

**INTERNATIONAL NON-GOVERNMENTAL
ORGANIZATIONS (INGOs) AND THE PROMOTION
OF CHILDREN'S RIGHT TO QUALITY EDUCATION
IN GHANA: A CASE STUDY OF WORLD VISION
INTERNATIONAL, GHANA**

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DECLARATION

I hereby declare that this dissertation is an original research conducted by me under the supervision of Dr. Amanda Coffie and that no part of it has been submitted anywhere for any other purpose.

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DEDICATION

I dedicate this work to anyone who supported me and believed in me. The kind gesture is the reason this was possible.

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LIST OF ABBREVIATIONS

BECE	-	Basic Education Certificate Examination
DANIDA	-	Danish International Development Agency
DFID	-	Department for International Development
EFA	-	Education for All
ESP	-	Education Strategic Plan
EU	-	European Union
FCUBE	-	Free Compulsory Universal Basic Education
GES	-	Ghana Education Service
GoG	-	Government of Ghana
GPRS	-	Ghana Poverty Strategy Reduction
INGOs	-	International Non-Government Organisations
MDGs	-	Millennium Development Goals
MOE	-	Ministry of Education
MOES	-	Ministry of Education and Sports
NGOs	-	Non-Government Organisations
SIDA	-	Swedish International Development Agency
TVET	-	Technical and Vocational Education and Training
UNCRC	-	United Nation Convention on the Rights of the Child
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UNICEF	-	United Nation's Children's Educational Fund
USAID	-	United States Agency for International Development
WASSCE	-	West African Secondary School Certificate Examination
WVG	-	World Vision, Ghana

WVI - World Vision International

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ABSTRACT

This study focuses essentially on analyzing the extent of collaboration between World-Vision Ghana, the Government of Ghana and schools in ensuring the provision of quality education, as a way of promoting development across the country, with special reference to the Ga-West, Fanteakwa, and Afram Plains Districts. The study is purely qualitative and relies primarily on literature review and interviews for data collection and analyses. The main objective of the study was to assess the role of World Vision educational projects on children in rural communities who are not privileged to receive government support which leads to low literacy and learning in these communities. Major findings from the study reveals that World Vision-Ghana has adopted initiatives cooperation with the government and other relevant stakeholders garnered at ensuring the provision of education in Ghana, with special emphasis on the study area. Paramount among the initiatives are awareness creation, lobbying for effective legislation and policies, assisting in capacity, among others. The study also shows that the impacts such initiatives have had on education in the study area include improvement in grassroot participation in education delivery, improvement in general child literacy across the country, ensure equitable access to good quality, child-friendly free universal basic education, enhancement of teaching skills, and helping in the attainment of the goals and objectives of FCUBE. The study also reveals that the government, in cooperation with World Vision-Ghana have encountered a number of challenges in their quest to ensure the provision and improvement in child education in Ghana. These challenges coupled with economic hardships, lack of political will on the part of the government, among others. Towards this end, the study recommends that the Government of Ghana should continue to collaborate effectively with INGOs such as World Vision, to be able to effectively tackle the educational challenges especially in the provision of child education in Ghana.

CHAPTER ONE

INTRODUCTION

1.1 Background

Education is the process by which the mind develops through learning and training at schools, colleges, or universities. It is also the knowledge and skills that one gains from being taught.¹ The educated individual develops physically, mentally, emotionally, morally and socially. The work of education may be accomplished by an individual, teacher, the family, a church or any other group in society.²

International Non-governmental Organizations are very crucial agents of development in International Economic Relations. They are essential tools for the promotion of the Global Common Goods of which the provision of quality education forms a fulcrum part. This is also against the fact that in the transition from Millennium Development Goals (MDGs) to Sustainable Development Goals (SDGs), the United Nations Development Programme (UNDP) as part of its seventeen point agenda for development listed quality education as parts of its agenda.³ This was in 2015 and with a time frame stretched to 2030 the SDGs brings together all three aspects of sustainable development (the economic, social and environmental) in a relatively much more integrated way than the MDGs ever did.⁴ The Sustainable Development Goals provide a global footprint to, among other points, ensure the provision of quality education and INGOs could and are partners in this regard as UN agenda for development is concerned.

An academic exercise such as this which concentrates on Ghana is very timely especially when the President of Ghana, Nana Addo Dankwa Akufo-Addo, together with the Prime Minister of Norway, Erna Solberg are the co-chairs of the Secretary-General's Sustainable Development Goals (SDGs) Advocates until the end of 2018.⁵

To the extent that quality education remains crucial, the Dakar Framework for Action set at the World Education Forum in 2000 established an ambitious six plan Education for All (EFA) goals to be achieved by 2015. In relation to the goal of achieving access to education for all, there has been an improvement in net enrolment ratios with more children enrolled in school during the last decade in Sub-Saharan Africa (SSA). However, among the poorest children the chances of completing primary education still remains low.⁶ The inability of most children in developing countries to get access to better quality education impedes the fulfillment of their right to quality education which is enshrined in the United Nation Convention on the Rights of the Child (UNCRC, 1989). According to UNCRC (1989), children have the right to quality education and these rights and other rights of need are to be protected and promoted in all circumstances.⁷

The Government of Ghana has shown enormous commitment to the achievement of "Education for All" (EFA) through its poverty reduction strategy. Central to the Government of Ghana's (GoG) Poverty Reduction Strategy (GPRS) is the provision of quality education. Also, through the GPRS, the GoG affirmed its commitment to the achievement of the Millennium Development Goals (MDGs) by 2015. The Ministry of Education and Sports (MOES) has four thematic areas outlined in its Education Strategic Plan (ESP) which was meant to achieve the MDGs. These are equitable access, quality of education, educational management, and science and technology. One

of the policy goals under the quality of education is to improve the quality of teaching and learning for enhanced pupil/student achievement. The comprehensive nature of Ghana's education strategy has been acknowledged by the international community (Education Sector Performance Report, 2004).

This study focuses on the approaches adopted by International Non-Government Organizations (INGOs) to reaching primary school age children excluded from any access to the conventional state education system. Approaches by INGOs to reaching these children are considered with respect to both the implications of their role as a complementary role to the state, as well as of the alternative education services that they offer. Provision made by INGOs is most often aimed at sub-groups of populations who are not reached even where the state remains the main provider of education more generally. It is this vein that the study focuses on the role INGO plays in the provision and improving of the quality of education received by children of school going age in Ghana, with central focus on World Vision-Ghana.

1.2 Statement of the Problem

As development actors, INGOs have become the main service providers in countries where the government is unable to fulfill its traditional role. In the education sector, many INGOs have moved beyond 'gap-filling' initiatives into capacity building activities complement with traditional service provision.⁸

INGOs have a significant impact on the whole process of providing quality education for children but are also plagued by severe obstacles. INGOs continue to suffer from a lack of resources and

from their general estrangement from the State. Unless they become partners with government, and not competitors, development initiatives will continue to be stunted.

In the education sector, it is possible to outline some principal INGO's efforts at ensuring child's right to quality education in a country. This study therefore investigates the role INGOs play in partnering states to provide education for primary school children.

1.3 Research questions

This research is guided by the following questions:

- ❖ What is the role of INGOs in the education system of states?
- ❖ What is the role of WVG in the provision of education in Ghana?
- ❖ What are the achievements and challenges WVG face in operating in Ghana?

1.4 Objectives of the Study

The general objective of this study is to assess the role of World Vision educational projects on children in rural communities who are not privileged to receive government support which leads to low literacy and learning in these communities.

The specifics objectives are:

- ❖ To examine the roles INGOs play in Ghana concerning the provision of education.
- ❖ To analyse the role WVG plays in the provision of education in Ghana.
- ❖ To analyze the achievements and challenges WV faces in operating in Ghana.

1.5 Scope of the study

Education in Ghana is categorized under basic education (kindergarten, primary school and junior high school), secondary (then to senior secondary school/Vocational and technical training school), and the tertiary level (the universities, polytechnics and training colleges). For the purposes of this study, concentration will be on basic education since it is supposed to be free and compulsory for all according to the UN charter on child's right to quality education. This study focused on World Vision International (WVI). Education includes both formal and non-formal education but the research solely concentrated on formal education for basic education in rural communities in the Ghana. The study area is also limited to the Ga West Cluster Area Project of World Vision-Ghana which includes Ga-Wes District, Fanteakwa District, and Afram Plains District. All secondary data and primary data are restricted to these study areas. There area is selected due to high child illiteracy.

1.6 Rationale of the Study

The significance of the study stems from the fact that a lot of attention has been paid to education issues in Ghana by the government, international agencies and international non-governmental organizations in recent times. The study seeks to analyse the extent to which efforts are made at improving the education of children in rural communities in Ghana from the perspective of an INGO. The findings of this research will, therefore, benefit the government of Ghana in her efforts to promote quality education, enable Ghana to achieve the SDG goal four, and it will also serve as a source of material to find solutions to Ghana's basic education setbacks.

1.7 Theoretical Framework

This study relies on the theories of Alternative Development and Cooperation in its analysis. Development tries to acknowledge three primary destinations. In the first place, it tries to expand the accessibility and enlarge the appropriation of fundamental life-managing merchandise, for example, sustenance, haven, wellbeing, and assurance to all individuals from society. Besides, it tries to raise levels of expectations for everyday comforts like higher pay, arrangement of employments, better instruction and the insurance of social qualities. This is to improve the material prosperity as well as to produce more noteworthy individual and national confidence. Third, it looks at the scope of monetary and social issues to people and countries by liberating them from bondage and reliance not just in connection to other individuals and states but in addition to the powers of obliviousness and human hopelessness.

Elective improvement hypothesis is seen as a study of the standard advancement approaches which underscored on a monetary development demonstrate for decreasing neediness and accomplishing social change. Elective advancement hypothesis can be viewed as worried about neighbourhood improvement as opposed to the state and market. Along these lines elective improvement centres around investigating elective ways and "reclassifying the objectives of advancement". This perspective of elective improvement centres around making nearby networks independent, empowering cooperation of individuals in basic leadership forms, engaging and guaranteeing the practical utilization of neighbourhood assets. In expansive, elective advancement underscores human office through the way toward get-together individuals' ability keeping in mind the end goal to accomplish social change. This consideration on organization portrays the general population focused way to deal with advancement that regularly involves some type of investment

with respect to the neighbourhood individuals through the making of roads for individuals to build up their potential. Elective improvement along these lines fixates on the advancement of base up procedures which incorporate both political and institutional changes. The dismay with the advancement methodologies of the 1970's which brought about the moving of consideration towards elective methods for improvement which is alluded to as the "territory of the third framework or subjects legislative issues." It is this third framework that underscores on guaranteeing that the requirements of the general population are fulfilled and that an environment of confidence is sustained among neighbourhood individuals. The backers of elective advancement hypothesis contend that improvement ought not exclusively be worried about accomplishing monetary development or the items of life yet additionally should centre around investigating roads for achieving human improvement. Other people who have a place with this school of thought recommends that keeping in mind the end goal to accomplish improvement, significance ought to be centred around the evacuation of all wellsprings of outrageous destitution, disparities and social rejection. Advancement in such manner is a procedure of growing individuals' capacities and opportunities. These key capacities incorporate sustenance, wellbeing, proficiency, sense of pride and political interest.

INGOs have progressively been connected with elective improvement in perspective of their exercises in nearby networks and the idea of their association with the general population in such territories. In light of their grassroot activities in networks, they have figured out how to pick up the trust of the general population living in such regions in a way in which neighbourhood governments even think that it is hard to recreate. Presently INGOs have turned out to be real partners through developed participation. With elective improvement, particular consideration is

centred around nearby advancement and different grassroots activities. Consequently, advancement is better accomplished when the neighbourhood individuals are associated with their own particular improvement through the help of INGOs. It is this mission for an elective advancement with INGOs as its primary specialists that has empowered contributor offices and rich countries to channel colossal measures of assets in help of INGOs extends in denied networks over the globe in the course of the most recent decade. The reference to elective improvement hypothesis with the end goal of this examination is therefore advocated since INGOs are accepted to give elective stages to advancement. INGOs in their advancement work are expected to underline the human office, work with poor people, feeble and helpless in the general public. The general population focused methodologies as far as anyone knows being embraced by INGOs in their tasks assume that issues with improvement and imbalances ought to be handled from the points of view of the neighbourhood individuals instead of the state or government level. Notwithstanding, in talking about the elective improvement hypothesis inside the setting of INGOs, another issue important is the methodologies utilized by INGOs which have reliably progressed toward becoming piece of the elective advancement process as of late. A commonplace illustration is a rights-based way to deal with improvement which underscores "rights", "cooperation" and "strengthening".

