UNIVERSITY OF CAPE COAST

THE ROLE OF NON GOVERNMENTAL ORGANIZATIONS IN

EXPANDING ACCESS TO AND PARTICIPATION IN BASIC

EDUCATION IN THE BONGO DISTRICT

ALAGBELA ALARIC AWINGURA

2009

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EXPANDING ACCESS TO AND PARTICIPATION IN BASIC

EDUCATION IN THE BONGO DISTRICT

BY

ALAGBELA ALARIC AWINGURA

Thesis submitted to the Institute for Educational Planning and Administration of

the Faculty of Education, University of Cape Coast, in partial fulfilment of the

requirements for the award of Master of Philosophy Degree in

Educational Administration

FEBRUARY 2009

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 Signature:……………………………………. Date:………………

Name: Alagbela Alaric Awingura

Supervisors' Declaration

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

Principal Supervisor's Signature:……………………………. Date……………

Name: Mr. S. K. Atakpa

Co-Supervisor's Signature:……………………………. Date……………

Name: Mrs. Janet A. Koomson

ABSTRACT

This study looks at the role of Non Governmental Organizations (NGOs) in expanding access to and participation in Basic Education in the Bongo District of the Upper East Region of Ghana. Basic school teachers, children in programme, officials of NGOs, District Education Office (DEO) Staff and Community members constituted the population. In all, the sample size of the study stood at two hundred and thirty (230). Data were gathered using questionnaires and interview guides. Analysis of data was also done using the descriptive statistics of the statistical package for social science. (SPSS).

The major findings of the study are that, NGOs give special assistance to children in programme such as books, pens and payment of medical bills. Challenges that face NGOs include inadequate funding, access to land and inadequate commitment on the part of community members. Some of the interventions of NGOs in the area that need improvement include, adequate provision of teaching and learning materials and the need to extend school feeding programmes to the JHS level.

Based on the findings therefore, the recommendations put forward include the fact that, NGOs need to diversify their sources of funding by looking at ways of generating income internally to implement their work plans. There is also the need for NGOs to channel their energies more towards the provision of teaching and learning materials as well as regularly organizing capacity building workshops for Basic School Teachers and Staff of the DEO. Finally, there is the need to extent feeding programme to Junior High Schools.

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ACKNOWLEDGEMENTS

My acknowledgement first of all goes to my impeccable principal Supervisor who for me is more of a father. Sir, your meticulous guidance and constructive criticisms regarding this work enhanced greatly, its quality. Therefore, Mr. S. K. Atakpa, Lord almighty will reward you abundantly. I am also grateful to my co-supervisor, Mrs. Alberta Janet Koomson, who provided me assistance in the initial stage but had to leave the country for further studies. The immediate past Director of IEPA Dr. A. L. Dare and all the lecturers in the department need to be acknowledged for the professional guidance they gave to me as their student.

It would be an unpardonable mistake if I fail to acknowledge personalities such as Mr. David Mba of NADMO Bongo, Mr. Charles Nanlakong, an M.Phil student in the English department of UCC, Mr. Gilbert Ansoglenang, an assistant registrar at the Graduate Centre of UDS, Navrogo campus and Mr. John Bobi of the DEO Bongo, for their invaluable contributions towards this study.

Finally, I register my profound gratitude to my mother, siblings and lady, Paulina Loggah, for their prayers. Paulina, you are a wonderful lady and as well, the strong lady behind my ambition to climb higher the academic ladder. I am optimistic that God will make a way for us.

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DEDICATION

This work is dedicated to the memory of my late father, Mr. Peter Ayamga Alagbela.

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LIST OF ACRONYMS

1. C EP - Complementary Education Programme.

2. CIP - Children in Programme

3. CLC - Community Learning Center

4. CRS - Catholic Relief Services

5. DEO - District Education Office

6. DEOC - District Education Oversight Committee

7. DEPT - District Education Planning Team

8. EFA - Education for All

9. EQUALL - Education Quality for All

10. FAWE - Forum for African Women Educationists

11. FCUBE - Free Compulsory Universal Basic Education

12. GAIT - Government Accountability Improvement Trust.

13. GAR - Gross Admission Rate

14. GDCA - Ghanaian –Danish Communities Association

15. GEP - Ghana Education Project

16. GER - Gross Enrolment Ratio

17. GES - Ghana Education Service

18. GILLBT - Ghana Institute of Literacy, Linguistics and Bible Translation

19. GNAT - Ghana National Association of Teachers

20. IEPA - Institute for Educational Planning and Administration

21. ISODEC - Integrated Social Development Centre

22. JHS - Junior High School

23.	NGO	-	Non - Governmental Organisation
24.	NPP	-	New Patriotic Party
25.	OECD	-	Organisation for Economic Cooperation and Development
26.	PACF	-	Parent and Child Foundation
27.	PIE	-	Partner for Internet in Education
28.	PLA	-	Participatory Learning and Action
29.	PNDC	-	Provisional National Defence Council
30.	PRA	-	Participatory Rural Appraisal
31.	PRO	-	Public Relations Officer
32.	PTA	-	Parent-Teacher Association
33.	RAINS	-	Regional Advisory Information Network system
34.	SAI	-	Sanctuary Aid International
35.	SCORE	-	School and Community Orientation Education
36.	SFL	-	School for Life
37.	SMC	-	School Management Committee
38.	SPSS	-	Statistical Package for Social Sciences
39.	SHS	-	Senior High School
40.	TLMS	-	Teaching and Learning Materials
41.	UNICEF	-	United Nations International and Children Educational Fund
42.	VSO	-	Voluntary Service Overseas
43.	WCEFA	-	Worlds Conference on Education for All
44.	WUSC	-	World University Service of Canada
45.	WVG	-	World Vision Ghana

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is the key to development and, for that matter, the success of every nation on the globe highly depends on it. Education, therefore, is a major instrument in the development of the human resources of a country. In this regard, education brings about economic, political, social as well as cultural development in the world. A nation full of illiterate folk is seen as an underdeveloped or developing country. In this regard therefore, politicians are pressed to promise more of it; parents look upon it as the principal "avenue" of their children; international agencies sanctify it as a human; economists look upon it as the process of human capital formation (Harbison, 1973).

It is in the light of this that, the universal declaration of human rights adopted by the United Nations on 10th December 1948, states in article 26 that, "every one has the right to education. Education shall be free at least in the elementary stages… higher education shall be accessible to all on the basis of merit". Based on this, Ghana since independence, in all the recommendations made by the educational committees set up over the years and in recent times, has made and continues to make giant steps with the aim of making at least basic education accessible to all Ghanaian children who are out of school. Some of these committees include the Botsio Committee-1960 -1961, Amissah Committee -1963, Kwapong Committee-1966-1967, Dzobo Committee-1972 and Evans

Afom Committee of 1974-1975, the New Educational Reform Committee of 1987, and the Education Review Committee of 2002.

In the 1987/88 academic year, a New Education Reform came into being by the then Provisional National Defence Council (PNDC) government. The reform had in its package, Free Compulsory Universal Basic Education (FCUBE) to be accessed by all Ghanaian children of school going age. To achieve this the constitution provides that the government shall within two years after parliament first meets after the coming into force of this constitution, draw up a programme for implementation within the following ten years, for the provision of free, compulsory and universal basic education (Chapter 6, article 38, clause 2 of 1992 Constitution).

Again, article 25 clause (i) of the same constitution states that 'All persons shall have the right to equal educational opportunities and facilities and with a view to achieving the full realization of that among other things, basic education shall be free, compulsory and available to all. To this end, one of the major objectives of FCUBE is to increase access to and participation in basic education.

It should therefore be noted that, the level of educational attainment of Ghanaians is a matter of national concern. Available statistics indicate that gross enrolment rate at the basic level was 82.3%. It was further stated that the three northern regions suffer low enrolment (Education Review Committee, 2002). The Committee's report, citing UNICEF (2000), indicated that attendance rate in the three northern regions was 42%. Also, "about one-fifth of eligible primary school

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children do not enter school; over two-fifths in northern, upper east and upper west regions (Education Strategic Plan, 2003-2015(2003).

Another worrying situation is the fact that there has always existed low enrolment and retention of girls in school. Gross Admission Rate (GAR) for girls was 81.2 percent as of 1992/1993 school year as against boys with GAR of 89.8 percent. In that same year, girls formed 45.9 percent of total primary school enrolment, 41.9 percent of Junior Secondary School (JSS) enrolment and 33.0 percent of Senior Secondary School (SSS) enrolment (Atakpa, 1995). To buttress the point made by Atakpa, girls' enrolment rate was 49.4 percent at pre-school, 47.2 percent at primary, 45.4 percent at JSS and 41.0 percent at SSS (Education Review Committee, 2002 p.36).

In order to increase the state of affairs of access and participation in basic education to a hundred (100) percent by the year 2015, the government and other stakeholders in the field of education have made efforts and continue to do same in this direction to a very large extent. In the 2004/2005 academic year, for instance, the New Patriotic Party (NPP) government introduced the Capitation grant in all the public schools in Ghana to cater for the school fees and basic educational needs of children at the basic level. Addressing media practitioners at "meet the press series" on 27th March 2006, The Minister for Education, Youth and Sports, Mr. Osafo Marfo did say that the introduction of the Capitation grant has increased enrolment by sixteen (16) percent nationwide in all the public basic schools. He also cautioned that it was illegal for heads of basic schools to charge pupils to pay school fees or special levies. Additionally, the government through

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the HPIC benefits built new schools in the country for basic education, as well; old schools in dilapidated state have been renovated through the HPIC benefit. The aim therefore, is to expand access and participation in basic education.

Mention must also be made of some other stakeholders in education who have over the years contributed to the development of education in the country. In this regard, "non- governmental organizations, donors and the private sector are involved in the development of education. Notable among these non-governmental organizations (NGOs) include the religious organizations and World Vision International" (Atakpa, 1995, p.6)

Various communities have also played major roles, thus contributing to the development of education in their respective localities and the country as a whole. A case in point is the fact that a five hundred million endowment fund was launched by citizens of Akyem Tafo and her surrounding villages in the Eastern Region to cater for bright but needy children in the area. The fund set up was meant to cater for all their educational expenses including uniforms for children in the kindergarten, Primary and Junior Secondary level (Daily Graphic, August 15, 2005 p 16).

In a similar development, the Chief and people of Keri in the Nkwanta District gave out twenty (20) plots of land to an NGO christened, Ghana Education Project (GEP) for the building of a school complex comprising a primary, junior, and senior secondary schools as was reported in the print media (Daily Graphic, February 16, 2006 p7).

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It is also worthy to note that private individuals and philanthropists in various communities have also contributed to the development of education. Contributions from such individuals normally take the form of sponsoring students who are brilliant but are likely to dropout of the school system due to financial problems. Additionally, they take up some renovation works of schools in the communities and see to it that school buildings are maintained regularly. These acts of benevolence from such public spirited persons ensure the availability of "all weather" classrooms for effective teaching and learning. Also, they organize youth groups within the communities when there is maintenance and construction work going on in schools within their communities to offer communal labour by way of contributing to the development of education in their area. Mention must be made of the role of School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) in the various schools and communities regarding their efforts towards the improvement of enrolment and retention drives in basic education. In their bid to discharge their duty towards expanding access and participation in basic education, they embark on house-to-house campaign to sensitize parents on the need to send their wards to school. They also provide support for needy children. Added to this, they help to organize sports, games, drama and cultural displays to highlight the importance of schooling. School recreational facilities such as seesaw, slides, including planting of flowers around the school compound are sometimes provided by SMCs and PTAs. All these are taken up by the SMCs and PTAs to get all children of school going age into school.

SMCs and PTAs also provide teacher support and management services to both newly posted teachers as well as those already in the communities. They do this by providing accommodation for them to get them stay in the communities and teach effectively.

Religious bodies in the country such as the Catholic Church, the Methodist Church, Anglican Church and a host of other churches including the Islamic religion have in the past, put up school buildings and still continue to do same in all parts of the country. The efforts made by these religious bodies are to complement the efforts of government and other stakeholders in the field of education to get more children enrolled and retained in school.

It is also worthy to note that the education sector in Ghana has benefited in various ways from the contributions of NGOs. Notable among the NGOs in support of basic education in the country include Action Aid, Catholic Relief Services (CRS), Plan Ghana, Voluntary Service Overseas (VSO), School for Life (SFL), Care International, Partner for Internet in Education (PIE) and World Vision Ghana (WVG) among others.

The contributions of these NGOs to basic education include the fact that they provide school infrastructure, furniture, textbooks, uniforms, and staff training in the area of methodology. In addition, monitoring and supervision for the various communities, basic school teachers and circuit supervisors at the various district education offices.

As regards their ultimate goal of helping the poor, vulnerable and the disadvantaged in society, the pre-occupation of these NGOs regarding their

interventions are mostly directed towards the most deprived regions in the country. These include the Upper East, Upper West, and Northern Region as well as some parts of the Eastern and Central Regions. It is important to state that the efforts of these NGOs cannot be under estimated particularly in the education enterprise. For instance, Plan Ghana, an NGO, provided a three (3) Classroom block valued at four hundred million cedis and some educational materials such as 4,972 textbooks and 12,160 school uniforms to seventeen (17) primary schools in the Manya Krobo District in the Eastern Region. The intent and purpose of this donation was to promote access and quality of basic education in the area (Daily Graphic March 7, 2006 p.48).

In a related development, the Parent and Child Foundation (PACF), a child protection NGO, rescued three hundred and thirteen (313) children of school going age who faced the risk of child trafficking at Oshiyie, Bortianor and Tsokome in the Ga-West District. The NGO also donated educational supplies and pedagogic materials to enable the beneficiaries to start formal education (Daily Graphic, March 4, 2006.p18).

Additionally, the Ghana Education Project (GEP), an NGO, acquired twenty (20) plots of land to put up a girls school complex at Keri in the Nkwanta District. The school complex comprised a primary, junior and senior secondary school. The intention of this was to increase access as well as quality to education. (Daily Graphic, February 16, 2006 p7).

Baseline information provided by the coordinator of NGOs at the District Education Office revealed that there are currently seven (7) NGOs operating in

the Bongo District of the Upper East Region of Ghana. They are the Catholic Relief Services which was the first to come to the district in the 1980's, World Vision Ghana which came to the district in 1996 (WVG), Integrated Social Development Centre (ISODEC), Voluntary Services Overseas (VSO), Education Quality For All (EQUALL), Government Accountability Improves Trust (GAIT), and Regional Advisory Information Network System (RAINS) which were the last batch to have come to the district in 2001.

Though the NGOs in the area differ in terms of their nature and organization, it is important to state that, their operations and activities are geared towards the development of education at the basic level, which is one of their priority areas. Information given by the Public Relations Officer (PRO) of the District Education Office indicated that with their interventions, more children of school going age have been enrolled into schools over the years.

Notwithstanding the tireless efforts made by NGOs and successive governments as well as other stakeholders in the field of education to get all Ghanaian children of school going age into school to achieve the purpose of the FCUBE Policy and the Education For All by the year 2015, Access and Participation still leave much to be desired. In the streets of all the major urban centres in the country, it is very explicit that children who are supposed to be in the classrooms are seen hawking or engaged in all sorts of odd jobs just to make ends meet. In the rural parts of the country, children of school going age are seen on large plantation and irrigation farms and riversides working very hard for their masters. It must be noted that child labour is still on the ascendancy and that many

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children are still out of the school system. The study area, that is Bongo District, is no exception as evidence on the ground suggests.

A survey conducted by Ghana Education Service (GES) in the Central Region indicated that, 56,596 girls between the ages of six and eleven were out of school by April 2005 (Ghanaian Times, October 14, 2005 p.7).

Again, an NGO dubbed Sanctuary Aid International (SAI) was inaugurated in Tema to help school drop outs in the metropolis to go back to the classroom. In pursuance of their goal, the organization has mobilized a lot of school drop outs in the area and is still working hard in this direction to get more children of school going age off the street into school (Ghanaian Times, February 5, 2004 p.12).

Statement of the Problem

NGOs and other stakeholders in the field of education, most especially government and donor agencies (development partners), have contributed immensely to the development of education in the country as a whole and some less endowed districts in particular. In the Bongo District of the Upper East Region of Ghana, there are currently seven (7) NGOs working in the area of education as well as other priority areas. It is important to state that, the interventions of these NGOs, and other stakeholders of education in the area have improved the enrolment and retention of pupils in schools over the years.

