



ASSESSING THE CONTRIBUTION OF STAKEHOLDERS TO BASIC EDUCATION SERVICE DELIVERY IN ZONGO COMMUNITIES IN BRONG AHAFO REGION, GHANA

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Abstract

Basic education service delivery in zongo communities in Ghana appears to be a forgotten area of research. These communities are often associated with slums, poor infrastructure, high illiteracy and dominance of Islamic religion. These features rather become the focus of researchers to the neglect of examining the contribution of stakeholders in these communities to basic education service delivery. This paper assesses the contribution of stakeholders in zongo communities to basic education service delivery in Brong Ahafo Region of Ghana. Data was collected from 461 respondents from seven categories of respondents in two zongo communities in Techiman and Kintampo Municipalities. Data collection techniques were mainly interviews, focus group discussions, and questionnaire. The study found among others that stakeholders in zongo communities participate in basic education service delivery, but perceived quality basic education differently, from input based (provision of school structure, TLMS, trained teachers and use of appropriate teaching methods) and outcome based (BECE results and other academic performance) perspective. They are also motivated to participate in basic education service delivery as a mark of obligation, responsibility, advocacy, and as philanthropists. The paper concludes that stakeholders play important role in delivery basic education in the zongo communities but there is poor information flow, weak coordination and poor consultation by GES and Municipal Assemblies. The paper recommends the creation of an official platform to mobilize and galvanize the support of all stakeholder in coordinated fashion to ensure effective participation in basic education service delivery.

Keywords: Basic Education, Motivation, Participation, Stakeholders, Zongo communities.

Introduction

The need to galvanize all kinds of resources and segments of the population to support the provision of basic education was a clarion called from the Dark World Education Forum which was held from 26th-28th April, 2000. In his welcoming address, the former President of the Republic of Senegal, Abdoulaye Wade, expressed optimism of achieving universal basic education by encouraging stakeholder participation. He set the tone for active participation in the provision of basic education by stakeholders in his remarks that “universal education does not depend on spending money but

is above all a question of political will – the determination to attack head on and to eradicate this vice and injustice by mobilizing all segments of the population” (UNESCO 2000:9).

Stakeholders in education are person(s) or group of persons, institutions, NGOs or civil society organizations, government, donors, etc that have an interest in the activities, performance, development and quality provision and standard of outcomes of basic education. They also include, employers, students, academic and administrative staff,

institutional managers, prospective students and their parents, taxpayers.

Stakeholders' participation especially those at the community level ensure, among others that, community members are sensitized and educated on the importance of education and education policies, take measures to assist in providing and monitoring educational facilities and activities, embark on school projects through communal labour, provision of teaching and learning materials for pupils, ensure adequate supply and motivation of teachers, meet to draw action programmes for school improvement, ensure punctuality and regularity of both teachers and pupils to school, ensure good sanitation and security in schools, and monitor school activities to address their problems where necessary (GES, 2007 and GAIT II, 2006).

In Ghana, stakeholder participation in basic education was given an impetus by the 1959 Accelerated Development Plan, the Education Act of 1961, the Local Government Act of 1988, the 1987 Education Reforms, the 1992 Republican Constitution of Ghana, specifically provision on Free Compulsory Universal Basic Education (fCUBE), the GES Act of 1995, Act 506 and the Education Act of 2008, Act 778 among others. They sought to provide legal backing to education decentralisation and community participation and stakeholders' roles and responsibilities.

The Ghana Education Service Act (Act 506 of 1995) established School Management Committees (SMCs) and Parent Teacher Associations (PTAs) and charged them with the responsibility of rekindling communal spirit as a way of improving quality education delivery at the basic education level. These SMCs and PTAs are supposed to analyze the problems in their schools and adopt strategies towards the improvement of teaching and learning (GES, 2007).

The Education Act 778 of 2008, for instance calls for stakeholders participation in education. It spelt out stakeholders in education to include; Development partners, G.E.S (Implementer of education policies), District Assemblies and District Education Office (DEO), Teachers, SMCs, Chief and Elders, and Parent-Teacher Associations (PTAs). These stakeholders are assigned roles and responsibilities at various levels; national, regional, district and school- community. For instance, the Ghana Education Service (GES) is charged with the provision of teachers and oversight responsibilities

at the regional and district education offices to bring about quality basic and secondary education.

The Research Problem

Zongo means "traveler's camp" or "stop-over" in Hausa and was used by British Colonial Officers to define the areas in which Muslims lived. In Ghana, these settlements were traditionally inhabited by Muslim migrants from northern territories and the neighboring countries such as Nigeria, Niger, Mali and Burkina Faso, either for trading purposes or as hired labourers and fighters (Anne, 2013). Zongo Communities are found in almost all the regional and district capitals and other big towns. In Accra, the capital town of Ghana, for instance, there are several Zongo communities such as Nima, Mamobi, Sabo Zongo, Sukula and Madina. Residents in these communities are predominantly settlers of northern Ghana extraction and from different ethnic backgrounds. Islam and the Hausa language are the unifying factors around which their cultural and religious identity evolve. Zongo communities are often associated with slums or ghettos, poor infrastructure (schools, housing etc.) poor sanitation. They are also characterized by high level of illiteracy, especially among women.

