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THE ROLE OF NGOs IN ENHANCING GIRL CHILD EDUCATION: THE CASE OF WORLD VISION INTERNATIONAL IN THE NADOWLI DISTRICT OF THE UPPER WEST REGION OF GHANA.

AGNES TETTEH

THESIS SUBMITTED TO THE DEPARTMENT OF PLANNING AND MANAGEMENT, FACULTY OF PLANNING AND LAND MANAGEMENT, UNIVERSITY FOR DEVELOPMENT STUDIES IN

PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF SCIENCE DEGREE IN DEVELOPMENT MANAGEMENT

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BY

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**THESIS SUBMITTED TO THE DEPARTMENT OF PLANNING AND MANAGEMENT,
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MASTER OF SCIENCE DEGREE

IN DEVELOPMENT MANAGEMENT

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DECLARATION

I do hereby declare that except for references to other people's work which have been duly acknowledged, this thesis is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature**:………………………….**Date:………………………………

 Name: Agnes Tetteh

I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines on supervision of thesis laid down by the University for Development Studies.

Supervisor's Signature:……………………………… Date:………………………………

Name: Dr. Lobnibe Jane-Frances

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ABSRACT

Since the 1970s and 80s, there has been a rapid proliferation in Ghana and particularly northern Ghana of both indigenous and international Non-Governmental Organizations (NGOs). The education sector has benefitted in diverse ways from the contributions of NGOs through the provision of school infrastructure, furniture, uniforms, teaching and learning materials and staff training among others. Among these many NGOs that have operated in the field of education in Ghana has been the World Vision International. Despite the sustained efforts made by many NGOs including World Vision, there is still a gap between boys' and girls' access to and achievement in education. This research seeks to examine the activities and work of World Vision in enhancing access to girl child education in Nadowli District of the Upper West Region. The study sought to ascertain the specific activities WV embarked on in the district and how effective these activities have been in improving girls' education in the area. The purposive sampling was used to select 80 respondents including head teachers, pupils, World Vision officials, G.E.S officials, SMC/PTA executives and parents. Data were collected through questionnaires, observations and interviews. The organisation has partnered with SMCs/PTAs, women's group and the girls' unit of G.E.S in the district to improve access and retention thereby reducing the dropout rate in the district through the construction of new classrooms and renovating dilapidated ones, the provision of school uniforms, desks, sponsorship and scholarships and the provision of macro credit to women groups. The researcher recommends that, with regards to making progress to actually improving the access and quality of girls' education, There is the need to ensure that resources allocated to the sector are used for the benefit of the people. The mechanism for achieving this is to ensure effective community engagement in the policy process and promoting the concept of decentralization to the letter.

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I also wish to thank my family members and friends who urged me on and prayed fervently for me. Additionally, to the people, the institutions and organizations that helped me during the fieldwork, again I say a big thank you, for without you I would not have come this far.

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DEDICATION

This thesis is dedicated to my family.

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ACRONMYS

ADP	Area Development Programme
AIDS	Acquired Immune Deficiency Syndrome
CIA	Central Intelligence Agency
DEO	District Education office/official
EFA	Education for All
GAD	Gender and Development
G.E.S	Ghana Education Service
HIV	Human Immunodeficiency Virus
JHS	Junior High School
MDGs	Millennium Development Goals
NGOs	Non-Governmental Organizations
NGO	Non-Governmental Organization
NNED	Northern Network of Education Development
P.T.A	Parent Teacher Association
S.M.C	School Management Committee
UN	United Nations
UNESCO	United Nations Educational, Science and Cultural Organisation
USAID	United States Agency for International Development
WAD	Women and Development
WID	Women in Development
WVG	World Vision, Ghana

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WVI   World Vision International

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY.

The past few decades have seen tremendous social, economic and environmental changes the world over. In Africa, persistent political and ethnic conflicts, the rise in oil prices and deterioration in terms of trade have placed huge economic burden on governments, local communities and individuals. This has resulted in high rate of unemployment, poverty and increased external or foreign debts. Various international organizations, individual countries and NON Governmental Organizations (NGOs) have tried to assist Africa to overcome these challenges in the form of grants, loans and donations.

Like other developing countries, Ghana's socio-economic development has depended largely on agriculture. However, the global depression of the 1980s, a series of political instability and the effect of the oil crisis in the mid 1970s resulted in a sharp fall in the world commodities prices, which in turn affected the country's exchange reserve. The resulting crisis in the agricultural sector led to a decline in the state capacity in national development, food insecurity and poverty. To help address these economic problems, NGOs have been critical to helping the state in many areas or fields, ranging from health and education to livelihood sustainability. NGOs in recent years have begun collaboration with district assemblies and local authorities by providing mutual support in capacity enhancement through training and information sharing (The Journal of Turkish Weekly, August, 2012).

In fact, since the 1980s, Northern Ghana has become the site of both international and local NGOs activities because of the region's chronic and limited infrastructural development

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compared to the rest of the country. Initially, assistance took the form of the provision of basic service delivery. From the mid- 1990s' however, many NGOs have expanded their focus to include citizenship and governance issues (Mohan 2002) and conflict prevention since all these disturbances affect agricultural production and food security and access to education. Since women and children are often susceptible to poverty, many of these NGOs programs focus on women and poverty reduction strategies in hope of addressing the whole aspect of human needs including health, education, rural and urban development, gender awareness and action, peace and promotion of human rights, informal economic activities, poverty reduction and advocacy on policy reforms (The Journal of Turkish weekly, August, 2012). The education sector has benefitted in diverse ways from the contributions of NGOs through the provision of school infrastructure, furniture, uniforms, teaching and learning materials and staff training among others. Among these many NGOs that have operated in the field of education in Ghana has been the World Vision International.

World Vision International, a Christian relief, development and advocacy organization is dedicated to working with children, families and their communities worldwide to reach their full potential by tackling the causes of poverty and injustice. WVI addresses issues that perpetuate poverty by what it describes as promoting justice. The organisation supports community awareness of the collective ability to address unjust practices and begin working for change. It speaks out on issues such as gender and development, child labour and debt relief for poor nations. (WVI, 2012). Its educational goal is to contribute to improve learning outcomes for children with equitable access to education opportunities. This approach to education aligns with global commitment to the Education for All. Dakar (2000) goals.

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WVG's operations in the three northern regions of Ghana started about 36years ago and have had a vast range of impacts in the field of basic education in the three northern regions. Working from early childhood education through to adult literacy programs. The organization sought a clearer understanding of the challenges confronting achievement of quality education in the area, especially for girls, and positioned itself to addressing the issues identified. The Nadowli Area Development Program, the first in the north, started in1993 with funding from WV Canada. Education was their entry point and since then other major areas of intervention have been added in health and nutrition (no hungry children), food security, environment, gender and development and Christian witness. Before WV entered the Nadowli district, education conditions were deplorable. There were few schools in the district. Many of the communities had no schools and children had to walk long distances including crossing fast flowing rivers in the rainy season to attend school in neighboring communities. The few schools had dilapidated structures and widespread cases of insufficient classrooms in the area. There were no structures for Day Nurseries in the district. Enrolment in the schools particularly that of girls was a challenge. Boys were engaged in farming and the girls were denied education due to high poverty levels and the belief that the place of the girl was in "the kitchen". Due to the believe of the organization, that addressing poverty issues in an effective and sustainable manner was positively correlated to quality education, greater emphasis was placed on improving access to basic education in all the communities where the organization had projects (World Vision, Ghana archives).

1.2 PROMBLEM **STATEMENT**

Despite the sustained efforts made by many NGOs including World Vision, there is still a gap between boys' and girls' access to and achievement in education. Since WVG started operating in the district in 1993, it reports to be contributing a lot in the field of education especially, Girl Child Education. However, the impact of its contributions has not been satisfactorily highlighted. It is interesting to know that for about 24 years of WV's existence in the district, no research has been done in the district to assess the activities of WVG and its impact on improving Girl Child Education in the Nadowli District. The question is no longer who is involved in support of Girl Child Education but how effective are the activities of those involved particularly WVI and the impact of these activities on the education of the girl child.

This research therefore seeks to examine the activities and work of World Vision in enhancing access to girl child education in Nadowli District of the Upper West Region.

1.3 RESEARCH QUESTIONS

The study is guided by the following research questions:

1.3.1 Main Research Questions

What have been the activities of WV in the Nadowli district of the upper west region and the extent to which these activities have affected girls' education in the area?

1.3.2 Specific Research Questions

- What was the state of girls' education in the district before WV?

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- What are the specific and relevant interventions of WV to enhance girls' education?

- What are the strategies used for these interventions?

- What impact has WV made in girl child education in the Nadowli district?

These questions are geared at examining the following research objectives

1.4 RESEARCH OBJECTIVES

1.4.1 Main Research Objectives

This study explores the activities of WV in the Nadowli district of the upper west region in order to determine the extent to which these activities have affected girls' education in the area.

1.4.2 Specific Research Objectives

- To assess the state of girls education in the district before WV.

- To explore the specific and relevant interventions of WV to enhance girls education.

- To find out the strategies used for these interventions.

- To examine the impact WV has made in girl child education in the Nadowli district.

1.5 SIGNIFICANCE OF THE STUDY

The significance of this study lies in three major areas:

At the national level, this study stands to orient government and policy initiators on the effectiveness of NGOs activities as development partners in the field of education and especially on the work of a major organization like WV in alleviating poverty in Ghana.

At the organizational level, the study gives an independent input on the effectiveness of WV activities.

At the community level, the study tries to inform communities about the changes WV has made towards Girl Child Education in the Nadowli District in order for the community to decide on the continuous existence of WV and its activities in the district.

Research significance: the study adds to our broader knowledge on gender parity in education and a better understanding of how to effectively engage organizations particularly in bridging gender gaps.

1.6 LIMITATION

World Vision Ghana operates in all the 10 administrative regions in Ghana according to WVG's review report, 2011. However, this study will concentrate on the contributions of WVG in the upper west Region and more specifically in the Nadowli District. The district has several other NGOs operating but the researcher would limit the study to WVG. Apart WVG which has been in the district for over 23years, all the other NGOs in the district run short term programs hence the researcher's decision to limit the study to WVG. Again WVG supports other areas such as health and nutrition, water and sanitation, food security, micro-enterprise development, Christian Commitments programmes and education in general, but for the purpose of extensive work, only the organization's role in enhancing girls' education will be dealt with.

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1.7 ORGANIZATION OF THE WORK

The study is presented in five chapters. Chapter one contains the introduction comprising of the background to the study, statement of the problem, research objectives and questions, significance of the study, the limitations of the study and organization of the work.

Chapter two contains review of related literature. Literature is reviewed on the concept of education, girls' education and development, the state of education in pre-colonial and colonial times, activities/contributions of NGOs to promote girls' education, NGOs and their emergence in Ghana as well as the characteristic features of NGOs. The chapter also reviews literature on strategies used by NGOs to deliver their activities, the operations of World Vision International, its objectives, mission and vision and formal education and women's empowerment.

Chapter three describes the methodology applied in the study, explaining the research method and design, the study site, the sampling technique, the instruments used in data collection and the procedures used to collect the data and the data analysis procedure.

Chapter four presents the findings of the study using both qualitative and quantitative analysis involving frequencies and percentages that show the relative magnitudes of various responses obtained from the administration of the questionnaire and also other findings obtained through interviews and observations by the researcher.

Chapter five presents the summary of the findings and conclusion as well as recommendations and suggestion for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTON

This chapter begins with the review of the concept of education. This is followed by a review of works relating to women's/ girls' education and development. The chapter also reviews related literature on the state of education in pre-colonial and colonial times and the activities and strategies of NGOs to promote girls' education. Literature was also reviewed on World Vision International and girl child education. The study draws on the empowerment theory and hence reviews literature on formal education and women's empowerment.

2.2 THE CONCEPT OF EDUCATION

Education according to Oladosu (2001) means a set of activities which entail handling down ideals, values and norms of a society across generations. He further explains that, education involves the transmission of knowledge, skills, attitudes and beliefs. But according to Whitehead (1932), education does not end at the acquisition of knowledge. It transcends to the ability to acquired knowledge (Akinpelu, 1981). It has to be emphasized here that education is a broad and a comprehensive process which continues throughout the life of an individual. The Education system comprises the formal, non-formal and informal. For the purpose of the study the formal type of education will be discussed.

in a paper presented at the Inter American conference on physics education, in Oaxtepec Mexico, in 1987, Claudia noted that the formal education corresponds to a systematic, organized education model, structured and administered to a given set of laws and norms, representing a rather rigid curriculum as regards objectives, content and methodology. Formal education offers

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greater opportunities for providing educational services to more people than do the other forms. Antwi, (1992 p. 195) stated that "formal education is associated with schooling and with its methods and curricula". He continued to say that formal education is preparing the individual for membership of our present and future society. Explaining further, he again noted that formal education is being viewed by parents as a means of gainful employment. The formal education system is delivered through a number of institutions ranging from kindergarten classes to universities and polytechnics.

