THE STUDY OF THE (FCUBE) CAPITATION GRANT AND THE SCHOOL FEEDING PROGRAMMES/SCHEMES, A CASE STUDY OF THE ASHIEDU KETEKE SUB-METRO INTHE GREATER ACCRA REGION OF GHANA.

MOHAMMED F. M

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By

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In accordance with Rule G4.6.3, I hereby declare that the above-mentioned treatise/dissertation/thesis is my own work and that it has not previously been submitted for assessment to another University or for another qualification.

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ABSTRACT

The study focused on the impacts and challenges associated with the introduction of FCUBE with particular emphasis on the Capitation Grant and the School Feeding Programmes in the Ashiedu Keteke Sub-Metro of the Greater Accra Region of Ghana. Data was collected from Six Basic Schools in the Sub-Metro under Circuits 12 and 13. This study found out from the participants that the introduction of these policy options even though has improved enrolment and the quality of education is faced with a lot of obstacles and challenges such as access to school, shortage of teachers, economic and social cultural practices etc. It seems evident from the analysis in this study and observations that despite the achievements of government, there still are a number of children out of school in Ghana and being denied the right to education and therefore the goals of universal access to primary quality education cannot be achieved through the linear expansion of existing public schools system alone. One limitation was that the sample was quite small due to limited time and resources. The study contributes to the understanding of what the various education policies say and what really happens on the ground. It provides a foundation for further studies on a more extensive scale so as to get a broader picture of what the education sector really experience, as well providing guidance for the ministry to take actions that make it more friendly
DEDICATION

This research work is dedicated first and foremost to the ALMIGHTY ALLAH for seeing me through my two years of Master’s education, my parents Mr. and Mrs. Alawiye, my siblings, families and to all friends and loved ones. This Enormous work is also dedicated to the Ashiedu Keteke Sub-Metro for making this research work a success.
ACKNOWLEDGEMENT

A research work is not easy and for that matter may need the help of others. Truthfully and thankfully, I have received help in various forms whiles undertaking this study. I first thank the ALMIGHTY GOD for His protection and guidance throughout the period of this study. I must express my profound appreciation to my supervisor Dr. K.G Goddard who has made this work a reality through his expert advice and guidance. Dr. Steve Tonah of Sociology Department of the University of Ghana, I say God bless you. I deeply appreciate the suggestion you offered to me which made the final work of this research to take shape.

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<td>EFA</td>
<td>Education for All</td>
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<tr>
<td>ESR</td>
<td>Education Sector Review</td>
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<td>ESP</td>
<td>Education Strategic Plan</td>
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<td>FCUBE</td>
<td>Free Compulsory Universal Basic Education</td>
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<td>GES</td>
<td>Ghana Education Service</td>
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<td>SWAp</td>
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CHAPTER ONE: RESEARCH INTRODUCTION

1.1 Introduction

Lack of education is both a part of the definition of poverty, and a means for its diminution. Sustained access is critical to long term improvements in productivity, the reduction of inter-generational cycles of poverty, demographic transition, preventive health care, the empowerment of women, and reductions in inequality. As a result, Ghana has adopted various laws, policy documents, and reports in order to bridge the wide gap between the literate and the illiterate population. Some of such policies and laws include the Ghana Education Act (1961), The New Structure and Content of Education (1974), The Education Trust Fund, The University Renationalization Committee Report of 1988 and The Free Compulsory Universal Basic Education Programme (MOE, 1996).

Ghana is a West African English speaking Republic with an area of approximately 238,540 km$^2$. It was called the Gold Coast during the Colonial Era, but became Ghana after gaining independence from the British on March 6, 1957. The literacy rate is relatively low. As defined by the government, ‘literacy is anyone over the age of 15 years who can read and write’. This translates to 74 percent for the entire population; with a gender rate of 82.7 percent for males and 67.1 percent for females. 76 percent of all elementary-aged students attend school, while 31 percent attend secondary schools. University registrations have averaged about 9,600 students per year since the 1990s (MOE, 1996).

Although Ghana’s educational system has previously been regarded as one of the most highly developed and effective among Africa nations, by the 1980’s, it was near collapse and viewed as dysfunctional in relation to the goals and objective of the country (Foster 1965:375).

This study aims to conduct an in-depth analysis to examine the challenges of the current educational policy provisions of the FCUBE in the achievements of the Millennium Development Goal 2 (MDG 2) which is committed to ensuring that, children everywhere, boys and girls alike by the year 2015 will be able to complete a full course of primary education. It aims to examine the impact of the FCUBE educational policy reform in six basic schools in the Ashiedu Keteke Sub-Metro in the greater Accra region of Ghana, to provide a comprehensive overview of the primary school gross enrolment rate, educational facilities, curriculums structure, gender and geographic disparities, community participation and effective management. It will look at the policy option taken and the implications of it, for
example the capitation grant and the nutrition and school feeding and the results it has achieved so far.

The capitation grant was introduced by the Government of Ghana, in the FCUBE programme in 1996 as a school fees abolition scheme under which parents were expected not to bear any expenses and more importantly, no child is to be turned away for non-payment of fees. This is to get more children into school. The school feeding programme on the other hand was introduced in 2005 to provide one nutritious meal a day to pupils in primary and junior high school in Ghana. All the food required for this programme is purchased within the country in support of the government’s objective of making the school feeding programme ‘home-grown’ and also a strategy of maximizing the use of its purchasing power to promote sustainable development of food security (MOE, 2005).

The Free Compulsory Universal Basic Education (FCUBE) is a comprehensive sector-wide programme designed to provide good quality education for all children of school-going age in Ghana by the 2005. The term was derived in fulfilment of the 1992 Forth Republican Constitutional mandate which states in Chapter 6, section 38 sub-section 2:

The Government shall, within two years after Parliament first meets after the coming into force of this Constitution, draw up a programme for implementation within the following ten years, for the provision of Free, Compulsory and Universal Basic Education for all Ghanaian children of school-going age (The Constitution of the Republic of Ghana, 1992:35).

Even though, there have been several educational policies, the FCUBE was not new in terms of its ideas and themes but was definitely new as it placed emphasis on its implementation. The most important aims of the policy is to make schooling from basic school through stage one to nine (6-15yrs) free and compulsory for all school-aged children and to improve the quality of teaching and learning at all levels of education. These aims where to be achieve through for main objectives which include; To improve the Quality of Teaching and Learning to improve Management Efficiency and Sustainability to increase Access and Partnership; and to decentralize the Management of the Education Sector (MOE, 1996).

This study is aimed at exploring the points of convergence and divergence in what the FCUBE documentation says about the components of the policy with particular emphasis on capitation grant, school feeding programme, gender and geographical parity and the provision
of educational facilities, and how these components are perceived and implemented by policy makers.

1.2 Motivation for the Study

The motivation behind this research is to find out what the Government of Ghana (GoG) is doing to ensure her commitments towards the achievement of Universal Primary Education (MDG 2) which require strategic vision and policy framework, effective partnerships, the relocation of existing resources or mobilisation of additional resources; the impact of the various measures taken by government such as the capitation grant to all basic schools, inclusion of pre-school education (4 to 5 years old) as part of compulsory basic education, the introduction of a school feeding program, special programs to bridge the gender gap in access to education and targeted programs to improve access to underserved areas (MOE, 2006).

Another motivational factor behind this research is to find out whether the FCUBE programme of 1996 which included a cost-sharing scheme to cover non-tuition fees under which parents were not expected to bear the full cost and no child is to be turned away for non-payment of fees is working or not. And although Ghana’s enrolment rates as compared to most African countries are relatively high, a persistent of 40% children between the age of six and eleven remained out of school as of 2003 (MEO, 2006).

The question of educational system taking account of all stakeholders in the policy making and strategic planning process is also an issue that motivated this research. At the level of community participation, government policies do seek to shift ownership and initiative to the schools and communities while gender, poverty and access concerns have been identified as critical issues that the Government is committed to addressing (Action Aid, 2000) What is the educational system doing to make sure that measures are put in place to take account of all stakeholders in the policy making and planning process?

1.3 The Research Problem

The big question is what is the Government of Ghana (GoG) doing to ensure her commitments towards the achievement of Universal Primary Education (MDG 2) through the Free Compulsory Universal Basic Education (FCUBE) program which require strategic
vision and policy framework, effective partnerships, the relocation of existing resources or mobilisation of additional resources.

Education all over the world is accepted as the process by which individuals acquire knowledge, skills and attitudes which enable them to develop their faculties in full. Universally one of the benefits of good education is that it enables individuals to contribute to development and improvement in the quality of life for themselves, their communities and the nation as a whole (ESA and MOE, 2000).

Improving the quantity and quality of education remains an important goal for many countries including Ghana. This is in line with the country’s subscription to the MDGs and also its own local constitutional requirement. Improving the quantity and quality of education requires that policy addresses both demand and supply side constraints of education. Countries worldwide are making good and encouraging progress towards reducing the number of out of school children. Countries in Sub Saharan Africa have been exploring ways of improving their educational systems in order to achieve their commitment to education for all. Two main systems that certain governments are using to achieve this aim are the abolition of school fees and the School Feeding Programmes.

The low literacy rate in Ghana and the gross disparity in the delivery of basic education among rural, semi-urban and urban communities are leaving most children out of school, mostly girls especially in the poorest regions of the country. This means that the vast majority of children in these regions do not complete the compulsory nine years of primary schooling nor do they attain a basic level of literacy which is mandatory and therefore suggests that there is lack of strategic focus of the FCUBE policy (MOE, 1996).

Successive governments of Ghana on account of the belief in the benefits of good education have sought to use education as the vehicle for accelerating the implementation of their development policies and programmes. It was however, realized that, even before the attainment of political independence in Ghana, the type and quality of education system inherited from the colonial era usually did not address the country’s needs and critical problems of development and equity. Various education review committees emphasized this fact and proposed remedies which led to the formulation of various educational reforms such as the Ghana Education Act (1961), The New Structure and Content of Education (1974), The Education Trust Fund, The University Renationalization Committee Report of 1988 and The Free Compulsory Universal Basic Education Programme. These laws, policies and
reports such as the FCUBE programme have helped in meeting the educational needs and aspirations of the people (ESA and MOE, 2000).

The Basic Education Act in 1961 was enacted and the education system started to develop. From the late 1970s to the late 1980s however, the quality of education deteriorated due to economic failures with devastating consequences on the quality and efficiency of education provision and delivery. The proportion of GDP committed to education had declined from 6.4% in 1976 to about 1.0% in 1983 and 1.7% in 1985 (World Bank, 1996).

In 1987, educational reform was implemented to promote efficiency in education, and the current school education system of 6-3-3 years was introduced, which shifted emphasis from academic to practical orientation. After the World Conference on Education for All in 1990, Ghana revised its Constitution to achieve this international educational goal. The revised Constitution stated that basic education (primary and junior secondary schools) would become compulsory and be provided free of charge, and this article was enforced with the Free Compulsory Universal Basic Education program (FCUBE) in 1996 (MOE, 1996).

In 2004, the Government of Ghana came out with a White Paper on education Reform which outlines a portfolio of reforms and objectives of the entire education sector to be implemented from 2007 with major targets identified for 2015 and 2020. This therefore brought about the introduction of the capitation grant and the school feeding programmes. Although Ghana’s enrolment rates as compared to most African countries are relatively high, a persistent of 40% children between the age of six and eleven remained out of school as of 2003 (MEO, 2006).

### 1.4 The Research Aims and Objectives

This report aims to examine the impact of the FCUBE educational policy reform with particular attention to the capitation grant and the school feeding programmes. It will provide a comprehensive overview and an analysis of the data and trends in the education sector in relation to the primary school gross enrolment rate, educational facilities, curriculums structure, gender and geographic disparities, community participation and effective management.
Data from the policy documentations will be analysed using an interpretative framework to find out what the provisions enshrined are, what it says and how these provisions are perceived, conceptualised and interpreted by the implementers. The findings are aimed at documenting the extent to which there are any multiple or competing discourses in the policy. It will look at the policy option taken so far and the implications of it, for example the capitation grant and the results it has achieved so far. In order to achieve the major objective, the study seeks to tackle the following questions:

- Assess the factors that influenced the introduction of the FCUBE, the Capitation Grant and the School Feeding Programmes,
- To analyse the impact of the capitation grant and the school feeding programmes on school enrolment,
- To investigate the challenges militating the realisation of the FCUBE and the various policy options taken so far in the achievement of Universal Primary Education by the 2015,
- Suggest recommendations to government and nongovernmental organisations on the best way forward.

1.5 Study Area

The research will be a case study of the Ashiedu Keteke Sub-Metro in the Greater Accra Region of Ghana. It will involve reviewing Ghana’s educational policies and formal education from pre-independence era till date, the changes in the educational systems and the rationale behind these changes, the general concept of basic education with the introduction of the FCUBE and its various policy options and their challenges. Policy documentations will be analysed using an interpretative framework to find out what the provisions enshrined are, what they say and how these provisions are perceived, conceptualised and interpreted by both the policy makers and implementers and the challenges associated with its implementation.

