources and inputs emphasizing the input-output relationship in the definition of educational quality.

According to the Report of the President's Committee on Review of Education Reforms in Ghana (MOE,2002), quality education at the basic school level involves the provision of quality inputs, quality delivery process and quality outputs. It includes learners who are healthy, well nourished and ready to participate and learn on continuous bases, supported by their families and communities. The learning must take place in an environment that is healthy, safe, protective and gender sensitive, with adequate resources and facilities. Quality education also includes content that is reflected in relevant curricula and materials for the acquisition of basic skills and knowledge, especially in literacy, numeracy and skills for life. It also includes processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduced disparities. Quality further means outcome that encompasses knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. This definition of quality basic education also brings to the fore the input-output relationship in the definition of educational quality. The study therefore focuses on the input dimension of educational quality.

Importance of Quality Basic Education

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 – 15 years, a normal expectation of enrolment" (Gould, 1993, p. 32).

It constitutes the foundation of the education system in every country. It is, therefore, important that the quality of education at this level be given the necessary attention it deserves. Without this, all the talk about education being the cornerstone of economic and social development will be mere rhetoric and wishful thinking. Primary education which is a component of basic education in most countries is supposed "to produce a literate and numerate population that can deal with problems encountered at home and at work and to serve as a foundation on which further education is built" (Lockheed and Verspoor., 1991, p. 1). Literacy and numeracy skills are further consolidated at the JSS level giving meaning to quality basic education.

The attainment of high literacy and numeracy skills at the basic education level enhances the individual's chances of acquiring knowledge in most fields of human endeavour. It is this that empowers the individual to pursue further studies at the senior secondary, training college, polytechnic or university level. Quality basic education is therefore, crucial in the future production of critical manpower such as doctors, pharmacists, engineers, lawyers, accountants, technicians, teachers, lecturers, nurses, planners among others.

Research findings that also point to the contribution of primary school education to agricultural productivity (Lockheed et al, 1980) and economic growth (World Bank, 1987) or to private and social rates of return

(Psacharopoulos, 1985) should be interpreted in the context of quality primary or basic education. These contributions are made possible because the primary education received by farmers and workers was of good quality.

Basic education also contributes to social development. Holsinger and Kasarda (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. This should be understood against the background that one of the problems facing developing countries is rapid population growth, which has made raising the standard of living difficult. Therefore, in order to raise the standard of living, most developing countries including Ghana have instituted population policies aimed at controlling rapid population growth rate. However, achieving this objective has rather proved difficult due to high adult illiteracy rates especially among rural women. It is not uncommon to hear illiterate men and women argue in the villages that it is better to have more children in order to make allowances for infant and child mortality. Such arguments are based on their past experiences on high rates of infant and child mortality.

The numerous instances of political instability on the African continent can partly be attributed to high rates of adult illiteracy among the electorate. Generally people who cannot read and write lack information and are therefore more gullible to the manipulations of unscrupulous politicians and military officers. Until recently, politics in Ghana for instance, was characterized by Military Coup d'etats. All the constitutional governments the people elected through the ballot box were overthrown by the military with popular support from the masses. Such a phenomenon is unthinkable in well established

democracies in the developed world with high literacy rates. The people, especially, the electorate are able to acquire information from both the electronic and print media on a variety of political, social and economic issues and are therefore capable of making well informed decisions. The tendency therefore is for them to see military coup d'etats as violations of their civil and democratic rights and will no doubt resist military regimes.

Achieving true democracy depends on the degree to which the electorate acquire political education which in turn depend on adult literacy rates. Little (1994, p.1) points out that though Universal Declaration of Human Rights in 1948 had enshrined the right of all to education, the pressing educational realities of the 1990s as was analysed at the World Conference on Education for All (WCEFA) in Jomtien, Thailand, in 1990 indicated among others that "more than 960 million adults, two-thirds of whom are women, are illiterates." Also more than one-third of the world's adults have no access to the printed knowledge, new skills and techniques that could improve the quality of their lives and help them shape, and adapt to, social and cultural change.

Overcoming these challenges calls for the provision of universal quality basic education for the most effective way to reduce adult illiteracy is to prevent it from developing in the first place. We need to save what can be saved: the next generation. It is these concerns that prompted the WCEFA in 1990 involving 155 countries and 150 organizations who pledged to provide education for all by the year 2000. In 1998, a global Education for All (EFA) 2000 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 UN agencies, the World

Bank, bilateral donor agencies, development banks and inter-governmental organizations.

Preliminary results were debated at five regional preparatory conferences and a 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.

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 influence 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, 2005).

It is therefore of little wonder 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. In the Daily Graphic issue of 17th September 2005, the President indicated that the government committed 28.4 per cent of the national budget to education in 2001, 35.5 per cent in 2002 and further raised it to 44.27 per cent in 2005. He further stated that about half of Ghana's Poverty Focused Expenditure is devoted to basic education. To improve the delivery of basic education services, the President indicated that the government had reviewed Ghana's Free, Compulsory and Universal Basic Education programme (fCUBE) and beginning from the 2005/06 academic year public primary education would be fully fee-free throughout the country. In addition a programme to offer free feeding to primary school pupils in a number of pilot schools had commenced. The implementation of these policy decisions shows that the government is not only committed to the provision of universal basic education but quality basic education. In the Daily Graphic issue of 8th July, 2005, the Minister for Education and Sports, announced that the payment of fees in basic schools throughout the country will cease from the 2005/06 academic year.

The Minister said the government would pay an average of c30,000 per child per annum through the district assemblies to settle all fees. He further stated that the Ministry had put measures in place to stock all school libraries with books to enable the children to cultivate the habit of reading particularly books on Science, English and Mathematics.

Accordingly, when basic schools were reopened in September to begin the 2005/06 academic year, all headteachers of public basic schools were

directed not to charge any school fees by the Ministry of Education. Certainly, this is to ensure that school fees are not used by poor parents as an excuse not to enroll their children in school. The intention no doubt is to achieve universal basic education. In line with this the government released ₵95 billion to the Ghana Education Service as capitation grant for basic schools throughout the country for the 2005/06 academic year. In the Daily Graphic issue of September 14, 2005, the GES disbursed ₵47 billion, that is half of the ₵95 billion, to public basic schools throughout the country. The paper further indicated that in a statement issued in Accra and signed by the Deputy Minister of Education in charge of Basic and Teacher Education all District, Municipal and Metropolitan Assemblies were urged to liaise with District Directors of Education and pay the money, directly into the schools' accounts.

The statement said the utilization of the capitation grant had been designed to empower the schools to effectively use financial resources to plan and carry out school quality improvement activities. This includes enrolment drives, provision of teaching and learning materials, school management, school and cluster-based in-service training, minor repairs and payment of sports and cultural levies among other provisions. It also directed headteachers to prepare school performance improvement plans with the approval of school management committees (SMCs). The statement included other guidelines to ensure an effective system of monitoring placing the responsibility on Monitoring Groups.

The capitation grant and the guidelines on its utilization as contained in the statement issued by the Deputy Minister are a concrete manifestation of Ghana's desire to achieve quality basic education. Equally important in this direction are the schools feeding programme and the supply of textbooks and

library books. Feeding is linked to mental growth and development and health of school children which are all important to learning. Textbooks and library books enhance effective teaching and learning as well as cultivate reading habits in children.

CHAPTER THREE

CONTRIBUTION OF ACTION AID INTERNATIONAL GHANA (AAIG) TO THE PROVISION OF ESSENTIAL INPUTS IN BASIC SCHOOLS IN UPPER EAST REGION

This chapter focuses on the rationale for the theme. This is followed by analysis and discussion of data on the state of essential inputs in basic schools in the Upper East Region before and after AAIG's intervention. This is done to show the extent of contribution made by AAIG to quality basic education in the area.

Rationale

One of the most serious problems Ghana encountered in the 1980s was falling standards in education. The seriousness of the problem was revealed in a 1988 survey on student academic achievement conducted by the Ghana Statistical Service (GSS) and the Operations Evaluation Department (OED) of the World Bank. 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 Maths test of eight sums (two addition, two subtraction, two multiplication and two division). Those scoring five or more on either test took a longer, more advanced test. The results revealed the poor quality of education being received by children in Ghana.

Children who had completed three years of primary education scored on average 0.8 out of 8 on 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 Maths test the average score for primary graduates was 4.9 out of 8 (World Bank, 2004, p.34).

In the mildest of terms this could be described as a national disaster when we compare these results to what pertains in most developed countries. For instance in an assessment of Mathematics achievement in the United States it was found out that by the fourth grade most children acquire a command of basic arithmetic operations. The study found that 98 per cent of nine-year-olds know simple arithmetic facts (Dossey et. al., 1988). A related study in Mathematics achievement in six developed countries found that by the eighth grade, virtually all children can add and subtract two-digit number operations (Lapointe, Mead and Phillips, 1989).

The low student achievement in Ghana was directly related to lack of physical and material inputs. The GSS/OED survey revealed that in 1988 less than half of schools could use all their classrooms when it was raining, 22 per cent 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 JSS having at least one Maths book per pupil was 13.

When the quantity and quality of physical and material inputs was 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 per cent of JSS had at least one Maths 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 47,900 in 1980 to 84,400 in 2001 while that of JSS 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 conducted by GSS/OED. 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 graduates scored an average of 5.6 on the short test in English and 5.7 on the Maths 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 revelations indicate clearly that certain essential inputs must of necessity be put in place to bring about improved learning outcomes emphasizing the input-output relationship in defining educational quality. These essential inputs may include adequate and suitable classrooms, school libraries, library books, textbooks and other learning materials, furniture, toilet facilities, headteachers' office accommodation, water supply and teachers.

Classrooms are essential because apart from helping to facilitate class control, teaching and learning can always go on even under adverse weather conditions. The provision of potable water is essential in the maintenance of good health among school children and teachers in the school. Without good sources of water supply, children may be compelled to drink from unsafe water sources which could affect their health. Mock and Leshie (1986) indicate that

improved nutrition and health play an important role in school achievement and attainment. It is this that makes safe water supply an essential input in the school for quality basic education.

Toilet facilities, though not directly related to teaching and learning, contribute indirectly to learning. As humans, students and teachers may occasionally need to urinate or defecate and this means schools should be provided with toilet facilities. Where such facilities are lacking, students and teachers may be compelled to urinate or defecate in nearby bushes. If care is not taken such practices could affect sanitation in the school with implications for the health of students and teacher. Headteachers need office accommodation to function effectively. We do not expect headteachers to vet teachers' lesson notes anywhere. School records must also be kept in the office. Office accommodation even helps to boost the morale of headteachers and make them carry out their management functions more efficiently.

Learning materials that enhance student achievement include textbooks and teaching aids such as teacher guides. The curriculum is delivered through textbooks and this makes them the most important instructional material. The importance of textbooks is aptly put by Altbach (1983, p. 315) in the following words "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.

Research reveals that the availability of textbooks and other instructional materials have a positive effect on student achievement in developing countries (Heyneman, Farrell and Sepulveda-Stuardo, 1981; Heyneman and Loxley, 1983). In Brazil, the effect on student learning of adding basic instructional

elements to poor rural schools was studied from 1981 to 1985; one of those elements was textbooks. Second and fourth grade students in schools receiving textbooks scored significantly higher on test of mathematics and Portuguese than did students in schools without textbooks (Armitage et. al., 1986). 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, 1988a).

Teacher guides or Reference Books supplement textbooks to enhance teaching and learning. Those that are well integrated with the textbook 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 et al 1991, p. 50). These teaching and learning materials also serve as incentives to teachers (Kemmerer, 1990).

School libraries and library books introduce students to independent reading and this helps to cultivate reading habits in children. Much of the debate today about falling standards of education is that children complete basic education without knowing how to read and write good English. They cannot read and digest subject matter in books or newspapers on their own. The effect is even felt in our Senior Secondary Schools and Universities. The result is that

students rely heavily on copious notes from teachers and lecturers which they even read without understanding. To reverse this trend it is important to cultivate in school children reading habits at the early stages of their lives by introducing them to libraries and library books. Well stocked libraries even serve as sources of reference materials for students and teachers.

Without adequate furniture students may be compelled to squat, sit or lie on their stomachs on the bare floor to read and write. Except the student be a genius hardly can we expect good academic achievement from average students who learn under these circumstances. Where teachers have no chairs and desks we do not expect them to give enough class exercises and mark them in school. This no doubt affects student achievement.

It also makes no sense to talk about education let alone quality education without reference to teachers. It is teachers who implement the curriculum and are therefore central to the whole process of education. A school without teachers is like a playing field for children. The opportunity cost of sending ones child to such a school is simply too great. The child can profitably be engaged in the market or on the farm. Teachers are central to the delivery as well as the quality of education. The academic and professional training of teachers has a direct and positive impact on the quality of their performance and consequently on the academic achievement of student (Husen, Saha, and Noonan, 1978).

The foregoing gives a clear indication that reference cannot be made to quality basic education without the provision of these essential basic inputs. Therefore to talk of Action Aid's contribution to quality basic education in the Upper East Region without reference to its contribution in the provision of essential inputs in basic schools in the area would be an exercise in futility.

State of Essential Educational Inputs before AAIG's Intervention

Frequencies and simple percentages have been used in presenting data on respondents. Items 1, 2, 3, 4, 5, 6, 7, 8, and 9 of component 1, items 1 and 2 of component 2 and items 1 and 2 of component 3 of Section A of the questionnaire sought information on the state of essential educational inputs before AAIG's intervention. Item 1 in component 1 of Section A of the questionnaire sought information on the 'adequacy' or 'inadequacy' of classrooms from primary 1 through to J.S.S. 3. For convenience and simplicity in analysis responses were grouped into 'adequate' and 'inadequate' classrooms for primary and J.S.S instead of P1, P2, P3, P4, P5 and P6 and J.S.S. 1, 2, and 3. Item 3 in component 1 sought to find out the 'adequacy' or 'inadequacy' of classroom furniture. Item 5 in component 1 dealt with the adequacy or inadequacy of library books and furniture. Items 1 and 2 in component 2 of the questionnaire sought information on the 'adequacy' or 'inadequacy' of textbooks and other learning materials, while Item 1 of component 3 also sought to find out the 'adequacy' or 'inadequacy' of teachers for P1 through P6 and for the various subjects in J.S.S. Again for convenience and simplicity in analysis the data was simply grouped into 'adequate' or 'inadequate' teachers in primary and J.S.S. Responses from the 110 headteachers in the study are presented in Table 2.

Table 2:**State of Classrooms, Furniture, Textbooks/learning materials and Teachers before AAIG's Intervention**

Item	Adequate		Inadequate	
	Frequency	%	Frequency	%
Classrooms	66	60.0	44	40.0
Pupils' furniture	65	59.1	45	40.9
Teachers' furniture	70	63.6	40	36.4
Exercise books	98	89	12	11.0
Teachers	55	50.0	55	50.0
Textbooks/learning materials	0	0	110	100

The data in Table 2 show that out of the 110 intervention schools in the region 40.0% of the headteachers indicated that there were inadequate classrooms in their respective schools before AAIG's intervention. With respect to classroom furniture in terms of pupils' tables, pupils' chairs, teachers' tables and teachers' chairs, 40.9% of the headteachers, made it clear their schools had inadequate pupils' tables and chairs while 36.4% of the headteachers stated that their schools had inadequate teachers' tables and chairs. In terms of textbooks for all subjects taught at the primary and JSS levels, all 110 headteachers stated that the text books were inadequate.

With respect to other learning materials, 12 of the schools or 11% of the headteachers indicated that their schools had inadequate exercise books, while all 110 schools or 100% of the headteachers made it clear that teachers' reference books and handbooks and wall maps were inadequate. The 8 or 100% of the JSS headteachers also indicated there were inadequate workshops for practical work in their schools. As far as staffing is concerned, 50% of the

headteachers indicated that they had inadequate teachers before AAIG's intervention.

All the 6 Municipal/District Directors, the 33 CS and the 3 Action Aid Focal Persons also indicated that, Schools in their respective districts had inadequate classrooms, furniture, library books and library furniture, textbooks in all the subject areas in the primary and JSS, learning materials and teachers before the intervention. This was also confirmed through the focus group discussions in all the 12 communities involving 120 members.

The next phase of the analysis had to do with the suitability of materials used in the construction of classrooms and suitability of toilet facilities. Items 2 and 7 in component 1 of Section A of the questionnaire dealt with this. The data revealed that out of the 110 headteachers 13.6% said their schools were constructed with mud, another 13.6% said their schools were constructed with uncladded pavilions and 12.7% indicated their schools were organized under trees before the intervention. These materials were considered unsuitable. It is therefore inferable that before the intervention 40.0% of the schools in the region had classrooms that were constructed with unsuitable materials or organized under trees. Schools constructed with uncladded pavilions and those organized under trees were more likely to have classes interrupted whenever it rained during school hours, which certainly impacted negatively on student learning achievement. Out of the remaining 65 schools, 50% were constructed with cement and 9.1% were constructed with cladded pavilions which were considered suitable by the headteachers of these schools. The information provided by the headteachers was confirmed by all the 6 Municipal/District Directors of Education, the 33 CS, and the 3 Action Aid Focal persons. The

information was further confirmed through the focus group discussions involving 120 members from 12 different communities in the region.

With respect to toilet facilities, majority of the headteachers, that is, 98.2% of them indicated that their schools had no suitable toilet facilities for boys and girls and for male and female teachers. All the 6 Municipal/District Directors of Education, the 33 CS and the 3 Action Aid Focal Persons and information gathered through the focus group discussions confirmed this.

The third phase of the analysis on essential educational inputs dealt with the availability of school library, library tables, chairs and books, toilet facilities, water, headteacher's office, qualification of trained teachers and qualification of untrained teachers. Items 4, 6, 8 and 9 in component 1 and items 2 and 3 in component 3 of Section A of the questionnaire sought information on these inputs. The data disclosed that none of the 110 schools had a school library building, tables, chairs and library books. This was indicated by all the 110 headteachers, the 6 Municipal/District Directors of Education, the 33 CS, and the 3 Action Aid focal Persons in the study. This information was confirmed through the focus group discussions involving 120 members for 12 different communities in the region.