For example, Gross Enrolment Ratio (GER) for boys at the primary level stood at 104.8% and that for girls was 103.9%. The total GER in that year was 104.3%. At the junior secondary level, GER for boys stood at 56.0% and that for

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girls stood at 49.4% with a total of 53.0% on the average. (Education Profile of EMS project, 2002/2003)

Again, at the primary level, GER for boys was indicated to be 106.1% and 109.9% for girls with a total of 100.7% on the average. In the same year at the junior secondary level, GER stood at 61.5% as against 75.5% for girls with 66.1% GER on the average (Education Profile of EMS project, 2004/2005). These statistics show some sort of improvement of the situation of Access and Participation in basic education in the area. This can be attributed mainly to the works of NGOs and other stakeholders in the district as was reported by the Public Relation Officer (PRO) of the district education office.

However, what is disturbing is the fact that a significant number of these children enrolled at the primary level, are not retained through out (participate to the junior high school. This phenomenon frustrates the efforts of these NGOs and all interested parties in the district. In this regard, the researcher found it worthwhile to research into the role of NGOs in Expanding Access and Participation in basic education in the district. Specifically, what will be brought to light from the study will encompass the kind of special assistance given by these NGOs to pupils to get them enrolled in school and participate actively in the teaching and learning process without dropping out. Additionally, a comprehensive study was made regarding the challenges that confront the efforts of these NGOs in embarking upon Participatory Learning Activities (PLAs) in the various communities as partners in the development of education. Also the researcher sought to investigate into the ways by which community members are

supported by NGOs to promote access to basic education and finally, ways that community members collaborate with NGOs in the district.

Purpose of the Study

Access and Participation of basic education is not hundred percent (100%) and therefore leaves much to be desired as far as the FCUBE policy is concerned. Generally, the situation is more pronounced in the three northern regions and more especially, in the rural areas of the said regions though governments and other stakeholders have made frantic efforts to address this challenge.

The purpose of this study therefore was to find out:

1. the kind of special assistance NGOs in Bongo district give to pupils.

2. the role NGOs play in expanding Access and Participation in basic education in the Bongo district.

3. what NGOs have done in the area to promote community participation in basic education.

4. the ways that community members collaborate with NGOs in the Bongo district regarding NGOs interventions.

5. the ways DEO officials collaborate with NGOs in respect of NGOs interventions.

6. the areas of the interventions of these NGOs that need modification.

7. whether or not the desired impact has been created as a result of the interventions of these NGOs.

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8   challenges that face NGOs in the Bongo district with regard to expanding access to and participation in basic education.

Research Questions

In order to achieve the purpose of the study, the following research questions did direct the focus of the study.

1.   What kind of special assistance do NGOs give to pupils in the basic schools in Bongo district to expand access to and participation in basic education?

2.   What contributions have NGOs in the area made generally towards the expansion of access and participation in education at the basic level?

3.   What have NGOs in the area done to promote community participation in basic education?

4.   What ways do community members collaborate with NGOs with respect to their   interventions?

5.   What ways do officials of the DEO collaborate with NGOs regarding their interventions?

6.   Which areas of the interventions of these NGOs need modification?

7.   What has been the impact of the interventions of NGOs in the Bongo district?

8.   What challenges face these NGOs in the area as regards expanding access to and participation in basic education?

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Significance of the Study

The study will be of significance in the following ways; Firstly, it will contribute to the body of knowledge in educational planning. In this regard, policy makers and educational planners will be informed through the study about the current state of access to and participation in basic education in the Bongo district.

Secondly, the study will also inform all stakeholders and the relevant authorities about the contributions made by NGOs towards the development of education. The study will further make recommendations to NGOs as to how to over come their challenges as collaborators in the development of basic education.

Thirdly, the study would serve as a source of reference material for future researchers in a similar study. Finally, policy formulators and implementors in education will find the recommendations useful in improving the current state of access and participation in basic education in the study area.

Delimitations

This study was restricted to the Bongo District of the Upper East Region of Ghana and for that matter, the basic schools in the catchment area regarding the role that NGOs play in expanding access and participation in basic education. What informed the researcher to limit the study to this area is the fact that Upper East Region is one of the three northern regions which has registered low attendance to school at the basic level and Bongo being one of the underserved districts is worst affected. Again, limited resources such as time and money did not permit the researcher to carry out the study to cover the entire region.

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Limitations

The district is characteristically rocky by nature. As such, roads leading to the various communities and schools in the study area are generally not motorable. Due to this unfortunate situation, the researcher had a hectic time retrieving all responses from the respondents and therefore resorted to on the spot collection of questionnaires.

Operational Definition of Terms

1. Access : Number of places available in the school system for pupils to be admitted

2. Children in programme (CIP): Pupils in basic schools who are direct beneficiaries of the activities of NGOs.

3. Community Support Teacher: Senior High School leaver who offers his/her services voluntarily by way of teaching in his/her community schools.

4. Participation: Number of pupils who gain admission and stay in school throughout during instructional periods.

Organization of the Thesis

This thesis is organized into five chapters. The first chapter serves as the introduction and it deals with the background to the study, purpose of the study and eight research questions the study is expected to answer. Additionally, the chapter discusses the significance of the study, the delimitation of the study, limitations of the study and the operational definition of terms.

The second chapter of the thesis reviews literature related to the study. These include the meaning of access and participation, meaning of basic education, importance of basic education, management of basic education, community participation in basic education, factors that account for low enrolment and retention of pupils in school, the meaning and characteristics of NGOs, the history of NGOs in Africa and the activities of NGOs regarding the development of education in Ghana and finally, the review of a related study.

The third chapter discusses the methodology adopted. These are; research design, population sample, sampling procedure, .research instruments, pilot testing of instruments and data collection procedure will be discussed. The fourth chapter will present the analysis, results and discussions of the study. The chapter will deal generally with analysis of the role of NGOs in expanding access and participation in basic education, challenges faced by NGOs among others. The results will be presented, using frequencies and percentages. The fifth chapter, which is the final chapter of the thesis, will sum up the results and findings of the study. The chapter will state recommendations based on the findings. Recommendations for further research will also be included in this chapter.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the concepts and theories related to the study. The issues reviewed include:

(i)   The Meaning of Access and Participation

(ii)   The Meaning of Basic Education

(iii)   Importance of Basic Education

(iv)   Management of Basic Education in Ghana

(v)   Community Participation in Basic Education

(vi)   Factors that account for low enrolment and retention of pupils in schools

(vii)   Meaning and characteristics of NGOs.

(viii) The History of NGOs in Africa.

(ix)   Developmental activities of NGOs in the area of education

(x)   Empirical review of related studies.

Meaning of Access and Participation

Access refers to the number of places available in the school system for pupils or students to be admitted. "Access is essentially the measure of result." (Carron & Chan 1981, p.62). Given a certain organization and special distribution of the school system, we are concerned with what proportions of children take part in education. (Carron & Chan, 1981). Therefore increasing access or

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expanding access to education is not enough but we must increase participation as well .

According to lockhead, Verspoor and Associates (1991), school participation is a function of supply, demand and the learning process.

Supply refers to both the availability and quality of school facilities, materials and teachers. Demand is created or made largely by the decision that parents and children make on the opportunity cost of schooling but also on the social and cultural factors that prevail in such communities. The learning process involves the experience that children have in school.   Educational inequality therefore still remains a major challenge to policy makers. This inequality mostly affects females of school going.

The disparities in access to primary education relate to poverty and location (world conference on education for all, WCEFA, 1990).

Poverty creates an imbalance in access to and participation in education in many ways. It is positively correlated with poor nutrition and health care, Inadequate intellectual stimulation for young children, a paucity of local no-schooling learning opportunities and difficulty in absorbing learning expenses.

The implementation of any compulsory universal primary education which aims at increasing access must be guided by the principle of equity and efficiency. Planning based on efficiency will help prevent policies which encourage increasing the number of school spaces or places for all but adequate learning only for the advantage (WCEFA, 1991)

Equity in basic learning opportunities will also make access to further learning more equitable by assuring that individuals can be selected for those on merit. Equity target thus refers to geographical leveling our of conditions of supply. It also includes, equal social opportunity and access to schooling through active measures that motivate children to go to school and participate fully in it.

Participation on the other hand refers to the number of pupils or students who gain admission and stay in school throughout to take part in the teaching and learning process. (Education Review Committee, 2002). The concern of stakeholders in education is about the availability of educational facilities in the system, and what proportions of children take part in education. In this regard, Access and Participation is crucial in the education enterprise. The indicators that depict Access and Participation include the following;

1. Admission Rate: This refers to the proportion of new entries at a level expressed as a percentage of the population of official admission age group.

2. Enrolment Rate: This is the measurement to estimate the quantitative level of development of an educational system. Types of enrolment rate include gross enrolment, net enrolment and age specific enrolment rate.

3. Gross enrolment is the measure of total enrolment in a given educational level regardless of age, expressed as a percentage of the corresponding official age for that level.

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4.   Net enrolment refers to the enrolment of pupils of the official age for the level of education out of the official age group of the corresponding level of the official age or those about it.

5.   Age-specific rate measures enrolment for a specific age group.

6.   Retention rate: This measure the proportions of pupils who enter at the same time in grade one (1) and who reach the subsequent grades.

The Meaning of Basic Education

Basic education, as used in UNICEF and UNESCO publications and conferences as well as national policy documents and statements, includes both out of school literacy and skill training programme. It also includes primary education. Basic education in Ghana before 2007 was defined as 'the first nine years of formal education made up of a six-year primary education and a three year junior high school' (The New Educational Reform 1997 cited in Education Review Committee, 2002 p.22). The Committee further indicated that the Evans-Anform Commission of 1986 explains basic education as the minimum amount of education that every Ghanaian child has the right to access in order to make him or her functional in society.

Additionally, basic education is defined 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".(Education Review Committee,2002, p.22). Since 2007 basic education in Ghana consists of two years kindergarten, six years primary and three years junior

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high school making a total of eleven years. Hither to, basic education which was called elementary education had duration of ten years.

The objectives of basic education at the kindergarten level are to: (1) Pre-dispose children to conditions of formal education. (2) Nurture children in safe environments with the right infrastructure that will enable them to become healthy and strong. (3) Strengthen primary education through the provision of quality pre-school education.. (4) Let children cultivate the habit of learning. (5) Minimise gender barriers which seem to affect girls even before they enroll into the primary school.

The objectives of primary education include consolidating the knowledge and skills acquired at the kindergarten level, laying foundation of inquiry, creativity and innovation, developing sound moral attitudes and appreciation of one's cultural heritage and identity and inculcating good citizenship in children to enable them to participate in national development.

In the case of the objectives of junior high education, they include among other things, to consolidate knowledge and skills acquired at the primary level, to discover aptitudes and potentials in children, to induce in children the desire for self-improvement, to let children appreciate the use of the hand as well as the mind, and the ability to understand the environment and the need to sustain it in order to prevent it from depletion (Education Review Committee, 2002). All in all, basic education is expected to provide or equip the child of about six years at primary 1, to 14 years at JHS 3, the skills, knowledge and attitudes that will serve as the basis for further learning in future.

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Importance of Basic Education

Primary education helps alleviate poverty and improves economic and social development. It is worth mentioning that adults in developing countries who have at least basic education have higher individual earnings, greater agricultural productivity and lower fertility as against those adults who do not have elementary education.

Education forges national unity and social cohesion in the sense that, education teaches common mores, ideologies and languages. It, as well, promotes the distribution of income and enhances the status of women (Asenso-Okyere, Asante & Gyekye, 1993). In a study conducted, in China it was found out that there exists a very high social rate of return and that the returns to completed primary education is 27 percent and the returns to secondary education is between 15 – 17 percent (Psacharopoulos, 1985). In this regard, education has a high significant effect on earnings and the rate of return to education is high.

Research and experience demonstrate that a labour force that is educated has the potential for positive economic development. Therefore, there is a positive correlation between national investment in education and economic growth (Eshun, 2001). Again, primary education has significant positive effect on the growth of every economy (Eshun, 2001 citing Benavot, 1985).

In a study conducted, in twenty-two (22) East Asian and Latin American countries It was revealed that economic growth is powerfully affected by primary education (Laul, Jamison & Louat, 1991). It is also intimated that elementary education plays an important role of improving hygiene and nutritional practices

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as well as in the improvement of child survival and fertility of women (Holsinger & Kasanda, 1975). In this wise, elementary education has a potential advantage of increasing one's life span due to good hygienic practices and good feeding habits.

In the works of some authorities, primary education is one of the best investments any country can make for poorest countries. The highest return for economic growth is from primary education. For African countries, the estimated return for primary education is 26% compared with 17% for secondary education and 13% for higher education (Kreibiah, 1998). From the on-going discussion, it must therefore be recognized that development of primary education is a key to national development and prosperity.

With regard to the importance of education, it is asserted that Education, more especially at the basic level, is a process of self-realization (Aggarwal, 2001). He explained 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. Education modifies the behaviour of the individual. It is thus a process of sublimation of instincts. Education, therefore, may be visualized as a process of self-realization and emancipation.

Another major importance of basic education is the fact that basic level of education starts to lay a foundation for the development of a framework of meaning for life, mainly by the way children are treated and the kind of behaviour, attitudes and achievements which are seen to be valued. All aspects of learning contribute to the ideas a person develops about life and the values he or

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she adopts. The home plays an important part but the basic school also contributes, not only through the formal curriculum and activities such as assembly and various special events, but through the overall way of life of the school, including the way children are cared for and the way matters of discipline are handled. This tends to be an aspect of school which most basic school teachers feel strongly about but do not very often discuss objectively, yet it is among the most important things the basic school does and benefits from when there is consistency among the staff in how they handle their relationship with children.

Management of Basic Education in Ghana

In Ghana there are basically three (3) bodies in the districts that manage the affairs of basic schools. They include the District Education Oversight Committee (DEOC), the District Education Planning Team (DEPT) and the School Management Committee (SMC). These structures play vital roles which are geared towards the holistic development of basic education in the various districts and the country at large.

1. **The District Education Oversight Committee**

DEOC came into being through the Ghana Education Service Act, 1995 (Act 506). Members of DEOC are appointed by the GES council to oversee education at the district level and to work hand in hand with the SMCs to promote effective teaching and learning in the basic schools. DEOC is made up of the District Chief Executive who is the Chairman, the District Director of Health, the District Inspector of Schools, the District Social Welfare Officer, representative of the District Assembly, Traditional Rulers, Christians and Muslim groups, GNAT,

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PTA, and one woman identified generally with social development in the district. (GES Circuit Supervisors Hand book, 2002).

As regards their functions, they are concerned with and oversee conditions of school buildings and other structural requirements of the schools. This, they do, to ensure that school buildings are in good state and conducive for effective teaching and learning. They also see to the provision of teachers and the regular and punctual attendance of teachers and pupils to schools, of which the essence is to improve enrolment and retention drives.

As part of their functions, they also see to it that there is adequate supply of textbooks and other teaching and learning materials in the various schools to promote quality basic education. Additionally, the moral behaviour of staff and pupils and matters relating to general discipline are monitored by DEOC.

Issues regarding complaints relating to or from teachers, non-teaching staff and pupils as well as issues relating to environmental cleanliness of schools and the facilities therein are matters of concern to DEOC. Finally, they are also charged with the responsibility of overseeing the proper utilization of the District Assemblies Common Fund to education.

2.	**District Education Planning Team**

DEPT has been established in all districts throughout the country to strengthen the management of Basic Education at the district and local levels. Its establishment is also meant to enhance the capacity of districts to generate education action plans. Members of DEPT are drawn from the District Assembly, SMC, the Health Sector, Department of Social Welfare, Ghana National

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Commission on Children, Department of Community Development, PTA, Unit Committee, NGOs, Traditional Rulers, Religious Bodies and other personalities supportive of educational efforts in the district. In all, it has fifteen members of which three are permanent (GES, Circuit Supervisors Handbook, 2002).

The concept of DEPT aims to achieve objectives such as; to ensure effective consultation, planning, implementation and evaluation of intervention measures at the district level as well as assisting the District Director of Education in the planning, implementation, monitoring and evaluation of educational activities that will promote effective teaching and learning. It is also aimed at creating the environment for making use of resources to promote ownership and commitment to the implementation of all educational measures at the district level.

3.   **School Management Committee**

This body is a replica of the Board of Governors of second cycle schools. As a school-community based institution, it is aimed at strengthening community participation and mobilization for education delivery. In this respect, it works closely with all other stakeholders in order to assist the school to function effectively. In terms of its composition, it comprises the District Director of Education or his representative, the Head of the school, a representative of the Old Pupils Association, the Chief of the town or his representative, two (2) members of teaching staff and a member appointed to represent the Education Unit of the school.