In particular, in managing the Alternative Development Theory, this investigates the rights-based way to deal with improvement and how it can help encourage the examination of this investigation. The reception of the rights-based approach for the motivations behind this examination originates from the present accentuation on anchoring the entrance of defenceless gatherings like youngsters to their rights through participatory instruments as methods for accomplishing social change. Such

an approach, I contend here, will additionally improve the talk on the issue of INGOs accomplishing advancement through concentrating on individuals. The rights-based approach, therefore, makes Amartya Sen's thoughts on capacity substantially more operational inside the setting of this investigation. As needs be, in talking about the rights-based approach, instruction which is viewed as a key ability by Sen is being sought after by youngsters through an INGO receiving rights and participatory components in their advancement work.

The theory of cooperation guided this study. The term “cooperation” first appeared in the fourteenth century.⁹ Cooperation derived from the Christian Latin cooperatio in the fifteenth century, means a collective endeavour.¹⁰ It is composed of co from cum and operare, meaning “with” or “together,” and “to act” respectively.¹¹ To cooperate is to act together, the joining of individual efforts for a common end. Draperi however defines cooperation as the coordinated activity of agents pursuing different objectives and seeking to establish common rules.¹² Some of the major proponents of this theory are Ernst Haas, Charles Lipson, Stephen D. Krasner and Keohane Robert. Grieco defines cooperation as the voluntary adjustment by stakeholders or actors of their policies so that they manage their differences and reach some mutually beneficial outcome.¹³ Grieco identifies that the theory of cooperation is posited on the following key elements:

First and foremost, actors or stakeholders should agree to work together voluntarily without coercion by other states.

Second, in cooperation, actors or stakeholders devote their efforts towards agenda which they have common interests.

Finally, cooperation, according to Grieco, involves a long-term engagement through the establishment and operation of an institutional regime for joint action and not cooperation based on a one-time interaction.¹⁴

Robert Keohane, in his work, *After Hegemon*, argues that cooperation can develop based on past corresponding interests among stakeholders. Keohane adds that “cooperation takes place when the policies actually followed by one government are regarded by its partners as facilitating realization of their own objectives, as the result of a process of policy coordination.”¹⁵

In Helen Milner’s review of cooperation among nations, she mentions Robert Keohane’s definition of cooperation as occurring, “when actors adjust their behaviour to the actual or anticipated preference of others, through a process of policy coordination,”¹⁶ Policy coordination, in her view, implies that the policies of each state have been adjusted to reduce the negative consequence for the other countries. According to her, the concept of cooperation must have two essential elements. First, is the assumption that every actor’s behaviour is focused towards some goal. The goal may not be the same for all actors, but it is an assumed rational behaviour on the part of all.

Second, cooperation rewards actors with gains. The kind or magnitude of the gains, she says, may not be the same for each actor but must be mutual. Actors, in helping each other to realise their goal, by adjusting their policies in cooperation with other stakeholders, serve their own interests. Milner further explains that to get the concept right, it is important to know what cooperation is not. She continues to differentiate among cooperation, conflict and competition. To her, conflict and competition depict actions that are goal-seeking with intentions to obstruct or cut the gains and fulfilment of all involved. She cautions that acting unilaterally without taking into

consideration the impact on others, does not depict cooperation. Though the act may not affect the gains of others, such unilateral actions may be uncooperative. The negative implication on others must be considered.

World Vision-Ghana is an INGO with the mandate of promoting development including provision of education, with specific attention on women and children; and in doing so, World Vision-Ghana collaborates or cooperates with other relevant stakeholders including governments, educational institutions and citizens in addressing the development challenges in Ghana. Importantly, Governments should set the lead on national issues of concern (e.g. provision of education), to help organisations associated with such issues provide support and guidance to establish a common rule that benefits parties involved.

To further understand what it entails, Cooperation refers to any collaborative work between people or groups, either voluntary or otherwise. This sense of the term is underlying some words that are related to the idea of cooperation. Communication, collaboration, coordination, participation, mediation, interaction, and collective action are standard terms in International Relations studies that presuppose, generally implicitly, cooperation.

Cooperation may arise due to common welfare objectives or national interests of a state or region. The need for cooperation is evident in such endeavours as the global postal system; fighting crime, especially transnational crimes; managing ecological threats and joint use of natural resources such as rivers; and the evolution of the international public health system to fight epidemics and pandemics, as well as addressing sanitation crises. The essence of cooperation theories is the extent

to which the incentives for, or benefits from cooperation can be seen to outweigh the incentives of acting unilaterally.

Despite the strength of the theory of cooperation in explaining the essence of stakeholders working together to provide and improve upon the education in Ghana (including the study area), there are critiques of the theory. One of the obstacles to cooperation in addressing education crisis across the globe is the relative absence of Public-Private Partnership (PPP).¹⁷ Also, conflict and competition between actors or stakeholders may lead to failure in cooperation even when actors have common interests.¹⁸ Such competition and conflict between and among actors may inhibit willingness of actors to cooperate effectively. Also, the theory of cooperation stresses only on the collaborative efforts by actors to address a common challenge or pursue a common goal but it understates the range of functions that institutions and actors or stakeholders must perform to help achieve an effective and efficient cooperation.

The criticisms notwithstanding, the lack of access to quality education by children in some parts of Ghana, including the study area demand that governments and law enforcement agencies, schools, as well as some INGO such as World Vision-Ghana cooperate effectively in the ensuring the provision and improvement of quality of formal education received by children in the country. Contemporarily, there are several INGOs active, often in collaboration with local NGOs or government authorities, in conducting research, organizing prevention campaigns, training resource persons for capacity building to boost the provision and improvement of education in Ghana. Though World Vision-Ghana works collectively with its country offices to tackle development issues within some African countries, it also cooperates with citizens, media,

government institutions and educational institutions to effectively address the educational challenges in Ghana in particular. Therefore, the theory of cooperation helps in providing an explanation or analysis for why the Government of Ghana and other relevant stakeholders should collaborate or cooperate with INGOs such as World Vision to ensure the provision and improvement of education in the country including the study area.

1.8 Literature Review

In order to have holistic views on the subject under study, the writer sort to review pieces of literature. There is no doubt that there are many write-ups on the involvement of International Non-governmental Organizations (INGOs) in promoting children's right to quality education. While some are of the view that INGOs plays an important role in the life of children by helping various governments across the world in providing quality and easily accessible education to children, others are of a different view. For better clarification of the study, the literature review is categorized under two main broad topics. These include the phases of evolution of education in Ghana and the involvement of International Non-governmental Organizations (INGOs) in promoting children's right to quality education.

The Phases of Evolution of Education in Ghana

Ghana has a long history of educational reforms dating back to the time of independence in 1957.¹⁹ This penchant for reforms stems from dissatisfaction that successive governments have over the education system they inherit from previous governments hence management and reform of education in Ghana seem to have become synonymous with a change in political power.

The first phase of the education structure was modelled on the British system but after independence in 1957, it underwent series of reforms with the view to refining its quality.²⁰ The first of such reforms took place in 1961 and lasted for six years.²¹ The Education Act 1961 was the principal legislation on the right to education (Government of Ghana 2004: 2). It provided in section 2(1):

Every child who has attained the school-going age as determined by the Minister shall attend a course of instruction as laid down by the Minister in a school recognized for the purpose by the Minister (Constitution of Ghana 1961: Act 87).

That is the first major attempt to improve upon the education system in Ghana. Tonah intimates that it was undertaken by the Nkrumah regime following the development of the Accelerated Development Plan for Education (ADP) in 1951 and the subsequent promulgation of the Education Act 1961 a decade later.²² The main thrusts of the ADP were two-fold: To change the structure and content of the education system inherited from the colonial government to reflect the needs of the newly-independent nation and, secondly, to bring the benefits of education to large sections of the population. The Education Act of 1961 made primary and middle school education, referred to as elementary education, fee-free.²³ However, Kadingdi observes that following the massive enrolment of pupils in schools and without a corresponding increase in the number of trained teachers to teach, the quality of the delivery became adversely affected as the nation had to rely on teachers unskilled in the art to teach resulting in deterioration in the quality of education across the nation.²⁴ Tonah endorses Kadingdi's position thus "The rapid expansion in the provision of primary education led to a sharp drop in the quality of education.... Pupil-teachers have to be recruited to teach in many of these schools resulting in a gradual decline in the standard of education in the country."²⁵ Thus, the literature espouse the phase of the education reforms in

Ghana which is hugely skewed towards the implementation and evaluation of the first post-independence reforms.

The civilian government of Kwame Nkrumah was overthrown in a coup d'état led by Major General Ankrah in 1966.²⁶ One of the coup makers is quoted as justifying the coup in part because of the havoc wrought by rapid education expansion and the lowering of educational standards during the Nkrumah's period. In the same year of the overthrow, the government appointed Professor A.A. Kwapong to chair a committee to review the education system and make recommendations for reform.

Prior to the setting up of the review committee, the education system consisted of six years of primary, four years of middle and seven years of secondary education. The Kwapong Education Review committee recommended the introduction of two-year pre-vocational "continuation" classes into the existing middle schools.²⁷

The Kwapong committee recommended that after two years of middle school, a portion of students should be selected for the academic stream in the secondary school with those unable to make it being made to enrol for a prevocational course of two further years in 'continuation' classes.²⁸ Tonah described the continuation school as a "complete failure". The World Bank 1986 report also further corroborated the view that the seventeen years of pre-university education was too long.

In the second phase, there was yet another major education reform in 1975 following the work of the Dzobo Committee in 1974 commissioned by the National Redemption Council (NRC) government that took power militarily from civilian governance under the Presidency Dr. Abrefa Busia in 1972.²⁹ The Dzobo committee recommended a reduction in the length of pre-tertiary education from seventeen years to thirteen and consequently proposed a new structure of education which consisted of a duality of secondary education i.e. Junior Secondary School (JSS) and Senior Secondary School (SSS).³⁰ The new thirteen years educational structure consisted of six years of

primary, three years of JSS and four years of SSS and saw the abolishment of the middle school and continuation classes that characterized the earlier reform.³¹

The Third Phase saw a general economic decadence and international pressure for educational reforms, from 1987 to 2006. Consequently, the 1987 education reforms were thus undertaken in the midst of economic turbulence and at a time when the country sought to forge relationship with the International Financial Institutions for an economic bailout.³² With the country on an Economic Recovery Program which was largely the directive of the donor agencies. Little describes the reforms that came with the Recovery Program as ‘radical’ as she regarded them as anti-elitist, pro-poor, pro-rural: in short populist.³³ This process restructured the school system; revised the curricula for primary, junior secondary school (JSS) and senior secondary school (SSS) levels; developed new teaching and learning materials; provided in-service teacher training; raised teacher qualification requirements; steadily replaced unqualified teachers; introduced several cost-sharing policies; and began the process of administrative decentralization. Subsequently, the new Free Compulsory Universal Basic Education (FCUBE) program (1996-2005), was introduced to address the teething problems that were associated with the implementation of the 1987 reforms.³⁴ This became the integral component of the educational system in Ghana even to late 2006.

The Fourth Phase of education in Ghana from 2007 onwards saw reforms towards attainment of the goals and objectives of the MDGs and SDGs. Elections in 2000 heralded a regime change.³⁵ A government document on the education system signaled yet another review in the pipeline. The New Patriotic Party government, having been in power for two terms, and as expected, set up a committee to review the Ghanaian education system to reflect the developmental needs of the

country. The NPP government introduced a new education system at the beginning of the school year in August 2007. This new education system did not only review the content, but also extended the duration of Senior High School (SHS) from three years to four years. However, in 2008, NDC won elections and reversed the four years duration of the SHS back to the previous three years. The NPP regain power in 2016 and have now introduced the “Free SHS Policy” to all first-year students at the SHS.

The above literature contributes extensively to the topic under study revealing some phases in Ghana’s education system which had led to reforms to ensure provision of education to all children in Ghana. However, little submission was made concerning the cooperation between the Government and the INGO in ensuring the provision and improvement in the quality of Ghana. This gap in the above literature is what this study seeks to fill with particular reference to the study area.

The Involvement of International Non-governmental Organizations (INGOs) in Promoting Children’s Right to Quality Education

In an article distributed by the UNDP, Development is a crucial piece of the commands of numerous universal associations. A lot of their work plans to reinforce national limits through preparing, specialized exhortation, trade of encounters, research, and approach guidance. However, there is impressive disappointment inside the universal network in regards to the effect of numerous such mediations. The exercises have generally fortified the aptitudes of people, however have not generally prevailing with regards to enhancing the viability of the services and different associations where those people are working. These weaknesses request an examination with a specific end goal to reinforce improvement.