With respect to toilet facilities, majority of the schools had no toilet facilities for both boys and girls and for male and female teachers. This was indicated by 98.2% of the headteachers. The 6 or 100% of the Municipal/District Directors of Education, all the 33 CS, the 3 Action Aid Focal Persons, and the focus group discussions involving 120 members, confirmed the information provided by the headteachers. Majority of the schools also had no source of water on their own. They had no stand-pipes, bore-holes or wells. This was stated by 95.5% of the headteachers. This information was also

confirmed by all the 6 Municipal/District Directors of Education, the 33 CS, and the 3 Action Aid Focal Persons. The information was further confirmed through the focus group discussions. Regarding headteachers office accommodation, 40.0% of the headteachers said they had no office accommodation before the intervention. This again was confirmed by the data from all the 6 Municipal/District Directors, the 33 CS, and the 3 Action Aid Focal Persons. The focus groups also confirmed the information in their discussions. In terms of the qualification of trained teachers before the intervention, none of the schools had teachers with first degree or diploma. This was indicated by all the 110 or 100% of the headteachers, the 6 Municipal/District Directors and the 33 CS involved in the study. Only a small number of schools had trained teachers with 3-year post-secondary certificate and 4-year post-middle certificate. This information was provided by 36.4% of the 110 headteachers. This means that majority of the teachers in schools in the region were pupil teachers.

With respect to the qualification of untrained teachers majority of the schools had teachers with either SSSCE, 'O' Level Certificate and M.S.L.C. This was stated by 72.7% of the 110 headteachers. This was also confirmed by all the 6 Municipal/District Directors of Education and the 33 CS. Only a small number of teachers, as was indicated by 27.3% of the headteachers had either 'A' Level Certificate or NHD Certificate. Again this was confirmed by the 6 Municipal/District Directors of Education and the 33 CS.

These revelations imply that essential educational inputs in the region before AAIG's intervention were inadequate. This is especially so with respect to textbooks and other learning materials, library facilities and books, toilet facilities, water and trained teachers. All these suggest that quality of basic education in the region prior to AAIG's intervention was low. These findings

are supported by the argument advanced by Mingat and Tan (1988). They argued that the meaning of educational quality can be defined in two ways in terms of their inputs, or outputs. In the first, they contend that the quality of education is linked to school inputs, such as teachers' qualification, class size, teaching methods, pedagogical materials, infrastructure, uniforms, curriculum and others. They asserted that educational quality is said to be high when these inputs are in place and considered to be good. In the second, educational quality is linked to the output of the system, regardless of its internal operation. But that the quality of basic education was low prior to the intervention is even made obvious when we realize the relationship between inputs and outputs. It is the 'quality' of inputs that determines the 'quality' of outputs and hence educational quality.

State of Essential Educational Inputs since AAIG's Intervention

The analysis of data and discussion of results presented here are meant to show the extent of contribution AAIG has made in the provision of essential educational inputs in the region. This segment of the data analysis is guided by research questions 1, 2 and 3.

The primary concern is to find out whether essential educational inputs that influence teaching and learning directly or indirectly have improved due to AAIG's intervention. Items 1, 2, 3, 4, 5, 6, 7, 8 and 9 in component 1, items 1 and 2 in component 2 and items 1, 2 and 3 in component 3 of Section B of the questionnaire were used to collect information on whether or not AAIG's intervention has brought about any improvement in the state of essential educational inputs in basic schools in the region.

Item 1 in component 1 of Section B of the questionnaire sought information on the 'adequacy' or 'inadequacy' of classrooms from primary 1 through to JSS 3. Again for convenience and simplicity in analysis responses were grouped into 'adequate' and 'inadequate' classrooms for primary and JSS instead of P1, P2, P3, P4, P5, P6 and JSS 1, 2 and 3. Items 3 and 5 in component 1 of Section B of the questionnaire sought information on the 'adequacy' or 'inadequacy' of classroom furniture and library books and furniture respectively. Items 1 and 2 in component 2 of Section B of the questionnaire sought information on the 'adequacy' or 'inadequacy' of textbooks and other learning materials respectively. Item 1 in component 3 of Section B of the questionnaire required information on 'adequacy' or 'inadequacy' of teachers. For convenience and simplicity in analysis this was also grouped into 'adequate' or 'inadequate' teachers for primary and JSS instead of teacher for P1, P2, P3, P4, P5 to JSS 3. Responses from the 110 headteachers involved in the study on the 'adequacy' or 'inadequacy' of these essential inputs since AAIG's intervention are presented in Table 3.

Table 3

Adequacy of Classrooms, Classroom Furniture, Textbooks, other learning materials and Teachers since AAIG's Intervention

Item	Adequate		Inadequate	
	Frequency	%	Frequency	%
Classrooms	106	96.4	4	3.6
Pupils' furniture	105	95.5	5	4.5
Teachers' furniture	106	96.4	4	3.6
Exercise books	110	100	0	0
Teachers	100	90.9	10	9.1
Textbooks/learning materials	0	0	110	100

The data in Table 3 show that out of the 110 headteachers involved in the study the majority, that is 96.4% indicated that their schools had adequate classrooms compared with 60% before the intervention. Only 3.6% indicated that their schools still do not have adequate classrooms compared with 40% before the intervention as revealed in Table 2. In terms of classroom furniture, the data show that out of the 110 respondents majority, that is, 95.5% of the headteachers stated that their schools had adequate pupils' tables and chairs while 96.4% stated they had adequate teachers' tables and chairs compared with 59.1% and 63.6% respectively as shown in Table 2. In Table 2, one realizes that as many as 40.9% of headteachers indicated that their schools had no adequate pupils' tables and chairs before the intervention, but after the intervention only 4.5% said their schools had no adequate pupils' tables and chairs as shown in Table 3. The same goes for teachers' tables and chairs. Before the intervention as many as 36.4% of the schools had no adequate teachers' tables and chairs but after the intervention only 3.6% of the schools have no adequate teachers' tables and chairs. The next level of analysis concerns the suitability of materials used in the construction of classrooms and the suitability of toilet facilities. The data indicate that after the intervention, the number of schools constructed with cement block increased. This was indicated by the 64.5% out of the 110 headteachers involved in the study compared with 50% before the intervention. This shows that following AAIG's intervention the number of schools built with cement increased by 14.5%.

The data further reveals that the number of schools with cladded pavilions also increased. Out of the 110 headteachers, 22.7% indicated their schools had cladded pavilions compared with 13.6% who conceded that the materials used by AAIG in the construction of the classrooms were suitable.

This also shows that through AAIG's intervention the number of schools with cladded pavilions increase by 9.1%. Therefore, on the average it can be concluded that through AAIG's intervention the number of schools constructed with suitable materials increased by 23.6% (14.5%+9.1%).

The implication is that more schools can now use their classrooms even when it is raining and this certainly will impact positively on student learning achievement. The information provided by the headteachers was confirmed by all the 6 Municipal/District Directors, the 33 Circuit Supervisors and the 3 Action Aid Focal Persons. This was also confirmed through the focus group discussions.

However, the data show that there has been no improvement in the suitability of toilet facilities since the intervention. This was indicated by 98.2% of the headteachers and supported by all the 6 Municipal/District Directors, the 33 CS and the 3 Action Aid Focal Persons.

The next stage of the analysis concerns the availability of library buildings, tables and chairs and library books, toilet facilities for boys and girls, male and female teachers, water, headteacher's office, qualification of trained teachers and qualification of untrained teachers. The data reveal that there has been no change in the provision of school libraries, library tables and chairs and books. This was indicated by all the 110 or 100% of the headteachers involved in the study and supported by all the 6 Municipal/District Directors, the 33 CS and the 3 Action Aid Focal Persons. This information was also confirmed through the focus group discussions.

The data further reveals that there has been no improvement in the provision of toilet facilities for boys and girls and for male and female teachers. This was indicated by 98.2% of the 110 headteachers. They made it clear that

their schools had no toilet facilities at all. This was again supported by all the 6 Municipal/District Directors, the 33 CS, the 3 Action Aid Focal Persons and information from the focus group discussions. Majority of the headteachers also indicated that their schools had no stand-pipes, bore-holes or wells of their own. This was stated by 95.5% of the headteachers. All the 6 Municipal/District Directors, the 33 CS and 3 Action Aid Contact Persons and the focus group discussions confirmed this. However, majority of the schools rely on community bore-holes and wells for their water supply. Thus, one can conclude that there has been no improvement in the provision of potable water in schools since the intervention by AAIG. Regarding headteachers' accommodation, the intervention brought some improvement. This is because AAIG normally attaches headteachers' offices to the buildings they provide for schools. Thus, only 3.6% of the headteachers indicated that they had no office accommodation compared with 40.0% before the intervention who had no office accommodation. This was again confirmed by all the 6 Municipal/District Directors, the 33 CS, the 3 Action Aid Focal Persons and through the focus group discussions. The findings provide answers to research question 1.

Research Question 1

What is the contribution of Action Aid in the provision of basic school infrastructure in the Upper East Region? The findings show that Action Aid has contributed in providing more classrooms built with suitable materials. It has also contributed to provide more furniture as well as office accommodation for headteachers in basic schools. It has however not contributed in the provision of libraries, toilets and water facilities.

In terms of text books and other learning materials, the data in Table 3 shows clearly that there has been no improvement whatsoever in the provision

of textbooks in almost all the subjects that are taught at both the primary and JSS levels. This was indicated by all 110 headteachers. The only subject where there has been a slight improvement is Ghanaian Language where AAIG provided manuals in kusaal, the local language to some schools, mostly, Shepherds Schools. This was indicated by only 13.6% of the headteachers. This was mainly in the Bawku West District. The headteachers indicated that before AAIG's intervention, pupils had to pair textbooks in the ratio of two or three to a textbook for most of the subjects. In some cases, the pupils had no textbooks at all especially in Ghanaian language. The same situation persists even after AAIG's intervention. This is an indication that, there has not been any percentage change in the quantum of textbooks in basic schools. It also means that AAIG has not provided the schools with textbooks.

There has been improvement in the provision of exercise books but these are not provided by AAIG. According to the headteachers, parents buy the exercise books for their children. This shows that most parents are beginning to appreciate the value of education in the region. In terms of teachers' reference books and handbooks, and wall maps, all the 110 headteachers indicated that these inputs were inadequate. Out of the 8 JSS headteachers, 87.5% of them also indicated that their schools had no workshops for practicals. This clearly shows that there has been no improvement in the provision of these inputs since the intervention. However, 1 or 12.5% of the JSS headteachers indicated that Action Aid International Ghana provided his school with a workshop, carpentry tools and sewing machines, dual desks and beds. In addition, teachers of the school were provided with bicycles. The Bolgatanga Municipal and Talensi-Nabdam District Directors of Education confirmed this information. The Action Aid Focal Person for the Bolgatanga Municipal and

Talensi-Nabdam District also confirmed the information. This is a special case that needs further comments because the school that received the assistance is a special school for the deaf.

The special school in question is the Gbeogo School for the Deaf. It is the only school providing basic education for the deaf throughout the region. It is in this respect that AAIG's support for the school should be commended. This is because quality education should cater for the needs of the disadvantaged in society. It is common knowledge that the handicapped generally face difficulties getting jobs in the public sector. Therefore, the provision of workshops and equipment to train the handicapped develop practical skills in addition to general academic knowledge will make them more versatile in future. With practical skills, they can even choose to set up their own businesses and contribute their quota to the socio-economic development of the nation. These findings provide answers to research question 2.

Research Question 2

What is the contribution of Action Aid in the provision of teaching/learning materials, including textbooks, in basic schools as a means of enhancing quality basic education in the area? The findings indicate clearly that with the exception of manuals in kusaal supplied to 15 schools in the Bawku-West district, AAIG has not provided textbooks in any of the other subjects taught in basic schools. The findings further indicate that Action Aid did not provide teaching/learning materials such as supplementary readers, teachers' reference and handbooks and wall maps. In terms of workshops for practicals only one JSS was provided with a workshop by Action Aid.

An area that has also seen remarkable improvement is the supply of teachers. Majority of the headteachers 90.9% indicated their schools had

adequate teachers since the intervention compared with 50% before the intervention as in Table 2. Only 9.1% still do not have adequate teachers as compared with 50% before the intervention as in Table 2.

All the 6 Municipal/District Directors of Education, the 33 CS, and the 3 Action Aid Focal Persons confirmed the information provided by the headteachers. The information was further confirmed through the focus group discussions. In terms of the qualification of trained and untrained teachers, the trend has not changed, as there are still more untrained teachers with S.S.S.C.E. qualifications in the schools in the region. This is however, understandable because AAIG does not train teachers and issue them professional certificates.

In one of the focus group discussions in Bawku West District at Kururisua, Mr. Justice Anobbiga, a P.T.A. Secretary at Kururisua Primary School made the following statement:

If Action Aid had not helped us with school buildings, furniture and teachers the whole community would have been full of illiterates. We hope with time they can help us with libraries, textbooks and teaching/learning materials to improve upon the standard of education further. I am not speaking for only this community (Kururisua) but the whole of Bawku West District if not the entire region.

This is enough testimony that AAIG has brought some improvement in the provision of classrooms, school furniture and the supply of teachers. These findings provide answers to research question 3.

Research Question 3.

What contribution has Action Aid made or is making to improve the staffing situation in basic schools in the Upper East Region? The findings show clearly that AAIG has made efforts to address the problem of shortage of staff

in the area through its REV teacher programme. Through its intervention 90.9% of the schools are now adequately staffed compared with 50% before the intervention. This is in line with Action Aid's education objective to advocate the provision of quality, committed and capable teachers in remote areas.

CHAPTER FOUR

CONTRIBUTION OF ACTION AID INTERNATIONAL GHANA TO CAPACITY BUILDING IN BASIC SCHOOLS IN THE UPPER EAST REGION

This chapter deals with the relevance of capacity building in the provision of quality basic education. It also contains analysis and discussion of data on capacity building in basic schools before and after AAIG's intervention to show the extent of contribution made by the NGO.

Relevance of capacity building in quality basic education

The provision of essential inputs without their effective utilization cannot guarantee desired learning outcomes among students. It is therefore essential that essential inputs are effectively managed and put to good use to enhance teaching and learning. This will require that Circuit Supervisors, headteachers, teachers, PTAs and SMCs play their respective roles very well.

One way to enhance this is to build their capacities, that is, equip them with relevant skills and knowledge, through training to function effectively. 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. Harris (2001) also maintains that "capacity building is concerned with creating the conditions, opportunities and experiences for collaboration and mutual learning" (p. 261). Thus, capacity building of relevant stakeholders in education is essential in the quest for quality education. Circuit Supervisors who go on supervision to basic schools should be able to observe teachers' teach and offer suggestions for improvement where necessary. This implies that the Circuit Supervisors themselves should have clear understanding of the

subject matter teachers' teach and the methods used in teaching the subject matter to students of various age groups.

Headteachers are also required to supervise their teachers on daily and regular basis. In addition they are expected to vet the lesson notes of teachers daily. For supervision and vetting of lesson notes to be effective, headteachers must themselves be very conversant with the subject matter and methods used by teachers in teaching. Without this the headteacher may not even know whether what is being taught by a teacher is right or wrong information. The headteacher may not even know whether the methods employed by the teacher are appropriate or not. 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). 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 headteachers to build their capacities to enable them carry out effective supervision in schools. 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 (headteacher) 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, and Prouty, 1989).

The relationship that exists between the headteacher and his/her teachers can also affect teaching and learning. Where the relationship is poor teachers

are not likely to put up their best. In extreme cases, teachers may even seek transfers to other schools. Where there are no immediate replacements, teaching and learning suffer. Several studies suggest that teachers rate principals (headteachers) with a participatory style of school management as more effective than those who are more autocratic (Baker, 1988b). It is therefore important that the headteacher is equipped with skills on personnel management through training.

Basic schools as community-based schools need to establish good relationship with the communities in which they are situated through headteachers and teachers. This is important because the school at one point or other may need some support from the community. It is therefore important that headteachers and teachers be equipped with skills on how to promote good school/community relationship.

Record keeping is also important for monitoring activities of the school as this contributes to teaching and learning. Headteachers therefore require adequate skills in good record keeping. This is very important for continuous assessment in schools. Without good continuous assessment records of students, headteachers and teachers can not monitor student learning achievement and counsel students where necessary. Schools cannot also be effectively run without financial resources. It is for this reason that schools used to charge sports and culture fees, textbook user fees, and furniture fees. These levies or fees have now been replaced with the capitation grant to schools by the government. Headteachers are required to manage the grant judiciously to promote effective teaching and learning. Effective management of institutional finances requires sound knowledge and skills in financial management and book keeping.

The foregoing show that headteachers require in-service training to build their capacities in management and supervision, good head/teacher relationship, good school/community relationship, record keeping and financial management and book keeping.

Initial teacher training is important in the professional preparation of the teacher. However, it is not enough for their professional development in view of changes in ideas and knowledge brought about as a result of research. It is for this reason that the International Conference on Education, UNESCO, 1975, observed that if education is to meet the demands of our time and of the coming decades, the organization, content and methods of teacher education must be constantly improved.

A search for new educational strategies and concepts should be undertaken. In view of the continuous renovation and development of general and pedagogical knowledge and of the constant change taking place in education systems and the increasingly creative character of pedagogical activities, it does not seem possible to equip the student teacher with knowledge and skills, which would be sufficient for his whole professional life.

Hence a comprehensive policy is needed to ensure that teacher education is reorganized as a continuous co-ordinated process which begins with pre-service preparation and continues throughout the teacher's professional career. In such a system, pre-service and in-service education should be integrated, fostering the concept of life-long learning and the need for recurrent education. (Cited in Greenland, 1983).

