

Assessing the effects of World Vision Ghana education project interventions on beneficiaries in the Saboba district of Ghana

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Abstract: Enrolment, Performance and Retention are the key elements in providing quality education and building the skills and technical expertise of its human resource. The roll out of quality education is however thwarted by some challenges and therefore there is the need for concerted efforts on the part of Private Sector, Public Sector and Non-Governmental Organizations (NGOs) to collaborate and contribute to achieving this excellence. The study sought to examine the effects of World Vision Intervention education component on the project beneficiaries at the basic school level in the Saboba district of northern Ghana. The investigation sought to give answers to various inquiries like: perception of stakeholders on the effectiveness of the project, effect of the project on academic performance, school enrolment as well as the challenges associated with the implementation of the intervention Program. The approach to the study was eclectic. Results revealed that more than two-thirds of the stakeholders identified Water and Sanitation, and Education as the priority areas of World Vision. It also attributed the appreciation of enrolment to sponsorship packages enjoyed by beneficiaries and the aggressive mount of enrolment campaign drives.

However, increase in enrolment did not translate into performance, as percentage of pupils graduating from the basic school level to higher levels of academic was not impressive. The situation worsened as the performance of the girl child continues to lag compared to their boys counterparts. The study suggests that development actors should incorporate pupil enrolment campaign Programs into their mainstreamed local Programs, with much emphasis on quality instructional delivery as this will enable pupil to climb higher educational ladder. Also, consultation strategy should be incorporated into donors' agencies Programs to encourage stakeholders to fully participate at each stage (design to implementation) of the Program since that will allow optimal achievement of the intended goals.

Keywords: Education, enrolment, pupil, performance, world vision, interventions

1.0 Introduction

The introduction of formal education by the colonialists into the then Gold Coast and present Ghana came along with some challenges relating to the provision of adequate infrastructure and access to adequate funding to create an enabling environment for effective teaching and learning. In the light of such funding challenges, there have been several Non-Governmental Organisations (henceforth NGO's) and other donor agencies that have tried to Partner with governments over the years to provide some educational interventions.

Mohammed (2010) contends that the acquisition of education should be used for building the society, human development,

and for developing the individual's personality to a higher level and to instill in him/her the desirable social conduct. Unfortunately, in the developing world, there is a slow improvement in primary enrolment; creating some doubts about the prospects for reaching the MDG target of universal primary education by 2016. Other scholars have also pointed out that "human resources – not physical capital, nor income, nor material resources-constitute the ultimate basis for the wealth of nations" (Harbison, 1973; Whalen, 2010). In the significance of the central position of education, the Millennium Development Goals (MDGs) two identified it as 'Universal primary education'. The study of Meier (2011)

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also revealed that an investment in the quality of the human factor is as necessary as investment in the physical capital.

Article 38 Sub-Section 2 of the constitution expresses: "The Government should in two years after parliament initially meets subsequent to coming into power of this constitution draw up a project for the usage inside the accompanying ten years for the arrangement of a free, compulsory inclusive basic education" (Fielmua & Boye Bandie, 2012). The 1992 Constitution of Ghana offers catalyst to the fundamental rights of children to basic education. Ghana's dream is to ensure all citizens regardless of gender or social status is functionally literate and productive at the minimum. Therefore, primary training is seen as a required amenity that must be given to the masses, independent of the cost.

In this light, the study focused on assessing the effects of the educational interventions of World Vision Ghana by providing an overview as well as indicating the need underpinning the study. World Vision Ghana intervention in the Saboba district was justifiable considering the state of the educational status of the district as at the time of the project. The arrangement of primary training, as most other public sector Programs experiences serious insufficiencies in its scope, adequacy and quality (Shah, Bari, & Ejaz, 2005). As per (De Siqueira, 2000; Nsamenang & Tchombé, 2012) noticed that there is a universal agreement among all parties on the need for primary education.

2.0 Literature review

2.1 Theoretical and conceptual framework

The White Paper on Educational Reforms communicates the disappointment of the administration with the structure of fundamental instruction (six years of essential and three years of Junior Secondary School), and gives verifiable and unequivocal proclamations about the suspicions which support these new changes: Basic learning "is insufficient to outfit our youngsters with the essential perusing, composing and numeracy aptitudes required for further mass preparing at the auxiliary level"(Darvas & Palmer, 2014; Milana & Nesbit, 2015); Basic learning "has neglected to convey its guarantee [from the 1987 reforms] of completely preparing the adolescent with straightforwardly employable aptitudes for the universe of work"(Darvas & Palmer, 2014).

As indicated by (Babalola, OKERDIRAN, Ayeni, & Adedeji, 2006; YENGELA, 2015), the contention for the private area particularly NGOs, participation in training pivots essentially on the hypothesis of human capital, which expresses that learning is an interest in individuals, which builds profitability and henceforth beneficiaries' income. Advocates of the human focused improvement approach contend that monetary development is not an end in itself, yet rather should interpret into positive advancement of the human

culture that registers positive patterns over all the human advancement markers, for example, proficiency rates on maintainable premise per (Agbesinyale & Canterbury, 2008; Bandi, 2011). The Committee presented a report and a White Paper (The White Paper on Educational Reforms) was delivered (Darvas & Palmer, 2014; Milana & Nesbit, 2015). Like physical capital, human capital has four principle qualities; to be specific, it is fit for recreating itself with time; its result time is long; the working up time is similarly long and exorbitant (say in regards to 18 years for pharmaceutical), and it deteriorates with time.

The 1987 training changes set out to enhance access to fundamental instruction additionally underscored the need to incorporate measures that would enhance quality, proficiency, and value in the instruction segment(Darling-Hammond et al., 2003). The Education Reform Program presented in 1987/88 and the free Compulsory Universal Basic Education (FCUBE) 1996 system, have contributed gigantically to the structure of Basic Education that we have today and the accomplishments so far made. The rise of a sound hypothetical system for social advancement and learning specifically gives the intelligence required and a reasonable support to address these insufficiencies inside the area.

Primary education experiences a "crucial shortcoming... [since] an excessive number of subjects are educated at the Primary and Junior Secondary School levels, and inadequately instructed at that, attributable to deficiencies of qualified educators and materials" (Darvas & Palmer, 2014). This training project would keep running from age four to fifteen, eleven years of ceaseless fundamental instruction (that is 2 years of Kindergarten, 6 years of Primary and 3 years of Junior High School). Taking after the survey report, all-inclusive and necessary essential instruction was reached out to incorporate two years of pre-school educating at the Kindergarten (KG) level. This new fundamental instruction framework was presented in the scholastic year 2007/2008

2.2 Context and Characteristics of Northern Region of Ghana

A considerable lot of these groups are inadequately populated and scattered and the resultant impacts are that pupils of school going age need to trek long mileage to get to school and represents an incredible deterrent to class participation and pupils' performance. Because of the demographic qualities and the financial difficulties of northern locale, numerous conventional educational systems can't flourish and have an effect in most remote territories As noted by(K. Akyeampong, 2004), a noteworthy hindrance to access and participation is likewise the cost where in poor denied groups the capacity of guardians to send their wards

to class is reliant on the immediate or aberrant expenses to families. Direct costs, arises from the purchase of schooling accessories such as uniforms, books and writing materials while the indirect costs are largely in the form of income lost from the child's potential employment or contribution to household income through direct labour.