The theoretical basis of formal education explains the various reforms within the education sector in Ghana. The Education Reform Programme introduced in 1987/88 and the free Compulsory Universal Basic Education (fCUBE) 1996 programme, have contributed immensely to the structure of Basic Education that we have today and the achievements so far made. Basic Education based on these reforms consisted of 6 years Primary Education followed by 3 years Junior Secondary. The 1987 education reforms set out to improve access to basic education but also emphasized the need to include measures that would improve quality, efficiency, and equity in the education sector (CREATE, 2007). Despite the substantial progress that has been made over the years in providing access to education, analysis of access indicators show that there are still difficulties in reaching a significant proportion of children of which most of them are girls who do not enroll at all. In particular, gains made in enrolment of girls have been difficult to sustain throughout the 9-year basic education cycle. The ensuing section therefore discusses the state of education northern Ghana and Ghana as a whole.

2.3 THE STATE OF EDUCATION IN PRE-COLONIAL AND COLONIAL TIMES

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In pre-colonial times, education in Ghana was mainly informal, and based on apprenticeship before the arrival of European settlers, who built a formal education system addressed to the elites. McWilliams and Kwamena-Poh (1975) state that it was not until the last quarter of the 19th century that Ghana began to take first steps towards a state-organized education. With the independence of Ghana in 1957, universal education became an important political objective. The magnitude of the task as well as economic difficulties and political instabilities has slowed down attempted reforms. The Education Act in 1987, followed by the Constitution of 1992, gave a new impulse to educational policies in the country. In 2011, the primary school net enrollment rate was 84%, described by UNICEF as "far ahead" of the Sub-Saharan average. In its 2013-14 report, the World Economic Forum ranked Ghana 46th out of 148 countries for education system quality. In 2010, Ghana's literacy rate was 71.5%, with a notable gap between men (78.3%) and women (65.3%). The guardian newspaper disclosed in April 2015 that 90% of children in Ghana were enrolled in school, ahead of countries like Pakistan and Nigeria at 72% and 64% respectively.

Education indicators in Ghana reflect a gender gap and disparities between rural and urban areas, as well as between southern and northern parts of the country. According to Bening (1990), the continuing disparities and contrast in the educational development between northern and southern Ghana have their origins in this colonial policy. The colonial policy deliberately limited the number of government and mission schools in the protectorate of the Northern Territories (NT) of the Gold Coast, allowing the churches considerable freedom of action in the South. Another factor was the political and economic superstructure of the colonial system that directed investment to well-endowed regions and sought to retain the poorer areas mainly as source of labor for the exploitation of natural resources. In the light of the disparities in

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education, Non-Governmental Organizations (NGOs) and international agencies are complementing the government's efforts in the drive action against gender inequities in access to education.

2.4 GIRLS' EDUCATION AND DEVELOPMENT

The role of women in national development could not have been aptly captured in any other way than when Kofi Annan, former UN Secretary General stated at the World Education Forum in 2000 that; "No development strategy is better than one that involves women as central players. It has immediate benefits for nutrition, health, savings, and reinvestment at the family, community, and ultimately, country level. In other words, educating girls is a social development policy that works. It is a long-term investment that yields an exceptionally high return. We need those with power to change things to come together in an alliance for girls' education: governments, voluntary progressive groups, and above all, local communities, schools and families".

Education is a basic human right and as such, the right of access to education must be an all inclusive affair irrespective of one's gender, religious or socio-cultural differences. Despite considerable progress made since early 1990s in narrowing the educational gaps between men and women, disparity in education still remains globally. The British Department for International Development publication titled "Statistics on International Development 1998/99-2002/03, reveals that: One in five of the world population – two thirds of them women live in abject poverty, that is without adequate food, clean water, sanitation, health care and education.

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In a paper titled "Briefing paper for the UN Beijing + 10 Review and Appraisal" the former United Nations Secretary – General Kofi Annan, on March 13, 2005. Said "without achieving gender equality for girls in education, the world had no chance of achieving many of the ambitious health, social and development targets it has set for itself". He further revealed that education is a critical asset for women and fundamental human right for all. The silent emergency that denied so many children, the majority of them girls, this rights, is a scandal that can be ended by the actions of all of us. (UNESCO, EFA Global monitoring Report 2003/4p.60).

In Africa, promoting gender equality and empowering women is perhaps the most important of the eight Millennium Development Goals. The target associated with achieving this goal is to eliminate gender disparity in primary and secondary enrollment preferably by 2005, and at all intrinsic dimension of female education not later than 2015(Global Monitoring Report, 2005). It is extremely important that girls have access to quality education. Undoubtedly, there is a huge educational gap between boys and girls in terms of access, achievement and completion. Numerous studies have shown that investing in girls' education is probably the most cost-effective measure a developing country can take to improve its standard of living (Acheampong 1992). Educating girls produces considerable social and welfare benefits, such as lower infant mortality and fertility rates (Bruce 1997). In a study of maternal education and child survival in Ghana, Owusu-Darko (1996) found that the higher the education level of the mother, the greater the survival rate of her children. The mother's level of education has also been found to have a direct influence on economic productivity and the level of her daughters' education (World Bank 1989). The abuse of human rights and social injustice leading to the exclusion of important segments of society, have constituted stumbling block to economic and social progress on the continent and paved the way to violent conflicts. Given the demographic and socio-economic

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importance of women in society, substantive democracy cannot be achieved without practicing gender democracy (United Nations Girls Education Initiative, April, 2012). The fact, nevertheless, is that the situation of women in Africa has not improved. In some cases, it has even worsened compared to what it used to be a few decades ago. The role of education in development is not limited only to dimension. There is a strong link between learning and democracy. This is so because, as acknowledged at the UNESCO Fifth International Conference held in Hamburg in 1997, "substantive democracy and a culture of peace are not given; they need to be constructed" (UNESCO, 1997). For democracy to be achieved, education is needed to educate citizens on their rights and responsibilities as democracy also requires people to actively participate at local, national and global levels. It is admitted that the lack of recognition of the need to involve civil society, both international and grass-root organizations, by giving them a voice in decision-making and the means to participate effectively in society is one of the major causes of development failure in many African countries (UNGEI, 2012).

For African countries to cope with the new challenges to globalization solidarity, they will need informed and literate populations capable of articulating their views and defending their interests. It is apparent from the foregoing that education is an indispensable vector for socio-economic and political progress in any society, and in particular in Africa, the least developed part of the world. The developmental potential of education has been well summarized by UNESCO as follows:

"Despite challenges and constraints, basic education empowers individuals because it opens avenues of communication that would otherwise be closed, expand choice and controls over ones environment, and is necessary for the acquisition of many other skills. It gives people access to information through both print and electronic media, equips them to cope better with

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work and family responsibilities and changes the images they have of themselves. It strengthens their self confidence to participate in community affairs and influence political issues. Basic education is the key with which individuals can unlock the full range of their talents and realize people the tools they need to move from exclusion to full participation in their society. Education also empowers entire nations because educated citizens and Workers have the skills to make democratic institutions function effectively to meet the demands for a more sophisticated work force for a cleaner environment and to meet their obligations as parents and citizens".(UNESCO, 1997:17).

The importance of female education is extremely high. A study (Cleland & van Ginnekan, 1988) found that in the developing world, each additional year of a mother's education is correlated with a 7-9% decrease in under 5 mortality. The infant mortality rate estimate for Malawi for the year 2009 is 89.05/1000, fourteen times as high as the United States reporting 6.2 deaths per 1000 (CIA World Fact Book, 2010). While it is clear that progress has certainly been made, as 188/1000 deaths were reported by UNICEF only 14years ago in the year 2000, it is still extremely high. The high infant mortality rate is heavily attributed to general health and sanitation, as well as post natal conditions and care, including key aspects of health such as immunization as well as HIV/AIDS, the influence of the mother's education must not be discounted. According to Browne and Barrett, a higher level of maternal education will promote the mother's use of "preventive and curative health services" in a timely manner that will save the lives of their children, a large majority of whom die from preventable ailments such as diarrhea and subsequent dehydration.

Educated mothers will be more aware of the availability and value of health services, and will also be much more confident in seeking the help of professionals instead of relying on

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traditional medicines or remedies. Their ability to read and write and to understand prescriptions or procedures will result in their putting more faith in medical services and infant and maternal care givers. Educated mothers will also realize the value of nutrition and the diet of their infants, which is crucial since malnutrition is a leading cause of death in third world nations. A malnourished child will suffer from underdevelopment and this has high potential of affecting them in the future, especially in school. An educated mother's knowledge of hygiene is also crucial in ensuring that the child remain healthy during these crucial first years of life. Billboards and posters are often used as a means of disseminating information over a wide geographic area. They are deemed effective as they will be viewed by entire populations. However, what use are they if people are not able to read the message that they are conveying? While pictures may paint a thousand words, and these billboards and posters are often well illustrated, textual messages are often more valuable since they provide information on names of diseases or preventive methods and medication. This demonstrates the value of literacy at its simplest, and forces us to realize how very important it is to be able to read and write.

A more educated mother will also be more inclined to be aware of and take advantage of family planning services, as well as birth control. This leads to a lower fertility rate, and a smaller family will enjoy more resources to share among fewer members. In rural areas, where resources are very meager, a smaller family will be able to put their children through higher levels of education as they do not have to share it among six or more children. A lower fertility rate is also closely negatively correlated with infant mortality rate. Family planning is very important when it comes to development as it empowers women to make their own choices about how large they want their families to be. While a larger families means that there is a larger labor force, it also means more mouths to feed, and educated women will understand the

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value of having few, healthier children. Women who are better educated will be able to plan for adequate time between pregnancy, which will reduce pressure upon them and they will be able to focus on the health of fewer children, rather than on more who will undoubtedly suffer from poorer standards of health as scarce resources will have to be shared.

Women's education is also shown to have a positive effect on the agricultural success of a nation. "Sub-Saharan Africa is a region of female farming" (Boserup, 1970). They play a major role in the production of agricultural goods and their input is thus very valuable as it contributes to the nutritional and financial wellbeing of the family. Studies found that women produce around 60-70% of the food that is consumed (Trenchard 1987). As mothers they are also responsible for the nutrition of their families. Because of their heavy involvement in the agricultural sector, anything that can result in any improvements in terms of crop, revenue and crop quality is important in furthering development. As with health care, education can have a drastic effect on the agriculture in rural areas. An educated woman is more likely to have knowledge of the value of fertilizer and of appropriate farming techniques. Rural subsistence farmers do not usually have huge plots of land to work and the soils are often of poorer quality. Because of the high demand placed on the soil, fields are seldom left fallow for a year to recuperate nutrients. Therefore, it is important that the soil is used appropriately and that it is used in a way that allows the soil to recover, for example crop rotation, or planting legumes that enrich the soil with nitrogen. Agricultural programs and information is often available, however literacy is important once again. An educated mother will also realize the value of varying crops and of the different nutrients found in larger varieties of crops and vegetables. One significant issue in rural Africa is the lack of diversity of food. This can be attributed to lack of funds, but it is also a cause of monoculture and the reluctance of individuals to try and grow new or different

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crops and vegetables. Therefore, educated individuals will branch out and grow different and more nutritious crops, providing their families better health. A literate woman will also be confident in expanding her farming scope to include the rearing of livestock, the benefits of which would have huge impacts upon the wellbeing of her family. The purchase of a cow or a goat is a huge investment, but one that is well worth it. The milk that cows and goats provide will have incredible benefits on the nutrition of their children. In rural areas diets are not very varied and many children will suffer from deficiencies of food groups such as dairy or protein. Malnourishment is crippling, especially for younger children. If this can be prevented simply by investing in a cow or a goat, many lives could be saved and many more improved.

A well known quotation that can be found on bill boards is "Knowledge is power." Indeed a woman, who is knowledgeable and aware of her options, will have a greater opportunity to take advantage of her options. She will be better equipped to take charge of important decision around the house, for example, whether or not her daughter should attend school, or whether or not her daughter should get married at the age of 14. One very important aspect of a woman's choice regarding her life is how many children to have and when. The influence of society stereotypes women as child bearers and home makers. Careers and education are rarely a part of the picture of a traditional woman and these priorities may often be frowned upon in rural areas where tradition and culture has remained unchanged for a long time. An educated woman however, will realize the importance of being educated and that her sole responsibility in life is not to have children. In this way she may choose to have fewer children or children later in life. In this way she will not have to spread resources as sparsely or is better equipped to give them the best possible opportunities to her children.