What is entailed in this observation is that we need to build the capacities of teachers through in-service training on a continuous basis to upgrade their knowledge and pedagogical skills to promote effective teaching

and learning. In-service training as a means of building the capacity of teachers is even more relevant for untrained teachers or what is commonly referred to as 'pupil teachers' in Ghana. The importance of in-service training as a means of building the capacities of teachers is reflected in the Ethiopian and Bangladesh experience. For instance, in Bangladesh, reforms to strengthen primary education benefited greatly from the central role played by recurrent in-service teacher training. Each teacher and assistant teacher received approximately two months of intensive training on general topics. Then, every other month teachers received three days of training on common teaching problem. Training content concentrated on subjects important to increased learning achievement. This includes 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 (especially multi-grade 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 education system, and a coordinating committee was formed to extend the project training model nationwide (Verspoor, 1989, p. 94).

This no doubt indicates that for us in Ghana to increase learning achievement or promote the quality of basic education we need to organize in-service training on a regular basis to build the capacities of our teachers. Teachers need to be trained on the preparation of teaching/learning materials. For the teaching of some topics to be effective, the teacher needs to use some teaching/learning aids, which at times may not be readily available. The teacher will then have to use his or her own resourcefulness and ingenuity to prepare

such learning aids. This resourcefulness and ingenuity can be developed through training on-the-job.

Methods of teaching are very important in promoting quality education. The GSS/OED survey on student learning achievement in Ghana in 2003 found out that the methods of teaching adopted by the teacher are very important in enhancing student learning achievement. The researchers observed in the survey report that "since attempts to remove untrained teachers have been unsuccessful, and since not all trained teachers appear familiar with student-centred approaches anyway, there is a strong case for pushing forward with efforts to emphasize the role of in-service training" (World Bank, 2004, p. 44).

Parent Teacher Associations (PTAs) and School Management Committees (SMCs) are important agencies in the delivery of quality basic education. PTAs are voluntary associations of parents and teachers in schools. The rationale for the formation of PTAs is to get parents acquainted with school activities and to enlist their assistance in solving problems in the school where necessary. The idea is to get parents to contribute human and material resources to promote quality education delivery. For instance the school may need the assistance of parents to curb lateness to school by pupils or pupil absenteeism. PTAs may even demand accountability from teachers and the headteacher especially when they notice some lapses in the school which affect student learning achievement for example, teachers using school time to trade.

However, experience has shown that in most instances, activities of PTAs degenerate into the imposition of levies, sometimes without the consent of most parents. This practice has not augured well for the smooth running of some schools as parents become reluctant to participate in school activities. One of the best ways to tackle this problem and make PTAs function as they

should is to deepen their understanding on the roles of PTAs in schools and what they can do to support schools to deliver quality education. This means PTAs need some form of in-service training in areas such as roles of PTAs in schools, how to assist their wards to learn at home, effects of child labour on student learning achievement and school/community relations.

The SMC is a committee designated under the Ghana Education Service (GES) Act of 1994 to act as a board of governors in the case of second cycle institutions, work closely with all stakeholders at every level to ensure quality education in basic schools. It is a representation of an entire school community of a particular school or cluster of schools. It has diverse membership that ensures the representation of all stakeholders within a school community. Apart from the District, Municipal or Metropolitan Director of Education who is normally represented by a Circuit Supervisor (CS), the other members include:

1. Headteacher.
2. Assembly member for the local school community.
3. A representative of the unit committee
4. Chief's representative.
5. Representation from educational unit, that is, if it is a missionary school.
6. Two members of the teaching staff.
7. An alumni of the school.
8. Representative from PTA.
9. Co-opted members who perform specific functions

Source: GES Act (1994).

The main function of the SMC is to mobilize the community to take initiatives to improve the quality of education for their children. However, the

tendency has been for some SMCs to engage in power struggle with headteachers. This has more often than not resulted in unnecessary conflict between SMC executive members and headteachers, a situation which does not augur well for quality education delivery. It is therefore essential that we build the capacities of SMC members through in-service training. They need to be equipped with knowledge and skills to enable them to function, as they should. They require training in areas such as the role of SMCs in schools, how they can assist headteachers run schools effectively and how they can develop effective collaboration between themselves, PTAs, headteachers and teachers for high productivity.

The above no doubt demonstrate adequately the relevance of capacity building in the provision of quality basic education. The question however is what has been AAIG's contribution to capacity building in basic schools in the Upper East Region?

Capacity building in basic schools before AAIG's Intervention

Frequencies and simple percentages have been used in presenting data in this segment of the study. The data has been analysed in two phases. The focus of the first phase of the analysis is on the availability of in-service training programmes for headteachers, teachers, PTAs and SMCs who play various roles in the school without which quality education cannot be guaranteed. Item 1 of component 4 in Section A of the questionnaire sought information on whether in-service training was 'available' or 'not available' for headteachers before AAIG's intervention.

The data collected show that before the intervention no in-service training was organized for headteachers on effective supervision, headteacher/teacher relationship, School/community relationship, good record keeping and financial management and book-keeping. All the 110 or 100% of the headteachers indicated this. All the 6 Municipal/District Directors of Education, the 33 Circuit Supervisors and the 3 Action Aid Focal Persons confirmed the information. The implication of this is that the headteacher's capacity to perform to produce results was limited. One crucial issue is that supervision is very important in ensuring effective teaching and learning and for that matter, quality education.

For instance, Opare (1999) has observed that what makes the difference in the consistently high performance of private schools as against the low performance in public schools is supervision.

Item 2 of component 4 in Section A of the questionnaire sought information on whether in-service training was 'available' or 'not available' for teachers in basic schools in the region before the intervention. The data collected show that there was no in-service training for teachers in the preparation of teaching/learning materials. All the 110 or 100% of the headteachers involved in the study indicated this. The data further show that there was no in-service training for teachers in both methodology and content in all subjects that are taught at the primary and JSS levels. All the 110 respondents, comprising 102 primary headteachers and 8 JSS headteachers involved in the study, indicated this. The information provided by the headteachers was confirmed by all 6 Municipal/District Directors of Education, the 33 CS and the 3 Action Aid Focal Persons. It was therefore obvious that the quality of basic education was low because there were no efforts to build the

capacities of teachers through in-service training in the preparation of teaching/learning materials and methodology and content in the various subjects offered in both the primary and JSS levels. This conclusion is drawn against the background that teaching/learning materials and the methods teachers use as well as their mastery of the content play a significant role in student learning achievement.

Item 3 of component 4 in Section A of the questionnaire concerned whether or not in-service training was 'available' or 'not available' for PTAs.

Responses provided by all the 110 headteachers involve in the study indicate that before AAIG's intervention there was no in-service training programme in place for PTAs. The data from the Municipal/District Directors of Education, the Circuit Supervisors, the Action Aid Focal Persons and the focus group discussions all confirmed the information provided by the headteachers. All the 6 Municipal/District Directors of Education, the 33 Circuit Supervisors, the 3 Action Aid Focal Persons and the 120 members in 12 selected communities involved in the different focus group discussions also made it clear that PTAs never had any in-service training before AAIG's intervention. The fact that the focus groups involved PTA members makes the information more credible. It is therefore inferable that before the intervention the PTAs did not even have any good knowledge about their role in school administration, they were not educated on how they could assist their children to learn at home, they were not educated on the effects of child labour on the child's academic performance and had no training on school/community relationship. The lack of training in all these areas for PTAs, no doubt, impacted negatively on the quality of basic education in the region.

Item 4 of component 4 in Section A of the questionnaire sought information on whether or not in-service training was 'available' or 'not available' for SMCs. Responses from the headteachers indicate that just like the PTAs, the SMCs never received any in-service training before AAIG's intervention. This was clearly indicated by all the 110 headteachers in the study. This meant that SMCs did not even know their roles in the schools. They equally had no idea about what they could do to assist headteachers run schools effectively or even how to foster effective collaboration between themselves and the PTAs, headteachers and teachers to promote effective teaching and learning. The data from all the 6 Municipal/District Directors of Education, the 33 Circuit Supervisors, the 3 Action Aid Focal Persons and the focus group discussions all revealed that indeed there was no in-service training for SMCs in all the areas mentioned above or in any other area. The credibility of this information is enhanced by the fact that SMC members formed part of the focus groups and if SMCs had received any training they would have voiced it out during the focus group discussions.

The next phase of analysis concerned whether or not available in-service training was 'adequate' or 'not adequate'. Thus items 5, 6, 7 and 8 of component 4 of the questionnaire sought information on the adequacy or inadequacy of in-service training for headteachers, teachers, PTAs and SMCs respectively. However, once there was no in-service training for any of them, one cannot talk about 'adequacy' or 'inadequacy' in this case. That is, one cannot assess the 'adequacy' or 'inadequacy' of something or a programme that does not exist.

Capacity building in Basic Schools since AAIG's Intervention

This stage of the analysis is aimed at determining whether AAIG has made any contribution to capacity building by way of making in-service training available to headteachers, teachers, PTAs and SMCs. It is also aimed at finding out whether such training has been adequate in meeting the needs of headteachers, teachers, PTAs and SMCs to enable them perform effectively to enhance quality basic education. This segment of the study was guided by research questions 4 and 5.

Item 1 of component 4 in Section B of the questionnaire was used to collect data from headteachers on whether or not in-service training became 'available' or 'not available' for headteachers since the intervention from AAIG. The data is presented in Table 4.

Table 4

Availability of In-Service Training for Headteachers since AAIG's Intervention

Item	Available		Not Available	
	Frequency	%	Frequency	%
Training in effective supervision	110	100	0	0
Training in Headteacher/teacher relationship	110	100	0	0
Training in School/Community relationship	110	100	0	0
Training in good record keeping	110	100	0	0
Training in Financial Management and book-keeping	110	100	0	0

It is evident from the data in Table 4 that in-service training in various relevant issues covering training in effective supervision, headteacher/teacher relationship, school/community relationship, good record keeping and financial management and book-keeping for headteachers became available after intervention from AAIG. This was indicated by all the 110 headteachers involved in the study as against 0% before intervention. Data from all the 6 Municipal/District Directors of Education, the 33 Circuit Supervisors and the 3 Action Aid Focal Persons confirmed the data provided by the headteachers. Focus group discussions were not used to collect data on in-service training for headteachers because the researcher felt Assemblymen, PTA members and SMC members were not adequately informed about the types of in-service training received by headteachers. Besides, information provided by headteachers themselves and Municipal/District Directors of Education, Circuit Supervisors and the Action Aid Focal Persons on in-service training is more authentic than from any other source.

Item 2 of component 4 in Section B of the questionnaire sought information on whether in-service training was 'available' or 'not available' for teachers. Responses provided by the headmasters are presented in Table 5.

Table 5

Availability of In-Service Training for Teachers since AAIG Intervention

Item	Available		Not Available	
	Frequency	%	Frequency	%
Training in the preparation of teaching/learning materials	86	78.2	14	12.7
Training in methodology	110	100	0	0
Training in content	0	100	110	0

The data in Table 5 makes it clear that following AAIG's intervention in-service training for teachers in the preparation of teaching/learning materials became available to a greater proportion of schools than was previously the case. A majority of the headteachers indicated this. As clearly depicted in the table, 78.2% of the 110 headteachers indicated that teachers in their schools had this training against 0% before the intervention.

With regard to subjects that are offered at both the Primary School and JSS level, teachers received in-service training in methodology in all subjects following AAIG's intervention. This was indicated by all the 110 headteachers comprising 102 primary school headteachers and 8 JSS headteachers as against 0% of the headteachers before the intervention. This information was corroborated by all the 6 Municipal/District Directors of Education, the 33 and the 3 Action Aid Focal Persons.

With respect to content, it is inferable from Tables 5 that there was no change following AAIG's intervention. In other words, AAIG did not sponsor any in-service training programme that was geared towards making teachers gain mastery of the subject-matter in the subjects taught at both the primary and JSS level. This was indicated by all the 110 headteachers involved in the study. This information was also corroborated by all the 6 Municipal/District Directors of Education, the 33CS and 3 Action Aid Focal Persons. The issue of in-service training for teachers did not come up during the focus group discussions. This was because the groups were not adequately informed about such issues. However, the impact of available in-service training on educational quality depends to some extent on the adequacy of the training programme. To this end therefore, consideration was given to whether available in-service training was considered adequate or not by respondents. Item 5 of component 4 in Section B

of the questionnaire therefore, sought to find out whether in-service training received by headteachers through AAIG's intervention was 'adequate' or 'not adequate'. The responses are presented in Table 6.

Table 6

Adequacy of In-Service Training for headteachers following AAIG's Intervention

Item	Adequate		Not Adequate	
	Frequency	%	Frequency	%
Training in: effective supervision	66	60	44	40
headteacher/teacher relationship	72	65.5	38	34.5
Training in school/community relationship	105	95.5	5	4.5
Training in good record keeping	53	48.2	57	51.8
Training in financial management and book-keeping	0	0	110	100

From the data in Table 6, it is clear that though AAIG sponsored in-service training programmes that covered the topics in the table, the training in good record keeping was not adequate. This was indicated by 51.8% of the headteachers. The training in financial management and book-keeping was also not adequate. This was indicated by all the 110 headteachers. The areas where the training was considered adequate were effective supervision, headteacher/teacher relationship and school/community relationship. This was indicated by 60%, 65.5% and 95.5% of the respondents (headteachers) respectively.

On the part of the 6 Municipal/District Directors of Education 66.7% of them were of the view that the training in effective supervision,

headteacher/teacher relationship and school/community relationship was adequate. The remaining 33.3% however felt, training in effective supervision, headteacher/teacher relationship and school/community relationship was not adequate. On good record keeping, 50% of the Directors of Education agreed that the training was adequate while the remaining 50% disagreed. With respect to the training on financial management and book-keeping, all 6 Municipal/District Directors of Education agreed that the training was not adequate.

With the 33 Circuit Supervisors, 84.8% of them stated that the in-service training for headteachers on effective supervision, headteacher/teacher relationship and school/community relationship was adequate while the remaining 15.2% felt the training in those areas was not adequate. In terms of good record keeping 45.5% said the training was adequate while the remaining 54.5% stated that the training was not adequate. However, all the 33 agreed that the training in financial management was not adequate.

With the 3 Action Aid Focal Persons, all agreed that the training on effective supervision, headteacher/teacher relationship, school/community relationship was adequate. All of them however, conceded that the training in good record keeping and financial management and book-keeping was not adequate. The issues of in-service training for headteachers did not come up for focus group discussions. This is because members of the focus groups were not adequately informed to provide any objective information.

Given the data provided by the headteachers, the Municipal/District Directors of Education, the Circuit Supervisors and the Action Aid Focal Persons, one can conclude that to a large extent AAIG provided adequate in-service training programmes on a number of relevant areas for headteachers.

Item 6 of component 4 in Section B of the questionnaire dealt with whether available in-service training for teachers was 'adequate' or 'not adequate'. Since there was no in-service training for teachers in content as depicted in Table 5, the analysis and discussion of the data here centred on in-service training on methodology in the various subjects offered at the primary and JSS levels and on the preparation of teaching and learning materials. The data revealed that the training in the preparation of teaching and learning and in methodology in all the subjects taught at the primary school and JSS levels has not been adequate.

This was indicated by all the 110 headteachers. All the 6 Municipal/District Directors of Education, the 33 Circuit Supervisors and the 3 Action Aid Focal Persons all indicated that the training in the preparation of teaching and learning materials and in methodology for the various subjects taught in primary and JSS has not been adequate. The principal reason offered by all the respondents was that the training has not been regular. The findings provide answers to research questions 4.

Research Question 4.

How has Action Aid contributed to capacity building of headteachers and teachers as a means to promote quality basic education in the upper East Region. The findings indicate that Action Aid has contributed to the capacity building of headteachers and teachers by making in-service training available to them in relevant areas to enhance their work. However, the training in good record keeping and financial management and book-keeping for headteachers was considered inadequate. There was also no training in content for teachers.

Item 3 of component 4 in Section B of the questionnaire centred on whether in-service training became 'available' or 'not available' for PTAs in

areas such training on the roles of PTAs in schools, how parents could assist their wards to learn at home, effect of child labour on pupils' academic performance in school and school/community relationship. The responses provided by headteachers are presented in Table 7.

Table 7

Availability of In-Service Training for PTAs since AAIG's Intervention

Item	Available		Not Available	
	Frequency	%	Frequency	%
Training in the roles of PTAs in schools	110	100	0	0
Training in how parents could assist their wards learn at home	110	100	0	0
Training in effect of child labour on pupils' performance in school	110	100	0	0
Training in school/community relationship	110	100	0	0

The data in Table 7 show clearly that in-service training for PTAs on their roles in schools, how parents could assist their wards to learn at home, the effect of child labour on pupils' performance and school/community relationship became available following AAIG's intervention. This was indicated by all the 110 headteachers made up of 102 primary school headteachers and 8 JSS headteachers. As against 0% before the intervention.

The data provided by the headteachers was supported by data from all the 6 Municipal/District Directors of Education the 33 Circuit Supervisors, the 3 Action Aid Focal Persons and the focus group discussions as they all agreed that AAIG indeed sponsored in-service training programmes for PTAs covering the issues mentioned in item 3 of component 4 in Section B of

the questionnaire. The information is made more credible by the fact that the focus group discussions involved PTA members.

The fact is, PTAs need to understand their roles in the schools they serve in order to avoid conflict with headteachers and SMCs and thereby contribute effectively to promote effective teaching and learning. Parents can also contribute to student learning achievement by assisting their children to learn at home. Child labour can also affect pupils' academic performance especially where children work so much in the house and sleep late or do so much work in the morning before going to school. These children go to school already tired and sleepy and cannot concentrate. Good school/community relationship is necessary for a peaceful school environment that impacts positively on teaching and learning. Therefore, exposing PTAs to these issues invariably enhances the quality of basic education.