INGOs have the ability to enhance and adjust more rapidly than national governments; in this way, their activities can undermine government activities. In any case, in the event that they scale up their exercises and grant their insight and strategies at the administration level, the nation overall can profit. Training arrangement is essentially the errand of the Ministry of Education and Sports. Be that as it may, its absence of limit and the powerless idea of the state all in all have opened up the training part for INGO association. INGOs give an expansive piece of instructive administrations and help fortify government endeavours in accomplishing all- inclusive essential training (UPE) destinations.

In an article by Adu-Agyem and Osei Poku "Quality Education in Ghana, the route forward" they express that the sign of each legislature is to guarantee that quality instruction exists in her nation since training is the significant apparatus for national improvement. The point of their paper was to look at the Ghanaian instructive framework with the view to drawing out a portion of the various difficulties and limitations that obstruct its quality and standard so proper proposals could be made to capture a portion of the issues. It was recognized that it was a reality that Ghana has encountered different types of training since the pre-pioneer period. As indicated by the scientists, it is without preference to state that as the different governments roll out such improvements with the aims of raising the personal satisfaction of the general population, the developing nature of training inalienable in the changes is by all accounts a hallucination. A portion of the real discoveries, which incorporate insufficient institutionalized human and material assets, poor administration and supervision, absence of subsidizing and poor states of administration for workers of the instructive framework come full circle in low profitability.

As indicated by Blum, NGOs crosswise over India have endeavoured to give successful help to little, rustic, multigrade school. In her view, these NGOs furnish kids with access to essential tutoring where the state has not possessed the capacity to do as such or has done as such ineffectively. Hailegiorgis consents to the attestations that NGOs assume basic parts in the acknowledgment of general essential instruction by aiding updating schools, develop extra classrooms, if clean water, build lavatories for young men and young ladies, supply schools with the vital training material, for example, books, chalkboards, stationeries and bolster young lady via preparing on wellbeing training. An investigation led by Jagannathan on the commitment of NGOs, which are working in the essential training division in India. The analyst calls attention to that, NGOs assume a critical part in helping the Government of India in giving essential instruction in light of the fact that the Government alone won't ready to give essential training to all youngsters. The finding of the exploration demonstrated that NGOs assume a vital part in actualizing programmes that the Government propelled.

A paper displayed by Pieterse on the experience of INGOs in Vietnam on the advancement of HR for ethnic minorities' through training programs showed that INGOs have advanced inventive practices that have exhibited unmistakable changes in the level of dropout among the minorities ground.

Additionally, as indicated by a review by Mohan in 2010 found that in around 30 percent of minority families no less than one kid had dropped out before the consummation of sixth grade. In 2016, the net enrolment at the essential training level of ethnic minorities was 89 percent, while that of the Kihn was almost 98 percent. Just 42 percent of ethnic minority youngsters between 6-

18 went to upper optional schools, contrasted to 57 percent of Kihn kids. To conquer these boundaries, INGOs turned out with developments that commonly centred around three techniques: Capacity working for instructors, expanding kid investment, and advancement of commitment by guardians.

Eicher contends that support for the private division particularly NGOs, inclusion in instruction pivots essential on the hypothesis of human capital, which expresses that training in an interest in people, which builds profitability and consequently beneficiaries' income. Mundy and Murphy; expressed that a few NGOs are essentially associated with backing went for putting weight on the administration to satisfy their duty to Education for all. Girma Gizaw deduced in an exploration directed on the part of NGOs (nearby or remote) in achieving general essential instruction with an attention on perusing, composing and numeracy in Ethiopia that NGOs have contributed hugely to the improvement of the training segment and have helped the administration in a territory that the legislature is powerless to address.

INGO's are not generally observed with blushing tinted glasses. A few researchers see non-benefit as the cutting edge course of western control. The dominant part of INGOs in Africa are established and worked by Europeans which a few researchers accept echoes back to the times of colonisations or review the African as "the white man's weight". In reality, despite the fact that the mission of INGOs in Africa is kind-hearted, it is essential to journey whether they enable or restrain the intensity of the local recipients.

At long last, an article by Petra contends that African NGOs have progressed toward becoming compradors, characterized as "a person that goes about as a specialist, working in light of a legitimate concern for global private enterprise against the enthusiasm on the indigenous mainstream classes."

The above insightful works contribute fundamentally to the point under examination by uncovering a few associations of International Non-legislative Organizations (INGOs) in elevating youngsters' entitlement to quality training. Be that as it may, little writing exists on the investigation of the theme in connection to the agreeable part and effect of a global non-legislative association, for example, World Vision-Ghana in participation with the legislature and a few schools in Ghana is guaranteeing the arrangement and change of training in Ghana, with specific reference to examination. This lacuna is what this investigation looked to fill.

1.9 Research Methodology and Sources of Data

The study relied purely on qualitative research methods for data collection and analysis. The study utilized an exploratory and descriptive research designs. These methods helped in providing extra information where limited information exists and also helped in identifying gaps in existing literature.

Exploratory qualitative research method was employed in the study due to its flexibility. This method involves exploring other avenues of obtaining data without any strict restrictions and applications as in the case of quantitative research method. Exploratory design "most often relies on secondary research such as reviewing available literature or data and also conducting in-depth

interviews, case studies and pilot studies.”³⁶ This design helps in formulating a more precise problem statement and in developing a good hypothesis.³⁷ The descriptive design also helps in investigating a social phenomenon without explicit expectations.³⁸ This is because, the design helps in making holistic investigations and analysis of data obtained from the sources indicated earlier without any prejudices or personal sentimentality. The descriptive or narrative design was used to establish facts and relationships by describing in detail, the cooperative role played by the World Vision-Ghana and the selected schools in the provision and improvement of education in the study area.

This study utilized the purposive and convenience sampling methods to select respondents who provided vital primary data on the topic for analysis. The study has a purpose, which is to assess the role World Vision-Ghana is playing in the provision and improvement of education in Ghana. Purposive sampling therefore relies on the judgement of the researcher when it comes to selecting the units (e.g., people, cases/organizations, events, pieces of data) that are to be studied. Convenience sampling is a non-probability sampling technique where participants or subjects included in a particular study are selected due to their convenience or proximity to the researcher.³⁹ These reasons justified the consideration of these sampling techniques for the selection of respondents who provided relevant primary data on the topic for analysis.

Data collection is one of the most important and essential aspect of any research. There are two main methods of data collection. These are primary and secondary data collection. Basically, the primary data use the survey, experiments, interviews and direct observation whilst the Secondary

data may be obtained from many sources which include literature, newspaper, books, magazines, industry surveys, and journals.

Data obtained from the interviews were used to synchronize and complement data obtained from literature review in order to provide a more holistic and in-depth analysis on the topic. This is because the phenomenon under study (i.e. provision of education by INGO in Ghana) is an on-going phenomenon and will require most recent data for better analysis and recommendations. Data from the sources indicated was analysed through the theoretical framework of Alternative Development Theory and Cooperation to provide a better insight on the topic. This was then used to make recommendations based on the outcome of the study. These methods helped in providing extra information where limited information exists and also helped in identifying gaps in existing literature.

Primary data is conducted from the first-hand sources which has not been published yet and the data is more reliable, accurate and objectives.⁴⁰ There are few methods used to collect the primary data which including interview, observation and questionnaire. In this study, semi-structured interviews were used by the researcher to collect primary data from officials of institutions who provided relevant data to the topic under study. In view of this primary data were collected from some officials of World Vision-Ghana at their office in Accra, as well as some teachers and school authorities of some cluster of schools in the Ga-West District, Fanteakwa District, and Afram Plains District. The aim was to collect relevant data on the role World Vision-Ghana plays to help in the provision and improvement of education in these areas.

The secondary data refers to the existing data that has been obtained from other researchers and has been published previously.⁴¹ Normally, secondary data is simpler and easier to be collect as it can be obtained from various ways such as through journals, books and internet. Besides, the time used to obtain the secondary data is almost the same compared to primary data. Disadvantage for this secondary data is data obtained may not be accurate and may be outdated compared to primary data. This study will utilize secondary sources from official documents, published works, journal articles, unpublished works, policy papers and reports such as Ghana's Education Acts, World Vision Annual Reports, as well as Reports from Ministry of Education and the Ghana Education Service.

1.10 Ethical Considerations for the Study

Permission was obtained from heads of the participating schools, as well as management of World Vision-Ghana. Therefore, all images used in this research from the field have been used with the consent of participants or school authorities. Participants' information was treated with confidentiality with their names not recorded. Proposal was submitted to the Ethical and Protocol review committee of University of Ghana for approval of study. Permission was also sought from LECIAD through an introductory letter to provide justification for the collection of field data from the selected schools for the study.

1.11 Limitations of the Study

In the course of this research, many challenges were encountered:

First, there was insufficient fund for the financing of the research, especially with regards to transportation to and from Accra to the study area. In view of this the research was reduced to a

small sample size of schools in the study area for the collection and recording of data for the purpose of the research.

Also, lack of cooperation by some teachers and authorities of some schools in the study area in connection with data for the research was another challenge. There was also reluctance on the part of some of officials of World Vision-Ghana to provide relevant data for the purpose of this study. This posed a greater challenge to the overall primary data obtained for analysis.

Lastly, time is an integral component for carrying out a very excellent research. However, there was insufficient time allocated for the research. The research was expected to be completed in six months after approval of the proposal which also limited the extent to which the research would have included more variables in the objectives, as well as the scope of the study.

1.13 Definition of Concepts

Quality Education: it is the formal education that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.

Basic Education: this is the free compulsory education each child between the ages of 4 to 14 years is entitled to. It includes two years of kindergarten, 6 years of Primary education and 3 years of Junior High School education.

INGOs: it is an international organization that voluntarily supports specific sectors of developing countries to aid its development.

1.14 Arrangement of chapters

This research was organised in four chapters; Chapter one constituted the introduction, statement of the problem, research questions, hypothesis, theoretical framework and literature review, chapter two presents an overview of the role of the child's right to quality education as well as an overview of INGOs. Chapter three constituted the educational structure of Ghana and examined the role of World Vision-Ghana in the provision and improvement of the quality education in Ghana, with emphasis on the study area whilst chapter four constituted the summary of the research findings, conclusion and recommendations.

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CHAPTER TWO

AN OVERVIEW OF THE CONVENTION ON CHILD'S RIGHT TO QUALITY EDUCATION AND IMPLEMENTATION IN GHANA

2.0 Introduction

The chapter provides an overview of INGOs in their efforts to promote development. It also examines the international standards of child's right to quality education and also looks at INGOs. The chapter also examines other international policies concerned with Child's right to quality education. The chapter again examines the education system of Ghana and the structures responsible for education in the country. It further looks at some of the constraints of education in the country as well as measures government put in place by the government to improve on quality education.

2.1 International Non-Governmental Organisation (INGOs)

International non-governmental organizations (INGOs) are not-revenue driven wilful affiliations working at the universal, transnational, or worldwide level, with individuals or members from numerous nations. They unite similarly invested people or relationship of people to direct a wide assortment of exercises crosswise over for all intents and purposes every social space. Starting at 2006, more than 7,000 "customary" INGOs were in activity, alongside around 20,000 globally arranged nongovernmental associations of more restricted extension.¹

INGOs are a profoundly unique gathering of transnational associations occupied with most territories of human movement. As charitable deliberate affiliations, they depend basically on gifts, part expenses, and intentional work for their activities. Their objectives and exercises are neither

monetary nor political in the standard sense. Rather, they are for the most part worried about data, correspondence, and useful tasks to compose worldwide areas or impact worldwide change.²

Some INGOs try to take care of social issues or enhance living conditions; others mean to enhance innovation, propel learning, make worldwide models, secure undermined people groups or species, or prompt states, organizations, and people to comply with particular standards and standards. Such exercises are average of common society associations at the national level, and INGOs are regularly observed as the center of an inexorably dynamic worldwide common society that helps temper the power battles of states and lessen the overabundances of extensive organizations.³ Not at all like states or organizations, most INGOs centre around the advancement of open products and the welfare of others. Just a part of INGOs (a quarter to 33% of the aggregate), the vast majority of which are business and industry affiliations, act principally to advance the interests of their individuals.⁴

Commentators question INGOs responsibility, representativeness, and straightforwardness. They contend that, not at all like political pioneers, INGOs are not responsible to identifiable voting demographics and their individuals may not have a place with the gatherings they claim to speak to; not at all like vote-based foundations, INGOs are not by any means open about their inside tasks. Commentators additionally charge that INGOs advance unreliable or impossible financial, social, and natural approaches. INGOs react by summoning comprehensively legitimated world-social standards, gauges, and standards as wellsprings of their power to legitimize both themselves and their reactions of ground-breaking worldwide performing artists.

