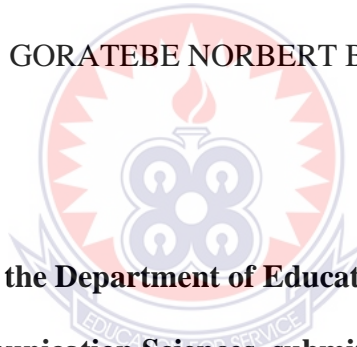


UNIVERSITY OF EDUCATION, WINNEBA

THE PERCEIVED IMPACT OF NGOs IN THE PROVISION OF BASIC EDUCATION
IN THE TALENSI DISTRICT: THE CASE OF WORLD VISION GHANA

GORATEBE NORBERT BIYEEN



**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the requirement
for Award of the Master of Arts (Educational Leadership) degree**

AUGUST, 2016

DECLARATION

STUDENT'S DECLARATION

I, GORATEBE NORBERT BIYEEN, declare that this project report, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for any other degree elsewhere.

SIGNATURE.....

DATE:.....



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of project report laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: PROF. FRANCIS OWUSU-MENSAH

SIGNATURE.....

DATE:.....

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I am extremely grateful to God Almighty for being so faithfully to me throughout my educational career. My heartfelt gratitude goes to my supervisor Prof. Francis Owusu-Mensah for his patience, tolerance, effective criticisms, which helped to give shape to this project report. I am also grateful to all the staff of World Vision Ghana, in Tongo, the District Director of Education, Human Resource Manager, Circuit Supervisors, Headteachers and teachers, parents, pupils and community members. My profound gratitude also goes to my wife Mary Goratebe. The patience, and moral support I received from her, is very much appreciated.



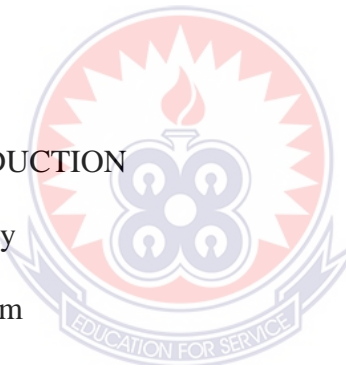
DEDICATION

To my parents, Mr. Goratebe George and Mrs. Goratebe Batika, my wife, Mrs. Mary Goratebe, and my two lovely children, Condoleezza Goratebe and Elias Goratebe.



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ABSTRACT

Basic education is supposed to lay the foundation for further education and training; to this end, it is necessary that it is of a high quality to achieve its purposes of preparing the young ones for further learning in the future and to equip them with relevant knowledge and skills to enable them function effectively in society. The study examined the impact of World Vision in the provision of basic education in the Talensi District in the upper East Region. The descriptive survey design was used for the study. A total of 35 respondents, comprising 27 head teachers, 6 circuit supervisors, the district director of education and a staff of World Vision, selected through purposive sampling, were used in the study. Closed and open-ended questionnaires were used for the data collection. The data was analysed using frequencies and simple percentage distributions. It was found out that world vision contributes to the provision of borehole and sanitation equipment, conducting in-service training for teachers as well providing teaching and learning materials. The presence of world vision has led to improvement in performance and enrolment compared to previous figures before the intervention. From the study it was recommended to WVG to collaborate with other development partners and GES to extend in-service training for teachers to cover more subject areas. It was also recommended that District Assemblies who have a duty to assist in providing basic education should be proactive.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The importance of education and human capital formation in fostering economic growth and development of less developed countries cannot be overemphasized. It has been shown that education and skills acquisition has positive effects on economic growth and development (Schultz, 1961). Therefore, investments in children's education is the main avenue for human resource development and capital accumulation required for building long-term productive capacity of a country. It is, therefore, essential that a country provide a perfect environment for unfettered access to knowledge and skills that would increase the future productivity of children. Education therefore develops human resources that facilitate the management of other resources to enhance development.

The description of basic education as understood by nations was initiated by what transpired during the World Conference on Education for All held in Jomtein, Thailand in 1990. Basic education was described as one intended to meet basic learning needs which include instruction at the first or foundation level, on which subsequent learning can be based. It encompasses early childhood and primary education for children, as well as education in literacy, general knowledge and life skills for youth and adults; it may extend into secondary education in some countries (Inter-Agency Commission, 1990). Based on the above definition countries and educationists came up with their understanding of basic education. Rovaniemi (2006) describes basic education as the whole range of educational activities taking place in various settings that aim at meeting basic learning needs. According to Ghana's education system basic education comprises

pre-primary education, primary education and junior secondary education. It is seen as that education which prepares Ghana for the real life.

Therefore, it can be argued that basic education is any educational activity that takes place either formally, informally and non-formally. The learner could be an infant, a youth and an adult. The objectives of basic education are to promote learning and acquisition of knowledge, skills and attitudes. They are able to promote the principles of national development, sustained development, rapid economic growth, economic dependence, social justice and a desire for continued learning. Research has indicated that basic education has benefited public health, demography, economy, human rights, governance and political stability through increasing people's understanding (OECD, 2001). Donker (2005) notes that the value and role of knowledge is different in every culture but good basic education is essential in every culture and at all levels. Dala (2012) maintains that universal basic education is the best method to deliver relevant education to all learners.

It is precisely for this reason that Harbison (1973), indicated that it is human resources rather than capital, income or material resources that constitute the wealth of nations. In his view, natural resources are passive factors of production. It takes human beings as active agents to exploit these resources for production and for that matter development. Harbison (1973) concluded that "a country which is unable to develop the skills and knowledge of its people and utilize them effectively in the national economy will be unable to do anything else". This observation to a large extent accounts for why the west with little or no natural resources develop faster than countries with much

resources especially countries in Africa, a situation which makes African countries dependent.

In the same vein, Agyeman (1993) has also observed that education's contribution in the development of the human personality and in inculcation of the spirit of participation in national and political affairs are all returns, which, though not measurable in strict economic sense, are very relevant for the development of the economy. Antwi (1992) has also indicated that education influences people's knowledge, attitudes, perceptions, skills and personality. It has the potential to influence society and contributes to social change, social mobility and economy of the people. Despite the importance of education as elaborated above, disparities exist in relation to both access and quality in Ghana. Education developed earlier in the south of Ghana than the north of Ghana, so was the rate of enrolment.

A study conducted by Yusif and Yussuf (2010) indicate that in 1529, King John of Portugal commanded his representatives in Elmina to provide reading, writing and religious teaching to Africans. This marked the beginning of formal education in Ghana. Yet, it was about 380 years after the introduction of formal education at the coast that the first government primary school, the Tamale School, was established in Northern Ghana in 1909. As at 1944, there was only one middle school serving all the Northern Territories. The number of children in primary and middle schools in the North increased from 2,218 in 1945 to 23,340 in 1957. This figure was about 10% of children of school going age compared with 60% of children in the South who were in school (McWilliam & Kwamena-Po, 1975). Thus after independence, the Nkrumah regime sought to salvage the situation through the institution of the Northern Scholarship Scheme. This however,

did not adequately solve the problem. This is borne out by the fact that the Northern, Upper East and Upper West Regions have the highest adult female and male populations in the country (GSS, 1998).

Recent statistics also point out the fact that in spite of this problem, the three northern regions continue to be discriminated against. For instance, World Bank (1998) data show that government recurrent expenditure for 1992-1994 was not equitably distributed. The data indicate that while 22.05 and 22.05 were spent per pupil in the Upper East and Upper West regions respectively, the expenditures for Central and Volta regions were 174.24 and 61.22 per pupil respectively. These figures by no means indicate that all is well with schools in southern Ghana. The fact is though the education budget is usually high, it is usually not enough to meet the actual demands of all public educational institutions from the basic to tertiary levels in the country. In most cases, schools in rural and deprived districts suffer some form of neglect.

It is in the light of this insufficiency that several organisations have emerged to complement the efforts of government in the provision of education. Non-Governmental Organizations (NGOs) today form a prominent part of the “development machine”, in the developing world and are generally seen to be playing an increasingly important role in development. They are recognized as an indispensable part of society and the economy. As part of the measures aimed at addressing the conditions of the people, and as a means to redress the imbalances between rural and urban areas in terms of development, NGOs are playing a vital role. Many NGOs are undertaking a number of activities in agriculture, health, education, research and most importantly, gender development.

Children, the future leaders of Ghana and the continent at large, are rightly at the center of the development process of many institutions. Basic education has always been an important concern for society and the government. This is because universal literacy and the success of secondary and post-secondary education depend on how extensive and efficient the basic education system of a country is. As a result, basic education is viewed as a service that must be provided to the populace, irrespective of affordability. It is generally considered to be the responsibility of the state to deliver primary education. The 1992 Constitution gives impetus to the provision of education as a basic right for all Ghanaians. Article 38 clause 2 of the constitution states: “The Government shall within two years after parliament first meets after coming into force of this constitution draw up a programme for the implementation within the following ten years for the provision of a free, compulsory universal basic education”.

The provision of basic education, like most other services delivered by the public sector, suffers from severe deficiencies in its coverage, effectiveness and quality. Since the mid-19th Century, Ghana’s education and training system has been repeatedly reformed in various attempts to solve the problem of illiteracy, unemployment / under-employment. Commissions after commissions have recommended that the education and training system should be more orientated towards work. According to King and Palmer (2005) as cited by Palmer (2007), there is long-standing evidence that the effects of schooling on productivity (and hence incomes and poverty reduction) is much more marked when there is a dynamic, supportive environment surrounding schools. Government has a major role to play in the delivery of social services and formal education in particular. In a developing country like Ghana, the state will inevitably have

to be the largest provider of education. Recognizing, however, that its resources are inadequate to the task, there is obvious need to complement this with resources from the private sector, NGOs, and other arms of civil society. This has led to many NGO's to enter the educational sector, especially in the North with the sole aim of helping the disadvantaged in the North to get access to education. One of such NGO's is World Vision Ghana (WVG) which helps to augment government efforts in providing education in the Talensi district.