Zongo communities have been marginalized in terms of infrastructure and access to formal education. Perhaps, as migrant settlers, the people are more concerned with executing their temporal businesses at the expense of their children's education. Thus, social life in the zongo communities revolves around associations rather than clan and kinship. Thus, these kinds of associations are temporary as they are formed to address immediate needs of the communities. Anecdotal evidence proved that the bane of most zongo communities is partly due to the fact that most of the key people in zongo communities intend going back to their home towns. Thus, investing in the infrastructural and human development of these communities often suffer from continuity or neglect after the key actors have left the place. As a result, some people in these communities prefer sending their children elsewhere to school.

Zongo communities in Ghana, especially those along the coast and the forest regions have not been

able to enjoy some level of prosperity due to their minority Islamic religious status, non-land-based economy, and influence from foreign authoritative powers, as a result, they “struggle to fully engage in civic life” (Anne, 2013).

Education in zongo communities is nothing to write home about. This is partly due to the attitude of the people and long years of neglect. With the turn of the decade, and the clarion call for universal basic education, access to quality basic education has become a fundamental right of all children (UN, 2010; UNICEF, 2013).

It has become the responsibility of all the stakeholders- the state, international and multinational organizations, bilateral organizations, communities and parents) to ensure that all children are educated. As a result, strenuous efforts are made by local and international organizations over the past decade to ensure that basic education becomes not only accessible, but also affordable.

Internationally, the Education for All (EFA) programme, and the MDGs were both geared towards ensuring that every child of school going age has access to basic education (UNESCO, 2000; 2005 and 2010). With the clarion call for universal basic education for all, zongo communities have witnessed an exponential increase in school enrollment and parent participation in the delivery of basic education services. However, there have been little empirical studies to assess the contribution of the stakeholders in zongo communities to basic education service delivery.

This study has five key objectives, first is to determine the stakeholders and their perceptions about quality basic education, second is to examine stakeholders motivation for participating in basic education service delivery, to assess the relationship that exists between the community level stakeholders and other stakeholder (school(s) and Municipal Education Office/GES), as well as their level of understanding of their role in quality basic education delivery, and finally to examine the challenges facing the stakeholders in their quest to deliver quality basic education.

An Overview of the Literature

The importance of education cannot be stated enough. It forms the very essence of all human actions, because human behavior is influenced by what they know and have learned, either through instructions or through observation and

assimilation. From the work of Borkar (2010) we learned that education leads to self-empowerment, growth in personal aspiration, and ultimately, educated people lead the development and progress for their country. This shows the importance of education to the individual and his nation at large.

UNESCO (2010) argued that a basic education of good quality is an essential human right and as such should be a priority for governments and donors. It indicated that basic education is essential for developing an understanding of the world and the possibilities this provides, and for being able to function effectively within it. UNESCO observed that knowledge and various skills are acquired and developed through schooling and other basic education programmes, and therefore the opportunities for individuals and the ability to act independently are greatly reduced without education.

In view of the importance of education, several legal frameworks have been developed to ensure that is made available and affordable to all. Legal framework supporting educational needs and aspirations of Ghanaians since 1951 include; Accelerated Development Plan for Education (ADPE) 1951; The Education Act of 1961; The Dzobo Report of 1973; The New Structure and Content of Education 1974; The Provisional National Defence Council Law 42 of 1983; The Education Commission Report of 1986, (which led to the Education Reform Policy of 1987); The Education Commission Report on Basic and Secondary Education 1987/88; The Education Reform Programme 1987/88; The Free Compulsory Universal Basic education (FCUBE) Policy Document and Programme of Operations, 1996; and The Ghana Education Trust Fund - GETFund Act of 2000 (Act 581). It is however important to add that the Education Act of 2008 (Act 778) and all the others have in one way or the other contributed to the improvement of quality education delivery, especially at the basic education level.

Data from the Brong Ahafo Regional Education Directorate (2014) revealed that education forms an important determinant of the quality of manpower. However, 48.5% of the population of the region, aged 15 years and older, are not literate. The report indicates significant differences between male and female in literacy in English and Ghanaian Language. For instance, 41.1% of males in the region are illiterate, compared to 56% of female.

Children aged six and above who have never been to school constitute 42% of the population, while the proportion of the population that has attained primary and middle/JSS are 22.3% and 23.3% respectively. The report further indicates that only 11.2% have attained a level above the middle/JSS. Again, a higher percentage of females than males are currently in pre-school and primary school constituting 68.5% and 63.9% respectively.

