

UNIVERSITY OF CAPE COAST

CONTRIBUTIONS OF WORLD VISION GHANA
IN SUPPORT OF BASIC EDUCATION IN RURAL GHANA:
A CASE STUDY OF THE TWIFO HEMANG LOWER DENKYIRA DISTRICT

BY

JOHN BARNETT QUAICOO

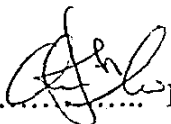
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DECLARATION

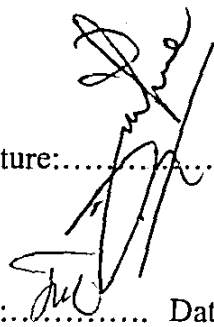
CANDIDATE'S DECLARATION


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.

Candidate's Name: John Barnett Quaicoo Signature:  Date: 15/06/06.

SUPERVISOR'S DECLARATION

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

Principal Supervisor's Name: Prof. J.A. Opare Signature:  Date: 15/06/06

Supervisor's Name: Mrs. Janet Koomson Signature:  Date: 15/06/06

ABSTRACT

This study was designed to find out the contributions of World Vision Ghana (WVG) to the development of basic education in the Twifo Hemang-Lower Denkyira District (THLDD) in the Central Region in Ghana.

The study involved a sample of 469, comprising 24 district education officials, 10 DEOC members, 24 headteachers, 13 staff of WVG (Twifo ADP), the head of education and capacity building – WVG, 48 child welfare service officers (CWSO), 120 parents and 240 community members. The questionnaire, interviews, focus group discussions and observation were the main instruments employed to collect data for this descriptive survey. A return rate of 100% was achieved for the questionnaires administered. The main methods used in analyzing the data were frequency and percentage distributions.

The major findings were that WVG has to a large extent contributed to improvement in teaching and learning, efficiency in school management and increasing access and participation at the basic level of education in the district through training, and the provision of school facilities. Another major finding from the study is that 60% of all the support given to pupils in basic education goes to the girl child to encourage girl child education.

From the study, it is found that WVG has been successful in its efforts at HIV/AIDS education at the basic education level through sensitization by the various club formed by WVG and their positive activities. WVG has also contributed to the moral development of the pupils in their various community-

schools through the activities of the GOOD NEWS clubs formed by WVG. In addition nutrition and sanitation has improved in the environment at the school and in the community at large through the activities of the nutrition and sanitation clubs. Above all the study indicated that WVG projects experiences problems such as bad roads, unfavourable seasons, apathy on the part of community members and financial constraints.

It was realized from the study that the WVG has provided teachers accommodation in some communities on the whole; however, in the perception of communities, this effort is not adequate. It is therefore recommended to WVG to consider accommodation for teachers in their future plans.

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Assistance was also received from Mr. Clement Odua-Mensah, Director for Education and Capacity Building, WVG, Accra of whom, through discussions, imparted his very rich experience and relevant information to enrich the study.

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DEDICATION

This study is dedicated to all my family members especially my parents Mr. and Mrs. Quaicoo and siblings Golda Betty Quaicoo, Michael Atta Quaicoo, Mildred Esi Quaicoo, Shirley Quaicoo, Carl Abbam Quaicoo, Doreen Quaicoo, Dorinda Quaicoo and Ato Aboagye Quaicoo for their sacrifices, encouragement, understanding and support which inspired me to pursue this course.

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TABLE OF CONTENTS

PAGE		
	Declaration	ii
	Abstract	iii
	Acknowledgements	v
	Dedications	vii
	Table of Contents	viii
	List of Tables	xiii
	List of Abbreviations	xv
CHAPTER		
One	INTRODUCTION	1
	Background to the Study	1
	Statement of the Problem	7
	Purpose of the Study	8
	Research Questions	9
	Significance of the Study	10
	Delimitation	11
	Organization of the Study	11
	Definition of Terms	12
Two	LITERATURE REVIEW	13
	What is Basic Education?	13
	Importance of Basic Education	15

	Page
Brief History of Educational Development in Ghana	17
Constitutional Provision and Components/ Objectives of FCUBE	24
Quality of Basic Education	26
Pupil Performance in Examination	28
Teacher Effectiveness	29
Formal Academic Study and Teacher Training	29
Subject Mastery, Verbal Ability and Attitudes Towards Teaching and Availability	30
Pupil/Teacher Ratio	30
Availability of Educational Materials	31
Effective Supervision of the School System	32
Lack of Adequate Provision of Workshop Facilities for the JSS System	33
Modification of School Curriculum for Functional Education	33
Girl Child Education	34
Lack of Suitable Physical Structures	34
Extra Classes in Public Schools	35
Control and Governance of Pre-tertiary Institutions	36
Early Childhood Development	36
Funding at the Basic Education Level	38

	Page
Stakeholders in Basic Education	41
Potentials of Stakeholders in Support of Basic Education	42
Community-Based School Support Organisation (CBSSO)	47
School Management Committees (SMC)	47
Parent – Teacher Association (PTA)	48
The Traditional Authorities	48
Religious Organizations / Bodies	49
Unit Committees	49
Non – Governmental Organizations	50
Definition of NGOs Activities and Classifications	51
Some NGOs in Ghana	54
Action Aid/Ghana	54
Catholic Relief Services/Ghana (CRS)	55
Voluntary Service Overseas (VSO)/Ghana	57
School For Life (SFL)	57
World University Service of Canada (WUSC)	58
Care Ghana	59
Partners for Internet in Education (PIE)	59
World Vision International/Ghana (WVI/WVG)	61
Operational Sectors	62
WVG’s Experiences in the Northern Sector Intervention	65
Current Status in the Northern Sector	66

	Impact of the Northern Sector Intervention	68
	WVG's Experiences in the Central Sector Intervention	71
	Current Status in the Central Sector	72
	Impacts of the Central Sector Intervention	75
	WVG's Experiences in the Southern Sector Intervention	77
	Current Status in the Southern Sector	79
	WVG's support for Education in Ghana	82
Three	METHODOLOGY	85
	The Research Design	85
	Population and Sample	86
	Instruments for Data Collection	88
	Data Collection Procedure	91
	Data Analysis Procedure	94
Four	DATA ANALYSIS, RESULTS AND DISCUSSION	95
	State of Educational Facilities before WVG Intervention	91
	Contributions since WVG Intervention	96
	WVG's Contributions to Improvement in Efficiency in School Management	112
	WVG's Contributions to Increasing Access and Participation	114
	WVG's Support for Girls' Education	120
	WVG's Efforts at HIV/AIDS Education	122
	WVG's Contributions to Moral Development	127
	WVG's Efforts at Sanitation and Nutrition	131

	Page
WVG's Continuous Existence	133
WVG's Challenges	136
Other Findings	139
Provision of Boreholes	139
Provision of Micro-Credit	140
Training with WVG Support	141
Five SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Summary	142
Conclusion	143
Recommendations	145
REFERENCES	146
APPENDICES	
A Copy of the introduction letter from the Institute for Educational and Administration (I.E.P.A)	153
B Questionnaire and interview guide for data collection	154
C Twifo Hemang Lower Denkyira District Map	171

LIST OF TABLES

Table		Page
1	Situation of Education in the Twifo Hemang Lower Denkyira District	6
2	Breakdown of Respondents Included in the Study	87
3	State of Educational Facilities before WVG Intervention	97
4	Availability of Scholarships, Sponsorships and Staff Bungalows before WVG Intervention	99
5	Situation of Extra Classes before WVG Intervention	100
6	Feeding of Pupils before WVG Intervention	101
7	Number of Classrooms before WVG Intervention	102
8	Type of Classrooms before WVG Intervention	102
9	Availability of Medical Assistance before WVG Intervention	103
10	Quality of Furniture before WVG Intervention	104
11	State of Educational Facilities since WVG Intervention	106
12	Direct Contributions from WVG to the DEO	107
13	Training of DEO Staff with WVG Support	109
14	Training Received by Headteachers and Teachers with WVG Support	112
15	Training Received by DEO Officials with WVG Support	113

		Page
16	Training Received by Community Members with WVG Support	113
17	WVG's Efforts at Access and Participation in School Issues	114
18	WVG's Support for Girls' Education	120
19	Respondent's Perception on the Existence and Activities of WVG and its Clubs	132
20	Respondent's Views on the Continued Existence of WVG and its Activities	136

LIST OF ABBREVIATIONS

AD	Assistant Director
ADP	Area Development Programme
AIDS	Acquired Immune Deficiency Syndrome
BECE	Basic Education Certificate Examination
BS	Basic School
CBSSO	Community-Based School Support Organisation
CD	Community Development
CIDA	Canadian International Development Agency
CIP	Children-In-Programme
CLC	Community Learning Center
CPC	Community Participating Coordinator
CRDD	Curriculum Research and Development Division
CRS	Catholic Relief Service
CRT	Criterion Referenced Test
CS	Circuit Supervisor
CSA	Community School Alliances
CWSA	Community Water and Sanitation Agency
CWSO	Child Welfare Service Officer
DA	District Assembly
DCE	District Chief Executive
DDE	District Director of Education

DEO	District Education Office
DEOC	District Education Oversight Committee
DFID	Department for International Development
DHMT	District Health Management Team
EFA	Education For All
FAWE	Forum of African Women Educationists
fCUBE	Free Compulsory Universal Basic Education
GDCA	Ghanaian Danish Communities Association
GES	Ghana Education Service
GETFund	Ghana Education Trust Fund
GHS	Ghana Health Service
GILBT	Ghana Institute of Linguistics and Bible Translation
GNCC	Ghana National Commission on Children
GNECC	Ghana National Education Campaign Coalition
GNP	Gross National Product
HIV	Human Immuno-Deficiency Virus
ITN	Insecticide Treated Net
JSS	Junior Secondary School
KVIP	Kumasi Ventilated Improved Pit-latrine
MICAH	Micronutrient and Health
MOE	Ministry of Education
MOEYS	Ministry of Education, Youth and Sport
MOFA	Ministry of Food and Agriculture

MOH	Ministry of Health
NADMO	National Disaster Management Organization
NGO	Non-Governmental Organization
NLC	National Liberation Council
NNED	Northern Network for Education Development
PIE	Partners for Internet in Education
PLA	Participatory Learning and Action
PLWA	People Living With AIDS
PMT	Performance Monitoring Test
PRA	Participatory Rural Appraisal
PTA	Parents/Teachers Association
QUIPS	Quality Improvement in Primary Schools
REV	Rural Education Volunteer
SBM	School-Based Management
SCORE	School and Community-Oriented Education
SDM	Shared Decision-Making
SFL	School For Life
SMC	School Management Committee
SPAM	School Performance Monitoring Test
SPSS	Statistical Programme for Social Sciences
SSI	Semi-Structure Interview
SSS	Senior Secondary School
STME	Science, Technology and Mathematics Education

TBA	Traditional Birth Attendance
THLD	Twifo Hemang Lower Denkyira
TLM	Teaching and Learning Material
UC	Unit Committee
UCC	University of Cape Coast
UNICEF	United Nation Children Fund
USA	United States of America
USAID	United States Agency for International Development
VAO	Vision Aid Overseas
VSO	Volunteer Service Overseas
WATSAN	Water and Sanitation
WFP	World Food Programme
WVG	World Vision Ghana
WVI	World Vision International
WUSC	World University Service of Canada

THLD	Twifo Hemang Lower Denkyira
TLM	Teaching and Learning Material
UC	Unit Committee
UCC	University of Cape Coast
UNICEF	United Nation Children Fund
USA	United States of America
USAID	United States Agency for International Development
VAO	Vision Aid Overseas
VSO	Volunteer Service Overseas
WATSAN	Water and Sanitation
WFP	World Food Programme
WVG	World Vision Ghana
WVI	World Vision International
WUSC	World University Service of Canada

CHAPTER ONE

INTRODUCTION

Background to the Study

During the last decade non-governmental organizations (NGOs) have increasingly been involved in implementing development programs. According to Miller-Grandvaux, Welmond and Wolf (2002), in recent years, growing amounts of development resources have been channeled to and through NGOs in all sectors. NGOs working to alleviate poverty, improve social welfare, and develop civil society have become more dependent on international donors, leading to an explosive growth in local NGOs in many countries.

This trend can also be found in the education sector, where most major donor agencies have increased the resources allocated through NGOs to implement their educational programmes. More and more, donors use international and local NGOs for education service-delivery in both formal and non-formal contexts. Most countries in Africa, with donor-supported programmes for the education sector, have NGOs playing significant implementing roles.

In their research findings, Miller-Grandvaux, Welmond and Wolf pointed out in their document: "Evolving partnerships: the role of NGOs in basic education in Africa", that NGOs have not limited their educational activities to service-delivery. They are also involved in lobbying and advocating for educational reforms, working individually and through networks to participate in

policy dialogue in many African countries. In the context of decentralization in Africa, NGOs are creating new spaces for civil society involvement in education.

Education for all (EFA) meetings held in Johannesburg and Dakar in January 2000 and July 2000 respectively recognized the role of NGOs in promoting universal and equitable quality education. The EFA discussions have heralded NGOs' new roles as alternative education providers, innovators, advocates, and policy dialogue partners. Some donors have begun to engage in technical and institutional capacity-building programs for local NGOs.

One may want to find out, what explains this shift to an increasing presence of NGOs in the education sector. A myriad of justifications and assumptions can be found throughout the development literature as to why NGOs should play a growing role in the education sector. They argue that most NGOs work at the "community level," thus affecting social change where others cannot; NGOs can represent and catalyze "civil society," an element many consider critical for sustainability and democratization; and NGOs are simply more "efficient" than other partners.

The exponential growth of NGOs in Ghana in the 1990s has followed a global trend in the post-cold war era. Non-Governmental Organizations (NGOs) in Ghana, both national and international, are expanding their activities across sectors and communities. They are operating in fields such as health, education, rural and urban development, environmental pollution and social welfare. They are also involved in employment creation, skills training, economic

development, gender awareness and action, peace and promotion of human rights, informal economic activity, anti-corruption, poverty reduction and advocacy on policy reforms. Lately, NGOs and district assemblies (local authorities) have begun collaborating by providing mutual support in capacity building through training and information sharing. They are also facilitating dialogue between government and themselves.

The education sector in Ghana has benefited in diverse ways from the contributions of NGOs through the provision of school infrastructure, furniture, textbooks, uniforms, staff training etc. Together with parents, community members and governments, they make the bricks and tiles, carry the water, roof the buildings and eventually provide furnishing for the school. In some circumstances, NGOs have had to bear the full cost of such school infrastructure. Notable among the NGOs in support of basic education are Action Aid, Catholic Relief Services (CRS), Ghana Institute of Linguistics and Bible Translation (GILBT), Plan Ghana, Forum for African Women Educationalists (FAWE), Volunteer Service Overseas (VSO) School For Life (SFL), World University Service of Canada (WUSC), Care International, Partners for Internet in Education (PIE), and more important to this study the World Vision Ghana (WVG). Most of these NGOs direct their efforts towards the five most deprived regions, that is, the three Northern Regions, Eastern and the Central Region.

World Vision Ghana's (WVG) office started operating in the country in 1979. It has been involved in holistic, integrated rural development programmes

that have transformed the lives of over 250,000 people in 200 communities. In addition over 900 boreholes fitted with hand pumps have been provided to benefit over 400,000 people living in 600 communities in 9 regions of Ghana according to WVG's review report in 2001.

In January 2003, the WVG was among a number of organizations honoured by the district assembly at Savelugu. The organization was honoured for its work in water and education development. Alhaji Abdulai Harruna, the Savelugu-Nanton District Chief Executive (DCE) said the award was in recognition of WVG's effective collaboration and support to the district. In his statement he said "your program in education is already generating a lot of interest as children and parents alike wait anxiously to see the program take off. Your collaboration with the district assembly is simply outstanding and with your intention of setting up your northern sector headquarters here it is only hoped a partnership would be established."

From 1979 to 1990, the WVG gave assistance mostly in the form of funds to small rural communities scattered throughout the country with the aim of providing holistic and integrated rural development. Concern for sustainability and quality necessitated a change in development approach leading to the concept of Area Development Programme (ADP) for the 1990s and beyond. The ADPs seek partnership and collaboration with selected district assemblies and other development agencies to promote community-based development. WVG has been supporting initiatives across the country in 17 ADPs. Efforts were made to select the most under resourced district in every

region for WV support.

In November 1994, a committee set up by the Central Regional Administration (the Regional Coordinating Council) identified Twifo Hemang Lower Denkyira (THLD) as the least developed of all the twelve districts in the region. The total score for the twelve districts was 409 with a mean of 34. The range was 20-46 with the THLD district as the least. It was therefore selected as the most deprived district to benefit from World Vision assistance through the Area Development Programme (ADP).

The Twifo Praso Area Development Programme (ADP) became operational in December 1994 after the Regional Coordinating Council had selected the district as the most deprived among the twelve districts in the Central Region in November 1994. The Twifo Praso ADP is a collaborative endeavour between the people and the district assembly, churches, and other NGOs operating in the district for the improvement of the conditions of life of the people. Among the priority areas of the Twifo ADP are education, health, potable drinking water, agriculture, Christian witness and other development needs such as electricity and market facilities.

For almost 10 years of operation in the THLD district, WVG's ADP has been contributing immensely to the development of basic education in the district. This was reflected in the speech of the District Director of Education Mr. Osei-Wusu during the 2001 end of year ADP review. In his statement, Mr. Osei-Wusu said the district could now boast of modern well furnished pre-schools, primary and JSS. He said but for WVG basic education in the district

would have collapsed. He ended his speech by saying that the district education directorate and the district assembly were proud of the contributions of WVG.

According to WVG-Twifo Praso ADP generic proposal (July 1996), statistics of education in the district before the intervention of WVG indicates that the literacy rate of the district was 25 percent with a national figure of 45 percent and that 63 percent of these had gone through primary education while 8.6 percent had completed secondary education. Those who had received vocational or commercial education constituted 5.1 percent; university graduates formed some 0.2 percent. The level of education was so low such that about one half of the school going population was not in school. Meanwhile the Ghana Education Service had made efforts to improve educational facilities in the district. For example in 1984 there were about 40 percent trained teachers in the district, but this figure improved to 62 percent in 1996. Table 1 shows the situation of education in the district prior to WVG's intervention.

Table 1

Situation of Education in the Twifo Hemang Lower Denkyira District

Description	Statistic	Total
Number of pre-schools	Public : 120	128
	Private : 8	
Number of primary schools	Public : 135	141
	Private : 6	
Number of JSS	Public : 72	73
	Private : 1	
Number of SSS	Public : 2	3
	Private : 1	

<u>Table 1 Continued</u>		
Description	Statistic	Total
Number of post secondary schools		Nil
Number of children in school		
Pre – school	5184	
Primary school	15819	27064
JSS	5656	
SSS	405	
Number of trained teachers	636	
Number of untrained teachers	397	1033

Source: Ghana Education Service District Office records (May, 1996)

With the above information from Table 1, it is clear that the state of education in the district prior to WVG intervention was very poor. It was for this reason that WVG decided to channel some of its resources to offer support to the education sector in the district.

Statement of the Problem

Since WVG started operating in the district in 1994, it seem to be contributing a lot in the field of basic education. However, the extent of its contributions has not been satisfactorily highlighted. It is interesting to know that for about 10years of their existence, no research has been done in the district to bring to light the contributions of WVG in support of basic education in the THLD district. Fundamentally, the question is no longer who is involved in support of basic education but to what extent those involved are contributing.

It is in this respect that this study seeks to investigate the contributions of WVG in the field of basic education in the Twifo Hemang Lower Denkyira (THLD) District.

Purpose of the Study

The purpose of the research is to bring to light the extent of contributions made by WVG to the improvement in the availability of teaching and learning at the basic education level in the THLD district. It also seeks to identify the extent of contributions made by WVG to the improvement in efficiency in school management in the district. In addition the study is aimed at examining the extent to which WVG has contributed to increasing access and participation in basic education in the THLD district. Furthermore, it seeks to identify what WVG has done in support of girls' education in the district. Again it is aimed at investigating how successful WVG has been in its efforts at HIV/AIDS, sanitation and nutrition education at the basic level of education in the district. The study further seeks to investigate the perception of the communities; as to what extent WVG has contributed to the moral development of pupils in the community-schools. Moreover, this study tries to find out the perception of the communities on the continuous existence of WVG and its activities in the district. Finally, the study seeks to find out the challenges if any, faced by WVG in its efforts to contribute to basic education in the district.

Research Questions

The study was guided by the following research questions:

1. To what extent in the views of headteachers, community members, DEO officials, SMC/PTA/UC executives, has WVG contributed to improvement in the availability of teaching and learning materials at the basic level of education in the THLD district?
2. To what extent in the views of headteachers, community members, DEO officials, SMC/PTA/UC executives, has WVG contributed to improvement in efficiency in school management at the basic level of education in the THLD district?
3. In the views of headteachers, community members, DEO officials, SMC/PTA/UC executives, to what extent has WVG contributed to increasing access and participation in basic education at the THLD district?
4. In the perception of headteachers, community members, DEO officials, SMC/PTA/UC executives, what has WVG done in support of girls' education in the THLD district?
5. In the views of communities, how successful has WVG been in its efforts at HIV/AIDS education at the basic level of education in the THLD district?
6. In the perception of the communities, to what extent has WVG contributed to the moral development of pupils in the community-schools in THLD district?
7. In the perception of the communities, how successful has WVG been in its efforts at sanitation and nutrition education at the basic level of education in the THLD district?

8. Do communities want WVG and its activities to continue in the THLD district?
9. What challenges, if any, does WVG face in its efforts to contribute to basic education in the THLD district?

Significance of the Study

It is hoped that the findings of the study would assist policy makers to appreciate the contributions of WVG and to continue involving them in the development of basic education. The study would also assist WVG especially the Twifo Praso ADP to identify and improve on areas of their intervention that need improvement. It would assist in providing a reference resource that will inform government and non-government organizations and donor agencies on the services which WVG provides to the basic education sector in Ghana.