For an INGO to be related with the United Nations Department of Public Information it must take after these specific criteria:

- The NGO must help and regard the standards of the Charter of the United Nations;
- Must be of perceived national or universal standing;
- Should work exclusively on a not-revenue driven premise and have assess excluded status;
- Must have the dedication and the way to direct powerful data program with its constituents and to a more extensive group of onlookers about UN exercises by distributing pamphlets, announcements, and leaflets; sorting out meetings, workshops and round tables; or enrolling the consideration of the media;
- Should ideally have an agreeable record of cooperation with UN Information Centers/Services or different parts of the UN System preceding affiliation.
- In situations where the NGO has no record of joint effort, however the DPI Committee on NGOs supports its applications, it will have a temporary affiliation status of two years until at a point when it can set up an association with the significant UNICs/UNISs or UN framework association; ⁵
- The NGO ought to give an examined yearly monetary proclamation, demonstrated in US money, and led by a qualified, free bookkeeper;
- The NGO ought to have statutes/local laws accommodating a straightforward procedure of taking choices, races of officers and individuals from the Board of Directors.
- Should have a set up record of congruity of work for at least three years and should demonstrate guarantee of maintained movement later on.

INGOs fundamental concentration is to have the capacity to give alleviation and formative guide to creating nations. In connection to Governments of States, the point of INGOs is to give benefits that the State cannot provide. As of now, NGOs, when all is said and done, represent more than 15% of the aggregate abroad advancement help, which is connected to the development and improvement process.⁶ It is assessed that guide halfway contributed by INGOs in the course of recent years has expanded the yearly development rate of the last billion by one percent.⁷ The vast majority of the global undertakings and backing activities advanced by INGOs support feasible improvement by means of a human rights approach and capacities upgrading approach.⁸ Hence, INGOs are inseparably connected to the accomplishment of the SDG four.

2.2 International conventions on child rights

The United Nations Convention on the privileges of the child (CRC or UNCRC) is a human right settlement that sets out the common, political, financial, social, wellbeing and social privileges of each youngster. In the tradition, a kid is characterized as any individual below the ages of eighteen, except it attain the above age before under the national enactment.⁹ Any country or nation that endorses the tradition of the child rights is bound by global law. The nations once they endorse the tradition are required to agree to it. The conventions of countries or states is observed by the UN Committee on the Rights of the Child.

States that have endorsed the youngster right tradition are relied upon to answer to and show up previously, the United Nations panel of the tyke right intermittently to be inspected on their advance in connection to the headway of the execution of the tradition and the status of kid rights in their nation.¹⁰ The tradition was embraced and opened for signature on twentieth November

1989. The Convention came into force on 2nd September 1990 and was sanctioned by the required number of countries. Around 196 nations are as of now signatories to the Convention.¹¹

In the tradition particular measurements of the privilege to training are canvassed quite in articles 28-30. Article 29 therefore expresses that: States Parties concur that the instruction of the kid will be coordinated to:¹²

- a) The advancement of the tyke's identity, gifts and mental and physical capacities to their fullest potential;
- b) The improvement of regard for human rights and key flexibilities, and for the standards revered in the Charter of the United Nations;
- c) The improvement of regard for the kid's folks, his or her own social character, dialect, and qualities, for the national estimations of the nation in which the youngster is living, the nation from which he or she may begin, and for civic establishments not quite the same as his or her own;
- d) The arrangement of the kid for mindful life in a free society, in the soul of comprehension, peace, resistance, correspondence of genders, and companionship among all people groups, ethnic, national and religious gatherings and people of indigenous starting point;
- e) The improvement of regard for the indigenous habitat.

Youngsters have rights that ensure them and furthermore give them the prosperity they should develop into dependable grown-ups. One of the real rights each youngster needs is the privilege to quality fundamental training.

2.3 Definition of Education

Education is geared towards the all-encompassing improvement of everyone. It goes for building up the psychological, psychomotor, and full of feeling methods of human improvement ideal from the Pre-school organize through to the Tertiary level of education.¹³ Education is the procedure by which the brain creates through learning at school, school, or college. It includes likewise, the learning and abilities that one addition from being instructed. The informed individual grows physically, rationally, inwardly, ethically and socially.¹⁴ Craft training might be by an expert, an individual, instructor, the family, a congregation or some other gathering in the public arena. In its least complex frame training can be clarified as the edification of a person from murkiness to light, along these lines pushing endlessly the boondocks of numbness and finding reality.

2.4 Quality Education

Quality education is extremely critical in each instructive framework.¹⁵ In Ghana, quality education is one of the most extreme interests to the Ministry of Education (MOE), Ghana Education Service (GES) and Cooperate bodies. It includes setting up the correct instruments, for example, giving quality sources of info and conveyance in the instructive procedure to help accomplish incredible results in training.¹⁶ Ghanaian instruction is focused on giving an all-encompassing and quality way to deal with education by making all around adjusted people with the imperative information, abilities, qualities, and aptitudes with the end goal of self-acknowledgment and for the financial advancement and political change of the nation.¹⁷ To accomplish this, the individual being instructed ought to be mentally, mentally sound, profoundly, inwardly, physically and instinctively keeping in mind the end goal to emphatically contribute towards the national advancement and adjust to mechanical changes and different developments.

The Ghana government, as a major aspect of her vision towards instruction, goes for giving quality training to all by method for giving satisfactory assets and offices to accomplish her objective at all levels of instruction.¹⁸ It is hence, exceptionally important to make a situation that will help advance and maintain quality conveyance in the Ghanaian instructive framework. Instructing and learning should, thus, occur in a situation that is solid, sheltered and sound and sexual orientation touchy with sufficient assets and offices.

As indicated by Rasheed, quality training is:¹⁹

- Learners who are solid, very much sustained and prepared to partake and learn, and bolstered in learning by their families and networks;
- Environments that are sound, sheltered, defensive and sex touchy, and give satisfactory assets and offices;
- Content that is reflected in important educational module and materials for the procurement of essential aptitudes, particularly in the regions of proficiency, numeracy, and abilities forever, and
- Knowledge in such zones as sexual orientation, wellbeing, nourishment, HIV/AIDS avoidance, and peace.
- Processes through which prepared educators utilize youngster focused encouraging methodologies in very much oversaw classrooms and schools and handy appraisal to encourage learning and diminish aberrations.
- Outcomes that include learning, aptitudes, and demeanours, and are connected to national objectives for training and positive cooperation in the public arena.

The definition gives a comprehension of training as an unpredictable framework. He additionally goes ahead to show that Learning can happen anyplace, however the positive learning results by and large looked for by instructive frameworks occur in quality learning situations. He orders learning conditions into three, along these lines physical, psychosocial and benefit conveyance components.²⁰

Under the physical needs, he thinks about the nature of school offices, the connection between school framework and other quality measurements, class estimate. The psychosocial components included tranquil, safe conditions particularly for young ladies, instructors' practices that influence security, viable approaches to teaching, comprehensive situations and peacefulness. At long last, under administration conveyance, he considers the arrangement of health and wellbeing administrations.²¹ Likewise, Quality instruction conveyance additionally includes the procedure through which prepared and persuaded educators utilize youngster focused methodologies in all around oversight classrooms and schools notwithstanding skilful evaluation, viable utilization of time, right state of mind towards learning, compelling supervision, and great teach not overlooking different factors, for example, the successful utilization of data and correspondence innovation as a device for learning.

Every one of these elements recorded above should be considered in accomplishing a quality training. In connection to this examination, the situations that are sound, sheltered, defensive and sexual orientation delicate, and give satisfactory assets and offices are expected to advance quality instruction consequently, the investigation looks to survey inputs made by WVI around there of advancing quality training in Ghana.

2.5 Structure of the Educational System in Ghana

Before Independence and freedom, Ghana's training was principally casual and it depended on apprenticeship.²² The European pioneers who presented formal training permitted only few local Ghanaians to take an interest in this sort of instruction.²³ After independence formal education turned into a vital political goal.²⁴ The training pointers demonstrate that there are sexual orientation loopholes and inconsistencies amongst rustic and urban zones, and also amongst southern and northern parts of the nation. It is no big surprise a large portion of the instructive ventures embraced by INGOs in Ghana are working in the northern part of the nation.²⁵

One of the real goals of the Ghanaian education strategies throughout the previous 40 years is to wipe out lack of education.²⁶ This, in any case, has been a noteworthy test for the nation. Other instructive goals of the Ghanaian instructive arrangements are to expand the place of professional education and ICT inside the education framework.²⁷

The unit in charge of the organization and the coordination of open activity with respect to instruction is the Ministry of Education. Various organizations of the service of training handle the solid execution of strategies, in participation with the specialists. The State, be that as it may, is in charge of the preparation of educators. The Ministry is represented in each of the 10 regions of Ghana and has around 138 district offices in charge of the observing of instructive approaches and exercises.²⁸

In Ghana, the instructive framework is separated into three segments: essential training, accordingly kindergarten, grade school, and middle school. The middle school closes on the Basic

Education Certificate Examination (BECE). Basic Education endures 11 years.²⁹ The educational modules was free and necessary (Age 4-15) and is characterized as the base time of tutoring expected to guarantee that kids get fundamental proficiency, numeracy and critical thinking abilities and also aptitudes for innovativeness and sound living.³⁰ At the point when the BECE is accomplished, the student can seek after into senior optional school or professional establishments. This is the second area of the instructive structure. This segment keeps going for 3years after which the understudy is required to pass the West African Secondary School Certificate Examination (WASSCE). This certification is required to give the student a possibility into the tertiary level. This area is the last segment of the instructive structure. One can go to a college or a polytechnic or any certify higher organization. The Ghanaian instruction framework from Kindergarten up to a college degree level takes 20 years.³¹

In a 2013-14 report, the World Economic Forum positioned Ghana 46th out of 148 nations for training framework quality. In 2010, Ghana's education rate was 71.5%, with a remarkable hole between men (78.3%) and ladies (65.3%).³² The enormity of the job, and monetary troubles and political dangers, has backed off endeavoured changes to achieve a quality instruction.

2.6 Agencies concerned with education in Ghana

Political obligation regarding training lies with the Ghanaian Ministry of Education (MoE). This service is accountable for various organizations, including the Ghana Education Service (GES), the Ghana Library Board, the Bureau of Ghana Languages, the Ghana Book Development Council, the National Commission for UNESCO, the National Service Secretariat and the National Council for Tertiary Education and National Accreditation Board – both in charge of advanced education.

The Ghana Education Service is in charge of executing approach in regard of essential and optional (general and professional) training, as defined by the Ministry of Education. The Ghana Education Service likewise incorporates the Curriculum Research and Development Division, a body that is in charge of creating, executing and surveying the national educational modules regarding pre-college instruction.

The Ministry of Education is spoken to by ten local workplaces and 138 region workplaces. These workplaces are in charge of neighbourhood usage of the national instructive strategy. They additionally administer schools and are responsible for supervision, planning and accumulating information and examinations for each locale. The West African Examinations Council, Ghana National Office is accused of holding national examinations in essential and auxiliary training. Specialized and auxiliary professional instruction is facilitated by the Council for Technical and Vocational Education and Training (TVET).³³

2.6.1 Ministry of Education (MoE)

The Ministry of Education, (MOE) like other state entity, determines its status and capacities from Civil Service Law, PNDCL 327 of 1993 and as per the terms of segment 11(3) of that law, it is the most astounding association in the Education Sector. Its primary capacities are to "Start and define approaches considering the necessities and goals of the general population; Undertake advancement arranging in conference with the National Development Planning Commission and Coordinate, screen and assess the productivity and viability of the execution of the area". Area 12(1) of that law endorses the primary arrangement of the hierarchical structure of the service. These divisions are required by law to give authoritative help to the political leader of the service

and organize and screen projects of the service. The service has an aggregate of nineteen associations working under its sectoral umbrella.³⁴

2.6.2 Ghana Education Service (GES)

The Ghana Education Service (GES) exists to actualize the strategies of the MOE at the pre-tertiary level. To complete its duties, it works at the national, territorial and area levels. At the national level, there is the Director-General (D-G) with two delegates. One is in charge of scholastic issues and the other for issues identified with administration. Through its decentralized structures, at the Regional and District levels, the GES oversees first and second cycle foundations all through the nation. In this association, the GES decentralized structures are synchronized with the political and regulatory divisions of the nation. In this way, there are ten (10) Regional and one hundred and ten (110) District Directors of Education (DDEs). The significant parts of the Regional Directors are coordination and oversight of the District Directorates (DDs). It is to the DDs, in similarity with the Local Government Act 462 of 1994 and the 1987 Education Reform Program of the MOE, that the locus of obligation and administrative capacities were moved to make them sufficiently solid to deal with the regions as adequately as could reasonably be expected.³⁵