1.6 Significance of the Study

The educational policy was based on two principal assumptions that the basic education system had failed to provide the acceptable levels of educational improvement for pupils in schools and, that teachers in basic education schools, were not helping in the government
efforts to improve pupils performance in line with the objectives spelt out in the reform agenda (MOE, 1997). This study will provide an exploration and description analysis of the impacts of the various measures taken by government such as the capitation grant to all basic schools, inclusion of pre-school education (4 to 5 years old) as part of compulsory basic education, the introduction of a school feeding program, special programs to bridge the gender gap in access to education and targeted programs to improve access to underserved areas (MOE, 2006).

This study will come out with valid data analysis and recommendation for both government and non-governmental agencies to help provide quality professional support programmes to teachers at the basic education levels as well as quality education attainment by pupils at all levels. This would make them both responsive to national goals and aspirations and to global demand in the long run.

1.7 Research Design and Methodology

In a research, once the objectives of the project have been established, the issue of how these objectives can be met leads to a consideration of which research design will be appropriate. This study will employ an empirical, exploratory and descriptive research design with the intention of providing an understanding of the impacts and challenges of the (FCUBE) capitation grant and the school feeding schemes on enrolment, parity and poverty among others. In this study, the researcher aims to use all three of them. These approaches of inquiry allows the researcher to give an accurate and in-depth account of the observations and interviews carried out during the study, while capturing “thick” data as described and experienced by the participants (Babbie and Mouton, 2006:80).

1.8 Qualitative and Quantitative Research

A qualitative approach to research has been chosen for this study and will stress more on quality rather than quantity, that is, social meaning rather than the collection of numerate statistical data (Miller and Brewer 2003:238). It will provide and in-depth description and analysis of the case. The researcher will uncover rich data material on the magnitude of FCUBE, its impacts and challenges, and its qualitative nature will give the researcher ‘hands-
on’ approach whereby personal interaction with the participants will produce valid information and access people’s social meaning thereby gathering data that is said to be ‘soft’, ‘rich’, and ‘deep’, comprising of natural language, such as verbatim transcripts of interview material and extracts form texts, discourse, personal documents, and field notes (Miller and Brewer 2003:238).

1.9 Case Study as a Research Model

In this study case study as a research model has been chosen in order to carry out an in-depth study. As a research endeavour, it contributed to the knowledge of individual, organizational, social, and political phenomenon. The Case study approach allows an investigation to retain the holistic and meaningful characteristics of real life events such as individual life cycles, organizational and managerial processes, and international relations (Yin 1984:23).

However, Denscombe, (2005:31) believes that the starting point and indeed the defining characteristic of the case study approach is ‘its focus on just one instance of the thing that is to be investigated’.

1.10 Ethical Consideration

In all social researches ethical issues are highly relevant and require due considerations. Research has an ethical-moral dimension, and therefore researchers need to prepare themselves and consider ethical concerns as they design a study so that sound ethical practice is built in to the study (Neuman 2006:129). According to Mcauley, ‘the ethics of social research is about creating a mutually respectful, win-win relationship in which participants are pleased to respond candidly, valid results are obtained, and the community considers the conclusions constructive’ (Miller and Brewer 2003:99).

As the result of the above, the researcher before the commencement of her study will obtain some ethical approval from her university of study guarantee participants anonymity and confidentiality in order to help protect the privacy of the research participant. The researcher will then approach the Ministry of Education to consent to the study that will be carried out
with some government officials, principals, and teachers of some selected schools. This will help protect the right of the research participants and organization.

1.11 Dissemination of Findings

A final report of the research work in the form of academic treatise will be submitted to the Nelson Mandela Metropolitan University and a copy will be made available at the university’s library. Social research according to Benini, ‘entails the generation of knowledge, but more specifically the identification of regularities in social process, which was expected to help us understand the presence, type, extent and causes of problems and the way one could control them’ (Benini 2000:123).

The findings of the research will be communicated to the Ministry of Education, donor and policy agents of the basic education provision in Ghana. The finding and recommendations may also add up to knowledge about the diverse contexts within which educational policies are implemented in Ghana, and help government and their education authorities to orient themselves with other ways of providing policy options to provide social responsibilities in the provision of basic education in the country, and to bring out the fact about whether the policy option taken so far is heading towards the right direction.

1.12 Validity and Reliability

Reliability and Validation procedures have become increasingly important and central issues in social research. Reliability is a matter of whether a particular technique, applied repeatedly to the same object, would yield the same result each time and Validity on the other hand is ‘extent to which an empirical measure adequately reflects the real meaning of the concept under consideration’ (Babbie and Mouton 2006:274). Therefore the researcher has made provisions for triangulation of data, and member checks and will keep a journal at all times to record observations and interviews.

1.13 Structure and Format of the Study

The study contains five chapters which are summarized as follows;
Chapter 1: Introduction and overview

This chapter will introduce the topic under investigation. The researcher will also lay out the problem statement, background to the study, aims and objectives of the study. A short summary of the context of the study, an overall approach to the project as well as a short description of the study will be given in this session.

Chapter 2: Literature review

This chapter will give an account of all of the aspects of the subject investigated; literature will be consulted on the historical and current context of the research topic, and chronologically describe how the topic fits into existing literature as well as its significance.

Chapter 3: Research methodology

This chapter will give a general approach to the study, describe the research design and methodology implemented and the selection of samples or case studies conducted during the study, as well as the shortcomings and possible errors encountered.

Chapter 4: Research findings

This chapter will discuss the findings of the study and interpret the categories or themes that were identified under sub headings depending on the kind of action taken, for example interviews, observations and case studies.

Chapter 5: Recommendations and conclusion

Based on the findings of the research, recommendations will be made to both governmental and non-governmental organisations on how to improve on the implementation of policy and to take alternative options if there should be any.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

In the modern world, economic growth and the spread of democracy have raised the value of education and increased the importance of ensuring that all children and adults have access to high quality and effective education. Modern education reforms are increasingly driven by a growing understanding of what works in education and how to go about successfully improving teaching and learning in schools (Tyack and Cuban 1995).

Education is a basic human right. Like all human rights, it is universal and inalienable; everyone, regardless of gender, religion, ethnicity or economic status, is entitled to it. In Ghana access to education is seen both as a fundamental human right and an essential element in the national development strategy to promote growth and ensure adults are prepared for a productive adult life. Ghana’s aspiration to become a middle income country by 2020 will rest on her ability to improve educational access with highly educated population which can provide the human resource base for accelerated development (MOE, 2005).

Education has social and economic benefit to both the individual and wider society. Any effort to improve health, nutrition, agriculture, industry, commerce and environmental conditions in Ghana has to enhance equitable access to both basic and post-basic education. Without this poverty will remain intractable, disadvantage will continue to be transmitted across the generations, and economic growth will be compromised by shortages of knowledge and skill in the work force. No country has become a major player in the global economy without a critical mass of literacy and numeracy in the population and substantial access to post basic education (Graham 1971:148).

2.2 Historical Overview

The Ministry of Education’s (MOE) mission is to provide relevant education to all Ghanaians at all levels irrespective of gender, tribe, religious and political affiliations.

The MOE provides the following services:
• Basic education for all through the free compulsory universal basic education (FCUBE) programme.
• Education and training for skill development with an emphasis on science, technology and creativity
• Tertiary education for the development of middle and top level manpower requirements
• Non Formal Education facilities to ensure that all citizens are functionally literate and self reliant
• Post secondary Technical and Vocational training

In providing these services the MOE is guided by the following values:

• Quality education
• Efficient management of resources
• Accountability and transparency
• Private sector participation

The 1961 Constitution of Ghana (amended in 1981) makes a general provision relating to the public system of basic education. In the provision, the Constitution endorses that any child of six years of age, for a period of nine years must be provided with free education. The 1992 Constitution makes the provision of infrastructure the responsibility of the Local Government Authority (District Assemblies) (MOE, 1996).

A new structure and content of education for Ghana in 1987 became effective with initial focus on the implementation of the Junior Secondary School (JSS) programme. The policy decision on the new structure was based on an earlier Government White Paper entitled *The New Structure and Content of Education* (MOE, 1974). Under the new structure, the 6-3-3-4 system was adopted. The country now has 6 years of primary-school education, 3 years of junior secondary-school education, 3 years of senior secondary-school education and a minimum of 4 years of tertiary education. The six years of primary-school and three years of junior secondary-school education constitute the basic education level which is supposed to be compulsory and free for every Ghanaian child of school-going age (ESA and MOE, 2000).

The 1987 reform became necessary as a result of a virtual collapse of the system. This was due to reasons which included insufficient supply of trained and qualified teachers. Other reasons were inadequate funding of the education sector, which led to the lack of textbooks and other needed curriculum materials, lack of adequate supply of furniture and equipment,
and the deterioration of school-buildings. The ultimate effect of all these deficiencies was poor quality of teaching and learning and poor patronage of the school system by children of school-going age (ESA and MOE, 2000).

The reform was therefore launched. It was based on the principle that literacy is a basic right of every Ghanaian and that every Ghanaian needs a sense of cultural identity and dignity, needs to know his or her environment and how to protect it, and needs to participate in the development efforts of the nation using the most modern scientific and technological skills and tools (ESA and MOE, 2000).

By 1990, the focus of the reform exercise had shifted to the Senior Secondary School Programme. It was, however, not until the first batch of the senior secondary school students graduated in 1993 that the weaknesses in the implementation of the reform came to the fore. The reform had failed to achieve quality targets and exposed the education sector to public criticism (ESA and MOE, 2000).

The government’s response to public criticism of the reform programme was to set up the Education Reform Review Committee of 1993/94. The work of the Committee culminated in the National Education Forum of 1994 with a focus on basic education to the year 2000. The forum, attended by 150 representatives of various stakeholder groups, received critical comments from participants and also provided an opportunity for discussion of problems of the sector which were identified by the Committee. Problems identified included the following:

- Poor quality of teaching and learning in schools as a result of ineffective teaching/learning and ineffective management practices.
- Inadequate funding of the sector leading to inadequate supply of inputs.
- Lack of adequate parental involvement in their children’s education.
- Poor language policy that makes English the medium of instruction after primary-school class 3.
- Lack of teacher motivation with the resultant lack of commitment and devotion to teaching.
• Lack of adequate co-ordination and collaboration among the implementing divisions of GES.

• Disappointing growth in enrolment in schools.

• Persistent low regard for and poor attitude of the Ghanaian public towards technical and vocational education.

In 1994, seven years after the inception of the New Education Reform Programme in 1987, the results of poor performance of school pupils at age 12 led to the setting up of yet another Education Review Committee to review the educational system. At this time, only 6% of the pupils at grade six in public schools tested nation-wide, achieved a criterion score of 60% and above in English. Even worse less than 3% achieved a criterion score of 55% and above in Mathematics (MOE/PREP, 1994).

The Education Review Committee decided to develop and introduce new curricula for primary schools since it was argued that a large proportion of the subject matter in the curriculum was not relevant to the pupils’ immediate environment. In addition, it was criticized as being overloaded in content and too rigid and compartmentalized, thus reducing the effectiveness of the teaching and learning tasks. As a result of the 1994 review, a further major reform, the Free Compulsory Universal Basic Education Programme (FCUBE) was initiated as a constitutionally mandated charge of the 1992 Constitution (MOE, 1996).

In 1996, the Basic Education Policy Document emphasised the Government’s commitment and political will to strengthen Free Compulsory and Universal Basic Education (FCUBE) by the year 2005. The FCUBE is a comprehensive programme derived from the 1992 constitution of Ghana and designed to provide quality basic education for all Ghanaian children of school going-age by the year 2005. The government of Ghana in 1996 embarked on a major donor-funded reform programme when the academic standards of pupils’, support for teachers, instructional materials, school buildings, classrooms and equipment had declined as a result of lack of finance and management. The FCUBE impacted on all levels of education and attempted to address the persistent problems of access, retention, curriculum relevance, teacher training, provision of physical structures, and financing (Ministry of Education, MOE, 1996).

This was followed by the Ghana Poverty Reduction Strategy (GPRS I) in 2002 which concentrated on the Education Sector Review and Meeting the Challenges of Education in the
21st Century. In 2003, the Education Strategic Plan (EPS) came out focusing on the period 2003-2015, based on the Poverty Reduction Strategy and operationalises within the framework of sector wide approach (SWAp) for education which is partly situated within the Multi-Donor Budget Support (MDBS) framework. The framework and roadmap for achieving the education related MDG’s is provided by the ESP based on four core areas, namely; Equitable Access to Education, Quality of Education, Educational Management and Science, Technology and Technical and Vocational Education (TVET). The ESP has ten policy goals such as increasing access to and participation in education and training and promoting good health and environmental sanitation in schools among others (MOE, 2005).

Again in 2004, the Government of Ghana came out with a White Paper on education Reform which outlines a portfolio of reforms and objectives of the entire education sector to be implemented from 2007 with major targets identified for 2015 and 2020? The White Paper has key objectives which are in twofold. One, to build upon the ESP commitments and ensure that all children are provided with the foundation of high quality free basic education and two, to ensure that second cycle education is more inclusive and appropriate to the needs of young people and the demands in the Ghanaian economy (MOE, 2005).