SMCs are charged with functions such as; informing the community at large of the general state of their schools. They are also charged with the responsibility of ensuring good sanitation of the school compound. Additionally they see to it that all school structures and furniture are in safe condition for use by both staff and pupils. Again, they inform the Director-General of GES through the District Directors of Education of all matters involving finances of the schools.

Community Participation in Basic Education

The involvement of communities in the development of basic education in the country dates back to time immemorial. History has it that community participation in basic education started from the very beginning of the introduction of formal education by the western merchants and Christian missionaries. The practice at the time indicated that the missionaries used to mobilize the few natives who became their converts to undertake some kind of communal labour by way of putting up structures to house schools they set up (Mensah, 2001).

Community participation in the development and delivery of basic education in the country is very crucial. There is this enlightenment that the provision of quality basic education is a collaborative venture between government and communities, communities and other stakeholders such as the religious bodies and non-governmental organizations. Therefore, the belief of almost all communities in the country is that the quality of life of its members can be improved upon through good education. Communities are optimistic that,

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education can inspire in its products, a sense of oneness, good citizenship, self reliance and patriotism. Education can also evoke critical thinking of members and environmental awareness thereby leading to the total development of the individual members and the entire community. In this regard, many research studies have identified various ways of community participation in education.

Various forms of community participation can be found in the area of research and data collection for the school, dialoguing with policy makers regarding the betterment of the school, taking part in school management, having a stake in curriculum design and implementation, participation in the construction of school buildings and the development of teaching and learning materials (Colleta & Gillian, 1995).

There is also parent and community support as one of the key factors to determine school effectiveness in sub-Saharan Africa. Henereld & Craig, (1996) identified five categories of parent and community support in the region. These are that: children come to school prepared to learn; the community provides financial and material support to the school; communication between the school, parents and community is frequent; the community has a meaningful role in school governance; and community members assist with instructions. It can be intimated that productive community participation in the life of a school in order to ensure the effectiveness of it will be enhanced when parents and community leaders are given the opportunity to serve on the management board and the school supervision team while the school is expected to reciprocate by participating in the social and cultural activities of the community (Atakpa, 1995)

In countries and places where government investments at the basic level have been extremely low as it is in the case of Madagascar, parents and communities contribute money, labour and materials (World Bank, 1995b). The absence of government support leaves the school infrastructure, equipment and pupils' school needs to the parents and community. As a result, community and parents are at the centre in keeping the schools going. Community and parents involvement in the schools, therefore, help achieve curriculum and learning objectives that reflect children's everyday lives in society. Through this, they can easily associate what they are learning with what they have already known.

Communities by way of their participation in education also identify and address factors that contribute to educational problems such as low participation and poor academic performance of pupils in schools. This aspect of community involvement is well illustrated in the case of the Gambia, in which the techniques of Participatory Rural Appraisal (PRA) were adapted to education. In the case of Ghana, Participatory Learning Activity/Action (PLA) is organized in the various communities to sensitise parents to get involved in the education of their children (World Bank, 1995a)

Community participation can also be found in the area of promoting girls education (UNICEF, 1992). Through participating in school activities and frequently communicating with teachers, parents and communities learn that girls' education contribute to the improvement of various aspects of their lives, such as increased economic productivity, improved family health and nutrition, and many

others. Parents and communities involvement in discussions as part of school activities help identify factors that prevent girls from schooling.

Community participation in basic education is also found in the area of community members serving as resource persons. For instance, religious leaders, tribe heads, chiefs and opinion leaders visit the schools and talk to pupils and teachers about community history, traditions, customs and norms which have been historically celebrated in the community.

Among the various forms of community participation, some are specifically aimed to support teachers. For instance, communities provide or construct housing for teachers who are from outside of the community. In rural areas, lack of qualified teachers has been a serious draw back to the efforts of providing quality basic education. For this reason, preparing a safe environment and housing is necessary to attract teachers, particularly female teachers, who otherwise tend to stay in or go to urban areas.

All in all, community and parental involvement in education is seen as a right or as an outright democratic value. "In Denmark, England, and Wales, parents have a right to be represented on the governing bodies of schools; in France, they have a right to representation on a whole range of policy-making bodies (Organisation for Economic Co-operation and development (OECD), 1997, p.26). In the case of Ghana, there is a legal document called the GES Act of (1995). This document states in Article 9, Sub-section (2), the creation of District Education Oversight Committee (DEOC) whose members must be drawn from the district. Again, sub-section (3) of article 9 spells out the function of DEOC.

DEOC members are therefore empowered to directly participate in the management of schools. As a corollary, community members and parents have been formally urged to have a stake in the management of schools within their localities.

Factors that Account for Low Enrolment and Retention of Pupils in Schools

1.   Parental Attitudes Towards Students' Attendance

It is generally accepted in most societies that students should receive good education so as to help build the nation. Parents have the duty to allow their children to go to school regularly. However, in most homes, parents care less about their children's attendance to school and for that matter fail to provide their needs at school; such as payment of school fees, school materials, and other expenses in school. When these important needs are not provided, pupils or students are emotionally and psychologically affected at school. Therefore, going to school becomes of little interest to them and they do not care much what their parents tell them about education.

In England, many parents have serious doubts about the relevance and usefulness of today's school in preparing children for adult life (Robinson 1978). Furthermore, Robinson asserted that some parents are also not interested in school for various reasons and have not lost any opportunity for not being at school. Some parents keep children at home to help them with household activities while others collide with anxious children who are afraid to leave home and go to school. This therefore, encourages low school attendance.

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In Sheffield, England, some students and some parents regard school as not very important. There is also the indication that some parents make it clear that they regard education at least, with considerable skepticism (Galloway, 1982). Consequently, some parents do not respond to their children absence from school as any sort of problem. This makes children's school attendance rates low.

2.   Poverty

In a research study on poverty, it was revealed that in Kumasi (Ashanti Region of Ghana) forty-four percent of juveniles who go into early employment need money to buy textbooks, school uniforms or to pay for their school fees. While twenty-seven percent are engaged in trading activities in order to supplement the household budget. The early employment of the young children is due to poverty that their parents face (Owusu, 1987)

In both the developed and developing countries, children who come from poor families do not enroll in school. Those who attend school normally drop out as compared to children who come from better families. The main reason normally is that families pay for their children's education both directly and indirectly.

3.   Child Labour

Most African parents of today and parents of pre-industrial societies such as the fisher folk, farmers and market women do not derive any pleasure in having their children in school. These parents think that it is an economic burden to send their children to school, feeling that children should stop attending school and

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rather help to perform some other jobs that could bring income to the home (Agyeman, 1986)

Some of the problems that rural working children encounter are exacerbated in urban settings. Whereas rural child labour is traditionally carried out within the context of the household, urban child labour takes place within an employer-employee structure. When children are incorporated in this structure the parental protection that exists in domestic and aggressive activities are generally absent (Maclennan & Fitz, 1985)

The authors also stressed that the rural as well as urban child labourers work long hours at strenuous and often dangerous tasks. Hence, the effect on their schooling is considerable. It is important to state that child labour exists in both rural and urban areas in Ghana. Children who are between the ages of six and fourteen are engaged in fetching water and carrying farm produce for household use. The children normally assist their parents in domestic task such as farming and fishing instead of attending school (Twumasi & Assinmeng, 1987).

4.   Size of school and Access to and Participation in Basic Education

It has been found out that the size of the school in terms of number of grades (classes) per school affects attendance and completion. Citing a number of studies on dropouts, it is opined that:

> These studies go to show that the distribution of
> dropouts is not random, but that, it very closely
> matches the access pattern. In other words, the
> regions where schooling is less well-developed are

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also the ones with the highest rate of drop-outs from

primary education (Carron & Chau, 1981, p.80).

It is also observed that one of the disadvantages of nuclaerization programme is that it makes it difficult for a village to have a complete school and incomplete schools are a disincentive for parents to send their children to school (Thomas &Shaw ,1992).

5.   The availability and Quality of School Facilities and Access to Education

In his review of school effect studies, he found out that about 66.7 percent of the studies on school building had effect on pupils' achievement. One important facility that is closely associated with school building is furniture. In this regard, 100 percent of the studies on furniture (desks) found effect on pupils' learning. This is not a surprise because the classroom must give the child some minimal comfort before he can learn (Carron & Ngoe chau, 1996). This statement underscores the importance of quality school building in increasing access to basic education.

6.   **Impact of Supervision on School Attendance**

In the school organisation, supervision does not only aim at developing and updating teachers knowledge and competencies and improving attitudes of teachers towards work, but it also reduces the rate of irregular attendance, absenteeism, truancy and lateness of pupils who otherwise would have stayed outside the classroom during contact hours. Supervision therefore, helps the head of the school to give both summative and formative evaluation of teachers and

pupils under him.When supervision is not effective in the school organisation, attendance to school by pupils and teachers become poor. Supervision is a great task that may be effectively executed in the administration of every organisation if set goals are to be achieved.

Accordingly, it is opined that supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole school action (Glickman & Stephen, 1995). In this regard, supervision in the school organisation includes, watching over all that goes on in the school such as pupils' attendance, teachers' attendance, and condition of school facilities.

Meaning and characteristics of NGOs

Non-Governmental Organizations (NGOs) are described as private, self-governing, formal and non-profit. (Gordenkor & Weiss, 1995). This definition has however brought about two debates. The first being the extent to which NGOs act on behalf of or represent civil society and the second being the relationship between the NGO sector and the state.

A more operational definition of NGOs might thus be: self-governing, private, not-for profit organizations that are geared towards improving the quality of life of disadvantaged people. Therefore, for an organization to be an NGO in the true sense of the word, it should fulfill the following criteria.

Firstly, it should be autonomous, neither depending substantially on the state for its funds though it may-and often does-receive a proportion of its funds from public sources. Secondly, it should be non-profit-making, the funds it acquires being destined exclusively for the projects it undertakes.

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As a broad generalization, NGOs work to promote the economic and social development of the poorer nations of the world, almost all of them in the planet are development oriented. It must be made categorically clear that even in developed countries, NGOs, of course, assist the most underprivileged sections of the populations.

Traditionally, education and health issues have been the principal foci of NGOs though NGOs have now diversified their activities worldwide into other areas of interest such as agriculture, environment protection, minority rights, and appropriate technology. NGOs are highly diverse groups of all shapes and sizes ranging from the worldwide specialized bodies such as the Red Cross or the international Planned Parenthood federations, which may employ a lot of helpers up to thousands, while others are made up of tiny single office bodies run by a handful of dedicated volunteers in their spare time. Also, the vision and mission statements of NGOs differ remarkably worldwide though they may sometimes have some commonalities in their development agenda.

NGOs have played not only an increasingly significant part in development cooperation in the past decades, but also an increasingly public one. NGOs held centre stage in the media during the worst of the African famine of 1984/1985 years. As organizations dedicated to the pursuit of development, they are not, of course, without their critics. There are those who claim that too great a proportion of the funds they raise go to cover their administrative costs; some also say that their field workers are too young, too inexperienced; others too believe

that the structures the NGOs work to build are doomed to crumble like sand castles with incoming tide, once they pack their bags and leave.

As to whether this is a truism may be argued. What does seem certain is that, for all their merits, NGOs are not the answer to everything in development. They cannot, for instance fill the role played by official donors in the funding of some major infrastructural projects and official donors and governments cannot abdicate their responsibilities in favour of the NGOs.

The History of NGOs in Africa

African NGOs came into existence through two distinct approaches. There are those that were established by Northern NGOs, which saw themselves as intermediaries, and those that were set up voluntarily on local initiative, for a variety of reasons. Most intermediary NGOs came into being between 1970 and 1985. In the wake of repeated droughts, hunger had become so acute in Africa that majority of western NGOs, principally suppliers of food, were obliged to take on the role in the field of food producers. They were involved in such a scale that many took on environmental restructuring work, either in association with recipient communities (village groups), or by requesting assistance from those with local influence in the form of technical support. In this latter case, restructuring sometimes led to the creation of an African branch of the NGOs.

The movement to support the creation of local structures also coincided with the advent of participatory development projects that required the initiative to come from grassroots groups with a certain degree of organizational independence. Accordingly, for practical reasons relating to the volume of work,

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and financial assistance, (donor support was needed and they were increasingly attaching importance to where the demand originated, in their financing decisions) NGOs from the North devised new approaches.

Owing to the legal void regarding NGOs in Africa, a group of friends, generally intellectuals, living in towns and cities are able to set themselves up as an NGO on the sole basis that they want to form one, hence, the proliferation of such bodies in Africa over the last ten (10) years. These include groups which profess to support development and service-type of NGOs and those who on the other hand, specialize in training techniques, literacy programmes and so on.

Developmental Activities of NGOs in the area of Education in Ghana

Below are summaries of the activities of the main NGOs currently supporting the education sector in Ghana.

1.   **Action Aid/Ghana**

Action Aid Ghana is based in Accra with a Support office in Tamale and field offices in Bolgatanga U.E/R, Bawku U.E/R, and Chereponi N/R and in the Brong-Ahafo Region. Its target area currently comprises the three northern regions of Ghana; however it will be expanding its operations 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 provision and renovation of infrastructure for education, the provision of educational materials, in-service training and upgrading of teacher skills, capacity-building of PTAs, peace education designed to minimize ethnic conflict, shepherd schools for children who cannot attend classes during normal school

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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 (NGOs 2003, file//A\ngos.html).

2.   **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 enrolment and attendance through the provision of food to school children. It also promotes girls' enrolment through take-home food rations provided at the end of every month. Girls must achieve 85% attendance in order to qualify for these rations. In addition, CRS assists communities with school infrastructure and provides school furniture. Another CRS intervention is to mobilize communities around education and form PTAs. This is done through PRA and PLA exercises. Communities are involved in the management of the food rations 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 (file//A\ngos.html).

3.   **World Vision International/Ghana**

World Vision International/Ghana has its headquarters in Accra with regional offices in most of the regions. It has an integrated approach to development with education being one of its many projects. Its education programme covers both formal and non-formal education. Specifically, World

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Vision International/Ghana provides school infrastructure at pre-school, basic, secondary and vocational levels (NGOs 2003, file//A\ngos.html).

4.   **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 into these languages. Its Literacy and Development unit runs developed functional literacy programmes in all its areas of operation. Under this programme, GILLBT has developed teaching materials in Northern Ghanaian languages that are being used on GES curriculum at P1-P3 levels. GILLBT also runs special evening classes for children who formerly attend 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 adults, to pursue further learning. The adults who complete their studies at these schools enter formal JSS and attend classes together with the children. (NGOs 2003, file//A\ngos.html).

5.   **Plan International/Ghana**

Plan International/Ghana matches children from a particular community with "foster parents" abroad. The money is then used collectively for development projects within the community, which are 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 involves the construction and repair of school buildings, construction of teachers' bungalows, and provision of school furniture, supply uniforms, a scholarship scheme from JHS to SHS for deserving pupils, in-service training for teachers in Maths and English and a school health programme. The Early Childhood Development Programme involves 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). (NGOs 2003, file//A\ngos.html).

6.   **Forum for African Women Educationalist/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 educationalists, 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 minimising the problems militating against the improved participation of girls in education. It mobilizes funds and resources required for specific interventions. It networks with other FAWE

member countries as well as other organizations engaged in activities relating to girls education. (NGOs 2003, file//A\ngos.html).

7.   **Volunteer 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 Institutes and Teacher Training Colleges. (file//A\ngos.html).

8.   **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 class 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. (NGOs 2003, file//A\ngos.html).

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9.   **World University Service of Canada (WUSC)**

WUSC began implementing the Canada-Ghana Girl-Child Education Enhancement Project in 1997. This project funded by the Canadian International Development Agency (CIDA) operates at the community, regional and national levels in collaboration with the Ghana Ministry of Education, the Ghana Education Service and 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: Institute Strengthening and Policy Enhancement, Gender Sensitization and Monitoring for Educators at the District Level, Enhancing the Role of Girls and Women at the Community Level, Establishing 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 Research and Development Division of the Ghana Education 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 (NGOs 2003, file//A\ngos.html).

10.   **CARE International/Ghana**

Care international Ghana has an education programme called School and Community Oriented Education (SCORE), which focuses on re-vitalising the relationship between schools and communities. In each of SCORE's target communities, they encourage communities to form PRA teams and they organize

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training programmes for PTA and School Management Committees (SMCs). As a result, many communities have become far more active in education. For example, five communities have put up structures for school libraries, some have provided teachers with accommodation and others are farming to raise money for their schools. Other interventions under CARE's SCORE programme are: training teachers in child-centred methodology and in the production of teaching/learning materials with local resources, 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. (NGOs 2003, file//A\ngos.html).

