

THE ROLE OF NON-GOVERNMENTAL ORGANIZATIONS IN GIRL-CHILD  
EDUCATION IN THE TOLON-KUMBUNGU DISTRICT OF THE NORTHERN  
REGION OF GHANA

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# KNUST



## DECLARATION

I hereby declare that this thesis is a result of my own research work towards the Mphil in Development studies and that to the best of my knowledge, it contains no previously published material by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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## **ABSTRACT**

Although, the number of educated children has in the past 20 years in some countries, boys have proportionally fared much better than girls. In 1990, 130 million children had no access to primary school; of these 81 million were girls. Two-thirds (65 per cent) of the world's 176 million illiterates are women(UN, 2000). This can be attributed to such customary practices as child labour, early marriages, lack of funds and adequate school facilities, teenage pregnancies as well as cultural and traditional practices (Berry, 1989). Tolon-Kumbungu district has its own share of this problem and as a result, many Non-Governmental Organizations (N G O) are concerned and are in the district (Tolon-Kumbungu) working hard to bridge the gender educational gap between the boy and the girl-child. It is in this regard that this study was designed to examine the impact of the NGOs in bridging the gender educational gap between the boy and the girl-child in the Tolon-Kumbungu district.

The study examined the service delivery approach of the NGOs, nature of service of the NGOs, the level of coverage of the services of the NGOs, whether the services of the NGOs meet the appropriate needs of the girl-child, and finally, the areas the NGOs need to improve upon in the delivery of their services to the girl-child. The study employed the secondary source of data in which the efforts of several studies on the history, causes and effects of discrimination, perceptions, traditions and negative cultural practices that deepened the gender educational gap. It employed the primary source of data in which questionnaires were used to make the finding scientific. Also included in this social survey which has a sample size of 270 respondents was participant observation to gather data directly from the local people in the district.

The study revealed that the activities of the NGOs within the district have an impact in minimizing the gender educational gap between the boy and the girl-child. The study also revealed some of the challenges such as personnel, financial and logistical constrains that the NGOs face in the delivery of their services in the district.

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## LIST OF ABBREVIATION

AID	Action In Development
AIDS	Acquire Immune Deficiency Syndrome
BECE	Basic Education Certificate Examination
CAMFED	Campaign For Female Education
C.R.D.D	Curriculum Research And Development Division
CIDA	Canadian International Development Agency
C.R.S	Catholic Relief Services
DCD	District Coordinating Director
DCE	District Chief Executive
DEO	District Education Office
ECOSOC	Economic and Social Council
EDDI	Education for Democracy and Development Initiative
EFA	Education For All
ESP	Education Support Programme
FAWE	Forum for African Women Educationists
FIDA	International Federation Of Women Lawyers
FPCP	Focal Point And Contact Person
GAE	Gender And Education
GCEP	Ghana Canada Girls Education Project
GES	Ghana Education Services
GDCP	Ghanaian Danish Community Program
GEU	Girls Education Unit
HIV	Human Immune Virus
JHS	Junior High School
INGO	International Non-Governmental Organization
ISODEC	Integrated Social Development Center
MOE	Ministry of Education
MURAG-	Muslim Relief Association Of Ghana
NGO	Non-Governmental Organization

NORAD	Norwegian international development agency
NOVIB	Netherland Organization For International Development
PLA	Participatory Learner Appraisal
PRA	Participatory Rural Appraisal
PTA	Parent Teachers Association
P.V	Private Voluntary Organization
REV	Rural Education Volunteers
SAGE	Strategies For Advancing Girls Education
SHS	Senior High School
SMC	School Management Committees
TED	Teachers Education Division
THR	Take Home Ration
UNESCO	United Nations Educational, Scientific And Cultural Organizations
UNICEF	United Nations International Children Education Fund
UN	United Nations
USAID	United States Agency For International Development
WFP	World Food Programme
WHO	World Health Organization
WID	Women In Development
WUSC	World Universities Services Of Canada

## CHAPTER ONE: BACKGROUND TO THE STUDY

### 1.1 Introduction

Basic education is a human right and has been recognized as such since the 1984 adoption of the universal declaration of human right. Since then, numerous human right treaties have reaffirmed this right and have supported entitlement to free, compulsory primary education for 'all' children. In 1990, the education for all (EFA) commitment was launched to ensure that by 2015, all children particularly girls who are in difficult circumstances and particularly those in ethnic minorities, have access to and complete, free and compulsory primary education of good quality. It is important to state that the link between education and public health is strong especially that of the girl child. Access to education affects HIV/AIDS infection rate, child survival figures and maternal health (Thompson, 1990). According to the global campaign for education, if all female children received a complete primary education, as many as 700,000 cases of HIV could be prevented each year. Indeed it resonates Dr. Kwegir Aggrey's philosophy; 'If you educate a man you educate an individual and if you educate a woman you educate a nation. It is extremely important that girls have equal access to education just as their male counterparts (Federal Ministry of Education, Nigeria, 1960). For every additional year girls go to school, they receive 20 percent higher wages and suffer 10 percent fewer child deaths (Margaret, 2001).

According to Gyimah and Duodu (2006), girls or women with some formal education are more likely to seek medical care, ensure their children are immunized, be better informed about their children nutritional requirement, and adopt improved sanitation practices. As a result, their infants and children have the higher survival rate and tend to be healthier and better nourished. According to the International Centre for Research on Women (an independent women's education and research institute based in the United States), June 2008, the education that a girl receives is the stronger predictor of the age she will marry and is a critical factor in reducing the prevalence of child marriage. The World Bank (2008) estimates that an additional year of schooling for 1000 women helps prevent two maternal deaths.

Also, each additional year of formal education that a mother completes translates to her children staying in school an additional one-third to one-half of a year. It is however unfortunate to state that though education is very important to the girl child just as their male counterparts, there is a limited access to education of the girl-child. According to Brukum (2005), while notable progress has been made in the category of enrolment, much progress is still needed, especially in addressing the gender parity and equality in education that addresses the socio-economic problems of all in society. Even though the millennium development goal three (MDG 3) aims to reduce the gender gap in education, the problem still persists due to the following reasons; high level of both urban and rural poverty, socio-cultural issues, level of illiteracy and ignorance in society, early marriage which keep the girl-child out of school, premature pregnancy, difficult child birth, obnoxious widowhood rite, male preference and other harmful traditional practices. In order to safeguard the interest of these children and to bridge the gender gap, many Non-Governmental Organizations work in this area in order to complement the government effort in various countries. For instance, the British Department for International Development (DFID) is actively engaged in the support and promotion of the girl-child education in Ghana. They are engaged in the distribution of school uniforms, bicycles, school bags, sandals, exercise books, pens and pencils to the girl-child in the various schools in Ghana. UNICEF is also involved in a similar exercise of promoting girl-child education in order to reduce the gender gap in education. Also the Campaign for Female Education (CAMFED) is also a non-governmental organization whose main activity is to work to improve the disparity that exists between the boy and the girl-child in formal education. There are other local and international NGOs working in this area yet the gap still exists if not widening.

## **1.2 STATEMENT OF THE PROBLEM**

The extent of the gender gap in the level of skills in society, the occupation of political offices, the holding of management positions at the various workplaces, the level of wage differentials at the workplaces as well as the control of both productive and the financial resources by men exactly explains the extent of gender gap in educational attainment the world over. Working women in Ghana are concentrated in only a few sectors of the economy. Women employed in the formal sector generally receive lower salaries and have fewer chances of promotion than their male counterparts as a result of lower level of education (Mannuh, 1984; Mbugua, 1989).



Less developed countries have a higher population of urban males because young men come to the cities and leave the women behind to care for the farms. (Palen J. John 1987). The issue of gender gap in educational attainment is not only local, regional, national or continental in nature but also a global problem. Parents' low level of education, low priority for girls education, girls education incompatible with traditional and/or religious principle, early marriages and pregnancies, special attitude towards the benefits and outcomes from educating girls affect women negatively in terms of their living standards (UNESCO,1996).

According to the presidential committee's report (2003), the overall enrolment rate of 63.3 percent reveals that nearly 40 percent of children who should be in school are not, and only 45.4 percent of girls are in JHS compared to 54.6 percent of boys. Available data for the 2005/2006 academic year indicates that out of a national total enrolment for the public universities of 84,078, women comprised only 34.67 percent while males accounted for 65.33 percent. The trend observed is what scholars describe as the pyramid nature of education in Ghana with a broad base and a narrow top. The access to education continues to decrease on the part of the girl-child as one goes up the educational ladder. This means that primary school drops out rates are quite high, while secondary school enrolment rates are low. Almost 50 percent of school leavers fail to progress to senior secondary school, and a high proportion of senior secondary school leavers fail to continue their education to tertiary institutions (Haralambos & Holborn, 2004).

According to Beth (1996), the reasons for this trend are not far fetched; whereas female education is significantly affected by the household standard of living, male education is not. The allocation of scarce household resources affects girls more than boys. When resources for children education are limited, it is often the girls who stay at home.

In addition, socio-cultural pressure often results in higher dropout rate for girls due to marriage, pregnancies and/or motherhood (Robbert et al, 2003). At the current rate, Ghana is not likely to reach the target of the MDG3 – promote gender equality and women empowerment – at all



levels of education.( MoE / NCTE October2001). This is as a result of the alarming rate with which the girl-child drops out of school. The case of the Tolon-Kumbungu District is not different.

As a result, many NGOs started arriving in Ghana in the late 1980s and the 1990s with varying degrees of interest in the girl-child education. NGOs, which already existed in the country, started shifting their focus to education in general and the girl-child education in particular. Some of the activities of the NGOs in education include; the sensitization of the public about the need for the girl-child education, assistance to the families of the girl-child, distribution of school uniforms, bags and bicycles especially to the rural girl-child. The big question that remains unanswered in the minds of many is “in spite of all the work the N G O s are doing to bridge the gender-gap between the boy and the girl-child in education, are they achieving any results? The question being asked seeks to find out as to whether the presence and the activities of these N G O s has an impact on the girl-child education considering the rate at which the girl-child drops out of school. Questions are being asked about the following areas of their operations; The questions normally center on the nature of services these N G O s are providing and the effectiveness in bridging the gender gap in between the boy and the girl-child in education. Services such as the distribution of school uniform and bags, the distribution of bicycles, pens and pencils according to some people cannot sustain the girl-child in school.

Again some people within the District have not been satisfied with their method of service delivery and therefore are questioning whether their method of operation can help bridge the gender gap in education. This means that most NGOs depending on their target group have their own ways of identifying and selecting their beneficiaries. Members of the beneficiary community often try to know how beneficiaries are picked and with which criteria are used.

Some of these NGOs within the Tolon-Kumbungu District are targeting and implementing some of their programmes at the school level without adequate involvement and sensitization of the parents of these children. However, one cannot deny the fact that parents are one of the important stakeholders when it comes to the education

of their wards. Once they are not sensitized, they do not take interest in whatever assistance that is being given to their wards thereby making the success of the programme very difficult.