Besides, the findings of the study would enable donor agencies to recognize the organization as an avenue of channeling resources. It would also assist NGOs themselves to possess a better understanding of the opportunities and constraints of working in the education sector based on the actual experience of WVG in the field. Finally, developing an understanding of this evolving phenomenon will inform donors, WVG and the government as they design and manage NGO-implemented education programs.

Delimitation

The WVG operates in over 600 communities in 9 regions in Ghana according to WVG's review report, 2001. However, this study will concentrate

on the contributions of WVG in the Central Region and more specifically in the 24 communities in the Twifo Hemang Lower Denkyira District. The district has five other NGOs operating but the researcher would delimit the study to WVG. Again WVG supports other areas such as agriculture, health, social welfare, micro financing and education in general, but for the purpose of extensive work, only the organization's support for basic education will be dealt with.

Organization of the Study

The study would be organized in five chapters as spelt out below:

Chapter one will look at introduction, problem statement, and purpose of the study, research questions, and significance of the study, delimitation and organization of the study.

Chapter two will look mainly at the literature review on the existence and contributions of WVG in support of basic education in rural Ghana. The theoretical and empirical aspects of the literature will be reviewed. The theoretical review covers the relevant concepts, definitions and theories. The empirical review will deal with activities of WVG in the three sectors of its interventions in Ghana that relates to the study.

Chapter three will give a detailed overview of the research methodology. This covers the areas of the study, characteristics of respondents, research design, population sampling, and data collection procedure and mode of data analysis.

Chapter four will dwell on the presentation, analysis and discussion of findings. Chapter five will be made up of summary, conclusion and recommendations.

Definition of Terms

Rural: In terms of WVG's perception, rural areas are districts or communities which are developmentally underserved in terms of agriculture, health, economic activities, social facilities and more importantly education.

Non-Governmental Organizations (NGOs): A group of people working together in a structured manner without much government intervention or political influence and freedom to form organization to engage in self-help and income generating projects.

Basic Education: A minimum period of schooling needed to ensure that children acquire basic literacy, numeracy and problem solving skills as well as skills for creativity and healthy living.

CHAPTER TWO

LITERATURE REVIEW

This chapter deals with the concepts and theories relevant to the study. It considers the meaning of basic education and its importance. It touches on the quality of basic education. The chapter focuses on the constitutional provision of the fCUBE. It considers the identification of stakeholders in basic education delivery in rural Ghana and takes a look at the roles and responsibilities of the various actors. The chapter also reviewed some activities of WVG across the country.

What is Basic Education?

Attempts have been made by several educationists to determine which levels of the educational system should constitute basic education. The current educational system, launched in 1987, defines basic education as the first nine years of formal education made up of six years of primary and a three – year junior secondary school. The Evans – Anfom commission (1986) defines basic education as ‘... the minimum formal education that every Ghanaian child is entitled to as a right to equip him/her to function efficiently’. Within the larger framework, basic education is expected to provide a range of basic knowledge and skills, which would lay the foundation for further education and training.

The Anfom Commission claims that the concept is dynamic in that, as our society develops what the Ghanaian child requires as basic equipment to function effectively will expand in scope, depth and sophistication. In other

words, basic education as actually provided may change over the years, but always in an upward direction as regards duration and cover more areas as regards content. Basic education as defined above involves;

- a. The right of every child to formal education which must therefore be common and also free when provided by the state;
- b. The provision of equal opportunity for all children to discover themselves. Therefore, the curriculum should be wide in scope in order to cater for all talents, and its duration should also be the same for all children;
- c. The ability of the state to supply good teachers who are provided with the resources and the incentives to work effectively, at the same time as they are provided with the right environment and the tools with which to learn.

Basic education as a subset of general education should provide economically, politically and socially, a range of useful knowledge so that each child has the skills and the confidence for increasing his productivity. Above all, it should inculcate in our children “an intelligent approach to life’s problems and a willingness to work with the hands” (The 1961 Addis Ababa Conference of African Ministers of Education).

The Anamuah–Mensah committee, taking into consideration memoranda submitted and views expressed during their regional tours, define basic education as the minimum period of schooling needed to ensure that children acquire basic literacy, numeracy and problem solving skills as well as skills for creativity and

healthy living. It should entail vigorous instruction in the academic skills of reading, writing, numeracy and problem solving, and should serve as the foundation for further learning at higher levels. Basic education should comprise two years kindergarten, six years primary and three years junior secondary school. It is the view of the Anamuah – Mensah committee that an eleven – year basic education made up of kindergarten, primary and junior secondary school would be adequate in providing the needed foundation. This way, it would not be necessary for basic education to include senior secondary school as has been suggested by some of those who made submissions to the committee. Indeed, eleven years of basic education would be adequate

Importance of Basic Education

Most economists and educationists alike recognize the role of education in national development. The belief is that education is not only necessary for national transformation but also for individual self-actualization and enhancement. This is echoed by Oduro, (1990), when he said that acquisition of education should be used for building the society, human development, and for developing the individual's personality to a higher level and to instill in him/her the desirable social conduct. This means that national development is not generated by physical capital (land and tools) only. It also depends upon well-trained human beings who constitute the real agents of productivity. It is human beings who accumulates capital and exploits the environment for all productive ventures.

This is supported by Meier (1989), when he stated that an investment in the quality of the human factor is as necessary as investment in the physical capital. Advances in knowledge and spread of new ideas and objectives are needed to remove economic backwardness. Although, Meier continues, investment in physical capital may indirectly lead to the lessening of the economic backwardness of human resources the direct and more decisive means is through investment in human beings (p.450).

Harbison (1973), also points out that, “human resources – not capital, nor income, nor material resources – constitute the ultimate basis for the wealth of nations” (p.3). Hardly can it be over emphasized, then, that any country that is unable to develop its human resources through purposeful and relevant education, and utilize these resources effectively in its development efforts, cannot meaningfully make any significant national development.

According to Kreibiah, (1998), “primary education is one of the best investments any country can make for poorest countries. The highest return for economic growth is for primary education. For African countries, the estimated reforms for primary education are 26% compared with 17% for secondary education and 13% for higher education”. From the on-going discussion, one cannot doubt the fact the development of primary education is a key to national development.

Aggarwal (2001) says education more especially at the basic level is a process of self-realization. He explains that education curbs the animal instincts in man and shows him the way to realize his latent powers. It thus makes the

potential actual. It makes explicit what is implicit in us. It is, therefore, development from within and not accretion from without. It modifies the behaviour of the individual. In the words of Ross, Aggarwal points out, "education thus consist in a modification of natural development which as a result of education, is other than it would have been without it". Education emancipates us from our oddities and infirmities. It is thus a process of sublimation of instincts. Education, therefore, may be visualized as a process of self-realization and emancipation.

The self-realization aspect of education is well emphasized by Gandhiji an Indian educationist. To him education is 'an all-round drawing of the best in the child and man (body, mind and spirit)'. Education is a 'pouring out' and not a 'pouring in' process. The word *e* means 'out of' and *deco* means 'I lead'. In other words, education means leading out the inborn powers and potentialities and enabling the child to become what he is capable of becoming. In one of his views on basic education, Gandhiji points out that "self sufficiency is not a 'prior' condition, but to me it is the acid test. This does not mean that basic education will be self-supporting from the very start. But taking the entire period of seven years, income and expenditure must balance each other. Otherwise it would mean that even at the end of this training the basic education student would not be fit for life. This is the negation of basic education."

Brief History of Educational Development in Ghana

All over the world, education is accepted as the process by which individuals acquire knowledge, skills and competencies. It is universally

accepted that one of the benefits of good education is that it enables individuals to contribute to the development and improvement in the quality of life for themselves, their communities and the nation as a whole.

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

Following the victory of the Convention People's Party in the country's first general elections in February 1951, Mr. Kojo Botsio became the country's first Minister of education. Thus the responsibility for directing educational development passed from the civil service, which now instead became responsible for carrying out the policies initiated by the cabinet, of which Mr. Botsio was one of the leading members. Soon after assuming office, the minister declared in words that recalled Guggisberg's, a generation before: 'education is the keystone of a people's life and happiness.'

According to McWilliam and Kwamena-Poh (1975), it is interesting to note that, eight years before, when addressing the Gold Coast Teachers' Union in 1943, Governor Burns had re-affirmed 'the desired end is compulsory education for all children in the country. He gave an estimate that there were 470,000 children of school-going age, of whom only 90,000 were attending

school. An official writer in 1947 hinted that, to provide a six-year course of primary education for all children might take twenty to twenty-five years.

However, the government of 1951 was determined to accelerate the process. Thus, although the facilities for middle, secondary and technical education, and for teacher training, were to be very greatly increased, the rapid expansion of primary education was the most striking feature of the accelerated development plan for education, which was one of the new government's earliest proposals. In the proposal, though parents still had to pay for books except in the north, tuition fees in primary schools were abolished. A large number of new classrooms were built and much temporary accommodation pressed into use, with the result that over 132,000 children began their primary schooling in January 1952, more than twice as many as in the previous year. By 1957 at the attainment of independence there were 450,000 children in primary schools, about double the figure for 1951. (McWilliam & Kwamina Poh, 1975)

This was the most spectacular part of the plan, and attracted the most attention when it came before the legislative assembly. In spite of some criticisms, the main features of the plan stood, and stand today; the Minister of education spoke for the majority: 'today we can say that free primary education is at our door. Only a few years ago it was a dream.' The experience of the first few years of the plan in action showed that much of the criticisms made at the time, did not take account of facts which then faced the government. What the government did in the plan was to recognize a situation which in fact already existed by including virtually all the primary schools within the public system of

grants and giving them at least some supervision. Instead of ignoring the existence of the majority of them, it ensured that a vast number of children received a better education than they would otherwise have had.

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

In furtherance to Nkrumah's goal of reducing the educational gap between the Northern Ghana and the rest of the country, a special scholarship scheme was established for the Northerners in 1957. The scheme, which is still in operation stipulates that tuition, boarding, lodging and books should be free.

During the period between 1966 and 1981 although a number of governments came into power, most of these did not have enough time to introduce far-reaching changes into the educational system. The governments are: the National Liberation Council (NLC), (1966-1969), the Busia

Administration, (1969-1972), the Acheampong Administration, (1972-1978), SMC 2 under Major-General Akuffo (1978-1979), the AFRC Era, (1979) and the Liman Administration, (1979-1981).

The Acheampong administration, however, approved a proposal for a new and content of education in 1974. That new policy sought to reduce the duration of pre-university education from the old maximum of 17 years to 13 years. Unfortunately the reform programme failed due to lack of political will and inadequate funding. The inadequacy of funding was the consequence of the protracted period of economic decline that began in the 1970s. Subsequently, basic level education experienced a considerable decline in enrolment and quality.

In 1987, A New Structure and Content of Education for Ghana became operational with initial focus on the implementation of the Junior Secondary School (JSS) programme. The policy decision on the new structure was based on an earlier government white paper entitled The New Structure and Content of Education (MOE, 1974). Under the new structure, the 6-3-3-4 system was adopted. The country now has 6 years of primary – school education, 3 years of junior secondary – education, 3 years of senior secondary – education and a minimum of 4 years of tertiary education. The 6 years of primary school and 3 years of junior secondary school education constitute the basic education level that is supposed to be compulsory and free for every Ghanaian of school-going age.

The 1987 reform became necessary as a result of virtual collapse of the system. This was due to reasons that included insufficient supply of trained and qualified teachers. Other reasons were inadequate funding for the education sector, which led to the lack of textbooks and other needed curriculum materials, lack of adequate supply of furniture and equipment, and the deterioration of school buildings. The ultimate of all these deficiencies was poor quality of teaching and learning and poor patronage of the school system by children of school going age.

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

By 1990, the focus of the reforms exercise had shifted to the senior secondary school programme. It was, however, not until the first batch of the senior secondary school students graduated in 1993 that the weakness in the implementation of the reform came to the fore. The reform had failed to achieve quality targets and exposed the education sector to public criticism.

The government's response to public criticism of the reform programme was to set up the Education Reform Review Committee of 1993/94. The work of the committee culminated in the National Education Forum of 1994 with a focus on basic education to the year 2000. The forum which was attended by 150 representatives of various stakeholders groups, received critical comments from

participants and also provided an opportunity for discussion of problems of the sector that were identified by the committee.

Problems identified included the following:

1. Poor quality of teaching and learning in schools as a result of ineffective teaching /learning and ineffective management practices.
2. Inadequate funding of the sector leading to inadequate supply of inputs.
3. Lack of adequate parental involvement in their children's education.
4. Poor language policy that makes English the medium of instruction after primary – school class 3.
5. Lack of teacher motivation with the resultant lack of commitment and devotion to teaching.
6. Lack of adequate co-ordination and collaboration among the implementing divisions of GES.
7. Disappointing growth in enrolment in schools.
8. Persistent low regard for and poor attitude of the Ghanaian public towards technical a vocational education.

The outcome of the public discussion of these problems as well as the 1992 constitutional provision led to the formulation of a new basic education policy that is being implemented as fCUBE.

Ghana's Free Compulsory and Universal Basic Education (fCUBE) Programme

As discussed earlier in this paper, successive governments since Ghana's independence, have demonstrated their recognition of the importance of

education to national development, by pursuing policies aimed at making education accessible to all and relevant to the social, industrial and technological development of the country. One of such bold attempts to salvage the basic education sector from its numerous problems was the introduction of the free compulsory and universal basic education more popularly called the fCUBE programme.

According to Agyeman, Baku, & Gbadamosi, (1987-1998), the fCUBE programme has a focus on basic education and seeks to improve upon the 1987 reform by addressing the shortcomings identified in the implementation process to ensure quality. The programme also aims at increasing the participation of basic school going age children so as to make it as close to one hundred percent of the population as possible. Additionally, fCUBE seeks to address a particular policy focus of raising the enrollment of girls in basic education.

Constitutional Provision and Components / Objectives of fCUBE

Chapter 6, article 38, section 2, page 40, of the 1992 Constitution states: “ the government shall, within two years after parliament first meets, after the coming into the force of this constitution, draw up a program for implementation of this within the following ten years, for the provision of free, compulsory and universal basic education”.

The fCUBE programme has basically three component or objectives and these are as follows:

1. Improving the quality of teaching and learning.
2. Improving efficiency in management and

3. Increasing access and participation.

In their review of education sector analysis in Ghana (1987-1998), Agyeman, Baku, & Gbadamosi, brought to the fore that the scope of the strategic objectives were expanded in 1997 to include four more objectives.

These are:

1. Decentralization and sustainability of management structures.
2. Improving operations of a self-sustainable functional literacy program.
3. Improving access to science and technology education and training.
4. Ensuring the relevance of education to the manpower needs of the country.

In this review, the last four objectives will be subsumed under the original three from which they derive.

At a workshop organized by a local NGO, (Community School Alliances), a USAID sponsored project at the Twifo Hemang Lower Denkyira District (2000) to understand the fCUBE program and concept; participants came out with sub-objectives to the three components. They are as follows:

Improving the quality of teaching and learning:

1. The programme seeks to improve teaching and learning.
2. Syllabuses would be reviewed.
3. Textbooks would be written for newly introduced subjects, for example 'music and dance'.
4. The supply of teachers would be demand driven – districts would sponsor the training of teachers according to their needs. It is interesting

to state that this activity has taken off since 2000 (Presentation of the State of Affairs of the DA THLD DISTRICT).

Improving efficiency in management:

1. There would be management reform
2. There would be improved discipline and accountability in schools.
3. Headteachers and circuit supervisors would receive training in school
4. Management
5. Teacher absenteeism would be minimized.

Increasing access and participation:

1. There would be increase in the enrolment and retention of pupils in school.
2. Awareness would be created toward gender equity.
3. Performance targets would be set in all basic schools.
4. Above all there would be popular participation of all stakeholders in school development. (SMC/PTA resource handbook, a manual prepared at a workshop by Community School Alliances Project, December 1999)

Quality of Basic Education

Since the colonial days, the quality of education has been the most significant issue on the agenda of all governments. The focus on educational quality can be seen from policies and programmes of successive governments to improve the quality of education. To some extent plans and policies called for replacement in earlier attention given to such priorities as educational expansion and school access. The global believe seems to be that current education is

inadequate to cope with the fast increasing “social/economic transformations, modernization and technological advancement which has characterized our world today.

A lot of factors are believed to be responsible for the quality of education. These factors may either be external or internal to education. However, the question many people ask is what is quality of education? The ordinary Ghanaian finds it difficult to associate any other synonym to quality than to use the performance of the child. All that parents wanted to hear was for their wards to come out of school with flying colours. This attitude has been one major factor that has failed us to achieve the prevailing national expectation and resulted in many “educated” unemployed.

Eminent educationists such as Don Adams (1993) is of the view that the concept of educational quality has remained an elusion to many even under intense scrutiny. To him all attempts made to define the quality of education have attracted a lot of criticisms and questions. To borrow the words of Adam

What knowledge basics or theories can be of assistance in trying to define quality: social theories? Learning theories? Instructional theories? Effective schools research? Educational production function studies? Do various educational theories and paradigms generate different definitions? What is the relationship of politics and power to conceptualizations of educational quality? That is, it may be important to ask, quality for whom or, quality according to whom? Who decides on the

operational definitions of quality? Are there differences in definitions given by those at the “top” e.g. the central ministries or national policy groups, or those at the “bottom”, e.g. Community leaders or teachers? To what extent can generalization be made across nations, communities, schools, or even classrooms? When are there tensions between the educational interest of the state and those of communities and families? If different clientele have different definitions, how can policies be developed which address contradictions? And, in attempts to design better education systems, how are size selectivity and diversity of student population related to quality? Do policies of universalization lead to lower quality? There are but a few of the questions that arise when trying to understand, and utilize for planning purposes, the concept of educational quality.

In an effort to find solution or answers to the many questions in relation to the quality of education worldwide, some indices for measuring quality of education were identified at the Jomtien World Conference on Education for All, March 1999. These can be itemized as follows:

Pupil Performance in Examination

A major measure of quality of education at the basic level of education is the Basic Education Certificate Examination (BECE). In recent years the comparison of the performance of pupils from public basic schools with private

basic schools has been a cause of concern to many educationists and more particularly parents. Many educationists have often advocated for special consideration for pupils from public basic schools seeking admission into secondary schools in competition with pupils from the private schools. Many Ghanaian parents seem to have lost confidence in the public basic education system and have withdrawn their children from the public schools to the private schools.

Teacher Effectiveness

At the conference the indices for measuring teacher effectiveness were identified to include:

- (i) Formal academic study
- (ii) Teacher training
- (iii) Subject mastery
- (iv) Verbal ability
- (v) Attitudes towards teaching
- (vi) Availability i.e. attendance
- (vii) Pupil/teacher ratio

Formal Academic Study and Teacher Training

The formal preparation of the teacher is an essential element in teacher effectiveness. Teacher training in Ghana has been structured to cover a 3-year period where trainee teachers undertake both theory practical teaching. The supply of trained teachers does not however match the demand thereby always

creating a shortfall. Most rural community-schools have no option than to bear the brunt of the problem by filling the gap with untrained teachers often referred to as pupil teachers or by going without teachers.

Subject Mastery, Verbal Ability and Attitudes Towards Teaching and

Availability

Training opportunities and salary incentive systems can operate to affect the level of subject mastery. The unavoidable use of untrained and unmotivated teachers has affected the quality of delivery especially in the rural schools because most of the untrained teachers have no mastery in the subject area .

Verbal instruction is a very prominent method of teaching in our basic schools. This is particularly so in view of the non-availability of relevant instructional materials. Without doubt the teacher's attitude to the verbal instructional system can be affected by his/her remuneration and general conditions of service.

The non-availability of the teacher is usually expressed in absenteeism from school. Absenteeism among teachers and pupils has been of great concern to the GES. The incidence of absenteeism and lateness in the rural areas often stems from the fact of lack of any reasonably decent accommodation facilities in the rural communities for teachers. Many of them reside outside their area of teaching and have to rely on unreliable public transportation for commuting to and from school daily. The District Assemblies in areas with this problem should address it by providing appropriate accommodation. Effective supervision can not be overemphasized.

Pupil/Teacher Ratio

Research has indicated that very small classes do have learning advantages. In a 1996 Conference Report, the Conference of Principals of Training Colleges pointed out that for sometime now pupil numbers per class have increased beyond reasonable bounds. Where a class should have 45 pupils there are now 60 and in some cases, as many as 90 has been recorded. Yet it has not been possible to expand facilities in proportion to such increase.

The consequence, according to the report, is a situation where 45 pupils shared 6 books for “reading comprehension”. In addition, the large numbers have affected the capacity of teachers to be effective. Teachers often resort to objective tests for example as a means of assessing pupils thus depriving the pupils the benefit of composing.

The incidence of extremely large classes exists in the urban areas of Ghana. In some cases some classes have as many as 65 pupils as against the prescribe GES standard of 46 at the highest. On the other hand the situation is often different in the rural schools where in some cases, the number on role is less than the prescribe maximum. This situation of large classes would have been worse but for the existence of private basic schools in the urban areas.

Availability of Educational Materials

The availability of educational materials does make a difference in the level of learning achievements. This factor often explains the marked differences in quality of education between rural and urban schools and also to a

large extent between public basic schools and private basic schools. Availability of relevant educational materials can enhance quality of teaching and learning.

Effective Supervision of the School System

The observable trend on the ground in the public school system is the ineffective supervision of the school system by education authorities and the headteachers, especially at the basic level. Lack of transport facilities and lack of prompt payment of transport claims by supervisors have aggravated the problem.

The indicators are however clear that where the community takes an active interest in the management of their schools, there is a positive impact on the quality of learning and teaching. This is very evident in the quality of those schools that have strong PTA involvement in the administration. This approach calls for a decentralized system that places more authority in the hands of teachers, the principal, the community (including parents), and local education officials.

