

**USAID QUIPS PROGRAMME AND THE
DEVELOPMENT OF PRIMARY SCHOOLS IN THE
SUHUM-KRABOA-COALTAR DISTRICT.**

BY

DORA KWABUAH TENKORANG

**“THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF
GHANA, LEGON,
IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR
THE AWARD OF THE M.PHIL DEGREE IN GEOGRAPHY
AND RESOURCE DEVELOPMENT”.**

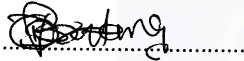
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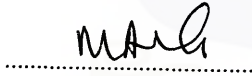
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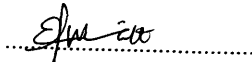
I am therefore responsible for all its content and shortcomings.



Miss Dora Kwabuah Tenkorang
(Student)



Dr. Mariama Awumbila
(Principal Supervisor)



Dr. E.M. Attua
(Supervisor)

DEDICATION

This work is dedicated

TO THE GLORY OF GOD

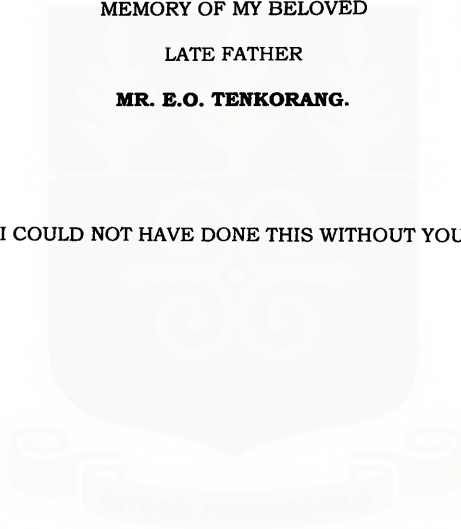
AND TO THE

MEMORY OF MY BELOVED

LATE FATHER

MR. E.O. TENKORANG.

I COULD NOT HAVE DONE THIS WITHOUT YOU



ACKNOWLEDGEMENT

The task of undertaking this exercise has been quite enormous. Indeed, such an exercise cannot be attributed to one person's efforts. I would therefore like to sincerely acknowledge all those who in diverse but crucial ways contributed to the successful completion of this work.

Firstly, I thank the Almighty God for guidance, wisdom and strength bestowed on me during this period. I would like to express my deepest appreciations to my supervisors Dr. Mariama Awumbila and Dr. E. M. Attua for their supervision and scholarly guidance. Their suggestions were very much useful in bringing the study to an acceptable level.

In collecting data, certain groups of people were particularly helpful. From Suhum District Education Office, District Assembly and the QUIPS Programme Office, I express my deepest appreciation to all who spent hours of their precious time to give me most needed information and documents. In addition, I wish to express my unqualified gratitude to all respondents from the six communities, especially the head teachers and their teachers in the schools, not only for information given but also for the heartfelt welcome accorded me during my visits.

My family has also been very supportive during this demanding period of my life. I deeply express my unfathomed thanks to all my family members especially Yamoah, Obeng, Opokua, Baah, Ampeh, Anim,

Ofori and my son, Kwadwo Opoku-Boateng for their irreplaceable assistance.

My appreciation and sincere thanks go to my husband, Ernest for his love, encouragement and support. Mimi, Margo, Mrs. Quist, SS, Foster, Emma, Osei, Kwadwo, Doris, Anas, Jewel, Rita, Francisca, Jay, Asare and Marshall for their encouragement in undertaking this study.

Lastly, great appreciation and love go to my mother, Auntie Maggie, whose financial assistance, encouragements and patience helped prop me up all through the most trying times of this work.

To you all, I say GOD BLESS YOU!

Dora Kwabua Tenkorang

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LIST OF ABBREVIATIONS.

- AIDS - Acquired Immune Deficiency Syndrome
- BECE - Basic Education Certificate Examination
- CRIQPEG-Centre for Research on Improving Quality of Primary Education in Ghana
- CRT - Criterion Referenced Test
- CSA- Community School Alliance
- DEO - District Education Office
- DEOCs - District Education Oversight Committees
- DFID- Department For International Development
- DHMT-District Health Management Team
- ESS - Education Sector Support
- FCUBE-Free Compulsory Universal Basic Education
- FEMSA-Female Education in Mathematics and Science in Africa
- GCE - General Certificate of Education
- GDHS-Ghana Demographic and Health Survey
- GES - Ghana Education Service
- GOG-Government Of Ghana
- IEQ - Improving Education Quality
- IIR-Institute for International Research
- ILP- Improvement Learning through Partnership
- ISSER-Institute of Statistical, Social and Economic Research
- KVIP - Kumasi Ventilated Improved Pit
- MOE - Ministry Of Education

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MTEF - Medium Term Expenditure Framework

PMT - Performance Monitoring Test

PREP - Primary Education Project

PSCs- Partnership School Communities

PTA- Parent Teacher Association

QUIPS- Quality Improvement In Primary Schools

SKCDA-Suhum Kraboa Coaltar District Assembly

SMC - School Management Committee

SSSCE - Senior Secondary School Certificate Examination

TLMs - Teaching and Learning Materials

UNDP-United Nations Development Programme

**UNESCO-United Nations Education Scientific and Cultural
Organization**

UNICEF-United Nations Children Fund

UPE - Universal Primary Education

USAID - United States Agency for International Development

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ABSTRACT

Education is at the heart of development. Educating her citizenry is one of the burdens of the government over the past years. Falling standards of education in Ghana has brought about an implementation of an educational policy known as the Free Compulsory Universal Basic Education (FCUBE) Programme by the Ghana Government. This bold educational policy had resource implications. It is against this background that Ghana Government solicited for assistance from external sources. The American government thus responded favourably through the USAID Quality Improvement in Primary Schools (QUIPS) programme.

The programme was introduced in 1997. It was supposed to last for seven years, aimed at injecting efficiency and effectiveness to all stakeholders of primary education in the country for improved learning outcomes on a sustainable basis.

This study evaluates the impact of the USAID QUIPS Programme in the Suhum Kraboa Coalta District. Questionnaires and interviews were administered to the various stakeholders. The findings indicate that, there was a great involvement and participation of the community members towards the implementation of the programme. Infrastructure developments in the various schools have improved and also there has

been an improvement in the performance of the pupils as well as the teachers.

Education is a multi-faceted endeavour and that all the actors need to be involved if a holistic kind of quality education is to be realised. It is expected that teachers, parents, pupils, opinion leaders and education officials would harmonise their activities with the ultimate aim of achieving goals and objectives to promote quality education in the rural areas by helping to maintain and sustain whatever benefits they derived from the QUIPS Programme.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

Education is both an end in itself and a means of attaining other ends. In an ideal sense it is an ultimate value and hence, through provision as a social service, it is an aspect or object of development. But it has also to be viewed as an instrumental resource and a means of achieving the wider objective of development (Court, D. & Ghai, D. 1974).

Education, particularly formal education is at the heart of development. It enables people to use their capabilities and to increase their earning potential: but most fundamentally, it empowers them to generate and participate in the transformation of their lives and societies (Antwi, 1992).

Human capacity development is the fundamental building block of any stable society. Education and training are required to enable full participation in community, national and global development. A nation's ability to contribute to the world economy, as well as to manage its own is directly related to the development of its human resources (World Bank, 1995).

In many African countries, for a span of 25 years after independence there were rapid increases in numbers of schools, classrooms, teachers, enrolment and literacy. There is no question that a much greater percentage of the African population is literate now than various

countries before they gained independence. There are clearly many more skilled workers and professionals than heretofore (Spector, 1994).

Enormous educational progress was made in the quarter century from 1960 to 1985. In the blink of an eye as history is measured through out much of Sub-Saharan Africa, most of the sub-Saharan African nations had succeeded in establishing a kind of educational take off with governments, teachers union and parents all striving for high quality education as well as increased access to schooling (Spector, 1994).

Formal education in Ghana dates back to the mercantile era preceding colonisation. According to historians, European merchants (such as the Dutch, the French, and the British) and missionaries set up the first schools mostly in the coastal areas. During the early twentieth century a formal state education structure, modelled on the British System was set up. This structure has gone through a series of reforms since Ghana gained independence in 1957. A number of famous pioneers from both pre-colonial and post-colonial times have left their mark on the education system (Aboagye, 1994).

Some measures to reform the educational sector involved the reduction in years of pre-tertiary education. The old system offered up to twelve years of primary education followed by five years of secondary school. At the end of these five years, pupil sat for West African Examination Council's (WAEC) General Certificate Examination Ordinary (GCE"O")

levels. This was then followed by two years of sixth form education leading to the award of WAEC's GCE^A levels Certificate (Antwi, 1992).

Starting from 1989, this old system of education was phased out and replaced by one that took a shorter time to complete. This new system consisted at the basic level of six years of primary education, and three years of junior secondary school, at the end of which pupils sat for the Basic Education Certificate Examination (BECE). This is then followed by three years of senior secondary education at the end of which students are awarded the Senior Secondary School Certificate (MOE, 1996).

Although the main reasons for Ghana's latest educational reforms were to shorten the number of years spent in school, it was also aimed at reversing the deterioration that the educational sector suffered in the 1980s in terms of quality of instruction and motivation. Since the government understood the livelihood of its citizens and to make 'Education for All' by the year 2015 feasible, in 1996 launched its Free Compulsory Universal Basic Education (FCUBE) programme. This bold educational policy had resource implications. It is against this background that Ghana Government solicited for assistance from abroad range of stakeholders and international donors (GOG, 1996).

USAID's role in assisting with FCUBE reform is to increase the effectiveness of the primary education system through the USAID sponsored Quality Improvements in the Primary Schools (QUIPS)

programme. This was a seven-year programme aimed at establishing model schools, which could be replicated through out the nation and also to improve educational policies through curriculum development, education of personnel management and capacity building at the local level (QUIPS, 2001). The QUIPS programme was run in three basic schools in the Suhum Kraboa Coalta District between 1999 and 2001.

1.2 STATEMENT OF THE PROBLEM

'Quality Primary Education for All' is not only priority of all governments and organizations involved in the development of education but also it is an objective, which should be set firmly within a process designed to expand and develop opportunities across the educational sector as a whole (UNESCO, 1998).

The right to a primary education is enshrined in the Universal Declaration of Human Rights (1949), which states that at least in the elementary and fundamental stages education should be free. The UN Convention on the right of the Child (1989) makes it clear that it is national governments or state parties which are responsible, on the basis of equal opportunity, for making primary education compulsory and free for all. Despite endorsement of the convention by virtually all governments, there has been a widespread failure to give real effect to these commitments (United Nations, 1989).

The elimination of poverty and progress towards sustainable development will only take place if there are increased and improved levels of education. Governments and international agencies have endorsed the force of this argument on many occasions, but for most of the world's poorest countries, education for all remains an unfulfilled commitment (World Bank, 1995).

Current educational policy initiatives centre on the educational element of the Ghanaian government's long-term development programme known as Vision 2020. The document envisages that in order for the nation to achieve middle-income status by the year 2020, the government should 'ensure that all citizens, regardless of gender or social status, are functionally literate and productive at a minimum acceptable level' (GOG, 1992).

There has been some deterioration in the educational system over the two decades such as limited number of places relative to the size of the school-going population, inadequate equipment in schools example books, libraries, regional disparities in the distribution of facilities, prevalence of pupil teachers, unwieldy large classes in urban areas, low student teacher ratio, irrelevance of the curriculum in relation to the needs of the nation, among others (MOE, 1999).

In response to these and other concerns about educational quality the government of Ghana launched in 1996 its FCUBE programme, a package of reforms designed specifically to focus on access and quality. The objectives of the FCUBE programme are to improve the quality of teaching and learning, improve efficiency in management and increase access and participation which is being implemented with the collaboration of communities and development partners (MOE, 1999).

Although the objectives of the FCUBE programme were laudable, it was something that government alone could not achieve since this bold educational policy had resource implications. As a result, the government of Ghana enlisted the assistance from a broad range of stakeholders, local partners including District Education Oversight Committees (DEOCs), School Management Committees and Teacher Associations, parents and other interested citizens and international partners like DFID, USAID, JICA and IDA (GOG, 1996).

The role of USAID in assisting the FCUBE reform is to increase the efficiency of the primary education system through USAID sponsored Quality Improvement in the Primary School (QUIPS) programme. This seven-year programme from 1997 to 2004 was to assist the Ministry of Education to establish 330 model schools in all the 110 districts of Ghana and disseminate key educational policies to ensure that best



to evaluate a project to find out whether the set objectives were achieved to help in further implementation of the same project, this current study therefore is to evaluate the programme using the Suhum Kraboa Coaltar District as a case study.

The research questions therefore are: to what extent did the QUIPS Programme achieve its intended focus? What was the level of community participation in the implementation of the programme? To what extent did the programme contribute to the facilities development in the schools? and to what extent did the programme contribute to the performance of pupils and teachers?

1.3 OBJECTIVES OF THE STUDY

The main objective of the study is to assess the impact of the programme in the partnership schools against some selected non-partnership schools in the study area,

the study will have the following specific objectives.

Evaluate the QUIPS Programme against the background of its intended focus in the partnership schools by:

1. Examining the extent of community participation in the implementation of the programme in the partnership schools.
2. Evaluating the contribution of the programme to the facilities development of the partnership schools.

practices from the model schools will be widely replicated through the primary education system (CSA, 1999).

A key theme throughout the programme is to secure the decentralisation process through policy discussions at the district level.

The QUIPS programme concentrates on four major results:

- 1) Improving the learning environment through policy change and by strengthening the capacity of districts to effectively plan and manage resources.
- 2) Classroom teaching supported through improved supervision, continuous student assessments and pupil centred teaching methods.
- 3) Greater community involvement in local education through assistance to local school associations and committees.
- 4) Policy reforms which concentrates on improving educational policies in four critical areas namely curriculum development, educational personnel management, capacity building at the local level and school data collection and analysis (QUIPS, 2001).

The programme was expected to provide 330 model schools in all the 110 district of Ghana, which will be replicated all over the country. The programme was run in three primary schools in the Suhum Kraboa Coaltar District, for the period of two years from 1999 and 2001.

Though the programme has run its full term in the Suhum Kraboa Coaltar District, its evaluation has not been done. Since it is necessary

3. Analysing the effects of the programme on the performance of pupils and teachers in the partnership schools.

4. Recommending ways of improving primary education.

1.4 RESEARCH QUESTIONS

1. To what extent did the QUIPS Programme achieve its set goals?

2. What was the level of community participation in the implementation of the programme?

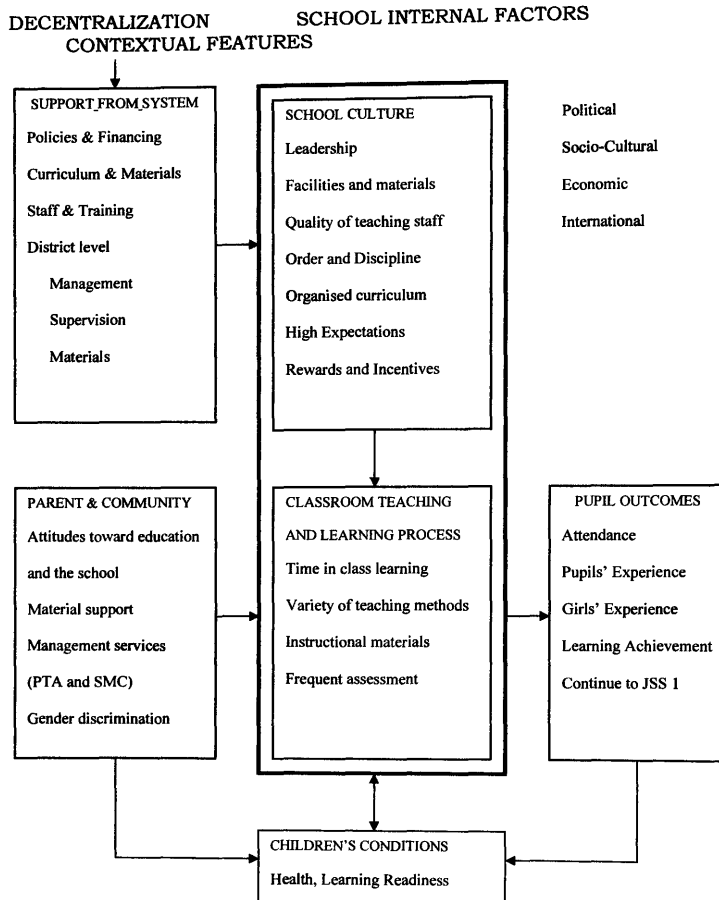
3. To what extent did the Programme contribute to the facilities development in the Schools?

4. To what extent did the programme contribute to the performance of teachers and pupils?

1.5 PROPOSITION

Both teachers and pupils' performance in the partnership schools are not different from those in the non-partnership schools.

Figure 1: WHAT CONTRIBUTES TO QUALITY PRIMARY EDUCATION?



SOURCE: Carasco et al, 1996.

1.6 CONCEPTUAL FRAMEWORK

Quality is to be understood in terms of pupil outcomes. These outcomes include the behaviour of pupils, their experiences and their expectations. The behaviour of concern are; attendance, repeating and achievements on test. Experiences refer to being sent home for school fees, school related defilement, going hungry at school and providing labour to schools. Expectation involves wanting to play games and other extra-curricular activities, being treated as sons and daughters by authority figures in school, and generally enjoying school experiences.

Figure 1 suggests that pupil outcomes depend on factors external and internal to the school. External factors are decentralization, support from the wider formal educational system and the relationship to the schools' immediate community. Internal factors refer to the school culture particularly the leadership style and values, the behaviour of teachers as it relates to classroom work and the condition of children during term time.

Among the many objectives of decentralization of power is to improve service delivery by providing the consumers of the services with the opportunity to allocate resources according to the needs of specific localities. Decentralisation should also lead to more coordinated plans and to a reduced and more responsive bureaucracy.

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Among the many objectives of decentralization of power is to improve service delivery by providing the consumers of the services with the opportunity to allocate resources according to the needs of specific localities. Decentralisation should also lead to more coordinated plans and to a reduced and more responsive bureaucracy.

The school relies primarily on support from government at national and district level to function. The policies and financing necessary for schools to operate; the definition and standards of the curriculum and the texts, instructional materials and examination system to implement that curriculum; the provision of staff; head teachers, teachers and their training, district level supervision, inspection and material support- all of these supporting inputs are external to the school and community.

In education, a successful democratic adaptation is the emergence of resource generating Parent-Teacher Associations. Parents can be involved in education of children at five levels. The first are parents as partners. Here the parents carry out their legal duties as parents such as paying school fees and buying of uniforms. According to Henderson et. al. (1988) this is the most taken-for-granted level, which is, nevertheless, most essential for any school. The second are parents act as collaborators and problem solvers. This is the level at which teachers involve parents to prevent or to solve a potential or an already disabling behaviour of a child in a school. This level is rarely invoked and when it is, it's often at the stage when the child/pupil is about to be disciplined. That is when it is too late to have any meaningful involvement from the parent.

The third and a more passive role are when parents act as audience. This is normally exemplified by attendance at school opening days when the presence of parents is merely to boost the morale of children and

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The third and a more passive role are when parents act as audience. This is normally exemplified by attendance at school opening days when the presence of parents is merely to boost the morale of children and

make teachers feel a sense of community. The fourth is a more active role where parents give material, moral and social support to schools, children and teachers. The fifth and final role is when parents act as advisors and co-decision makers.

School culture involves primarily leadership style. This may range from democratic to authoritarian styles. Some head teachers delegate responsibilities while others do not. A very carefree style may mean that there is little discipline in the school. Thus the behaviour of teachers in and out of the classroom depends very much on the style of the head teacher.

When a democratic school culture is coupled with an enhanced classroom situation where the requisite teaching and learning materials are made available and teachers' skills are assessed and upgraded on a regular basis, pupils' interest in and performance at school improves.