Item 4 of component 4 in Section B of the questionnaire also centred on whether in-service training for SMCs became 'available' or 'not available' following AAIG's intervention.

The information that was sought for concerned whether in-service training became available in areas such as training on roles of SMCs in schools, how SMCs could assist headteachers run schools effectively, and training on effective collaboration between themselves (SMCs), PTAs and headteachers/teachers for high productivity following AAIG's intervention. The respondents were also to specify any other in-service training programme not covered above which SMCs received through AAIG's intervention.

The responses provided by the headteachers are presented in Table 8

Table 8**Availability of In-Service Training for SMCs since AAIG's Intervention**

Item	Available		Not Available	
	Frequency	%	Frequency	%
Training in roles of SMCs in schools	110	100	0	0
Training in how SMCs could assist headteachers run schools effectively	110	100	0	0
Training in effective collaboration between SMCs, PTAs and headteachers/teachers for high productivity	110	100	0	0

The data in Table 8 provide ample evidence that following AAIG's intervention, in-service training was made available to SMCs in areas such as the roles of SMCs in schools, how SMCs could assist headteachers run schools effectively and effective collaboration between SMCs, PTAs and headteachers/teachers for high productivity. This is indicated by all the 110 respondents made up of 102 primary school headteachers and 8 JSS headteachers involved in the study as against 0% of them before the intervention. The data provided by the headteachers is further corroborated with the data from all the 6 Municipal/District Directors of Education, the 33 Circuit Supervisors, the 3 Action Aid Focal Persons and the focus group discussions. They all conceded in their responses that AAIG sponsored in-service training for SMCs in all the areas mentioned in item 4 of component 4 in Section B of the questionnaire. What makes the information more reliable is the fact that, SMC members were involved in the focus group discussions.

Certainly, SMCs need to know their roles in the schools they serve in order to function effectively. They need to assist headteachers

administer the schools efficiently as well as collaborate with PTAs, headteachers and teachers to enhance teaching and learning. Therefore, any training in this direction, no doubt, amounts to a contribution to quality of education.

Item 7 of component 4 in Section B of the questionnaire centred on whether available in-service training for PTAs was 'adequate' or 'not adequate'. Responses from the headteachers indicate clearly that the training on the roles of PTAs in schools, how parents could assist their wards to learn at home, the effect of child labour on pupils' academic performance in school and school/community relationship has not been adequate. This was indicated by all the 110 headteachers involved in the study. However, commenting on the responses they gave, the headteachers conceded that the training has brought some improvement but much still has to be done. This calls for regular in-service training for PTAs.

All the 6 Municipal/District Directors of Education, the 33 Circuit Supervisors and 3 Action Aid Focal Persons also stated that the training for PTAs was not adequate. They also commented that though the training has brought improvement in the behaviour of parents much still had to be done. One example that was cited by all the respondents was that there were still parents who make their children work for long hours on the farm even during school days. Others still allow their children to go to the market to sell on market days.

With the focus group discussions, participants generally agreed that the training for PTAs has helped most parents to understand a lot about what they can do to assist the schools and their wards but there are still areas PTAs do not fully understand. It is in this respect that the in-service training for PTAs could

be considered as not adequate. To the participants there should be more and regular in-service training for PTAs.

Items 8 of component 4 in Section B of the questionnaire bothered on whether the in-service training for SMCs was 'adequate' or 'not adequate'. Here again, the data reveal that the training for SMCs has not been adequate. All the 110 headteachers, the 6 Municipal/District Directors of Education, the 33 Circuit Supervisors, the 3 Action Aid Focal Persons and the focus group discussions indicated this. Comments provided by all these respondents show that though the training has brought some improvement, it is not regular and therefore not adequate. These findings provide answers to research question 5.

Research Questions 5

How has Action Aid contributed to capacity building for PTAs and SMCs as a means to promote the quality of basic education in the area? The findings indicate the Action Aid has made in-service training available to PTAs to understand their roles in schools, how to assist their wards learn at home, the effects of child labour on pupils' performance and school community relationship. It has also contributed to the capacity building of SMCs by making in-service training available to them to understand their roles, how to assist headteachers run schools effectively and how to collaborate with PTAs and headteachers/teacher for high productivity.

CHAPTER FIVE

CONTRIBUTION OF AAIG TO GIRL-CHILD EDUCATION IN THE UPPER EAST REGION.

In this chapter, the relevance of the theme is examined and analysis and discussion of data on girl-child education before and after AAIG's intervention to show the extent of contribution made by AAIG to girl-child education in the Upper East region is presented.

Relevance of girl-child education to quality basic education

One of the most contentious issues in the provision of education in both developed and developing countries over the years has been the education of the girl-child. Since the introduction of formal education to-date, researchers have shown that there are disparities between boys' and girls' education, especially in Northern Ghana (Morrays, 1967 in Mensah, (2001); Foster, 1965).

Traditionally, women have not been encouraged to be schooled. Thus in some instances women have been forced out of formal education to learn domestic skills. Opong (1987), Addae-Mensah, et. al (1973), Greenstreet (1971), and Chinto (1986) are of the view that the traditional idea that the man is the bread winner and the wife, a dependant on the husband, does not encourage parents to send their daughters to school. Neither does it encourage girls to work hard at school, hence their poor academic performance.

The study of Rosen and Aneshangel (1978) on sex differences in educational attainment reported that parents decide who to educate in a situation when there are more claimants than the resources, and the preference is given to males in order to ensure their occupational advancement since they are seen as the bread winners of the family. This is significant for the North where virtually

all the ethnic groups practise the patrilineal system of inheritance. With the patrilineal system of inheritance the male is not only seen as the bread winner but the one who will inherit the family property as well as perpetuate the family lineage. A male child is therefore considered a blessing to the couple. The family will therefore go to all lengths to ensure the welfare of the male child including education. Girls are only valued for the bride price parents receive when they (girls) get married. The education of the girl-child is therefore seen as a waste of resources because the bride price remains the same whether the girl is educated or not.

It is also perceived that educating the girl-child is a very risky thing to do because educated women are difficult to control. The educated woman with her independent thinking will not obey the wishes of her parents and may end up choosing 'foreigners' as husbands which could jeopardize the family's chances of extracting the traditional bride price from such foreigners. Being difficult to control, it is possible that some educated women would not get husbands and where will the bride price come from? This is the dilemma parents' face when deciding to educate the girl-child. Chances are therefore that faced with limited resources parents will prefer to educate boys.

There is the belief that when a (or the) family's finances are at a low ebb, it is the young girl not the young boy on whom educational investment must be curtailed (Colclough & Lawin, 1993). In the North, where poverty is widespread parents may even force their daughters into early marriage so that the bride price could be used to support the education of their (daughters) brothers and the rest of the family. This is one of the factors that encourage early marriages in the northern regions of Ghana.

There is also the belief that girls are intellectually inferior to boys. This belief is widespread and not only peculiar to the north. Aiken (1967 in Mensah, 2001) believed that the age-old concept of women's inferior mental abilities and limited social positions acted as barriers to the establishment of education for women. This has been used as a justification for the differences in educational opportunities available to men and women. It is also a general notion held in West Africa and Northern Ghana is no exception that the woman's place is in the kitchen.

According to Mason (1959 in Mensah, 2001) these same ideas about women were also held by the common English men years ago and they were strongly revived by the Nazis in Germany with their doctrine that women's concern was only with religion, children and kitchen. These beliefs suggest that females have not got the mental capacity to attain higher education let alone occupy important positions in their respective countries.

However, historical analysis of female education shows that it has usually not measured up to the standard of male education not because girls are not capable of being educated to the level men attain, but because of society's attitude towards women folk in general. It has also been observed by Davidson and Kanyuka (1990) that throughout most of sub-Saharan Africa and South Asia, the heavy work burden of rural women may force them to keep their daughters at home to help with care of the younger siblings, time-consuming tasks on the farm, and such household chores as cleaning, cooking and collecting. Hyde (1989) has also observed that girls household activities, especially in Asia and Africa seem to have more impact than boys activities on the parents earnings. Girls work at home often permits parents, especially mothers, to work more on the farm or in the labour force. In sending girls to

school, the family loses the income that the mother might have earned because the daughter substituted for the mother in doing household chores. This is particularly true among poor families where girls labour may be crucial to family survival.

The opportunity cost of sending a girl to school is therefore higher than that of a boy. The high level of poverty in the three northern regions forces most women (mothers) to move to various urban centres especially in southern Ghana, most often in the dry season when most families have little or no food stocks to feed on, in search of greener pastures. Some work as farm hands, others in chop bars' or as 'kaya yei' that is, head porters in the central markets of Kumasi, Accra, Tema and Takoradi. Whatever proceeds they make are transferred home to feed the family. During this period the education of most girls in the rural areas becomes disrupted as they are compelled to stay at home and perform the household chores and take care of their younger siblings until their mothers return. In some cases, it is even the girls themselves that are compelled to leave school and travel to the cities to work and send money home to feed the family. The observation made by Hyde is therefore a typical reflection of the situation in Northern Ghana. Similar observations reflecting the situation of Northern Ghana have also been made by Opare (2003)

Kelly and Elliot (1982), El Sanabary, (1989) say that girls have special needs for physical protection, and tradition often demands special concern for girls' privacy and social reputation. In cultures where female circumcision is practiced the impact of that tradition on girls' enrolment after puberty has been reported to be substantial. Safety and cultural concerns may leave parents feeling obliged not to send girls to school, even when the opportunity cost of girls' chore time is low, unless schools are located close to home, equipped with

facilities such as separate lavatories for girls, well supervised, and served by female teachers.

Distance has also been observed to be a factor that militates against the education of girls. In a 1992 study based on living standards survey data for 1987/88 in Ghana, Victor Lavy estimates the determinants of child schooling for girls and for boys. He finds that girls who live further from primary schools have a significantly higher probability than boys of never attending school. For boys, distance from the nearest primary school is not a significant determinant. Lavy also finds that girls who live further from a primary school attain significantly fewer years of schooling than similar girls who live closer do. For boys, distance from primary school has no statistically significant effect on the length of schooling.

It is also realized that the direct cost of sending a girl to school is higher than for a boy. Girls' uniforms are usually more expensive than those for boys. A girl is also more likely not to wear a torn dress to school or walk bare footed to school (Chao, 1999). Parental attitude towards female education is another factor that militates against female education. Ojo, (1986) contends that the major obstacle to fuller female participation is the fact that most parents' attitude to education is biased against their female children. They often find it easier to make financial sacrifices for their sons' than for their daughters' educational pursuits. It can be deduced that this negative parental attitude towards female education has its roots in the various negative traditional beliefs about the inferior intellectual capabilities and sex roles of women.

In a study by Mensah, (1992) on attitudes towards female education, a correlation was made between level of education and attitudes towards girls'

education. It was found that parents with little or no education tend not to appreciate the importance of schooling for female children.

Education of parents is therefore a factor that influences parental attitude towards female education. Parents with high levels of education tend to have a more positive attitude towards female education. This being the case it can be deduced that with high levels of illiteracy in the three northern regions female education is bound to suffer. While girls account for almost half the enrolment in primary school located in the Greater Accra Region, the figure is only 33 per cent in the Northern Region. The annual average dropout rates for girls in the Northern and Upper Regions (East and West) are about 20 per cent and 18 per cent respectively, a situation which does not augur well for the current and future status of girls and women in these areas (Ghana Government Publications on *The Child Cannot Wait*, 1992).

The danger that these trends pose is that they undermine economic and social development as well as quality education which further affects socio-economic development. Women represent an enormous potential source of human capital and of scientific and technical skills in both agriculture and industry. The rate of return to investing in women's education in developing countries is as high or higher, even as measured by income differences alone (without accounting for fertility and child health effects), as men's (Psacharopoulos and Woodhall, 1985). In the light of this, equity should be an important issue that should be pursued vigorously by governments in developing countries, Ghana being no exception. What is of particular interest to this study is for us to see investment in female education as an investment in quality education and that any contribution to promoting female education is a contribution to quality education.

The argument is that women's education is closely related to child health, as measured either by nutritional status or infant and child mortality (Cochrane, O'Hava and Leslie, 1980). Although the exact mechanism through which education acts to affect child health is unclear, there is an unequivocal schooling effect which is distinct from the effect of income differences (associated with higher education) on child health. This is supported by empirical studies in developing countries.

Based on secondary data on mortality rates, by country, Cochrane et al (1980) found out that literacy seems to be most important variable explaining life expectancy, even higher than number of physicians per capita. One additional year of mother's schooling results in reduction of 9 per thousand in infant mortality. The effect of husband's education was found to be about one-half of wife's. In a study by Christiansen et al (1974) in Bogota, Columbia, it was found that there is a significant positive association between parental education and children's nutrition. In Gans' (1963) study in Lagos, Nigeria it was established that the weight of children of literate mothers was greater than that of the children of illiterate mothers.

In another 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). If we can say that textbooks or teacher availability for instance, are inputs to quality education because they contribute

to student learning achievement then we can by the same token say that girl child education is a contribution to future quality education because their education will impact positively on the nutritional status and health of their children in future. 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. Therefore any contribution to female education should be seen not just from the perspective of equity but also from quality basic education and beyond.

Contribution to Girl-Child Education before AAIG's Intervention

Data was collected from a sample of 154 respondents, made up of 110 headteachers, 33 Circuit Supervisors, 6 Municipal/District Directors of Education, 3 Action Aid Contact Persons and 2 Girl-Child Education Officers and from 12 discussion groups involving 120 participants. Frequencies and simple percentages have been used in presenting the data. Item 1 of component 5 in Section A of the questionnaire sought information on support given to girl-child education before AAIG's intervention. Responses from headteachers as key informants are presented in Table 9.

Table 9**Availability of Support for Girl-Child Education before AAIG's Intervention**

Item	Available		Not Available	
	Freq.	%	Freq.	%
Payment of school fees for needy girls	9	8	101	92
Provision of food rations	18	16.4	92	83.6
Provision of school uniform for girls	6	5.5	104	94.5
Educating parents on benefits of girl-child education	0	0	110	100
Educational tours for girls to interact with role models	0	0	110	100

The data in Table 9 clearly show that before AAIG's intervention support for girl-child in terms of payment of school fees for needy girls was not widely available in basic schools in the region. Majority of the headteacher respondents, that is, 92% stated that there was no support for needy girls in terms of payment of school fees. Majority of the respondents, that is, 83.6% of the headteachers also indicated that there was no support for girls by way of provision of food rations. With respect to the provision of school uniforms for girls, 94.5% of the 110 headteachers also stated that there was no provision of school uniform for girls in their schools.

On the education of parents on benefits of girl-child education, all the respondents, that is, 100% of the headteachers stated that there was no such support in their schools. With regard to educational tours for girls to interact with role models all the 110 respondents or 100% of the headteachers made it clear that girls in their schools did not receive such support.

Responses provided by all the 6 Municipal/District Directors of Education, the 33 CS, the 3 Action Aid Focal Persons, the 2 Girl-Child Education Officers and focus group discussions indicated that there was support for girls in terms of payment of school fees for needy girls, food rations and school uniform. However, they all commented that the number of girls and schools that benefited from such support was very small. They further indicate that the support was not provided by Action Aid. They also made it clear that the schools had no support in terms of education of parents on benefits of girl-child education and educational tours for girls to interact with role models. These responses support the responses provided by the headteachers. It can therefore be concluded that before AAIG's intervention, the quality of basic education in terms of support for girl-child education was very low in the region.

Contribution to Girl-Child Education since AAIG's Intervention

The analysis and discussion of data is intended to show AAIG's contribution to girl-child education as a means of contributing to quality basic education in the Upper East Region. Item 1 of component 5 in section B of the questionnaire elicited information on the promotion of girl-child education since AAIG's intervention. This segment of the study was guided by research question 6. Frequencies and simple percentages have also been used to present the data. Responses from headteachers as key informants are presented in Table 10.

Table 10**Availability of Support for Girl-Child Education since AAIG's Intervention**

Item	Available		Not Available	
	Frequency	%	Frequency	%
Payment of school fees for needy girls	9	8	101	92
Provision of food rations	18	16.4	92	83.6
Provision of school uniform for girls	6	5.5	104	94.5
Educating parents on benefits of girl-child education	45	41	65	59
Educational tours for girls to interact with role models	45	41	65	59

From the data in Table 10 it is evident that majority of girls in the schools had no support in terms of payment of school fees for needy girls, provision of food rations and provision of school uniform for girls. This was indicated by 92%, 83.6% and 94.5% of the respondents respectively.

These figures are the same as those we have in Table 9. This is an indication that there has been no change in support for girl-child education in terms the payment of fees for needy girls, provision of food rations and provision of school uniforms is concerned. This clearly shows that AAIG did not make payment of fees, provision of food ration and provision of school uniforms as part of its agenda. AAIG chose a different strategy in line with its philosophy and educational objective. For instance, if we take one of AAIG's educational objective which is to develop the confidence of parents and partner communities to ensure quality education, it becomes clear that this can not be achieved merely by paying fees for needy girls or through the provision of food ration and school uniforms. Parents, students/pupils and communities need

educational experiences that can inspire confidence in them. This is better achieved through more meaningful educational programmes.

The only changes brought about as a result of AAIG's intervention are in the areas of education of parents on benefits of girl-child education and educational tours for girls to interact with role models. This was indicated by 41% of the 110 headteachers as shown in Table 10. This means that only 45 schools received Action Aid's support for girl-child education. The 45 schools are located in the Bawku West and Talensi -Nabdam Districts where AAIG's girl-child education programmes are initiated.