11.   **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, organizations 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, and company or individual with an interest in the Internet and information Technology and their impact on the applicability to education.

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

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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 further facilitate capacity development within member schools through organization and implementation of Training Programs and Workshops for teachers and students on Web Page design, Project design and grant sponsorships, Internet training, Technical Networking and Supporting 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 Speaker Series, introduced at the end of 1998. (NGOs 2003, file//A\ngos.html).

Empirical Review

Quaicoo (2006) conducted a study titled, 'Contributions of World Vision Ghana in support of basic education in rural Ghana'. The case of the Twifo Hemang Lower Denkyira District. In Quaicoo's study, the sample was drawn from a target population of all the staff and pupils of all basic schools, all staff of the DEO, and all staff of World Vision Ghana and community members in the district. In selecting his sample for the study, he used the purposive sampling technique. In this regard, the district director of education and some other staff at the DEO, Head teachers, SMCs and Executives of PTA, as well as the staff of World Vision Ghana among others were selected.

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Quaicoo (2006) used the census method to cover the community-schools. The research instruments that were used in the study under review are questionnaire, focus group discussions, field trips, checklist and semi-structured interview.

The main findings of Quaicoo's study are that, world vision-Ghana has been contributing its quota to the country's Educational aspirations by providing Educational Facilities and support to improve upon the quality of teaching and learning. Additionally, the organization also concerns itself with the health aspect of both pupils and community members as a whole. By this, they organize HIV/AIDS workshops for community members. Again, world vision-Ghana has done a lot in support of girls education at the basic level. Eg. It has provided girls with school uniforms and books. World vision- Ghana is confronted with difficulties in its quest to support-basic education. The challenges are apathy on the part of community members with regard to the interventions of world vision Ghana, bad nature of roads and financial constraints from the outfit of world vision Ghana. The study conducted by Quaicoo (2006) was skewed towards one particular NGO that is World Vision, Ghana. The study therefore was not broad base in terms of the general contributions of NGOs in support of basic education.

Secondly the researcher reviewed the work of Akyeampong (2004) who conducted a study in Northern Ghana, titled "Aid for Self-help? A sustainable Alternative Route to Basic Education in Northern Ghana".

Akyeampong looked at the fact that Northern Ghana has an interesting case of limitations of the conventional school system in reaching under served or

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less endowed communities with basic education. He states that many of the communities are sparsely populated and scattered making distance a limitation to school attendance which obviously affects access and participation. Additionally cost of education is another factor. In this regard, he talks about direct costs and indirect costs to families. Direct costs of schooling arises from Educational materials such as uniforms, books, and other writing materials. Indirect costs are largely in the form of income lost from the child's potential employment or contribution to house hold income through direct labour.

The researcher again established another obstacle in expanding access and participation of basic education is the official school calendar which usually conflicts with families economic activities to which the child is a major contributor. As a result of the challenges identified with regard to the conventional schooling system in the area, a growing number of NGOs and civil society organizations have been introducing basic education initiatives that have been adjusted to reflect-these socio-economic realities in the area. Therefore, the study focused on the effort of one of such NGO Education programme called the "school for life" (SFL) IN Northern Ghana.

The main findings of the study are that, SFL has the vision of helping the formal educational system to achieve and sustain increases in functional literacy and in the quality and equitable access to relevant basic education in order to address the problems of poverty and under development in Northern Ghana. Additionally the finding indicated that, the target of the progamme is children

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between the ages of 8 and 14. Half of the population of the children are expected to be females.

Another finding is that, the programme also adopts a skill based curriculum using the mother tongue. Therefore, textbooks for the programme are highly contextualized and their content reflects local economic activities such as farming and issues that local children can easily identify with eg. issues confronting the environment.

It was revealed from the study that community participation in the SFL programme is high and encouraging for instance, community members provide land for infrastructural development, they are also involved in the scheduling of timetable and also provide labour and raw materials for setting up the schools.

Finally, evidence from the study revealed that the programme is making a significant impact in the education landscape of Northern Ghana. According to the researcher, statistics are that, SFL has covered about 25% of the communities in the districts it has worked in about a 7 year period.

Thirdly, the researcher reviewed a study conducted by Osei (2003), on the topic "Assessing of causes of dropout among basic education girls" The specific objectives that guided the study were: Compile a current national enrolment rates in Ghana for both girls and boys at primary and junior to senior secondary levels showing regional breakdown. Compile the dropout and retention rates for both girls and boys over the past ten years at primary and JSS level. Access key factors that has accounted for the disparity in dropout rates between girls and boys. Compile polices formulated by government aimed at promoting the retention of

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the girl-child at the primary and JSS levels. Map out and develop taxonomy of civil society organization's interventions for promoting the retention of the girl-child at the primary and JSS levels. Outline the constraints facing the effective implementation of the initiatives aimed at promoting the retention of the girl-child at the primary and JSS level. Recommend the way forward for promoting the retention of the girl-child primary and JSS levels (Osei 2003).

In conducting the study, the research methodology adopted included secondary information gathering in which published data on policies, enrolments, retention and dropouts were analysed using what is called content analysis procedures. With regard to primary approaches through field work, instruments for collecting data included interviews, observation and focus group discussions adopted in selected districts representing the coastal, forest and northern savanna ecological zones of Ghana. Additionally, Ministry of Education(MOE), Ghana Education Service (GES) as well as the Ghana National Association of Teachers (GNAT) were interviewed.

The major findings of the study include the following;

(1) The common causes for dropping out from school are, poverty of parents pregnancy, peer influence, poor academic performance, desire for money, long distance to school and negative attitude of teachers.

(2) The FCUBE has shown that the whole educational system can be mobilized around a few key issues and that a focus on girls throughout the country has a geat potential for chaning.

(3) District Assemblies, District Education Officers, NGOs and communities are working as a team to promote education.

(4) Almost all District Assemblies have embraced the EFA campaign and have allocated part of their common fund to education. Needy pupils, especially girls, are offered scholarships.

(5) Teachers now insist that both boys and girls take turns in sweeping and cleaning the classroom and the blackboard.Girls are now reading science and the mathematics related subjects.

(6) Girls self-esteem has been raised and they can assert themselves positively. They now ask and answer questions in class and do not worry about teasing from boys as some of them are performing just as well as boys and at times even better.

(7) Many parents/guardians now assign household chores equally between boys and girls, and visit schools to inquire about the performance of their wards.

(8) Teachers organizations and teachers realize that they have a major role to play in ensuring the retention of girls in school and that their dedication and commitment is very essential.

Recommendations from the study are that, more female teachers should continue to be trained and motivated to accept posting to rural and deprived areas and live there to act as role models for girls in those communities. Government should abolish all unauthorized levies from schools. This will enable poor parents afford to keep their children in school.

The district Girls Education Team in all the districts should organize regular sex education meetings to educate girls and boys on sexual maturation, menstruation and sexuality. This would afford them the opportunity to be able to handle problems associated with maturation and not drop out from school during school periods. Again, parents/guardians should be empowered economically to enable them free their girls from supporting the home for school. Finally, all District assemblies should enact bye-laws on traditions, customs and issues that militate against enrolment, retention and achievement of girls and on irresponsible parents who refuse to care for their children as well as those who sexually harass girls in school.

Finally the researcher reviewed the report of Akyeampong , Djagmah, Seidu, Hunt, (2007). The report reviewed is titled "Access to Basic Education in Ghana. The Evidence and the issues".

The report sought to ;

(1)   Investigate the evolution of access to basic education in Ghana. By this, it assessed the implication of primary enrolment trends over an extended period of time

(2)   Analyse basic education polices and practices for insight into the affect they have had on access to basic education.

(3)   Examine the conditions and factors that underpin access as both a process and outcome from which it develops preliminary understandings of the nature of exclusion from meaningful access.

(4)   Review recent empirical and secondary analysis studies on access to basic education and maps out what the key challenges are to expanding access, particularly for poor and marginalized groups in society.

(5)   Provide policy recommendations and identifies specific issues, themes and agendas for further research. (Akyeampong, et al, 2007)

In conducting the study, the researchers divided Ghana into three main geographical belts. They are, Northern, Middle, and Southern. District were then selected to represent each of these belts using accessibility, type of district, a GER below 60 percent and occupational activity that has potential to impact access as the criteria.   In this regard, the districts that were selected are Savelugu-Nantorn in the Northern Region, the Ahafo-Ano South in the Ashanti Region and Mafantseman in the Central Region.

In a review of Access Related Research in Ghana, Akyeampong et al (2007) came out with findings such as; A child living in the rural north is more likely to have less access than if that child lived in the urban or the south. Generally, access in the rural north is of much lower quality than in the urban south. Girls access to education in northern and rural areas is less than in southern, urban and peri-urban areas. Late access is influenced by a child's health in their early years, with undernourished and stunted children likely to start school late. Lastly, a major access-related exclusions in Ghana is poverty and the inability of parents to provide the educational needs of the wards.

Findings that came out of the evaluation of basic education as a right and require the attention of education policy makers and researchers according to Akyeampong et al (2007) include;

(1) There appears to be no linkage between national policies to promote access and the realities of what exists on the ground.

(2) For basic education as a right to be meaningful, its provision has to be capable of adapting to the circumstances of all families especially households in areas of extreme conditions which require special measures.

(3) The researchers found out that, one issue to be concerned with is the need to look beyond national/regional gross and net enrollment data for better understanding of the Factors that might be undermining meaningful access.

(4) The findings also indicated that, there is a high risk of older children dropping out as they are pulled away into the informal labour market especially in places where poverty is high. If they start school late there is the likelihood that they will drop out.

(5) Again supply driven policies to improve access are found to be insufficient to enroll the hard to reach children who are out of school for economic or cultural reasons. What is required to sustain high enrolments is a combination of policies aimed at specific issues that are known to influence demand for education

(6) Finally it was found out that, the health and nutritional issues of the child affected school enrollment. This is because evidence points to the fact

that, undernourished children are likely to start school late and more likely to drop out.

Summary of Literature Review

Literature reviewed touched on the meaning of access and participation, the meaning and importance of basic education, management of basic education, community participation in basic education, causes of low enrolment and retention of pupils in schools, meaning and characteristics of NGOs, the history of NGOs in Africa as well as the contributions of NGOs in the development of education in Ghana. Highlights of some of the activities of NGOs in Ghana include the fact that they build classroom blocks for schools, they donate teaching and learning materials to schools and they provide free lunch and take home rations to pupils at the basic level.

Works of Quaicoo (2006), Akyeampong (2004), Osei (2003) and Akyeampong et al (2007) for the empirical evidence of the study. The implication of the issues covered by was of literature review helped the researcher examine in detail the state of affairs of access and participation and factors that account for low enrolment and retention in basic schools in Ghana. It also afforded the researcher the opportunity to examine the kind of interventions that NGOs make in the direction of expanding access and participation to encourage school enrolment and retention. In effect the researcher was then in the position to establish a link regarding what happens in the study area and other jurisdictions by way of the contributions of NGOs in expanding access to and participation in basic education.

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All in all, the current study encompassed all the NGOs and their contributions to the development of basic education in the study area, that is, Bongo District.

CHAPTER THREE

METHODOLOGY

This study was intended to look at the role of NGOs in expanding access to and participation in Basic Education. In this chapter the research design, population, the sample size and sampling technique of the population are discussed. The chapter also looks at instruments used, data collection procedure and data analysis plan. The chapter will describe the pilot testing of instruments that was conducted before the main study.

Research Design

The researcher did employ the descriptive survey. This design involves the collection of data in order to test hypothesis or research questions on the subject of the study. In descriptive survey design, the researcher draws a sample from the population of interest and generalizations are made taking into consideration their responses. Descriptive surveys identify present conditions and at the same time point to the present needs. The descriptive survey is regarded by social scientists as the best, especially where large populations are involved, and it is widely used in educational research since data gathered through descriptive survey represent field conditions. Therefore, descriptive survey describes and interprets what is. It is concerned with conditions that exist; practices that prevail, beliefs and attitudes that are held, processes that are ongoing and trends that are developing (Osuala, 1993).

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In addition descriptive research adopts the method of randomization so that errors may be estimated when population characteristics are inferred from observation and samples. There is the need to present data chronologically in order to arrive at valid and accurate conclusions (Amedahe, 2002) Considering the features of the descriptive survey design therefore, it was found appropriate to use it for the current study

The Profile of Bongo District

The Bongo District of the Upper East Region of Ghana has its administrative capital called Bongo. The District occupies a landmass of 459.5sq. km. The vegetation is the guinea savanna type with a large expanse of rocks covering two thirds of the total land. Rainfall is very low and this affects crop production and animal rearing.

Geographically, the district is located on latitude 10°, 55"N. In terms of its travel directions, it is 850km north east of Accra, 175km north of Tamale and 15km north of Bolgatanga. According to the 2000 Population Census, there are 77,885 people in the district. The male population is 31,880 and the female population is 46,005. Information provided by the PRO of GES in the district in a preliminary visit, revealed that the district has five (5) circuits, four hundred and sixty five (465) teachers and seventy three (73) basic schools, according to statistics for the 2006/2007 academic year. The breakdown is as follows:

Table 1

2006/2007 Statistics on Basic Education in Bongo

Name of Circuit	No. of Primary Schools	No. of JHS	No. of Teachers
Central	9	4	101
East	11	3	80
West	10	6	121
North-East	12	3	81
North-West	11	4	82
Grand Total	53	20	465

Population

The target population for the study comprised

(i)   All teachers of basic schools in the district

(ii)   All pupils of basic schools in the district.

(iii)   Officials of NGOs operating in the district.

(v)   Officials at the district education office.

(vi)   Community members.

Accessible Population

This included all the twenty-five (25) schools and the NGOs officials, the DEO staff as well as the community members that were selected for the study and all those respondents that were available at the time of the study.

Sample Size and Sampling Technique

The researcher's intention was to use the entire population identified for the study. This would have made the findings of the study command a lot of

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respect and generalizability (Nwana, 1981). However, perfect conditions are usually difficult to meet. This therefore informed the researcher to use a sample of the population in the study. Sampling involves the use of part of a larger population in a study.

First the researcher stratified the basic schools into Primary and JHS, the schools were then sampled using the simple random sampling technique after which teachers were also sampled using the same technique. The researcher used the simple random sampling technique to offer every school and teacher an equal chance of being selected for the study.

In this regard, the researcher first of all, selected five (5) schools in each circuit. The schools selected were made up of three (3) primary schools and two (2) junior high schools.

Secondly, the researcher selected six (6) teachers from each school to be part of the respondents for the study. The selection of the teachers was done using the lottery method. In all, thirty (30) teachers were selected from each circuit giving one hundred and fifty teachers (150) for the whole district.

The researcher was of the view that one hundred and fifty (150) teachers out of four hundred and sixty five (465) teachers was ideal and representative enough. This is because the teacher population is homogenous on the grounds that all respondents are basic school teachers. It is stated that "if the population is homogenous with respect to the study object, a small sample may suffice and if it is found to be heterogeneous a larger sample may be required''(Sarantakos, 1998, p.158).

Aside the one hundred and fifty (150) teachers that were sampled as respondents, the researcher also included in the study, fifty (50) pupils from the basic schools, seven (7) officials from the seven (7) NGOs operating in the area as well as three (3) officials at the district education office and community members made up of seven (7) assembly members-one (1) from each area council) and finally, thirteen (13) chiefs and parents across the entire district. To do this, the researcher employed the purposive sampling technique as advanced by some authorities that "in this sampling technique, the researcher purposely chooses subjects who, in his opinion, are thought to be relevant to the research topic" (Sarantakos, 1998, p.153).

In the light of the above, the researcher included such respondents in the study. The break down of the sample size is as follows.

1. 150 basic school teachers

2. 7 NGOs liaison officers

3. 3 DEO officials

4. 50 Children in Programme (CIP)

5. 20 community members

Therefore, the total number of respondents for the study was two hundred and thirty (230).

Research Instruments

Instruments used in collecting data for the study were self-developed questionnaires and interview guides. This brought about variety regarding the means of data collection. It must be noted that the researcher had no standardized

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instruments available for the study hence the need to develop his own instruments. The questionnaires were used to gather information from teachers and children in programme. (see appendices A and B). Looking at the number of teachers and children in programme, it would have been very difficult for the researcher to conduct interviews for them.

An Interview Guide was used to collect data from the NGO liaison officers, community members and officials at the District Education Office. (see appendices C, D and E).