As an aftereffect of these difficulties confronting pupil of school going age in Northern locale, a developing number of Non-Governmental Organizations (NGOs) and common society associations are presenting fundamental instruction activities and intercessions that have been changed in accordance with mirror these demographic and financial substances. As per (Ellerman, 2002; Fukuda-Parr & Lopes, 2013) likewise sets that another obstruction that has faced the provincial offspring of Northern locale emerges in the steady clash between authority school timetable and families' financial exercises to which the kid is a critical donor. A large portion of the NGOs attempt to advance the idea of self-improvement activities among poor rural individuals utilizing systems that empower group investment and responsibility for basic training activity (A. Akyeampong & Asante, 2006; A. K. Akyeampong, 2006; Fobih, Akyeampong, & Koomson, 1999)

In spite of the fact that the difficulties of instructors who educate in provincial territories of Ghana are comparable regarding poor school foundation and convenience, the northern region introduces an especially troublesome test for educators, particularly the recently prepared educators. As indicated by an Action Aid Survey Report (Watkins, 2000), the northern region experiences an intense deficiency of educators in rural zones prompting a circumstance where numerous schools have turned out to be extremely ineffective.

The arrangement has dependably been to construct a school inside the most focal area and this has prompted some elementary schools in Ghana being implicit the most cloud spots with no group personality (Fobih et al., 1999). One core test of giving essential training to kids in the north is the scattered way of group settlements which have a tendency to be little, containing as a rule around 10 family units spotted everywhere throughout the grounds. The case is compounded by the way that a considerable lot of these zones don't meet government criteria for building schools as a result of the little populace of 6-15 year olds and the low development rate. Indeed, even with this methodology and mediation by government and the Ghana Education Service (GES), numerous groups are still not sufficiently close to a formal school demonstrating that students need to walk long separations to contact them.

2.3 Overview of the World Vision Ghana Education

Project Interventions

They included food insecurity and high levels of poverty, malnutrition and high infant and maternal morbidity and mortality, low school enrolment and numeracy and literacy levels and a general situation of despair for women and children. It is against this background that World Vision came out with the second project with the goal of improving the wellbeing of women and children and other vulnerable groups in the area.

The second phase of the program which was aimed at improving the wellbeing of women and children and the vulnerable have four main pillars which are the integrated Health and Nutrition Project, livelihood, education and sponsorships. The Education Project for instance is aimed at promoting access to quality education for all children in the district through improved access to effective teaching and learning and provision of teaching and learning materials (TLM) to schools. The strategy employed in this particular project is to build the capacity of the various relevant partners and community structures to lobby for development projects from the local government and other Non-Governmental Organizations. In the quest to realize this some key outcomes which were sought include improvement of child performance in basic schools, child protection and participation, improved adolescent skills and improved project management.

In collaboration with Non-Governmental Organizations (NGOs) like IDC, and partners like NCCE, DEHU, CHRAJ, GES, and Local Council of Churches the ADP carried out a number of capacity building, community sensitization and outreach drives resource transfers and service provision and fun based knowledge assessments which in all contributed to the achievement key outcomes in the District. The ADP worked within the existing approach as stipulated in the Program design documents and led the coordination of the partner agencies and decentralized units with the District to achieve a common goal.

The Livelihood Project which is another component of the Program on the other hand had as its goal as "the promotion of food security and incomes of households for the sustained well-being of children and families especially the vulnerable in Saboba District by 2014." The project targeted 600 males and 400 females and sought to achieve improved food storage and vegetable production, improved Small Ruminants Management and Poultry Production, improved Entrepreneurship Skills and income of households, and improved Local Leadership and Sustainability of project's services. Quite apart from this, the Saboba District also had challenges with regards to access to health care so the integrated Health and Nutrition Project which aimed at

promoting access to quality maternal and child health services and improves environmental sanitation in the project target area was also implemented during the period under review (FY 09 to FY14). The main outcomes of this project include improved nutritional status of children U5 and families, improved access to potable water and sanitation facilities, mothers and children U5 protected from infectious disease, Improved quality of project management.

2.4 The role of NGO in Education

Despite the fact that the enrolment status of NGOs means they can't share profits legally, those working for the NGOs are regularly the main beneficiaries of donor funds (Hossain, Subrahmanian, & Kabeer, 2002). Not occasionally, they are formed particularly as a way to gain donor funding (Miller-Grandvaux & Yoder, 2002; Pryor, 2005). NGOs are regularly connected with humanitarian, non-profit motives. As per (Bano, 2008; Teamey, 2010) contends that the expression "NGO" has turned out to be profoundly challenged.

Road youngsters, vagrants, tyke officers, grounded kids in post-struggle zones, pastoralists, indigenous gatherings, ethnic, religious and dialect minority aggregates, the incapacitated, displaced people, and kid workers are regularly amongst those distinguished as being most avoided from government arrangement (Kamens & McNeely, 2009; Sayed & Soudien, 2003; Subrahmanian, 2005). Others are involved specifically in training provision, basically with the point of giving instructive chances to those kids rejected from government tutoring. A few NGOs are essentially involved in promotion focused on pressuring governments to commit more resources to universal education (Chabbott, 2013; Mundy & Murphy, 2001). Some give backing to enhancing the nature of government arrangement through 'school selection' program (Nair, 2004).

2.5 A Perspective of NGOs in Basic Education

It concluded that its contributions have led to "reversing the deterioration of the educational system, the number of schools increased, from 12,997 in 1980 to 18,374 in 2000, the basic school enrolment rate increased since the beginning of the reforms by over 10 percentage points, the Ghana Living Standards Survey (GLSS) data showed improving attendance rates in primary and public schools" (Coryn, Noakes, Westine, & Schröter, 2011; White & Masset, 2004). The study brought to light the common assumption held by donors and international NGOs that stronger local NGOs strengthen civil society; that supporting local NGOs' involvement in education will increase the relevance and sustainability of sector Program (ibid). In sub-Saharan

Africa, their contributions are particularly significant in supporting literacy, community schools, health education, early childhood care, skills training and other forms of learning, thus helping people to improve their living conditions. Although the activities of the foreign NGOs in the Third World have received extensive treatment in the literature, the contributions of indigenous or local NGOs in socio-economic development have gone largely unnoticed. In Ghana and Northern Region in particular, School for Life, a local NGO as at 2001 operated in eight districts and supported 767 communities out of a total of 2,889 communities (representing 26.5%) in these districts. Local NGOs and their proximity to a community serve as a conduit through which resources from donor/international NGO supported Program can flow to the community (Miller-Grandvaux, Welmond, & Wolf, 2002). The 9,000 students in School for Life each year, if simply added to the 131,000 in public schools, raises the enrolment rate in the Region from 69 percent to 83.3 percent. The fact is that there are hundreds of such NGOs making positive contributions within their respective countries, but are not known beyond their borders (Badu & Parker, 1994; Fowler, 2013).