The reason for these questions is the alarming rate with which the young girls still drop out of school and the rate at which they drift into our big towns and cities to be street porters in recent times. As recent as 2005/2006 academic years, the gender parity was 43 percent females as against 57 percent males within the District (MOE/EMIS, 2007). These facts further re-affirm the question as to whether these NGOs are making any impact with regards to the gender parity in our educational sector. It is for this reason that this topic is selected to research into the role of the NGOs with regards to decreasing the gender gap in education within the District.

The role of the Development partners (NGOs) especially in the areas of education should be given the prominence and the importance that it deserves as education is key in development. For this reason, this work found out the problems the problems and the issues the NGOs are faced with regarding their smooth operations and how to deal with those issues in order to make their activities relevant to girl-child education.

The research examined the kind of services the NGOs are rendering and their relevance in promoting the girl-child education. The service delivery approach of these NGOs was also assessed to establish its impact on girl-child education. Some recommendations are made regarding how the NGOs can improve their activities and the approach adopted to implement their programs.

### **1.3 OBJECTIVES OF THE STUDY**

The broad aim of the study is to determine the role of the NGOs in bridging the gender gap in the Ghanaian educational sector. The specific objectives are:

- i. To examine the nature of the services of the NGOs and their effectiveness in bridging the gender gap in education in the Tolon-Kumbungu district
- ii. To examine the service delivery method of these NGOs and its impact in dealing with the problem of girl-child education in the district.
- iii. To assess the sustainability of the services of the NGOs and how long they can keep the girl-child in school.
- iv. To assess the level of sensitization the NGOs give to the parents to enroll their girl-child and also prior to the implementation of their programmes.
- v To examine the extent of coverage of these NGOs in the most affected

Communities in the Tolon –Kumbungu District.

- vi To recommend to the N G O s and the policy makers about the method to adopt in reducing the gender parity in education in Ghana.

#### **1.4 THE SCOPE OF THE RESEARCH**

It is an undeniable fact that the education of a woman does not only help in raising the image of the woman but the society as a whole. Education is often regarded as a veritable weapon against ignorance, poverty, diseases as well as an investment in human capital required for economic and material well –being and also for cultural and political emancipation (Fatima,2008)

There is no doubt that the education of a girl-child or a woman improves the quality of life of all in the society. As a result, there are numerous NGOs working in various areas of education with a singular aim of promoting educational development in Ghana. The focus of this research will not be that general but on the role these NGOs in bridging the educational gap between the boy and the girl-child. There will be an assessment of the various activities the NGOs are carrying out to determine whether they will help in narrowing the gender gap in education.

Geographically, this research was conducted in the northern region of Ghana primarily, in the Tolon-Kumbungu district where there is high gender gap in education. The key institutions or units of the study will include a sample of individuals from the district, some sampled schools in the district and the Campaign for Female Education (CAMFED).

### **1.5 JUSTIFICATION FOR THE STUDY**

Although the number of educated children has grown in the past 20 years in some countries, boys have proportionately fared much better than girls. In 1990, 130 million children had no access to primary school; of these 81 million were girls. Two-thirds (65 percent) of the world's 176 million illiterate people are women (UN, 2000). This can be attributed to such customary practices as child labour, early marriage, lack of funds and lack of adequate schooling facilities, teenage pregnancies and gender inequalities in society at large (Berryman, 1989). The extent of the gender gap in socio-economic and the demographic attributes form an important element in the analysis of the status of women. The empowerment of women is a multi-dimensional concept and as such, requires a careful examination of a wide range of socio-cultural issues at the family and the societal levels (Gartner, 1992).

It is in this light that this study is necessary to throw more light on the perception, discrimination and the socio-cultural issues that affect the education of the girl-child.

Female education encompasses both social and economic dimensions that can contribute to female empowerment. Though productivity and earnings are determined by other factors, persistent gap in female-male education attainment may partly explain the wage differentials. Socially, more educated women tend to be better carers of children than the less educated. This means that with some level of education, a woman is able to manage her child or children in such a way that some of the diseases leading to infant mortality are prevented.

It is because of the enormous importance of education to the well being of women in particular and the society in general that this study is being conducted to help clarify the socio-cultural barriers that put women at disadvantage in terms of educational attainment.

The research is also intended to deeply delve into the activities of the NGOs in the girl-child education sector and as such will study their method of service delivery. In this light, some suggestions would also be made to the NGOs if some of their activities and the way they are being carried out are not helping the girl-child. Parents of the girl-child would also be advised to take seriously the services and the activities of these NGOs to their wards. They would be advised to patronize their services and to take them serious if meaningful changes are expected.

#### **1.6 A BRIEF BACKGROUND OF THE STUDY AREA**

The Tolon-Kumbungu District Assembly is one of the 45 districts created by the Provisional National Defense Council (PNDC) Law 207 in 1998 with Tolon as its district capital. The district covers an area of about 2471 square kilometers and forms about 39 per cent of the total land area of Northern Region. The district's economy is dominated by rural agrarian life employing about 90 percent of labour force. Average room occupancy is 3.0 persons per room with about 95 percent of households occupying single rooms. About 95 percent of the households in the district are living communal lives in family homes with virtually no tenants. In education, there are 43 kindergartens, 127 primary schools, 24 Junior High Schools and two Senior High Schools. The University for Development Studies has one of the campuses located at Nyankpala in the Tolon-Kumbungu District. The private sector alone accounts for over 95 percent of the households with only few public sector workers.

With regard to traditional politics, there are a number of chiefs within the various localities in the district. The major ones are Tolon-lana (the chief of Tolon) and Kumbungu lana (the chief of Kumbungu) (Tolon-Kumbungu Development Plan, 2009).

## 1.7 ORGANIZATION OF THE STUDY

This study consists of five chapters. Chapter one consists of the problem statement, objective of the study, a brief background of the study area and how the study is organized among others.

Chapter two reviews the literature and comprises theoretical framework (theories of education), definition of NGOs and types, classification of NGOs, and definition of girl-child and girl-child education. It also looks at the concept of girl-child education and its importance, the link between gender gap education and economic growth, barriers to girl-child education and socio-economic issues affecting girl-child education. The last aspect of this chapter looks at the funding and logistic problems confronting NGOs in girl-child education, some achievements made by NGOs in girl-child education and the way forward.

Chapter three spells out the research method of the study. This shows the research design adopted for the study, how the data were collected, determination of the sample and the sampling technique used in selecting the sample. The sources of data and the tools for analyzing the data are also discussed here. Finally, it highlights the limitations and ethical considerations of the study.

Chapter four examines the background characteristics of the target population, analyses and discusses the findings in order to be able to draw a conclusion.

Chapter five summarizes the findings, draws a conclusion to the study and also makes recommendations as to how the NGOs can carry out their services effectively in the Tolon-Kumbungu district.



## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1 Introduction**

This chapter as a secondary source of data seeks to review the previous works that have been done on girl-child education. A lot has been written on the nature, causes, and the effects of low educational status of women. Difference scholars depending on their theoretical orientation have placed more emphasis on their related theories tending to ignore or downplay the importance of others. In this write up, an attempt was made at explaining these theories and concepts to provide frameworks for the understanding of the courses and effects of low educational attainment by girls and the impact of NGOs in promoting girl-child in Tolo-Kumbungu District.

#### **2.2 Definition of NGOs**

A non-governmental organization (NGO) is an organization that is not part of government and was not founded by the state. NGOs are therefore typically independent of governments. Although the definition can technically include for - profit corporations, the term is generally restricted to social, cultural, legal, and environmental advocacy groups having goals that are primarily non commercial. NGOs are usually non-profit organizations that gain at least a portion of their funding from private sources. Current usage of the term is generally associated with the United Nations (UN) and authentic NGOs are those that are so designated by the UN. The label “NGO” is considered too broad by some, as it might cover anything that is non-governmental, as a result, many NGOs now prefer the term Private Voluntary Organizations (PVO)

“NGO Monitor” defines NGOs as autonomous non-profit and non-party/politically – unaffiliated organizations that advance a path or set of causes in the public interest. The range of causes on which an NGO can focus is unlimited, but a cardinal principle is to operate in a manner consistent with the objectives for which they receive funds. Donations are an NGOs life line because they are independent organizations. Funding can come from governments, the UN, private trust and philanthropist, individual donations to institutions, and in many cases, other NGOs. NGO’s can contribute to democracy through challenging governments and promoting interest, but they themselves are not democratic institutions and have no democratic accountability. An NGO is only accountable to particular funding organization and members (James, 2004).

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The phrase non-governmental organization came into use with the establishment of the United Nations in 1945 with provisions in Article 71 of chapter 10 of the United Nations charter [1] for a consultative role for organizations that neither are governments nor member states. The definition of international NGO (INGO) was first given in resolution 288 (x) of Economic and Social Council (ECOSOC) on February 27, 1950: it is defined as any international organization that is not founded by an international treaty. The vital role of NGOs and other “major groups” in sustainable development was re-organized in chapter 27[2] of agenda 21, leading to revised arrangements for consultative relationship between the United Nations and non-governmental organizations.[3].(ECOSOC, 1950)

A 1995 UN report on global governance estimated that there are nearly 29000 international NGOs; National members are even higher. The United States has an estimated 2 million NGOs. Though voluntary associations of citizens have existed throughout history, NGOs along the lines seen today, especially on the international level, have developed in the past two centuries. Globalization during the 20<sup>th</sup> century gave rise to the importance of NGOs. Many problems could not be solved within a nation, international treaties and international organizations such as the World Trade Organization were perceived as being too centred on the interest of capitalist enterprises. In an attempt to counterbalance this trend, NGOs have developed to emphasize humanitarian issues, developmental aid and sustainable development. NGOs exist usually to



further the political or social goals of their members. Some of their activities include improving the state of the natural environment, encouraging the observance of human rights, improving the welfare of the disadvantaged, or representing a corporate agenda. However, there are a huge number of such organizations and their goals cover a broad range of political and philosophical positions. This can also easily be applied to private schools and athletic organizations (James, 2000).

### **2.3 Theoretical Framework of NGOs**

Korten (1990) identified three stages or generations of NGO development. First, the typical development NGO focuses on relief and welfare, and delivers relief services directly to beneficiaries. This included the distribution of food, shelter or health services. The NGO notices immediate needs and responds to them. NGO's in the second generation are oriented towards small-scale, self reliant local development. At this evolutionary stage, NGO's build the capacity of local communities to meet their needs through "self-reliant local action". Korten (1990) calls the third generation "Sustainable systems development". At this stage, NGOs try to advance changes in policies and institutions at a local, national and international level; they move away from their operational services of providing role toward a catalytic role. NGOs vary in their methods; some act primarily as lobbyists, while others conduct programmes and activities primarily. For instance, an NGO as Oxfam, concerned with poverty alleviation, might provide needy people with the equipment and skills they need to find food and clean drinking water. The International Freedom of Expression Exchange (IFEX), founded in 1992, is a global network of more than 60 non-governmental organizations that promote and defend the right to freedom of expression.