2.6.3 Others

Religious Bodies have been and keep on being keen on the conveyance of instruction in this nation. Their prior enthusiasm for fundamental, optional and educator instruction has now been extended to incorporate specialized, professional and even tertiary establishments and they keep on maintaining "instructive units" in the authoritative structure of their associations. They have likewise expanded their commitments to instruction conveyance by the arrangement of foundation,

boreholes, library books and lunch. With the Government assume control in 1951 of the instructive organizations built up by Religious Bodies, there has been a dualism in the administration of those schools with the resultant human asset administration and budgetary issues. Administration proficiency endures accordingly. The contentions amongst GES and Educational Units (EUs) have been that regularly Regional Directors take and complete their choices without conference with DDEs in this manner disquieting adjusts and records kept up at the region workplaces. While tolerating that duplication and covers exist in the activities of Education Units, a conceptualizing workshop on accord building composed in 1997 concurred that the old association in the running and administration of schools ought to be kept up yet that there ought to be counsel later on. Because of better conference among the administrators, the prior misconceptions appear to be dwindling. The issue of the presence of dualism in the administration of the schools and in this way of wastefulness, may in any case persevere. It is realized that the GES needs supervisory staff at the levels of District Director, Assistant Director, and Circuit Supervisor.³⁶

Development Partner Intervention started with World Bank bolster for enhancing the nature of training. World Bank bolster has been maintained up to the present and has been extended to cover the arrangement of foundation for schools and staff and in addition staff improvement. Agreeable governments prominently, Britain (ODA now DFID), USA (USAID), Canada (CIDA) and all the more as of late, Japan (JICA), European Union (EU), 125 Federal Republic of Germany (KFW and GTZ), Norway among others, have joined the aggregate exertion of changing the division.³⁷

The UN organizations (UNICEF, UNDP, WFP), OPEC Fund and various NGOs (worldwide and nearby) have additionally joined the campaign of lifting the area up by making different imperative commitments from the arrangement of foundation to limit working, to components for

guaranteeing quality instruction to class sustaining and so on.³⁸ On a limit working in the zone of Human Resource Development, numerous Development Partners, for example, the World Bank, DFID, USAID, JICA, and so on have given assets to preparing, as well as handled specialists from their nations who have worked with the nearby staff of MOE/GES to think about, assess and propose solutions for enhance the human asset base of the division.³⁹

The fundamental target of all Development Partners is to work in collaboration with Governments in giving quality training at different levels of the instruction framework for national improvement. In such manner, some Development Partners give subsidizing backing to infrastructural advancement went for enlarging the load of structures accessible in the area, or aid the repair and restoration of school framework. KFW/GTZ are into physical rebuilding and gear for Teacher Education. An expansive number of Teacher Training Colleges profited from the infrastructural repair and restoration supported by KFW/GTZ. Arrangement and restoration of school foundation were essentially at the fundamental training level.⁴⁰

Other Development Partners, for example, the World Bank have given assets to the development of a classroom, lodging for Head instructors and Teachers of Basic Schools and starting foundation for recently settled second cycle schools, for these structures, 2 staff cottages, a science research centre, a specialized workshop, library and authoritative offices for school a considerable lot of the 154 community Senior Secondary schools would not have kept on existing even in their present moderately poor state.⁴¹

In the zone of educational programs and book advancement, various Development Partners have aided the push to enhance the framework with respect to making accessible instructing and learning materials and educational modules change. Assets have been made accessible to reinforce neighbourhood printing houses, for example, the Ghana Publishing Corporation all together that the nearby ability to convey the book contribution of the area on time could be improved. The CRDD of GES has profited from preparing both formal and in-benefit. Improvement Partners have offered help to lead composing boards for the advancement of reading material utilized at the fundamental and optional levels under the Education Reform Program and BESIP.⁴²

The help of the Development Partners has expanded significantly since the Education Reform Program started in 1987. Contributor inflows into the area by the end of the most recent century remained at US\$500,000,000.00 (five hundred million United States Dollars) making it workable for the arranging and planning of vital mediations to propel the segment.⁴³

A group of NGOs and magnanimous bodies are making exceptionally helpful and vital commitments to the conveyance of instruction in Ghana in various ways. These incorporate the gift of infrastructural offices for schools and staff, vehicles, hardware, training and learning materials, outfits and even money. Some additionally arrange programs for educators, partners at the network level and shepherd young men. Outstanding among these NGOs and magnanimous associations are Catholic Relief Services, ADRA, Christian Children Fund of Canada, Action Aid, DANIDA, GAMFED, Friends of Nation Foundation, World Vision, Rotary Club, Tumakavi.⁴⁴

2.7 Constraints to Quality Education in Ghana

As indicated by Adu-Agyem and Osei Poku, there are few elements militating against accomplishing quality instruction in the present Ghanaian instructive framework, which should be tended to. Their examination demonstrates challenges militating against the instructive framework: ⁴⁵

- Lack of sufficient instructing and learning offices.
- Poor infrastructural offices
- Low number of all-around spurred and conferred educators inferable from ugly compensations and states of administration.
- Inadequate number of prepared and all-around spurred educators to advance quality training.
- Absence of appropriate direction and advising administrations particularly at the Junior High School level.
- Absence of execution principles for each subject.
- Overloaded educational programs particularly at the Senior High School level.
- High student/instructor proportion, particularly in urban communities and sub-urban territories.
- Ineffective utilization of contact hours.
- Too much weight on the few invested schools in the urban regions.
- Poor administration and supervision in schools by heads and training officers.
- Lack of financing for instructive organizations.

The above issues are the training arrangement confronting Ghana hence the low quality of instruction for kids. The role of the government in not achieving the rustic networks in the nation has given space for INGOs to venture in to give some assistance and furthermore a level of alleviation for the country networks and furthermore the legislature. Notwithstanding, critical to evaluate the exercises of these NGOs in the networks and dissect their commitment and additionally challenges they look in elevating Childs appropriate to quality training in Ghana.

2.8 Measures the Government to Address the Challenges of Education in Ghana

2.8.1 Education Sector Plan

The present ten (10) year Education Sector Plan (ESP) 2010-2020 is an excellent activity and a sign of government's long-haul responsibility towards giving and improving training to its kids and youth. As of late, the legislature of Ghana has additionally started projects to ensure the welfare of youngsters and to additionally build enrolment rates in schools which at present remain at 95%.⁴⁶

2.8.2 Education Capitation Grant

The Capitation Grant was presented in 2005 and extended across the nation to all schools in 2006, to enhance enrolment and maintenance by giving schools awards to cover educational cost and different tolls that were beforehand paid by family units. The sponsorship paid by the legislature per understudy per term covers general stationery and administration, office hardware, medical aid, building support, sports charge, culture expense, sanitation charge, postage, course reading client charge, pragmatic charges, furniture upkeep and instruments support and apparatus for specialized schools and organizations.⁴⁷

2.8.3 School Feeding Programme

The School Feeding Program was presented in 2004 with the point of expanding school enrolment and maintenance by giving kids a day by day supper at school. Likewise, the program is intended to support dietary admission of sustenance by youngsters. The program is simply stunning as the top on the arrival of assets to the GSFP continues getting more tightly continuously.⁴⁸

2.8.4 Free Metro Mass Transport System for School Children

The presentation of Free Metro Mass Transport System for school kids the nation over particularly in urban focuses. Regardless of the presentation of these arrangements and laws by the administration, the nation still faces colossal difficulties concerning securing the rights and welfare of kids. A portion of these difficulties incorporate physical manhandling of youngsters, high newborn child death rate, low education rate and outrageous kid neediness.⁴⁹ In fact, the administration of Ghana perceives that their exertion alone isn't sufficient to address the improvement challenges confronting the nation. It, along these lines, respects the different mediations from both nearby and universal NGOs in the country and denied networks in Ghana. The administration bolsters INGOs by furnishing them with impose exclusions and different types of help to encourage their ventures in nearby networks in Ghana.⁵⁰ It is in this Ghanaian setting that this investigation, in addition to others look to discover how INGO's assistance enhance quality instruction by advancing the privileges of youngsters training in Ghana.

2.8.5 Free Compulsory Basic Education in Ghana

In spite of the fact that Ghana's training framework had beforehand been viewed as a standout amongst the most profoundly created, and viable, in West Africa, by the 1980s, it was in close

crumple and saw as useless in connection to the objectives and yearnings of the nation. The scholarly models of understudies, bolster for educators, instructional materials, school structures, classrooms, and hardware had declined through absence of financing and administration. In 1996 the Ghanaian government set out on a noteworthy contributor subsidized change program called the Free Compulsory Universal Basic Education (FCUBE) program which contacted all levels of the instruction framework and endeavoured to address the perpetual issues of access, maintenance, educational modules significance, instructor preparing, arrangement of physical structures, and financing.⁵¹

The FCUBE activity was the Ministry of Education's reaction to a naturally commanded charge emerging from Article 39 (2) of the 1992 Constitution of the Fourth Republic of Ghana:

The Government will, inside two long stretches of parliament initially meets (sic) in the wake of coming into power of this Constitution draw up a program for usage inside the accompanying ten years, for the arrangement of free, mandatory and widespread essential instruction. By necessitating that all Ghanaians get nine long stretches of free tutoring, the Government wished to guarantee that all alumni of the essential instruction framework were set up for assist training and ability preparing. Article 39 (2) of the 1992 Constitution entitled each offspring of school-going age in Ghana to an adjusted and extensively based educational programs which guaranteed to advance the otherworldly, moral, social, mental and physical improvement of students at the school and of society. It additionally expected to get ready students for the openings, obligations, and encounters of grown-up life. The extension and changes arranged under the FCUBE were intended to prepare future generation of Ghanaians with crucial information and abilities, to choose Ghanaian dialects, proficiency and numeracy, keeping in mind the end goal to grow further, their

gifts through extra instruction or preparing. This was to be accomplished through the four targets of the FCUBE change: (I) to enhance the Quality of Teaching and Learning; (ii) to enhance Management Efficiency and Sustainability; (iii) to expand Access and Partnership; and (iv) to decentralize the Management of the Education Sector.⁵²

Following the FCUBE change in 1996, various contributor organizations contributed significant assets for essential instruction extends in the nation. These incorporated the United Nation's Children's Educational Fund (UNICEF), the Department for International Development (DFID) of the United Kingdom, the World Bank, the European Union, the Swedish International Development Agency (SIDA), the United States Agency for International Development (USAID) and the Danish International Development Agency (DANIDA). The association of these organizations brought about a scope of intercession methodologies.⁵³ Despite the fact that measures and arrangements have been set up to help change the essential training, it is clear that in rustic networks' offices, measures are truant or lacking to land at this objective of free obligatory fundamental instruction.

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CHAPTER THREE

WORLD VISION-GHANA AND THE PROVISION OF QUALITY EDUCATION FOR THE CHILD IN GHANA

3.0 Introduction

This chapter examines the educational plan of the State and analyses World Vision's contribution. The chapter also identifies measures adopted by WV to deal with the education problems in the selected community of study. Paramount among the topics discussed included, the profile of the study areas, the profile of World Vision-International, the Profile of World Vision Ghana and its organizational structure, the efforts of World-Vision-Ghana in the provision and improvement of quality basic education in Ghana, with special focus on the study area and finally the challenges encountered by the World Vision-Ghana in cooperation with the Government and schools in ensuring the provision of quality education in the study area.

3.1 Study Area

For the purpose of this study, the focus will be on the GA WEST cluster of the Southern Region of World Vision classifications. The Ga West district is made up of the Amasaman District, Fanteatekwa District and the Afram Plains District. These three districts make up the Ga West Cluster which makes up one of the 6 clusters where WVG runs education projects. WVG is currently not running any project in the Amasama District. The researcher, therefore, focused on Fanteakwa and Afram Plains district.

The Fanteakwa district was carved out of the East Akim district in 1988 by Legislative Instrument (L.I) 14111 of 1988 and the Local Government Act, Act 462 of 1993 with Begoro as the capital.