2.5 THE ACTIVITIES/ CONTRIBUTIONS OF NGOS TO PROMOTE GIRLS᾽ EDUCATION.

NGOs are civil society actors. They have a specific agenda for the improvement of society, and act on the desire to advance and improve the human condition (Gallin 2000).The acronym "NGO" has become part of everyday language in many countries and has entered the vocabulary of professionals, activists and that of the ordinary citizen. The term has its root in the history of the United Nations, when the UN charter was drawn up in 1945. The term is used in both broader and narrower sense. In its broader sense, such as one used by Sunskin cited in Lewis 2009, NGOs are privately constituted organization, be it companies, professional, trade and voluntary organizations or charity. This means that within this legal definition, all non-state organization whether they are businesses or third sector can be seen as a form of NGOs. For Charnovit; NGOs are groups of individuals organized for the myriad of reasons that engage human imagination. It is impossible to say exactly the number of NGOs in the world, since there are no comprehensive statistics. However the United Nations estimates that there are about 35,000 large established NGOs globally. NGOs have emerged as a third sector in Africa and the rest of the world, next to government and the corporate sector. The growth of NGOs was brought about by a multiplicity of interdependent and intertwined trends such as the end of the cold war, the reduction of the welfare state, the increased role of multilateral institutions for instance the United Nations in global governance. In a world characterized by unequal development, social, economic and political injustices, conflict and marginalization, many NGOs have emerged to challenge the status quo and provide hope to millions of people. NGOs had been the preferred deliverers of aid. They are expected to promote, to step in during emergency situations, to help wrought regime change, to foster social integration of marginalized people and communities.

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NGOs in Ghana originated as church assistance by the missionaries with the Ghanaian ideal of "nnoboa", or self-help system (George Bob-Millar, 2005). According to Bridget (1999), the famous nnoboa system in some traditional communities in Ghana was one of first forms of self help activities which found expression in groups of people working to solve common problems affecting them. These organizations were entirely owned and managed by the local people and were aimed at promoting indigenous people's welfare. Bridget (1997) maintains that Christian missionaries also contributed to the growth of NGOs by establishing schools and clinics in remote areas and in some of the more crowded urban centers in Ghana. In the 1950 more voluntary organizations spear headed by foreign organizations were established in Ghana. Notable among these are the Red Cross Society, the Society for the Blind and the Society for the Prevention of Tuberculosis. These organizations were formed principally in response to problems peculiar to the urban areas. Shortly after independence the focus of NGOs activities in Ghana gradually shifted towards development. Thus helping to develop the rural areas. NGOs in Ghana assisted in addressing the conditions of the people, redressing the imbalances between rural and urban areas in terms of development and alleviating the poverty level. Many NGOs were found in agriculture, health, education, science and technology, research and most importantly 'women development'. Turary (2002) posits that, the growth of NGO sector in Ghana coincided with a downward trend in political and socio-economic environment and it became obvious that government needed assistance in promoting development and the welfare for the poor. The upsurge of political upheaval from 1972 to 1981 triggered and economic depression that aggravated the already poor condition of social infrastructure in Ghana in the sector such as health , education and housing (Gyamfi, 2002).

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The contribution of NGOs includes transforming whole communities and lifting the misery of poverty-stricken rural dwellers, whose hardships may have been easily disregarded or ignored. In developing countries including Ghana, Non-Governmental Organizations play a very important role in the development process. In sub-Saharan Africa, their contributions are particularly significant in supporting literacy, community schools, health education, early childhood care, skills training and other forms of learning, thus helping people to improve their living conditions. While the responsibility of government is to ensure all children are included in quality education systems no matter what their gender, ability, identity, context of emergency, etc. NGOs have helped them achieve this, through advocacy to influence the financing for education, by looking at the amount of money allocated as well as how it is spent. NGOs have collectively advocated for relief of debt and loan restrictions that limit education financing. NGOs can and do advocate for donor governments to allocate their fair percentage of Overseas Development Aid to education thus prioritizing girls and also advocate for developing nations to appropriately fund education with at least 6% of their Gross National Product. In this way NGOs have helped to hold governments and donors accountable to achieving their promises and obligations.

One other contribution of NGOs in enhancing girls' education is that they play a role as stakeholders in gender responsive budget initiatives, ensuring girls and women's needs and rights are addressed and they are included and involved in decision-making. Because NGOs work with children, parents and communities often in a very personal way, they have the unique chance to map who is not in school and influence and empower communities to take on many of the factors that keep girls from school. At the local, grassroots level, NGO-led advocacy plays a

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very significant role in challenging harmful traditional practices and attitudes that keep girls from completing their education.

However, the role of the NGO is not to take the responsibility from the state. If NGOs step between citizens and government in a primarily service delivery role, it can lead to the erosion of accountability and the contract between elected governments and their citizens. So instead, strengthening the relationship between citizens and their governments is crucial for long-term, sustainable solutions that empower communities. The primary role of most NGOs is to empower communities, including girls, to know their rights to education and work with their government at various levels to ensure all people are educated. NGOs have also partnered with States through sharing work, and in kind, and human resources. Often NGOs work closely with communities of marginalized and left-out children, and thus serve as critical partners for inclusion.

However some NGOs have lost the original idea of the traditional "nnoboa" system. Whereas some focus on profit others focus on politics. Millar (2005) avers, the profit making NGOs focus on making capital/money out of the Ghanaian poor. NGOs by definition are non-profit making organizations, and should offer their services for the greater cause of humanity and free to assist Ghanaians to improve their living conditions. However, enterprising business people have been brilliant in looking for arbitrage opportunities to enrich themselves. Most NGOs are not within the tax net of the central government and receive funding from charities and governments. This gives opportunities for 'profiting'. For example, while a donor community is contributing money remotely to an NGO to enable it to construct classrooms in Ghana, that money may be used by the profit-making NGO to fund their business in other areas.

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With the typical profit making NGO in Ghana, the founder of such an NGO is the executive director and president as well. NGOs of such nature usually come out of the darkness to submit proposals to the donor community for sponsorship with a programme designed to address poverty, with the specific goal of getting a higher chance of a financial sponsorship. The composition of such an NGO takes the form of bogus board members drawn from family or church members. It would therefore be possible to find the father, mother, brother, sister, aunt or church pastors constituting the Board Members. With such a bogus board, it is obvious that decision making rest with the executive director. Such an NGO may well be situated in the executive director's home and with a cousin or brother as an administrative assistant. Micro-finance initiative is another avenue for 'profit'. Such initiatives are supposed to help in poverty alleviation, providing access to credit for smart small businesses. However, in Ghana, operators of such credit scheme usually go to the innocent market women and put these innocent but hardworking women into groups under various titles. Furthermore, the loans given out are term-revolving fund at very high interest rates. The NGO may make up to 100 per cent profit from the innocent women who need credits to make their living conditions better. When women find themselves in such situations and complain to the project officer or executive director, the answer is usually that the NGO has no control over the funds, which they claimed had come from a local bank and therefore required a commercial return. However, in reality, the funds are given by donors with no interest. The high interest rate charged by these NGOs results in the reduction of the income of the women who are their clients. The reduction of income of these women affects the sustainability of livelihood negatively and as such they are not able to cater for the educational needs of their wards most especially their girl children.

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The Political NGOs are directly or indirectly linked to some political parties in the country. Some have ministers of state as their founders but fronted by relatives and they lobby development agencies for funding to alleviate poverty in their constituencies. They offer their assistance to party supporters so that when Election Day comes they will be assured of their votes. But the danger with these political NGOs is that their development programmes are not objective and hence may not be sustainable or even suitable. In the case of NGOs and their role in enhancing girl child education, these political NGOs do not contribute to analyzing and addressing the challenges girls face, some of the NGOs are not even conscious of local customs and traditions. They also prioritize their own agendas rather than countries' needs. The behavior of the political NGOs does not provide a reasonable chance for all girls to get a quality education.

With an ever increasing number of NGOs being formed, there is a need for NGOs to be effective. While there have been many advocates for NGOs who emphasis their strength, NGOs have also been subjected to fierce criticism in some quarters. Key among the criticisms is the ideal that though the presences of NGOs seem to be everywhere, the challenge of understanding the phenomenon of NGO remains a difficult one. Lewis 2009, contends that, NGOs are an extremely diverse group of organizations, which can make meaningful generalization very difficult. NGOs play different roles and take very different shapes and forms within and across different country contexts. Another reason is that, NGOs as an analytical category is complex, often unclear and difficult to grasp. NGOs have been criticized on the use of the funding they have received. Criticisms range from pointing out that only small percentages of funds go to people in need, which a lot goes to recover costs, and some even have been used to pay very high salaries of top management. Governments have often voiced concerns about the accountability of

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NGOs (USAID 2003). Unlike democratically elected governments or politicians, NGOs are not generally accountable to the wider public. They are only to their members or supporters or those who fund them (Townsend et al 2004).

Another reason for the continuous debates between NGO supporters and critics is that, there are limited data available relating to the performance and effectiveness of NGOs in either development or emergency work (Lewis 2009). Instead what is found in the NGO literature is a set of writing which tend to take either a "pro" or an "anti" NGO case, based on limited generalized evidence. NGOs also to some critics undermine the centrality of the state in developing countries. There has been a shift away from a focus on state institution and towards more privatized forms of development intervention which rely on NGOs. NGOs operating in Africa have inadvertently become part of the neo-liberal global agenda, serving to subvert the battle for social justice and human rights. Michael Edwards (1999), writes: few NGOs have developed structures that genuinely respond to grassroot demands. Although NGOs talk of partnership, control over funds and decision making remains highly unequal. There is a strong argument that NGOs have been used to fill the vacuum left by the rolling back of states as part of the structural adjustment programmes (Potter, 2004). For post – development critics such as Temple (1997) cited in Lewis (2009), NGOs are viewed negatively as a continuation of colonial missionary traditions and as the handmaidens of the capitalist modernizers and destroyers of local economies and communities which were once based on age-old system of reciprocity, into which NGOs introduce undesirable western values. The legitimacy of NGOs is now an accepted topic of public debate.

2.6 STRATEGIES USED BY NGOS TO DELIVER THEIR ACTIVITIES

One policy goal of the Ghana education service is to Provide girls with equal opportunities to access the full cycle of education and as a result the August 2002 *Education Sector Policy Review Report* (ESPRR) which was developed in line with Medium Term Expenditure Framework (MTEF) preparation during 2002 identified eight policy goals. To these, a ninth and tenth goal have been added to emphasize national and international concerns about HIV/AIDS and to promote female education.

Among the six Dakar goals is Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality. In line with these goals, NGOs as well as development partners have adopted a number of strategies targeted specifically at increasing female participation in the education sector, in terms of enrolments, retention and completion rates. These strategies according to the Girls Education Strategy Report (April, 2009) ranges from:

- Making schools more child-friendly
- Capacity-building of women at grassroots level
- School Health Education
- Improved leadership and capacity in advocacy for girls' education
- The Girls Ambassador Programme
- Supporting education staff through data collection and supervision of projects
- Bursary and material incentives to Girls

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- Community Sensitization activities

- Sponsorship programs for girls;

- Formation of Girls' Clubs

- Micro Credit Schemes for parents

- Community Mobilization using Participatory Learning Approach (PLA)

- Training teachers to become Mentors and Role Models.

Community mobilization and community sensitization according to the report was seen as the most direct way to inform and advocate the value of girls' education at the community levels. In assessing the impact and effectiveness of strategies used by NGOs to promote girls education, Sutherland (2002) finds that, advocacy and community sensitization of communities by NGOs is one of the most popular intervention areas of NGO's. A well sensitized community and government commitment create the ideal environment for interventions promoting girls' education. Furthermore, scholarship schemes also attract females by influencing family decisions to support their girl child to enter into formal education. And Girls clubs and female centered camps improving pupil self confidence. Among these many NGOs that have operated in the field of formal education in Ghana are Action Aid, Catholic Relief Services (CRS), Plan Ghana, Forum for African Women Educationalists (FAWE), Volunteer Service Overseas (VSO), School For Life (SFL), Care International and more important to this study the World Vision International (WVI).

2.7 WORLD VISION INTERNATIONAL AND GIRL CHILD EDUCATION

World Vision International is a Christian relief and partner working in over 100 countries worldwide to help the needy improve their standards of living to befit people created by God.

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This they do by caring for the spiritual, physical and social needs of the people by placing special emphasis and focus on children most especially the girl child. Inspired by Christian values, they are dedicated to working with the world's most vulnerable people and serve all people regardless of religion, race, ethnicity and gender. World Vision International has endorsed the Universal Declaration of Human Right and the United Nation Convention on the Rights of the Child. It encourages public awareness about the needs of others and the causes of poverty among others. The organization claims to uphold the dignity of children and families in presenting explanations on the causes and consequences of poverty, war, neglect and abuse.