According to (Coleman, 2015; Foster, 1966; Graham, 2013) the Ghanaian educational system was one of the best in Africa following Ghana's independence in 1957 but in the early 1980s, the country began to experience economic crisis (Bortei-Doku, 2011; Canagarajah & Mazumdar, 1999) and a corresponding crisis in education was also observed (Norviewu-Mortty, 2010; Peil, 1995). The effects of these free falls in government in funding for education was that by the early 1980s, the education system in Ghana began to face severe administrative, performance and resource challenges (Buchert, 2002; Sawyerr, 1997; V. As a result, government financing of education declined sharply from 6.4% to 1.4% of GDP between 1976 and 1983, resulting in a decline in standards and quality of education (Kadingdi, 2006).

Subsequently, many international agencies - e.g. the UK's Overseas Development Administration (now DFID), United Nations Children's Fund (UNICEF), African Development Bank (AfDB), Norwegian Agency for Development Cooperation (NORAD), Swiss Agency for Development and Cooperation (SDC), German Technical Cooperation (GTZ), Danish International Development Agency (DANIDA), the European Union and USAID - followed the Bank's lead in co-funding reform and started to become involved in education development in Ghana. Regardless of the immense financial assistance from donors, education outcomes fell below expectations. However, the World Bank, having become "particularly influential among the development partners" (Buchert, 2002; Donge, 2003) was now in a position

to mobilise the donor community in the assistance of the sector (Donge, 2003). In 1987, with World Bank support, education reform was initiated with the objective of improving the quality of service.

Akyeampong, (2004) argues that the inability of successive Ghanaian governments to initiate and institutionalise strategies that address satisfactorily to the challenges of improving access to quality basic education in deprived sectors of the country has provided the lacuna for NGOs and other aid organisations to come up with proactive interventions to ameliorate the situation. (Miller-Grandvaux & Yoder, 2002) also posit that within the last two decades, alternative approaches to basic education set up with aid money from donor agencies have mushroomed all over developing countries, particularly in Africa where the strategy has always been to improve basic literacy and numeracy skills of children with the local community playing an active management and supervisory role. Following this, like many other countries that had developed national action Programs for the implementation of education for all (Verspoor, 1992), provision for basic education was embodied in the revised Ghanaian constitution in 1992. Even though these NGOs have the advantage of adequate funding but are sometimes also able to integrate contextual understanding into Program delivery to meet the needs of the communities they seek to support.

2.6 Effects of School Supplies/TLMs on enrolment

In the case of socio- economic factors, the occupation of the parents, their income levels, household chores, shepherding of animals and market days largely determine whether the children are either enrolled or continuously attend school. However, the attendance is influenced to a large extent by the staff/human resource, Teaching and Learning materials, Monitoring and Supervision systems. The presence of school feeding in some community schools also contribute largely to the enrolment of children in the school, these could be socio-economic, socio-cultural and school based factors.

According to (Alhassan, 2013), factors affecting gender disparity and attendance at basic schools in Northern Region found that a myriad of factors such as household chores, market days, household head income and the cost associated with basic education were discovered as factors that impact negatively on children's enrolment and attendance, especially girls' attendance. In a related fashion, the Ministry of Education in collaboration with the Ministry of Gender, Children and Social Protection organised a workshop for Queen Mothers from each region with the aim of empowering them to play frontline roles in addressing challenges of early marriage and school dropouts (Malifimbo, 2015).

A study conducted by the Ministry of Education (2005) and cited by (Alhassan, 2013) suggests that the direct costs of education are one of the main reasons children are not attending school. This he indicated the MOE did not specify what the direct cost consist of and how the cost directly prevents children from attending school. According to the Education Sector Performance Report (2010), gross enrolment stagnated in the years of 2008/09 at 94.9% while the net enrolment reduced from 88.5% in 2008/09 to 83.6% in 2009/10 by about 5.6% change. They ranged from parental neglect, teenage pregnancy, parental inability to provide basic needs (such as clothing, money and food as a result of financial difficulties), through child labour and fostering to child trafficking as the reasons for dropout. Alhassan, (2013) suggests that the direct costs of education are one of the main reasons children are not attending school. (Alhassan & Adzhalie-Mensah, 2010) in their Teachers and Access to Schooling in Ghana enumerated reasons teachers gave as reasons for dropout. Other reasons teachers outlined include single parenting and peer influences. Interviews revealed that some pupils were living with unemployed parents who could hardly provide any of their basic needs.

Table 2.1: Gross enrolment numbers and ratios for Basic Education

Enrolment	2008/2009	2009/10	2010/11	2011/12	2012/13
KG	1,338,454	1,440,732	1,491,450	1,543,314	1,604,505
Primary	3,710,647	3,809,258	3,962,779	4,062,026	4,105,913
JHS	1,285,277	1,301,940	1,335,400	1,385,367	1,452,585
GER	2008/2009	2009/10	2010/11	2011/12	2012/13
KG	92.9	97.3	98.4	99.4	113.8
Primary	94.9	94.9	96.4	96.5	105.0
JHS	80.6	79.5	79.6	80.6	82.2

Source: Education Sector Performance Report, 2013

From the Table, it can be seen that national enrolment for the primary schools has increased from the 2008/09 academic year and through to 2012/13 academic year. The enrolment level for the JHS is similar to the primary school enrolment in terms of increase in the enrolment from the 2008/09 academic year through to the 2012/13 academic year. The highest enrolment at the primary school level was in 2012/2013 academic year with the enrolment at 4,105,913. However, enrolment for each of the years for Junior High schools is lower than that of the Primary Schools. The report further states that completion rates increased at both the primary and the Junior High School levels and now at 112.4 and 70.1 respectively.

To continue to improve enrolment at the basic level and sustain retention, the Government of Ghana in its 2015 budget statements committed to continue to provide capitation grant for pupils in all Public Basic Schools and targeted 75 deprived districts to receive additional grants through the Global Partnership for Education Grant (GPEG) to boost enrolment and retention. Also about 500,000 school uniforms were targeted to be procured and distributed to needy pupils in basic schools across the country while 15 million exercise books was also be procured for distribution to 36,685 basic schools, 2015 budget statement and economic policy.