Stakeholders in Education

A stakeholder is anybody who can affect or is affected by an organization, strategy or project. They can be internal or external and they can be at any level. Some definitions suggest that stakeholders are those who have the power to impact an organization or project in some way. For example: 'People or small groups with the power to respond to, negotiate with, and change the strategic future of the organization' (Ackermann et al, 2002). However, Bryson (2004) states this is a somewhat restrictive definition because it excludes those who are affected, but who do not have any power to respond or negotiate with an organization. To this end, Bryson (2004) prefers a more inclusive definition which extends to all stakeholders who are affected by a change as it is more compatible with notions of democracy and social justice.

Contrary to the above, UNESCO's Education for Sustainable Development (2010) opines that it would be true but unhelpful to say that everyone is a stakeholder in education. For them, every single individual feels the impact of education's success or failure, and that every one affects the impact of education by their behaviour which may be supportive or underminable. This generalization does not help to identify targeted strategies of cooperation, communication or action. Particular roles and responsibilities devolve to a number of bodies and groups at different levels: local (sub-national), national, regional and international. At each level, stakeholders may be part of government (or intergovernmental at regional and international levels), civil society and non-governmental organizations, or in the private sector.

The Singapore Ministry of Education (2013) also identifies stakeholders in education to include a list of people or group of people and organizations.

These include the students, parents and families, teachers, principals of schools, government, businesses and industries, the alumni association, the school advisory/management committees, etc, who are expected to play their roles effectively in order to create conducive teaching and learning atmosphere to enable children learn better and reach their fullest potential.

Similarly, Sheldon, (2002) indicates that stakeholders in the educational community include; students, families, teachers, administrators, policymakers, and the public who have a stake and must have an equal voice in the development, interpretation, and reporting of assessment information. Students are concerned because their knowledge and skills acquisition and the quality of their subsequent lives and careers are at stake. Teachers have a stake because of their understandings of their students, their professional practice and knowledge, their perceptions of themselves as teachers, and the quality of their work life and standing in the community. Families clearly have an investment in their children's learning, well-being, and educational future. The public invests money in education, in part as an investment for the future, and has a stake in maintaining the quality of that investment. The stewardship of the investment involves administrators and policymakers. Provision of quality education is a huge burden which requires the participation of all stakeholders, in a democratic society. When any one stakeholder/perspective is missing, dormant, or privileged above others, the assessment picture is distorted (Wall and Rinehart, 1998).

Stakeholders are crucial to the success of an organization or institution or project and therefore cannot be neglected (DiPaola and Tschannen-Moran, 2001). In view of their relevance, it is pertinent to identify education stakeholders through brainstorming, mind mapping, stakeholder lists, previous projects, organizational charts and directories, and categorization of stakeholders (users/beneficiaries; governance-steering groups/boards; influencers-trade unions, the media; and providers-suppliers, partners), to encourage them participate in education service delivery.

Role of Stakeholders in Education

Stakeholders in education such as the Ministry of Education, Ghana Education Service, Metropolitan/Municipal/District Assemblies, Metropolitan/Municipal/District Education Offices,

School Management Committees/Parent Teacher Associations and traditional authorities and civil society, etc play critical roles in education service delivery. District Education Oversight Committees (DEOCs) are required to monitor the condition of school buildings and the school infrastructure requirements, including cleanliness, lands, and facilities; monitor the supply of textbooks and other teaching and learning materials; monitor the moral and professional behaviour of all staff and pupils, including proper performance of functions, including the regular and punctual attendance of teachers and pupils, and matters related to discipline; monitor complaints of all sorts relating to education, and pertaining to or emanating from teachers, students, principals, parents, community members, and collect information on private educational institutions operating within the district; information should include basic statistics, operating information among others (Ministry of Education, 2010).

School Management Committees (SMCs) assist districts and regions with data collection as required, by submitting standard data, completing surveys and questionnaires; inform districts and regions of any capacity-building needs; conduct small-scale evaluations of school-based projects and activities; report findings to local community members and to district and regional authorities; and create an annual School Performance Improvement Plan (SPIP), monitor implementation activities, and evaluate progress toward SPIP objectives. Traditional Authorities and Civil Society Organizations are to express the views of the community whose needs the District Medium Term Development Plan (DMTDP) aims to address; provide information about how educational programs and policies are operating on the ground and about their impact for the community; provide information about how other responsible authorities (teachers, school administrators, district and regional education authorities) are performing their duties; serve as an on-the-ground watch-force to expose malpractice, corruption, inefficient resource expenditures, and poor policy decisions; assist in data collection for monitoring and evaluation; do critical analysis of educational issues close to the target community and come out with credible and dependable data to inform decision-making at all levels and to achieve improved results; channel grassroots voices and experiences such that they can

inform national level policy and practice (Ministry of Education, 2010).

The functions and roles of stakeholders at each level are complementary. Governmental and intergovernmental bodies are responsible for policy making and framework setting, promoting public consultation and input, national (and international) public campaigns and embedding and operationalising educational systems. Civil society and non-governmental organizations are responsible for public awareness raising, advocacy, campaigns and lobbying; consultancy and input into policy formulation; delivering quality education, primarily in non-formal settings; participatory learning and action; and mediation between government and people. The private sector is responsible for entrepreneurial initiatives and training, management models and approaches, implementation and evaluation, and development and sharing of practices of sustainable production and consumption (Blasé, 1996). However, the development of expertise and capacity, the production of educational and informational materials, the identification and mobilization of resources, the modeling of best practices in institutional life, the exchange of information, and the promotion of cross-sectoral cooperation are some of the functions that are common to all stakeholders.