World Vision started operating in Ghana in 1979 and by 1992, its development focus was shifted from the community to cover cluster of communities in a geographical area. This came to be known as the area development program. Since then, World vision Ghana has focused its operations on reducing vulnerability, enhancing capabilities and providing opportunities for the poorest of the poor. The program areas include education, child development and protection, health and nutrition, water and sanitation, agriculture, gender and development, income generation activities, HIV and AIDS prevention, care and support, emergency relief and rehabilitation and Christian Witness and impact. WVG places higher priority on programmes geared towards vulnerability and marginalization, child-centered and community based development. Its approach to aid is to first help people and their communities recognize the resources that lie within them. With support from World Vision, it claims communities transform themselves by carrying out their own development projects in education, health care, agriculture production, water projects, micro enterprise development, advocacy and other community programs. It addresses issues that perpetuate poverty by what it describes as promoting justice. It supports community awareness of the collective ability to address unjust practices and begin

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working for change. It claims to speak out on issues such as gender and development, child labour and debt relief for poor nations. WV aims to incorporate its Christian belief into its development work, as well as its organisation.

WVG started operating in northern Ghana in 1981 after undertaking relief operations in the north following an ethnic conflict which lead to the opening of an office in Tamale to oversee its long-term ministry in northern Ghana. WVG has operated in the three northern regions for about 33years and had had a vast range of experiences in the field of basic education in the three northern regions ranging from early childhood education through to adult literacy programs.

The organization believes that, addressing poverty issues in an effective and sustainable manner is positively correlated to quality education, therefore it places greater emphasis on improving access to basic education especially that of the Girl Child. WVG had focused on providing educational infrastructure in all the communities where the organization had projects. WVI has a long history of working in partnership with the Ministry of Education and Non-Government Organizations (NGOs) at different levels of the Education system, from influencing policy at national level to addressing barriers to quality at school and community level in the district. The organization has established a collaboration and linkage with the Northern Network of Education Development (NNED), the mouthpiece and advocate of northern educational concerns to address other issues affecting basic education especially for girls in the three northern regions.

Its education and life skills goal is to contribute to improve learning outcomes for children with equitable access to education opportunities. The initial focus is on increasing the percentage of children who can read by age 11. This is the age when children should normally

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have finished primary school, depending on the context. It uses a life- cycle approach in their programs that focuses on the needs of three age groups (early childhood, school age and adolescence). This approach to education   aligns with global commitment to the Education for All (Dakar, 2000) goals. Through initiatives such as spark a child's digital future, world vision is also working with corporations to use information and communications technology to improve education outcomes. This initiative unites world vision, the British council, Microsoft and Intel to improve digital access and education for African students.

2.8 FORMAL EDUCATION AND WOMEN'S EMPOWERMENT

Private researchers, donor literature, policy documents and several other literatures have shared views on women's empowerment through education. Karl (1995) remarks that long before the word became popular, women were speaking about gaining control over their lives and participating in decisions that affected them in the home and the community, in government and international development policies and adds that the word empowerment captures this sense of gaining control, has entered the vocabulary of development agencies and other international organizations. Cornell Empowerment group defines empowerment as " an intentional ongoing process centered in the local community, involving mutual respect, critical reflection, caring and group participation through which people lacking an equal share of valued resources gain greater access to and control over those resources" (1989) . Or simply a process by which people gain control over their lives, democratic participation in the life of their community (Rappaport, 1987) and a critical understanding of their environment (Zimmerman, et al, 1992). In defining the term empowerment, Griffin (1989) explains what power means to her as: Having control, or gaining further control, having a say and being listened to, being able to define and create from a

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woman's perspective, being able to influence social choices and decisions affecting the whole society and being recognized and respected as equal citizens and human beings with a contribution to   make. Being able to influence social choices and decisions affecting the whole society, Griffen emphasis should not just be areas of society accepted as women's place. And according to Karl (1995), empowerment is a process of awareness and capacity building leading to greater participation, to greater decision making, power and control and to transformative action.

The empowerment theory according to Swift and Lavin 1987 includes both processes and outcomes, suggesting that actions, activities or structures may be empowering and that the outcome of such processes result in a level of being empowered. Rappaport, 1984; Zimmerman, 1993 argue that, both empowerment processes and outcomes vary in their outward form because no single standard can fully capture it meaning in all contexts or populations. Hence a distinction between empowering processes and outcomes is critical in order to clearly define empowerment theory.

Empowering processes for individuals might include participation in community organisation whereas empowering processes at the community level might include collective action to access government and other community resources. Empowerment outcomes for individuals might include situation-specific perceived control and resource mobilization skills. At the community level, empowerment outcomes might include evidence of pluralism and existence of organizational coalitions and accessible community. Empowerment suggests participation with others to achieve goals, efforts to gain access to resources and some critical understandings of sociopolitical and environment are basic components of the conduct. Applying this general framework to women's empowerment through formal education could be said to

comprise building their capacity or making the best of the lives of women for governance and socio- economic advancement. Access to education, information or knowledge resources, natural or material resources, productive skills and capital facilitates the empowerment of women. It could also be observed that culture, tradition, formed opinions and perceptions all combine to define and marginalize the status of women in society. Efforts will therefore have to be made to transform the patriarchal society through conscientization and awareness creation. In this process, tradition, structures, institutions and ideologies that have contributed to the discrimination and subordination of women will have to be challenged. Some of these traditions and structures include the extended family, ethnicity, religion, policies, and top-down development approaches as against bottom-up.

The empowerment framework developed by Sara Longwe (2005) is made up of five equity levels. The first level, welfare, addresses the basic needs of women. This approach does not recognize or attempt to solve the underlying structural causes which necessitate provision of welfare services. At this point women are merely passive beneficiaries of welfare benefits. It is obvious that such an approach promotes dependence on the provider. Access, the second level, involves equality of access to resources, such as education, opportunities, land and credit. This is essential for women to make meaningful progress. The path to empowerment is initiated when women/girls recognize their lack of access to resources as a barrier to their growth and overall well-being and take action to address it. Conscientization is a crucial point in the empowerment framework. For women/girls to take appropriate action to close gender gap or gender inequalities, there must be recognition that their problems stem from inherent structural and institutional discrimination. They must also recognize the role they can often play in reinforcing the system that restricts their growth. Participation is the point when women are taking decisions

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alongside men to ensure equity and fairness. To reach this level, however, mobilization is necessary. By organizing themselves and working collectively, women will be empowered to gain increased representation, which will lead to increased empowerment and ultimately greater control. In the frame work, control is presented as the ultimate level of equity and empowerment. At this stage women are able to make decisions over their lives and the lives of their children, and play an active role in society and the development process. Further, the contributions of women are fully recognized and rewarded as such. This frame work shows how since the early 70s, the women's empowerment processes have traveled from Welfare, Women in development, Gender and Development to mainstreaming and empowerment. In all these stages of progress, there are bound to be draw-backs and inhibiting factors, which inform the strategy or approach that follows.

Karl (1995) identifies the measure commonly used by development agencies to include empowerment to increase women's economic status through employment, income generation and access to credit; and empowerment through integrated rural development programmes in which strengthening women's economic status is only one component along with education, literacy, the provision of basic needs and services and fertility control. Quite recently focus has been on integrated quality health care provision, inclusion in sustainable natural resource management and full participation in governance especially at the grass roots level. A literate population is a necessity for any nation wishing to take advantage of modern technological growth. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has long supported the concept that education must be considered as an ongoing process. UNESCO has encouraged literacy programmes, agricultural extension and community instruction. Education has become an essential tool, since it has been seen as the foremost agent of

empowerment. Pomary (1992:21) cited in Simah (2009) says that "no matter how we run away from it, the foremost agent of empowerment is education; education is the only passport to liberation, to political and financial empowerment. Education contributes to sustainable development. It brings about a positive change in our lifestyle. It has the benefit of increasing earnings, improving health and raising productivity." It is in the light of this that education become crucial for facilitating empowerment among women/girls. The application of this concept to this study is very important because it is of the belief that when women are empowered through education, they will have a sense of self-worth, the right to have and make choices, the right to have access to opportunities and resources, the right to have the power to control their own lives both within and outside the home and the ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

Powerless and poor girls make up the most disadvantaged group in education. Achieving equity in education will entail putting in place a rights-based empowerment framework that will target the most vulnerable and transform power hierarchies in learning spaces, communities and policy structures in order to give poor and vulnerable girls a voice and ensure that their right to quality education is sustained.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter describes the procedures that were used in carrying out the study. The sections in this chapter include: Research Design, study site, Sampling, Data Collection methods and procedure and Data Analysis.

3.2 RESEARCH METHOD AND DESIGN

In carrying out this study, I adopted both qualitative and quantitative approaches with a feminist orientation in this study. Shulamit Reinharz defines the feminist research methods as methods used in research projects by people who identify themselves as feminist or as part of the women's movement (1992:6). The researcher has interest in the issues of girls' education with the belief that, education for girls does not only improve the feasibility of MDGs 2 and 3, it also has a positive impact on the other six Goals. She also believes that when girls are empowered through education they will be able to make informed decisions and make positive impacts at home, in the community and the country at large.

The qualitative approach to research according to Kothari (2004:5) is concerned with subjective assessment of attitudes, opinions and behavior. Research in such a situation is a function of researcher's insights and impressions. Such an approach to research generates results either in non-quantitative form or in the form which are not subjected to rigorous quantitative

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analysis. This approach makes use of the techniques such as focus group interviews, projective techniques and depth interviews. Qualitative research can there be construed as a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data. According to Creswell (2003), As it is, qualitative research is suitable for this study to describe and analyze people, individuals and collective thoughts, beliefs, perceptions and actions on the roles NGOs are playing in enhancing the education of the Girl Child in the Nadowli District. Furthermore it enables the researcher to gather data by interacting with the selected persons in their settings to obtain relevant documents on the topic under study (McMillan & Schumacher, 1997). Adding to the above, I used the qualitative research design to enable me use smaller but focused sample in order to elicit in-depth information or views from the respondents. Miles and Huberman (1994) postulate that qualitative research method is a complex, changing and contested field conducted through an intense or prolong contact with a life situation that reflects the everyday life of individuals, groups, societies or organizations. According to Punch (2005), qualitative research method includes four main ideas: strategy, the conceptual framework, the question of who or what is studied and the tools to be used for collecting and analyzing empirical studies. This implies that when the research questions are developed as the study unfolds the overall plan which is the research design still needs to connect the questions to the data. In qualitative research, research questions are not framed by delineating variables or testing hypothesis but most often they came from real world observation and dilemmas. Depth and details are revealed through direct quotations and careful descriptions of behavior. The 2010 population and housing census put the population of the Nadwoli district at 94,388 (GSS 2010). However, I sampled and interviewed only 80 respondents and data collected from these respondents were put into themes such as: Enrolment and retention, access and participation and

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the availability of teaching and learning materials due to the fact that, qualitative research takes a smaller but focused sample and categorizes data into patterns, the primary basis for organizing and reporting results.

Qualitative research mostly derives their data base from interview transcript from open-ended, focused but exploratory interviews. Other sources that constitute a qualitative data base are recorded observation (both video and participatory), focus groups, texts and documents, policy manuals, photographs, lay autobiographical accounts and others. Apart from the interview, I also used observation and documents obtained from WV and schools which constituted the data base for my analysis. This made me to uncover the people's knowledge on the effectiveness of WV's activities in the district. As Holloway (1997) opines, qualitative research are often more concerned about uncovering knowledge about the circumstances in which they find themselves than they are in making judgments about whether those thoughts and feelings are valid, it is exploratory in nature but cannot be represented in mathematical terms. In qualitative research method, the data collection consists of using forms with general emerging questions to permit the participants to generate responses and to gather words or image data (Creswell 2005). It is a site of multiple methodologies and research practices which encompass enormous variety that result in understanding and clarity. The study sought to evaluate the activities and work of WVI in enhancing access to girl child education in Nadowli District of the Upper West Region. The study involved gathering of evidence about what WV has done or is doing to promote girl child education in the district and draw inferences. Thus I employed the qualitative method because the usage of the qualitative analysis to the research provided full description of the role of NGOs towards enhancing Girl Child education. Specifically the effectiveness of WV's activities in improving the education of the girl child.

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The second approach I used in collecting my data was the quantitative approach. The quantitative approach to research as it is deals in numbers, logic and an objective stance and uses tool such as questionnaires or computer software to collect numerical data. Though quantitative research results are limited as they provide numerical descriptions rather than detailed narrative and generally provide less elaborate accounts of human perception. The qualitative instruments were employed so as to gather numeric data from attendance and admission registers to ascertain the enrolment situation of girls as well as the regularity and punctuality to school and the situation of teaching learning materials before, during and after world vision's interventions. The use of quantitative data allowed the gendered patterns to be compared systematically throughout the research and these patterns were compared with those arising out of the interviews. The quantitative method was effectively used in the presentation of data in frequencies, percentages, tables and graphs.

