

UNIVERSITY OF GHANA

**GHANA AND THE MILLENNIUM DEVELOPMENT GOALS (MDGs): AN
ASSESSMENT OF GOAL TWO (2) IN THE YILO-KROBO DISTRICT**

BY

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PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MPhil
POLITICAL SCIENCE DEGREE**

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DECLARATION

I hereby declare that this work is the result of my own research and has not been presented by anyone for any academic award in this university or any other. All references used in the work have been fully acknowledged.

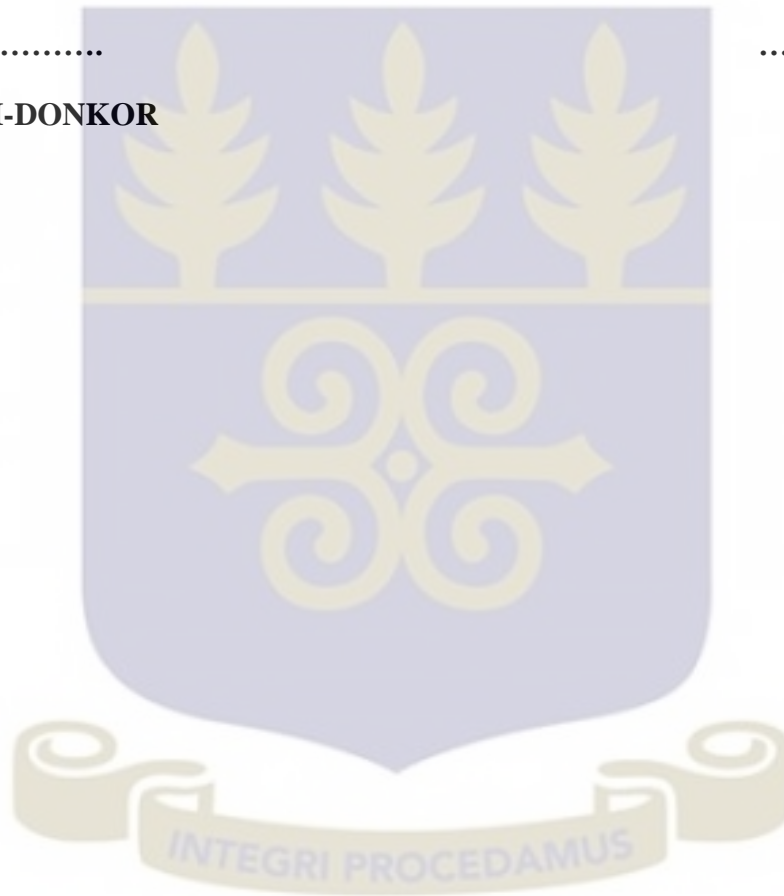
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CERTIFICATION

I hereby certify that this thesis was supervised in accordance with procedures laid down by the university.

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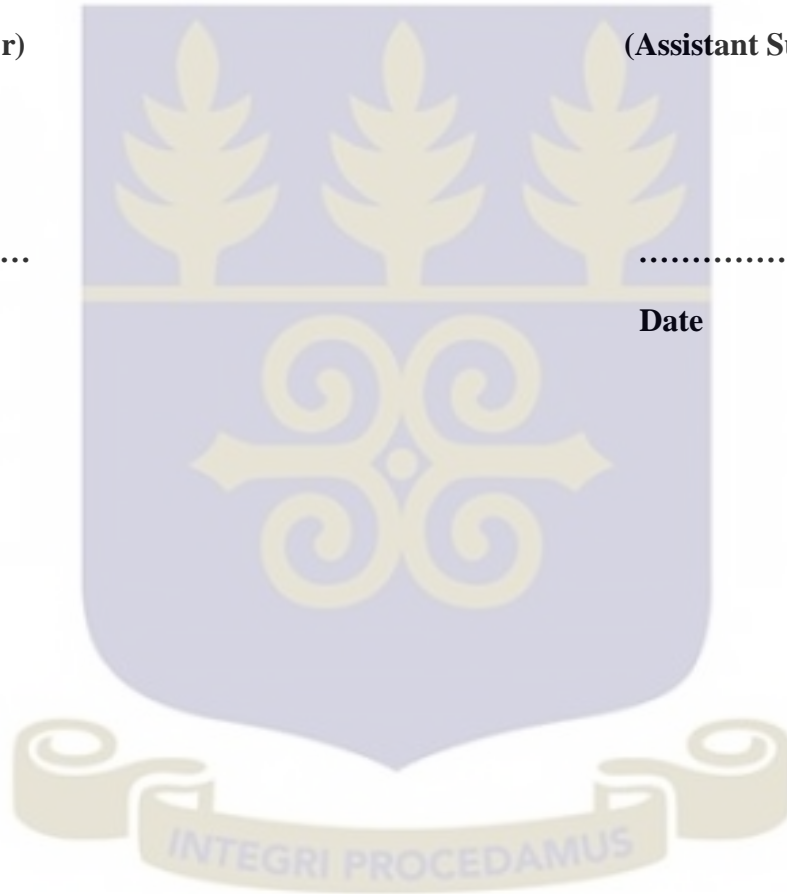
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DEDICATION

This research is dedicated to my parents, Mr. & Mrs. Kyei-Donkor, sisters, Rejoice and Michelle, my dear husband, Clement Tetteh Ayumu and my lovely daughter, Kayla for their prayers and support. May the Almighty God richly bless them.



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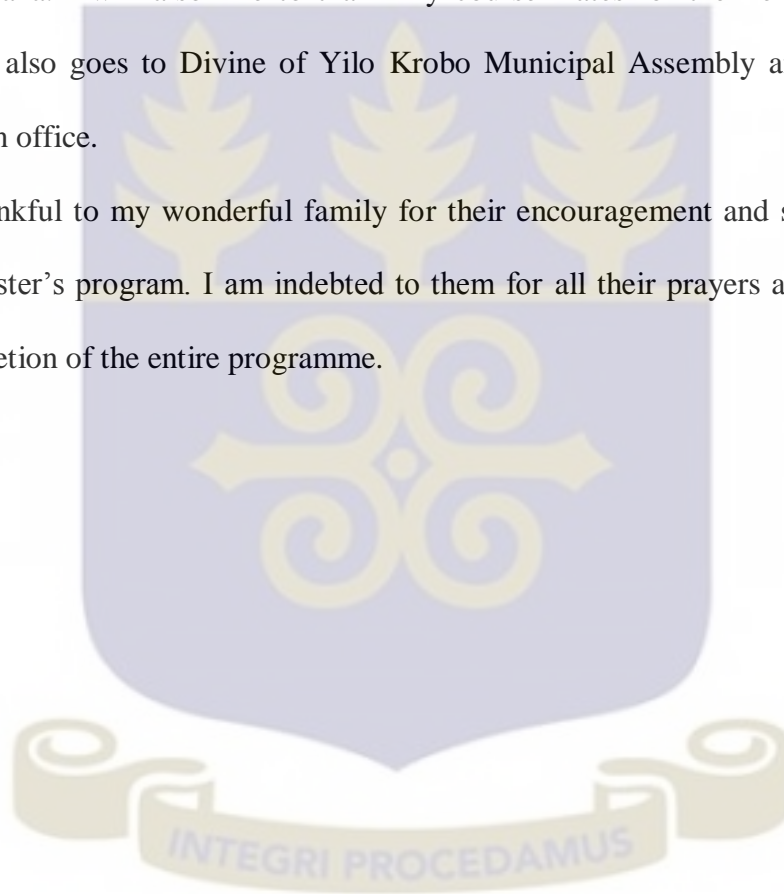


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LIST OF ABBREVIATIONS

CE	Complimentary Education
CG	Capitation Grant
DR	Developing Regions
ESP	Education Strategy Plan
FCUBE	Free Compulsory Universal Basic Education
FGDs	Focus Group Discussions
GER	Gross Enrollment Ratio
GES	Ghana Education Service
GPI	Gender Parity Index
IDI	In-depth Interview
LR	Literacy Rate
MDGs	Millennium Development Goals
NER	Net Enrollment Ratio
SFP	School Feeding Programme
SR	Survival Rate
UN	United Nations
UNICEF	United Nations Children's Fund
UPC	Universal Primary Completion
WFP	World Food Programme
WHO	World Health Organization
YLR	Youth Literacy Rate

ABSTRACT

The Millennium Development Goals (MDGs) were a pledge to uphold the principles of human dignity, equality and equity, and free the world from extreme poverty. The MDGs, with eight goals and a set of measurable time bound targets were established to tackle the most pressing development challenges of our time (MDGs Report, 2014). The main objective of the MDGs is to make the world a global village, which will eventually; make everyone proud of their environment (MDGs Report, 2012). The Government of Ghana has shown commitment towards the achievement of Universal Primary Education (MDG 2) by ensuring that all children of primary school-age enroll and complete by 2015. This commitment was through policy directives among other interventions like the Education Strategy Plan (ESP) for 2003-2015, the Growth Poverty Reduction Strategy, the Free Compulsory Universal Basic Education Programme and the 1992 Constitution of Ghana. Despite all these efforts, the MDG 2 has not been achieved in Ghana. It is against this background that this study was conducted to assess the MDG 2 in the Yilo-Krobo District in the Eastern Region of Ghana. The specific objectives of the study is to examine the trend of completion and incompleteness of primary education of children in the Yilo-Krobo district from 2010-2015, to find out the main causes of incompleteness of primary education in the district, to assess the progress toward achieving MDG 2 target in the district. The study made use of both primary and secondary sources of data to gather the required data for the study. The results of the study indicated that generally, the rate of completion of primary education was relatively high as compared to the rate of incompleteness. The conditions of the school facilities in some of the schools surveyed were not so conducive for teaching and learning. The Dipo rite was identified and concluded as the only socio-cultural factor hindering the achievement of the MDG 2 in the district. The researcher recommends that teachers' motivation and incentive packages should be given the needed attention in the district.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The Millennium Development Goals (MDGs) which range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education to all by the target date of 2015 form a blueprint agreed to by 189 Head of States and Governments in September 2000, including; Ghana at the United Nations Millennium Summit in New York (MDGs Report, 2005). The Millennium Development Goals (MDGs) were an undertaking to preserve the principles of human dignity, equality and equity, and free the world from extreme poverty. The MDGs, with eight goals and a set of assessable time bound targets were established to tackle the most pressing growth challenges of our time (MDGs Report, 2014). The eight goals are:

1. To eradicate extreme poverty and hunger
2. To achieve universal primary education
3. To promote gender equality and empower women
4. To reduce child mortality
5. To improve maternal health
6. To combat HIV/AIDS, malaria and other diseases
7. To ensure environmental sustainability
8. To develop global partnerships for development

The main aim of the MDGs is to make the world a universal village, which will eventually; make everyone proud of their environment (MDGs Report, 2012).

As per the 2005 MDGs Report, the Millennium Development Goals are not quite the same as other advancement objectives because of the accompanying reasons; to begin with, they are individually focused, time-bound and quantifiable. Second, they depend on a worldwide association, focusing on the obligations of advancing nations for getting their own particular house all together, and of advanced nations for keeping up those endeavours. Third, they have exceptional governmental backing, grasped at the largest amounts by advanced and advancing nations, common society and significant improvement establishments alike. Fourth, they are achievable.

Ghana is one of the countries that has signed onto the Millennium Declaration, and has from that point forward received the MDGs as its long haul least set of arrangement of financial advancement destinations that have impacted the determination of the nation's vital needs for general improvement and destruction of famine and starvation (MDGs Report, 2006). Additionally, Ghana together with the 188 nations in 2000 is focused on following these eight MDGs and their related markers to guarantee financial development and worldwide improvement. The arrangement is for nations and advancement promoters to cooperate to build access to assets expected to decrease famine and starvation, handle sickness and diseases, sexual orientation imbalance, absence of training, absence of access to clean water and destruction of nature (UN,2008 and WHO, 2009).

Objective 2: To accomplish Universal Primary Education, has one noteworthy target which is to assure that, by 2015, children worldwide will have the ability to finish a full course of essential academic training. "Education is more than a privilege connected with full self-awareness. It is likewise a key element in deciding the open doors and personal satisfaction available to people,

families and groups. There is abundance of confirmation which exhibits that education positively affects pay and wellbeing, family structure (regarding richness and its individuals' interest in the economy, and so on), the advancement of law based values and cultivated concurrence and the self-ruling and capable quest for people." (UN-ECLAC, 2005a:82). Therefore, to accomplish all the Millennium Development Goals, academic training (education) is a need. This makes Goal 2 a critical focus to accomplish. Any individual who procures fundamental training adapts more about sanitation, wellbeing and the requirement for a superior life. The accomplishment of the MDG objective 2 relies on a decent instructive framework, access to free and quality essential academic training by all and the required human resources.

Education provides people the option to have the kind of lifestyle they desire. It helps them to articulate with confidence in their personal communication, in the neighbourhood and at the job place. Education, especially for girls, has social and economic merits for the world at large. Academically trained ladies have extra financial open doors and connect with all the more completely in broad daylight life. As moms, they have a tendency to have less and more beneficial kids who will probably go to class. These advantages are critical to breaking the cycle of neediness (MDGs Report, 2005).

Nonetheless, Sub-Saharan Africa has had the greatest history of change in essential education of any locale since the MDGs were set up. The locale accomplished a 20% increment in the net admission quota from 2000 to 2015, contrasted with an increase of 8% somewhere around 1990 and 2000. The education quota among youth matured 15 to 24 years has expanded all-inclusive from 83% to 91% somewhere around 1990 and 2015. Also, the crevice amongst ladies and men has narrowed (MDGs Report, 2015).

Though noteworthy accomplishments have been made on a number of the MDG targets around the world, progress has been uneven crosswise over areas and nations, leaving critical crevices. A large number of individuals are as a rule abandoned, particularly the poorest and those distraught in light of their sex, age, incapacity, ethnicity or geographic area. Focused endeavors will be expected to contact the most helpless individuals (MDGs Report, 2015). Furthermore, Low finishing and high review redundancy remain a test. One in three understudies enlisted in a grade school will dropout. Reasons incorporate late passage, neediness, low quality of education and an absence of attention to the significance of schools (MDGs Report, 2013).

1.2 Statement of Research Problem

The Ghanaian government has endeavoured in so many methods to exhibit her devotion with regards to the attainment of Universal Primary Education (MDG 2) by making sure every kid of elementary school age gain admission and finish by 2015. The government has proven this devotion through methodology requests and interventions like the Education Strategy Plan (ESP) for 2003-2015, the Growth Poverty Reduction Strategy, the Free Compulsory Universal Basic Education Program and the 1992 Constitution of Ghana. Systems and procedures grasped to operationalize the courses of action fuse the presentation of the Capitation Grant (School Fee Abolition), augmentation of Early Childhood Development organizations, headway of measures to improve Gender Parity in elementary schools, and the commencement of Nutrition and School Feeding programs. Notwithstanding extended enrolment rates, enrolment at key level has not been growing satisfactorily to meet the goal of Universal Primary Completion by 2015 (UNICEF, 2007). Thus, it is basic to find why the selection at the key level is not growing.

To accomplish broad essential education, kids all over must finish a full cycle of essential academic training. Ghana keeps on recording expanding grade school culmination rate however at a protracted rate. The rate expanded from 85.5% in 2007/08 to 86.3% in 2008/09 and stayed at that level in 2009/2010 making a few questions about the capacity of the nation to achieve the 100% goal in 2015. At the JHS level, survival rate compounded definitely taking after a rapid decrease from 75% in 2008/09 to 66% in 2009/10. The rate is greater for young men than young ladies at both essential and JHS level (Ibid).

Also, there are local variations in the fulfillment rate. Central Region is accounted for to have accomplished full finish rate of 100% general and for young men in 2010 in advance and is 1.1% focuses far from the objective for young ladies. 3 locales to be specific; Brong-Ahafo, Western and Northern areas are near achieving full elementary school finish rate for young men at 92.2%, 94.3% and 96.3% separately, and Upper West Region for young ladies at 91.3%. Eastern Region listed the minimum finish rate for both young men and young ladies at 80.5% and 77.5% individually in 2009/10. The Upper East and West locales realized a greater finishing rate for young ladies than young men with the opposite being the situation for the other eight areas (MDGs Report, 2010).