1.1 Statement of the Problem

Ghana over the years has tried to make education accessible, especially at the basic level. Also considering the impact poverty has on access as well as quality, a system of free education was instituted for the north since independence. Various reforms have been instituted in the educational sector. The Education Reform Programme introduced in 1987/88 and the free Compulsory Universal Basic Education (fCUBE) 1996 programme, have contributed immensely to the structure of Basic Education that we have today and the achievements so far made. Basic Education based on these reforms consisted of 6 years Primary Education followed by 3 years Junior Secondary. The 1987 education reforms set out to improve access to basic education but also emphasized the need to include measures that would improve quality, efficiency, and equity in the education sector. Despite these appreciable gains, analysis of access shows that there are still difficulties in reaching a significant proportion of children who do not enroll at all. In particular, gains made in enrolment have been difficult to sustain throughout the 9-year basic education cycle. Also worrying is the fact that though the 1992 constitution

stipulates in article 25 (1) (a) that basic education shall be free, compulsory and available to all, it is of concern that some children seem to be cut-off from enjoying this constitutional right. Also worrying is the fact that enrolment rates at various levels of education vary greatly and drop sharply as one ascends the education ladder. A study by The Forum for Education Reform (FFER) indicated that at the primary school level, the nation is achieving about 95% of enrolment which is good. At the Junior High School (JHS) level, the rate drops to about 78%. An even sharper decline occurs between the JHS and Senior High School (SHS) level where the rate of enrolment falls below 40%. At the Tertiary level, only 12% of the population of tertiary age are enrolled. This is clearly unsatisfactory.

It is in light of this inability by government to fully fund education and reach out to all children of school going age at the basic level and retain more as they ascend the educational ladder that this study will seek to find out the contribution of World Vision Ghana (WVG) in promoting basic education in the Talensi district.

1.2 Purpose of the Study

The general objective of the study was to find out whether World Vision's interventions or strategies in education have influenced the improvement of basic education in the Talensi District in terms of access, quality and retention of students. The prevailing schools situations before and after World Vision interventions were examined.

1.3 Objectives

The study sought to;

- find out whether world vision's presence has increased the provision of infrastructure, teaching and learning materials in schools.
- find out whether world vision's interventions has increased enrolment in basic education.
- determine the impact of their intervention as there is the retention rate of students in schools.

1.4 Research Questions

1. Has world vision's presence and activities increased the provision of infrastructure, teaching and learning materials?
2. Has enrolment increased as a result of world vision's intervention?
3. Has their involvement retained more students in school?

1.5 Significance of the study

The study will add to already existing knowledge on the contributions of NGOs to educational development. It also will bring to the fore problems hindering school enrolment as well as teaching and learning. It also will be a reference document for others who would like to contribute to the development of education in deprived areas. Government as well as district assemblies can use it to come out with measures to solve problems associated with the educational system. The study will also assist WVG,

especially in the Talensi district to identify and improve on areas of their intervention activities that need improvement.

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

1.6 Limitations of the Study

The study encountered the following problems:

First and foremost, the study encountered the inadequacy of funds. Funds to access the internet pay for typing as well as printing was hard to come by. Money to make photocopies also posed a challenge.

Also encountered was time constraint, this is because the researcher did not have the luxury to decide on his own since he was time bound and had to work to meet the deadline coupled with the fact that he had duties to perform at the work place.

The study was also impeded with a lack of access to relevant data. Though some piece of data was accessible, much could not be found as most sources such as the libraries within the researcher's area were not well resourced.

1.7 Delimitation of the study

As a result of limited time, work load and financial constraints, the study was limited to Talensi district as any attempt to extend it beyond Talensi would pose a

difficulty. This afforded the researcher the opportunity to do a thorough study of the contribution of World Vision to basic education.

An attempt to extend the scope of the objectives would have been a daunting task to the researcher. In this line, it would have been a novelty to compare the contribution of World vision to that of other NGOs but this was not possible considering the enormity of the task.

In soliciting for the needed information, questionnaires were employed to the exclusion of other methods such as interviews and focal group discussion (FGD) because questionnaires gave a high response rate as respondents answered them at their leisure time. Interviews and FGD which needed contact were not considered feasible because of respondent's busy schedule.

1.8 Organisation of the Study

The study was presented in five chapters. Chapter one presented the background of the study, stating the objectives, research problem, and relevance of the study among others. Chapter two was devoted to the literature, while chapter three concentrated on the methodology of the study. Chapter four on the other hand, dealt with the presentation and analysis of data. Finally, chapter five handled summary of findings, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literature on the subject matter. The review covers the concept of education, a brief history of education in Ghana, meaning of basic education, importance of basic education, problems facing the educational sector in Ghana, profile of World Vision, the impact of NGO involvement in providing education and a conceptual framework on the impact of NGO involvement in providing basic education.

2.1 Concept of Education

It has not been a simple task trying to give a comprehensive definition of the concept of education. This concept comes in different forms such as formal education, informal education and indigenous education.

Different writers have variously defined the concept. Education may be defined as “a process by which individuals born into a society learn the ways of life that include knowledge, skills and attitudes of the society so that they can function effectively as members of the society” (Sarfo, 2007). According to Sandra, Lucas, Douglas and Bernstein (2005) education is a social science that encompasses teaching and learning, specific knowledge, beliefs, and skills. Licensed and practicing teachers in the field use a variety of methods and materials in order to impart a curriculum.

2.1.1 Formal education

Formal Education consists of learning that occurs within an organised, chronologically and structured context and that is designed as learning. It may lead to a formal recognition which includes diploma, certificate and degree (Colardy & Bjornavold, 2004). Formal Education is defined as “education provided in the system of schools, colleges, Universities and other formal educational Institutions and which normally constitutes a continuous “ladder” of full-time education for children as young people” (Organization for Economic Co-operation and Development [OECD], 2011). Formal education is characterised by teacher-chalk (Roger, 2005).

2.1.2 Non-formal education

According to OECD

Non-Formal Education takes place both within and outside educational institutions and caters to individuals of all ages. Depending on the country contexts, it may cover educational programmes in adult literacy, basic education for out-of-school children, life skills, work skills and general cultures (2011).

Rogers (2005) sees non-formal education as “education activities which occurs outside of any established or structured formal system of learning”.

2.1.3 Informal education

It is often referred to as experiential learning and can to a certain degree be understood as accidental learning (Colardy & Bjornavold, 2004). Hence Informal Education is seen as learning resulting from daily life activities related to work, family or leisure.

2.1.4 Indigenous education

Increasingly the inclusion of indigenous models of education (methods and content) as an alternative within the scope of formal and non-formal education systems has come to represent a significant factor contributing to the success of those members of indigenous communities who choose to access these systems, both as students or learners and as teachers or instructors (May & Aikman, 2003).

As an educational method, the inclusion of indigenous ways of knowing, learning, instruction, teaching and training, has been viewed by many critical and postmodern scholars as important for ensuring that students or learners and teachers or instructors (whether indigenous or non-indigenous) are able to benefit from education in a culturally sensitive manner that draws upon, utilizes, promotes and enhances awareness of indigenous traditions (Merriam, Rosemary, Caffarella, & Lisa, 2007).

For indigenous students or learners and teachers or instructors, the inclusion of these methods often enhances educational effectiveness, success and learning outcomes by providing education that adheres to their own inherent perspectives, experience and world view. For non-indigenous students and teachers, education using such methods often has the effect of raising awareness of the individual traditions and collective

experience of surrounding communities, thereby promoting greater respect for and appreciation of the cultural realities of these communities and people (Merriam, et al. 2007).

2.2 History of educational development in Ghana

Human capital has been found to be more important today than in the past (Hilmer, 2001). Therefore, in Ghana top priority has been given to the improvement in education since independence in 1957 by the Nkrumah government. Unfortunately, it appears the numerous coup d'états which characterized the country between 1966 and 1982 had some negative effects on the rate of education development. Education development plans initiated by previous governments were in most cases abandoned. According to McWilliam and Kwamena -Po (1975) in 1966 total enrolment into public primary schools declined by one-third in the North of Ghana. Since 1983 there has been significant improvement in political stability, consequently education policies have emphasized improvement at all levels, right from preschool to the university. This is to enable the government of Ghana meet the challenges of economic growth and development. Indeed, since the British colonial government's Accelerated Development Plan for Education in 1951, several educational reforms and educational policy documents, laws and reports have been enacted and approved from time to time to meet the educational needs and aspirations of Ghanaians. A few of these acts, reports and reforms are highlighted in the paragraphs that follow.

The Education Act of 1961

Before independence, education in Ghana was controlled by ordinances. These were the 1925 Southern and Ashanti Ordinances as well as the 1927 Upper and Northern Region Ordinance. However, after independence the Nkrumah government initiated the Education Act of 1961. It was this act that laid the first uniform education policy for the whole country. The 1961 Act made very significant efforts at reducing discriminatory tendencies that characterized parts of the early education system. The measures taken included the following: First, all children of school going age (6 years) were to be found places in school until the maximum school going age. This gave a legal effect of making schooling compulsory. Second, section 22 states inter alia, that ‘no person shall be refused admission as a pupil to, or refused attendance as a pupil at, any school on account of the religious persuasion, nationality, race, or language of himself or of either of his parents’ (McWilliam and Kwamena-Po, 1975). In summary, it can be deduced that the 1961 Act laid a firm foundation for a national system of education in Ghana that is devoid of discrimination. Again, the Act made it officially mandatory for children of school going age to go to school. Nkrumah’s goal of reducing the educational gap between northern Ghana and the rest of the country, led to the establishment of a special scholarship scheme for Northerners in 1965. The scheme, which is still in operation, stipulates that tuition, boarding, lodging and books should be free.

The 1973 Dzobo Committee Report

In 1970 the Dzobo committee was created to look into the structure and quality of education in Ghana. The Committee proposed the new concept of the Junior Secondary

School (JSS) and Senior Secondary School (SSS) educational structure. This educational structure was to replace the old education structure. The Dzobo Committee recommendations were due to operate in 1975 but could not be implemented due to financial difficulties at that time. In 1986 the Evans Anform Committee was set up to review the Dzobo Committee report. Subsequently, in September 1987, the reviewed Dzobo Committee report of education, a 6-3-3-4 format, that is six years of primary education, three years of JHS, three years of SHS and four years of university education was implemented. This new educational structure thus replaced the old educational system which had six years of primary school, four years of middle school, seven years of secondary education (of which five years was for the Ordinary Level Certificate and two years for the Advance Level Certificate) and three years of university education (Attuahene, 2006). In summary, the Dzobo committee and the Evans Anform committee reports cut down the number of years spent in the primary and secondary schools significantly from 17 to 12 years.

