

EFFECTS OF THE SCHOOL CAPITATION GRANTS ON BASIC SCHOOL
ENROLMENT AND ATTENDANCE IN THE WA MUNICIPALITY OF GHANA

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(UDS/MDS/0345/14)

UNIVERSITY FOR DEVELOPMENT STUDIES

THESIS SUBMITTED TO THE DEPARTMENT OF AFRICAN AND GENERAL
STUDIES, FACULTY OF INTEGRATED DEVELOPMENT STUDIES, UNIVERSITY
FOR DEVELOPMENT STUDIES, IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY DEGREE IN
DEVELOPMENT STUDIES

OCTOBER, 2019



Student

I hereby declare that 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.

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ABSTRACT

This study seeks to assess the School Capitation Grant Policy on Basic School enrolment and attendance in the Wa municipality of Ghana. The study adapted the utilization of capitation grant by Yoshiaka (2010), by assessing the role of capitation grant in basic enrolment, attendance and retention in the Wa Municipality. Schools that were in existence before the inception of the program and have benefited from the program were specifically targeted. Exploratory research design was used. Stratified random sampling was used to group beneficiary schools into two strata; Urban and Peri- Urban schools, and simple random sampling used to select 70 schools out the 85 beneficiary schools. Enrolment figures were compared between the pre and post capitation grant era. The study provided mixed findings on the influence of the GSCGP on enrolment, attendance and retention of pupils in basic schools in the Wa Municipality. Respondents acknowledged the role of the GSCGP in increasing gross enrolment after the implementation of the policy. However, other factors aside the Ghana School Capitation Grant, like the Ghana School Feeding program also contributed to increases in enrolment, attendance and retention. The study also reveals challenges confronting the implementation of the capitation policy. It is recommended that the program be restructured to give special attention to female education as contained in the manual for implementation of the program. In an attempt to expand the scale of the policy by increasing the amount per pupil, management should give priority to schools with wide gender disparity.



I feel indebted to the following people for their diverse contributions towards the overall completion of this work:

My supervisor, Dr. Frank K. Teng-Zeng for both the professional and fatherly role he played in guiding me to complete this work. I must confess that at a point I almost abandoned this work, his kind words of encouragement moved me on. I say a big ‘Thank you’ to you ‘Doc’.

Mr. Ismail Nuhu for his immense role in helping me with data, typing, and proof reading this work. I should say that I owe you.

To all others, I say “YE BARIKA YAGA GYAA”.



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DEDICATION

To my lovely family

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ADRA	Adventist Development Relief Agency
AU	African Union
CAADEP	Comprehensive Africa Agricultural Development
CAADP	Comprehensive Africa Agricultural Development Programme
CDD	Centre for Democratic Development
CSO	Civil Society Organisation
CRS	Catholic Relief Services
DIC	District Implementation Committee
EFA	Education for All
FCUBE	Free Compulsory and Universal Basic Education
FCUBE	Free Compulsory Basic Education
FFE	Food for Education
FGD	Focus Group Discussion
GAIN	Ghana Agricultural Initiative
GES	Ghana Education Service
GOB	Government of Bangladesh
GPI	Gender Parity Index



GSCGP	Ghana School Capitation Grant Policy
GSFP	Ghana School Feeding Program
GSS	Ghana Statistical Service
MDGs	Millennium Development Goals
MLGRD	Ministry of Local Government and Rural Development
MMDCE	Metropolitan, Municipal and District Chief Executive
MoE	Ministry of Education
MoFA	Ministry of Food and Agriculture
MoFEP	Ministry of Finance and Economic Planning
MoWCA	Ministry of Women and Children Affairs
NGOs	Non-Governmental Organizations
PESP	Primary Education Stipend program
PHC	Population and Housing Census
PREP	Primary Education Project
PTA	Parent Teacher Association
RCCs	Regional Coordinating Councils
SEND	Social Enterprise Development
SIC	School Implementation Committee



SPIP	School Performance Improvement Plan www.udsspace.uds.edu.gh
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children Emergency Fund
UNMDG	United Nations Millennium Development Goals
UWR	Upper West Region
WFG	World Food Organization



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is fundamental to enhancing the quality of human life and ensuring social and economic progress (UN, 1997). However, about 57 million children around the world are not going to school, most of who are found on the African continent (UNESCO, 2012). No society can be said to be thriving and advanced if a greater part of its citizens are poor and miserable (Adam, 1976). Widespread abject poverty creates conditions in which the poor have no access to credit, are unable to finance their childrens education, and in the absence of physical or monetary investment opportunities, have many children as a source of old-age financial security . Education is the basic objective of development; it is an important end in itself. It is very vital for a satisfying and rewarding life. It is a means by which human dignity is restored (Tadaro and Smith, 2009). This supports the fact that education is unarguably the key to a successful life, and that is why the Government of Ghana is doing its best to ensure that children of school going age have access to free and quality education in the country.

It is contended that about 95% of children who live in low and lower-middle income countries do not get primary education, 44% in sub-Saharan Africa, 19% in South and West Asia and 14% in the Arab states. Out of this, girls constitute about 55% of the total and are often the victims of rape and other sexual violence (UNESCO, 2000). Todaro and Smith (2009), added that young females receive considerable less education than young males in almost every developing country. It was further pointed out that women enrolment in primary and secondary education is lower than that of men by at least 10%.



With this importance, making education available and easily accessible to everyone became the responsibility of every nation. The International Labour Office (ILO) and United Nations Organization (UN) through the efforts of the United Nations International Children's Emergency Fund (UNICEF), has prepared a check list of regulating social approaches that could meet the best interest of children. The regulations of the UNICEF check list include expanding educational opportunities "time off" for standard or workplace schooling, encouraging stricter law enforcement against child labour trafficking, providing support services for parents and their children and working to develop social norms against the economic exploitation of children (Todaro, 2003).

Several approaches and strategies have been used by developing and developed countries to get more children into school, including expanding school places such as new village schools and incentives to induce parents to send their children to school (Todaro, 2009). In order to make education easy and accessible to all, the Republic of Ghana under the 1992 Constitution enacted Free Compulsory Universal Basic Education (FCUBE) which was implemented in 1995 to provide FCUBE for children of all school-going age in Ghana to improve quality of education, demand and enrolment by 2005 (Ministry of Justice, 1992). Despite the good intention of FCUBE programme, improving quality and enrolment remained a challenge.

As a further step to improve quality education, demand and enrolment, the government of Ghana introduced Capitation Grants (CG) in 2004 to relief parents of the burden of paying fees charged by schools. Capitation Grant is to give schools the necessary funds to improve teaching and learning, provide support to needy students and introduce school based in-service training (GES, 2004).



Each school received an average of GH¢4.50 per child enrolled. Government however, announced in the 2018 budget that the amount per head has been increased by 100% to GH¢ 9.00 starting from the 2017/18 academic year. In most communities, especially in developing countries, most parents do not really ensure that their wards/ children especially, receive quality education.

Five main challenges have been identified which make it difficult for pupils to access formal education. These are the cost of education, poor school environments, the weak position of women in society, conflict and social exclusion. These challenges are not exhaustive, but they are recurrent in Ghana and in many other countries.

Governments, the International Community and other development agencies have therefore, focused their concentration through collaboration on strategies to improve access to formal education. In 1990, the Education for all Conference was held in Jomtien. It prompted over 100 governments to formulate various policies towards encouraging the education of all children. Plans of action and strategies to address inequities in pupils' educational participation were very much paramount to the objectives of the Conference. Donors such as the United Nations (UN) and World Bank pledged to be more committed, and as such, agreed to increase their spending on basic education (Swainson et al., 1998). It is important to indicate that despite the serious commitment made by various governments and donor agencies, statistics presented by United Nations Educational, Scientific and Cultural Organisation (UNESCO) at the Amman Mid-Decade Review of the Jomtien Conference showed that access is still a problem particularly the gender gap in literacy levels was still widening over the period under review (Leach, 1997).



In September 2000, the 189 member countries of the United Nations adopted eight Millennium Development Goals (MDGs), committing themselves to making substantial progress toward the eradication of poverty and achieving other human development goals by 2015 (Todaro and Smith, 2009). The focus of this development included the eradication of extreme poverty and hunger; achievement of universal primary education and promotion of gender equality and women empowerment. The purpose was to bridge social inequality through universal education of all children.

There has been a Ministry responsible for educational development in Ghana. This body has over the years implemented various policies to influence childrens access to Basic Education. For example, the Free Compulsory and Universal Basic Education (FCUBE) policy was implemented to influence gross enrolment at the basic level. Under this policy the government of Ghana provides free tuition in basic public schools across the country as a way of addressing the problem of enrolment and attendance. Scholarships and other specific interventions have been put in place to achieve the universal access.

Furthermore, among some of the pro-poor programs initiated by government to increase enrolment levels, is the Capitation grant scheme. The Capitation grant scheme is a policy adopted and intended to provide a source of financing and relieving parents of paying school levies, with the hope of reducing children's dropout rate (Del Rosso, 2004). The Capitation grant is a tool capable of enabling hundreds of millions of poor children worldwide to attend school both in developed and developing countries. Building on this strength, the Government of Ghana with the support of the World Bank, began the Capitation grant in 2004. The objectives include: reduction of hunger and malnutrition among school pupils, increasing school enrolment, attendance and retention (Ministry of



Education, 2010; Eliasu 2013). Since 2004, the coverage of the grant has been increased and sustained.

1.2 Problem Statement

The Government of Ghana instituted the Free Compulsory Basic Education immediately after independence under Dr. Kwame Nkrumah, the first President of Ghana; however, the Free Compulsory Universal Basic Education (FCUBE) program was introduced in 1996 following the coming into force of the 1992 constitution of Ghana. This is because the government was determined to get more children into school. The programme brought a cost-sharing scheme to cover non-tuition fees, under which parents were expected to bear limited expenses in relation to the education of their children. More importantly, the government stressed that no child was to be turned away for non-payment of fees. It is sad to note that this initiative did not work smoothly. Although Ghana's school enrolment rates are high as compared to some other African countries, a persistent 40 per cent of children within the ages of 6 and 11 years of age remained out of school as of 2003 (Adamu-Issah et al, 2007). One of the main reasons why these children did not attend school was that their parents could not afford to pay the levies charged by the schools.

Ghana has pursued free and compulsory basic education for decades, but the definition of what constitutes basic education has evolved. Since 2008, the policy has been to provide eleven years of universal basic education (two years of Kindergarten, six years of Primary, and three years of Junior High School). Enrolment have increased rapidly in all three sub-cycles in recent years: between 2002/03 and 2010/11, gross enrolment rates



increased from 49 to 98 percent in Kindergarten, from 76 to 96 percent in Primary, and from 63 to 80 percent in Junior High (JHS).

The primary completion rate (PCR) attained 89 percent in 2010/11. The share of girls in primary school has improved from 47.6 percent in 2002/3 to 48.8 percent in 2010/11, but wider gaps persist in the rural areas, particularly affecting the last grades of primary school. The share of girls is lower in Junior High School (47.0 percent) and Senior High School (45.4 percent). The dramatic increase in school enrolment is owed mostly to a concerted effort to build up the supply of schooling combined with the elimination of fees, followed by the introduction of the capitation grant.

Government eliminated the last remaining school fees and levies in 2004, introducing at the same time a capitation grant to compensate schools for the loss of revenue. The capitation grant was piloted in 2004 under the World Bank-supported EDSEP project in 40 deprived districts, and mainstreamed to all schools in 2005 with government funding.

Poorer districts, mainly concentrated in the north, have far weaker education outcomes than other parts of the country; yet, they seem not to receive their fair share of education expenditure. Poverty is largely concentrated in the northern half of Ghana, particularly in the Northern, Upper West and Upper East Regions. Children from these parts, particularly girls, have lower rates of school participation and weaker learning outcomes. Data from the 2007 Demographic and Health Survey (DHS) indicates that, over 65% of girls over age 15 in the Northern region have received no formal education compared with the national average of 21%. In the 2010/11 school year, the share of girls in grade 6 was 47 percent at national level, but only 43 percent in the Northern region. The



preliminary results for the 2011 NEA reflect wide gaps in learning between Northern, Upper West and Upper East Regions and the rest of the country. The same pattern holds true for the Basic Education Certificate Examination (BECE), a comprehensive leaving test at the end of lower secondary school. In 2008/09, the bottom five performing districts on BECE English exams were all found within the Northern region. Despite the weaker education outcomes, deprived districts do not receive their fair share of public expenditures on education. About 60 percent of students in the Northern region attend Primary Schools that can be considered under-resourced, with per child expenditure (PCE) within the bottom third of the nation. Thus, instead of receiving extra support to assist these districts to catch up with the rest of the country, schools in poorer districts struggle with limited resources (World Bank, 2012)

At the start of the program, in the Wa Municipality which then included the present day Wa East and Wa West Districts, there were about 200 Basic Schools. Today, there are at least 198 Basic Schools in the Wa Municipality, benefiting from the capitation grant implementation in order to influence access to basic education. The implementation of capitation grant aims at giving financial support to schools hence, ensuring fee-free tuition and reduction of other financial burden on parents, with the view to increasing and sustaining enrolment and attendance in schools.

Under this system, every public kindergarten, Primary school and Junior High School received a grant of about \$3.30 (GH ₵4.50) per pupil, per year and schools were not permitted to charge any fees to parents (Adamu-Issah et al, 2007).



Notwithstanding the policy of fee-free tuition in Basic Schools, many schools still charge levies as a means of raising funds for minor repairs, sports and cultural fees and this deters most poor parents from sending their children to school. The Capitation grant is therefore, expected to serve as an opportunity to help build school level capacity and to effectively implement fiscal decentralization which is a long term goal of the Government of Ghana (GES, 2004).

In the Wa Municipality however, not enough scientific studies have been conducted on the role of the capitation grants on basic school enrolment, attendance and retention. As a result, there is still a research gap on whether the policy, actually has an impact on enrolment, attendance, retention and gender disparity in school enrolment figures. The influence of the policy on enrolment, attendance, retention and gender disparity is yet to be determined and this brings to the fore the need for this study to fill in the literature gap. Even where attempts have been made to evaluate the policy effects on enrolment, in the Wa Municipality, the case of gender disparity has not always received the desired attention. They have, more often than not, left out its role on enrolment, attendance and retention among beneficiary schools.

Therefore, this study intends to fill in the literature gap and propose strategies to improve pupils' enrolment (especially girls), attendance and retention in Basic Schools in the Wa Municipality, through the activities of the capitation grant policy. In the process, several research questions are raised.



1.3 Research Questions

1.3.1 Main Research Question

To what extent has the school capitation grant influenced the enrolment, attendance and retention in basic schools towards the attainment of universal basic education in the Wa Municipality?

1.3.2 Specific Research Questions

- i. What are the implementation mechanisms for the use of capitation grant?
- ii. What are the factors affecting enrolment, attendance and retention of pupils in Basic Schools?
- iii. What are the challenges to the implementation of the capitation grant?
- iv. How has the capitation grant influenced the enrolment, attendance and retention of girls in Basic Schools in Wa Municipality?

1.4 Research Objectives

1.4.1 General Research Objective

The main research objective of the study is to assess the influence of school capitation grant in pupils' enrolment, attendance and retention in basic schools in the Wa Municipality.

1.4.2 Specific Research objectives:

Specifically, the study seeks to:

- i. Outline the mechanisms for the use of the capitation grant.



- ii. To identify factors influencing enrolment, attendance and retention of pupils in basic schools in Wa Municipality.
- iii. To identify the factors challenging the implementation of the Capitation grant
- iv. To explore whether the capitation grant influences the enrolment, attendance and retention of girls in basic schools in Wa Municipality or not.

1.5 Significance of the Study

Education has been recognized as the driver of innovation and economic prosperity to many nations across the world. Offering pupils basic education is one sure way of giving them much greater power to enable them make genuine choices over the kind of life they wish to live. There are important benefits for society as a whole because an educated person has skills, information and self-confidence that he/she needs to be a better parent, worker and citizen (UNESCO, 2000). The results of this study will therefore, build on existing efforts in influencing pupils' access to education.

The Ghana School capitation grant has been implemented, to among other things increase school enrolment, attendance and retention at the basic level. The results of the study will provide information for the assessment of the outcome of the policy. This will be useful to various stakeholders in the implementation process, such as, the District Implementation Committee (DIC) and the Schools Implementation Committee (SIC).

The absence of empirical studies on the role of the school capitation grant on girls' enrolment, attendance and retention in Basic Schools in the Wa Municipality is evident. The results of this study will therefore, fill the gap and suggest various solutions that can help increase the enrolment of pupils in Basic Schools. Relative to this, the study would



examine and justify the role of the school capitation grant on the enrolment figures of schools.

The results of the study would provide avenues for interventions, which would help to improve school attendance and retention of pupils in public basic schools and consequently improve the academic achievement of pupils particularly girls in the Wa Municipality. This is achievable through dissemination of the research findings to the program implementation bodies.

The study will enable the researcher, educational psychologists and other stakeholders to have a better understanding of how the school capitation grant has impacted on the enrolment and performance of pupils in Basic Schools. This will provide basis for further studies in the field of improving access to quality education.

1.6 Scope of the Study

The scope of the study is limited to enrolment of pupils in Basic Schools in the Wa Municipality. It entails an exploration into what influences pupils, especially girls enrolment in public Basic Schools in the Wa Municipality. In the process, more attention was given to the role played by the school capitation grant in enrolment, attendance and retention.

Enrolment of pupils in schools may be influenced by a myriad of factors. The scope of this study was exclusively on those factors associated with the school capitation grant as a development intervention. The units of analysis was therefore, limited to people with knowledge of pupils enrolment in public Basic Schools in the Wa Municipality and the operations of the school capitation grant



1.7 Organization of the Study

The study was organized into five chapters. Chapter One; constitutes the introduction of the study covering the background, statement of the problem, research questions and research objectives, significance, scope, organization of the study and limitation. Chapter Two embodies the literature review. Chapter Three dealt with the research methodology. Chapter Four caters for the findings and discussions from the study and Chapter Five consists of the summary, conclusions and suggestions based on the study.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of existing literature on the role of school capitation grant policy on enrolment and retention of students. The review covers various issues related to how motivational programs and interventions have influenced school enrolment in different places all over the world. Specific attention, however, is given to the role of the Ghana School capitation grant policy on enrolment, attendance and retention of pupils. Main areas covered by the review include the relevance of basic education, interventions to enhance basic education, the theoretical frame work, school capitation grant policy in Ghana and the efforts to enhance pupils' enrolment and retention.

2.2 Basic Education

Education in Ghana was mainly informal, and based on apprenticeship before the arrival of European settlers, who built a formal education system targeted at the elites. 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.

Education in Ghana is divided into three phases: basic education (Kindergarten, Primary school, Junior High School), secondary education (Senior High school, technical and vocational education) and tertiary education (Universities, Technical Universities/ Polytechnics and Colleges of Education). Education is compulsory between the ages of



four and 15 (Basic Education). The language of instruction is mainly English. The academic year usually runs from August to May inclusive.