Besides, information accumulated from a large portion of the MDGs reports in Ghana focused on national and territorial figures with little concentrate on the areas and territories. From above, it is apparent that, for Ghana to accomplish general essential academic training across the country, there will be the requirement for the observation of the advancement towards the accomplishment of this objective at the local levels particularly in the Eastern, Ashanti, Greater Accra, Upper East and Volta Regions so as to address the difficulties that frustrate the achievement of accomplishing the MDG 2. It is along these lines that, this research aims to

evaluate the accomplishments and difficulties of the MDG 2 in the Yilo-Krobo district of the Eastern Region.

1.3 Definition of terms

Capitation Grant: The Capitation Grant Scheme, introduced in 2005, provides funding for non-salary expenditure in schools on the basis of enrolment so that schools do not charge tuition and other fees.

Developing regions: North Africa, sub-Saharan Africa, Latin America and the Caribbean [Caribbean (optional), Latin America (optional)], Caucasus and Central Asia, Eastern Asia [Eastern Asia excluding China], Southern Asia [Southern Asia excluding India]; South-eastern Asia, Western Asia and Oceania.

Free Compulsory Universal Basic Education (FCUBE): FCUBE is a cost dividing plan to cater for non-educational cost charges, under which guardians were relied upon to manage restricted costs.

Gender Parity Index (GPI): GPI is a socioeconomic index usually designed to measure the relative access to education of males and females. It is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education.

Gross Enrollment Ratio (GER): GER measures the number of pupils/students at a given level of schooling, regardless of age, as a proportion of the number of children in the relevant age group.

Literacy rate: the percentage of people who are able to read and write.

Net Enrollment Ratio (NER): NER measures the number of appropriately aged pupils enrolled in school as proportion of total number of children in the relevant age groups.

Survival Rate: Survival rate measures the proportion of pupils/students who stay and complete school after enrolment.

Youth literacy rate: the percentage of people between ages 15-24 who can both read and write with understanding a short simple statement about their everyday life.

1.4 Objectives of the Study

The overall objective of this study is to assess the achievement and challenges of MDG 2 (universal primary education) target in the Yilo-Krobo district as well as suggest the way forward.

1.4.1 Specific Objectives

1. To examine the trend of completion and incompleteness of primary education of children in the Yilo-Krobo district from 2010-2015.
2. To find out the main causes of incompleteness of primary education in the district.
3. To assess the progress toward achieving MDG 2 target in the district.
4. To identify the socio-cultural factors hindering the achievement of MDG 2 target in the Yilo-Krobo district.
5. To suggest strategies for the MDG 2 to be achieved in the district.

1.5 Significance of the Study

This research is being carried to identify the achievements and challenges of the MDG 2 in the Yilo-Krobo district. The study will also make recommendations to address the challenges of attaining universal primary education to enable Ghana to reach its target of achieving universal primary education. The study will also help identify the causes of incompleteness of primary education in the district. The study will provide data on the progress of achieving MDG 2 in the Yilo-Krobo district. This study will finally serve as a material for future research in Achieving Universal Primary Education in Ghana.

1.6 Scope of the Study

The study will take place in the Yilo-Krobo District in the Eastern Region. Five public schools will be used as case studies to assess the achievement and challenges of the MDG 2 in the district.

1.7 Organization of the Study

The study will be divided into seven (7) chapters. Chapter one will be the introduction which comprises the background, problem statement, definition of terms, research objectives, justification of the study, scope of the study and organization of the study. Chapter two will deal with the review of related studies and concepts in relation to the research. Chapter three will comprise of the theoretical framework and research questions. Chapter four will deal with the methodology, research instrument and method of data analysis. Chapter five will be data analysis. This will be followed by research findings and discussions in chapter six. Chapter seven which is the concluding chapter will consist of summary of findings, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the review of relevant reports, literature, discussions and writings related to the topic.

Goal 2, which is Achieve Universal Primary Education, has one major target which is to ensure that, by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling. There are also three major indicators associated with this goal. These indicators are:

1. Net and Gross enrolment ratio in primary education
2. Proportion of pupils starting Grade 1 who reach last grade of primary 6
3. Literacy rate of 15-24 year-olds, women and men

This chapter will be divided into four sub-headings. These are education and society, trends in primary education and gender parity in Ghana, MDG 2 and Universal primary education in Ghana and factors hindering the achievement of MDG 2 in developing countries and Ghana.

2.2 Education and Society

Education is above kids just being in schools, getting aptitudes that can be dispassionately tried. The pair of what goes in and the yields it turns out from the training are significantly more perplexing than a significant part of the typical general talk proposes. Commonly, the inputs to education are portrayed in specialized terms, for example, the ideal student to instructor

proportion or the accessibility of course readings and chalk. Yields are frequently depicted in monetary wise, plus the greater earnings connected with every single year of education (UN Millennium Project, 2005). This implies the idea of giving each kid a decent quality education is not just a component of having enough schools, course readings, and instructors. It is particularly a consequence of a social setting in which education is seen as a good fit for all and in which all individuals have the chance to enhance their monetary and social welfare and take an interest in an open life (Ibid).

In any case, proof from an excessive number of nations is that without a purposeful approach, current education frameworks fortify as opposed to make up for real disparities: the offspring of the wealthy gain extra training than the offspring of destitute people. Enormously expanding access to great training which quite often implies making social orders more comprehensive and equalitarian is not as a matter of course, the outcome sought by those with the ability to decide. Education frameworks can be a piece of an endless loop, kicking out eras of destitute people. Altering those frameworks requires presidential administration and institutional change, and extra speculations and inputs (UN Millennium Project, 2005). Additionally, the World Bank (2004) for previous decades have put a lot of accentuation on instructive advancement and change in human capital by supporting arrangements meant for expanding interest in training.

Educating the poor is especially critical for activating more extensive social change. Academic training can equip the destitute, creating a more equivalent society, in which force is all comprehensively shared, and to an extra fair example of development; one that will probably lessen destitution. Thus, a more evenhanded sharing of monetary and political influence will

keep the convergence of riches and influence that in a few social orders is still connected with restricted access to study for destitute people (Birdsall 1999; Birdsall and Londoño 1997).

Education is an essential mechanism with which individuals can enhance their livelihood in different ways. For instance, more education, especially of ladies, is unequivocally connected with good lineage wellbeing and enhanced ability to arrange and plan childbirths (Filmer 1999; World Bank 2003; UNICEF 2004b). In this manner, teaching, especially young ladies' training, has social comes back to society everywhere too, since society catches a portion of the advantages of enhanced wellbeing, lower fruitfulness, and the at-home education that informed moms exchange to their youngsters (UN Millennium Project, 2005).

Also, wages of taught specialists are more advanced especially in areas where education assists agriculturists to exploit new seedlings and different innovations (Jamison and Lau 1982). Income of educated little entrepreneurs and other independently employed laborers are additionally higher (T.P. Schultz 1993, 2001; T.W. Schultz 1963). The individuals who accomplish larger amounts of education presumably profited at lower levels from higher quality tutoring, which empowered and urged them to proceed and which guarantees that they have a greater amount of the human capital that makes them more gainful. Additionally, manpower that is more gifted and has more information likewise adds to extra financial development (Hanushek and Kinko 2000).

As a result, education that is comprehensively shared guarantees that development itself will be extensively shared. Training that benefits poor people, ladies, and underestimated ethnic gatherings conveys private advantages to them and advantages to society as entire by lessening disparity, decreasing segregation, and making more attachment over the long haul (UN Millennium Project, 2005).

2.3 Trends in Primary Education and Gender parity in Ghana

With respect to the three significant indicators, the MDGs Report Ghana (2010) showed that huge enhancements have been made especially in the territories of essential school enrolment.

Gross Enrolment Ratio (GER): The GER is a pointer of cooperation in the instructive framework and it gauges the quantity of pupils at a given level of tutoring, paying little mind to age, as an extent of the quantity of youngsters in the pertinent age bunch. There have been tireless expansions in the GER at all levels of fundamental schools somewhere around 1991 and 2008. At the KG level, GER has expanded from 55.6% in 1991 to 89.9% in 2008, while at the Primary level GER has expanded from 74% in 1991 to 95.20% in 2008. Then again, GER has expanded from 70.2% in 1991 to 78.80% in 2008 at the JHS level. With exemption of JHS level, increments in GER has been noteworthy crosswise over essential and KG.

Net Enrolment Ratio (NER): The NER shows the quantity of properly matured students enlisted in school as extent of aggregate number of youngsters in the pertinent age bunches. Like the GER, progressive increments were listed in the NER at the elementary level and over the nation from 69.2% in 2005 and 2006 and further to 83.7% in 2007 and 2008. The case was diverse at the JHS level with NER expanding from 52.4% in 2006 and 2007 to 53.4% in 2007 and 2008 showing a moderate advancement in connection to the 2015 target of 58.4%. Male NER has dependably been higher than the female NER at all levels. The NER in the denied areas additionally expanded altogether from 74.51% in 2006/07 to 77.9% in 2007/08 at the elementary level and 41.6% to 43.8% at the JHS level amid the same time frame (MDGs Report, 2010).

In that same report (MDGs Report, 2010), the survival rate at the elementary level recorded a descending pattern from 83.2% in 2003/04 to 75.6% in 2005 and 2006, yet in this manner

recuperated to 88.0% in 2007 and 2008 somewhat underneath the 2015 focus of 100%. At the JHS level, survival rate declined from 86% in 2003/04 to 64.9% in 2006/07 yet has started to increment to 67.7% in 2007 and 2008, in this way missing behind the MDG focus of 100% by 2015. Survival rate among female understudies has been lower than the male students at both the essential and JHS levels. While survival rate has expanded from 85.1% in 2003/04 to 88.9% in 2007/08 among male pupils at the grade school level, it has expanded from 81.1% to just 82.4% among female students over the same time frame. Then again, while survival rate among male students at the JHS level reduced from 88% in 2003/04 to 72.4% in 2007 and 2008, it declined from 83.7% in 2003/04 to 62.9% in 2007/08 among the female students at the same level.

According to the MDG 2010 report, the third indicator of MDG 2 which is literacy rate of 15-24 year-olds, women and men has shown some improvement. There has been advancement in the general proficiency rate amidst the youth since 1991 with better rates for males than females. In the urban areas, proportion of young males who can read and write in English improved from 18 per cent in 1991/92 to 59.9 per cent in 2005/06. Similarly, literacy rate among young females improved from 15.5 per cent in 1991/92 to 47 per cent in 2005/06. The significant improvement in the literacy rate among the youth over this period is a result of a sustained effort by successive governments to provide education for all Ghanaians.

In any case, five years down the line, the 2015 UNDP's MDGs report additionally demonstrates that critical advancement has been made as far as elementary school enrolment since 2000 because of mediations for enhanced access to training, for example, the school sustaining program, the capitation grant and free school outfits. The NER in elementary school at national level expanded from 45.2 percent in the mid-1990s to 88.5 percent in 2008/09 then dropped to

77.8 percent in 2010/11. The declining pattern in NER was turned around, ascending to 89.3 percent in 2013/14, well shy of the 100 percent focus for 2015. The national GER achieved 94.9 percent in 2009/2010 from 72 percent in 1990 and further to 107.3 percent in 2013/14, surpassing the objective of 100 percent (UNDP-MDGs Report, 2015).

In the same 2015 report, Ghana keeps on recording a rising elementary school fulfillment rate that has been abating. The rate expanded constantly from 86.3 percent in 2008/09 and 2009/10 to 112.4 percent in 2012/13 yet tumbled to 97.5 percent in 2013/14. In this manner, Ghana is 2.5 rate focuses far from the objective of 100 percent. This marker is otherwise called a survival rate, which is the extent of pupils that stay and finish school after enrolment. At middle school (JHS) level, there was a sharp decrease in survival rate from 75 percent in 2008/09 to 69.0 percent in 2013/14. The rate is higher for young men than young ladies at both elementary and JHS level however the crevice is more extensive in JHS to a great extent because of a higher dropout rate among young ladies.

Territorial inconsistencies kept on existing in the accomplishment rate with the Western Region reporting the most noteworthy finishing rate of 110.0 percent in 2013/14 while the Northern Region recorded the least rate of 80.5 percent. Altogether, five districts – Ashanti, Brong Ahafo, Central, Upper East and Western – recorded a fulfillment rate more than 100 percent. The five left – Eastern, Greater Accra, Northern, Upper West and Volta – reported fulfillment rates of between 80.5 percent and 96.1 percent.

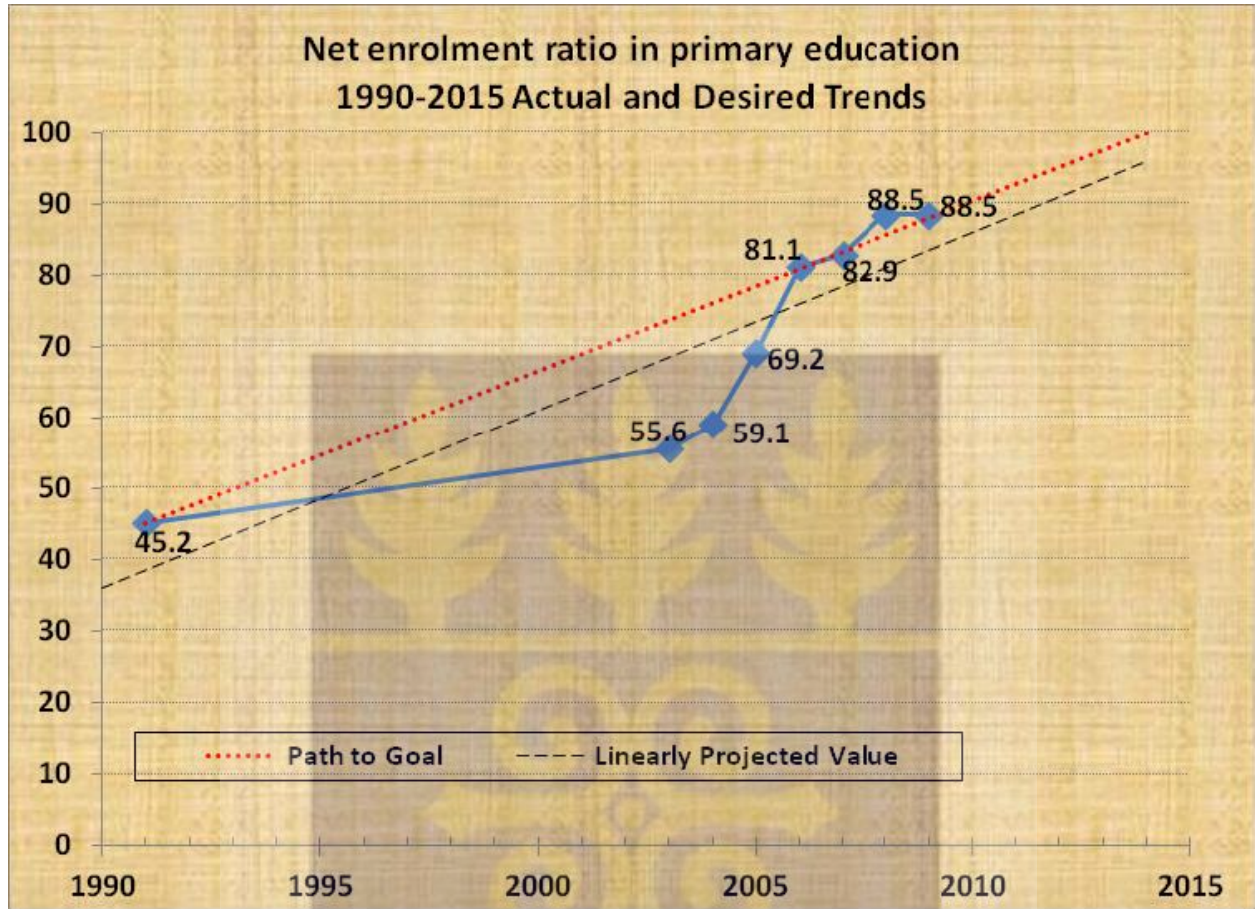
With respect to the third pointer, the extent of youngsters who can read and write in English, which remained at 17 percent in 1991/92, enhanced to 56 percent in 1998/99 and came to 81 percent in 2012/13. The rate among youthful guys expanded from 18 percent in 1991/92 to 84

percent in 2012/13 while that of females quickened from 16 percent to 77 percent over the same time frame. Noteworthy enhancements in education rates among the adolescent have happened in both urban and country zones. This is an aftereffect of a supported exertion by progressive governments to give education to all Ghanaians.