Ghana in 2006 started the implementation of its second Growth Poverty Reduction Strategy (GPRS II) which is focused on developing Ghana to a middle-income status by 2015 with the development of its human resource, emphasising the creation of competent manpower for development of the country with education playing an important role. The GPRS II aims to meet the goal of MDG2 and to strengthen the quality in basic education, improve quality and efficiency in the delivery of education service and bridging the gender gap in access to education.

The government’s commitment towards achieving her educational goals in recent times has been expressed in the following policy frameworks and reports:

- Education for All (EFA, UNESCO, Dakar, 2000) an international paper.
2.3 Theoretical Framework

In Africa and in most countries around the world, the basic assumption that has guided educational policy development is that education offers the key to economic growth, restructuring of the social order and the reduction of social ills of the country at large.

Education reform has been pursued for a variety of specific reasons, but generally most reforms aim at redressing some societal ills, such as poverty, gender, or class-based inequities, or perceived ineffectiveness. Reforms are usually proposed by thinkers who aim to redress societal ills or institute societal changes, most often through a change in the education of the members of a class of people; the preparation of a ruling class to rule or a working class to work, the social hygiene of a lower or immigrant class, the preparation of citizens in a democracy or republic, etc. The idea that all children should be provided with a high level of education is a relatively recent idea, and has arisen largely in the context of Western democracy in the 20th century (Tyack and Cuban 1995).

McDonnell and Elmore posits that, policies work by bringing the resources of government-money, rules and authority into the service of political objectives, and by using those resources to influence the actions of individuals and institutions (McDonnell and Elmore, 1987:133).

Empirical research according to Bradshaw (1993), points to a positive effect of education on economic development and a strong association with an impressive physical quality of life. However, he postulates that it will be a fallacy to think that any kind of education would yield the necessary returns and that the main issues that has confronted educationist and educational policy makers lies in the search for a specific kind of education needed, be it basic, liberal or vocational-oriented education ( Nieuwenhuis 1996:5).

An extensive review of the educational policy literature reveals that policy implementation strategies are most often than not different from the actual policy provisions and intensions. Although politicians and policy activists invest tremendous time, resources and energy in enacting policies, they tend to be reluctant when it comes to putting these policy provisions
and recommendations into practice, different agendas are more often than not pursued by the policy implementers and change agents.

According to Ball, ‘National policy making is inevitably a process of bricolage: a matter of borrowing and coping bits and pieces of ideas from elsewhere, drawing upon and amending locally tried and tested approaches, cannibalising theories, research, trends and fashions and not infrequently flailing around for anything at all that looks as though it might work. Most policies are ramshackle, compromise, hit and miss affairs, that are reworked, tinkered with, nuanced and inflected through complex process of influence, text production, dissemination and, ultimately, re-creation in contexts of practice’ (Ball 1998:126). There are a number of perspectives that have been advanced to explain this phenomenon.

2.3.1 Policy Trajectory Studies

Scholars in this field argue that the policy trajectory studies is one important strategy which provide a mechanism for linking and tracing the discursive origins and possibilities of policy as well as the intensions embedded in, responses to and effects of policy (Edwards et al. 1989 and 1992). The researchers in this tradition employ a cross-sectional analysis by tracing policy formulation, struggle and response from within the state itself rather than a single level analysis through to the various recipients of policy (Bowe, Ball and Gold, 1992). They give a conceptual structure to this study by indicating vaguely three contexts of policy-making; the context of influence, the context of policy text production and the contexts of practice.

Bowe et al. Argues that each of these contexts has a number of arenas of actions some of which are private and some public, each involving struggle, compromise and ad hocery and at the same time loosely coupled with no single flow of information between them. They emphasize that if information has an impact on policy outcomes at all, it is only in the long term because policy makers and implementers either fail or are unable to clearly define and conceptualise policy. According to Ball, ‘the meaning of policy is taken for granted and a theoretical and epistemological dry rot is built into the analytical structures constructed’ making it difficult if not possible for policy provisions and intentions to be implemented and outcomes attained (Ball 1994:15).

Proponents of this perspective argue that ‘the complexity and scope of policy analysis in the contexts of practice and the distributional outcomes of policy preludes the possibility of
successful single theory explanations and that what is needed is a diverse concept of theories such as an applied sociology rather than a pure one’. They propose two different conceptualization of policy; *policy as a text* and *policy as a discourse* where both are ‘implicit in each other’ with regards to what they perceive as a post-modernist understanding of policy (Ball 1994:15).

Policies are textual interventions into practice, they pose problems to their subjects, problems that must be solved in context and more often than not subjects cannot predict or assume how they will be acted on in any given case or setting, or what their immediate effects will be and how actors can manoeuvre around it (Ball 1994:18). The conception of policy as a ‘text’ embraces both written and spoken text. ‘Policy as text, for the purpose of this study refers exclusively to written text, and signifies the contested, changing and negotiated character of policy processes (Ball 1994:15).

This definition draws upon the insights of literary theory and recognises the complex ways in which textual representations are encoded as a result of compromises and struggles. It debunks the technical-empirical approach to understanding policy implementation where there is a quest for authorial intentions presumed to lie behind the text (Walford 2000:124).

Supporting the above argument, Offe points out that ‘the real social effects of a law or institutional service are not determined by the wording of laws and statutes, but instead are generated primarily as a consequence of social disputes and conflicts, for which state policy merely establishes the location and timing of the contest, its subjects matter and ‘the rules of the game’ (Ball 1994:20). It reiterates the point that texts are made up of language and as such contains divergent meanings, contradictions and structured omissions and that the plurality of readings that are liable to be produces are in themselves indicative of the existence of a plurality of readers (Codd 1988:239). Consequently the effects of policy cannot be simply read off form tests and are the outcome of conflict and struggle between ‘interests’ in context.

On the other hand, policy as a ‘discourse’ is taken as where actors are making meaning, being influential, contesting, constructing responses, dealing with contradictions, attempting representations of policy. It means the way the ideas and propositions contained in the texts are expressed and how their interpretation constrains the ‘intended’ meanings of such tests. In other words it emphasises so much on what and who inhabit policy and fails to attend to what they do not think about. It draws basically on the postmodernist views of the ways in which
the discourse available to us as people, limit and shape our views and perspectives about the world (Foucault 1977:49).

To Foulcault, discourses are ‘practices that systematically form the objects of which they speak, they are not about objects; they do not identify objects, they constitute them and in the practice of doing so conceal their own invention’. Such an idea according to Foulcault emphasizes the limitations on what can be said and thought, and also who can speak, when, where and with what authority (Foucault 1971:11).

In relating to the policy paradox, the conception draws on the ways on which the constraining effects of the discursive contexts set up by the policy makers come to the fore in the policy implementation and institutionalization process. The effects of policy thus, is, it changes our thinking possibilities and limits our responses to change, leads us to misunderstand what policy is by misunderstanding what it does (Foucault 1981:92).

2.3.2 Policy as Realpolitik

2.3.2.1 Ideological Hegemony

The hegemonic perspective on policy is also known as the elite theory with critical theory and neo-Marxist theory as some of its variant. This suggests that hegemonic ideology occurs when one set of political actors control the debate of political alternatives, by considering a prevailing idea of a problem which requires attention, shaping the language of discourse with which people frame the problem, influencing the data they employ to understand the nature of the problem and setting forth a solution with a rationale for its preferability where the actors involved are more than one political party, institutions, or philosophy (Dye 1992).

A convergence of interest which may gloss over inconsistencies and contradictions within the policy and conflicts of interests is sufficient to provide the necessary ideological rationale, incentives and controls in the remainder of the political system making it possible for a convergence of idea to occur (Carter and O’Neill 1995:23).

This perspective registers the claim that globalisation and economic capitalism in recent years has exerted much influence on countries and their educational systems worldwide. This phenomenon, the perspectives argue, has led to a paradigm shift in the educational orientation of the school system and leadership, and as a result, decision-making in education has
become a participative activity shared among local school constituents, namely teachers, parents, members of the community and the school management committees just like what happens in the private firms in the market-place (Carter and O’Neil. 1995 23).

However, the hegemonic perspective thus frames policy ‘not so much as a contest of ideas as a reflection of efforts by elites to solve a common underlying problem’. It is a model that has the capacity of conceptualizing policy as an evolving phenomenon where public opinion and policy initiatives remain focused on the need to reshape schools according to an economic imperative (Carter and O’Neill 1995:23).

2.3.2 Pluralistic and Ideological Bargaining

The inconsistency within the education system and reform, the resulting confusion is more than a reflection of interest-group liberalism at work. This Perspective suggests that it is not the issue that policy provisions enacted for implementation are not pursued to the latter but rather the problem lies in the fact that in policy making, ‘the public interest is seen as the by-product of competition among elites and interest groups, as well as political parties’ (Carter and O’Neill 1995 23).

From this standpoint, the players vary depending on their issues what interests them and what is at stake. Their coalitions and cleavages are fluid, as are the winners and losers in a policy settlement, policy seldom meet any stringent test of substantive or instrumental rationality; its raison d’être is the maintenance of social and political consensus. In this case, the pluralist bargaining only works where the interests of political players are widely shared and acknowledged and where ideological bargaining is replaced by pluralist bargaining with deep rooted conflicts in class, race, ethnic and gender (Peterson 1976). In this situation, the setting of policy becomes both public and conflict-ridden.

2.3.3 The Change Perspective

2.3.3.1 Focusing on the Wrong Issues

Richard Elmore and David Cohen argue that policy making in education reform does not address what really matters, because it is so hard to change what really matters. Cohen
postulate that changes in student performance, which is surely what most educational reform purports, depend fundamentally on what teachers and students do in the classrooms. Nevertheless many reforms are not primarily aimed at teaching and learning, but focus instead on school organization, governance, finance, curriculum and assessment (Cohen, 1995:11).

Reform activists assume that changes in the latter will result in changes in the former. Elmore noted that ‘changes in structure are weakly related to changes in teaching practice, and therefore structural change does not necessarily lead to changes in teaching, learning and student performance’ (Elmore 1995:25).

Elmore again posits that changing teaching and learning is easier said than done. Altering these practices in much more difficult as they depend on the decision of so many individuals and even so, if the focus is on the right policy variables, policy-makers may well overestimate their influence. To him ‘policy –makers frame solutions to problems by acting as if policies were the main determinants of the outcomes they are trying to produce, but we know that this is never the case. In fact, the influence of policy is at the margin of choice.... the range of public objectives and their effects on choices are always less coherent and consistent than the rhetoric of policy-making implies’ (Elmore 1987:165).

### 2.3.3.2 Change Management Perspective

Subscribers of this perspective such as Fullan (2001), Newton et al (1992) and Everard and Morris (2004), hold the view that the policy implementation paradox exists because the policy-makers, implementers and change agents are unable to put in place operational plans to ensure efficient and effective implementation of policies enacted. To these scholars, policy implementation is not just a question of defining an end and letting others get on with it, it is a process of interaction, dialogue, feedback, modifying objectives, recycling plans coping with mixed feelings and values, pragmatism, micro politics, frustration and muddle.

Everard and Morris identify the core of the problem as basically being the rationality of change agents thinking that by spelling out the logic of their vision to the world in words of one syllable, everyone will immediately be motivated to follow the lead (Everard and Morris 2004). Fullan on the other hand, argue that understanding the meaning of implementation and its associated problems is not as straightforward and rational as it seems at first glance. He
identifies implementation as a ‘variable’, in other words, ‘changing practice’ and goes further to explain that it is the process of altering existing practice in order to achieve more effectively certain desired learning outcomes (Fullan 2001:70).

This perspective generally illustrates that practical, operational and strategic plans or work need to be done in order to bring about the desired policy outcome. Once the operational plans are well conceptualised, put in place and efficiently and effectively pursued, policy implementation is bound to succeed.

In conclusion, policies especially educational reforms are always proposed on the basis of the outcomes it will produce. There is often a great deal of debate as to what the outcomes will be, whether positive or negative when policies are introduced. Proponents of policies most of the time stress so much on the benefits and less on the problems, and careful attention of real outcomes of policies is less common.

Levin points out that implementation which is a vital part of reforms is always neglected in the reform process and government tend to give little attention to how reforms will be implemented and are so not interested in learning about how reforms were working, and adjusting them accordingly. Governments and politicians lack the understanding, capacity and sense of commitment that is required to sustain attention to reform over time and cross context. Policy-makers are mostly ignorant about the realities of the organizations they are trying to change with limited understanding of their cultures and capacities (Levin 2001: 155).

According to Levin, ‘policies get made quickly, often without nearly enough time to think through how they will work in practice’. He further argued that, political horizons are most often short term so where implementation tends to be long term, policies may lie outside the time-frame with less concern to the political world (Levin 2001: 155).

Consequently, Levin brings out the issues of support for implementation. He purports that, supports for implementation tends to be piecemeal and small in scale, and where they require significant additional resources, governments are not willing to commit or simply do not have (Levin 2001: 155).

Concluding in the researcher’s view, educational policies and reforms in all countries and especially in Ghana is an enormously complex task. Most policies contain internal contradictions and inconsistencies in the various strategies adopted by ministries of
education, its agencies and various donor organisations. Policy text in most cases are written by a number of policy makers and donors working together and compromising their original intentions in order to construct text that are acceptable to a variety of interested parties. However, due in part to conservatism and in another part to lack of financial capacity for more integrative action, both governments and donor agencies have the tendency to seek change at the margins rather than at the core of established practice, more coherent and substantial designs.