Local people also play an important role as stakeholders, because of their particular and long-term links to specific geo-physical environments and because of threats to their living and future (Blasé, 1996). They are stakeholders both in the active and passive sense, but more especially represent a fund of knowledge in balancing the use and preservation of education. Without idealizing or romanticizing this relationship of human beings to education, the intimate knowledge and transfer of knowledge from generation to generation gives local people a role in informing the wider debate and offering detailed insights into practices of the 'management' of human survival and development (Blasé, 1996). Media and advertising agencies are also key stakeholders in promoting the broad public awareness and ownership without which education will remain the concern of a few enthusiasts and be confined to the walls of educational institutions. The media can stimulate an upsurge of public opinion that will result in an understanding of and commitment to the principles of education and

therefore an engagement with educational and informational initiatives.

Hoover-Dempsey and Kathleen (2001) identify educational stakeholders as school board members, superintendent, site administrator, teachers, parents, and students who are closely involved in the overall operations of schools. They argued that schools should encourage significant participation of parents, students and teachers in order to be successful.

The teachers and students play an interactive role in the education process because one cannot function without the other. To this end, empowerment of teachers will trickle down to the empowerment of students (Short and Greer, 2002). Teacher empowerment takes the form of providing teachers with a significant role in decisions making, control over their work environment and conditions, and opportunities to serve in a range of professional roles (Short and Greer, 2002). The teacher as a stakeholder is expected to possess the professional knowledge to lead the students in instruction. Additionally, the teacher serves as a mentor, supervisor, counsellor, and community leader. The teacher can be a mentor to students or other teachers. The role of supervisor is present in every aspect of a teacher's daily responsibilities. The teacher's role as counselor can be used to offer advice to students or school advisory committees (Kufi, 2013).

Parents as stakeholders also play a critical role in education service delivery. Their primary objective is to ensure that their children receive quality education, which will enable them lead productive rewarding lives in future. Parents provide for their children's school needs, and influence their behaviors with regard to time management and study habits, eating practices, and their personal safety and general welfare. Parents as educational stakeholders provide additional resources for the school to assist with students' achievement and to enhance a sense of community pride and commitment, which may be influential in the overall success of the school (Cotton and Wiklund, 2001). Also, parents' involvement in their children's educational process through attending school functions, participating in the decision making process, encouraging students to manage their social and academic time wisely, and modelling desirable behavior for their children represent a valuable resource for schools.

Challenges of Stakeholder Participation in Education Delivery

Stakeholders are numerous and are often not well coordinated. In some cases, education policy implementers stress the need to do trials and pilot reforms in order to test their technical characteristics and take corrective action before going to scale, while others resist the implementation of certain policies¹(Little, 2010).

There are several reasons that account for community members' failure to participate in matters concerning education service delivery. Vanyperen, et al (1999) believed that, people with physical disabilities may not be able to participate in decision-making because of lack of knowledge and awareness, lack of transport and problems with access to buildings where meetings take place. Old people may not fully partake in decision making with regards to education. Communities with many languages may debar others from contributing to decision affecting education and also lack of time – either working (often very long hours) or looking after the family, lack of understanding of the community and voluntary sectors, etc.

More importantly, stakeholders who are unhappy or feel odd among participants may not actively participate in school activities. For instance, being an odd one among participants (a woman in the midst of only men, the only one who cannot speak the language used at the meeting, etc). Fear of being 'shut down'; experience of having one's views misrepresented or ignored in the past, a feeling of shame, etc, can make some people very reluctant to take part in activities with other members of the community. This can be a major factor for some of the most marginalized groups.

Arnstein (1969) talked about "*resistance to power redistribution*" by the "*power-holders*" as one of the barriers to achieving genuine participation. For 'power-holders', broadening true participation means a loss of power for them, and hence their

¹ The middle class bureaucrats in the Ghana Education Service resisted the education policies and reforms of 1987. Those who resisted the reforms did not speak out at public discussions about the reforms. Instead, they found ways of bypassing the new system, by sending their children to private primary schools and arranged for them to write the Common Entrance Examination a year early. In this way they entered the traditional secondary school directly rather than wait a year and proceed to secondary via the new Junior Secondary School which the new reforms proposed (Djangmah, 2009).

resistance. He mentioned issues inherent in local context and local government structures as barriers to achieving higher level of participation. In a situation where local government officials feel threatened by the empowerment of the local steering committees, they may accuse them of being agents of political parties, who want to take control of projects and resources (Marsland, 2006).