The sex equality list for kindergarten ascended from 0.88 in 2008/09 for young men to 1.01 in 2013/14, inside the objective scope of 0.97 and 1.03. At essential level, the record which was generally high in 2008/09 expanded further to equality (0.99) in 2013/14. Enrolment of young ladies in respect to young men at JHS level changed barely with equality list of somewhere around 0.92 and 0.94 over the period 2008-2013, yet enhanced in 2013/14 to 0.95. Sex equality in enrolment at SHS level is the least among the four levels of fundamental and optional training, with a record going somewhere around 0.84 and 0.87 somewhere around 2008 and 2013 preceding enhancing to 0.91 in 2013/14. At all levels, the file is somewhat lower in denied locale than the national normal in 2012/13.

Despite the fact that there has been change in both GER and NER, accomplishing widespread elementary education (MDG 2) requires that advancement in access and consummation of academic training to advantage the poor and generally hindered kids. These youngsters who are out of school or at the verge of dropping out of school even before they reach 5th or 6th grade, as well as the kids for whom quality education is minimal are usually from less financially supportive homes (UN Millennium Project, 2005).

Figure 1



Source: Ministry of Education, 2010.

NER in primary school at the national level increased from 81 per cent in 2006/07 to 88.5 per cent in 2008/09 and remained at that level in 2009/10 (see Figure 1).

2.3.1 Factors that affect enrollment and retention rates

In most developing countries, the following are some factors that affect primary enrollment and retention rates. The first component is contrast by family earnings. In each nation finishing rates are mostly amidst youngsters from poor families. Additionally, the education wage hole worsens

sex differences. Young ladies from poor family units record low levels of accomplishment in numerous nations (Bruns, Mingat, and Rakotomalala 2003). Notwithstanding, in a few nations the fundamental purpose behind low instructive accomplishment is that kids do not enlist in school. Yet, in different nations, enlistment might be verging on widespread, yet high redundancy and drop-out rates lead to low fulfillment rates.

Utilizing family study information from the Demographic and Health Surveys in 35 creating nations, Filmer and Pritchett (1998) and Filmer (1999) discovered confirmation of differentials in school enlistment and accomplishment by wage levels. They found the accompanying examples:

- The distinction in school fulfillment by pay levels is moderately little in a few nations and to a great degree substantial in different nations.
- In nations with the most minimal normal enlistment and fulfillment rates (nations in Western and Central Africa and South Asia), first grade enlistment rates are low among poor people.
- Among nations with high training midpoints achievement, all poor youngsters enlist in first grade. But, these kids will probably drop out of school, after only maybe a couple years of tutoring at times. In these nations (counting most Latin American nations), fruition rates are much lower than enlistment rates.
- Education differentials by wage fuel sex divergence, particularly in Sub-Saharan Africa. Over the creating scene, kids who are not in school are frequently the poorest and generally disconnected. All-inclusive and fair access to quality fundamental education requires formulating procedures to come to these underserved populaces (Benbow et al, 2006).

Second is the contrast amongst urban and rustic settings. In numerous nations, the country urban training hole is the most essential element clarifying education differentials. In Mozambique, normal accomplishment rate is 26 percent; however the country's fulfillment is only twelve percent. Likewise, educating youngsters who are handicapped is an issue. Around forty million of the world's out-of-school kids are physically disadvantaged. Under 5 percent of these kids are approximated to finish elementary school, and most never enlist or drop out ahead of schedule. The academic training Goals unmistakably can't be met without coordinated and educated endeavours to get to youngsters with incapacibilities. Most physical incapacibilities are not noticeable. They consist of vocal and learning challenges, tangible, and emotional affliction. Kids likewise experience the ill effects of HIV/AIDS and other incapacitating illnesses. Indeed, even youngsters with minimal incapacibilities are more averse to go to class, and will probably drop out even if they go to school. Left without an education, they are doubly incapacitated (UN Millennium Project, 2005).

The above elements demonstrate that low finishing and consistency standards are among youngsters from poor homes, the helpless and kids from underprivileged localities. It is consequently vital to discover answers for these components all together for the achievement of universal primary education.

2.4 MDG 2 and Universal Primary Education in Ghana

The innate acknowledgment in the objective of widespread education that the means to fundamental education is in itself a human right, and an imperative piece of people's ability to live the way they esteem (UN Millennium Project, 2005). Basic education is fundamental to comprehensive development, value, social change and economical improvement. By enhancing

proficiency rates, human capital will be improved, which will prompt expanded employability of the work power. As a consequence of the great interest in essential education, most nations have accomplished all-inclusive basic enrolment; thus, the continent is required to accomplish MDG 2. Though gradual, the net admission rate is marginally expanding, and the kids enlisted at the right age in the first level are liable to achieve the last level of elementary school (MDGs Report, 2014).

Generally, the level of academic involvement and achievement is fundamentally making strides. 25 of the 39 African nations (i.e. 64 percent) with information have accomplished net enrolment proportions of 80 percent or above, and are on track to accomplish the MDG 2 targets. These accomplishments have been made feasible through economical open venture to build cooperation while executing maintenance arranged activities (school bolstering programs, money exchanges, and so forth) for young ladies and impeded youngsters (Ibid).

Ghana from 1951 has and notably after autonomy in 1957, has made vital improvements in its education structure. The structure currently, is the outcome of utmost plans in education taken up by both the present and past governments. A part of the laws, technique records and reports, like the FCUBE Program (1996) have assisted in meeting the academic needs and objectives of the masses (UNICEF, 2007). In order for Ghana to achieve MDG 2, the government's obligation with regards to attaining its education targets has demonstrated in the following strategies and articles:

1. Ghana Poverty Reduction Strategy 2002 – 2004 (GPRS I, February 2002)
2. Education Sector Policy Review Report (ESPRR, August 2002)

3. Education Sector Review (ESR, October 2002) and the Government's White Paper on the report (2004).
4. Meeting the Challenges of Education in the 21st Century. (The report of the President's Commission on Review of Education Reforms in Ghana, ERRC, October 2002).
5. Education for All (EFA, UNESCO, Dakar, 2000) – international paper
6. The Education Strategic Plan (ESP) covering 2003-2015

In 2006, Ghana began the usage of its second Growth Poverty Reduction Strategy. The GPRS II is particularly centered on improving Ghana to the status of an average earning nation by 2015. Building up its HR is one of the three principle fields of the GPRS II, underlining the formation of skillful labour for improvement of the nation whereby academic training clearly assumes a critical part.

Furthermore, resolved to enroll many youngsters into school, the Ghanaian Government, in the FCUBE program in 1996, incorporated a cost dividing plan to cater for non-educational charges, under which guardians were required to shoulder restricted costs. Essentially, no kid is to be dismissed for non-settlement of fees, yet the programme did not work. In spite of the fact that schools in Ghana have high enrolment rates as compared with some other African nations, a continuous 40% of kids somewhere around six and eleven years old stayed out of school from 2003. One of the primary reasons why these youngsters did not go to class was that their folks couldn't pay the fees taxed by the schools. Regardless of the strategy of non chargeable educational cost in elementary schools, numerous areas charged tolls as a method for raising money and for instance, for school maintenance. This prevented children, particularly girls from deprived homes to go to class (UNICEF-Ghana, 2006).

In this way, to achieve the MDG objectives for academic training and national goals stated in the 2003-2015 Education Strategic Plan, the Government has stepped forward by canceling all expenses charged by schools and furnishing schools with a little allowance for every pupil enlisted. The system was initially steered (with World Bank assistance) in Ghana's 40 most denied regions in 2004. General admission increased by an admirable 14.5%; increase in admission for pre-school were especially notable (more than 36%). This achievement led to the embracement of what is called the 'Capitation Grant' framework in mid-2005. Under this framework, each open kindergarten, basic school and JHS gets a stipend of about \$3.30 (30,000cedis) per student every year. Schools are not allowed to charge any expenses to guardians (Ibid). Even though the charging of fees was cancelled, dropping out in basic education still remains a great setback (MDGs Report, 2014). Nonetheless, with the cessation of school charges, Ghana effectively tackled the hardship problem to education yet attending to the remaining socio-cultural setbacks and getting to the deprived will require extra measures (UNICEF-Ghana, 2007).

Significant steps have been made in the nation towards swelling the figures of young ladies going to basic school. In 1997, a Girls' Education Unit was built as a component of the Basic Education Division of the GES to see to the execution of exercises identified with young ladies' education.

UNICEF also added to these outcomes with help to 15 locales with most minimal GPI to enhance admission and maintenance of young ladies. The female admission numbers in Upper East and Upper West developed by 31.4% and 26.1% individually contrasted with the national mean of 12.8%. The nullification of school charges in all basic schools in 2005, directly affected

young ladies' enrolment rates. Temporary information demonstrates a change in the Gender Parity Index for Primary Gross Enrolment from 0.93 in 2004/05 to 0.95 in 2005/06. Regardless of these positive patterns, the nation is not ready to attain the MDG focus of accomplishing sexual orientation equality. A few districts of Ghana experience huge spaces between the young men and young ladies in school.

From above, it is evident that the Government of Ghana even before the Millennium development goals made the necessary efforts to make universal primary education accessible to all. In spite of these efforts by government, there are children who still haven't acquired primary education and most of these children happen to be girls.

2.5 Factors hindering the Achievement of MDG 2 in developing countries

According to Lewis (2004), it is necessary to evaluate why education schemes usually fail to work. To her, in a lot of nations, systems are plagued by inconsistencies, poor management, excessive spending and investment that are unresponsive to local needs and preferences. The following are some of the reasons why education systems often fail to work.

Poor management

State funded academic training frameworks are among the most troublesome of all frameworks to oversee. They include many ordinary exchanges—amongst pupils and instructors, guardians and schools, school chiefs and executives at numerous levels—that are difficult to judge and difficult to oversee. Precisely what is to be observed is not straight forward. This blend of a greater figure of exchanges and low specificity (Fukuyama 2004; Pritchett and Woolcock 2002) makes administration troublesome.

Teacher absenteeism

In an investigation of educator non-appearances in 9 nations and 19 Indian states, Peru had the most reduced instructor non-attendant rate (11 percent) and Kenya and Uganda had the most elevated (27–28 percent) (Alcazar and others 2004; Chaudhury and others 2004). A comparable investigation of Indian state funded schools observed that better educators who lived distant away and senior instructors will probably be truant (Alcazar and others 2004). Educators stayed on school premises for four hours, instead of the endorsed six, and for unknown reasons, they don't go to class at all for about 33% of the school year (PROBE 1999).

Bribery

In national debasement reports, interviewees recognized academic training as the most or among the most degenerate areas in Azerbaijan, Colombia, Kazakhstan, the Kyrgyz Republic, Moldova, the Slovak Republic, and Tajikistan. The issue comes from lethargy of authorities, including educators; emphasis on pay off to complete anything, including accessing school; and poor budgetary administration. Remuneration takes numerous structures. In Ghana 19 percent of families paid something to get their kids into elementary school (World Bank and CDD 2000).

2.5.1 Factors hindering the Achievement of MDG 2 in Ghana

Although there are systems in place towards the accomplishment of MDG 2 in Ghana, the Government of Ghana itself surrenders that "in spite of the fact that enrolment is expanding at all levels of education in Ghana, enrolment at the basic level have not been expanding adequately to meet the objective of Universal Primary Completion by 2015" (Ministry of Education Report, 2006) a few difficulties still persevere. The following are a portion of the variables ruining the fulfillment of MDG 2 as per the report.

Inadequate infrastructure and basic tools

Numerous schools especially at the basic level in country don't have satisfactory classrooms, equipments and course readings for acquiring knowledge, thus, undermining the nature of academic training in these zones.

Low morale and commitment of teachers

Poor states of provision for educators with respect to different callings (regardless of endeavours by government to enhance provisions for educators), keep on dampening the assurance of educators particularly in government funded schools, have a tendency to undermine the nature of academic training.

The difficulty associated with teacher postings and retention

A lot of educators including newly trained ones normally do not want to accept postings to deprived zones in the country. Those who welcome such postings do not normally want to stay beyond a year or two. This results in the rural-urban variation in the quality of education as reflected in the disparity in performance of students at BECE and WASSSCE.

Shortage of teachers

Insufficient qualified teachers have significantly affected quality basic academic training to the youngsters at the basic level (6-11years). Obtainable data demonstrate that educator accessibility and distribution stays unresolved, particularly in rustic and denied places. In some situations, an educator was required to handle 100 or more pupils.

Repetition and drop-out rates

Other main pointers which can influence the accomplishment of MDG2 are advancement, reiteration and drop-out rates. Over all government supported basic class, the normal rate of advancement, reiteration and drop-out in 2005 and 2006 were 90.85%, 6.0% and 3.2% separately. In the event that this pattern proceeds with, it implies that 3.2% of students (perhaps higher) won't finish school, hence influencing the achievement of MDG 2.

Economic and Socio-Cultural Practices

Socio-cultural conventions can likewise affect enlistment figures, especially of young ladies. These involve existing conventional opinions, beliefs and practices towards the part of young ladies in societies and groups, and also the opportunity cost of taking young ladies to class. In the Northern part of Ghana, for example, the act of taking young ladies to reside with a close relative renders numerous young ladies as school drop outs. These close relatives keep these young ladies in the house to assist them in their money fetching trades. Some of these close relatives, particularly the old ones, may likewise be excessively poor, making it impossible to pay for the training of such young ladies. Most at times, there is an imbalance between school timetable and family obligations (e.g. getting water, gathering kindling, cooking, taking care of younger kin and indisposed relatives) which leads to high dropout rates among school going kids.

Likewise opportunity cost can be a purpose behind guardians not to send their kids to academic institution. Kids are normally anticipated to help with cultivation, shepherding, and other money making ventures in such places as market and roadsides. Usually, when a decision must be made between tutoring for young ladies and need for their assistance at home or in a money fetching

business, the young ladies' education is forfeited. The question therefore is how can the factors hindering universal primary education be curbed?

2.6 Measures to help attain Universal Primary Education over the years

Research and analysis demonstrated that, the development rate at the national level in elementary schools focuses on challenges ahead in the accomplishment of UPC by 2015, unless an extraordinary methodology is embraced to come to the less accessible. There was, in this manner, the need to receive a system that is adaptable and can get to huge quantities of kids in "difficult to get to territories" including urban ghetto regions or youngsters who need to perform different obligations other than tutoring and kids living in under-served zones (UNICEF, 2007).

As per the ADEA biennale (2006), Complementary training programs which are composed particularly to expand the span of formal civic tutoring in advancing nations to benefit those that are most deprived or remote zones will best provide for this need. Effective supportive schemes influence group attention, assets and administration capacities with the practical, advancement and authoritative abilities of universal, nearby and legislative accomplices to make schools that expand the entrance, fruition and learning of neighborhood kids in underserved ranges.

In Ghana, since the mid-1990s, few associations like School For Life (upheld by DANIDA), have steered integral fundamental training programs in the three northern areas of the nation for kids somewhere around 8 and 12 years old who don't generally get essential tutoring.

The huge traits of the School for Life program incorporate (UNICEF, 2007):

- concentrate on youngsters between the age of 8-14 years (half ought to be young ladies)

- All societies with supportive schools gave their own instructors. Instructors are occupants from the group who opt to take the necessary steps and are proficient in the dialect of the group (Top priority given to ladies)
- Use of primary languages as both proficiency dialect and medium of direction
- Capable society contribution
- Allow youngsters to keep up day by day obligations and to add to ordinary exercises in the groups
- Use of grade school classroom toward the evening or whatever other reasonable spots

The quantity of students coordinated into general society framework was 8,940. The young men were 5,254 and the young ladies were 3,686 (Bagbin, 2006).