Make studies is obviously demonstrating that over age participation, the dietary status of youngsters and underachievement are ranges that ought to be the objective of changes if further change in fruition of essential instruction is to be accomplished (Aaron et al., 2010).Copenhagen Consensus Center in 2009 on bringing down the cost for tutoring watches that guardians are very delicate to decreases in the expense of sending their youngsters to open or tuition based schools. Numerous youngsters who do go to class get an insufficient instruction in light of inadequately prepared, came up short on instructors, packed classrooms, and an absence of essential showing apparatuses, for example, reading material, slates, and pens and paper. This may clarify why dropout by and large has declined respectably instead of noteworthy decrease in the Ghanaian case as the probability of staying in school and not dropping out is much higher when pupils are enlisted at the right age (K. Akyeampong, 2009; Sabates, Westbrook, Akyeampong, & Hunt, 2010). As per(Tarabini, 2010), with the acknowledgment that Children are qualified for a free, quality essential instruction, world pioneers made the accomplishment of all-inclusive essential training by the year 2015 one of the Millennium Development Goals. School participation, particularly for young ladies, is a long way from all inclusive, and numerous kids drop out of school before finishing their essential training. As indicated by UNESCO EFA Global Monitoring Report 2011, motivator structures may be expected to make schools more proactive in distinguishing youngsters at danger of dropping out and establishing ventures to address the danger elements.

2.7 Performance and Completion Rates of pupils in Basic schools

According to (Balwanz & Darvas, 2013; Dunne & Ananga, 2013)the 2013 Education performance report as sourced from the world bank, completion rates refers to the total number enrolled in the last grade of the level of education

(e.g. Primary 6, JHS 3), regardless of age, expressed as percentage of the total population of the theoretical entrance age to the last grade of that level of education. Out of these enrolled number some drop out of school as a result of some factors and others are unable to pass and therefore not able to transition to the next grade/level especially in the case of Junior High School Basic education certificate examination.

Table 2. 2: Completion rates

	2008/09	2009/10	2010/11	2011/12	2012/13	Deprived Districts	
						2011/12	2012/13
Primary	86.3	87.1	91.6	93.7	112.4	114.4	114.2
JHS	75	66	66.9	66.8	70.1	57.9	59.9

Source: Educational Performance Report, 2013

In a study conducted by (Dormekpor, 2016; Nsiah-Peprah & Kyiiliyang-Viiru, 2005; UWITO, 2014) on the factors affecting the standard of education in Junior High Schools in the Kassena-Nankana district established that, there is a positive relationship between academic performance and variables like family size, parents' educational level, occupational status, payment of school fees and interest parents show in their wards education. According to my joynewsonline.com (accessed 21/11/15), the participants in a workshop organized by Northern Network on Education and development blamed the low regional performance of 41.1 per cent pass rate and its 98th in the 2009 national ranking of BECE performances and its further decline to 103rd in 2010 teacher absenteeism, the lack of learning materials, poor supervision, lack of support from parents and political leaders, among others. It can be seen from the table that for 2012/13 academic year the completion rates are marginally higher in the deprived districts than at the national level for the primary level that is 114.2 verses 112.4. This is different for the JHS level as the deprived districts are over ten percent points below the national level of 70.1. In Ghana, the education sector uses the National Education Assessment (NEA) as a standard test which is conducted biennial in the area of early grade reading and math assessment. They concluded it was however difficult to show direct relationship between variables like adequacy of teaching staff, qualification of teachers, efficiency of school supervision and management and textbooks and equipment supply. In 2012, a total of 376,859 JHS students were registered for the BECE examinations. Of those, 376,001 qualified for entry into SHS, of which 375,123 (99.8%) were placed in SHS (Atuahene & Owusu-Ansah, 2013).

3.0 Methodology

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The Saboba District Assembly is the political and administrative authority responsible for the overall governance and development administration of the district. The district has Saboba as its district capital, and lies about 156 kilometres from Tamale the regional capital of the Northern region. In addition, until the year 2010 nationwide creation of new districts and re-demarcation of district boundaries, the Saboba District formed part of the Saboba-Chereponi District Assembly. The district is one of the 26 districts in the Northern region and covers an estimated land size of 2810 kilometre square. The Saboba District shares boundaries with Chereponi District to the North and North Eastern part, Gushiegu and Karaga Districts to the West, Yendi District to the South-West and Zabzubu/Tatale District to the South. There are about 283 settlements of varying sizes, shapes and importance making up the Saboba District. According to the (Yeboah & Obeng-Odoom, 2010) and from the 2010 National Population and Housing Census of Ghana, only 6,209 (9%) of residents lived in urban areas. Majority of the people 59,497 (91%) lived in rural areas of the district. And typical of most rural settlements, access to basic social amenities and services are generally limited. The district has a population of 65,706. The regional and national population growth rates are 2.9 percent and 2.5 percent respectively. Saboba District in Northern Region is one characterized by a myriad of challenges but which also abounds in opportunities.

The study employed a mixed method research approach to gather information. The purpose of this form of research is that both qualitative and quantitative research, in combination, provides a better understanding of a research problem. The study comprised data from both primary and secondary sources.

The research participants (communities and schools) were purposively targeted for this study. Respondents were selected by simple random sampling. This was because the characteristics of the Program beneficiaries is homogenous and needs to be treated as such. Simple random sample selection prevents the researcher from using his/her personal influence or judgements on the research design and also allows for generalization of inferences to be made. The study involved all basic schools as well as the community members in the district. Particular emphasis was laid on the schools and communities that benefited from the intervention.

In all, the project had 19 Registered Children (RC) communities. A Junior High School and one Primary School was considered in each community. Ten (10) out of the 19 RC communities was used for the study. Five (5) Teachers each were selected at random from both the JHS and Primary school in each of the 10 selected communities, making 50 Teachers. The same selection criterion was used to choose 50

pupils from schools in the 10 selected communities for the study. Five (5) respondents each was selected from the 10 communities to give 50 community members. In the same vein, 22 respondents were selected in a non-RC community and two focus group discussions were held for World Vision-Saboba ADP staff and GES staff of Saboba. In all, 173 respondents were used for the study.

Table 3.1 Category of Respondents

Teacher	pupil	community member	Total
64	58	51	173
36.99%	33.53%	29.48%	100.00%

Source: Field Survey, 2015

The primary data included the opinion of the sample members on the Program. This was collected through the use of questionnaire. This involved face-to-face interview that was guided by a list of systematic questions. The questionnaire contained both closed-ended and open questions to capture both quantitative and qualitative data. Two focus group discussions was also held with the primary informants (GES and WVG) to collect further qualitative data. The secondary data was obtained using the school registers as well as record from GES statistical office and other literature reviewed. The performance of pupils before and after the intervention was compared for better analysis of the effect of the project.