The Fantekwa district is located within the central part of the Eastern Region of Ghana. It lies within longitudes 0032.5' west and latitudes 6°15' north and 6°10' south. The district shares boundaries with Kwahu Afram Plains South district to the north, to the northwest by Kwahu South district, the south by East Akim and Atiwa district and to the east by Yilo and Upper Manya Krobo districts. It is bonded to the north by the Afram Plains and Volta Lake to the North West. The district has a total land area of 1150 square kilometres being currently the third largest district in the region in terms of land size. Fantekwa is described as largely a rural district.¹

In the Fantekwa district, those who are currently attending school majority (92.2%) are at the basic level of education (nursery, kindergarten, primary, and JHS) and 6.4 percent are at the Senior High School level. Less than one percent is currently attending school at the tertiary level (0.9%). The proportions currently attending vocational/technical/commercial schools are very low (0.2%). Similar proportions of males and females are currently attending school at the basic level of education. However, relatively more males than females are currently benefiting from tertiary education (1.1% against 0.7%). It is revealed that skilled agriculture, forestry, and fishery workers accounted for the major occupation in the district (60.2%), followed by service and sales workers (14.3%) and craft and related trade workers (10.7%).²

The Afram Plains District is located in the northern part of the Eastern Region of Ghana. With an estimated land area of 5,040 km square, it is the largest District in the Eastern Region. It lies within Latitudes 6°45'N and 7°13'N and longitudes 0°55'East and 0°45'West. The District capital is Donkorkrom. The District shares boundaries in the south with Kwahu South, Fantekwa, Manya Krobo and the Asuogyaman Districts, and the Asante Akyem North and Sekyere East in the east

and with Kpando and Jasikan Districts in the west. It is also bounded on the north by the Sene District.³

There are 55 nursery schools, 143 Primary, 41 JSS and 5 Senior High Schools in the District. As at 2006, there were 5,680 pupils 128 enrolled at the nursery level, 21,415 at the Primary level, 4,186 pupils enrolled at the JSS and 1,316 at the SSS. However, 46% of the teachers in the District were untrained.⁴

The Afram Plains area is well noted for fresh water fishing and production of smoked fish. Most major markets in Ghana receive their smoked fish from this area. Traditionally, owned by the Kwahus but occupied much by the Ewes and krobos due to the fishing.⁵

3.2 Profile of World Vision International (WVI)

World Vision International is an international NGO interested in helping children enjoy life in all fullness.⁶ WVI works with families in communities and local partners in striving to improve the well-being of vulnerable children, in the most important aspect of their lives. The efforts of WVI address the basic needs, but also go beyond those to include the spiritual, psychological and related aspects of thriving in a vibrant and empowered community.⁷

World Vision International operates in about 90 developing countries around the world. They operate in the urban and rural communities of these developing countries. Their main aim is to bring help to the world's most vulnerable. They often employ local staff in order to develop a local partnership that strengthens communities and empower children.⁸

The main goal of WVI is to help communities keep their children safe and protected in times of crisis as well as daily life, also, to ensure that children grow healthy and strong, support children and families in acquiring the knowledge and skills needed to lead productive, fulfilling lives and finally foster the loving and nurturing relationships with God and each other.⁹

In the aspect of education which world vision terms as “educating children for life”, they focus on helping children, including the most vulnerable access quality education and attain functional levels in literacy, numeracy, and essential life skills. The view is that if children can read they can better advocate for their rights and help provide for their families. World Vision International focus on using a lifecycle approach in their programs that focus on the needs of children at all stages of development: early childhood, basic education, and adolescence and youth.¹⁰ World Vision International is guided by the goals of the SDGs in their attempt to improve the lives of children in the countries they operate in. World Vision believes that the SDGs will provide mechanisms to safeguard the inclusion of children in any decision-making process affecting their wellbeing.¹¹

WVI works with children, families, and communities so that:¹²

- Children read, write and use numeracy skills
- Children make good judgments, can protect themselves, manage their emotions and communicate ideas
- Adolescents are ready for the economic opportunity
- Children can access and complete education.

3.2 Profile of World Vision-Ghana

The history of World Vision began in the heart of our founder, the Rev. Bob Pierce, who started World Vision in 1950 in response to the tremendous obstacles facing vulnerable children. World Vision started working in Ghana in 1979 pursuing integrated community development interventions to alleviate the needs of the poor with a focus on children through Community Development Project (CDP) that targets small communities.¹³ In 1992 World Vision Ghana shifted approach from CDPs to Area Development Programs (ADPs) covering a cluster of communities and corresponding to district boundaries. The goal of WV Ghana is that by 2021, we would have contributed to the sustained well-being of 4,555,809 people including children within families and communities, especially the most vulnerable (World Vision International, 2018).

World Vision Ghana uses Area Development Programmes (ADPs) approach that allows a programming model focused on children, especially the most vulnerable. The ADP works in close collaboration with the District Assembly, decentralized government agencies, other NGOs, churches and other Faith-based Organizations (FBOs) and the target communities. We work with the communities to help contribute a measurable sustainable improvement for a lasting, healthy, protective environment for their children. Currently, WVG is implementing 26 Area development programmes in all the 10 administrative regions in Ghana. These ADPs are clustered into five operational Bases with a population of about 10 million people.

Vision

Our vision for every child life in all its fullness; Our prayer for every hearts, the will to make it so.

Mission

World vision is an international partnership of Christians whose mission is to follow our Lord and saviour Jesus Christ in working with the poor and oppressed to promote human transformation, seek justice and bear witness to the good news of the kingdom of God.

Core Values

The key values upon which the World Vision are committed to include:

- We are Christian.
- We are committed to the poor.
- We value people.
- We are stewards.
- We are partners.
- We are responsive.

3.2.1 Activities of World Vision-Ghana

World Vision-Ghana like most International NGOs have a development agenda. In order to achieve this purpose, there are series of activities it carried to initial or propel development in the country with special focus on children and women. Paramount among such activities include ensuring the provision and improvement of child education, promotion of economic development and protection of women and children from vulnerabilities and abuses.

3.3 World Vision Educational Guides in Ghana

WV leverage strong relationship with communities to organize grass root support for educational access, equity, quality, and excellence as well as improved Child Protection services for a child at risk of abuse. WVG mobilize communities through citizen voice and action (CVA) model to generate local level energy and interest for improved services. CVA is a social accountability methodology which aims to improve the dialogue between communities and government in order to improve services that impact the daily lives of children and their families.¹⁴

Citizen Voice and Action works by educating citizens about their rights and equipping them with a structured set of tools designed to empower them to protect and enforce those rights. WVG is to support communities learn about basic human rights, and how these rights are articulated under national and local government laws such as FCUBE, NALAP, and ESP.¹⁵

World Vision Ghana's education, Life skills and child protection program contribute to all primary school age children enjoying improved learning outcomes. The Pathway of Change (POC) for education especially reading, assumes that children want a good education which is accessible and of high quality. The kind of education, where children are confident and able to participate in, shaping their own education, and the education of their peers. The POC also reflects the passionate need to work with parents/guardians, school staff, communities and partners, especially the Ministries of Gender and Social Protection and Education (at the national and district level), to ensure children complete primary school in a safe environment equipped with necessary literacy, and essential life skills.¹⁶

WVG is of the view that learning to read should start with the child at an early age, else the child would have to struggle to catch up. This will require improved quality of service for early years of education. A sound early childhood care is a prerequisite for success in later school years, thus, the total commitment of caregivers to early childhood years and the provision of child-friendly school environment that promote teaching and learning is essential. With this, parents will feel comfortable to enrol their children early in school. A great deal depends on teacher capacity to use child-friendly methodologies, improved mentoring and supervision, and the provision of play material to help develop children psychomotor and cognitive skills.

3.4 The Role of World Vision-Ghana in the Improvement and Provision of Education

3.4.1 Awareness Creation through Advocacy and Sensitization

The phenomenon of poor education in some parts of Ghana including the Volta, Central, Upper East, Upper West Regions and even the capital Greater Accra cannot be effectively addressed if the citizens are ignorant about its negative implications on the country and citizens respectively. As a result, one of the main ways by which the World Vision-Ghana has made efforts towards addressing the developmental challenges in the country is by collaborating with the government and other relevant stakeholders including state institutions, NGOS, Civil society, schools and other international organizations to engage the citizens on the subject matter so as to conscientize them through public advocacy, open fora and campaigns to identify the developmental challenges which bedevils society, especially children and women and initiate measures toward addressing such development crises.

As explained in a personal interview with an official at World Vision-Ghana,

World Vision-Ghana cannot effectively create awareness of the drastic situation of the poor education in some parts of Ghana and the need to urgently tackle it if the organization lacks credible or vital information about the reality of the phenomenon in the country. Towards this end, the IOM cooperates with the Government of Ghana and

other state institutions, as well as NGOs, international organizations and some schools to conduct field data researches on the changing patterns and dynamics, as well as the security and development implications of the deteriorating state of education in the country. Findings from such research are then published on the organization's website or codified into small pamphlets and then disseminated to the general public. In other instances, World-Vision also engages in public campaigns, open fora and radio and television discussion to make know the severity of the threats posed by the phenomenon of poor education in some parts of Ghana and the need to take urgent measures in preventing or eliminating it.¹⁷

Findings from these researches help the organization to obtain some data or statistics, as well the negative impact of the developmental challenges in some parts the country to know how best to sensitize the citizens and the government to initiate measures and policies towards addressing them. Therefore, in the study area, the World Vision-Ghana sensitize the children and the inhabitants by publicity through video shows, posters, fliers, banners to realize the need to pursuit education and the need for children to be supported in that regard.

3.4.2 Lobbying for Effective Legislation on Quality Education

An employee of World Vision-Ghana revealed in a personal interview that:

World Vision sometimes pursued a political agenda through engagements with some Government officials and some caucus of the Ghanaian Parliament to enact and legislate laws which protects and preserves the rights and freedoms of especially children and women. The World Vision-Ghana achieves this objective by convincing representatives in the Ghanaian parliament to support bills geared towards address the development

challenges which bedevils women and children in Ghana. This is achieved through visitations, emails, letters and even calls to some close or influential representatives of the Ghanaian Parliament it had contact with. This has led to the support for reforms which encourage the provision of education for children such as the FCUBE educational policy in Ghana.¹⁸

All these are geared toward contributing significantly to addressing the deteriorating state of education and the inability for every child to have the opportunity to be educated. The lobby by the World Vision through its cooperation with the Government and some Representatives of the Ghanaian Parliament and schools had impact on policy direction as it influenced their debates and votes on issues pertaining to educational challenges which bedevils children in Ghana, with special reference to the study area. This confirms the assertion that NGOs such as World Vision-Ghana are very instrumental in shaping policy direction to promote development in most African countries.

3.4.3 Assisting in Capacity Building of Educational Plights of Children

World Vision-Ghana also liaises with the necessary national and local institutions in collaboration with the government of Ghana in training and creating capacity for civil society organizations, local NGOs and other development agencies with central focus of addressing the development plights of children and women.

An official of World Vision-Ghana revealed in a personal interview that,

World Vision-Ghana organizes special seminars, conferences and training workshops for volunteers who are committed to championing the course of

development in some deprived regions in Ghana. These training and workshops are mostly concentrated, particularly in the coastal areas of Volta, Northern, Upper East and Upper West and Central and Greater Accra Regions of Ghana where World Vision-Ghana considers the development challenges of women and children are most prevalent.¹⁹

In 2013 to mid-2018, about 5 series of training of trainers' workshops were organized by World Vision-Ghana.²⁰ The purpose of the above training and workshops was to equip 50 volunteers with knowledge and skills to be capable of articulating and presenting in the local languages or dialects which were widely spoken and understood by the people, to be able to effectively communicate the mission and vision of World Vision in its attempts to promote education for children in Ghana, with consideration also to the study area (Interview, employee of World Vision-Ghana, 2018). This went a long way to promote awareness creation about the educational agenda and role of the World-Vision in Ghana and in particular the study area in ensuring the provision and improvement of education for children in the area.

3.4.4 Assisting in Economic Development in Ghana

As already identified in previous Chapters of this study, one of the key agenda of International NGOs such as the World Vision is to facilitate and promote economic development. Consequently, the World Vision-Ghana partner with other international organization, local NGOs, Civil Society and the government to encourage social and economic developments. Therefore, the World Vision had been committed to poverty alleviation and empowerment of citizens (particularly, the study area), with special focus on children.

In an interview with the Headmaster in one of the schools, he explained that *“most of the youths, especially those in the JHS and SHS in the study area very susceptible to searching for menial jobs to do for money at the expense of pursuing education due to the harsh economic conditions faced by some of them.”*²¹

In a personal interview with an official at World Vision - Ghana, she explained that

*World Vision had cooperated with the Government and other relevant stakeholder institutions in Ghana in the attainment of the Millennium Development Goals (MDGs) and the objectives of the Ghana Shared Growth and Development Agenda (GSGDA) (Ghana’s current medium-term development framework). Currently, the IOM continues to support the Government of Ghana to towards achieving the SDGs.*²²

One of the main ways which the IOM has helped to promote economic development is through the provision of World Vision Fund to sustain women especially in most deprived areas in Ghana in their business. In addition, World Vision-Ghana has been active in provision of education, as well as technical and vocational training to citizens, especially, particularly deprived areas with high illiteracy such as the study area.²³ This is done to enable especially children in the study area acquire knowledge and skills which made them employable or which empowered them economically to reduce the drastic situations of poverty and neglect for education in such areas.