- High enrolment rate: inside the period 1995 to 2004, the aggregate turn out of kids enlisted in SFL schools in the Northern part of Ghana. In 1995, the quantity of understudies enlisted amid the initial period of the undertaking was 2,422 (1,405 young men and 1,017 young ladies. In 2004, the admission number increased to 10,959 (6,373 young men and 4,586 females) spanning 10 areas. The admission development rate listed somewhere around 1997 and 2004 was along these lines 10.5% (10.75 for young men and 10.2% for young ladies).
- High transformation rates: the transformation rate in SFL schools in 1998 was 66.5% (59.5% for young men, 76.3% for young ladies). In 2004, the rate expanded to 80.7% (85.5% for young men, 83.4% for young ladies). The watched development rate was 4.1% (6.25 for young men, 1.5% for young ladies). The SFL framework hence demonstrated a higher development rate than general society elementary schools, whose rate appeared to have stagnated.

2.6.1 Rationale for Complementary Education programme

According to the UNICEF (2007) report, the rationale for establishing the Complementary Education programme is as follows:

Long distances to school

Proof from School Mapping done in the 9 locales of Ghana; demonstrate that a few kids drive long separations to class. In the Afram Plains District of the Eastern Region (Afram Plains Mapping Report, 2002), a few youngsters drive 7 kilometers every day to class.

Hence, making it hard for youngsters to go to class. It is likely to arrange a corresponding education agenda to set them up to class later when they are matured enough to walk the long stretch to class.

Over-aged children

Greater part of matured drop-out youngsters, particularly young ladies, finds it hard to go back to school as a result of the quota of years they will need to spend in school. Furthermore, they find it "humiliating" being seated in the same class with kids much more youthful than they are. The CE program can be utilized to set up the grown kids and put them in upper classes to be with their peers.

Reducing opportunity cost of education, especially for girls

A key factor as per the School Mapping reports cited initially, for youngsters not schooling is that, they are expected to help their families embark on domestic obligations or in family business. In the Builsa area of Upper East Region, the vast majority of drop-out kids are engaged in shepherding whilst in Pru District of Brong Ahafo Region and the Afram Plains locale of the Eastern Region, the greater part of the drop-out youngsters in settings along the Volta Lake are

engaged in fishing. Their folks are normally hesitant to discharge them to devote 8 hours a day at school. Additionally, the greater part of these young men are matured and can't be made to begin grade one. Also, it's likely to utilize CE to lure them to school. The school mapping report on the Afram Plains area demonstrates that such kids insist they can go for lectures in the evenings for around 3 hours daily. Their folks likewise reported that they could discharge their youngsters for those periods.

However, the Complementary education scheme had some challenges which made the attainment of Universal Primary Education difficult. These challenges include:

- it's hard to guarantee a good supportive fundamental education considering the monetary, physical and HR crevices, particularly for kids of deprived areas
- Ensuring dynamic group interest (in observing participation, guaranteeing access of the most helpless youngsters (comprising kids who are handicapped)
- Defining a positive course of events for the project (as this is an interim answer for existing issues) and guaranteeing that it doesn't turn into a lasting project running in equal direction to the formal training framework.
- Provision of sufficient funding for the project.

In conclusion, even though activities such the School Feeding Programme, Capitation Grant and the Complementary Education Programme were instituted in order to facilitate the attainment of Universal Primary Education, a number of factors such as inadequate teachers and teacher absenteeism, cultural practices, accessibility to schools and financial problems still remain hindrances to the achievement of Universal Primary Education in the country. It is therefore important to assess the achievements and challenges of MDG 2 in the Yilo-Krobo district in order for the appropriate stakeholders to curb these challenges.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction

This study will be situated in the theory of human development. The theory of human development has three components namely socio-economic development, cultural change and democratization. Socio-economic development increases peoples' choice by giving them with personal resources; cultural change gives rise to greater emphasis on self-expression values that lead people to give higher priority to having autonomous choice in society; and democratization provides people with increasingly effective rights, giving legal guarantees for human choice in politics. Human development is about creating an environment in which people can develop their full potential and live productive lives in accordance with their needs and interests. The human development approach was developed by a group of economists called Armatya Sen and Mahbudul Haq in the 1980s.

The most fundamental component, socioeconomic development, reflects a set of closely linked changes including productivity growth, improving health and life expectancy, increasing material prosperity, expanding education and communication, and increasing social complexity. This indicates that, education form an important aspect of human development. Education is one of the most influential tools known for reducing poverty and inequality and for laying the basis for sustained economic growth, sound governance, and effective institutions. Thus, education is an important force needed for the achievement of the other MDGs. It is therefore very vital to assess

the progress, challenges and find solutions to the factors hindering the achievement of MDG 2 in Ghana, specifically at the district levels.

3.2 The Human Development Theory

The human development process is one of enlarging people's choices. It focuses on three essential components: a long and healthy life, knowledge, and "access to resources needed for a decent standard of living" because, "If these essential choices are not available, many other opportunities remain inaccessible," (UNDP 1990) in the words of Paul Streeten (1994: 232). Sen (2000a: 17) described human development as "an illuminating concept that serves to integrate a variety of concerns about the lives of people and their well-being and freedom."

Human Development Index (HDI) is a measure of human development that combines proxies for three important human capabilities: health, education, and a decent standard of living. Health is represented by life expectancy, education by literacy and school enrollment (the literacy and school enrollment indices are combined in weighted average as the education index), and standard of living by GDP per capita.

Education, in my opinion is the most important of three capabilities. This is because good health hygiene can be practiced by people who have acquired basic education and understand the importance of how to live a healthy life. Also, most people who live a decent standard of living are those who have received some form of education. This indicates that education is a necessity for a good and quality life. Therefore, everyone needs to have access to education especially primary education.

This is why the Government of Ghana has made several efforts to achieve universal primary education through the school feeding programmes, capitation grant and free school outfits. Despite these efforts, primary education incompleteness still persists. It is therefore important to identify the causes of the primary education incompleteness as well as the progress of Government to attain the goal of Universal Primary Education. That is why this study seeks to assess the achievements and failures of MDG 2 (Achieve Universal Primary Education) through the questions below.

3.3 Research Questions

In order to find solutions to the research problem, the study will be guided by the following research questions:

1. What has been the trend of completion and incompleteness of primary education of the children in the Yilo-Krobo district?
2. What are the main causes of the incompleteness of primary education in the district?
3. What has been the progress toward achieving the MDG 2 target in the district?
4. What socio-cultural factors hinder the achievement of MDG 2 target in the Yilo-Krobo district?
5. What strategies are required to achieve the MDG 2 in the district?

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

This chapter provides in details the methodology used for the study and the profile of the study area. This includes the research paradigm, study design, population and sample size, sources of data, sampling methods, administration of instruments, methods of data collection and limitation of the study.

4.2 Research Paradigm

The research was conducted using the qualitative research approach. Qualitative research is concerned with the opinions, experiences and feelings of individuals producing subjective data. Qualitative data are collected through direct encounters with individuals, through one to one interviews or group interviews or by observation. Also, qualitative sampling techniques are concerned with seeking information from specific groups and subgroups in the population (Hancock, 1998).

Qualitative techniques such as In-depth (face-to-face) interviews and focus group discussions were used to gather qualitative data. These techniques were used to get the opinions, experiences and suggestions of the subjects in the case study. Even though the study was mainly qualitative, some quantitative methods were used to analyze the trend of incompleteness in primary education over the past years in the district.

4.2.1 In-Depth Interviews

Face-to-face interviews are a form of in-depth interviews that provide an opportune encounter for the researcher to interview people with special knowledge on the topic of consideration. The interviews were used to access participants' views and understanding on the importance of primary education, reasons for incompleteness and suggestions on how to curtail the problem of incompleteness. An interview guideline was used to keep participants within the confines of the objectives of the study. This ensured that the required questions are asked while respondents give their thoughts and perception on the topic. Nineteen (19) participants were engaged in the face-to-face interviews.

4.2.2 Focus Group Discussions

Focus group discussion (FGD) is a unique qualitative research technique in which participants are informally interviewed in a group of 6-12 in a room with a moderator who ensures a free, open discussion by all group members. Members of the group should be homogenous excluding close friends and relatives (Neuma, 2007). The hallmark of focus group discussion is the clear-cut use of group interaction as data to explore insights that could otherwise remain hidden. The interaction is based on a carefully planned series of discussion on topics set up by the researcher who takes notes and records information given out by the participants during the group interaction. Participants are encouraged to talk to one another, ask questions, exchange anecdotes and comment on one another's experiences and points of view. Although the moderator initiates the topics for discussion and thus exercises a certain control over what is to be discussed, she does not offer any viewpoint during the talk-in-process session (Krueger, 2002; Debbie, 2006).

Focus Group Discussions (FGD) have advantages when gathering information on people's talk, exploring opinions, norms, values, experiences and practices, wishes and concerns. The social interaction of people and group dynamics help people in a FGD to build on each other's answers and give new insights on the topic to the researcher. Because participants build on each other's ideas and question each other, they generate more data within the same time than individual interviews (Beyeza-Kashesya, 2010).

A total of three FGDs were conducted for the study. Each group consisted of twelve (12) members and the discussion lasted for about sixty minutes. The participants were parents of children between 6 and 15 years still in school, parents of children who dropped out and the dropped out children themselves. This together with the face-to-face interviews and records on primary education in the district provided the needed data for the study.

4.3 Study Design

The research design was a case study. A case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles. A case study can enable readers to understand how ideas and abstract principles can fit together (Yin, 2009:72-73: cited in Cohen et al, 2013). Thus, case studies investigate and report the real life, complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance (Cohen et al, 2013). This allowed the researcher to have a detailed study of the entire district as a unit for an extensive data. A case study method was particularly useful in this study to explore and validate the study area in its natural environment. A case study design again allowed the researcher to carefully select a few key informants to study them in detailed and in a specific context to obtain good

qualitative data to achieve the aims of the study. An advantage of the case study approach is the close interaction between the researcher and the participants, which enables participants to tell their stories. Through these stories the participants are able to describe their views of reality and this enables the researcher to better understand the participant's actions (Lather, 1992: cited in Baxter and Jack, 2008).

4.4 Sources of Data

The study made use of both primary and secondary sources to gather the required data for the study. The secondary data included documented project analysis records of the district on education, the internet, journals and the MDGs reports. The secondary data was also used by analyzing quantitative data of the trends of primary school incompleteness in the Yilo-Krobo district between the years 2010-2015. The primary data was taken from a sample of fifty-five (55) participants. Nineteen (19) participants were engaged in face-to-face interviews, they included the district director of education, the district chief executive, the officer in-charge of the schools selected, the district's school coordinator, one head teacher and two teachers each from five (5) selected public schools. Thirty-six (36) participants were used for the focus group discussions.

The participants, who engaged in the face-to-face interviews, were selected purposively since the researcher's intention was to interview participants who have knowledge and work in the area of education to get specific results or outcome. Participants were identified after obtaining a written consent from the district education office to the various units where the participants work. A verbal consent was sought from each participant, which was followed with an interview guide to prepare them for the interview.

With the exception of the district director of education, the officer in-charge of the schools selected the district's school coordinator and the district chief executive, the head teachers and teachers were selected from the five (5) randomly selected public schools in the district. The parents of children between 6 and 15 years still in school, parents of children who dropped out and the dropped out children themselves were also randomly selected with the help of the head teachers and teachers for the focus group discussions. Three focus group discussions with twelve (12) members each were conducted to gather more data.

Records of primary education incompleteness before the inception of the MDG 2 were also understudied and this data was used as a baseline situation of primary education incompleteness cases within the district. These were used as a stand point against the years 2010-2015 to determine whether there are trends, achievements, and challenges of the MDG 2 in the district or otherwise.

4.5 Population, Sample and Sampling Procedure

The population of the study included all district education workers, workers of the district assembly, the head teachers and teachers of the schools in the Yilo-Krobo district. The study also included parents of children between 6-15 years who are still in school, parents of children who have dropped out of school and the school dropouts themselves from five (5) randomly selected public schools.

Samples of fifty-five (55) participants were selected from the population above by means of purposive and random sampling techniques. The purposive sampling technique was appropriate for the selection of the district chief executive, the officer in-charge of the schools selected, the district's school coordinator and the district director of education out of the workers in the

education sector of the district because of their expertise in the topic under study. The random selection technique was appropriate for the selection of head teachers, teachers, parents of children between 6-15 years who are still in school, parents of children who have dropped out and the school drop outs themselves because it ensured a fair representation of the population.

Out of the fifty-five (55) participants, nineteen (19) participants were involved in the face-to-face interview. This included the district chief executive, the district director of education, the officer in-charge of the schools selected, the district's school coordinator, five (5) head teachers and ten (10) teachers from five randomly selected public schools.

Thirty-six (36) participants were selected randomly to form three focus groups discussions. Each group consisted of twelve (12) members each. One group included parents of children between 6-15 years in school; another group was parents of children who have dropped out and the last group was the drop outs themselves.

The five public schools were randomly from the district capital (Somanya) because it will give a fair representation of the people since high percentages of all the tribes in the district live in the district capital. Public schools were chosen for the study because they benefit from the Government's Capitation Grant, School Feeding and Complimentary Education Programmes. The head teachers and teachers from these five (5) schools were interviewed because they keep the records of the school children and have the data of those children who dropped out over the years and those children still in school.

The members of the three (3) focus group discussions which included parents of children between 6-15 years in school, parents of children who have dropped out and the drop outs

themselves were randomly selected from a list provided by the head teachers of the selected schools. At least two (2) members of each group were randomly selected from the list provided by the head teachers of the five public schools.

4.6 Administration of Instruments

The face-to-face interviews, focus group discussions, and archival analysis were the tools for data collection. Three sets of interview guides were used for the data collection. One set was used to interview the district chief executive and the district director of education. The second set was used to interview the head teachers and teachers from the following selected schools; Yilo-State Basic School, Somanya Presby Basic School, St Peter's Roman Catholic School, Somanya Methodist Basic School and Azza M/A Basic School. The third set was used to interview the parents of children between 6-15 years who are still in school, parents of children who have dropped out of school and the dropouts themselves.

The administration of the research instrument was done immediately letters of introduction were obtained from the University of Ghana Political Science Department and given to the District Chief Executive and the District Director of Education. The consents of the participants were sought before the start of the interviews. The data were collected from the 12th of February, 2016 to the 11th of March, 2016. Four weeks were used for the entire process of which one week was used for the three focus group discussions and three weeks were used in conducting the nineteen (19) face-to-face interviews.

4.7 Methods of data collection

The face-to-face interviews and the three focus group discussions were done with an interview guide designed to keep participants within the confines of the objectives of the study. Purposive sampling technique was used to recruit human subjects since the intention was to interview particular participants to get specific results or outcome. The purposive and random sampling techniques were employed to recruit the participants for the entire study. The purposive sampling technique was for the selection of participants for the face-to-face interviews that involved education personnel and the random sampling technique was used for the three FGDs. This was done purposively at the various schools where the research took place to enable the researcher to have diverse views. The face-to-face interviews were by appointments with the various officers after the purpose of the study has been explained and a copy of the instrument given to them. Each of the participants was quizzed for an average of forty-five minutes. The interviews were recorded by means of an audio recorder and notes were also taken alongside by the research assistant who was trained by the researcher to assist in the data collection. The principal investigator was the moderator for all the interviews conducted for the study. This was followed by the three FGDs which took place at two selected schools. The head teachers and teachers of the selected schools helped with the recruitment of parents and children for the FGDs.

Appointments were then booked for the FGDs at the two selected schools namely Somanya Presby Basic School and St Peter's Roman Catholic School with a moderator who is a teacher and is vested in the local dialect (Dangme) of the study area. The Akan language was also allowed during the discussion. Participants were allowed to voice out their views in turns to avoid only a few dominating the discussion. This was done for sixty minutes in each of the three

FGDs, which were recorded. Notes were taken alongside by the research assistant who also speaks the local dialect of the study area to complement the audio recordings.