Pilot- testing

Instruments for the data collection were pilot-tested in the rural parts of the Bolgatanga Municipality in the Upper East Region of Ghana. The reasons that informed the choice of the place for the pilot-testing of the instruments were that, like the main study area it was rural and underserved. More importantly, NGOs are currently in the two areas that is the study area and pilot-tested area of the instruments, working around the clock to get the situation of low school attendance and retention at the basic level improve.

The rationale for pilot-testing the instruments were to establish their validity and reliability before conducting the main study. In determining the reliability of the instruments, the researcher used the alpha coefficient approach frequently called the cronbach alpha to calculate reliability. The reason for using the alpha coefficient as opposed to other methods was to the effect that the researcher preferred this method and was more conversant with this method. The

cronbach alpha coefficient for the questionnaire for teachers was 0.825 and that of the questionnaires for pupils was 0.764.

The researcher determined the validity of the instrument by consulting his supervisor who is competent and familiar with the purpose of the survey to examine the items in order to judge whether they are adequate for measuring what they are supposed to measure and whether they are a representative sample of the behaviour domain under investigation. This then gave a reliable basis for using the instruments for the study. The instruments were re-structured where necessary for the final study.

It is important to state that, the researcher used twenty-three (23) respondents for the pilot-testing exercise. In this regard, fifteen (15) teachers were simple randomly sampled. Purposive sampling technique was also used to select two liaison officers of NGOs, two children in programme and the officer in charge of NGOs at the Bolgatanga Municipal Education Office. Additionally, three community members were also included as respondents in the study.

In pilot testing the instruments, the researcher did gather the respondents and had them to respond to the items in the instruments individually and make comments about the whole study. Discussions were then made afterwards about the study in general. In a nut shell, the purpose of the pilot testing was to afford the researcher the opportunity to discover possible weaknesses, inadequacies, problems in all aspects of the research so that, they can be corrected before actual data collection of the main study took place.

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Data Collection Procedure

The researcher first obtained a Letter of Introduction from the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast. This was sent to the District Director of Education, Bongo District and the Managers and Directors of the various NGOs operating in the district as well as the Chiefs and Assembly Members in the district to formally ask for permission from their outfit in order to collect data for the study. The permission sought was granted and the researcher visited the various offices of the NGOs and the selected schools for the data collection. Later, the researcher contacted some community members selected for the study for their responses.

Questionnaires

The researcher personally visited the schools in which the study was conducted and distributed the questionnaires to the respondents. At this stage, the researcher established the necessary rapport with the respondents and assured them of their confidentiality. Sample frame of those to be selected to respond to the questionnaires was checked and identification numbers were assigned to every respondent. This enabled the distribution of the questionnaires to be easy and faster. Questionnaires were gathered and collected immediately.

The rationale for the above approach was to ensure that all the target respondents were captured and all questionnaires retrieved. Furthermore, the visit to the schools was to afford the researcher the opportunity to be abreast of the state of access and participation in basic education in the district and the role of NGOs thereof.

Interview Guide

The researcher booked appointment with liaison officers of NGOs, officials at the district education office namely, the PRO, the training officer and the coordinator of NGOs at the office. Additionally, some community members, particularly seven assembly members were drawn, each one representing one of the seven area councils that constitutes the district. Again, some chiefs and some parents and guardians were drawn from across the length and breadth of the district. This was done in order that such category of respondents spoke to the real issues on the ground as it were. Here, the researcher did observe the necessary courtesies and protocol in order that the right and the necessary responses could be elicited. The researcher for instance remained as neutral as possible so as to avoid the interviewer "factor."

To ensure that enough information could be collected, the researcher did give a very reasonable time period of about 30-60 minutes for the granting of the interview with each respondent concerned for the study. During the interview session, the researcher did record the responses by using a voice recorder of which approval was sought from the interviewees. The rationale for the use of the voice recorder during the interview session is as a result of its acclaimed advantages namely;

1. It enables the researcher to give his full attention to the interviewees.

2. It also ensures that there is the complete recording of what is said, thus eliminating bias due to conscious or unconscious selection by the interviewer of what to record.

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3.   It also facilitates evaluation of the reliability and validity of the interview data. In this wise, different listeners to the recorder can compare their interpretations. The interview process itself can be evaluated.

To ensure that the researcher was mindful of ethical issues and considerations, the researcher even before the interview process stated the purpose of the study to the interviewees. The researcher as well, was friendly throughout the interview. The confidentiality of interviewees was also assured. Interviewees were also informed about how the results of the study would be used. The researcher further assured interviewees of the study that the research findings will not harm them physically or psychologically.

The researcher then started on a positive note by ensuring that the process of the interview was smooth. In this regard, the researcher refrained from expressing approval or shock to interviewees' responses. Additionally, the researcher also probed interviewees when it became particularly important to seek further clarification of issues.

Data Analysis Plan

Analysis of data was done with regard to the specific research questions posed for the study. In this regard, data analysis for each research question was done following the steps below. The researcher first of all edited the completed questionnaires to check for clarity of expression and accuracy. The researcher then grouped the responses by categorizing them. This was to ensure that the analysis of the data was done orderly.

In analyzing the data, the researcher did employ descriptive statistics of the Statistical Package for Social Sciences (SPSS). The questionnaires particularly that for the teachers, which were made up of closed and open-ended items were analysed taking cognizance of the fact that they are the basis for writing conclusions and recommendations. Frequency distribution tables and percentages were presented regarding the responses of respondents.

Regarding the analysis of the interviews that were granted to the respondents,

1. The researcher first of all transcribed the data or responses from the voice recorder onto paper.

2. The researcher then checked and edited the responses thereby preparing the data for analysis.

3. The researcher further developed categories of the responses. As a follow up, the researcher made coding and reduction of the information in order to identify trends in the data.

4. The researcher finally fed the coded information onto a computer and the information was then processed using the SPSS to generate frequencies and percentages.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents and discusses the findings of the study. The presentation and discussions are made in respect of the issues addressed by the research questions.

Research Question 1. What kind of special assistance do NGOs give to pupils in the basic schools in Bongo district to expand access to and participation in basic education?

This section deals with the special assistance or help that NGOs in the area have offered to some category of children in the basic schools in order that they do not drop out of school for want of some basic educational needs and materials. To this end, 10 questions or items were designed in the questionnaire for children in programme in the 5 selected schools of which each school was from one of the five circuits in the district. Responses to the items suggest specifically the kind of special assistance that these children receive.

Again, some items in the interview guides for both liaison officers of NGOs and community members were posed to elicit their views or responses as regards the kind of special assistance that these children in programme receive. To address research question 1, the items that were asked for the children to respond to include; whether or not NGOs provide them with food at school, school uniforms, bags, sandals, supplementary readers and financial assistance, whether or not NGOs visit them in school, link them up with some friends and benefactors abroad, provide them with means of transport especially in the case of

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those who come from far places to school, provide them with health and medical needs in times of ill health , provide ruminants to their parents to rear in order to empower them financially, and whether or not, generally speaking, the NGOs are doing an excellent job or otherwise.

The data gathered and analysed are presented in Table 2 below.

Table 2

Special Assistance from NGOs to CIP

Items	Yes		No	
	Frequency	Percent	Frequency	Percent
Do NGOs provide you with Food	18	36	32	64
Do NGOs provide you with school uniforms, bags and sandals	40	80	10	20
Do NGOs provide you with supplementary readers?	31	62	19	38
Do NGOs assist you financially?	25	50	25	50
Do officials of NGOs visit you in school?	32	64	18	36
Do NGOs link you up with some people abroad?	33	66	17	34
Do NGOs provide you means of transport to school?	20	40	30	60
Do NGOs provide you with health needs when ill?	23	46	26	52
Do NGOs provide your parents with some animals to rear?	46	92	4	8
Can you say that the support you get from them is excellent?	31	62	19	38
Total	100	100	100	100

It can be inferred from Table 2 that, when children were asked to indicate whether or not NGOs provide them with food at school, 18(36%) answered in the affirmative while 32 children representing 64% answered in the negative. This means that though NGOs provide food as part of their special assistance, not all the schools in which these children are present are covered as far as the school feeding programme of these NGOs is concerned. Again, it can also be interpreted to mean that not all the seven NGOs in the district have the feeding programme as part of their policy interventions, hence, a significant number of these children do not enjoy the school feeding facility. Children were again asked to indicate whether or not NGOs provide them with school uniforms, bags and sandals. From the responses gathered, 40(80%) said yes and 10(20%) indicated no. This, to a very large extent, depicts the fact that a substantial number of the children receive such gifts from the NGOs present in the district.

Again, as regards supplementary readers that these children receive, 31(62%) of the respondents said NGOs provide them with such materials. Weighing the two sets of responses, one can emphatically say that the NGOs are doing a good job in that regard. In terms of financial assistance to these children, the responses gathered depicted 25(50%) of the respondents saying that yes NGOs assist them financially and 25(50%) of the respondents also said that NGOs do not assist them financially. This means that the efforts of the NGOs in this area are on the average and that there is more room for improvement. Respondents were again asked to state whether or not officials of NGOs visit them in school 32(64%) of the total respondents stated yes and 18(36%) stated no.

This is indicative of the fact that, more than half of these children are visited in school by the staff of the NGOs in the district. Table 2 again reveals that 33(66%) of the respondents are linked up with some people abroad by NGOs as their benefactors and 17(34%) of the respondents also stated categorically that, NGOs do not connect them to people abroad. Juxtaposing the two sets of responses, one would come to the realization that these NGOs deserve a pad on their shoulders. With respect to the provision of means of transport to pupils, 20(40%) of respondents indicated that NGOs provide them with transport facilities whereas 30(60%) asserted that NGOs do not provide them with means of transport. This means that this facility that the NGOs provide does not cover all the children in the programme and therefore, some of those who come from far enjoy some means of transport. On the question whether or not NGOs provide children in programme with their health needs and take responsibility of their medical bills, 46% of the respondents said yes whilst 26(52%) of the respondents answered in the negative. Generally speaking, it means that NGOs to some extent cater for the health and medical needs of children and this can be improved upon depending on whether there is adequate availability of funding. It is also shown clearly in table 2 that 46(92%) of respondents attested to the fact that NGOs provide parents of children in programme with goats and sheep to rear in order that they are able to provide them with their school needs. On the other hand, 4(8%) of the respondents disagreed to that. Further investigations revealed that World Vision Ghana is in the lead as far as the provision of animals to parents to rear is concerned.

Finally, respondents were asked to indicate, whether the support that they receive from NGOs can be rated as excellent or otherwise. The responses as seen in the Table 2 indicate that 31(62%) answered positively and 19(38%) responded to the effect that the support that is received from NGOs cannot be said to be excellent.

Similarly, to address research question 1 extensively, item 7 of the interview guide for liaison officers of NGOs was posed to elicit their responses on whether they provide special assistance to girls and some needy but brilliant pupils, who automatically fall within the category of children in programme. They were also asked to state further if their responses are in the affirmative, the kind of special assistance that they offer to this category of basic school pupils. Table 3 displays their responses.

Table 3

NGOs Special Assistance to Girls

Responses	Frequency	Percent
Yes	5	71.4
No.	2	28.6
Total	7	100

From Table 3, 5(71.4%) liaison officers stated that they offer special assistances to such pupils whereas 2(28.6%) liaison officers indicated that they do not have any special package for such pupils, but hinted that such a special package is in the offing. The 5 liaison officers went a step further and stated the kind of special assistance that they give to this category of pupils. For instance,

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they pay their school fees so that they do not drop out of school due to financial difficulties. This has really improved school attendance. Another kind of assistance is the provision of school uniforms and other educational materials such as exercise books, pens, pencils and school bags. Again, they provide such children with food rations to take home at the end of the term so that they are fed well in order that they stay strong and attend school regularly. Lastly, the provision of health care to such children is of paramount interest to these NGOs as investigations revealed. In this regard, they pay for the medical bills of such pupils and also take them through deworming exercises when the need be.

Again, for the purpose of answering research question 1 more extensively; item 3 of the interview guide for community members was used. Respondents were asked to indicate whether or not NGOs have some special assistance for girls and needy but brilliant children and to further indicate the kind of special assistance available to them. Table 4 and 5, show the reported responses and the kind of special assistance respectively.

Table 4

NGOs Special Assistance to Needy but Brilliant Pupils

Responses	Frequency	Percent
Yes	19	95
No	1	5
Total	20	100

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As displayed in the Table 4, 19 respondents out of the 20(95%) indicated yes, which means NGOs assist such category of children. On the contrary, only 1(5%) said that NGOs do not have some special assistance for the said basic school children. From the responses gathered therefore, it means that community members are widely and very much aware of the efforts that these NGOs are making in order to assist such pupils.

As to the kind of assistance that they provide, Table 5 indicates the responses.

Table 5

Kind of Assistance

Responses	Frequency	Percent
Food rations to girls and needy but brilliant pupils.	7	35
Provision of educational materials and bicycles.	6	30
Financial support.	6	30
No responses.	1	5
Total	20	100

From Table 5, 7(35%) of the respondents indicated that they provide food rations to such children. The intent definitely, is to provide them with their nutritional needs so that they stay strong and attend school regularly. Six (30%) indicated that NGOs provide educational materials such as exercise books, pens, supplementary readers and bicycles to serve as means of transport for those who commute long distances to school. The reason for this is to motivate and

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encourage such pupils to attend school regularly. Particularly, the provision of the bicycles is for such pupils who stay far away from the school to get to school early enough for instruction.

Additionally, 6 (30%) also stated financial support as the assistance that the NGOs give to the pupils. The financial support is in the form of paying their school fees, typing fees and other levies that might be made in the school from time to time.

Research Question 2. What contributions have NGOs in the area made generally towards the expansion of access and participation in education at the basic level?

This research question in essence, sought to find out from the respondents, all contributions that NGOs have made with regard to improving the situation of access and participation at the basic level. To address this research question therefore, firstly, items in section B, thus question 7 to 22 of the questionnaire for teachers was used. The responses of the teachers were categorized and put in the form of 'strongly agree, agree, uncertain, disagree, and strongly disagree'. Respondents were made to indicate by ticking the response that spoke their minds. The responses of the teachers are clearly depicted in Table 6.

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Table 6

Contributions of NGOs to Basic Education

Items	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
NGOs contribute in terms of access and participation	71	47.7	76	51	2	1.3	-	-	-	-
NGOs contributions are encouraging	74	49.7	71	47.7	4	2.7	-	-	-	-
NGOs construct classroom blocks	59	39.6	56	37.6	24	16.1	8	5.4	2	1.3
NGOs renovate classroom blocks	20	13.4	58	38.9	56	37.6	14	9.4	1	0.7
NGOs provide hot lunch for pupils	83	55.7	43	28.9	9	6	12	8.1	2	1.3
NGOs provide food rations to girls	95	63.8	41	27.5	8	5.4	4	2.7	1	0.7
NGOs assist needy but brilliant pupils financially	87	58.4	47	31.5	10	6.7	4	2.7	1	0.7
Educational materials are sometimes provided to the schools by NGOs	54	36.2	73	49	14	9.4	7	4.7	1	0.7

Table 6 Continued

Items	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
NGOs also cater for the health needs of pupils	44	29.5	59	39.6	37	24.8	8	5.4	1	0.7
NGOs do provide means of transport to pupils	53	35.6	60	40.3	18	21.1	13	8.7	5	3.4
NGOs do provide school uniform and footwear to pupils	82	55	54	36.2	7	4.7	3	2	3	2
NGOs recruit volunteer teachers	105	70.5	38	25.5	2	1.3	2	1.3	2	1.3
NGOs organize workshops for teachers	59	39.6	71	47.7	10	6.7	6	4	3	2
NGOs engage in monitoring and supervision of schools	43	28.9	81	54.4	15	10.1	8	5.4	2	1.3
School authorities acknowledge the work of NGOs	79	53	61	40.9	5	3.4	3	2	1	0.7

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From Table 6, it has been revealed that when teachers were asked whether NGOs contribute in terms of increasing access and participation in basic education, 71(47.3%) indicated Strongly Agree and 76 (50.7%) indicated Agree, 2 (1.3%) were uncertain and 1(0.7%) did not respond. Looking at the figures on the table in detail, it can be asserted that NGOs massively contribute in improving access and participation. This is buttressed by the fact that, 147(98.7%) of the respondents agreed with certainly that NGOs are very instrumental in this direction and only 2(1.3%) are not of that school of thought.