However as depicted in Figure 1, the attainment of these objectives also depends on the material and moral support received by the educational system from external forces such as governments, donor agencies, parents and the entire community. In Ghana, experience has shown that the government alone cannot provide the resources needed to attain stated educational goals. This makes the role of international donors and agencies such as the USAID very crucial.



Under the QUIPS Programme, the USAID operates as an international agency complementing the socio-economic efforts of national and local authorities through the provision of material and institutional support to local partnership schools. It builds classroom blocks, sanitation facilities, and also provides teaching and learning materials to schools. In addition, it offers in-service teacher training to improve teaching skills and encourages parental and community involvement in education decision making through PTA meetings and other community fora.

These activities are all aimed at improving the quality of education in given communities. However, their success depends on the extent to which they are able to change the external and internal environment within which partnership schools are operating. This study adopts the EQ concept (depicted in Figure 1 and explained above) as the basis for evaluating the performance of QUIPS in improving education quality in partnership schools as it does not only set out the external and internal conditions necessary for improved education but also offers guidelines in evaluating them.

1.7 METHODOLOGY AND RESEARCH DESIGN

1.7.1 Selection of Schools

The Suhum Kraboa Coaltar District Education office has eight circuits of educational units. The three partnership schools were selected from three circuits.

In order for the researcher to select the non-partnership schools, which would help to undertake this comparative study, three circuits were randomly selected from the five circuits in the district. For each circuit, a school was randomly picked.

In all, six circuits of educational units constituted the study sample. These were Amede Presby Primary School (Akorabo circuit), Obretema L/A Primary School (Suhum west circuit), Otoase L/A Primary School (Coaltar circuit), Kuano Islamic Primary School (Anum-Apapam circuit), Amanase Presby Primary 'B' (Asuboi circuit) and Nankese Kofi Annor Asante L/A Primary 'B' (Nankese circuit).

Table 1a: Enrolment statistics in Partnership Schools

Schools	Boys	Girls	Total
Otoase L/A Primary	114	101	215
Obretema L/A Primary	116	104	220
Amede Presby Primary	108	100	208

Source: District Education Office, Suhum. 2002.

Table 1b: Enrolment statistics in Non- partnership Schools

Schools	Boys	Girls	Total
Nankese Kofi Annor Primary 'B'	61	67	128
Kuano Islamic Primary	70	60	130
Amanase Presby Primary 'B'	108	99	207

Source: District Education Office, Suhum. 2002.

1.7.2 Sources of data

Data for the study were taken from both primary and secondary sources.

Data from the secondary sources included journals, published and unpublished materials from libraries, Internet sources, district education and district assembly offices in Suhum and the QUIPS Programme office in Accra.

Direct and in-depth interviews, self-administered questionnaires and Performance Monitoring Test were used to collect data from the respondents. The questionnaires were in the form of both open and close-ended format. This allowed for flexibility in the responses and also helped to solicit for particular lines of answers. The questionnaires were structured bearing in mind the objectives and propositions of the study. Interviews with some stakeholders such as officials from the Education Office, District Assembly and the Programme Office were also carried out. Performance Monitoring Test in Mathematics and English

were used to assess the academic performance of the pupils' in the upper primary i.e. classes 4 to classes 6.

1.7.3 Methods of data collection and analyses

1.7.3.1 Sample frame

The sample frame of the study included parents, teachers and pupils of both partnership and non-partnership schools and officials from the Offices of the District Education, District Assembly and the QUIPS Programme were also purposively sampled to gain insight into their knowledge on the topic.

1.7.3.2 Sample size and sampling technique

Three hundred and six respondents were used for the study. The break down could be found in the tables below:

Table 2: Sample size of respondents for administration of questionnaires:

Respondents	Sample Size		
	Partnership Schools	Non-Partnership Schools	Total
Parents	45	45	90
Teachers	18	18	36
Pupils	30	30	60
Total	93	93	186

Source: Authors' Own Construct.

Table 3: Sample size of respondents for conduction of Performance Monitoring Test:

Respondent	Sample Size	
	Partnership Schools	Non-Partnership Schools
Pupils	45	45

Source: Authors' Own Construct.

Table 4: Sample size of respondents for conduction of direct and in-depth interviews:

Respondents	Sample Size
Officials from District Education Office	10
Officials from District Assembly	10
Officials from QUIPS Office	10
Total	30

Source: Authors' Own Construct.

The population was already stratified consisting of pupils, teachers, parents and officials. Purposive sampling was used to select the teachers and the officials from the District Education Office, District Assembly and the QUIPS Programme Office. Simple random sampling was used to select the pupils and the parents.



1.7.3.3 Tools of data analysis

Frequencies, percentages, cross-tabulation, and graphical representations such as bar graphs and pie charts were used to analyse the data. These methods made it possible to gain insight into some of the situations investigated. Inferential and descriptive statistics were employed in the discussions, and to arrive at the conclusion, deductive reasoning was employed.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

Education is essential for national economic development. Not only does it provide an opportunity for manpower development but also the skills to maximize the use of existing resources. It is for this reason that successive Ghanaian governments have initiated policies such as the Free Compulsory Universal Basic Education (FCUBE) to improve both the quality of and access to education. Although successes have been achieved, a lot remains to be done not least because of increasing population. But with limited financial resources and competing national priorities, government alone cannot meet this challenge. Although, NGOs such as USAID have been complementing government efforts at improving educational quality, the results have been mixed. This chapter reviews the literature on educational quality as well as the history of educational developments and reforms in Ghana. Also reviewed is the literature on the USAID's QUIPS Programme and the need for its implementation.

2.1 A REVIEW OF THE ISSUES OF EDUCATION

African nations have accomplished an almost miraculous job of educating hundreds of millions of people to become literate in the span of one generation. Equally miraculous has been the development of the entire education system that has educated a generation of intellectuals,

civil servants, professionals and business people where virtually no modern schooling existed before the rush of independence in the 1960s. Yet much remains to be achieved. While nations established and peopled modern sectors, the large majorities of their populations continued in traditional subsistence agriculture. Despite an overall primary school enrolment rate of over 60% by 1985, the majority of people in Sub-Saharan Africa received little or no schooling. People had attained an average of 1.6 years of schooling by 1990 (Spector, 1994).

Spector (1994) indicated that Sub-Saharan education systems have generally been inefficient. Typically, nations invested between 8 and 12 years of schooling for each 6 or 7 year primary school cycle. Teachers consume an average of 93% of current expenditures, leaving little for textbooks, maintenance and management. Although vast sums have been spent on tertiary education, less than one person in five hundred graduates from university.

One of the striking characteristics of the 1980s and 1990s is the international focus on education quality. The Jomtien 'World Conference on Education for All' held in 1990 identified some dimensions to ensuring that every person-child, youth and adult-should meet their basic learning needs. These go beyond primary education to include early childhood care and development, adult literacy, and basic skills training. But Universal Primary Education (UPE) remains at the

core of attempts to achieve 'Education for All', and is a target still eluding many developing countries (DFID, 2000).

The International Development Target for Education is to achieve UPE by year 2015 and to demonstrate progress towards gender equality and the empowerment of women by eliminating gender disparity in primary and secondary education by 2005 (United Nations, 1989).

The education targets are not the sum total of education goals and aspirations, but rather quality primary education for all is the priority target internationally. But it is an objective that should be set firmly within the process designed to expand and develop opportunities across the education sector as a whole (DFID, 2000).

While inaccessibility to education is a global phenomenon, it is in sub-Saharan Africa that the size and complexity of the challenge is greatest. Only sixty percent of children of school going age are enrolled in school. Even so conflicts and the AIDS pandemic threaten these gains that have been made. Poverty, gender discrimination and social exclusion are all barriers to Education for All. But these barriers can be broken down given greater integration of education and related policies (IIR, 1992).

2.1.1 THE MEANING OF QUALITY.

Access, affordability, quality, inclusion and the effective application of technology are core issues for governments committed to Education for All. Gender equality requires major culture shifts from the dominant



patriarchal system that places little emphasis on women's education to one that accepts the facts that female education is an effective tool for alleviating poverty and disease (Pirsig, 1974).

In practice, quality and its associated concepts are usually defined as output, outcomes, processes or inputs. According to Windham (1990), output typically refers to changes in student achievements, completion rates, certification, skills and certain attitudes and values. Outcomes if distinguished from outputs are conceptualised as the longer-term consequences of education such as employment, earnings and changes over time and attitudes, values and behaviour. Inputs, if limited to factors subject to policy manipulation, include characteristics of teachers, pupils, facilities, curriculum and fiscal and other resources necessary for the maintenance or changes of the education enterprise.

In a broader sense, contextual influences may also be considered as inputs. Process is usually interpreted as the forms of interaction between teachers, students, administrators, materials and technology in education activities.

Lockhead, M & Hannushek, E (1988), defines efficiency simply as the relation of output to input. Or more precisely, economic efficiency is defined as existing when the value of an output is maximized for a given cost of inputs or the cost of input is minimized for a given value of output. A more inclusive definition is offered by persons associated with the USAID supported IEES project "the concept of efficiency provides a

broad perspective from which to analyse an educational system: one in which the cost of educational inputs and processes can be related to benefits such as improved effectiveness. This concept has meaning only if output and outcomes are correctly specified and measured.

Equity is customarily defined in terms of opportunities, distribution or consequences. Cobbe (1990) succinctly defines equity in education as “fairness between distinguishable groups in terms of access to, participation in and achievement of the educational system”. Thus if the distribution, opportunities or consequences are viewed as unfair, “efficient” policies of education may need to be supplemented by other policies in order to achieve an adequate level of equity.

The term “quality” like efficiency and equity has a number of uses. As a concept, quality has both descriptive and normative characteristics. Thus quality may be an attribute or intrinsic characteristics of an individual or an organization e.g.; ‘a school is an organization which has teachers’. Quality may also refer to status or relative degree of worth e.g.: ‘schools A and B are good schools or school A is a better school than B’ (Windham, 1990).

In this context of educational reforms and innovation, most discussions of quality assume or imply a normative usage of the term. Quality is often defined synonymously with effectiveness as the degree to which objectives are met or desired levels of accomplishment achieved. Higher

quality does typically mean a real or anticipated increase in effectiveness i.e. 'better' or larger output, process, input or outcome (Adams, 1993).

Windham (1990), explained on the other hand, quality is defined as the embodiment or approximation of characteristics that are socially accepted as proof of excellence. Thus if all teachers in academic secondary school have masters degrees, the group will be considered a high quality staff. On the other hand quality is defined as the proven ability to produce results.

Cobbe (1990) personalizes quality: 'quality and personal evaluation'. Although it may be influenced by physical conditions and circumstances, quality entails feelings, attitudes and values, and it is more than the sum of objective indicators.

2.1.2 DEFINITIONS OF EDUCATIONAL QUALITY.

The conceptual confusion over the idea of educational quality comes through clearly in education literature. Many educators are probably sympathetic with Pirsig (1974), who noted in frustration that ' obviously some things are better than others, so round and round you go, spinning mental wheels and nowhere finding any place to get traction'. At least six common views of quality appear to be given by educators: quality as reputation; quality as resources and inputs; quality as process; quality as content; quality as output and outcomes; and quality as value added.

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The application of quality as reputation definition is probably most prevalent in assessment of higher educational institutions but not infrequent in evaluations of lower educational levels. Cobbe, S. (1990) perhaps has reputation in mind when he argues that it is easy to reach consensus on the most excellent colleges and schools and he concludes that the basis of reputation although usually not fully clear, would seem to often include information or assumption about inputs and outputs.

Quality as resources and other inputs has been a popular definition with professional bodies of accreditation and also is extensively reflected in the work of international agencies. Data on number and education of teachers are often more easily available than data on the consequences of education.

There is the assumption that a judgment of quality need not wait assessment of results, outputs and outcomes but can be made from an examination of the judgment, pleasure, enthusiasm, or other interpretations of teachers and students. Teachers usually include and sometimes emphasize the view of quality as process.

A trend towards common educational content can be recognized in the movement toward an internationally recognized core curriculum at the earlier levels of schooling. However, content is not an adequate synonym for curriculum. Thus in one conceptualisation of curriculum process and content may be seen as inseparable.



In spite of measurement difficulties, it is highly popular with policy makers. Typical measures of quality as output or outcomes definition of quality are achievement in cognitive skills, entrance ratios to next levels of education, income and occupational status.

Quality may be interpreted as measure of change. Quality as value 'added' typically refers to the impacts, influences, or effects of the institution or system of students; i.e. how the student has changed because of the programme, the culture and norms of the school. Education is sometimes said 'enlarge human capacities' or to help students to achieve their potentials. The 'value added' definition implies that the higher the quality of the education, the more the contribution the knowledge, attitudes, values and behaviour of the student.

The meaning of educational quality should be clarified. The term can be defined in two ways in terms of either inputs or outputs. In the first, the quality of education is linked to school inputs, such as teachers' qualification, class size, teaching methods, pedagogical materials and curriculum. Educational quality is said to be high when these inputs are considered good. In the second, educational quality is linked to the output of the system regardless of its internal operation. Quality is considered high if existing students achieved many of the curriculum objectives (Adams, 1993).

For the purpose of this study, operational definition for quality becomes associated with rebuilding as well as redesigning the whole educational enterprise. Higher levels of inputs, a revitalized, more interactive, learning environment, and specific practical outputs useful in everyday life are all called for basic building blocks for improved quality.

2.2 EDUCATIONAL SYSTEMS AND REFORMS IN GHANA.

Over the years, Ghana's educational system has evolved to reflect changing socio-economic needs and demographic characteristics. In this section, the literature on the history and characteristics of the educational system is reviewed. This followed by an overview of the USAID's QUIPS programme.

2.2.1 HISTORY OF EDUCATIONAL SYSTEMS IN GHANA

The educational system in Ghana has a pyramidal structure that is relatively broad at the primary level but tapers significantly towards the secondary and tertiary levels. In fact the organization and structure of the educational system is still dominated by the same philosophy as that of the colonial administrators.

The Formal education in Ghana dates back to the mercantile era preceding colonization. According to historians, European merchants such as the Dutch, French, British and missionaries set up the first schools. A formal state education structure modelled on the British system was set up during the early twentieth century. The structure

has gone through a series of reforms ever since independence, which led to localization (Aboagye, 1994).

One structure in widespread use for education in Ghana was a six-year basic primary course followed by a four-year middle school course and five years of secondary education. This reflects the provision made by the Accelerated Development Plan for Education in 1951. A second structure, adopted in the years 1968-69, introduced a six-year primary course followed by a two-year middle school course, and then a further two-year continuation school course. In both structures, at the end of the eighth year, however, talented pupils are selected based on the result of the common entrance examination for a five-year secondary education. A third structure was introduced in September 1974, on the lines of a two-year Kindergarten, a six-year primary course, a three-year Junior Secondary course, to be followed by selective two-year senior secondary school course and a further selective two-year upper secondary course. A fourth structure, outside the public system, is a six/seven-year preparatory primary school system that concentrates on the secondary school entrance examination for its pupil (Antwi, 1992).

By the early 1980s, the educational system of this country has sunk so low both in terms of quality and motivation, that immediate attention was needed. The major problems that faced the educational system have been summarized by (Aboagye, 1994) as follows:

Significant numbers of trained and highly qualified teachers had left the country. As a result of the economic decline of the 1970s, more than 50% of teachers in primary and middle had to be replaced with untrained teachers, resulting in ineffective instruction at the basic education level.

The majority of school children and teachers were without textbooks and stationery items as a result of lack of foreign exchange. Building, furniture and equipment had deteriorated as a result of lack of replacement and repair. Management of schools had virtually collapsed and schools were hardly inspected, especially at the basic level.

Enrolment levels had declined over the years to the extent that about two-thirds of the adult population remained illiterate whilst the dropout rate from the formal sector continued to rise. Enrolment growth had declined to 1.5% for primary, 1.1% for middle and 1.5% for secondary levels, whereas school age population grew at 3.6% per year (Aboagye, 1994).

Successive governments had cut back on real levels of financing of the educational sector as a result of the general economic decline. In absolute terms, financing of education by 1985 had declined to only one-third of its 1976 level. The proportion of GDP devoted by government to education declined from 6.4% in 1976 to about 1% in 1983 and 1.7% in 1985. The educational sector was therefore starved of

the necessary inputs it needed to raise quality and expand education in the country (Aboagye, 1994).

Furthermore the system was devoid of virtually any data and statistics needed for vital planning. Educational and administration management had therefore been very low and most decisions had been taken on an ad-hoc basis.

These factors necessitated an educational reform in 1987. The reform involved concentration of an increasing proportion of an available educational resource on the 9 years of basic education, which was to become the right of all Ghanaian children. Then, basic education was made up of 6-year primary and 3-year junior secondary school. This was followed by 3-year of senior secondary. The old pre-university structure of 6-4-5-2 was now changed to 6-3-3. It was hoped that this will reduce the length of time spent in school, reduce cost, provide effectiveness, increase enrolment and help ultimately to achieve universal basic education (GOG, 1992).

This reform programme incorporated most of the recommendations made by the World Conference on Education for All held at Jomtien, Thailand in March, 1990. The basic education curriculum emphasized the acquisition of academic knowledge as well as vocational, technical, and life-skills development (Antwi, 1992).

2.2.2 CURRENT REFORM IN THE EDUCATIONAL SECTOR.

A new educational reform that has been formulated in this country is Free Compulsory Universal Basic Education (FCUBE). FCUBE is a comprehensive sector-wide programme designed to provide good quality basic education for all children of school going age in Ghana by the year 2005.

The FCUBE was set up in fulfilment of the fourth republican constitutional mandate which states in Chapter 6 section 38 subsection 2: "The government shall, within two years after parliament first meets after coming into force of this constitution, draw up a programme for the implementation within the following ten years, for the provision of Free, Compulsory and Universal Basic Education" (GOG, 1996).

FCUBE was to be implemented between 1996 and the year 2005. Thus, the FCUBE programme is a constitutional requirement to provide quality education to all children in Ghana within a stipulated time. The programme is a reinforcement of ongoing educational reform programmes at the basic level.

However, FCUBE differs from the previous reform programmes in that, it is a constitutional requirement, sector-wide and integrated in scope. It was intended to reinforce the national decentralization policy by transforming ownership, management and control of educational services and facilities to local levels. Also it was to achieve high level of



equity, quality and efficiency in the provision of educational services within a stipulated time frame (GOG, 1992).

A policy document for FCUBE was developed to guide the execution of the programme. The policy sets out to address four main constraints to the provision of good quality universal basic education in Ghana. The constraints were: poor teaching and learning resulting in poor performance of children throughout the basic education level; inadequate access to educational services; weak management capacity at all levels of educational system; and unsatisfactory financing arrangement for education sector.

An FCUBE implementation plan, which adopts a range of strategies for achieving quality, efficiency and access to educational services, has been developed. The strategies revolve around three main components all geared towards the provision of full access to good quality basic education for all Ghanaian children.

Improving quality of teaching and learning is the first component of the Programme. The issue of poor performance of pupils in public schools is of great concern to every one. It is clear that the situation is due to poor teaching and learning in school. The strategy of this component then was to promote efficient and effective teaching and learning at all levels of the basic education stages. Specifically this component will enhance specific teaching skills through pre-service and school-based in-service



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training for teachers, improve teacher morale and motivation through incentive programmes, promote quality of learning and pupils/student performance through curriculum reviews and teacher-pupil instructional contact time, ensure adequate and time supply of teaching and learning materials to all schools and improve teacher-community relationships

The second component of the programme is management for efficiency. The focus of this component is to improve the efficiency and effectiveness of management performance through management reforms, discipline and accountability in schools, increased enforcement of effective teaching and learning, elimination of teacher absenteeism, lateness and misuse of instructional time and building of high morale of the pre-tertiary personnel.

The third component of the programme is access and participation. This access and participation component of FCUBE is to expand infrastructural facilities and services to enhance access for all children of school going age, to address issues of enrolment and retention for all children of school going age, to enhance equity in the provision of educational services and facilities for all with particular focus on girls and disadvantaged children and to ensure good quality teaching and learning by setting performance targets.