The first two FGDs were held at the Somanya Presby Basic School and the medium of communication was Dangme and the third FGD took place at the St Peter's Roman Catholic School and both the Akan and Dangme languages were the medium of communication. The audio recordings were played and transcribed accordingly after the discussions. The fifth week was used to review the annual reports of the Yilo-Krobo district to examine the trend of primary education incompleteness from 2010-2015. The review of the reports took five days where the researcher read through the annual reports to study the trend of primary education incompleteness.

4.8 Data Management

The data generated from the face-to-face interviews and FGDs from the field were transcribed and translated from the local language to English language based on the interview guide, audio recordings as well as notes taken by the principal researcher and research assistant. Relevant information from the transcription was categorized into themes based on the objectives of the study and analyzed descriptively.

4.9 Limitation of the study

The study was limited by the time period. The time was inadequate and therefore did not permit the researcher to recruit more people into the study. It was also limited by the use of only non-probability sampling since it makes it difficult for more people to be part of the study. The study however could not be generalized since it is an in-depth study of only the Yilo-Krobo District and the design also did not allow for generalization. Also, the study was limited by financial constraints of the researcher since the researcher did not receive any funding for the study, but

paid money to recruit participants for the FGDs. Finally, language was a barrier since the researcher could not speak the local dialect of the people who were used for the first FGDs. The language barrier was overcome by employing a colleague researcher who speaks the local dialect of the study area to transcribe the FGDs in accordance with the interview guide and audio recordings and the notes taking by the research assistant.

4.10 Ethical consideration

Permission was sought from the District Director of Education Service of the Yilo-Krobo District, the heads of the selected schools in the Yilo-Krobo District, the Chiefs and various opinion leaders in the entire district where the study was conducted. Besides, verbal consent was sought from the face-to-face interview participants before the data collection instruments were administered and confidentiality was ensured. In addition an informed written consent was considered among parents and children before engaging them in the study.

4.11 Profile of the Study area

The study took place in the Yilo-Krobo district of the Eastern Region. This profile data was accessed from the Ghana Statistical Service Report, 2014.

4.11.1 Location and size

The Municipality shares common boundaries with Lower and Upper Manya Krobo Districts to the North and East respectively. To the South, the Municipality shares boundary with Dangme West and Akwapim North Districts. In addition, the Municipality shares boundaries with New Juaben and East Akim in the south-west. The Municipality also shares its western boundary with Fanteakwa District. It lies approximately between latitude 60.00'N and 00.30'N and between longitude 00.30'W and 10 .00'W. The Municipality covers an estimated area of about 805 square

kilometers, constituting 4.2 percent of the total area of the Eastern Region. The Municipal Capital, Somanya is approximately 45 km from Koforidua and 50 km from Accra, the nation's capital.

4.11.2 Political Administration

The political-administrative head of the Yilo Krobo Municipality is the Municipal Chief Executive. The Chief Executive is responsible for the performance of the executive functions of the Municipality as a chief representative of the central government at the grassroots. He works with the Municipal Coordinating Director (MCD) who is the head of the day to day administration of the thirteen (13) decentralized departments. The Municipality is resolved into one (1) constituency and Forty-Four (44) electoral areas. There are seven (7) Zonal Councils and forty-four (44) Unit Committees.

4.11.3 Languages and Ethnicity

Dangme is the dominant language spoken in the Municipality because of the predominance of the Krobos which is one of the Dangme speaking tribes. Other languages spoken are the Akwapem, Twi, Ewe and Ga which are in the minority.

4.11.4 Traditional Administration

The Yilo Krobo Traditional Area is divided into six (6) chieftaincy divisions and one paramountcy headed by the Konor. The divisions are: Bornya, Plau, Bunase, Nyeweh, Ogame and Okper. The six divisional chiefs have their ancestral homes on the Krobo Mountain which has a lot of tourism potential.

4.11.5 Festival

The chiefs and people of Yilo Krobo in November each year celebrate Kloyosikplemi festival to pay homage to their ancestral home on the Krobo Mountain. This festival attracts a lot of people into the Municipality during the period. The Krobos also practise the Dipo rites usually held in March and April. Being a widely celebrated festival, it includes the preparation of special meals and the wearing of special costumes, which prove interesting to tourists. The rites usually take three days.

4.11.6 Economy

The major economic activities in the Municipality are Agriculture, Services, Trading and Small Scale Industrial activities. 58 percent of the working population is engaged in agricultural activities producing mainly staple food like maize, cassava, plantain and cocoyam. The Service Sector consists predominantly of Government sector employees. Most farmers in the Municipality are into the cultivation of mangoes on a very large scale which is exported and also used locally in their raw state. There are huge deposits of limestone in the Municipality which could be mined for the production of cement and other building materials for both local and international uses. Somanya is also noted for the production of high quality beads used by traditional rulers and queens. Their use, however, is not restricted to these two groups and investors could take advantage by creating satellite beads markets.

4.11.7 Tourism

Tourists' attraction sceneries abound in the Municipality. Notable among them is the Boti Falls at Boti-Okwenya which is unique because the water falls from two angles. When the two merge, it is said that they are mating. The merging usually forms a rainbow. Within the vicinity of the

falls, there is a three-edged palm tree with a stone breast. What makes this tree unique is the three branches from the base of the tree, an extremely unusual occurrence. A total land area of 183 acres has been surveyed for the development of these potentials. There is also a Snake-like Palm Tree located at Yiwase in the Municipality. The ancestral caves in the Krobo Mountains form an ancestral home of the Krobos. The top of the mountain has a lot of natural features, including cells in which social misfits are detained.

4.11.8 Literacy and education

Of the population 11 years and above, 79.0 percent are literate (50,012) and 21.0 percent are non-literate (13,290). The proportion of literate males is higher (87.9 %) than that of females (71.0 %). About six out of ten people (57.0 %) indicated they could read and write both English and Ghanaian languages. Of the population aged 3 years and above (110,282) in the municipality, 19.0 percent has never attended school, 38.6 percent are currently attending and 42.4 percent have attended in the past.

4.11.9 Population

The population of Yilo Krobo Municipal according to the 2010 Population and Housing Census is 87,847 representing 3.3 percent of the region's total population. Males constitute 48.2 percent and females represent 51.8 percent. About seventy of the population is rural. The Municipal has a sex ratio of 93.2. The population of the municipal is youthful (47.4 %) depicting a broad base population pyramid which tapers off with a small number of elderly persons (8.7 %). The total age dependency ratio for the Municipal is 77.1, the age dependency ratio for males is higher (70) than that of females (62).

4.11.10 Climate

The Yilo Krobo Municipality is within the dry equatorial climatic zone which experiences substantial amount of precipitation. This is characterized by a bi-modal rainy season, which reaches its maximum during the two peak periods of May - June and September - October. The annual rainfall is between 750 mm in the southeast and 1600 mm on the slopes of the Akwapim ranges in the northwest. Temperature ranges between a minimum of 24.90 C and a maximum of 29.90 C. A relative humidity of 60-93 percent is a characteristic of the Municipality.

4.11.11 Vegetation

The Municipality lies within the semi-deciduous rain forest and the coastal savanna zone of the country. There is the dry semi-deciduous (fire zone) which stretches from the Municipality to the lower part of the Lower Manya Krobo Municipality. Tree types that are widespread in the Municipality include palm, mango, nim, ceiba and acassia. The coastal savanna zone in the south-eastern part forms part of the Accra plains.

4.11.12 Relief and Drainage

The Municipality is predominantly mountainous. The Akwapim Ranges stretch into the Municipality from southwest to northeast across the Municipality. With its accompanying deep valleys, it provides an undulating landscape. The low lands are in the south-eastern part of the Municipality. The rocks forming the ranges are called the Akwapim Togo Ranges. On the average, the height of the highlands in the Municipality ranges between 300 and 500 metres above sea level. There is a scarp rising up to 600 meters, which forms the boundary with the New Juaben Municipality.

4.11.13 Marital status

About four in ten (39.5 %) of the population aged 12 years and older have never married, 28.6 percent are married, 18.2 percent are in consensual unions, 7.2 percent are widowed, 2.8 percent are divorced and 3.7 percent are separated. At age 65 and above, widowed females account for as high as 60.8 percent while widowed males account for only 16.6 percent. . Among the married, 27.3 percent have no education while about 7.1percent of the unmarried have never been to school. More than half of the married population (85. 0%) is employed, 1.8 percent is unemployed and 13.3 percent are economically not active. A greater proportion of those who have never married (61.5 %) are economically not active with 4.7 percent unemployed.

4.11.14 Information Communication Technology

Of the population 12 years and above, 43.5 percent have mobile phones. Men who own mobile phones constitute 49.9 percent as compared to 37.8 percent of females. About 4.6 percent of the population 12 years and older use internet facilities in the municipality. Only 400 households representing 1.5 percent of the total households in the municipal have desktop/laptop computers.

4.11.15 Disability

About 5.8 percent of the municipal's total population has one form of disability or the other. The proportion of the female population with disability is slightly higher (6.1 %) than males (5.5 %). The types of disability in the district include sight, hearing, speech, physical, intellect, and emotion. Persons with sight disability recorded the highest of 50.9 percent followed by physical disability (28.1 %). There are more females with sight, physical and emotional disabilities than males in both the urban and rural localities. Of the population disabled, 36.3 percent have never been to school.

4.11.16 Conclusion

This study aimed at assessing the achievements and challenges of MDG2 in the Yilo-Krobo District, and to realize this general purpose, a case study design was employed to come out with a qualitative data for the study. Both the primary and secondary data were sought by the use of face-to-face interviews among key education personnel, review of archives on primary education in the district and FGDs among parents and children. Data collection commenced immediately an ethical approval was granted.

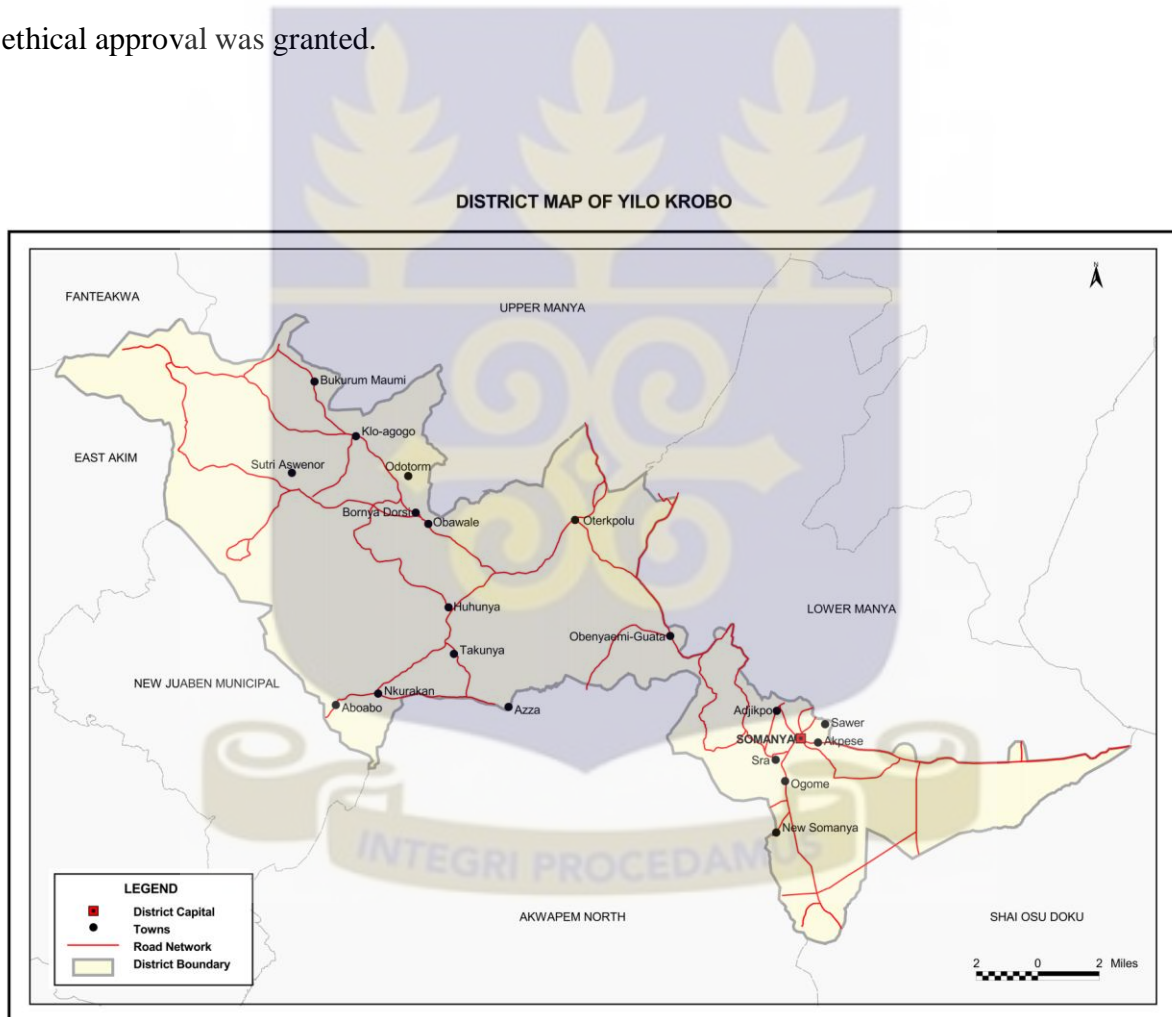


Figure 2: The Map of Yilo-Krobo District

CHAPTER FIVE

DATA ANALYSIS

5.1 Introduction

This chapter is devoted to the presentation of primary and secondary data from the field of study. It covers the analysis of data obtained from the face-to-face interviews, FGDs and the review of secondary data on the trend of primary education incompleteness in the district between the years 2010 to 2015.

5.2 Demographic characteristics of respondents

This section covers the demographics and views of respondents on primary education in the district in relation to the objectives of the study.

The age of the respondents engaged in the face-to-face interviews ranged between twenty-five (25) to fifty-eight (58) years old. Among the eleven (19) participants chosen for the face-to-face interviews, five (5) of them were less than thirty (30) years of age with at least three (3) years working experience. Four (4) of them have eleven years working experience, whereas five (5) of them have more than fifteen (15) years working experience and the last five (5) have thirty (30) years of experience and the oldest among them. The levels of education among the face-to-face respondents ranged from Post Diploma in Education to Master's degree in Education and the subjects taught by them.

Of the thirty-six (36) participants who take part in the three (3) FGDs at the SomanyaPresby Basic School and the St. Peter's Roman Catholic School, the FGD for the children included two (2) six year olds, three (3) seven year olds, three (3) nine year olds and four (4) thirteen year

olds. With the other two focus groups of parents or guardians, eight (8) of them were between the ages of twenty (25) to thirty (30) years, six (6) of them were between thirty-one (31) and thirty-six (36) years and the rest of them were above fifty (50) years. This is due to the fact that most of the pupils live with their grandparents. The majority of the participants were self-employed in the area of farming, hair dressing, dress making and petty trading with two (2) housewives. This is because; these participants had little or no form of formal education at all.