3.4.5 Provision of educational infrastructure, facilities and equipment in the study area

A teacher from one of the schools revealed through an interview that *“despite the efforts of the government to promote education in the area, most of school building structures and libraries in the area have been the efforts and initiative of World Vision-Ghana in the attempt to promote child education in the area.”*²⁴ Therefore, World Vision in an attempt to ensure the provision of

education in the study area does not only embark on sensitization and advocacy programmes but also put up modern educational facilities and structures which even attract children to go and enrol or pursue formal education in such facilities. Typical among the efforts of the World Vision-Ghana is depicted in the images on the next page captured on the field in some of the selected areas and schools for the study. Responses from field data by some teachers, students, pupils and school authority reveal that the education infrastructure development engineered by World Vision-Ghana had made formal education attractive for most of the children to pursue, something they would hitherto not have considered because of the poor state of educational infrastructure and facilities in the area.

3.4.6 Development of Special Educational Projects and Programmes for Children

As explained by a senior staff of World Vision-Ghana, the organization's Reading Improvement, Life skills and Child Protection in Primary Education technical programming contributes to the World Vision Education Technical Approach which captures the overall national strategic objective of the organization in the study are To ensure quality improvement in primary education, the WVG adopted and implemented various educational interventions such as Reading Improvement in Primary Education (RIPE) which is an inspired by Basic Education Implementation Plan, early childhood development, after school reading activities, Peace Road Curriculum among others.²⁵

All children especially the most vulnerable have improved quality of Primary education leading to improved learning outcomes as well as strategic objective. All children, especially, the most vulnerable have improved protection and participation. Through programming and advocacy,

WVG aims to reach 981, 203 children of primary school going age (4-14years) with its education interventions within its programming areas.²⁶

In Ghana, WVI has made significant investment (in terms of financial support, counselling and outreaches, as well as public campaigns and open fora) in three targeted areas: teacher capacity, community participation, and material development. These three thematic areas reflect WVI partnership for Basic Education Improvement Plan (BEIP) and also enables WVI to achieve significant results in literacy, numeracy and life skills for children.²⁷

The objective of WVI Ghana education project is to contribute to “Improved access and quality of education for 2.6 million school children and their families, leading to improved learning outcomes.” The outcomes for the objective include:²⁸

- Improved access to education in deprived communities.
- Children read, write and use numeracy skills
- Boys and girls complete basic school
- Increased capacity of communities to participate in education delivery.

World Vision Ghana is complementing government efforts by working closely with state agencies through capacity building and hold-hands approach on issues affecting children including child marriage, eliminating child labour and eliminating corporal punishment in schools.

According to research conducted by WVG in 2017, challenges affecting learning in the study area include; poor teacher capacity to teach reading resulting from weak curriculum of the College of

Education, lack of clarity on the language policy, and poor supervision. Again, quality education is affected by inadequate reading experience for children, which are contributed to by lack of reading time for children and inadequate level appropriate readers for children. Quality education in Ghana is also affected by poor learning environment in schools including the use of corporal punishment, sexual abuse and lack of changing rooms for girls and many others. Other factors according to the research include – traditional beliefs, overcrowded classrooms, poverty, and personal challenges faced by students as well as teachers.

Also, other factors affecting the quality of education in Ghana are absenteeism resulting in low teacher-pupil contact hours lack of reading books in mother language, poor supervision and coaching support for teachers, inadequate community support for education, lack of parental skill to support children learning at home, child abuse, child marriages and teenage pregnancy, inadequate hygienic facilities in schools leading to increased malaria in children.

According to WVG Early childhood care and education are paramount for a child's academic success in school. However, late enrolment to school and poor facilities affect early childhood care and development of the child. For children to learn effectively, school and community level education, community-based child protection mechanisms and national child protection systems should be strengthened through a deliberate and heightened collaboration between the Ministry of Education and the Ministry of Gender, Children and Social Protection as well as other affiliated government institutions.

Another research by WVG in 2017 revealed that “a large proportion of children in the area are not learning to read at all within the first two or three critical years of schooling.”²⁹ Literacy is the foundation for other learning activities in the classroom. Children who fail to learn to read and write in the first few grades of school face limitations in later grades because they must absorb increasing amounts of instructional content in print form. Children must read fluently to comprehend what they are reading.

3.5. World Vision-Ghana in the Provision and Improvement of the Quality of Education

3.5.1 Improvement in Grassroot Participation

A teacher in one of the schools in the study area revealed through an interview that “*the Education Project interventions contributed to achieving improve participation of communities in education delivery.*”³⁰ As a result, School Management Committees/ Parent Teacher Associations (SMC/ PTAs) now advocate for quality teaching and learning for their community schools. They now participate in School Performance Improvement Plans (SPIP) preparation, implementation and monitoring of teacher attendance.

An official of World Vision-Ghana revealed through an interview that:

*The learning environment according to WVG has a multiplier effect on the performance of children in school and at home. Children would have improved learning outcomes when the school environment is safe for all children including those with disabilities. WVG explains that parents have the responsibility to provide school uniforms, basic school supplies for their children, ensure that homes are protective environments for children and create space for children at home to study.*³¹

For schools to be safe, WVG insists that the policy regulations must be enforced through strengthening children and community capacity to advocate for enforcement of school standards and child protection laws and policies at national and local level through child protection systems strengthening approach. This World Vision-Ghana does by encouraging schools to improve school sanitation facilities and promoting alternative forms of discipline.

A teacher in one of the schools also revealed through an interview that the organization:

*encourages schools to promote guidance and counselling and sexual and reproductive health approaches should be enforced and school children, parents and community members should have access to a strong school and community based child protection mechanism, including a reporting and referral mechanism which can prevent and respond to cases of child labour, child marriages, neglect and violence.*³²

Children's capacity is built in this regard so that they are able to make adequate use of the school and community' reporting and referral mechanisms.

3.5.2 Improvement in General Child Literacy Across the Country

To ensure quality improvement in education, the WVG adopted and implemented various educational interventions such as Reading Improvement in Primary Education (RIPE) which is an inspired by Basic Education Implementation Plan, early childhood development, after school reading activities, Peace Road Curriculum among others. As a result, there has been an increased in the number of children who can read with comprehension by primary six (6) completion from 28 percent to 30 percent.³³ The percentage of children who are able to read in a language of school

instruction by primary three (3) completion also increased from 13 percent to 16 percent.³⁴ In this regard, most children in areas where World Vision-Ghana operate including the most vulnerable, experience improved literacy performance and accountability and are protected from abuse, neglect, exploitation, and violence that impact on children's education outcomes.

3.5.3 Equitable Access to Good Quality, Child-Friendly Free Universal Basic Education

The educational projects of WVG targets boys and girls within age 4-11 in primary schools, head teachers and teachers, School Management Committees, Parents and community volunteers in twelve (12) selected APs across Ghana, where education indicators, especially reading results at transition grades, KG, Primary 3 and 6 are lower than national target of 80%. The educational projects of World Vision-Ghana have reached approximately 981,203 children and their families including the most vulnerable, from Kindergarten to primary six in 12 APs across the 4 regions of Ghana thus the Upper Region, Southern Region, Eastern Region and Northern Region by 2017.³⁵ This has increased child literacy across the country including the study area, though such projects have not been able to completely eradicate child illiteracy from the country.

3.5.4 Enhancement of Teaching Skills

WVG believes that if all children would experience improved literacy performance, then there should be increased teacher capacity and accountability to teaching, improved the reading experience for children, the prevalence of congenial environment for reading and increased early childhood care education and protection.³⁶

In the classroom, *teachers are encouraged to adopt learner-centered instructional approach that leverage play into the classroom while delivering the five (5) key reading skills; letter knowledge,*

*phonemic awareness, fluency, vocabulary and comprehension.*³⁷ Participation of children in the reading camp activities help strengthens child participation in WV programme activities. The teaching and learning materials developed reflect specific context themes aimed at changing behaviour and improving child assertiveness.

3.5.5 Attainment of Free, Compulsory Universal Basic Education (fCUBE) Programme

The contributions by World Vision-Ghana offer opportunities to more of the rural poor to be educated; especially in these 4 regions- Northern, Upper East, Upper West and Brong Ahafo of the country where poverty and poor education is usually observed. In an interview with a senior staff of World Vision-Ghana, he explained that about “*100,000 children were enrolled in through the efforts of WVG. He also indicated that, there are more children in school now than ever before as a result of the projects and initiatives of WVG across the country.*”³⁸ To sum it all, the cooperation between the government and WVG has significantly helped to reduce child literacy and also encouraged a lot of children to be enrolled into school.

3.6 Challenges Confronting the World Vision-Ghana and the Government

3.6.1 Poverty and Economic Hardship

A senior staff of WVG revealed that:

*Notwithstanding the significant role played by World Vision-Ghana in cooperation with the Government and other relevant stakeholders including schools, to help address the poor status quo in the area, severe poverty and economic hardship continues to be a developmental challenge which bedevil such efforts. Over 25% of Ghana’s 12 million children experience abject poverty, child abuse, exploitation and violence and are in need of protection.*³⁹

Therefore, most youths in the country are still willing to take the risk to drop out from school or not enrol in school due to poverty or economic hardship they face. This jeopardized the efforts of World Vision-Ghana in achieving total success in addressing child illiteracy in Ghana.

3.6.2 Financial Constraints

Addressing the educational challenges in Ghana and the study area in particular is a very expensive business or agenda.⁴⁰ This is because it requires much funds for stakeholder consultations, round table conferences, as well as providing training, conferences and sometimes seminars, building schools, providing teaching and learning materials, as well as training teachers to enhance teaching processes. Without such financial grounding or support, initiatives by World Vision-Ghana and the government toward tackling or addressing the poor education system in the country may be hampered.

Consequently, the World Vision-Ghana is sometimes not able to meet its objectives of effectively addressing child illiteracy in the country due to financial constraints since it depends on finances from World Vision-International.⁴¹ Adequate funding therefore becomes the basis for which all activities and vision of World Vision-Ghana and the government could materialize in effectively addressing the education crisis in the country. However, with lack of adequate funding, the activities, visions and mission of World Vision-Ghana to effectively address education issues in Ghana could be jeopardized.

3.6.3 Poor Cooperation

Notwithstanding the initiatives, projects and programmes designed by the World Vision Ghana to help address developmental challenges with special focus on education, there are times where the schools, parents, the Government and other relevant stakeholders show reluctance towards ensuring the provision and improvement of education for children in the country.⁴² This sometimes demoralizes the WVG in its efforts to continue to carry out their agenda in certain areas in Ghana.

3.6.4 Politicization of Educational Reforms and Policies in Ghana

A headteacher at a school in the Fantekwa District explained that, *“despite the fact the WVG in making much investment to better the education system an ensure provision of education to children all over the country, there are times, the Government may just decide to implement a policy or reform just to change the status quo from a previous government or political party.”*⁴³

Most often, the Government of the day just enjoy making promises without checking whether the state can afford it. If that happens, they face challenges in the implementation of their policies and as such their goals or objective do not come to an actualization or realization, therefore making them implausible.

3.6.5 Poor Childhood Socialization and Sensitization of Education

Most children especially those in deprived societies do not receive much or right socialization and sensitization on the essence of formal education.⁴⁴ Therefore, some children irrespective of the efforts of WVG and the Government will never appreciate or embrace to enrol in education, thereby increasing the child illiteracy in such areas.

3.6.6 Lack of Will Power by Governments to Poor Sanitation

A student at a SHS in the Fantekwa District remarked that, *“though the WVG cooperates with government and some other agencies to ensure the provision in the country, there exist lapses in the internal mechanisms and measures put in place by the government to achieve much success.”*⁴⁵

For instance, previous governments of Ghana have shown lackadaisical attitude in the fight against the trafficking of persons in the country. This is evident in the extent to which officials or personnel of institutions responsible for addressing educational challenged are motivated and empowered and also, the extent to which government officials politicize the educational agenda of the country.

3.7 Conclusion

Generally, the implications of poor education in Ghana have negative consequences on the national development of the country, since it has adverse effect on the future skilled labour to manage the state and private institutions which promote development in the country. Consequently, World Vision-Ghana has adopted initiatives or measures in cooperation with the government and other relevant stakeholders garnered at ensuring the provision of education in Ghana, with special emphasis on the study area. Paramount among the initiatives or measures carried out by World Vision-Ghana to address the education challenges for children in the Ga-West District, Fantekwa District, and Afram Plains District include awareness creation, lobbying for effective legislation and policies, assisting in capacity, among others. Notwithstanding the success achieved, the impacts such initiatives have had on education in the study area include improvement in grassroot participation in education delivery, improvement in general in child literacy across the country, ensure equitable access to good quality, child-friendly free universal basic education, enhancement of teaching skills, and helping in the attainment of the goals and objectives of FCUBE. However,

the government in cooperation with World Vision-Ghana have encounter a number of challenges in their quest to ensure the provision and improvement in child education in Ghana. These challenges include poverty coupled with economic hardships, lack of political will on the part of the government, among others. The next Chapter therefore provides some plausible postulations to surmount the challenges and be effective in addressing the challenges identified in the chapter.