It is important to note that due to the fact that the change perspective neglects the socio-cultural context of policy whilst the core issues at the heart of the democratic perspective which sees policy as Realpolitik and subsidiary to the policy implementation process, the policy trajectory studies of the postmodernist conceptualization of policy as ‘text’ and ‘discourse’ is adopted as a framework for analysing the FCUBE policy. This decision is grounded in the strength of such a conceptualisation as a discourse based, participants oriented, language and socio-culturally focused framework to critical policy evaluation in the Ghanaian context. This perspective mainly focuses on identifying and analysing which genres and discourses are drawn on and how these are worked together in the texts. This will enable the researcher to go beyond speculations and demonstrate how policy texts works in practice.
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter, the researcher laid foundation upon which the study is based. In a research, once the objectives of the project have been established, the issue of how these objectives can be met leads to a consideration of which research design will be appropriate. In consideration of the research question asked, the researcher adopts the qualitative approach to research. Data from both primary and secondary sources have been gathered and will be analysed to document the extent to which the FCUBE policy documents and its policy options are genuinely reflected in the implementation process and the challenges associated with it.

This information will be carefully compared with the findings of the research in the data analysis. The following sections describes in detail the research design and methodology used in the study. The specific research approach and data collection methods used in the study are described in detail. The sampling procedure as well as the process of data analysis is also explained. The limitations of the study are described and explored as are the ethical issues and responsibilities of the researcher.

3.2 The Research Design

In a research, once the objectives of the project have been established, the issue of how these objectives can be met leads to a consideration of which research design will be appropriate. A research design according to Walliman ‘provides a framework for the collection and analysis of data and subsequently indicates which research methods are appropriate’ (Walliman 2006:42). ‘it is the model used by the researcher to discharge ‘the burden of proof’- the logical organisation that allows him or her to feel that whatever they have done in their research allows them to reach valid conclusions’ (Miller and Brewer 2003:262).

The three most useful and common purposes of social research are exploration, description, and explanation (Babbie and Mouton 2001:79) and in this study, the researcher used all three of them. Using the explanatory approach, the researcher examined the policy options of the FCUBE, its policy provisions and documentations and to find out whether politicians, policy activists and actors put those policy provisions and recommendations into action or whether
different agendas are more often than not pursued by the policy implementers and change agents.

Furthermore, taking the exploratory approach the study explored the policy issue of the FCUBE documentation with the view to finding out the extent to which the ‘Free, Compulsory Universal and Basic’ components are actually reflected in the implementation and institutionalisation process. It allowed the researcher to gain a greater understanding of things that she did not know enough about such as the real content of policies and how they are implemented. It principally gave the researcher a deeper understanding of what policies are, what they say, what they really mean and so on.

However, the researcher’s greatest aim was to describe and evaluate the extent to which the current policy provisions of the FCUBE have impacted on the lives of the very people for whom the policy was formulated for, the community and the entire nation as a whole. Using the descriptive approach, the study provided a comprehensive overview and an analysis of the data and trends in the education sector and described phenomena as they exist in relation to the primary school gross enrolment rate, educational facilities, curriculums structure, gender and geographic disparities, community participation and effective management therefore.

3.3 Qualitative Research

A qualitative approach to research was chosen for this study and stressed more on quality rather than quantity, that is, social meaning rather than the collection of numerate statistical data (Miller and Brewer 2003:238). This helps to understand how people feel and why they feel as they do. It is concerned with collecting in-depth information asking questions such as why do you say that? Samples tend to be smaller compared with quantitative projects that include much larger samples.

This approach to research will provide in-depth description and analysis of the case. The researcher will uncover rich data material on the magnitude of FCUBE, its impacts and challenges, and its qualitative nature will give the researcher a ‘hands-on’ approach whereby personal interaction with the participants will produce valid information and access people’s social meaning thereby gathering data that is said to be ‘soft’, ‘rich’, and ‘deep’, comprising
of natural language, such as verbatim transcripts of interview material and extracts from texts, discourse, personal documents, and field notes (Miller and Brewer 2003:238).

Qualitative research wishes to describe real life experience from the ‘inside-out’ of the participants. It conducts research in the natural settings of social actors, from the actor’s perspective, that is the ‘insider’ or ‘emic’ view is emphasised. In so doing, it contributes to better understanding of social realities and draws attention to processes, meanings and structural features (Flick, Von Kardorff and Ernst 2004:3).

To attempt to view the world through the eyes (perspective) of the actors, Bogdan and Taylor relate this to the phenomenological roots of qualitative research. To them ‘the phenomenologist views human behaviour as a product of how people interpret their world and therefore in order to grasp the meanings of a person’s behaviour, the phenomenologist attempts to see things from that person’s point of view’ (Bogdan and Taylor 1975:13). It offers authentic accounts of complex phenomena, whereby the researcher will be able to scratch beneath the superficial aspects of social reality, and provide in-depth descriptions that are detailed enough to reflect the complexity of the social world (Denscombe 2003:105).

A qualitative research instead of focusing on quantifying patterns of behaviour emphasises ‘thick description’ which refers to ‘a rich, detailed description of specifics’ and they tend to be couched in the concrete, everyday terminology of the actors themselves (Geertz 1973 in Denscombe 2003:105). In order to carry out an inquiry on the participants lived experiences, an aura of humanism is carried in that the researcher has respect for people and is removed from high-minded, abstract theorising (Denscombe 2003:105) to understanding the events within the concrete, natural context in which they occur.

The researcher will use the inductive approach where the analysis of data and examination of practice problems within their own context rather than from a predetermined theoretical basis is practiced. The inductive approach used in qualitative research allows the researcher to immerse herself in the natural setting, describing events as naturally as they occur while slowly building second-order constructs a hypothesis and a theory that will make sense of the observations (Babbie and Mouton 2001:273). Miller and Brewer also believe that induction is associated with naturalism; the intent is to be ‘true to the data themselves’, allowing the data to ‘speak for themselves’. As an ideal approach to qualitative data analysis, it is expressed by the idea of analytic induction in which empirical generalisations develop from the data instead of being used to interpret findings (Miller and Brewer 2003:159).
According to Flick et al (2004:5) in its approach to the phenomena under investigation, qualitative research is more open and thereby more involved than other research strategies. It can suitably be used in a small-scale research, generally relying on in-depth interviews and it does not call for technologically sophisticated or expensive equipment for the purposes of data collection and analysis, which is important in a scenario of limited time and resources to carry out an extensive research (Denscombe 2005:105).

3.4 Case Study

The researcher randomly chose six government basic schools in the Ashiedu Keteke Sub-Metro of the Greater Accra Region of Ghana as a case study to carry out an in-depth study in order to understand the impacts and challenges of the FCUBE educational policy and its various policy options on primary school gross enrolment rate, educational facilities, curriculums structure, gender and geographic disparities, community participation and effective management therefore.

As a research endeavour, it contributed to the knowledge of individual, organizational, social, and political phenomena. The Case study approach allows an investigation to retain the holistic and meaningful characteristics of real life events such as individual life cycles, organizational and managerial processes, and international relations. A case study is ‘an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used’ (Yin 1991:23).

It may involve an intensive investigation of a single unit or the examination of multiple variables over an extended period of time in an attempt to understand the influences of social systems on subjects’ perspectives and behaviour (Kromrey 1986:320).

3.3.1 Strengths of Case Study

The advantage of using a case study approach is that it allows in-depth research and ‘it permits a researcher to reveal the way a multiplicity of factors have interacted to produce the unique character that is the subject of research’ (Thomas 2003:35). Case studies tend to be holistic in nature, rather than dealing with isolated factors. It produces information that
covers the whole unit and not only small aspects of it. It therefore follows that the detailed workings of relationships and social processes are emphasised rather than restrict attention to outcomes from these. When a researcher makes a decision to devote all her efforts to just one case, there is obviously far greater opportunity to delve into things in more detail and discover things that might not have become more apparent through more superficial research (Denscombe 2005:30), thus the in-depth nature of case study research.

The contextual detail is important in any case study and according to Babbie and Mouton (2006:282), ‘The unit of analysis in case study research is rarely isolated from and unaffected by factors in the environment in which it is embedded. Therefore to understand and interpret case studies, researchers describe the context in detail’. The ‘Case’ under investigation is normally something that already exists and is not something that is artificially generated for the purposes of research (Denscombe 2005:31).

In order to understand and interpret case studies, researchers describe the ecology or environment in detail. This helps to conceptualise the contexts in which the unit of analysis is embedded and in so doing, allows readers to make judgements about the adequacy of the method and to permit replication (Babbie and Mouton 2006:282). This research will therefore be carried out within the premises of schools where principals and teachers will be interviewed and observed as they undertake their daily activities at work.

The case study approach also allowed the employment of a variety of interrelated research methods and data sources as part of the investigation (Denscombe 2005:31). This study will therefore employ the use of interviews, observations and use of available data relevant to the investigation.

3.4 Sampling

Sampling is the process of selecting observations. To Babbie and Mouton, ‘it is appropriate for you to select your sample on the basis of your own knowledge of the population, its elements and your research aims...’ As a result of the qualitative nature of the research, purposive sampling will be used to achieve a rich study and in-depth analysis. Purposive sampling is a type of non-probability sampling based on the researcher’s judgement and purpose of the study. Even though Non-probability sampling will be appropriate in this case since the research will be conducted in a situation where the selection of probability samples
used in large-scale social surveys may be difficult, some probability sampling technique will be employed (Babbie and Mouton 2006:166). The probability sampling (simple random) will be used to select respondents from households (parents), schools (teachers) and members of school committees and a non-probability sampling (purposive) will be initiated in the selection of other respondents (principals, head of schools and education officer).

Purposive sampling occurs when a researcher chooses a particular group or place to study because it is known to be the type that is wanted (McNeill and Chapman 2005:50). Although Basic education in Ghana is from Kindergarten to Junior High, spanning the age group 4 to 15 years, this study will focus on the first six years of primary education only.

Six government basic schools in the Ashiedu Keteke Sub-Metro under Circuit 12 and 13 have been chosen for this study because it is an appropriate case to carry out an investigation into the challenges and impact of the FCUBE programme (capitation and school feeding) as it is a well known area where poverty and school drop-out are high. This research is particularly interested in looking beyond these policies and investigating the reality on the ground. The researcher would do well to locate personnel who understand what she is looking for and can help find it (Babbie and Mouton 2006:168). The researcher will have face-to-face interviews with some employees of the Ghana Education Service, head of schools, teachers, and parents and in the process seek out to find what is really on the ground.

### 3.5 Data Collection Techniques

Data collection techniques describes how data is collected, methods used to get to the sample of respondents to be used for research and the way information is obtained from chosen respondents, analyzed and interpreted to arrive at conclusions that may be the foundation or backbone of the research (Gillham 2000:2). An in-depth research is going to be carried out using a number of schools as case studies in order to investigate the impacts of FCUBE and its related policy options.

All researches require both secondary and primary data. Primary data ‘entails going out and collecting information by observing, recording and measuring the activities and ideas of real people, or perhaps watching animals, or inspecting objects and experiencing events. This process of collecting primary data is often called survey research’. (Walliman 2006:87).
Secondary data are required for the background of the study while other researchers greatly rely on them for the whole project, for example when doing a historical study or nationwide study that used official statistics as it is in this research. An advantage of using this kind of data is that it has not been produced for the specific purposes of social research, and can therefore be the basis of a form of unobtrusive inquiry (Walliman 2006:84).

3.6 Primary Data

3.6.1 Face to Face Interview

The main purpose of interview is to provide a framework in which respondents can express their own thoughts in their own words in the form of conversation between two people. They are conversations with a purpose, which is to collect information about a certain research problem. The interviewer initiates contact and the interviewee consent where the interviewer establishes the right to ask questions and the interviewee agrees to answer these questions (Miller and Brewer 2003:166).

Although they may be time consuming, and sometimes part of the conversation may have no bearing on the study, the advantage of interviews is that the researcher is provided with greater flexibility, personal control, and a personal relationship between the interviewer and the interviewee is more effective in eliciting more information from the respondent (Thomas 2003:63). According to Walliman, as the interviewer, you are in a good position to judge the quality of the responses, to notice if a question has not been properly understood and to encourage the respondent to be full in his or her answer using visual signs, such as nods, smiles to help get good responses (Walliman 2006:92).

Each interviewee’s consent was obtained before the interview. A consent form was given to each interviewee to sign after the purpose of the research and participant’s rights had been explained by the researcher. Interviews were conducted with teachers, principals and government officials within their work setting, parent were also interviewed. In order to capture as much information as possible, a tape recorder was used with the interviewee’s knowledge, and transcribed after the interview. This helped in the retention of a full, un-interpreted record of what was said and for the purpose of analysis the data was transcribed (Walliman 2006:92).
The researcher carried out semi-structured interviews which included prepared guidelines by and set of questions to be asked in order to elicit specific categories of information that would ultimately achieve the aims and objectives of the study (Patton 1990:287). Before the interview commenced, the researcher made a stride to establish a rapport with the interviewees and made use of exploratory and descriptive questions of ‘How’ and ‘What’ to uncover the various impacts of the implementation of the FCUBE policy documents and its various policy options taken so far. Employees of GES, heads, teachers and parents were interviewed. According to Patton, these questions do not need to be asked the way they are on paper but are just a guideline to what should be asked.