The Education Reform Programme of 1987/ 88

The 1980s witnessed many education reforms which touched on all the levels of education in Ghana. The Evans Anform Committee review among others improved enrollment at the basic and secondary education levels. It is estimated that in 1990-91 about 1.8 million pupils were attending over 9,300 primary schools with 609,000 pupils enrolled in about 5,200 junior secondary schools while 200,000 pupils were enrolled in some 250 senior secondary schools (Attuahene, 2006). Based on improvement in access at the basic and secondary levels, it became technically necessary to also improve access

at the tertiary level. But, the state of tertiary institutions was deplorable as they were characterized by low staff recruitment and retention, poor moral, decline in academic standards and regular interruptions in the academic calendar through students and staff strikes and demonstrations (Attuahene, 2006). The policy decision on the new structure was based on an earlier government white paper that unearthed some deficiencies like poor quality of teaching, learning, and poor patronage of the school system by children of school-going age.

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

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

The forum received critical comments from participants and also provided an opportunity for discussion of problems of the sector that were identified by the committee.

1. Poor quality of teaching/learning and ineffective management practices.
2. Inadequate funding of the sector leading to inadequate supply of inputs.

3. Lack of adequate parental involvement in their children's education.
4. Poor language policy that makes English the medium of instruction after primary school classes three.
5. Lack of teacher motivation with the resultant lack of commitment and devotion to teaching.
6. Poor co-ordination and collaboration among the implementing divisions of GES.
7. Disappointing growth in enrolment in schools
8. Persistently low regard of the Ghanaian public towards technical and vocational education.

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

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

seeks to address a particular policy focus of raising the enrolment of girls in basic education.

Despite these appreciable gains, analysis of access indicators show that there are still difficulties in reaching a significant proportion of children who do not enroll at all. In particular, gains made in enrolment have been difficult to sustain throughout the 9-year basic education cycle.

Therefore, in January 2002, President Kuffour inaugurated a Committee to Review the Educational Reforms in Ghana. The Committee submitted a report and a White Paper (*The White Paper on Educational Reforms*) was produced (Government of Ghana, 2004a). The White Paper on Educational Reforms expresses the dissatisfaction of the government with the structure of basic education (six years of primary and three years of Junior Secondary School), and gives implicit and explicit statements about the assumptions which underpin these new reforms:

- Basic education “is inadequate to equip our young people with the basic reading, writing and numeracy skills required for further mass training at the secondary level” (GoG, 2004a: 4);
- Basic education “has failed to deliver its promise [from the 1987 reforms] of comprehensively equipping the youth... with directly employable skills for the world of work” (GoG, 2004a: 4).
- Basic education suffers from a “fundamental weakness... [since] too many subjects are taught at the Primary and Junior Secondary School levels, and poorly taught at that, owing to shortages of qualified teachers and materials” (GoG, 2004a: 4).

Following the review report, universal and compulsory basic education was extended to include two years of pre-school teaching at the Kindergarten (KG) level. This education programme would run from age four to fifteen, eleven years of continuous basic education (that is 2 years of Kindergarten, 6 years of Primary and 3 years of Junior High School). This new basic education system was introduced in the academic year 2007/2008.

2.3 Meaning of Basic Education

In the past few decades the world experienced drastic changes in terms of political and the socio-economic developments. The changes affected the status of human development. Some of the social services such as health and education were improved to align with the living standard. After the inception of Education for All, countries around the globe developed Millennium Development Goals. One of their mandates was to provide universal basic education by 2015. To achieve this, changes in education systems took place which affected the teaching and learning in schools. New education policies were introduced which changed the operations and the roles of primary and junior secondary schools in their provision of education. The roles support the basic education goals of supporting the development of pupils as human beings, and their growth into ethically responsible members of society, and the promotion of learning and equality in society (Rovaniemi, 2006). The task of basic education encompasses education for early childhood, primary, youth, adults and secondary school students in many developing countries.

The description of basic education as understood by nations was initiated by what transpired during the World Conference on Education for All held in Jomtein, Thailand in 1990. Basic education was described as one intended to meet basic learning needs which include instruction at the first or foundation level, on which subsequent learning can be based. It encompasses early childhood and primary education for children, as well as education in literacy, general knowledge and life skills for youth and adults; it may extend into secondary education in some countries (Inter-Agency Commission, 1990).

Based on the above definition countries and educationists came up with their understanding of basic education. Rovaniemi (2006) describes basic education as the whole range of educational activities taking place in various settings that aim at meeting basic learning needs. According to Ghana's education system basic education comprises pre-primary education, primary education and junior secondary education. It is seen as that education which prepares Ghana for the real life.

Therefore, it can be argued that basic education is any educational activity that takes place either formally, informally and non-formally. The learner could be an infant, a youth and an adult. The objectives of basic education are to promote learning and acquisition of knowledge, skills and attitudes. They are able to promote the principles of national development, sustained development, rapid economic growth, economic dependence, social justice and a desire for continued learning. Research has indicated that basic education has benefited public health, demography, economy, human rights, governance and political stability through increasing people's understanding (OECD, 2001). Donker (2005) notes that the value and role of knowledge is different in every culture but good basic education is essential in every culture and at all levels. Dala (2012)

maintains that universal basic education is the best method to deliver relevant education to all learners.

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

- a) The right of every child to formal education that must therefore be common and free when provided by the state.
- b) The provision of equal opportunities for all children to enable them discover themselves. Therefore, the curriculum should be wide in scope
- c) The ability of the state to recruit good teachers and provide them with the resources and incentives to work effectively.
- d) The provision of a conducive learning environment

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

The education reforms in 1987 also made provision for free and compulsory basic education. It also sought to provide equal opportunities for all children of school-going age by diversifying the curriculum to cater for children with diverse aptitudes, interests and talents (MOE, 1987). The new education system that emerged following the implementation of the reforms has been a subject of debate by various stakeholders in the Ghanaian society to date. This has been necessitated by the fact that a good number, if not the majority, of the products of the new education system seems to be of low quality. This compelled the government of Ghana, under the administration of New Patriotic Party (NPP) to set up a presidential committee in 2002 to review the education reforms. The committee was under the chairmanship of Professor Anamuah-Mensah.

In the view of the Presidential or the Jophus Anamuah-Mensah Committee, basic education is the minimum period of schooling needed to ensure that children acquire

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

2.4 The concept of quality basic education

What constitutes quality education has been a debatable topic over the years as a result of the varied expectations held by stakeholders on what is expected of the educational system. However in recent times, concerns about falling standards in schools point to the fact that student learning achievement is central to quality. Enhancing student learning achievement and inculcating in them desirable values and attitudes in order to

function effectively in society seem to be central to quality education at all levels. This can however be achieved through a variety of resources and inputs. To this end, Mingat and Ping Tan, (1988) argue that educational quality can be defined in two ways, in terms of either inputs or outputs. In terms of inputs, the quality of education, in their view, is linked to school inputs such as teachers' qualification, class size, teaching methods, pedagogical materials and curriculum. Educational quality is said to be high when these inputs are considered good. In terms of output, quality education is linked to the output of the system, regardless of its, internal operations. Quality is considered high if existing students achieve many of the curriculum objectives. Though education may be conceptualized from inputs criteria, in modern time educators prefer looking at quality from the output criteria rather than inputs.

The shift in focus to output is supported by the fact that it is not automatic that increases in funding levels for example will translate to increasing outcomes. The reality of the case however is that increases in funding levels per se may not necessarily lead to an increase in learning outcomes if the purposes for which the funding is provided are ignored and funds misappropriated. It can be argued that where funds provided are judiciously used for their intended purposes it will definitely impact positively on learning outcomes. It is therefore more appropriate to define quality education in terms of an input-output relationship. Quality basic education can therefore be defined as one with sufficient inputs that enhance effective teaching and learning to the extent that pupils achieve many of the curricular objectives. In effect, quality education involves the provision of quality inputs, quality delivery process and quality output. It includes learners who are healthy, well-nourished and ready to participate and learn on a

continuous basis, supported by their families and communities. The learning must take place in an environment that is healthy, safe, and protective and gender sensitive, with adequate resources and facilities.

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

2.5 Importance of quality basic education

Children, the future leaders of Ghana and the continent at large, are rightly at the center of the development process of many institutions. Basic education has always been an important concern for society and the government. This is because universal literacy and the success of secondary and post-secondary education depend on how extensive and efficient the basic education system of a country is. As a result, basic education is viewed as a service that must be provided to the populace, irrespective of affordability. It is generally considered to be the responsibility of the state to deliver primary education. Studies have shown that of all the levels of education, it is basic education that makes the greatest contribution to development. Lockheed, Jamison and Lau (1980) summarized

the findings of 18 studies containing 31 data sets from thirteen developing countries and found out that four years of primary education increased the productivity of farmers 8.7% overall and 10% in countries undergoing modernization, largely in Asia.

A study conducted by Quist (1994) in Kenya also points to the importance of quality basic education. The study revealed that farmers with seven years of primary education (both men and women) were able to observe, diagnose and correct common agricultural problems better than farmers with fewer years of education. They actively sought to solve problems, while unschooled farmers did not. Education has also been regarded as a central human resource and one that can have particularly positive outcomes among the poor, in terms of fostering literacy, economic growth, reduction of fertility and nutrition (World Bank, 1980). In one typical study on works productivity it was concluded that “literate and numerate workers are more productive, that education is valuable to workers because it can give them skills that increase their productivity” rather than simply as a credential (Boissiere, Knight & Sabat, 1985). Jamison and Moock (1984) have also indicated that farmers, who can read, write and understand numbers can allocate inputs efficiently and thus increase productivity.