Two management trends are particularly relevant to NGOs; diversity and participatory management. Diversity management deals with different cultures in an organization. Inter cultural problems are prevalent in Northern NGOs that are engaged in developmental activities in the south. Personnel coming from a rich country are faced with a completely different approach of doing things in the target country. A participatory management style is said to be typical of NGOs. It is intricately tied to the concept of a learning organization; all people within

the organization are perceived as sources of knowledge and skills. To develop the organization, individuals have to be able to contribute in the decision making process and need to learn Johnson et al (2001)

According to Kannae (2004), large NGOs may have annual budgets in the millions of dollars. For instance, the budget of the American Association of Retired Persons (AARP) was over \$540 million dollars in 1999. Human rights watch spent and received US \$21.7 million in 2003. Funding such large budgets demand significant fund raising efforts on the part of most NGOs. Major sources of NGOs funding include membership dues, the sale of goods and services, grants from international institutions or national governments, and private donations. Several European grants provide funds accessible to NGOs.

Even though the term 'non-governmental organization' implies independence of governments, some NGOs depend heavily on governments for their funding. A quarter of the US \$162 million income in 1998 of the famine-relief – organization to Oxfam was donated by the British government and the EU. The Christian Relief and Development Organization of World Vision US collected US \$55 million worth of goods in 1998 from the American government. Nobel prize winner medicins Sans Frontievs (MSF) (known in English as doctors without borders) gets 46 percent of its income from government sources.

## **2.4 Classification of NGOs**

There are numerous possibilities to classify NGOs. The World Bank classify NGOs into operational and that of advocacy NGOs. The primary purpose of the operational NGOs is the design and the implementation of development related projects. One categorization that is frequently used is the division into relief-oriented or development oriented organizations; they can also be classified according to whether, they stress service delivery or participation; or whether they are religious and secular and whether they are more public or private – orientated. Operational Ngo can be community –based, national or international.

The primary purpose of the advocacy NGOs is to defend or promote a specific cause. As apposed to operational project management, these organizations typically try to raise awareness, acceptance and knowledge by lobbying, press work and activist events.

Also in Ghana and in many African countries, there are a number of NGOs involved in education in general and girl-child education in particular. Such NGOs as Catholic Relief Services (CRS), World University Services of Canada (WUSC), Action Aid Ghana, Community Alliance Project (CSA), Strategies for Advancing Girls Education (SAGE), Cambridge Female Education Department, Integrated Social Development Centre (ISODEC) etc are all engaged in especially girl-child education.( Sutherland -Addy, 2002)

## **2.5 Definition of Education**

According to Farrant (1998), education is the total process of human learning by which knowledge is imparted, faculties trained and skills developed. To him, it is a universal practice engaged in by societies at all stages of development.

According to Curzon (1996), education in our culture is concerned generally with the handing on of the beliefs and moral standards, accumulated knowledge and skills, the nurture of human personality and as investment in human capital. In its essence, to him, it is recognition of the fact that society's way of life must be learned – since an understanding of it is not inherited – by each individual.

According to Herbert Spencer (1850), Education is considered as a preparation for a complete life. To him, education should provide men and women with the necessary skills, practical knowledge, vocational training and critical attitude to enable them not only to be self supporting, but also to live as vocationally useful citizens (Dondieu, volume one pp 158).

To Glatthorn,(1990) education includes every institution or process except the solely genetics, that helps to form a person's mind, character, or physical capacity. Education according to Dondieu (1998) emphasizes on development, enable individuals realize their innate potentialities and develop their social aptitudes to the fullest extent possible in society. Education trains the individual to use his hands, his heart and head to enable him function effectively in his community (Hawkins, et al 1988). A truly educated person is therefore one who serves as a source of light to members of his community by preserving and transmitting the worthwhile accumulated skills, attitude and knowledge of the society whiles at the same time acts as a change agent and an instrument of development (Means&Knapp, 1991).

Admittedly, however, no society is static. Society everywhere is dynamic and therefore education must both conserve and innovate in order to cater for the changing needs and aspirations of members of the society. It must therefore grow and change to carry out that mission (Slavin, 1990).

The concept of education does not “pick out” any specific process simply involving imparting of information, presentation of knowledge or even encouragement of interest. Neither is it tied to the acquisition of specific trade skills. Rather, it is a process which ‘pick out’ general conditions or guiding criteria to which all particular process and activities of teaching and learning ought to conform. (Bennaars, and Otiende, 1994)

Education is a very powerful instrument for social, political and economic change. It helps in keeping society alive by – providing children with the basic skills necessary for survival in the modern world. In other words, education can be seen as a vehicle for social transformation such that any society that lacks it will continue to remain backward and dwell in perpetual darkness (Dunst, et al 1988). Education then is very critical to the development of any nation and no nation will develop successfully without paying serious attention to its education sector (Shea and Bauer, 1987). Education has therefore been recognized as a veritable weapon against

ignorance, poverty, diseases as well as an investment in human capital required for economic and material well-being and also for cultural and political emancipation (Fatima, 2008). Education is one key development factor which is captured in the millennium development goals (MDGs). The MDGs are set out to address the needs of the world's poor by priority. It aims to achieve universal primary education for both boys and girls by 2015 and eliminate gender disparity in primary, secondary and at all levels of education. Achieving change require programme action that would ensure and promote universal girl-child education as a tool for women empowerment. (J. Bryme et al, 2003).

The basic tenet of education encompasses more than just the teaching of what we know to our young ones .As well it passes essential skills like language and the basic function of living, education passes on the culture of society. These are the intangible patterns of behaviour that distinguish each group of people as a unique set (Hoselitz, 1965). Education is designed to show how the information learned can be used to make judgment decisions and thereby construct new ways of combining that information into a basic wisdom. Education of the young begins at infancy with the teaching of basic activity. Most early education involved physical activity and co-ordination. With time, language skills are added to and the beginning of socialization takes place as the toddler is instructed on what is considered proper behaviour for their society. This early at- home education may include not only the practical aspects of life but religious or spiritual instruction as well (Slavin, 1989). Beyond the initial required educational level, are the universities. These institutions provide voluntary education in which it is the student's responsibility to further their education in the specific fields of knowledge they require in finding their selected occupations in life. Many skilled occupations required at least one degree from an institution of higher learning and some will demand even longer period of educational study. Besides the academic fields of education, there are numerous trade schools that are designed to train individuals in the intricacies of a specific trade or occupation. These schools are not designed for general educational pursuit but focus directly on one area or career. With the availability of scholarship and student loans, a solid education is within the range of most citizens. The increased focus on re-training has opened up the opportunities for even older people to start new series of educational studies for more flexibility in their career choices (Carnine and Kameenui, 1990). Truly, education is a process that the active mind will continue

throughout their entire life as new experiences daily add to the wealth of knowledge that can be obtained. (George, 1996).

It is widely accepted in Africa that healthy political development, and in particular the achievement of stable egalitarian societies is adversely affected by the mal-distribution of education. Democratic political processes have been threatened and undermined in many countries by the fact that political leadership has not been constrained by its electorates-owing to the lack of general awareness of national development issues and the limited capacity of the mass of the people to participate in decision – making, even in ways open to them as a result of deficiency in education. ( Thomson, 1984) .

## **2.6 Types of Education**

Education as a social process takes different forms, it could be formal, informal or, non –formal (Tamakloe et al 1996). Studies by anthropologists according to Tamakloe et al (1996) clearly indicate that long before the introduction of western or Islamic education, African societies already had a kind of customary education. This has variously been – referred to as informal traditional or indigenous education. It is a life-long process through which Africans acquire relevant skills, knowledge and attitude, which enable them to live and be lived with. To Tamakloe, the informal education stresses on informal instruction where the young learn from the old through participation, observation and imitation of the old. That this type of education is incidental where there is no specific curriculum, rules and regulations, teaching method, assessment procedure or a distinct category of professionally trained full-time teachers. It is considered ordinary and unsystematic life-long process which deals mostly with the social and economic life of the people.

Tamakloe (1006) puts the formal education as synonymous with western education and is therefore systematic and intentional. According to Tamakloe, this type of education is institutionalized, chronologically graded, systematic and documented and above all guided by a curriculum. That this type of education has a mechanism for assessing the performance of both



the learners and the teachers operates in such special structures as schools, colleges, polytechnics or universities. It stresses literacy and numeracy.

Tamakloe (1996) identified the third type of education as non-formal education. He describes it as an organised education but which is provided outside the structures of the formal-education system. That it deals with specific issues such as upgrading the proficiency of agricultural extension agents – through short courses, raising the awareness of people about family planning, helping rural communities to be aware of the dangers of environmental degradation and how to overcome them. As he pointed out, informal education is not rigidly structured as formal education but it is also “intentional” and “systematic”. It may take the form of “adult education”, on the job training or “functional literacy”. It is less structured with membership open to all; it also has a flexible time table and aims at specific learning needs of the target group.

In most countries, non-formal education focuses on the under-schooled and those who have never had any opportunity for schooling in order to ensure that – every citizen is equipped to make an effective contribution to national development. With the development and spread of labour-saving devices like computers, the increase in the number of dead – end occupations loom large, bringing in its train the risk of untrained and under- schooled persons becoming social misfits and tools of the criminal world. To prevent this, such people need to acquire skills in their own interest and to become more productive in the interest of their community (Moses, 1995).

## **2.7 Definition of Girl-Child**

In 1995 at their meeting in Beijing, the UN coined the term “girl-child” to describe adolescent females – a child between zero and eighteen years of age. A female child from birth to the age of puberty; a young maiden.

According to George, (2000) the term girl-child also refers to any female – child from birth to full growth, a young immature woman especially formerly, an unmarried one. The definition covers any female human from birth through childhood and adolescence to the attainment of adulthood. The term girl-child may be derogatory or disrespectfully used to describe an adult female just as the term boy-child can be disparagingly used to describe an adult man.

In most societies especially in Africa, girls or the girl-child is often treated as inferior and are socialized to put themselves last, thus undermining their self esteem. Discrimination and neglect in childhood can initiate a life-long downward spiral of deprivation and exclusion from the social main stream. Gender-based educational processes including curricula, educational materials and practices, teachers' attitude and class room interaction, reinforce existing gender inequalities. The girl-child often receives a variety of conflicting and confusing messages on their gender – roles from their parents, teachers, peers and the media. Girls are less encouraged than boys to participate in and learn about the social, economic and political functions of society, with the result that they are not offered the same opportunities as boys to take part in decision – making processes. Existing discrimination against the girl-child in her access to nutrition, physical and mental health services endangers her current and future health. An estimated 450 million adult women in developing countries are stunted as a result of childhood protein – energy malnutrition (Beijing platform for action chapter IV, 1995).

Even though the convention on the rights of the child recognizes that 'State parties shall respect and ensure the rights set forth in the present convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardians, race - colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or status" (Beijing platform for action 1995). However, in many countries available indicators show that the girl-child is discriminated against from the earlier stages of life, through her childhood and into adulthood. In some areas of the world, men outnumber women by five in every hundred. The reason for this discrepancies include, among other things, harmful, attitudes and practices, such as female genital mutilation, son preference – which result in female infanticide and prenatal selection – early – marriage, including child



marriage, violence against the girl-child, sexual exploitation, sexual abuse, discrimination against girls in food allocation and other practices related to health and well-being.