The FCUBE programme is intended to benefit all children in Ghana. Children are and will remain the focus of the programme. Other beneficiaries include school communities who are to be empowered and

supported to take control of and manage their educational services. Thus, the programme must fulfill children's rights to Universal Basic Education (GOG, 1996).

According to MOE (1998) the success or failure of the programme will be assessed on the basis of the scope of accessibility to good quality education to children in Ghana and the level of community involvement in the provision of educational services.

2.2.3 OVERVIEW OF QUIPS.

In order to help the Government of Ghana to implement the FCUBE Programme and to improve the quality of education, USAID introduced the QUIPS Programme. Since 1988, USAID has taken a new approach to educational development in Africa. According to Tietjen (1997), in contrast to earlier forms of project assistance that were directly to remedy specific weaknesses in education sector, equitable access to and participation in primary school especially for girls are prominent objectives of USAID basic Education Sector Support (ESS) programmes in sub-Saharan Africa. The ESS approach targets reform of the education system itself. Rather than providing solutions to the system's problems, ESS programmes help African governments and education systems identify and remedy their own problems.

USAID's ESS approach emerged in response to several factors: a consensus that a sectoral approach was required for enduring educational change; a recognition that governments and donors must

plan and act within existing resource constraints; a renewed appreciation of basic education as a foundation of economic and social development; and the willingness, even the mandate, to commit relatively large sums of money to basic education, as expressed by USAID'S Development Fund for Africa (Tietjen, 1997).

In 1990, USAID initiated five year, \$35 million Primary Education Project (PREP), intended to support the reforms at the primary level began three years earlier. Specifically, PREP was designed to strengthen the policy and institutional frameworks requirements to improve the primary education system (levels 1-6) in Ghana by the year 2000. One important condition stipulated by the PREP project was the development and implementation of policy for assessing scholastic achievement (reading, writing, oral) and Mathematics (CSA, 1999).

The Improving Educational Quality project (IEQ) effort to improve educational quality in Ghana stems from a USAID/ government of Ghana programme entitled the PREP, which was launched in July 1991. The major activities under PREP include; the development of criterion- referenced testing for primary school leavers (P 6) in English and Mathematics; a comprehensive in-service-training programme, and the distribution of instructional material (Spector, 1994).

This five year inter disciplinary approach will provide practical guidance to help developing countries which are implementing initiatives that seek to improve the quality of education. IEQ collaborates with local

policy makers and practitioners to design and conduct research on instructional practice. The IEQ Project aims to identify practical ways to improve learning outcomes through a better understanding of how learning takes place in schools and classrooms. IEQ forms partnerships with a host country institution to design and implement classroom studies that generate information about “the work place of learning”. This practical information will be disseminated to educators for use in planning programmes, improving pupils’ performance and allocating scarce resources (Klopfer, 1994).

USAID as part of its commitments to assisting the Government of Ghana to increase the effectiveness of the primary education system initiated, in consultation with the Ministry of Education, the Quality Improvement in the Primary Schools (QUIPS) Programme in 1997. The seven-year programme (1997-2004) was designed to support Ghana’s constitutionally mandated FCUBE Programme (QUIPS, 2001).

The focus of the QUIPS programme will be to support key actors at the community, school, circuit and district levels in learning what it takes to organize and deliver effective teaching and pupil learning in all schools. Specifically, QUIPS wants to support schools and districts to improve the low level of reading comprehension, numeracy and problem solving, as indicated by instruments such as the school performance tests, QUIPS assessments and Criterion Reference Tests (CRT).

This requires that teachers, school heads, SMCs and educational officers at circuit and district levels will engage in a process of analyses based on information about pupils' performance, teaching practices and school conditions that lead to better plans, resources, activities and results. These plans and activities should build on those processes, resources and inputs that QUIPS and other project have shown to be useful. These activities will support the MOE/GES whole school development initiative and contribute to the evolving WSD management and financing framework (QUIPS, 2001).

QUIPS was designed to develop, demonstrate and replicate the conditions and processes that are required for improving school standards and ultimately pupil learning throughout the education system by establishing partnership school/communities (PSC). To achieve this objective, QUIPS is working simultaneously at two levels by using a combination of budgetary (non-project) and project assistance (QUIPS, 2001).

The QUIPS Programme has been in operation in Ghana since 1997/98. The QUIPS project anticipates working in three model schools and associated communities in each of Ghana's 110 districts. Each year approximately fifty schools and communities are selected by the Ministry of Education to participate in the programme. Each grouping or cohort receives two years of interventions, which occur at the community, school and district levels. These interventions promote the

enabling environment, improve classroom instruction, improve school and district management and promote community participation. To date, interventions are completed or are ongoing in 195 PSCs. It is expected that 330 schools will be reached by mid-2004 (QUIPS, 2001).

The Programme adopts a holistic approach, which addresses all facets of primary education. Hence, various projects are being implemented under QUIPS. These are Improving Learning through Partnership (ILP) Project, Community School Alliances (CSA) Project, Performance Monitoring and Evaluation (PME) Project, International Foundation for Education and Self-Help (IFESH) and Catholic Relief Services (CRS).

The QUIPS programme is intended to make a substantial contribution to improving quality of instruction in the primary school classroom, increasing local participation in school management and fostering the decentralization of the education system at the district level. The programme is designed to help the education system progressively address district and school level constraints in four areas namely creation of enabling environment, those policies, systems, financial and personal resources needed to carry out and support changes in the primary education system; development of classroom instruction, those conditions and practices, which affect the quality and quantity of teaching and learning within the schools including: school leadership and organization/discipline, teacher motivation and capacity,



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instructional methods and assessment, the curriculum and instructional materials and the physical infrastructure.

Strengthening of school and district management, supervision and management at both the school and district levels, and the devolution of responsibility with simultaneous building of capacity and accountability for performance and enhancement of community participation, enabling parents and communities through PTAs and SMCs to take more active role in promoting an efficient and effective school system that includes high rates of attendance for pupils and teachers and working together with teachers and district staff in developing and enforcing school standards and improving schools' physical infrastructure (CSA, 1999).

One of the main aims of the study was to evaluate the QUIPS Programme and the quality of education in the study area therefore it was important to review literature on educational quality and educational developments and reforms in Ghana and the overview of QUIPS Programme. Since improvement in the living condition is the ultimate goal of projects, it is important that we know whether conditions have improved or not. The study would relate findings to conditions before and after the project.

reconstructed, and for this reason, the study of the social impacts of technology should be a major consideration in modern society.

It was therefore felt that methodologies needed to be developed and applied to ensure that these problems were mitigated. Hence the development of analytical tools such as Social Impact Assessment (SIA), Environmental Impact Assessment (EIA), and Technology Assessment (TA) to help anticipate the nature of the benefits and costs of technological manufacturing and diffusion processes (Carley and Eduardo, 1984).

Similarly, SIA deals with the 'impacts' of technological developments, environmental change or any planned intervention. Critical approaches to SIA have developed in a historical process of practical research and advocacy work. Thus such analyses tended to be based more on the economic value of technology than on other benefits. This over dependence on economic criteria as a measure of the benefits ignored important social and environmental issues, which could have serious consequences for people's livelihood conditions as a whole, and their social relations in particular (Mensah-Kutin, 2002).

One limitation of these analytical tools is that they have been applied in mainstream development processes without due recognition of the politics and economic conditions within which they are used. Therefore they lack adequate considerations of unequal power relationships between societies, and different socio-economic groups. However,

because SIA is more concerned with human consequences, it has a tendency to lend itself to an appreciation of more critical approaches (Mensah-Kutin, 2002).

CONCLUSION

Limited financial resources and competing national priorities have often hampered the efforts of successive Ghanaian governments to enhance the quality of education. Although, NGOs such as USAID have been complementing governments by financing and providing infrastructure services, the results of their involvement have been mixed. This is because their interventions have been narrowly focused and rarely involve recipient communities in design and implementation. In recognition of these shortcomings, the USAID's QUIPS programme has adopted a new approach that involves skills training for teachers and community involvement in programme design and implementation. The hope is that the new approach will create a sense of ownership among communities, which will ensure sustainability and better performance. Yet as the review of literature has revealed, the extent to which this new approach has contributed to the enhancement of educational quality in recipient communities has not been adequately researched. The current study seeks to fill this research and literature gap.

CHAPTER THREE

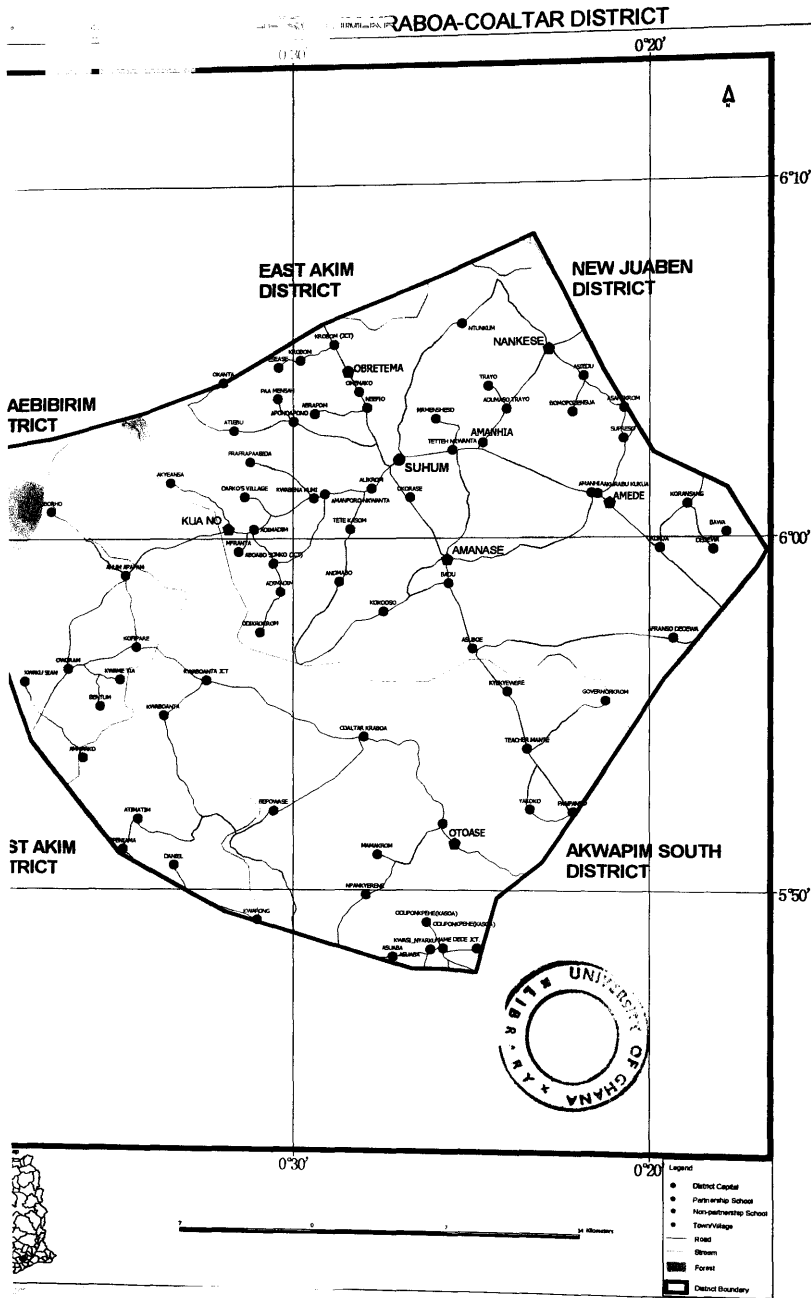
DISTRICT PROFILE

3.1 GEOGRAPHICAL LOCATION AND SIZE

The Suhum Kraboa Coaltar District, with a land area of 1018km² is one of the 110 districts created under the Local Government Act 462 of 1993. The district is located at the southern portion of Eastern Region and Suhum, the capital, is about 60 km North-West of Accra, the nation's capital. It is located within latitudes 5°45'N and 6°15'N and longitudes 0°15' and 0°45'W. The New Juaben District bound the district to the North-East, Kwaebibirem and East Akim Districts to the North, West Akim District to the South, Akwapim North and Akwapim South Districts to the East. Figure 2 indicates the geographical position of the district

3.2 PHYSICAL CHARACTERISTICS

The district is located in the forest zone of Ghana and as such the climatic conditions are virtually the same in the whole zone. The climatic conditions are of the tropical type where average temperatures are usually high throughout the year. They range from 24°C to 29°C. The hottest months are March and April while the coolest months are December and January. Relative humidity especially in the rainy season (June to September) is 87% and 91%. In the dry season, it is between 48% and 52%.



The rainfall pattern is influenced by the tropical monsoon winds, which originate from the Southwest and move to the Northeast respectively. The first and major seasons occur between April and July and the second and minor season occurs between September and November. The annual rainfall figures for the district range between 1270 mm and 165 mm (Dickson & Benneh, 1988).

3.3 POPULATION CHARACTERISTICS

3.3.1 Population Size

In 1960, the population of the district was 49,951 and rose to 73,123 in 1970. This showed an intercensal growth rate of 3.8% per annum. In 1984, the population of the district further rose to 122,429, showing a growth rate of 3.7%. The population of the district was 166,47. Of this figure 84,244 were females and 82,228 were male. These figures give a sex ratio of 97.6 males to 100 females. With the population of the region at 2,106,696, the population of the district is 7.9% of the regional total (Population and Housing Census, 2000).

3.3.2 Population Distribution

The total land area of the district is 940km². With a population of 166,472, the average population density is 177 persons km². This figure is far higher than the regional figure, which stands at 110 persons km². The population pyramid for the district indicates that the population, which falls between 15-64 years being the potential labour force,

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dominates and constitutes 64.6% of the population. Another major observation made is that a significant proportion of the population i.e. (<15 and >64) fall within the dependency bracket representing 35.4%. The implication is that only 45.6% of the proportion, which constitute the economically active group, are providing for the whole population (SKCDA, 2002).

3.3.3 Population distribution by occupation.

It has been established that about 69.9% of the population are engaged in farming. In 1996, it was realized that 67.0% of the population was in the agricultural sector. This means that there has not been much shift in this sector to other sectors. The remaining 29.4% of the occupational distribution are trade and commerce, public servants, food processing and transport (Kesse-Tagoe, 2000).

3.4 INCOME AND EXPENDITURE PATTERNS

3.4.1 Source of household income.

About 47% of the households derive their income from crop farming whilst 24% have trading/commerce as their source of income. Another significant source of income is salaries. This accounts for 10%. Earnings in non-agricultural industries are higher. For example, trading/commerce shows monthly average earnings of ₵461,616.00 while food processing accounts for ₵362,400.00. Earnings from

fisheries (¢45,000.00) and small-scale manufacturing (¢45,000.00) are low (Kesse- Tagoe and Associates, 2000).

Further, analysis of the source of income from the district revealed that though incomes from crop farming constituted only 9% of household incomes, the bulk of the households-47% derive their income from this source. Thus, any attempt to raise household incomes must place emphasis on the improvement in the agricultural sector (SKCDA, 2002).

3.4.2 Household expenditure pattern

The expenditure pattern revealed that as much as 98% of the households spend on the average ¢41, 841,808 annually on food. This constitutes 12.3% of the households' expenditure. This is followed by expenditure on business, which accounts for 11.3%. Housing construction accounts for 10.7% as compared with 4.8% for rent in lieu of accommodation. This shows a strong desire by the population to own residential properties. The high expenditure on business indicates the desire to increase earnings through investment. On the other hand, this is carried out by only 4% of households.

Social events involving funerals and donations account for a total of 6.6% of household expenditure. About 97% of households do make some expenditure on education, which is only 5.3% though the amount is small as compared to other expenditure items.



The household expenditure per year in the district is estimated at ₵14,831,160. However, the summary shows that 50% of households spend money on items like hired labour, taxes, funeral, health, transport, education, clothing and food. Taking these expenses as a proxy for income, the average household income for the district is estimated to be around ₵6,541,947 per annum. Using the average household size of 4, the income per capita for the district amounts to ₵1,635,487 (Kesse-Tagoe, 2000).

3.5 POVERTY LEVEL

Ownership of basic domestic appliances by households can be seen as an indicator of the standard of living of the people in the area. Results from the baseline survey indicate that 73.8% of households have a radio each whilst 20.2% have television set. It can be inferred that the people have a moderate standard of living if household properties are anything to go by.

The distribution of income in the district indicates a huge inequality. Though the average per capita household income is around ₵1.5 million per annum, about 50% of the district's income is in the hands of 14% of the population. This calls for urgent assistance to the majority of the population who are in the low-income bracket to increase output through the provision of funding and training (Kesse-Tagoe, 2000).

Based on the method used by the Ghana Statistical Service for the study of poverty in Ghana, the poverty and hardcore poverty lines identified represents two-thirds and one-third of the value of the districts average living standard (per capita) respectively. This gives ₵1,089,234 for the poverty line and ₵544,617 per annum for population falling below the poverty line and 22.4% at hardcore. With the current district population of 166,472 and with 46.4% of the population earning less than ₵1,089,236, the population which fall below the poverty line is estimated at 478,559.

The poverty gap, which is the income shortfall of the poor, is 46.4%. This determines the extent to which incomes of the poor fall below the poverty line. The aggregate poverty gap for the district is approximately ₵19 billion in terms of income (SKCDA, 2002).

3.6 SOCIAL DEVELOPMENT

3.6.1 Health

According to DHMT (2002), health delivery in the district is provided through 16 health institutions. The institutions are composed of a hospital, clinics and health centres. In addition to these orthodox institutions, there are traditional herbal practitioners, faith healing centres and traditional birth attendants. Private participation in this sector is in the form of clinics, maternity homes and a herbal centre. The number of medical doctors has increased to 4 and that of the

nurses to 44. From the figures available, the district has a doctor/population ratio of 1:41,618. This figure falls below the regional ratio of 1:35,650 (1992) and the WHO ratio of 1:1000 (1992) (MOE, 1999).

The outcome of the threshold analysis of the health facilities available in district revealed that the district needs 6 additional health centres and 8 clinics/health posts to satisfy the health needs of the population.

The health sector in the district is saddled with several problems. The most prominent among them are:

1. Staffing- the district has 4 medical doctors. The situation makes it virtually impossible for patients to have adequate contact with the doctors.
2. Spatial distribution- the district capital is located at Suhum and all other medical facilities located in the zonal centres. The effect is that many patients may have to travel over very long distances to utilize the facilities.
3. Physical infrastructure- almost all the medical facilities lack the full complements of physical infrastructure to enable them operate effectively. For example, the district hospital has not got enough space for admissions, surgery and mortuary services
4. The facilities and means of transport, which were provided for the public health personnel to execute Primary health Care Programmes, were inadequate.

3.6.2 Nutrition

Though the region is a net exporter of various food items like tubers and grains, its performance in poultry and livestock production is not satisfactory. This has created a market for the importation of fish and meat products. The consumption of vitamin and protein based food item like vegetables, beans and peas has been found to be inadequate in the diet of the people.

Though the district is classified as a net exporter of the basic food items, the prices at which food is sold rise above average, especially during the beginning of the major farming season (i.e. January and February).

As issues on nutrition are fundamental to the sustenance of the health of the population, (especially they impact on children and mothers in reproductive brackets) the need to improve the nutritional levels of the population cannot be over emphasized (SKCDA, 2002).

3.6.3 Education.

There are 44 kindergarten/nursery institutions in the District. These institutions are operating mostly in Suhum and the zonal capitals. The number has been found to be inadequate to absorb all the children in this bracket. Individuals or institutions are running about 60% of these institutions. With a total enrolment of 3,088, the pupil/teacher ratio stands at 1:14 (DEO, 2002).

TABLE 5: Educational institutions and enrolment

Institution Type	No. of Schools	Boys	Girls	Total	No. of teachers		Total No. of teachers
					M	F	
KG/Nursery	44	1,508	1,580	3,088	72	153	225
Primary	141	11,463	10,144	21,207	451	319	770
J.S.S	92	4,274	3,480	7,754	147	147	469
S.S.S	3	1,401	316	1,717	72	7	79
Total		18,646	15,470	34,166	917	626	1,543

Source: District Education Office, 2002.