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¹ Ghana statistical service, census and population, 2010.

² Ibid.

³ World Vision Ghana, *Afram Plains Area Development Programme – Assessment Document*. World Vision Ghana, Accra. 2007.

⁴ Ibid.

⁵ Ibid.

⁶ World Vision Ghana. 2017. Retrieved from <https://www.wvi.org/ghana>

⁷ World Vision International (2017), retrieved from www.wvi.org/our-work-children, accessed on 12 June, 2017.

⁸ Ibid.

⁹ Ibid.

¹⁰ Ibid.

¹¹ World Vision International. (2017). SDGs, a pathway to realise children's rights. [online] Available at: <http://www.wvi.org/child-participation/article/sdgs-pathway-realise-children%E2%80%99s-rights> [Accessed 4 Dec. 2017].

¹² World Vision International (2017), retrieved from <http://www.wvi.org/ghana>, retrieved 12 June, 2017.

¹³ World Vision Ghana (2017), retrieved from <https://www.worldvision.org/our-work/country-profiles/ghana>

¹⁴ Interview with an official of World Vision-Ghana, at World Vision-Ghana Headquarters on 3rd July, 2018 at 12:00pm.

¹⁵ Ibid

¹⁶ Ibid

¹⁷ Interview with an official of World Vision-Ghana, at World Vision-Ghana Headquarters on 7th July, 2018 at 3:00pm.

¹⁸ Ibid

¹⁹ Interview with an official of World Vision-Ghana, at World Vision-Ghana Headquarters on 3rd July, 2018 at 12:00pm.

²⁰ Ibid

²¹ Interview with a Headmaster, 2018 at Afram plains on 30th June, 2018 at 2:00pm.

²² Interview with an official of World Vision-Ghana, at World Vision-Ghana Headquarters on 3rd July, 2018 at 12:00pm. Op Cit.

²³ Ibid

²⁴ Interview with a teacher, at a school in the Fanteakwa District on 10th July, 2018 at 12:00pm.

²⁵ Interview with a senior staff of World Vision-Ghana, at World Vision-Ghana Headquarters on 12th July, 2018 at 3:00pm.

²⁶ Ibid

²⁷ World Vision International (2017). Op Cit.

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²⁹ Interview with an official of World Vision-Ghana, at World Vision-Ghana Headquarters on 3rd July, 2018 at 12:00pm. Op Cit.

³⁰ Ibid

³¹ Ibid

³² Interview with an official of World Vision-Ghana, at World Vision-Ghana Headquarters on 7th July, 2018 at 3:00pm. Op Cit.

³³ Annual Monitoring Indicators of Child Well-Being, World Vision Ghana Report , 2015.

³⁴ Ibid

³⁵ Interview with a senior staff of World Vision-Ghana, at World Vision-Ghana Headquarters on 12th July, 2018 at 3:00pm.

³⁶ Ibid

³⁷ Ibid

³⁸ Interview with a senior staff of World Vision-Ghana, at World Vision-Ghana Headquarters on 28^h July, 2018 at 12:00pm.

³⁹ Interview with an official of World Vision-Ghana, at World Vision-Ghana Headquarters on 3rd July, 2018 at 12:00pm. Op Cit.

⁴⁰ Adu-Agyem, Joe, and Patrick Osei-Poku. "Quality education in Ghana: The way forward." *International Journal of Innovative Research and Development* 1.9 (2012): 164-177.

⁴¹ Interview with an official of World Vision-Ghana, at World Vision-Ghana Headquarters on 3rd July, 2018. Op Cit.

⁴² Ibid

⁴³ Interview with a headteacher, at a school in the Fantekwa District on 10th July, 2018 at 12:00pm.

⁴⁴ Ibid

⁴⁵ Interview with a student, at a school in the Fantekwa District on 10th July, 2018 at 4:00pm.

CHAPTER FOUR

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

4.0 Introduction

The study was carried out within the theoretical frameworks of Alternative Development and Cooperation. The theories were selected amidst other theories and concepts for this study because they are strong in explaining the role World Vision-Ghana plays in cooperation with Government and other relevant stakeholders to ensure the provision of child education as a way of promoting development in the Ga-West, the Fanteakwa, and the Afram Plains Districts.

The theory of Cooperation was particular suitable for explaining and understanding that poor education in the study area cannot be singlehandedly tackled by World Vision-Ghana, and therefore requires its cooperation with the government as well as relevant stakeholder institutions to help in ensure the provision and improvement in the area. It is in this vein that the World Vision-Ghana in its efforts to ensure the provision of education to children in the study area collaborates with state agencies, NGOs, schools and parents in the areas of their operations. Though there are challenges associated with the provision of quality education to most children; especially the rural folks across the country, the scope of this study limits itself only to the role played by WVG in ensuring the provision of education to children in the Ga-West District, Fanteakwa District, and Afram Plains Districts, in the Greater Accra Region of Ghana. Towards this end, the objectives of the study included to examine the roles INGOs in Ghana play concerning the provision of education, to analyse the role WVG play in the provision of education in Ghana from the

perspective of the study areas and finally to analyze the achievements and challenges WV faces in operating in Ghana.

4.1 Summary of Findings

This particular study was structured under four main chapters. Chapter One contained the research design of the study. Chapter Two presented an overview of the convention on child's right to quality education and implementation in Ghana. Chapter Three provided an analysis on World Vision-Ghana and the provision of quality education for the child in Ghana, whilst the final part which is Chapter Four cover the summary of research findings, conclusions and recommendations. The following findings were derived from the study based on the analysis of data gathered from literature reviews and interviews; bearing in mind the statement of the problem, research questions and objectives of the study.

- ❖ The study identified that NGOs like World Vision-Ghana are group of players who are active in the efforts of international development and increasing the welfare of people in society, particularly, developing countries. NGOs actors who voluntarily push agenda to improve upon the welfare of a state or a particular group.
- ❖ The study also showed that as part of the development agenda of Word Vision-Ghana, the organization is committed to ensuring the provision of education to children across the country, including the Ga-West District, Fanteakwa District, and Afram Plains Districts, in the Greater Accra Region of Ghana.
- ❖ The study identified that generally, the implications of poor education in Ghana have negative consequences of on the national development of the country, since it has adverse effect on the future skilled labour to manage the state and private institutions which

promote development in the country. Consequently, World Vision-Ghana has adopted initiatives or measures in cooperation with the government and other relevant stakeholders garnered at ensuring the provision and improvement in education in Ghana, with special emphasis on the study area.

- ❖ The study unearthed that the initiatives or measures carried out by World Vision-Ghana to address the education challenges for children in the Ga-West District, Fanteakwa District, and Afram Plains District include awareness creation, lobbying for effective legislation and policies, assisting in capacity, among others.
- ❖ Notwithstanding some success achieved. The study also revealed that the impacts such initiatives have had on education in the study areas include improvement in grassroot participation in education delivery, improvement in general in child literacy across the country, ensure equitable access to good quality, child-friendly free universal basic education, enhancement of teaching skills, and helping in the attainment of the goals and objectives of FCUBE.
- ❖ However, the study also showed that the government in cooperation with World Vision-Ghana have encounter a number of challenges in their quest to ensure the provision and improvement in child education in Ghana. These challenges include poverty coupled with economic hardships, lack of political will on the part of the government, among others.

4.2 Conclusion

Based from the findings of the study, the researcher reached the following conclusions:

- ❖ The World Vision-Ghana plays a pivotal role in the provision of child education as part of the organization's development agenda across the country including the Ga-West District, Fanteakwa District, and Afram Plains District.
- ❖ There are great prospects for World Vision-Ghana in the provision and improvement of child education in Ghana, if the organization could take effective measures to tackle the challenges identified in this study. This could enhance the global reputation or image of the organization in terms of promoting educational development, in relation to provision and improvement of education, especially among school children in the country.
- ❖ Effective and continuous collaboration among the government, INGOs, parents and schools to help to effectively address the challenges which has hindered the provision and improvement of child education in the country.

4.3 Recommendations

Based on the findings study, there are recommendations that this study offers for policy considerations and these are stated follows:

- ❖ **Recommendations for policy makers and implementers**

The government should focus on children in rural communities. It is very important that the children in rural communities are focused on by government and INGOs to provide them with a quality education. Children in these communities, unfortunately, have to compete with other children in urban areas to attain higher education in Ghana passing the BECE which is a basic requirement. Assessing the level of education provided in these rural communities it is a challenge

for children to attain higher levels of education there is no serious intervention by the government and INGOs in education.

Parents should give their children the right and effective socialization and sensitization on the essence of formal education. This will make them have a burning desire for education right from childhood and as such pursue such agenda to the fullest when growing up.

More trained-teachers should be posted to these rural communities to support the work of the INGOs since they serve as a human resource for the education projects carried out by the INGOs in the rural communities.

Community and opinion leaders should support the programmes and efforts of the government and INGOs such as the WVG, especially when the need arises for the construction of educational facilities and structures.

Teachers, especially those posted to rural communities should be motivated enormously in terms of remuneration such as higher salaries and incentives to motivate them give out their best in the provision of quality child education in such areas.

The government must embark on more sensitization programmes to ensure that parents send their children to school in the rural communities rather than using them for labour in the farms and manual jobs.

❖ Recommendations for World Vision-Ghana

Since financial constraints is a central challenge hindering the effective realization of the vision and the mission in World Vision-Ghana (WVG), management of WVG must lobby with World Vision-International to allow World Vision-Ghana to venture into other operations or strategies of generating additional funds to ensure financial sustainability of the organization and the realization of its goals.

There is a need for vibrant coordination and cooperation among World Vision-Ghana, the government and other relevant stakeholders to ensure effective provision of quality child education in the country. Without such coordination and cooperation, the World Vision-Ghana will be unable to make any meaningful strides, especially in the provision of quality child education in the country.

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Interview with an official of World Vision-Ghana, at World Vision-Ghana Headquarters on 7th
July, 2018 at 3:00pm.

Interview with an official of World Vision-Ghana, at World Vision-Ghana Headquarters on 3rd
July, 2018 at 12:00pm.

APPENDICES

APPENDIX I

INTERVIEW GUIDE

TOPIC: INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS (INGOs) AND THE PROMOTION OF CHILDREN'S RIGHT TO QUALITY EDUCATION IN GHANA: A CASE STUDY OF WORLD VISION INTERNATIONAL, GHANA.

NB: THE PURPOSE OF THIS INTERVIEW IS SOLEY FOR AN ACADEMIC PURPOSE AND NOTHING ELSE.

1. What is your perception about the current status quo of formal education in Ghana?
2. What conditions or factors are responsible for current status quo of formal education system in Ghana?
3. What are the main issues or causes for the deteriorating standards of formal education in Ghana?
4. Which institutions are responsible for ensuring effective provision of quality child education in Ghana?
5. What has been the extent of cooperation between the World Vision-Ghana and the relevant state institutions in ensuring effective provision of quality child education in Ghana?
6. What measures and initiatives have been put in place by World Vision-Ghana to help in the provision of child education in Ghana, with special reference to the Ga-West, Fanteakwa, and Afram Plains Districts in the Greater Accra Region of Ghana?
7. What impacts have the initiatives listed in Q4 have in the provision of child education across the country?
8. What are the challenges and successes of World Vision-Ghana's endeavours in ensuring the provision of child education in Ghana, with special reference to the Ga-West, Fanteakwa, and Afram Plains Districts in the Greater Accra Region?
9. How bleak or bright is the future of World Vision-Ghana in collaboration the Government of Ghana and other relevant stakeholders in communities in ensuring effective provision of child education in the country?
10. What do recommend as the way forwarded for addressing the challenges which bedevils the effective provision of child education in Ghana?

APPENDIX II

IMAGES FROM FIELD TRIP

These images were taken during a field visit to the rural communities in which the research was being conducted.



Figure 1: Community Interaction with World Vision Ghana.



Figure 2



Figure 3



Figure 4

Figures 2, 3 and 4: The old school infrastructures in the Fantekwa District



Figure 6: New 6 unit classroom block completed by WVG in Fantekwa District



Figure 5: A completed staff common room by WVG



Figure 7: Children reading in a library provided by World Vision Ghana



Figure 8: Playing materials provided for children by WVG



Figure 9: Classroom setup monitored by WVG