The Ministry of Education is responsible for the administration and the coordination of public action regarding Education. Its multiple agencies handle the concrete implementation of policies, in cooperation with the local authorities (10 Regional and 216 District offices, which would increase to 254 subject to the approval of pending 38 MMDAs by Parliament). The State also manages the training of teachers now including professional licensing. Many private and public colleges prepare applicants to take the teacher certification examination to teach at the primary level. A number of Universities (both Public and Private) offer special curricula leading to teacher certification.

2.2.1 The Significance of Basic Education

The relevance of basic education has been a subject of discussion in many platforms in social campaigns and reports of empirical observations. Such discussions therefore outline the significance of basic education to children, especially females, their household contribution and their role in community and national development activities.

It has been recognized that many interventions to reduce social vulnerability of children, often target reducing their constraints in accessing education, especially the girl child. The rationale is that educated girls maintain essential attributes consisting of self-confidence, the ability to justify their social inclusion, avoidance of sexual pressure and unwanted marriages (Amalu, 2003). Given their relatively higher level of orientation, formally educated girls are in a better position to deal with the consequences of pre-marital sex, teenage pregnancy and sexually transmitted diseases. This offers them the



capacity to protest and defend themselves in many fields of exploitation. Invariably, basic education helps children to live their own lives independently and decipher what is right from what is wrong.

Empirical studies associate the likelihood of children's success in educational attainment to their parents' level of education. Some specifically maintained that education has superior control on children. In line with this proposition, Anderson (2002), points out that the educational attainment of children has a direct relationship with their parents' education. Even in the African continent, where fathers often assume the role of household heads, childrens' enrolment in school and their performance, according to Anderson's report, in most cases, have direct connection with mothers' educational attainment. Alhassan (2010), while agreeing with the argument put forward by Anderson (2002) urges a measure of precaution on the extent of generalization on the effect of mother's education on their daughters'. He confirmed that in the Northern Region of Ghana, particularly girls who are highly educated had educated mothers in the past but it was not always true that only if one's mother is educated one would also be educated. This observation therefore, brings to the fore the controversy on what other factors policy can focus on, to attain a high standard of education among children.

While enhancing child education, especially female education remains a challenge within sub-Saharan Africa. Empirical studies consistently report that success in basic education has development implications. Summers (1993), cited in Samuel (2000), defended this position in his report. He postulated that basic education reduces the level of deprivation via participation in social programs. The author maintains that educated individuals received on average, higher incomes than those not educated and this increased earning



grants them the flexibility of social choice and inclusion such as decision making at the household level. Kwesiga (2002), agreed to this position with a justification that the contribution of educated persons particularly women, go beyond the family to the well being of their communities and countries. This position may be true considering women effective participation in political and social activities at the community, regional and national levels in Ghana.

The relevance of basic education (to personal, household, community and national level development) outlined by empirical studies highlights the need for various interventions towards improvement in enrolment and retention of children in schools. Different models and approaches have therefore, been adopted in Ghana over the years, depending on the magnitude of the challenge on basic education, encountered at a particular period of time. The focus of attention of all interventions however, is on strategies to motivate the students towards enrolment and retention at school. The Ghana Capitation Grant Policy is one of such interventions that aims at increasing school enrolment and retention. However, its influence on curbing gender disparity gaps in schools' enrolment and retention has not been assessed in the Wa Municipality. It is therefore, not certain whether such programs have achieved the desired goal of minimizing gender disparities.

2.3 Education Policy Framework

Ghana has since 1951, and especially after independence in 1957, made significant strides in its education system. The system, as it is now, is the result of major policy initiatives in education adopted by both present and past governments. Some of the laws, policy documents and reports, like the Free Compulsory Universal Basic Education Programme (1996), have helped in meeting the educational needs and aspirations of the



people to some extent. Article 38 of the 1992 Constitution of Ghana requires the Government to provide access to Free Compulsory Universal Basic Education (FCUBE), and depending on resource availability, to Senior Secondary, Technical and Tertiary education and life-long learning. In recent times, the government's commitment to achieving her educational goals has been expressed in the following policy frameworks and reports:

1. Ghana Poverty Reduction Strategy 2002 – 2004 (GPRS I, February 2002)
2. Education Sector Policy Review Report (ESPRR, August 2002)
3. Education Sector Review (ESR, October 2002) and the Government's White Paper on the report (2004)
4. Meeting the Challenges of Education in the 21st Century. (The report of the President's Commission on Review of Education Reforms in Ghana, ERRC, October, 2002)
5. Education for All (EFA, UNESCO, Dakar, 2000) – International Paper
6. The Education Strategic Plan (ESP) covering 2003-2015.

In 2006, Ghana started the implementation of its second Growth Poverty Reduction Strategy (GPRS II). The GPRS II is very much focused on developing Ghana to the status of a middle income country by 2015. Developing its human resource is one of the three main thematic areas of the GPRS II, emphasizing the creation of competent manpower for development of the country whereby education obviously plays an important role. The GPRS II not only aims to meet the MDG 2 but also to strengthen the quality in basic



education, improve quality and efficiency in the delivery of education service and bridge the gender gap regarding access to education.

The Education Strategic Plan (ESP), which came out in 2003 and was focused on the period between 2003 and 2015 is based on the Poverty Reduction Strategy and operates within the framework of a Sector Wide Approach (SWAP) for education, which in Ghana is partly situated within the Multi-Donor Budget Support (MDBS) framework. The ESP provides the framework and road map for achieving the education related MDG's. The strategic framework of the Education Strategic Plan 2003-2015 is based on four main areas: Equitable Access to Education, Quality of Education, Educational Management and Science, Technology and Technical and Vocational Education (TVET). The ESP has ten policy goals including increasing access to and participation in education and training, improving the quality of teaching and learning for enhanced pupil/student achievement, promoting good health and environmental sanitation in schools and institutions. In 2004, the Government of Ghana came out with a White Paper on Education Reform. The White Paper on Education Reform outlines a portfolio of reforms and objectives spanning the entire education sector, which are to be implemented from 2007 and have major targets identified for 2015 and 2020. The key objectives of the White Paper Reform are of two fold. The first is to build upon the ESP commitments and ensure that all children are provided with the foundation of high quality free basic education. The second is to ensure that second cycle education is more inclusive and appropriate to the needs of young people and the demands in the Ghanaian economy.

With the reform, basic education will be expanded to include 2 years of Kindergarten as well as the existing 6 years of Primary and 3 years of Junior High Schools (JHS). The



entire basic cycle will be free and compulsory and will receive the highest priority of all sub-sectors. Overall funding for this sector will be supported in full by government. The overarching target is 100% completion rates for male and female pupils at all Basic Schools by 2015.

Building on the ESP indicators and its targets, the education reform proposals have identified new areas of focus and targets, which will hopefully facilitate the achievement of the education sector goals. As a result of the Government White Paper on Education Reform, some of the Education sector targets in the ESP, which were due to be achieved in Year 2015, are to be achieved earlier within the period of 2012. For instance, the Gross Admission Rate for entry into Primary One, which originally in the ESP was to reach 100% by 2010, was achieved in the 2006/2007 academic year. Similarly, Primary 6 Completion rate, which was to reach a level of 100% by 2015, is now to be achieved by 2012. Gross Enrolment for Primary education is now scheduled to reach 107.4% by 2012, in order to achieve Universal Basic completion of course content by the end of 2015. Basic Education in Ghana is from Kindergarten to Junior High School, spanning the age group 4 to 15 years. The study will therefore focus on that.

2.4 Conceptualization of Capitation Grants

The capitation grant is a type of formula funding scheme aimed at replacing abolished school fees at Basic Education levels. These school fees are levies that parents have to pay in order to send their children to school, and are used for purposes such as school repairs, and teaching and learning materials (Yoshioka, 2010).



2.4.1 The Importance of Capitation Grants

The aim of the capitation grant scheme is to motivate Basic School teachers in respect of autonomy giving them greater control over school management and professional development in managerial skills (Tanaka, 2010). It is designed to empower the schools to effectively use financial resources to plan and carry out school quality improvement activities in the Guidelines for the Distribution and Utilization of Capitation Grants to Basic Schools. In Ghana, for example the scheme has been implemented in all districts since 2006/07; while in Tanzania, capitation grants have been used since 2001.

The central government must find a mechanism for transferring financial resources to the schools or committees. The most common mechanism in most developing countries and elsewhere is to provide funds to schools using a formula-driven, capitation grant (fixed amount per student). In countries where schools have less responsibility, the size of the grant is smaller and may be tied to specific purchases, such as textbooks, teacher training or school improvement projects and plans (UNESCO, 2012).

The necessity of state involvement in financing education was justified for the following reasons: First, most of the people who deserve the service not only could not afford it but also had low consciousness about the utility of education. Secondly, the value of education is essential not only for the private individuals but also for the whole society. It is a public good when its outcome benefits people collectively; it is also a private good when its benefits accrue directly to the individuals. Thirdly, education must create cultural and social cohesion among the diverse people of the country, and its financing strategy ought to be instrumental to that end. Fourthly, the education sector must be coordinated centrally and administered locally. Accordingly, central policies of



educational finance should be implemented and monitored by local authorities (FDRE, 1995).

2.4.2 Abolition of School Fees in Ghana

The abolition of school fees which was followed by introduction of capitation grant in the academic year 2005/2006, removed the financial barrier that had prevented many parents from sending their children to school. According to Yoshioka (2010), each public Basic School was receiving 3.003 Ghana Cedis (GH¢3.003) - approximately 3.00 Canadian dollars (3.00 CDN\$) per student enrolled in their school. The grant was the financial and administrative pillar that supported the Free Compulsory Universal Basic Education (FCUBE) policy of free education.

Moreover, by empowering schools to plan and carry out activities that improve the quality of their schools (in the form of School Performance Improvement Plans), it further promoted decentralization of educational decision-making at the local level and encouraged local participation in schools (Yoshioka, 2010) . The enrolment rate in Basic Schools increased after the introduction of the grant.

2.4.3 Operational Mechanisms of the Capitation Grant in Ghana

At the school level, the use of the Capitation Grant is determined through designing the School Performance Improvement Plan (SPIP). The SPIP outlines what each school will use its capitation grant for. It outlines all of the actions to be carried out using the capitation grant, and these activities are broken down into the following components: improving access (enrolment drive to encourage students to attend school at the beginning of each term, support for children who are especially needy); provision of teaching and learning materials (provision of textbooks, pens, paper, etc); school



management (provision of stationery, support for School Management Committee/Parent-Teacher Association (SMC/PTA), administration costs); community and school relationship (organize school visits, organize communal labour, effective PTA meetings, and provide welfare services to teachers); and school facilities (provide desks, toilet and equipment for games).

Each school is to draw up a SPIP for the entire school year. In addition to the activities and listed components, the SPIP also includes information regarding who is responsible for overseeing each activity, resources needed, time frame for action to take place, and who monitors the activity.

2.4.4 Monitoring of Capitation Grant Funds in Ghana

Each school is to maintain documentation of all grant funds that are used, including appropriate receipts and forms. Head teachers and SMC chairman are to submit monthly and quarterly reports of expenditures and activities completed to the District/Metro Education Office. The Circuit Supervisor, an officer at the District/Metro Education Office who is responsible for communication between the District Education Office and individual schools, is to visit each school twice per term. He is to check up on the implementation progress of the activities outlined on the SPIP, submission of relevant forms and reports.

The internal auditors of GES will monitor school accounts and conduct an audit of the grant twice per year. Copies of their report are submitted to the SMC, District Director of Education, and Regional Director of Education



2.5 Capitation Grants in Other African Countries: Strengths and Challenges

Other African countries have implemented similar policies to eliminate school fees. Malawi was one of the first countries to abolish school fees after Ghana (Yoshioka, 2010). Other countries that followed include Lesotho, Kenya, Tanzania, and Zambia. According to Senkaali (2014), studies of other countries' experiences of abolishing school fees have found the following:

- i. Eliminating school fees has increased access to education as seen through an increase in school enrolment, especially for disadvantaged children such as girls, orphans, and children living in rural areas;
- ii. Abolition school fees, however, does not completely free families from the burden of paying for education. There are many other costs such as uniforms, textbooks, and workbooks that are borne by families. This is not an argument against fee-abolishment, but rather a reminder that there are still significant obstacles to reach EFA goals;
- iii. There are also opportunity costs for families that are unaccounted for. When a family sends a child to school, the indirect cost of losing a helping hand around the house or the farm can be a negative impact for the family, thereby preventing parents from sending their children to school.

This is especially the case for poor families who rely significantly on the income brought in by their children;

iv. A sudden increase in enrolment has the danger of lowering the quality of education due to the inability of schools and teachers to absorb the new pupils. For example, when



Malawi abolished school fees, the pupil-classroom ratio shot up to 119:1, and the teacher-student ratio to 62:1;

v. Observations from countries suggest that community involvement and support for local education wanes after the abolishing of school fees, as community members interpret the elimination of school fees as the transfer of full financial responsibility over education to the government. In many cases, the relationship between the school administration and parents and communities weakened;

vi. Abolishing school fees can result in the decrease of school revenue, as parents and community members are no longer making voluntary and/or compulsory contributions. In this case, the abolishing of fees can put the schools in further financial crisis than before;

vii. Generally, parents and community members have expressed appreciation for fee abolishing, especially its equitable nature of benefiting those who could not previously afford education.

2.5.1 Capitation Grant in Tanzania

Since July 2011 the Government of the United Republic of Tanzania (URT), has been implementing the Primary Education Development Program (PEDP) which was launched in 2001 and its implementation started in January, 2002 with four main objectives namely: enrolment expansion; quality improvement; capacity building and strengthening institutional arrangements (URT, 2006). PEDP (2002 – 2006) was formulated to attain medium-term objectives and targets, as part of the long-term objectives and Education for All (EFA) goals to be realized by 2015.



The Government introduced Capitation Grant (CG) and Development Grant (DG) and abolished school fees and enrolment-related contributions so that parents could enrol and ensure compulsory attendance of their children to school. Communities, on the other hand, continued to support schools in their localities as a way of complementing the Government's efforts.

Due to abolishing of school fees and other factors, there has been a rapid increase in enrolment. The Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) improved from 84% and 65.5% in 2001 to 112.7% and 96.1% in 2006 respectively; the number of Primary Schools increased from 11,873 in 2001 to 14,700 in 2006 transition rate from Primary to Secondary School increased from 22.4% in 2001 to 49.3% in 2005; and a total of 50,800 under qualified teachers have been upgrading professionally to attain the minimum qualifications for Grade A teachers.

2.6: Overview of School Capitation Policy

The Capitation grant is one of the measures the MoE and the GES have taken to increase access to quality education as indicated in the Education Strategic Plan (ESP), 2003-2015. During the 2004/2005 academic year, the capitation grant scheme was introduced and initially piloted in 40 districts with a World Bank funding. The cost involved in the initial piloted year was GH¢2,850,000 (MoE, 2006). The unit cost per pupil for Primary and Junior Secondary Schools in 2006 in Ghana were GH¢ 94.41 and GH¢ 158.41 respectively (Kuunyangna, 2010). During the pilot phase of the policy, beneficiary schools received an amount of GH¢ 2.50 per every male child enrolled and GH¢ 3.50 for every female child enrolled (Dawuda, 2010). The 40 districts under the pilot phase were selected through a nationwide assessment exercise that was taken to identify the most



deprived districts for additional funding. The assessment was based on the following elements;

Input criteria: number of core books per pupil, number of seating places per pupil, percentage of qualified teachers, per student budget at primary level.

Achievement criteria: success rate in the Basic Education Certificate Examination for English and Mathematics.

Access criteria: Gross Enrolment Ratio and percentage of girls enrolled.

The last element was very important in the capitation grant policy because it puts more emphasis on the enrolment of girls by allocating more funds per girl than per boy. The grants were given to the schools to relieve of the revenue losses owing to the abolishing of fees and other levies. A year after the implementation of the policy, the beneficiary schools in the pilot districts had an average of 14.6% increases in enrolment. Additionally, gross enrolment rate of the pilot districts increased by nearly 5% compared to an average increase of 0.2% in the non-pilot districts. The overwhelming increase in enrolment figures in 2004 following the implementation of the capitation grant policy in the pilot districts led to the nationwide implementation of the policy in 2005 (World Bank and UNICEF, 2009, MoE, 2005). A year later, (2005/2006), it was extended to cover all Basic Schools in the country, with the government providing the funds due to its success during the pilot phase. Each public school in the country received an amount of GH¢ 3.0 for both males and females per each pupil per each academic year.



In 2009, the Capitation Grants were reviewed upward from GH ¢ 3.0 to GH ¢ 4.50. Therefore, all public Basic Schools in Ghana now receive Capitation Grant of GH¢ 4.50 per every child enrolled per year.

2.6.1 Policy Strategies Adopted

The following are the various policy strategies adopted in the educational sector:

The Capitation Grant Policy

In recent years, there has been a worldwide momentum in which many more developing countries are moving to sustain and reinforce the renewed progress toward Universal Primary Education through bolder, accelerated and scaled up strategies. School fees abolishing is becoming increasingly acknowledged as one of these strategies and as a key measure to achieving childrens' right to education. In view of this, the World Bank and UNICEF in 2005 launched the School Fee Abolishing Initiative which aimed at disseminating lessons from the experience of countries that had abolished fees and provided context -specific advice to countries that were seeking to do so.

Experience in several countries shows that the private costs of schooling are a major barrier that prevents many children from accessing and completing quality basic education. They are especially burdensome in countries where poverty imposes tough choices on families and households about how many and which children to send to school, and for how long. School fees represent a regressive taxation on poor families, and the enrolment of poor, excluded and vulnerable children is very sensitive to fees, even when these are small.

School fee abolishing is not just about "tuition fees" (which do not necessarily constitute the bulk of fees). School fee abolishing must take into consideration, the wide range of



the costs of schooling to families and households. This means any direct and indirect costs/charges (tuition fees, costs of text books, supplies and uniforms, PTA contributions, costs related to sports and other school activities, costs related to transportation, and contributions to teachers' salaries) as well as opportunity costs and other burdens on poor families. Countries that have taken bold steps to eliminate school fees and other indirect education costs saw a surge in total enrolment in the year following the abolishing – 11% in Lesotho (2001), 12% in Mozambique (2005), 14% in Ghana (2006), 18% in Kenya (2004), 23% in Ethiopia (1996), 23% in Tanzania (2002), 26% in Cameroon (2000), 51% in Malawi (1995) and 68% in Uganda (1998) (ADEA, 2007).

2.6.2 Criteria for Spending the Capitation Grant

The use of the capitation grant is designed to empower the schools to effectively use the money given to plan and carry out quality improvement activities, that is, School Performance Improvement Plan (SPIP).