3.6.2 Simple Observation

Observation is a method of data collection that employs vision as the only technique of collection. It is a method of recording conditions, events and activities through looking rather than asking. Observation can be used in both quantitative and qualitative data recording (Walliman 2006:95). In a simple or non–participant observation, researchers study their subjects ‘from the outside’. Their position is clearly defined and different from that of the subjects. Observing is a special skill requiring the management of issues including the possible deception of the people being interviewed, as well as impression management (Creswell 1998:125).

Therefore the researcher in this case obtained the consent of the Ministry of Education, the National Director of the Ghana Education Service, the Regional Director and the Municipal Directors of Education in order to have the self-determination to move around and observe what activities were carried out by pupils, teachers and the service providers of the feeding program and in which environment these activities occur on a day to day basis.

One major advantage of this method of data collection is that it can be done anywhere and therefore it is vital to make full and accurate notes of what went on. If possible notes should be taken as subjects are being observed. It provides information from spontaneous, unplanned, unexpected events and being amenable to difficult contexts such as noisy or crowded areas. However, an immediate, accurate record of what has occurred may be difficult for the observer to reproduce because of momentary distractions of note taking (Thomas 2003:62). It is important for the researcher to record what has happened and what she thinks has happened during observations (Babbie and Mouton 2006:294) and so for this
reason, a journal was kept at all times for the purpose of making notes of both the empirical observations as well as her own interpretations of phenomena. The researcher then observed the activities taking place within physical environment with regard to teaching, learning, the interaction between teachers and pupils, and the availability of both teaching and learning materials. These notes include both empirical observations as well as the researcher’s interpretations of the events.

3.7 Secondary Data

Available documents from government departments, commercial and professional bodies often hold much statistical information, both current and historic. McNeill and Chapman believe that from an interpretivist point of view, documents can give sociologists important insights into the social meanings that underpin social action and how people interpret the social worlds in which they live, as well as give evidence of how institutions and events are constructed (McNeill and Chapman 2005:156).

However, Forster argues that ‘documents should never be taken at face value. In other words, they must be regarded as information that is context specific and as data which must be contextualized with other forms of research and they should, therefore, only be used with caution’ (Forster 1994:149).

The researcher was able to have access to materials documents, policies and literature from the Ministry of Education and the Local Government. After checking the authenticity and credibility of the documents, the researcher triangulated information by studying documents and literature of past events that are important and historical in the building up of basic education in Ghana (McNeill and Chapman 2005:156).

3.8 Ethical Considerations

In all social researches ethical issues are highly relevant and require due considerations. Research has an ethical-moral dimension, and therefore researchers need to prepare themselves and consider ethical concerns as they design a study so that sound ethical practice is built in to the study (Neuman 2006:129). Ethics are the rules of conduct. The ethical issues ‘are the concerns, dilemmas, and conflicts that arise over the proper way to conduct research.
Ethics define what is or is not legitimate to do, or what ‘moral’ research procedure involves’ (Neuman 2006:129). According to Mcauley, ‘the ethics of social research is about creating a mutually respectful, win-win relationship in which participants are pleased to respond candidly, valid results are obtained, and the community considers the conclusions constructive’ (Miller and Brewer 2003:99).

As the result of the above, the researcher before the commencement of her study will obtain some ethical approval from her university of study that is Nelson Mandela Metropolitan University. The researcher presented a research proposal clearly explaining and describing the research procedures and ethical considerations of her study since it involved human beings. The researcher then approached the Ministry of Education and the Ghana Education Service to consent to the study that will be carried out with some government officials, principals, and teachers of some selected schools. This will help protect the right of the research participants and organization.

Again, the researcher obtained a written consent from the Ministry of Education in order to go to the selected schools, principals and teachers and also to move around freely and observe activities going on around the school premises. The researcher undertook the process known as the informed consent before the instigation of the interview. This is where prospective research participants were fully informed about the procedures and risks involved in research, a brief description of the purpose of the study and were participants gave their consent to participate (Miller and Brewer 2003:99).

After information had been given to both the ministry and participants, consent forms were handed out to interviewees to sign before the interview was conducted. Participants were not coerced into participating and therefore they were made aware of their rights and what they are getting involved in when they read and sign the forms giving their consent. This was a written agreement and in effect can be a ‘contract’ (Neuman 2006:135).

In social research, the clearest concern in the protection of the subjects’ interests and well being is the protection of their identity. Ethical standards also require that researchers not put participants in a situation where they might be at risk of harm as a result of their participation (Babbie and Mouton 2006:523). The research may not require any participant to reveal any information that he or she deem personal and which may endanger their lives, friendship or employment. The research will be carried out ensuring privacy and confidentiality of the respondents.
This research will guarantee participants anonymity and confidentiality in order to help protect the privacy of the research participant. Participants would be assured that identifying information will not be made available to anyone who is not directly involved in the study and participant will remain anonymous throughout the study even to the researcher (Babbie and Mouton 2006:523). A journal to record all observations made and the activities taking place in the organisation will be kept. Respondents shall be informed of all processes of research including tape recordings to which they will be asked to consent before the researcher embarks on the method.

3.9 Reliability and validity of the Research Findings

With the previous discussion on the validity of the research findings, the researcher finds it important to explore this subject further to give the reader a sense of trustworthiness of her findings. Qualitative researchers struggle with holding their own information when undertaking a particular study. However, the validity and reliability of data can be enhanced in the qualitative paradigm using such methods as triangulation, extensive field notes of original ideas, new information discovered in the field and member checks which entails a researcher taking analysed data back to the respondents to confirm that what they said is true (Babbie and Mouton 2006:274-275).

O’Leary (2004) argues that reliability is premised on the notion that there is some sense of uniformity or standardization in what is being studied, and that methods need to consistently capture what is being investigated. Validity is premised on the assumption that what is being studied can be captured and it seeks to confirm the truth and accuracy of this captured data. It also seeks to show that the findings or conclusions one has drawn are trustworthy. According to O’Leary, there is a clear relationship between the reality that is studied and the reality that is reported (O’Leary 2004:59). Conclusions need to be justified from what was found, and what was found needs to accurately reflect what was being studied.
CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The research design and methodology used in the study were described in detail in the previous chapter. The primary aim and objectives of the study, the data collection methods, sampling procedure and limitations of the study were clearly outlined. This chapter provides a description of the findings as obtained from the triangular study. Triangulation is generally considered a process of using multiple perceptions to clarify meaning and verify the repeatability of an observation or interpretation (Stake 2000:443). This study employed the use of face-to-face interviews, observation and official documents, in order to gather and triangulate the data. The qualitative data collected from the interviews was analysed using the eight steps described by Tesch (in Creswell 2003). The data is carefully compared with the information gathered in the literature review which also acts as the literature control for this chapter.

The findings are discussed focusing on the main aim of the study which is to explore and describe the impact and challenges of FCUBE educational policy reform and its policy options taken so far with particular emphasis on capitation grant and the school feeding programme, with respect to a comprehensive overview of the primary school gross enrolment rate, educational facilities, curriculums structure, gender and geographic disparities, and community participation.

4.2 Data Analysis

According to Creswell (1994:153), the process of data analysis is eclectic; there is no right way. Data analysis requires that the researcher be comfortable with developing categories and making comparisons and contrasts. It also requires that a researcher be open to possibilities and see contrary or alternative explanations for the findings. The researcher will use some suggestions made by Creswell (1994:154) to analyse the qualitative data. The process of qualitative analysis will be based on data ‘reduction’ and ‘interpretation’. The volumes of the data collected from the transcribed interviews, observational notes and documents were reduced as the researcher used a coding procedure to reduce the information to themes, sub-themes and categories. These categories and codes systematically form the basis for the emerging story to be revealed by the researcher.
There are eight steps provided by Tesch (1990), highlighted in Creswell (1994:155) in the coding process that will be used in this study. These steps include:

1. Getting a sense of the whole and reading through all the transcriptions carefully whilst jotting down some ideas as they come to mind.

2. Choosing one transcript and critically analysing its underlying meaning, and writing notes in the margin.

3. After repeating the process for all transcripts, the researcher clustered similar topics together, considering which ones were major, unique or leftover topics.

4. The researcher returned to the data after abbreviating the topics into codes. These codes were then written next to the appropriate segments of text as a preliminary to see whether new categories and codes emerged.

5. The most descriptive wordings were used for the topics and turned into categories. The researcher reduced the list of categories by grouping related topics as well as drawing lines between categories to show interrelationships.

6. A final decision on the abbreviation of each category was made, after which the codes were systematically alphabetised.

7. The data belonging to each category was assembled in one place and the preliminary analysis performed.

8. Where necessary, existing data was recorded.

The researcher also marked quotes that were useful in generating the themes and were careful to consider information that was ‘contrary’ to the emerging themes.

The researcher finds it prudent to remind the reader that the literature review also acts as a literature control in the process of data analysis. According to Snodgrass (2005:202), qualitative analysis is guided by questions, issues and a search for patterns. The literature control is therefore used inductively so as not to bias the research and create preconceived ideas. The researcher compares and contrasts the findings of the research with the literature in a bid to contextualise them.
4.2.1 Ethical Considerations

The foundation to all research is Ethics and with power comes responsibility. Researchers are unconditionally responsible for the integrity of the research process, and the power relation inherent in the researcher – researched interactions requires responsibility to ensure the dignity and wellbeing of the interviewees (O’Leary 2004:50). Responsibility for the dignity, respect and welfare of respondents is central to research ethics and ensuring that no harm comes to interviewees is a prerequisite of any research study.

The fact that human beings are the objects of study in the social sciences uncovers unique ethical issues that would never be relevant in the pure, clinical laboratory settings of the natural sciences. These issues are pervasive and complex since data should never be obtained at the expense of human beings (Strydom 2002:62). The researcher therefore was required to go through the ethical procedures of research by the Nelson Mandela Metropolitan University. She had to present a research proposal clearly explaining and describing the research procedures and ethical considerations of her study since it involved human beings and used some guidelines outlined by various authors in order to ensure a strict ethical process and ensure that no harm came to anyone involved in the study.

4.2.2 The Use of Informed Consent

The concept of informed consent emphasizes the importance of researchers accurately informing interviewees of the nature of their research, and the process including the topic, time commitment, type of activity and all potential physical and emotional risks (O’Leary 2004:53). Informed consent implies that the interviewees are competent; are involved voluntarily; are aware of their right to discontinue; are not coerced and not induced to participate in the study. Obtaining informed consent implies that all adequate information on the goal of the study, the procedures, the possible advantages and disadvantages and the dangers to which the respondents may be exposed, as well as the credibility of the researcher be rendered to potential interviewees.

Interviewees must be legally and psychologically competent to give consent and must be aware that they can withdraw from the investigation at any time (Strydom, 2002:65). For purposes of this study, the researcher requested all the interviewees to sign a consent form after she had introduced herself and explained the objectives of the study. The researcher
also explained the process of the research and informed all the interviewees that they could withdraw from the process if the need arose. Observations were also carried out with the permission of the head teachers of the various schools.

4.2.3 Confidentiality, Privacy and Anonymity

Researchers are ethically obliged to ensure that they are competent and adequately skilled to undertake the proposed investigation. Confidentiality involves protecting the identity of the interviewees. While researchers are able to identify the data generated by a particular respondent, they agree not to make such identification public. Protection of confidentiality includes, among other things, ensuring that the publication of the research findings is done in a manner that does not allow for ready identification of subjects (O’Leary, 2004:54).

Privacy is an individual’s right and researchers must bear in mind the importance of safeguarding the privacy and identity of respondents and to act with the necessary sensitivity where the privacy of respondents is relevant. Privacy implies the element of personal privacy while confidentiality indicates the handling of information in a confidential manner, and therefore, according to Strydom, confidentiality is a continuation of privacy (Strydom 2002:67).

The researcher has taken this issue critically and will therefore not mention any names of the respondents. All raw data stored will be safely kept for the purpose of this study and will not be given to anyone else for any reason. The researcher is also bound by a guarantee she made to the organisation’s management that she would only use this information for academic purposes, after which they will get a copy of her findings to verify the confidentiality clause.

4.2.4 Limitations of the Study

Mouton, notes that the lack of generalisation is a limitation to using case studies for research (2001) and Thomas (2003) believes that these generalisations can be made at a considerable risk of error. To Thomas, this limitation becomes important when readers are not interested solely in the findings of a particular investigation, but rather, are interested in how these findings can help them understand other similar cases or events (Thomas 2003:35).
Denscombe (2005:36) however argues that a researcher who chooses a case study approach is likely to be confronted with scepticism about the findings and may find people asking questions such as:

- How representative is the case?

- Isn’t it possible that the findings are unique only to the particular case?

- How can generalisation be done on the basis of research into one instance?

But he continues to say that it is a good practice for the researcher to address these issues head-on. Some arguments he puts forward in this defence include the fact that a case study, though unique, is a single representation of a broader class of things and also that the extent to which a case can be generalised depends on how far the case study type is similar to others of its kind.