4.0 Data analysis and discussions of results

4.1 Respondents background

This study presents analysis of the effects of World Vision Ghana Education Project interventions on beneficiaries in the Saboba District. Analysis focuses on the perception of project stakeholders on the effectiveness of the project, the effects of the project on the academic performance of the beneficiaries, the effect of the project on school enrolment and drop-out rate and draw down on the challenges faced during the project implementation.

The study presents socio-demographic characteristics of respondents of which 29% were female and 71% were male. Analysis focus on gender, Age, category of respondent (pupil, teacher and community member) and the level of education. From figure 4.1, it can be seen that male respondents outnumber their female counterparts. It is possible that there are more males in the stakeholder groups of world vision than the female counterparts.

Table 4.1: Age Distribution and Category of Respondents

Age of Respondent	Category of Respondent		
	Teacher	Pupil	Community Member
10-20	6	56	1
21-30	38	2	9
31-40	18	0	14
41-50	1	0	17
51+	1	0	10
Total	64	58	51

Source: Field Survey, 2015

From Table 4.1, it can be deduced majority (37%) of the respondents interviewed were teachers with about 88% of them within the active population of 21-40. The dominant age group with many of the respondents is 10-20, most of whom are pupils. No pupil is within the age of 31 – 51+. Interestingly, the 6 respondents are teachers and are in the age group 10-20. This is characteristic of school situation in Northern Ghana where there are no teachers and graduates from Junior High and Senior High School turn to serve their communities as “pupil”/untrained teachers. Only a few (6.4%), of the respondents are more than 50 years. This is characteristic of World Vision interventions as it is child-focused with some interventions targeting the active population and less intervention on the aged. The focus on the child by World Vision is clearly in line with (Babalola, OKERDIRAN, Ayeni, & Adedeji, 2006), argument on the theory of human capital, which requires that every education must invest in human beings, since this will increase productivity and project society. Since children constitute the core of our future, making them a focus point is the surest way of securing the future.

Table 4.2: Educational Level of Respondents

Educational Level	Frequency	Percent
Primary	29	16.8
Junior High School	40	23.1
Senior High School	10	5.8
College of Education/Polytechnic	50	28.9
University	12	6.9
No formal Education	32	18.5
Total	173	100

Source: Field Survey 2015

From Table 4.2, it can be observed that more (81.5%) of the respondents have attained some form of formal education: majority (28.9%) either completed their colleges of education or polytechnic. These respondents are the teachers in the communities and this confirms the fact in Table 4.1 that more of the respondents are teachers. Only a few (5.8%) of the respondents have attained Senior High School education.

4.2 PROJECT AWARENESS AND PERCEPTION OF STAKEHOLDERS ON EFFECTIVENESS

This section of the study examines the awareness level of stakeholders on the interventional areas of World Vision in their communities and institutions. It also specifically looks at the duration of existence of the project and awareness on the project aim, kind of support and effects of support. Figure 4.2 is a presentation on awareness of stakeholders with regards thematic areas of WVG, Saboba ADP

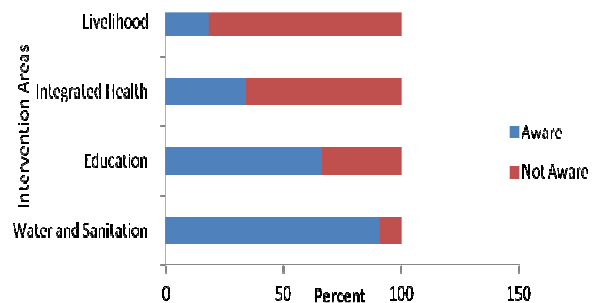


Figure 4.1: Awareness Level of Project Stakeholders

From the Figure, it can be observed that more than two-thirds of the stakeholders interviewed are highly aware that thematic areas of World Vision are Water and Sanitation and Education with the awareness level wavering 90% and 66.5% respectively. Only a few, within the range of 18.5% and 34.1% are aware world vision intervention covers integrated health and livelihood respectively. The variation in terms of awareness level in thematic areas of Education, Water and Sanitation on one hand and livelihood and integrated health on the other hand could be attributed to the phasing of the projects; with Education and Water and sanitation introduced during the first few years of the Area Development Program (ADP) entry into communities after set-up and subsequent integration of the health and livelihood into its programming and implementation. Table 4.3 is a presentation on how long Saboba World Vision programming has been operational in the beneficiary communities as perceived by stakeholders.

Table 4.3: Length of Years of Operation of Area Development Program

Number of Years of Operation	Frequency	Percentage (%)
2 Years	15	8.7
3 Years	11	6.4
4 Years	15	8.7
5 Years and Above	132	76.3
Total	173	100

Source: Field Survey, 2015

From Table 4.3, it can be observed that majority (76.3%) of the respondent’s recall World Vision, Saboba ADP has been in operation for 5 years and above. This is an affirmation of the fact that the ADP has been in operation for over 5 years. A cumulative 23.7% of the respondents are of the view that the organization years of operation is between 2 years and 4 years. The latter observation by the project stakeholders in terms of the length of time of operation is characteristic of project beneficiaries in development projects as they turn to forget the number of years of project or Program existence but focus the benefits of the project.

The figure below shows the Program objectives that were easily recalled.

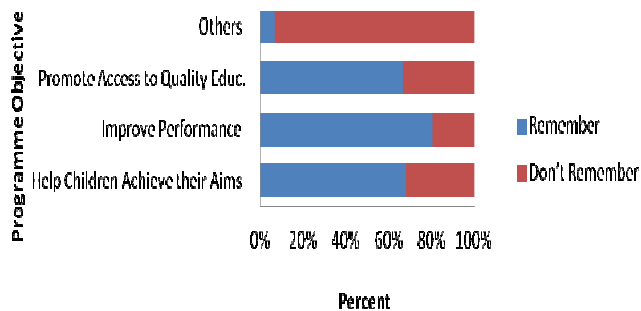


Figure 4.2: Program Objectives Easily Remembered

It is evident from the component bar chart that the most recalled objectives of World Vision, Saboba ADP intervention are supporting educational institutions to improve their academic performance and supporting pupils to achieve their dreams and promoting access to quality education for children and adults. This is in line with the World Vision objective under the education component that focuses on promoting access to quality education for life, for children and adults in the project area. The findings here ascertain the position of (Buchert, 2002), who argued that the timely provision of the most efficient educational interventions would translate into improved academic

performance and the realisation of the dreams of parents’ and the aspiration of children. Only 6.9% of the respondents are able to identify other subsidiary objectives of the project in the area of livelihood and integrated health

Beneficiaries periodically receive gifts from sponsor parents, Teaching and Learning Materials and teachers and this has in a way kept the object of this component of the project in their minds. It is therefore suggestive that education component of World Vision Programming is significant in terms of its coverage and closeness to the beneficiaries; teachers, pupils and parents. It is not uncommon for the project stakeholders to be able to recall the object of a particular component of a project due to the effectiveness of the component in terms of both frequency and deliverables.