The involvement of parents in the school management system would make up for the incidence of ineffective supervision by education officials. School-Based Management (SBM) and its inherent philosophy of Shared Decision-Making (SDM) system perhaps may be recommended as an integral part of the administrative system of all schools in the country. The Jomtien Conference has this to say about the SBM and SDM: 'School-Based Management allows the local managers of the school to decide on school policy.

Shared Decision-Making includes especially the teachers, but potentially the other school staff as well as parents and student'.

The Performance Monitoring Test (PMT) and School Performance Appraisal Meeting (SPAM) have been put in place. They afford the opportunity to both teachers and parents to meet and examine the class performance of pupils. The meeting also highlights administrative issues, which are of interest to the parents.

Lack of Adequate Provision of Workshop Facilities for the JSS System

The BECE was not designed to produce graduates who have been prepared for the job market; they are rather trained to enter into apprenticeship. There is the recognized need for more workshops as well as greater exposure to the practical aspect of the training at the basic level. It is suggested that the equipment problem can be addressed in the short term through the provision of well-equipped workshop to service a cluster of schools.

There is in addition the recognized need to put in place an assessment examination method that should demand practical work. In this regard, it is suggested that examiners need to be trained in designing questions, which examines the candidate's practical knowledge.

Modification of School Curriculum for Functional Education

In recognition of the gender stereotyped features of the school curriculum, the Curriculum Research and Development Division (CRDD) of the Ministry of Education has started the process of redesigning the syllabuses to

expunge there from those aspect that have emphasized the dominant roles of males over the female. Basic school textbooks which, for instance illustrate the girl child sweeping while the male child plays football are being reversed. It is however doubtful if the mere reversal of the roles would be enough. (Report of the Study on the Constitutional and Legal Framework for the Right to Pre-tertiary Education, 2001)

Girl Child Education

The GES has established a Girls' Education Unit under its Basic Education Division. The Unit is aimed at promoting girls' education through advocacy and sensitization programmes. As a means of encouraging girls to take more interest in the study of science, the Science, Technology and Mathematics Education (STME) Clinic is designed to expose and encourage girls to take to the sciences.

Lack of Suitable Physical Structures

The states of school facilities do to some extent influence the readiness of patents and pupils to take advantage of existing educational facilities. The dilapidated and dangerous structures of the Kanda cluster of schools at Accra for instance led to the withdrawal of almost four hundred pupil from the school 2000/2001 academic year. On the other hand a well constructed school at Tunayili in the Tamale Municipality area with a grant from the Japanese Government experienced increased enrolment figures. (Report of the Study on the Constitutional and Legal Framework for the Right to Pre-tertiary Education, 2001)

Utilization of Child Labour

The use of child labour is not limited to children's home. Schools, especially those in the rural and semi-urban areas hire out school children to work on farms, carry cocoa or work on private building sites for what has been describe as paltry sums of money. It is reported that very often, some school heads do not account for monies generated out of these economic ventures, neither are the monies used for the improvement of the schools. The prescribed new legislation must prohibit the practice of hiring out school children to undertake private economic activities. (Report of the Study on the Constitutional and Legal Framework for the Right to Pre-tertiary Education, 2001)

Extra Classes in Public Schools

The organization of extra classes in public schools which include vacation, remedial and special classes has been a subject of controversy. The perception which holds sway is that many teachers in the public system deliberately neglect the diligent performance of their duties during official working hours with the hope of compelling pupils to register for the extra classes. In reaction to this phenomenon the GES issued a directive forbidding the organization of extra classes in public schools.

The practice nevertheless persists. According to GES any teacher who intends to conduct any extra lessons for a fee must seek and obtain the permission of the District Director of Education. In addition, he/she would be required to produce a report at the end of the class period. It is now therefore a control exercise.

The above mentioned factors that affect the quality of education are those that are directly related to the school. However, there are other non-school related factors that also affect the quality of education and some of these are worth mentioning. They include:

- (i) Control and Governance of Pre-tertiary Institutions
- (ii) Early Childhood Development
- (iii) Nutrition
- (iv) Health

Control and Governance of Pre-tertiary Institutions

The process of decentralization puts management of the schools into the hands of the local education authorities and the community (including parents). Nevertheless, the school remains accountable for its use of public funds and also for the pursuance of curricula standards and the adoption of other measures that conform to general education regulations. Just as in Ghana, research generally has shown that individuals and communities are more willing to finance primary education when they participate in decision-making relating to it. Some public and private schools in Ghana have PTAs that make financial contributions for the improvement of the schools and part of these contributions is used to supplement teacher salaries. PTAs can also be very active in the making and implementation of improvement policies for the schools.

Early Childhood Development

It has been established through research that nutrition, health and early social development are the most critical determinants of the learning capacity of

children entering primary school. Early childhood development can be viewed as preventive, compensatory and reinforcing potentials. It is preventive in that it combats the cognitive and behavioural disadvantages that originate from malnutrition, diseases, inadequate care giving or an unstimulating social environment.

Research has established that the provision of early childhood learning opportunities do offset some of the damages to infants from inadequate preconditions for learning. Apart from these benefits, the health and nutritional services that are often offered at the early childhood development stage do reinforce the ability of individuals to benefit from the basic learning provided.

1. Nutrition

It is clear that proper nutrition is very essential element in ensuring quality education. Research has shown that majority of pupils who took meal in the morning before going to school did pass text administered to them while the majority of those that did not eat that morning failed. There is therefore the obvious need for some supplementary feeding for the pupils especially in the disadvantage communities.

2. Health

The district education has health officers attached to each district. The upgrading of the status of the health officers to Medical officer status, coupled with regular visits to schools to inspect and recommend treatment for children will provide opportunity for the majority of children in the country to have access to a qualified medical officer in

the early stages of their growth. This policy apart from health improvement benefits could serve as a motivation for pupils to go to school and remain at school.

Funding at the Basic Education Level

Funding of education may be viewed as the provision of money and physical inputs such as school buildings, textbooks, teaching and learning materials, and in-service training for education personnel in order to ensure a proper functioning of the education sector. Funding is very critical to the provision of access quality education. No educational system can survive without adequate funding. In view of this, it is important to look at the policy governing the funding of education, the budgetary allocations made to the sector, the contributions from different partners, as well as strategies for the diversification of funding.

Human capital theory suggests that investment in education has a very high socio-economic return for a country such as Ghana that has limited resources. It is, therefore, not surprising that since independence in 1957 the funding of education has been done principally by government. This practice has been reinforced by provisions in the 1992 constitution which states *inter alia* that:

- (i) Basic education shall be free, compulsory and available to all;
- (ii) Secondary education in its different forms, including technical and vocational education, should be made generally available and

accessible to all by every appropriate means, and in particular, by the progressive introduction of free education;

- (iii) Higher education shall be made equally accessible to all on the basis of capacity by every appropriate means, and in particular, by the progressive introduction of free education.

It is clear that no quality education can be sustained without adequate funding. Therefore, every effort should be made to provide the necessary funding. Successive governments over the years have committed resources to fund public education at the basic level. This is evident in the accelerated development plan of 1951 and educational Act of 1961 which sought to establish free and compulsory primary education for all children of school-going age. This is further buttressed by article 25, clause 1(a) of the 1992 constitution, which provides that basic education which consists of primary, and junior secondary school should be free, compulsory, and available to all by 2005. This implies that no obstacle such as tuition fees should be placed in the way of pupils in benefiting from basic education.

In the view of the Anamuah-Mensah committee (2002), tuition fee is any expenditure that goes into the education and training of a pupil and it includes the following:

- (1) Staff Emoluments;
- (2) Libraries;
- (3) Teaching and Learning Materials;
- (4) Provision of Infrastructure;

- (5) Maintenance of Infrastructure;
- (6) Utilities;
- (7) BECE fees;
- (8) Stationary for office use.

By constitutional provision all the above should be free. According to the committee, the main sources of funding basic education are the following:

- (1) Direct Government Budgetary Allocation;
- (2) The Ghana Education Trust Fund (GETFund);
- (3) District Assemblies;
- (4) Development Partners (bilateral and multilateral);
- (5) Fees by Parents and Guardians.

The bulk of government spending on education is directed to basic education, which accounts for about 65% of the total education budget in 2001.

Cost-sharing at basic education level

The concept of cost sharing as a strategy for educational financing has generated a lot of debate in the nation. The concept implies that “all beneficiaries of education, whether directly or indirectly should contribute to the effective running of the system.” (Gbadamosi et al. 2000). Thus, pupil/students, parents, government, district assemblies and all other stakeholders should make direct contributions to education in the country.

The Anamuah-Mensah committee (2002), emphasized that as a means of ensuring sustainability in the financing of education, the government should continue with its policy of cost sharing as a strategy of financing education. The

committee claims that, in view of the present precarious economic situation in the country, and rising cost of education, it has not been possible for government to fully fund basic education in order to make it free. Apart from the policy of cost sharing, the government already subsidizes the cost of BECE by 60%.

Stakeholders in Basic Education

A critical concern expressed by the third component of the fCUBE, increasing access and participation, emphasizes that activities are designed to ensure that there is total access and retention of all school age children in the nine – year basic education program, and that all stakeholders participate fully in educational services programs within the country. Activities involve expanding infrastructural facilities and services to enhance access; addressing issues of enrolment and retention for all school-age children; enhancing quality in the provision of educational services and facilities; ensuring good quality teaching through the setting of performance targets; encouraging all stakeholders to participate fully in educational services or programs.

To achieve these objectives, the Government of Ghana enlisted the assistance of a broad rang of stakeholders. These are grouped into two namely, local and international partners. Local partners include besides the national government, the district education office (DEO), school management committees (SMC), and parent teacher association (PTA), parents who form actors within the local community, teachers, pupil and other interested citizens. The contributions of local NGOs cannot be overlooked. International partners include donor countries through bilateral relationships with the local

government, for example, Britain's Department for International Development (DFID), and America's USAID. There are also international and local NGOs whose contributions will be of paramount interest to this study.

Potential of Stakeholders in Support of Basic Education

At present, many African countries are giving some kind of priority to education and Ghana is by no mean included in this category of nations. The share of recurrent budget is comparatively high in most countries with respect to education. In Ghana, it ranges between 35% and 40% of the national budget (2001 budget statement). It is an undisputed fact that, government in its quest to have a very sustainable development and to reach the middle income levels by the year 2020 is committed to ensuring proper education for its citizens. The analysis is now very clear that, educating a generation of children, including girls even to the basic level is the strongest investment in the development of a country.

However, the government, alone cannot provide all the funds and logistics as well as effective supervision for good quality education. There is therefore the need for the communities, parents and importantly non-governmental organizations to be involved in the proper delivery of education at all levels especially the basic level.

In Ghana today, the decentralized nature of governance has already given way for some level of involvement in educational delivery by all stakeholders. The Ministry of Education (MOE) is generally responsible for educational matters including primary, secondary and tertiary institutions. Due

to the decentralization policy, sub-structures have been established within the Ghana Education Service (GES), to ensure effective and quality primary and secondary education. There is in the hierarchical set-up, the establishment of regional and district offices of the GES that co-operates with regional and District Assemblies (DA) respectively, to further ensure all communities in the country have access to quality basic education.

However, in spite of all these structures there is a general lack of effective management at various levels of the education sector, especially in basic education in

which large number of learners participates. A number of factors have created this

situation; the major ones among them are listed below.

1. Although the Ghana Education Service (Ministry of Education) which deals with pre-tertiary education forms one of the most decentralized sectors of government machinery, there is the need to further decentralize power and responsibility to the district, circuit and school levels. There is an urgent need to further enhance the responsibility and authority of the District Education Offices of the GES reducing the role of the regional offices to co-ordination and monitoring.
2. The lack of power to administer prompt and effective disciplinary measures at the district level, which is closer to the school, has caused a breakdown of discipline generally. Punishment for offending teachers is

often delayed and is ineffective. Consequently, the system is bedeviled with increasing drunkenness and exploitation of child labour.

3. The rather large number of managers promoted out of the classroom where they had shown excellence in teaching and appointed to management position for which they have no training. Consequently, budgeting as well as data gathering and analysis are so incompetent that the desired technical support needed to make the district education office effective is often lacking.
4. Overstaffing in urban schools and understaffing in rural schools is a characteristic problem both at the basic and secondary education levels. This has caused poor staffing and achievement levels in the rural areas at both levels and considerable wastage of human and financial resources in the sector. (PRA Report, CSA-USAID, November 2000).

Teachers

In most African countries, including Ghana, teachers' condition in terms of management benefits and professional support are poor and teacher motivation and performance are also low. This situation has been detrimental to the quality of basic education in those countries. The situation is no different in Ghana where salaries of newly trained teachers take between six to twelve months in some cases before they are regularized. Accommodation has been another issue that confronts teachers who are posted to rural communities. Where accommodation is even available, some are not in sound financial positions to pay for them (PRA report, CSA –USAID, November, 2000). A third

nonetheless contribute to the poor educational performance in basic schools. Some are attitudinal while others may be administrative. A country report on a survey by the national commission on children on each of the ten districts of the country revealed the following about the ethnics of teachers:

In almost all the study areas, various forms of unethical professional behaviour were reported involving child rights violations some of which are as follows:

- a. Physical and sexual abuse which was predominant
- b. Exploitation of children's labour during instruction hours for personal gains as farm hands, performance of domestic chores including cooking and babysitting.
- c. Alcoholism among some teachers.

Source: Country Report, survey by Ghana National Commission on Children. (GNCC, 1997). Other causes include absenteeism and lateness of teachers to school. Consequently, teacher-pupil contact hours are insufficient and in some rural areas, where supervision is very poor, many hours are wasted on activities that are not related to the timetable.

Pupils

In search for quality basic school education, school children are considered as an integral key stakeholder. According to Ghai, as cited in Okaley, Peter & Marsden, (1984), "it is no caricature to say that a conventional development project is conceived and designed from outside by national and international experts together with the paraphernalia of feasibility studies,

development project is conceived and designed from outside by national and international experts together with the paraphernalia of feasibility studies, appraisal reports, specifications of inputs and output and sophisticated cost-benefit analysis. The people for whom this is supposed to be done exist only in abstract as numbers where output and productivity are to be enhanced and where needs are to be satisfied. Their participation in preparatory phase, if they are lucky, may at best consist of some hastily organized meetings with the 'experts' and 'bureaucrats' where they are briefed about the objectives and activities of the planned projects. In the implementation phase, they are expected to carry out their pre-assigned roles". It is prudent and implied from Ghai's assertion that children who are the direct beneficiaries of quality education are involved in educational discussions in ensuring quality basic education.

The achievement of pupils has been poor in recent years. Criterion Referenced Testing (CRT) introduced through the assistance of USAID on a sample of pupils of basic one to six pupils have shown very poor results especially in English and Mathematics. Some challenges confronting school children in the search for quality education are captured below:

- (i) Pupil absenteeism and truancy
- (ii) Children selling petty items such as iced water and loaves of bread at the expense of homework.
- (iii) Pupils being late to school

A Participatory Rural Appraisal (PRA) in Watreso in the Twifo Hemang Lower Denkyira district indicated that a major attitude developed by

children, include watching television and roaming in the night (PRA report, CSA-USAID, THLD District November 2000).

Community-Based School Support Organisation (CBSSO)

At the community level, the following school support organisations can be identified: School Management Committees (SMC), Parent - Teacher Associations (PTA), The Traditional Leaders, Parents / Community, Religious Bodies and the Unit committees

School Management Committees (SMC)

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 school-community-based institution aimed at strengthening community participation and mobilization for education delivery (SMC /PTA resource handbook, 1999).

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 Director of Education (DDE) who is normally represented by the Circuit Supervisor (CS), the other members include the following:

1. Head teacher
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 teaching staff
7. An alumni of the school
8. Representative from PTA
9. Co – opted members who performs 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, they are confronted mainly with the problem of funds. Their only sources of funds are dues from PTA, donations, from NGOs and philanthropists. Again in the execution of their duties, they sometimes usurp the powers of other community – based school support organisations and even head teachers.

Parent – Teacher Association (PTA)

Unlike the SMC that is mandated by an Act, PTA is a voluntary association of parents and teachers in a school community. For convenience and prevention of conflict of roles SMCs and PTAs usually work hand in hand to ensure quality education. However, the activities of PTAs have degenerated into the imposition of levels, sometimes without the consent of most parents. This practice in some school communities does not auger well for the smooth running of the schools as some parents become reluctant to participate in school activities.

The Traditional Authorities

These are the chiefs and elders in the school communities. These traditional authorities that govern their masses by traditional laws and regulations facilitate community mobilization activities. Even though some of their old practices have been condemned in recent times, they nevertheless, have contributed to the sanity that prevails in their communities.

Religious Organizations / Bodies

Some historians trace the introduction of formal education in Ghana to missionaries. They have been involved in the construction of school structures and the training of teachers for our schools. In discussing stakeholders in education, the mention of missionaries cannot be over – emphasized.

Antwi (1992) traced the origins of education mentioning the traditional education, contributions of the missionaries to education and dwelt more on the development of the society in Ghana. In his account, Antwi made references to the Methodist Church and the establishment of Wesley Girls' High School, Mfantsipim School and Wesley College (in the area of teacher education), to mention a few.

Unit Committees

The unit committees are the last in the chain of the government's command under the decentralization policy of 1988. Basically they ensure effective community mobilization for all development projects within a community including school activities and programs.

Non – Governmental Organizations

NGOs cannot be ruled out in the development of education in the country. They are involved in the training of teachers and district officials, provision of infrastructure, provision of children, school needs and other social amenities. They act as a neutral body at the community level in developmental issues.

The concept of non-governmental organization like most social science concepts defies a single and general acceptable definition. Various researchers, writers and development practitioners have come out with many definitions and explanation to the above concept. However, before an attempt is made to define the concept, it would be worthwhile to look at the meaning of ‘non-governmental’ and organization.

‘Non’ according to the BBC English dictionary combines with nouns and adjective to form new noun and adjective. Words formed in this way indicate that something does not have a particular quality or characteristics. Also combines with nouns that refer to a particular type of action to form new nouns, which indicate that a particular action has not been taken or that it will not be taken.

There is no agreement on a common definition of ‘governmental’. The BBC English dictionary defines governmental to mean issues that are concerned with and not related to governmental.

‘Organization’ is defined in the Cambridge international dictionary of English as “a group of people who work together in a structured way for a

shared purpose”. Another definition from the BBC English dictionary sees organization as “a group of people who do something together regularly in an organized way”. Therefore the term ‘Non-Governmental Organisation’ means a group of people working together in a structured manner without much government intervention or political influence and freedom to form organization to engage in self-help and income generating projects.

Definition of NGOs, Activities and Classifications

NGOs are civil society organisations that are formed voluntarily to pursue public purpose for which they undertake to eschew profit and be non-self-serving. By the nature of their interventions in the promotion of social justice, development and democracy, NGOs operate independently and are grassroots-oriented. They have comparative advantage in working at the grassroots level where they can effectively access vulnerable and disadvantaged groups.

NGOs may thus be national as well as international, circular as well as faith-based and of membership and no-membership categories. The constitution of Ghana guarantees the right, and for that matter freedom of association for NGOs. It empowers NGOs to participate in both policy formulation and implementation. Partisan political activities may constrict the autonomy of NGOs and limit its operational effectiveness in serving the communities. However, the constitution does not prohibit them from associating freely.

NGOs are not homogeneous actors. They differ in activities, structure, organization, resources, leadership, membership, ideology and aspirations.

However, to promote effective monitoring, coordination and participation in national development at the different levels of governance and development, they would be grouped in accordance with international classification system of development NGOs

Activities of non-governmental organizations are regarded as a means to an end, where people are considered to have a right and duty to participate in school projects, which affects the lives of children, meant to benefit them and as a means for the production of quality basic education. However, for effective NGO participation in support of basic education, a number of conditions need to be considered. Some of these are as follows:

1. An appropriate national policy and political will to encourage it. For instance, planning legislation placing maximum emphasis on NGO participation in education delivery.
2. Comprehensive and a free flow of education. This could be through periodic meeting with other stakeholders in the district to discuss school issues. It is through these meetings that the stakeholders would realize the importance of their involvement in issues that affect education of their children. Such meetings also serve as fertile grounds for the stakeholders to learn some NGO activities.
3. Appropriate local institution – community-based school organizations to encourage effective participation. These organizations are expected to take initiatives in community mobilization activities and also guide

the NGO in working together to improving the educational needs of society

4. Harmonious working relationship among all stakeholders and coordination of activities at the local level. More often than not, the efforts of the NGOs are frustrated by inadequate integration of local planning and national planning such that some projects are imposed on them from the national headquarters. Such projects do not reflect the real and felt needs of the people for whom it is designed.

If the above conditions were met, NGO participation would give parents the opportunity to make decisions and take actions to improve their children's education. Among some activities that could result from NGO participation include community members.

1. Paying regular visits to school
2. Monitoring and supervising the teaching/learning of their children both at home and in school.
3. Monitoring of pupils performance
4. Monitoring teacher's behaviour towards attendance and behaviour towards pupil especially female pupil.
5. Attending school meetings and function.
6. Demanding for accountability of school funds
7. Having a say in the performance of the staff of the school
8. Having access to school facilities for the good of their children

9. Catering for shortage of teachers by rewarding volunteer teachers within their respective communities.

All these activities outlined above would be realized if all stakeholders were able to identify their respective roles and work towards one common goal.

Some NGOs in Ghana

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

Action Aid/Ghana

Action Aid Ghana is based in Accra with a support office in Tamale and field offices in Bolgatanga, Bawku, Chereponi and in the Brong Ahafo region. Its target area currently comprises the three Northern regions of Ghana; however it will be expanding its operation within the next five years, to the Volta, Western, and Greater Accra regions. Action Aid works in several areas of development including education. Its major services to education are the provision and renovation of infrastructure for education, the provision of educational materials, in-service training and upgrading of teachers' skills, capacity –building of PTAs, peace education designed to minimize ethnic conflict, shepherd schools for children who cannot attend classes during normal school hours, and adult literacy classes using the 'reflect' methodology. Action Aid/Ghana also supports education advocacy at district and national levels by building the capacity of Ghanaian NGOs through training.