Wrong timing of SMC/PTA meetings; education authorities assigning responsibilities beyond the capabilities of community level stakeholders; inadequate engagement to clarify national, district and community level stakeholders roles; and a general lukewarm attitude towards communal work and public service in general were the main problems inhibiting community participation, and are challenges to stakeholder participation (Baku and Agyman, 2002).

Asuo (2012) highlighted community level stakeholders challenges to participation in the development and implementation of the DESP to include; the fear of district level stakeholders to be accountable, resistance to change, lack of skills in the use of participatory approaches, communication problems, and lack of funds to organize participatory activities, time wasting and vast terrain (vast and scattered communities and bad roads).

Despite the stakeholder challenges mentioned above, the decentralization and the resultant creation of SMCs/PTAs, DEOC, DEPT in Ghana were aimed at strengthening stakeholder participation. As part of government's effort at strengthening community participation, structures

such as SMCs/PTAs, DEOC, DEPT, circuits, zones, area councils, units and cluster centres among others were established and strengthened (Ameyaw-Akumfi, 2002).

Research Methods and Materials

The study was conducted in two Zongo communities in the Brong Ahafo region of Ghana; Tagono in Kintampo Municipality and Hansua in Techiman Municipality. The study was conducted in six school-communities; three from each zongo community – two primary schools and one Junior High School each. The study used participatory approach mainly interviews, focus group discussions and questionnaire administration to collect information from several categories of people in the two communities. These categories of people included; students, teachers, parents, executives and members of Parent Teacher Associations (PTA), Community Based Organizations (CBOs), Community and Religious Leaders (CRLs), School Management Committees (SMCs), Unit Committee members and Assembly Persons, including Presiding Members and Chair Persons of Education Sub-Committee. Others were the Municipal Education Directorates of the two municipalities (Directors and Assistant Directors of Education, circuit supervisors) at the Municipal Assemblies (Municipal Chief Executives, Coordinating Directors, Planning Officers, Municipal Finance and Budget Officers). In total, data was collected from 461 respondents across these categories of stakeholders. Details are shown on Table 1.

Table 1: Categories of respondents

Category of respondents	Techiman	Kintampo	Total
Community level stakeholders			
Students	45	40	85
Parents	68	57	125
Parent Teacher Associations	25	24	49
Community Based Organizations (CBOs)	12	10	22
Community and Religious Leaders (CRLs)	15	12	27
School Management Committees (SMCs)	7	5	12
GES level stakeholders			
Municipal Directors of Education	3	3	6
Teachers	54	46	100
Circuit supervisors	6	5	11
Municipal Assemblies level stakeholders			
Municipal Chief Executives	1	1	2

Coordinating Directors	2	1	3
Planning Officers	1	1	2
Municipal Finance	1	1	2
Budget Officers	1	1	2
Unit Committee and Assembly Persons	5	4	9
Presiding Members	1	1	2
Chair Persons of Education Sub-Committee	1	1	2
Total	248	213	461

Source: Field Data, 2015

Findings

Characteristics of the communities

Tagono is a zongo community in Kintampo Municipality while Hansua is in Techiman Municipality. The two communities are densely populated and crowded. The common language is Hausa though Twi is also widely spoken. The majority of the people were of Northern Ghanaian extraction, while others were Mossi, Banda and Wangaras. The rest of the residents were said to have come from the neighbouring Burkina Faso, Mali, Niger, Togo and Nigeria. Despite the fact that, most of them are second and third generation settlers, they still see themselves as migrants.

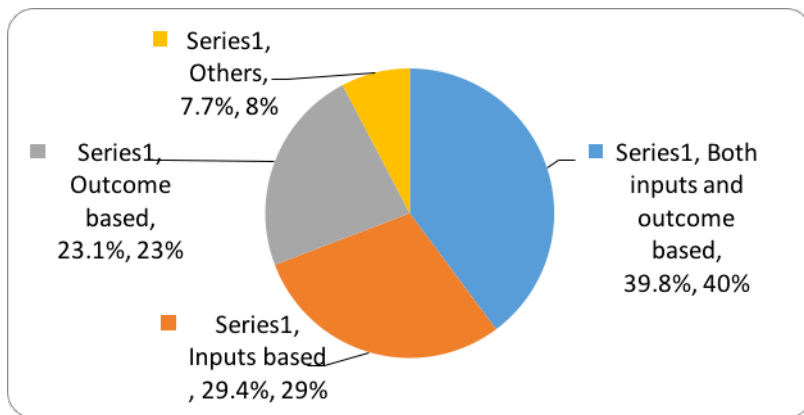
Petty trading is the major business activity for both men and women, however, most of them engage in farming. Illiteracy is high among the residents and even higher among the women than men. The majority of the children between ages 6 to 15 years are in school. Another striking feature for both communities is that residents are predominantly Muslims and prefer that their children attend Arabic and English schools. School dropout rate is higher among children in these two communities. Residents observed that the majority of the children, especially girls drop before completing Junior High School, while the few boys who manage to get to Senior High School either also drop or terminate their education at that level. They attributed these to polygamy, large family sizes, poor parental care, inadequate role models, indiscipline, and teenage pregnancy among others. Poverty level is higher as

the majority are engaged in unreliable business activities. Poverty is also reflected in the quality of their houses. Apart from basic schools, these two communities lack basic social amenities.