4.3. Achieving Project Objective

This section of the study examines the extent to which the project has achieved its intended objectives; specific thematic areas are also perused. Overwhelming majority (88.4%) of the project stakeholders are emphatic that the objectives of the project have been achieved (Refer to Appendix II for details). Specific areas of effects of project intervention identified are; increased enrolment; increased literacy and numeracy skills of pupils; improved academic performance and others such as generating interest of the youth in the ADP on the need for education. Table 4.4 is a presentation on the extent (in terms of percentages) to which the project has achieved its objective.

Table 4.4: Opinions of respondents on Effects of Project Intervention

Aim of Intervention	Project achieved Objectives	Project did not achieve objectives
Increased Enrolment	75.7	24.3
Improve Performance	82.7	17.3
Promote Access to Quality Educ.	53.2	46.8
Others	6.4	93.6

Source: Field Survey, 2015

From Table 4.4, majority (82.7%) of the respondents are of the opinion intervention has achieved its objective of improving academic performance. About 75.5% indicate the project has been able to achieve its objective of increasing enrolment with more than three- quarter indicating the project has improved performance.(Joseph & Wodon, 2012) argued that the presence of toilets, access to electricity and the availability of potable drinking water could increase students’ test scores by about half to one percentage point. This position is however, contradictory to the view/opinion of the implementing organization that the project even though supported target schools in the operational area of

TLMs, sponsorship to individual pupils and support to schools with untrained teachers to supplement the number of teachers.

4.3.1 Effects of WV Intervention on Enrolment

This section focuses on the effects of WV intervention on the enrolment of schools in its operational areas. It considers enrolment figures from the year of commencement of educational Program; 2010/2011 until 2012/2013. Table 4.5 presents enrolment by gender and year for the project period under review.

Table 4.5: Distribution of Enrolment by Year and Gender

Gender	Year			Percentage Change
	2010/2011	2011/2012	2012/2013	
Male	8803	8910	9869	12.1
Female	7773	7920	8973	13.6
Total	16576	16830	18842	25.7

Source: Field Survey, 2014

From Table 4.5, it can be seen that 2012/2013 academic year recorded the highest enrolment over the three academic years under consideration. There has been increased in enrolment over the three years. It can be further deduced that enrolment increased by 1.53% between 2010/2011 academic year and 2011/2012 academic year. There was also a percentage increase in enrolment between 2011/2012 academic year and 2012/2013 by 11.95%. Percentage changes in enrolment over the three years by sex are 12.1% and 13.6% for Boys and Girls respectively, implying a higher rate of Change in enrolment for girls. The higher percentage increase in enrolment could be linked to WV Program on sensitization and packages that children receive from their sponsors under the sponsorship Program. It is also significant to note that there has been enrolment drive (in the form community sensitization and through musicians) campaign for girls in the district under the WV education programming. It is therefore, not surprising to find that there is high percentage of increase in girls' enrolment compared to their boys' counterparts. The findings here are in tandem with (Alhassan, 2013), who posited that the direct costs of education are one of the main reasons children are not attending school and that when the appropriate intervention are implemented to ameliorate the financial burden on parents, enrolments in schools and the consistency of attendance to school would improve (K. Akyeampong, 2009).

Table 4.6: Teacher Enrolment

Year/School Level	2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	M	F	M	F	M	F	M	F	M	F
Primary	406	62	465	72	294	33	296	42	310	57
JHS	143	10	177	15	109	12	129	15	145	21
Total	549	72	642	87	403	45	425	57	455	78

Source: Ghana Education Service, Saboba 2015

From Table 4.6, it be seen that the highest teacher enrolment was recorded in 2009 for both sexes. This however declined in the subsequent academic year and increased marginally for the 2011/2012 and 2012/2013 academic years. The lowest number of teachers for the district was recorded in the 2010/2011 academic year, both for the female and the male sex. Number of teachers at the primary level is also higher than the number at the Junior High School level. This could be because of the fact that the number of primary schools in the district are higher that of the Junior High schools. The increase and decrease in the number of teachers for different academic years is because the district Ghana Education Service Office does not have control over the number posted to the district each year and the number lay off as well.

4.3.2 Effects of WV Intervention on Educational Performance

The table below is a presentation of the BECE results for the period 2001 to 2014. The table gives gender desegregated information on the results for each of the year.

Table 4.7: BECE Results Indicators for the period 2001-2014

Year	No. of Candidates Presented	Total Passed	% passed		% failed		District %
			Boys	Girls	Boys	Girls	
2001	364	212	65.2	44.2	34.7	55.7	58.2
2002	323	126	36	65.5	63.9	34.3	39.0
2003	465	331	76.5	60.4	23.1	39.5	71.1
2004	487	231	52.2	35.0	47.7	64.9	47.4
2005	571	195	38.4	24.7	61.5	75.2	34.0
2006	578	335	65.5	40.1	34.4	59.8	57.9
2007	563	309	58.6	39.7	39.9	56.5	53.0
2008	777	273	42.9	21.7	51.7	64.4	35.1
2009	896	313	46.0	17.0	54.2	83.4	34.9
2010	685	167	32.1	13.3	68.5	86.9	24.3
2011	802	285	42.8	24.9	34.0	30.4	35.5
2012	857	231	39.5	10.5	60.0	89.2	27.2
2013	856	165	26.0	10.0	74.3	90.0	20.2
2014	1111	163	22.5	7.5	77.3	92.7	15.0

Source: Ghana Education Service, Saboba 2015

From the table, it can be seen that the lowest percentage of students passing was recorded in the 2014 academic year with only 15% of the pupils in the district able to transit from the Junior High School level into Senior High Schools. 85% of the pupils by the WAEC standards are reported to have failed and are not qualified to pursue second cycle education. The same year however witnessed the highest number (1111)

of pupils presented for the BECE examination. 2013, a year preceding the 2014 has as well recorded a low percent with only 20.2% of the pupils passing.

The highest number of pupils who passed the BECE was recorded in 2003 with about 71.1% of the pupils passing. Apart from 2003, about 58.2% of the pupils presented passed in the BECE exams in 2001 representing the year that recorded the second highest passed over the period under review. 2006 followed with about 57.9% of the pupils passing. It is worthy of note that for all these years, WV intervention had not implemented.