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

Other studies also point to the fact that quality basic education contributes to general development. Education equips a person with literacy skills which is a tool one can use to acquire information which is necessary for all aspects of development. The relationship between education and development in all its forms-economic, social and political, is well documented. Of particular importance in this relationship is the development of literacy and numeracy skills usually at the primary or basic school level. For instance, the high standard of living in Sweden is due to the fact that, the country was fortunate enough to get universal literacy through compulsory schooling covering the total population half a century before it was seriously drawn into the orbit of industrialization (Myrdal, 1965).

2.6 Problems facing the education sector

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

Lack of equipment and instructional materials (textbooks, stationery, teaching aids and equipment) is another factor that affects the quality of basic education. Insufficient

textbooks, teachers' reference books, workshop laboratory equipment affect the quality of teaching and learning in schools (Altbach, 1983).

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

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

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

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

Poor supervision in schools, including weak management capacity is also a factor that affects quality basic education especially in public schools (Opare, 1999). Teachers like all other workers require effective supervision by their superiors to give of their best. The shift system and its attendant problems of pupil/teacher absenteeism, child delinquency, truancy and child labour also hamper the quality of basic education. Due to inadequate classrooms in some schools, they are compelled to operate a shift system where some pupils attend classes in the morning and close in the afternoon so that other pupils will also use the classrooms in the afternoon and close in the evening. This implies that pupils in such schools have fewer contact hours compared with counterparts in schools which do not operate the system. Besides, the pupils and teachers in schools that operate the system in some cases capitalize on the system to absent themselves from school. For instance, it is easy for a child to deceive the parents that he/she is for school in the mornings when he/she is actually for afternoon and leave the house and go to a different place and only return in the evening. Some parents engage their children in a lot of household chores after school. The children become so tired that they are unable to do their homework or do personal reading.

Inadequate funding affects educational quality in the sense that funds are required to purchase all the necessary inputs to enhance effective teaching and learning. The issue however is that though developing countries commit a large proportion of national budgets on education the funds are still inadequate to cater for the needs of the education sector.

Poor guidance and counseling services affect educational quality. These services are usually meant to help pupils/students understand themselves and solve their emotional and academic problems. It is therefore obvious that guidance and counseling services contribute to enhance educational quality. This is because when pupils/students are not able to understand themselves and solve their emotional and academic problems, it is unlikely that they can do effective learning. The problem however is that most basic schools in developing countries lack professional counselors.

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

2.7 World Vision International/Ghana (WVI/WVG)

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

partners of lasting change, powerful motivators of caring; courageous promoters of justice and peace; and inspiring models of co-operation.

World Vision Ghana (WVG) is a corporate member of world vision, an international Christian relief and development non-profit organization. WVG is legally registered with the Government of Ghana and actively plans, coordinates and implements its development work with all relevant government sector ministries and other NGOs. WVG began operation in Ghana in June 1979. Mr. George Nicholson, a British national, was the first to head WVG. WVG has its headquarters in Accra with regional offices in most of the regions. Since 1979, WVG has focused its operations on reducing vulnerabilities, enhancing capacities and providing opportunities for the poorest of the poor in these programme areas including, education (formal and non-formal); child development and protection; health and nutrition; water and sanitation; food and agriculture, gender and development, income-generation activities, HIV/AIDS prevention, care and support, emergency relief, rehabilitation and Christian Witnessing. WVG places highest priority on programmes that minister to the most vulnerable and marginalized among the poor, are child-centered, and community-based development.

World vision's efforts in the Northern part of Ghana began in 1981 with the opening of an office in Tamale. From 1981 to 1999 WVG assisted 27 communities in the Northern and Upper East regions. Each of these communities benefited from traditional community development projects through WVG sponsorship funding. WVG assisted the people in the seven ministry areas: relief, health and nutrition, water and sanitation, agriculture, income generating activities, women-in-development and leadership training, agriculture, and education (formal and non-formal) and evangelism and leadership

training. These projects were located in nine districts in the Northern region and in one district in the Upper East region (Daily Graphic, 24th June, 2004).

Their operations in the three northern regions of Ghana started about 34 years ago and have had a vast range of experiences in the field of basic education in the three northern regions, working from early childhood education through to adult literacy programmes. Right from the onset, the organization sought a clearer understanding of the challenges confronting achievement of quality education in the area, especially for girls, and positioned itself to addressing the issues identified. It was observed that the quality of schooling was low in most communities, with inadequate infrastructure, scanty number of children in the schools, especially girls, demoralized and under-trained teachers in most cases.

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

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

2.8 Role of NGOs in basic education

The provision of basic education, like most other services delivered by the public sector, suffers from severe deficiencies in its coverage, effectiveness and quality. Since the mid-19th Century, Ghana's education and training system has been repeatedly reformed in various attempts to solve the problem of illiteracy, unemployment / under-employment. Commissions after commissions have recommended that the education and training system should be more orientated towards work. According to King and Palmer (2005) as cited by Palmer (2007), there is long-standing evidence that the effects of schooling on productivity (and hence incomes and poverty reduction) is much more marked when there is a dynamic, supportive environment surrounding schools. Government has a major role to play in the delivery of social services and formal education in particular. In a developing country like Ghana, the state will inevitably have to be the largest provider of education. Recognizing, however, that its resources are inadequate to the task, there is obvious need to complement this with resources from the private sector, NGOs, and other arms of civil society. This has led to many NGO's to enter the educational sector, especially in the North with the sole aim of helping the disadvantaged in the North to get access to education.

NGO intervention in education is not a recent phenomena, following the FCUBE reform in 1996, a number of donor agencies contributed substantial funds for primary education projects in the country. These included the United Nation's Children's Educational Fund (UNICEF), the Department for International Development (DFID) of the United Kingdom, the World Bank, the European Union, the Swedish International Development Agency (SIDA), the United States Agency for International Development

(USAID) and the Danish International Development Agency (DANIDA) among others. The involvement of these agencies resulted in a range of intervention strategies.

A major donor was USAID, which introduced a range of initiatives aimed at rebuilding the Ghana education system. Among these, the so-called Primary Education Programme (PREP), introduced in 1990, provided essential inputs such as textbooks, in-service teacher training courses and national assessment systems to re-build an education system that had nearly collapsed during the 1980s. Its strategic objective was to assist the Government of Ghana to increase the ‘effectiveness’ of the primary education system. It aimed to do this through the establishment of 330 ‘Model Schools’, with at least one ‘Model School’ in each district;

‘...designed to develop, demonstrate and replicate the conditions and processes that are required for improving school standards and ultimately, pupil learning throughout the education system.’ (USAID/GHANA, 1995).

In promoting effective teaching, USAID pledged to assist the Government of Ghana to train teachers to use pupil-centred instructional practices and assessment techniques and to improve school supervision by both circuit supervisors and school headmasters. Plans were made to create a sustainable in-service professional development system and to develop and test distance-learning technologies for teacher training and classroom instruction (USAID/GHANA, 1995). Success was to be measured by a specified increase in achievements of pupils in Model Schools, and a specified increase in enrolment and retention rates.

However, as stated in the Evaluation Report; *‘These inputs were necessary but not sufficient for improving school quality and learning outcomes. Likewise efforts to reform national policies to improve conditions at the district and school levels did not achieve the anticipated results’* (USAID/GHANA, 1995).

The approach adopted by USAID seemed to assume that a particular model or strategy can be implemented in many sites with good effect. However, as suggested critically by Fullan (1993), the assumption that producing American model schools will change the face of education is flawed in that though they can make a contribution, local development everywhere is what is going to count.

One therefore realizes that given this approach seems problematic in America; doubts about its effectiveness in Ghana are not far-fetched. The USAID policy document suggested no clear communication by donors and the government teams to teachers in schools to help in the crucial implementation process. Lack of clear communication was something the external assistance providers had found to be quite challenging when attempting to help a large number of teachers in schools without explicitly outlining the procedures with which they can ‘produce competent teachers’ as desired.

In another study, Blum has carried out a study on the importance of education that is being provided by NGOs and her focus was on small, rural, multigraded schools in India (Blum 2009:235). The basis for her research has been on the education that is being provided by an Education Centre. The Education Centre in question has improved the school environment and enhanced teacher training and support (Blum 2009:242-243). She came to the result that those NGOs that have provided education for children from

marginalised groups have had a positive impact on a number of children enrolled in schools, completion and retention.

Jagannathan has also conducted a study on the contribution of a few NGOs, which are operating in the primary education sector in India. The researcher points out that NGOs play an important role in assisting the Government of India in providing primary education, because the Government alone will not be able to provide primary education for all children. Those NGOs that the researcher was studying also played an important role in implementing programmes that the Government had launched (Jagannathan 2001). Another interesting finding from the study was that community involvement has a positive impact on the quality of education and if the parents were involved in the child's education, it also increased the attendance level (Jagannathan 2001:32).

Some NGOs are primarily involved in advocacy aimed at putting pressure on governments to fulfill their commitment to Education for All (Mundy and Murphy 2001). Some provide support to improving the quality of government provision. Others are involved directly in education provision, primarily with the aim of providing educational opportunities to those children excluded from government schooling. Educational exclusion that such provision intends to address can take many multidimensional forms. It is often associated with being 'hard-to-reach' in terms of where children live as well as who they are. Street children, orphans, child soldiers, demobilised children in post-conflict areas, pastoralists, indigenous groups, ethnic, religious and language minority groups, the disabled, refugees, and child labourers are often amongst those identified as being most excluded from government provision (UNESCO 2004). These children are amongst those targeted by NGO education providers.

The influence of NGO education providers in terms of extending access is extremely difficult to assess in practice. Data on NGO provision are not generally collected in a systematic way either by ministries of education or by household surveys. Given the number of often relatively small NGO programmes that exist in some countries, obtaining an overall impression of the scale of provision is very problematic. As such, children enrolled in NGO programmes are often categorized as officially being out-of-school. A study conducted by Pauline Rose on NGO provision of basic education in four countries (Bangladesh, India, Ethiopia and Ghana) estimated they were able to reach a relatively small proportion of the primary school-aged population, ranging from around 2.5 to 10%.

While NGO providers are potentially extending educational opportunities to the marginalised, concern remains that children living in extreme poverty or suffering acute forms of vulnerability continue to be excluded. Moreover, some evidence suggests that NGO programmes are more easily accessed by those who have already had some successful experience of education rather than those who have never been to school (Carron and Carr-Hill 1991, cited in Hoppers 2006).