Perception about Quality of Basic Education

Quality basic education means different things to different people. Perhaps, the term is very subjective. The study found that, generally 40% of the respondents (23% for Techiman and 17% from Kintampo) perceived quality basic education in both input based (provision of school structure, TLMs, trained teachers and use of appropriate teaching methods) and outcome based (BECE results and other academic performance). Those who perceived quality education from the input based perspective (provision of school structure, TLMs, trained teachers and use of appropriate teaching methods among others) constituted 29% (17.5% from Techiman and 11.5% from Kintampo) of the respondents. The outcome based (BECE results and other academic performance) perception about quality basic education was the third majority and constituted 23% of the respondents (14.6% from Techiman and 8.4% from Kintampo). Others, constituting 8%, perceived quality basic education to mean the ability of the student to read and write things that commensurate with their level in education/standard, being assertive and critical, knowing basic hygienic and personal health care.

Figure 1: Stakeholders' Perception about Quality of Basic Education



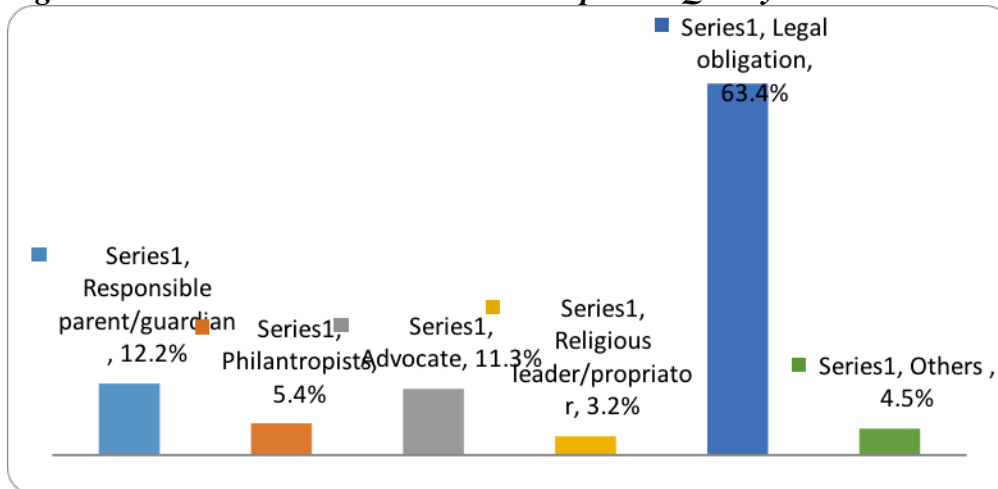
Source: Field Survey, 2015

From Figure 1, it is clear that respondents perceived quality basic education differently; from both input (Pupil-Teacher Ratio, Pupil-Textbook Ratio, school structure, number of trained teachers etc) and outcome (BECE results and other academic performance) based, the findings corroborates EQUALL (2005) and UNICEF (2000) definitions of quality from input and outcome basis. However, the perception of the respondents was contrary to MoE-Ghana (2009) assertion that quality education is the desired results in the acquisition of knowledge, values, attitudes, skills and competencies relevant and impact on the child and society as a whole.

Motivation to Participate in Quality Basic Education Delivery

This section presents data on the respondents' motives for participating in basic education service delivery. Figure 2 depicts the details.

Figure 2 Stakeholders Motivation to Participate in Quality Basic Education Delivery



Source: field Survey, 2015

From Figure 2, it is clear that community level stakeholders such as Parent Teacher Associations (PTA), Community Based Organizations (CBOs), Community and Religious Leaders (CRLs), School Management Committees (SMCs), Unit Committee members and Assembly Persons are motivated to intervene in basic education service delivery

because of the following reasons: legal obligation, responsible parents/guardians, advocacy, philanthropy, others were members of community and religious leaders. The majority of the respondents were of the view that they intervened in quality basic education delivery because they were legally bound (63.4%) to do so. A little bit over

twelve percent (12.2%) participate in basic education service delivery as a mark of responsibility as parents/guardian, etc. Advocacy was the third highest (11.3%) motivational factor for community level stakeholders intervention in quality basic education delivery. Respondents mainly from the civil society organizations, community and religious leaders, PTA and SMC executives indicated this as a factor. The fourth highest motivational factor was for philanthropic reason as indicated by 5.4% of the respondents. The fifth highest motivation was classified as others (4.5%). In their opinion, quality is a desired outcome, but poor quality is a threat to society. Community level stakeholders were motivated to intervene in quality basic education delivery because they are community leaders/members and constituted 3.2% of the respondents.

The findings as presented in Figure 2 shapely contradict the findings of Education for All (2005) which indicated that cost of/amount invested in education was the main reason why stakeholders intervene in quality education delivery. However, the interest of stakeholders are mutually exclusive hence their motivation to intervene in the delivery of quality services also differ.