3.3 THE STUDY SITE

Nadowli was selected for this research for the reason that most research on girls' education has been carried at the national level. Illiteracy is high in the study area. Considering the fact that the colonial legacy had denied the north formal education (Bening, 1990) . This has been exacerbated by cultural practices in the area which deprive girls the right to formal education. National statistics indicate that the literacy rate among adults in Northern Ghana is lower than 5 % and less than 40 % of children aged 14 years attend school. This leaves about 60 % of children out of school, most of whom are girls (Ghana Living Standards Survey (GLSS), 2000). Since Nadowli district is found in Northern Ghana, it can certainly not be ruled out that the same scenario pertains in the area. Though in the district girls enrolment at the primary

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school level is higher (97%) than that of the boys (85%), enrolment for boys at the junior high level supersedes that of girls (Nadowli District Education Directorate 2012).

3.4 SAMPLING

The purposive sampling was used to select respondents for the study which included heads of schools, opinion leaders, World Vision officials, officials of the district directorate of Ghana Education Service, pupils, parents and SMC/PTA executive. In all eighty (80) respondents were interviewed. They comprised of ten (10) heads of schools, five (5) officials of the district directorate of Ghana Education Service, thirty (30) pupils, three from each school, thirty (30) parents and SMC/ PTA executive and five (5) World vision officials. The purposive sampling selection technique, otherwise referred to as a judgment samples, was employed in this study to get information rich respondents for this research. The purposive samples allowed the selection of informants that fit the focus of the study (Osuala, 2001). In this study the researcher selected the sampling units that were to be representative of the population. Since the chance that a particular sampling unit would be selected depended on the subjective judgment of the researcher; it did not satisfy the probability-sampling requirement where every unit has a known probability chance of being selected (Glaser and Straus, 1967). Kumar (1999) explains that a sample is a sub-group of the population which is an ideal representative of the entire population. I could not have made direct observations of every individual in the population in the Nadwoli district. Instead, I collected data from a subset of individuals (a sample) and used those observations to make inferences about the entire population. The reasons for using a sample rather than collecting data from the entire population and NGOs in the district was that; for

research investigations involving several hundreds and even thousands of elements, it would be practically impossible to collect data from or test or examine every element. Even if it were possible it would have been prohibitive in terms of time and cost. World vision was also chosen because during my pilot-research it was evident that WV was the most visible NGO in the district that was into girl child education.

3.5 DATA COLLECTION METHODS AND PROCEDURE

Prior to data collection, I embarked on a pre-research visit so as to familiarize the targeted respondents with the research goals, and to crave their indulgence and cooperation in the field work and also to study the area. Arrangements were made with the respondents as to what time and dates were appropriate and convenient for them to be interviewed. In all, the interviews and the recordings were done personally by the researcher.

3.5.1 QUESTIONNAIRES

Questionnaires were employed to collect quantitative data. The questionnaires for the study contained both open ended and closed ended items. Frankel and Wallen (1993) observe that closed ended questions are used in research because they are easy to use, score, and code for analysis while "open ended" questionnaires allowed for individualized response. The study used five types of questionnaires, namely principals/Heads of school Questionnaire, students' questionnaire, NGOs questionnaire, Ghana Education Service officials questionnaire and community members and opinion leaders questionnaire. I used questionnaire as one for the methods of collecting data for the study because I wanted the study to be free from biases. That is, I wanted answers which were in respondents' own words and also give respondents adequate time to give well thought out answers. With some delimitations such as low rate of return of the

duly filled in questionnaires and can only be used by respondents who are educated in mind, questionnaires were given to NGOs officials, heads of schools and officials of the GES. Questionnaires were designed to elicit information from the head teachers on the enrolment levels of the school particularly that of the girls prior to and during or after World vision´s intervention and the contributions made by World Vision through its Area Development Program and its impact on girls' education. This was found expedient because it made it possible for the researcher to know the existing situation in terms of enrolment and retention in all the schools involved in the study before and after World Vision intervention and the contributions made by WV towards improving access to girls' education in the district. Close ended questionnaires were also designed to find out from heads the availability of teaching and learning materials in their respective schools prior to and after the intervention of world vision through its ADPs. A continuous scale from 'very adequate' to 'inadequate' was used. The responses were valued as follows: 5=very adequate, 4=adequate, 3=fairly adequate, 2= inadequate and 1=extremely inadequate. In view of this I distributed the questionnaire first and upon collecting them I followed with the interviews. This was to allow me to ask for clarity of any possible ambiguous replies or omission of replies. Copies of questionnaire were distributed to the right respondents at the appropriate time. 90% of questionnaires were retrieved and analyzed from the various categories of people. Borg & Gall (1993) observe that questionnaires are often used to collect basic descriptive information from a large sample while interviews are used to follow up questionnaire responses. In order to compliment the data from the quantitative instruments, I employed semi-structured interviews and complete observations as qualitative tools in this study.

3.5.2 INTERVIEW

An interview is viewed as a two person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information (Cannel & Kahn 1968) cited in Radnor (2002). According to Kvale and Brinkmann (2009:2), the research interview is a professional conversation, where knowledge is constructed in the interaction between the interviewer and the interviewee. Keith (2004) is of the view that interview is one of the main data collection tools in qualitative research and a very good way of assessing people's perceptions. The interview was face-to-face on one-on-one basis. According to Fraenkel and Wallen (2000) face to face interview is advantageous in data collection for the fact that it places fewer burdens on the reading and writing skills of the respondents when the need arises. In this regard, shy and slow speakers were allowed to respond to questions at their own pace. Face to face discussions made it possible to identify the concerns and priorities of those the researcher was speaking to. The researcher had the opportunity to interact with participants in their social setting and it enabled the researcher to go into considerable amount of detail concerning participants' views and gain deep insights into their experiences through face to face interaction. This gave the researcher a stronger sense of confidence in making recommendations than she would have had from the use of questionnaire.

Fraenkel and Wallen (2000) however added that the lack of anonymity may result in less valid responses to personally sensitive questions. With this in mind, the researcher appealed to respondents to be genuine in their responses. Confidentiality was emphasized as such no electronic media was used in the course of interviews and also respondents' names were not asked during the interview. Solberg (1996) argues that during interviews with children, the researcher should adopt ignorance of age in order to get concrete data. She also continues to

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emphasize that the place where a researcher conducts an interview with child participants may influence the level of participation of the child in the conversation. Therefore, researchers interviewing children have to put this into consideration in order to produce good data which reflects the views from children as much as possible. School pupils were part of my respondents and with this in mind, I allowed them to choose a convenient place for the interview and most pupils preferred to be interviewed under trees. In order not to disrupt instructional hours, pupils were interviewed during break time and sometimes before classes began. The interviews were conducted in a semi-structured way. The semi-structured guide stood out as the most appropriate means of investigating the role of WV in enhancing access to and achievement in girl child education which is the focus of the study. It was considered most useful in the study because it allowed the researcher to ask pre-established key questions and at the same time probe more deeply in response to interviewees' contributions (Hitchcock & Hughes, 1989). Robson (2002) opines that in the form of interview situations the interviewer works out some questions in advance but is free to modify their order based on his perception of what seems most appropriate in the context. In this wise an interview guide with themes such as: enrolment and retention, access and participation and teaching and learning materials were produced bearing in mind the need for my flexibility (Clark 2005). I found the interview appealing because it offered me access to people's ideas, thoughts and memories in their own minds rather than in the words of the researcher (Reinharz 1992:19). It is worth noting, however that the interview as a method is prone to some limitations; such as being open to misinterpretation due to cultural differences between interviewer and interviewees. It is also susceptible to ethical dilemmas and dependent on respondents' openness, honesty and circumstances at a particular time. The researcher, therefore, had to rely on interpersonal skills, vigilance and proficiency in conducting the

interviews. The researcher also used other methods to collect data in order to compliment the limitations encountered in the interviews. Bev James suggested that," interviewing for language is not enough. Instead, we should supplement verbal communication in interviews with attention to nonverbal communication, since often members of a subordinate group cannot clearly articulate their frustrations and discontents may be expressed in inchoate ways such as laughter". This made me not to only note what is been said but also how it was been said.

With the semi structured interview guide, the items were explained to them. During the interview sessions, responses were recorded in field note book. During the interview, issues that I considered less sensitive were discussed first after which the more sensitive and personal ones were discussed, with the view to making the interview less stressing. Also, issues which hitherto were not part of the interview guide but were relevant to the subject matter were included in order to elicit responses that will give clarity to the issues raised. As such, the interview was characterized by informal conversation which made the whole process relaxing but producing the necessary data.

The Interview Schedule used to interview pupils contained seven items. The first four questions were information on age, class or form, early childhood development (kindergarten), distance from home to school and means of going to school. The rest related to the awareness of WV and their activities in schools and in the communities. The schedule for interviewing parents contained eighteen items, the first three elicited information on their background such as gender, level of education, occupation etc. The rest of the items elicited information on the level of interest of parents in educating their daughters relative to the education of their sons, parents position in the community, knowledge of WV's existence and their contributions in enhancing girl child education in the district.

The schedule for interviewing District Education Officials and heads of schools was made up of seven items which were aimed to find out whether respondents live in the community, the number of years in their recent position, the enrolment of the school(s) prior to the current position as well as the current enrolment, the awareness of WV operations in the district, how WV operations have impacted on the performance of girls in school and the general opinion on WV´s activities. Before the interview with the heads in the various schools and pupils, I had a meeting with the heads with permission from the DEO office. This meeting made it possible for dates, time, and venue of subsequent meetings to be scheduled. Each head teacher was met three times in the course of the study because the information I was looking for, made most of them to go back to their archives to retrieve those information.

Before the interview with DEO and WV officials, I went to their respective offices to arrange with the authorities for a convenient day and time for interviews to be granted. This prior notice was very important for it gave the respondents ample time to get them prepared. At each of the offices, two days were used in conducting the interviews. The interview took the form of questions and answers. Questions were posed to respondents and they were allowed to organize information to answer the questions. The interview schedule for WV officials contained six items. These items were intended to elicit information on the following: the number of years WV has been in existence in the district or community, WV´s activities in the district, their specific interventions for girls, the performance of girls before and after WV´s intervention and the impact of WV interventions on girl child education in the district.

3.5.3 OBSERVATION

According to Marshall and Rossman (2006), observation entails the systematic noting and recording of events, behavior, and artifacts in a social setting. It is a suitable method to understand interactions between people and structures in their natural contexts.

Atkinson and Hammersly (1994) stated four types of observation: complete observer, observer as participant, participant observer and complete participant. During my field work, and my research objectives in mind, I assumed the role of a complete observer; hence I recorded observations passively in an uninvolved and detached a manner as possibly. Observation was used as a method of data collection because it offered me the opportunity of observing the natural setting of the existing situation. Though the information provided by this method was limited, the researcher found this method more appropriate due to the fact that no effort whatsoever was made to manipulate variables or to control the activities of individuals. With personally designed observational guide based on the themes I wanted to explore, I observed and recorded most of the physical contributions of World Vision in support of girls' education in schools, offices and in the communities. Though some of the world visions' interventions were not gender specific, it was done to improve the general well being of education in the district which in effect will benefit both boys and girls. However there were others that were geared towards the girl child. In communities like Nator Naro, Charipong and Korinyiri I observed that some JHS girls at home during school hours doing other activities. I also observed in house especially in Nadowli goats given to pupils to rear by WV. I observed in the various schools desks with WV's label but in schools like Nadowli R/C JHS and D/A primary and JHS were packed outside the class room under trees. I also observed one cabinet each with WV's label in the offices of the head teachers but in actual fact these cabinets were meant for the classrooms.

At the district education office and in the various schools, I observed dust bins provided by WV. In the various schools I visited, these dust bins were placed in front of the head teachers offices whiles pupils were littering about. Since respondents especially the pupils could not express themselves fluently in the English language, the researcher resorted to observe their facial expressions and some gestures such as nodding of their head to express disagreement and smiling when they were in agreement.

The study of documents such as class registers and admission registers, helped to corroborate evidence gathered from world vision officials. The review of documents is an obstructive and non-reactive method that was used to elicit information about pupils' enrolment and retention. The advantages of documentary data gathering are that it can be conducted without disturbing the setting, information can be validated, it is exact and can have broad coverage (Marshall and Rossman,2006). However, its weakness lies in the difficulty in retrieving data, biased selectivity, biased reporting (reflecting the author's own bias) and the occasional problems encountered in accessing documents. In this vein, the researcher examined documents with the research questions in mind in order to extract information relevant to the study. With the special guide for documentary data, an initial set of baseline data was collected from the statistical department of the DEO, the office of WVG –Nadowli and the heads of schools under the study. The data were gathered to find out the availability of the various educational facilities, the enrolment figures of girls from 1995/1996-2000/2001 and 2001/2002-2011/2012 academic years.

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3.6 DATA ANALYSIS PROCEDURES

Analysis of the collected data was based on the objectives of the study. Quantitative data obtained from closed-ended items in the questionnaires were analyzed using descriptive statistics namely means, frequency counts and percentages. Qualitative data obtained from open-ended items from the questionnaires and in-depth interviews were analyzed in an ongoing process as themes and sub themes emerged from the data. The researcher transcribed all interview responses from individual respondents. The data were summarized using narrative reports. The findings are presented and discussed in Chapter four (4) and five (5) respectively.