Comments provided by the headteachers whose schools receive support by way of education of parents on the benefits of girl-child education and educational tours for girls to interact with role models indicated that these have been effective in boosting enrolment and retention of girls in their schools. In addition, such support has increased competition in learning achievement among girls and between girls and boys. According to the headteachers girls usually returned from the educational tours completely changed. According to the headteachers majority of girls who have benefited from AAIG's educational tours take their studies very seriously and have succeeded in influencing other girls in this direction. The girls have become role models in their schools. In the Bawku West District, the girls have formed reading clubs in their schools. This has impacted positively on the reading skills of both boys and girls in the schools. In the Talensi-Nabdam District, the girls have been linked to pen pals abroad especially in Europe. This has not only encouraged the girls to develop literacy and communication skills but has fascinated their peers and parents. Most parents wonder how their daughters in the village could have friends in Europe. This makes them see education as a very powerful tool. With this

development, most parents now send their daughters to school. For headteachers, more educational tours should be organized for girls.

Responses from the 2 Municipal/District Directors of Education in the Bawku West and Talensi - Nabdam Districts, the 12 Circuit Supervisors, the 2 Action Aid Focal Persons, and the 2 Girl-Child Education Officers and 4 Focus Groups involving 80 participants from the two districts confirmed the information provided by the headteachers.

Commenting at length on the educational tours for girls to interact with role models, the Girl-Child Education Officer in Bawku West District indicated that 'girls are first camped in Bolgatanga Girls Secondary School where they are taught Science and Mathematics. The girls are also sent to Paga to visit the crocodile pond, which is a tourist attraction in the region. Later the girls are sent to Accra to interact with important educated women in the Ministries and the University of Ghana. The girls also featured in the 'Mma Nkomo', a popular T.V. programme that discusses women issues. As part of the programme the girls are sent to the Agbobloshie market at dawn, at about 3 or 4 a.m. to see for themselves the plight of girl-children who travel from the north to become head potters popularly known as 'kayayei'. The idea is for the girls to see how the 'kayayei' risk their lives by sleeping in all manner of places in the open as they have no home in Accra.

The aim of the programme is to make the girls realize that they are capable of becoming lawyers, doctors, lecturers just like the role models they meet in the Ministries and the University instead of becoming 'kayayei' girls. According to her, AAIG usually gave pocket money, new dresses, bags and sandals for the girls who go on the educational tours. They use their pocket monies to buy items in Accra as gifts for their siblings and parents since they

are usually fed and offered free accommodation and transport during the tours. She further indicated that the programme has caught the attention of so many parents that she now has more parents as personal friends that she does not know what to do with them. Parents are always pleading with her to try and include the names of their wards for future educational tours. Reports also reaching her office from headmasters and some parents indicate that girls who benefit from the educational tours become completely transformed and take their studies seriously. Other girls who also want to benefit from the educational tours also begin to study seriously because the main criterion for selection is academic performance. These findings provide answers to research question 6.

Research Question 6.

In what ways is Action Aid's involvement in Girl-Child Education contributing to the quality of basic education in the region?

The findings show that Action Aid uses education of parents and educational tours for girls to promote Girl-Child education. This was indicated by all the 45 headteachers whose schools benefited Action Aid's Girl-Child education programmes in the Bawku-West and Talensi-Nabdam districts. All the 2 District Directors of Education, the 12 Circuit Supervisors, the 2 Action Aid Focal Persons and the 2 Girl-Child Education Officers in the two districts confirmed the information. This information was further confirmed by the 4 focus groups involving 80 participants.

CHAPTER SIX

CONTRIBUTION OF ACTION AID INTERNATIONAL GHANA TO ALTERNATIVE MODELS IN EDUCATION IN BASIC SCHOOLS IN THE UPPER EAST REGION.

In this chapter, the rationale for the theme is first established. This is followed by analysis and discussion of data on the contribution of AAIG's Alternative Models in Education in basic schools in the Upper East Region. This is to show the contribution of AAIG to quality basic education in the region.

Rationale

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 specialized one, on the basis of animal foodstuffs through

diary farming and processing of the new agricultural products. All this 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 diaries, cooperative slaughter houses, cooperative export agencies – for which there existed at that time, if any, prototypes in the whole world.

All 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. In Asia, no more plain proof of the role of education exists than Japan. The difference between that country and any of its Asian neighbours is most definitely visible in its purposeful cultivation of skills. And, of course, it tops all other Asian countries with its literacy figures above 90 per cent.

In one typical study on workers productivity it was concluded that “literate and numerate workers are more productive, and that education is valuable to workers because it can give them skills that increase their productivity” rather than simply as a credential (Boissiere, Knight & Sabat, 1985, p. 1029).

The findings so far discussed indicate that literacy is a very important skill without which development can hardly take place. It is for this reason that, 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. 143-144).

It is therefore, of little wonder that Education for All (EFA) has become a universal agenda. It has also been realized 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).

However, Ki-Zerbo (1974) has observed that, the education for all, dreamed about by many good souls and worthy hearts remains an inaccessible mirage for most undeveloped countries. In his view, to succeed we need to mobilize resources equivalent to those amassed by the rich nations for ultra modern weapons. Though resources may be a factor that militates against the provision of Education for All in most developing nations, it is by no means the only factor. Education for All is not also about making basic education free and compulsory. More importantly it is about understanding the factors that actually militate against access and participation and providing alternatives.

In Ghana about 63% of the population is rural (Towse, Anamuah-Mensah, Mushi & Kent, 2005, World Bank, 2005) and most rural settlements are farming communities. The use of child labour on farms is a very great opportunity cost to families in such communities when children are made to attend school.

The problem is compounded by the fact that most rural communities lack social amenities such as potable water, electricity, clinics, toilets, banks and supermarkets. They also have poor road networks. This makes rural communities unattractive to all categories of workers including teachers. Most professional teachers refuse postings to rural schools. Towse et. al (2005) have observed that married female teachers whose husbands are working in urban areas manage to avoid postings to rural schools. Some unmarried female teachers avoid working in the rural areas because of the fear of remaining single for the rest of their lives. The absence of social amenities and poor road networks in some of the rural areas also tend to work in favour of the female.

Male teachers also have similar reasons for avoiding postings to rural schools. Most rural communities do not have suitable houses for renting. The

teacher in most cases is therefore compelled to rent a house in the nearest administrative capital or town which may be several kilometers away from the school. With poor road networks, transportation is usually a problem as there are limited or no commercial vehicles. The implication is that the teacher would have to acquire his own bicycle or motor. It is therefore not unusual for most teachers to either go to school late or absent themselves frequently from school in some rural communities. The common excuse the teachers give is lack of transport. Under such circumstances the headteachers find it difficult to sanction them. In other situations the headteacher might even be the victim of absenteeism or lateness.

In a World Bank study in Ghana in 2003 it was found that the number of basic schools that did not suffer from problems of teacher absenteeism stood at 61 per cent. This meant that about 39 per cent of basic schools suffered from teacher absenteeism. The study also revealed that 13 per cent of schools have over one-third of the teachers being absent for reasons other than sickness in the past month. There was also a disparity in the rate of absenteeism between public and private schools. About 80 per cent of private schools have no problem with absenteeism compared to not much more than half of public schools. In terms of rural versus urban schools the study found out that 7 per cent of rural schools suffered absenteeism rates of over two-thirds. The likely reasons for greater absenteeism in rural schools were that: (1) Teachers may live in town some distance from the school and suffer transport problems (2) they have to travel to town once a month to collect their pay, which they may find is not yet there, and (3) rural teachers attend to their farming activities.

In addition to the above, other factors accounting for absenteeism as was revealed by the World Bank study were poor working conditions such as delays

in the payment of salaries, low morale and poor facilities as measured by lack of desks (World Bank, 2004).

It is against this background that we need to examine the provision of basic education in the three northern regions. The northern regions are predominantly rural in nature. Even their so-called district capitals are but shadows of towns when compared to towns and cities in the southern part of Ghana. As rural communities, majority of the people are peasant farmers. They farm food crops during the short rainy season which starts from May and end in October. They also rear animals such as goats, sheep and cows and keep some poultry. During the rainy season child labour on the farms and shepherding the animals is usually in high demand. Boys are usually made to assist their parents on the farms or shepherd the sheep and cows. Girls also assist either on the farms or take care of their younger siblings, cook, fetch water, sweep and fetch firewood. Some girls also shepherd the animals. In the dry season which starts from November and ends in April, the labour of children still remains important to most families. In the dry season most communities suffer from water shortages as most wells and streams begin to dry up. Women, assisted by their daughters, will have to travel long distances in some cases, in search of water. They also have to fetch firewood. The boys will have to water the animals, which implies that they have to locate dams and streams that still hold some water to do so. This at times can be a nightmare as the boys will have to wonder about with the animals in search of such dams and streams. 'Fortunately' for the people most of the communities have no schools or even if there were schools, such schools are usually far away; a very good reason for parents not to send their children to school. Therefore whoever thinks of enforcing laws on free and compulsory schooling in such communities, will

definitely be considered either as insane or a comedian. Any attempt to prosecute parents for not sending their children to school could turn out to be a legal drama. It is like the government prosecuting the unemployed for income tax evasion. Under these circumstances the much talked about Education for All, free and compulsory basic education, quality basic education and the like without viable alternatives that address some of the peculiar problems in rural communities in the three northern regions will forever remain wishful thinking. It was for this reason that the Jomtien Declaration asserted that supplementary alternative programmes can help to meet the basic learning needs of children with limited or no access to formal schooling, provided that they share the same standards of learning applied to schools, and are adequately supported (World Declaration 1991: 6, Article 5 in Little 1994). In Ghana and in most developing countries it is becoming increasingly clear that the provision of quality basic education for all children of school age cannot be achieved without providing alternative programmes or models. There are some children who are compelled by reason of the economic or occupational circumstances of their parents to undertake certain economic activities at periods that coincide with normal school hours especially in rural areas. Such children either do not attend school or frequently absent themselves from school and eventually drop out. It is perhaps in recognition of this fact that the report of the President's Committee on Review of Education Reforms in Ghana suggests that the Shepherd School system be considered as an alternative model which is an innovative way of reaching all children of school age. According to the report:

This type of school is established for some communities who are predominantly shepherds in the northern regions of Ghana. School is made flexible to suit the occupation of the people so as to enable them have access to

quality education. More of this alternative education has to be replicated in rural areas where pupils find it difficult to go to school as a result of the occupation of the people (MOE, 2002, p. 36).

In search of more innovative ways to reach all children of school age, the report further suggest the use of distance learning using information and communication technology (ICT)

The report recommends that ICT should be used to expand access and improve quality of basic education. Well-equipped Mobile Internet buses are needed to enable rural schools have access to quality basic education.

The report further recommends the integration of Quranic schools ('makaranta') into the mainstream. There are a number of private Quranic schools, which provide education in Arabic language and Islamic studies, which include reading and translation of the Quran. Muslim parents whose children attend these schools prefer this type of education to secular education, which they regard as 'Christian education'. These schools are, therefore, popular among many Muslim communities. The Ministry of Education has designed a strategy to absorb these schools into the public sector of the education system.

They are re-designated Islamic schools when absorbed. Under the strategy, proprietors are persuaded to add and teach secular subjects together with Arabic and Islamic studies. The GES provide teachers (paid by Government) and other teaching /learning facilities as pertains in the public schools. Government also pays the instructors of Arabic language and Islamic studies.

The strategy is very effective and Muslim parents have come to recognise that secular education is not against Islam. This is an indication that there is the need to provide innovative strategies or alternative models which take into account the religious background of children especially in areas where religion appears to

be a factor that hinders children's access to quality basic education. It is in this context that we need to examine the contribution of Action Aid's promotion of alternative models in education that contribute to quality basic education in the Upper East Region.

The Bawku West District is the first Development Area initiated by AAIG in 1990 in the country (Action Aid, 1999). When AAIG started work in this district it realized that most of the children were not in school. The children were mostly shepherds with some assisting their parents in various domestic chores. Officials of Action Aid therefore decided to study the problem and entered into dialogue with chiefs, opinion leaders, elders and various groups using participatory rural approaches (ARP). Through these approaches parents became sensitized enough on the benefits of education for their children, particularly the girl-child. In order not to make the school become a destabilizing factor in the lives of the people; the idea of establishing schools with flexible conditions was born. This marked the beginning of the establishment of shepherd schools in the country in the Bawku West District.

The shepherd schools are meant to accommodate children who cannot attend the conventional school because of conflicting interests. Lessons in the shepherd schools start very early in the morning, usually from 6.00am – 9.00 am. This is to ensure that the children can still help their parents on the farm, shepherd the animals, fetch water or do all what they use to do in the past in the home without much conflict. The children are not also compelled to use any prescribed school uniform. This is to encourage access and participation. However, beyond this is the question of quality education in terms of adequate and suitable classrooms, pupils' tables and chairs, teachers' tables and chairs, textbooks and teaching/learning materials, teachers and supervision, among

others. Thus, educational alternatives that aim at addressing access to quality basic education should not only remove barriers to access but should provide the essential inputs that can promote student/pupil learning achievement. Without such alternatives, the quest for quality basic education for all will forever remain a dream.

In the face of lack of teachers, teacher absenteeism and lateness to school in rural schools, it is certain that the quality of education in these schools is not one of the best. Therefore, if quality is to be raised in rural schools we need not only provide them with teachers and other essential inputs but explore ways and means to address the problems of absenteeism and lateness among teachers.

Absenteeism and lateness on the part of teachers affect instructional hours. This in turn affects student/pupil learning achievement as the syllabus is not usually covered. Apart from this, if some parents observe that the teachers are almost always late or absent from school, they may not hesitate to withdraw their children from school. Such parents will not allow their children to 'waste' their time in the school when there are profitable ventures in the home for the child such as shepherding, farming, cooking, fetching water or fire wood.

To address these problems and thereby provide quality basic education, we need to evolve some alternatives. The Rural Education Volunteer Scheme is another form of alternative introduced by Action Aid International Ghana that seeks to find solutions in this direction. The Rural Education Volunteer teachers are usually SSSC holders who come from the communities where the schools are located. To qualify as a Rural Education Volunteer one must have relatively good grades and also pass an interview conducted by personnel of the GES from the Municipal/District Education Offices.

AAIG's Promotion of Alternative Models in Education

Frequencies and simple percentages have been used in presenting data in this segment of the study. This segment of data analysis is guided by research question 7. The data has been analysed in two phases. The focus of the first phase of analysis is on AAIG's Rural Education Volunteer Scheme as an Alternative Model in Education. The second phase of the analysis is on AAIG's Shepherd School Scheme also as an Alternative Model in Education.

Section C of the questionnaire sought information on Rural Education Volunteer Scheme. Respondents were to indicate whether they 'Strongly Disagree' (SD), 'Disagree' (D), 'Agree' (A) or 'Strongly Agree' (SA) with ten (10) separate statements that relate to AAIG's support for Rural Education Volunteer (REV) teachers and the contribution of REV teachers to quality basic education. Responses from the respondents show how Action Aid is promoting REV scheme as an alternative model in education.

The responses show that Action Aid promotes the Rural Education Volunteer Scheme as an alternative model in diverse ways. The REV teachers also provide solution to some of the problems that tend to undermine the quality of basic education. One of the ways that AAIG promotes the Rural Education Scheme is the provision of in-service training. Out of the 110 headteachers, 58.2% of them strongly agreed with the statement "REV teachers are given in-service training in methodology sponsored by AAIG". The remaining 41.8% also agreed with the statement. This means that all the 110 headteachers at least agree that AAIG sponsors in-service training courses in methodology for the volunteer teachers. This is very important to quality education. The REV teachers are usually SSSC holders within the communities who are recruited to teach in basic schools in the communities where they come from. Those who

qualify for recruitment are those with relatively good grades but might have failed to obtain admission to Teacher Training College, Polytechnic or the University for some technical reason. Generally they are those who might have failed in one or two subjects, especially in core subjects such as English, Mathematics, Integrated Science or Social Studies. As unprofessional teachers they need some in-service training on how to teach if the services they are to render in the schools are to be of good quality. In-service training in methodology therefore provides them with some teaching skills which help to make their teaching more effective than it would otherwise have been.

The REV teachers are also made to improve upon their grades by making them attend extra classes to upgrade their knowledge and competencies. This was indicated by the headteachers as all the 110 headteachers strongly agreed with the statement that "REV teachers attend extra classes to upgrade their knowledge and competencies sponsored by AAIG". AAIG usually engages the services of competent teachers from Senior Secondary Schools to teach the REV teachers when basic schools are on holidays. The intention behind this is to assist the REV teachers re-sit the SSSCE and improve on their weak grades to enable them gain admission either into the teacher training college or any other advanced institution.

Though the extra classes are intended to make the REV teachers re-sit the SSSCE and pass well, the knowledge they acquire helps to improve the quality of education in the schools where they teach. The costs of such extra classes are borne by AAIG and this certainly is an incentive to the REV teachers. This has the potential of attracting more competent SSSC holders into the scheme.

The data also show that REV teachers have access to textbooks and other learning materials. This was indicated by the headteachers as 72.7% of them agreed with the statement "REV teachers have access to relevant textbooks and other learning materials for their studies provided by AAIG". The remaining 27.3% even strongly agreed to the statement. This means that at least all the 110 headteachers agree that REV teachers have access to textbooks provided by AAIG to aid them in their studies. The textbooks are to assist the REV teachers prepare and re-sit their failed papers. The textbooks if properly used can lead to acquisition of knowledge, making the REV teachers more competent. Such competency will be reflected in the way they teach. This no doubt will impact positively on the quality of education in the schools where they teach.

The REV teachers have their fees for the SSSCE paid for them to re-sit failed papers. This was indicated by the headteachers. All the 110 headteachers in the study strongly agreed with the statement that "REV teachers have their SSSCE fees paid for them by AAIG to re-sit failed papers". This is another form of incentive that can attract SSSC holders to opt for the Rural Education Volunteer Scheme. Such attractions will help to make the scheme viable. The poverty situation in the three northern regions is such that most SSSC holders who fail in some subjects, usually in Maths, English or integrated Science are likely not to get enough money to register and rewrite such papers on their own in good time. Therefore, the payment of examination fees for REV teachers to re-sit failed papers is a great relief to most of them. The payment of such fees for REV teachers to re-sit failed papers in order to improve on their grades is another way of helping to raise the standards of education in rural communities beyond the basic school level. This can be substantiated by the fact that, as a

rule all Rural Education Volunteer teachers are to serve a maximum period of two years. After two years of service the volunteers are paid end-of-service benefit of ₦450,000 by AAIG.