5.3 Trend of Completion

Completion Rate	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Total	81.0%	70.9%	107.1%	79.3%	79.3%
Boys	84.3%	68.3%	107.4%	83.7%	82.9%
Girls	77.5%	73.4%	106.8%	74.7%	75.5%

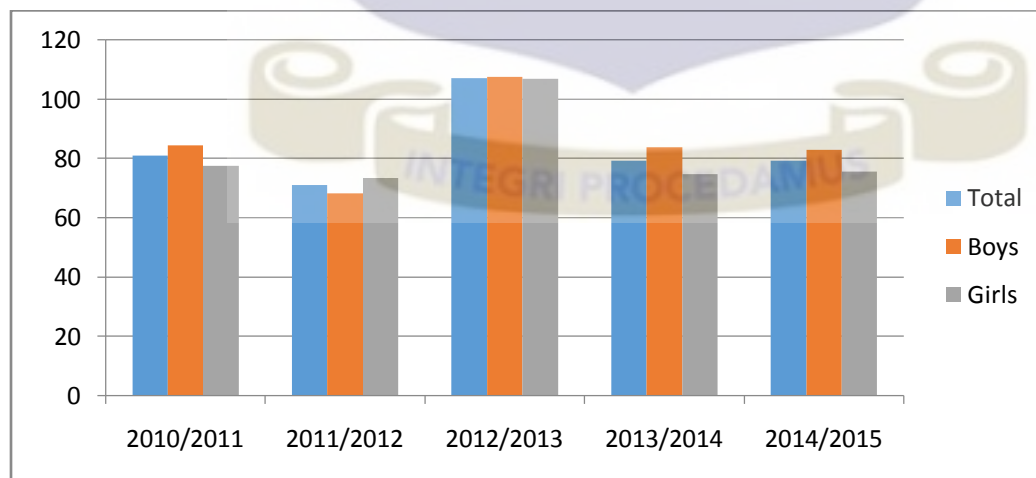


Figure 3: Completion rate trends in the Yilo-Krobo District from 2010-2015

The table and graph from figure 3 indicates that, the total completion rate declined from 81.0% to 70.9% between 2010 and 2012, but rose above the 100% mark in 2012/2013 academic year and maintained the completion rate of 79.3% between 2013 and 2015. The completion rate of boys also declined between 2010 and 2012 (from 84.3%-68.3%), rose above the 100% mark in 2012/2013, declined to 83.7% in 2013/2014 and declined to 82.9%. The completion rate of girls showed the same trend as the boys' completion rate. The trend of incompleteness is therefore, deduced from the trend of completion.

5.4 Trend of Incompletion

The figures for the incompleteness rate were calculated by subtracting the completion rate figures from 100%.

Incompletion Rate	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Total	19%	29.1%	-7.1%	20.7%	20.7%
Boys	15.7%	31.7%	-7.4%	16.3%	17.1%
Girls	22.5%	26.6%	-6.8%	25.3%	24.5%

FIELD DATA, 2016

The table above shows the figures for the incompleteness rate in the Yilo-Krobo District from 2010-2015.

This is the graph drawn using the figures from the table above, to analyze the trend of incompleteness.

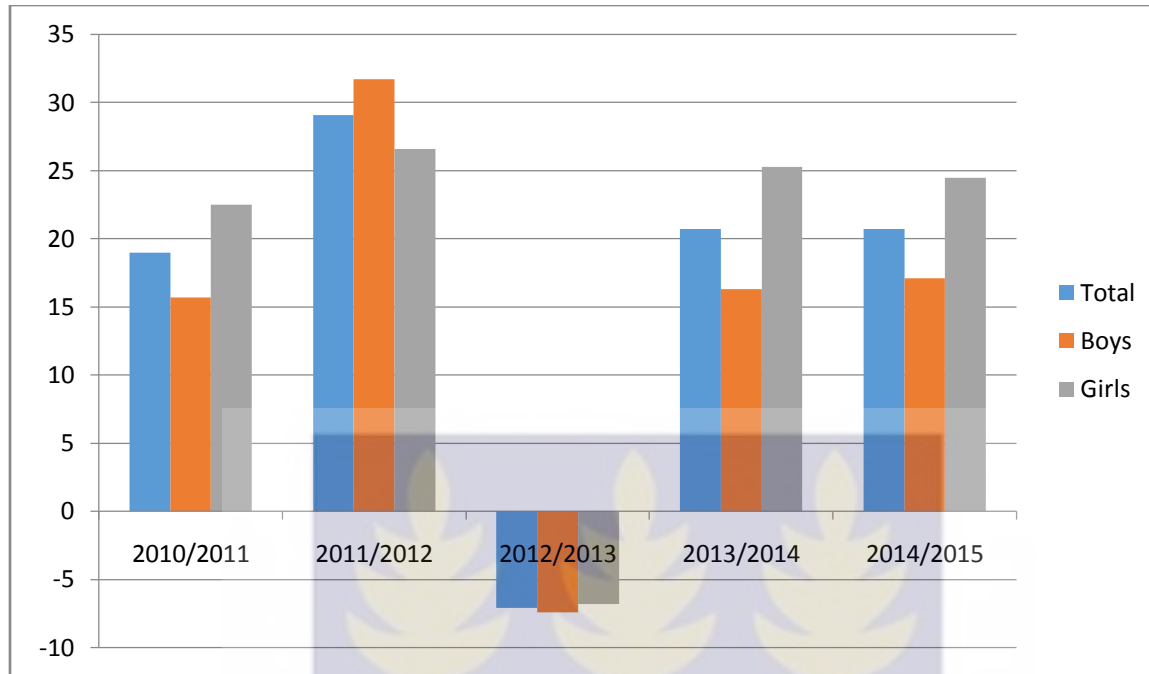


Figure 4: the trend of Incompletion of primary education in the Yilo-Krobo District

The result in figure 4 indicates the trend of incompletion of primary education in the Yilo-Krobo district from 2010-2015. The figure shows that the incompletion rate in the Yilo-Krobo district has been below 35%, meaning that the rate of incompletion is quite low. However, the 2011/2012 academic year had the highest figures of incompletion rate for the total rate, boys and girls with 29.1%, 31.7% and 26.6% respectively. The 2012/2013 academic year recorded no incompletion rate and even exceeded the 100% mark, which on the graph are in the negative region

5.5 Causes of Incompletion of Primary Education

The In-depth interviews (IDI), that is the face-to-face interviews with the district director of education, head teachers, teachers, as well as the parents and children involved in the focus

group discussions revealed that the causes of primary education incompleteness in the Yilo-Krobo district are the same as the challenges impeding the attainment of MDG 2 in the district.

5.5.1 Poverty

One of the major causes of incompleteness of primary education and a challenge affecting the achievement of MDG 2 is poverty. The interviews and focus group discussions revealed that most of the families in the district with their children attending public schools are poor and most of these children go hungry. The families can hardly afford three square meals and therefore need all hands on deck to provide for the family. The children however, drop out of school to help out in providing for their families. These are some reasons given by a parent and a head teacher:

“I cannot feed my family for even twice a day without the help of my wife and children working on the farm with me. I therefore cannot afford to have my all my children in school, I need them to help out on the farm, to provide for the entire family” (Parent, FGD 2).

“There are about ninety-seven (97) schools in the district but only thirty-four (34) schools are enrolled in the school feeding programme. Unfortunately, my school is one of those not enrolled in the programme. Some children come to school hungry and without money, this situation, forces some children to drop out of school” (Head teacher, IDI).

5.5.2 Inadequate Finances

Most of the head teachers complained bitterly about the insufficient funds given to their schools in the form of Capitation grant from the government. Without the funds, the schools cannot purchase teaching materials such as textbooks, chalk, and scientific equipment. Some of the school structures, tables and chairs are in bad shape due to inadequate funding. The Capitation grants are also not given on time for the management of the schools. According to one head

teacher, this affects enrollment of children into the school and some who are already enrolled drop out due to these bad learning conditions. In his own words:

“...there are not enough tables and chair for every pupil. They sit in twos on a desk meant for one pupil. A pupil dropped out of school and went into trading; when I asked him why he dropped out of school, he told me his time was better spent in making money than being in a school without enough learning materials and always hungry” (Head teacher, IDI).

Another head teacher also complained that apart from the Capitation grant not being sufficient, it is mostly not paid on time.

“...as at now, as in second term 2016, it is now that the capitation grant for second term 2015 has arrived. The amount given is also based on the number of pupils enrolled in the school, the more pupils in the school, the higher the schools’ capitation grant. Even the schools with many pupils still complain about the funds not being enough” (Head teacher, IDI).

Some teachers complained about the fact that they had to use their own money to purchase learning materials and even feed some students due to the insufficiency of the capitation grant and lack of the school feeding programmes in their schools.

5.5.3 Broken Homes

Most pupils from broken homes drop out of school due to the fact that their single parent cannot cater for them alone hence drop out to help them on the farms and assist in their trading activities. There is also little or no supervision by divorced or single parents on their children hence cannot monitor to see if their children are in school to learn or have dropped out to engage in other activities. Two children complained about how the separation of their parents led to their dropping out of school.

“My parents separated when I was in class two, I had to go live with my uncle since both parents moved away. When I got to class five, my uncle’s wife turned me into a house help, I do all the chores with no time to study at all. Due to this, I dropped out of school. My uncle and his wife did not bother to send me back to school; instead, I now help my uncle’s wife at her shop” (FGD3).

“After my parents divorced, my siblings and I were left in the care of my mother who couldn’t provide for us. With me being the first child, my mother asked me to leave school and help her sell farm products at the market in order to feed the family” (FGD 3).

5.5.4 Attitude of Teachers to Pupils

The negative attitude of some teachers towards pupils who are below average, these were lamented upon among some respondents who participated in the IDI especially the Officer in charge of schools. Furthermore, the majority of participants who participated in the FGDs also grieved on this same negative attitude of some teachers, which sometimes make the pupils drop out of school since they don’t feel good enough:

“To me the attitude of some teachers towards some pupils sometimes is not fair, especially to those who are below average. Instead of the teachers directing them on how to study well and being patient with these pupils as expected of them, they rather shout and frown at them. Some of the teachers normally compare one pupil to the other so far as academic performance is concerned but individuals have different capabilities” (FGD 2).

Nevertheless, some of the teachers are good and will do all that is required of them to make pupils comfortable and encourage them to learn:

“To be frank with you some of the teachers here are good and are patient with the pupils they handle especially the below average ones. They take their time to explain things perfectly to them. Some of them even go the extra mile to organize extra classes for these pupils” (FGD2).

5.5.5 Ignorance of the Importance of Education

The focus group discussions revealed that some parents and guardians do not care if their wards acquire any formal education since they did not have any:

“I didn’t go to school but I have money than some people who have acquired formal education. I therefore do not see the need to send my children to school” (FGD2).

This is one of the major challenges impeding the achievement of MDG2 in the district.

5.5.6 Pregnancy

Some girls dropped out of school due to pregnancy. Most of these girls got pregnant as a result of negligence on the part of guardians and parents and their inability to provide for these girls.

“I was living with my grandmother who didn’t care whether I go to school or eat. Out of peer pressure I got involved with a man who fed me and I ended up pregnant. I dropped out of school completely when I realized I was pregnant. My grandmother couldn’t provide for me because my parents did not send any money to her after they had separated” (FGD 3).

5.6 Conditions of School Facilities and Equipment

Most of the schools in the district are not conducive for teaching and learning. There are leakages in the roofs, cracks in the walls and the floors of schools, the lower primary (class one to three) of some schools are wooden structures with few desks, not enough for the pupils. Scientific equipment for experiments were also not enough and somehow outmoded. In addition, some of the schools do not have staff common rooms where teachers can relax after teaching and mark the exercises and examination scripts of pupils.

However, some schools also have good structures and enough teaching and learning materials for academic work.

5.7 Socio-Cultural factors hindering Primary education completion

The interviews and focus group discussions revealed only one socio-cultural practice as a cause of primary education incompleteness and therefore, a factor hindering the achievement of MDG 2 in the Yilo-Krobo district.

5.7.1 Dipo Rites

The district director of education, head teachers, teachers and some parents complained that some girls feel grown and drop out of school after they have gone through the “dipo rites”. According to the people of Somanya, The Dipo Ceremony is an initiation rite to mark the coming of age of young females in their adolescence. The Dipo celebration is seen as an out-dooring of the young girls in the community and until it is performed they are forbidden from having sex with a man or getting married. The average age for the celebration of this initiation rite has drastically reduced in the past years. In the olden days a girl must have gone through her first menstruation experience in order to qualify to be a part of this event. Nowadays however girls who haven’t attained that status are being presented by their parents for these rites to be performed.

One head teacher complained bitterly about how this rite of passage, encourage certain girls to leave school and get married:

“Three girls who were in class five dropped out of school after their initiation. When asked why, they said they were old enough to get married and start families of their own. I couldn’t convince them to stay in school because, their parents supported their decision” (Head teacher, IDI).

However, some girls continue with their education after the ceremony to completion.

5.8 Progress of Work toward the Achievement of MDG 2

The general view of the district chief executive, the district director of education, most of the head teachers and teachers on the progress towards attaining MDG 2 targets in the district during the IDI were very positive. The most cogent point among their views is the increase in enrollment since the inception of the Capitation grant and the school feeding programme as part of the strategies implemented to achieve Universal Primary Education (MDG 2).

“The main achievement made in the district since the inception of the MDGs, is the increase in enrollment at the basic schools. The inception of the Capitation grants (abolition of school fees); encouraged parents to enroll their wards who were not in school into school” (Head teacher, IDI).

5.8.1 Infrastructural Development

Also, some basic schools were built in order to make room for more children to enroll. Some schools have been fortunate to have computer and scientific laboratories built.

“The government in partnership with a United States company had procured an initial 3000 computers to fill the laboratories built in the district” (District Director of Education, IDI).

“An NGO by name Plant Technology International (PTI) at Somanya donated 40 computers with fully installed internet service to some basic schools in the district to promote the learning of ICT” (Head teacher, IDI).

5.8.2 Provision of Furniture

Tables, chairs, cupboards and desks have been distributed to some schools since the inception of the Millennium Development Goals. This has created enough room for more pupils to be enrolled.

“Twenty three (23) junior high schools in the municipality were provided with 1426 mono desks which were part of the 5000 desks (mono and dual) promised by the government to the municipality” (Municipal Chief Executive, IDI).

5.8.3 Quality of Teachers Improved

Workshops for teachers and head teachers were organized to advance their skills in ICT and modern trends of teaching. Some teachers have also been trained in the field of counseling and how to care for special pupils.

“The Government organized a managerial skill training program for Teacher Trainees Association of Ghana (TTAG) for both the Eastern and Greater Accra sectors” (District Director of Education, IDI).

5.9 Strategies Required to Achieve MDG 2 in the district

According to the respondents that participated in the IDI and the FGDs, there has been significant improvement in the area of universal primary education. However, the district is yet to achieve fully the MDG 2. The following are some strategies in their opinion that will make the district achieve the goal of Universal Primary Education.

5.9.1 Enrollment Drive

Enrollment drive means getting all children who are not in school into school. Enrollment drive can be achieved through massive education on the importance of education in various communities. Another way of achieving enrollment drive is through the inclusion of sports and culture. The inclusion of sports and cultural activities will attract children who are interested in such extra curriculum activities to enroll in school.

“The Parents-Teachers Association (P.T.A) in collaboration with the District Director of Education, should organize workshops on the need to educate children for parents and guardians” (Teacher, IDI).

5.9.2 Provision of Staff Accommodation

One of the parents from the FGDs talked on the provision of staff accommodation to enable teachers and head teachers who are posted to the district, to stay in the district.

“A lot of skilled and trained teachers who are posted to the district leave after some few weeks due to lack of accommodation. Due to this, some schools are short staffed and in effect the situation does not encourage some parents to send their children to school” (Parent, FGD 2).

5.9.3 Provision of Incentives to Pupils

There should be incentives given to pupils who successfully complete primary education. The provision of incentives such as scholarships to senior high schools, laptops and other learning materials must be available to pupils who start and successfully complete primary education. This initiative, however, will encourage other pupils to stay in school.

“Some pupils drop out of school because they know they lack the resources to continue their education. The provision of these incentives especially scholarships and learning materials will encourage pupils to start and complete primary education” (Teacher, IDI).

5.9.4 In-service training for teachers

Workshops should be organized for teachers to upgrade their teaching and counseling skills as well as human relation skills. Pupils look up to teachers for guidance and support, therefore teachers should be trained on the best and modern ways to teach and counsel their pupils. Teachers should also be trained on how to handle special pupils and those below average. This is because; such pupils drop out due to the attitude of some teachers.

“One of the reasons that will make some pupils drop out of school is the attitude of some teachers towards them. If the pupils with special cases and those who perform below average are not insulted and shouted at by teachers, they will feel

happy and welcomed at school and will not drop out. It is necessary therefore: to train teachers on ways to handle pupils with special cases” (Parent, FGD 2).

“Some teachers and head teachers are rude and they need to be trained on how to relate to people as well as tolerate them” (Parent, FGD 2).