Catholic Relief Services/Ghana (CRS)

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

The Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT)

(GILLBT) is affiliated to the University of Ghana. Its main objectives are to provide written materials for Ghanaian languages and to translate the bible and other Christian books languages. Its literacy and development unit runs developed functional literacy programmes in all its area so operation. Under this programme, GILLBT has developed teaching materials in Northern Ghana languages, which are being used on the GES curriculum at BS1 – BS2 levels. GILLBT also runs special classes for children who formerly attended their adult literacy classes. Through this programme GILLBT has been able to convince many rural parents to let their children continue their education in formal

schools. Adult graduates of GILLBT's literacy classes have set up a number of 'primary' schools for adult, to pursue further learning. The adults who complete their studies at these schools enter formal JSS schools and attend classes together with the children.

Plan Ghana

Plan Ghana matches children from a particular community with "foster parent" abroad. The money is then used collectively for development projects within the community, which are directly beneficial to the children. Education is an important part of plan's development programme. Its education programme has two main components, namely the quality formal education programme and the early childhood development programme. The quality formal education programme involve the construction and repair of school buildings, construction of teacher's bungalows, provision of school furniture, supply of school textbooks and other learning material, provision of school uniforms, a scholarship scheme from JSS to SSS for deserving pupils, in-service training for teachers in mathematics and English and a school health programme. The early childhood development programme involved school construction, provision of furniture and playground equipment, training of pre-school attendants at the national nursery teacher training institute, and training of school management committees (SMCs).

Forum for African Women Educationist/Ghana (FAWE)

FAWE/Ghana is a chapter of an international organization headquartered in Kenya. It brings together women ministers of education, university vice-

chancellors, permanent secretaries and other prominent women educationalist, for the purpose of promoting the education of girls and women in Africa. It organizes advocacy, awareness and sensitization programmes about the importance of girls' education, through workshops, the media and the FAWE newsletter. It collates and circulates to all stakeholders in education, appropriate existing data on matters relating to participation of girls, to which end it has an information and documentation centre at its headquarters. It selects specific areas for intervention and research with a view to minimizing the problems militating against the improved participation of girls in education. It networks with other FAWE member countries as well as other organisations engaged in activities relating to girl's education.

Voluntary Service Overseas (VSO)/Ghana

VSO is an independent British NGO, which assists in community development through providing practical assistance in the form of volunteers. VSO's main assistance to education in Ghana is the supply of volunteer teachers to senior secondary schools, vocational and technical colleges and teacher training colleges.

School For Life (SFL)

The School For Life is a Ghanaian NGO working in partnership with the Ghanaian Danish Communities Association (GDCA), its sister organization. It was established by the Dagbon traditional council with the assistance of GDCA. It has its headquarters in Tamale and works in several communities in the

northern region. Its major services to education are the running of afternoon classes in functional literacy and basic numeracy for children. Classes are held in existing school facilities. The curriculum is taught exclusively in the mother tongue and was designed with much input from the GES. All the core facilitators are volunteers trained by SFL in functional literacy and participatory teaching methodology. SFL also provides funds and technical support for basic rehabilitation of dilapidated school structures in the target area, on a self-help basis.

Communities apply for these funds and contribute 25% of the costs in labour and in cash. In addition to this, SFL provides teaching materials including reading and writing materials and furniture.

World University Service of Canada (WUSC)

WUSC began implementing the Canada-Ghana girl-child education enhancement project in 1997. This five-year project funded by the Canadian International Development Agency (CIDA) operates at the community, regional and national levels in collaboration services with UNICEF. It is designed to enhance girl-child education at the primary and junior secondary levels within the northern, upper east, and upper west regions in northern Ghana. WUSC's project components are: institutional strengthening and policy enhancement, gender sensitization and monitoring for educators at the district level, establishment gender-sensitive curriculum and promoting gender parity among educators. Its implementation strategies include the posting of WUSC volunteers to the girls' education unit and the curriculum service, to enhance the

girl-child focus in education policies and in curricular materials. WUSC also provides a limited number of scholarships to teacher training colleges for local women students who agree to teach in their communities for a period of at least three years.

Care Ghana

Care Ghana has an education programme called School and Community-Oriented Education (SCORE), which focuses on re-vitalizing the relationship between schools and communities. In each of SCORE's target communities they encourage communities to form PRA teams and they have organized training programmes for PTAs and School Management Committee (SMCs). As a result, many communities have become far more active in education. For example, five communities have put up structures for school libraries, some have provided teachers with accommodation and others are farming to raise money for their schools. Other intervention under care's score programme are: training teachers in child-centered methodology and in the production of teaching/learning materials with local resource, sensitization on the importance of girls' education and management training for school heads. So far SCORE operates only in the Wassa West district of the Western region.

Partners for Internet in Education (PIE)

The partners for internet in education is a non-profit membership association formed in February 1997 with some initial assistance from USAID's Leland initiative, to bring together schools, companies, organisations and

individuals interested in promoting and using the internet and computers to enhance teaching and learning in schools. Membership of PIE is open to any school, organization, technology, and their impact on and applicability to education

PIE organizes basic training programmes for those of its members who need their computers skills brushed up. In partnership with the Ghana library board and USAID's Leland initiative, PIE has opened the Accra Community Learning Center (CLC), fully equipped with computers and with full access to the internet, to advance and support, at subsidized rates, learning resource for teachers and students in basic, second cycle and professional training institutions.

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

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

World Vision International/Ghana (WVI/WVG)

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

World Vision Ghana (WVG) is a corporate member of world vision, an international Christian relief and development non-profit organization. WVG is legally registered with the Government of Ghana and actively plans, coordinates and implements its development work with all relevant government sector ministries and other NGOs, Ministry of Education, Youth and Sports (MOEYS), Ministry of Health (MOH), Ministry of Food and Agriculture (MOFA), Water and Sewerage Corporation, UNICEF, Water Aid, Ghana National Education Campaign Coalition (GNECC), Northern Network for Education Development (NNED), District Assemblies, and Ghanaian Universities.

WVG began operation in Ghana in June 1979. Mr. George Nicholson, a British national, was the first to head WVG. Rev. Commodore Philemon Quaye,

the first Ghanaian Field Director took over from him in 1980. In 1990, Dr. Joseph de graft Johnson Riverson succeeded Rev. Quaye as National Director. Six years later in 1997, Mr. Bismark Neequaye-Tetteh took over and in January 2003, Mr. Sam Asare became the fourth National Director. WVG has its headquarters in Accra with regional offices in most of the regions. Since 1979, WVG has focused its operations on reducing vulnerabilities, enhancing capacities and providing opportunities for the poorest of the poor in these programme areas including, education (formal and non-formal); child development and protection; health and nutrition; water and sanitation; food and agriculture, gender and development, income-generation activities, HIV/AIDS prevention, care and support, emergency relief and rehabilitation and Christian Witness and impact WVG places highest priority on programs that minister to the most vulnerable and marginalized among the poor, are child-centered, and community-based development.

Operational Sectors

WVG has its head office in Accra but implements its programmes in all administrative regions. Since 1997, a decentralization process put WVG into three operational sectors. These are the Northern sector which covers Upper-West, Upper-East and Northern regions, the Central Sector which covers Ashanti, Brong-Ahafo and Eastern regions and the Southern Sector which covers the Volta, Eastern, Central, Western and Greater-Accra regions. Through the decentralization process, resources and facilities are provided to staff in the ADPs and zones to facilitate services delivery and quality ministry in the

communities. The three sector offices have been equipped to provide training, monitoring and effective co-ordination of programmes.

WVG has been supporting initiatives across the country including 17 Area Development Programs (ADPs), 4 ADP family sponsorship programs, and 7 special grants programs. It has established offices in the 21 district centers, and 47 resource centers in the zones to promote effective communication and collaboration with the district assembly and decentralized departments. Staff are positioned and rooted in the zones and the communities, to ensure effective mobilization of the communities to community-initiated development programs. WVG has also supported some institutions and homes for socially and physically disadvantaged children. These include: Osu children's home, Hohoe school for the deaf, Akropong School for the Blind, Manpong school for the deaf and dumb, Sekondi school for the deaf, cape coast school for the deaf, Bechem school for the deaf, Begoro rehabilitation centre, Ajumako-Ba nutritional centre, Manpong babies home and faith foster home (Frafraha orphanage). (Daily Graphic, 24th June 2004, p.25)

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

As an active member of the inter-NGO consortium, WVG engages in international and local networks and partnerships. Over the past 25years WVG

has pursued its program objectives with the Government of Ghana, communities, faith-based institutions, international universities and research institutions (Cornell University, Desert Research Institute, Nevada USA, University of Ghana and Cape Coast). Rationale for paradigm shift from community development projects to area development programmes.

WVG's initial development strategy of operating in several communities scattered all over the country called Community Development (CD) projects gave way to a new concept of Area Development Programmes (ADPs) in the early 1990s. The Area Development Programme (ADP) concept is an approach to transformational development which targets a specific geographical location (district or part of a district) for maximum impact. It implies a long-term commitment to the community. The rationale for this paradigm shift was to ensure sustainability. Among other things, the ADP concept was expected to assure the following:

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

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

WVG's Experience in Northern Sector Intervention

In the daily graphic issue of 24th June 2004, the world vision in a special silver anniversary supplement published that, in 1981 after undertaking relief operations in the north following an ethnic conflict, WVG opened an office in Tamale to oversee its long-term ministry in northern Ghana. According to the report, assistance to communities in the north started that same year. Some of the early assisted projects were sited at Walewale, Nayoko, Wulugu and Moglaa. In the same report it was revealed that from 1981 to 1999 WVG assisted 27 communities in the northern and upper-east regions. Each of these communities benefited from traditional community development projects through WVG sponsorship funding. WVG assisted the people in the seven ministry areas: relief, health and nutrition, water and sanitation, agriculture, income generating activities, women-in-development and leadership training, education (formal and non-formal) and evangelism and leadership training. In the northern region, these projects were located in nine districts while in the upper east they were located in two districts.

In a WVG document via internet, their operations in the three northern regions of Ghana started about 23 years ago and have had a vast range of experiences in the field of basic education in the three northern regions-working

from early childhood education through to adult literacy programs. Right from the onset, the organization sought a clearer understanding of the challenges confronting achievement of quality education in the area, especially for girls, and positioned itself to addressing the issues identified. It was observed that the quality of schooling was low in most communities, with inadequate infrastructure, scanty number of children in the schools, especially girls, demoralized and under-trained teachers in most cases. Due to the strong believe of the organization, that addressing poverty issues in an effective and sustainable manner was positively correlated to quality education, greater emphasis was placed on improving access to basic education. WVG therefore initially focused on providing educational infrastructure in all the communities where the organization had projects.

Currently, WVG has established an effective collaboration and linkage with the Northern Network of Education Development (NNED), the mouthpiece and advocate of northern educational concerns to address other issues affecting basic education especially for girls in the three northern regions. The organization is recognized by the MOEYS/GES as a strong partner in education in northern Ghana. (Daily Graphic, 24th June, 2004, p. 25)

Current Status in the Northern Sector

Again in the daily graphic issue of 24th June 2004, it was revealed that, following WVG's shift from scattered community development projects to Area Development Programmes (ADPs), the northern sector operations currently has seven ADPs. In all the beneficiary districts, WVG collaborates with the district

assemblies, community members, decentralized departments such as Ghana Education Service, Ghana Health Service, Ministry of Food and Agriculture, Community Development, Community Water and Sanitation Agency (CWSA), Social Welfare, other NGOs and the implementation of its programmes.

The Nadowli ADP, the first in the north, started in 1993 with funding from WV Canada and has 3,519 Children-In-Programme (CIP). Education was their entry point and since then other major areas of intervention have been added in health and nutrition (no hungry children), food security, environment, gender and development and Christian witness. The Bongo ADP, supported by the people of Switzerland, has 2,500 CIP. It began with health and nutrition as its entry point and has been expanded to include education, food security, gender and development and Christian witness to bring holistic development to children and their families. A year later in 1997, the Gushiegu-Karaga ADP started with water sanitation as its entry point for development. Their areas of major intervention are education, food security, gender and development, Christian witness and health and nutrition. The ADP currently has 3,000 CIPs. In 1999, three new ADPs were started in the Savelugu/Nanton, west Mamprusi (2,800 CIP) and Tolon/Kumbungu districts thus increasing the number of districts benefiting from the organization's support. WV United States funds the Savelugu/Nanton ADP (3,000 CIP) and west Mamprusi ADP (3000 CIP). Health and nutrition, education, food security, gender and development and Christian witness have been added to the initial interventions of water and sanitation. Tolon/Kumbungu ADP has 1,750 CIPs and also had water and

sanitation as its entry point. Through sponsorship funds provided by WV Canada, more interventions in education, food security, health and nutrition and Christian witness are being carried out. Saboba-Chereponi ADP is the newest and began in march 2004 with funding from WV United States and is currently carrying out water and sanitation programmes. Three more ADPs are scheduled for Zabzugu-Tatale, West Gonja and Yendi between now and 2007. They are starting with funds provided by WV United States and using water and sanitation as their entry point. (Daily Graphic, 24th June, 2004, p. 25)

Impact of the Northern Sector Intervention

According to the northern sector 2003 end of year report, government of the United States, Canada and Switzerland are sponsoring about 8,000 children in the North. For two successive years (2002 and 2003) the Ghana National Commission on Children voted the Bongo ADP for an award for its significant contribution to the welfare of children in the upper-east region. A former sponsored child, Dambo Bambu of Nadowli ADP talks about the impact of sponsorship on his life. "I must say sponsorship has benefited me tremendously because without it, I would not have attended school due to my poor family background" Dambo is extremely lucky because his sponsor decided to take care of him throughout his education. This support, coupled with his hard work has yielded fruits and he is currently pursuing a degree program at the University of Development Studies, Wa campus.

Again in the daily graphic issue of 24th June 2004, it was pointed out that as an organization that focuses on children; WVG continues to support the

Ghana education service to provide quality education for children in the beneficiary districts. These include the provision of school buildings and libraries, school uniforms, furniture, textbooks, reading clubs and computers. Its support for 94 teachers under the Rural Education Volunteer (REV) scheme led to an improvement in the student teacher ratio. These interventions have helped improve enrolment in schools and drastically reduced school dropout rates.

In partners, a magazine of WVG, during the period between 1995 and 2003, WVG drilled about 211 boreholes in 143 communities for about 42,900 people under its water and sanitation programme. “It was very difficult to get water, said Madam Rita Iddi, Gushiegu Karaga District Chief Executive. “With WVG’s help, the number of wells has increased and everyone is happy especially the women. They no longer travel far for water. On behalf of my people, I thank WVG”. In addition, about 902 VIP latrines have been constructed in 78 communities and 216 water and sanitation (WATSAN) committees formed. It is also interesting to note that, 224 communities benefited from health education and 921 community members were trained in management skills. 10 boreholes were also drilled for 5 institutions.

According to Justin and Faustina who compiled the Daily Graphic issue of 24th June 2004 on the special silver anniversary of WVG, Laligu was a trachoma endemic community in the Savelugu/Nanton ADP. It used to rank fifth in trachoma prevalence with as much as 28% of its population affected by the disease. This has changed since WVG drilled two boreholes there. “Now that we have potable water in Laligu, my home and community will be saved from the

dreaded guineaworm and trachoma. Anybody who gets these diseases from now on is due to their own carelessness,” says Azara Alhassan, mother of Imoru Alhassan who suffered from trachoma some time back. The provision of water has helped reduce water borne diseases, improved sanitation and economic activities in general in communities served with water.

Under Gender and Development, about 101 women’s groups in about 52 communities have been given loans for income generating activities. These groups have also been trained in book keeping, family life education, financial management, childcare, leadership skills and gender issues. Madam Akapoka Salifu of Bongo received a loan for her ‘Happy Women’s Chop Bar’ operation. “Ever since I got five hundred thousand cedis as loan from WVG, I no longer buy foodstuff on credit and this has increased my profit and family income. This is because the interest on the loan is very moderate”, she states. “It has made me credit worthy and has enabled me to also expand my business”. (Daily Graphic, 24th June, 2004, p. 25)

The special silver anniversary supplement on WVG in the 24th June 2004 edition of the Daily Graphic further revealed that, in the area of health and nutrition, WVG has carried out HIV/AIDS education, training for peer health educators, formed trachoma clubs and conducted dental checks. De-worming of children has led to a reduction in the level of malnutrition among children under five years. Committed to making health care accessible to deprived rural communities, WVG has facilitated the District Health Management Team (DHMT) to carry out immunization programmes, given vitamin A, iron and

iodine supplements to pre school children and conducted eye and ear screening for children and adults. In collaboration with Vision Aid Overseas (VAO), children and adults have received free eye screening, testing and a token fee for eyeglasses. In addition, the organization has built four nutrition centers in the Bongo ADP and provided supplementary feeding for children. The DHMT has also been facilitated to build the capacities of TBAs and Community Health Volunteers. All these have led to an increase in health awareness among the communities and an increase in collaboration between WVG and Ghana Health Service/DHMT.

WVG's Experiences in Central Sector Intervention

WVG's first contact with the now Central Sector was through a community development project at Nkronso in the Eastern Region. In all, 42 Community Development and school/institutional projects were undertaken by WVG in the Brong Ahafo, Ashanti and Eastern Regions which now constitute the Central Sector. In the Brong Ahafo Region 12 Community Development projects and one institutional project were implemented in nine districts. Konkori Community Development project in the Bosomtwe Kwawoma District and Manpong Babies Home, an institutional project in the Sekyere-West District, were the beneficiaries of WVG's support in the Ashanti Region. In the Eastern Region, 27 Community Development projects brought many benefits to people in these communities. Additionally, Manpong School For the Deaf, Akropong School For the Blind, Apedwa School project, Begoro Apaah School

Aforestation Programme, Ofori Panyin Secondary School, Akim Oda Secondary School and Asamankese Secondary School were assisted.

In the 2003 end of year report of the Central sector, it was revealed that the organization assisted projects to build day care centers, primary school and JSS workshops, renovated classroom blocks, provided school furniture, established libraries and supplied school uniforms. Children and their families also benefited from health care and nutritional programs, potable water and sanitation facilities. Farmers received loans and agricultural extension services while others got credit for the establishment and expansion of income generating activities. In addition, training was provided for Traditional Birth Attendance (TBAs), church leaders and child evangelism teachers. Adult literacy and afforestation programmes were also carried out. Through these projects, children and their families and communities were assisted to improve their conditions. These community development projects were phased out in September 2000. Before they final phase out of the community development projects, Area Development Programmes had also started in the Central Sector Operation area. The first was the Kwahu ADP, operating in the Kwahu South and Afram Plains district in the Eastern Region.

Current Status in the Central Sector

The Central Sector has six ADPs and a specially funded project-the Micronutrient and Health (MICAH) Projects. These are located in the Brong Ahafo, Eastern and Ashanti regions and cover eight districts. In the area of health, 136,452 children have been immunized against Polio and other

childhood diseases in Asante Akim North, Kwahu, Atebubu and Sene ADPs. Again, 42 communities have received education on health and hygiene issues in Ashanti and Kwahu districts. 139 Traditional Birth Attendants (TBAs) have been trained in delivery in Atebubu and Sekyere East districts. One health clinic and two nurses' quarters have been constructed in Atebubu district. The activities of WVG in this direction can also boast of 5,867 children who have been dewormed in the Sekyere East and Asante Akim North ADPs. 1,600 individuals have also received dental care in Sekyere East district and 170 mothers have been trained in nutrition and other issues in Atebubu and Sekyere East districts. Still under health, 41 People Living with AIDS (PLWAs) are being cared for in Kwahu, Ashanti and Atebubu ADPs. 14 children orphaned by HIV/AIDS are being cared for in Kwahu, Atebubu and Sekyere East ADPs. Again, 13,909 people have been educated and trained on HIV/AIDS in Kwahu, Sene, Atebubu, Sekyere East and Ashanti ADPs. Moreover, 3,022 pupils, 40 teachers and 50 peer educators were trained or educated on HIV/AIDS in Sene and Atebubu ADPs.

In the area of education that has been used in most cases as their entry point into most of the districts in the Central Sector, 35 school blocks have been constructed in all the six ADPs. In addition, 2 pavilions have been constructed in Sekyere East while 6 have been rehabilitated in Sene. It has also been documented in their report that, 82 needy but brilliant children have benefited from scholarships in all the six ADPs. To boost up the reading abilities of school children, a mobile library has been established in Ashanti ADP, while the

Sekyere East ADP has also constructed a library. Furthermore, in their efforts to assist the girl child, 31 girls are undertaking vocational training in hairdressing and sewing in the Kwahu ADP. Again, with the support of WVG, 234 literacy classes have been established in Atebubu, Sene, Ashanti, Sekyere East and Asante Akim ADPs and 5,222 adult learners are being assisted in the Kwahu, Sene and Atebubu ADPs. Concerning vocational training, 45 needy but brilliant children have been sponsored to continue their education in five Senior Secondary Schools, one in a Vocational Institute and one in a Technical Institute in the Kwahu ADP. Again, another 36 young girls are being trained in dressmaking and hairdressing respectively at the Hweehwee Resource Center in the Kwahu ADP.

Since their intervention, WVG has made significant contributions in the area of agriculture and food security, and water and sanitation. In this area, 941 farmers have been trained in grasscutter, goat, sheep and other animal rearing in all the ADPs in the Central Sector. 75 farmers are also engaged in grasscutter rearing in Sene, Atebubu and Ashanti ADPs. The Sene ADP has established 8 fishponds in the ADP to supplement fish received from other parts of the country. WVG has acquired 55.6 acres of land for the purpose of reforestation while Atebubu ADP has facilitated communities to cultivate 18 hectares of teak, 2 hectares of acacia trees and 13 acres of cassava cuttings. The Sene has 70 goats while Kwahu ADP has constructed 54 cages and pens for goats and grasscutters. With respect to water and sanitation, 734 boreholes have been drilled in Sene, Atebubu, Kwahu and Ashanti ADPs and 3,559 Pump

Maintenance and WATSAN committee members have been trained in the ADPs.