There are 141 primary schools in the district. The total enrolment in these schools is 21,607. 770 teachers man these schools. The teacher/pupil ratio is 1:28. This ratio compares favourably with the regional ratio of 1:26.

The junior secondary schools (JSS) in the district are 92. The total population of these schools is 7,754. About 55.1% are boys while 44.9% are girls. The teacher/student ratio is 1:17. The district has three Senior Secondary Schools (SSS) with two in Suhum and the third in Coaltar. The student population in these schools is 1,401. The teachers engaged in these three institutions number 79. With these figures the teacher/student ratio at this level is 1:18. Generally the schools lack tools, equipment, textbooks and furniture at all levels.

- (a) Some of the structures housing the school are structurally unsound. The study revealed that about 22.3% of these buildings need to be demolished and replaced, due to the fact that they have developed very profound cracks. In some cases, parts of the wall have fallen down.
- (b) Many buildings need rehabilitation in the form of replacement of leaking roofs, rending of floors and walls, painting and restoration of windows, doors and ceiling. Such buildings constitute about 39.9% of the structures.
- (c) Though some institutions have been provided with pavilions, quite a number are yet to be cladded and partitioned. Teaching is not very effective under these pavilions. The students have to cope with noise created from adjacent classrooms.
- (d) The schools at the nursery level are in most cases not housed in proper premises. While some of the institutions are operating in private premises others are housed under sheds, especially, in the rural areas. Furthermore, a sizeable number of the teachers at this level are not trained. This number constitutes about 44% of all the teachers at this level.
- (e) Though the teacher/student ratio at all levels indicate adequacy of teaching staff, the presence of about 13.9% as non-certified may affect the level of delivery in the schools.
- (f) Lack of tools, equipment, textbooks and furniture at all level is also a problem for the district to battle with (DEO, 2002).

3.6.3.1 Literacy Rate

The literacy rate here refers to all those aged 15 years and above who can read and write a letter in English or any Ghanaian language. The literacy rate of the district is about 52% (Ghana Statistical Service Publication-GLSS4, October 2000). The national literacy rate is put at 49.4%. This suggests that the district figure is higher than the national figure (DEO, 2002).

3.7 SANITATION

The biggest problem facing this sector in the district is the disposal of both liquid and solid waste. The field study shows that 50% of the settlements patronize pit latrines while 20% and 25% of the population utilize KVIP and septic tanks respectively. The rest of the population, that is 5% use VIP systems. The District Assembly is encouraging households to own private toilets (Kesse-Tagoe, 2000)

Suhum, the district capital, is woefully lacking when it comes to satisfying the needs of the inhabitants as far as faecal waste is concerned. Solid waste disposal in Suhum as well as most of the zonal capitals poses serious problems. In Suhum, heaps of solid waste is found within the settlements. The stench, which emanates from these heaps, is a worry to the inhabitants whose properties adjoin these heaps. Though the problem of waste disposal is universal in the district, the situation in the smaller settlements is less distressful. However,

there are instances where people indiscriminately defecate along riverbanks, open spaces and in the bush (DHMT, 2002).

3.8 WATER SUPPLY

The major sources of water in the district include wells, streams/rivers, boreholes, rain and pipe-borne. Except for parts of the district capital, Suhum, that is supplied with pipe-borne water, all other settlements depend on the other sources as indicated.

The inadequacy of supply has compelled many households to supplement their water requirement with water from wells and streams. This has resulted in the high incidence of diarrhoea and other water-borne diseases in the district, which account for 10.3% of all the cases reported in the outpatient departments of the hospital and the clinics in the district (SKCDA, 2002).



CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 INTRODUCTION

This chapter focuses on the analysis of the data obtained from the field to throw light on the issues the research seeks to address. The chapter begins with the socio-demographic background of the respondents followed by community involvement and participation in the programme and the effects the programme has had on facilities development, pupils' and teachers' performance in the schools.

4.2 SOCIO-DEMOGRAPHIC BACKGROUND OF THE RESPONDENTS

Three hundred and six respondents were used for this study. Out of these, 49% were pupils, 29.4% were parents, 11.7% were teachers and officials constituted 10%. The ages of these respondents ranged from 10 to 60. The younger age groups were mostly pupils while parents' ages ranged from 30 to 60. The officials were relatively much older ranging between ages 35-60. Besides teachers, pupils and the officials, the main occupation of the parents in both Partnership and Non-partnership Schools was farming and trading. Most of the parents were petty traders who sell items like tomatoes, pepper, fish and garden eggs. Others were peasant farmers cultivating crops like cassava, maize, plantain and yams.

Apart from teachers and officials, none of the respondents has a fixed level of income or easily determinable level of income. These low levels of income in a way can affect commitment to paying school fees and provision of children's learning needs. It also encourages the engagement of wards in commercial activities to supplement domestic incomes (GNCC, 2000).

4.3 COMMUNITY INVOLVEMENT AND PARTICIPATION

To participate is to take part or be involved, but in what, by whom and at what level? Many writers tend to emphasise, or even over emphasise, the involvement of communities in decision-making process as participation. List (1985) pointed out that popular participation ranges from the token involvement of people indirectly in the formal decision-making process to autonomous decision-making by popular organization at the local level.

The involvement of parents and community members in any project, be it donor funding or community-initiative, is central to the project's survival. This point has been proved over and over by many other QUIPS Programmes around Ghana where communities have emerged as viable support system for improving children's performances. A study by Afrifa (1999) revealed that community involvement under QUIPS engenders a sense of ownership and communal spirit among community members. For parents, it increases their awareness and

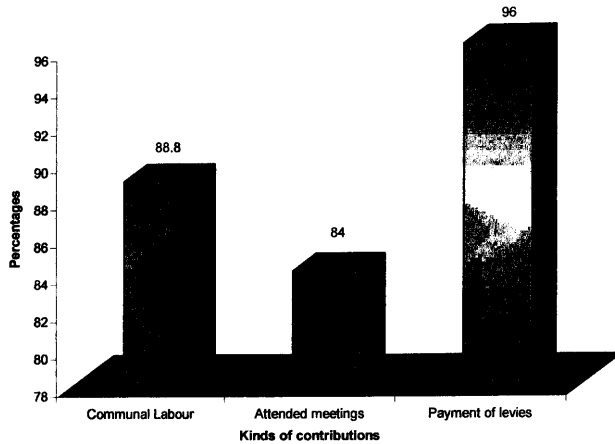


involvement in school issues. They provide school items for children and attend communal labour even in places where it is frowned upon.

Results from this current research as shown in Figure 3 seem to buttress these assertions. Parents have been involved in the design and implementation of the QUIPS Programme. They contribute both in cash and in kind and the impact on students' performance has been significant. For instance, prior to QUIPS implementation as indicated in Figure 16, Partnership Schools were among the worst performers in literacy and numeracy tests conducted by educational authorities. However with QUIPS, these schools witnessed improved performance as parents and community involvement became stronger and widespread. At the same time, Non-Partnership Schools maintained a minimal involvement of parents and community members in school activities and also did not see any significant improvement in school performance. This goes to indicate the significant role that parents can play in achieving better education for children.

In order to know the level of community participation in the programme, community members were asked to show the areas they contributed towards the programme. The responses are shown in Figure 3.

Figure 3: Kinds of contributions by community members towards the programme.



Source: Field Research, 2003.

Parental contribution towards QUIPS Programme in the Suhum Kraboa Coaltar District took different forms. These included communal labour, PTA meetings attendance and payment of levies.

According to Figure 3, 88.8% offered communal labour to build classroom blocks, offices, urinals and KVIPs. They used their local artisans such as masons, carpenters and painters in erecting and completing the structures while the implementors of the project (USAID) provided the finances.

Besides communal labour, 96% of the community members also paid levies towards QUIPS Projects. These levies were not huge sums but tokens that were meant to make communities proud of themselves and to see themselves as owners of projects, something that will help them take care of those projects once external donors are gone, thus ensuring the sustainability of donor-initiated and funded projects in recipient communities. In Partnership Schools, each parent was levied ten thousand cedis and the proceeds were added to those from the implementors, which was used to purchase textbooks, sports equipment and some library books.

Besides the provision of physical facilities, the imposition of the levies under QUIPS helped mobilize local resources for educational improvements. For instance, the entry of QUIPS into Dorfor Adidome, a small community in the Volta Region enabled the community to raise an amount of about 400,000 cedis through levies to support school projects (Brempong, 2002). Also it engendered a sense of pride among community members and improved project stewardship.

Although community participation in projects through material and financial contributions has helped sustain many programmes, there is a trend towards a new type of community involvement. This new type of involvement is basically a mental process involving thinking, planning, deciding, acting and evaluation as well as a physical involvement. Here,

the development partner and the communities are partners in the development process (White, 1982). Taking a cue from this emerging trend of community involvement, the QUIPS programme places great emphasis on parental and community involvement in projects.

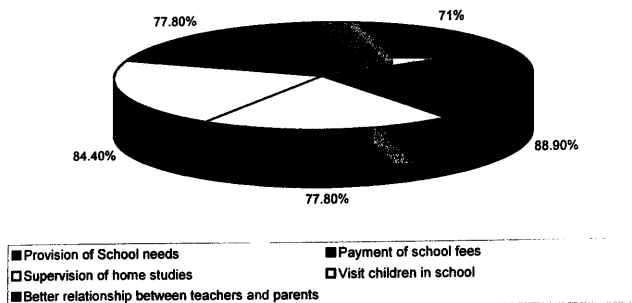
Many of the communities under this research are farming areas and therefore time is of essence. Very often, parents take little time to partake in school activities and do not bother about spending time to trash out issues affecting their wards' education. This has had a detrimental effect as pupils and teachers have little impetus to improve performance. Pupils roam about aimlessly and play truant often. Also teachers go to classrooms unprepared. Conscious of these problems, the QUIPS Programme under review encouraged parental involvement in the planning, decision-making and evaluating process. It also encouraged the physical presence of parents at PTA meetings to demonstrate commitment to the issues at hand.

Many people responded favourably to these initiatives and about 84% of the community members attended PTA and other community meetings, which dealt with issues on payment of school fees and school visitation to monitor activities of both teachers and pupils. Also, during PTA meetings, parents were briefed on the various stages of the QUIPS Project. Accounts were rendered in order to ensure transparency on school finances. One particular issue that came up very often in the

PTA meetings was the enrolment of children especially the girl-child in school. Their regular discussion was to discount the pervading perception in the various communities that the government has to make education free and even provide school uniforms for their wards

Reports from other QUIPS Schools around the country indicate that, deliberations that take place during PTA meeting impact greatly on parents' views and attitudes. For instance, in Gomoa Fetteh, Ekyir (2002) reports that through such deliberations, everyone in the community became convinced that schools belonged to them and therefore all hands needed to be on deck to support school authorities and the government in tackling school problems. In Aflukakpoe, another QUIPS beneficiary community in the Volta Region, reports indicated heightened awareness among community members of the need to educate their children, especially the girl-child (Lawuekpor, 2003).

Figure 4: Parents in PSCs contribution to children's education



Source: Field Research, 2003.

In the current research as depicted in Figure 4, 84.4% of the parents visited their children in school because they thought that was one of the best ways they could contribute to their wards education. This activity followed discussions at PTA meetings where issues like visitation and payment of school fees were discussed. School visitation has enabled parents to monitor the activities of both teachers and pupils. In the evening, parents took time to supervise their children's studies at home while in the afternoons they paid regular visits to schools to ascertain how their wards were faring.

According to some parents they undertake these activities because they have realised that *"the time needed for the children to study in the evening is as important as the time spent in the classroom, and as parents we have the responsibility to supervise our children's evening*

studies. This is a very positive statement, which appears to be having very positive results. It became apparent that due to these regular visits and supervision by parents, the tendency of children to roam about at night has reduced significantly. This in turn has brought some relief to both teachers and parents as children now spend most of their leisure hours especially at night, studying. These findings confirm similar findings made by Osei (2002) in Traa community and Boakye (2001) in Duase community where regular visits to schools and night supervision were cited as important factors in ensuring quality education.

Also in this study, about 77.8% paid their children's school fees while 71% provided school needs such as exercise books, pens, pencils, sandals and school uniforms. These were what they considered to be their main ways of providing their wards with better education. As a result of greater parental involvement in school matters, a much more improved relationship has developed between the community and teachers under QUIPS Programme in the Suhum Kraboa Coaltar District. This improved relationship, according to 77.8% of the community members has contributed immensely to the steady decline in truancy and indiscipline among pupils.

Many parents intimated that by giving incentives like foodstuffs, vegetables and fruits to teachers, they were contributing their quota to enhance teachers' performance. The idea of incentives, according to the

parents, were to make teachers feel comfortable and also have peaceful mind that will enable them to make our children have the best of quality education.

While parents emphasised the role of teachers, the pivotal role they as parents had to play was not lost to them. These issues were discussed at most PTA meetings and many parents (71%) noted that needs provision was the major contribution to improve educational quality. A study conducted by Boadi (1999) on QUIPS in Odumase revealed that the commonest needs of children that parents provided were reading books, exercise books, pens and pencils. In addition to the provision of these items, parents in the study area also paid their children's school fees without the usual complaint. Most parents said that they provided these needs in a bid to give education its real value.

As the previous paragraphs have indicated, community involvement is high in the partnership schools and spreads to more activities than is normally found in other schools. There was a regular attendance at PTA meetings. The parents visited the school at least once every two weeks, inspecting pupils' attendance and exercise books. They also observed lessons, supervised and monitored general school functions including the physical status of the school. The community leaders, SMC and PTA executives also disciplined children when the latter misbehaved on the way to and from school. All these responsibilities for the community members were made known to them by the implementors of the

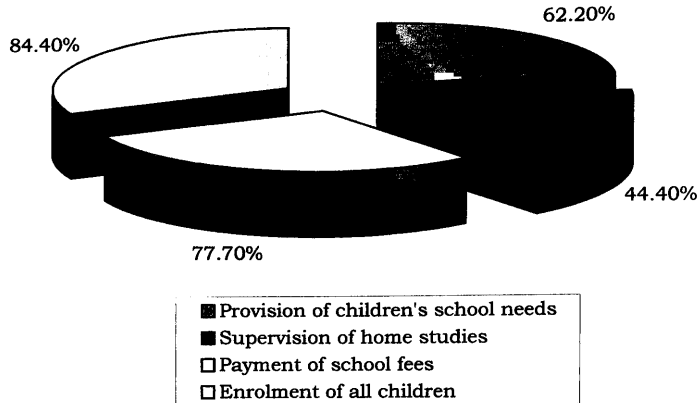


programme because the FCUBE Programme requires all schools to be community based.

Judging from the success chalked by QUIPS thus far, it is believed that if the programme is spread to all villages, people will end up doing things for themselves instead of always waiting for help from somewhere. This assertion is based on the outcome of a similar study undertaken by Kusasi (2000) in Eteso community.

In contrast, community members from Non-PSCs were not aware that they were expected to go and visit their wards and teachers in the school to monitor their attendance, behaviour, observe lessons, supervise and monitor school functions and contribute to the effective running of the schools. They noted they attend PTA meetings but they were not regular and punctual. At such meetings, they were reminded of some of their roles and responsibilities towards children's education. (See Figure 5 for contribution of children needs by parents in the Non-PSCs).

Figure 5: Parents in Non-PSCs contribution in children's education.



Source: Field Research. 2003.

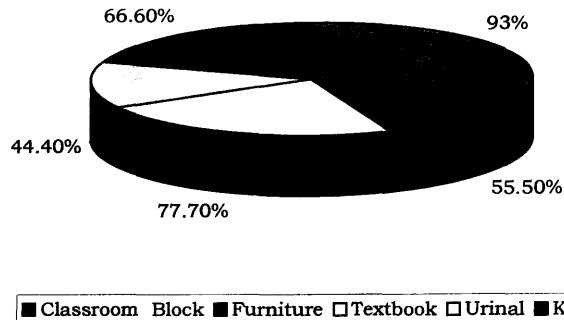
From Figure 5, 62.2% of the community members noted that they were aware of their responsibilities to provide children's school needs. The same proportions of the parents also were providing their children's needs. About 77.7% of the parents were aware of the need to pay children's school fees. All of these parents were actually paying their wards school fees. At the same time 44.4% of the community members were aware of and were actually supervising their children evening studies. About 84.4% were of the view that they needed to enrol all children (including the girl-child) in school and were actually enrolling them



While these figures of awareness and actual community participation in the Non-PSCs are high, they are not encouraging as compared to those of PSCs. Also, while parents were aware of their roles, they seem to be neglecting these roles especially school fees payment and provision of school needs because they still have the notion that government should be providing education to all because the community paid taxes and made other indirect contributions. While this assertion may be true, it does not augur well for the enhancement of the quality of education at the local level. This is because the national government does not have the resources to adequately fund the educational needs of all communities in the country and donor assistance may not be a reliable source either, due to its unpredictable nature. In these circumstances, local level support to supplement what other stakeholders provide appears to be the solution of choice.

It is not uncommon to hear of projects collapsing after the withdrawal of external funding due to the lack of community interest and support. It is becoming increasingly clear that the sustainability of projects can be maintained if community members are enthusiastic and are willing to contribute toward its success. With this in mind, parents from PSCs were asked whether they wanted the programme to be sustained, and interestingly, all responded positively because of the following benefits the community has had from the programme.

Figure 6: Benefits of the programme to the PSCs.

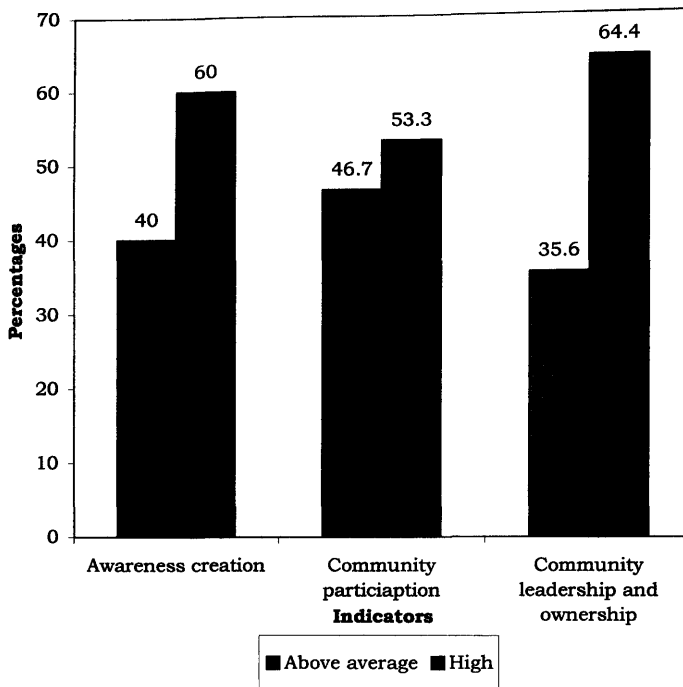


Source: Field Research, 2003.

From Figure 6, 55.5% were of the view that they had a set of furniture for all the classes, 77.7% noted that they received textbooks from the programme, 44.4% and 66.6% thought that they benefited from the programme by receiving urinal and KVIP respectively.

The community members from PSCs were asked to rate the programme according to the following indicators and Figure 7 illustrates the responses.

Figure 7: Community members' rating of the programme.



It is observed from Figure 7 that 60% of the community members rated high and 40% rated above average for the programme in terms of awareness creation. They said that although they knew their roles and responsibilities towards their children's education, they had not taken care of them because they expected and hoped that the government would do so. They also associated their inability to perform their roles in

children's education to poverty. But the programme implementors encouraged them that they could do them and also enlightened them on some of their rights in the management of the schools (QUIPS, 2001).