Sexual violence and sexually transmitted diseases, including HIV/AIDS, have a devastating effect on children's health, and girls are more vulnerable than boys to the consequences of unprotected and premature sexual relations. Girls often face pressure to engage in sexual activity. Due to such factors as their youth, social pressure, lack of protective laws, or failure to enforce laws, girls are more vulnerable to all kinds of violence, particularly sexual violence, including rape, sexual abuse, sexual exploitation, trafficking, possibly the sale of their organs and tissues, and forced labour (Rothstein,1990). The girl-child with disabilities face additional barriers and needs to be ensured non-discrimination and equal enjoyment of all human rights and fundamental freedoms in accordance with the standard rules on the equalization of opportunities for-persons with disabilities (Stalling,1986).

Von Werlhoff (1998) linked the exploitation and the discrimination based on gender to capitalist development and its impact on the World's economy resulting in an unfree, femalised form of wage labour which means; no job permanency, the lowest wages, longest working hours, most monotonous work, no trade union, no opportunity to obtain higher qualification, no promotion, no right and no social security.(Garth Allen and Lan Martin; Education and community, the politics of practice ).

Although the number of educated children has grown in the past 20 years in some countries, boys have proportionately fared much better than girls. In 1990, one hundred and thirty (130) million had no access to primary education; of these eighty one (81) million were girls. This can be attributed to such factors as customary attitude, child labour, early marriages, lack of funds and adequate schooling facilities, teenage pregnancies and gender inequalities in society at large as well as in the family (Ysseeldyke et al, 1992). In some countries, the shortage of female teachers can inhibit the enrolment of girls. In many cases, girls start to undertake heavy domestic chores at a very early age and are expected to manage both educational and domestic

responsibilities, often resulting in poor schorlarlistic, performance and an early drop – out from schooling (Alvin,1990).

## **2.8 Meaning of Girl-Child Education**

Girl-child education refers to the process of creating an enabling environment to ensure that female children between the ages of four and eighteen years attend schools and receive education of good quality.

Girl-child education programs help girls enroll and stay in school and help the girl-child gain access to or create new educational, financial and social resources in their communities. Girl-child education programs help girls and women improve their own lives, the lives of their families and the conditions in their communities. For parents especially mothers of the girl-child, this means creating conditions that ensure their daughters have equal access to basic education, are able to make informed decisions – about their future, and able to protect themselves – from trafficking, sexual exploitation and HIV and AIDS. By improving educational opportunities for girls and women, world – education helps women develop skills that allow them to make decisions and influence community change in key areas. In turn, these programs have a positive impact on some of the most profound issues of our time: population growth, HIV/AIDS, peace and security, and the widening gap between the rich and the poor (Gideonse,1990).

## **2.9 Importance of Girl-Child Education**

According to Claude (1987), there are several compelling benefits associated with girls' education, which include the reduction of child and maternal mortality, improvement of child nutrition and health, lower fertility rates, enhancement of women's domestic role and their political participation, improvement of the economic productivity and growth, and protection of girls from HIV/AIDS, abuse and exploitation. Girls' education yields some of the highest returns of all development investment, yielding both private and social-benefits that accrue to individuals, families and society at large by:

- a. reducing women's fertility rates; women with formal education are much more likely to use reliable family planning methods, delay marriage and child bearing, and have fewer and healthier babies than women with no formal education. It is estimated that one year of female schooling reduces fertility by 10 percent. The effect is particularly pronounced for secondary schooling.
- b. Lowering infant and child mortality rates; women with some formal education are more likely to seek medical care, ensure their children are immunized, be better informed about their children's nutritional requirements, and adopt improved sanitation practices. As a result, their infants and children have higher survival rates and tend to be healthier and better nourished.
- c. Lowering maternal mortality ratios; Women with formal education tend to have better knowledge about health care practices, are less likely to become pregnant at a very young age, tend to have fewer, better-spaced pregnancies, and seek pre-and post-natal care. It is estimated that an additional year of schooling for 1000 women helps prevent two maternal deaths.
- d. Protecting against HIV/AIDS infection; Girls' education ranks among the most powerful tools for reducing girls' vulnerability. It slows-and reduces the spread of HIV/AIDS by contributing to female economic independence, delayed marriage, family planning, and work outside the home, as well as conveying greater information about the disease and how to prevent it.
- e. Increasing women's labour force, participation rates and earnings; education has been proven to increase income for wage earners and increase productivity for employers, yielding benefits for the community and society.

- f. Creating intergenerational education benefits, mothers education is a significant variable affecting children's education attainment and opportunities. A mother with a few years of formal education is considerably more likely to send her children to school. In many countries each additional year of formal education completed by a mother translates into her children remaining in school for an additional one-third to one-half year ( UNESCO, 1968).

#### **2.10 Link between the Gender Gap in Education and Economic – Growth**

Placing gender inequality in education into the content of growth research, one can postulate the linkages between the gender gap in education and economic – growth (1999, 2002). Assuming that boys and girls have a similar distribution of innate abilities and that those at the upper end of the ability distribution of each sex are more likely to get educated, gender inequality in education must mean that less able boys than girls get the chance to be educated and, more importantly, that the average innate ability of those who get educated is lower than would be the case if boys and girls received equal educational opportunities. This lowers the average levels of human capital in the economy and thus reduces economic growth. Micro studies show that the marginal rate of returns to educating the girl-child is larger in many developing countries which is likely due to this selection effect as well as declining marginal returns to education. Similarly, there is considerable evidence for the imperfect substitutability of male and female labour in many settings and simulation studies have shown that a more equal allocation of male and female labour among industries would indeed boost economic growth (World Bank, 2001; Tzannatos, 1999).

Lower gender inequality in education effectively means greater female education at each level of male education. If it is the case that female education has a positive, external effects on the quality of overall education (and male education does not, or not to the same extent), then reduced gender inequality should promote a higher quality of education and thus promote economic growth. As female education is believed to promote the quantity and quality of

education of children through the support and general environment, educated mothers can provide their children as well as their increased bargaining power which tends to ensure a larger share of resources devoted to the education of children. 1(World Bank, 2001)) .

### **2.11 Link between Girl-Child Education and Quality of Family Life**

Economic models of fertility find the opportunity cost of women's time as well as the bargaining power of women to be important determinants of the fertility rate (Becker 1964; Schultz, 1985, 1994; Sen, 1999). Greater female education, and particularly lower gender inequality in education, is thus likely to lead to reduced fertility. Similarly, models of health production at the household level emphasize the importance of the mothers' education as well as her bargaining power. Greater education increases her health knowledge which improves her ability to promote the health of her children (World Bank, 1993). It gives her greater ability to deal with adverse shocks (World Bank 2001), and greater bargaining power increases her say over household resources which often leads to greater allocations to child health and nutrition. For instance, Thomas (1990) found that the impact of unearned income on child survival was 20 times greater if the income was brought in by the mother than if it was brought in by the father (See World Bank 2001 for a survey). Both effects are likely to assist in lowering under nutrition and in reducing child mortality rates. Since reducing educational disparities is one of the most powerful ways of increasing the bargaining power of women (World Bank, 2001) promoting gender equity in education would thus be expected to promote the reduction of fertility, under nutrition, and child mortality directly and indirectly via the effect on bargaining (World Bank, 2001).

Numerous studies have shown that investing in girls' education is probably the most cost-effective measure a developing country can take to improve its standard of living. Educating girls produces considerable social and welfare benefits, such as lower infant mortality and fertility rates (Bruce 1997). In a study of maternal education and child survival in Ghana, found that the higher the educational level of the mother, the greater the survival rate of her – children. The mother's level of education has also been found to have direct influence on economic productivity and the level of her daughter's education (Swainson 1995; world bank 1989).

In the words of a famous Ghanaian, “no development strategy is better than one that involves girls and women as central players. It has immediate benefits for nutrition, health, savings and re- investment at the family, community, and ultimately country level. In other words, educating girls is a social development policy that works. It is a long-term investment that yields an exceptionally high returns... we need those with power to change things to come together in an alliance for girls education; governments, voluntary progressive groups, and above all, local communities, schools, and families (Annan, 2000).

In his address to teachers on the occasion of the world teacher’s day and the presentation of awards to national–best teachers at Techiman on 5<sup>th</sup> October, 1998, H E. the then vice President, Professor. J. E A. Mills underscored the importance of girl-child education when he said; “We also cannot fail to emphasize the need for the education of the girl-child; This is because it is only by so doing that we can hope to accelerate the rate of development not only in Ghana but in the whole of what has become the global village”. He identified education as the only real tool to make our women folk true partners in development and stressed the need for success in this direction.

Dondieu (1998) advanced the following as some of the reasons why the girl-child should receive some level of education;

That it makes women agents of change in the society. The functions of women as partners in society are very important due to the fact that, everybody in society passes through and nurtured by a woman. This implies that they are capable of inculcating good values in the young ones who are still coming up. This can therefore give the society the useful citizens that it requires to be progressive and peaceful.



He states that the girl –child education is an important key in improving health, nutrition and education in the family that those who are educated are willing to seek both antenatal care and the skills that will help them raise their children in a healthy way than those who are not. The girl-child education will equip the woman with skills of nutrition and the dietary requirements of her family as well as making her instrumental in the education of the family.

The girl-child education will improve the knowledge and the acceptance of family planning by our women thereby leading to planned births and the reduction of over population. Educated women understand well the issues of family planning and the practice of it than their illiterate counterparts. This therefore does not make it difficult to implement population policies with the literate population as in the case with the illiterate population.

Girl-child education empowers women to participate in decision – making on political, social and economic life. With some education, the women gain some level of confidence in order to participate in political activities. They are able with education to seek various political positions and to compete effectively with their male-counterparts. Economically, they are functional and therefore have some voice especially within the family level. The education also makes them fit and open enough to make useful contributions in the social life of their neighbourhood.

Dondio (1998) identified increase in working population as another reason why the girl-child should be educated. Educating almost every body including the girl-child in a nation ensures that many people will be employable in that nation. This means that the income that will be obtained from taxation will also be high since the people to pay the tax are many. This makes revenue available for the execution of government programmes and projects. Also, many or high working population ensures that productivity goes up making available the needed goods and services for consumption. This in turn raises the standard of living of the nation in question.

Educating the girl-child according to Dondieu (1998), delays motherhood improves health and reduces maternal mortality. The number of years the girl-child spends in school delays their time of marriage thereby delaying the child bearing time. This ensures that girls grow up to the rightful age before marriage. This does not only help for children to be well taken care of but reduces the rate of national population growth.

Girl-child empowerment is now a widely acceptable theoretical concern world wide (Ogidi, 2000). It has been severally reported that the girl-child is not empowered through access to resources such as education, credit and landed properties and so females usually do not benefit from development projects. It is therefore necessary to ensure enhancement of future population through education and empowerment. This will be possible if the socio-cultural factors that serve as impediments are understood and eliminated.