In their contributions towards the improvement of good morals and values in the society, WVG has established 280 Bible Clubs in the Sene, Atebubu, Kwahu, Asante Akim North and Ashanti ADPs. In addition, 664 pastors and leaders from Kwahu, Ashanti and Atebubu ADPs have been trained and 6 churches have been planted in Atebubu ADP. Moreover, 3216 children have been exposed to the gospel in Sekyere East and Ashanti ADPs.

In the area of relief and housing improvement, WVG has renovated 153 houses and built 5 new houses for in the Atebubu and Sekyere East ADPs. Adding to that, 245 people made up of 185 men and 60 women from 20 communities have been trained in bushfire prevention in the Asante Akim North ADP. 10 communities have also benefited from anti-bushfire campaign launched in the Sekyere East ADP.

Impact of the Central Sector Intervention

Since WVG intervention in the Central Sector as documented in their end of year report, there have been remarkable improvements in health, education, food production, leadership development, income generation, vocational skills development and water and sanitation facilities, in the various districts where WVG has been involved in development programmes. Most of these has been captured from the testimonies of some prominent individuals from some the Central Sector ADPs during some memorable occasions. At Atebubu, during the commissioning of nursery and JSS School buildings it was

documented that, “WVG put up this building to fulfill an earlier promise to the students. The supply of books and uniforms to students has also lessened the financial burdens on parents”, said Nana Brenya, a Chief. In another speech during the occasion it was recorded that, “This occasion marks another milestone in the efforts of WVG in bringing development to Ghana in general and to the Atebubu district in particular. It signifies what an organization dedicated to improving people’s welfare can do through the mobilization of funds and organization of the people to construct school infrastructure”, said the District Director of Education for Atebubu.

In the case of the Kwahu ADP, the impact mentioned above was felt during the commissioning of teachers’ quarters in ADP. The Chief, who was also the Chairperson for the function, described the occasion as a unique one, recalling the assistance WVG provided as a rainstorm ripped off the roof of the local school. WVG has given us a gift of great value. Now I don’t think there is any teacher who would refuse transfer to this community”, Chief of Jamasi, Nana Kosopri said. Again, according to the District Chief Executive for Kwahu-South, “WVG is a unique NGO operating in the country”. He added that, “the District Administration is sponsoring 66 teachers at various training colleges with WVG support and I am happy to say that these facilities will help keep them in the rural areas of the district”.

The impact was not different in the Sekyere East as it was evident at a durbar during an annual advisory council visit by WVG staff from their headquarters, Accra. At this durbar for three members of the advisory council in

Sekyere East, Anyinofi community representative, Daniel Aboagye said, “Your housing improvement programme has provided places for us to lay our heads. We are equally grateful that you have ensured our spiritual welfare through your Christian Witness programsme”. In another development at the Ashanti ADP, a mother testified about WVG sponsorship, “I am grateful that my disabled daughter received a wheelchair and can go to school. Thanks to child sponsorship, she won’t end up disabled and illiterate”. Kasoa Salifu said. These are but a few of the successful impact chalked by the WVG in the Central Sector Intervention.

WVG’s Experiences in the Southern Sector Intervention

Under the Community Development (CD) strategy adopted by WVG after its formal inception in the country in 1979, 116 projects were implemented in the southern sector operational area. Out of these, 36 were located in the Volta Region, 28 each in the Central and Western Regions and 24 in the Greater Accra Region. By the end of the first year, 15 projects had been initiated. The Mau Be Project at Agomeda in the then Tema District of Greater Accra Region and Domenyo Project in the Ho District of Volta Region were the first to be established south of the country in January 1980. Through these projects, executed between 7-10years, the organization provided various interventions in Health and Nutrition, Education, Relief and Water and Sanitation to about twenty thousand Children-In-Program and their communities. Other areas were Agriculture, Micro-Enterprise Development and Christian Witness. A gain through the Mau Be project the community benefited from a clinic, supply of

executed between 7-10 years, the organization provided various interventions in Health and Nutrition, Education, Relief and Water and Sanitation to about twenty thousand Children-In-Program and their communities. Other areas were Agriculture, Micro-Enterprise Development and Christian Witness. As a result through the Mau Be project the community benefited from a clinic, supply of drugs, and annual immunization of children. A school block was also furnished while nursery pupils were provided with books and school uniforms. Farmers received improved seeds while women were organized to undertake gari processing. The people received spiritual nurture through evangelism programmes.

Under the Domanyo project, a Day Care Center was built for school children and they also received uniforms and supplementary feeding. Farming tools were supplied to boost agriculture. Women also acquired vocational skills to help them generate income. A revolving loan scheme was set up. The community also received a corn mill and a borehole was drilled to provide potable water for the people. Similar interventions were provided in other project communities. Local management teams were set up and trained to enable them manage the resources effectively.

According to Dennis Agyiri Bimpong, a former sponsored child from Wassa Saa community in the Western Region had this to say about WVG's operations in his area:

WVG has really helped my community. It provided us with a nursery, two primary school buildings, a junior secondary school, a secondary school, a clinic and about four boreholes. The assistance of WVG

helped me a lot as I completed my primary school in one of the newly built primary schools and entered the only junior secondary school also built by WVG. I attribute the little success I have in life to the great foundation I had at Saa in the primary school and JSS which were through the kind gesture of WVG.

Dennis who is now a student at the University of Ghana Lagon is aspiring to be a Sociologist.

Current Status in the Southern Sector

As indicated earlier, WVG at the beginning of the 1990s adopted the strategy of achieving holistic development through Area Development Programming (ADP). The ADP strategy focuses on facilitation, training, collaboration and networking for efficient use of resources to ensure effectiveness and sustainability. There are nine ADPs in the Southern Sector operational area and they are Ahanta, Twifo Praso, Assin, Dangbe West, Nkwanta, Suhum-Kraboia Coaltar, Mfantseman, Mpohor Wassa and Ga North. With funding from sponsors and donors, WVG has provided the following major interventions through its ADPs in the Southern Sector operational area to benefit especially children who are its main focus.

Talking of education, the special anniversary supplementary (part two) of twenty-five years of WV's work in Ghana revealed that, 147 schools have been built. In addition, 4354 pieces of furniture have been supplied to needed schools in the ADPs in the Southern Sector. Moreover, to encourage enrolment and school attendance, 5663 school uniforms were distributed to school children. In their efforts to build the capacity of teachers, 1049 teachers have

had in-service training. Again, 810 children benefited from extra tuition. WVG further supported 4815 community children and adults to undergo literacy lesson. To improve on the reading ability of pupils 4 libraries were provided for schools. Teachers in the Southern Sector were not left out as 12 teachers' quarters were built. WVG also constructed a carpentry workshop for youth training and a vocational school was established to train the youth. More importantly, 35 youth apprentices were trained in employable skills.

In the area of health, WVG has contributed so much to the Southern Sector operational area. This was revealed in the daily graphic issue of 8th July 2004, the WVG in a special anniversary supplement (part two), published that, 34,482 children and 443 mothers have been immunized against the six killer diseases in the Southern Sector operational area. In addition 32,390 people were treated for bilharzias and onchocerciasis and 132,463 children were dewormed. Furthermore, 822 health volunteers and staff from the District Health Monitoring Teams (DHMTs) were trained in proper health delivery and 243 Traditional Birth Attendance (TBAs) were trained. Still on health, 4,300 children were treated for yaws, scabies and chronic sores and 4,650 people were screened for eye defects. In the area of nutrition, 5,334 school children had supplementary feeding and 4,040 children and adults were sensitized on proper nutrition and hygiene. Nurses in the Southern Sector operational area also benefited from 5 nurses quarters and health compounds. To add to that, 800 children underwent dental screening and 4,700 children received Vitamin A supplement. About 51 people suffering from elephantiasis were treated and provided with shoes and

mosquito bed net and about 1,000 Insecticide Treated Net (ITN) distributed to Families-In-Programme. More importantly, in response to the deadly diseases HIV/AIDS, 480 Youth Peer Educators were trained to carry out HIV/AIDS education, 81 People Living With AIDS (PLWAs) and 2 orphans are being supported and 70 women including PLWAs trained in income generating ventures.

The Southern Sector 2003 end of year report indicates that, in the area of food and agriculture and water and sanitation, WVG has lived up to expectation. The report recorded that, 20,000 oil palm seedlings were given to farmers and 2,505 mango and cassia seedlings were also distributed to school children. To check environmental degradation, 280 trees have been planted in communities and 1,180 youth and school children were supported to study vegetable and legume cultivation. In their efforts to encourage the production of protein, 1,935 fowls were vaccinated and 356 farmers trained in animal rearing and proper crop cultivation. Still on agriculture, 172 farmers have been trained in beekeeping while 210 beehives have been procured for farmers and 17 farmers are undertaking snail farming. To sustain the interventions 300 farmers, 12 schools and 10 women groups have been supported financially to undertake ventures. On water and sanitation, 91 boreholes and water tanks have been provided, 723 KVIP and household latrines have been constructed and 132 water and sanitation/pump maintenance volunteers have been trained.

The WVG special anniversary publication in the daily graphic on 8th July 2004 revealed that, through the efforts of the organization a lot has been done to

improve the religious and moral development of the people in the Southern Sector operational area. According to the publication, 112 Bible and Good News clubs and 12 churches have been established. Again, 891 church leaders and four women's groups and 227 Sunday school teachers and evangelists have been trained. In addition, 31,770 community people have been exposed to the gospel of Christ and moral education.

Partners, a WVG magazine pointed out that, under the Micro-enterprise Development project in Southern Sector, 749 people were trained in small business, entrepreneurship and fish processing. It further recorded that 34 women's credit groups were formed and given micro finance and trained on the proper management of the funds. About 473 people have received loans and supported to undertake small business ventures and about 63.2 million cedis credit was given to farmers and gari processing groups, some as a start up capital and others to expand their already existing enterprise.

In their efforts to assist in relief, 284 community people and ADP staff have been trained in disaster management and 700 community people were trained in fire prevention. Moreover, 10 communities were sensitized on child rights and 164 Peace Volunteers have been trained with 64 communities reached. Relief items were also given to NADMO for distribution in the event of natural disasters.

WVG's Support for Education in Ghana

With respect to support for infrastructure development, 584 school blocks (primary and junior secondary school) have been built and rehabilitated

countrywide by WVG. 249 of teachers housing and 49 teaching workshops have also been built and rehabilitated. WVG has also directed their support for girls' education over the years. In this regard special programs supporting girl-child education in all WVG ADPs especially in northern Ghana (payment of school fees and supply of school uniforms) have been put in place. Community-based scholarship schemes for the poor but needy children especially for girls have also been established. So far 1581 girls have been sponsored to attend basic and senior secondary schools, and presently 1083 are being sponsored countrywide.

Over 2010 school pupils in rural communities are currently receiving extra tuition after classes to improve upon Mathematics, English, and reading skills at the basic education level. Incentives packages for teachers in deprived areas in the form of radio sets, bicycles, and provision of teacher accommodation and regular supply of bar soap have also been put in place. Sponsorship has been given to 149 teachers to undertake courses in Science, Mathematics and English. 150 rural education volunteers have already been supported to assist in teaching pupils in the rural communities.

Support for instructional materials in school and communities have not left out. 30 community libraries have been built and stocked with books to support instruction and reading in those communities. For instance nearly 200 pupils from the lower Dodowa area, stream into the Roman Catholic Junior Secondary School premises Mondays, Wednesdays and Fridays of every week. These children read borrow books or study at the library set up jointly by WV's ADP and the Ghana Education Service (GES). This is one of over 20 libraries

set up in the Dangbe West district of Greater Accra region. Provision of teaching and learning materials including books has been supplied to over 200 second cycle schools and all the libraries of the tertiary institutions, including the medical school of Ghana.

WVG has provided the installation of v-sat communication equipment in the 20 districts where the organization operates. This has made these districts capable to be hooked to the inter-net to facilitate distance-learning programs in the communities. The ADP approach has enabled the organization devise a strategy to effectively mobilize communities and to ensure active participation of the local political leadership in the design, implementation, and management and monitoring of educational programs. Some district assemblies are already using part of their district common fund to support WVG supported community educational programs.

WVG's school feeding program is one of the major interventions that have maintained relatively impressive school enrolment records. This has been a collaborative effort between World Food Programme (WFP), Catholic Relief Services (CRS) and the community members. Currently over 5000 school children are in this programme in WVG operational areas in the three northern regions.

The organization's involvement in complementing education has been mainly in the area of non-formal education. In this respect WVG is collaborating with the non-formal education division of the ministry of education and school of life. Presently the programme is ongoing in 60 communities in the north.

CHAPTER THREE

METHODOLOGY

This chapter deals with the methods for conducting the study. It highlights the population, the sample and its selection. The chapter also describes the research instruments used as well as the data collection procedure. It also touches on the data analysis procedure.

The Research Design

The study was conducted using a descriptive survey design. According to Creswell (2003), 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 the information was collected was through asking questions; the answers to these questions by the members of the group constitute the data of the study. The designing of the instrument was based on a number of variables including improving teaching and learning, increasing access and participation, support for girl's education, support for HIV/AIDS education, support for nutrition and sanitation and support for moral development of basic school pupils. Data collected from these procedures enabled the researcher to compare the views of the various categories of people in the sample. These views were triangulated with the field trips (observation) and the checklist. The design was chosen to be appropriate in the sense that the survey research has the potential to provide the researcher with

a lot of information obtained from quite a large sample of individuals to make good generalization.

Population and Sample

The Twifo Hemang Lower Denkyira District has about 1,510 settlements or communities. With respect to education, the district has 273 basic schools made up of 249 public schools and 24 private schools. There are 184 primary schools and 89 JSS. The total population of teachers in the district is 2,171 according to the 2001/2002-district school census. The district is made up of 10 circuits with 10 circuit supervisors. The circuits are as follows: Agona, Hemang, Juabeng, Jukwa, Manpong, Nuamakrom, Nyenase, Praso, Wamaso, and Wawase. The targeted population is all the staff and pupils of all basic schools, all staff of the District Education Office (DEO), all staff of the District Assembly (DA), all staff of World Vision Ghana (WVG) and all community members in the Twifo Hemang Lower Denkyira (THL)D District. However for an extensive research work, the accessible population comprised the following:

- a. A purposive sample selection of the District Director of Education, the Assistant Director (Supervision), the Assistant Director (Statistics) and the Community Participating Coordinator (CPC)
- b. All the 10 Circuit Supervisors
- c. All the 24 headteachers of the WVG intervention schools.
- d. A total of 240 SMC / PTA executives, Unit Committee members and opinion leaders from the WVG community-schools to form focus groups were selected.

- e. All of the 10 members of the District Education Oversight Committee (DEOC) of the District Assembly.
- f. All of the 13 staff of WVG Twifo ADP Office.
- g. All of the 48 Child Welfare Service Officers (CWSO).
- h. A total of 120 parents from all the communities.

The census method was used for the community-schools because a fair representation of the community-schools that have benefited from WVG was desired.

Table 2

Breakdown of Respondents included in the Study

Name of Respondent	Number of Respondents
District Director	1
Assistant Director -Supervision	1
Assistant Director-Statistics	1
Community Participating Coordinator (CPC)	1
Circuit Supervisors	10
District Education Oversight Committee (DEOC)	10
Headteachers	24
Staff of WVG (Twifo ADP)	13
Child Welfare Service Officers (CWSO)	48
Parents	120
SMC / PTA Executives / UC members/ opinion leaders	240
Total	469

The District Director of Education (DDE), Head of Inspectorate, Assistant Director (Statistics), the Community Participating Coordinator (CPC), the 10 Circuit Supervisors (CSs) and the 10 members of the District Education Oversight Committee (DEOC) were chosen because their views on WVG's intervention in the district were very representative.

Instruments for Data Collection

Field trips (observation), checklist, questionnaire and semi-structured interview (SSI) were used to generate primary data. In addition, secondary data from the District Education Office and the Twifo ADP Office as well as WVG headquarters, Accra were also used.

The researcher used a set of self-developed questionnaire and an interview guide as a means of gathering data for the study. The instruments were designed to obtain relevant information on the study. Both open-ended and closed-ended items were included in the questionnaire used to collect information on the contributions of WVG in support of educational development in the district. The open-ended questions were such that respondents were free to use their own words to elaborate on and organize information and give their views on the subject matter, whereas the close-ended questions assisted the respondents in choosing from possible answers given in the questionnaire.

The researcher also used naturalistic observation that offered him the opportunity of observing the natural setting of the existing situation. The researcher found this method more appropriate due to the fact that, he made no effort whatsoever to manipulate variables or to control the activities of

individuals, but simply observed and recorded what happened as things naturally did occur with a personally designed observational guide. A checklist was used to triangulate the responses from the questionnaire and interview guide. The checklist contained items that were used by the researcher personally to confirm most of the physical contributions of WVG in support of basic education in the district.

The instruments were arranged purposely for the various target groups considered under the study. Questionnaires were designed to elicit information from the headteachers on the availability of educational facilities prior to WVG intervention and the contributions of WVG in the district with respect to availability of educational facilities at the basic education in the district. This was found expedient because it made it possible for the researcher to know the existing situation in terms of educational facilities in all the community-schools involved in the study. A continuous scale from 'very adequate' to 'inadequate' was used. The responses were valued as follows: 5='very adequate', 4='adequate', 3='fairly adequate', 2= extremely inadequate and 1='inadequate'.

Another questionnaire was developed to elicit data from parents of children who belong to clubs instituted by WVG in the 24 community-schools. Items in this questionnaire were used to gather data on parents' awareness of these clubs, the significance of these clubs, participation of children and the effects of these clubs. These questions were open ended and gave parents the opportunity to express themselves on the issues.

The interview guide was developed and used to collect data from DEO Officials, DEOC members, Child Welfare Service Officers, focus groups and WVG staff of Twifo ADP on the availability of educational facilities in all the 24 community-schools before WVG intervention and the availability of educational facilities in the community-schools since WVG intervention in the district. This was found expedient because it made it possible for the researcher to know the existing situation in terms of availability of educational facilities before WVG and brings out the contributions made by WVG in support of basic education in the district since its intervention.

Both face-to-face interviews and focus group interviews with 10 interviewees from each of the community-schools were conducted. These interviews involved unstructured, semi-structured and generally open-ended questions that were intended to elicit views and opinions from the WVG Twifo ADP staff, DEO Officials, DEOC members, Child Welfare Service Officers and the 24 focus groups. These interviews were used to bring out the effects and benefits accruing to the community-schools as a result of WVG's contributions in support of basic education in the district. It also revealed some of the challenges encountered by WVG in its effort to assist in the educational development of the district. The interviews were so useful to the researcher in the sense that, contributions from WVG and other data that could not have been observed directly were accessed through these interviews. It also allowed the researcher to get to detailed historical information that would have been difficult

to access. The interviews also enabled the researcher to have control over the line of questioning.

Documents from the DEO and WVG were used in the course of the study. From the DEO documents like the situation report on education and other facilities were used. PARTNERS, a magazine of WVG, its calendars and the generic proposal of WVG (Twifo Praso ADP) were also used. These documents made it possible for the researcher to access information at anytime convenient even after fieldwork had been done. With these documents representing data that were thoughtfully and attentively compiled as written evidence, transcription was facilitated.

Data Collection Procedure

With the assistance of the Institute for Educational Planning and Administration (I.E.P.A), the researcher was given an introductory letter with which he informed respondents about the study and the role they were expected to play in assisting the researcher. (A copy of the introductory letter has been attached to Appendix A).

An initial set of baseline data was collected from the statistical department of the DEO, the offices of WVG (headquarters) and the Twifo Praso ADP and the headteachers of all the 24 WVG schools under the study. The data were gathered to find out the availability of the various educational facilities prior to WVG's intervention strategies. Data were also gathered on the current availability of the various educational facilities since the implementation of the WVG intervention strategies.

The purpose of collecting the baseline data was to develop a profile for the partnership school- communities prior to the WVG intervention strategies. It was also to serve as a benchmark for measuring change and the extent of the contributions of WVG. The baseline data was also to provide a set of standards for monitoring project objectives of WVG. It also allowed for community impact assessment at the completion of the WVG intervention.

In each of the communities, a 10-member focus group, specifically made up of SMC/PTA executives, UC members and opinion leaders was formed to help bring individuals together for discussions and sharing of ideas on what existed prior to WVG's intervention and the changes that has taken place since the intervention. The researcher visited each of the community-schools prior to the study and met the various SMC/PTA chairmen. These meetings made it possible for dates, time, and venue of subsequent meetings to be scheduled. Each focus group was met four times in the course of the study. 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 under consideration.

The researcher went to the district offices to grant interviews personally to the respondents to ensure that the needed information was elicited from the respondents. The researcher went to the offices to arrange with the authorities for a convenient day and time for interviews to be granted. This prior notice was

very important for it gave the respondents ample time to get them prepared. At each of the offices, two days were used in conducting the interviews. The interview took the form of questions and answers. Questions were posed to respondents and they were allowed to organize information to answer the questions. This method was chosen because these officers were few to talk to one on one. Through these interviews, the researcher collected data from the District Education Office, WVG Twifo ADP office and the District Education Oversight Committee members. Copies of a questionnaire were also distributed to the right respondents at the appropriate time. The researcher made sure that questionnaires were retrieved back to him two weeks after the respondent had finished providing answers to the questions.

The researcher went to all the community-schools and had focus group discussions with five parents of children who belong to clubs instituted by WVG in each community. The researcher guided the discussions by explaining the questions posed to them for the purpose of clarity. This method was found appropriate because besides their number being huge, time to interview all of them, it was found would not be enough.

Again some members might not be able to read. It was also meant to encourage individual responses.