This includes:

- i. Enrolment drive.
- ii. Provision of teaching and learning materials.
- iii. Payment of sports and cultural levies.
- iv. School management (including T & T, sanitation and stationery).
- v. School and cluster based In-service training.
- vi. Minor repairs.



vii. Support to needy pupils.

viii. Community and school relationship.

The SPIP is to be prepared by the Head teacher and the staff to cover the whole academic year, but broken down into terms. The School Management Committee approves and oversees the implementation.

The SPIP is taken to the Municipal/District Director of Education for review to ensure that the activities stated are in line with the Education Strategic Plan and other priority areas of education. The district education office is expected to compile the enrolment figures and report to the central Ministry of Education. The central ministry then disburses funds to the districts based on the figures given to them. Upon approval, the district offices then deposit the funds into the schools' bank account and the school heads are responsible for spending and tracking the funds appropriately. The district accountants are to keep proper records of all transactions for all funds received, transfer them into the schools' bank accounts, and provide financial and other information required by management. The circuit supervisor provides the day-to-day supervision on the implementation of the SPIP. The School Management Committee (SMC) is expected to help the school head teachers to complete the task.

2.6.3 Management of the Capitation Grant

i. A Special Bank Account for capitation grant is opened at the District level. Signatories are the District Director of Education and the District Accountant.



ii. The District Director opens a separate bank account for every school into which the District pays the schools' share of the grant. The head teacher and his assistant head teacher are the signatories.

iii. At school level, the chairman of the SMC and the head teacher endorse requests for funds and they are jointly responsible for the efficient utilization of the funds in the best interest of the school and the attainment of the activities of the SPIP.

A Capitation grant Cash Book is maintained by the school for accountability/auditing on monthly basis and quarterly reports are expected to be sent to the District Education office by the head teacher and the chairman of the SMC. The District Director of Education (DDE) also reports quarterly to the Regional Director of Education (RDE) and Director-General (DG) on the operations of the capitation grant.

2.6.4 Proponents of School Fees Abolishing

There are two schools of thought on the abolishing of school fees. The argument advanced by one of the proponents of school fees' abolishing is that, school fees and other direct education related costs to households represent a significant obstacle to enrolment of children in Basic Schools especially among the poor households (USAID, 2007). Abolition of school fees will therefore make it easier and less costly for parents of children from poor homes to enrol their wards in schools and eventually help the country in achieving some of her education related goals

Malawi represents one of the first countries to adopt the policy of school fees abolishing (Al-Samarrai et al, 2006). Other countries in Africa that have also abolished school fees in the 2000s include Lesotho, Kenya, Tanzania, Zambia and Ghana (Al-Samarrai et al,



2006). As a result of abolishing school fees in Malawi, enrolment rates are reported to have increased dramatically at both the Primary and the Secondary levels and the impact of this increment was very biased in favour of the poor (Al- Samarrai et al., 2006 and USAID, 2007). Abolishing of the school fees in Uganda nearly led to a doubling in enrolment figures in the year after the abolishing. Similar increases in enrolment rates following school fees abolishing were also realized in Tanzania in 2001, Lesotho in 2000 and Cameroon in 1999 (USAID, 2007). Of utmost importance within these enrolment figures are enrolment rates among the disadvantaged children (girls, orphans, and children in rural areas) which experienced rapid increases and thereby widened access to education.

The other school of thought against school fees abolishing states that abolishing school fees does contribute to reduction in the direct cost of education but does not necessarily reduce the costs to zero (USAID, 2007). There are other costs, aside school fees that are still borne by households.

These costs include those on transportation to and from school, contribution of households to construction of school buildings and other management costs, cost of textbooks and other support given to teachers by households. In line with this argument, the policy should critically take into consideration the totality of all these costs borne by households and not only school fees.

Abolishing school fees, although identified to have a positive effect on enrolment, may have a negative effect on the quality of education (USAID, 2007). It could be argued that the increase in enrolment figures following school fees abolishing is more likely to



exceed the available space in schools, teachers, and education and teaching materials in the schools. In Malawi for instance, after the abolishing of school fees, the ratio of pupils to the number of classrooms increased to 119:1, the ratio of pupils to teachers also increased to 62:1 and the ratio of pupils to text books increased to 24:1. Similarly, expenditure per-pupil fell approximately by \$12 per year for primary school pupils (USAID, 2007).

In most instances, the rise in enrolment figures resulting from school fees abolishing is likely to increase the number of pupils per teacher or a phenomenal rise in the number of newly recruited and untrained or barely trained teachers. This is likely to affect the quality of teaching in the classroom.

Anecdotal evidence from Malawi indicates that elimination of school fees reduces the willingness of communities to provide voluntary support for local schools as local leaders interpret abolishing of school fees as central government's assumption of full financial responsibility. Voluntary community support is a very important contribution to schools especially in the rural and deprived communities.

2.7 Interventions to Improve Basic School Enrolment

In the developing world, especially in Africa and South Asia it is common to see children of school going age that are not in school. Particularly in India, Bangladesh, Morocco, Senegal and Mali, low educational attainment emanate from the challenge of children not enrolling in school (Birdsall et al, 2005). While this challenge requires immediate attention, policy analysts realized the need for a holistic intervention to minimize its economic and social effect. To many of these countries, attainment of universal basic



education became a necessary condition. Birdsall et al., (2005), pinpointed the need for such countries concurrently to increase access and improve the quality of education. Consistent with this proposal, many people called for the use of interventions such as the abolishing of school fees, using school capitation grant policy and school feeding programs as incentives to draw children to school, and implementing school health programs to reduce absenteeism (Birdsall et al., 2005). Several efforts are being made to sustain these interventions despite their cost of implementation.

Countries worldwide are making good and encouraging progress towards reducing the number of out-of-school children. Specifically, Sub-Saharan Africa has witnessed an unprecedented 25% increase in enrolment between 1998/99 and 2002/03 (ADEA, 2007). Countries in Sub-Saharan Africa, have been exploring ways of improving their education systems in order to achieve their commitment to education for all. Ensuring that children have access to free, compulsory and good quality primary education is receiving considerable attention from governments and aid agencies alike. Two main systems through which certain governments are achieving this aim are the abolishing of school fees and the School Feeding Program.

A monitoring exercise conducted by Education for All (EFA) in 2012 outlined the main drivers for educational development in developing economies. Their findings suggest that there has been little policy support for the sector in most of the developing countries. For instance, the Netherlands is a top contributor to education in developing countries, but of recent she has reduced her support for education by 60%. This can further worsen the situation on beneficiary countries (EFA, 2012). Among these countries, expenditure on education tends to be a barrier for achieving universal basic education. This is the trend in



countries such as South Africa, Uganda, Iraq, Tanzania and Nigeria. Following the Dakar Framework commitment that primary education should be ‘free of tuition and other fees’, many countries have eliminated official school fees and put in place measures that support the efforts of parents and guardians in educating their wards (EFA, 2012).

In Ghana, successive governments have made attempts to influence children access to Basic Education by drawing their success stories from other Third World countries. It is significant to note that the importance attached to Basic Education has been recognized in the 1992 Constitution of the Republic of Ghana [Article 25 (1) (a)]. In support of this effort is the, “Education for All” (EFA) campaign and the Millennium Development Goals (MDGs) initiated in the year 2000 to achieve universal primary education by 2015 and subsequently the Sustainable Development Goals (SDGs). Ghana therefore, initiated specific interventions such as the Primary Education Project (PREP), capitation grant, Free Compulsory Basic Education (FCUBE), provision of free books, free school uniforms, and school feeding (Akyeampong, 2009:176; Chachu, 2011:4; Ananga, 2011:20). The purpose of these reforms among other things was to stimulate enrolment, attendance and performance in Basic Schools, enhance quality of teaching, increase access to quality education and improve academic performance. The target of some of these interventions may be mixed, consisting of both male and female students.

The need for universal basic education in Ghana has attracted concurrent interventions. Universal access to Basic Education involves resolute efforts and commitments to gender parity in education as well. Gains have been made in Ghana towards increasing the number of girls in the Basic level of education. The Ghana Education Service in 1997, established a Girl’s Education Unit as part of its Basic Education Division to boost



participation of girls in Basic School education and other activities related to female education. With support from World Food Organisation (WFP), enrolment and retention of girls in the Basic level were improved. The Upper East and Upper West Regions recorded an increase of 31.4% and 26.1% respectively, compared to the national average of 12.8% (Adamu-Issah et al, 2007). An analysis of the intervention showed an improvement of the Gender Parity Index for Primary Gross Enrolment from 0.93 in 2004/05 to 0.95 in 2005/06. Notwithstanding these positive trends, the country has not been able to meet the MDGs target of achieving gender parity by 2015. The gaps are particularly sharp in northern Ghana (Adamu-Issah et al, 2007) and in the Wa Municipality in particular.

Since 2004, the World Bank has initiated through financial support, a piloted program (capitation grant scheme) in deprived districts in Ghana. The initiative was a cost reduction strategy which aimed at making education affordable to people. The capitation grant scheme was specifically implemented to abolish all school fees, charged in public schools and in addition, provide the schools with a small grant for each pupil enrolled. The pilot programme recorded an impressive increase in enrolment by about 14.5%, hence, its adoption nationwide in 2005. At the kindergarten level, enrolment went up from about 500,000 pupils in 2004-2005 to more than 800,000 in 2005-2006, an increase of 67 %. During the same period, the Primary net enrolment rate increased from 59.1 % to 68.8 %, while net enrolment at the Junior High School level increased from 31.6 % to 41.6 % (Adamu-Issah et al., 2007; Chachu, 2011). The increase in enrolment on the other hand has led to a number of challenges; shortage of teachers (especially in remote areas), shortage of school infrastructure, and implications for financing that could



negatively affect the quality of teaching and learning, and thus learning outcomes (Chachu, 2011). The fact that this intervention did not offer any special attention for girls implies that it has not solved the gender disparity gap despite a rise in enrolment. This probably explains the gender disparity figures among Basic Schools in the Wa Municipality.

In September 2005, another important intervention to influence enrolment and retention was started. The Ghana School Feeding Programme (GSFP) began on a pilot basis with 10 schools from each region in the country. With about 64,775 pupils covered in 2006, the pilot phase came to an end, after which the first phase was rolled out in 2007 over a four year period (2007-2010) based on the success stories achieved. The number of beneficiary pupils at the start of the first phase was 413,498. This number increased to 441,189 pupils in 2008. By 2009, the programme had covered 580,025 pupils. At the end of the 2009/10 academic year, beneficiary pupils had shot up to 697,416, indicating a steady increase over the period. The GSFP employs the in-school model of feeding and provides a meal for school children whenever they go to school. The school children are provided with lunch to minimize the need for them to leave the school to find food, lessen their hunger, boost their attention span and facilitate their learning. These meals are usually prepared in the school by caterers. The program targets children in public Kindergartens and Primary (1-6) schools in the poorest regions of the country (GSFP Annual Operating Plan, 2011). Current figures indicate that the GSFP feeds, 1.6 million pupils country-wide (Bonney, 2013). While acknowledging the benefit of this intervention, literature does not point out its exclusive role in school enrolment.



As an instrument in the country's educational policies, the most obvious success chalked by the GSFP has been in the increment of school enrolment, attendance and retention and also to some extent bridging the gender gap in Basic Education (Akyeampong, 2009; Chachu, 2011; Tagoe, 2011). Emanating from these positive results, new challenges have emerged that ought to be addressed for the sustainability of the program. The increases in school enrolment have put pressure on facilities within the beneficiary schools. Now some beneficiary schools have among other things inadequate classrooms, school supplies, and high teacher pupil ratios.

While gender disparity in accessing education remains a challenge in achieving universal basic education in Ghana, past interventions have failed to formulate unique objectives towards reconciling the gender gap. While this remains a weakness that is associated with past programs, empirical studies in the foregoing discussion have not assessed the activities of the programme that are geared towards addressing the gender access gap in school enrolment and retention.

2.8 Impact of Capitation Grant on Education Outcomes

The decision to replace school fees with capitation grants has yielded some dividends by impacting positively on many enrolment- related figures during the 2005/06 school year. Some of the benefits that are highlighted by a UNICEF working paper in 2007 are as follows:

Primary School gross enrolment rose by nearly 10 per cent, bringing total primary enrolment to 92.4 per cent nationwide. Primary net enrolment increased from 62 percent to 69 per cent.



Every region in the country experienced a rise in enrolment; Northern Region (where rates were lowest) experienced the largest increase.

Overall enrolment in Basic School increased by 16.7 per cent in the 2005/06 school year compared to 2004/05. Enrolment of girls increased slightly more than that of boys (18.1 per cent vs. 15.3 percent).

2.9 Challenges of Capitation Grants in Basic Schools

Critics of the capitation grant argue that this strategy may not have the desired impact on the quality of education. The quick high increase in enrolment experienced from most of the countries that have adopted the school fee abolishing raises questions about its impact on the quality of education. It is argued that when classes become too large or overcrowded and resources (human and other educational resources) are not increased proportionately, the result can reverse hard-earned gains and de-motivate teachers, parents and pupils. Enrolling children in school is one thing, but keeping them there in attendance is the more important challenge. Furthermore, in most Sub Saharan African countries like Ghana, education quality is generally low to start with and any deterioration in the conditions of learning resulting from a surge in enrolment is likely to have a dramatic negative effect on completion and achievement.

The Ghana Education Service (GES) has indicated that the capitation grant scheme is not devoid of challenges. Some of the challenges identified by the GES include the following:

Increased demand for additional classrooms

Demand for additional teachers



Demand for additional textbooks and other teaching and learning materials

Difficulty of sustaining community participation

Revision of the capitation grants and proportion between Kindergarten, Primary, JSS or between boys and girls

Even though actual release of funds has been smooth and effective, timely release of funds to districts and schools remains an issue

Inadequate level of transparency at school level

Most countries experiencing school fees abolishing raise questions about its impact on education quality.

Without doubt, free education is a necessary policy to help ensure that most children of school going age particularly the down-trodden and financially vulnerable in society have access to education. Nonetheless the costs of education at times appear quite costly for the poor to afford. Encouraged by the achievements made in enrolment in primary education so far, the Government of Ghana in its White Paper on Education Reform (Nov. 2005), reviewed the target for the achievement of Universal Primary Education (UPE).

The target which was supposed to be due in 2015 is now to be achieved earlier in 2012. Historical evidence from countries which have achieved UPE suggests that the target may not be realistic as growth trends tend not follow such linear trends but slow down. As also mentioned in a paper from Destefano, "History clearly indicates that the growth of public schooling proceeds very slowly and inequitable". Data from 90 countries indicate



that increasing enrolment from 50 percent to 90 percent requires, on average, 58 years. Clemens (2004, pp.13-14) asserts, “Reaching 95 percent enrolment by 2015 require historically unprecedented growth rates”. It can be safely assumed that it will take more effort and investment of resources to get the last 5 per cent of excluded children into school than it would take to move from 50 to 55 per cent enrolment.

In Tanzania for instance, the recent Uwazi study on the capitation grant makes the following conclusions: there was inadequate transparency around the capitation grant usage (Uwazi, 2010). Pilfering of education resources, misallocation as well as under-utilization and embezzlement of funds are some of the major glaring shortcomings highlighted by the recent government commissioned education tracking surveys. As such, corruption is one of the factors that have been identified to weaken the direct support to schools in Tanzania (Mushi, 2006). This means even when funds are available, the ability of capitation grants to empower pupils from poor households and marginalized schools largely depend on how efficiently they are used.

A study conducted by the Ghana Centre for Democratic Development (CDD) in 2010 showed that one out of six district directors indicated that their schools had no school performance improvement plans (SPIP) which is a prerequisite for utilization of the grants. Furthermore, only 17 percent out of the districts who prepared SPIPs submitted them in time for approval. Other issues relating to the management of capitation grants reported in the CDD-Ghana study were; weak monitoring and supervision, lack of transparency in utilization of funds and the general consensus that the grants were inadequate in meeting the needs of the schools (CDD-Ghana, 2010). These issues are



critical because the accountability systems outlined in the policy document appear to be ineffective.

An issue affecting the capitation grants policy is the emergence of informal examination fees in Basic Schools. Whilst abolishing of school fees is still in force, it is common knowledge that basic schools still charge examination fees and other forms of levies. Although the Ghana Education Service is aware that schools charge fees, they are unable to prevent or stop those illegal fees. Indeed, charging children examination levies, is likely to undermine the well-intentioned capitation grant policy in general. UNICEF and World Bank (2004), maintain that school fees and other direct and indirect costs of schooling represent a significant obstacle to enrolment, especially for the poorest and most vulnerable children. They therefore believe that abolishing school fees will make it easier and less costly for these poor households to enrol their children in school (UNICEF, 2005; World Bank, 2004). It is against this background that this study seeks to identify the effects of implementation of the capitation grant policy which by every measure of convenience has the potential of helping the vulnerable and down-trodden in society to access basic education.



2.10 Empirical Literature Review

Osei et al (2009), in a study on the effects of the capitation grant on education outcome in Ghana. The objective of the study was to assess the effects of the capitation grant on the Basic Education Certificate Examination (BECE) pass rates, gross enrolment ratios and the gap in examination performance of boys and girls. Using district level data over the period 2005-2007 and across the country, the study found that the capitation grant had

not had any significant effect on the key educational outcomes, which are the pass rates, gross enrolment ratios and the gap in examination performance of boys and girls.

Osei-Fosu (2010), investigated the impact of the capitation grant and the school feeding program on school enrolment, attendance and retention in Ghana. The paper used difference-in-difference method by comparing changes in enrolment, attendance and retention between, before and after, and between beneficiary schools and non-beneficiary schools. It also ran an OLS regression to find the impact of the program on enrolment, attendance and retention for the 2001/2002 and 2008/2009 academic years. The result was that capitation grant had positive but not significant impact on enrolment. However, it did not have a significant impact on attendance and retention. It also found out that the school feeding program had positive and significant impact on attendance, enrolment and retention.

Ekpe (2012), sets out to find out how the Ministry of Education in Ghana conceives quality education and policies and measures put in place in the Education Strategic Plan (ESP) to make sure that quality education is achieved following the abolishing of school fees which led to increase in enrolment figures in basic schools. The study used primary data for the analysis. It reveals a gap between policy and practice where most of the policies meant to ensure quality education are not properly implemented.

Asante (2011), in a study on the impact of the Capitation Grant on enrolment of pupils in the Basic Schools in Ghana. A survey of hundred respondents within 20 selected schools was captured in the Sunyani Municipality. The study revealed that the Capitation Grant had led to increase in the enrolment of pupils in the Basic Schools.



Kuunyangna (2010), in a study on the challenges associated with implementing the capitation grant policy. The study sought to evaluate the implementation of the capitation grant policy of government and its sustainability. The study therefore examined the implementation bottlenecks of the Wa Municipality of the Upper West Region of Ghana. The study revealed that the basic expenditure needs of the schools were not being met by the capitation grant. The study also showed that the funds were not always released on time for disbursement. Moreover, the study indicated some lapses in the spending guidelines for the disbursement of the fund.