Case studies have been criticised for producing ‘soft’ data because they lack the rigour that is required by social scientific research. They have been accused of being more descriptive than analytical and thick or deep rather than broad (Denscombe 2005:39). Research of this nature can also flounder if permission is withdrawn or withheld. Access to documents and people can generate ethical problems in terms of things like confidentiality (Denscombe 2005:39). And in a natural setting, researchers may find it difficult to achieve their aim since their mere presence may affect the way things occur. The observer effect may result owing to the interviewees’ knowledge that they are being observed (Denscombe 2005:39).

4.3 DISCUSSIONS

The most important ideas that run through this research are the impact of the FCUBE educational policy reform after its introduction, a comprehensive overview of the primary school gross enrolment rate, educational facilities, curriculums structure, gender and geographic disparities and community participation with regards to the capitation grant and the school feeding programme. It looked at the policy option taken and the implications of it, for example the capitation grant, early childhood development, gender parity and nutrition and feeding and the results it has achieved so far not withstanding the various challenges of the policy provisions in the achievement of the Millennium Development Goal 2 (MDG 2) and its impacts on poverty reduction.
Snodgrass (2005:239) cautions researchers that when carrying out research, there are two voices – the emic (interviewee’s voice) and the ethic (the researcher’s voice) which must be kept separate. According to Mehra (2002), this raises an issue of how qualitative researchers interpret and present their findings and conclusions. The style of writing should reflect the fact that what is being presented is a partial truth, and that the conclusions and findings are situated in or are dependent upon the context in which the studies were carried out, the particulars of the research interviewees in their studies and so on.

Mehra advises research students to explore and understand the purpose of their studies, and whose reality they want to portray through their research and writing – theirs, or their research interviewees. The two voices must be kept separate as much as possible in the data, and the researcher must decide which voice will be the predominant voice in the text. The researcher is interested in using the emic one in a ratio of 80% and 20% ethic in the study to present and discuss her research findings. Even though the ethic voice is hidden, it is always present in the text by way of how the text is organized, how the data is presented, what quotes are used and what data is ignored.

The researcher uses the interviewees’ voices and views (in quotation marks) and quotes them verbatim to corroborate the information given. The employees were generally pleasant, knowledgeable and articulate. The researcher was able to interview 2 officials, 5 head teachers, 10 teachers and a number of parents. All the interviewees contributed to the overall information gathered, and although the study was carried out at the offices, some members who had been working in the organisation for long were able to give more in-depth, detailed information and an overall picture of the entire organisation. The themes are drawn from the information collected as described and experienced by the interviewees, one interview has been selected from each category to discuss the various themes but ideas and views from the other participants have been integrated as well and are discussed below. An interpretive summary for each of the participants, under a fictitious name is given (for purposes of confidentiality).

A permission letter was taken from the researcher’s school to the Greater Accra municipal director of education who intended granted permission to the Ashiedu Ketekke Sub-Metro. The Officer-In-Charge (C.I.O) of the Sub-Metro also authorised that the researcher be permitted by the six schools drawn from circuit 12 and 13 of the Sub-Metro and helped in any way possible to gather information necessary for the research. These schools include Independence Avenue ‘2’ basic primary, Accra Sempe 1 ‘A and B’ basic primary, Accra
Sempe 2 and 28th February Road basic primary, Accra Sempe ‘3’ basic primary, Adedeinkpo ‘1’ basic primary and Adedeinkpo ‘2’ basic primary.

Inveterate themes identified during the process of the data collection and analysis. The researcher triangulated the information collected from the in-depth interviews with that gathered from the observations and documents collected from the various schools and other relevant sources.

4.3.1 CAPITAITON GRANT

The capitation grant scheme was introduced in 2004 as part of a wider strategy to decentralize education provision. To meet the MDG goals for education and national targets established in the 2003-2015 Education Strategic Plan (ESP) The programme was first piloted (with World Bank support) in Ghana’s 40 most deprived districts in 2004. Overall enrolment rose by an impressive 14.5 per cent; enrolment gains for preschool were particularly significant (over 36 per cent). This success led to the nationwide adoption of what is known as the ‘Capitation Grant’ system in early 2005. Under this system, every public kindergarten, primary school and junior secondary school receives a grant per pupil per year. Schools are therefore not permitted to charge any fees to parents. After a year of implementing the capitation grant scheme, total enrolment in the 40 selected districts increased by about 15% (MOE, 2008)

Within its introduction, the capitation was on average ¢GH3 per enrolled child but has currently been increased to ¢GH4.50 per enrolled child which will be effective for the 2009/2010 academic year. With this grant no school is allowed to charge any fees. Grants are mainly used for minor repairs and recreational activities such as furniture repairs, sports and games, stationery and management, health and sanitation, in-service training, transportation and for teaching and learning materials. All the schools the researcher visited commenced the scheme in the 2005/2006 academic year.

The capitation grant according to the respondents mostly head teachers is given in cash, deposited in their school accounts by the Ghana Education Service according to each term’s enrolment. With checks, the heads withdraws the money from the bank. Returns are taken to the office as to how the grant was spent. These returns are accompanied by receipts of items purchased. A School Performance Improvements Plan (SPIP) is prepared together with
teachers, heads and Parent Teacher Association (PTA) chairman, sent for approval before the grant get spent.

In addition to the capitation grant, government provides educational facilities such as text books for all the prescribed subjects to each pupil enrolled, black board chalk, teaching guides and materials, curricula guides. But parents had to provide their wards with writing materials such as exercise books, pens and pencils and then school uniforms. The government had just started providing school uniforms in deprived areas at the time of undertaking this research.

Nationally, the decision to replace school fees with capitation grants had a positive impact on many enrolment-related figures during the 2005/06 school year:
• Primary school gross enrolment rose by nearly 10 per cent, bringing total primary enrolment to 92.4 per cent nationwide. Primary Net Enrolment increased from 62 per cent to 69 per cent.
• Every region in the country experienced a rise in enrolment; Northern Region (where rates were lowest) experienced the largest increase.
• Overall enrolment in basic school increased by 16.7 per cent in the 2005/06 school year compared to 2004/05.
• Enrolment of girls increased slightly more than that of boys (18.1 per cent vs. 15.3 per cent).

4.3.2 SCHOOL FEEDING PROGRAM (SFP)

The pilot phase of the GSFP was launched in 2005 under NEPAD ‘Home Grown’ SFP concept and argued that it is one thing getting children in school but another keeping them in school and making sure that they learn. School health and the nutrition status of children are key in this respect and are interventions that enforced the initial success of the abolition of school fees, thus the introduction of the FCUBE programme. The SFP seeks to promote increase in domestic food production, reduce hunger, improve school enrolment and ensure school attendance and retention among the target group of school children in most deprived communities in Ghana MOE, 2005).

The government introduced this scheme with the aim of contributing not only to the improvement of the education service delivery but also to agricultural development and the
reduction of malnutrition among school aged children which seems to be working quite well. The school feeding programme thus contributes to the improvement of education, increase of farmers’ incomes and the development of local agro-processing markets. The daily menu of the schools shows that locally produced food is used to feed school children. While the cooking of the food is undertaken by a selected and properly screened Qualified and well known caterers, locally produced and processed foodstuffs is the main source of the meal. Other measures, like deworming, that have proven to have a direct impact on the health status of children, have been incorporated into the school feeding programme. Out of the six schools researched, only two basic schools are yet to start with the feeding programme.

4.3.3 COMMUNITY PARTICIPATION AND MANAGEMENT

Basic education is essential not only for human development; empowering each individual with the necessary knowledge and capabilities to be able to choose by that person's own preference her own future and make an appropriate way of life for himself/herself as a member of society. It is also crucial for the development of every country from the viewpoint of fostering human resources for nation-building. Basic education is also vital for cultivating understanding and acceptance of other peoples and cultures and for building a foundation for both national and international cooperation.

For a quality basic education, there should be the widest possible participation of all citizens from all levels of society; at the same time, all of the stakeholders in the international community supporting those efforts-bilateral donors, international organizations, NGOs, and so on must collaborate and cooperate together and demonstrate an effective partnership for development. In order to expand access to basic education and ensure the promotion of sustainable educational services, the understanding of local communities, particularly the parents of school-age children, on the contents and system of education is vital.

To substantiate the above, Motala et. al argue that establishing a contextualized understanding of quality means including relevant stakeholders. Key stakeholders often hold different views and meanings of educational quality (Motala, 2000; Benoliel, O’Gara and Miske, 1999). Redding is also of the view that schools can play a role in helping parents to enhance the ‘home curriculum’ and improve the quality of parental involvement in their children’s education. Strategies include, for example, partnering with organizations that can affect parenting in the pre-school years such as public health providers and non-governmental
organizations (NGOs); asking parents to participate in assessment of their child’s progress, offering clear, regular, non-threatening communication; and including parents in decision-making groups at the school.

The research shows that community sensitisation and awareness in the participation in school programmes have been enhanced enormously. Many people are now sending their wards to school. And the support being rendered by communities, in the provision of physical structure, and even means of transportation in some cases - through PTAs and other Community Leaders (Chiefs, Government Officials, Business People and individual Citizens, inter-alia) which needs special mention.

As a result, there is the formation of Parent and Teacher Association (PTA) in almost all the schools visited. They take part in the decision making of the school regarding welfare and performance of their wards. Even though some parents shirk their responsibilities and leave it to the teachers and government and for that matter do not care about what goes on in their children’s life, most parents care and so make sure that they do attend each and every meeting they get called upon.

PTA in the schools contribute and take care of the security of the schools, lights, water and sanitation and other areas of the school’s development which the capitations could not cater for. They do visit the schools from time to time to check on the children’s performance and do make suggestions to the heads and board as to how they can improve the quality of education of their children.

In Sempe ‘1’ and ‘2’ school’s PTA pays a monthly contribution agreed both by the municipality and GES to cater for electricity, water and sanitation. They also made an off-hand contribution to construct a small gutter in front of the school. This according to the head teachers who having been working in the sector for 35 years is a laudable contribution and calling on the government to help as the PTA contribution is not enough to take care of other major activities like rehabilitation. Again in the area of library books, some NGO from the United States had provided a lot of them for the school and they come in every Tuesday of the week during reading lessons to help the children with reading and letter identification. This had gone a long way to improve English especially in the oral aspect like reading and pronunciations.

In Sempe ‘3’ basic primary, the PTA again contributes monthly to pay for security and sanitation. The head teacher who has also been working in the sector for 25 years says the
PTA has been able to provide secured bars for her office which also serves as a storage for books and other learning and teaching materials as well as other classrooms. They also helped in the improvement of the illumination systems in the classrooms. She was of the view that PTA contribution should be encouraged in all the schools so that parents can also take part in the development of their children’s education.

On the other hand in the Adedeinkpo basic schools, the PTA is not effective at all. Parents do not come for meetings when they are called upon and even when they do come, it is about one to two hours behind schedule. This headmistress said is not helping at all in the children development as well as the quality of education in the school. She therefore called on the government to educate parents on the importance of education and the need for a better one for their wards. However, she acknowledges the contributions of the assembly man and the member of parliament of the constituency in the provision of furniture, story books and library books and some NGO’s such as the Street Academy, International Needs and the Social Welfare for their contribution in education. These NGO’s takes care of some school pupils who are believed to be orphans, provide with school uniforms, stationary and monitor them every term as to how they are doing in their academics.

Again at Independence Avenue ‘2’ basic, PTA contributions are a very big problem for the school said the headmaster who has only been in the sector for 15 years. He said most parents, about 80%, are not serious about their children’s education and therefore do not attend meetings, they do not care about their ward’s performance and for him this behaviour is uncalled for. He associates this with the high illiteracy rate of parents and therefore called on the government to sensitize parents on the essence of education and to let them know how important it is for them to take part in their ward’s education which in the short run seems time wasting but in the long run very rewarding.

Consequently, on the whole, most respondents especially head of schools and teachers are of the view that they form part in the formulation of educational policies through their various associations like Ghana National Association of Teachers (GNAT), National Association of Graduate Teachers (NAGRAT), Association of Head Teachers (AHT) and then the Parent Teacher Association.

Most respondents argue with confidence and assertiveness that their voices are heard through these associations and for that matter their opinions in the form of reports and minutes are taken seriously by policy makers in the formulation and implementation of educational
policies. Some of their contributions if not all are taken by government and politicians when it comes to the formulation of policies because they come out with first hand information, suggestions and recommendations after every academic year.

One head teacher said and I quote:

   We are on the grounds and we know what is really going on in the classrooms, we sit with them and teach them and we know what best will help in the quality of education. So I think when it comes to policy formulation our voices are heard.

4.4 IMPACTS OF THE CAPITATION AND FEEDING PROGRAMMES

4.4.1 Key Achievements

INCREASED ENROLMENT

With the policy interventions and initiatives mentioned above, there have not only been improvement in the enrolment rate of children of school going age, helped structurally transforming the educational system but also improved admission and access considerably in the last four years of its implementation in the various schools used for the research. The table below shows the change in Enrolment (increased) for the first six years of Basic Education in six schools (Circuit 12 and 13) of the Ashiedu Keteke Sub-Metro.