Again, teachers were asked to indicate whether the contributions of these NGOs are encouraging. In response to this particular item, 74(49.7%) of the respondents strongly agreed to the issue and 71(47.7%) of the respondents agreed to the issue. Four (2.7%) of the respondents, however, were not of that view. It can therefore be said without any fear of contradiction that, the contributions of these NGOs are very much encouraging as the bottom line indicates that 145(97.4%), responded in the affirmative and only 4(2.7%) of respondents were in a fix.

With regard to the construction of classroom blocks, 59(39.6%) of respondents strongly agree that NGOs channel their energies in that direction, whiles 56(37.6%) also agree that NGOs construct classroom blocks. 24(16.1%) are uncertain and 5.4% disagree to the issue and lastly 2(1.3%) of respondents strongly disagree to the fact that NGOs construct classroom blocks. Looking at the figures in the table, it is explicit that a total of 115(77.2%) respondents are in

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the category of strongly agree and agree. What this means is that, to a greater extent, NGOs put up classroom blocks in the various communities to improve the situation of access and participation. In a related development, 20(13.4%) of the total respondents strongly agree that NGOs also renovate existing classrooms in the various communities, 58(38.9%) agree that NGOs engage in the renovation of classrooms. 56(37.6%) are not certain about the activities of NGOs with respect to renovations. 14(9.4%) disagree and 1(0.7%) of respondents strongly disagree to the issue. On the whole, 78(52.3%) of respondents are of the conviction that NGOs sort of renovate classroom blocks. Therefore, in terms of renovation works, NGOs are doing averagely good. 83(55.7%) of Teachers in response to the question of whether or not NGOs provide hot lunch for pupils in school affirmed this by indicating strongly agree. 43(28.9%) of respondents affirmed this by indicating agree. Nine (6.0%) of the respondents indicated uncertain. On the contrary 12(8.1%) indicated disagree and 2(1.3%) indicated strongly disagrees. Generally speaking it can be deduced from the table that 126(84.6%) of the respondents revealed that NGOs provide hot lunch to pupils in the school. The positive effect of this is that more pupils are encouraged to attend school regularly.

Similarly, 136(91.3%) of respondents confirmed that girls periodically enjoy take-home rations from NGOs. The table also indicates that, 95(63.8%) of the respondents strongly agree, 41(27.5%0 agree, 8(5.4%) uncertain, 4(2.7%)

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disagree and 1(0.7%) strongly disagree. In terms of educational materials such as textbooks, supplementary readers and teaching and learning materials, respondents responded to the issue at stake as follows. Inferring from the table, 54(36.2%) of the respondents strongly agree to the question, 73(49.0%) agree to the question. Therefore, 127(85.2%) of respondents answered positively to the issue. However, 14(9.4%) of teachers were not certain on the issue, 7(4.7%)

 disagree and 1(0.7%) strongly disagree. Studying the findings therefore, it is certain   that   NGOs are   doing marvelously well in the provision   of educational materials. In another breath, a question was posed to elicit the views of teachers in relation to the provision of health needs and taking care of the medical bills of pupils. It came to light that 44(29.5%) stated they strongly agree. 59(39.6%) stated agree, 37(24.8%) were in a fix. On the contrary, 8(5.4%) said they disagree and 1(0.7%) stated that they strongly disagree. From the responses displayed, it can be asserted that, 99(69.1%) out of the total respondents confirmed that in fact, the NGOs help in that direction.

Additionally, teachers were asked to respond to the situation whether NGOs provide transport facilities to pupils especially those who commute long distances. The responses as shown in the table indicate that 53(35.6%) stated strongly agree, 60(40.3%) stated they agree, 18(12.1%) stated they were uncertain, 13(8.7%) stated they disagree and 5(3.4%) indicated they strongly disagree. In making an analogy of the situation, it is realized that 113(75.8%) of respondents a answered positively to the item posed.

This means that NGOs are doing well as far as the provision of transport for pupils from far places is concerned. As a follow up question, NGOs are noted to provide school uniform and footwear to pupils. The table indicates the responses of teachers as follows: 82(55.0%), strongly agree, 54(36.2%) agree, 7(4.7%) uncertain, 3(2.0%) disagree and 3(2.0%) strongly disagree. Juxtaposing the positive responses against the negative responses, the positive responses far exceed the negative responses as total percentage of the positive responses stand at 136(91.2%), an indication that this intervention of the NGOs is highly and widely recognized. In the area of recruiting volunteer teachers to augment the efforts of teaching staff in the district, NGOs again have done an excellent job. From the responses on the table, 105(70.5%) of respondents indicated they strongly agree, 38(25.5%) of respondents agree, 2(1.3%) indicated uncertain, 2(1.3%) stated disagree and 2(1.3%) also indicated disagree .A total of 143(96.0%) of respondents therefore, answered in the affirmative. This means that the majority of Schools, especially those in the hard to reach areas, now have some teachers in their schools to augment the limited number of teachers in the school.

This effort by the NGOs is excellent. Table 6 also brought to light the fact that NGOs do organise workshops for teachers to upgrade their skills and competencies. The responses are as follows: 39.6% strongly agree, 71(47.7%) agree, 10(6.7%) uncertain, 6(4.0%) disagree and 3(2.0%) strongly disagree. A sum total of the positive responses totaling 130(87.2%) said NGOs organise

workshops and refresher courses for teachers in the district to sharpen their skills and competencies and also for them to be abreast of modern trends of teaching.

In terms of monitoring and supervision in order to ascertain whether or not their work plans are being implemented or not, the responses indicate that 43(28.9%) strongly agree, 81(54.4%) indicated they agree, 15(10.1%) of respondents were uncertain or undecided, 8(5.4%) indicated they disagree and 2(1.3%) stated they strongly disagree. On the whole, a total of 124(83.2%) of the respondents stated categorically that NGOs do monitor schools in order that they get first hand information as regards the implementation of their work plans by school authorities. To crown it all, the last item that was asked sought to find out whether school authorities do acknowledge the work of NGOs in the district. The responses as seen from the table above indicates 79(53.0%) of the respondents indicating they strongly agree, 61(40.9%) of respondents indicated they agree, 5(3.4%) of the respondents were uncertain, 3(2.0%) indicated they disagree and 1(0.7%) indicated they strongly disagree. In a nutshell, 140(94.0%) of the respondents admitted that NGOs embark on monitoring and supervision of their work plans in the various schools. This is done to ensure that none of their intervention programmes falls into the domain of mediocrity.

In order to answer research question 2 more extensively, item 1 of the interview guide for community members was also used. In all, 20 community members were interviewed and their responses are seen in Table 7.

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Table 7

NGOs Contributions in Expanding Access and Participation

Responses	Frequency	%
Provision of TLMs and educational materials.	2	10
Recruitment of volunteer teachers	2	10
Construction of classroom and teachers		
Accommodation	4	20
Refreshment courses for teachers and office staff	2	10
Provision of food ration to pupils	3	15
Financial assistance to some pupils and schools	1	5
Organizing and training PLAs and parents	2	10
Economic empowerment of pupils parents	2	10
Provision of health care services to pupils	2	10
Total	20	100

It can be inferred from Table 7 that NGOs contributions in order to expand access and participation is wide and massive. For instance, they contribute in terms of providing teaching and learning materials as well as other educational materials to support basic education. The table indicates 2(10%) of the respondents responding to this assertion. Also, the table indicates 2(10%) of respondents indicating that NGOs recruit community support teachers or what is popularly referred to as rural volunteer teachers. 4(20%) indicated that NGOs engage in the construction and renovation of classroom blocks and teachers

accommodation. 2(10%) of the respondents also said NGOs offer refresher courses to the staff of DEO and teachers in the district to upgrade their skills and competencies. As regards the provision of food to pupils, 3(15%) of respondents stated that NGOs help in that direction. The table also indicates explicitly 1(5%) of the respondents hinting that NGOs provide some financial assistance to pupils, 2(10%) hinted that NGOs organise participatory and learning activities (PLAs) to sensitize community members regarding the need to send their wards to school and the benefits of education thereof. And at the same time, NGOs provide training workshops for school management committees (SMCs) to make them more responsive to their roles and responsibilities. Two (10%) of the respondents also said that NGOs provide some economic empowerment in the form of giving out loans and some goats and sheep to their parents to rear in order to make their parents financially capable. As a result, they would be in a sound footing to satisfy the educational needs of their wards. Lastly, the table indicates 2(10%) of respondents who were granted the interview mentioning that NGOs provide health care services to pupils in the basic school.

It is clear from the fore gone discussions that NGOs are doing a very good job in all areas to promote access and participation. No wonder, there has been an improvement of the situation from year to year. It must also be indicated that, as far as their contributions are concerned, construction and renovation of classroom blocks and teachers accommodation is rated as number one as this attracted 4(20%) respondents during the interview.

To buttress what other respondents earlier on said in connection with addressing research question 2, item 3 of the interview guide for liaison officers was used to seek their views as well. Table 8, displays vividly the responses.

Table 8

Contributions of NGOs in Support of Basic Education

Responses	Frequency	Percent
Training workshops for PTA and SMC members	1	14.3
Construction and renovation of classroom and Teachers quarters	2	28.6
Recruitment of volunteer teachers	1	14.3
Teacher support services	1	14.3
Provision of water and good sanitary condition	1	14.3
Monitoring and supervision of schools	1	14.3
Total	7	100

From Table 8 it is revealed that NGOs organise training workshops for parent/ teacher association (PTA) members and SMC members. This has attracted 1(14.3%) of the total responses. The intent of these workshops organised for participants is to encourage them to attend meetings regularly and also stand up to their responsibilities.

Construction and renovation of classroom blocks and teachers accommodation is one major contribution of NGOs in the district. This has attracted 2(28.6%) of the total responses. This contribution therefore, has come to augment the limited infrastructural facilities that existed years ago. At least, so many children are now in schools because classroom facilities have been expanded to accommodate them. Teachers also posted to the district, now accept postings because they are sure of good accommodation to stay in.

Recruitment of volunteer teachers attracted 1(14.3%) of total responses. Respondents indicated that graduates of senior secondary schools are normally selected from the various communities and given some form of training in the area of methodology for a period of time. They are later posted to schools in the communities that lack the required number of teachers. These community support teachers are then given some remuneration at the end of every month to boost their morale. They are also helped to better their grades to enable them go to higher learning institutions. It can be concluded therefore that, this contribution has ameliorated the problem of inadequate teaching staff in the district.

Teacher support services such as capacity building workshops for Mathematics, Science and English teachers, refresher courses for all teachers and the provision of incentive packages to boost the morale of teachers is one of the contributions carried out by the NGOs. This assertion hinges on the fact that 1(14.3%) of the total respondents stated this. Other areas that NGOs contribute in support of basic education are the provision of portable water and good sanitary conditions within schools in the district. Also, monitoring and supervision of the

various schools to ascertain the implementation of their work plans is another contribution of the NGOs. It can be inferred from the table that both contributions attract 1(14.3%) of the total responses from the liaison officers.

To buttress the findings from previous respondents with regard to addressing research question 2, item 1 of the interview guide for DEO staff was used to also elicit their responses to the issue at stake. Table 9 indicates the responses and their respective percentages.

Table 9

Support that DEO has received from NGOs in the District

Responses	Frequency	Percent
Training workshops for office staff and teachers	1	33.3
Food to school children	1	33.3
Provision of school infrastructure	1	33.3
Total	3	100

From Table 9, it is revealed that NGOs contribute or support the DEO to promote basic education in areas such as; training workshops for office staff especially circuit supervisors in the domain of monitoring and supervision, information and communication technology (ICT) to the four line assistant directors and other schedule officers. They also organise refresher courses for teachers at the basic level to keep them abreast of current pedagogy. This contribution as seen in the table attracts 1(33.3%) of the total responses. The provision of food to school children and school infrastructure are also the core

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business of the NGOs as the said contributions attract 1(33.3%) each of the total responses.

Research Question 3. What have NGOs in the area done to promote community participation in basic education?

In essence, this research question seeks to find out the ways by which NGOs have helped or supported community members to get actively involved in the promotion of basic education in the area. In addressing this research question, item 22 of appendix A was designed to elicit the views of 150 respondents on this issue. Table 10 indicates the responses that were gathered.

Table 10

Support from NGOs to Community Members

Responses	Frequency	Percent
Workshop and PLAs only	79	52.7
Economic empowerment only Workshops/PLAs	16	10.7
Economic empowerment and recruitment	48	32
No support	5	3.3
Recruitment only	2	1.3
Total	150	100

From Table 10, it is revealed that NGOs support in ways such as the organization of workshops and PLAs only, attracted 7(52.7%) responses from respondents. This means that the said percentage of respondents is of the view that NGOs only support community members in that direction. 16(10.7%) of the

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total respondents indicated that economic empowerment is the only way that NGOs support community members to promote basic education. Revelations indicated that the economic empowerment took the form of giving out micro grants to inhabitants, providing community members with animals to rear, all with the aim of boosting up their incomes so that they will be more responsible in providing the educational needs of their wards. Forty-eight (32%) of respondents however, indicated that NGOs support community members by organizing workshops and PLAs to sensitize them as regards the importance of education and the need to send their children to school. Also, they provide economic empowerment and recruit rural volunteer teachers (community support teachers).

On the other side, 5(3.3%) of the respondents did not respond to the issue at stake, with regard to recruitment only 2(1.3%) of respondents alluded to this. All in all, it can be concluded that, the support from NGOs to community members to get involved in the promotion of basic education is wide and encouraging, particularly in the case of organizing workshops and PLAs for community members to sensitize them on the importance of education.

Research Question 4. What ways do community members collaborate with NGOs with respect to their   interventions?

The purpose of this research question is to bring to light whether or not there exists some kind of collaboration or community participation to ensure that the interventions or activities of NGOs in the area are brought to fruition. In addressing this research question, item 8 of the interview guide for the liaison officers of NGOs phrased do community members collaborate with you in your

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intervention? State further, 'how they do this' was used to elicit responses from the key respondents. Tables 11 and 12 display explicitly, the responses gathered.

Table 11

Collaboration from Community Members

Responses	Frequency	Percent
Yes	7	100

From Tables 11 and 12, it comes to light that, all the 7 NGOs liaison officers that were interviewed admitted that community members collaborate with them to implement their interventions. No wonder the total frequency as depicted in table 11 stands at 7 and the corresponding percentage stands at one hundred (100). As a follow up question, respondents were asked to state or explain the kind of collaboration that they get from members of the community, as can be seen in Table 12.

Table 12

Kind of Collaboration

Responses	Frequency	Percent
Organizing and mobilizing people for educational talks.	3	42.9
Provision of communal labour, min financial commitment.	3	42.9
Provision of land for infrastructural development.	1	14.3
Total	7	100

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Three (42.9%) hinted that community members do organize and mobilize people or the citizenry for some kind of educational talks to motivate members to see the need to educate their wards. The table further indicated 3 respondents, also representing 42.9% of the total respondents, indicating that, community members provide communal labour, and some minimum financial commitment for the take off of educational infrastructural development. To buttress this finding, Henereld and Craig (1996) recognized parent and community support as a key factor in determining school effectiveness in sub- Saharan Africa. According to them, among the parent and community support is the fact that community provides financial and material support to the school. As a policy direction therefore, NGOs in the area ensure that, community members provide labour for the construction of school infrastructure. They also require community members to commit some minimum financial support into the projects so that they can feel a sense of ownership of those projects.

Furthermore, 1(14.3%) of the total respondents indicated that community members provide land for educational and infrastructural development. Comparing this to the other two collaborations that NGOs receive from community members, this collaboration is on a low side. It means that NGOs have a hectic time in acquiring land for the development of infrastructure in the area. The problem can be traced to the land tenure system practiced in the communities where no single person owns land.

Research Question 5. What ways do officials of the DEO collaborate with NGOs regarding their interventions?

The intent and purpose of this research question sought to find out the ways by which the DEO staff do collaborate or complement the efforts of NGOs in order that their interventions may chalk significant success. In addressing the research question, item 9 of appendix D was used to gather responses. Table 13, indicates clearly, the responses gathered.

Table 13

Collaboration from DEO

Responses	Frequency	Percent
Training of DEO staff to implement our work plans	1	14.3
Selection of schools, posting of vol. teachers.	2	28.6
Help identify needy but brilliant children.	1	14.3
See to sustainability of our interventions.	3	42.9
Total	7	100

Table 13 reveals that indeed, DEO staff collaborates with NGOs towards promoting access and participation in education at the basic level. For instance, the table indicates that, DEO permits their staff to be trained by the NGOs so that, they can monitor the implementation of their work plans in the various schools and communities. This form of collaboration, as can be seen from the table attracts 1(14.3%) of the total responses. It must be hinted that at the DEO, there

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are schedule officers in charge of the implementation of the activities of the various NGOs in the district.