According to Yelkperi and Bilikpe (2013), in a study to verify the disbursement of the capitation grant, the impact it had on enrolment and quality of teaching and learning and adequacy of the fund. The research design was a descriptive survey and the instruments used were structured questionnaire and interview. The study revealed that a negligible proportion of the grant was allocated for improving teaching and learning. It showed positive effect on enrolment and retention of pupils in all Basic Schools. The study therefore recommended that the Ministry of Education, Science and Sport should review the accounting and documentation procedures for the disbursement of the year.

According to Dawuda (2012), in a study on the impact of the capitation grant policy on access to and participation in primary education in Ghana. Data for the study was obtained from the World Development Indicators, UIS and the Ghana Education Management Information System. The result showed significant improvement in enrolment following implementation of the capitation grant policy. The results also showed that the allocation of capitation grant was less equitable. The study therefore suggested there should be modification in the capitation grant allocation formula to



include three components: threshold grants, variable grants and bursary to children with special needs.

Abotsi (2013), in a study to find out the impact of the school feeding program on school enrolment and attendance, and on the academic performance of the pupils in the Basic Schools. The study used a longitudinal study design. The study was carried out in sampled Basic Schools in the Asikum-Odoben-Brakwa District in the Central Region of Ghana. Descriptive statistics was the main method used in the analysis. The study revealed that the national school feeding program implemented in Ghanaian Basic Schools showed positive effects on school academic performance and enrolment but a less remarkable impact on attendance over an extended period of 3 years.

Alhassan (2013), was based on empirical analysis of whether the capitation grant and school feeding program have really addressed disparity in enrolment and attendance in Basic Schools in the rural areas in the Northern Region. The data were collected through interviews, case studies and observations. The study found out that though enrolment figures of both males and females in the rural areas have increased, more males attend school than females. It was again found out that parity in enrolment and attendance is not sustainable in the rural communities.

Schultz in 2003, used randomized program phase in order to examine the impact of the program in Mexico, the program provided cash to families who send their wards to school. It was revealed that, there was an increment in enrolment of all students in grades 1 through to 8, particularly among girls who had completed grade 6, Schultz (2003).



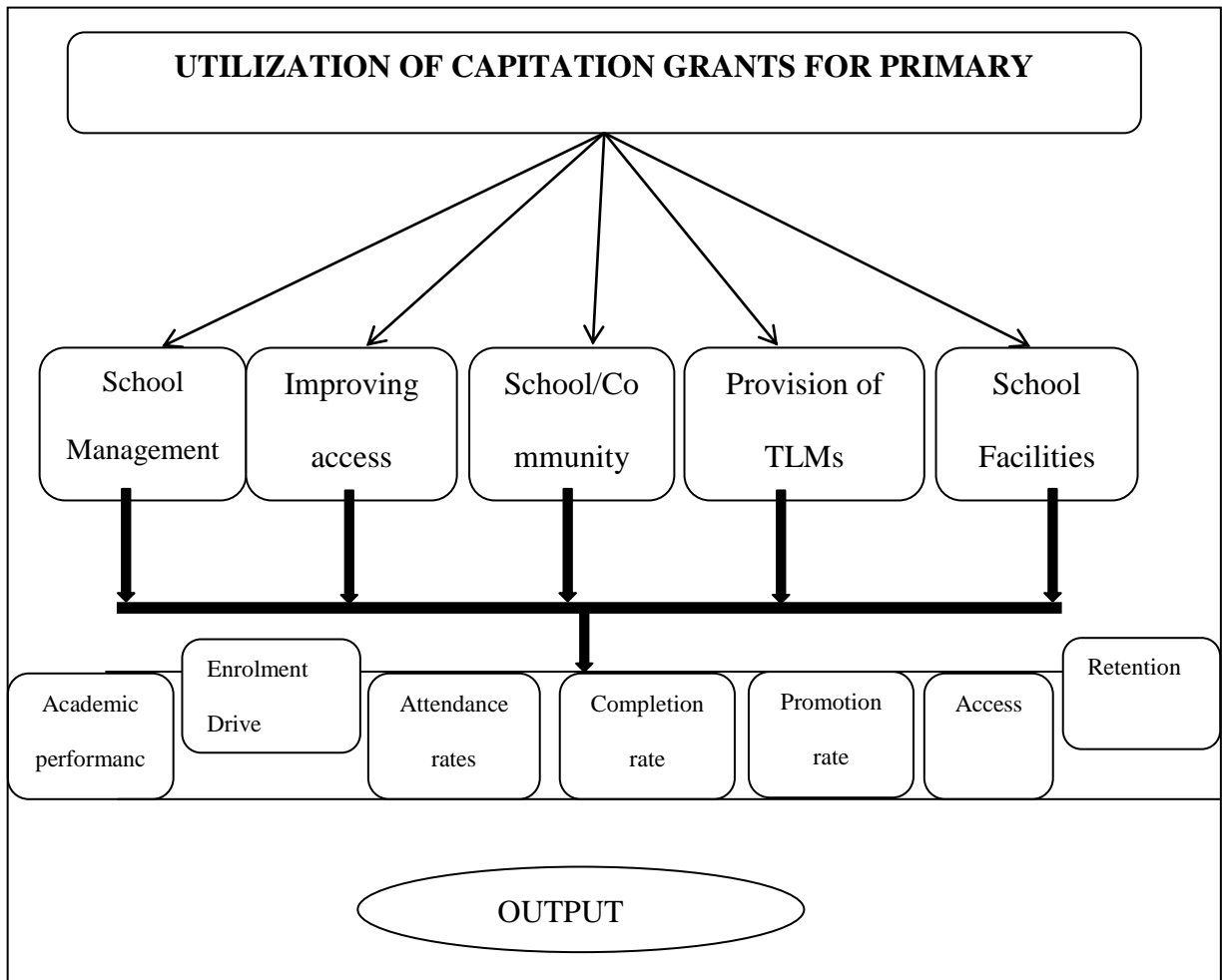
2.11 The Conceptual Framework

The conceptual framework for this study is adapted from Yoshioka (2010), in order to examine how Capitation Grants have been used to improve Basic Education output. The grants are provided to Basic Schools in order to support the following areas: Provision of teaching and learning materials, School and community relations, improving access, School facilities, and school management (GES, 2005). Each of these aspects contributes to promote Primary Education output. If capitation grants are not properly managed, it is certain that Primary Education output will be compromised. Thus, the relationship between utilization of capitation grants and primary education output is explained in the next paragraph.

Normally, capitation grants flow from the central government (Ministry of Finance) to schools for the provision of teaching and learning materials; provision of stationery and support for school management; printing examinations; provision of textbooks; and minor repair of school infrastructure. It is furthermore assumed that the proper use of the capitation grants can improve several components of Basic Education output (enrolment, retention, access, promotion rate, repetition rate, completion rate, attendance rate, academic achievement). For the purpose of this research, emphasis is placed on enrolment, attendance and retention at the basic school level, even though there are other components as captured below. Figure 2.1 shows the relationship between utilization of capitation grants and primary education output. In the figure, the direction of thick arrows shows that all capitation components lead to the achievement of desired output. It means that if the access, promotion rates, completion rates, attendance rates and academic achievement are high; desired output in Primary Education will be high, and vice versa.



Figure 2.1: Conceptual Framework



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Emphasis is placed on enrolment to the neglect of the others.

Source: Adapted from Yoshioka (2010)

CHAPTER THREE

STUDY AREA AND METHODOLOGY

3.1 Introduction

This chapter addresses the procedure of carrying out the research. First the chapter offers a description of the profile of the study area. The remaining parts of the chapter presents the research design, data types and sources, sample size and sampling procedure, data collection instruments, and the method of data analysis.

3.2 Study Area

The survey was conducted in the Wa Municipality in the Upper West Region of Ghana. The study provides a detail profile of the Wa Municipality. Elements presented under the study area include location and size, population distribution, vegetation and climate, cultural actives, the local economy and educational status.

3.2.1 Location and Communities

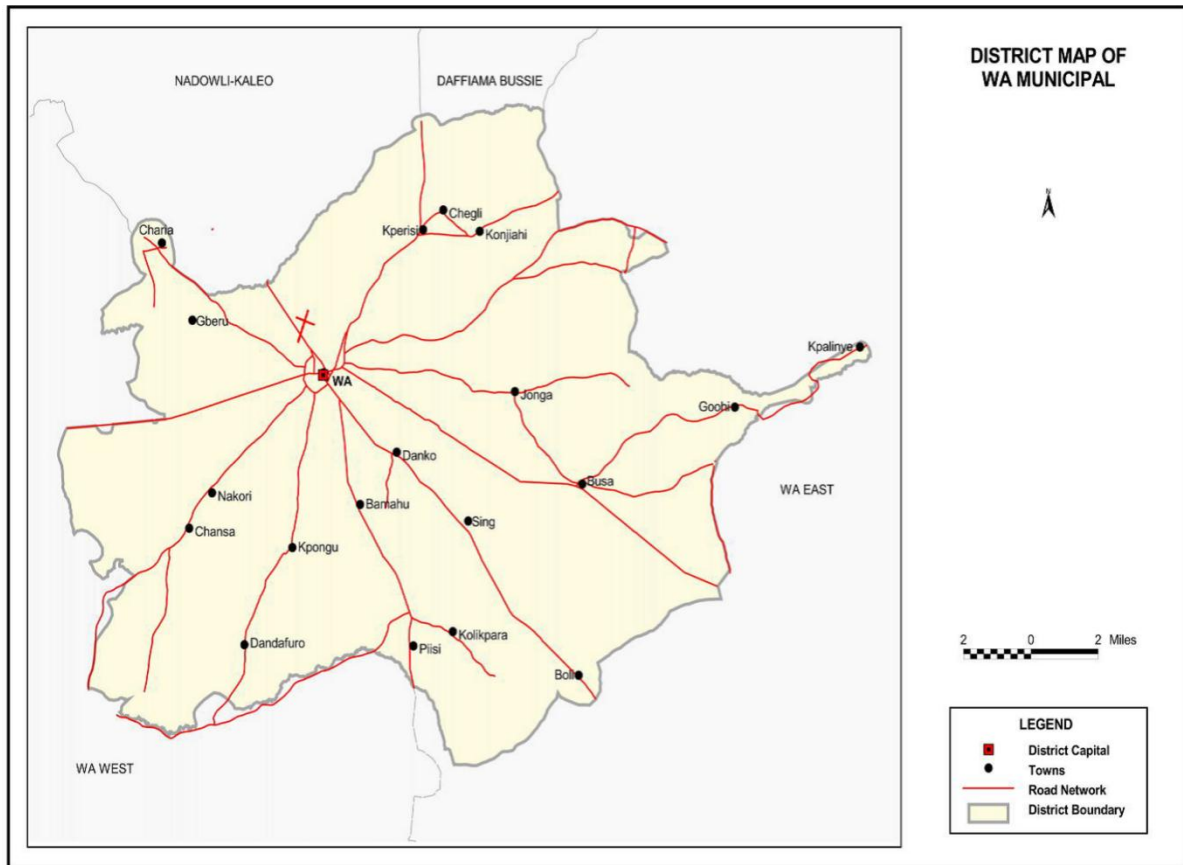
The Wa Municipality is one of the eleven District/Municipal Assemblies that make up the Upper West Region (UWR) of Ghana. It shares administrative boundaries with the Nadowli/Kaleo District to the North, the Wa East District to the East and South and the Wa West District to the West and South. It lies within latitudes 1°40'N to 2°45'N and longitudes 9°32' to 10°20'W (Ghana Statistical Service, 2014). The implications of the location of the Municipality for development include; enhancing bilateral trade and commerce with the Franco phone countries of Burkina Faso and La Côte d'ivoire. Wa town has the potential of growing into both an industrial and commercial hub for the



North-Western corridor of Ghana. Many traders bring agricultural products to the markets centers that are mobilized and used for the Ghana School Feeding Program.

Figure 3.1: A map depicting the Wa Municipality boundaries and selected major towns.

Figure 3.1: Map of Wa Municipality



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Source: Ghana Statistical Service (2016)

Figure 3.1 depicts the major communities within the Wa Municipality. They include the Wa Township, Bamahu, Boli, Busa, Chansa, Chegli, Danko, Dandafuro, Jonga, Kperisi, Konjehi, Kpong, Nakore, Piisi and Sing. All these communities have basic educational infrastructure and hence providing access to Basic Education.

The Wa Township serves as both the Municipal and Regional headquarters that has a lot of educational facilities. The Wa Township contains several educational units under the Municipal Assembly; Islamic, Catholic, the Methodist and Ahmadiyya Educational Units. All these categories of schools have access to the Ghana School capitation grant policy and School feeding Program and have hence become beneficiaries.

3.2.2 Population Distribution

According to the 2010 Population and Housing Census (PHC), the Wa Municipality has a total population of 107,214 (male: 52,996/female: 54,218). This constitutes 15.3% of the total population of the Upper West Region (Ghana Statistical Service, 2014). The growth rate of the Municipality varies between 2.7% for rural and 4% for the urban. There is a growing population density and consequently pressure on land and educational infrastructure. The population structure of the Wa Municipality has a preponderance of the youth over the aged and females over males (Youth 49%, potential working population 47% and the aged 4%). This means a high dependency ratio since the economically active population is 47% compared to a dependent population of 53%. The population is also a female dominated one, that is, 51% against 49% males. This brings to the fore the need to take measures to improve female education for the growing population.

Over 80.4% of people in the Municipality belong mainly to one linguistic group – the Mole-Dagbani group. The Waala are the most populous. Other ethnic groups found in the Municipality include the Dagaaba, Akan, Ewe, Ga, Dagomba, Grushi, Gonja, Sissala, Moshies who are engaged in government work and commercial activities (Ghana Statistical Service, 2014). Children from all these categories of ethnic groups are found in



school. The heterogeneity in the population structure therefore, does not influence gender access gap in education.

3.2.3 Educational attainment and literacy

The Various educational Institutions in the Wa Municipality are; Nurseries (78), Primary Schools (76), Junior High Schools (59), Special Schools (2), Senior High/Tech. (1), Technical /Vocational (4), Senior High School (6), Nursing Training College (1), Teacher Training College (1), Polytechnic (1), and University (1) (Ghana Statistical Service, 2014). The existence of educational institutions at all levels suggests that children can have the opportunity of getting access to Basic Education in the Wa Municipality.

Of the population of up to 11 years and above, 65.2 percent are literates and 34.8 percent are non-literates. The proportion of literate males (74.1%) is higher than that of females (56.7%). It has been found out that six out of ten people (60.7%) indicate they can speak and write both English and Ghanaian Languages. Of the population up to 3 years and above (48,131) in the Municipality, 22.2% has ever attended Primary School in the past and 37.0% are currently attending school (Ghana Statistical Service, 2014).

For the country, the proportion of the population that has ever attended school is 61.2 per cent in 2000, (66.9% of males and 59.5% females). This means that the proportions who have never attended school at the national level is 38.8 per cent (33.1% males and 44.5% females). Comparing these national figures with those for the Upper West Region, one observes a very wide gap in the educational attainment between the country as a whole and the Region. In the Region, 69.8 per cent of the population, aged 6 years and older, has never attended school (65.1% males and 73.9% females). Data on current enrolment



shows that the gap between boys and girls in school attendance is minimal. At the entry point of both primary (74.5% boys and 75.6% girls) and Junior High School (36.4% boys and 36.3% girls) the proportions of boys and girls admitted are about equal, but at every level, the proportion of girls progressing to the next grade reduces from one grade to the next. This disparity in the region has a replication in the Wa Municipality (Ghana Statistical Service, 2014).

The Capitation grant policy has one of its objectives as to increase enrolment, attendance and retention. This study therefore, discovered how the program objectives influence enrolment, attendance and retention figures for children in beneficiary schools.

3.3 Research design

A research design is the determination and statement of general research or strategy adopted for a particular project. Leary (2001) maintains that it is a blueprint or set of plans for carrying out the study. It forms the architecture of every study and explains how the study is going to be constructed (Kumar, 2011). The design therefore, represents plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009). Various designs have been identified in social science. They include Survey, Exploratory, Explanatory, Descriptive and Experimental, among others. According to Kothari (2004), research purposes may be grouped into four categories: Exploration, Description, Diagnosis and Experimentation.

A flexible research design which provides opportunity for considering many different aspects of a problem is considered appropriate, if the purpose of the research study is that



of exploration. Thus, an exploratory study merely leads to insights or hypotheses. If the research study happens to be an exploratory one, wherein the major emphasis is on discovery of ideas and insights, the research design most appropriate must be flexible enough to permit the consideration of many different aspects of a phenomenon. This study will use the exploratory design based on these relative advantages.

Also, research is categorized as Qualitative, Quantitative or Mixed methods. Creswell (2009), explains these three approaches in social science. The distinction between qualitative and quantitative research is framed in terms of using words (qualitative) rather than numbers (quantitative), or close ended questions rather than open ended questions. Mixed methods strategy resides in the middle of this continuum because it incorporates elements of both qualitative and quantitative approaches.

Mixed methods research in social science is an approach to enquiry that combines both the qualitative and quantitative forms. It involves philosophical assumptions and using of both approaches in the study. Baker(1999), notes that, mixed research method enables the researcher to gather evidence from multiple sources in order to address the questions from different points of view. One advantage of triangulation is that it can broaden the research and at the same time strengthen the validity of the research. In mixed design, the researcher builds knowledge on pragmatic grounds (Maxcy, 2003) and searching the truth is ‘‘what works’’ (Howe, 1998).

The mixed method design was adopted for this study because of its relative advantages and methodological rigor. According to Creswell and Plano-Clark (2007), the mixed method strengthens more the use of either quantitative or qualitative. Employing both



qualitative and quantitative approaches in this study is expected to increase the comprehensiveness of the overall findings, by showing how the qualitative data provides explanations for statistical data to increase the methodological rigor as findings in both phases could be checked for consistency (Creswell, 2009).

The quantitative aspect of this study involved the analysis of enrollment and retention figure of girls relative to boys. On the other hand, the qualitative aspect covered the analysis of programmed activities with special attention for children, analysis of socio-demographic factors influencing Basic School enrollment and retention, and how the Ghana Capitation Grant Policy motivates parents to enroll and keep their wards in school.

The rationale for a mixed design is that neither qualitative nor quantitative methods are sufficient for themselves to bring out details of the situation. Besides, qualitative and quantitative researches have their limitations; hence, the limitations of one method can be offset by the strengths of the other method.

3.3.1 Sources of Data

The study used primary and secondary data. The primary data was obtained from the Capitation Grant Policy implementation officials and head teachers of the various schools. These types of data covered the programmed activities and how they influence basic school enrolment in particular, the effect of the Capitation Grant Policy on attendance and retention of pupils in the various schools. The data also covered other determinants of enrolment besides the Capitation Grant Policy and measures taken by stakeholders to improve enrolment of pupils especially girls in basic schools.



The secondary data consist of trends in enrolment, attendance and retention of pupils in basic schools. These data was obtained from schools that are benefitting from the Capitation Grant Policy, parents and the Municipal Education Directorate.