Relationship among Stakeholders

collaboration among stakeholders was seen to be insignificant as only 1.4% of the respondents mentioned this. This perhaps results from poor

The relationship among stakeholders is very complex and multifaceted. As the stakeholders are many and varied, the study focused on only the relationship between stakeholders at the community such as parents, PTA, SMC, Community and religious leaders on one hand and Municipal Education Offices and teachers on the other hand.

The results show that the level of relationship between community level stakeholders and the Schools/the two Municipal Education Offices/GES were, in order of magnitude; weak in terms of information sharing, poor in terms of consultation, average in terms of partnership, and good concerning collaboration. The majority (76.9%) of the respondents were of the view that the relationship between these categories of people was weak with regards to information sharing. They contended that reciprocal visits between and among stakeholders (community and district level) to provide or collect information about basic education is abysmally weak.

With regards to stakeholders' participation in School/MEO activities, the study found that their relationship in this regards is poor as indicated by almost 20 per cent of the respondents. Concerning partnership among the stakeholders, the results show an average level of relationship as indicated by 1.8% of the respondents. Good information sharing, poor collaboration among the stakeholders.

Table 2: Level of Relationship among Stakeholders

Level of Relationship	Techiman		Kintampo		Percent
	Freq.	%	Freq.	%	
Weak Information	191	77	164	76.9	76.9
Poor Consultation	50	20	42	19.7	19.9
Partnership/average	4	1.6	4	1.8	1.8
Collaboration/good	3	1.2	3	1.4	1.4
Total	248		213		100.0

Source: Field Survey, 2015

In a descending order, respondents were asked to rank their perception about the relationship that exists among stakeholders. The results are as shown in Table 2. The results show that almost 77% (77% for Techiman and 76.9% for Kintampo) claimed there is weak information sharing among stakeholders. Consultation among stakeholders is

said to be poor as revealed by almost 20% of the respondents. Partnership is average (1.8%), while collaboration is good (1.4%). There was no significant difference between Techiman and Kintampo. These findings corroborate GAIT II (2006) findings that the level of relationship between district level stakeholders (DA/DEO) and

community level stakeholders (SMC/PTAs, CRLs, CBOs/FBOs, pupils and teachers) has been weak, indicating that both stakeholders have information on how they should relate but they do not consult, partner, collaborate and empower each other to provide quality basic education. Also the relationship between and among district level stakeholders (DA and DEO) and community level stakeholders (SMC/PTAs, CRLs, CBOs/FBOs, pupils and teachers) was dependent on how they both inform, consult, partner, collaborate and empower one another through activities such as reports, visits, media (print/electronic), town meetings, question-and-answer sessions, appraisal meetings, training, advocacy agenda development and implementation, District Education Strategic Plan development and implementation and School Performance Improvement Plan development and implementation among others.

The results also corroborate Ibis (2010) assertion that the relationship between the Ghana Education Service and community level stakeholders such as SMC/PTAs, chiefs and elders, FBOs and CBOs, among others, with regards to the provision of resources, monitoring, supervision, and incrementally integrating best practices into education policy were not happening as expected. Lack of empowerment was found to be one of the key factors responsible for the poor relationship. The community level stakeholders are not empowered enough to gather evidence from school-communities for effective advocacy at the district, regional and national levels for quality basic education delivery.

However, the results rather contradicted Heck's (2003) findings that a wide range of approaches such as transitory and formation of groups in development projects ensured participation and strengthened the relationship between/among stakeholders. Similarly, the results contradict Nkunica's (1987) assertion that most organizations used extension staff, whose primary role is to provide a link between policy makers and the local people.

Stakeholders Role in Quality Basic Education Delivery

This section presents the finding on the stakeholder's role in ensuring quality basic education in the study communities. The majority, 77.6% (63% for Techiman and 92.2% from Kintampo) of the respondents, especially those at

the community level, said they do not clearly understand their role towards quality basic education delivery with regards to information gathering and sharing. Quality education service delivery is a collective effort among the stakeholders. The study found that though there were PTAs and SMCs in all the school, stakeholders' role as collaborators towards quality basic education delivery was very poor as indicated by 17.8% of the respondents (Techiman, 12% and Kintampo, 23.6%) However, parents play an important role as educational stakeholders by providing additional resources for the school to assist with student achievement and enhancing a sense of community pride and commitment, and also by their involvement in their children's educational process through attending school functions, participating in the decision making process, encouraging students to manage their social and academic time wisely, and modelling desirable behavior for their children.

GES officials, including teachers still play their traditional roles such as teaching, guidance and counseling, supervision and provision of teaching and learning materials. However, most community level and district level stakeholders have failed to translate their understanding of their roles into performance.