International agency and NGO reports often suggest that students in NGO schools receive a better quality education compared with their counterparts in government schools, and that such provision is more cost-effective. Comparisons between government provided education and NGO provided one often paints the former in a negative light. This argument is defective because problems encountered in NGO provision are rarely documented as more attention is given to documenting the positive experiences with NGO provision than its challenges. political difficulties also arise in

criticising NGO provision as this might involve also criticising governments with which NGOs are trying to partner, or endangering resources available to NGOs given their reliance on aid projects. In order to continue to receive aid funding, their evaluations need to display positive results.

Despite the negative portrayal of government funded education compared to that of NGOs, people hold sway to that and advance the following argument. Government provision enjoys a more professionally developed, regulated system aimed at providing children with access to jobs in the formal labour market. By contrast NGO-provided education often involves little external monitoring, with learning limited to basic literacy and numeracy. This provision could therefore lead to children unable to move beyond their existing environment and status. However, these views of formal and non-formal provision are rarely portrayed in recent literature. It appears that there is almost a fear of being critical about an approach that has gained exemplary status in the eyes of some international agencies.

On the argument of cost-effectiveness, a key reason for the lower costs of NGO provision is due to inferior pay of 'voluntary' teachers, often supported by community contributions. For example, in Bangladesh estimates indicate that teachers in government schools receive around \$70 per month, compared with \$9 for those working in NGO centres (Groundwork Inc.2002). The possibility of the government finding voluntary teachers on a nationwide scale able to work at a rate of pay considerably below the \$1 per day poverty line seems unlikely. This is not different from Ghana's where teachers under government system are paid higher than their NGO counterparts, a phenomenon which can affect productivity and retention of teachers.

This research will therefore attempt to find whether the accessibility and provision of quality as claimed by known and available literature sits well with the revelations and doubts cast on such notions as others hold sway to such notions. The seeming gap as evinced ought to be investigated to determine whether it exists in the case of world vision.

2.9 Conceptual Frame Work

A conceptual framework is used in research to outline possible courses of action or to present a preferred approach to an idea or thought. Conceptual frameworks are a type of intermediate theory that has the potential to connect to all aspects of inquiry (e.g. problem definition, purpose, literature review, methodology, data collection and analysis). Conceptual frameworks act like maps that give coherence to empirical inquiry (Shields & Tajalli 2006:313).

The conceptual framework for analyzing the impact of NGOs in the provision of basic education in the Talensi District is depicted in figure 2.1 below. From the diagram, the state is mandated by the constitution to provide basic education. This it can do by building schools, providing a conducive environment to promote learning as well as the materials needed to promote learning. Despite the clear mandate given to the state, it is realized the state is unable to fully carry out this task. The reason for this being the lack of funds to fully carry out the task. In the light of the state's inability, the need arises for NGOs and other organisations to come to the aid of the state and partner the state to provide basic education. NGOs involvement comes in the form of building new schools especially in remote areas, expanding and renovating already existing schools, providing

materials such as books, pencils, pens, furniture etc to promote learning. They also provide incentives to attract and retain students in school. Some of the incentives include cooking for students, providing them with sandals/shoes in certain situations and a host of other incentives.

NGOs in some areas also provide funds to enable teachers go for further studies to become professional teachers since it has been observed the presence of untrained teachers has an adverse impact on students' performance. A case in point is the role Afrikids, a local NGO in Bolgatanga is playing by sponsoring pupil teachers from the Nabdam district in the Upper East Region to obtain diploma certificates in education from the various colleges of education in the country. The impact of NGO intervention will lead to an increase in access as more schools will be provided; hence more children will get the opportunity to attend school. It also will improve the quality of teaching and learning as they provide learning materials to complement that of government.

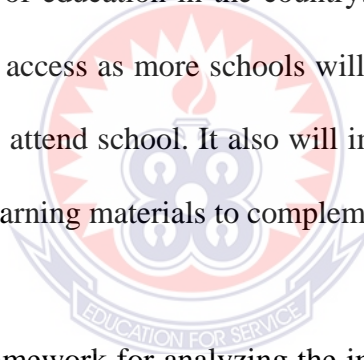
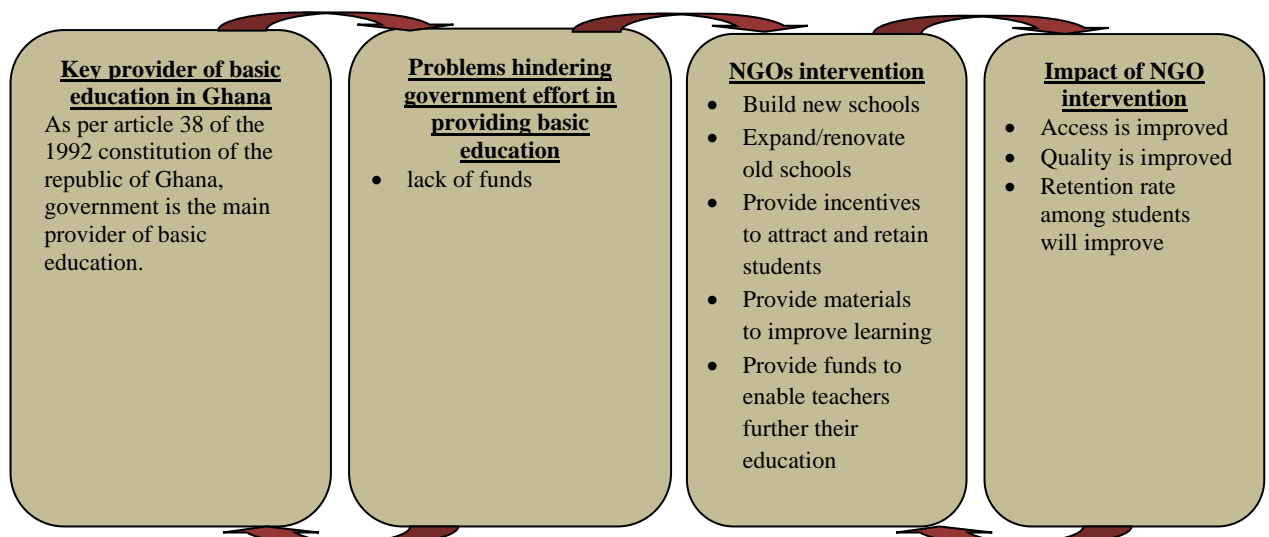


Figure 2.1: Conceptual framework for analyzing the impact of NGOs in the provision of basic education



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presented the methods used in conducting the research. It covered the profile of the area, research design, population of the study, sample and sampling techniques, data collection procedure, instrumentation of the study, validation of instrument and data analysis.

3.1 Profile of the study Area

The Talensi District Assembly came into existence after the Nabdam District was created out of the then Talensi-Nabdam District in 2012. Talensi District Assembly was established by Local Government (Talensi District Assembly) (Establishment instrument .2004) (L.I.1969). It is one of the young districts, carved out from the then Bolgatanga District Assembly in 2004. It is located in the Upper East Region and has its capital at Tongo. It is bordered to the North by the Bolgatanga Municipal, South by the West and East Mamprusi Districts (both in the Northern Region), Kassena-Nankana District to the West and Nabdam District to the East. The district lies between latitude 10' 15" and 10' 60" north of the equator and longitude 0' 31" and 1' 0.5" and west of the Greenwich meridian. It has a total land area of 912 km². The population of Talensi District, according to the 2010 Population and Housing Census, is 81,194 representing 7.8 percent of the region's total population. Males constitute 49.7 percent and females represent 50.3 percent. Eighty four percent of the population is rural. Crop farming, animal rearing and hunting are the main economic activities in the district. Agriculture is mainly rain fed and

little irrigation, and serves as the main source of employment and account for 90 percent of local Gross Domestic Products (GDP). The main agricultural produce are groundnuts, sorghum, millet, rice and maize. Economic trees such as Shea and Dawadawa are extensively distributed in the wild. The harvesting and processes of the shea nuts and dawadawa fruits are dominated by women. The agro-processing industry includes the production of groundnut oil, sheabutter, dawadawa (food additive or ingredient), pito and parboiling and milling of local paddy rice. Industrial activity in the district is generally low.

There are two main extractive activities in the district, namely, gold mining and quarrying. There is one commercial quarry in the district operated by Granites and Marbles Company Limited. The quarry produces cuts rocks for export. The gold mining industry is not very developed. Lately, small-scale gold mining activity, popularly known as “galamsey” (gathers and sells) or “alakpiri” has become rampant in the district. This gives an indication that there is substantial gold mineral deposit in the district. The district has many sites and scenes to attract tourists. There are beautiful mountains surrounded by rocks that provide aesthetic beauty, the Tongo Hills also provide a magnificent landscape that provides scenic beauty. The area also has whistling rocks, which serve as tourist attraction. These sites exist as customary edifices, religious craft, aesthetic scenery or geological impressions of the hills and rocks. The Tenzuk Shrine is noted as a source of good health and prosperity which attracts people from all over the world for spiritual interventions. The topography of the district is characterized by scattered rock-outcrops and upland slopes with relatively undulating lowlands with gentle slopes ranging from 10 to 50 gradient at the Tongo areas. The district’s soil is developed

mainly from granite rocks, it is shallow and low in soil fertility, weak with low organic matter content, and predominantly coarse in texture. Erosion is a problem in the district. Valley areas have soils ranging from sandy loams to salty clays. They have rich natural fertility but are more difficult to till and are prone to seasonal water logging and flooding. The main river in the district is the -White Volta and its tributaries. The vegetation is Guinea Savannah woodland consisting of sparse short deciduous trees and a ground flora of grass. The most common economic trees are sheanuts, dawadawa, baobab and acacia. The climate is tropical with two distinct seasons; a rainy season, which is erratic and runs from May to October , and a dry season that stretches from October to April. The mean annual rainfall for the district is 95mm and ranges between 88mm-110mm. The area experiences a maximum temperature of 45 degrees Celsius in March and April and a minimum of 12 degrees Celsius in December.