3.3.2 Study Population

The population of the study covered head teachers and stakeholders of the 85 basic schools in the Wa Municipality that were beneficiaries of the Capitation Grant policy at its inception and currently benefiting from the Policy. Head teachers are useful in this study because they perform school activities and can provide data on enrolment, attendance and retention of pupils. Key informant interviews were conducted for the Municipal Director of Education, some selected circuit supervisors, and focus group discussions involving parents.

3.3.3 Sampling and Sampling Techniques

According to Kane (1998), sampling may be described as the act or technique of selecting and studying characteristics of only some segment of people, situation or items within a given group for the purpose of determining parameters of the whole population. Sampling is where a portion of the population is taken for the study because the population is large and will consume too much time, money and effort to question every one (Pratt and Loizos, 1992). A sample is, therefore, the segment of the population that is selected for investigation (Ofori and Dampson, 2011).

Sampling procedures are classified into probability and non-probability methods. In probability sampling, each unit of the population has equal chances of being selected as a



unit in the sample while in non-probability sampling, the units of analysis do not have equal chance of being selected (Panneerselvam, 2007).

Both probability and non-probability sampling procedures were used in selecting respondents. A probability sampling procedure was used to select head teachers of the beneficiary schools while non-probability sampling technique was used to select respondents from Circuit Supervisors, The Municipal Education Director, Accountant and Parents.

Table 3.1 Sample size

No.	Circuit	Number of Resp.
1	Busa	5
2	Kperisi	5
3	Jonga	5
4	Kpongu	5
5	Bamahu	5
6	Charia	5
7	Kambali	5
8	Kabanye	5
9	Tendamba	5
10	Sawaba	5
11	Dobile	5
12	Tampalipaani	5
13	Konta	5
14	Mangu	5
	Total	70



Source: field survey 2017

On the probability sampling, schools that are benefiting from the Policy are homogeneous in operations under the Capitation Grant Policy. They all work towards achieving similar objectives under the Capitation Grant Policy and use the same educational framework. This homogeneity requires the use of probability sampling technique. Stratified sampling was used for the study. According to Kothari (2004), Stratified sampling is done by categorizing the population into groups with similar characteristics. The strata should be relatively homogeneous with greater difference among strata than within each stratum. There are 14 circuits in the Wa Municipality, and each has at least 14 schools.

The technique was used to group beneficiary schools into two strata of rural and town schools consisting of seven circuits each. The Municipal Education Directorate has fourteen circuits, seven (7) of which comprise of schools found in the rural and peri-urban parts of the Wa Municipality. These include: Bamahu, Busa, Charia , Jonga, Kambali, Kperisi and Kpongu Circuits. The other seven are Dobile, Kabanye, Konta Sawaba, Tampalipaani and Tendamba. From each stratum, 35 respondents were selected for the study with five schools from each circuit.

The Simple random sampling technique was used to select the beneficiary schools from each stratum. Each beneficiary school under the Capitation Grant Policy is qualified to be included in the sample and this explains the reason for their random selection. The procedure for selecting these schools followed a mathematical approach by Ahuja (2001), as captured by Miller and Brewer (2003), for sample size determination specified as:



$$n = \frac{N}{1 + (N(e)^2)}$$

Where n = sample size; N= sample frame and e = error or significance level.

According to Ahuja (2001), an acceptable error level traditionally is up to ± 0.05 or ± 0.10 (i.e., 5 or 10 percentage point). In this study, N = 85 and e = 5% = 0.05. Therefore,

The cluster based random selection was used to pick 70 schools that are benefiting from the Capitation Grant Policy at random.

For the non-probability sampling, the purposive sampling technique was used. In purposive sampling, individuals, groups and settings are considered for selection if they have sufficient information on the phenomenon under investigation (Patton, 2002). In this study, the Municipal Director of Education, the Deputy Director Supervision, Circuit Supervisors and Accountant were considered to have more knowledge on the policy activities and its effects. The Deputy Director Supervision was contacted to get updates on the policy targets and current efforts towards achieving them. Besides, parents of the various schools have knowledge on how the Capitation Grant Policy motivates them to enrol and keep their wards in schools. These respondents were selected using the purposive sampling technique.

3.3.4 Sample Size

A sample is the segment of the population that is selected for investigation. The size of a sample may be small (less than 30) or large (greater than or equal to 30) depending on the nature of the study, manageability or accessibility of target population (Ofori and Dampson, 2011). The study used 70 head teachers. This was determined after following a



mathematical formula by Ahuja as captured by Miller and Brewer (2003) for sample size determination. Other key informants included the Municipal Director of Education, the Accountant, the Deputy Director in charge of Supervision, 2 circuit supervisors. Two focus group discussions consisting of 6 parents each.

3.4 Data collection Techniques and Instruments

3.4.1 Questionnaire

A combination of structured and semi-structured questionnaire was used in this research to solicit relevant responses from head teachers. Questionnaires are relatively quick and easy to understand by using codes. Besides, the researcher contacted a large number of respondents quickly, easily and efficiently using a questionnaire, once the targeted group has been identified. Besides, a questionnaire is easy to standardize. For example, every respondent is asked the same question in the same way. This feature of a questionnaire makes it a very reliable method of data collection. It is easier to quantify and make statistical inferences with it. Questionnaire also allow respondents to provide candid opinions and anonymity is assured.

In this study, questionnaire was administered to head teachers to gather data on enrolment, attendance and retention. The questionnaire was used to gather responses covering the factors influencing enrolment, attendance and retention of pupils. Questions were also asked on the strategies to improve these variables.

3.4.2 Interview

Face-to-Face interview is the most commonly used technique for conducting a systematic inquiry and most social researchers regard it as a window on the world (Holstein and



Gubrium, 1999). The interview schedule served as a guide in conducting a face-to-face interview on the field. The respondents were engaged in a semi-standardized interview, where some pre-determined questions were asked in a systematic and consistent order. The essence of a face-to-face interaction is also to create an enabling environment for the respondent to fully participate and express concerns about the subject matter. In this study, interviews were granted to the Deputy Director Supervision and Circuit Supervisors for them to share their knowledge on the activities of the role of the capitation grant policy and how that influences the enrolment, attendance and retention figures in basic schools.

3.4.3 Focus Group Discussion (FGD)

In this study, a FGD was conducted with parents of beneficiary schools on the how the capitation grant policy motivates parents to enrol and keep their children in school. The group size ranged from 6 to 12 participants depending on the turn out of the respondents. Three FGD were held in different schools.

3.4.4 Key informant Interview

In this study, the Municipal Director of Education was considered as a key informant as far as enrolment, attendance and retention of children in basic schools in the Wa Municipality were concerned. Three circuit supervisors were interviewed since they are the immediate supervisors of the schools. The Municipal Officer in charge of statistics provided useful information on enrolment trends. The Accountant at the Municipal Education office also provided useful information on the amount involved and the



breakdown. They shared with the researcher the measures being put in place to improve enrolment, attendance and retention.

3.5 Data Analysis

Both quantitative and qualitative methods were used to analyze the data. Data gathered with a questionnaire were coded and entered into the Statistical Package for Social Scientists (SPSS Version 20.0) spread sheet where further transformation was done on issues identified. Descriptive statistics was used to describe and analyze data collected respectively. The outcome of the interview was analyzed and discussed. Such findings supported the statistical results. Various conclusions were drawn from the findings of the study.

3.6 Validity and reliability

An instrument is valid if it measures what it is intended to measure and accurately achieves the purpose for which it is designed (Patten, 2004). Patten further emphasizes that validity is a matter of degree and discussion should focus on how valid a test is, not whether it is valid or not. The researcher needs some kind of assurance that the instrument being used will result in accurate conclusions. These principles were addressed when designing the questionnaire, and interview guide through the pre-testing of the instrument.

To ensure the validity of the instruments, the questionnaire was given approval by the supervisor for scrutiny. Apart from this, the instrument was pre-tested in determining how reliable it is for data collection. Pre-testing of the survey instruments is to help identify potential challenges during the main study by improving the interview questions,



avoid repetition and to identify key issues to be investigated. Few revisions were made to the instruments after the pre-test.

3.7 Ethical consideration

Ethical considerations are very important for every research adventure or study (McNamara, 1994). This is most important for studies that involve the use of human subjects. Participants have a right to know what the research is about, how it will affect them, the risks and benefits of participation and the fact that they have the right to decline to participate if they choose to do so. Respondents were assured the maximum confidentiality that the data was required for academic purpose only. They were also briefed on the possible impact of the study.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents analysis and discussions of the results covering the research objectives. First, the analysis and discussions are presented on the background information of respondents. The other sections discuss issues relating to the activities of the Capitation Grant on pupils' enrolment, the influence of the Capitation Grant on enrolment, attendance and retention of pupils, other factors influencing enrolment of pupils, motivation of parents to enrol their wards and how the policy addresses the socio-economic factors influencing pupils' enrolment, attendance and retention in basic schools in the Wa Municipality.

4.2 Background Information of Respondents

4.2.1 Gender of Head teachers

The results of the study revealed that out of the 70 head teachers from various schools in the Wa Municipality included in the sample, 40 were males and 30 were females representing 57.1% and 42.9% respectively. The distribution is shown in table 4.1.

Table 4.1: Gender of Respondents

Gender	Frequency	Percent
Female	30	42.9
Male	40	57.1
Total	70	100.0

Source: Field Survey, 2017



The results on gender distribution show that male respondents are more than their female counterparts. This means that more of the sampled schools are headed by male teachers than female teachers. Despite the uneven distribution of respondents by gender, at least, a significant proportion (40.0%) is female head teachers. The female head teachers can serve as role models for the girls in school. This can be a motivation for girls to enrol and attend school regularly.

4.2.2 Years Spent Teaching in Present School

Respondents have taught in their present schools for different periods of time. The results in Table 4.2. show that the minimum years of experience of teaching among the respondents is 1, and the maximum is 10.

Table 4.2: Years of Teaching Experience

Years of teaching experience	Frequency	Percent
1-5	31	44.3
6-10	22	31.4
11-15	10	14.3
16+	7	10
Total	70	100.0

Source: Field Survey, 2017

From the table 4.2 above, respondents have average experience in their current school for more than four years. This is considered sufficient for teachers to have had knowledge on the influence of the Capitation Grant policy on pupils' enrolment.



4.3 Mechanisms of the Capitation Grant in Ghana

Respondents were asked to express their views on their awareness of the procedure or mechanisms in accessing the grant. The results in table 4.3 show that 57.1 percent were aware of the mechanisms in accessing the grant while 35.7 percent were not aware of the mechanisms. About 7.5 percent of the head teachers were not able to give any response.

4.3 Respondents Awareness of the Mechanisms of the Capitation Grant

Awareness of the mechanisms	Frequency	Percent
Yes	40	57.1
No	25	35.7
No response	5	7.5
Total	70	100.0

Source: Field Survey, 2017

The head teachers who indicated their awareness of the mechanisms/processes in accessing the grant further explained as follows:

- i. The District Accountant deposits the funds into the school account based on the enrolment
- ii. The school prepares a School Performance and Improvement Plan (SPIP). This document outlines what funds would be used for, within the year.
- iii. The activities are broken down in components:
 - a. Improving access
 - b. Improving Quality
 - c. Improving School Management
 - d. Improving School/ community relationship



- iv. The SPIP is taken to the Municipal Director for approval
- v. The head teacher goes through the following procedures before the money is accessed and utilized:
 - a. Receives an application (form B) from an implementer (class teacher, Assistant Head teacher)
 - b. Reviews and approves the application. The SMC chairman should approve the application where the Head teacher is the implementer
 - c. Sends the request to the District Education office for approval. The head teacher and assistant withdraw the money for disbursement
 - d. Prepares the payment voucher (form C)
 - e. Makes funds available to the implementer.
 - f. Receives the relevant documentation (Receipts, Honour Certificates and Activity Completion Reports

4.4 Influence of GSCGP on Enrolment, Attendance and Retention

4.4.1 Influence of GSCGP on Enrolment

When respondents were asked how they will describe the influence of the GSCGP on pupils' enrolment, 48 respondents representing 68.6% confirmed that the GSCGP had led to High enrolment of pupils within the Wa Municipality. Besides, 15 respondents representing 21.4% of the sampled head teachers maintained that enrolment of pupils in the Municipality was encouraging due to the intervention of the GSCGP. 5 respondents, representing 7.1% indicated there would be no change. The distribution of respondents' opinion on the influence of the GSCGP on enrolment of pupils is shown in Table 4.4.



Table 4.4: The Influence of GSCGP on Enrolment

Influence of GSCGP on enrolment	Frequency	Percent
High enrolment	48	68.6
Encouraging	15	21.4
Unchanged	5	7.1
No response	2	2.9
Total	70	100.0

Source: Field Survey, 2017

From Table 4.4., some (7.1%) respondents however, indicated that enrolment figures have remained unchanged despite the intervention of the GSCGP. Besides, 2 respondents representing 2.9% of the sample respondents did not respond because they have no stand on the issue.

The results imply that many head teachers of Basic Schools believed that the policy has a positive influence on the enrolment of pupils in the various schools. These findings agree with empirical studies that gross enrolment figures in Basic Schools have increased during the period of the GSCGP.



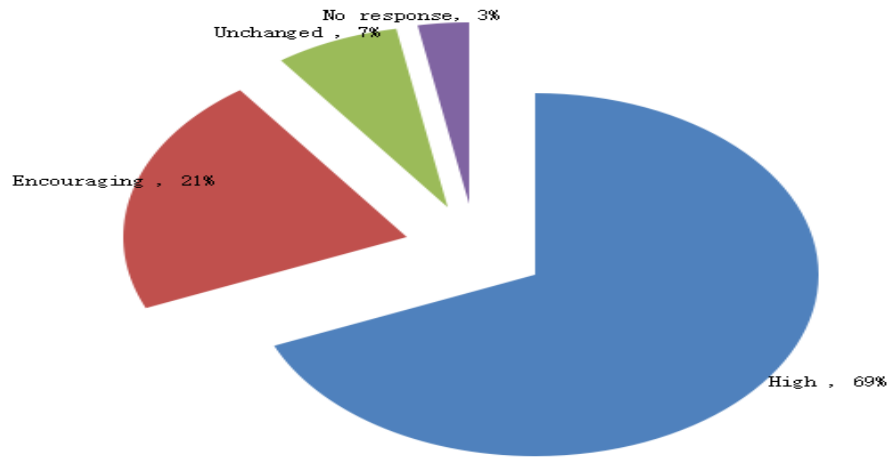


Figure 4.1: The Influence of GSCGP on Enrolment

A respondent (from the Municipal Education Office), a circuit supervisor indicated that:

“The GSCGP has boosted enrolment especially in the rural areas. For example, in 2012, 28000 children were being made to pay levies but currently we have over 32000 pupils in the schools enjoying fee free education” [interview with a Circuit Supervisor, 2017].

This respondent had been able to demonstrate with figures, the effect of the GSCGP on enrolment of pupils. However, further evidence suggests that enrolment figures go down whenever levies are demanded from pupils. Further analysis of enrolment trends of boys and girls in beneficiary schools from 2010/11 to 2015/16 academic years revealed that enrolment of both boys and girls kept rising over the years, however, girls’ enrolment was above that of boys for the period. The illustration is shown in appendix 1.



Respondents were asked whether the increase in enrolment can be sustained without the GSCGP. The results revealed that 41 respondents representing 58.5% were of the view that the enrolment figures would not decline should the policy be stopped while 29 respondents constituting 41.5% indicated that enrolment of pupils would drop if the policy is stopped.

Despite the fact that majority of the respondents believe that the absence of the policy will not change the enrolment figures, a significant proportion (41.2%) had a different position. A head teacher said that “if the policy is stopped, pupils will find alternative schools where they can get similar motivation and others who would have been attracted by the fee-free policy will not be enrolled”. They were of the view that the effect of the policy on enrolment is so strong to an extent that its absence will lead to a decrease in enrolment.

4.4.2 Influence of GSCGP on Attendance

Respondents (head teachers) were asked to express their opinions on the influence of GSCGP on pupils’ attendance. The results indicate that 58 respondents representing 82.9% of the sample head teachers maintained that the policy has led to an improvement in attendance. However, 11.4% of the respondents have indicated that the policy has no influence on attendance because the situation remains unchanged. About 5.7% of the respondents were indifferent in their opinion. The distribution is shown in Table 4.5.



Table 4.5: Influence of GSCGP on Attendance

Influence of GSCGP on Attendance	Frequency	Percent
Improved attendance	58	82.9
Remain unchanged	8	11.4
No response	4	5.7
Total	70	100.0

Source: Field Survey, 2017

Majority of the sampled respondents indicated that the GSCGP had improved the attendance of pupils in beneficiary schools. The finding therefore, agrees with Dreze and Kingdon (2001) that school capitation grant policy often lead to increase in enrolment and attendance by reducing drop-out. The findings also confirm recent empirical studies such as Abotsi (2013) and Musah and Imoro (2015) that daily attendance figures have improved following the intervention of the School Capitation Grant Policy.

Respondents shared their opinion on the possibility that attendance figures would drop in the absence of the policy. It was found out that 39 respondents denoting 55.7% indicated that stopping the policy will not have any effect on pupils' attendance. The results further reveals that 31 respondents representing 44.3% maintained that school attendance figures of pupils in the Wa Municipality will decline if the GSCGP is stopped.

Further inquiries were made on the retention of pupils in the Municipality and how retention will be affected in the absence of the GSCGP. Evidence shows that 41 respondents who form 58.5% of the sampled population pointed out that stopping the policy would not have an effect on the retention of pupils. However, 29 respondents



representing 41.5% specified that attendance figures will drop in the absence of the policy.

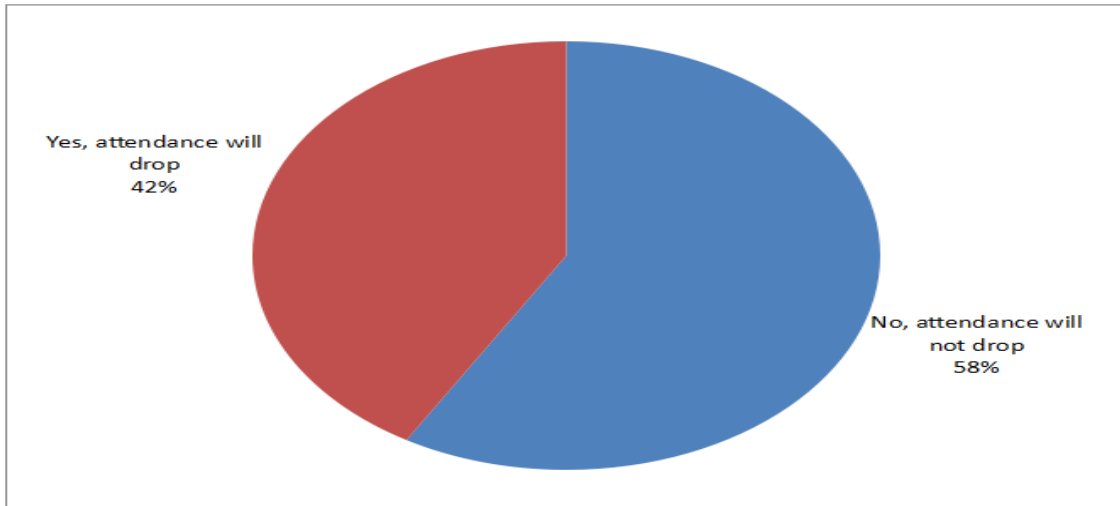


Figure 4.2: Respondents Opinion on the Effects of GSCGP on Attendance

Source: Field Survey, 2017

From the figure, majority of the respondents indicated that attendance figures will not drop in the absence of the policy. Besides, however, a significant proportion (41.5%) is of the view that the attendance would drop in the absence of the policy.