Table 1: Enrolments 2005/2006-2008/2009

<table>
<thead>
<tr>
<th></th>
<th>Total Enrolment for the Six Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOYS</td>
<td>809</td>
</tr>
<tr>
<td>GIRLS</td>
<td>718</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1527</td>
</tr>
</tbody>
</table>
The table above shows that there has been improvement in enrolment for both boys and girls and this means that the number of school-aged children is increasing mostly due to the intervention of the capitation grant and the school feeding programme. It also shows an improvement in girl’s participation in education in the last couple of years meaning the low enrolment of girls which has been the area of major concern for the nation might become a thing of the past in the coming future and a significant implication s for the attainment of Universal Enrolment and MDG 2 in Ghana. Girls’ education is the most effective means of combating many of the profound challenges to human development. Providing girls the opportunity to complete their education yields benefits for all (UNICEF 2004).

In an interview, one of the teachers said and I quote:

Efforts to get more girls into school improve the development of the community. Education prompt measures that address disparity by boosting household income which in tend helps the whole family. The School feeding program, which makes sure that all children gets fed, and safe water and sanitation are key to getting and keeping especially girls in school and improves the well-being of the entire community. When schools become girl-friendly, they ultimately bring services to all children, their families and communities.

Another teacher, Mr. Kwame who is also a parent said he was proud of the government’s initiative and also thinks that:

In the absence of a vaccine protecting children and young people against HIV/AIDS, education is the best defence against the disease. The more education and skills, the more likely they are to protect themselves from infection and those in school spend less time in risky situations. This is particularly important for girls, who are more easily infected with HIV during sex than boys. The best school based defence against HIV/AIDS is incorporated into a life skills program. For program to be most effective they must provide gender – specific information on HIV and its prevention, teach critical analysis, communication and decision-making skills, challenge gender stereotypes, develop practical links to youth-friendly, gender sensitive health services and not only try to increase the number of children in schools.
Among the six basic schools researched, two schools were yet to implement the school feeding programme which suggests that, out of the total enrolment of 6610 between 2005 and 2009, only 4608 pupils were being fed and 2002 making the total enrolment of the two schools either were fed in their various homes or remained hungry. In the 2005/06 academic year, out of 1527 pupils, 995 pupils representing 65.16% were fed, in 2006/07, 1219 representing 73.04% were fed, and in 2007/08 and 2008/09 academic years, 1135 and 1259 pupils representing 66.96% and 73.24% respectively were fed in their various schools.

The diagram below shows the percentage of pupils fed between 2005 and 2009.

Table 2: The Percentage of Pupils Fed Between 2005 and 2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005/06</td>
<td>60.00%</td>
</tr>
<tr>
<td>2006/07</td>
<td>64.00%</td>
</tr>
<tr>
<td>2007/08</td>
<td>66.00%</td>
</tr>
<tr>
<td>2008/09</td>
<td>72.00%</td>
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</table>

The head teachers when interviewed, said, ‘providing a meal at school is a simple but concrete way to give poor children a chance to learn and thrive but on empty stomachs, they become easily distracted and have problems concentrating on their schoolwork. They become better students when their bodies are well nourished and healthy. The incentive of getting a meal also reduces absenteeism and most importantly, performance improves and drop-out rates decreases’. Those heads whose schools are yet to implement this scheme complained that there has not been much impact on enrolment as parents tend to withdraw their wards because of the non implementation of the SFP and advised that when parents are deciding to send their children to primary school, they must weigh the long-term benefit of education against the short-term costs of school fees and loss of the child's labour.

Ms. Akosua, a class two basic teacher in a statement said:
Ensuring the best start to life means investing in health care, nutrition, water, sanitation and education for young children and their mothers. This investment will help children to be healthy and alert instead of forever playing catch-up physically and mentally. Learning starts at birth. Early education is integral for survival, growth and development, with all basic services interdependent. Preventing iodine deficiency and anaemia, for example improves health and nutrition and it protects early brain development.

This present situation of the educational sector in Ghana means that there is much to be improved in the basic primary educational level. Indeed, quality education remains a distant dream for many of the Ghanaian children, even though it is a fundamental human right enshrined in international commitments, still remains elusive for millions more.

GENDER AND GEOGRAPHICAL DISPARITY

Quality education, which is essential to real learning and human development, is influenced by factors both inside and outside the classroom, from the availability of proper supplies to the nature of a child’s home environment. In addition to enabling the transfer of knowledge and skills necessary to succeed in a profession and break the cycle of poverty, quality plays a critical role in closing the gender gap in basic education. The largest obstacle to educational achievement is gender discrimination and girls are the single largest group denied the right to learn.

The issue about girls’ education has the multiple importances to the society. Its significance starts from the grassroots level to the national level. For most parents with limited resources, the quality of education plays an important role in deciding whether or not to enrol or keep their daughters in school. If girls are not learning, if what they are learning is not useful, or if their school environment is unsafe, parents will not send their daughters to school.

While gender parity has largely been achieved in Ghana in terms of initial access to primary education, boys are still more and likely to stay longer in school. The enrolment rate of girls aged 11-16 years is lower than that of boys by almost 8 percentage points as shown in Table 1 although the gender gap in primary school enrolment certainly narrowed during the last five years. In the research, it was evidenced that girls enrolling in primary school do so at a later age than the official entry age. These girls as the heads confirmed are more likely to drop out,
particularly as they approach adolescence which is most of the time the case. This emphasises the importance of ensuring that children and especially girls start school at the appropriate age.

A number of factors were brought up by teachers as the main influence that determines female enrolment. These include poverty, traditional beliefs and practices about gender roles and aspirations, costs of schooling, the opportunity cost of sending girls to school, and distance to school. Most of the teachers are of the view that poor parents faced with affordability and cultural constraints tend to prioritize boys education over that of girls. Thus, household poverty affects girls much more than boys when it comes to accessing schooling in Ghana.

POVERTY

Reports on poverty found that 135 million children in the developing world between the age of 7 and 18 had no education at all, with girls 60 percent more likely than boys to be ‘educationally deprived’. Educational deprivation and poverty go hand in hand. Gender disparity in education is significantly greater for children living in poverty. Thus girls are in double jeopardy affected by both gender and poverty (UNICEF 2004).

In this study, data from participants, mostly parents, suggest that the direct cost of education is one of the main reasons why children are not attending school. The costs associated with schooling are of two kinds: direct and indirect costs. Direct costs include the costs of schooling accessories such as uniforms, books and writing instruments. The indirect costs of schooling are largely in the form of income lost from a child’s potential employment. The socio-economic situation seldom leaves the parents with any choice since they are strongly dependent on their children to carry out farm-work, usually boys or domestic duties such as fetching water or looking after smaller siblings usually done by girls.

Opportunity costs are also in the form of the invisible work that children perform in the domestic arena. For mothers especially, sending their daughters to school means more domestic responsibilities for themselves, which indirectly affects their income earning abilities. In extremely poor families, children contribute as much as 40% to family income. They may be sent to school only when the labour needs of the family have been met in order to ensure household food security.
To the parents, even though the government has taken the direct cost of paying fees, textbooks and other learning materials, the indirect cost they bear is very huge. Parents want the government to take full responsibility including uniforms, books and writing materials. They are of the view that, the introduction of the capitation grant and the school feeding program is a necessary evil. The non-payment of fees even though has increased their visible income has not really had any impact on their standard of living.

If the politician can take care of my children for me and provide everything for them including shoes, exercise books, uniforms and feed them at least two time before they come back home, then I might see some change in my standard of living one parent said. This huge cost is the main reason why some of us do not want to send our children to school. These children are expected to engage in farming, herding, and hawking in generate income from the market and streets.

To these parents, when it comes to the choice between schooling and the demand for services at home and markets or in an income generating venture, the children’s education is sacrificed.

A teacher substantiated the above statement by saying that:

Indeed, level of poverty is a key determinant of access-related exclusion in Ghana. In contexts where poverty is high, access is low. Many children who drop out do so for economic reasons that go to the heart of individual and family survival needs. Many poor children contribute to family income whilst attending school, and for most quitting their ‘jobs’ to concentrate on schooling is not a simple choice. It could seriously threaten family incomes, and at the same time jeopardize their chances of completing basic education.

Another parent who thinks the introduction of the capitation grant and the feeding program is a blessing and has had a positive impact on her family’s standard of living and believes that in the long run his children would be able to achieve what he could not. The short term effect is not too much of a border to him.

I can now provide for my family what I could not when I was paying fees for my children. I have three children in school and previously. Now because I don’t have to pay fees for my children and give them feeding fee, my family is able to pay for rent and to provide other necessities, thanks to the government.
This parent tends to see academic achievement as closely related to the opportunity for social promotion and employment. These anticipated outcomes tend to be highly valued by him: future employment possibilities that result from education seem to be a primary factor in the demand for primary education for his family.

On the general about 70% of the parent participants think that their standard of living has improved and has taken away the huge opportunity costs and other burdens on poor families as a result of the introduction of the capitation grant and the school feeding program. These parents can now afford to attend social functions and contribute to community development which they initially were not able to do, at least cloth their family pay accommodation and afford other basic needs.

To the researcher, access to education has social and economic benefit to both the individual and wider society. Any effort to improve health, nutrition, agriculture, industry, commerce and environmental conditions in Ghana has to enhance equitable access to both basic education and poverty reduction. Without this poverty will remain intractable, disadvantage will continue to be transmitted across the generations, and economic growth will be compromised by shortages of knowledge and skill in the work force. No country has become a major player in the global economy without a critical mass of literacy and numeracy in the population and substantial access to quality basic education.

4.4.2 Major Challenges

ACCESS TO QUALITY EDUCATION

Almost all respondents (government officials, heads, and teachers) argue that even though there has been a general increase in the enrolments rates, there has not been a significant increase to meet the goal of the MDG 2. This is because of the low literacy rates of the parents in the community where the research was undertaken and the lack of the government efforts to educate these parents on the need to send their children to schools. Most parents in this community did not attain their basic primary education.

In cases where there has been a significant increase in enrolment of children of school going-age into basic primary schools, it has also led to a massive overcrowding of classrooms where instead of an ideal number of 40 students in each class, you will find at least 60 to 70 pupils compressed into one small classroom. However, the level of capitation is small in comparison
to the available educational facilities such as furniture, transportation and sanitation, sporting facilities etc. and this places a stress on non-salary school budgets.

Out of the six schools sampled, 2 had a toilet with running water and 4 without water, 4 had electricity, 1 had a school library and the rest had books without a library building, 5 schools did not have a computer laboratory. It may also be insufficient to provide the motivation to sustain higher enrolments, and the initial effects may dissipate over time. Particularly because of the shortage of classrooms for primary education in the community, some schools are compelled to have two sessions of classes on the same day and most parents do not favour the afternoon session. These parents end up withdrawing their wards from the shift schools to those who have only one session thereby overcrowding those schools and putting pressure on the available resources.

INADEQUACY OF TEACHING STAFF

In Ghana, there is a general problem of shortage of qualified teachers in most basic schools and this deepens the inability of the nation to provide quality education for the growing number of school-aged primary children. Statistics gathered from the research shows that teacher availability and deployment is a very huge problem where there are not enough staff to match the ever growing pupil population. During the research, it was observed that, in most classes, a teacher was expected to handle as much as 65 pupils and attend to each and every one of them especially during arts and ICT lessons.

Again, it was observed that the qualifications of teachers ranged from certificate A- 3-year post secondary education, certificate A- 4-years post middle, Diploma in Basic Education, SSS certificate holders and 2nd degree holders with the least number holders of 2nd degree. This, in the researcher’s view, is not enough preparation that teachers should receive before beginning their work in the classroom. Perhaps as a consequence of too little preparation before entering the profession, a number of teachers were observed to master neither the subject matter they taught nor the pedagogical skills required for good presentation of the material. This affects educational quality since student achievement, especially beyond basic skills, depends largely on teachers’ command of subject matter and their ability to use that knowledge to help students learn.
CONDITION OF SERVICE FOR TEACHERS

The researcher paid critical attention to the conditions of services of the teaching staff and observed that there is nothing to write home about. Many teachers face transportation and housing obstacles that hinder them from getting to school on time and staying until school hours are over. Many teachers also held second jobs, which distracts them and use up their time and energy which they should expend on educating. Some teachers do miss school altogether requiring other teachers to compensate for them or leaving students without instruction for the day. Only one out of the six schools visited has a staff common room which is also not well furnished. This is mostly because of low remuneration and infrastructure which most of the time their ability to provide quality education is compromised.

Almost all the teachers interviewed said that even though their salaries have been increased, the value has declined in recent years, and teachers are not always paid on time. About 60 per cent of the teachers expressed their worries that their salaries get paid a month or more late. Low and late remuneration may lead teachers to take on another job, which will hurt student learning. The researcher was so much surprised to find out that head teacher responsibility allowance is €GH 1 and that of the assistant is €GH 0.50 a month which is less than $1 and 50cents respectively. They therefore cannot compete with their colleagues from other professions.