3.2 Research Design

Research design according to Jahoda et' al (1962) is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

It is also a procedural plan that is adopted by the researcher to answers questions validly, objectively, accurately, and economically (Kumar, 1999). A descriptive survey design was employed to investigate the variables in the study. It involves the organising, collection and analysis of data to fulfil the purpose of the research. According to Fraenkel & Wallen (2000), survey research involves researchers asking usually a large group of people questions about a particular topic or issue. This method was conducive because it

is a method of asking particular questions that apply to a given topic and provides information which is sought. It involves a clear definition of the problem and requires planned collection of data, careful analysis and interpretation of the data and skillful reporting of the findings. A descriptive survey is directed towards determining the nature of a situation, as it exists at the time of the study (Ary, Jacobs & Razavieh, 1990).

3.3 Population of the Study

Kumar (1999) defines population as a large collection of individuals or objects that is the main focus of a scientific inquiry. According to the composite budget of the Assembly for the 2013 fiscal year, the district has a total of 96 schools (70%) which are deprived in terms of water and sanitation facilities as well as poor furniture. The district has the following schools (21KGs, 45 Primary Schools, 2 SHS, and 26 JHS, 1 Deaf and 1 Vocational school). Lack of teacher accommodation is a major factor hindering effective academic performance. The Pupil-Teachers ratio is 1:80; which does not facilitate effective teaching and learning. The schools have inadequate supplies of teaching and learning materials and text books. World Vision Ghana operates mainly in 27 schools in the six education circuits. The accessible population for the study was made up of:

- a. 27 Head teachers of the beneficiary schools
- b. The district director of education
- c. 6 Circuit supervisors of the beneficiary schools
- d. Staff of world vision Ghana

3.4 Sampling and Sampling Techniques

Purposive sampling was used to select all the 27 head teachers in the intervention schools, the District Director of Education, the 6 circuit supervisors and the staff of world vision. The purposive sampling was used to select these respondents because of their unique positions which make them well acquainted with World Vision Ghana's intervention activities in the various schools. This method involves selecting people with specialised knowledge about the issues under consideration. A sample according to Kumar (1999) is a sub-group of the population on whom the research is being conducted on. A sample size of 35 respondents was used. This was made up of 27 head teachers of the beneficiary schools, the district director of education, 6 circuit supervisors and a staff of world vision in Talensi.

3.5 Instrumentation

The instruments used for data collection was the questionnaire and observation schedule. A questionnaire is very useful in soliciting information without the actual presence of the researcher as respondents are required to answer the questions themselves (Kumar, 1999). Questionnaire was useful because it helped to reach a larger audience, was inexpensive and saved time. Questionnaire also ensured greater anonymity as there was no face-to-face interaction; hence respondents were able to discuss sensitive issues which they otherwise would not have done in an interview situation. The questionnaire comprised of both open ended questions and closed ended questions.

The observation schedule helped to triangulate the responses obtained from the questionnaire. The schedule was used by the researcher personally to confirm the

existence of many of the physical and material contributions of WVG in support of basic education.

3.6 Data collection procedures

Data collection procedure describes the methods and procedures used to gather data to achieve the objectives of the study. Both primary and secondary data were used for the study. In obtaining primary data, questionnaires were given to respondents to complete. These questionnaires were later collected and analysed. Also primary data was sourced from observing to confirm the existence of the physical and material contributions made by WVG. Secondary data was obtained from books, articles, journals and writings of experts on the educational system. Secondary data on school statistics was also obtained from the District Education Office. Statistics on intervention programmes in schools was obtained from World Vision's Area Development Office in Tongu and the District Education Office.

3.7 Validation of instrument

Validity is defined as the degree to which the researcher has measured what he has set out to measure (Smith, 1991). The validity of the instrument was established because there was a link between the questions and the research objectives being sought. Ten questionnaires were piloted, tested with some of the respondents with the aim of fine tuning the items covered by the research instrument. The respondents in the pilot test were asked to share their opinion on the strengths and short-comings of the questionnaire, clarity of the instrument, how long it took to complete the questionnaire, respondents

were asked to state if there were omissions of very important areas, and where respondents found uncomfortable in answering questions.

3.8 Data Analysis

The data gathered were edited to detect and correct possible errors and omissions that occurred as to ensure consistency of responses of respondents. Coding of the data to enable respondents to be grouped into limited number of categories was also undertaken. The Statistical Product for Social Solutions (SPSS version 21) and Microsoft Excel software were used for this analysis. Data was presented in tables. In analysing the data, descriptive statistics, frequencies and percentages were computed.



CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter consists of the analysis of data collected from both the primary and secondary sources. The items discussed include the background of respondents as well as their views or perceptions on the impact of world vision on basic education in the Talensi District and its relationship to enrolment, performance and retention of students. The respondents included head teachers of beneficiary schools, their circuit supervisors, the district director of education and staff of world vision.



4.2 Demographic characteristics of respondents

Table 4.1: Bio data of respondents

| Variable | Frequency | Percentage |
|---------------------------|-----------|------------|
| Sex | | |
| Male | 16 | 59 |
| Female | 11 | 41 |
| Total | 27 | 100 |
| Age | | |
| 18-29 | 2 | 7 |
| 30-39 | 19 | 70 |
| 40-49 | 6 | 23 |
| Total | 27 | 100 |
| Level of Education | | |
| Diploma | - | - |
| Degree | 27 | 100 |
| Total | 27 | 100 |
| Marital Status | | |
| Married | 18 | 66.7 |
| Single | 8 | 29.6 |
| Divorced | 1 | 3.7 |
| Total | 27 | 100 |

Source: Field Survey, April 2016

Out of a total of 27 head teachers interviewed, 59% percent were male while 41% percent were female. With regards to the age range, it was realized majority of head teachers were between the ages of 30-39, accounting for 70 percent of the total number of head teachers, while the least number, accounting for 7 percent were between the ages of 18-29. Majority of head teachers fall within the age of 30-39 because of the time taken to finish tertiary education and also of the fact that experience must be acquired on the job before one can qualify for such a position. This is amply evident in table 1.

Of a total of 6 Circuit supervisors interviewed, it was realized 17% percent were females while 83 percent were male. Regarding age, it was realized 50% percent were between the ages of 40-49, while 33 percent were between the ages 30-39 while 17 percent were between the age group 50-59 years. 1 woman holding such a position in the district can be attributed to the fact that due to the tedious nature of the job in terms of riding to areas with bad roads to supervise schools, women find it difficult to cope, hence the reliance on men. Also many are within the age of 40-49 as a result of the experience one must accumulate before being given that position. In the same direction only 1 Circuit Supervisor was between the ages of 50-59 as a result of the fact that due to the tediousness of the job, it will be probably difficult for one of that age to cope.

All the 27 head teachers representing 100 percent it was found had tertiary education, particularly degree and above. This phenomenon is attributed to the fact that a head teacher is entitled to responsibility allowance, and per the Ghana Education Service directives, only those with degrees qualify to receive such allowances. Therefore it will be out of place to make one a head teacher with all the tedious duties attached to the position without the opportunity to receive an allowance.

All the 6 Circuit Supervisors representing 100 percent it was found had tertiary education, particularly degree and above. This phenomenon is attributed to the fact that a Circuit Supervisor like a head teacher is entitled to responsibility allowance, and per the Ghana Education Service directives, only those with degrees qualify to receive such allowances. Therefore it will be out of place to make one a Circuit Supervisor with all the tedious duties attached to the position without the opportunity to receive an allowance.

Out of a total of 27 respondents, it was realized 66.7 percent were married, while 29.6 percent were single and 3.7 percent were divorced. The high percentage of married people can be attributed to the fact that majority of those interviewed were between the ages of 30-39 years. This phenomenon can also be traced to our traditional settings where it is virtually “unseen” and to a large extent pressure is mounted on one of such an age to marry.

Out of a total of 6 Circuit Supervisors interviewed, it was realized 66.7 percent were married, while 33.3 percent were single. The high percentage of married people can be attributed to the fact that majority of those interviewed were between the ages of 40-49 years. This phenomenon can also be traced to our traditional settings where it is virtually “unseen” and to a large extent pressure is mounted on one of such an age to marry.

4.2 World vision's areas of intervention

Table 4.2: Areas of intervention by world vision

| Areas of intervention | Frequency | Percent | Valid Percent |
|--|-----------|---------|------------------|
| provision of borehole and sanitation equipment | 5 | 18.5 | 18.5 |
| provision of books | 12 | 44.4 | 44.4 |
| conducting in-service training | 4 | 14.8 | 14.8 |
| provision of teaching and learning materials | 2 | 7.4 | 7.4 |
| provision of uniforms | 4 | 14.8 | 14.8 |
| Total | 27 | 100 | 100 |

Source: Field Survey, April 2016

Considering the purposive nature of the study at targeting beneficiary schools, different and varied answers were given. Of the 27 head teachers interviewed, they all conceded the common help World Vision gave in the form of providing them with books, provision of borehole and sanitation equipment, conducting in-service training for teachers, provision of uniforms for pupils as well providing teaching and learning materials.

This same view was shared by all the 6 circuit supervisors used in the study as they also contended World Vision assisted in providing boreholes, school uniforms, books and so on.

At the District level, the Director enumerated the interventions as consisting of the supply of supplementary readers, provision of teaching and learning materials, provision of boreholes in schools, provision of wash equipment for schools, training of teachers to improve their performance and so on.

The project coordinator in charge of education for world vision in the District also gave their areas of intervention to include provision of teaching and learning materials for schools, provision of textbooks, training teachers on improved methodology and supporting the District Directorate to monitor teaching and learning in schools.

It is worthy of note to emphasize that these interventions are laudable as Altbach (1983) sees the problems confronting basic education as consisting of lack of equipment and instructional materials (textbooks, stationery, teaching aids and equipment), insufficient textbooks, teachers' reference books, workshop laboratory equipment as factors that affect the quality of basic education and affect the quality of teaching and learning in schools.