4.4.3 Influence of GSCGP on Retention

Respondents have indicated that the GSCGP has influenced pupils' retention in beneficiary schools. As shown in Table 4.6, 53 respondents representing 75.7% pointed out that the GSCGP has improved retention of girls in the Wa Municipality. However, 13 respondents representing 18.6% stated that the retention situation had not changed despite the intervention of the policy. The respondents' opinion on the effect of the GSCGP on retention of pupils in school is shown in Table 4.6



Table 4.6: Influence of GSCGP on Retention

Influence of GSF on Retention	Frequency	Percent
Improve retention	53	75.7
Unchanged	13	18.6
No response	4	5.7
Total	70	100.0

Source: Field Survey, 2017

The results in Table 4.5 imply that attendance figures have been improved by the intervention of the GSCGP. Only few respondents as shown in the table did not support the generally held view that the policy intervention had improved retention.

Further inquiries revealed that the drop-out rates among pupils used to be very high. However, the policy had provided an opportunity for pupils in Basic Schools to enjoy fee-free education. The study further revealed that the school feeding programme had complemented the GSCGP in the retention of pupils in Basic Schools. Parents are now assured of meals for their children in school. Parents in a focused group discussion indicated that *“our children do not even ask for money to buy or pay school levies during school hours, when they are asked why, they say they get enough to eat at school through the school feeding program and get all their needs met through GSCGP.*This suggests that they pupils have enough to eat at school. This sustains enrolment figures by reducing drop-out rates.

Respondents’ opinions were sought on whether the effect of the GSCGP is significant to have caused a reduction in retention rate in the absence of the policy. It was discovered



that 45% of the respondents maintained that performance will reduce in the absence of the policy while 55% stated otherwise. The distribution is shown in figure 4.8.

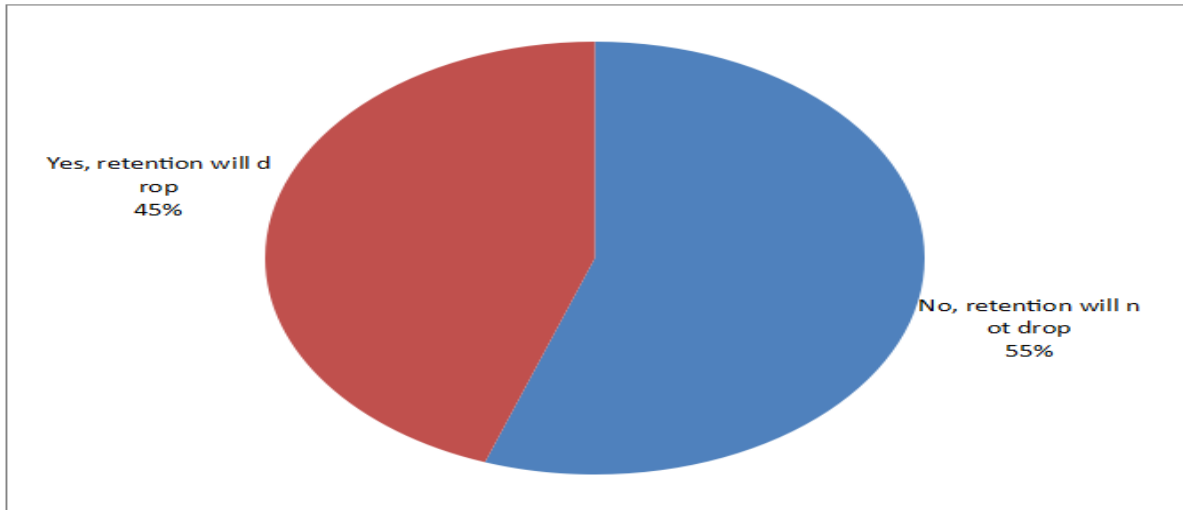


Figure 4.3: Respondents Opinion on the Influence of GSCGP on Retention

Source: Field Survey, 2017

Moreover, further analysis revealed that the intervention of the policy had generally led to an improvement of retention in the beneficiary schools. The evidence is that 58 respondents (head teachers) representing 89.2% of the sampled teachers confirmed that retention figures had received consistent increase over the years. Only 7 respondents representing 10.8% were uncertain about the influence of the policy on the performance variables.

4.5 Factors Challenging the Implementation of the Capitation Grant

Respondents (head teachers) were asked to express their opinions on the challenges facing the implementation of the capitation grant policy. The results indicate that 20 respondents representing 28.5% indicated the difficulty in assessing grants at the District



level, 14 respondents representing 20% recorded inadequacy of funds as a major challenge, 11 respondents representing 17.1%, also recorded increased demand for educational materials. Untimely release of funds to schools and inadequate level of transparency recorded 11.7%, each representing 8 respondents. Some 5 head teachers representing 7.1%, of the respondents recorded demand for more classrooms while the remaining 4, representing 5.7%, also recorded the difficulty in sustaining community participation as a major challenge. The distribution of the responses is shown in Table 4.7

Table 4.7 Challenges to the implementation of GSCGP

Factors challenging the implementation of GSCGP	Frequency	Percentage
Inadequacy of funds	14	20
Difficulty in sustaining community participation	4	5.7
Demand for more classrooms	5	7.1
Untimely release of funds to Districts/ Schools	8	11.4
Inadequate level of transparency	8	11.4
Increased demand for educational materials	11	17.1
Difficulty in assessing grants at the District level	20	28.6
Total	70	100

Source: Field Survey, 2017



From the table, it can be observed that difficulty in accessing the grants at the District office was deemed to be the most pressing challenge facing the implementation of the policy. A head teacher indicated that *“I have decided not to go for the grants for the past two years because anytime I go to the office for it, I become frustrated by the level of bureaucracy. I have to go to different offices for people to sign irrelevant forms. The money itself is not enough for the various expenditure items at the school”*.

When asked how they finance their activities, a head teacher had this to say, *“We have decided to rely on the small amounts we raise from the PTA levies, and sometimes I use my personal monies”*.

The Municipal Accountant had this to say, *“We disburse whatever amount is given to us as capitation grants as and when we receive same to the various schools according to their enrolment figures. We have the responsibility to ensure that, head teachers adhere to accounting principles in order to ensure judicious use of the funds. I admit that sometimes, it delays but we have to do what we have to do. I am happy that the grants is now being disbursed to the schools directly from the G.E.S headquarters”*.

The findings are in line with the study by Osei et al (2009), that, most countries’ experiences in school fee abolishing raise questions about its impact on education quality. They argued that when classes become overcrowded and when the meager resources provided through fees to schools (usually for learning materials) are no longer available, the result can reverse hard-earned gains and de-motivate teachers, parents and students. Enrolling children in school is one thing, but keeping them there (attendance) is the more important challenge.



4.5 The GSCGP Activities and girls' Enrolment, Attendance and Retention

4.5.1 The GSCGP and Reward for Performance

It was inquired from respondents to indicate their opinions on whether the GSCGP has a component that reward performance in terms of enrolment, attendance and retention. The results indicated that 37 respondents representing 52.9% confirm that the GSCGP undertake such initiative while 33 respondents denoting 47.1% said such an initiative does not exist. The distribution is shown in table 4.8.

Table 4.8: The GSCGP Reward for Performance

The GSFP Reward for Performance	Frequency	Percent
No	37	52.9
Yes	33	47.1
Total	70	100.0

Source: Field Survey, 2017

The results on whether the activities of GSCGP include rewards for performance in terms of enrolment, attendance and retention provided mixed findings. Respondents were not very certain as to whether the policy activities motivate for the performance indicators. The results imply that the policy has no defined activity to reward good performance in terms of enrolment, attendance and retention. However, special motivation from the policy can be given to outstanding students in some areas as a way of encouraging others to perform. This consequently will improve enrolment, attendance and retention of pupils in Basic Schools.



4.5.2 Activities of the GSCGP and Gender Sensitivity

Respondents were required to indicate whether in their opinion the GSFP is gender sensitive. The results point out that 43 respondents representing 61.4% were of the view that the programme is not gender sensitive. For example one of the head teachers indicated that “the Ghana School Capitation Grant Policy is not designed to favour only boys or girls, everything is the same for both genders” However, 27 representing 38.6% said the programme is gender sensitive. The distribution of the responses is shown in Table 4.9.

Table 4.9: GSCGP and Gender Sensitivity

GSFP and Gender sensitivity	Frequency	Percent
No	43	61.4
Yes	27	38.6
Total	70	100.0

Source: Field Survey, 2017



GSCGP and Gender Sensitivity

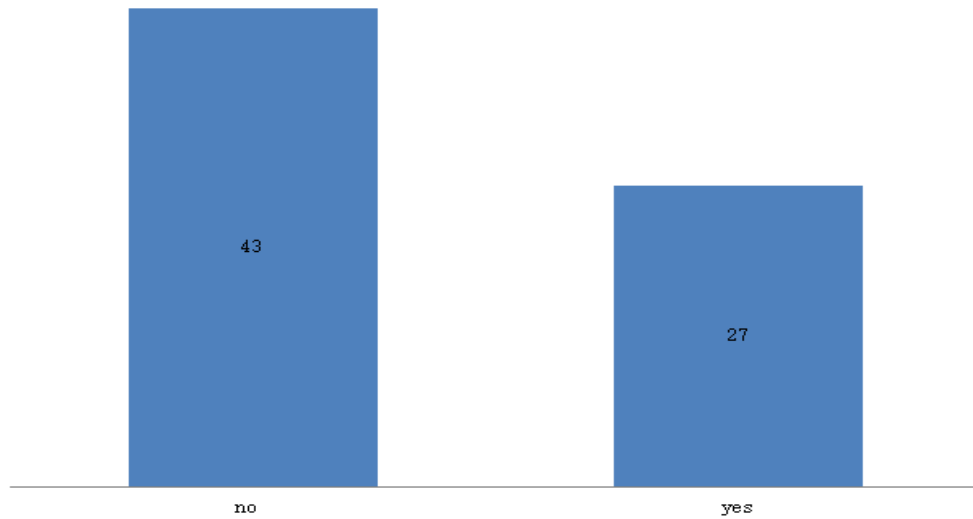


Figure 4.4: GSCGP and Gender Sensitivity

From Table 4.9, majority of the respondents indicated that the GSCGP has not been gender sensitive. What is implied is that a major component of the policy has not been given to either only boys or girls. However, the fact that 36.9% of the sample respondents have a different opinion on the issues provided mixed findings on the activities of the GSCGP on gender. This therefore, brings to the fore the controversy on the role of the GSCGP on gender.

Further analysis has established why the GSCGP is or is not gender sensitive. The results then shows that 33 respondents representing 47.1% explained that there is equality in the system hence the policy is not gender sensitive while 17 respondents representing 24.3% indicated that the GSCGP gives priority to girls making the policy gender sensitive. Also, 5 respondents representing 7.1% indicated that no special treatment is given to any group (gender) therefore, making it not gender sensitive. Only 2 respondents denoting 2.9% of the sample was of the view that the policy had boosted the enrolment of girls in the



Municipality therefore, making it gender sensitive. However, 13 respondents who represent 18.6% of the sampled population did not respond to the question. From the results, majority of the respondents shared the belief that the policy had not got any stated objective in favor of a particular gender. This suggests that it is generally, not sensitive in terms of gender.

4.5.3 Activities of GSCGP with Special Attention for Girls

Respondents were asked whether in their opinion there are other activities of the GSCGP that have special attention for girls. The Municipal Director of Education had this to say: “The GSCGP does not spell out a specific activity that gives special attention for girls in Basic Schools but then it gives some sort of motivation for both girls and boys to enrol, attend and remain in schools”

Further explanations by the respondents, however implied that the selection process of beneficiary schools considers several factors including the schools’ current levels of enrolment. Since female education has been given priority by many educational development interventions in Ghana, schools with least enrolment of girls may be considered. This means that the policy gives attention to gender disparity during the selection phase.

Among the 70 sampled head teachers, 49 of them representing 70% also maintained that the policy does not have any stated activity aimed at influencing enrolment, attendance and retention figures for only girls. A respondent indicated that “the policy objective is to increase enrolment but not only for girls”. This means that the objective of the GSCGP only aim at achieving increase in gross enrolment, attendance and retention for both boys



and girls. The case of gender disparity has not been given much attention by the stated activities of the policy.

However, 19 respondents representing 27.1% of the sample indicate that the policy promotes girl child education through special monitoring. One of these respondents further stated that “female education in Ghana has been given attention by all interventions geared towards increasing performance”. This implies that even though the GSCGP has no stated objective for girls alone, its activities indirectly pay attention for female enrolment, attendance and retention in particular.

While there exists no stated special attention for girls relative to boys in the objectives of the GSCGP, some respondents indicated that the policy covers distribution of sanitary towels for girls in schools. These items motivate girls to remain in school, in order to have a sustainable access.

4.6 Other Factors Influencing Enrolment, Attendance and Retention in Basic Schools

4.6.1 Teacher Attendance

The researcher also wanted to find out if teacher school attendance has an effect on enrolment, attendance and retention of students the respondents were asked if teachers in their various schools attended school regularly. The results indicate that 53 respondents representing 75.7% indicated that they did not record teacher absenteeism implying that in their various schools teachers attend school regularly. Some 17 teachers representing 24.3% revealed that they had been recording teacher absenteeism implying that in their



various schools teachers did not attend school regularly. The distribution of the responses is shown in Table 4.10

Table 4.10: Teacher School Attendance

Teachers attend school regularly	Frequency	Percent
No regular attendance	17	24.3
Yes, there is regular attendance	53	75.7
Total	70	100.0

Source: Field Survey, 2017

From Table 4.10, majority of the respondents had indicated that teachers' school attendance had been regular. However, the small evidence of irregular attendance may contribute to pupils' absenteeism. One of the respondents indicated that "when a class teacher frequently absents him/herself from school, the pupils get discouraged and may also repeat similar behavior. However, we have regular attendance of pupils, even when teachers are not in school." This finding suggests that any improvement in attendance among pupils may be influenced by the GSCGP.

The study further sought to know the effect of teacher absenteeism on girls' enrolment, attendance and retention. The results show that 26 respondents representing 40.0%, indicated that teacher absenteeism decreases enrolment. Besides, 12 respondents representing 18.5%, indicated that it reduced attendance rates while 16 respondents representing 24.6%, said that teacher absenteeism led to school drop-out. It was also discovered that 11 respondents representing 16.9%, could not indicate the effect of teacher absenteeism on the children. The distribution is shown in Figure 4.11.



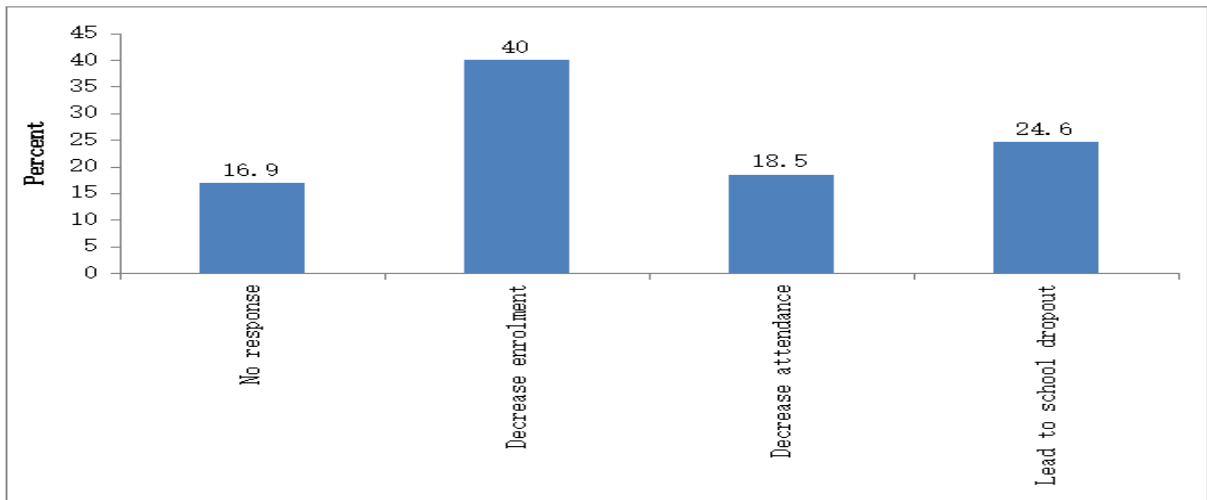


Figure 4.5: How absenteeism affects girls' enrolment

Source: Field Survey, 2017

The results imply that teacher regular attendance in school led to improvement in enrolment, attendance and retention. However, absenteeism will lead to a decline in these performance variables. The results suggest that the GSCGP is doing well since some teachers may not attend school sometimes but that does not translate into decreasing enrolment, attendance and retention.

4.6.2 Teacher Relationship with Female Pupils

The findings of the study indicate that all the sampled head teachers had confirmed that their teachers relate well with the female students in their respective schools. A cordial relationship among teachers and female pupils can create a platform for better learning and hence motivate girls to be present in school regularly. This has implications for school attendance and retention.

The findings also reveal that teachers' relations with female students have a positive influence on enrolment. Thus, 11 respondents representing 15.7% of the sample indicated



that teachers' relationship with the girls led to increase in enrolment. Besides, 26 respondents representing 37.1%, stated that the cordial relationship among teachers and girls in the schools led to an increase in attendance, 17 respondents (24.2%), argued that the cordial relationship improves retention, while 2 respondents (2.9%), were of the view that the existing relationship among teachers and girls in the school has no influence on enrolment, attendance or retention. The results are shown in Table 4.11.

Table 4.11: Effects of Teacher Relationship with Girls in School

Influence of teachers relations on enrolment	Frequency	Percent
Increased enrolment	11	15.7
Increased attendance	26	37.1
Increased retention	17	24.2
Remain unchanged	2	2.9
No response	14	20.0
Total	70	100.0

Source: Field Survey, 2017

The results imply that teachers' cordial association with the girls can help improve enrolment, attendance and retention. This also means that the GSCGP alone would not be able to sustain enrolment, attendance and retention if the social environment in which the girls find themselves is not conducive. Despite the cordial association among girls and teachers, the role of the GSCGP in the provision of daily meals will prevent the girls from being tempted to enter into sexual relationships with teachers probably because of hunger.