Statements like the following were common among the community members. *"We are very happy to have this programme in our community because it has created awareness among all community stakeholders on their roles and responsibilities towards providing quality education for our children. Prior to this we had always blamed teachers for failure of our children in school. We have to team up with the teachers to ensure that our children receive quality education".*

Fifty three percent of the community members rated high and 47% rated above average for the programme in terms of community participation. They said that the implementors involved them in all spheres of the programme. They sought their opinion as to how to go about certain issues.

Sixty four percent of the community members rated high and 36% rated above average in terms of community leadership and ownership. The implementors relied on the chief, elders, opinion leaders and executives of SMCs and PTAs in all spheres of the implementation and also involved them in all the matters concerning the school so that they could claim ownership of the school in order to take proper care of its assets.

Some community members were aware of the role they needed to play to make QUIPS Projects more sustainable. As some members said *“most importantly, we should take note that QUIPS leaves the community after two years. This leaves room for us to actively participate in school improvement efforts. For as QUIPS leaves, we, the community members will have to put all hands on deck to sustain the pupils’ development”*.

In sum, involvement of people in the development process has been conceded to be necessary for sustainability of the projects. The results of this current research confirmed these assertions and also revealed that where the benefits of a programme are tangible and seen to benefit the entire community rather than specific individuals, community acceptance is high. Furthermore, it showed that greater community involvement engenders a sense of pride and ownership that can lead to the sustainability of projects, even if donor assistance is withdrawn.



4.4 FACILITIES DEVELOPMENT IN THE SCHOOLS

The facilities and materials, as well as the teachers available to a community are all important factors in ensuring that the child is given quality education (DFID, 2000). The teachers from partnership schools were asked about the state of physical facilities in their schools before the implementation of the programme and their responses are found in Table 6.

Table 6: Teachers rating of the state of facilities in partnership schools before the programme.

Items	Excellent (70-100)		Good (60-69)		Fair (40-59)		Poor (0-39)	
	No	%	No	%	No	%	No	%
Textbooks	0	0	0	0	11	61.1	7	38.9
Furniture	0	0	0	0	8	44.4	10	55.6
Staffing	1	5.6	16	88.8	1	5.6	0	0
Classroom block	0	0	0	0	12	66.7	6	33.3
Enrolment	0	0	8	44.4	10	55.6	0	0
TLMs	0	0	0	0	10	55.6	8	44.4

Source: Field Research, 2003.

It is observed from Table 6 that, only 5.6% of the teachers described staffing as excellent before the inception of the programme. Also 88.8% said they had good staffing before the implementation of the programme. They had adequate staffing because the provision of teachers was and continues to be the responsibility of the DEO.

Results indicated that in terms of enrolment, 44.4% of the teachers agreed that they had increased their enrolment while 55.6 % thought they had good enrolment before the programme. It can also be deduced from the table that only staffing and enrolment were adequate in the schools before the QUIPS programme.

With results for classroom block, 66.7% of the teachers observed that they had reasonable structure where as 33.3% said they had poor structure before the programme. Discussion held with the head teachers of the three partnership schools revealed that in Otoase classes were held in a pavilion structure which was not cladded or partitioned, so noises from adjacent class and noises from outside were distracting pupils' and teachers attention. They also had no office and store.

Responses from Amede also revealed that though they had a complete six class room block with office and store, the structure was built in 1960 and it had not seen any renovation ever since. So the building was tearing apart with the roof leaking. Also, at Obretema, the community managed to put up a structure for the school. The structure looked like a pavilion but the floors were not cemented. Pupils had to water the floors every morning before classes could begin. They also had no office and store so school properties were housed in the head teacher's house.

Forty four percent of the teachers noted that the furniture situation in the schools was fair and 56% were of the opinion that the situation was poor. Pupils had to bring their own tables and chairs to the school. Some of the pupils did not own any furniture and as a result they had to sit beside their friends. Those who did not have furniture at times were sent home which made some pupils drop out from the schools.

Regarding textbooks, 61% of the teachers thought that the textbook situation in the school was fair whereas 39% of the teachers noted that the textbook situation was poor in the schools before the programme. Pupils had to buy their own textbooks and those provided by the district education office were inadequate. Textbook to pupils ratio was about 1:6 and even the teachers did not have their own copies to teach. They had to buy their own copies themselves. The textbook situation in the schools compelled some pupils to drop out of school because their parents could not afford to buy the textbooks for them.

Teaching and Learning Materials (TLMs) were not available in the schools since 55.6% of the teachers observed that the situation was fair, 44.4% of the teachers noted that the situation was poor. Teaching with TLMs help the pupils to understand lessons quickly and better especially those in the lower primary.

The three schools had neither urinals nor KVIPs. According to the officials from the DEO, *“before the implementation of the programme pupils left school with the excuse of going to ease themselves but did not return again. Enrolment was low because parents were not willing to enrol their children in that particular school and pupils also dropped out from the school to the other school because the schools lacked many facilities”*.

But now the story is different as depicted by responses of teachers about the present state of the facilities in the schools. These responses are summarized in Table 7a &b.

Table 7a: Teachers rating of the present state of facilities in the Partnership schools after the programme.

Facility	Excellent (70-100)	%	Good (60-69)	%	Fair (40-59)	%	Poor (0-39)	%
Textbooks	7	38.8	11	61.2	0	0	0	0
Furniture	12	66.7	6	33.3	0	0	0	0
Staffing	17	94.4	1	5.6	0	0	0	0
School building	16	88.8	2	11.2	0	0	0	0
Enrolment	11	61.2	7	38.8	0	0	0	0
TLMs	0	0	10	55.6	8	44.4	0	0

Source: Field Research, 2003.



Table 7b: Teachers rating of the present state of facilities in Non-partnership schools

Facility	Excellent (70-100)	%	Good (60-69)	%	Fair (40-59)	%	Poor (0-39)	%
Textbooks	0	0	1	5.5	15	83.5	2	11.0
Furniture	0	0	4	22.2	14	77.8	0	0
Staffing	11	61.0	7	38.8	0	0	0	0
School building	0	0	1	5.6	11	61.2	6	33.4
Enrolment	0	0	15	83.4	3	16.6	0	0
TLMs	0	0	0	0	7	38.9	11	61.1

Source: Field Research, 2003.

It can be deduced from Table 7a above that the state of facilities in the partnership schools had changed for the better. 38.8% of teachers from partnership schools were of the opinion that the textbook situation in the school was now excellent and 61.2% noted that the textbook situation in the school was good. They said now the textbook-pupil ratio is 1:1 and even they had excess textbooks, which were being kept in cupboards. They said they had it all from the QUIPS programme. They even had library books, which they give to pupils to read in the house.

In Table 7b, only 5.5% of the teachers from the Non-partnership Schools were of the view that the textbook situation in the school was good whereas 83.5% of the teachers observed that the situation was fair. Pupils had to buy their own textbook and textbook-pupil ratio stands at 1:4. Textbooks supplied by the District Education Office were not adequate and even teachers did not have their copies to teach

unless they buy their own. In terms of furniture, 66.7% of the teachers from the partnership schools were of the opinion that the furniture situation in the school now was excellent and 33.3% said the situation was better. They have more than enough because the project implementors supplied the schools with adequate furniture. But the situation was different in the non-partnership schools. 22.2% of the teachers noted that the furniture situation in the schools was good while 77.8% of the teachers were of the view that the situation was moderate. What they had was not enough to cater for all the pupils. The PTA gave what they had to them.

Both partnership and non-partnership schools had adequate staffing. 94.5% of teachers from the partnership schools were of the opinion that they had excellent staffing. Conversely 61.2% of the teachers from the non-partnership schools noted that they had excellent staffing whereas 38.8% said they had better staffing. Since the DEO is responsible for posting teachers, schools from both partnership and non-partnership schools had adequate teachers. Thus, every class had a teacher.

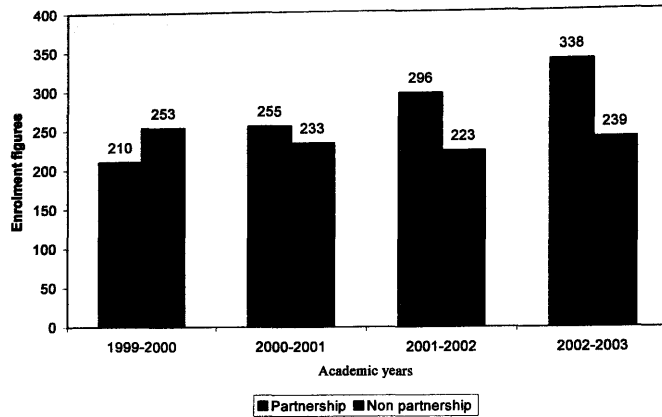
About 89% of the teachers from the partnership schools thought they had excellent classroom block and 11.2% said they had better classroom block. With the help of the programme, the schools now had standard and beautiful six-classroom block in addition to office, stores, KVIP and urinal. The classroom block for Otoase was cladded, partitioned and painted, the structure for Obretema was built afresh

and that of Amede was re-roofed and renovated. For Non-partnership schools only 5.6% of the teachers thought they had a better classroom block, 61% said their school building was fair. The classroom block for Kuano Islamic Primary was built with clay bricks, which is even tearing apart. For Amanase Presby Primary and Nankese Kofi Annor Asante Primary Schools though they had a decent and standard classroom block, there are two streams using the same classroom block. The morning shift starts their lessons from 8am to 12 noon whilst the afternoon shift starts their lessons from 12 noon to 4 pm. Instructional time here is reduced to four hours instead of six hours for normal streams.

About Teaching and Learning Materials (TLMs) availability in the schools, 55.6% of the teachers from the partnership schools observed that they had better TLMs. 38.9% of the teachers from non-partnership schools noted that the TLMs situation in the school was moderate whilst 61.1% said the situation was poor. Teachers from the partnership schools were taught during their training workshop how to prepare their own TLMs. Results indicated that in terms of enrolment, 61.2% of the teachers from the partnership schools were of the opinion that the enrolment levels in the schools had increased while 83.4% of the respondent from the non-partnership schools said that they had better enrolment. Figure 8a&b summarizes the enrolment figures for the schools between the 1999-2003 academic years.

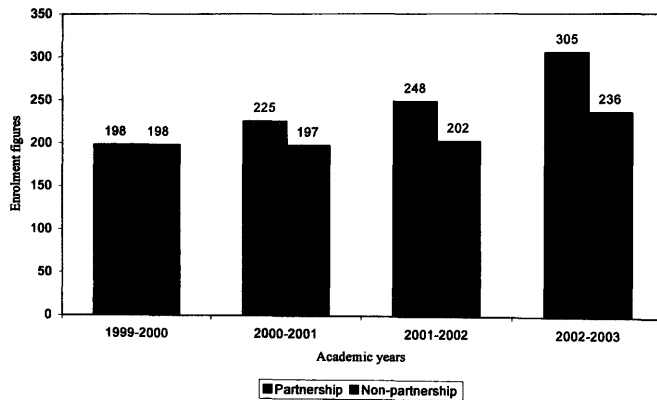


Figure 8a: Enrolment figures for boys in both schools between 1999-2003 academic years.



Source: District Education Office, 2003.

Figure 8b: Enrolment figures for girls in both schools between 1999-2003 Academic Years.



Source: District Education Office, 2003.

The programme has increased the enrolment figures in the partnership schools. In the 1999 academic year, before the inception of the QUIPS programme the schools had almost the same figures for enrolment but with the implementation of the programme the enrolment had increased for both boys and girls in the partnership schools. The situation is different today because the schools now attract pupils from other communities and parents at best can afford to send their children to school since they now realise the advantages one can derive from education.

The partnership schools have been able to retain their pupils; the drop out rate had reduced. Table 8 shows the dropout rates for the schools.

Table 8: Dropout rates for the schools between 1999-2003 Academic Years.

School type	Gender	1999-2000	2000-2001	2001-2002	2002-2003
Partnership	Boys	4%	1.5%	1%	0.5%
	Girls	5%	3%	1.5%	0.8%
Non-Partnership	Boys	3%	3%	3%	2%
	Girls	4%	5%	3.0%	2.8%

Source: *District Education Office, 2003*

Initially the dropout rates for both sexes in the partnership schools were high but presently they have reduced. Pupils are now encouraged by the infrastructural development in the schools and now parents are able to provide them with most of their school needs. These have made it

possible for many pupils to be retained in the schools. Though the dropout rates for both sexes in the Non-partnership schools was high initially, it had reduced slightly but not at the same pace of the partnership schools. This reduction could be attributed to the fact that parents are now becoming more aware of the importance of educating one's children.

Pupils graduating from class six to JSS one have also increased. Table 9 indicates the rates of pupils graduating from class six to JSS one.

Table 9: Rates for pupils graduating from class six to JSS one for 1999-2003 Academic Years.

School type	Gender	1999-2000	2000-2001	2001-2002	2002-2003
Partnership	Boys	60%	70%	80%	95%
	Girls	40%	60%	75%	85%
Non-Partnership	Boys	60%	60%	62%	65%
	Girls	45%	47%	50%	52%

Source: *District Education Office, 2003.*

The rates have increased for all sexes in both the Partnership and Non-partnership schools. But the increment in the Non-partnership schools is not at the same pace of the partnership schools. Pupils now feel comfortable that they have had a good foundation at the primary level, which could help them perform better in the JSS. The initial fear that they cannot perform better in the JSS, and therefore learning some trade after class six seemed to have disappeared. Pupils feel happy in

school because the beautiful classroom block attracts them to the school and also they are not worried about the state of facilities in the schools especially textbooks and furniture.

The main issues coming up from this analysis are that; the textbook situation had improved in Partnership schools while that of Non-partnership schools remains fair or poor; furniture in Partnership Schools were better with all children having access to chairs and tables. But in Non-partnership Schools, the furniture situation was poor and some children had to drop out of school for want of adequate furniture; apart from staffing that both the Partnership and Non-partnership Schools had adequate, school buildings, enrolment and TLMs were better in Partnership Schools than could be found in the Non-partnership Schools. It is clear that the QUIPS Programme had not only improved the infrastructural facilities in the various schools, but also, had established favourable conditions for better teaching, learning and subsequent improvement in children's performance.



4.5 EFFECTS OF THE PROGRAMME ON THE TEACHERS' PERFORMANCE.

The overall character of the school, defined to a large extent by the leadership of the head teacher and other senior staff, can be described as the school culture. It includes the use that is made of what resources are available. It is also reflected by the relationships between staff and pupils and the expectations that the teachers have for pupils (Tietjen, 1997). When teachers were asked whether they had undertaken any in-service training between 1999-2002 academic years, the responses can be found in the Table 10.

Table 10: In-service training for the teachers between 1999-2002 academic years.

Teachers	Yes		No		Total	
	No.	%	No.	%	No.	%
Partnership schools	18	100	0	0	18	100
Non-partnership schools	0	0	18	100	18	100

Source: Field Research, 2003

Because of the series of courses and workshops organised by QUIPS for the teachers, their performance in the classroom has tremendously improved and their teaching methods have become effective. Their lesson notes preparation has become orderly and systematic with lots of innovations. They have blended various teaching strategies with the use of various teaching and learning materials to produce effective lesson

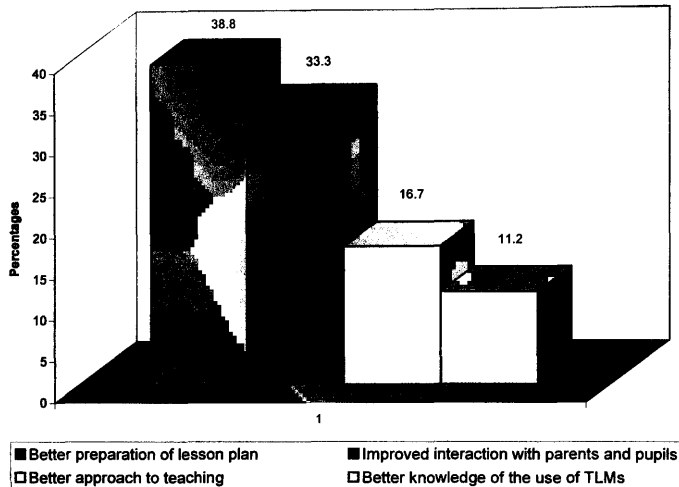
delivery. This has produced enviable results, which many schools in the district cherish (Doku, 2000).

From Table 10, all teachers from the Partnership schools have had at least one in-service training workshop whereas none of the teachers from the Non-partnership schools had any since they joined the respective schools. The beneficiary teachers from Partnership schools said they were taken through a series of in-service training and demonstration lessons such as better preparation of lesson notes, better approach to teaching and better knowledge of the use of TLMs. One of the main attentions of the QUIPS programme is school-based in-service teacher development, which includes the introduction of innovative, low cost processes, tools, instructional materials and other methods to increase teacher performance and student learning (QUIPS, 2001).

The conditions, under which the teaching within primary schools become effective are when teachers are trained, experienced, organized and motivated (Klopfer, 1994). Based on these, the educational backgrounds of teachers were sought. The teachers in both the Partnership and Non-partnership schools have at least attended a training college. Teachers had the same training before joining their respective schools, but the only difference here is that, the teachers from the partnership schools had undergone a series of in-service training and demonstration lessons. The teachers from the partnership

schools were asked to rank in order of relevance some of the benefits they derived from such training workshops and demonstration lessons and their responses are as shown in Figure 9.

Figure 9. Ranking of the relevance of training workshops by partnership school teachers



Source: Field Research, 2003.

Teachers were of the opinion that the training had taught them better approach to teaching. By so doing they were able to teach effectively. The QUIPS training has built self-confidence in teachers towards their work and exposed teachers to variety of progressive teaching methods and learning materials. The confidence of teachers and their way of

teaching have also built self-confidence in pupil-teacher relationships and also developed in children the ability to learn (Sampson, 2001).

Some also said they learnt better preparation of lesson plan from the training workshops which had helped them to organize their lessons and teachings well. Teachers were exhibiting what they learnt from the QUIPS in-service training. They now prepare comprehensive lesson notes and use instructional time effectively. English was now the medium of instruction and the teachers were gradually using it. Adjei - Marfo (2003) made similar findings in Abrubrakwa community.

Improved Knowledge of the use of TLMs was also mentioned and this has made lessons easier and simpler for pupils to understand especially those at the lower primary. The introduction of QUIPS has enhanced the resourcefulness of teachers. This is evident in the effective lesson delivery coupled with intensive use of TLMs in various subjects.

Improved interaction with pupils and parents was also learnt during the in-service training and this is expected to make the pupils feel at ease to approach them with their problems, and parents to approach them to enquire about their pupil's performance and behaviour in school and also to give them some incentives. 38.8% of the teachers mentioned that they learnt about better preparation of lesson plan and 33.3% also said that they learnt about improved interaction with parents and pupils.

The programme has brought all the teachers and the community under one umbrella and educated the community members to know the roles they should play for the betterment of their future leaders- the children. Because of the relationship between parents and the teachers, the children have put an end to truancy and indiscipline (Boakye, 2001).

The pupils were not left out. Their opinion about their teachers' attendance and attitude were also solicited for. Pupils were asked to give some attitudes of their teachers and their responses are depicted in Table 11.

Table 11: Pupils perception about teacher's attitude and attendance.

Indicators	Responses	Partnership schools		Non-partnership schools	
		No.	%	No.	%
Attitude	Teach well	18	60	12	40
	Tolerant	13	43	10	33
	Patient	10	33	9	30
Attendance	Regular	25	83	16	53
	Punctual	23	77	18	60

Source: Field Research, 2003.

With the introduction of the QUIPS Programme, teaching in the schools has also improved and extra classes are being conducted for the pupils. Apart from the fact that teachers now prepare very good lesson notes and deliver good lessons, they are also very punctual and regular to school (Yeboah, 2001).