#### **2.12 Cultural and Socio-Economic Issues Affecting Girl-Child Education**

Socio-cultural factors refer to a range of factors working against an individuals ranking or position in a society (Ugbor, 1994). These factors lead to a call for women to develop themselves and struggle for the end to those cultural and social norms that discriminate against them (Obi, 2001). Cultural factors are therefore reflected in the pattern of behaviour, beliefs, preferences, customs and traditions, which account for gender based differences within a society. It can be said therefore that the socio-cultural environment in which the girl-child operates does not motivate her to attain her full potentials, identified socio-cultural beliefs and practices as some of the constrains that militate against girls having access to education. Boya (2009) spoke against some of the cultural practices such as female genital mutilation describing them as humiliating practice. Girls are often seen as future wives and mothers and parental attitude towards them are largely influenced by socio-cultural factors which could have both positive and negative impact on her well-being (Ogidi, 1997). Women and children were particularly vulnerable owing to the prevalence of poverty, the absence of opportunities for sustainable livelihood and weak protection system for them (Chambers, 2009).



In Nigeria and in many developing countries, the girl-child and women in general are marginalized politically, educationally, technologically, culturally, socially, and in every aspect of life. In the survey conducted by UNDP (1998), it was concluded that marginalization of the girl-child was due to cultural and economic constraints militating against the girl-child education thereby preventing them from participating actively in decisions that affect them.

Heneral et al (1995) maintained that the socio-economic and socio-cultural factors influencing female education and empowerment at the household and community levels are closely interwoven. These factors have led to low investment in female education and hence, low societal demand for female education.

Oladunni (1996) stated the girl as being a victim of customs and traditions which ensures that she remains permanently disadvantaged. Factors responsible according to her include early marriage, which keeps her out of school and endangers her life through premature pregnancies a difficult child-birth, obnoxious widowhood rites, male preference and other harmful traditional practices which all contribute to making a girl-child a second class citizen and more vulnerable. Other factors are lack of knowledge, low purchasing power, low income earning capacity and other discriminations leading to poor health status.

Research has shown that women possess great potentials to help in increasing productivity and subsequently economic development of the nation like men, but they are often neglected and not empowered (Bailey, 1981). It is ironic that women who form the majority of Ghana's population remain woefully under-represented at every level of decision-making (Mensah, 2010). Regardless of the active involvement of women in various activities, they are not equally represented when it comes to decision-making, inheritance and access to productive resources. "We have had only a few good ones like Dora Akunyili and Obi Ezekwesili, majority are a disappointment" – Monidafie (2010). Olawoye (2002) pointed out that policy makers and administrators still assume that men are farmers and women play a "supportive role' as farmers wives. In 23 economies, married women cannot legally choose where to live, and in 29, they

cannot be legally recognized as head of household (Kyei, 2011). Rural women seldom have autonomous control over the opportunities that may come their way, or the benefit which flow from them. Empowering girls at an early age in life will enable them mature into womanhood as complete beings. This will enable them to reap the benefit of scientific and technological innovations, making it possible for them to find and hold high remuneration and prestigious jobs and thus lift them and their children out of the merciless cauldron of illiteracy, poverty, diseases and death.

Despite the recent progress in female enrolment and literacy owing to positive actions and sensitization campaigns undertaken by governments, disparities still exist and are particularly striking in certain sub-Saharan African and southern Asian countries and in some Arab states. Obstacles and resistance to gender equality in education persists, especially in rural or marginalized areas, where traditional attitudes are predominant and the education supply is insufficient to meet the demand. The relative importance of these factors may vary from country to country, and many local communities and population groups. For instance, in the sub-Saharan African countries covered initially by UNESCO's programme on gender-sensitive education statistics and indicators, it appeared that factors on the supply side (political and institutional factors and factors linked to the school) are perceived as predominant as compared with those relating to the demand side (Socio-economic and cultural factors which affect the behaviour and the choices of parents and students) UNESCO GMR, 2007).

Girl-child education still suffers from neglect. According to UN statistics (UN, 1995), two-thirds of children denied education (primary) are girls. This can be blamed on certain practices and societal ills that bedevil our society. Hawking for example, is a practice which is still on the increase. It has now become common sight in some of our major towns and cities in this country to see girls of school going age plundering our streets, selling sundry items to meet some of life basic necessities. Practically, you could observe that some of the African parents are so poverty stricken that they feel there is nothing they can do than engaging their young children most especially the girls in hawking and sort of labouring just to meet life basic necessities. These abjectly poor parents neither care about the welfare of their children nor give them adequate

education; fulfilling their physiological needs comes first. But for the most part, these girls fall prey to miscreants. Hawking has brought in its, trail rape, abduction and even murder of these innocent girls. (UN 1995).

According to Baely (1982), there are so many other ills in society, which deny the girl-child the opportunity to go to school. This is mostly due to the fact that some of the girls do not go to school not because they don't want to but because of poverty, inadequacy or unavailable opportunities and also the negative tendencies or attitudes portrayed by parents towards western education. Some of these parents are not interested in sending their female children to school and sometimes even regard it as a wasteful venture. They fear that western education for their girls is harmful to their Islamic beliefs especially as it affects marriage and the role of women under sharia. These negative tendencies held by parents towards western education are largely – borne out of ignorance, greed, selfish interest and lack of understanding of the needs of the girl-child. Even in today societies it is common for some parents to still prefer a male child to the female child. This preference is still largely the case in most African communities. A woman who is unable to bear a male child is regarded as having diminished status in society undoubtedly, this preference can be linked to the competition for inheritance (2008).

### **2.13 Barriers to Girl-Child Education**

A synthesis of 54 research studies on girls' education in Ghana (Boakye 1997) concludes that barriers to girls' education are multifaceted and interrelated. While these barriers also affect boys, they affect the girl-child disproportionately. A common denominator to the many of the factors is poverty. He grouped the factors militating against the girl-child education into three. They include;

Barrier to access of education by the girl-child. Such barriers include traditional beliefs regarding the girl-child, the traditional practices, the perception of the role of the girls by families and communities; cost to families, including the opportunity cost of sending girls to school and girls having to travel long distances to school.

Barrier to retention include inadequate number of female teachers and role models, rigid adherence to school time table, and calendars and child-labour requirements, teenage pregnancy and marriage, and inadequate sanitary facilities (FAWE 2000).

Barriers to achievement include low self-esteem (GEU 2000), gender biases in classroom practices (WUSC 20000), minimal guidance and counseling service, and teasing and sexual harassment (Atakpa, 1995).

Barriers to girls education are multifaceted and interrelated. Moreover, many of these are barriers outside of government's control. However, government can influence other partners to affect change. Indeed, overcoming barriers to girls education will require multiple perspectives and multisectoral partnership (Williams; 2001).

In the face of great difficulties, many countries have made good progress with the goal of eliminating gender disparities in education. Data from the Education for All (EFA), global monitoring report 2003/4 on 'gender and education for all' indicates that significant enrolment gains (8.7percent globally) were achieved between 1990 and 2000. Developing countries in particular achieved strong gains in this period with 38 percent growth in enrolment for sub-Saharan Africa, 19 percent for South and West Asia and 17 per cent for the Arab states. As part of these commendable gains in enrolment, there was a narrowing of the gender gap in many countries, as documented in UNICEF's state of world's children report for 2004 on girls' education and development. This indicates the ratio of girls in school compared to boys which increased from 86 percent to 92 percent during the 1990s(UNICEF 2004).

Despite these impressive gains, serious problems still persist in developing countries. It is estimated that while 81 percent of school – age – children worldwide were attending school in 2002, for South Asia, only 74 percent of school- age- children were attending and the net enrolment figure for sub-Saharan Africa was only 59 percent .Similarly, while the gap is closing between girls and boys in terms of enrolment in school, there are still serous problems in the area of completion of primary school, with girls lagging behind boys by over 10 percent. This

indicates that millions more girls than boys are dropping out of school every year in the developing countries. Indeed it is estimated that the number of girls out of school in sub-Saharan Africa increased from 20 million in 1990 to 140 million in 2002 (UNICEF 2004).

In general, there are still deep gender disparities in education that are often hidden behind reasonable average figures for many countries and regions. For instance, the UNICEF states of the worlds children report for 2004 reveals that in Central and Eastern Europe, the number of girls enrolled in secondary schools declined significantly in 11 countries between 1990 and 2000 but this was largely ignored because there were as many girls as boys enrolled in primary schools. This makes it important for countries to disaggregate educational statistics so that pockets of disparity can be more easily identified and highlighted. While girls as a population are disadvantaged, the disparity can appear insignificant unless the compounded problem of girls is appreciated further by recognizing that they are further marginalized within already disadvantaged groups such as rural populations, the poor, ethnic minorities and indigenous population (UNICEF 2004).

Steady progress has been made in dealing with gender disparity and quality of education in many countries and important lessons have been learned in this area. There has been a steady progression from one dimensional approach such as training teachers, providing textbooks and improving the curriculum to a package approach that integrates a number of powerful intervention for improving the quality of education. There is also a growing realization that quality is not only about teaching and learning, but about the conditions, in which learning takes places, the condition of the learner (the girl-child), of the school and of the teachers. It is against this back ground that various new models for narrowing the gender gap and for quality improvement, such as UNICEF's "child-friendly schools" have been developed and implemented in many developing countries. These models take account of a wide range of factors from simple and practical measures such as ensuring water, toilets, playing areas are available; to the more demanding issue of safeguarding and protecting children and their rights, as wells as promoting child-centred teaching techniques for teachers and a good supply of essential learning materials for all schools. .However, narrowing gender-gap and improving quality poses

a challenge for many countries since it implies new resources as well as a significant shift in the existing pattern of investment in education. (UNICEF 2004)

Unfortunately, changes in the wider society often thwart efforts at promoting quality education for the girl-child. Many developing countries continue to face new challenges that compound the difficulties involved in eliminating gender- disparity in education. One of the most pervasive challenge is that posed by HIV/AIDS. Changes in the demographics of this pandemic have resulted in a more gendered face, that puts girls and young women more at risk. It is estimated that over fifty percent (50%) of new HIV/AIDs infections in 2003 were in the under – 25 population. In addition, 62% of the 15 – 24 year –olds living with AIDS are females, and in sub-Saharan Africa, young women are three times as likely as young men to be living with AIDS. All the knowledge at our disposal indicates that the best option for defeating HIV/AIDS is with investment in quality education for all children and young persons, especially girls and young women. Yet, education itself is under threat from the pandemic, with teachers and administrators dying in unacceptable numbers and children being denied access to education because they have been orphaned or otherwise affected by HIV/AIDS. These are serious reversals that call for more intensive efforts to provide quality education for girls and young women.