The distribution is displayed in figure 4.9 below:

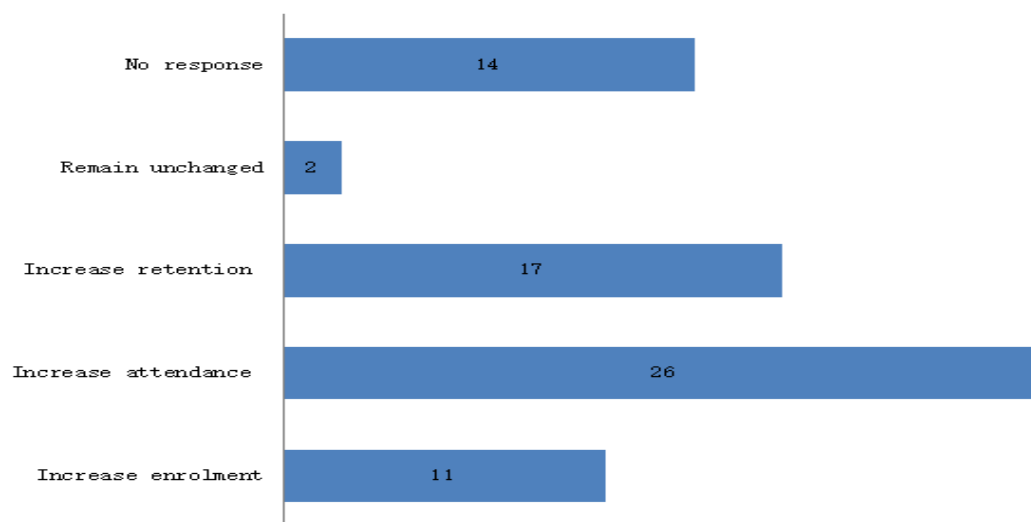


Figure 4.6: Effect of teacher relation on girls' education

4.6.3 Girls participation in curriculum activities

It was found out that 55 respondents representing 78.6%, believe that opportunity is given to both sexes to participate in all curriculum activities, while 15 respondents denoting 21.4%, indicated that girls are not allowed to part take in all curriculum activities. The distribution is shown below.

Table 4.12: Girls participation in curriculum activities

Do your girls participate in all curriculum activities	Frequency	Percent
No	15	21.4
Yes	55	78.6
Total	70	100.0

Source: Field Survey, 2017



From the table, majority of the respondents confirmed that girls had been given the opportunity to participate in all curricular activities including sports and cultural activities. This can offer them some kind of self-recognition and belongingness to the school system. Such a motivation has implications for school attendance and retention. For example, the curricular roles they play require that they are always present to fulfill those roles.

4.6.4 External support for girls in Basic Schools

Respondents were asked if they do receive assistance for girls from any Civil Society Organizations (CSO) in their schools. Majority of the respondents numbering 55 and representing 78.6%, declare that they did not receive any form of assistance from any CSO and 15 respondents denoting 21.4%, said they did get some assistance from NGOs.

The responses are shown in Table 4.13

Table 4.13: Assistance from Civil Society Organization for Girls

Do you receive assistance from any NGO in the school	Frequency	Percent
No	55	78.6
Yes	15	21.4
Total	70	100.0

Source: Field Survey, 2017

From the table, majority of the respondents have not received any support for girls from any CSO.

Further analysis indicates that organizations that support female education give sanitary pads and school uniforms to motivate girls to attend school regularly. This implies that



girls who would have been absenting themselves from school during their menstrual periods due to the lack of sanitary pads, did not have to worry anymore.

Respondents did an assessment of the effectiveness of the support policy for girls beside the GSCGP. The results indicate that 9 respondents representing 12.9%, mentioned that the policy initiated by government and other organizations is very effective in assisting girls' education in the Wa Municipality while 5 respondents comprising 7.1%, of the respondents indicated that the policy initiated by government and other organizations are effective in assisting girls' education. However, 7 respondents amounting to 10.0% of the sample population said the policy initiated by government and other organization is not effective in assisting girl's education. However, 49 respondents representing 70.0% of sample population did not answer the question as indicated in Table 4.14

Table 4.14: Effectiveness of support programs for female education

How effective is the program	Frequency	Percent
Very effective	9	12.9
Effective	5	7.1
Not Effective	7	10.0
No response	49	70.0
Total	70	100.0

Source: Field Survey, 2017



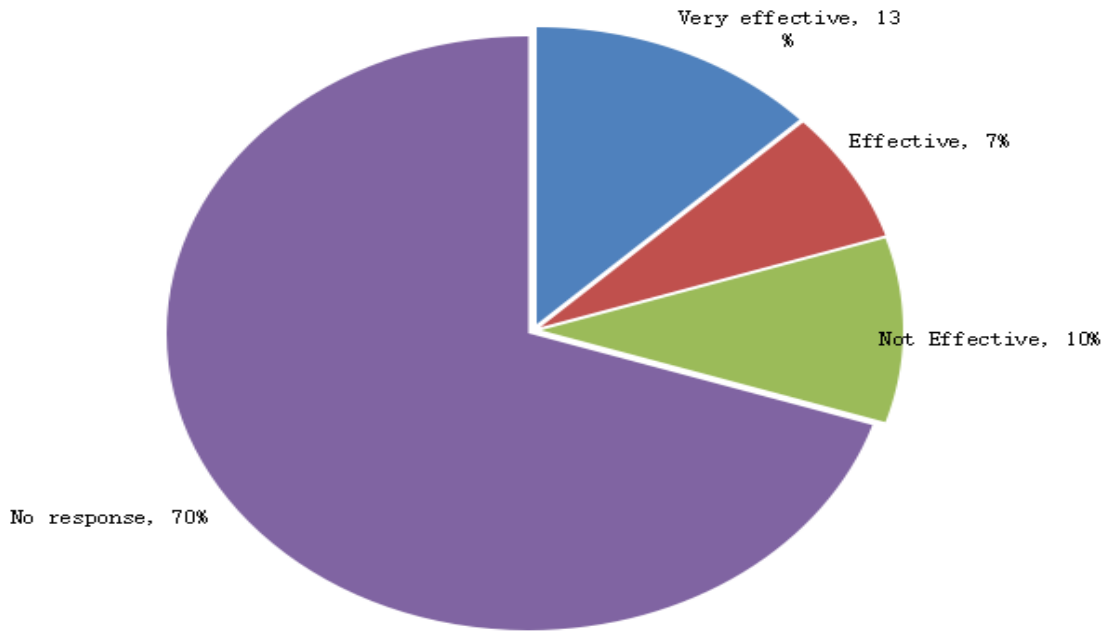


Figure 4.7: Effectiveness of support programs

The results imply that the existing support policies are very effective in influencing female enrolment, attendance and retention in the Basic Schools in the Wa Municipality.

The study sought to establish whether there is any government intervention on education apart from capitation and the GSCGP that aims at improving girls' education within the Municipality. The results indicate that 49 respondents representing 70%, of the sample confirm that there is no policy aside the GSCGP and capitation. However, 21 respondents indicated that there are other policies that seek to improve girls' education aside capitation and the GSCGP representing 30% of the study.



Table 4.15: Existence of government programs for girls in basic school

Is there any policy aside capitation and GSCGP for girls?	Frequency	Percent
No	49	70.0
Yes	21	30.0
Total	70	100.0

Source: Field Survey, 2017

There is evidence from 49 respondents representing 70% of the sampled head teachers that other government interventions aside the GSCGP and the capitation grant exist in their schools with objectives of enhancing girls' enrolment. These interventions are opportunities for augmenting the effort of the GSCGP in achieving the objectives of improving enrolment, attendance and retention. The Ghana School Feeding Programme was specifically mentioned as one of the most effective Government support programmes that influences enrolment and attendance.

Further inquiries were made to find out the kind of government activities that aimed at improving girls' education in the Wa Municipality. Responses given by 12 respondents representing 17.1%, were that free uniforms and books have been given to students in order to boost education in the region. The results again point out that 26 respondents denoting 37.1%, indicated that assistance had been given to needy students as a means to assist girls' education. Also, 2 respondents amounting to 2.9%, declared that education on Female Genital Mutilation (FGM) had been given to girls to help in their education in terms of enrolment, attendance and retention. Meanwhile, 1 respondent denoting 1.4%, was of the view that Gender Desk on girl child education was a means of assisting girls'



education. However, 29 respondents representing 41.4%, of sample population did not answer the question. This suggests that they had no knowledge on any government intervention that attracts girls to enrol in school.

Table 4.16: Government activities that attract girls' enrolment in school

Explain the policy	Frequency	Percent
No response	29	41.4
Assist needy students	26	37.1
Education on FGM	2	2.9
Free school uniform and books	12	17.1
Gender desk on girl child education	1	1.4
Total	70	100.0

Source: Field Survey, 2017

The results imply that the GSCGP has been augmented by other activities by government in order to attract and sustain girls' enrolment, attendance and retention in Basic Schools. However, the coverage of these support interventions is limited to few beneficiary schools. Schools without access to these subsidiary support activities therefore, rely on only the GSCGP for improved enrolment, attendance and retention. This justifies the role of the GSCGP in female enrolment, attendance and retention in Basic Schools in the Wa Municipality.

4.6.5 The GSCGP Motivation for Parents to Enrol and Keep their Girls in School

A focused group discussion with parents revealed that the GSCGP has been motivating parents to enrol and keep their girls in school. This occurs through the programme efforts



in meeting household educational needs. Besides, some parents also produce or supply food staff to the various schools and earn sustainable income to meet their children educational needs.

4.6.6 The GSCGP cut down girls education expenditure

Parents have expressed their views on how the GSCGP motivates them to keep their girls in school. One main area is the cutting of educational expenditure on girls. Respondents explained that girls by nature are more complex and vulnerable than boys. Hence girls required special attention to keep them active in school. This however, increases the cost of enrolling and keeping girls in school relative to boys. This is what a respondent stated:

“The GSCGP has motivated parents to enrol and keep their girls in school. Some parents used to worry about how to get money to pay their childrens’ school fees, but because of the GSCGP, parents allow their children to go to school and stay in school with the motivation that they will not pay any money and with the support of GSFP children will get some food to eat and get their monetary problems solved by the school using the capitation grant”

The caption suggests that some parents even rely entirely on the GSCGP for their girls to have access to all their needs during the day.

4.6.7 Increasing household income

One of the objectives of the GSCGP is to increase domestic supply of locally produced crops. The results of the study pointed out that some parents are engaged in the production or supply of food items to the various schools. According to these



respondents, they receive income from the supply of the food crops which enables them to take care of their girls in school. At a Focused Group Discussion it came out that, “*my household sells eggs to schools and we get substantial income that enables us to meet all household education expenditure*”.

Those who are cooks in the various schools, receive sustainable income that enables them to meet their girls’ educational expenditure. The incomes earned from the activities of the policy grants people the opportunity to enrol and keep their girls in school. This explanation implies that some people enrol and keep their girls in school not because of the opportunity to access the meals but because they earn enough income from activities of the policy for which they can now meet their childrens’ educational needs.

4.7 How the GSCGP Addresses Socio-economic Factors Affecting Girls Enrolment, attendance and Retention in Basic Schools

The GSCGP is said to have been addressing some socio economic challenges facing the enrolment of girls, their attendance and retention in school. The results of the study revealed that the main socio-economic factors that affect girls’ enrolment, attendance and retention that have been addressed by the program include: poverty, teenage pregnancy, early marriage, and the high sexual drive of the youth.

4.7.1 Poverty

Poverty has been a challenge confronting parents in enrolling their children and keeping them in school. However, the intervention of the GSCGP, according to the results of the study has contributed in minimizing the effect of poverty among households. A



respondent from the Municipal Education shared her view with the researcher in agreement with the head teachers. She stated that:

“To a large extent, the GSCGP has addressed some socio-economic factors that affect enrolment, attendance and retention of girls in schools. With the poverty factor, parents are now assured of meals for their children in school. Parents do not push their girls to marry early because they need money to feed the rest of the children at home. The girls themselves do not engage in sexual activities to get money to buy food to eat because they are provided with food to eat at school”.

The statement implies that the GSCGP is a cost effective strategy for parents in meeting their girls’ educational expenditure. Extra resources that would have been spent on girls can be used in meeting other household needs.

4.7.2 Sexual Harassment in School

Sexual harassment has been a recent phenomenon that deters girls away from school. It leads to teenage pregnancy that consequently leads to school drop-out (low retention). The results of the study revealed that sexual harassment is not an issue among teachers and girls in the school. All the 65 head teachers (respondents) confirmed that no incidence of sexual harassment had been recorded between a teacher and girl in their respective schools.

However, sexual harassment between school girls and community members was reported to be a common issue affecting enrolment, attendance and retention. A respondent from the Municipal Education Directorate indicated:



“The disparity in enrolment, attendance and retention of girls relative to boys in schools is as a result of a number of factors including: the high sexual drive of the youth, teenage pregnancy, and early marriage. However, these challenges have their root cause in hunger in school which the GSCGP has come to solve”.

The statement implies that the GSCGP is playing an indirect role in minimizing sexual activities among girls in school. Girls who would have been compelled by hunger to go into immoral sexual activities will find an alternative through the GSCGP. The possible consequence (reduced enrolment, attendance and retention) would therefore, be minimized.

The views of head teachers of the sampled schools were sought on the effect of sexual harassment on enrolment, attendance and retention in their schools. It was discovered that 63 respondents representing 96.9% indicated that the introduction of the GSCGP had reduced the incidence of sexual harassment in the schools. However, 2 respondents constituting 3.1% indicated that sexual harassment is still a social change challenge despite all interventions including the GSCGP. This category of respondents explained that some girls still chase men for their daily bread thus leading to their frequent absence from school or dropping-out completely.

4.7.3 School drop-out resulting from poverty

It was discovered from the study that the categories of people who are more likely to drop out of school were the girls. Thus, 38 respondents representing 54.3%, indicated that girls are more likely to drop out of school, while 20 respondents representing 28.6%, said boys have the more likelihood of dropping out of school. Moreover, 12 respondents



representing 17.1%, of the sample population indicated that both boys and girls stand an equal chance of dropping out of school.

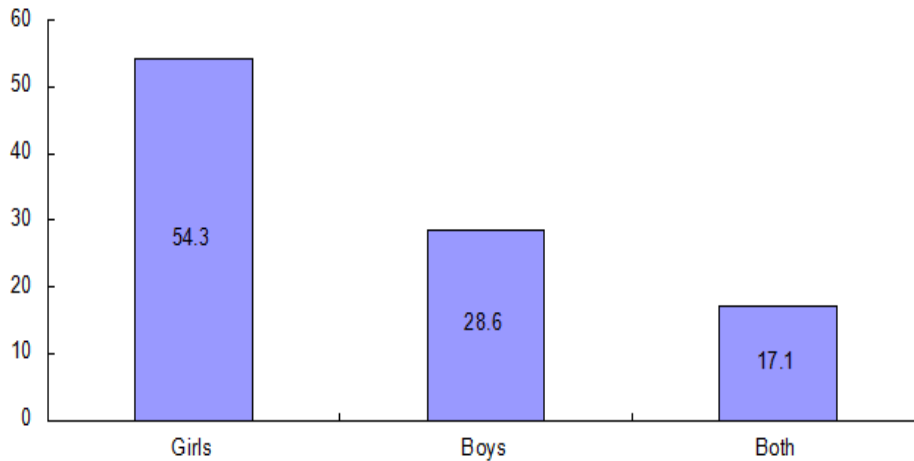


Figure 4.8: Category of people more likely to dropout of school

Source: Field Survey, 2017

Majority of the respondents still believe that despite the intervention of the GSCGP to reduce the drop-out rate girls will still remain the victims of school drop-out. This suggests that the policy has only succeeded in minimizing the drop-out rate among girls in Basic Schools but has not eradicated it completely.

Moreover, various circumstances were marked by respondents to have been leading to girls' school dropout. Among them include early/forced marriage, lack of parental care, poverty, sexual harassment and teenage pregnancy. The distribution in Table 4.17 shows that 10 respondents representing 14.3% of the sampled head teachers of basic schools indicated that early/forced marriage is the reason for girls dropping out of school. Besides, 28 respondents denoting 40.0% said that the reason for girls drop-out of school



is the lack of parental care, 14.3% of the respondents attributed the phenomenon to poverty, 7.0% indicated that girls drop-out of school is caused by sexual harassment, while 21.4% associated girls drop-out of school to teenage pregnancy.

Table 4.17: Circumstances that lead to girls' school drop out

Circumstance that lead to girls school drop out	Frequency	Percent
Early/forced marriage	10	14.3
Lack of parental care	28	40
Poverty	10	14.3
Sexual harassment	7	10
Teenage pregnancy	15	21.4
Total	70	100

Source: Field Survey, 2017

The results imply that several factors are contributing to female school drop-out. Besides, majority of the respondents indicated that lack of parental care was a factor leading to school drop-out. The next highest factor is early/forced marriage, teenage pregnancy, sexual harassment and then poverty. The GSCGP intervention is responding to some of these issues through its contribution of meeting the educational needs of the girl child in school. The meals given to them at school had cut down household expenditure. Besides, some people earn direct income from participating in the policy activity and that has implications for poverty reduction.



4.8 Other Measures to Improve Girls' Enrolment in Basic Schools

4.8.1 Mechanisms to improve gender parity in schools

When respondents were asked whether they had any mechanism to ensure gender parity in their various schools, 43 respondents consisting of 61.4% of the sample population, responded that there was no such mechanism. However, 27 respondents who constituted 38.6% confirmed that in their various schools such mechanisms were in place to ensure gender parity. The distribution is shown in Table 4.18.

Table 4.18: Mechanism to ensure gender parity

Response	Frequency	Percent
No	43	61.4
Yes	27	38.6
Total	70	100.0

Source: Field Survey, 2017

From Table 4.18, majority of the respondents indicated that no special mechanism had been put in place in their various schools towards improving female enrolment in Basic Schools. However, these respondents explained that they relied on the GSCGP as the only motivation that could attract girls to enrol and attend school regularly.

Among those who indicated that there exist some mechanisms to improving girls' enrolment, their responses were noted and considered for further analysis. The results provide that 8 respondents denoting 11.4%, indicated that girl child education is a mechanism used by their school to ensure gender parity. Also, 7 respondents denoting 10.0%, said equal opportunity in leadership was given to both sexes in order to promote



gender parity. Responses given by 12 respondents, who form 17.1% of the study, were of the view that moral education was a mechanism to ensure gender parity. Beside, 16 respondents representing 22.9% indicated that they used female staff in the school to promote gender parity. However, 2 respondents were of the view that fun clubs and providing girls with learning materials was another mechanism put in place to promote gender parity representing 2.9%. Meanwhile 15 respondents representing 21.4% of sample population did not answer the question. The distribution of the responses is shown in Table 4.19.