The expectation is that Rural Education Volunteer teachers should be able to pass all their failed papers within a year or two and move on to the teacher training college. In this regard, all REV teachers are replaced after every two years. The Rural Education Volunteer Scheme therefore provides opportunities for more SSSC holders to serve their communities as well as improve upon themselves academically.

Rural Education Volunteer teachers are also given incentives and paid allowances. This was indicated by the headteachers as all the 110 headteachers in the study strongly agreed with the statements that “REV teachers are given incentives such as bicycles and solar lamps by AAIG”, and “REV teachers are paid allowances by AAIG”. The bicycles and solar lamps are useful aids in rural communities where transportation and electricity are common problems. The bicycles can facilitate movement from home to school and therefore has the potential of ensuring teacher punctuality in school. In the absence of electricity, solar lamps are a better alternative to lanterns and candles. The solar lamps therefore provide suitable and cheap lighting system for the REV teachers. The REV teachers can therefore study at night, prepare their lesson notes and mark class exercises at home in the night without any problems. All these can impact positively on quality basic education. The data further show that “REV teachers provide a solution to shortage of teachers in rural schools”. This is so because out of the 110 headteachers, 68.2% of them strongly agreed with the statement. The remaining 31.8% also agreed with the statement. We can therefore conclude that all the 110 headteachers at least agree that REV teachers actually

provide a solution to the problem of teacher shortage in rural schools. This is very important for quality basic education in rural schools as most professionally trained teachers usually refuse postings to rural schools. Therefore, with adequate pedagogical support in methodology and motivation, REV teachers can be used as a viable alternative to ensure that rural schools do not lack teachers. The implication of this for quality education in rural schools is that instructional hours can be effectively utilized.

Rural Education Volunteer teachers also address the problem of teacher absenteeism in rural schools. This can be deduced from the fact that, 51.8% of the headteachers strongly agreed with the statement that "REV teachers offer a solution to teacher absenteeism in rural schools". The remaining 48.2% also agree with the statement. This means that at least all 110 headteachers in the study agree that REV teachers offer a solution to teacher absenteeism in rural schools. This also has implications for quality education in rural schools. A good number of teachers who accept postings to rural schools usually choose to stay in town. The town in most cases may be several kilometers away from the school requiring the use of a reliable means of transport daily. Since most teachers do not have their own private means of transport, they have to rely on public means of transport which is not reliable in rural communities. The situation is even worse in the three northern regions where taxis or 'trotro' (market trucks) go to some villages only on market days. This may be once every 3 days or week. Teachers staying in towns and teaching in rural schools most often suffer from transport problems. This is one of the major causes of teacher absenteeism in rural schools.

Rural Education Volunteer teachers either come from or live very close to the communities where they teach. They therefore have no transport

problems. Besides, they are given bicycles by AAIG. It is therefore rare for them to be absent from school. This means that instructional hours are not lost due to teacher absenteeism. The data indicate that REV teachers address the problem of teacher lateness in rural schools. This can be deduced from the fact that 61.8% of the headteachers in the study strongly agreed with the statement that "REV teachers offer a solution to minimize teacher lateness". The remaining 38.2% also agree with the statement. This means that all 110 or 100% of the headteachers involved in the study agree that REV teachers offer a solution to minimise teacher lateness. Unlike trained teachers who choose to stay in town, REV teachers stay in the rural communities where they teach. They therefore have no transport problems. Besides they are given bicycles by AAIG which makes it easier for them to always be punctual at school. The implications of this for quality education in rural schools is that instructional hours are not lost and classes start on time and end on time. This enhances effective teaching and learning leading to high student/pupil learning achievement.

Rural Education Volunteer teachers also serve as role models in rural schools. This was indicated by the headteachers as 56.4% of them agreed with the statement "REV teachers serve as role models thereby inducing quality teaching and learning" while the remaining 43.6% even strongly agreeing with the statement. This is understandable since most REV teachers are people from the very communities where they teach. They were born and bred there. They are therefore well known by community members. When such people suddenly begin to teach in the village school after completing Senior Secondary School it makes the village community appreciate the value of education. This is even more so when community members see that these young boys and girls (REV

teachers) are given bicycles, solar lamps and paid a monthly allowance of one hundred and fifty thousand cedis (¢150,000).

This encourages members of the community to impress upon their children to learn very well in school. The children on their part will also want to emulate the REV teachers in future. This is what makes the REV teachers role models, inducing quality teaching and learning.

The information provided by the headteachers was fully corroborated by all the 6 Municipal/District Directors of Education, the 33 CS, the 3 Action Aid Persons and the 30 REV teachers involved in the study. None of them disagreed with any of the statements. Apart from that the 6 Municipal/District Directors of Education, the 33 CS and the 3 Action Aid Contact Persons also indicated that AAIG provide Circuit Supervisors with weekly allocation of fuel to enable them carry out their supervisory functions in all schools with REV teachers. The Circuit Supervisors are to ensure that REV teachers always have their lesson notes up-to-date and in school. The Circuit Supervisors further commented that the inability of the GES to supply them with fuel for their motorbikes have always made it impossible for them to perform their supervisory functions in the schools. What they now do is that, they take advantage of the fuel supplied to them by AAIG to supervise other teachers besides the REV teachers. This is what is making external supervision in schools become effective these days. This also shows that AAIG indirectly contributes to supervision in public basic schools in rural communities. This is another important contribution of AAIG to quality basic education because supervision plays a key role in ensuring effective teaching and learning in schools.

However, 86.7% of the 30 REV teachers indicated that the allowance of ₦150,000.00 paid to them was inadequate. They further indicated that there were always delays in the payment of such allowances. This no doubt can affect the motivation of REV teachers with negative implication for quality education in the schools where they teach.

All the 12 focus groups involving 120 participants in their discussions on the theme of Alternative Models arrived at conclusions that validate the information provided by the headteachers. In their conclusions they mentioned that AAIG through the GES district offices recruit SSSC holders as REV teachers. The REV teachers are given some training, made to attend extra classes during holidays, have their SSSCE fees paid for them to re-sit failed papers, and are given incentives such as bicycles and solar lamps. They are also paid a monthly allowance.

In their view, the REV teachers are filling existing vacancies in the rural schools. The REV teachers are always present in the schools. The focus groups in the Sandema district pointed out that because of the important role the REV teachers are playing in their schools, most parents have allowed their sons and daughters who are SSSC holders to offer assistance to schools that lack teachers. They do not receive any of the incentives that the REV teachers get. The focus groups were however alarmed at a rumour that suggested that AAIG was about to end its Rural Education Volunteer Scheme in the region. All the 12 focus groups expressed this concern and pleaded that AAIG should rescind its decision otherwise some of the rural schools would be compelled to close down.

One important observation that can be made at this stage of the analysis is that the Rural Volunteer Scheme is in fulfillment of AAIG's education

objective “to advocate the provision of quality, committed and capable teachers in remote areas”. (Action Aid, 2005, p. 4).

The next phase of the analysis focused on the Shepherd School Scheme as an Alternative Model to ensure quality basic education in the Upper East Region.

Section D of the questionnaire contained items that elicited information from respondents on Shepherd Schools. The respondents were required to indicate whether they ‘strongly Disagree’ (SD), ‘Disagree’ (D), ‘Agree’ (A) or ‘Strongly Agree’ (SA) with 15 separate statements pertaining to the Shepherd School Scheme. Responses were obtained from 16 respondents made up of 8 Shepherd School headteachers, the 6 Circuit Supervisors in circuits where the shepherd schools are located, the District Director of Education and the Action Aid Focal Person of the Bawku West District.

Responses from the respondents provide evidence of the ways AAIG is promoting the Shepherd School Scheme as an Alternative Model to make quality basic education accessible to some rural children. Adequate and suitable classrooms are essential to quality education. AAIG has provided classrooms for Shepherd Schools. This can be deduced from the fact that, all 16 respondents, made up of the headteachers of Shepherd Schools, Circuit Supervisors, the District Director of Education and the Action Aid Focal Person strongly agree with the statement that “Classrooms for Shepherd Schools are provided by AAIG”. In addition to the provision of classrooms, maintenance of the classrooms is done by AAIG. This is evidenced from the responses provided by the 16 respondents. Majority of the respondents, that is, 50% agree with the statement that “Renovation works on Shepherd Schools are carried out by AAIG”. Another 18.7% strongly agree with the statement. We can therefore

conclude that at least 68.7% of them agree that AAIG undertakes renovation works on Shepherd Schools. Only 31.3% of the respondents disagree that AAIG undertakes renovation works in Shepherd Schools. Another essential input that enhances quality education is classroom furniture in terms of tables and chairs for pupils. These are provided by AAIG in the sense that all 100% of the respondents strongly agree with the statements "Shepherd Schools have adequate classroom tables provided by AAIG" and "Shepherd Schools have adequate classroom chairs provided by AAIG". This means that the pupils have suitable places to sit and listen to the teacher, write or read. Teaching and learning is therefore more effective compared with a situation where the pupils lie or sit on the floor to write or read because there are no tables and chairs.

Teachers are also provided with tables and chairs. This was indicated by the respondents as 62.5% of them strongly agreed with the statements "Shepherd Schools have adequate chairs for teachers provided by AAIG" and "Shepherd Schools have adequate tables for teachers provided by AAIG". The remaining 37.5% also agree with the statements. This means that all 100% of the respondents at least agree with the fact that teachers in Shepherd Schools are provided with adequate tables and chairs. Teachers' tables and chairs are a measure of educational quality.

Without adequate tables and chairs for teachers it means that teachers have no place to sit and mark class exercises in the school let alone rest during break periods. Marking of the class register will also be a problem. Conditions of this nature have the potential of lowering the teacher's morale. Therefore, the provision of teachers' tables and chairs by AAIG has a positive impact on the quality of basic education in the Shepherd Schools.

The data also show that AAIG sponsors in-service training for headteachers, teachers and PTAs and SMCs. This can be inferred from the responses provided by the respondents. Out of the 16 respondents 56.2% of them strongly agree with the statement "Headteachers in Shepherd Schools receive in-service training sponsored by AAIG". The remaining 43.8% also agree with the statement. Thus, all 100% of the respondents agree to some extent that AAIG sponsors in-service training programmes for headteachers. Such training if adequate impacts positively on the quality of education because it promotes efficient school management.

With respect to in-service training for teachers, 62.5% of the respondents strongly agree that "Teachers in Shepherd Schools receive in-service training sponsored by AAIG". The remaining 37.5% also agree with the statement. Thus, we can conclude that all 100% of the respondents agree to some extent that AAIG sponsor in-service training for teachers in Shepherd Schools. This obviously impacts positively on the quality of education in Shepherd Schools. Initial teacher training courses are not enough to keep the teacher abreast with the times especially in a fast growing technological world.

Scientific and technological advancements pose new challenges to curriculum developers and the classroom teacher almost on a daily basis. This makes in-service training imperative if quality education is to be maintained. The need for in-service training is even more critical where pupil teachers are recruited to teach in our schools. Therefore the provision of in-service training for Shepherd School teachers through the sponsorship of AAIG must be seen in the light of AAIG's desire to promote quality basic education in the Shepherd Schools.

In terms of PTAs and SMCs, 56.2% of the respondents strongly agree that "PTAs and SMCs receive in-service training sponsored by AAIG". The remaining 43.8% also agree with the statement. It can therefore be concluded that all 100% of the respondents at least agree that AAIG sponsor in-service training for PTAs and SMCs in Shepherd Schools. The importance of this to quality education is that parents and community members play a key role in education. They need to provide some support to teachers and headteachers and the school in general to enhance teaching and learning. It is in the light of this that PTAs and SMCs have become important arms of school administration especially at the basic school level.

There is the need that headteachers, PTAs and SMCs are properly educated on their respective roles through in-service training. The training ensures that there is no role conflict between headteachers, PTAs and SMCs. Such training may result in effective management of schools. Where schools are effectively managed, it impacts positively on teaching and learning and for that matter quality education. The provision of in-service training for PTAs and SMCs of Shepherd Schools by AAIG is therefore to ensure quality education in these schools.

As an alternative, Shepherd Schools provide basic education to children whose roles in the home conflict with normal school hours. This is substantiated by the fact that 100% of the respondents strongly agree with the statement that "Shepherd Schools provide quality basic education to children who cannot attend classes during normal school hours". In addition, "Shepherd Schools help boost girl-child education in the community". This was also strongly agreed upon by all 100% of the respondents in the study. Therefore as

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an alternative model, Shepherd Schools have the potential of making quality basic education for all more of a reality than otherwise.

The nature of rural communities is such that education of children, especially that of the girl-child is most often not one of the priorities of parents. Most parents also prefer to use their children on their farms or as Shepherds. The children also perform domestic chores such as fetching water, firewood, and washing, among others. The question therefore is what can be done so that children attend school and still have time to play their roles in the home without conflict? The answer to this question is provided by the Shepherd Schools as an alternative to the normal school. The Shepherd Schools start and end very early in the morning between 6.00a. and 9.00am. Children are not also forced to use any prescribed school uniform. This has been the attraction of Shepherd Schools to parents in the Bawku West district.

One argument that could be used against the Shepherd Schools in terms of quality is the number of contact hours. The three contact hours (6.00am – 9.00am) may be considered inadequate for effective teaching and learning and therefore quality education. However, it should be noted that learning achievement is not necessarily determined by the number of hours on the school time-table but on how effective the hours are utilized. Learning achievement is even determined more by the level of motivation among teachers and pupils and supervision. In this regard the Shepherd Schools have pupils who are well motivated. This is because the children see Shepherd Schools as the only hope for them to acquire education. There is however, still more to be done in terms of quality. The Shepherd Schools like most schools in the country need teaching and learning materials (including textbooks) and toilet facilities.

However, Action Aid does not provide teaching and learning materials to the Shepherd Schools. This is deduced from the fact that 62.5% of the respondents disagree with the statement that “Shepherd Schools are provided with teaching and learning materials by Action Aid”. Only 37.5% agree to the statement. This means that majority of the schools do not receive support from AAIG in terms of teaching and learning materials. The 2 Focus Groups involving 20 participants from the Bawku West District also brainstormed on shepherd schools as an alternative model. The participants concluded that the shepherd schools were flexible and therefore convenient for most children. They also agreed that the schools have classrooms, pupils’ tables and chairs and teachers’ tables and chairs, which have all been provided by AAIG. Thus, the conclusion drawn during the focus group discussions corroborate the information provided by the Headteachers, Circuit Supervisors, the District Director of Education and the Action Aid Focal Person.

The data also indicate that Shepherd Schools do not have adequate toilet facilities for boys and girls. The schools do not also have adequate teachers and toilet facilities for male and female teachers. This is so because all the 16 respondents from the Bawku-West district capital strongly disagree to the statements that “ Shepherd schools have adequate toilet facilities for boys and girls”, “ Shepherd schools have adequate facilities for male and female teachers” and “Shepherd schools have adequate classroom teachers”. The inadequate number of teachers and toilet facilities impacts negatively on the quality of education. Teachers play a key role in the teaching and learning process. Where there are not enough teachers learning achievement of pupils is usually affected. Without adequate toilet facilities pupils and teachers may

waste time searching for a convenient place to urinate or defecate. This could affect teaching and learning.

These notwithstanding, we can conclude that the Rural Education Volunteer and Shepherd School Schemes are viable alternatives that provide quality basic education for children in rural communities. The Rural Education Volunteer Scheme is in conformity with AAIG's educational objective to "advocate the provision of quality, committed and capable teachers in remote areas." On the other hand, the Shepherd School Scheme conforms to AAIG's educational objective "To strengthen communities to claim their rights to free and equitable education". The provision of the Rural Education Volunteer and Shepherd School Schemes must also be evaluated in the light of AAIG's philosophy to provide limited and strategic support in areas where government has shown commitment to provide services but cannot fulfill its obligations due to insufficient resources. The provision of 'limited but strategic support' means that AAIG will provide support in areas it considers critical which of course must be linked to the people's immediate need.

Therefore to answer research question 7: In what ways is Action Aid promoting Alternative Models as a means to promote quality basic education in the Upper East Region? One can conclude that AAIG has not only introduced the REV teachers and Shepherd Schools as alternatives but has supported their activities in a variety of ways to enhance the quality of basic education. The REV teachers are given in-service training in methodology, attend extra classes during holidays to improve on their knowledge in subjects they failed at the SSSC level and have the tuition fees paid for them by Action Aid. AAIG registers them to re-sit the SSSCE in subjects they failed at the SSSC level and those who make good grades are encouraged to attend training colleges with

sponsorship from the District Assemblies. The REV teachers are also paid allowances, and provided with solar lamps, bicycles and have access to textbooks provided by AAIG. AAIG also provide fuel (petrol) for circuit supervisors to go round the schools on motor bicycles and supervise REV teachers. The REV teachers in turn provide solutions to teacher shortages, lateness and absenteeism in rural schools.

With respect to the Shepherd Schools, AAIG provides the schools with classrooms, pupils' tables and chairs, teachers' tables and chairs, in-service training for headteachers, teachers, PTAs and SMCs. The Shepherd Schools in turn provide quality basic education for children who cannot attend classes during normal school hours. The schools also help to boost girl-child education in the Bawku West District.

CHAPTER SEVEN

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 philosophy and educational objectives of Action Aid International Ghana (AAIG). The philosophy of AAIG is rooted in its vision and mission. Its vision is “A world without poverty in which every person can exercise their right to a life of dignity” while its mission is “To work with poor and marginalized people to eradicate poverty by overcoming the injustice and inequality that cause it” (AAIG, 1999, p. ii).