All the headteachers were met separately prior to the study to agree on the day and time of the distribution and collection of the questionnaire. Copies of the questionnaire were given to each of the 24 headteachers. Answered questionnaire were collected two weeks after distribution. The researcher found

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The researcher went to the selected community-schools and project sites personally to cross check information given by WVG (Twifo Praso ADP Office) with the use of the observational method and the checklist. Rapport was established with the respondents in the school and the District Offices through personal interactions. This was to do away with any possible hostilities, anxiety and apathy, which could have hindered the progress and success of the study.

Data Analysis Procedure

The collected data were organized into appropriate groups for tabulation. For instance, with the open-ended questions, the responses were compared. Those with the same views were grouped together. Data collected with the use of the checklist were compiled. All ideas and experiences generated during the focus group discussions were collected and recorded. Similar views were grouped together. Ideas generated from the brainstorming assisted in clarifying the various issues under consideration. The main methods used in analyzing the data were percentages and frequencies to clarify and support some of the

discussions on the findings. In most of the calculations the researcher used the Statistical Programme for Social Sciences (SPSS) in analyzing the data.

The analysis was conducted in five phases; first, analysis of the state of educational facilities before WVG's intervention, which comprised the total of all the 24 headteachers of WVG intervention community-schools for the study. The second phase dealt with the state of educational facilities since WVG's intervention, which also comprised all the 24 headteachers of WVG intervention community-schools. All of these headteachers were chosen purposively in order to have a clearer picture of educational facilities that existed before WVG's intervention and the changes that have taken place since its intervention. Phase three looked at the perception of parents on the effects of the activities of the various clubs formed by WVG in some of the community-schools in terms of the moral development of pupil, sanitation and nutrition. This phase dealt with analysis of data from 120 parents from the 24 community-schools. The fourth phase touched on the analysis of the data from 24 respondents interviewed. They comprised the District Director of Education, AD Supervision, AD Statistics, Community Participation Coordinator, Circuit Supervisors and DEOC members. The last phase dealt with analysis of the data collected from the 10-member focus groups in each of the 24 community-schools.

CHAPTER FOUR

RESULTS AND DISCUSSION

In this chapter the data collected from the field of research and the procedure for the analysis of the data are reported on. The order of presentation of data is as follows;

1. The state of educational facilities before WVG's intervention,
2. The state of educational facilities since WVG's intervention,
3. The extent to which WVG had improved teaching and learning at the basic level,
4. The extent to which WVG had improved efficiency in school management at the basic level,
5. The extent to which WVG had increased access and participation at the basic level,
6. The extent to which WVG had supported girls' education at the basic level
7. WVG's efforts at moral development at the basic level of education in the district
8. WVG's efforts at sanitation and nutrition at the basic level of education in the district
9. The challenges faced by WVG in its efforts to contribute to basic education in the district.

State of Educational Facilities before WVG Intervention

Frequencies and simple percentages were used in presenting data on respondents in the various phases. In the first phase of the analysis, items 1 to 22 of the questionnaire dealing with the state of educational facilities that existed before WVG's intervention were put into various groups. Items (1, 2, 4, 6, 9, 10, 13, 14, 15, 19, and 22) are presented in Table 3.

For the purpose of effective data analysis, data were put into two main categories: adequacy and inadequacy levels respectively. Very adequate, adequate and fairly adequate were collapsed into adequate whilst extremely inadequate and inadequate were collapsed into inadequate. Data collected on the state of educational facilities before WVG intervention is shown in Table 3.

Table 3

State of Educational Facilities before WVG Intervention

Item	Adequate Freq.	%	Inadequate Freq.	%
State of textbooks	2	(9.1)	20	(90.9)
State of school uniforms	2	(9.1)	20	(90.9)
State of library and lib books	2	(9.1)	20	(90.9)
State of recreational facilities	1	(4.5)	21	(95.5)
State of training of teachers	10	(45.5)	12	(54.5)
State of TLMs	7	(31.8)	15	(68.2)
State of sporting equipment	5	(22.6)	17	(77.3)
Availability of voc & tech equip.	0	(0)	22	(100)
Availability of garden equip.	2	(9.1)	20	(90.9)
State of classroom	7	(31.8)	15	(68.2)
Adequacy of furniture	4	(18.1)	18	(81.8)
Adequacy of sanitary facilities	5	(22.6)	17	(77.3)

Data in Table 3 shows that out of all the 24 WVG intervention community-schools 20, representing 90.9% of the headteachers made it clear that textbooks, school uniforms, library/library books and garden equipments in their respective community-schools before WVG's intervention were inadequate. About 95.5% of the respondents were also with the fact that recreational facilities were inadequate. The results also show that all (100%) of the 24 respondents pointed out that vocational and technical equipments were inadequate. In addition, 68.2% of the headteachers indicated that TLMs and classrooms were inadequate. Again, according to 81.8% of respondents, the number of furniture was inadequate. Finally, 77.3% of respondents asserted that of sporting equipments and sanitary facilities were inadequate, whilst 54.5% stated that the training of teachers was inadequate.

The above revelations suggest that educational facilities in the District before WVG's intervention were woefully inadequate. This is especially so with respect to vocational and technical facilities. All these suggest that quality of basic education in the district prior to the WVG intervention was low. These findings are supported by the argument of Mingat & Ping (1988). They argue that the meaning of educational quality can be defined in two ways in terms of their inputs, or outputs. In the first, they claim 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. Secondly, they believed educational quality is

linked to the output of the system, regardless of its internal operation. It can be concluded that educational facilities mentioned above which are inputs were inadequate prior to WVG’s intervention. The possibility of that state of affairs affecting the pupils who, are the outputs of the system, is obvious.

The next section deals with availability of scholarships and other facilities prior to the WVG intervention. In this section, respondents were asked to indicate ‘Yes’ or ‘No’ to the availability of scholarships and other facilities prior to the WVG intervention. The data is presented in Table 4.

Table 4

Availability of Scholarships, Sponsorships and Staff Bungalows before WVG Intervention

Items	Yes		No	
	Freq	%	Freq	%
Provision of scholarships	0	0	22	100
Provision of sponsorships	0	0	22	100
Provision of teachers bungalows	3	13.6	19	86.4

The data in Table 4 indicate that all of the headteachers answered ‘No’ when they were asked whether the pupils ever received scholarships and sponsorships prior to WVG’s intervention. The data also show that about 86.4% of the respondents made it clear that their community-schools received no staff bungalows before WVG’s intervention. This means that majority of the community-schools in the study lacked scholarships, sponsorships as well as staff bungalows prior to WVG’s intervention. These findings supported the PRA

Report of CSA-USAID, November 2000, which emphasized that accommodation was an issue that confronted teachers posted to rural communities such as the area under study. The report stressed that where accommodation was even available, some teachers were not in sound financial position to pay for them. The conclusion drawn from the above analysis is that, scholarships, sponsorships and staff bungalows were lacking prior to the intervention and may have affected the performance of pupils. The next issue to deal with in the next section is the situation of extra classes before the intervention. Respondents were asked to indicate the availability of extra classes prior to the intervention. The data is presented in Table 5.

Table 5

Situation of Extra classes before WVG

Items	Frequency	Percent
Not available	18	81.8
Available-non fee paying	2	9.1
Available-fee paying	2	9.1

From Table 5 we notice that 81.8% or majority of the WVG intervention community-schools were not having extra classes in their respective schools. This means that extra tuition to supplement the approved instructional hours was extremely inadequate. This might have been due to the GES directive forbidding the organization of extra classes in public schools and the permission that is to be sought if it should be organized at all. In the next section the feeding of

pupils before the intervention was dealt with. Respondents were made to indicate the availability of feeding pupils prior to the intervention. The data is shown in Table 6.

Table 6

Feeding of pupils before WVG Intervention

Availability	Frequency	Percent
Not in place	21	95.5
In place	1	4.5

The data in Table 6 brings out the fact that about 96% or majority of the respondents (headteachers) stated that no organization or individual provided school pupils with food to supplement what parents gave to pupils before WVG intervention. The situation is different from WVG's project at Domenyo where children were provided with supplementary feeding. It has been clearly stated by many researchers that pupils who took some meals in the morning before going to school did pass text administered to them while the majority of those that did not eat that morning failed. This implies that school pupils who are unfortunate to be fed to school will not be able to concentrate well on classroom work and this may affect their performance. The next section deals with the number of classrooms in a block used by community-schools before WVG intervention. Respondents were given the option of 'three', 'four' and 'six and above' to indicate which of them existed before the intervention. The data in presented in Table 7.

The data in Table 7 show that about 13.6% of the community-schools involved in the study had four classrooms in a block and 77.3% had six classrooms and more in a block. This indicates that at least before WVG's intervention, almost 90.9% of the community-schools used for the study were not lacking classrooms.

Table 7

Number of Classrooms before WVG Intervention

Number	Frequency	Percent
Three	2	9.1
Four	3	13.6
Six and Above	17	77.3

In the next section, Headteachers respondents were asked to describe the type of material their classrooms were made of prior to the WVG intervention. Their answers are presented in Table 8.

Table 8

Type of Classrooms before WVG Intervention

Types	Frequency	Percent
Mud	17	77.3
Dwarf Wall	4	18.2
Pavilion with Wall	1	4.5

We learn from Table 8 that 77.3% of the headteachers respondents indicated that their classrooms, prior to the WVG intervention, were made of mud walls. About 18% also indicated that their classrooms were made of dwarf walls, probably also mud. This information suggests that though there were classrooms in the community-schools, they were not of the right quality nor were they adequate.

In the next section, respondents were asked to indicate if before WVG intervention pupils in the community-schools did enjoy medical assistance. Medical assistance here means paying of hospital bills and drugs of sick pupils in the community-schools. The answers provided are presented in Table 9.

Table 9

Availability of Medical Assistance before WVG Intervention

Availability	Frequency	Percent
Not Available	21	95.5
Available	1	4.5

From Table 9 we find that about 96% of the headteachers made it clear that there was no medical assistance in their respective community-schools before WVG's intervention.

The next section deals with the quantity of furniture community-schools had before the WVG intervention. The respondents were given the option '40 and below', '41 to 80' and '81 and above' to indicate the quantity of furniture community-schools had prior to the intervention. Their responses are shown in Table 10.

Table 10

Quantity of Furniture before WVG Intervention

Number	Frequency	Percent
40 and Below	4	18.2
41 to 80	11	50.0
81 and above	7	31.8

As indicated in Table 10, almost 68.2% of the community-schools used for the study had furniture ranging from 80 and below. From the analysis above, it implies that the quantity of furniture for the majority of the community-schools before WVG's intervention were inadequate.

Conditions since WVG Intervention

WVG's contributions to improvement in the availability of teaching and learning materials. Research Question 1: To what extent in the views of headteachers, community members, DEO officials, SMC/PTA/UC executives, has WVG contributed to improvement in of teaching and learning at the basic level of education in the THLD district?

This section deals with the conditions of educational facilities since WVG intervention. The primary concern is to find out whether some educational facilities directly relating to teaching and learning have improved due to WVG intervention. Ten questions were designed in the questionnaire for all headteachers in the intervention community-schools to respond to them.

Answers to these questions may suggest whether WVG's had assist in improving the conditions of educational facilities since its intervention. The headteachers of all the community-schools were asked to indicate the support WVG had given to the community-schools since the intervention.

To answer the research question 1, some items under the adequacy of educational facilities since WVG were used. They were textbooks, library and library books, training of teachers, teaching and learning materials, extra classes, vocational and technical equipments, quantity and type of furniture and quantity and type of classrooms.

Similarly, for the purpose of effective data analysis, data were put into two main categories: adequacy and inadequacy levels. That is, 'very adequate', 'adequate' and 'fairly adequate' were collapsed into 'Adequate' while 'extremely inadequate' and 'inadequate' were collapsed into Inadequate. Respondents were then asked to indicate the adequacy and inadequacy levels of educational facilities since the intervention. The frequency and percentage distribution of the answers provided on the items are presented in Table 11.

Respondents were asked to tick the adequacy levels of the above mentioned educational facilities which directly impacts on teaching and learning since WVG's intervention and which were attributed to WVG contributions.

Table 11

State of Educational Facilities since WVG Intervention

Items	Adequate		Inadequate	
	Frequency	%	Frequency	%
Textbooks	19	79.2	5	20.8
Library/library books	23	95.8	1	4.2
Training of teachers	21	87.5	3	12.5
TLMs	23	95.8	1	4.2
Extra classes	1	4.2	23	95.8
Voc and tech equipment	0	0	24	100
Number of furniture	18	75	6	25
Type of furniture	18	75	6	25
Number of classrooms	16	66.7	8	33.3
Type of classrooms	16	66.7	8	33.3

Table 11 shows that a large number of respondents indicated the fact that most of the educational facilities are adequate due to WVG's intervention. From Table 11, with the exception of extra classes and vocational and technical equipments which are inadequate, and represented 4.2% and 0% respectively of the responses, all the other educational facilities in the Table had responses representing more than 65% adequacy level.

Specifically, majority of respondents representing 79.2% indicated the state of textbooks to be adequate since WVG intervention. This means that there has been a significant improvement in the provision of textbooks, taking into

consideration the 9.1% adequacy level of textbooks prior to WVG's intervention as revealed by Table 3. In further analysis, Table 11 shows that twenty-three (95.8%) representing responses for both library books and teaching/learning materials were adequate as compared to 9.1% (library books) and 45.5% (teaching/learning materials) in Table 3 in which these facilities were inadequate prior to WVG intervention. It was also observed from Table 11 that 87.5% of the respondents indicated that the training of teachers is adequate since WVG intervention. This is an improvement over the 45.5% depicted by Table 5 to be adequate. Table 11 further reveals that, 75% of the respondents indicated that the number and type of furniture since WVG intervention is adequate which an improvement is over the 31.8% indicated in Table 10 which was the furniture situation before WVG intervention.

For the purpose of answering research question 1 extensively, items 1, 2 and 7 on the interview guide for the DEO officials were used. In questions 1 and 2, respondents were asked to identify direct contributions from WVG to the DEO and the associated benefit. Table 12 shows the reported contributions WVG has made directly to the DEO.

Table 12

Direct contributions from WVG to the DEO

Responses	Frequency	Percent
Support for staff training	15	62.5
Provision of office equipments	6	25

As displayed in Table 12 show that more than half the respondents reported that the resources WVG channels directly to the DEO goes into staff training. The DEO staffs are trained for them to in turn train the headteachers and teachers at the circuit level. Some of the topics they treat during the training sessions include modern teaching methods, school/classroom management, supervision etc. This facility provides the teachers the opportunity to acquire new pedagogical skills which have a direct bearing on the improvement of teaching and learning in the classroom.

It is also clear from Table 12 that more than a quarter of the resources WVG gives to the DEO are used for the purchase of office equipment. One of such office equipment is the risograph which was purchased at the amount of ₵25million, with WVG providing 80% of the total cost. This risograph is used to run copies of the mock examination papers for the schools in the district, questions which hitherto, were written on chalkboards. It is an undeniable fact that the provision of such facilities among others has gone a long way to improve teaching and learning in the classrooms, especially those in the rural areas.

The next important issue was whether the DEO officials received training with WVG support, and if they did what type of training? Items 5 and 6 on the interview guide for DEO officials were used. In this connection, the respondents were asked whether they had received any training with WVG support. They were given the opportunity to answer 'yes' or 'no'. Their

responses are represented in Table 13. Table 13 clearly shows whether or not the respondents have received any training with WVG support.

Table 13

Training of DEO staff with WVG support

Responses	Frequency	Percent
Yes	19	79.2
No	5	20.8

The information in Table 13 buttresses the fact established above. When respondents were asked the type of training they had received, most of them mentioned topics like preparation of lesson plans, use of teaching and learning materials, use of modern pedagogical techniques, proper use of instructional hours, proper school/classroom management, good supervision and so on. It is clear from Table 13 that majority of the respondents representing more than two-thirds of the total number of respondents have received training in these areas. These efforts by WVG are consistent with a statement issued by Mrs. Sara Oppong, the then Director of Basic Education in the late 1980s. She made it clear that, as a nation our priority is to teach students to read and write, so they can live better lives, to read the signs on the road; to go to the bank and sign their names; to be useful in the community; to be able to read a pamphlet that provides nutritional information; to know that it is critical to boil water before drinking; and to write their names and vote. She emphasized that, to make this a reality, our focus is to train new teachers and retrain teachers already on the field

who can help students learn. From the above discussion the WVG is doing its best with reference to supporting the training of DEO staff.

In furtherance of the above discussions, a focus group discussion guide was used to elicit data to address the above research question. Item 10 on the focus group discussion guide was used. This item was used to find out which area of WVG intervention the community like. A 10 member focus group selected for each the community-schools involved in the study were asked what they like about WVG with respect to what the organization is doing for basic education in their respective community-schools.

It is observed from the discussion that most of the respondents like WVG's intervention because of its support of activities and provision of facilities which impact positively on teaching and learning. Majority of the respondents like WVG for provision of facilities such as furniture, school building, scholarships/sponsorships, school uniforms/TLMs and support for training teachers. From the group discussions it was revealed that, most of the parents in all the communities under study, find it extremely difficult to further their children's education due to their inability to provide essential basic school needs of their children. This support provided by WVG means that most teachers have improved upon their pedagogical skills as well as mastery in subject area, which has in no small way contributed to the improvement of teaching and learning in the respective community-schools. Moreover, the existence of such facilities by the kind courtesy of WVG has improved the reading abilities of children and also improved their mathematical competence.

From the ideas shared during the focus group discussions in most of the communities, children are given English textbooks and library books to be taken home to read. Children no longer carry tables and chairs from home to school nor sit on the floor again. Children feel very confident now to go to school in good school uniforms; they now do not run home when the clouds begin to form; they go to school without the fear of being sacked from school for fees due to the scholarship/sponsorship package for most of them.

It is obvious from the above discussions that WVG's contributions have really improved the quality of teaching and learning in the community-schools under study in particular and those in the district as a whole. This gesture of WVG is consistent with one of the components of fCUBE which is a constitutional provision. In fact, chapter 6, article 38, section 2, and page 40, of the 1992 Constitution states: "The government shall, within two years after parliament first meets, after the coming into the force of this constitution, draw up a program for implementation of this within the following ten years, for the provision of free, compulsory and universal basic education". The fCUBE programme has basically three components, namely, improving the quality of teaching and learning, improving efficiency in management and increasing access and participation. In conclusion, WVG is seen to be contributing its quota to the country's educational aspirations by providing educational facilities and support to improve upon the quality of teaching and learning not only in the THLD district but also in other parts of the country. Therefore to answer research question 1, it can be said that to a very large extent WVG has assisted

in improving the conditions of educational facilities and the quality of teaching and learning in the THLD District.

WVG's Contributions to Improvement in Efficiency in School Management

Research Question 2: To what extent in the views of headteachers, community members, DEO officials, SMC/PTA/UC executives, has WVG contributed to improvement in efficiency in school management at the basic level of education in the THLD district?

This question was designed to find out how adequately teachers, headteachers, DEO staff and some community members have received training in school management under the auspices of WVG. To this end, all headteachers in the WVG intervention schools were asked to indicate adequacy of the training they have received with WVG support in the area of school management. Table 14 denotes the perceived adequacy of training received by headteachers/teachers with WVG support.

Table 14

Training Received Headteachers and Teachers with WVG Support

Item	Frequency	%
Adequate	21	87.5
Inadequate	3	12.5

Data from Table 14 show that 87.5% of the respondents indicated that the level of school management training received with WVG support is adequate. This finding shows an improvement over the adequacy levels of

school management training received by teachers prior to WVG as presented in Table 3. In Table 3 one finds that 45.5% of the respondents indicated that school management training received prior to WVG intervention was inadequate.

To buttress the discussion above, 24 DEO officials were asked to indicate if they had received training with WVG support. Their responses are shown in Table 15.

Table 15

Training Received by DEO Officials with WVG Support

Responses	Frequency	%
Yes	19	79.2
No	5	20.8

As indicated in Table 15, majority of the DEO officials used for the study have received training with WVG support. According to most of the circuit supervisors the training they received with WVG support has really helped them to improve upon their supervising roles and has also built their confidence in the execution of their duties. On the same question, Table 16 shows the responses of community members used in the focus group discussion.

Table 16

Training Received by Community Members

Responses	Frequency	%
Yes	164	68.3
No	76	31.7

Table 16 shows that community members were not left out of WVG supported training geared towards the improvement of efficiency in school management. From Table 16, we learn that a substantial number of community members used in the focus group discussion said 'Yes' when they were asked whether they had received any training with WVG support. When asked what type of training they received, they mentioned conflict management in the community-school, participation in school issues, keeping of records of school property, welfare of teachers, and maintenance of school property and so on.

These findings suggest that WVG has provided training geared towards the improvement of efficiency in school management which is in line with one of the three components of the fCUBE to headteachers, teachers, DEO officials and community members as well. In most of these communities, now the management of the school is not only the responsibility of DEO officials and headteachers but community members as well. One can therefore conclude that to a very large extent WVG has contributed to the improvement in the efficiency of school management in the THLD District.

WVG's Contributions to Increasing Access and Participation

Research Question 3: In the views of headteachers, community members, DEO officials, SMC/PTA/UC executives, to what extent has WVG contributed to increasing access and participation in basic education at the THLD district?

This research question was meant to find out whether there had been any improvement in access and participation in school issues by the various stakeholders since the intervention of WVG. Questionnaires were given to all headteachers and DEO officials used in the study. Respondents were asked to indicate whether WVG's effort at access and participation are adequate or inadequate. Their answers are presented in Table 17.