CHAPTER FOUR

RESEARCH FINDINGS AND ANALYSIS

4.1 OVERVIEW

The study was intended to elicit information from respondents to investigate the role of NGOs in enhancing girl child education: The case of World Vision International in the Nadowli District of the Upper West Region of Ghana. The main objective of the study was to find out the effects of World Vision activities on improving access to Girl Child Education in the Nadowli District of the Upper West Region. The study was conducted among a total of 80 respondents in the district. Comprising 47 females and 33 males. The respondents were made up of school children, heads of schools, parents, SMC/PTA executives, District Directorate of Education officials and World Vision officials. Key findings revealed several important themes; including Enrolment and retention of girls, Access and participation of girls in school, the availability of teaching and learning materials and the role of partnership. The situations prior to and before WV's intervention were discussed.

THE STATE OF EDUCATION IN THE DISTRICT BEFORE WORLD VISION

Before WV entered the Nadowli district in 1993, only 11 basic schools existed and the average distance between schools was about 10kms.

Communities such as Goli, Naro, Charipong among others had no schools and children had to walk long distances including crossing fast flowing rivers in the rainy season to attend school in neighboring communities.

The few schools in existence had dilapidated structures and widespread cases of insufficient classrooms in the area. There were no structures for Day Nurseries in the district.

Enrolment in the schools particularly that of girls was low. Only about 15% of girls in the district were enrolled at the basic level. (WV archives, GES statistic).

SPECIFIC AND RELEVANT CONTRIBUTIONS OF WORLD VISION

From the Interviews about the contributions of WV in education in the district, the following emerged:

WV has contributed to the rehabilitation of 11 dilapidated schools bringing the total number of basic schools in the district to 223. However World vision has no primary schools or JHS of its own in the district. Moreover, there are some schools in the district for instance Goli primary school which do not have JHS and children have to walk to Nadowli and other neighboring communities to assess Junior high schools. But World Vision, through the ADP has constructed 26 additional Day Nurseries in different communities. Children can now access early childhood centers within 3km and this has helped to increase enrolment levels at the Kindergarten most especially the enrolment levels of girls.

WVI apart from its frequent de-worming of school children also supported girls' through the provision of first aid and sanitary facilities. The provision of sanitary facilities and first aid in schools by WVG in the district according to respondents have made pupils not to fall sick regularly thereby reducing the dropout rate and increasing the rate of retention most especially that of girls. Again the head teachers interviewed pointed out the fact that prior to the provision of the sanitary facilities; pupils used to ask permission to go home and visit the toilet and the urinal and never came back to school. According to some of the head teachers, some of the pupils were using rubbish dumps as places of convenience which was dangerous to their health.

To most of the head teachers these are some of the major interventions which have encouraged and continue to encourage many parents to send their children to school.

WV has established a girl child educational fund which had made it possible for parents to source funds to support their girls in school. However interviews conducted show that the terms and conditions attached to the sourcing of the funds make it difficult to come by those funds.

DEO officials and parents interviewed said the supply of 730 dual desks to schools in different communities by WVG is a means of increasing enrolment levels at the basic level of education. A parent responded this way, *"Many of us are contented with the education facilities that have been provided. In fact, when a child goes to school, he is likely to come back with fairly clean clothes since he/she now has somewhere to sit."* 75% of the respondents indicated that the number and type of furniture since WVG intervention is adequate which is an improvement over the 31.8% indicated before WVG's intervention. According to most of the head teachers, these educational facilities have gone a long way to increase their enrolment levels, as parents no longer burden themselves with the provision of such school needs. An observation made in some schools was that the furniture were so many that the class rooms could not contain them so they were left outside at the mercy of the rain and sun which eventually got broken without maintaining them.

In an interview with SMC, PTA and head teachers to find out the situation of school uniform and other school accessories before and after the intervention of WVG in the district, it was revealed that before WV's intervention, pupils used to come to school with tattered uniforms and also sit on the floor to write. They added that in the distribution of school uniforms and other school needs, 60% is given to girls. According to the staff of WVG, the purpose is to encourage

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more girls to participate in basic education and stay in school till completion of JHS. The staff of WVG further explained that most of the girls in the communities drop out of school for not having school uniforms. They added that the provision of school uniforms for girls builds their self esteem and confidence and also serve as a tool of embarking on enrolment drive. This according to the staff of WVG has increased enrolment and retention among girls in the district. This was later confirmed from the admission register. The staff of WVG indicated that 60% of both sponsorships and scholarships are given to girls. DEO officials interviewed in the study pointed out that apart from the scholarships and sponsorships given to girls, WVG also supports the district in the organization of STME. One of the DEO officials said, *"had it not been the support of WVG, most of the girls would have been on the street but there is still more WVG can do to improve the status of girls' education in the district".* (August 2013).

WVG supports girls' education through the organization's farm animal project. This, the organisation gives school children goats to rear so that they can sell them and use the money to pay for their fees and other school needs has a negative impact on the education of the girl child. This is because farm animals drink a lot of water which in the rural setup, the girls are often responsible for fetching. Apart from this, children may spend more hours in the bush looking for grass to feed their animals at the expense of their studies and other household activities.

Another issue that came up during the interview with parents and community members was the provision of micro-credit to farmers and women groups by WVG. WVG was said to have supported a number of farmers with funds ranging from a minimum of GH¢100 to a maximum of GH¢300 to expand their farms and also improve on their farming practices which will give them good yield and for that matter increase their income levels. They explained that this kind gesture from WVG has increased the income levels of most farmers who are now in the

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position to provide their children especially girls with their basic school needs such as textbooks, exercise books, school levies, school uniforms etc. as poverty of parents was a major factor for the non enrolment of girls in school. In line with the above, WVG also provides identifiable women groups with financial assistance with the aim of increasing their income levels to better their living standard and to be able to assist their families especially by taking care of their children in school. Groups such as pito brewers and farmers were identified and supported with funds ranging from GH ¢150 to a maximum of GH ¢I, 000. Respondents added that most women are now empowered to make positive decisions in the education of their girl children due to the financial support of WVG. Observations made and interviews conducted with the various target groups, other findings than what the researcher set out to find.

Through the observations made and interviews conducted it was realized that most of the communities have benefited from WVG through the provision of boreholes. Most community members and head teachers as well were of the view that the provision of the boreholes in their respective communities has improved the regularity and punctuality of girls in school. They added that before WVG provided the boreholes for their communities, girls had to walk long distances to fetch water and return home tired. Many of these children therefore refuse to go to school or even if they do, get to school very late. This really affected the concentration and performance of the girls in school. A parent had this to say: *"my children no longer walk long distances before fetching water but rather fetch water just behind our house. They now get to school on time, so teachers do not beat them for coming to school late" (August 2013).* Community members and head teachers were of the view that, fear of corporal punishment coupled with poor performance in school by girls led to the high rate of dropout in the district before the intervention of WVG. They continued to point out that regularity and punctuality of

girls have improved probably due to the availability of boreholes in the communities and has impacted a great deal on the performance of pupils. They also claim that children particularly girls concentrate better in class as they come to school not looking tired. Community members were also of the view that the boreholes provided by WVG have reduced the rate of water borne diseases which used to be common among children in their communities. According to them their children suffered all kinds of water borne diseases prior to the provision of boreholes by WVG. They believe that a healthy mind stays in a healthy body. They added that there have been some cases where girls got drown in wells and rivers for the purpose of fetching water. All these they believe have been dealt with by the provision of boreholes by WVG. In finding out how the provision of bore holes have impacted on their children's education, a parent responded this way: *"now all my children including the girls attend school and stay in school till closing because I don't go to the school to ask permission for them to go to the river side to fetch water to brew my pito"* (July, 2013). But a major concern of the community members was how these boreholes would be repaired when they break down as WV has not train people to maintain and repair the boreholes.

Though observation made from the school register confirmed that the regularity of girls in schools has improved, it was also observed there were some girls in the Junior High classes who normally come to school late. In an interview with these girls to find out why, it was revealed, they have to walk long distances to school because there are no JHS in their communities so after completing the primary school, they have to continue the JHS at different communities. However, there were some communities and schools that have not benefited from any of these interventions from WVI.

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WV through its Area Development Program in collaboration with Ghana Education Service has embarked on an enrolment drive through community durbars to sensitize parents and communities on the importance of enrolling their children especially the girls in school. A head teacher of one of the community schools had a different view of WV's interventions and had this to say "*I think world vision has not done enough to get all girls who are of school going age in school because I can count about thirty young girls who are out of school in this community. I think world vision's concentration is in the towns and not in communities like ours though occasionally the organisation brings my school some reading materials". (July, 2013).*

Respondents especially those at the statistical office of the Ghana education office believed that, WV through the Area Development Program in collaboration with Ghana Education Service and other stakeholders has taken some steps (as mentioned above) to help curb the socio economic and cultural challenges that militated against girls education in the district. These steps have brought the enrolment rate to 65% for boys and 71.9% for girls. There has been a significant increase of 49.9% in terms of girls' enrolment. An officer has this to say concerning the increase. *"This shows that world vision has made some progress towards achieving universal primary education and gender parity in the communities since word vision is the only organisation that has been in the community consistently for about 24years and is concerned with the education of the girl child".*(August 2013). In terms of gender parity in education, world vision has made steady progress. It was observed that the number of children enrolled for primary education increased from 2235 in 1999/2000 academic year to 12,325 in 2011/2012 academic year. Enrolment in schools especially that of girls has increased drastically. (65.5% boys and 71.9% girls). This was made possible through World Vision Area Development Programme in the district. The Gender Parity Index in the district for primary is

now 1.29 indicating that more girls attend school than boys while that for Junior High School is 1.82.

The dropout rate has decreased from between 21% to 30% (1999-2000 academic year) to between 10 to 15%. This has brought the primary School Completion Rate to 89% and JHS Completion Rate to 68.8%. If most of the head teachers interviewed acknowledged the fact that the availability of such educational facilities has a direct relationship on enrolment in their respective schools, then it stands to reason that as WVG provides such educational facilities to schools in different communities, the level of enrolment increases thereby increasing access at the basic level of education. In the words of one of the district education officials, *"WVG since its intervention had also embarked on several enrolment drives through community-wide meetings and the provision of other school facilities to community-schools. He added that had it not been WVG's intervention, the state of basic education especially in the district would have been in shambles".(August, 2013)* .

Though WVG has made some strides to increase the number of teachers in the district by recruiting and training 42 Rural Education Volunteers to teach in primary schools in the deprived areas of the district, this is not enough because volunteer teachers are not the right caliber of teachers to solve the problem of non performance of girls in the district.

School Parent-Teacher Associations (PTAs) and School Management Committees were trained in school management and new ones were also formed where there were none. The study shows that, because of the training received by DEO officials, head teachers, *SMC/PTA* executives and community members with WVG support, which is expected that all these stakeholders should actively participate in school issues and community members to support the

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school by offering accommodation to new teachers, visiting the school, organizing communal labour for school project but as a result of high turnover of the executives, these associations and committees cannot be sustained.

In an interview to find out the availability of teaching learning materials before the intervention of WV, a head teacher, revealed that though the Nadowli district education directorate use to supply the schools with Mathematics and English text books, they are not adequate. The pupil textbook ratio was 5:1for English and 4: 1 for mathematics. They further revealed that considering this ratio, children could not read basic materials at the basic levels because there were no adequate teaching and learning materials. Interviews with school pupils and parents revealed that, WV has provided various schools in the district with teaching and learning materials such as text books, pencils, pens, exercise books, wall charts, toys, desks. In an interview with the head teachers, it was revealed that, now the text book ratio in the various schools is 1:1 for Mathematics and English. And 2:1 for other subjects. To find out the impact of this intervention on girl's education in the district, an official from the GES responded this way: *"Most girls dropped out of school because they lack common basic teaching and learning tools, adding, if the girl-child especially those in the deprived areas are given the necessary educational tools, she could perform creditably well and even more than her urban and more endowed counterparts"(August, 2013)*

WORLD VISION STRATEGIES FOR THEIR INTERVENTIONS

In terms of strategies, World Vision has collaborated with PTA/SMCs, Chiefs, and other opinion leaders in communities to analyze and address socio- cultural barriers that prevent girls from going to and remaining in school in the district. The organisation has also Linked mothers

of girls to income generating opportunities to increase their incomes to enable them maintain their girls in school. Additionally, World Vision has been working closely with the Girl Child Unit of GES in the district to develop and maintain strategies such as supporting the learning process of female students through STME, increasing the assertiveness of female students and Empowering female students aimed at ensuring the continuation of girls into Senior High Schools (SHS) and reducing the dropout rate of girls in Junior High schools (JHS). However there are some projects delivered solely by WV such as the provision of desk, text books and other teaching learning materials.