In line with this AAIG’s philosophy is that poverty can only be eradicated by addressing not only the symptoms of poverty but also tackling the root causes of poverty. To AAIG therefore, symptoms of poverty such as lack of access to services such as health, education, water, extension services, exclusion from decision making and hunger are violations of human rights.

However, in providing assistance, AAIG’s philosophy is that in situations in which government has demonstrated its commitment to fulfilling its obligations to provide services but has insufficient resources to play this role, AAIG will provide limited but strategic support for a specific period of time.

This support will not only be meant to increase access to services but also improve accountability and governance in the delivery of these services. One of the services that AAIG provides assistance in is education. It considers education not only as a fundamental human right but also as an enabling right that enhances people’s access and enjoyment of other basic rights.

In view of this, its educational objectives include:

- (1) to strengthen communities to claim their rights,
- (2) advocate the provision of quality, committed and capable teachers in remote areas,
- (3) strengthen educational networks to engage in educational policy dialogue, and
- (4) develop the confidence of parents and partner communities to ensure quality education (Action Aid International Ghana, 2005,p 4).

Given the above philosophy and educational objectives the natural question to ask is, what has been the contribution of AAIG to quality basic education? This question is legitimate because basic education forms the foundation of any educational system. Therefore, if education is to be used to promote development or eradicate poverty in the northern regions of Ghana, then it is imperative that attention is put on the quality of basic education. To this end, the study sought to find out the contribution of Action Aid International Ghana in the provision of basic school infrastructure in the Upper East Region. The study also aimed at finding out the contribution of AAIG in the provision of textbooks and other teaching/learning materials in basic schools. Another aim of the study was to find out the contribution AAIG has made to address the problem of teacher shortage in the Upper East Region. The study further sought to find out the extent to which Action Aid has contributed to capacity building of headteachers and teachers as a means to promote quality basic education in the Upper East Region. It was also important in this study to find out the extent to which Action Aid has contributed to capacity building of PTAs and SMCs as a means to promote the quality of basic education in the area. It was also equally important to find out how Action Aid's involvement in

girl-child education is contributing to the quality of basic education in the region.

Finally, the study also aimed at finding out ways by which Action Aid is promoting Alternative Models in education as a means to promote quality basic education in the Upper East Region.

Summary

The main findings are that:

1. Through the intervention of AAIG the number of classrooms in primary and JSS has improved considerably. This was indicated by 96.4% of the 110 teachers involved in the study. The information was further confirmed by all the 6 Municipal/District Directors of Education, the 33 CS, and the 3 AAIG Focal Persons. The focus group discussion also yielded the same information. AAIG has also contributed to provide more office accommodation for headteachers.
2. The findings also indicate that AAIG has contributed to improve the furniture situation in terms of the provision of pupils' tables and chairs and teachers' tables and chairs in basic schools in the Upper East Region. Majority of the headteachers, that is, 95.5% said their schools had enough pupils' tables and chairs following AAIG's intervention. Also, 96.4% of the headteachers said their schools had enough teachers' tables and chairs. All the 6 Municipal/District Directors of Education, 33 CS, and the 3 Action Aid Focal Persons confirmed the information. The information was further confirmed through the focus group discussions.
3. The findings also show that AAIG provided a workshop and equipment to the only special school in the Upper East Region. The headteacher of the only

special school stated this. This certainly will improve on the quality of basic education for the handicapped.

4. AAIG has contributed in building the capacities of headteachers, teachers, PTA's and SMCs by making in-service training available to them to enhance their work in basic schools. This was indicated by all the 110 headteachers. The 6 Municipal/District Directors of Education, the 33 CS and the 3 Action Aid Focal Persons also confirmed this.

5. AAIG through its Girl-Child Education Programme on educating parents on the benefits of education of the girl-child and educational tours for girls has succeeded in making more parents develop a more positive attitude towards the education of girls. It is now the desire of parents to see their daughters excel in school. In view of this, one can safely say that AAIG has contributed to the quality of basic education in the region particularly in the Bawku West and Talensi-Nabdam districts. This was indicated by 100% of the headteachers in schools where AAIG's Girl-Child education programmes are initiated. All the 3 Municipal/District Directors of Education, the 17 CS, the 2 Girl-Child Education Officers and the 2 Action Aid Focal Persons in the districts where the programmes are initiated confirmed the information.

6. Action Aid International Ghana, through the Municipal and District Education Offices recruit SSSC holders with relatively good grades from local rural communities as Rural Education Volunteer teachers. The volunteers are then given in-service training in methodology to equip them with skills in teaching. The training is sponsored by AAIG. This was indicated by all the 110 headteachers involved in the study. The 6 Municipal/District Directors of Education, the 33 CS and the 30 REV teachers also supported this information.

7. The REV teachers are made to upgrade their knowledge and competencies through extra classes sponsored by AAIG. The REV teachers are also given various incentives and allowances by AAIG. This was indicated by all 100% of the headteachers in the study. The 6 Municipal/District Directors of Education, the 33 CS, the 3 Action Aid Focal Persons and the 30 REV teachers indicated same.
8. The REV teachers provide a solution to the shortage of teachers, teacher absenteeism and lateness in rural schools. This has contributed to improve the staffing situation in the region. In the Table 3, we realise that out of the 110 headteachers, 90.9% of them indicated that their schools had adequate teachers following AAIG's intervention compared with only 50% before the intervention as in Table 2. This gives credence to the fact that REV teachers actually provide a solution to the shortage of teachers in rural communities. All the 110 headteachers, 6 Municipal/District Directors of Education, 33 Circuit Supervisors, 3 Action Aid Focal Persons and 30 REV teachers also indicated that REV teachers provide a solution to teacher absenteeism and lateness in rural communities.
9. The Shepherd School Scheme as an alternative model provides flexible conditions that make it possible for children who cannot attend classes during normal school hours to receive quality basic education. Shepherd schools also help to boost Girl-Child Education in rural communities. All the 16 respondents in the Bawku West District where the Shepherd Schools are located indicated this.
10. Shepherd Schools are provided with classrooms and furniture for both pupils and teachers. All the 16 respondents in the Bawku West District stated this.

11. Headteachers, Teachers PTAs and SMCs in Shepherd Schools receive in-service training sponsored by AAIG. This was indicated by all the 16 respondents in the Bawku West District.

12. Action Aid International Ghana carries out renovation works on Shepherd Schools. This was indicated by 68.7% of the 16 respondents from the Bawku West District.

13. It is however evident from the findings that AAIG has not contributed much in the provision of textbooks and other learning materials. The only contribution it made was the provision of Ghanaian Language textbooks to 15 schools, mostly located in the Bawku West District. Apart from this, it has not contributed in the provision of other textbooks. This was indicated by all the 110 headteachers, the 6 Municipal/District Directors of Education, the 33 CS and 3 Action Aid Focal Persons. This information was confirmed through the focus group discussions.

14. The findings also show that training on good record keeping and financial management and book keeping for headteachers was inadequate. On good record keeping, 51.8% of the headteachers indicated this. With respect to training on financial management and book keeping, all 110 of the headteachers indicated this. With respect to good record keeping, the 50% of the Municipal/District Directors of Education, 54.5% of the CS and 100% of the Action Aid Focal Persons agreed that the training was inadequate.

15. The findings further show that AAIG did not organise in-service training on content in the various subjects taught at both the primary and JSS levels. This was indicated by all 110 headteachers involved in the study. The headteachers further indicated that the training in methodology for the various subjects was inadequate. The principal reason for this was that the training was

not organised on regular basis. All the 6 Municipal/District Directors of Education, the 33 CS and the 3 Action Aid Focal Persons confirmed this.

16. The findings also show that in-service training for PTAs and SMCs was not adequate because it was not organised on regular basis. This was indicated by all 110 headteachers in the study. This was also indicated by the 6 Municipal/District Directors of Education, the 33 CS and the 3 Action Aid Focal Persons. The focus group discussions also arrived at the same conclusions.

17. Shepherd Schools do not have adequate teachers, toilet facilities for boys and girls and for male and female teachers. All the 16 respondents from the Bawku West District indicated this. Shepherd Schools are also not provided with teaching and learning materials by AAIG. This was stated by 62.5% of the 16 respondents from the Bawku West District.

18. AAIG has not made any impact on the provision of school libraries, library books and furniture, and toilet facilities. All the 110 headteachers, the 6 Municipal/District Directors of Education, the 33 CS and the 3 Action Aid Focal Persons indicated this. The focus group discussions also confirmed this. However, given the philosophy of Action Aid, to provide strategic support only in situations in which government has demonstrated its commitment to fulfilling its obligations to provide services but has insufficient resources to play this role, we may conclude that Action Aid did not consider the provision of those inputs strategic. In addition, the priority needs of the people play an important role in influencing the type of support Action Aid gives to communities.

Conclusions

An attempt has been made to evaluate the extent of contribution made by AAIG in the provision of educational inputs with respect to infrastructure, textbooks and other teaching and learning materials and teachers. An attempt has also been made to evaluate the extent of contribution of AAIG in capacity building, girl child education and the promotion of alternative models in education as means to improve on the quality of basic education in the Upper East Region. The data analysis and discussions so far indicate that the contribution made by AAIG are:

- (i) provision of classrooms
- (ii) use of suitable materials to construct classrooms
- (iii) provision of pupils' tables and chairs and teachers' tables and chairs
- (iv) provision of teachers to improve on the staffing situation in basic schools in the region.
- (v) provision of workshop, carpentry tools, sewing machines and dual desks for the Gbeogo Special School for the Deaf (the only special school in the region).
- (vi) sponsorship of in-service training programmes to build the capacity of headteachers and teachers. For example the headteacher of Kugsabila, Anise, Tongo-Beo, Soegegu and Kamega primary schools indicated that they benefited from two (2) in-service training sponsored by AAIG.
- (vii) sponsorship of in-service training programmes to build the capacity of PTAs and SMCs.
- (viii) education of parents on the benefits of the education of the girl child.
- (ix) educational tours for girls to interact with role models.
- (x) provision of in-service training for REV teachers

- (xi) provision of extra-classes and textbooks for REV teachers to upgrade their knowledge and competencies
- (xii) provision of incentive packages such as bicycles, solar lamps, payment of SSSCE fees and allowances for REV teachers.
- (xiii) provision of classrooms for Shepherd Schools
- (xiv) renovation of classrooms for Shepherd Schools
- (xv) provision of pupils' tables and chairs in Shepherd Schools
- (xvi) provision of teachers' tables and chairs in Shepherd Schools
- (xvii) provision of in-service training for headteachers, teachers, PTAs and SMCs in Shepherd Schools.
- (xviii) REV teachers supported by AAIG in turn provide solutions to the problems of teacher shortages, absenteeism and lateness in rural schools .
- (xix) Shepherd Schools also in turn provide flexible conditions in terms of timing and school uniforms making it possible for children with peculiar problems to attend school.

The general conclusion therefore is that AAIG has made immense contributions to improve on the quality of basic education in the region .It has done this generally through the provision of essential educational inputs, capacity building of headteachers, teachers, PTAs and SMCs, promotion on girl-child education and alternative models in education. AAIG's contribution has been guided by its philosophy and educational objectives.

Recommendations

The following recommendations are made in the light of the above findings:

1. It was realised from the study that the training for headteachers in good record-keeping and financial management and book-keeping was inadequate. It is therefore recommended to AAIG to make the training of headteachers on good record keeping and financial management and book-keeping a priority.
2. Another issue is that there is no in-service training for teachers in content and training methodology has also not been adequate. This tends to affect teachers' mastery of subject matter they teach as well as the methods they use. In this regard, it is recommended to Action Aid to make in-service training in content and methodology one of its priorities. This could be done by mobilising support or resources from other development partners.
3. Though AAIG has contributed in making in-service training available to PTAs and SMCs to improve on the quality of basic education, much has to be done in terms of adequacy of such training. For PTAs and SMCs to function more effectively, it is important that their training be on regular basis. In this regard, it is recommended to AAIG to collaborate with other development partners as well as lobby district assemblies and the Ghana Education Service to make regular budgetary allocation for in-service training of PTAs and SMCs.
4. Most JSS lack workshops and equipment for practicals. This has a negative impact on the quality of education in the country. In this respect, it is recommended to Action Aid to make the provision of workshops and equipment one of its priorities.

5. The findings suggest that practical programmes on the education of parents on the benefits of girl-child education and educational tours are more effective than television and radio programmes. It is therefore recommended to AAIG to extend its practical programmes on the education of parents on the benefits of girl-child education to all communities in the Upper East Region, especially its development areas.
6. The REV teachers are given support in diverse ways to promote quality basic education. However, the allowance of one hundred and fifty thousand cedis (¢150,000) given to them is considered inadequate by most of them given the prevailing economic conditions. This could affect their motivation. Action Aid International Ghana should therefore consider revising the allowance.
7. Most rural communities see the REV Scheme as the only hope for them to get teachers for their schools. Therefore any plans to stop the scheme, as expressed in the fears of the focus groups, should be reconsidered by AAIG. Probably what AAIG needs to do in the event that it wants to stop the scheme is to share its experiences with GES and Municipal/District Assemblies and convince them to adopt the scheme.
8. For the Shepherd School Scheme to be a very viable alternative, it is important that Shepherd Schools have adequate teachers, teaching and learning materials (including textbooks) and toilet facilities for pupils and teachers. Action Aid International Ghana should therefore dialogue with relevant bodies such as the GES and the District Assemblies to provide some of these essential inputs for Shepherd Schools. Teaching and learning materials could be provided by the GES while the District Assemblies provide toilet facilities. With respect to teachers, what probably needs to be done is to

expand the Rural Education Volunteer Scheme with support from the communities, GES and the District Assemblies.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR HEADTEACHERS/DISTRICT DIRECTORS OF EDUCATION, CIRCUIT SUPERVISORS, ACTION AID FOCAL PERSONS, GIRL-CHILD EDUCATION OFFICERS AND RURAL EDUCATION VOLUNTEER TEACHERS

This questionnaire seeks to solicit information for the purpose of an academic research. Any information provided would therefore be treated as strictly confidential.

Your anonymity is highly guaranteed. This researcher would therefore be very pleased if you answer the questions as frankly as possible. Girl-Child Education Officers and rural education volunteer teachers are to respond to only sections of the questionnaire that relate to the promotion of Girl-Child Education and the Rural Education Volunteer scheme respectively.

SECTION A

CONDITIONS PREVAILING IN THE SCHOOL(S) BEFORE ACTION AID'S INTERVENTION/ASSISTANCE

Major components of conditions in the school are provided below. Under each component are lists of items with some remarks against them. Under the remarks column tick (✓) the appropriate response that best describes conditions in the school(s) before Action Aid's intervention.

COMPONENT 1: INFRASTRUCTURE

ITEM 1:	1. ADEQUATE	2. INADEQUATE
CLASSROOMS		
P1 Classroom(s)		
P2 Classroom(s)		
P3 Classroom(s)		
P4 Classroom(s)		
P5 Classroom(s)		
P6 Classroom(s)		
J.S.S. 1 Classroom(s)		
J.S.S. 2 Classroom(s)		
J.S.S. 3 Classroom(s)		

Comment briefly on your answer.

.....

ITEM 2: MATERIAL USED TO CONSTRUCT CLASSROOMS	1. SUITABLE	2. UNSUITABLE
Mud		
Cement block		
Cladded pavilions		
Uncladded pavilions		
Under trees		

Please, any other (Specify)

.....

Briefly comment on your answer

.....

ITEM 3:	CLASSROOM	1. ADEQUATE	2. INADEQUATE
FURNITURE			
Pupils' tables			
Pupils' chairs			
Teachers' tables			
Teachers' chairs			

Please, comment briefly on your answer

.....
.....

ITEM 4: SCHOOL LIBRARY	1. AVAILABLE	2. NOT AVAILABLE
Library building		
Library tables		
Library chairs		
Library books		

Please briefly comment on your answer

.....
.....

ITEM 5: LIBRARY BOOKS AND FURNITURE	1. ADEQUATE	2. INADEQUATE
Library books		
Library tables		
Library chairs		

Please, briefly comment on your answer

.....
.....

ITEM 6: TOILET FACILITIES	1. AVAILABLE	2. NOT AVAILABLE
Toilet facilities for boys		
Toilet facilities for girls		
Toilet facilities for male teachers		
Toilet facilities for female teachers		

Comment briefly on your answer

.....
.....

ITEM 7: TOILET FACILITIES	1. SUITABLE	2. UNSUITABLE
Toilet facilities for boys		
Toilet facilities for girls		
Toilet facilities for male teachers		
Toilet facilities for female teachers		

Please, comment on your answer

.....

ITEM 8: WATER	1. AVAILABLE	2. NOT AVAILABLE
Stand pipes		
Bore-holes		
Wells		

Please any other (specify).....

ITEM 9: HEADMASTER'S OFFICE	1. AVAILABLE	2. NOT AVAILABLE

Comment briefly on your answer

.....

COMPONENT 2: TEXTBOOKS AND OTHER LEARNING MATERIALS

ITEM 1: TEXTBOOKS	1. ADEQUATE	2. INADEQUATE
Pupil English textbooks		
Pupil Maths textbooks		
Pupil RME textbooks		
Pupils Social Studies textbooks		
Pupil Science textbooks		
Pupil Pre-technical Skills textbooks		
Pupil Vocational Skills textbooks		
Pupil Cultural Studies textbooks		
Pupil Agric Science textbooks		
Pupil Ghanaian Language textbooks		
Pupil French textbooks		
Pupil Supplementary Reading		

Please any other (specify).....

ITEM 2: OTHER LEARNING MATERIALS	1. ADEQUATE	2. INADEQUATE
Exercise books		
Teachers' note books		
Teachers' Reference book		
Teachers' Hand books		
Wall maps		
Workshops for practicals		

Please any other (specify).....

Explain your answer.....