The World Bank is committed to fighting poverty and helping developing countries invest in their education systems. In light of this, it has embraced the achievement of the millennium development goals (MDGs) as its main priority and particularly, “Eliminating gender disparity in primary and secondary education”. The World Bank has recognized that there is no investment more effective for achieving development goals than educating girls. The world bank is a partner and one of many players in the international drive to improve gender equality and empower girls and women. Its activities focus on assisting countries own effort to advance gender equality. Through its lending and non lending activities, the Bank has helped to improve lives of girls in client countries. Since the world conference of education in Jomtien in 1990, the Bank’s emphasis in the area of girls education has increased and gender equality has been integrated as an important component of the Bank’s poverty reduction mission. The education for all – fast



track initiatives and the recent education sector strategy update have reinforced the World Bank's commitment to the education for All and the millennium development goal (World Bank 2001)

Between 1999 and 2006, the worldwide number of children not in school declined rapidly from about hundred (100) million to seventy-five (75) million. However, girls still constitute 55% of all out – of –school children, down from 59% in 1999. Worldwide, for every 100 boys out-of-school, there are 122 girls. In some countries the gender gap is much wider. For example for every hundred (100) boys out of school in Yemen there are 270 girls, in Iraq 316 girls, in India 426 girls and in Benin 257 girls (UNESCO GMR, 2007). Gender differential access to school is usually caused by poverty, adverse cultural practices, schooling quality and distance to schools. However, there are some emerging challenges that reduce girls enrollment in primary, secondary and tertiary education. These are HIV/AIDS, orphanhood, conflicts, emergencies and other fragile situations, gender based violence, and information technology gender-gap (UNESCO GMR, 2007).

Even though many low-income countries have registered improvements in primary school completion rates, with an average increase of 6 percent (from 63 percent in 1999 to 74 percent in 2006) (Worldbank Edstats 2008), gender disparities still remain in both primary enrollment and school completion rates. The MDG goals of gender parity in primary and secondary education by the year 2005 was not met in most regions, how ever, there is substantial cause for optimism. Most of the developing countries are on course for closing gender gap in primary enrolment by the year 2015, more attention will need to be focused on access to include provision at the secondary and tertiary education levels, retention, quality, learning outcomes and relevance of education at all levels. Strategic directions for accelerating gender equality in education also include emphasis on monitoring and evaluation of the effectiveness of interventions as well as their impact (Worldbank Edstats 2008).

#### **2.14 Some NGOs in Girl-Child Education**



As a result of the difficulties the girl-child education faces globally and especially Africa, a number of NGOs are involved in promoting the interest and the welfare of the girl-child through girl-child education; Such NGOs include;

CRS, Ghana. This NGO gets its funds from. United States Agency for International Development. (USAID). The project carried out in Ghana is known as Education Support Programme (ESP). Their Ghanaian partner is the Ghana Education Service (GES). The goal of their Ghanaian programme is to increase household food security in the three northern regions of Ghana through improvement in primary education and health. The objective of the CRS was to increase enrolment and attendance of girls through the provision of Take-Home Ration (THR) to girls who attend school 85 percent of school days in a month. This five-year project which started in September 1997 officially ended in August, 2001. The activities undertaken included the promotion of enrolment and attendance of girls in primary schools through the THR. The project was implemented in 58 of 1094 primary schools; 6,307 girls were enrolled in schools in the THR, project. A total of 4100 girls were reaching the 85 percent mark each month. (Catholic Relief Services – Ghana).

The World University Services of Canada (WUSC) also in partnership with the Girls Education Unit (GEU), the Curriculum, Research and Development Division (CRDD), the Teacher Education Division (TED) and the District Education offices of Wa, Sissala, Kasena-Nankana, Builsa, Yendi, and the West Mamprusi districts also play a role in the girl-child education in Ghana. The WUSC which is funded by a Canadian International Development Agency (CIDA) carried out a project named as Ghana Canada Girls Education Project (GCEP). The goal of this project was to promote gender equity in education service delivery and increase participation of girls in the Ghanaian basic education system. The objectives of the project included the following;

- (a) To improve capacity of GES to promote and monitor girls' education and to identify and develop plans for reducing barriers to girls' education.

- (b) GES to endorse new gender sensitized curricula and teaching materials and to employ these materials throughout the Ghanaian basic education and teacher training system.
- (c) To increase recognition and promotion of the link between sustainable development and gender equity at district and community levels.
- (d) To improve enrollment and retention of girls at the basic education level in selected schools

The GCEP which started in September 1997 and officially ended in August 2002 had the following programmes of activities

- (1) Provision of technical assistance and supporting strategies towards gender equity leading to the development of resources.
- (2) Gender and development sensitization training at the district level
- (3) Gender and education (GAE) training for GES personnel
- (4) Teacher training for improved morale.
- (5) School improvement infrastructure support
- (6) Parents Teachers Association/ School Management Committee Enhancement for community management and mobilization.
- (7) Micro-finance (for community women group) to offset education cost
- (8) Health promotion activities as they relate to educational achievements

Source: World University Service of Canada (WUSC).

Action –Aid Ghana also make some interventions in the girl-child education especially in the Northern region. Some interventions made include; the study into the constraints of girls education, issues relating to undesirable traditions of the people, the celebration of girls education week, participatory rural Appraisal (PRA) and Sensitization. Action Aid Ghana also

partnered with some district assemblies's to sponsor girl-child education. For example in Zebila, 70 percent of Action Aid Ghana contribution goes to girls' education. Action Aid Ghana also engages in the supply of logistics to make the girl-child education a success. For instance, they are engaged in the supply of bicycles to girls in Chereponi, the supply of books to girls institutions such as the Tamale girls senior high school, they also supply beds and mattresses to girls in boarding schools, and in "Sissala district, logistics are supplied to St. Clare Girls Vocational School. Action Aid Ghana is also involved in the Rural Education Volunteers (REV) expected to address especially the problem of shortage of teachers, using the unemployed SSS leavers who exist in large numbers in the rural areas. Source: (Action –Aid- Ghana).

Also, Strategies for Advancing Girl's Education (SAGE) in partnership with USAID/GHANA, AID/G/WID and MODE/GES/GEU is also interested in the girl-child education. The source of funding for this NGO is the office of women in Development (G/WID), USAID and Development Alternatives, Inc. The objective of SAGE include; strengthening public and private sector institutions to promote girls' education, improving the knowledge base on girls education in order to better implement related policies, strategies and programs. Included in objective of SAGE is the mobilization of the leadership to promote girls education and broadening and supporting local community participation.

The SAGE projects build on the collective experiences of girls education programs and projects taking into consideration economic, social and cultural influences that affect girls. SAGE programs also recognize the need for consultations with representatives of all stakeholders who reflect these important dimensions to advance girls education. The principle of SAGE approach include;

- (a) A multi-sectoral approach that recognizes the importance of the public sector as well as the key role of civic society organizations and leaders in support of girls education.
- (b) Multi-method approach, appropriate for each locally designed solution
- (c) Capacity strengthening for public and civil society institutions for new and expanded roles in support of girls' schooling such as leadership roles and technical programming.

- (d) Developing local resources to support girl's education; human, financial and physical
- (e) Engaging all stakeholders in support of girls' education, thereby "democratizing" the civic, social and economic opportunities of girls in each country and community.

The SAGE focuses on contextual issues bringing out the following; problematic nature of enrolment and retention of girls in many rural areas in the country, barriers to girls' education including factors from the system, the school and the community, the reform of basic education and the Free Compulsory Universal Basic Education targets for girls. The program however started in 2001 and officially ended in 2002. (Esi Sutherland Addy' report for Unicef, May 2002).

FAWE in partnership with FIDA, FAWE junior clubs, Lewis Preston education for Alliance, Ghana has also played a role in the girl-child education in Ghana. The source of funds for FAWE is from its head Quarters, UNICEF – Ghana, Rockefeller Foundation, USAID, CIDA and fund raising activities.

FAWE – Ghana chapter was established in June 1993 and is made up of current and past women policy – makers (Ministers of state, parliamentarians), women in senior management in education, teachers, vice chancellors and other professionals and traditional women leaders. Other forms of membership are focal point contact persons (FPCP) numbering twenty-five who live in 12 Districts and work on FAWE outreach programmes. FAWE – Ghana chapter has also taken on national service personnel designed as focal district Liason officers to assist in their HIV/AIDS awareness programme. FAWE is dedicated to ensuring that the gender – gap in education in Africa is redressed through advocacy for social attitudes in favour of female education, mobilization of resources, encouragement of innovation for improved participation and creation of productive networks, particularly among women policy makers and educationists.

The objectives of FAWE include;

The organization of advocacy, awareness and sensitization programmes, collate and circulate to all stakeholders of education, existing data on matters relating to the participation of girls. The selection of specific areas for intervention with a view to minimizing problems militating against the improved participation of girls in education. To raise funds and mobilize other appropriate resources required for specific interventions.

The highlights of FAWE activities include;

- i. Advocacy for the facilitation of girls' education by District Assembly members
- ii. Advocacy with traditional authorities to achieve change in traditional modes of thought and adaptation of customs
- iii. Public education at national and local level through public meetings, workshops, radio and television
- iv. Information and documentation center. Information documents available as well as internet access.
- v. Newsletter and publicity information including documented Drama---- Telling It As It Is. Video clip-Send Your Girl Child to School

Range of further activities includes;

- (a) Scholarship scheme for needy girls involving giving of award and leadership training for girls and monitoring
- (b) Capacity building for focal points
- (c) FAWE junior clubs, leadership training, advocacy, encouraging talents in song, poetry, drama and monitoring.
- (d) Support for club members who have finished schools
- (e) Advocacy and counseling against HIV/AIDS, baseline survey and Girls' Education Day Celebration.

- (f) Establishment of leadership training centers (vocational skills, batik and sewing)
- (g) Education for Democracy and Development Initiative (EDDI), scholarship in collaboration with Peace Corps Ghana – This initiative has helped over 200 girls from deprived areas of the country and from poor family backgrounds to acquire secondary education, leadership skills and vocational training. (Source FAWE – Ghana chapter).

Integrated Social Development Centre (ISODEC) in partnership with some District Assemblies also played some role in the girl-child education. The main objective of ISODEC is to promote awareness of the importance of girls' education.

The activities of ISODEC related to the girl-child education include; working through the girl-child education Units at regional and district level, ISODEC offers scholarship to support female enrolment and retention and honours individuals communities and organizations that contribute to female education at the district level. ISODEC has spent USD 453, 565 on both project activities and administrative cost at the rate of \$150,000 per annum. The funding source is Netherlands Organization for International Development (NOVIB) and alliance. ( UNICEF, 2002).

Over the past six years, UNICEF, in a joint partnership with CIDA has supported the promotion, of girls' education in Ghana. From June 2001, NORAD (the Norwegian International Development Agency) has also started collaborating with UNICEF to champion the cause of girls' education in the country. With this in mind, any reference to UNICEF as a sponsor of girls' education will be a reference to CIDA and NORAD as well. UNICEF and her collaborating partners' support for girls' education occurs at the national, district, community and school levels. The national level support ensures the organization and division units of the GES receive assistance for mainstreaming girls' education activities into the national education agenda. It ensures capacity building in gender- related activities, logistical support, advocacy, orientation for top MOE/GES



staff, policy –related/action research, gender workshops and seminars. (ESI-Sutherland Addy reports for Unicef, may 2002). It is clear from the activities of all these NGOs that they were limited to children who were already enrolled as against those who have been neglected totally.