5.9.5 Improvement in provision of services of the School Feeding Programme

The School Feeding Programme (SFP) should be extended to all schools in the district and not only to some selected schools. As indicated earlier some pupils drop out of school due to hunger which is caused by poverty. These pupils drop out to engage in jobs that will fetch them money to spend on food. Therefore, government should include all primary schools in the district in the school feeding programme.

Also, some teachers, head teachers and the school feeding programme service providers complained about delays in the funds used to prepare the meals. If the caterers do not receive the money for cooking on time, they do not cook the meals until the funds are brought. They also complained of the funds not being enough. According to the caterers, the government should send the funds on time and also increase the amount to avoid the pupils from dropping out of school due to hunger.



CHAPTER SIX

DISCUSSION OF RESULTS

6.1 Introduction

This chapter evaluates the results of the study to appreciate the achievements and challenges of the MDG 2 in Ghana using the Yilo-Krobo District of the Eastern Region. The discussions are presented on nine themes, namely: Demographic characteristics of respondents, trend of completion, trend of incompleteness, causes of incompleteness of primary education, conditions of school facilities and equipment, socio-cultural factors hindering primary education completion, progress of work towards the achievement of MDG 2, strategies required to achieve MDG 2 in the district and conclusion.

6.2 Demographic characteristics of respondents

The results of the study indicate that the majority of respondents engaged in the IDI were well vested in the area of education especially, primary education. Therefore their opinions reflected the true situation of primary education in the district. On the other hand, the parents and guardians who took part in the FGDs had little or no education and were from the low income group per their occupation; hence their views could depict the actual causes of primary education incompleteness and in effect the challenges confronting the achievement of MDG 2 in the district.

6.3 Trend of Completion

The trend of primary education completion in the Yilo-Krobo district for the years (2010-2015) under review according to the findings was high. The highest total percentage of primary education completion was 107.1% which occurred in 2012/2013 academic year and the least total percentage was 70.9% which also occurred in 2011/2012 academic year. The high

completion rate was attributed to the awareness of the capitation grant scheme by the government.

6.4 Trend of Incompletion

The trend of primary education incompletion in the Yilo-Krobo district for the years (2010-2015) according to the findings was quite low. The highest total percentage of primary education incompletion was 29.1% which occurred in 2011/2012 academic year. However, the 2012/2013 academic year recorded no incompletion rate and even exceeded the 100% mark. The incompletion rate in the district is mainly attributed to poverty. Children drop out to help their families provide for themselves.

Furthermore, the low primary education incompletion rate does not give the true reflection of the incompletion rate in the district. This is due to the fact that not all the schools record and monitor the number of pupils that drop out within an academic year. According to one of the officers from the education service, most schools in the country do not have recording systems that will allow head teachers and teachers to keep records of incompletion and the reasons for the pupils dropping out. This makes it very difficult to track the progress of achieving universal primary education (MDG 2) nationwide.

6.5 Causes of Primary Education Incompletion/ Challenges impeding the achievement of MDG 2 in the Yilo-Krobo District

The data gathered from the respondents revealed that the causes of primary education incompletion in the Yilo-Krobo district are the same as the challenges impeding the achievement of Universal Primary Education (MDG 2) in the district. Furthermore, the information obtained from the interviews concerning the causes of primary education incompletion in the district seem

to agree with the Ministry of Education Report (2006) that the factors hindering the attainment of MDG 2 are poverty, broken homes, inadequate infrastructure and basic tools, low morale and commitment of teachers and the difficulty associated with teacher postings and retention.

“For every child in the district to stay in school and complete his or her education, the issue of poverty must be dealt with. Therefore, the school feeding programme and capitation grant scheme implemented by the government must be executed effectively” (Respondents, IDI).

This means that, the majority of pupils drop out of school due to poverty. Most of the people in the district are farmers and traders and cannot afford to pay fees and other school materials for their wards.

Also, broken home coupled with peer pressure is another cause of incompleteness according to some respondents.

“My parents separated when I was in class six. I had to live with my mother who wasn't working due to an ailment; my siblings and I joined a group of children who had dropped out of school to sell in order to provide for ourselves and our mother. I regret dropping out but I had no choice” (FGD 3).

This implies that some children who find themselves in broken homes are forced to drop out of school due to financial constraints on the part of their guardians. This is therefore a challenge to achieving universal primary education.

In addition, many teachers and head teachers who participated in the study complained bitterly about limited support and key tools. Most schools at the fundamental level in the district don't have enough classrooms and learning materials for efficient teaching and learning, thereby lowering the quality of education.

“Many schools in the district do not have teachers’ staff rooms; some classrooms are made of wooden structures and others with broken and leaking ceilings. The textbooks in most schools are also not enough for all the pupils” (Head teacher, IDI).

Furthermore, the issue of low morale, inadequate incentive, and lack of commitment of teachers; have greatly affected the achievement of the MDG 2 in the district. From the study, it was established that, teachers in the district are not well motivated and also there are no incentive packages available to them. These factors have resulted in some teachers not being committed to the teaching profession in the district as they regularly absent themselves from school, report to school late or occasionally close early to attend to their private businesses. Some of the teachers also use working hours to take up part-time teaching jobs/appointments in some of the private schools in the district in order to earn extra income at the expense of teaching in the schools they were officially posted to. This finding/result of the study is in line with assertions of Lewis (2004). To her, in too many countries, systems are plagued by irregularities, poor management, spending and investment that are unresponsive to local needs and preferences. Public education systems are part of the most laborious of all schemes to manage. Instructors still stayed on teaching site an average of four (4) hours or less, rather than the set six (6), and for a variety of excuses they did not show up at school entirely for almost a third of the school year (PROBE 1999).

The end result is that, since most of the teachers are usually absent due to lack of commitment, majority of the pupils have become truants in their various communities due to lack of proper supervision, hence their inability to complete the primary education which in effect, hinders the achievement of the MDG 2 in the Yilo Krobo district.

6.6 Conditions of school facilities and equipment

Learning is a complex activity that supremely tests students' motivation and physical condition. Teaching resources, teachers' skill, and curriculum; these all play a vital role in a child's education. School facilities are a collection of buildings used to provide educational programs for students. These facilities provide students or pupils with a place to learn that is under the direction of teachers. However, in the Yilo Krobo district, most of the basic schools where this study was conducted, lack modern facilities which encourage proper teaching and learning. There are schools in the district with rickety school buildings, leaking roofs and some with wooden structures. The schools with such rickety, leaking roofs supported with wooden structures have to close anytime it is about to rain. This has contributed to most of these schools not being academically effective, considering the fact that they are not able to complete their academic syllabus especially during terms that are in the rainy seasons. The inadequate and lack of scientific teaching materials/ equipment in the primary schools of the Yilo Krobo district has negatively affected learning. The study again revealed some of the schools lack offices and staff common rooms to accommodate teachers during school hours. This, coupled with other infrastructural challenges hinders learning and teaching in such schools. In order to achieve the MDG 2 which is to achieve universal primary education, there is the need to urgently provide these infrastructural and logistical needs for some of the schools in the Yilo Krobo district to enable the pupils complete the full course of primary education.

6.7 Socio-cultural factors hindering primary education completion

The United Nations (1993) and Children's Act (2001) that education is a basic human right that every child must enjoy. Despite Ghana's eradication of school fees at the primary level and even the International Convention on Human Rights (1948), Article 26 (1) which states that everyone

has the right to education and that education shall be free at least in the primary stages and compulsory, this study identified one major cultural practice in the Yilo Krobo district that is still a major barrier to the attainment of the MDG 2. One of the results from this study revealed that the Dipo rite is causing more harm than good to girl-child education in the region. The boys in the Yilo Krobo district do not go through the Dipo rites. This means that it is only the girls that are affected by this socio-cultural practice. After the Dipo rites, there are high tendencies that a girl child will drop out of school to marry or start supporting the family trade such as beads making or selling in the market.

The Dipo rite according to the customs, makes the young girls believe that they are of age and most of them do not fancy primary education after the rites are performed, making them unable to complete the “free and compulsory” primary education. The accounts from one of the head teachers in the district mentioned that

“Three girls who were in class five dropped out of school after their initiation. When asked why, they said they were old enough to get married and start families of their own. I couldn’t convince them to stay in school because their parents supported their decision” (Head teacher, IDI).

So from the study and the interviews as well as focus group discussions, the researcher can only assign the Dipo rites as the major socio-cultural practice mitigating the achievement of the MDG 2 in the Yilo Krobo district.

6.8 Progress of work towards the achievement of MDG 2

Educating children gives the next generation the tools to fight poverty and prevent diseases, including malaria and AIDS. Despite the significance of investing in education, a recent report produced by UNESCO Institute for Statistics and UNICEF found that the world has missed this

2015 target of universal primary education. The report further indicated that there are currently 58 million children, of primary school age, who are out of school worldwide.

However, in the Yilo Krobo District, significant efforts are being made towards the achievement of this goal. The introduction of the school feeding program and the inception of the capitation grant in the district has increased the enrolment of pupils in the district. The district also had assistance from the United States and other NGOs which donated computers for the improvement of ICT studies.

“The government in partnership with a United States company had procured an initial 3000 computers to fill the laboratories built in the district” (District Director of Education, IDI).

“An NGO by name Plant Technology International (PTI) at Somanya donated 40 computers with fully installed internet service to some basic schools in the district to promote the learning of ICT” (Head teacher, IDI).

In terms of infrastructure, significant progress have been made with the provision of tables and desks, new school buildings are being built in some communities and old dilapidated ones are being renovated.

The Yilo Krobo district has also put measures in place to constantly improve the quality of teaching by organizing routine workshops and seminars for teachers in the district. Through these workshops, teachers are equipped with new and modern teaching skills and further enable them to be abreast with modern teaching systems. The goal is to ensure teachers in the district identify new and most interesting ways to teach so as to retain the pupils in school.

6.9 Strategies required to achieve MDG 2 in the district

As per the ADEA biennale (2006), Complementary training programs which are outlined particularly to broaden the compass of formal open tutoring in creating nations to better serve the

most hindered and/or remote territories will best serve the need to accomplish the MDG2. Effective integral projects influence group premium, assets and administration capacities with the specialized, improvement and regulatory abilities of universal, neighborhood and legislative accomplices to make schools that expand the entrance, finish and learning of nearby youngsters in underserved zones.

Ghana has subsequent to 1951, and particularly after autonomy in 1957, made critical steps in its training framework. The framework, as it is currently, is the aftereffect of significant approach activities in education embraced by both the present and past governments.

From the study conducted, results showed that considerable efforts and strategies are being put in place by the various stakeholders in the district to achieve the MDG 2. Among the strategies identified include the following;

i. Increasing enrolment of pupils in school

The stakeholders of education in the district have identified that enrolment of kids in school can enable the district achieve the MDG 2. Based on this believe, they have decided to enroll every child of school going age in school, therefore they have embarked on massive educational campaigns to create the awareness and importance of child education. The results of the study also found that school authorities have introduced and blended academic work with other extra curricula activities such as sports, drama, cultural and entertainment programmes in their studies. This strategy is really working since these are the sort of activities that interest majority of pupils. This has not only increased enrollment but has also helped retained pupils in school.

ii. Sustaining and extending the SFP to other schools.

The results also showed that the inception of the school feeding programme (SFP) in some of the beneficiary schools in the district have led to higher enrolment and also retention of pupils in the primary schools. This social intervention on the part the Government of Ghana is a huge leap towards the achievement of the MDG 2. It is the hope and expectation of the researcher that this social intervention programme should be sustained and steps to be put in place to improve it regarding releasing of funds for payments of service providers.

iii. Improving the conditions of service for teachers in the district

If all the good steps towards the improving of education in the district are carried out without considering the conditions of service of the teachers, the ultimate goal cannot be achieved. Therefore, school authorities, stakeholders such as the P.T.A. should make the efforts to the provide teachers' quarters/bungalows to accommodate teachers in the various communities. District Award schemes and other incentive packages should be developed to award teachers who have shown great commitment in the discharge of their professional duties.

iv. Award schemes for pupils

The pupils who are able to successfully complete their primary education should be celebrated to encourage them to take education very seriously and also serve as role models for their peers. As established in this study, most pupils drop out of primary school after the Dipo rites. But if awards schemes and scholarship packages and

graduation ceremonies are put in place to openly celebrate the few who are able to finish primary education, it will gradually reduce and eradicate the dropout rates in the district.

- v. Orientation and in-service training to properly integrate teachers into the communities.

The study revealed that some of the teachers have bad human relations and that does not promote good teaching and learning environment. The researcher realized that, most of the teachers are posted from different cultural environments and social backgrounds. This difference in cultural and social backgrounds normally creates a gap in understanding human attitudes. Therefore, it very important to find a proper way to briefly orientate and educate the teachers on some of the basic cultures and social issues of the communities in which the teachers have been posted. Additionally, as indicated in the results, workshops should be organized for teachers to upgrade their teaching and counseling skills as well as human relation skills. Pupils look up to teachers for guidance and support, therefore teachers should be trained on the best and modern ways to teach and counsel their pupils. Teachers should also be trained on how to handle special pupils and those below average. This is because; such pupils drop out due to the attitude and intimidations on the part of some teachers.

The difference in cultural believes make some residents in the communities perceived that some teachers do not respect, as indicated by a concerned parent who was a

respondent that *“Some teachers and head teachers are rude and they need to be trained on how to relate to people as well as tolerate them”* (Parent, FGD 2).

If these training are conducted for the teachers, it will facilitate and promote good teaching and learning environment.

6.10 Conclusion

This chapter discussed the results of the study. Generally, the findings of the study indicate that the study area portrays that of most rural districts in Ghana in terms of the causes of Primary Education incompleteness and its associated challenges. From the discussion, it became evidently clear that the trend of primary education completion was relatively high as against the incompleteness rates in the district. However, the low primary education incompleteness rate does not give the true reflection of the incompleteness rate in the district due to poor record keeping on the part of school authorities in the district. Poverty, broken homes, inadequate infrastructure and lack of basic tools were identified as the major factors affecting the achievement of the MDG 2 in the district. The rest include low morale and commitment of teachers as well as the hardship in connection with teacher transfers to rural areas and teacher retention in such areas.

Generally, schools in the Yilo Krobo district, where this study was conducted, lack modern teaching and learning facilities. Despite the efforts of the government and other donor agencies, there are schools in the district with rickety school buildings, leaking roofs and some with wooden structures. Schools in such conditions do not provide good learning environment for the pupils; neither do they encourage the teachers stationed in such schools.

The Dipo rite which is one of the oldest traditional customs of initiating the adolescent girl into womanhood by the people of the Yilo Krobo, has been identified as the only and key socio-cultural factor hindering the achievement of the MDG 2 in the district.

Huge progress has been made in terms of logistics such as the supplying of tables, desks, free jotters and textbooks. New school buildings are also at various stages of completion in some the communities within the district and old dilapidated ones are being renovated. Upon the completion of such structures, the district can boast of having some of the best and state of the arts school structures and building in the country. There is a constant improvement in the quality of teaching through routine workshops and seminars organized for teachers in the district.

Regarding strategies towards the achievement of the MDG 2, the Yilo Krobo district is making significant efforts towards the achievement of this universal and essential goal. Measures have been put in place to sustain the capitation grant in the district and also to improve the school feeding programme in some of the beneficiary schools. Plans are far advanced to extend it to other schools in the district. The sustenance of the capitation grant and the school feeding programme together with stakeholders and the district education directorate, I believe will help retain a higher percentage of the pupils in school as well as contribute to increase in enrolment. Existing school structures are being expanded to accommodate the increasing number in enrolment of pupils and teacher accommodations are also being put up to mitigate teachers absenteeism as well as teachers trekking long distances to school on daily basis.

CHAPTER SEVEN

SUMMARY, CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

This chapter gives a summary of the findings of the study based on the data collected from the field of study. It also includes the conclusion and recommendations for achieving Universal Primary Education.

7.2 Summary of Key Findings

The study assessed the achievements and challenges of the MDG 2 (Achieve Universal Primary Education) in the Yilo-Krobo District of the Eastern Region in Ghana. The study sought to: To examine the trend of completion and incompleteness of primary education of children in the Yilo-Krobo district from 2010-2015, to find out the main causes of incompleteness of primary education in the district, To assess the progress toward achieving MDG 2 target in the district, To identify the socio-cultural factors hindering the achievement of MDG 2 target in the Yilo-Krobo district, and To suggest strategies for the MDG 2 to be achieved in the district.