In this chapter the researcher discussed the findings of the study. The major themes were analysed and discussed in detail while focusing on the aim of the study which was to explore the impacts of the FCUBE and its policy option taken so far by the government of Ghana in the achievement of the MDG 2 and the various challenges it’s facing. There has been considerable number of impacts and challenges as government is struggling to get and retain children of school going-age in classrooms.
CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.1 Introduction

In the previous chapter, the researcher discussed the findings of the study. Several themes were developed and discussed based on the information that was collected from interviews with the employees, parents, observations and official documents. In this chapter, the conclusions based on the findings of the study will be presented followed by a discussion of the strengths and limitations of the study. The chapter includes a discussion on the value of the study and a number of recommendations. Suggestions will also be offered regarding future research foci in the area.

It seems evident from the analysis so far that the subjective experiences of the participants interviewed in this study and observations made by the researcher that despite the achievements of government, there are a number of children out of school in Ghana and being denied the right to education. The goals of universal access to primary quality education cannot be achieved through the linear expansion of existing public schools system alone.

At the national level, analysis of current trends of enrolment growth rate in primary schools shows that there will be difficulties in the attainment of Universal Primary Completion by 2015, otherwise a special approach should be adopted to reach this goal. Therefore, there is the need to adopt a programme that is flexible and adaptive and reachable to large numbers of children everywhere they find themselves including the urban slums and remote villages, or children who have to perform other duties apart from schooling (MOE, 2006).

The following remain as major challenges which need to be addressed if MDG 2 is to be achieved in Ghana by 2015.

- Gross inadequacy of teachers in some places of the country
- Condition of services and lack of motivation
- Inadequacy of school infrastructure; classrooms, sanitary facilities, libraries, etc
- Unfavourable socio-economic and cultural factors
- Geographical disparity
5.2 Value and Significance of the Study

The exploratory nature of the study provides a foundation that can be used in future studies using the key themes in the design of a more inferential study. After a detailed description of the policy document in chapter two, this study attempted to explore and describe the impact and challenges of FCUBE and its policy options so far taken by the government of Ghana to improve on basic education and to meet the MDG 2. The findings of the study will be of great significance not only to Ghana but other African countries and NGO’s to improve on the quality of education around the globe.

The findings will not only contribute towards the body of research but also towards promoting the effectiveness and productivity of educational policies not in the ministry and the sector but also at home where nurturing of people takes place. The small sample size in this study can be increased to encompass a more holistic view of the entire nation’s experiences of the introduction of the capitation grant and school feeding programmes.

5.3 Recommendations

- Increase the Availability and Access to Quality Facilities

The quality of school facilities seems to have an indirect effect on learning as well as the physical and psychological growth an effect that is hard to measure though. The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task.

When pupils have to leave school and walk significant distances for clean drinking water, for example, they may not always return to class. Even when schools do have adequate infrastructure, parents may be reluctant to allow children especially girls to attend if they are located too far away from children’s homes. In general, parents often consider the location and condition of learning environments when assessing school quality and this can influence school participation.
Therefore there is the need for government to make sure it does not only increase the enrolment rate by relieving parents of the payment of school fees but also make available educational facilities to achieve both quality and quantity in education and not just quantity. It must make educational facilities available and accessible at all times all year round.

- **In-Service Training of Teachers**

Professional development can help overcome shortcomings that may have been part of teachers’ pre-service education and keep them abreast with new knowledge and practices in the field. This training can have a direct impact on student achievement and quality of education. Both pre-service and in-service should be given to teachers to help them develop teaching methods and skills that take into account new understandings of how children learn.

The limited view of teaching as presentation of knowledge no longer fits with current understandings of how and what students learn. Instead, instruction should help students build on prior knowledge to develop attitudes, beliefs and cognitive skills as well as expand their knowledge base. Teaching methods that facilitate active student learning rather than promote passivity and rote memorization should be encouraged. The government should consider strengthening its support for fostering, training, and retraining of teachers, school administrators and education administrative officials through a national scholarship programs for study as stressed in the policy document, on teachers’ education;

The implementation of the FCUBE programmed would require the service of a large number of well qualified teachers in the shortest possible time. The teachers should be well-versed in teaching, particularly in primary methodology’, and teacher development will be more ‘school based’ so that emphasis can be placed on hands-on-training activities in schools (MOE, 1996).

- **Improvement in the Conditions of Service**

Teachers, educators, and parents have called upon the government to expand access to primary education by building new schools to keep pace with the increase in the student population. In this case, schools should be made to expand class sizes, as well as the ratio of students to teachers, to accommodate large numbers of new students. Teachers’ working
conditions affect their ability to provide quality education. Many aspects of school life and educational policy go into teachers’ perceptions of their employment. As mentioned above, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher’s experience as an educator. Teachers’ remuneration also matters. They should be motivated and paid on time.

The government should develop some sort of fringe benefit for them and their family. This will encourage the younger generation to think about becoming teachers in future but as at now no child would want to enter the teaching profession. Effective teachers are highly committed and care about their students; they need supportive working conditions to maintain these positive attitudes. Ensuring financial resources for education, especially for recurrent budgets is a necessity. Teachers need governments who are supportive of education systems. Organizational support for teaching and learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers’ autonomy and professionalism and developing inclusive decision-making processes.

- Community Involvement and Utilization of Local Resources

As mentioned in the previous chapter, the expansion of access to basic education and the promotion of sustainable educational services need the understanding of local communities, particularly the parents of school-age children. This will encourage the active involvement of local communities in the formulation and implementation of educational development plans. Moreover, it is important that not only children but all members of local communities, including parents, youths, and adults, are targeted for education. Therefore, the civic education unit should take on the responsibilities of creating awareness on the importance and benefits of community involvement in the formulation of education policies.

Further, although a number of difficulties are bound to occur, schools can play a role in helping parents to enhance the ‘home curriculum’ and improve the quality of parental involvement in their children’s education. Strategies include, for example, partnering with organizations that can affect parenting in the pre-school years such as public health providers and non-governmental organizations (NGOs); asking parents to participate in assessment of their child’s progress, offering clear, regular, non-threatening communication; and including parents in decision-making groups at the school.
Consequently, basic education is the foundation for wide-ranging socio-economic development, and should be deeply linked to other development sectors such as poverty alleviation, safe water supply, health care, and sanitation. By strengthening linkages with these sectors, basic education can become a more integral part of the comprehensive efforts for promoting community development. Support for formulation of country-level education policies and education plans, clearly integrated within national development plans should be given by the government which the policy makes provisions and wishes to reinforce the national decentralization policy by transferring ownership, management and the control of educational services and facilities to the local levels (MOE, 1998).

- Geographical, Social and Gender Disparity

Reducing other forms of discrimination is also critical to quality improvement in learning environments. Most countries, in all parts of the world, struggle with effective inclusion of students with special needs and disabilities. Children of ethnic and language minorities, politically or geographically disfavoured groups, and groups at low socio-economic levels may also suffer from discriminatory policies and practices that hinder the advancement of quality education for all children. This can occur by excluding such children from school or by excluding their participation in school once they are attending. In general, continued restructuring of most learning environments needs to occur to improve learning opportunities for children of all abilities and backgrounds.

The presence and heterogeneous uses of technology in schools are one manifestation of how school organizations can become more diversified to meet the needs, interests, experiences and realities of individuals and group. As schools respond to the needs of diverse and excluded groups, facilities and practices will need to be diversified to respond to specific needs of different areas and users. For example, adjustments in school hours and calendars, constructing day care close to schools and opening reading centres at school can all make school resources more available than traditional models that assume only one kind of student will participate.

There should also be the construction of girls' schools in areas with high needs, the development of curricula, teaching materials and teaching methodology to eliminate gender bias in education, and the training of teachers for girls' education. A school that takes into account the needs of the student and focus on quality education by adapting to the rhythms
and requirements of local communities results in higher participation and better student outcomes. The FCUBE policy document clearly states that there ‘shall be access and participation to enhance equity in the provision of educational services and facilities for all with particular emphasis on girls, deprived and disadvantaged children’ (MOE, 1998).

5.4 Conclusion

Basic education aims at ensuring a person's acquisition of knowledge, values and skills that will become the basis for his or her life-long study. For the most part, basic education points to primary education, early childhood care and education. This research has clearly shown that with the various policies and programme intervention made by government, Ghana has greatly achieved higher enrolment of children of school going-age in school.

These policies and programmes specify basic education as one of the issues to be given high priority assistance for the construction of schools and the provision of equipment and materials in both the areas of course development and educational administration, including assistance for the enhancement of system and capacity building in school administration, curriculum and teaching materials development.

Unfortunately, the efforts towards the development of basic education are not enough and not capable of achieving the grand aim of Universal Primary Education in the achievement of MDG 2. Active efforts will have to be made to utilize the resources of the country and to collaborate with NGOs for promoting the education of local communities, as well as their participation in the implementation of assistance projects. All stakeholders in the international community, including not only governments but also international organizations, NGOs and other members of civil society, should be motivated to co-operate with one another, build and sustain societies in which each human being is able to make the most of his or her latent capabilities otherwise our dream of Universal Primary Completion in the MDG 2 by 2015 will rather become a reality.
LIST OF REFERENCES


APPENDIX I

PERMISSION TO SUBMIT A TREATISE/DISSERTATION/ThESIS FOR EXAMINATION

Please type or complete in black ink

FACULTY: FACULTY OF BUSINESS AND ECONOMIC SCIENCES

SCHOOL/DEPARTMENT: DEVELOPMENT STUDIES

I, (surname and initials of supervisor/promoter) GODDARD, K.G.

and (surname and initials of co-supervisor/co-promoter)

the supervisor/promoter and co-supervisor/co-promoter respectively for (surname and initials of candidate) MOHAMMED F.M.

(student number) 208059578 a candidate for the (full description of qualification)

MASTERS OF ARTS DEGREE IN DEVELOPMENT STUDIES


THE STUDY OF THE (FCUBE) CAPITATION GRANT AND THE SCHOOL FEEDING PROGRAMMES/SCHEMES, A CASE STUDY OF THE ASHIEDU KETEKE SUB-METRO IN THE GREATER ACCRA REGION OF GHANA.

hereby certify that we give the candidate permission to submit his/her treatise/ dissertation/ thesis for examination.

GODDARD K.G. 30/11/2009

SUPERVISOR / PROMOTER DATE

COSUPERVISOR/CO-PROMOTER DATE
APPENDIX II

PERMISSION TO SUBMIT FINAL COPIES

OF TREATISE/DISSERTATION/THESIS TO THE EXAMINATION OFFICE

Please type or complete in black ink

FACULTY: __FACULTY OF BUSINESS AND ECONOMIC SCIENCES ____________

SCHOOL/DEPARTMENT:  __DEVELOPMENT STUDIES _________________

I, (surname and initials of supervisor/promoter) __GODDARD G. K.________

and (surname and initials of co-supervisor/co-promoter) ______________________

the supervisor/promoter and co-supervisor/co-promoter respectively for (surname and initials of candidate) __MOHAMMED  F.M. ________________________________

(student number) __208059578__ a candidate for the (full description of qualification)

MASTERS OF ARTS DEGREE IN DEVELOPMENT STUDIES ________


THE STUDY OF THE (FCUBE) CAPITATION GRANT AND THE SCHOOL FEEDING PROGRAMMES/SCHEMES, A CASE STUDY OF THE ASHIEDU KETEKE SUB-METRO IN THE GREATER ACCRA REGION OF GHANA.

hereby certify that the proposed amendments to the treatise/dissertation/thesis have been effected and that we give the candidate permission to submit the final bound copies of his/her treatise/dissertation/thesis to the examination office.

We also declare that in the case of a submission from a doctoral candidate, that we have received an article based on the research for the thesis, in accordance with regulation G4.6.7 from the General Prospectus.
18 September 2009

TO WHOM IT MAY CONCERN

MS FUSEINA MOHAMMED

This is to confirm that Ms Mohammed is a MA student in Development Studies at the Nelson Mandela Metropolitan University, Port Elizabeth, South Africa. She is currently completing her treatise on Education and poverty alleviation in Ghana.

I would be very grateful if you would give her as much co-operation as possible if she requires interviews or data relevant to her study. Her work will maintain the strictest confidence and the data will be used strictly for research purposes.

I am most grateful for your kind and willing assistance.

Yours Sincerely

[Signature]

Dr Kevin Goddard
Supervisor
## APPENDIX IV

NELSON MANDELA METROPOLITAN UNIVERSITY

INFORMATION AND INFORMED CONSENT FORM

<table>
<thead>
<tr>
<th>Title of the research project</th>
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<td>Reference number (for official use)</td>
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### A. DECLARATION BY THE PARTICIPANT

I, the participant

Address (of participant)

### A.1 I HEREBY CONFIRM AS FOLLOWS:
1. I, the participant, was invited to participate in the above-mentioned research project that is being undertaken by

2. **Confidentiality**: My identity will not be revealed in any discussion, description or scientific publications by the investigator.  
   - TRUE  
   - FALSE

2.1 **Voluntary participation/refusal/discontinuation**:  
   
   - My participation is voluntary  
   - YES  
   - NO

   - My decision whether or not to participate will in no way affect my present or future employment  
   - TRUE  
   - FALSE

3. No pressure was exerted on me to consent to participation and I understand that I may withdraw at any stage without penalisation.  
   - TRUE  
   - FALSE

4. Participation in this study will not result in any additional cost to myself.  
   - TRUE  
   - FALSE
## A.2 I hereby voluntarily consent to participate in the above-mentioned project

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