IMPACT OF WORLD VISION ACTIVITIES

Since the colonial days, the quality of education has been the most significant issue on the agenda of all governments. The focus on educational quality can be seen from polices and programmes of successive governments to improve the quality of education. To some extent plans and policies called for replacement in earlier attention given to such priorities as educational expansion and school access. The global believe seems to be that current education is inadequate to cope with the fast increasing socio economic transformations, modernization and technological advancement which have characterized our world today. A lot of factors are believed to be responsible for the quality of education.

Though there has been an improvement in the enrolment rate (71.9%) of girls in the district as compared to 22% before the intervention of WV the improvement is not encouraging as there are more girls in the district who need to be enrolled in schools. Many people especially girls are still excluded from education, and many more are enrolled in school but learning too little to prepare them for 21st-century job markets. In some communities in the district, access to the

JHS, secondary and higher education that helps create a skilled and knowledgeable labor force continues to be limited; even where access is not a problem, the quality of the education provided is often low. The non achievement of 100% enrollment rate of girls in schools in the district could stem from the fact that these sensitizations normally take place during community durbars which scarcely occur and with only GES officials.

The ultimate goal of WVG interventions is to improve quality education, measured at the basic level of education is the Basic Education Certificate Examination (BECE). In 2009 the District presented the best BECE candidate for the Head of State Award. In 2010, the District again presented the best BECE candidate in the Region for the Head of State Award. In all these years, candidates presented for such awards were boys indicating that despite all the interventions by WVG, to enhance the education of the girl child in terms of access and achievement, the performance of girls in the district is not encouraging. This as a result has deterred some parents from sending their girl children to school or has made parents to take them out of school. As can be seen in the dropout rate between 10 and 15% and the completion rate of 89% meaning not all girls are able to complete the basic education in the district. These parents are of the view that, it is a waste of resources to educate their girl children.

The non achievement of girls in the district could be as a result of the inadequate number of qualified teachers in the district. Though WVG has made some stride to increase the number of teachers in the district by recruiting some volunteer teachers, this is not enough because volunteer teachers are not the right caliber of teachers to solve the problem of non performance by girls in the district. Despite these volunteer teachers in the district, the teacher pupil ratio in the district is still high. Though the district has 88 day nursery, 88 primary schools and 47 JHS,

bringing the total enrolment in the district to 5,981, the total number of trained teachers in the district is only 188.

Though WVI has provided an appreciable quantity of teaching learning materials which has brought the text books ratio for Mathematics and English to 1: 1 and 2: 1 for others subjects, the level of subject mastery is very poor. This stems from the unavoidable use of untrained and unmotivated teachers and also inadequate training in the methodology and knowledge of newly introduced subjects such as Information Communication Technology (ICT), Creative Arts and Pre-technical Skills.

WV has also supplied schools with teaching and learning materials including furniture but due to poor maintenance, the teaching and learning materials could not be sustained to match with the ever increasing enrolment. It is evident from the study that WVG's effort towards the provision of technical and vocational equipments is inadequate in the district. In all the ten basic schools interviewed, there were no home science blocks or a technical workshop. Moreover, there are only 2 technical/vocational institutions in the district. WVG has not done enough in the area of vocational and technical education in the district. The provision of these facilities could have helped to train girls to learn a trade since the BECE was not designed to produce graduates who have been prepared for the job market; they are rather trained to enter into apprenticeship. There is the recognized need for more workshops as well as greater exposure to the practical aspect of the training at the basic level.

Across levels, there is weak data management. This situation is acute at the KG level. This could be attributed to low capacity of staff especially at the KG level. This can affect

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planning within the education sector. Projects delivered solely by WV has resulted in over supply of materials in some schools at the expense of other schools.

WV operation focused mainly on using funding to increase the number of primary schools, the number of teachers and resources for all pupils attending primary school. In this way girls are also receiving the attention that they need; however, they are still being placed on a level playing field with the boys, while in reality their situation often requires additional attention. While their strategy does focus on improving the general state of education in the district, there is the need to be more specific focus on the problems that girls encounter on a day to day basis getting an education. The 2000 National Education Sector Plan states "Gender-focused initiatives will act as one of the main offensives in the elimination of poverty," (National Education Sector Plan, 2000). The identification of improving access and the quality of girls' education are important steps as the most difficult step in implementing change is to gain an understanding of the root problem. By drawing attention to the fact that by using gender-based initiatives to empower and educate women, this impoverished nation may make significant steps to development, communities will be more willing to accept initiates that promote girls' education.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY OF FINDINGS

This study was designed to investigate the role of NGOs towards enhancing girl child education: the case of World Vision International. The Nadowli district was selected as the study area. The research was limited to interviewing with questionnaires and personal observations. The purposive sampling was used to select 80 respondents comprising head teachers, pupils, NGOs officials, District Directorate officials, parents, SMC members and PTA executives. In considering the general characteristics of women in the study areas, it was found out that there was a higher rate of illiteracy of women than men. The major reasons for non-or/low enrolment of girls were established as follows: poor perception of girls' education in the district which encouraged parental preference for males to be educated due to the traditional roles of the girl child 25%, poverty of parents 20%, inheritance lines and security of parents in their latter years and long distance to school 13% each, involvement of girls in economic activities and challenges related to child fostering (girl children are given to an extended relative, usually an aunt, to be raised).12% each, lack of awareness of the value of education 3% and negative attitudes towards school (I don't like school) and fear of corporal punishment 1% of girls in formal schooling in rank order was established.

The main theoretical perspective guiding the study is the empowerment theory. Nowadays, it is an internationally held belief that education is one of the pillars of national development and that global poverty will not decline unless every one everywhere can enjoy the benefits of quality basic education. The attempts to empower women through education have

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traveled through the decades. Considerable efforts have been made by governments and other agencies, and most especially the Millennium Development Goals (MDGs) have been established to address women's needs and their exclusion from the benefits of development. It is stated under the third goal of the MDGs on promoting gender equality and empowering women that women have an enormous impact on the well-being of their families and societies but their potentials is not realized because of discriminatory social norms, incentives and legal institution. In the process of promoting and achieving women's empowerment through education, several policy approaches have been used. It is said that through the Women in Development (WID), Women and Development (WAD),Gender and Development (GAD) strategies that shaped policy interventions and informed scholarly reflections in the 1960's and 1970's were limited by the fact that they remained within the established parameters of the stated model of development and the discourse of its organic intellectuals, these approaches were some way in addressing some of the gender-based contradictions in the development process. Over the years formal and adult education have been used as tools for improving the lot of people through capacity building.

Based on the findings of this study on the role of NGOs towards enhancing girl child education using WV as a case study, this research therefore seeks to examine the activities and work of World Vision in enhancing access to girl child education in Nadowli District of the Upper West Region.

In summary, the study revealed that WVG, a well know NGO in the district which is concerned with the education of the girl child is contributing its quota in bridging the gender gap and also achieving gender parity in education which is a major concern of all governments. In terms of enrolment and retention in schools; WVG has improved the enrolment and retention of girls in schools in the Nadowli district through the collaboration with GES and other

stakeholders to embark on enrolment drive to sensitize parents and communities on the importance of enrolling their children especially girls in school. WV has also provided both recreational and sporting facilities as well as school uniforms and desk. In addition the organisation provides Sponsorship and scholarships to needed but brilliant pupils. In order to empower women financially so as to enable them to provide the school needs of their children especially girls, WV has provided macro credit to women groups in the district. Furthermore, WV has provided boreholes in the communities there by reducing the distance/ hours in fetching water which is usually a chore of girls and women.

WV has also contributed in improving the access and participation of basic education in the district by establishing a Girl Child Educational Fund which parents source to pay for their wards fees and latter pay back. The organisation since its inception in the district has constructed 26 Day Nurseries and has also rehabilitated 11 dilapidated schools in different communities. WV has also been involved in the training of DEO who in turn train head teachers and teachers on the pedagogy of teaching as well as the training of SMC/PTA executives in school management and new ones were formed where there was none. WV has also Recruited and trained Rural Education Volunteers (REV) to teach in primary schools in deprived areas in order to reduce the high pupil-teacher ratio in the area. In terms of teaching and learning materials, WV has provided Text books particularly Mathematics and English and also provided pencils, erasers, exercise books, toys etc.

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5.2 CONCLUSION

Education is a critical asset for women and a fundamental human right for all. This silent emergency that has denied so many children, the majority of them girls, this right is scandal that can and must be ended by the action of us all. Education is not a silver bullet. On its own, it is not enough to overcome the multiple causes of women's deprivation and oppression. Women, even those who get an education, face embedded disadvantage in labour markets, property ownership and sexual and reproductive choice. More so, without achieving gender equality for girls in education, the world has no chance of achieving many of the ambitious health, social and development targets it has set for itself. Since women are the majority of the adult population and constitute the largest percentage of illiterates, it is essential that their consciousness be raised concerning their actual condition and their potentialities for decisive social and economic roles. The 2014 International Day of the Girl Child focused on empowering girls to end the cycle of violence and discrimination in their communities. Adolescent girls are particularly vulnerable to violence and discrimination. Yet, when girls grow up healthy, educated, safe and empowered they can fulfill their potential of to be leaders in their communities, countries and the world.

Base on the findings above, it could be concluded that, WVI, like many other NGOs, channel tremendous resources towards enhancing education in general and girl child education in rural communities especially in northern Ghana. However, these activities and interventions are often not coordinated administratively with other similar activities in the communities. This has led to overlaps of services in some communities especially in Nadwoli Township.

5.3 RECOMMENDATION

On the basis of the findings revealed, following the interpretation of the field data, the following recommendations and suggestions are made for the attention of the national government, National and International Nongovernmental organizations interested in girl child education, civil societies and Human Right Organization, individuals etc so as to work in concert with each other to narrow gender disparity in all spheres of life, that inhibits women's empowerment to lives free of suppression or oppression from their male counterparts at work, homes and societies. In this vein, I strongly recommend that:

With regards to making progress to actually improving the access and quality of girls' education, one issue that one of the interviewees raised was an excellent suggestion and possibility. The idea of having a crèche or introducing a kindergarten type 'class' at every primary school, or nearby would allow girls who take care of younger siblings to attend school while their young siblings are taken care of. Furthermore, in rural areas, kindergartens do not really exist and these could be important in beginning education at an earlier age and in reinforcing the importance of basic education.

In order for the sustainability of projects when WV ends its direct involvement in the community, WV should build the capacity of community members, SMC/ PTA executives, head teachers and teachers through training school committees and/or parent-teacher associations (PTAs) and organizations through which communities can gain control of their own schools. Quality teaching encourages parents to keep sending girls to school and girls to attend and this needs attention through in-service teacher training and continuing professional development as well as initial teacher training.

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WV should also invest in projects like improved irrigation systems, seeds and training. This way, children get the food they need and increase the income of parents so as to provide for the educational needs of their children most especially, the educational needs of girls.

In tackling the issue of gender equality in education it is important that this is addressed holistically. Focusing on what happens only in the school or classroom is not enough. There is the need to consider other community based barriers as well as economic barriers that impede gender equality in education. For example it was found in the study that girls will never remain in school so long as their parents experience extreme poverty and are forced to make hard choices to survive. Education programmes need to look at how they can link women to income-generating activities as part of their strategies. Most importantly, participation of all stakeholders e.g. girls, mothers, parents, teachers, community organizations and government officials in planning, implementation and evaluation of education programmes is vital in achieving gender equality in education.

WV should use various avenues such as political rallies, churches and other public meetings to sensitize communities and parents on the importance of enrolling their girl children in schools. It also needs to strengthen its networking with other institutions especially Ghana Education Service to supply text books to the various schools. This will complement WV support to deliver quality education in the communities. Teachers need to control the proper use of the furniture. Efforts should also be made to use the capitation grants for maintenance of furniture. These issues should be incorporated into the training of SMCs/PTAs and teachers.

WVG has not done enough in the area of vocational and technical education in the district. It is therefore recommended to WVG to take a fresh look at vocational and technical

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education and accordingly redress this shortcoming in their future plans. WVG should consider providing Basic schools in the district with technical and vocational equipments for pupils to be knowledgeable and skillful in those areas of their study. If this is done, pupils will have alternatives of pursuing their education in the secondary schools and the technical and vocational schools or better still learn a vocation or trade. It is suggested that the equipment problem can be addressed in the short term through the provision of well-equipped workshop to service a cluster of schools. There is in addition the recognized need to put in place an assessment examination method that should demand practical work. In this regard, it is recommended that examiners need to be trained in designing questions, which examines the candidate's practical knowledge.