COMPONENT 3: STAFFING

ITEM 1: TEACHERS	1. ADEQUATE	2. INADEQUATE
Teacher for P1		
Teacher for P2		
Teacher for P3		
Teacher for P4		
Teacher for P5		
Teacher for P6		
Teacher for English in JSS		
Teacher for Maths in JSS		
Teacher for Science in JSS		
Teacher for Pre-technical Skills in JSS		
Teacher for Vocational Skills in JSS		
Teacher for Agric. Science in JSS		
Teacher for RME in JSS		
Teacher for Cultural Studies in JSS		
Teacher for Social Studies in JSS		
Teacher for Ghanaian Language in JSS		
Teacher for French in JSS		

Comment briefly on your answer.....

ITEM 2: QUALIFICATION OF TRAINED TEACHERS	1. AVAILABLE	2. NOT AVAILABLE
Teachers with first degree		
Teachers with diploma		
Teachers with 3-year Post-Sec. Cert.		
Teachers with 4-year Post-Middle Cert.		

Please any other (specify).....

ITEM 3: QUALIFICATION OF UNTRAINED TEACHERS	1. AVAILABLE	2. NOT AVAILABLE
Teachers with 'A' Level Certificate		
Teachers with 'O' Level Certificate		
Teachers with HND Certificate		
Teachers with S.S.S.C.E. Certificate		
Teachers with MSLC Certificate		

Please, any other.....

COMPONENT 4: IN-SERVICE TRAINING

ITEM 1: TRAINING OF HEAD TEACHERS	1. AVAILABLE	2. NOT AVAILABLE
Training on effective supervision		
Training on Head teacher/teacher relationship		
Training of school/community relationship		
Training on good record keeping		
Training on Financial management and book-keeping		

Please any other (specify).....

ITEM 5: TRAINING OF HEAD TEACHERS	1. ADEQUATE	2. INADEQUATE
Training on effective supervision		
Training on Head teacher/teacher relationship		
Training on school/community relationship		
Training on good record keeping		
Training on financial management and book-keeping		

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

Comment briefly on your answer.....

ITEM 2: TRAINING OF TEACHERS	1. AVAILABLE	2. NOT AVAILABLE
Training on preparation of teacher/learning materials		
Training on methodology in English Language		
Training on methodology in Ghanaian Language		
Training on methodology in French		
Training on methodology in Mathematics		
Training on methodology in Science		
Training on methodology in Agric. Science		
Training on methodology in Pre-technical Skills		
Training on methodology in Vocational Skills		
Training on methodology in Social Studies		
Training on methodology in Cultural Studies		
Training on methodology in RME		
Training on content in English Language		
Training on content in Ghanaian Language		
Training on content in French		
Training on content in Mathematics		
Training on content in Science		
Training on content in Agric. Science		
Training on content in Pre-technical Skills		
Training on content in Vocational Skills		
Training on content in Social Studies		
Training on content in Cultural Studies		
Training on content in RME		

Please, any other (specify).....
 Comment briefly on your answer.....

ITEM 6: TRAINING OF TEACHERS	1. ADEQUATE	2. INADEQUATE
Training on preparation of teacher/learning materials		
Training on methodology in English Language		
Training on methodology in Ghanaian Language		
Training on methodology in French		
Training on methodology in Mathematics		
Training on methodology in Science		
Training on methodology in Agric. Science		
Training on methodology in Pre-technical Skills		
Training on methodology in Vocational Skills		
Training on methodology in Social Studies		
Training on methodology in Cultural Studies		
Training on methodology in RME		
Training on content in English Language		
Training on content in Ghanaian Language		
Training on content in Ghanaian Language		
Training on content in French		
Training on content in Mathematics		
Training on content in Science		
Training on content in Agric. Science		
Training on content in Pre-technical Skills		
Training on content in Vocational Skills		
Training on content in Social Studies		
Training on content in Cultural Studies		
Training on content in RME		

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

Comment briefly on your answer.....

ITEM 3: TRAINING OF PTAs	1. AVAILABLE	2. NOT AVAILABLE
Training on the roles of PTAs in schools		
Training on how parents could assist their wards learn at home.		
Training on effect of child labour on pupils' academic performance in school.		
Training on school/community relationship		

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

Comment briefly on your answer.....

ITEM 7: TRAINING OF PTAs	1. ADEQUATE	2. INADEQUATE
Training on the roles of PTAs in schools.		
Training on how parents could assist their wards learn at home.		
Training on effect of child labour on pupils' academic performance in school.		
Training on school/community relationship.		

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

Comment briefly on your answer.....

ITEM 4: TRAINING OF SMCs	1. AVAILABLE	2. NOT AVAILABLE
Training on roles of SMCs in schools.		
Training on how SMCs could assist head teachers run schools effectively.		
Training on effective collaboration between SMCs, PTAs and headteachers/teachers for high productivity.		

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

Comment briefly on your answer.....

.....

ITEM 8: TRAINING OF SMCs	1. ADEQUATE	2. INADEQUATE
Training on roles of SMCs in schools.		
Training on how SMCs could assist head teachers run schools effectively.		
Training on effective collaboration between SMCs, PTAs and head teachers/teachers for high productivity.		

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

Comment briefly on your answer.....

.....

COMPONENT 5: GIRL-CHILD EDUCATION

ITEM: PROMOTING GIRL-CHILD EDUCATION	1. AVAILABLE	2. NOT AVAILABLE
Payment of school fees for needed girls.		
Provision of food rations.		
Provision of school uniform for girls.		
Educating parents on benefits of girl-child education.		
Educational tours for girls to interact with role models.		

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

Comment briefly on your answer.....

.....

SECTION B

CONDITIONS AFTER ACTION AIDS' INTERVENTION

Major components of conditions in the school are provided below. Under each component are list of items with some remarks against them. Under the remarks column tick (√) the appropriate response that best describes conditions in the school(s) after Action Aid's intervention.

COMPONENT 1: INFRASTRUCTURE

ITEM 1: CLASSROOMS	1. ADEQUATE	2. INADEQUATE
P1 Classroom(s)		
P2 Classroom(s)		
P3 Classroom(s)		
P4 Classroom(s)		
P5 Classroom(s)		
P6 Classroom(s)		
J.S.S. 1 Classroom(s)		
J.S.S. 2 Classroom(s)		
J.S.S. 3 Classroom(s)		

Comment briefly on your answer:

.....

ITEM 2: MATERIAL USED TO CONSTRUCT CLASSROOMS	1. SUITABLE	2. UNSUITABLE
Mud		
Cement block		
Cladded pavilions		
Uncladded pavilions		
Under trees		

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

Briefly comment on your answer.....

ITEM 3: CLASSROOM FURNITURE	1. ADEQUATE	2. INADEQUATE
Pupils' tables.		
Pupils' chairs		
Teachers' tables		
Teachers'		

Please, comment briefly on your answer.....

ITEM 4: SCHOOL LIBRARY	1. AVAILABLE	2. NOT AVAILABLE
Library building		
Library tables		
Library chairs		
Library books		

Briefly comment on your answer.....

ITEM 5: LIBRARY BOOKS AND FURNITURE	1. ADEQUATE	2. INADEQUATE
Library books		
Library tables		
Library chairs		

Briefly comment on your answer:.....

ITEM 6: TOILET FACILITIES	1. AVAILABLE	2. NOT AVAILABLE
Toilet facilities for boys		
Toilet facilities for girls		
Toilet facilities for male teachers.		
Toilet facilities for female teachers.		

Comment briefly on your answer:.....

ITEM 7: TOILET FACILITIES	1. SUITABLE	2. UNSUITABLE
Toilet facilities for boys		
Toilet facilities for girls.		
Toilet facilities for male teachers.		
Toilet facilities for female teachers.		

Comment briefly on your answer.....

ITEM 8: WATER	1. AVAILABLE	2. NOT AVAILABLE
Stand pipes		
Bore-holes		
Wells		

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

ITEM 9: HEADMASTER'S OFFICE	1. AVAILABLE	2. NOT AVAILABLE

Comment briefly on your answer.....

COMPONENT 2: TEXTBOOKS AND OTHER LEARNING MATERIALS

ITEM 1: TEXTBOOKS	1. ADEQUATE	2. INADEQUATE
Pupil English textbooks		
Pupils Maths textbooks		
Pupil RME textbooks		
Pupil Social Studies textbooks.		
Pupil Science textbooks		
Pupil Pre-technical Skills textbooks		
Pupil Vocational Skills textbooks		
Pupil Cultural Studies textbooks		
Pupil Agric. Science textbooks		
Pupil Ghanaian Language textbooks		
Pupil French textbooks		
Pupil Supplementary Reading		

Please, briefly comment on your answer

ITEM 2: OTHER LEARNING MATERIALS	1. ADEQUATE	2. INADEQUATE
Exercise books		
Teachers' note books		
Teachers' Reference books		
Teachers' Hand books		
Wall maps		
Workshops for practicals		

Please, any other (specify)

Explain your answer

COMPONENT 3: STAFFING

ITEM 1: TEACHERS	1. ADEQUATE	2. INADEQUATE
Teacher for P1		
Teacher for P2		
Teacher for P3		
Teacher for P4		
Teacher for P5		
Teacher for P6		
Teacher for English in J.S.S.		
Teacher for Maths in J.S.S.		
Teacher for Science in J.S.S.		
Teacher for Pre-technical Skills in J.S.S.		
Teacher for Vocational Skills in J.S.S.		
Teacher for Agric. Science in J.S.S.		
Teacher for RME in J.S.S.		
Teacher for Cultural Studies in J.S.S.		
Teacher for Social Studies in J.S.S.		
Teacher for Ghanaian Language in J.S.S.		
Teacher for French in J.S.S.		

Please, any other (specify)

Briefly comment on your answer.....

ITEM 2: QUALIFICATION OF TRAINED TEACHERS	1. AVAILABLE	2. NOT AVAILABLE
Teachers with first degree		
Teachers with diploma		
Teachers with 3-year Post-Sec. Cert.		
Teachers with 4-year Post-Middle Cert		

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

ITEM 3: QUALIFICATION OF UNTRAINED TEACHERS	1. AVAILABLE	2. NOT AVAILABLE
Teachers with 'A' Level Certificate		
Teachers with 'O' Level Certificate		
Teachers with HND Certificate		
Teachers with S.S.S.C.E. Certificate		
Teachers with MSLC Certificate		

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

COMPONENT 4: IN-SERVICE TRAINING

ITEM 1: TRAINING OF HEAD TEACHERS	1. AVAILABLE	2. NOT AVAILABLE
Training on effective supervision		
Training on Head teacher/teacher relationship		
Training on school/community relationship		
Training on good record keeping		
Training on Financial management and book-keeping		

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

Comment briefly on your answer.....

ITEM 2: TRAINING OF TEACHERS	1. AVAILABLE	2. NOT AVAILABLE
Training on preparation of teacher/learning materials.		
Training on methodology in English Language.		
Training on methodology in Ghanaian Language		
Training on methodology in French.		
Training on methodology in mathematics		
Training on methodology in Science.		
Training on methodology in Agric. Science		
Training on methodology in Pre-technical Skills.		
Training on methodology in Vocational Skills.		
Training on methodology in Social Studies		
Training on methodology in Cultural Studies.		
Training on methodology in RME		
Training on content in English Language		
Training on content in Ghanaian Language.		
Training on content in French.		
Training on content in Mathematics.		
Training on content in Science.		
Training on content in Agric. Science		
Training on content in Pre-technical Skills		
Training on content in Vocational Skills		
Training on content in Social Studies.		
Training on content in Cultural Studies.		
Training on content in RME		

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

Comment briefly on your answer:.....

.....

ITEM 3: TRAINING OF PTAs	1. AVAILABLE	2. NOT AVAILABLE
Training on the roles of PTAs in schools.		
Training on how parents could assist their wards learn at home.		
Training on effect of child labour on pupils' academic performance in school.		
Training on school/community relationship.		

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

Comment briefly on your answer.....

.....

ITEM 4: TRAINING OF SMCs	1. AVAILABLE	2. NOT AVAILABLE
Training on roles of SMCs in schools.		
Training on how SMCs could assist head teachers run schools effectively.		
Training on effective collaboration between SMCs, PTAs and head teachers/teachers for high productivity.		

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

Comment briefly on your answer.....

.....

ITEM 5: TRAINING OF HEAD TEACHERS	1. ADEQUATE	2. INADEQUATE
Training on effective supervision.		
Training on Head teacher/teacher relationship.		
Training on school/community relationship.		
Training on good record keeping.		
Training on financial management and book-keeping		

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

Comment briefly on your answer.....

ITEM 6: TRAINING OF TEACHERS	1. ADEQUATE	2. INADEQUATE
Training on preparation of teacher/learning materials.		
Training on methodology in English Language.		
Training on methodology in Ghanaian Language.		
Training on methodology in French.		
Training on methodology in Mathematics.		
Training on methodology in Science.		
Training on methodology in Agric. Science.		
Training on methodology in Pre-technical Skills.		
Training on methodology in Vocational Skills.		
Training on methodology in Social Studies.		
Training on methodology in Cultural Studies.		
Training on methodology in RME		
Training on content in English Language.		
Training on content in Ghanaian Language		
Training on content in French.		
Training on content in Mathematics.		
Training on content in Science.		
Training on content in Agric. Science		
Training on content in pre-technical Skills.		
Training on content in Vocational skills.		
Training on content in Social Studies.		
Training on content in Cultural Studies.		
Training on content in RME		

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

Comment briefly on your answer:.....

ITEM 7: TRAINING OF PTAs	1. ADEQUATE	2. INADEQUATE
Training on the roles of PTAs in schools.		
Training on how parents could assist their wards to learn at home.		
Training on effect of child labour on pupils' academic performance in school.		
Training on school/community relationship.		

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

Comment briefly on your answer:.....

.....

ITEM 8: TRAINING OF SMCs	1. ADEQUATE	2. INADEQUATE
Training on roles of SMCs in schools.		
Training on how SMCs could assist head teachers run schools effectively.		
Training on effective collaboration between SMCs, PTAs and head teachers/teachers for high productivity.		

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

Comment briefly on your answer:.....

.....

COMPONENT 5: GIRL-CHILD EDUCATION

ITEM 1: PROMOTING GIRL-CHILD EDUCATION	1. AVAILABLE	2. NOT AVAILABLE
Payment of school fees for needed girls.		
Provision of food rations.		
Provision of school uniform for girls.		
Educating parents on benefits of girl-child education.		
Educational tours for girls to interact with role models.		

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

Comment briefly on your answer:.....

.....

SECTION C

CONDITIONS AFTER ACTION AID'S INTERVENTION RURAL

EDUCATION VOLUNTEERS

Indicate whether you Strongly Disagree (SD), Disagree (D), Agree (A) or Strongly Agree (SA) against the following statements concerning Rural Education Volunteers and activities of Action Aid in Upper East Region.

STATEMENT	STRONGLY DISAGREE (SD) (1)	DISAGREE (D) (2)	AGREE (A) (3)	STRONGLY AGREE (SA) (4)
REV teachers are given in-service training in methodology sponsored by AAIG				
REV teachers attend extra classes to upgrade their knowledge and competencies sponsored by AAIG.				
REV teachers have access to relevant textbooks and other learning materials for their studies provided by AAIG.				
REV teachers have their SSSCE fees paid for them by AAIG to re-sit failed papers.				
REV teachers are given incentives such as bicycles and solar lamps by AAIG.				

STATEMENT	STRONGLY DISAGREE (SD)	DISAGREE (D)	AGREE (A)	STRONGLY AGREE (SA)
REN teachers are paid allowances by AAIG.	(1)	(2)	(3)	(4)
REN teachers provide a solution to shortage of teachers in rural schools.				
REN teachers provide a solution to teacher absenteeism in rural schools.				
REN teachers contribute to minimize teacher lateness in rural schools.				
REN teachers serve as role models to pupils thereby inducing quality teaching and learning.				

SECTION D

STATEMENT	STRONGLY DISAGREE (SD) (1)	DISAGREE (D) (2)	AGREE (A) (3)	STRONGLY AGREE (SA) (4)
Classrooms for Shepherd Schools are provided by Action Aid.				
Shepherd schools have adequate classroom teachers.				
Shepherd Schools have adequate classroom tables provided by AAIG.				
Shepherd Schools have adequate classroom chairs provided by AAIG.				
Shepherd Schools have adequate chairs for teachers provided by AAIG.				
Shepherd schools have adequate tables for teachers provided by AAIG.				
Shepherd schools are provided with teaching/learning materials by AAIG.				
Renovation works on Shepherd Schools are carried out by AAIG.				
Shepherd Schools have adequate toilet facilities for boys and girls.				
Shepherd Schools have adequate toilet facilities for male and female teachers.				
Headteachers in Shepherd schools receive in-service training sponsored by AAIG.				

Teachers in Shepherd Schools receive in-service training sponsored by AAIG

STATEMENT	STRONGLY DISAGREE (SD) (1)	DISAGREE (D) (2)	AGREE (A) (3)	STRONGLY AGREE (SA) (4)
PTAs and SMCs receive in-service training sponsored by AAIG				
Shepherd Schools provide quality basic education to children who cannot attend classes during normal school hours.				
Shepherd schools help boost girl-child education in the community				

APPENDIX B

FOCUS GROUP DISCUSSION GUIDE FOR PTAs, PARENTS, ASSEMBLYMEN/WOMEN AND OPINION LEADERS

1. What was the state of essential inputs before AAIG's intervention?
2. What are the changes in the state of essential inputs now which can be attributed to AAIG/s intervention?
3. Did PTAs and SMCs receive any training to enable them function well in their schools before AAIG'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 AAIG?
7. What are the main features of the training sponsored by AAIG?
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 AAIG's intervention?
10. How is AAIG promoting girl-child education in your community?
11. How is AAIG supporting the REV scheme?
12. What are some of the benefits of having REV teachers in the school?
13. Who is AIG supporting the Shepherd Schools?
14. What are some of the benefits of Shepherd Schools?