Nonetheless, female primary and secondary enrolment rates have generally risen over the time and there has been a corresponding rise in attainments (Samuel 1968). Gender equality also improves since the 1970s as girls' schooling has generally, increased faster than boys' (World Bank 2001). However, there is variation in the gender disparity and the speed in closing the gender-gap, with East Asia and the-Pacific, Latin America, and European and Central Asia exhibiting the highest gender equality in education. As of 1999, primary enrolment rates had flattened out at high levels in these three regions, with gross enrolment rate for female reaching or surpassing 100 percent. Furthermore, average female secondary enrolment rate equals or exceeds male rates in Europe and, Central Asia and Latin America and women average about 90 percent as many years of schooling as men. Within these regions, there are however, diverging trends. Whilst in most of Latin America and eastern Europe, girls' enrolment rates have remained high in absolute terms, and relative to boys' in some central Asian countries, girls enrolment rates are – now trailing boy's and a widening gender gap has been-observed in some countries (World Bank 2001).

According to Pierre (2000), starting from lower initial levels of gender equality, South Asia, sub-Saharan Africa, and the Middle East and North Africa all registered note worthy declines in gender disparities in primary and secondary enrolment between 1975 and 1999. Nonetheless South Asia's gender equality in education is the lowest, with women in South Asia averaging only about half as many years of education as men, and female enrolment rates at the secondary level only two-thirds of males' rates (GSGDA 2010). More over, South-Asia's gender inequalities in education are larger than in other developing regions where absolute levels of female education are lower. In sub-Saharan Africa, the increases in gender equality in enrolment rates at the primary level between 1980 and 1990 often tended to reflect absolute declines in boys enrolment rates rather than improvements in girls. Moreover, sub-Saharan Africa made no real progress in closing the gender gap in average years of schooling between 1970 and 1995, so



that absolute levels of female enrolment and attainment remain lower in sub-Saharan Africa than in other developing regions (World Bank 2001).

The UN International Year (1975) and the international Decade for women (1975-1985) clearly showed a shift in-views held towards women/girl-child education and participation in development. The decade was later followed by conferences such as the Nairobi conference, the world conference of women forum in 1985, organized by NGOs that centered on women and development and thus demonstrated international awareness of the role of women and NGOs in- world development. The 1995 Beijing conference on women and the girl-child that saw the active participation of NGOs was another mile stone in international awareness of women's issues both by men and women. It ended with blue-print recommendations aimed at accelerating the advancement of education empowerment and the integration of women in development (Kilson 1966).

According to Kunfaa (1996) most national governments and NGOs in the South have, since Beijing, tried to move those resolutions off the shelves and into the fields. In Cameroon, for example, efforts such as the creation of the Ministry of Women's Affairs, encouragement of women's movement and attempt to consider some degree of gender-balance in appointments and education are visible. According to Little (1995) NGOs might have done much to mainstream the girl-child and women issues in development but their efforts still fall short to meeting their strategic needs for a long-term solution to the relative lack of education and empowerment. Most NGOs have tried to move the girl-child and women from one rank to another (especially from the welfare to the access level) on the UNICEF empowerment and educational ladder. Most women are now better house wives, better farmers or better small traders than in the past but are not really educated or empowered. In other words, the level of poverty among women has been reduced without any significant change in their subordinate status. Therefore they can hardly participate effectively and efficiently in all spheres of national life, as could have been the case if education/empowerment had taken place. NGO's need help from other agencies to complement what they are doing to ensure that these women take part in decision-

making. This of course requires a change of strategy and focus from most NGOs and greater support from other governmental and international agencies (Maslow 1954).

### **2.15 Funding and Logistic Problems Confronting NGOs in Girl-Child Education**

According to Ninsin (1989) most NGOs lack adequate funds as a result of donor fatigue. The small funds received from donors are expected to be channeled into well defined activities that must produce a specific set of outcomes. On the other hand, they face increasing demand for funds from the girl- child and women to carry out small-scale activities. NGOs are therefore under continuous pressure from both donor agencies and their beneficiaries. In order to produce the desired results, they tend to give out very small amounts for loans, and then only for welfare measures that are easily visible rather than engage in complex activities that empower/educate the women and the girl-child which cannot be qualified (Douglas 1990). According to Olson and Johan (2007), the funding of NGOs is directly related to the issue of experienced qualified staff. Local NGOs working on gender-issues often do not have staff trained in the relevant skills. From a total of 10 NGOs sampled, none had a gender expert. They tend to incorporate degree holders or retired agricultural extension officers or workers. Most of their seminars therefore lack sophistication or elements of theoretical understanding. Moreover, many staff works on voluntary basis.

According to Todaro, the absence of enough funds and qualified staff for NGOs is compounded by the problem of logistics. They work without basic office infrastructure e.g. computers, telephones, vehicles) and therefore encounter many delays in communicating with their target population. While this might not be a serious problem to international NGOs such as CARE International, it is a serious problem to the local NGOs. Again, there are many NGOs working in the field without concerted action programmes. There is a duplication of activities in regions. In addition, many NGOs seem to be fighting over communities rather than working together through a network for the education and empowerment of community members. Under such conditions, NGOs can only meet the short-term needs of the woman and the girl-child. This had led to empowerment at the welfare and access levels, which of course should not be the goal of

development projects and programmes, but they should aim to reach the levels of empowerment and control (Kooiman, 1993).

NGOs have had little impact on reversing discrimination against and subordination of women. In other words, their strategic gender needs have not yet been met. This requires a more comprehensive approach which goes beyond the purview of development NGOs alone. This is because the provision of strategic gender needs touches on fundamental cultural and institutional changes that might be interpreted as foreign intervention on domestic issues from international NGOs. Local NGOs and civil society are better placed to take the initiative here but unfortunately they lack the necessary human and material resources to take the lead. Interventions by the state, local and other international agencies are therefore indispensable for long-term results (Mireku 1991).

#### **2.16 Some Achievements of NGOs in Girl-Child Education**

NGOs have been successful in increasing women's access to education and resources, but a lot remains to be done. With these efforts from governments and NGOs, some positive results have been recorded, especially in the areas of the education of the girls and of women asserting themselves and rising to leadership positions. In the districts the project will empower girls between the ages of ten to twenty four years to participate in social, economic, political and development issues (Susolow, 2011). In the area of education for example, a cross comparison of the situation of female enrolment in certain disciplines (often reserved for males) in the 1980s and in 2000 in Cameroon universities in general and the University of Buea in particular, show marked increases of 9.3, 20 and 26 percent of female enrolment in Maths/Computer Studies, Business Studies and the Natural Sciences respectively (World Bank, 2008).

#### **2.17 The Way Forward**

As long as girls do not have equal access to education, gender equality is but a pipe dream. But beyond merely having equal access to education, true gender equality means that schools are

gender sensitive in enrolments that promote equal participation and empowerment. Gender equality require adapting equally to the needs and interest of girls and boys, creating a school environment that is friendly to both sexes and ensuring that women are equally represented in teaching, administrative and educational leadership roles. The government, parents and other stakeholders should take steps to address the issue of girl-child education to enable many women to be educated up to the tertiary level. The gender equality equation is a powerful one. By combining the right to education with right within education, we can achieve rights through education. Indeed, gender equality is an essential strategy for ending discrimination and achieving justice in societies (UNICEF 2002).

This chapter reviewed literature which comprised theoretical framework (theories of education), definition of NGOs and types and definition of girl-child and girl-child education. The chapter also looked at the concept of girl-child education and its importance, the link between gender gap education and economic growth, barriers to girl-child education and socio-economic issues affecting girl-child education. The last aspect of this chapter looked at the funding and logistic problems confronting NGOs in girl-child education, some achievements made by NGO in girl-child education and the way forward.

## **CHAPTER THREE**

### **3.0 THE RESEARCH METHOD OF THE STUDY**

#### **3.1 Introduction**

A research method is a set of systematic procedures (plan) for conducting a study so as to get the most valid findings. The end results of any scientific investigation are useful only to the

extent that the most modern techniques and procedures are adopted in the planning and execution of the field operations (Kumekpor, 2002).

### **3.2 Research Design**

The issue of education especially as related to a particular geographical area (Tolon Kumbungu) and a specific segment of a population (the girl-child) is complex and may be made easy if appropriate methodology such as the social survey and the case study methods are applied.

According to the American Heritage Dictionary of English, a survey is a detailed examination of something on a wide or full scale with a singular aim of studying opinions and attitude towards a major social, economic and political problems and issues.

The social survey according to Odum (2008), remains the objective and the quantitative approach to the study of social phenomenon within a well defined area at a given time (Kumekpor, 2002 P. 117). According to Lawrence (2000), the social survey grew into both the modern quantitative and qualitative field research in the communities. That, social surveys are appropriate for research questions about self-reported beliefs or behaviors. Social surveys are stronger when the answers people give to questions measure variables (Patton, 1987). The survey method helped examine critically and comprehensively the nature, causes and the impact of the gender-gap between the boy and the girl-child in education in the Tolon-Kumbungu district on one hand and the activities of the NGOs in bridging the gender-gap on the other.

When survey method is applied to a social phenomenon, it implies a careful scrutiny or investigation of a demarcated geographical area in order to have a comprehensive view of the nature, conditions and compositions of the social group, institutions or promises within such a defined area (Kumekpor, 2002). This study concerned a critical examination and a comprehensive view of the gender-gap between the boy and the girl-child in education on one hand and the

impact of the activities of the NGOs in bridging the gender educational gap on the other in the Tolon- Kumbungu district

### **3.2.1 Secondary Source**

A myriad of documented materials were be consulted for information related to the subject of girl-child education. This ensured broad understanding and conceptualization of the subject matter under consideration. Text books, magazines, journals, articles, reports, periodicals, weekly and daily papers among others in the process of the research were consulted.

### **3.2.2 Primary Source**

A combination of data collection techniques was employed to gather primary data on the research topic. Techniques that were used included structured, semi structured questionnaire administration and interviews.

### **3.2.3 Quantitative Method**

Quantitative research method refers to techniques that are employed to obtain numerical information and they are appropriate under circumstances where considerable amount of knowledge of the phenomenon being studied exists (Kannae, 2004). The social survey design which was cross-sectional was adopted to obtain the relevant data necessary for the purpose of the study. Cross-sectional studies are those based on observations made at one time (Babbie, 1989). In line with this, the study was based on observations made at one point in time.

The social survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2003). The survey design may be used for descriptive, explanatory, and exploratory purposes which were all employed by this study. Some characteristics of the survey design which necessitated its selection for the studies are as follows.



One reason why this design was chosen was because of its ability to cover the relatively large population of study with a sample size of 270. This would not have been possible if others such as the in-depth interview which involved interviewing individuals after individuals until the entire population of the study is covered.

Another reason was because of the flexibility of the survey design. This method allowed the researcher to ask many questions on the few topics covered in the study.