All other years have not been able to record a half of the pupils presented for the pupils passing; more than half of the pupils have failed for those years. This is inclusive of the years of operation (2003-2009) of World Vision. It can also be observed that within the period, enrolment except 2010 increased or remained, however this is not commensurate with the percentage passed. Percentage of pupils passed continuously decreased except in 2011 when there was an insignificant increase. This is indicative of the fact that WV intervention that spanned 2009 to 2013 did not achieve the objective of increasing the percent of pupils passing/transiting from Junior High School to Senior High Schools. There seems not to be any change regarding the previous year's performance to the years of Program existence. The number/percent failing has increased over the two years following the exit of the WV intervention. It could worsen in the years to come if there is no revision in strategy on the part of both the GES and other stakeholders in pursuit of the excellence quality education. Figure 4.4 is a presentation on the percentage of girls passed versus the percentage of boys passed. The inability of the Program to achieve its set goals may be due to the fact, as argued by (Dormekpor, 2016; Nsiah-Peprah & Kyiiliyang-Viiru, 2005) that other variables such as family size, parents' educational level, occupational status, financial buoyancy as well as interest parents show in their wards education. The failure to meet target objectives is because the Program concentrated on some of the factors and left out others such as the family size, parent's educational level and their economic status.

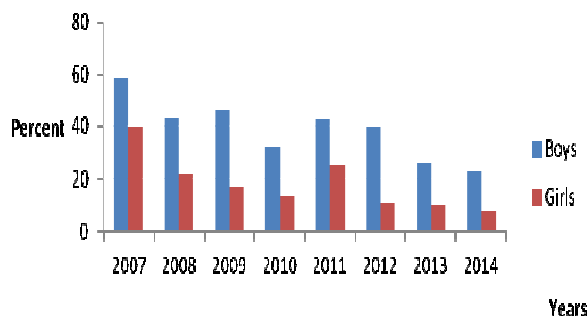


Figure 4.4: Gender Distribution of Percentage of Pupils Passed

From Figure 4.4, it can be seen that the percent of girls passed over the number of years relative to enrolment has lagged. Even though the number of female pupils presented for the BECE examination compared to the male counterparts is as well low, their performance is low. The low performance could be due to the fact that female education is now gaining required attention in the district with many having stereotype minds that the role of the female is to raise children and for the kitchen.

4.3.3 Challenges Encountered by executing Agency – World Vision Ghana

Limited stakeholder commitment to the shared goal of the project: Key stakeholders identified under the project included; PTAs, District Ghana Education Project, Community Leaders, Local NGOs, Child Welfare Supervisors and Teachers. The ownership of the project was lacking on the part of these stakeholders from the start of the project to its closure. Contributory factors are attributed to lack of consultation and poor management of interest levels and expectations of the project stakeholders on the project. Others factors include; poor involvement during the project design phase; inadequate sensitization or education on the role of various stakeholders during project implementation and general half-hearted attitude of stakeholders in project implementation in the West African sub region.

The district Ghana Education Service has enumerated a number of factors, which could in one way or the other contributed to limiting the contribution of the WV project in achieving desired quality education in the district. The DA rather perceived the project as a standalone pillar in the development path of the district. The District Assemble (DA) is the core lead in prosecuting the development agenda of the district. In the case of the education project implementation this leadership role was missing. The authority did not see the project as complementary and as such, contribution from the DA was not forthcoming. In each of the cases, there was no continuous purposeful action on the part of the teacher, PTA and key office staff.

4.3.4 Improving the standard of education in WV operational Areas

The fact that the use of focus group discussions yielded some positive dividends supports the assertion by (Rihani, 2002) that sustainable economic progress can only be made when people become free and are given the platform to interact and share ideas, tap into the depth of knowledge of others and use the ideas acquired to improve their situations. Qualitative information gathered through focus group discussions, observations and interview schedules indicate that improvement in quality of education requires concerted

efforts on the part of the World Vision Ghana (in which case Saboba ADP), the local level policy makers and the beneficiaries of the project.

4.3.5 World Vision Ghana: Saboba Area Development Program

There is also the need for a collaborative work; this involves galvanizing the efforts of key district level stakeholders such as the DA, GES, Gender desk officers and other NGOs, both local and international. The problems in the educational sector in the district are complex and thus require a multi-pronged approach to contribute to achieving the sector goal. The success of a Program depends on how focused and more pragmatic it is in terms of the communities selected and the capacity of the Program to deliver on its mandate. All the stakeholders enumerated above are key in achieving the desired education in the Program area. Therefore the organization should have focused on a particular issue in education rather than on the sector as a whole.

GES specifically is urged to institute and operate a performance appraisal system where both teachers and non-teaching staff sign performance contracts with the employer, GES. "This system should take on board supervisors' recommendations that inform the periodic capacity development in the form of in-service training for teachers" – Respondent. Another suggestion from the respondents focuses on the need for the local level policy makers to take lead with WV playing a complementary role. GES should be firm and invoke its disciplinary measures to sanction teachers and improve on the equitable distribution of teachers.

The study also revealed, stakeholders recommend the DA should reactivate and strengthen its functional role as the lead of District Oversight Committee (DIOC) and lead in the design, planning and implementation of educational Programs in collaboration with other actors in education. These stakeholders argue this will build the foundation of GES to prepare the institution to sustain gains made by the projects of non-governmental organizations and other actors in education.

Suggestions on improving quality of education focusing on the role of project beneficiaries indicate projects require the collaborative support of their operational communities and cooperation of the direct beneficiaries. The last but not the least suggestion as per the focus groups discussion is for that the DA in consultation with other stakeholders in the district enact by-laws to curb the uncontrolled attitude/behavior of pupils/students in social gatherings such as funerals and night activities, which do not contribute to their wellbeing. As part of beneficiary support to the project, parents of the sponsored children should motivate their children to stay in the Program

and encourage them to learn. Many projects beneficiaries were said to have dubbed the project as World Vision project and looked on to what World Vision offers them. Project beneficiaries on their part suggests that if the quality of education was to improve then some key activities needed to be carried out continuously from year to year.

They include; Improvement and provision of infrastructure such as classrooms and teachers quarters, upscale world vision sponsorship and project it as a complement to quality education and not a standalone initiative, organize biannual (where possible) or yearly in-service training for teachers at the basic level; primary and Junior High School, Improved supervision, support schools with Teaching and Learning Materials and Institute scholarship schemes for excelling needy students.