The table again indicates that staff of DEO support or collaborates with NGOs in the area to select schools that are in dire need of help, and as a follow up, post volunteer or community support teachers to such schools. This collaboration attracts 2(28.6%) of the total responses as indicated on the table. What this means therefore is that, before an intervention is carried out by the NGOs, they will normally rely on the DEO staff to give them statistics and information on the ground as to which schools need urgent attention. When the schools are identified, they then work through the DEO in the implementation of their work plans.

In addition, DEO helps NGOs identify needy but brilliant children in the schools. The DEO is able to do this by liaising with the heads of the basic schools to assess the biographical data of pupils and genuinely submit to them list of pupils who are really in need. This is then forwarded to the NGO concerned. From the table, this particular collaboration attracts 1(14.3%) of the total respondents that were granted the interview.

Finally, the table reveals 3(42.9%) of the total respondents stating categorically that DEO officials see to the sustainability of their interventions when they relocate to other schools and communities that need priority attention. This they do by going round to ensure that volunteer teachers recruited to teach

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are up to their tasks. Additionally, they monitor all activities of the NGOs in such schools and communities and provide the NGOs with progress reports regarding their interventions. All in all, it can be asserted that NGOs receive some significant amount of collaboration from the DEO with respect to their interventions. This is indicative of the fact that no liaison officer hinted that DEO staff do not collaborate with them.

Research Question 6. Which areas of the interventions of these NGOs need modification?

The above research question posed was intended to gather the views of key respondents as regards the areas of interventions or activities of these NGOs that needed modification or improvement. The essence is to make some recommendations to NGOs so that they could be more functional and proactive in dealing with the situation of access and participation in the area. In order to address the research question extensively, item 5 of the interview guide for community members, item 6 of the interview guide for liaison officers and finally, item 5 of the interview guide for DEO staff were all used to seek the views of respondents with regard to the research question. For instance, table 14 displays in detail, the responses that were gathered from the community members on the subject matter.

Table 14

Interventions of NGOs that Need Modification/Improvement

Responses	Frequency	Percent
More support in the area of TLMs	3	15
More support for refresher courses for teachers.	6	30
Special assistance should cover both girls and boys equally	3	15
Extension of feeding programmes to JSS level	2	10
Strict monitoring and supervision of their work plans	6	30
Total	20	100

Inferring from the Table, it is explicit that 3(15%) of the respondents could not tell or give clues to the fact that NGOs needed to improve or modify some of their interventions. In the area of TLMs, 6(30%) of the respondents intimated that NGOs should focus more on the provision of TLMs. This in effect would bring about quality instruction in the various schools. Fifteen (3%) of the respondents also asserted that there should be more support in the area of organizing refresher courses for teachers to enable them to be abreast of current methodology in the various subject areas. This would make them more competent and productive in the delivery of their subject matter or content. Again, 2(10%) of the total responses also hinted that NGOs should channel their resources and energies equitably in the area of giving special assistance to both boys and girls. This will avert a situation where the girl child will soon be superfluously advantaged and the boy child left behind. This suggestion is made against the back drop of all the NGOs whose interest is very much geared towards the welfare of the girl child.

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Additionally, the table indicates that 2(10%) of the respondents interviewed stated that intervention in the form of feeding pupils in schools and giving some food rations to pupils periodically to take home based on their regular attendance to school, should be extended to the junior secondary school level. The argument here is that if children are encouraged to attend school at the primary level through feeding, same should be the case at the junior secondary (JSS) level since the temptation is that they may drop out of the school system in the process of transition from the primary to the JSS. The efforts of the NGOs would have therefore been a useless enterprise. Furthermore, the Table indicates that, 6(30%) of the total responses advocated the need for NGOs to step up their monitoring and supervision activities in order to ensure an efficient and timely implementation of their work plans.

As indicated earlier on, liaison officers of the NGOs were also contacted in order to get their views on the subject matter. Table 15 depicts their responses.

Table 15

Interventions that need modification/improvement

Responses	Frequency	Percent
The introduction of Teacher support officer.	2	28.6
Regular refresher courses for teaching staff	2	28.6
Provision of more teaching and learning materials.	1	14.3
More focus on supporting needy but brilliant pupils.	2	28.6
Total	7	100

The Table indicates clearly the responses gathered and their respective percentages. For instance, 2(28.6%)of respondents said that there is the need for the introduction of a teacher support officer in their respective organizations. This officer should be responsible for the welfare of teachers in the schools that they operate. In this regard, such an officer will be in charge of making available some incentive packages and ensure that they get to teachers on the ground to boost their morale. This will encourage teachers to put up their maximum best. This novel idea is considered against the backdrop that the teacher is at the centre of all educational activities and interventions. Similarly, 2(28.6%) of the total respondents indicated that there should be more regular refresher courses for the teaching staff in the area of methodology and content. The intent is to make them more efficient and competent in their lessons delivery. One (14.3%) of the total respondents, however said that there should be an improvement in the provision of teaching and learning materials. Arguably, TLMs are one of the main pillars of quality instruction.

Finally, another revelation as seen on the Table indicates that, 2(28.6%) of respondents advocated the need for more focus in the area of supporting needy but brilliant pupils. The intent of this is to ensure that no child, brilliant though, should drop out of school for want of financial assistance.

Again, in order that the research question was addressed more comprehensively, responses from 3 officials of DEO were sought. Table 16 explicitly, depicts the responses gathered.

Table 16

Improvement of Intervention of NGOs

Responses	Frequency	Percent
More capacity building workshops for DEO staff and Teachers	2	66.7
Feeding programme should be extended to JSS level.	1	33.3
Total	3	100

The Table reveals that 2 respondents out of the 3(66.7%) intimated that there is the need for more capacity building work shops for DEO staff and teachers at the basic level. On the part of feeding programmes, 1(33.3%) did state that such programmes should be extended to the JSS level so that pupils at that level will be motivated to attend school regularly.   It is important to state categorically that, these findings are buttressed by the findings from the other key respondents earlier on discussed in relation to this research question.

Research Question 7. What has been the impact of the interventions of NGOs in the Bongo district?

This research question is intended to find out from key respondents of the study as to whether or not, NGOs in the area can arrogate to themselves, the fact that, their interventions have created or brought about a positive development with regard to access and participation of basic education in general. In addressing this research question comprehensively, item 5 of the interview guide for liaison officers, item 2 of the interview guide for community members, item

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23 of appendix A and finally, item 4 of the interview guide for DEO staff were employed to bring to light their responses on the subject matter.

Table 17 indicates clearly, the responses that were gathered from the liaison officers.

Table 17

Reasons Ascertaining the Impact made by NGOs Interventions

Responses	Frequency	Percent
Enrolment of schools have triggered	6	85.7
PTAs and SMCs are now responsive to their roles	1	14.3
Total	7	100

Respondents were initially asked whether or not their interventions have created significant impact, and all of the 7(100%) respondents answered in the affirmative. When they were probed further to justify their stance by showing some documentary evidence, respondents indicated that they do not have the statistics. However, as can be inferred from the table above, 6 (85.7%) of the total respondents intimated that enrolment of children at the basic level has triggered as a result of their interventions. Some of the interventions they named include the school feeding programme and the special assistance that they offer to some category of pupils.

Only 1(14.3%) of the total respondents asserted that PTAs and SMCs are now responsive to their roles. In this regard, they contribute positively to the total

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development of basic education in the district. This can be attributed to the frantic efforts made by NGOs.

Again, when community members were interviewed on the same issue, thus, the benefits of the interventions of these NGOs to the district and basic education, they all responded positively to the effect that, indeed benefits have been reaped. Table 18 displays the responses of community members.

Table 18

Benefits of Intervention to Basic Education in the District

Responses	Frequency	Percent
Increase school enrolment and improve in academic performance	9	45
Awareness creation of parents to educate their wards	3	15
Reduce the burden of parents to provide for their wards		
Educational needs	4	20
Availability of all weather school infrastructure for pupils to		
access	4	20
Total	20	100

From the above Table, 9(45%) of the total respondents admitted that there has been an increase in school enrolment and also, an improvement in the academic performance of school children. The respondents hinted that the availability of school furniture and some teaching and learning materials provided by the NGOs have immensely contributed to this positive development. This point

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buttresses what Fuller (1987) found in his study that, 20(100%) of the studies on furniture had effect on pupils learning.

With regard to awareness creation of parents to educate their wards, 3(15%) of the respondents admitted to this as one of the benefits that has come about as a result of the interventions of these NGOs. Awareness creation takes the form of PLAs and workshops for community members to change their attitude positively towards education. Galloway (1982) asserted that some parents make it clear that they regard education with some considerable skepticism. If NGOs in the area are therefore directing their energies in this direction to fight this misconception, then they need to be commended.

The Table also reveals that, another benefit from the interventions of these NGOs is the reduction of the burden of parents having to provide the educational needs of their wards. This attracted 4(20%) of the total responses. Also, 4(20%) of the total respondents affirmed that there is more available all weather school infrastructure for pupils to access and therefore, this is one benefit that they enjoy that can be attributed to the NGOs support. It must be noted that, available all weather classrooms increase school attendance. This assertion is buttressed by Carrion and Ngoc Chau (1996) who opined that, the classroom must give the child some amount of comfort before he or she can learn.

As earlier on indicated, appendix A of item 23 sought to find out from teachers whether or not impact has been created as a result of the support NGOs give to community members. The views of the respondents are indicated on table 19.

Table 19

Impact Created as a Result of NGOs Support to Community Members

Responses	Frequency	Percent
Yes, enrolment high and monitoring academic progress	132	88
No, impact not created	18	12
Total	150	100

It can be inferred from the Table that 132(88%) of the respondents stated yes which means impact has been created. They went further to mention that, there is high enrolment in schools as well; there is monitoring and supervision by parents as regards what goes on in the schools. This has brought about high academic performance of pupils.

Glickman and Stephen (1995) in their submission opined that supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole school action. Certainly, respondents purported that this is attributed to the PLAs and the workshops that NGOs organize for members of the communities to sensitize them on the need to educate their wards and to visit schools to ascertain what goes on in them. On the contrary, 18(12%) of respondents indicated that impact has not been created suggesting that, community members are not up to their task regardless of the support that NGOs give to them by way of their interventions.

Balancing the two sets of responses that were made, it can be asserted that, the interventions of NGOs by supporting community members to promote basic education has made positive contribution in that regard. Finally, in wanting to

address the research question comprehensively, the views of DEO staff were elicited to find out whether they advocate the continuous existence of the NGOs. All the interviewees who were contacted answered in the affirmative. They further justified their positions by giving reasons as indicated on Table 20.

Table 20

Reasons for the Continuous Existence of NGOs

Responses	Frequency	Percent
Their interventions have solve problems on the ground	2	66.7
Their interventions have promoted quality instruction	1	33.3
Total	3	100

From the statistics on the Table, 2(66.7%) responded to the effect that interventions of NGOs have solved problems on the ground. The problems or challenges include inadequate classroom accommodation, provision of assorted educational materials and the organization of workshops for teachers and PLAs for community members. 1 respondent out of the 3(33.3%) mentioned that quality instruction has been promoted or attained as a result of the interventions of the NGOs. This statement is to the fact that the second response can be subsumed under the first response. All in all, it can be stated that all stake holders in the area have demonstrated that there have been massive impact created due to the efforts of NGOs operating in the study area.

Research Question 8. What challenges face these NGOs in the area as regards expanding access to and participation in basic education?

This research question was asked mainly to find out from key respondents the difficulties or challenges that NGOs encounter in order to salvage the situation of low access and participation. In eliciting the views of respondents therefore, item 10 of the interview guide for liaison officers, item 7 of the interview guide for community members and finally, item 6 of the interview guide for DEO answered the research question in detail. Table 21 for instance, depicts clearly, the responses gathered from the liaison officers of the various NGOs in the area.

Table 21

Challenges that NGOs Face

Responses	Frequency	Percent
Lack of coordination of the various NGOs work plans or Activities	2	28.6
Problems regarding funding	1	14.3
Identification of needy brilliant children	1	14.3
Access of land for infrastructural development	2	28.3
Inadequate commitment of some staff and vol. teachers	1	14.3
Total	7	100

It can be inferred from the Table that, 2 respondents representing 2(28.6%) of the total respondents indicated that lack of coordination of the various NGOs with regard to their activities and work plans is a major challenge. They conceded that this phenomenon leads to the duplication of their efforts and resources. This is so because, they do not always have the benefit of knowing

what counterpart NGOs have in their work plans and they may also go to the schools and communities implementing exactly the same thing.

With regard to funding, 1(14.3%) of the total respondents stated that inadequate funding is a major challenge impeding their interventions. This implies that, though NGOs have lofty ideas and intervention packages, they are not able to sail through all the time because of some financial challenges. Again, 1(14.3%) also highlighted the problem of really identifying needy but brilliant children as a challenge. The respondent purported that in some instances, those that are really needy and brilliant are not captured by the selection committees that do the screening to come out with the list of such children. Additionally, the table shows clearly that access to land for infrastructural development is a major challenge facing NGOs.

Inferring from the Table, this challenge attracts 2(28.6%) of the total responses. This can be attributed perhaps to the land tenure system in the area where no single individual owns land. Finally, inadequate commitment to duty by some staff, this refers to teachers in the basic schools and some staff of the DEO and the recruited volunteer teachers, poses a challenge to the implementation of their work plans. This challenge, as can be seen on the table, attracts 14.3% of the total responses. Again, as a follow up to address the research question more extensively and broadly, responses from 20 community members were gathered.

Table 22 displays explicitly, the responses gathered.

Table 22

Challenges of NGOs to Expand Access and Participation

Responses	Frequency	Percent
Difficult in mobilizing community members	7	35
Financial constraints	4	20
Inadequate staff to monitor and supervise projects	3	15
Inadequate communal labour from community members	3	15
Access to land for developmental projects	3	15
Total	20	100

As can be inferred from Table 21, 7(35.0%) of the total respondents hinted that one challenge NGOs face is the difficulty in mobilizing community members for PLAs and workshops. The challenge emanates from the fact that the majority of the citizenry are not literate and therefore do not understand the issues of formal education. These NGOs normally engage in extensive social mobilization and advocacy in order that their interventions may see the light of the day. Again, 4(20.0%) of the total respondents affirmed that financial constraint is another challenge. Available funds, to a large extent, are not always sufficient to implement all the work plans at a go. In some few instances, some projects are halted for a while due to some financial difficulties.

Inadequate staffing of NGOs to monitor and supervise their projects in order to avoid theft of building materials and other belongings attracted 3(15.0%) of the total responses gathered. Also, 3(15.0%) of the respondents asserted that inadequate communal labour comes from community members. This is because

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community members are of the view that they should be paid for the labour that they offer and that it is the responsibility of the government and the NGOs to cater for the cost of labour. Once this expectation is not met, community members then do not readily offer their services.

Finally, access to land for development projects is a major challenge. This confirms what key respondents earlier on alluded to. As can be seen from the table, this challenge attracts 3(15.0%) of the total responses gathered. To buttress the responses of the liaison officers, as well as the community members, responses from DEO staff were sought further. Table 23 shows clearly, the responses gathered.

Table 23

Challenges of NGOs to expand Access and Participation

Responses	Frequency	Percent
Access to land for infrastructural development	1	33.3
Children of school going age are still out of school	1	33.3
Problems regarding funding	1	33.3
Total	3	100

From Table 23, 1(33.3%) out of three indicated that access to land for infrastructural development remains a major challenge. Also, 1(33.3%) indicated that some children of school going age are still out of the school system. More especially in the farming seasons, they are normally seen following animals in the grazing fields and others are seen carrying their younger siblings so that their parents can work on their farms. Additionally, 1(33.3%) also pointed out that

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problems regarding funding is another challenge of NGOs in their interventions. In a nut-shell, it can be asserted that the challenges facing NGOs in the area with regard to their interventions are enormous.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives a synopsis of the findings of the study, draws conclusions and makes recommendations to stakeholders. The intent and purpose of the study was to bring to light the following: the kind of special assistance that NGOs in Bongo District give to children in programme, the contributions that NGOs in the area have generally made towards expanding access and participation, how NGOs in the area have helped in the promotion of community participation in basic education, ways by which community members have collaborated with NGOs in their interventions, ways by which officials of the DEO collaborate with the NGOs, interventions of these NGOs that need modification or improvement, the kind of impact created as a result of the interventions of the NGOs in the area and lastly, the challenges that these NGOs face with regard to the expansion of access and participation in the area. In all, eight research questions were derived or carved out of the above purposes. Questionnaires and interview guides were used to find answers to the research questions.