From the study conducted and with respect to the stated objectives, the following key findings were established:

7.2.1 Trend of completion

The study revealed that, the trend of completion of primary education in the Yilo Krobo district was relatively high. Though the results were found not to be consistent over the periods under consideration, the trends of completion for the boys have been found to be always higher as compared to that of the girls. The 2012/2013 academic year accounted for the highest trend of

completion while 2011/2012 indicated a low percentage in terms of completion for both boys and girls.

7.2.2 The trend of incompleteness

The trend of primary education incompleteness was found to be generally low as against the completion rate for both boys and girls. However, it was revealed from the data gathered that there is no accurate statistics since most of the school authorities do not keep records of the number of pupils who drop out of school every academic year.

7.2.3 Causes of Primary Education Incompleteness/ Challenges impeding the achievement of MDG 2 in the Yilo-Krobo District

There are several challenges that accounted for the primary education incompleteness as well as challenges hindering the achievement of the MDG 2 in the district. From the study, it was established that poverty, broken homes, inadequate infrastructure and lack of basic tools were inhibiting the attainment of the MDG 2 in the district. Low morale and commitment of teachers and the difficulty associated with teacher postings to rural areas and teacher retention in such areas were also identified to be another set of causes and challenges that are restraining the efforts of the stakeholders of primary education in the Yilo-Krobo district to achieve the MDG 2 in the district.

7.2.4 Conditions of school facilities and equipment

The study found that the conditions of school facilities in the schools surveyed within the district were generally poor. It was found that, a considerable number of the schools in the district lack basic facilities for effective teaching and learning. Some of the school buildings were in very bad

shapes with leaking roofs supported by wooden structures which are very weak as a result of the exposure to the bad weather and poor ventilation in some of the classrooms.

The study again found that the schools do not have fence walls and this has made it very difficult for the school authorities to protect school assets such as tables, chairs, desks and blackboards among others. The absence of fence walls has made easy access to the school premises and some of the local residents even use the schools compounds as places of convenience.

7.2.5 Socio-cultural factors hindering primary education completion

With respect to socio-cultural factors hindering the achievement of the MDG 2 in the Yilo Krobo district, the researcher found that the Dipo rites, a custom endeared by the people of Yilo-Krobo was the only and major socio-cultural factor mitigating the efforts in the district to achieve the MDG 2.

7.2.6 Progress of work towards the achievement of MDG 2

Progress of work towards the achievement of the MDG 2 in the district was found to be very encouraging. The study revealed that, through the help of central government and other donor agencies, some of the logistical constraints of the district are being solved. Results from the study indicated that computers were donated by some NGOs and ICT centers have been built for some of the school and books supplied to equipped some of the schools' libraries. Tables, chairs and desks have also been provided to ease the pressure on such schools that lack furniture for pupils. New school buildings are also at various stages of completion. Generally, the researcher

found that the conditions of most of the schools in the district will improve when all these school projects are fully completed.

7.2.7 Strategies required to achieve MDG 2 in the district

Results of the study indicated that several strategies are in place to achieve the MDG 2 in the district. Some of these strategies range from:

- i. Expansion of existing classrooms to accommodate more pupils as a result of the increasing enrolment of pupils in the school.
- i. Proper orientation and in-service training to properly integrate teachers into the communities. In-service training and regular workshops organized for teachers is intended to keep them abreast with new teaching skills.
- ii. Regular educational campaigns to educate parents on the need and importance to send their children to school.
- iii. Provision of teachers bungalows to accommodate teachers. This will reduce the rate of lateness and absenteeism because of the proximity of the schools and the teachers' bungalows.
- iv. The study again found that incentive packages are being established to award committed teachers who have excel in the discharge of their duties and similar awards schemes were also being established to deserving pupils in the district.
- v. Sustaining and extending the SFP to other schools was also found to be one of the strategies being implemented to achieve the MDG 2.

7.3 Conclusions

Based on the findings of the study with respect to the objectives of the study, the following major conclusions have been made.

- i. The trend of completion and incompletion of primary education of children in the Yilo-Krobo district from 2010-2014.

It can be concluded that the trend of primary education completion in the Yilo-Krobo district for the years (2010-2015) under review was high with the highest total percentage of primary education completion of 107.1% which occurred in 2012/2013 academic year and the least total percentage was 70.9% which also occurred in 2011/2012 academic year. The high completion rate was attributed to the awareness of the capitation grant scheme introduced by the government of Ghana. However, the trend of primary education incompletion in the Yilo-Krobo district for the years (2010-2015) was quite low. The highest total percentage of primary education incompletion was 29.1% which occurred in 2011/2012 academic year. However, the 2012/2013 academic year recorded no incompletion rate and even exceeded the 100% mark. The incompletion rate in the district is mainly attributed to poverty, where children drop out to help their families provide for themselves.

Again it can be concluded that poor recording keeping by schools regarding statistics of completion and incompletion makes it very difficult to track the progress of achieving universal primary education (MDG 2) nationwide.

- ii. The main causes of incompletion of primary education in the district.

From the study it can be concluded that, the main causes of incompletion of primary education in the district which are hindering the attainment of MDG 2 are poverty,

broken homes, inadequate infrastructure and basic tools. The rest include low morale and commitment of teachers and the difficulty associated with teacher postings and retention.

- iii. Socio-cultural factors hindering the achievement of MDG 2 target in the Yilo-Krobo district.

The researcher further concluded from the findings of the study that, Dipo rites are the only and major socio-cultural factor affecting the achievement of the MDG 2 in the Yilo Krobo district.

- iv. Progress towards achieving MDG 2 target in the district.

In relation to the progress of work towards achieving the MDG 2 in the district, the researcher again concluded that the Yilo Krobo district has actually advanced in achieving the MDG 2. Infrastructural developments, provision of furniture and general improvement of teachers are the major progress made by the district towards the achievement of the MDG 2.

- v. Strategies for the MDG 2 to be achieved in the district.

Regarding strategies to enable the district achieve the MDG 2, it was concluded that, Yilo Krobo district have outlined a number of strategies to achieve the set target. Among such strategies are; increasing enrolment of pupils in school, Sustaining and extending the SFP to other schools, Improving the conditions of service for teachers

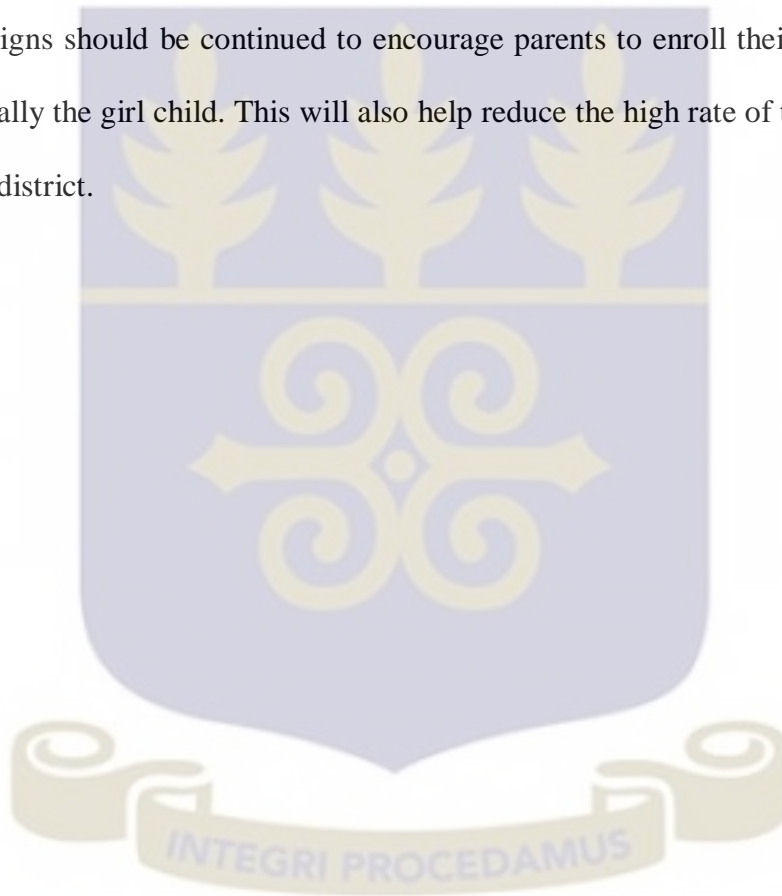
in the district, introducing award schemes for pupils and also organizing orientation and in-service training to properly integrate teachers into the communities.

7.4 Recommendations

With respect to the objectives of the study and based on the findings; the researcher makes the following recommendations:

- i. It is the recommendation of the researcher that the educational stakeholders in the district should liaise with the traditional authorities to put tighter mechanisms in place to compel the young girls to continue their primary education even after undergoing the Dipo rites. This in the view of the researcher will promote peace, enhance and encourage primary education because the Dipo rite cannot be entirely banned from the community.
- ii. The researcher again, recommends that teachers' motivation and incentive packages should be given the needed attention in the district. This, the researcher believes will in long term minimize absenteeism and lack of commitment among the teaching staff in the district. Incentives such as paying 50% of the tuition fees for any teacher who is going for further studies and have served very well in the district for some number of years. This will lead to higher performance and rekindle the spirit of dedication among the teachers in the district.
- iii. The school feeding programme (SFP) has contributed significantly to the higher enrollment and retention of pupils in the primary school. Therefore, it is the recommendation of the researcher that, the government and the school management committees should ensure that service providers of the SFP are paid on time in order to sustain the SFP. This will also help increase the completion rate in the district.

- iv. Efforts should be stepped up to rapidly implement all the action oriented strategies outlined by the district towards the achievement of the MDG 2 in the district. When all these strategies are effectively implemented, it is the belief of the researcher that it will put the district in a better position to greatly contribute to the achievement of MDG 2 in Ghana.
- v. It is also recommended that the creation of awareness and other educational campaigns should be continued to encourage parents to enroll their wards in school, especially the girl child. This will also help reduce the high rate of teenage pregnancy in the district.



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APPENDIX

UNIVERSITY OF GHANA

DEPARTMENT OF POLITICAL SCIENCE

INTERVIEW GUIDE FOR DATA COLLECTION

Yvonne Kyei-Donkor is my name, a Master of philosophy student of the University of Ghana in the Department of Political Science. I am conducting a research on *Ghana and the Millennium Development Goals (MDGs): An Assessment of Goal two (2) in the Yilo-Krobo district* in partial fulfillment of the above mentioned degree. Your views are highly important in identifying the achievements and challenges of the MDG 2 and the way forward in the district. Participating in this study is expected to enhance the knowledge of the importance of primary education in the district. This knowledge will inform decisions at the managerial level to improve primary education in the district.

Responses:from anyone who takes part in this study will be treated highly confidential as it would be used purposely for the study and your names would not be required. Please the interview will not take more than an hour and all discussions during the period would be recorded in order not to omit any vital point made by the respondents. This will be backed by note taking by my research assistant. Thank you very much for accepting me into your offices and facilities for the purpose of this research.

Consent: I have read or listened to the above information and I have decided to participate in the study. The researcher has explained the study to me and answered my questions. I understand

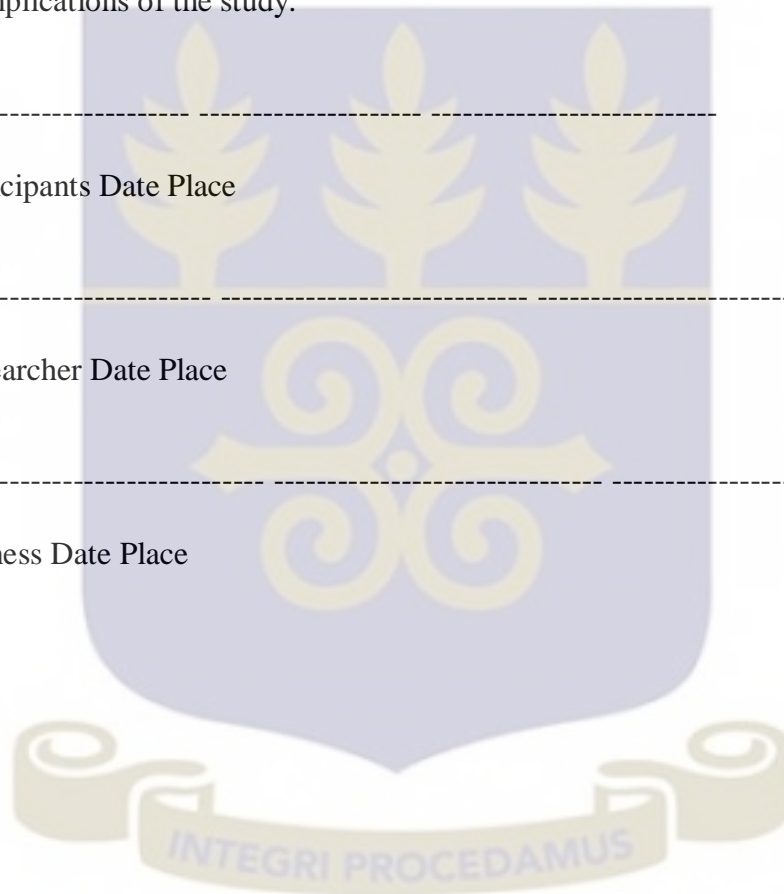
that the purpose of study is to help improve primary education in the Yilo-Krobo district. If I do not participate, there will be no penalty or loss of right. I can stop participating at any time, even after I have started.

I agree to give permission for my participation in the above mentioned study. My signature below also indicates that I have received a copy of the consent form and have adequately understood the implications of the study.

Signature of Participants Date Place

Signature of Researcher Date Place

Signature of Witness Date Place



**INTERVIEW GUIDE FOR PARENTS AND CHILDREN IN THE YILO-KROBO
DISTRICT: FGDs**

1. Why should children have access to primary education?
2. How difficult it is for children to access educational facilities?
3. How would you describe the attitude of head teachers and teachers school children?
4. In your own opinion, what should be done to attract children who are not in school to acquire primary education in the district?
5. What in your opinion are the main causes of incompleteness of primary education in the district?
6. Why do you consider primary education important in the lives of children?
7. How can lack of financial access hinder primary education in this district?
8. In what ways can cultural beliefs affect primary education in the district?
9. How do you describe the issue of incompleteness of primary education in the district?
10. Who in the family makes decisions concerning the education of the children?

INTERVIEW GUIDE FOR THE DISTRICT DIRECTOR OF EDUCATION AND DISTRICT CHIEF EXECUTIVE OF YILO-KROBO DISTRICT.

1. How would you describe the incompleteness rate of primary education in the Yilo-Krobo district?
2. How rich is the Yilo-Krobo district education directorate in the area of human capital to ensure quality of education in its catchment area?
3. To what extent is the Yilo-Krobo district resourced with educational facilities to bring quality education to the door steps of its people especially the children?
4. In your own opinion, how efficient is the capitation grant and school feeding programme in offering the financial assistance to all in the Yilo-Krobo district?
5. What are the main causes of primary education incompleteness in the district?
6. What are some of the achievements made in the area of universal primary education since the introduction of the MDGs in the Yilo-Krobo District?
7. What strategies has the district education directorate put in place to improve upon primary education in the district?
8. What cultural factors in your own view hinder the district in its quest to achieve the MDG 2?
9. In your own opinion, do you think the Yilo-Krobo district would meet the target for the MDG 2(Universal Primary Education)?
10. What is the way forward in addressing the issue of primary education incompleteness in the district?

INTERVIEW GUIDE FOR THE HEAD TEACHERS /TEACHERS

1. To what extent do the human resources for education in your school and district complement your skills as a head teacher/ teacher?
2. How does the lack of availability of educational equipment and facilities contribute to the rate of primary education incompleteness?
3. What contribute to children dropping out in your school/district?
4. What are the main causes, especially socio-cultural causes of incompleteness and dropouts in this school/district?
5. What do you expect the district education directorate to do to enhance primary education in this school/district?
6. In your own opinion how can primary education services be improved in your school?