"These suggestions when considered will only succeed if staff of world vision work with passion and as stewards with the interest of positioning children to thrive in the educational world"- Participants at Focus group Discussion These expectations and suggestions of the beneficiaries of the WVG project are very relevant even though most of them are at variance with the findings of (Joseph & Wodon, 2012) who assessed the 2009 National Education Assessment (NEA) test scores and concluded that having trained teachers is more vital for children's academic performance since a school with all its teachers having the appropriate degree will have an increase in test scores of up to two percent versus a school without trained teachers.

4.4 Summary of findings

The study revealed that more male respondents (71%) were sampled for the study than their female counterparts. It is possible that there are more males in the World Vision Stakeholder groups than the females; it could also be purely due to chance. It was also revealed that about 37%, constituting majority of the respondents interviewed were teachers. It is significant however to note that 6 of the teachers interviewed are within the age group 10-20 years; a characteristic of teacher situation in the northern region of Ghana where Junior High School and Senior High School graduates are recruited and supported by non-governmental organizations to complement the efforts of trained teachers. In some situations, these untrained teachers act as head teachers for community schools as they are the only hope for those schools in the community. About 81.5% of the respondents have attained some form of education mainly pupils and teachers.

It was also revealed that more than two-thirds of the project stakeholders interviewed are highly (about 90%) aware that the main thematic areas of World Vision are education and water and sanitation. Majority of the project stakeholders are

able to recall that educational intervention has been in operation for the past 5 years. Even though the stakeholders know the thematic areas of the ADP intervention and the number of years of operation, it was difficult to recall other specific/subsidiary objectives of the project.

The role of sensitization campaign has also been buttressed by the financial statement and economic policy of 2015 as the government empowered queen mothers to play frontline role in enhancing enrolment and retention by minimizing early marriages and dropouts. The increase in enrolment is also a reflection of the national 2013 Education Performance report where at the national level enrolment increased from 2008/09 academic year through to 2012/13 academic year. This finding is in tandem with the (Alhassan, 2013) that household heads income and the cost associated with basic education were discovered as factors that impact negatively on children's enrolment and attendance. The three main areas of the project success were enrolment, literacy and numeracy and academic performance. Specific to enrolment, it was found that there was increase in enrolment over the three years the project was operational. The report further states that the gross enrolment and enrolment ratios increased over the years. This increase is said to be as a result of the ADPs sensitization and packages that children receive from their sponsors complemented by many social initiatives and campaign through musicians. The study further showed that overwhelming majority (88.4%) of the stakeholders are emphatic the project has achieved its objectives.

It was further revealed that generally the percentage of pupils passed has not been encouraging for the academic years under review. The pass rate lingered between 20% and 36%. In the 2009 academic year, the higher ever enrolment was recorded between 2001 and the 2013 academic years, the highest pass rate was however recorded in the 2011 academic year. It is significant to note that, between 2011 and 2013, there was no significant change in the number or the percentage of pupils who have passed. Even though there was no significant percent change, the pass rate remained stable for the years.

On the gender perspective, the number or percentage of girls passed relative to their male counterparts has lagged despite the fact that emphasis was and is still placed on girl-child education in the district. Key factor cited for low performance of the girl-child is said to be stereotype mind on the part of parents that the girl-child is for marriage and kitchen. The trend in terms of perception of parents is changing following education and public sensitization/campaign on the need for girl-child education.

Six key project stakeholders identified to have taken part in the project implementation are the PTA, Ghana Education Service, Community Leaders, Local NGOs, Child Welfare

Supervisors and the teachers. Three key challenges were encountered during the project implementation and they are closely linked with the Project Implementation Partner (World Vision Area Development Program), the project beneficiaries and Local level GES policy implementers and decision makers on the educational front. Respondents identified among others low/lack of local ownership of the Program on the part of project stakeholders. Two key contributory factors were said to be poor consultation by the ADP during the design and implementation and poor management of interest levels of project stakeholders. The second challenge identified was that the GES did not have an appraisal system where both the teachers and non-teaching staff sign performance contracts with the employer. In this regard invoking disciplinary measures to sanction non-performing staff was ineffective as it was subjective. The third challenge identified was that the DA was non-functional in executing its collaborative oversight responsibility as the District Oversight Committee and the lead in Program design, planning and implementation.

To respond to the many challenges of the education and improve the standard of education in the district, a multi – prong approached is suggested by the respondents as follows. It is incumbent on the implementation Agency (World Vision ADP) to remain focused and pragmatic in terms of capacity of the Program to deliver and selection of communities. It is also revealed through focus group discussions that collaborative work is required between the implementation partner and other key stakeholders identified. This would facilitate consultation and team work to strategize and meet the objective of the project/Program.

5.0 Conclusion

Based on the findings of the study, the following conclusions are drawn. It can be concluded from the study that the project beneficiaries are highly aware of the education component of the project in the district. It is also concluded that as a result of inadequate nature of teachers in the region/district, Junior High School and Senior High School graduates are co-opted, trained and groomed to take-up the classrooms instruction and management.

Enrolment for the basic schools increased during the period of the project implementation. The increase is attributed to strategies such as community level sensitization, sponsorship packages and enrolment campaign drive through musicians.

It can further be concluded that despite the increase in enrolment for both girls and boys, number of pupils passed was low and not encouraging as more than half of the pupils presented for the BECE examination did not qualify to gain admission to the Senior High Schools. The number passed for girls lagged even though efforts and emphasis during the

community level campaign was targeted. Key factor identified was the fact that there is stereo-type mind on the part of the parents that the place of the girl-child is in the kitchen and marriage.

Key challenges encountered during the implementation were said to be poor consultation by the ADP during the project design and implementation and poor management of interest of project stakeholders; poor appraisal system by GES authority and poor oversight role on the part of the District Assembly who have one of its core mandate as the lead in education in the district.

The growth of a school depends largely on the community and the school management. Therefore, for a school to achieve academic excellence, the functions of its stakeholders must consciously converge. Based on the findings and conclusion of the study, the following are recommended;

To sustain the gain made in the area of enrolment, all local level partners in education need to consciously build enrolment drive campaigns into their Programs to reinvigorate the foundation that has been built. This should be done in a way that resources are maximally used such that no standalone Program on enrolment drive is established but there is continuous education. The researcher also recommends that the local GES place more emphasis on the quality as currently quality continues to dwindle with increased enrolment. In doing this, all facets of education; number of teachers, motivation, in service training, parental role etc. require special attention. Quality should therefore be built into the GES system. Discipline should be invoked where necessary without fear or favour and the DA should begin to play its crown role as the lead of the District Oversight Committee.

On the part of non-governmental organizations, it is recommended that consultation is well done with project stakeholders before the design and implementation of a project commences. It is further recommended that the goals of the projects should not be overly ambitious; there should be a balance between the capacity of the organization and its ability to deliver a set objective. For purposes of future research, the researcher recommends an inquiry into the role of dropout pupils in the development of the district.

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