Summary

The major findings of the study are summarized below.

1.   It came out from the study that NGOs in the area give special assistance to children in programme which encompass the girl child and the bright but

needy children in general. The special assistance takes the form of providing them with food at school, educational materials, financial assistance and medical support among others. In response to research question 1, one can say, without any fear of contradiction, that NGOs in the area, to a very large extent, have specially assisted children in programme so that they do not drop out of the school system thereby expanding access and participation.

2.   The findings of the study also revealed that beside the special assistance that NGOs give to children in programme, they have also excellently contributed towards the promotion of basic education and access and participation in particular. For instance, the study revealed that their areas of contributions include the construction and renovation of school blocks, provision of educational materials and food to school children, recruitment of community support teachers, and organization of workshops for teachers at the basic level among others. Therefore, research question 2, as the findings of the study reveals, has been positively and comprehensively answered.

3.   Furthermore, the outcome of the study indicated that the NGOs in the area have gone an extra mile to support community members to actively participate in the promotion of basic education, thereby, increasing access and participation. The support community members have received from these development partners include the organization of PLAs, economic empowerment of community members and the recruitment of volunteer or

community support teachers from the area to teach in their respective community schools. Again, research question 3, has, to a large extent, been answered positively.

4. The findings of the study further reveals that community members do not rest on their oars as far as the promotion of basic education in general and the expansion of access and participation in particular are concerned. In this regard, they collaborate with NGOs with regard to their interventions by mobilizing themselves to receive PLAs from the NGOs. They also to some extent, give out land for infrastructural development. Additionally, they provide some minimum financial commitment and communal labour whenever school projects are being undertaken.

5. Additionally, the results of the study have shown that, aside the collaboration that NGOs receive from the community members, they also enjoy some collaboration from the DEO and its officials. The collaboration is in the area of the DEO allowing its staff and teachers at the basic level to be trained by the NGOs with the intent of making them to implement their work plans and programmes. They also help the NGOs to select schools that need priority attention and recommend that the community support teachers be posted to such schools to augment the staff strength. Additionally, they help identify needy but brilliant children and submit the list to the NGOs for urgent attention. All in all, DEO see to the sustainability of the interventions of these NGOs when the NGOs relocate to other areas.

6. Following the analysis and discussions made in the previous chapter, it is clear that some areas of the interventions of these NGOs as development partners need to be modified or improved upon. For instance, there is the need for more support in the area of the provision of TLMs to basic schools, more support in the area of capacity building workshops for staff of DEO and basic school teachers. There is also the need that feeding programmes of NGOs be extended to the JSS and as well, special assistance should cover both boys and girls equitably, among others.

7. Findings from the study suggest that a conclusion can be drawn to the effect that the interventions of the NGOs have created massive or significant positive impact. This is so because, the findings specifically point at the increase in school enrolment and an improvement in the academic performance of school children. Awareness creation of parents regarding the need to educate their wards is a credit that is attributed to the interventions of the NGOs. Again, the availability of all weather classrooms for pupils to access, PTAs and SMCs now being more responsive to their roles than before, are as a result of the efforts of these NGOs. Few respondents however, indicated that no significant impact has been created.

8. As any other human institution, challenges are always bound to occur as it is highly difficult to attain a utopian situation. In this regard, the study revealed clearly, some challenges that these NGOs face in their bid to expand access and participation. The challenges include: lack of

coordination of the activities and work plans of the various NGOs, inadequate funding, difficulty having access to land for infrastructural development, inadequate commitment to the implementation of work plans of NGOs by some staff at the DEO and teachers at the basic level, as well as inadequate staff to monitor and supervise projects of NGOs. Others include: inadequate commitment from communities in terms of the provision of labour and some minimum financial commitment, and finally, the fact that a substantial number of children of school going age in the district are still out of the classroom.

Conclusions

An attempt has been made to evaluate the role of NGOs in expanding access and participation in basic education in the district. Based on the data gathered from the respondents and the analysis and discussions made, it can be concluded that NGOs, to a very large extent, play a major and a leading role in the expansion of access and participation to basic education. This assertion is buttressed by the fact that they have made significant inroads in areas such as the provision of special assistance to children in programme, the provision of infrastructural development and some other related issues, and supporting community members to get actively involved in the promotion of basic education through PLAs and economic empowerment.

It is therefore not surprising that key respondents of the study such as, teachers, community members and the DEO staff stated categorically in their

responses that the NGOs are really developmental partners and as such, they advocate their continuous existence in the district.

Recommendations

From the findings of the study, the following recommendations are made to stakeholders in the area and beyond, as regards the way forward.

1. The study brought to light the need for NGOs in the area to do more in order to improve upon the provision of TLMs to schools. This phenomenon might not be peculiar to the study area alone. It is therefore recommended that all stakeholders in the district and beyond must not only rely on the importation and purchase of sophisticated and foreign TLMs, but must seriously engage in the improvisation of these TLMs from local resourses to augment the exotic ones. This can be done by engaging the services of think-tanks in the area of the production of TLMs using local resources. In this regard, there would be adequate TLMs available to all basic schools in the district and the country as a whole.

2. There is a need for more support in the area of capacity building workshops for staff of DEO and basic school teachers. It must be noted that the regular organizations of these refresher courses require huge sums of money and since NGOs are already overburdened financially, it is recommended that district assemblies, especially the sub-committees of social services, join hands with the NGOs to chart the way forward. In the case of the study area, it is specifically recommended that the district assembly should diversify its modus operandi of generating funds

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internally. In this regard, the assembly should encourage tourists to visit the abundant rocks that form tourist sites in the district. Again, the assembly should also encourage companies that quarry stones to come and invest in the area because of the abundance of rocks that the district is endowed with. By so doing, the district assembly will earn some income which could then be channelled to the social services sub-committee to organise more refresher courses for teachers in conjunction with the NGOs and DEO.

3.   NGOs should extend their school feeding programmes to the JHS level. The reason is that pupils at the primary level, transitioning to the JHS level, may drop out of school because of the absence of this intervention at that level. As a collaborative effort, government should fast track the school feeding programme policy to cover all the basic schools in the district. Again, it is recommended that the focus of the interventions of these NGOs and other stakeholders should not be largely skewed towards girls' education to the disadvantage of the boy child. This is said with recourse to the fact that parity of education for both sexes is being attained in the study area.

4.   In addition to the coordinator of NGOs at the DEO who is also in charge of other duties at the office, thereby rendering him not to be up to the task, another office should be created at the district assembly and named "office of the coordination of NGOs". The officer in charge therefore, must work hand in hand with his /her counter part at the DEO. The two must ensure

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5.   NGOs should start looking at ways and means of generating income internally so as to augment the funds that come from their parent organizations and other donor agencies abroad to execute their work plans. This would, to a very large extent, ameliorate their financial challenges. Additionally, it would increase their staff strength to some level so that they would be able to really monitor and supervise effectively, their interventions.

6.   District assembles should begin to acquire enough land from communities through proper compensation measures. These lands should then be developed and put into land banks and released to NGOs as and when the need arises for infrastructural development. It is further recommended that, school buildings should be put up in the form of storey buildings in order to utilize land. Thus, a JSS block could be built on top of its primary school. Also, teachers' accommodation should be in the form of storey building.

7.   There should be an intensive and continuous social mobilization advocacy. Adequate PLAs should be organised regularly to enlighten community

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8.   Alternative education through a Complementary Education Programme (CEP) to children of school going age who, for whatever reasons, are unable to access and participate in the formal education system in the area. Under this component, all stakeholders including the NGOs, political and traditional leaders should collaborate by establishing community managed schools where the formal school is unable to address the flexible schooling needs of children. Facilitators from such communities should be employed as teachers to teach in those schools. In this regard, issues that constrain school attendance and participation such as walking long distances to school, lack of flexible school schedules, direct cost of schooling and the cultural misconceptions about the value of girl education would be addressed.

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APPENDICES

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION.

Dear Sir / Madam.

A research study is being conducted into the role of NGOs in expanding access and participation of basic education in the Bongo district.

I would be very grateful if you could please frankly and sincerely spare some time to respond to the questionnaire. Please your responses will be treated in the highest confidentiality.

APPENDIX A

QUESTIONNAIRE FOR TEACHEERS

(A) BIOGRAPHICAL DATA

Please answer the questions as sincerely as possible by ticking in the box where possible. Your identity will be treated with confidentiality.

1.   Name of school:…………………………………………………………

2.   Name of circuit:………………………………………………………

3.   Academic qualification:…………………………………………………

4.   Professional qualification:……………………………………………

5.   Number of years of teaching experience:…………………………………

      1 – 3   4 – 6   7 – 9   10 and above

      [   ]   [   ]   [   ]   [   ]

6.   Sex: Male   Female   Please tick (√)

          [   ]   [   ]

SECTION B

CONTRIBUTIONS OF NGOs TO BASIC EDUCATION

7.   NGOs contribute in terms of increasing access and participation of basic

education.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

[   ]   [   ]   [   ]   [   ]   [   ]

8.   NGOs contributions towards access and participation of basic education

is encouraging.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

[   ]   [   ]   [   ]   [   ]   [   ]

9.   NGOs construct classroom blocks in the communities.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

[   ]   [   ]   [   ]   [   ]   [   ]

10.   NGOs renovate classroom blocks in the communities

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

[   ]   [   ]   [   ]   [   ]   [   ]

11.   Some NGOs provide hot lunch for pupils in schools.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

[   ]   [   ]   [   ]   [   ]   [   ]

12.   Some NGOs provide food rations to girls at the end of the month/term.

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Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

[   ]   [   ]   [   ]   [   ]   [   ]

13.   NGOs assist needy but brilliant pupils financially so that they do not drop out of school.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

[   ]   [   ]   [   ]   [   ]   [   ]

14.   Educational materials such as textbooks, supplementary readers and teaching and learning materials are sometimes provided to the schools by NGOs.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

[   ]   [   ]   [   ]   [   ]   [   ]

15.   NGOs cater for the health needs of pupils in school so that, they do not drop out of the school system due to ill health.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

[   ]   [   ]   [   ]   [   ]   [   ]

16.   Some NGOs provide means of transport to pupils who travel long distance to school.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

[   ]   [   ]   [   ]   [   ]   [   ]

17.   NGOs do provide school uniform and footwear to pupils so that they attend school regularly.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

[   ]   [   ]   [   ]   [   ]   [   ]

18.   Some NGOs recruit volunteer teachers to teach in the basic schools which are in hard to reach areas.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

[   ]   [   ]   [   ]   [   ]   [   ]

(19) NGOs organize workshops for teachers to upgrade their skills and competencies.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

[   ]   [   ]   [   ]   [   ]   [   ]

20.   NGOs engage in monitoring and supervision of schools to ascertain the implementation of their work plans in order to increase access and participation.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

[   ]   [   ]   [   ]   [   ]   [   ]

(21) School authorities acknowledge the work of NGOs in the district

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

[   ]   [   ]   [   ]   [   ]   [   ]

SECTION C

SUPPORT FROM NGOs TO PROMOTING COMMUNITY

PARTICIPATION OF BASIC EDUCATION

22.   State the ways by which NGOs in the area have supported members of the

community to get involved in promoting Basic Education.

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…………………………………………………………………………………

23.   The support provided by the NGOs to community members to get

involved in the promotion of basic education has created some impact.

YES   [   ]   NO   [   ]

Give reasons: …………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

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APPENDIX B

QUESTIONNAIRE FOR CHILDREN IN PROGRAMME

Please respond to the following items by ticking (√). Your identity will be made confidential.

SECTION A   BIOGRAPHICAL DATA

1.   Name of school:…………………………………………………………

2.   Class:……………………………………………………………………

3.   Age:………………………………………………………………………

4.   Sex:………………………………………………………………………

SECTION B

NGOs SPECIAL ASSISTANCE OFFERED TO CHILDREN IN

PROGRAMME TO PROMOTE ACCESS AND PARTICIPATION

5.   Do NGOs in your community provide you with food at school?

        YES   [   ]   NO   [   ]

6.   Do NGOs in your community provide you with school uniform, bags and sandals to attend school?

        YES   [   ]   NO   [   ]

7.   Do NGOs in your community provide you with supplementary readers in school?

        YES   [   ]   NO   [   ]

8.   Do NGOs in your area assist you financially so that you are able stay in school without dropping out?

        YES   [   ]   NO   [   ]

9.   Do officials of NGOs visit you in school to find out whether you come to

school regularly?

YES   [   ]   NO   [   ]

10.   Do officials of NGOs in your community link you up with some people

abroad so that they can offer you some assistance in your schooling?

YES   [   ]   NO   [   ]

11.   Do NGOs in your community provide you means of transport especially

those that come from far places to school?

YES   [   ]   NO   [   ]

12.   Do NGOs provide you with your health needs when you are ill?

YES   [   ]   NO   [   ]

13.   Do NGOs provide your parents with some animals to rare so as to

empower them economically in order that they can attend to your

educational needs in school?

YES   [   ]   NO   [   ]

14.   Can you say that the support you get from NGOs regarding your education

is excellent?

YES   [   ]   NO   [   ]

APPENDIX C

INTERVIEW GUIDE FOR OFFICIALS OF THE DISTRICT EDUCATION

OFFICE (DEO)

1. What are the direct contributions that DEO has received from NGOs in the District to promote basic education?

    …………………………………………………………………………

    …………………………………………………………………………

2. How has such contributions benefited the DEO and basic education in the District?

    …………………………………………………………………………

    …………………………………………………………………………

3. Have you received any training with the support of NGOs?

    Yes/ No

    If yes state type of training you did receive.

    …………………………………………………………………………

    …………………………………………………………………………

4. Do you wish for the continuous existence of these NGOs? Yes/No

    Give reasons……………………………………………………………..

    …………………………………………………………………………..

5. Which areas of the interventions of these NGOs need to be improved?

    ………………………………………………………………………

    ………………………………………………………………………

6. What are the challenges if any, faced by these NGOs in their effort to expand access and participation of basic education in the district?

    ...………………………………………………………………………

    ………………………………………………………………………

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APPENDIX D

INTERVIEW GUIDE FOR LIAISON OFFICERS OF NGOs IN THE

DISTRICT

1.   What is the name of your organisation?

..……………………………………………………………………………

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2.   How long has your organisation operated in the district?

..……………………………………………………………………………

………………………………………………………………………………

3.   What contributions has your organisation offered to the district in support

of basic education?

..……………………………………………………………………………

………………………………………………………………………………

4.   Before your interventions, what was the situation of school enrolment

and retention like at the basic level?

..……………………………………………………………………………

………………………………………………………………………………

5.   Have your interventions in the area created some significant impact?

Give reasons.

..……………………………………………………………………………

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6. Have you identified areas of your interventions that need modification or improvement? If yes, state the interventions that need modification or improvement.

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…………………………………………………………………………………………

7. Do you have special assistance for girls and needy but brilliant pupils in the district? If yes state the kind of assistance.

...…………………………………………………………………………………

…………………………………………………………………………………………

8. Do community members collaborate with you in your interventions? If yes state the kind of collaboration.

...…………………………………………………………………………………

…………………………………………………………………………………………

9. What ways do officials of DEO collaborate with you with respect to your interventions?

...…………………………………………………………………………………

…………………………………………………………………………………………

10. What challenges do you face in your interventions?

...…………………………………………………………………………………

…………………………………………………………………………………………

APPENDIX E

INTERVIEW GUIDE FOR COMMUNITY MEMBERS (COMMUNITY LEADERS, RELIGIOUS LEADERS AND PARENTS)

1. What direct contributions have NGOs in the area made towards expanding access and participation in basic education?

    ...……………………………………………………………………………

    …………………………………………………………………………………

2. How has such contributions benefited the community as well as basic education in the area?

    ...……………………………………………………………………………

    …………………………………………………………………………………

3. Do NGOs give assistance to girls' education as well as needy but brilliant children in the community? if yes, state the kind of assistance.

    ...……………………………………………………………………………

    …………………………………………………………………………………

4. Have you received any training with the support of NGOs in the district?

    Yes/ No

    If yes, state the type of training you received.

    ...……………………………………………………………………………

    …………………………………………………………………………………

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5.   Which areas of the intervention of these NGOs' need to be improved?

...……………………………………………………………………………

…………………………………………………………………………………

6.   What are the challenges that these NGOs' face in their effort to expand

access and participation in basic in the district?

...……………………………………………………………………………

…………………………………………………………………………………

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