Challenges to Community Level Stakeholders

The challenges posed to effective community level stakeholders in their bid to contribute to quality basic education delivery are multidimensional in nature. The study found that 74.4% of the community level stakeholders claimed they were marginalized by the Municipal stakeholders (Municipal Education Office and the Municipal Assemblies. Techiman recorded 78.8%, while Kintampo recorded 70%). Marginalization was expressed in the form of little or no consultation by the Municipal Education offices with regard to teacher posting, textbook situation in schools, and supply of other teaching and learning materials. They further accused GES and the Assemblies for bypassing them in matters concerning education. Marginalization of community level stakeholders such as pupils, teachers, SMCs, PTAs, CRLs and CBOs by MA/MEO was a challenge to their effectiveness and efficiency in relation to their roles in the delivery of quality basic education.

Closely linked to the above mentioned was inadequate skills on the use of participatory approaches on the part of community level stakeholders. Interviews with them revealed that, apart from PTAs/SMCs meetings, all the other stakeholders do not have any forum or platform to discuss issues concerning quality education together. To this end, their contributions are not well coordinated leading to duplication of efforts, inefficiency and ineffectiveness on their part.

The results show that more than one quarter (30%) of the respondents was of the view that marginalization of community level stakeholders affects the performance of community level stakeholders' roles in quality basic education delivery.

Inadequate skills in participatory approaches to service delivery (both community and district level stakeholders) was also found to be a challenge facing community level stakeholders in the discharge of their roles in the delivery of quality basic education. Other challenges identified included, poor information flow among the various stakeholders, poor collaboration, lack of reliable sources of funds, frequent change of leaders (teachers, GES, officers, District Chiefs Executives), lukewarm attitude to meeting, and high illiteracy rate among parents.

How to Ensure Effective Performance of Community Level Stakeholders Roles in Quality Basic Education Delivery

This section presents stakeholders' views on how to ensure their own effectiveness in quality basic education delivery. Respondents advanced various reasons and strategies that could be applied to ensure effectiveness of stakeholders. The results show that 35.29% and 48% of the respondents from Techiman and Kintampo respectively suggested that evaluation of pupils/students' performance as well as trying to seek their views concerning what could be done to improve performance are very crucial. On the other hand, 43.7% and 32.5% of the respondents from Techiman and Kintampo respectively indicated that trying to find out what roles can the various stakeholders play is very important to providing useful information to improve the performance of the stakeholders. Furthermore, 21% and 19.5% of the respondents from Techiman and Kintampo respectively suggested that, since the students are the primary

beneficiaries of quality education, seeking their views in this regard is very critical.

Stakeholders' contribution to education service delivery is voluntary and not governed by any law. They are also not well organised like the students. As a result, their roles and responsibilities are not controlled and effectively supervised. Nearly twenty-four percent of the respondents suggested that if stakeholders could be well organised and committed, especially the PTAs, SMCs, and community leaders, their activities could have been supervised and coordinated to effectively deliver.

Respondents further suggested that a platform should be created for all stakeholders to meet regularly, discuss their schools, identify problems, share responsibilities and ensure that these responsibilities are carried out well. They particularly stressed that qualified teachers, teaching and learning materials, regular in-service training for teachers and effective monitoring and supervision are key for the delivery of quality basic education. They also emphasised good relationship and camaraderie among stakeholders as very important ingredients to foster unity, share ideas and collaborate to deliver quality education.

Parents are particularly singled out to ensure discipline of their wards, and teach them good behaviour and respect for authority. Respondents were of the view that, there cannot be quality education, if students are not well disciplined. They suggested that parents should encourage their children to learn since they spend much time at home than in school.

Conclusion

There are several stakeholders in zongo communities who are increasingly participating in basic education service delivery. They perceive quality basic education differently. While some considered quality basic education from the point of view of input based (provision of school structure, TLMs, trained teachers and use of appropriate teaching methods) other saw it from outcome based (BECE results and other academic performance) perspective.

Stakeholders in zongo communities are motivated to participate in basic education service delivery as a mark of obligation, responsibility, advocacy, and as philanthropists. Community leaders on the other hand felt they are obliged to contribute to basic education by virtue of their positions as leaders.

Community stakeholders' relationship with GES officials can be described as poor because there is little interaction and consultation among them.

Some of the impediments confronting community level basic education stakeholders are that they are marginalized by the Municipal stakeholders (Municipal Education Office and the Municipal Assemblies; most decisions and actions concerning education are taken without their involvement. GES and the Assemblies often bypass them and deal with the schools directly. Inadequate skills on participatory approaches and lack of common platform for all stakeholders to discuss issues of quality education together are some of their challenges.

Stakeholders in basic education are amorphous groups or people who are not bound by any law. They are also not well organised and their contribution is purely voluntary and unreliable. To make them effective, there is the need to create a platform for them to regularly meet and discuss their schools, identify problems, share responsibilities and ensure that these responsibilities are carried out well.

There is therefore the need for stronger collaboration and coordination of the activities of community level stakeholders in basic education to ensure their effectiveness in contributing to education service delivery. GES and the Municipal Assemblies can take the initiative to mobilise them for coordinated actions.

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