From Table 11, 60% of the pupils from the partnership schools thought their teachers teach well, by so doing they used TLMs to demonstrate some of the lessons and also encouraged them to take the lessons seriously. 40% of the pupils from non-partnership schools also thought the same thing. Though their teachers did not normally use TLMs, they were able to explain the lessons to them well. One of the pupils from partnership school commented, *“Now in our school, the teachers are always teaching us to read, speak good English and write very well. Before the QUIPS Programme, we were not given enough homework but now our teachers do well to make sure that we have enough homework for the evenings and the weekends”*

Forty three percent of the pupils from the partnership schools were of the view that their teachers are tolerant whereas 33% of the pupils from the non-partnership schools thought the same way. They were able to tolerate them when they went wrong and took their time to explain everything in detail for everyone to understand before they continued the lesson.

In a study by Xedzro (2001), many respondents complained, *“we never saw teachers coming to class with any materials. But now we have most of these materials hanging in our classroom. Learning is now easier, each of us can now read and work mathematics better”*. The pupils in this study expressed similar sentiments too. Table 11 indicates that 33% of the pupils from the partnership schools were of the opinion that their

teachers were patient and also 30% of pupils from the non-partnership schools thought that their teachers too were patient. The teachers have won the trust of the pupils through advice and encouragements.

For their attendance, 83% of the pupils from partnership schools said their teachers are regular while 53% of the pupils from non-partnership schools thought their teachers are regular. They went on to say that the teachers in their school were now very dedicated and committed. Regularity and punctuality that used to be a problem was now a thing of the past.

Seventy-seven percent of the pupils from the partnership schools were of the view their teachers were punctual and 60% of the pupils from the non-partnership schools were of the opinion their teachers were punctual. They said their teachers came to school with prepared lesson plans and used the instructional hours effectively by teaching them. Pupils from partnership schools said before the QUIPS programme, teachers were using them to fetch water, weed their farms, and carry sand and blocks during instructional hours. They added that now all had stopped. However, pupils from the non-partnership schools said they were sometimes used for the above-mentioned activities.

Parents' opinion on teachers' performance and attendance were also solicited for and the responses are shown in Table 12.

Table 12: Parents opinion about teacher's performance and attendance.

Indicators	Responses	Partnership schools		Non-partnership schools	
		No.	%	No.	%
Performance	Perform better	34	76	20	44
	Average	27	60	22	49
Attendance	Regular	30	67	28	62
	Punctual	35	78	22	49

Source: Field Research, 2003.

Seventy-six percent of the parents from the PSCs thought the teachers performed better. Most parents from the PSCs were satisfied with the performance of the teachers so far. They said before the QUIPS programme, some of the teachers used the pupils to wash their clothes, weed their farms, and bring firewood to school. But now all of these have stopped. Due to the teachings from the programme, teachers now used all the instructional time to teach the pupils. The only times the pupils are seen outside during the instructional time were when they were doing agricultural practicals. 44% of the parents from the non-PSCs were of the opinion their teachers performed better. They said though teachers used pupils to do some menial jobs during the instructional time, it has reduced a bit since parents raised the issue during PTA general meeting.

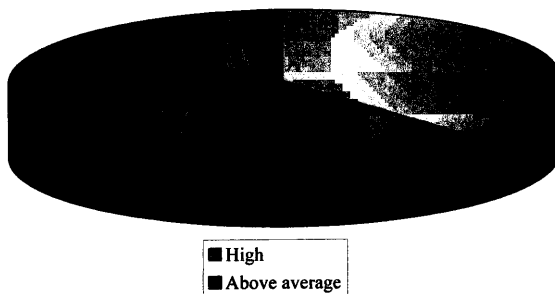


For teachers' attendance, 67% of parents from the PSCs thought they were regular and 78% were of the view that they were punctual. Teachers come to school early and they could always be seen in the school. Though most teachers do not stay in the communities, they testified that as the result of the programme they try to come to school early. Teachers were coming to school late especially those who were not staying in the communities before the programme. They also attributed teachers behaviour to the fact that the SMC and the PTA have been empowered to go to the school to monitor teachers' performance and attendance, and to report teachers to the DEO accordingly, the teachers were now on their toes. They had that empowerment from the programme.

Sixty-two percent of the parents from the Non-PSCs were of the opinion that the teachers were regular whereas 49% said they were punctual. Though they were satisfied with teachers' performance and attendance, they were not happy with the way sometimes they took the pupils to farms during instructional hours and used them for activities such as fetching water, gathering of stones and sand. They said about 80% of the teachers were regular and punctual but 20% did not come to school early and always. Though the parents did not visit their wards in schools, they were aware of the situation in the schools through their wards.

The opinions of teachers' from partnership schools about the QUIPS programme were asked. Their responses are illustrated in Figures 10-14 below.

Figure 10: Teachers rating for training workshops

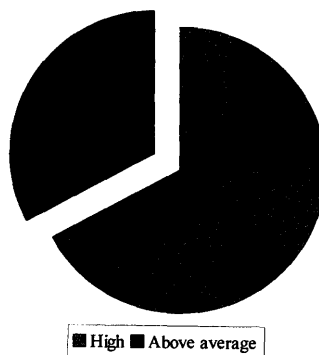


Source: Field Research, 2003.

Through the QUIPS training workshops, *"I have seen a lot of improvement in my style of teaching. Now I attend school everyday in high spirits and coupled with a lot of concern from the parents, and I feel very comfortable in the profession and in the community"*. Said by one of the teachers. From the responses, 39% of the teachers rated high and 61% rated above average for the programme in terms of training workshops. They said the training workshops have increased their knowledge in the teaching profession.

The above responses prove that the low morale prevalent among teachers in the various communities is not solely about low wages or salaries but also about self-confidence and being appreciated for whatever they do. Through the QUIPS sponsored workshops, new skills are learnt which enhance teachers' self-confidence. This translates into improved performance in the classroom. Pupils and parents recognize these improvements and become more appreciative of teachers' efforts. With this new level of appreciation, teachers have the impetus to perform and excel, something that would be missing but for the presence of QUIPS.

Figure 11: Teachers rating for provision of infrastructure

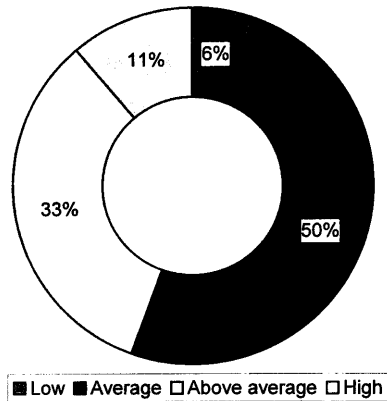


Source: Field Research, 2003.

For the provision of infrastructure, 67% and 33% of the teachers rated high and above average respectively. They said the programme had provided them basic facilities, which was making their teaching

enjoyable in the school. This goes to prove that better infrastructure as well as adequate facilities was as much of an incentive for teachers to perform better as other traditional incentives like emoluments and financial benefits. However, the provision of physical infrastructure alone may not be enough to engender improved performance. It needs to be done in tandem with the provision of other incentive packages and programmes.

Figure 12: Teachers rating for provision of TLMs



Source: Field Research, 2003.

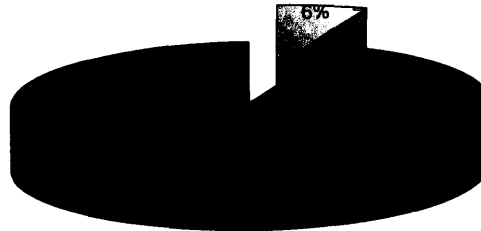
One aspect of the QUIPS programme is the provision of teaching and learning materials to make teaching more effective and learning more fun for pupils. While this may sound as a laudable idea, the success of such activities depends on the enthusiasm and commitment with which teachers and pupils embrace and use these materials. Because of this,

teachers were asked to rate the QUIPS programme in terms of provision of teaching and learning materials and the responses were as follows: 11% of the teachers rated the programme as high in this regard, 33.4% rated above average, 50% rated average for the programme.

The above responses indicate that teachers were not particularly enthused about this aspect of the QUIPS programme and they seldom use them. This lack of enthusiasm, as further research indicated, was not because teachers did not appreciate the need for learning and teaching materials but because of the extra burden their development and use placed on them. In fact, it was revealed that the QUIPS programme provided some TLMs and also taught the teachers how to use local materials to make them.

For the QUIPS programme, this is meant to encourage local self-reliance in the provision of services and also to ensure that the programme would be kept going even after the withdrawal of external assistance. But as these findings have revealed, a lot more convincing and education need to be done if teachers are to use TLMs to improve the quality of education in the communities in question.

Figure 13: Teachers rating for provision of incentives for teachers



■ Average ■ Low

Source: Field Research, 2003.

For the programme providing incentives for teachers, 6% of the respondents rated average whereas 94% rated low. It was found from the teachers that the programme did not have any package for teachers to boost their morale. They complained that though they had acquired more knowledge from the programme, it had increased their workload. They get tired and yet received the same salaries as teachers from Non-partnership schools who were doing less work. Perhaps this explained why teachers were not using TLMs as they should.

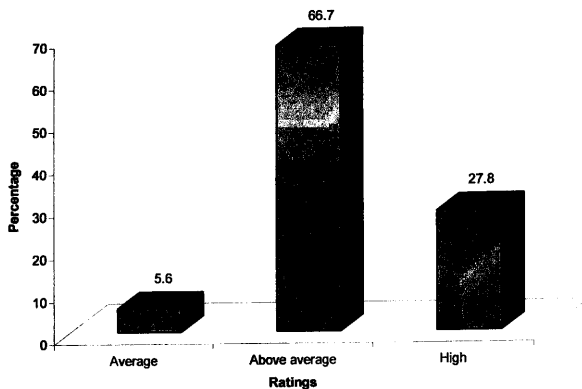
The significance of these responses is that in a developing country like Ghana where wages are not adequate, the mere provision of physical infrastructure or teaching and learning materials may not be enough to

prompt teachers to work more. Perhaps some financial incentives may be needed but that leaves one wondering if teachers' performance can be sustained once the incentives provided by external donors are withdrawn and also how genuine commitment to their vocation can be engendered without being dependent on incentives. In the view of this author, it is suggested that some financial incentives (no matter how small) should always be provided, at least at the beginning of the programme until such a time that public education on the essence of good quality education at the local level has taken hold.

Laxity in the monitoring and supervision of teachers' activities both in and outside the classroom has been cited as one of the principal causes of the decline in educational quality. Therefore the presence of a monitoring and supervision component in the QUIPS programme is a step in the right direction

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Figure 14: Teachers rating for monitoring and supervision

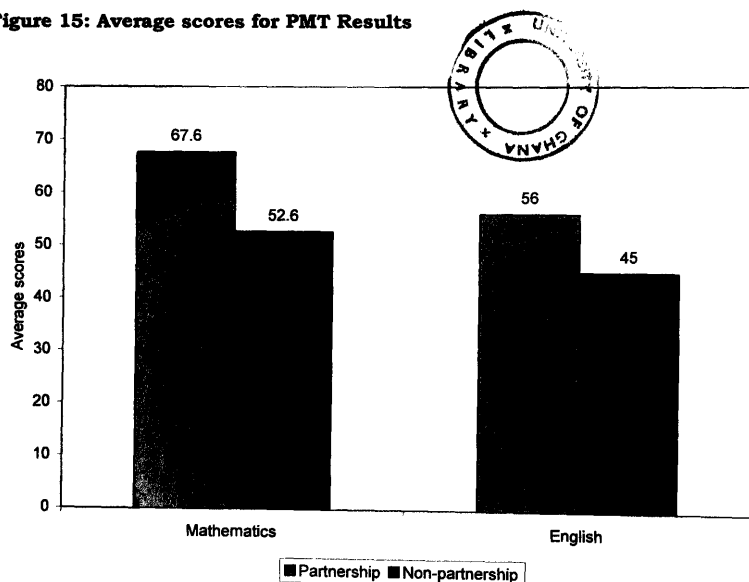
Source: Field Research, 2003.

With respect to monitoring and supervision component of the programme, 66.7% rated above average. The teachers said the programme has put up a strong mechanism of monitoring and supervising them which always put them on their feet to perform extremely better. Such sentiments coming from teachers are good reason to be happy as it indicates that there is a willingness to perform and that what is needed is a mechanism that will prompt teachers and always remind them of their duty to the pupils and community as a whole. The government in Ghana can take advantage of this inherent willingness to perform and strengthen the monitoring and supervisory units within the GES as a matter of urgency.

4.6 EFFECTS OF THE PROGRAMME ON PUPILS' PERFORMANCE

All of the policies, financing, management and human resources of the education system are ultimately important in so far as they provide the environment for the child to learn (Carasco et al, 1996). In trying to know the effects of the programme on the pupils, a Performance Monitoring Test (PMT) in Mathematics and English was conducted by the researcher on the pupils, and the results are illustrated in Figure 15.

Figure 15: Average scores for PMT Results

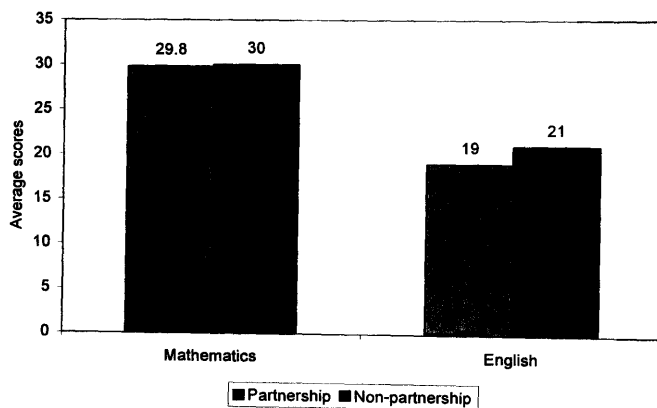


Source: Field Research, 2003.

It can be observed from Figure 15 that the performance in Mathematics generally is higher than in English. Pupils from the partnership schools

performed better in both the mathematics and the English than pupils from the non-partnership schools. This led the researcher to conclude that the QUIPS programme has improved the academic performance of the pupils. Officials from the DEO supported this assertion. The officials stated that the main reason why they chose those schools for the QUIPS programme was that, academically, they were not performing well. See Figure 16 for the performance of the schools before the introduction of the QUIPS Programme.

Figure 16: Average scores for PMT Results for 1998/1999 Academic Year.



Source: District Education Office, 2003.

Compared to Figure 15, Figure 16 above indicates improved performance after the programme. Pupils in the Partnership Schools now perform better in PMT at both the circuit and the district levels. In

the 1998/99 Academic Years, (i.e. prior to QUIPS), those schools which later became partnership schools scored an average of 29.8% in mathematics and 19% in English. In only a year of its implementation, these partnership schools experienced drastic improvement in pupils' performance. Average scores in mathematics increased to 67.6% while those in English also increased to 56. This improved performance resulting from QUIPS is all the more impressive if considered against the background that Non-partnership schools were performing better than partnership schools before the programme (Figure 16) but they were out performed with the programme's implementation one year on (Figure 15).

Series of PMT administered in the schools reflect this. Another examination, which bore clear testimony to improved pupils' performance, was the Best Pupils' Award Examination administered in the circuit. Despite the fact that all the preparatory schools in the circuit took part, pupils of Otoase L/A primary won most of the awards. It can also be said that children feel better now in the schools with improved facilities and teachers too having gone through a series of training workshops, are doing their best to help improve teaching and learning in the partnership schools.

Table 13: Summary of means, standard deviation and independent samples t-test scores for the schools showing performance in mathematics presently.

Average maths	N	Mean	sd	Df	T	P
Partnership	15	68.89	5.66	14	11.40	<. 001
Non-partnership	15	53.00	7.62			

Source: Field Research, 2003

Table 14: Summary of means, standard deviation and independent samples t-test scores for the schools showing performance in English presently.

Average English	N	Mean	sd	Df	T	P
Partnership	15	56.00	9.57	14	13.99	<. 001
Non-partnership	15	45.11	5.51			

Source: Field Research, 2003

Table 13 shows that the mean score on mathematics performance for Partnership Schools was 68.89 as compared to the Non-partnership Schools mathematics score of 53.00 based on the raw scores. The independent samples t-test revealed a significant difference between the two groups [$t_{\text{calc}} = 11.40 > t_{\text{cri}} = 2.624$, $df = 14$, $p = <.001$]. Looking at the mean scores of the two groups critically, it can be concluded that Partnership Schools did better in mathematics than the Non-partnership Schools. On the performance of English for the two independent groups, the t-test revealed that Partnership Schools did

better than Non-partnership Schools. This is because Partnership Schools mean score on English was 56.00 as compared to the Non-partnership English performance score of 45.11. It can also be observed from Tables 13 & 14 that the mean scores on both English and mathematics for Partnership Schools were higher than the mean score on English and mathematics for Non-partnership schools.

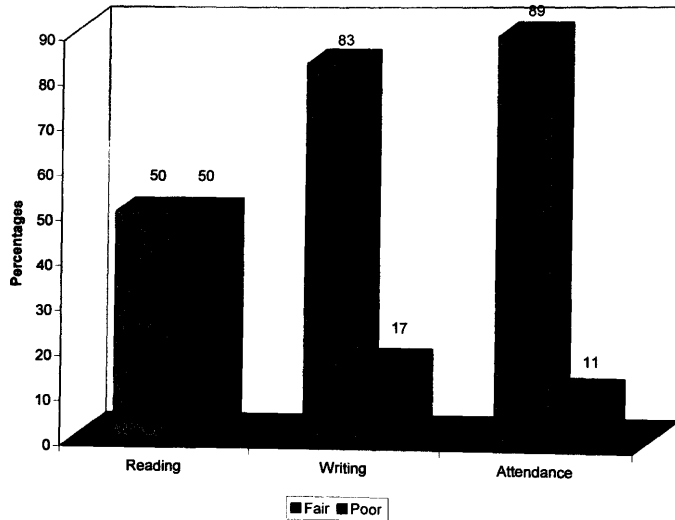
The improvement in the performance of partnership schools is all the more impressive if one looks at the spatial context within which those schools operate. Generally, schools in urban centres perform better than those in the rural areas. Even in rural areas, those schools that are near big towns or district capitals are good performers. This is because they are easily accessible and tend to attract the best teachers. Furthermore, such schools tend to receive relatively better attention from education authorities and government. Supervisors easily monitor the activities of pupils and teachers thus ensuring better performance.

Although not a stated aim of this study, a qualitative attempt was made to ascertain the impact of nearness to the district capital or towns on schools' performance revealed that there was no impact whatsoever.

A look at a map of the study area reveals that Non-partnership Schools were nearer the district capital than the Partnership Schools (refer to map on page 45) and were more accessible. That notwithstanding, their performance was worse than that of Partnership Schools which were

less accessible and distant from the district capital. This proves that it is not nearness to the capital city or easy accessibility per se that brings about improved performance but rather provision of adequate infrastructure and the active involvement of parents in educational issues that lead pupils and teachers to give off their best and excel in all that they do.

Figure 17: Ratings of teachers from the partnership schools about the performance of Pupils before the programme.



Source: Field Research, 2003

According to Carasco et al (1996), the purpose of the education system is to provide children the opportunity to learn, it's effectiveness can be

judged by how well children learn. To this end, the teachers of Partnership Schools were asked to rate the performance of pupils with regard to their reading and writing behaviour as well as attendance to school before the implementation of the programme.

From Figure 17, 50% of the teachers noted that the pupils reading behaviour was fair. They said pupils could not read, especially those in the lower primary. Another 50% were of the view that the reading behaviour of the pupils was poor. This is attributed to lack of reading books and adequate supervision of pupils at home. For writing, 83% of the teacher noted it was fair. According to the teachers, pupils' writing was not good because parents were not buying writing books like 'my first copybooks' for them. These prevented pupils from having the hands-on experience and regular practice needed to improve on writing ability and skills. Many teachers were therefore of the opinion that if pupils were provided with adequate school needs and parents took time to supervise their children at home, and more especially at nights, they would perform better. Thus prior to the programme, lack of school needs and parental supervision were the causes of poor performance. However, with the rectification of these problems under the QUIPS programme, the performance of pupils has improved significantly.

Eighty-nine percent of the teachers rated pupils' attendance before QUIPS fair. According to teachers who responded to this survey, many

pupils played truant because they did not find anything interesting in the schools. Their buildings were dilapidated and facilities including furniture and sanitation were woefully inadequate. As a result these pupils either come to school late or not at all.