Table 17

WVG's Efforts at Access and Participation in School Issues

Respondents	Adequate		Inadequate	
	Frequency	%	Frequency	%
Headteachers	24	100	0	0
DEO Officials	20	83.3	4	16.7

Data from Table 17, all the headteachers indicate that access and participation have improved since WVG intervention. The headteachers supported this claim with the fact that the provision of school uniforms, quantity and type of furniture provided by WVG as a means of increasing access at the basic level of education were adequate. According to most of the headteachers, these educational facilities have gone a long way to increase their enrolment levels, as parents no longer burden themselves with the provision of such school needs. If this is true, then WVG is really contributing to increase access at the basic level of education. Most headteacher were of the view that many of the children are in school because of the availability of both recreational and

sporting facilities by courtesy of WVG. If most of the headteachers acknowledge the fact that the availability of such educational facilities has a direct relationship on enrolment in their respective community-schools, then it stands to reason that as WVG provides such educational facilities to the community-schools, the level of enrolment increases thereby increasing access at the basic level of education.

In furtherance of the above reasons a greater proportion of headteachers believe that the provision of sponsorships for pupils by WVG has helped in providing access to many children whose parents have not got the means to send them to school due to school fees and other school needs. If the headteachers claim that the provision of sponsorships is having a positive effect on enrolment in the community-schools, then again there is no doubt that WVG is contributing to increase access at the basic level of education in the district. According to most of the headteachers, enrolment would have been more increased if scholarships given by WVG to pupils in the community-schools are increased and this will eventually lead to an increase in access at the basic level of education in their respective community-schools.

Again majority of the headteachers pointed out the fact that prior to the provision of the sanitary facilities; pupils use to ask permission to go home and visit the toilet and the urinal and never come back to school. According to some of the headteachers, some the pupils were using rubbish dumps as places of convenience which was dangerous to their health. Fortunately, according to most headteachers 50% of medical bills of pupils who fall sick and visit the

hospital are footed by WVG. To most of the headteachers this is one of the major interventions which have encouraged and continues to encourage many parents to send their children to school. It is clear from this reason from the headteachers that the provision of health assistance by WVG to pupils in the various community-schools has a direct relationship with the enrolment levels of these community-schools. As a result of the above discussion, it can be concluded that the provision of health assistance by WVG to these community-schools may have led to increased access at the basic level of education in these communities.

For most of the headteachers, the provision of new school blocks and comfortable classrooms has gone a long way to encourage most parents to send their children to school. One of the headteachers remarked thus; 'now our school block is far better than many of the school blocks in the cities'. It is worth mentioning here that two of the twenty-four communities involved in the study owe the existence of the schools in their communities to WVG. Prior to this, the children in these communities use to walk about 15kilometers to and from school in the nearby communities. It is clear from the discussion above that WVG has really contributed to increased access at the basic level of education in the various community-schools involved in the study through the provision of school buildings.

All headteachers were of the view that if WVG increases the provision of such educational facilities, especially staff/teachers bungalows, there is the strong likelihood attracting teachers to these community-schools and more

importantly retaining the few who are already there. According to them, when teachers stay in the communities there is the greater likelihood increasing enrolment since these teachers might be able to embark on enrolment drives. One of the headteachers was of the view that children who are not in school may be enticed, when they see other school children being given prizes during open days and therefore believe that it will do a lot of good if WVG should institute open days in all their intervention community-schools.

From Table 17 it is interesting to note that majority (83.3%) of DEO officials indicated that access and participation was adequate since WVG intervention. The major reason why DEO officials responded this way as depicted by Table 17, was that they believe the provision of most of the school facilities really increased enrolments in the district especially in the community-schools used in the study. In the words of one of the district officials, WVG since its intervention had also embarked on several enrolment drives through community-wide meetings and the provision of other school facilities to community-schools. He added that had it not been WVG's intervention, the state of basic education in the district would have been in shambles.

To buttress the discussions above, focus group discussion was conducted and some parents interviewed. According to the focus groups and responses from parents interviewed prior to WVG intervention, the enrolments in their respective schools were very low. They said since the provision school infrastructural facilities by WVG to the various community-schools, enrolment had increased dramatically. The focus groups were of the view that the provision

of school infrastructural facilities is one of the major means of embarking on enrolment drives.

It is clear from the above discussion that WVG in providing such school infrastructural facilities for the various community-schools is invariably increasing access at the basic level of education in the community-schools involved. In their deliberations during the focus group discussions, one of the outstanding reasons why they believe WVG had increased access at the basic level of education is that, the provision of all the school facilities has gone a long way to increase their enrolment level. It was also declared by the focus groups that, the provision of school infrastructural facilities had increased enrolments and increased access at basic education.

It is interesting to note that because of the training received by DEO officials, headteachers, SMC/PTA executives and community members with WVG support, all these stakeholders now actively participate in school issues. Community members support the school from offering accommodation to new teachers; visiting the school; organizing communal labour for school projects and so on.

It is evident from the above discussions that in the efforts of WVG to provide the community-schools involved in the study with all the necessary school facilities, they have invariably increased enrolments which eventually had increased access to basic education in the various communities. One can therefore conclude that WVG had contributed to increased access to a very large extent.

WVG's Support for Girls' Education

Research Question 4: In the perception of communities, DEO officials and staff of WVG Twifo ADP, what has WVG done in support of girls' education in the THLD district?

This research question seeks to find out the extent of support given to the girl child by WVG in terms of education. The staff of WVG Twifo ADP and DEO officials were interviewed and focus group discussions were conducted for community members. In both the interviews and focus group discussions respondents were asked to share their views on what WVG has done in support of girls' education in the district. The question posed to each of these groups was 'Do WVG gives any special assistance to girls' education in the THLD district'? Respondents were given the opportunity to choose either 'Yes' or 'No'. The responses from the interviews were presented in Table 18.

Table 18

WVG Support for Girls' Education

Respondents	Yes		No	
	Frequency	%	Frequency	%
Staff of WVG	13	100	0	0
DEO Officials	24	100	0	0

Data from Table 18 indicate that all (100%) of the staff of WVG affirm in the positive, their organization's support for girls' education in the district. When asked to enumerate the kind of assistance WVG give in support of girls'

education in the district, the staff of WVG indicated that 60% of both sponsorships and scholarships are given to girls. They added that in the distribution of school uniforms and other school needs such as textbooks and exercise books, 60% is given to girls. According to the staff of WVG, the purpose is to encourage more girls to participate in basic education and stay in school till completion of JSS. The staff of WVG further explained that most of the girls in the communities drop out of school for not having school uniforms. They added that the provision of school uniforms for girls builds their self esteem and confidence and also serve as a tool of embarking on enrolment drive. This according to the staff of WVG has increased enrolment and retention among girls in the communities.

The data from Table 18 further show that all (100%) of the DEO officials interviewed in the study were of that WVG supports girls' education in the district. Most of them said that apart from the scholarships and sponsorships given to girls, WVG also supports the district in the organization of STME. According to the then District Director of Education, Mr. David Osei Wusu, had it not been the support of WVG, most of the girls would have been on the street. He added that there is still more WVG can do to improve the status of girls' education in the district.

Views from the focus group discussions responses from parents suggest that contributions of WVG in support of girls' education are numerous. According to communities about 15 girls have benefited from the vocational skills training with support from WVG. The girls are now in school at Brewa

studying catering and fashion design. Most of them said that lot girls in the communities are now in school because both pupils and parents now do not have to think of the cost of new school uniforms. According to parents girls on the communities now stay in school till they complete JSS and this has improve retention and reduced dropout of girls. This is consistence with the views the staff of WVG Twifo ADP.

From the personal observation of the researcher, it seems girls are really supported in their basic education by WVG. The researcher observed that even in the provision sanitary facilities to community-schools by WVG, girls are given priority. The researcher also observed that the average enrolment rate of girls in the communities used in the study has increased from 15% in the year 1998 to 56% in the year 2003. This revelation may be due to WVG's support for girls' education at the basic level in the district. The above discussions suggest that WVG has done a lot in support of girls' education at the basic level in the district. It can therefore be concluded that in the perception of communities, DEO officials and staff of WVG Twifo ADP, WVG has contributed immensely in support of girls' education at the basic level in the THLD district?

WVG's Efforts at HIV/AIDS Education

Research Question 5: In the views of communities, how successful has WVG been in its efforts at HIV/AIDS education at the basic level of education in the THLD district?

The purpose of the research question is to examine the success of WVG in the view of community members on HIV/AIDS education at the basic level of

education. To address research question 5, eleven items were designed and used. 120 community members were involved in focus group discussions. Issues discussed during are as follows; awareness of communities on the formation of the HIV/AIDS club in the community-schools by WVG; knowledge of the basic facts of HIV/AIDS by clubs members; preparedness and willingness of HIV/AIDS club members to tell others how any one can be infected and describe the impact of HIV/AIDS on the individual, the family and the community; preparedness and willingness of club members to provide information on how to prevent HIV/AIDS and other STIs; knowledge on the state of HIV/AIDS epidemic in Ghana and impacts of HIV/AIDS clubs on communities. Each member in a group was given equal opportunity to share views on the issues above.

Concerning awareness of the formation of the HIV/AIDS clubs, most of the community members were aware of the existence of the HIV/AIDS clubs. This means that the clubs have gain recognition in all the communities. Most members in the focus groups expressed the fact that activities of the clubs are not news to them. Moreover, it was observed from the discussions that most communities appreciate WVG for the organization of educative programmes and campaigns against HIV/AIDS. One of the community members could not hide his appreciation when contributing to the discussion. He said 'WVG does not only solve our educational problems but rather all our problems including health. In fact God bless the staff of WVG. They have been so instrumental in sensitizing us on HIV/AIDS issues. We will forever remember WVG'.

Furthermore, to find out how successful WVG has been in its efforts at HIV/AIDS education, communities were asked whether they agreed or disagreed to the view that children who belong to the HIV/AIDS clubs know some basic facts about HIV/AIDS. Most members indicated that at least children who belong to the HIV/AIDS clubs are not totally ignorant about issues on HIV/AIDS. They claim that children knowing some basic facts about HIV/AIDS stand a better chance of advising themselves and also having an impact on the community as a whole. According to majority of those involved in the discussions, most children know about the acquisition and prevention of the HIV/AIDS. It was also said that children now sing HIV/AIDS songs and recite HIV/AIDS poetries in their various homes. The consensus was that WVG had really contributed in providing basic information on HIV/AIDS not only to pupils but community members as well through community-wide meetings and video shows. According to a chief in one of the communities, the first time he saw an AIDS patient was through an HIV/AIDS documentary shown in the community by WVG.

Added to these, the study found that majority of the parents agreed to the statement that HIV/AIDS club members voluntarily tell others how any one can be infected by the virus. Most of the parents said that there had not been any HIV/AIDS programme organized by the club for which they had to pay. This according to most parents encourages community members to participate fully in all HIV/AIDS programmes organized by the club. This means that club members were trained not to sell their knowledge on HIV/AIDS to their peers

and any other person for money but on the grounds of fulfilling their social responsibilities. In this way, these children will grow up to appreciate the need to offer information on other health issues without being selfish. This attitude of WVG has really instilled in these children the ability, preparedness and willingness to share not only on HIV/AIDS issues but on all other related health issues. The efforts of WVG in this direction is confirmed by the publication on WVG's activities in the 24th of June 2004 edition of the Daily Graphic, in which it stated that, 13,909 people have been educated and trained on HIV/AIDS in Kwahu, Sene, Atebubu, Sekyere East and Ashanti ADPs and moreover 3,022 pupils, 40 teachers and 50 peer educators had been trained or educated on HIV/AIDS in Sene and Atebubu ADPs.

The discussions further revealed that, a large number of parents involved in the study agreed to the statement that HIV/AIDS club members in the community are prepared and willing to describe the impact of HIV/AIDS on the individual, family and the community as a whole. This attitude of club members had made community members understand the fact that HIV/AIDS is not only an individual problem, nor is it a problem for a particular family but also a problem of the entire community and that all stakeholders should assist in fighting against this dreadful disease. According to most of the parents, the adverse effects of acquiring the HIV/AIDS, cuts across all facets of life, be it social, economic, political, health, security, financial, developmental etc.

On the issue of their knowledge of the state of HIV/AIDS in the country, the view of many was that children who belong to the HIV/AIDS club know the

state of HIV/AIDS epidemic in the country. In addition, a large number of parents agreed receiving most information on how to prevent HIV/AIDS and other STIs from children who belong to the HIV/AIDS club and through other programmes organised by WVG. To these parents whatever knowledge acquired through the provision of information on HIV/AIDS and other STIs by children of these clubs will ultimately be of immense benefit to individuals, families and the community as a whole. This is confirmed by a number of HIV/AIDS education programmes organised and a number of training for peer health educators in the Northern Sector by WVG as documented in the Northern Sector 2003 end of year report.

The impact of the HIV/AIDS clubs on the pupils and the communities is the next important issue. Members of the focus groups were made to share their views on the impact of the HIV/AIDS clubs on the pupils and the communities. Views from the discussions indicate that most parents used in the study claim that pupils' attendance to video centres had reduced with the introduction of the HIV/AIDS clubs. In this direction, chiefs of most of the communities had banned the activities of video operators and in other cases charged the unit committee members to apprehend any child of school going age who will be found at a video centre. Majority of members also expressed the view that teenage pregnancy had reduced in the communities due to education and information offered by the HIV/AIDS clubs. Again it was observed that a greater number of parents are of the view that retention of pupil in school had improved especially among the girl child due to the formation of the HIV/AIDS

clubs and their activities which mainly dwells on abstinence. According to most parents, once pupils stay away from video centres where pupils are vulnerable to most of the social vices such as smoking, drinking and sexual exploitation, there is hope for the future. They all agreed that the sensitization programmes by the HIV/AIDS have led to the reduction of teenage pregnancy among school girls in the various communities. According to one of the members, most girls now complete JSS as compare to very few before WVG intervention. Moreover, a greater number of parents involved in the study, indicated that community members are making better choices to reduce the risk of exposure to HIV/AIDS due to the information offered by the HIV/AIDS clubs. Again, most community members do not allow their children to stay away late in the night especially during funerals.

From the above discussions, it is clear that WVG has made successes in their efforts at offering HIV/AIDS education in the various communities. From the analysis, it can be suggested that WVG does not only concern themselves with education but also the health aspect of both the pupil and the community members as a whole. One can then conclude that to a very large extent, WVG had been successful in its efforts at offering HIV/AIDS education to both pupils and the communities in general.

WVG's Contributions to Moral Development

Research question 6: In the perception of the communities, to what extent has WVG contributed to the moral development of pupils in the community-schools in the THLD District?

The rationale behind this question was to find out whether community members agree or disagree to the fact that, WVG has contributed to their children's moral development and that of the community members through the formation of good news clubs in the various communities. Items on the questionnaire for parents provided information that assisted the researcher to address the research question. Respondents were asked to agree or disagree with statements on WVG and the moral development of pupils in the community-schools. Issues discussed include:

1. Awareness of the existence of the GOOD NEWS club in the community-schools
2. Knowledge of children who belong to the GOOD NEWS club of good from evil
3. The moral behavior of the members of the GOOD NEWS club
4. Impact of the GOOD NEWS club on pupils and community members

Respondents' views presented during the focus group discussion shows that most of the community members were aware of the existence of the good news clubs, and do encourage their children to attend their meetings. It was realized from the discussion that even some parents voluntarily assist in the teaching of the children during their good news classes. Greater number of the community members during the discussions, agreed to the issue that children who belong to the good news clubs know good from evil. These community members claimed that in this respect the club has reduced some social vices in the communities. According to most of the respondents, the moral behaviour of

the members of the good news clubs is very satisfactory. The discussions further indicate that a large number respondents agree to the issue that members of the good news clubs are very respectful; the good news club is developing the talents and potentials of members; and that truancy among children has reduced due to the many sensitization programmes by the good news clubs. A woman in one of the focus groups was of the view that if GOOD NEWS clubs had been formed in every school, the many social vices in our schools especially the secondary schools would have been reduced. She further suggested that the 'government should institute GOOD NEWS clubs at least at the basic level of education and it should be compulsory.

Again, parents used in the study agreed to the fact that attendance to video centres among children has reduced due to the activities of the GOOD NEWS clubs. In addition, most of the respondents clearly indicated their agreement on the issue that teenage pregnancy has reduced in the communities due to the awareness created by the GOOD NEWS clubs. It was realized that the GOOD NEWS clubs through drama educate the communities on the causes, effects and implications of teenage pregnancy and how curb the menace.

Furthermore, parents were of the view that WVG has really contributed to the moral development of their children in particular and the community as a whole. According to a parent at Ntefrewso, 'all that we are praying for is that WVG should continue to assist as like they have always done. I will be glad if build a small office in our community to facilitate their activities'. Another parent said, 'if all organizations were to be like WVG, what a better country

Ghana will be?' She added that if WVG should build a church she will attend that church.

Finally but not the least, parents acknowledge the support WVG is giving the communities with respect to training of some community members on witnessing and evangelism. According to majority of the parents, WVG also organizes training courses to train 56 Pastors and Reverend Ministers in the district. Their views were that these training courses have improved the capacity of beneficiaries and have gone a long way to benefit communities. They have no doubt that this has reflected in the conduct of most that Pastors, Ministers and other evangelists. Most parents believe that communities have in no small way benefited from programmes such as crusades and religious video shows.

The above implies that the agreement levels of parents used in the study was quite high with respect to the contributions of WVG in support of the moral development of their children and the communities at large. These findings are consistent with Dean's assertion that the development of a positive self-image is a very important task for the school and the home during the child's basic education. In Dean's view a child in developing his/her own self-image eventually comes to know his/her own strengths and limitations.

The views of the parents are confirmed by the activities of WVG as recorded in the end of year 2003 report of the Central Sector where WVG has contributed towards the improvement of good morals and values in the society, and established 280 Bible Clubs in the Sene, Atebubu, Kwahu, Asante Akim North and Ashanti ADPs. In addition, 664 pastors and leaders from Kwahu,

Ashanti and Atebubu ADPs have been trained and 6 churches have been planted in Atebubu ADP. Moreover, 3216 children have been exposed to the gospel in Sekyere East and Ashanti ADPs.

From the discussion it is clear that WVG is assisting in the moral development of the children which enables the children to recognize their potentials and build on them. In all, majority of parents used for the study were in agreement with the fact that WCG has in no small way contributed to the moral development of school children in particular and the community as a whole. One can therefore conclude that WVG has to a large extent, in the views and perceptions of communities contributed progressively to the moral development of pupils and communities at large.

WVG's Efforts at Sanitation and Nutrition

Research question 7: In the perception of the communities, how successful has WVG been in its efforts at sanitation and nutrition education at the basic level of education in the THLD district?

This section is to help elicit information as to whether parents were aware of the existence of the sanitation and nutrition clubs and their activities; whether parents receive any information on sanitation and nutrition through the activities of the clubs; and the effects of the activities of these clubs on the school children as well as the community. Items on the focus group discussion guide were used for parents to indicate their agreement or disagreement with reasons.

The views of parents indicated their awareness of the existence of the sanitation and nutrition clubs in their respective communities and their activities. Most of the parents claim the establishment of the sanitation and nutrition clubs is WVG's contribution towards improving sanitation and nutritional values of the communities. Parents mentioned the activities of these clubs to include

- i. Sensitization and awareness creation
- ii. Talks at community-wide meetings
- iii. Workshops
- iv. Debates

When asked whether they agree or disagree to the statement that the activities of the clubs has help improved on the health of both pupils and community members, most parents agree to the statement that the health of the children has improved due to the activities of these nutrition and sanitation clubs with WVG support. Further discussions show that majority of the parents indicated that activities of the sanitation clubs such as drama and public forum educate the communities on the need to keep a clean environment. According to majority of the respondents, this has inspired pupils to keep clean environment on their school compound and also keep themselves clean. Due to the activities of these sanitation and nutrition clubs, a greater number of respondents were of the view that it has helped in keeping the communities clean and also made community members to make better nutritional choices to reduce the risk of exposure to malnutrition.

Information gathered from the focus group discussions indicate that about 115 community members have been trained on sanitation and nutritional issues with WVG support. These community members also in a community-wide meeting sensitize communities on a lot of sanitation and nutritional issues such as balance diet, malnutrition, importance of clean environment and so on.

The researcher observed personally as he visited most communities that, WVG staff have organised community-wide meetings and sensitizing the communities on sanitation and nutritional issues. However, the facilitators were staff of WVG Twifo ADP. When asked why community members are not facilitating themselves, they said the issues are new to community members who have been trained on the issues.

The above discussions suggest that WVG is in no small way assisting through the activities of sanitation and nutrition clubs and other trained members of the communities. One can therefore conclude that in the perception of the communities, WVG has been successful in its efforts at sanitation and nutrition education at the basic level of education in the THLD district.

WVG's Continuous Existence

Research question 8: Do communities and district officials want WVG and its activities to continue in the THLD district?

The section deals with the continuous existence of WVG and its activities. A questionnaire, interviews and focus group discussions were used. Respondents were asked whether they would want the continuous existence of WVG, their clubs and its activities in their respective community-schools. Their

responses are presented in Table 19. Table 19 shows the perception of communities on the existence and activities of WVG in the THLD district.

Table 19

Respondent's Perception on the Existence and Activities of WVG and its Clubs

Items	Agree		Disagree	
	Frequency	%	Frequency	%
The clubs should be made to stay	89	74.2	31	25.8
Parents should encourage their children to join one of these clubs	90	75.0	30	25.0
Membership of the clubs should be extended to include all other interested community members	93	77.5	27	22.5

As indicated in Table 19 majority of respondents, that is 74.2% of them agree to the view that the clubs should be made to stay in their various communities. Most of them also agree that parents should encourage their children to join one of these clubs. When asked whether they agree or disagree to the statement that membership of the clubs should be extended to include all other interested community members, 93 or 77.5% of the 120 parents agreed. From the discussion above, it can be deduced that majority of the respondents

have a desire for the activities of WVG in their respective community-schools to continue. Most of these parents explained that without WVG, the total development of their various communities will be negatively affected. A parent said 'WVG has become a friend to the entire community and that the good survival of the whole community depends largely on the continuous partnership they have with WVG'.