In the area of training teachers, evidence exist to the fact that lack of qualified and trained teachers hampers education. Insufficient qualified teachers resulting in poor quality of teaching and learning; high pupil/teacher ratio, especially in rural and sub-urban areas also contribute to poor quality of education. Generally, it has been observed that most professional teachers refuse posting to teach in rural schools in most developing

countries and this affects the quality of basic education in rural schools (World Bank, 2004).

4.3 Enrolment figures before world vision's intervention

Considering the fact that 27 schools were used for the study it would be an arduous task to list the enrolment of each and every school as they gave differing figures. However, this part will be analyzed taking into consideration whether the intervention did increase enrolment in the various schools, circuits and the District. Of the 27 head teachers used in the survey, 81 percent contended the intervention had led to an increase in enrolment while 19 percent thought otherwise.

Of the 6 circuit supervisors used in the study, all contended the intervention had led to an increase in enrolment in their various circuits.

Officers at the District education office also contended the intervention had led to an increment in enrolment in the district. World vision staff also shared the view that their intervention had led to an increase in enrolment.

Table 4.3: Enrolment before and after intervention

| Schools (Frequency) | Before intervention | After intervention |
|---------------------|---------------------|--------------------|
| 2 | 237 | 332 |
| 1 | 230 | 276 |
| 4 | 397 | 460 |
| 7 | 381 | 476 |
| 6 | 339 | 414 |
| 2 | 697 | 697 |
| 2 | 255 | 382 |
| 3 | Between 90-100 | 126 |

Source: Field Survey, April 2016

This increase in enrolment attributed to world vision's intervention can be attributed to the rural nature of the district concerned. By its nature, majority of inhabitants are peasant farmers and petty traders who by their nature cannot afford the resources to fully finance the education of their wards, hence they see this intervention as a "divine" one which should not be let to pass by.

4.4 Justification of increment in enrolment or otherwise

Upon further request to provide evidence as to the margin of increase in enrolment and vice versa if there is no increase, the following was detected. Of the 22 head teachers who admitted they had an increase, some gave the margin of increase as about 20%, others gave 25%, 1 gave an answer as an increase from 397 to 460, 1 also gave an increase of 334 to 414. Others also gave figures of an increase of 40% and 50% respectively. Of the 5 head teachers who intimated the interventions had not led to an

increase in enrolment, 2 were of the view that the reason was because free lunch was not provided to the students while 3 contended it was because some of the students had left to newly opened schools.

Table 4.4: Evidence of increment by Circuit Supervisors

| Level of increment | Frequency | Percent | Valid Percent |
|--------------------------------|-----------|---------|------------------|
| yes by 40 % | 1 | 16.7 | 16.7 |
| yes but about 22% | 1 | 16.7 | 16.7 |
| increase of 25% | 1 | 16.7 | 16.7 |
| yes increase from 4163 to 4376 | 1 | 16.7 | 16.7 |
| yes by over 15% | 1 | 16.7 | 16.7 |
| yes about 40% | 1 | 16.7 | 16.7 |
| Total | 6 | 100 | 100 |

Source: Field Survey, April 2016

In table above all the circuit supervisors agree that there has been an increase in enrolment since World Vision' intervention. The District Directorate of Education also intimated the intervention had led to an increase in enrolment in the district as a whole. They give the figures as being 19,559 in 2007 and now 23,562 in 2016, representing an increase in 4,003 (17%).

Official of world vision shared the view that enrolment had increased because schools which hitherto had no teaching and learning materials and experienced low

enrolment now had increased enrolment as a result of the provision of such materials. Added to this was the fact that children in such schools informed their peers of the new developments, compelling them to move. Due to the level of poverty in the district, most parents find it difficult to adequately cater for their ward's education in terms of buying books and other learning materials. Hence the only logical thing for a child in such a situation is to make a choice between a school with materials he need not buy and one he has to purchase virtually everything. Poverty is a factor for most students dropping out of school.

4.5 Assistance and impact in improving performance and reasons

All 27 head teachers used in the survey admitted the assistance from world vision had improved the performance of pupils in their various schools. The reasons for the increment can be seen in the figure below;

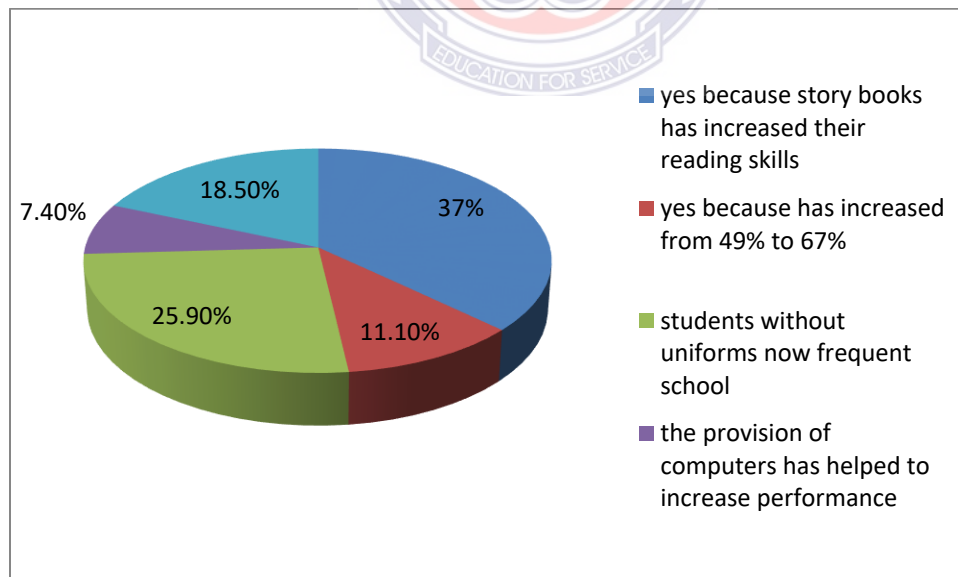


Figure 4.1: Reasons for increase in pupils' performance

Source: Field Survey, April 2016

From the Figure 37% of head teachers were of the view that the provision of story books had increased the reading skills of the pupils while 25.9% were of the view that due to the provision of uniforms to students, those who absented themselves from school due to lack of uniforms now frequented school and took part in classes actively. 18.5% attributed the performance to an increase in the pass rates of their students while 7.4% contended the provision of computers has helped increase performance as it made work easier for students. This is as a result of the fact that these computers are installed with soft wares to aid pupils easily find information of importance to them. This supports the view shared by Altbach (1983) that insufficient textbooks, teachers' reference books, workshop laboratory equipment affect the quality of teaching and learning in schools.

In the same vein, all 6 circuit supervisor contended the assistance had increased performance in their circuits. The reasons given include the fact that story books has increased their reading skills, because instructional hours are not lost as pupils do not go far in search of water due to the provision of boreholes in the schools and also due to the provision of sanitation equipment, incidents of pupils falling sick had reduced hence a reduction in absenteeism.

Officials of World Vision and the Education Directorate also contend that evidence of performance could be seen in the recent increases in the performance of pupils in the Basic Education Certificate Examination (BECE). World vision officials attributed the increase to extra-classes they organized for final year students prior to the examination.

The organizing of extra-classes raises concerns as to the inability of teachers to exhaust the syllabus. This could be attributed to a number of factors. A reason might be that

teachers deliberately refuse to exhaust the syllabus with the expectation that such classes will be organized and this becomes an avenue to make more money. Unmotivated and non-committed teachers are another factor that affects the quality of basic education in most countries. Generally, teachers compare their salaries and conditions with those of their counterparts with similar qualifications and responsibilities in other organizations. Also per a study by the World Bank (2004), they concluded ineffective use of contact hours also affects quality of basic education. Some teachers use official teaching time to do their private business. It is not uncommon to see teachers selling all manner of items in school when they should actually be teaching. Some teachers even use their pupils on their private farms during school hours, especially in rural areas as they see students as a source of cheap labour.

4.6 Intervention and impact on retention of students

Of the 27 head teachers, 93 percent were of the view the interventions of world vision had led to retaining students in school while 7 percent thought otherwise. When pressed further, the following reasons were given as evident in the figure below:

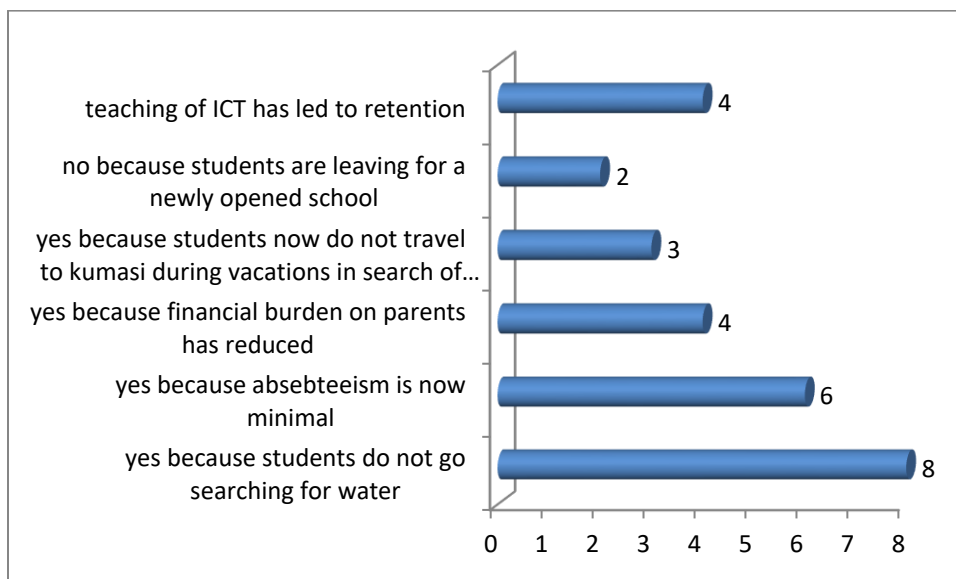


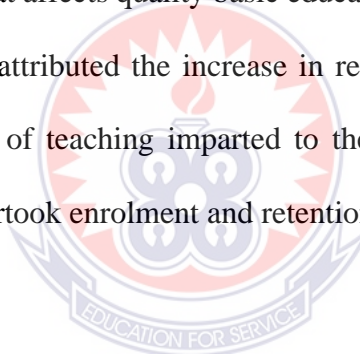
Figure 4.2: Reasons for increase or decrease in retention of students

Source: Field Survey, April 2016

From the figure, it can be seen eight head teachers attributed the reason to the fact that students do not go searching for water again due to the provision of boreholes in some schools. This is so because the idea of going round in search of water deters some students from coming to school because they see it as a punishment. Six also attributed the high retention rate to a reduction in absenteeism among students. Four were also of the view that due to the reduction in the financial burden on parents due to the interventions, more children now could come to school as provisions which their parents could not meet was to large extent met by world vision. Another view shared was that the teaching of ICT and the provision of computers had retained a lot of the students considering the rural nature of the district as it constituted an incentive to stay. However 2 head teachers attributed the reduction in retention to the fact that most pupils had left for newly opened schools despite the interventions. This it is possible could be attributed

to the fact that the newly opened school might be better resourced than their current schools.