However, upon QUIPS' implementation, the performance and attitude of pupils have changed. This is depicted by the comments of teachers on pupils' performance under QUIPS as indicated in Table 15.

Table 15: Ratings of teachers' opinion about the performance of Pupils' presently.

Variable		Partnership Schools		Non-Partnership Schools	
		No.	%	No.	%
Reading	Excellent	3	17	0	0
	Good	15	83	6	33
	Fair	0	0	8	44
	Poor	0	0	4	23
Total		18	100	18	100
Writing	Excellent	0	0	0	0
	Good	18	100	5	28
	Fair	0	0	7	39
	Poor	0	0	6	33
Total		18	100	18	100
Attendance	Excellent	9	50	0	0
	Good	9	50	10	56
	Fair	0	0	8	44
	Poor	0	0	0	0
Total		18	100	18	100

Source: Field Research, 2003

Looking at Table 15, the story of pupils' performance has improved. 17% of the teachers from the partnership schools thought their pupils' reading behaviour in the schools was now excellent and 83% noted they

was now good. This improvement in pupils' performance is evidenced by the fact that at first, most pupils could not express themselves in the English language but now with QUIPS implementation, they can express themselves in the English language. Increasingly, children in partnership schools are improving upon their English as a medium for expression. They now speak English freely both in and outside the classroom. In addition to that, numeration has also become easy for them; they no longer have fears towards the learning of mathematics. They approach it with all readiness and preparedness. And also the teachers have made it compulsory that speaking of vernacular is prohibited and offenders are always punished. Conversely, 33% of the teachers of the non-partnership school were of the opinion that the pupils' reading behaviour in the schools was good. They explained that pupils did not have the needed reading books because parents were not willing to buy them and those in the schools too were not sufficient. Pupils are not allowed to take textbooks home to read. This means that at home pupils do not learn as they should and therefore relapse into inactivity once the school session ends.

All the teachers from the partnership schools were of the opinion that the writing of the pupils was now good. This is partly due to parents having bought the various stages of the writing books (my copy books) for the pupils. Thus pupils now write clearer and better. On the other hand, 28% of the teachers from the non-partnership schools noted that

pupils' writing was good. This is very disheartening. According to the teachers, pupils, especially those in the lower primary, did not have the needed writing books that would help them in their writings. This is crucial problem, as these children would form the basis of education in the district in the years ahead. Therefore, if their foundation is weak, one would expect that they would not perform any better once they get to the upper levels. What this means is that the fate of education in the district is bleak.

When it comes to attendance, 50% of the teachers from the partnership schools thought that they had excellent pupils' attendance whereas 50% also said pupils' attendance was good. They explained that because pupils knew that they had improved facilities in the schools, they come to school early and always. They feel proud about their schools so they are attracted to the school. In other words, they are regular and punctual. The attendance of children to school has improved, since parents no longer engage children to do more household chores and on their farms during school hours. On the other hand, 56% of the teachers from the non-partnership schools thought pupils' attendance was good. Since most of the non-partnership schools ran on shift, pupils tended to play truancy. That is, they are able to convince their parents and community members that they are in the afternoon shift when they are seen in the morning, and would say they went on the morning shift when they are seen in the afternoon.



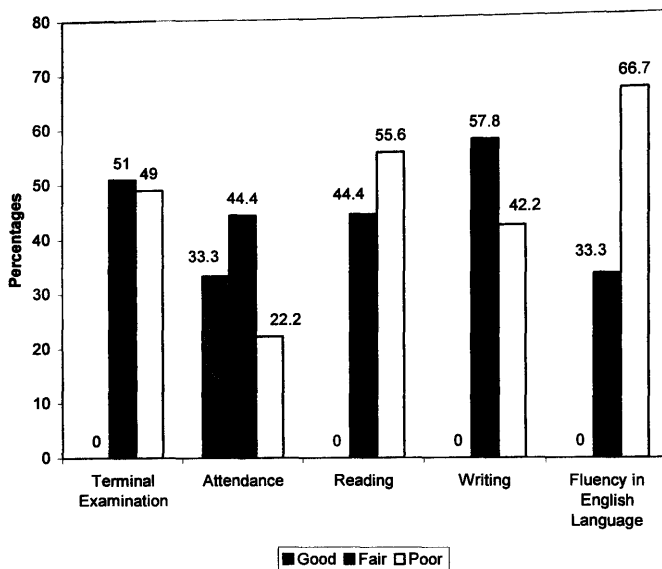
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Parents were asked about their wards performance before the programme and their responses were summarized in Figure 18.

Figure 18: Parents assessment of wards performance before the Programme.



Source: Field Research, 2003

From Figure 18, 51% of the parents were of the view their wards' performance in terminal examination before the programme was moderate and 49% said it was poor. 33% of the parents thought their wards' attendance was good and 22% said it was poor. They confessed that they were using their wards for farming and market activities. Boys were helping them in their farms and girls were helping them in the

markets during market days so these activities affected their wards attendance and performance in schools.

In terms of reading, 44% of the parents noted that their wards' reading was fair whereas 56% said it was poor. Parents said they did not supervise their children's evening studies and girls were selling kerosene and bread in the evenings. Also, they were not giving their wards lantern to study with at night.

Fifty-eight percent were of the opinion that their wards' writing was fair. Parents were not buying the needed writing books for their wards especially those in the lower primary.

With fluency in English, 33% of the parents thought their wards could speak English fairly while 67% said their wards' speaking of English was not good. They were not buying reading books for their wards to study at home. That resulted in poor writing and reading behaviour of the pupils. According to many of the parents, they neglected their responsibilities in educating their children out of ignorance. They contended that they would have been more supportive of their children's education if they knew otherwise.

When parents were asked to comment about their wards' performance at present, a different story was told. Responses are shown in Table 16.

Table 16: Parents assessment of wards' current performance.

Variables		Partnership schools		Non-partnership schools	
		No.	%	No.	%
Terminal exams	Good	30	67	20	44
	Fair	15	33	8	18
	Poor	0	0	17	38
Total		45	100	45	100
Attendance	Excellent	25	56	0	0
	Good	20	44	20	44
	Fair	0	0	20	44
	Poor	0	0	5	12
Total		45	100	45	100
Reading	Excellent	15	34	0	0
	Good	20	44	25	56
	Fair	10	22	20	44
	Poor	0	0	0	0
Total		45	100	45	100
Writing	Excellent	20	44	0	0
	Good	25	56	20	44
	Fair	0	0	18	40
	Poor	0	0	7	16
Total		45	100	45	100
Fluency in English Language	Excellent	10	22	0	0
	Good	35	78	15	34
	Fair	0	0	20	44
	Poor	0	0	10	22
Total		45	100	45	100

Source: Field Research, 2003

In terms of performance in terminal examination, 67% of the parents from the Partnership School Communities (PSCs) noted that their wards' result was good where as 44% of the parents from the non-Partnership School Communities (PSCs) thought their wards result was good. Parents from PSCs said they have seen an improvement in their wards result because they have provided lanterns and bought reading books for them to study with in the evenings. This observation by parents in partnership schools offers a glimmer of hope that education in the district can build on. They can point to the fact that parental involvement in children's education yields immediate and tangible results and must therefore be continued. This has the potential to encourage continued support from parents in partnership schools while encouraging those in non-partnership schools to emulate their peers.

According to GNCC (2000), house-chores need to be shared equally among children in the house. Both boys and girls must be given equal responsibilities in the house. This will get both of them in school on time and give each of them equal chance of performing better in class. Both children will also get enough time to learn in the house. Parents must also help with the performance of chores. However, the extent to which these principles are adhered to depends on the degree to which parents and community are made aware of these issues and also involved in their wards' education.

Fifty-six percent of parents from PSCs were of the opinion that their wards' attendance to school was excellent and 44% noted that attendance was good. They said since their wards were aware that their parents visited them in school, they have stopped playing truant. They also said that they had reduced some morning chores performed by their wards before they go to school. By so doing pupils were able to go to school early. The pupils are proud of the provision of facilities on school compound so they are regular and punctual. The parents had also stopped engaging wards in farming and marketing activities. On the contrary, 44% of the parents from the non-PSCs were of the view that their wards attendance was good. Since most schools in these communities run on shift pupils tend to play truant by saying they are in the afternoon shift when they are seen loitering in the morning, and would say he/she went to school in the morning when seen in the afternoon. Also most pupils are engaged in farming and trading activities.

In terms of reading, 34% of parents from the PSCs thought that their pupils reading was excellent and 44% said it was good where as 56% of parents from the non-PSCs said their wards reading was good. Most parents from the PSCs have bought reading books for their wards that have resulted in the improvement of the pupils' reading behaviour. "Since the introduction of the programme in Nkwanta, my son can now

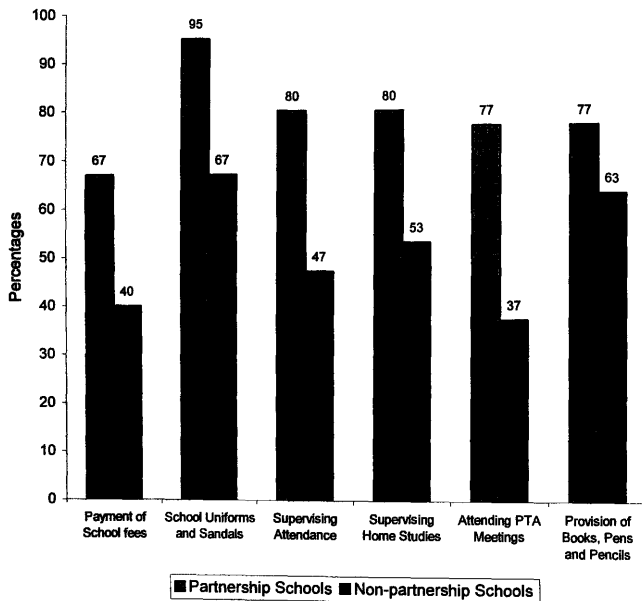
read and write simple English. He also learns seriously and reads many story books” (Baffo, 2002).

Forty-four percent and 56% of Parents from the PSCs thought that their wards writing was excellent and good respectively while 44% of the parents from the non-PSCs were of the view that their wards writing was good. Also parents from the PSCs have bought writing books for their wards that have also brought about the improvement in the pupils’ writing.

With fluency in English, 22% of parents from the PSCs noted that was excellent and 78% said was good. Parents said they were encouraged at meetings to buy reading and writing books for their wards and also to supervise their wards home studies and attendance. By doing so, they have realized that their wards now make the attempt to speak English better and this had also improved their wards academic performance. The pupils these days stay at home in the night to do revision of their schoolwork. Adu- Gyamfi (2000), in a review of a QUIPS Programme in Asuoyaa Community in the New Juaben District, cites the example of one of the of the pupils in the partnership schools even put down the names of pupils who attended wake keeping and sent it to the head teacher for punishment. 34% of parents from Non-PSCs thought their wards fluency in English was good. They complained that their wards could not express themselves very well in the English language.

Many factors determine the academic performance of pupils such as parents accepting and performing their roles in children's education (GNCC, 2000). Pupils were asked whether their parents provided them with the following items for school and Figure 19 gives out their responses.

Figure 19: Pupils opinion on the provision of learning needs by parents.



Source: Field Research, 2003

Previously, the parents were not paying school fees and supplying learning needs for their wards. They had this notion that education must be free and government is responsible for the provision of all the needed learning items. The introduction of the QUIPS Programme in the community has brought a lot of changes in the attitudes of the parents. Now they know that if they do not play their roles well by providing their children with their learning needs, the teachers alone cannot do much.

From Figure 19, 67% of pupils from Partnership School noted that their parents paid their school fees while 40% of the pupils from the non-partnership schools were of the opinion that their parents paid their school fees. Most pupils in the partnership schools are staying with their grandparents so the children whose parents did not pay their fees had to do some work during the vacation either to weed people's farm or to farm themselves to get enough money to pay their own school fees. Some too have lost both parents and good Samaritans are taking care of them. The above explanation also happened in the non-partnership schools pupils but in some cases, parents feel reluctant to pay the fees not that they do not have the money but they are holding on to the fact that education must be free and that the government should not charge school fees.

The general observation made on the provision of school uniforms and sandals indicate that the pupils are neatly dressed with buckled

sandals. For partnership schools, 95% of the pupils have decent and new school uniforms and sandals and for non-partnership Schools, 67% of the pupils have decent and nice school uniforms and sandals. When pupils without uniforms were asked about why they were not in their uniforms, they answered their parents were sewing new ones for them.

Parents are also taking responsibility for the education of their children. They have realised that they have a very important role to play in education of their children. Parents ensure that their children are regular and punctual to school, provide them with pens, pencils, exercise books and pocket money. In various homes, most parents ensure that their children learn outside school hours.

With regard to the provision of books, pens and pencils, 77% of pupils from partnership Schools noted that their parents had given them and 63% of pupils from non-partnership Schools were of the view that their parents had provided them. This confirms what parents had already said, that they do provide for their wards' school needs. One of the pupils puts it: "as children, ours is to finish our evening chores quickly, take our bath, pick our homework books to study and then sleep early so that we can go to school early the next day. Parents must also insist on this". This level of awareness among pupils concerning the role they and their parents have to play is of great significance as it offers an opportunity for stakeholders to develop intervention programmes that

use children to convince peers and parents to become more interested in education.

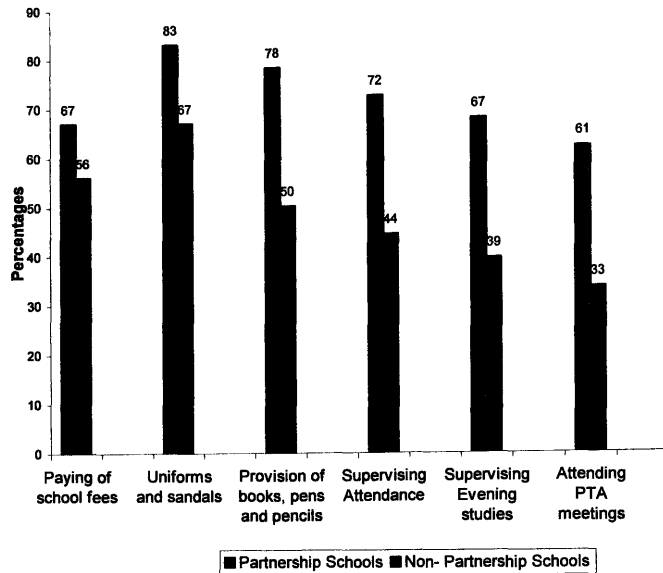
Eighty percent of pupils from the partnership Schools noted that their parents supervised their attendance at school. They said their parents woke them up in the mornings and made them do few households chore so that they are able to go to school early. Parents helped them in performing the morning household chores too. Parents also visited them in schools to check their attendance and performance. 47% of pupils from the non-partnership schools were of the view that their parents checked their attendance. Though parents did not visit them in schools, they woke them up early and helped them in their household chores, which helped them to go to school early. For those who said parents did not supervise their attendance, they said their parents leave home early in the morning for farms or market leaving them to their fate to struggle to go to school early.

Eighty percent of pupils from partnership Schools noted that their parents supervised their evening studies. Those who said their parents supervised their studies said that their parents have bought lanterns, tables and chairs at home for them to do their homework. They either teach them themselves or have employed somebody to teach them. For non-partnership Schools, 53% of the pupils noted that their parents supervised their evening studies. There too, parents do same by

providing lanterns, tables and chairs for their wards evening studies, but the other children who are not being supervised sell kerosene and bread in the night so they do not study nor do their home work in the evenings. Also some, especially girls, do many household chores in the evenings which make them so tired in the evenings that they rather sleep than study.

Seventy-seven percent of pupils from partnership Schools were of the opinion that their parents attended PTA meetings whereas 37% of pupils from non-partnership Schools were of the view that their parents attended PTA meetings. Parents attend PTA meetings so that they are able to know what their wards need in the school and also to know the behaviour and attitude of wards at school. In order to confirm what the pupils said teachers were asked whether parents were providing wards with needed school items since they are in the schools. Their responses are summarised in Figure 20.

Figure 20: Teachers opinion on the provision of learning needs of pupils by parents.



Source: Field Research, 2003

Before the intervention programme, the community members had the notion that the school was the property of the government. To them, it was the responsibility of the government to provide logistics for teaching and learning and rehabilitate school facilities when necessary. The intervention however, created the realization that this notion was 'wrong'. Presently community members, and especially parents, assist the school a lot, mostly in the areas of school fees payment, meeting attendance, school visits and provision of other school needs.

It is observed from Figure 20 that, 67% of teachers from the partnership Schools thought that parents paid wards school fees and 56% of the teachers from the non-partnership schools noted that parents paid their wards school fees. The reasons they gave were that though all pupils in the school pay their school fees at the end of the academic year, it is difficult for some to pay on time hence pupils are sent home to collect school fees, which they have been warned by the education officers not to do. The views of teachers appear to confirm what the pupils have already said.

In terms of the provision of the school uniform and sandals, 83% of teachers from the partnership Schools were of the view that parents provided them. Pupils of the schools who hitherto were coming to school barefooted now wore shoes. For the non-partnership Schools, 67% of teachers noted that parents provide them. Most pupils are neatly dressed in decent and nice school uniforms with down shoes or buckled sandals. They have stopped bringing 'Charlie wote' (bathroom slippers) to school.

Seventy-eight percent of teachers from the partnership schools noted that parents provided books, pens and pencils for their wards. It has enhanced and improved teaching and learning in the schools since most pupils now have pens and books to write. 50% of teachers from non-partnership schools were of the opinion that parents provided wards

with pens, books and pencils. They find it difficult to cope with the situation because most pupils could not do class works and send homework home since they did not have the books and pens, which affected teaching and learning in the schools.

Supervising of pupils' attendance, 72% of the teachers from the partnership Schools were of the opinion that parents did and 44% of the teachers from the non-partnership schools thought that parents also did same. They commended the parents for helping their wards to come to school early and always.

With teachers from the partnership schools opinion about parents supervising pupils' home studies, 67% of the teachers said parents did. This confirmed what the pupils claimed about their parents having provided lanterns, tables and chairs for them to study with in the evenings. The story was different for non-partnership Schools teachers where 39% of the teachers noted that parents supervised their wards. It is true because pupils said the same thing that most of them sell kerosene and bread in the evenings, others too work hard in the evenings so they get tired and sleep and parents too were not concerned about their studies at home.

With regard to attendance at PTA meetings, 61% of teachers from the partnership Schools were of the opinion that parents attended and 33% of teachers from the non-partnership schools thought that parents attended PTA meetings. They said parents were so interested in the

farming and trading activities and most did not get time to attend such meeting.

Initially when children were not performing well at school and in examinations, parents blamed teachers for their incompetence but now due to the meetings with the implementors of the programme, parents have realized that they are rather the cause of their children's failure in schools. In that, if they do not provide the above items for their wards, pupils will continue to fail their examinations. Upon realizing this, most parents are now giving their best to support their children in school so that they can become good citizens in future.

These findings suggest that many parents are not actively involved in their children's education not because they are poor but because they are not aware of what role they can or should play. Also, they blamed teachers for the wards' poor performance for similar reasons. But as these findings indicate, if parents are educated on their responsibilities and allowed to participate directly in the affairs of their wards' schools, there is a willingness to provide material and moral support. This assertion is buttressed by the differences in the attitude of parents in PSC and Non-PSCs towards their children's education. In partnership schools, regular PTA meetings offer parents the chance to learn about their responsibilities and to partake in the decision-making process. This offers them the opportunity to interact with teachers and to know their concerns. So far, this level of interaction among parents and

teachers seems to have engendered a more responsible attitude among PSC parents, which is in sharp contrast to what pertains in Non-partnership schools where PTA meetings are not regular and barely patronised.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1 SUMMARY

Community involvement is crucial for the performance and sustainability of projects, be they donor funded or community initiated. It brings a sense of ownership and pride that engender a positive approach to the issues at hand. In this research, parents and community involvement has been central to the success chalked by the QUIPS Programme.