Table 4.19: Mechanisms to improve girls' enrolment in basic schools

Describe the mechanism	Frequency	Percent
No response	15	21.4
Equal opportunity in leadership	7	10
Fun Clubs	10	14.3
Girl child education	8	11.4
Moral Education	12	17.1
Providing the girls with learning materials	2	2.9
Use of female staff	16	22.9
Total	70	100.0

Source: Field Survey, 2017

The results in the table imply that apart from the intervention of the GSCGP as a motivator of girls' enrolment, attendance and retention, other mechanisms have been used by different schools to influence girls' enrolment in school. Largely the mechanisms cover co-curricular activities that make girls feel part of the school social system where they can be given roles to play. Besides, the use of female teachers to serve as role



models for the young girls has been used by schools to influence girls' enrolment, attendance and retention.

Moreover, respondents who confirmed not having any mechanism in place were asked to explain why they had none in place. About 35 respondents representing 50.0%, said equal attention is given to both genders hence no need for any mechanism. Also, 6 respondent representing 8.6% said inadequate resources and 20%, indicated lack of finance were challenges that made them not employ any gender parity mechanism in their school. Meanwhile, 15 respondents representing 21.4% of the sampled population did not answer the question. The distribution is shown in Table 4.20.

Table 4.20: Reasons for having no mechanism to improve girls' enrolment

If no, explain why?	Frequency	Percent
No response	15	21.4
Equal attention is given to both genders	35	50
Inadequate resources	6	8.6
Lack of finance	14	20
Total	70	100.0

Source: Field Survey, 2017

The results imply that many respondents were not able to justify why there had no mechanisms in place to improve girls' enrolment. This suggests that heads of those schools are not very much concerned about gender disparity, as a development challenge in the education system in the Wa Municipality.



4.8.2 School policies to address gender disparity

In addressing gender disparity, some schools had made their own policies. Respondents were therefore asked if their various schools have adopted such a method. Results show that 44 respondents representing 67.7% indicated that they did not have any policy on their own to address gender parity. Meanwhile 21 respondents constituting 32.3%, confirmed that their school had made their own policies to address gender disparity. One respondent indicated that:

“My school has a teacher responsible for gender issues. This way, the girls feel protected against any form of domination by the boys. They quickly report to the gender officer on issues they feel they have been marginalized”

The distribution of respondents’ indication of whether their schools had policies to address gender disparity is shown in Table 4.21.

Table 4.21: School-base policies to address gender disparity

Existence of School made policy to address gender disparity	Frequency	Percent
No school base policy	44	62.9
Yes, have school base policy	26	37.1
Total	70	100.0

Source: Field Survey, 2017

The results indicate that some schools have their own policies that are directed towards minimizing gender disparity.



Further analysis was done on the effectiveness of the school-based policies in some institutions. Respondents' assessment of the effectiveness of their school made policies to check gender disparity within the Municipality revealed that 48 respondents representing 68.6%, mentioned that the policies initiated by their school were not effective in addressing gender disparity within the Wa Municipality while 22 respondents comprising 21.4% of the sample respondents, indicated that their school-made policies in preventing gender disparity were effective.

Table 4.22: Effectiveness of school base policies

Is the policy effective	Frequency	Percent
Not effective policies	48	68.6
Yes, policies are effective	22	21.4
Total	70	100.0

Source: Field Survey, 2017

Though few respondents are of the view that their school made policies are effective, respondents were asked to assess how effective those policies were. The distribution shows that 15 respondents amounting to 21.4% of the sample population pointed out that the policies contributed to increased Girl child Education in the Wa Municipality. Also, 25 respondents denoting 35.7% said the policies had created a room for competition among both sexes and 7 respondents made of 10.0% said Girls are born leaders, hence making the policy effective and 8 respondent representing 11.4% said punishments were given to whoever that was biased against girls in order to promote gender parity and that make the policy effective. Meanwhile, 15 respondents representing 21.4% of sample



population did not answer the question. A detailed of the distribution is shown in table 4.23.

Table 4.23: How effective school-based policies are

How effective the policies are	Frequency	Percent
No response	15	21.4
Competition among both genders	25	35.7
Increased Girl child education	15	21.4
Girls as born leaders	7	10
Punishing those who are gender biased	8	11.4
Total	70	100.0

Source: Field Survey, 2017



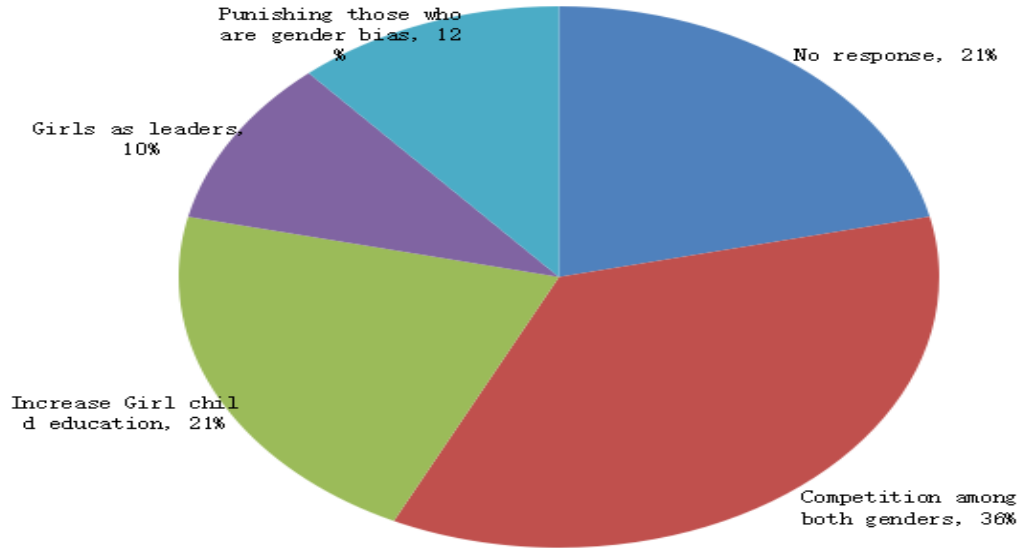


Figure 4.9: Effectiveness of school-based policies

Source: Field Survey, 2017

Respondents were again asked to suggest modifications that are required on the GSCGP to influence girls' education in the Municipality. Suggestions from 14 respondents representing 20%, was that the GSCGP should increase the funds per student. Also, 13 respondents denoting 18.6%, indicated female students should be assisted with foodstuff from the policy, while 12 respondents constituting 17.1%, were of the view that the GSCGP should provide incentives for girls who were regular at school. Moreover, 9 respondents who made up 12.8% pointed out that the quality and quantity of food should be improved and 8 respondents amounting to 11.4%, maintained that the GSCGP should provide girls with sanitary pads.

However, 1 respondent denoting 1.5% was of the view that employment of qualified staff, regular distribution of funds and punishing parents who neglect their duties



suggested modifications to increase enrolment, attendance and retention of girls in the Municipality. However, 16 respondents representing 24.6% of the sampled population did not answer the question. The distribution is shown in Table 4.24

Table 4.24: Suggestions to improve girls' enrolment

Modifications to increase girls education	Frequency	Percent
No response	3	4.3
Assist the girls with foodstuff	13	18.6
Employ qualified staff	2	2.9
Improve the quality and quantity of food	9	12.8
Provide incentives for regular students	12	17.1
Increase the funds	14	20.0
Provide girls with sanitary pads	8	11.4
Punish parents who neglect their duties	2	2.9
Regular distribution of fund	7	10
Total	70	100.0

Source: Field Survey, 2017

The results in Table 4.24 suggest that respondents have concern for gender disparity in their respective schools and this can be improved if given stakeholders support. For example, some have suggested that foodstuff such as maize or oil can be given to girls with high performance in terms of school attendance, to motivate others to compete for such prizes. Various other suggestions provided in Table 4.23 imply that the respondents



can design and implement good strategies at the school level to improve upon girls' enrolment, attendance and retention.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of major findings, the conclusions and recommendations of the study. They are related to the objectives of the study.

5.2 Summary of Major Findings

Several findings were revealed by the study and summarized according to the research objectives as follows:

5.2.1 Mechanisms of the Capitation Grant in Ghana

5.2.2 Influence of GSCGP on Enrolment

All the respondents including 63.0% of the head teachers indicated that the policy intervention has led to an increase in enrolment, attendance and retention of girls in Basic Schools.

Respondents therefore, believe that the GSCGP is the main factor influencing enrolment figures. Their justification is that enrolment, attendance and retention of pupils in Basic Schools will decline if the policy is stopped.

Other factors that may influence enrolment, attendance and retention of pupils in Basic Schools include the Ghana School Feeding Program, teacher attendance to school, teacher relationship with girls, girls' active participation in curricular activities, and external support for education.

The finding therefore, agrees with Dreze and Kingdon (2001) that school capitation grant policy often leads to increase in enrolment and attendance by reducing drop-out. The



findings also confirm recent empirical studies such as Abotsi (2013) and Musah and Imoro (2015), that daily attendance figures have improved following the intervention of the school capitation grant policy.

5.2.3 Factors Challenging the Implementation of the Capitation Grant

It has been observed from the study that the capitation grant policy is not without challenges. Some of the challenges that affect the implementation of the policy are;

Inadequacy of funds: Untimely release of funds to Districts/Schools, Inadequate level of transparency, Increased demand for educational material and Difficulty in accessing the grant at the District level. This confirms the GES Report (2013), on the challenges of the capitation grant policy.

5.2.4 The GSCGP Activities and girls' Enrolment, Attendance and Retention

It has been seen that the Capitation Grant policy does not have any special attention for girls as opposed to the proposition in the GES (2004), manual for the implementation of the policy.

The GSCGP does not have any stated activity as parts of its objectives that have a special attention for girls in Basic Schools. The objective of the policy is to provide financial resources for the maintenance of Basic Schools in a bid to offer fee free education for both boys and girls.

5.2.5 How GSCGP motivates parents to enrol and keep their girls in school

The GSCGP motivates parents to enrol and keep their girls in school because they are no longer required to any fees. The introduction of the policy has also reduced parents'



expenditure on their girls' education; this serves as a motivation for parents to have their girls' in school.

The policy motivates parents to enrol and keep their girls in school because they are provided with meals, parents save the cost that would have been incurred in providing daily means for their girls in school.

5.2.6 How GSCGP addresses socio-economic factors influencing enrolment, attendance and retention of girls

The main socio-economic factors affecting girls' enrolment, attendance and retention in Basic Schools include poverty, early/forced marriage, and sexual harassment.

With the introduction of the GSCGP, poor parents are now assured of meals for their children at school. Parents therefore, do not push their girls to marry early or force them on men because they lack money to buy food for them in school and feed the rest of their children at home.

Besides, the girls themselves do not engage in sexual activities in order to get money to buy food to eat because they are now provided with adequate nutritious meals.

5.3 Conclusions

The study provides mixed findings on the influence of the GSCGP on enrolment, attendance and retention of pupils in Basic Schools in the Wa Municipality. All respondents acknowledged its role in increasing gross enrolment. It has, however, been noted that the capitation grant alone has not been able to improve retention.

The policy is also bedeviled with challenges which need urgent redress in order to pave the way for the full realization of its goals.



The GSCGP policy alone is not the driver of changes in enrolment, attendance and retention of in Basic Schools. Other socio-economic factors such as the Ghana School Feeding Program, teacher attendance and absenteeism, girls' participation in school activities, and external support supplement the efforts of the GSCGP to sustain the enrolment figures by keeping girls in school.

5.4.0 Recommendations

In the light of the study findings, conclusions and the limitations of the study, the recommendations for administrative action and for further research are made as follows:

5.4.1 Recommendations for Administrative Action

- i. The GSCGP is sensitive in raising gross enrolment, attendance and retention of pupils in Basic Schools. The implementation agencies of the GSCGP should therefore, restructure the program by giving some special attention to females. The remarkable achievements in the gross enrolment can be translated into that of girls if special attention is given to them.
- ii. In an attempt to expand the scale of the policy by increasing the amount per pupil, it is advised that management of the GSCGP should give priority to schools with gender disparity. This will motivate girls to enrol and attend school. However, other educational management strategies should be encouraged since the policy alone is not the factor influencing enrolment, attendance and retention in Basic Schools.
- iii. Strict measures should be taken by the stake holders of education in the Wa Municipality against immoral sexual activities among the youth.



- iv. Head teachers of basic schools should be given the mandate to design school specific policies to address the challenges of gender disparity in their schools.

5.4.2 Recommendations for Further Research

Taking into account the limitations of this study, it is recommended that a quantitative study be conducted, in order to statistically test and prove the effect of capitation grants on pupils' academic achievement, and the other components of output; completion rates, academic performance, promotion rates and access, as contained in the conceptual framework. In so doing, it is suggested to increase the sample size for the purpose of widening the power of generalization of the results.



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APPENDICES

Appendix 1: Questionnaire for Head Teachers

UNIVERSITY FOR DEVELOPMENT STUDIES

FACULTY OF INTEGRATED DEVELOPMENT STUDIES

DEPARTMENT OF AFRICAN AND GENERAL STUDIES

QUESTIONNAIRE FOR HEAD TEACHERS

Interviewer _____

Date of Interview _____

Questionnaire Number _____

Dear Respondent,

This questionnaire is seeking your opinion in an effort to solicit information to write a thesis on the topic “Assessment of the School Capitation Grant in basic school enrolment and attendance in the Wa Municipality”. The research is purely for academic purposes and is being conducted in partial fulfillment of the requirements for the award of Master of Philosophy in Development Studies at the University for Development Studies. The information you will provide would be treated strictly as confidential.

Thank you very much for being part of this study.



- Minor repairs Yes b. No
- School facilities Yes b. No
- School management Yes b.No

If no, how do you finance these activities?

Enrolment drive.....

School and community relations.....

Minor repairs

School facilities.....

School management.....

Does the GSCGP reward pupils' performance in terms of enrolment, attendance and retention? a. Yes b. No

Is the GSCGP gender sensitive? a. Yes b. No

Explain your answer

.....
.....

What other activities of the GSCGP have special attention for girls?

.....
.....



Influence of GSCGP on enrolment, attendance and retention of pupils in basic schools

How will you describe the following in terms of the influence of the GSCGP on pupils?

Enrolment

Attendance

Retention

Please complete this table with enrolment, dropout, retention figures

Gender	Enrolment Figures for 2015/2016 Academic Year						
	KG	P1	P2	P3	P4	P5	P6
Boys							
Girls							
Attendance Figures for 2015/2016 Academic Year							
Boys							
Girls							
Dropout Figures for 2015/2016 Academic Year							
Boys							
Girls							
Retention Figures for 2015/2016 Academic Year							
Boys							
Girls							



Before the GSCP, were these the numbers in the school?

a. Yes [] b. No []

Do you think enrolment figures will drop if the programme is stopped?

Yes [] b. No []

if yes any reasons.....

Do you think attendance figures will drop if the programme is stopped?

a. Yes [] b. No []

Do you think retention figures will drop if the programme is stopped?

a. Yes [] b. No []

Challenges facing the capitation grant policy in Basic Schools

What are some of the challenges facing the GSCGP?

.....
.....

E. Measures taken to improve enrolment of pupils' in Basic Schools

Do you have any mechanism in the school which exists to ensure gender parity? a. Yes [] b. No []

If yes describe the mechanism



.....
.....

If No explain why

.....
.....

Is there any school made policy which addresses gender disparity in the school? a. Yes
[] b. No []

Is the GSCG policy effective? a. Yes [] b. No []

If yes explain how effective the policy is.

.....
.....

What modifications are required on the GSCP to influence increased girls enrolment and retention?

.....
.....



Appendix 2: Interview guide for Circuit Supervisors

UNIVERSITY FOR DEVELOPMENT STUDIES

FACULTY OF INTEGRATED DEVELOPMENT STUDIES

DEPARTMENT OF AFRICAN AND GENERAL STUDIES

INTERVIEW GUIDE FOR CIRCUIT SUPERVISORS

This interview is seeking your opinion in an effort to solicit information to write a thesis on the topic “Assessment of the School Capitation Grant in Basic School enrolment and attendance in the Wa Municipality”. Your opinion is therefore, needed for academic purposes only and will be treated confidentially.

Over the years, have you experienced increase in enrolment, attendance and retention of pupils in your schools?

Do you think that the GSCGP is sufficient for schools?

How regular is the disbursement of the capitation grants?

What are some of the challenges facing the GSCGP?

What do you think can be done to solve the challenges?

What factors have influenced enrolment and retention of pupils in your schools?

Do the GSCGP have a special attention for girls’ enrolment and retention?

Do you believe that the absence of the GSCGP in your schools could affect girls’ enrolment and retention in your schools?



Appendix 3: Interview guide for Municipal Director of Education

UNIVERSITY FOR DEVELOPMENT STUDIES

FACULTY OF INTEGRATED DEVELOPMENT STUDIES

DEPARTMENT OF AFRICAN AND GENERAL STUDIES

INTERVIEW GUIDE FOR THE MUNICIPAL DIRECTOR OF EDUCATION

This interview is seeking your opinion in an effort to solicit information to write a thesis on the topic “Assessment of the School Capitation Grant in basic school enrolment and attendance in the Wa Municipality”. Your opinion is therefore, needed for academic purpose only and will be treated confidentially.

Do some activities of the GSCGP have special attention for enrolment of pupils in basic schools?

What is accounting for the disparity in enrolment and retention figures of pupils in schools benefiting from the GSCGP?

Do you think that the GSCGP is sufficient for schools?

How regular is the disbursement of the capitation grants?

What are some of the challenges facing the GSCGP?

What do you think can be done to solve the challenges above?

Are there any socio-economic factors limiting pupils’ enrolment and retention in school?

Does the GSCGP motivate parents to enrol and keep their girls in school?



Does the GSCGP address socio-economic factors that affect enrolment and retention of girls in basic schools?



Appendix 4: Guide for focus group discussion

UNIVERSITY FOR DEVELOPMENT STUDIES

FACULTY OF INTEGRATED DEVELOPMENT STUDIES

DEPARTMENT OF AFRICAN AND GENERAL STUDIES

FOCUS GROUP DISCUSSION (FGD) GUIDE FOR PARENTS

This interview is seeking your opinion in an effort to solicit information to write a thesis on the topic “Assessment of the School Capitation Grant in Basic School enrolment and attendance in the Wa Municipality”. Your opinion is therefore, needed for academic purposes only and will be treated confidentially.

What factors are limiting pupils’ enrolment, attendance and retention in school?

Does the GSCGP address (socio-economic) factors that affect enrolment, attendance and retention of girls in Basic Schools?

Has the capitation grant actually reduced the amount of money you pay to schools as levies?

Does the GSCGP motivate parents to enrol and keep their girls in school in terms of:

Reducing short-term financial burden?

Provision of teaching learning materials?

Sourcing funding for minor repairs?