WV should work closely with recipient communities in order to assess the ability to raise livestock and poultry including veterinary care and natural resource management. From the study it was realized that WVG has not provided teachers accommodation in any of the communities, it is therefore recommended to WVG to consider accommodation for teachers in their future plans. This if is done, it will attract teachers to the rural areas and encourage those already teaching to stay in the rural areas. This should be done in collaboration with the District Assemblies, the Ghana Education Service and other relevant partners. If this issue is not addressed with all seriousness the result may be that teachers may not accept posting to rural communities because of the problems they would have to go through in getting accommodation. The long term result would be that the children in these communities may be denied quality education and may be condemned into lifelong poverty.

The observable trend on the ground in the public school system is the ineffective supervision of the school system by education authorities and head teachers, especially at the basic level. Lack of transport facilities and lack of prompt payment of transport claims by

supervisors have aggravated the problem. The indicators are however clear that where the community takes an active interest in the management of their schools, there is a positive impact on the quality of learning and teaching. This is very evident in the quality of those schools that have strong PTA involvement in the administration. This approach calls for a decentralized system that places more authority in the hands of teachers, the principal, the community (including parents), and local education officials. The involvement of parents in the school management system would make up for the incidence of ineffective supervision by education officials. School-Based Management (SBM) and its inherent philosophy of Shared Decision-Making (SDM) system perhaps may be recommended as an integral part of the administrative system of all schools in the country.

There is the need for the modification of School Curriculum for Functional Education. The Curriculum Research and Development Division (CRDD) of the Ministry of Education should redesign the syllabuses to expunge there from those aspects that have emphasized the dominant roles of males over the female. Basic school textbooks which, for instance illustrate the girl child sweeping while the male child plays football must be reversed.

Government should embark on a massive expansion and upgrading of the government school system, while also investing in measures to help poor girls and other excluded groups get an education. The government should abolish fees and extra exorbitant charges in the name of "extra school charges" to make primary education compulsory as well as free.

Government through the ministry of education provides extra incentives to help compensate poor families for girls' labour. Measures such as these including those guaranteeing quality education: such as reasonable class sizes, adequate hours of instruction, adequate supplies

of learning materials that are gender sensitive, and probably most importantly better trained and supported teachers including more female teachers will keep girls in school and enable higher learning achievements.

As we have for long recognized, individual efforts are not simply enough to bring about the sea change that is needed for aid to make a real impact on the international education goals. We can thus reap clear gains for education if we are able to demonstrate and position a genuinely global initiative involving governments, donors and civil society capable of mobilizing and coordinating the full amounts needed to achieve the education goals in a rational, timely and coordinated way to make the greatest possible impact on the world's out of school children and illiterate adults, otherwise, the momentum for free and universal education will quickly fade and during UN MDG's summit, international leaders will turn their attention to sectors which can lay out a more ambitious and compelling vision and strategy for success.

Dialogue be established between curriculum developers and leaders of the traditional education, all traditional stakeholders to discuss and extract all the good human values enshrined in the traditional education and include them in the curriculum of the formal education creating indiscriminate awareness and early access to sound and reliable family planning information and counseling programmes might improve the health of the girl child helping her ability to cope with schooling.

There is the need for a nationwide organization of a girl child parliament on important days such as March 6th on the themes "The girl child is equally important in society" with groups in the society. This group might involve others outside the classroom, such as transport workers,

healthy workers and the forces. Monthly monitoring of school girls should become institutionalized, hence reducing the frequency of unwanted/teenage pregnancy.

The payment of salary to the girl child for the adult roles they mostly play in their homes, more so, when parents are absent. Prompt payment of salaries to teachers is also very important for the delivery of quality education. The ministry of Gender and Children Affair in concert with the ministry of Education and other well meaning Non-governmental organization both at the national and international should launch a massive campaign against gender disparity, violence, discrimination of all sorts against women similar to campaigns against HIV/AIDS highlighting the dangers and consequences of the high rate of illiteracy among women in Ghana at large.

The Government of Ghana has prepared its poverty reduction strategy and education is one of the areas of focus. There is the need to ensure that resources allocated to the sector are used for the benefit of the people. The mechanism for achieving these is to ensure effective community engagement in the policy process and promoting the concept of decentralisation to the letter.

The great inequality that plagues women of all societies around the world can only be combated when women are of an equal or greater standing as their male counterparts. The first and most important step in achieving any kind of equality is through the power of education. Education takes many forms, the most common is what we learn in the classroom, but much is learned through our day to day surroundings. With this in mind I believe that it would be very beneficial to provide more platforms for education for children at a young age. For example incorporating sports classes, personal civic education classes and life skills classes would provide an even more profound education for girls and allow them to be and to feel even more

empowered by the knowledge they acquire, and to have the confidence to be able to use their knowledge. Rapid progress on girls' education, on the scale needed to achieve gender parity worldwide within the next few years, is eminently possible. If many of the poorest countries have made remarkable progress by increasing the ratio of girls to boys from 67% to 93% between 1990 and 1996. Then I am confident Ghana would achieve gender parity too. Moreover, the implementation of this research result and the encouragement of further research could serve as advocacy to initiate external intervention. Again, the political will should not be underscored and the rights of girls to equal education and human rights aspect should be embedded and enforced by all governments.

These recommendations and suggestions are not new I am sure. In fact there is really nothing much I have written that has not been documented, written about or posed before. The collective experience, wisdom and scholarship of the international community had already set forth practical steps and solutions to finally fulfill the promise of Education for All (EFA). The point now is to act on these and offer more than a 100 million children of which 60% are girls and 1 billion illiterate adults a fair chance to beat poverty and for EFA to be a reality of our life time.

5.4 FURTHER STUDIES

The issue of girls' education has been approached from various angles, and the key in moving towards a better standard of girls' education is to have a clear understanding of all the constraints that prevent girls from attending school and to tackle them individually. I believe that it would be important to take a closer look at the chores that girls are laden with at the house and see how

these impact their ability to access education; whether they are simply physically demanding or time consuming.

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APPENDIX A: INTERVIEW SCHEDULE

I am Agnes Tetteh. A student of the University for Development Studies, faculty of Planning and Land Management. This qualitative research study is part of a master degree and it is intended to elicit information from respondents to investigate the role of NGOs in enhancing girl child education: The case of Nadowli district in the Upper West region of Ghana. The participation of this interview is voluntary and if respondents do not feel comfortable in answering the questions you can stop the entire interview or ignore some of the questions. Please feel free to respond to the questions below in the best and sincere way you can. All information provided in this interview would be treated as confidential.

SECTION A

Background information of interviewee

1. Date of interview…………………………………………..

2. Gender…………………………………………………..

3. Approximate age in years…………………………………..

4. Level of Education……………………………………………………….

   ❖ No formal education [   ]

   ❖ Primary [   ]

   ❖ Middle school/J.H.S [   ]

   ❖ Secondary school [   ]

   ❖ Post Secondary [   ]

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❖ Tertiary [   ]

❖ Others [   ]

5. Occupation……………………………………..

6. Organization……………………

SECTION B-QUESTIONS FOR PUPILS

1. Class/form……………………………

2. Did you go to kindergarten? yes [   ]   No [   ]

3. If yes, where?...

4. Do you walk or ride to school?...

5. If you ride to school, how did you acquire your bicycle? A. parents/ guardian bought for

   me [   ] b. was given to me by a teacher [   ] c. was given to me by my

   headmaster/mistress [   ] d. was given to me by an NGO [   ] e. other (how)

6. If by an NGO, mention the name and the reason why it was given to you.

   ………………………………………………………………………………………………

   ………………………………………………………………………………………………

   ………………………………………………………………………………………………

   ………………………

7. What other things have the NGO done for you or other pupils you know?

   ………………………………………………………………………………………………

   ………………………………………………………………………………………………

   ………………………………………………………………………………………………

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SECTION C– QUESTIONS FOR PARENTS/GUARDIANS AND OPINION LEADERS

1. Religion…………………………

2. Do you have children? Yes [   ] No [   ]

3. How many? Boys [   ] Girls [   ]

4. How many of the boys go to school?...

5. How many of the girls go to school?..

6. How long have you lived in this town/village? Years

7. Do you have a school in this town/village? Yes [   ] No [   ]

8. If no, how far is the nearest school? Miles

9. What position do you hold in your community?..

10. Have you ever been to school?   a. yes [   ] b. [   ]

11. If No, Why?..

12. How many years of schooling did you have?....................................

13. What type of school? a. night school b. regular school c. weekend school.

14. Do you know of any organization/persons that help girls to go to school?

15. If yes, what are they and what have they done?

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16. In the absence these NGOs, how else will children especially the girls continue with their education? Briefly explain.

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SECTION D-QUESTIONS FOR HEADS OF SCHOOLS AND THE DISTRICT

DIRECTORATE OF THE GHANA EDUCATION SERVICE

1. Where do you live?

2. How long have you been the head?

3. Prior to you being the head, what was the enrolment?

4. What is the current enrolment?

5. What are the Non Governmental Organisations (NGOs) that operate in the district or

   community?

6. How have these organizations help in the performance of girls in school?

7. Is the support adequate to meet the educational needs of your pupils specifically that of

   girls? Briefly explain.

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8. What else would you want the organization to do for girls in your school?

9. What are your opinions on the activities of NGOs?

SECTION E-QUESTIONS FOR NGO OFFICIALS

1. How long has this organisation been in existence in the district or community?

2. Mention some of the activities of your organization in the district.

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3. Does your organization have specific interventions for girls? Mention them.

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4. Before your interventions how were girls performing in school?

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5. After your intervention, how are they performing?

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6. How have your interventions impacted on girl child education in your district?

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7. How many schools is your organization assisting in the district?

8. What is the objective of the NGO with regard to girls education in the district?

9. For how long shall the organisation continue to support girls education in the district?

SECTION F

Contextual Barriers to Enrolment of girls in Formal Education.

Please indicate the major reason or cause for non-enrolment of girls in school.

(a) Lack of awareness of the value of education.

(b) Long distance to school (school is far)

(c) Parents preventing the child attending

(d) Poverty of parents

(e) Fear of corporal punishment.

(f) staying to help parent (domestic/farm work, trading etc.)

(g) Negative attitudes towards school (I don't like school)

SECTION G

Reasons why girls may drop out of school.

Please indicate the major reason for girls dropping out of school at various levels of basic education.

A. Unsuitable teaching and learning environment.

B. Truancy or dislike of school.

C. Sickness.

D. Dislike of subjects taught.

E. Marriage.

F. Bad school administration of punishment.

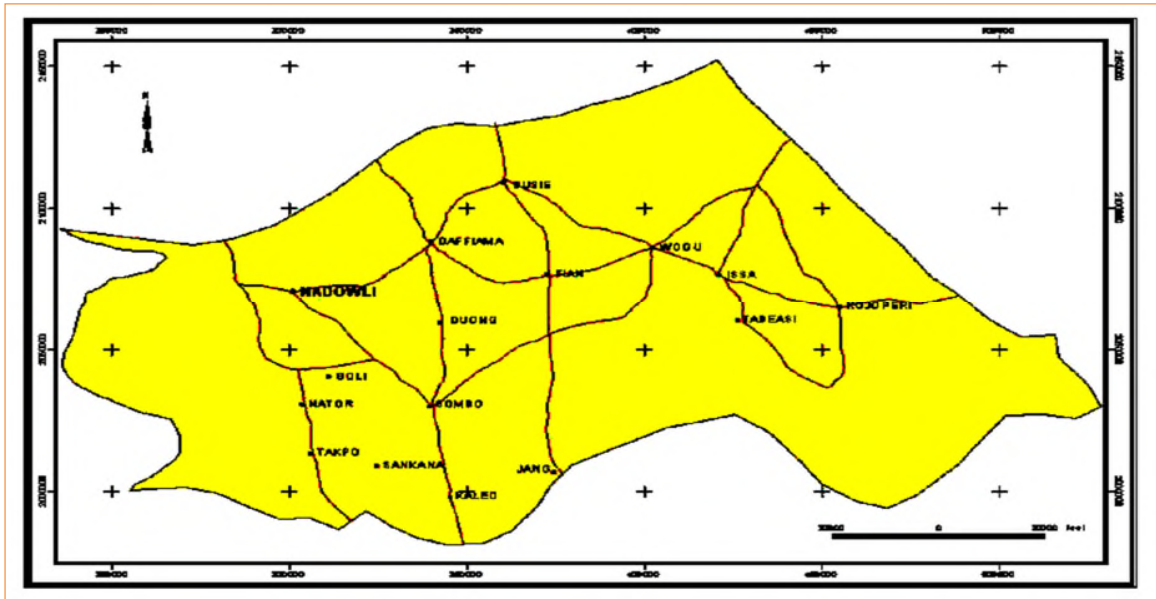G. Lack of awareness of the value of education

H. Poverty of parents.

I. Pregnancy.

J. Long distance to school

K. Helping at home.

L. Parents preventing attendance.

THANK YOU FOR YOUR PARTICIPATION!

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APPENDIX B: MAP OF THE DISTRICT

Figure 1

Source : Nadowli district assembly (2010)