Partnership schools saw unprecedented involvement by parents and community members in the education of their wards. About 88% of community members with wards in the partnership schools helped the programme with communal labour while 96% paid levies towards the implementation of the programme. They also attended PTA meetings where issues like the payment of school fees and supervision of pupils' homework were discussed.

The QUIPS Programme sought to increase community participation in children's education in the selected communities. To this end, awareness creation and community ownership schemes were implemented as part of the programme. These methods endeared QUIPS to the community members. 60% of the population rated it as high in

terms of awareness creation while 64% rated it as very high with respect to community ownership

QUIPS has been of great benefit to partnership schools and communities as it has provided improved facilities including KVIPS, urinal, classrooms, textbooks and training for teachers. Only 5% of teachers in the partnership schools described the infrastructural situation in the schools prior to QUIPS as excellent but this increased to 80% after QUIPS' implementation.

With regard to furniture, 56% of teachers described the situation prior to the programme as poor. Pupils brought their own tables and chairs to the school or to share with friends. In some cases, they dropped out for want of furniture but with QUIPS, the furniture situation has improved significantly with 66.7% of the teachers from the partnership schools describing the situation as excellent. However, the situation in the non-partnership schools remains desperate with only 22.2% of teachers considering the furniture situation as good.

Besides infrastructural development, the QUIPS Programme has led to an increase in enrolment figures in the partnership schools. In the 1999 academic year (that is before QUIPS), all the schools in the selected communities had almost the same figures for the enrolment. However, with the programme's implementation, enrolment (including that of

girls) has increased in partnership schools but the situation in non-partnership schools has declined as enrolment dropped from 451 in 1999 to 425 in the 2001/2002 academic seasons.

Another positive impact that the introduction of the QUIPS Programme has had is the reduction in dropout rates observed in partnership schools. Pupils are now enticed by the infrastructure developments going around them while parents are now providing them with their school needs thus reducing the propensity to drop out. Though the dropout rates for non-partnership schools have also reduced, they are negligible compared to the rate of reduction in the partnership schools. This is because some parents still think that it is the government's responsibility to provide education to their children.

Meanwhile, as dropout rates decline, the number of pupils graduating from class six to JSS One has also increased. From 40% in 1999 when QUIPS was implemented, the proportion of girls entering JSS One from class six in partnership schools increased to 75% in 2000. Within the same period the proportion of girls entering JSS One from non-partnership schools also increased but at a relatively slower rate from 45% to 65%.

Although teachers in both partnership and non-partnership schools have the same educational levels and backgrounds, the series of

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Although teachers in both partnership and non-partnership schools have the same educational levels and backgrounds, the series of

courses and workshops organized for those under the QUIPS Programme have tremendously improved their classroom performance as well as the effectiveness of their teaching methods. Both parents and pupils attest to this fact and it is envisaged that with better incentives such performances can be enhanced.

The schools selected for QUIPS Programme were the weakest in terms of performance. However, with QUIPS's inception, these schools have emerged as some of the best in literacy and numeracy. For instance, prior to QUIPS, the average scores of pupils in mathematics and English were 29.8% and 19% respectively. But after QUIPS, average scores increased to 67.6% and 56% for mathematics and English respectively. The story for non-partnership schools is a different one altogether, as performance scores remain relatively low. In 1999 (that is before QUIPS) average scores in Math and English for these non-partnership schools stood at 30 and 21% respectively. However, in 2002 scores increased to 52.6% and 45% respectively. But this increment is quite modest as compared to that of partnership schools. Even this modest improvement can to some extent be attributed to the demonstrating effect of QUIPS on non-partnership schools, after observing the tremendous improvement brought by QUIPS are now motivating themselves to bridge the gap as well as enhance their own image.

Besides improved performance, QUIPS has led to an increase in attendance rates. Prior to the programme, absenteeism was a major problem as many children were forced by their parents to engage in commercial activities or exacting household chores. Also, the deplorable infrastructure facilities that were used in the schools did not entice the children to come to school. However, with QUIPS, parents became aware of the need for their children to be educated. Consequently, they supervised their children in doing their homework and reduced their involvement in commercial activities or household chores. Also, pupils felt proud of the improved facilities at their disposal, which in turn encouraged them to work harder as well as attend school regularly.

The introduction of the QUIPS Programme in the community has brought a lot of changes in the attitudes of the parents. Now they know that if they do not play their roles well by providing their children with their learning needs, the teachers alone cannot do much. To this end, 67% of parents with wards in partnership Schools pay their school fees while only 40% parents with wards in non- partnership schools did likewise. Also, while 95% of pupils in partnership schools had decent and new school uniforms and sandals; the figure was only 67% for non-partnership Schools. The reason for this disparity is easy to decipher as many of the parents in non-partnership schools still feel that education must be free and that the government should not charge school fees

while for those of partnership schools, a child's education is seen first and foremost as the parents' responsibility.

Finally, the QUIPS programme has brought in its wake unprecedented community involvement in children's education. This has engendered a high sense of community ownership and pride. Presently community members, and especially parents, assist their wards' education tremendously, mostly in the areas of school fees payment, meeting attendance, school visits and provision of other school needs. Teachers have become more efficient in their teaching and collaborate more effectively with parents and the community at large.

For pupils, the improved infrastructure and learning environment that QUIPS has created, coupled with greater involvement of parents and teachers in their education has translated into better performance and a reduction in absenteeism. It is envisaged that QUIPS will be replicated in other districts or schools, but perhaps with limited external funding and greater reliance on local community resources and involvement.

5.2 CONCLUSIONS

1. Community participation is crucial for the success of QUIPS Programme. Community involvement increases a programmes acceptance among community members. In this study, community participation was very widespread encompassing almost every aspect of the educational process. This level of participation has led to improvement in the performance of wards as it has allowed parents to contribute their time and resources towards their children's education. Also parents monitor the performance of both teachers and wards, thus ensuring that performance targets are attained.

2. Based on the above analysis, it is concluded that awareness creation among parents and their involvement in all aspects of the educational process is key to achieving better basic education for children as the present lackadaisical attitude of parents (especially those in non-partnership schools) towards their educational responsibility is more as a result of ignorance than unwillingness to contribute to their wards' education..

3. Another conclusion coming out of this study is that the condition under which pupils learn and operate affects their performance. Thus providing pupils with their needs and creating a healthy environment with better facilities will encourage children to learn more and better their education. QUIPS has improved the infrastructural facilities available in the partnership schools. Classrooms, urinals and KVIPS

have been built while textbooks and furniture have also been provided. All of these have led to renewed interest in better education.

4. Good parent/ teacher relationship is also central to the improvement in children's education. When the two see themselves as partners, the results are phenomenal. In this research, parents' and teachers' relationship was good. They interacted more frequently with parents and saw themselves as active rather than passive agents in educating the child. They felt proud when the children under their care excelled and were prepared to go an extra mile in helping pupils perform better.

5. These positive impacts notwithstanding, it was observed that the incentives are woefully inadequate. Perhaps if more incentives were provided, teachers would perform better as most have expressed their willingness to work harder than they are doing currently. This however, leaves one wondering if teachers' performance can be sustained once the incentives provided by external donors are withdrawn and also how genuine commitment to their vocation can be engendered without being dependent on incentives.

6. Another important observation made in this study is that although Non-partnership Schools were nearer the District Capital than the Partnership Schools, they did not perform better. Many of the Partnership Schools were also less accessible and distant from the



District Capital yet they performed better. This proves that it is not nearness to the capital city or easy accessibility per se that brings about improved performance but rather provision of adequate school infrastructure and the active involvement of parents in educational issues that lead pupils and teachers to give off their best and excel in all that they do.

7. In the course of this research, it became apparent that pupils perform poorly when the conditions under which they study and the facilities they use to learn are poor. With improvement in the provision of these facilities and materials performance also improves. Under QUIPS, improved facilities are put at the pupils' disposal while in-service- training is provided for teachers. For pupils, PMT result indicated better performance after the QUIPS programme while for teachers, the in-service-training provided under QUIPS has equipped them with better teaching skills. All these factors have contributed to the improved performance chalked by pupils' and teachers in Partnership Schools.

On the flip side, one can say that the absence of similar activities in Non-Partnership Schools accounted for the dismal performance that has characterised them over the years. These findings go to defeat the proposition made at the beginning of the study that 'both teachers and pupils' performance in the partnership schools are not different from those in the non-partnership schools'. However it sends a clear message

to the government and other stakeholders that to improve the quality of education, one of the first areas to look at is the learning environment: provide the basic infrastructure and material needs of schools and a healthy learning environment will be created for the benefit of all.

8. It is also the conclusion of this study that the locality specific nature of QUIPS makes it a replicable programme that can be implemented in other parts of the Suhum Kraboa Coaltar District. First it can be used to inform other communities contemplating on adopting QUIPS as to the benefits as well as responsibilities of beneficiaries' communities. Secondly, the QUIPS implementers like USAID can learn from the experiences discussed in this study especially those of parental involvement in decision making to sustain the existing programmes or to improve the design of upcoming programmes.

9. Once these lessons have been learnt, it is in the opinion of this researcher that QUIPS be scaled up to higher spatial levels such as the regional or national level to benefit more people. In so doing however, it is suggested that innovative ways must be found to make the programme more dependent on local resources and less reliant on external funding.

10. Finally, the study also found out education is a multi-faceted endeavour and that all the actors need to be involved if a holistic kind of

quality education is to be realised. It is expected that teachers, parents, pupils, opinion leaders and education officials would harmonise their activities with the ultimate aim of achieving goals and objectives to promote quality education in the rural areas by helping to maintain and sustain whatever benefits they derived from the QUIPS Programme.

5.3 RECOMMENDATIONS

Based on the foregoing conclusions, the following recommendations are made for consideration.

1. The sustainability of donor-funded programmes tends to decline once the external support is withdrawn. USAID assistance has thus far supported the implementation of the QUIPS programme through the provision of furniture, textbooks, classrooms and other reading materials. It remains to be seen if the programme can survive when external funding is withdrawn. In this regard, it is recommended that a phased withdrawal of USAID assistance should be carried out to test the sustainability of the programme.

2. Given the important role that teachers have played in the successful implementation of the QUIPS programme their complaint about the non-availability of incentives needs to be taken into consideration. The point is QUIPS involves extra hours of training and demonstration lessons that come as an extra burden on teachers. Giving them adequate compensation for their efforts such as providing them with some allowances will help motivate them. This will go a long way to improve the sustainability of the project. However, it is suggested that in the long term, incentive packages for teachers must be accompanied by educational programmes that emphasize their patriotic duty to the children under their care as well as to the nation. It is envisaged this will encourage them to give off their best voluntarily.



3. The initial focus of the QUIPS is on primary education. Though a laudable objective given the multiplier effect of early childhood education on the socio-economic life of a community, the lack of a similar programme at the upper basic level (such as the JSS) creates a continuity gap that might defeat the primary purpose of the programme, which is to provide children with good quality basic education. Once children graduate from the partnership schools where better infrastructure and well trained teachers contribute to better performance, they enter JSS level where the old story of dilapidated infrastructure and ill-motivated teachers erode any gains that might have been made earlier under the QUIPS Programme. Thus for the sake of continuity, it is recommended that a JSS equivalent of the QUIPS Programme be implemented to see the beneficiaries of this programme through to the end of the basic education system.

4. It is envisaged that scaling up the programme to cover the entire spectrum of basic education will achieve more holistic results than is currently the case. However, in scaling up the programme especially to the JSS, it is recommended that greater emphasis be placed on infrastructure provision, incentive as well as training packages for teachers as these have emerged as issues that have the potential to contribute significantly to any quality improvement programme.

5. In this research, it was observed that teachers in both schools had the same level of education but it was the in-service-training and other incentives provided by the QUIPS Programme that made the difference in performance. Beneficiaries became more efficient and confident. This means that teachers in both partnership and non-partnership schools need regular training sessions to improve their skills and must therefore be provided such facilities by the Ghana Education Service (GES) or education authorities in the study area. This however must not be done alone but in tandem with the provision of better incentive packages to teachers.

6. Improved facilities create conducive atmosphere for better learning. Thus if the GES wants to improve children's performance in the non-partnership schools, then facilities like classrooms, furniture, textbooks should be provided. While government provision is welcome, parental involvement should be encouraged strongly.

7. Furthermore, it is recommended that research into QUIPS replicability should be carried out in order to extend it to other schools not only in the Suhum Kraboa Coaltar District but also in the entire country. In addition, further research needs to be undertaken to ascertain whether the success of partnership schools is trickling down to non-partnership ones. For instance, a study could be done to identify whether non-partnership schools are being motivated by the

success of partnership schools. If that happens to be the case, then a way should be found to encourage the diffusion of such positive impacts without necessarily bringing all schools in the district under the ambit of the QUIPS programme.

8. It is recommended that regular community meetings ideally under the aegis of the traditional authority or opinion leaders must be held to sustain this newly found enthusiasm. On the other hand, if there is a trickling down effect, then the means to enhance such effects must be found. Already, many non-partnership schools are improving their performance in order to catch up with those under QUIPS and also to improve their image. It is recommended that this enthusiasm be exploited so as to reduce the cost of extending QUIPS to other parts of the district or country as a whole.

9. Finally, this study has shown that parental involvement in education can contribute to improvement in the quality of education. Also the study shows that a vigorous public education campaign on the important role of parents in child education and on the essence of educating children must be launched in the study area as soon as possible.

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APPENDICES

APPENDIX I

Department of Geography and Resource Development, University of Ghana, Legon.

QUESTIONNAIRE

PART I: TEACHERS.

This research is for purely academic purpose and any information provided would only be used as such. Strict confidentiality of sources would be adhered to. The objective of the study is to assess the impact of the USAID QUIPS Programme on the schools. Please answer the following questions with sincerity. Thank you.

PART I: DEMOGRAPHIC DATA

(i) Age

(ii) Sex

Male

Female

(iii) Highest educational level attained

(a) Middle school/JSS

(b) Sec. school/SSS

(c) Tertiary

(d) None

(e) Others, Specify

(1a) Has the QUIPS programme been implemented in your school?

Yes

No

Using the rating below please answer the following questions

1. Excellent 2. Good. 3. Fair. 4. Poor

(1d) If no, what is the state of the following facilities in your school

now?

1. Text Books	1	2	3	4
2. Furniture	1	2	3	4
3. Staffing	1	2	3	4
4. School Building	1	2	3	4
5. Enrolment	1	2	3	4
6. Teaching and learning materials	1	2	3	4

Teachers from Partnership schools	Teachers from non-partnership school
<p>(2) What was the performance of pupils in terms of reading..... Writing..... Attendance..... before the QUIPS programme?</p>	<p>What was the performance of pupils in terms of Reading, Writing..... Attendance..... in your school previously?</p>
<p>(3) What is the performance of pupils now in terms Reading..... Writing..... Attendance..... after the QUIPS Programme</p>	<p>Has there been any improvement in the performance of pupils now in terms of Reading..... Writing..... Attendance.....</p>
<p>(4) Have you discussed QUIPS intervention with colleagues from non-QUIPS programme? </p>	<p>as compared to previous years? (5) If yes what contributed to this improvement? </p>
<p>(6) Have you had any training workshop from the QUIPS programme Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>..... (7a) Have you had any in-service training in recent times</p>
<p>(8a) Has the programme benefited you as a teacher?</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> (7b) If yes, who organized it</p>

(8b) Rank the following in order of relevance the important of the training workshops.

- (a) Better approach to teaching ()
- (b) Better preparation of lesson plan ()
- (c) Better knowledge of the use of TLMs ()
- (d) Improved interaction with parents and pupils. ()

(9) Would you say the QUIPS programme should be sustained?

Yes No

(1) High (70-100) (2) Above average (60-69) (3) average (40-59) (4) Low (0-39)

(10) Using the ratings above, how do you rate the QUIPS programme against the indicators provided.

1 Training workshops	1	2	3	4
2 Provision of infrastructure	1	2	3	4
3 Provision of teaching and learning materials	1	2	3	4
4 Incentives for teachers	1	2	3	4
5 Monitoring and supervision	1	2	3	4

(11) Are parents performing their roles in pupil's education in the following areas?

- | | | | | |
|--|-----|--------------------------|----|--------------------------|
| i. Payment of school fees | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| ii. Provision of school uniforms and sandals | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| iii. Provision of books, pens, and pencils. | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| iv. Supervision of pupil's attendance | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| v. Supervision of pupil's homework | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| vi. Attendance at PTA meetings | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

Others: Specify.....

APPENDIX II

Department of Geography and Resource Development, University of
Ghana, Legon.

QUESTIONNAIRE

PART II: PARENTS/COMMUNITY MEMBERS

PART I: DEMOGRAPHIC DATA

(i) Age

(ii) Sex

Male

Female

(iii) Highest educational level attained

(a) Middle school/JSS (b) Sec. school/SSS (c) Tertiary (d) None

(e) Others,

Specify.....

(1) How many children of school going age do you
have?.....

(2) Are all the children in school? Yes No

(3) How many children do you have in primary
school?.....

Using the ratings below please answer the following questions.

1. Excellent (70-100) 2. Good (60-69) 3. Fair (40-59) 4. Poor (0-39)

(4) What was the performance of your children before the QUIPS programme in terms of

1 Performance in terminal exams	1	2	3	4
2. Attendance	1	2	3	4
3. Reading	1	2	3	4
4. Writing	1	2	3	4
5. Fluency in English language	1	2	3	4



(5) What is the performance of your children after the implementation of QUIPS?

1 Performance in terminal exams	1	2	3	4
2. Attendance	1	2	3	4
3. Reading	1	2	3	4
4. Writing	1	2	3	4
5. Fluency in English language	1	2	3	4

(6) If you had not implemented QUIPS, what was the performance of your children previously?

1 Performance in terminal exams	1	2	3	4
2. Attendance	1	2	3	4
3. Reading	1	2	3	4
4. Writing	1	2	3	4
5. Fluency in English language	1	2	3	4

(7) What is the performance of your children now?

1 Performance in terminal exams	1	2	3	4
2. Attendance	1	2	3	4
3. Reading	1	2	3	4
4. Writing	1	2	3	4
5. Fluency in English language	1	2	3	4

(8) Would you say the programme has improved academic performance of your children?

Yes

No

(9) In what ways did you contribute to the QUIPS

Programme?.....

.....

.....

(10) Can you elaborate some of the benefits you or the community has

had from the programme?.....

.....

.....

(11a) Have you attended any of the QUIPS meetings?

Yes

No

(11b) If yes, what are some the things that were discussed?

.....

.....

(12) Do you want the QUIPS programme to be sustained?

Yes

No

(13) What would you say about teachers' performance?

.....

.....

(14) What about their attendance?

.....

.....

(1) High [70-100] (2) Above average [60-69] (3) Average [40-59] (4) Low [0-39]

(15) Using the ratings above, how would you rate the QUIPS programme against the indicators provided?

1. Awareness creation	1	2	3	4
2. Community participation	1	2	3	4
3. Community leadership and ownership	1	2	3	4

(16) Mention some of the roles you play in your children's education.

.....

.....

.....

.....

APPENDIX III

Department of Geography and Resource Development, University of Ghana, Legon.

QUESTIONNAIRE

PART III: PUPILS

PART I: DEMOGRAPHIC DATA

(i) Age _____ (ii) Sex Male Female

(1) Has the QUIPS programme been implemented in your school?

Yes No

(2) Are your parents giving you the following items for school?

- | | | | | |
|--|-----|--------------------------|----|--------------------------|
| i. Payment of school fees | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| ii. Provision of school uniforms and sandals | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| iii. Provision of books, pens, and pencils. | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| iv. Supervision of pupil's attendance | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| v. Supervision of pupil's homework | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| vi. Attendance at PTA meetings | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

Others: Specify.....

(3) What will you say about teachers' performance?

.....

(4) What about their attendance?

.....

.....

(5) What will you say about the QUIPS programme?

.....