The district education directorate attributed the level of retention to the fact that sponsorship programme ensures monitoring of pupils and their attendance in schools. Also the capacity building of school management committees and parent teacher association executives on their roles was instrumental in increasing the retention rates as regular visits were carried out to ensure absenteeism was minimal and also such bodies helped to provide certain developments to the schools which attract and retained pupils. As opined by Opare (1999) poor supervision in schools, including weak management capacity is also a factor that affects quality basic education especially in public schools. Officials of world vision attributed the increase in retention to the fact that as teachers applied the new methods of teaching imparted to them it attracted children to school. Also PTA/SMC also undertook enrolment and retention activities in their communities.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section discusses the summary of findings, recommendations and conclusions drawn from the findings. It is a highlight of issues that were revealed during the research. It also involves recommendations that can help management to overcome the challenges faced in the provision of basic education.

The study examined the perceived impact of NGOs in the provision of basic education in the Talensi District.

The following research objectives were used to guide the study;

1. To find out whether world vision's presence has increased the provision of infrastructure, teaching and learning materials in schools.
2. To find out whether world vision's interventions has increased enrolment in basic education.
3. To determine whether their intervention has led to the retention of more students in school.

The information gathered was based on both primary and secondary sources of information where the primary source was gathered from individual questionnaire issued to respondents while the secondary source was from relevant books, articles and journals relevant to the study.

A descriptive research was used for the study. Questionnaire was the main instrument used for the study. Data was analysed using SPSS version 21 to produce frequency tables.

5.2 Summary of the Findings

- The intervention of world vision had led to an improvement in enrolment compared to previous figures before the intervention.
- World vision's intervention has increased the performance rate of students as a result of the provision of reading materials and other necessities needed by students and as a result of extra-classes organized for final year students prior to the examination which also improved their performance and also as a result supporting the District Directorate to monitor teaching and learning in schools.
- It was found there was a correlation between world vision's intervention and retention of students as more students now stayed in school and dropout rates were low.
- School management committees and parent teacher associations contributed to the retention of students as regular visits which were carried out to ensure absenteeism was minimal and also such bodies helped to provide certain developments to the schools which attract and retained pupils.

5.3 Conclusion

The general conclusion that can be drawn from the findings is that WVG has made significant contributions to improve on the quality of basic education in the Talensi district. It has done this generally through the provision of basic school infrastructure and

furniture, teaching/learning materials, capacity building of head teachers, teachers, PTAs and SMCs. That is, through the intervention of WVG, the number of suitable classrooms, toilets facilities, pupils' and teachers' tables and chairs and staffing for both the primary and JSS levels improved considerably. It also provided funds for schools to purchase relevant teaching/learning materials and supplied schools with boreholes, ICT equipment and so on.

It has addressed the problem of teaching by organizing in-service training courses to build the capacities of head teachers, teachers, PTAs and SMCs. These contributions of WVG to quality basic education are in tune with its philosophy and objective. World Vision Ghana focuses its work on projects that assist deprived communities to address the root causes of poverty and not the symptoms. Its basic philosophy is that its activities in the long term benefit children. The Talensi District in the Upper East Region is one of the most deprived districts in the country and in the region. One of the most viable projects to assist the people minimize or eliminate poverty with long term benefits to children is education. Therefore, contributing to quality basic education, WVG is empowering the children of today to address the root causes of poverty in the district in the foreseeable future.

5.4 Recommendations

The following recommendations are made based on the research findings;

1. It is recommended government tries to increase the budgets allocated to the education sector to achieve its purposes and reduce the dependence on outside bodies like world vision.

2. Also District Assemblies who have a duty to assist in providing basic education should be proactive and not wait always for help from outside. They can do this by allocating part of their internally generated funds or common fund for that purpose.
3. It is also recommended the district education office provide the needed support to supervisors especially the circuit supervisors to adequately carry out their duties.
4. It is recommended schools be allowed some leeway to use part of their capitation grants to acquire sanitation equipment such as hands washing equipment, as this will lead to a reduction in infections and reduce absenteeism as a result of reduction in sickness among students and teachers.
5. It is recommended to WVG to consider providing libraries for basic schools so as to adequately preserve the books they give them. Where it has no funding to do so, it could collaborate with other NGOs and the District Assembly to secure funding for the construction of public basic school libraries.
6. It is recommended to WVG to advocate as well as lobby the GES to supply adequate GES approved textbooks to the basic schools.

Recommendations for Further Studies

1. Future research should consider the role world vision can play in poverty alleviation since there seems to be a correlation between poverty and education especially in rural areas.

2. Also a study can be undertaken to determine the enrolment rates between girls and boys as majority of girls in the rural areas drop out of school earlier and try to ameliorate the situation.
3. Studies also should be conducted on the level of professionalism of teachers in the district as most teachers refuse postings to rural areas.



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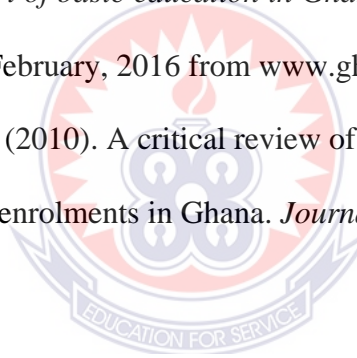
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APPENDICES

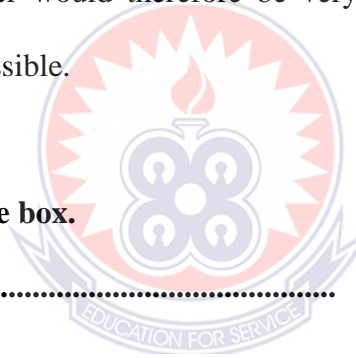
APPENDIX A

QUESTIONNAIRE FOR HEAD TEACHERS, DISTRICT DIRECTOR OF EDUCATION, CIRCUIT SUPERVISORS

The undertaken exercise is being conducted for the award of a Master Arts in Educational Leadership degree. The questionnaire seeks to elicit information on the perceived impact of NGOs in the provision of basic education in the Talensi district, using world vision as a case study. It is for the purpose of an academic research. Any information provided would therefore be treated as strictly confidential. Your anonymity is therefore highly guaranteed. The researcher would therefore be very pleased if you could answer the questions as frankly as possible.

Please tick in appropriate box.

School/Circuit.....



1. Sex

- a) Female [] b) Male []

2. Age Group in years

- a) Less than 18 [] b) 18-29 [] c) 30-39 [] d) 40-49 [] e) 50-59 [] f)
More than 60 []

3. Level of Education attained

- a) Primary [] b) Secondary [] c) Tertiary [] d) A' level []
e) other [] please specify -----

4. Martial Statuses

a) Married [] b) Single [] c) Divorced [] d) Widow []

5. In which areas has world vision Ghana assisted your school/circuit/district?

i.

ii.

iii.

iv.

v.

6. What was the enrolment of your school/circuit/district before world vision Ghana's assistance?

.....
.....

7. With this assistance, has the number who attend school increased?

a) Yes [] b) No []

8. If yes by which margin?.....

.....

9. If no, why?.....

.....

10. Has world vision's assistance improved the performance of pupils in your school/circuit/district?

Yes [] No []

11. If yes give evidence?

.....

12. Has the intervention led to retention of students in school?

- a) Yes [] b) No []

13. Provide reasons for your answer above

.....
.....

Thank you for making time to respond to the questionnaire



APPENDIX B

QUESTIONNAIRE FOR WORLD VISION STAFF

The undertaken exercise is being conducted for the award of a Master Arts in Educational Leadership degree. The questionnaire seeks to elicit information on the perceived impact of NGOs in the provision of basic education in the Talensi district, using world vision as a case study. It is for the purpose of an academic research. Any information provided would therefore be treated as strictly confidential. Your anonymity is therefore highly guaranteed. The researcher would therefore be very pleased if you could answer the questions as frankly as possible.

Please tick in appropriate box.

1. Sex

b) Female []

b) Male []

2. Age Group in years

b) Less than 18 []

b) 18-29 []

c) 30-39 []

d) 40-49 []

e) 50-

59 [] f) More than 60 []

3. Level of Education attained

b) Primary []

b) Secondary []

c) Tertiary []

d) A' level []

e) other [] please specify -----

4. Martial Statuses

b) Married []

b) Single []

c) Divorced []

d) Widow []

5. What is your position/status in world vision

6. What are your duties.....

.....

7. How long has world vision been operating in Talensi district?

- a) Less than 1 year []
- b) 1 to 3 years []
- c) 3 to 5 years []
- d) others specify.....

8. What activities does world vision undertake in Talensi? List

- I.
- II.
- III.
- IV.

9. In the area of education, what activities does world vision engage in? list

- I.
- II.
- III.
- IV.
- V.



10. Have these interventions led to an increase in enrolment in the district?

- a) Yes []
- b) No []

11. Give reason(s) for your response above.....

.....
.....

12. Has world vision's assistance improved the performance of pupils in the district?

- Yes []
- No []

13. Give evidence for answer above.....

.....

.....

14. Has the intervention led to retention of students in school?

b) Yes [] b) No []

15. Provide reasons for your answer above

.....
.....

What are the problems faced by world vision Ghana in the discharge of its activities?

.....
.....
.....
.....

Thank you for making time to respond to the questionnaire