The views of the focus groups are used to reinforce the responses of the interviews above. Respondents were asked whether they would want the continuous existence of WVG in their respective community-schools. From the discussions most respondents were of the view that WVG should remain in their communities and their activities intensified if possible. Their reasons to buttress their views were that WVG is not concentrated only on an aspect of the community but the holistic development of the communities. The general consensus from the focus groups was that WVG should continue their activities in their various communities. This means that the community members are ever prepared to have good working relationship with WVG and wish for their continuous stay in their various community-schools. This might be due to the many assistance and benefits they as communities derived from the existence of WVG and its activities.

The views of the DDE, the ADs, the CSs, CPC and the DEOC members were also sought on the continued existence of WVG and its activities. The views are presented in Table 20.

Table 20

Respondents' Views on the Continued Existence of WVG and its Activities

Responses	Frequency	%
Yes	21	87.5
No	3	12.5

It is clear from the Table 20 that a greater number of the respondents interviewed said 'Yes' to the continued existence of WVG. This means that it is not only the community members who have seen the need for the continuous existence of WVG but also the DEO officials. According to most of the respondents it would have been extremely difficult for the district to come this far with respect to basic education had it not been for the assistance of WVG. Hence, they claimed, they cannot afford to lose such assistance. From the above discussions and findings, one can conclude that communities and district officials really want WVG and its activities to continue in their respective communities and in the district as a whole.

WVG's Challenges

Research question 9: What challenges, if any, does WVG face in its efforts to contribute to basic education in the THLD district?

This research question dealt with problems and challenges that confront WVG in its efforts to assist the community-schools. Focus group discussions and interviews were used to collect data from communities, DEO officials and the staff of WVG Twifo ADP. Respondents were asked to mention the problems

and challenges WVG face in its efforts to contribute to basic education in the THLD district. The responses and views of respondents presented below.

From the focus groups it was clear that communities find it very difficult to pay their matching contributions towards the completion of WVG projects. The evidence gleaned from these discussions seems to corroborate the researcher's observation that poverty in these communities is very high. Majority of the focus groups confirmed that they genuinely do not have the means in terms of money to support WVG projects. Communities were then asked why they agreed to contribute while they know very well that they can not contribute. Most of them were of the view that they stand to lose WVG if they can not meet the requirements of the projects. Majority of the focus groups agreed that such behaviour has delayed most of WVG projects in their various communities. According to most of them many school blocks which were to be completed in a year had been delayed due to the communities' inability to contribute their portion of the projects.

Views from focus groups also indicate that the nature of the roads leading to most of the communities does not give WVG easy access. This according to most of them prevents frequent visits from WVG staff and therefore delays their work. Most communities stated emphatically clear that during the rainy and dry seasons their road gets so bad that it renders the communities inaccessible. The observation of the researcher in communities such as Wamaso, Juabeng and Nyense show that during both the dry and the rainy seasons it takes one longer hours to get to the communities and sometimes

it is impossible. In fact the existence of these bad road networks, coupled with the two seasons gives cause for extreme concern, for children in these communities, the district and for Ghana as a country.

The staffs of WVG were also interviewed to reinforce the views of the communities. On the same issue, the staff of WVG Twifo ADP said it is very disappointing to budget for a project taking into consideration communities' contributions just to realize that the communities are not fulfilling their part of what they had already agreed on. They added that the frustrating aspect is when they send their proposals with budgets to their donors and later ask donor to support again because communities could not contribute their part. This they said calls for a lot of justification on their part to their donors to the extent that they sometimes lose trust and confidence in the Twifo ADP. The manager of Twifo ADP explained that they ask for the communities' contribution to encourage community participation, build a sense of ownership of the communities and to promote sustainability of their activities. She said the idea is noble and well accepted worldwide and it should not be seen as efforts of WVG to put unnecessary pressure on the communities. She finally stated that 'some of these communities make our work difficult and it is very bad'.

From the staff of WVG Twifo ADP the road network leading to most of the communities are very bad especially during the rainy seasons and this negatively affects their work. They said they sometimes get half way to some communities and have to return to the office. According to them the problem

may be worsened than now if the district assembly does not take serious measures to solve it.

Other Findings

This section deals with WVG support to communities which are not directly related to the improvement of basic education but indirectly has a positive effect on the improvement of basic education in the communities used in the study. No instrument was purposely designed elicit such information. However, during the focus group discussions, observations and interviews conducted on the various target groups, other findings than what the researcher set out to find also unfold which has an indirect impact on basic education in the district. These factors are discussed below:

Provision of Boreholes

Through the focus group discussions, observations made and interviews conducted it was realized that most of the communities have benefited from WVG through the provision of boreholes. Most community members and teachers as well were of the view that the provision of these facilities (boreholes) in their communities has improve the regularity and punctuality of pupils. They added that before WVG provided the boreholes for their communities, children had to walk long distance to fetch water and return home tired. Many of these children therefore refuse to go to school or even if they do, get to school very late. This really affects the concentration and performance of the children. According to one of the community members 'my children no longer walk long distance before fetching water but rather fetch water just

behind our house. They now get to school on time'. Majority of community members and teachers were of the view that regularity and punctuality of pupils probably due to the availability of boreholes in the communities has improved the performance of pupils. They also claim that children concentrate better in class as they come to school not tired.

Community members were also of the view that the boreholes provided by WVG have reduced the rate of water borne diseases which use to be common among children in their communities. According to them their children suffered all kinds of water borne diseases prior to the provision of boreholes by WVG. They believe that a healthy mind stays in a healthy body. They added that there have been few cases where children got drown in wells and rivers for the purpose of fetching water. All these they believe have been dealt with by the provision of boreholes by WVG.

Provision of Micro-Credit

Another factor that came up during the focus group discussions was the provision of micro-credit to farmers and women groups by WVG. The WVG were said to have supported a number of farmers with funds ranging from a minimum of ₵500,000 to a maximum of ₵2,000,000 to expand their farms and also improve on their farming practices which will give them good yield and for that matter increase their income levels. They explained that these kind gesture from WVG has increase the income levels of most farmers and are now in position to provide their children with their basic school needs such as textbooks, exercise books, school levy, school uniforms etc.

WVG also provided identifiable women groups with financial assistance with the aim of increasing their income levels to better their living standard and to be able to their families especially by taking care of their children in school. Groups such as soap makers, gari producers, palm oil refiners, farmers etc were identified and supported with funds ranging from ₵1,500,000 to a maximum of ₵10,000,000. They added that most can now support their families especially the education of their children due to the financial support from WVG.

Training with WVG Support

Most community members have benefited from a lot of training with WVG support. Some community members were trained in livestock with WVG support. They were trained in areas such as sheep and goat rearing, grasscutter rearing, honey making and so on. These they believe earn them extra income so they can take good care of their families and their children's education. They also said instead of buying meat from the market they sometimes save money by using some the animals to supplement the protein level of their meals.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this concluding chapter, the findings of the study are summarized, conclusions are drawn and recommendations are made. The purpose of the research was to bring to light the extent of contributions made by WVG to the improvement in the availability of teaching and learning at the basic education level in the THLD district. It was also to identify the extent of contributions made by WVG to the improvement in efficiency in school management in the district. In addition the study was aimed at examining the extent to which WVG has contributed to increasing access and participation in basic education in the THLD district. Furthermore, it was meant to identify what WVG has done in support of girls' education in the district. Again it was aimed at investigating how successful WVG has been in its efforts at HIV/AIDS, sanitation and nutrition education at the basic level of education in the district. The study was to further investigate the perception of the communities; as to what extent WVG has contributed to the moral development of pupils in the community-schools. Moreover, this study tried to find out the perception of the communities on the continuous existence of WVG and its activities in the district. Finally, the study was meant to find out the challenges if any, faced by WVG in their efforts to contribute to basic education in the district. Nine research questions were derived out of the above purposes. Attempt was therefore made in line with the research questions, to find answers to them.

Summary of Findings

The main findings of the study are summarized below:

1. From the study, WVG was seen to be contributing its quota to the country's educational aspirations by providing educational facilities and support to improve upon the quality of teaching and learning not only in the THLD district but also in other parts of the country. Therefore to answer research question 1, one can say that to a very large extent WVG has assisted in improving the conditions of educational facilities and the quality of teaching and learning in the THLD District.
2. The findings of the study also suggested that WVG has provided training geared towards the improvement of efficiency in school management which is in line with one of the three components of the fCUBE to headteachers, teachers, DEO officials and community members as well. One can therefore conclude that to a very large extent WVG has contributed to the improvement in the efficiency of school management in the THLD District.
3. It was evident from the discussions in chapter four that in the efforts of WVG to provide the community-schools involved in the study with all the necessary school facilities, they have invariably increased enrolments which eventually had increased access to basic education in the various communities. One can therefore conclude that WVG had contributed to increased access to a very large extent.
4. The study further shows that WVG has done a lot in support of girls' education at the basic level in the district. It can therefore be concluded that

in the perception of communities, DEO officials and staff of WVG Twifo ADP, WVG has contributed immensely in support of girls' education at the basic level in the THLD district.

5. The analysis of the study suggested that WVG does not only concern themselves with education of children but also the health aspect of both the pupil and the community members as a whole. One can then conclude that to a very large extent, WVG had been successful in its efforts at offering HIV/AIDS education to both pupils and the communities in general.
6. The discussion in chapter four made it was clear that WVG is assisting in the moral development of the children which enables the children to recognize their potentials and build on them. One can therefore conclude that WVG has to a large extent, in the views and perceptions of communities contributed progressively to the moral development of pupils and communities at large.
7. Findings from the study suggest that WVG was in no small way assisting through the activities of sanitation and nutrition clubs and other trained members of the communities in improving the nutritional life style and sanitation of both pupils and the communities. One can therefore conclude that in the perception of the communities, WVG has been successful in its efforts at sanitation and nutrition education at the basic level of education in the THLD district.
8. It was clear from the study that to most of the respondents it would have been extremely difficult for the district to come this far with respect to basic

education had it not been for the assistance of WVG. Hence, they claimed, they cannot afford to lose such assistance. From the above discussions and findings, one can conclude that communities and district officials really want WVG and its activities to continue in their respective communities and in the district as a whole.

9. The study finally showed that the activities of WVG within the district are not without difficulties. Among some of the difficulties WVG face in its quest to support basic education are the bad nature of the roads, apathy on the part of communities and financial constraint.

Conclusions

An attempt has been made to evaluate the extent of contributions made by WVG in support of basic education in the THLD district. According to data and discussions from respondents and by analysis it can be concluded that WVG has to a large extent contributed to improvement of basic education in the district. This is based on the numerous supports that communities have benefited and continue to benefit from WVG. These contributions from WVG include:

- (i) Provision of teaching and learning materials and facilities
- (ii) Improving efficiency in school management
- (iii) Increasing access and participation
- (iv) Support for girls' education
- (v) Support for HIV/AIDS education
- (vi) Support for moral development of pupils
- (vii) Support for sanitation and nutrition education

The DEO officials, headteachers, and community members used in the study regard WVG as a great development partner in the development of basic education in the district and are advocating for the continuous existence of the organization in the district.

Recommendations

In the light of the above research findings, the following recommendations are made:

1. It was realized from the study that the WVG has provided teachers accommodation in some communities on the whole, however, in the perception of communities, this effort is not adequate. It is therefore recommended to WVG to consider accommodation for teachers in their future plans. This if done will attract teachers to the rural areas and encourage those already teaching to stay in the rural areas. This should be done in collaboration with the District Assemblies, the Ghana National Association of Teachers (GNAT) and other relevant partners. If this issue is not addressed with all seriousness the result may be that teachers may not accept posting to rural communities because of the problems they would have to go through in getting accommodation. The long term result would be that the children in these communities may be denied quality education and may be condemned into life long poverty.
2. Another finding was that as perceived by the various stakeholders in the communities, WVG had not done enough in the promotion and support of extra classes for pupils. It is recommended to WVG back up in that

direction. It is recommended to WVG to collaborate with the GES and institute extra classes in the rural schools to supplement the originally stipulated contact hours by the GES.

3. Finally, it was evident from the study that WVG's effort towards the provision of technical and vocational equipments is hardly existent and the state of these facilities is inadequate in the communities –schools used in the study. WVG has not done enough in the area of vocational and technical education in the district. It is therefore recommended to WVG to take a fresh look at vocational and technical education and accordingly redress this shortcoming in their future plans. WVG should consider providing community-schools under its area of operation with technical and vocational equipments for pupils to be knowledgeable and skillful in those areas of their study. This if done, will mean that pupils who have alternatives of pursuing their education in the secondary schools and the technical and vocational schools or better still learn a vocation or trade.

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APPENDICES

APPENDIX A

A Copy of the introduction letter from the Institute for Educational Planning and Administration (I.E.P.A)

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

TEL: 042-33824

University Post Office,

Cape Coast, Ghana

Our Ref.: EP/90/2/47

April 28, 2004

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LETTER OF INTRODUCTION

The bearer of this letter, Mr. John Barnett Quaicoo, is a graduate student of the University of Cape Coast. He is collecting data/information in your outfit, for the purpose of writing a thesis as a requirement of the programme.

I would be grateful if you could help him with the collection of the data/information.

Kindly give the necessary assistance that Mr. John Barnett Quaicoo, needs.

Thank you.

SGD.

C. S. Kpeglo (Ms)

Secretary

for Ag. Director

APPENDIX B

Questionnaire and interview guide used for data collection

QUESTIONNAIRE FOR BASE YEAR DATA COLLECTION MEANT FOR
HEADTEACHERS

SCHOOL.....

BASE YEAR.....

1. STATE OF TEXTBOOKS BEFORE WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

2. SCHOOL UNIFORMS PUPILS RECEIVED BEFORE WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

3. SCHOLARSHIPS PUPILS RECEIVED BEFORE WVG

Do Pupil received scholarship before WVG?	Tick(✓)
Yes	
No	

4. LIBRARIES AND LIBRARY BOOKS BEFORE WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

5. SPONSORSHIPS PUPILS RECEIVED BEFORE WVG

Do Pupil received sponsorship before WVG?	Tick(✓)
Yes	
No	

6. RECREATIONAL FACILITIES BEFORE WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

7. SANITARY FACILITIES BEFORE WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

8. STAFF/TEACHERS BUNGALOWS BEFORE WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

9. TRAINING RECEIVED BY TEACHERS BEFORE WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

10. STATE OF TEACHING AND LEARNING MATERIALS (TLMs) BEFORE WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

11. EXTRACLASSES SITUATION BEFORE WVG

Availability	Tick(✓)
Available-fee paying	
Available-none fee paying	
Not available	

12. STATE OF MEDICAL ASSISTANCE BEFORE WVG

Availability	Tick(√)
Available	
Not available	

13. AVAILABILITY OF SPORTING EQUIPMENTS BEFORE WVG

Adequacy	Tick(√)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

14. AVAILABILITY OF VOC. AND TECH. EQUIPMENTS BEFORE WVG

Adequacy	Tick(√)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

15. AVAILABILITY OF GARDEN EQUIPMENTS BEFORE WVG

Adequacy	Tick(√)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

16. FEEDING CONDITIONS BEFORE WVG

Availability	Tick(✓)
In place	
Not in place	

17. NUMBER OF CLASSROOMS, TYPE AND STATUS BEFORE WVG

Type of classroom structure					Adequacy	Tick(✓)
Cement	Mud	Dwarf Wall	Pavilion with Wall	Pavilion without Wall	Extremely inadequate	
					Inadequate	
					Fairly inadequate	
					Adequate	
					Very adequate	

18. NUMBER OF FURNITURE, TYPE AND STATUS BEFORE WVG

Type of furniture					Adequacy	Tick(✓)
Mono Desk	Dual Desk	Tables	Chairs	Cupboards	Extremely inadequate	
					Inadequate	
					Fairly inadequate	
					Adequate	
					Very adequate	

QUESTIONNAIRE FOR CURRENT YEAR DATA COLLECTION MEANT
FOR HEADTEACHERS

SCHOOL.....

1. TEXTBOOKS RECEIVED FROM WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

2. SCHOOL UNIFORMS RECEIVED FROM WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

3. SCHOLARSHIPS RECEIVED BY PUPILS FROM WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

4. LIBRARY AND LIBRARY BOOKS RECEIVED FROM WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

5. SPONSORSHIPS BY PUPILS FROM WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

6. RECREATIONAL FACILITIES RECEIVED FROM WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

7. SANITARY FACILITIES RECEIVED FROM WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

8. STAFF/TEACHERS BUNGALOWS RECEIVED FROM WVG

Adequacy	Tick(√)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

9. TEACHERS TRAINED WITH WVG SUPPORT

Adequacy	Tick(√)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

10. TLMs RECEIVED FROM WVG

Adequacy	Tick(√)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

11. EXTRACLASSES ORGANISED BY WVG

Adequacy	Tick(√)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

12. MEDICAL ASSISTANCE RECEIVED FROM WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

13. SPORTING EQUIPMENTS RECEIVED FROM WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

14. VOCATIONAL AND TECHNICAL EQUIPMENTS RECEIVED FROM WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

15. GARDEN EQUIPMENTS RECEIVED FROM WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

16. FEEDING RECEIVED FROM WVG

Adequacy	Tick(√)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

17. MAINTENANCE AND SAFETY OF SCHOOL STRUCTURE BY WVG SCHOOL

Adequacy	Tick(√)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

18. ORGANISATION OF OPEN / SPEECH AND PRIZE GIVEN DAY BY WVG

Adequacy	Tick(√)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

19. CAREER GUIDANCE RECEIVED FROM WVG

Adequacy	Tick(✓)
Extremely inadequate	
Inadequate	
Fairly inadequate	
Adequate	
Very adequate	

20. FURNITURE RECEIVED FROM WVG

Type of furniture					Adequacy	Tick(✓)
Mono Desk	Dual Desk	Tables	Chairs	Cupboards	Extremely inadequate	
					Inadequate	
					Fairly inadequate	
					Adequate	
					Very adequate	

21. SCHOOL BUILDINGS RECEIVED FROM WVG

Type of classroom structure					Adequacy	Tick(✓)
Cement	Mud	Dwarf Wall	Pavilion with Wall	Pavilion without Wall	Extremely inadequate	
					Inadequate	
					Fairly inadequate	
					Adequate	
					Very adequate	

22. Does WVG give any special assistance to girls' education?

a. Yes [] b. No []

23. Please briefly explain

INTERVIEW GUIDE FOR DEADENDS' CS3 PC/DEOC MEMBERS

What are some of the direct contributions the DEO has received from WYG?

How has such contributions benefited the DEO and basic education in the district?

Do WYG give special assistance to girls' education in the district?

Have you received any training with WYG's support? Yes [] No []

If yes what type of training did you receive?

How has the training benefited you and the district?

Do you wish for the continuous existence of WYG? Why?

Which areas in WYG's activities would you say needs improvement?

What are the challenges if any are faced by WYG in effort to assist community-schools?

INTERVIEW GUIDE FOR WYG STAFF

What are the contributions your organization has offered to the district in support of basic education?

Do WYG have any special assistance for girls' education in the district?

Have you as WYG identified areas of your intervention which needs improvement?

What are the challenges if any are faced by WYG in effort to assist community-schools?

3. What is your view on the statement that HIV/AIDS club members voluntarily share how they can be affected by HIV/AIDS?
4. What is your view on the statement that HIV/AIDS club members are able to explain the impact of HIV/AIDS on the individual, the family and the community?
5. What is your view on the statement that children who belong to the HIV/AIDS club know the state of the HIV/AIDS epidemic in Ghana?
6. What is your view on the statement that HIV/AIDS club members provide information on how to prevent HIV/AIDS and other STIs?
7. What is your view on the statement that attendance to video centers has reduced with the introduction of the HIV/AIDS club?
8. What is your view on the statement that teenage pregnancy has reduced in the community due to the HIV/AIDS club?
9. What is your view on the statement that retention of pupils in school has improved especially among the girl child due the formation of the HIV/AIDS club?
10. What is your view on the statement that community members are making better choices to reduce the risk of exposure to HIV/AIDS due to the formation of the HIV/AIDS club?
11. What is your view on the statement that community members do not allow their children to stay awake late in the night especially during funerals due to activities of the HIV/AIDS club?
12. What is your view on the statement that community members are aware of the formation of the GOOD NEWS club?

13. What is your view on the statement that children who belong to the GOOD NEWS club know good from evil?
14. What is your view on the statement that the moral behaviour of members of the GOOD NEWS club is very satisfactory?
15. What is your view on the statement that members of the GOOD NEWS club are very respectful?
16. What is your view on the statement that the GOOD NEWS club is developing the talents and potentials of members?
17. What is your view on the statement that truancy among children has reduced due to the GOOD NEWS club?
18. What is your view on the statement that attendance to video centers among children has reduced due to the GOOD NEWS club?
19. What is your view on the statement that teenage pregnancy has reduced in the community due to the GOOD NEWS club?
20. What is your view on the statement that community members are saving some money due to the behaviour of children since the formation of the GOOD NEWS club?
21. What is your view on the statement that community members know about the formation of the nutrition and sanitation clubs?
22. What is your view on the statement that the health of children has improved due to the nutrition and sanitation clubs?
23. What is your view on the statement that the sanitation club through drama and public forum educate the community on the need to keep a clean environment?

24. What is your view on the statement that the school compound is kept clean due to the sanitation club?
25. What is your view on the statement that pupils in the community/school keep themselves clean due to the sanitation club?
26. What is your view on the statement that the community is kept clean due to the sensitization of the sanitation club?
27. What is your view on the statement that community members are educated on nutritional issues by the nutrition club?
28. What is your view on the statement that community members are making better choices to reduce risk of exposure to malnutrition?
29. What is your view on the statement that expenditure levels of community members have reduced due to good nutritional practices?
30. What is your view on the statement that the clubs should be made to stay?
31. What is your view on the statement that parents should encourage their children to join one of these clubs?
32. What is your view on the statement that membership of the clubs should be extended to include all other interested community members?

APPENDIX C

Twifo Hemang Lower Denkyira District Map