In addition, the survey design was selected because of its standardized questioning. All the respondents in spite of their respective backgrounds were asked exactly the same questions.

However, some limitations of the survey method were encountered by the researcher as stated below; first, developing standardized questionnaires for all respondents in the study was a limitation. This was because all respondents were asked exactly the same questions since the researcher had no option asking different questions appropriate to each of them.

Another limitation of the survey method is that it can seldom deal with the concept of social life. In spite of fact that the questionnaire provided information in this area, the researcher could not have the feel for the total life situation in which respondents were thinking and acting that, say, the participant observer could.

Also, this method is inflexible in the sense that it does not allow the researcher to alter the questionnaire to meet new discoveries during the data collection process. The researcher was faced with this challenge during the questionnaire administration when some respondents mentioned for example that lack of infrastructure and social amenities in the Tolon-Kumbungu District was part of the reasons why school children do not do well in examination within the



District. The researcher could not add this and many other newly discovered variables to the questionnaire in order to obtain the views of other respondents (Kumekpor, 2002). This means that issues that were not captured by the questionnaire but raised in the course of the interview could not have been added to the data unlike the observation method.

In spite of all these limitations it was necessary to choose the survey method because it provides an excellent vehicle for measuring attitudes and orientations in a large population like the one in this study. It is also probably the best method available to the social scientist interested in collecting original data for describing a population too large such as the population of this study to observe directly.

**3.2.3.1 Target population:** A population is any well-defined set of units of analysis. This may include individuals, groups, organizations, events, etc (Yin, 1994) The target population for this study consisted of individuals 18 years and above and who have been living in the Tolon-Kumbungu District for the past eight years or since the year 2000. This was necessary in order that those who had just come to the Tolon-Kumbungu District from elsewhere would not be included in the study.

#### **3.2.3.2 Sample Determination**

Sampling is the use of definite procedure in the selection of a part for the express purpose of obtaining from its description or estimates certain properties and characteristics of the whole (Kumekpor, 2002). According to Kannae (2004), sampling is the method of selecting some part of a group to represent the whole or the total group. The total group is the population while the part is the sample. The selection of the sample is important since it is difficult to cover the entire population. It also helps cut cost in data collection, quicker in data collection and reduces the length of time needed to collect data (Brukum, 2005).

To assess the role of NGOs in girl-child education and the impact of their activities in bridging the gender educational gap between the boy and the girl-child, a sample size of 270 was chosen and determined in the following way; The whole District was covered through the 10 educational circuits and from each circuit, six communities were selected for the study using the simple random sampling. A school each from the six communities was chosen to interview the heads and to hand over questionnaire for two staff members of each school to complete.

The district Director of education for the Tolon-Kumbungu District was interviewed given that his outfit is one of the stakeholders of education in the District and their level of involvement in the activities of some of the NGOs towards the improvement of the girl-child education.

Five NGOs that are engaged in education in the district were selected for interview. The selection was done through purposive sampling of the NGOs. This is because all the NGOs within the district could not have been interviewed for time and financial reasons. The reason for their inclusion is that they are the institutions whose activities are to be assessed. More so, they have a very rich knowledge about the problem of the girl-child with regards to education. One person each from the NGOs was interviewed. These NGOs included Campaign for Female Education (CAMFED), Forum for African Women Educationists, World Food Programme, United Nations Children Fund and Muslim Re. life Association of Ghana (MURAG)

Three parents/guardians each from the six selected communities whose wards have been beneficiaries or are currently benefiting from the service of these NGOs were also selected for interview. Also, three parents whose wards for one reason or the other have dropped out of school or cannot access primary or basic education were also picked for interview. The reason is that they have some knowledge of the problem of the girl-child and the kind of assistance given to their wards.

Two girls each from primary, junior high and senior high in each of the six selected communities who have been assisted or currently being assisted were given questionnaire to complete. The reason for their selection is that they are directly affected by the activities of these NGOs and could have some knowledge about their usefulness or other wise of the services of the NGOs. Two girls each from the selected communities who have dropped out of school or could not access girl-child education were also interviewed.

Staff of the District Assembly in the person of the District Coordinating Director, District Planning Officer, Chairman of the Education sub-committee, some Assembly men of the selected communities and the Unit committee members were also interviewed.

Some traditional authorities of the selected communities were also interviewed.

#### **3.2.3.3 Sampling Technique**

The sampling technique that was adopted for this study included both probability sampling and non-probability sampling techniques. The purposive sampling and the simple random sampling which are both non-probability and probability sampling techniques respectively according to Williams, Johnson et al (2004). were adopted. According to Kumekpor (2002), where it is known that certain individual units by their very characteristics will provide more and better information on a particular subject , then such units are purposefully picked up for survey. The selection does not involve intricate procedures of random sampling. It simply involves picking units on the basis of their known characteristics (Nachmias, 1996).

For the communities, the whole District was divided into educational circuits and a simple random sampling was used to pick six communities from each of the circuits. The names of all the communities were written on pieces of paper, put in a container, shake the container, and then picked six of the pieces of the papers. The names on those papers become the sample communities. The NGOs were purposefully selected based on their experience and involvement in the issues of the girl-child education. The schools in the various selected communities were

also purposefully selected since most of the communities do not have more than one school. Again given their experience, the heads of the selected schools, the District Director of Education in the Tolon –Kumbungu district were also picked based on the purposive sampling technique. The NGOs involved in the girl-child education were also purposefully selected given the nature of their involvement and experience.

The schools in the various communities were however selected through purposive sampling since most of the communities do not have more than one school.

With the beneficiary school children, a list of beneficiaries in each school from primary four up to primary six was requested for, and based on random sampling, three children each were picked from primary four up to primary six. The names of all the primary school beneficiaries in for each school were written on pieces of paper, put in a container, shake the container, and then pick three from the total number of beneficiaries for that school. This was replicated for all the levels and in all selected schools. This procedure was replicated in the junior high school and the senior high schools.

A list of parents/guardians of beneficiary children was also obtained with the help of the service providers and then a simple random sampling was used to pick the parents for interview. For this, the names of the parents for each of the six communities were written on pieces of paper, put in a container; shake the container well to give the parents the same chance. The names were then selected from the container for interview. The same was replicated for all categories of parents in the selected communities.

With the staff of the various selected schools, the staff list was extracted from the school attendance books for sampling. This was also carried out as explained already with the use of simple random sampling.

For the traditional authorities, five of them were picked through purposive sampling as no community had more than two chiefs. The staffs of the NGOs were also picked through purposive sampling as the number of the NGOs is not so many. For the assembly staff, three of them were picked from the district assembly through purposive sampling based on their experience. The same was done for the district director of education.

With the assembly men and the unit committee members, a simple random sampling was used and determined as already explained.

For parents whose wards are not in school, the researcher obtained their list with the help of insiders in each of the communities identified, a simple random sampling was then used to pick the number required. This same procedure was replicated in picking the girl-child outside school.

The interviewees included thirty of the school authorities, sixty parents, one hundred and twenty school children, five NGO staff, three district assembly staff, ten assembly members, thirty six unit committee members, five traditional authorities and one district director of education.

#### **3.2.4 Data Collection**

The term data, refers to the kinds of information researchers obtain on the subject of their research (Duodu, 2006). This information is collected by the help of some technique to enable researchers achieve their objectives for their studies. In technical usage, data are observable facts of phenomena. Data could either be qualitative or quantitative. Quantitative data refers to a phenomenon that is measured in numeric values/numbers/figures. The qualitative data on the other hand refers to a phenomenon that is measured by description or label. The data collection steps include setting the boundaries for the study, collecting information through the structured or ( semi structured ) observations and interviews documents and the visual

materials as well as establishing the protocol for recording information (Creswell, 2003). This study therefore considered both the quantitative and the qualitative data gathering and processing method.

#### **3.2.4. 1 Method of Data Collection**

The data collection technique employed for this study included administration of questionnaires, in-depth interviews and observations.

##### **3.2.3.2 Questionnaires:**

A questionnaire, as the name implies, is a form or a document containing a number of questions on a particular theme, problem, issue or opinion to be investigated. These questionnaires are intended to be answered by a particular or a specified group or individuals, deemed to have or to be knowledgeable about or concerned with the answers to questions in the questionnaire (Kumekpor, 2002).

The questionnaire were handed over to the respondents and given sometime for their completion. In some instances, where necessary, some form of explanation was done in order to ensure a fair understanding of the question.

The reasons or advantages associated with the use of self administered questionnaire is that: it ensure a minimum interviewer bias, though self interviewing may produce other types of biases? Questions are self explanatory, especially to make them understandable to respondents since the interviewer is not present. It is less expensive than sending interviewers to the field, especially when respondents are scattered over a wide area as in the case of Tolon- District. The weakness of questionnaire however is that it cannot be used for a population of low educational or literacy level. Temptations to discuss answers in groups before completion of questionnaire (schools communities, barracks, institutions) are high. The need to follow up questionnaire,



reminders, and stand by samples is cumbersome. The focus group discussion is meant to give the researcher an opportunity to assess diverse information on the subject of the girl-child education from people with different background, experiences and perspectives (Obario, 2002).

#### **3.2.4.3 Personal Interviews**

An interview may be defined simply as a conversation with a purpose. Specifically, the purpose is to gather information (Bruce, 2007). It has been described as a person to person conversation initiated by the interviewer for the specific purpose of obtaining research–relevant information and focused on content specified by the research objectives (Fisher, 2007). Interview may be conducted face to face or by telephone (Barbie, 1989). An interview may be structured or unstructured. This research employed the unstructured format because of its flexibility. This was chosen to obtain information from the selected parents of the girl-child, the girl-child herself, some selected schools, the education directorate of the district and some selected NGOs operating in the district under the girl-child education. This interview was carried face to face by the researcher through the interview guide in order to elicit relevant information about the topic. Explanation of key words within the questions contained in the interview guide was done. The information or answers then recorded as the interviewees answered the questions. The reasons or the advantages for choosing this technique are that: it allows the researcher “control “over the line of questioning, participants can provide historical information which is useful when participants cannot be observed directly. It also helps the researcher to obtain detailed information on the phenomenon under study. However, some limitations on the technique are that: the researcher’s presence may bias the response and it provides information in a designated place rather than the natural field setting. Also, self administered questionnaire will be used in obtaining information especially from literate parents, the boy and the girl-child. Also some school heads and staff may also be given self administered questionnaire (Barbie,1989)

#### **3.2.4.4 Topics Covered By the Study**

Topics on which various questions were asked in the study include the following:



The way and manner in which the NGOs identify and pick their beneficiaries either by conducting interviews, advocacy programmes, outreach programmes, conducting examinations, assessing students performance through their terminal reports, through key informants or through the District Assembly.

The nature and the type of support offered the girl-child by the NGOs in relation to either payment of school fees on behalf of parents, giving food and food materials, provision of school needs such as books, school uniform, bags, or even the provision of bicycles. Knowledge on support duration so that parents and guardians will prepare themselves either financially or psychologically to take over from the NGOs if they cease to assist their wards any longer.

The level of consultation especially with regards to the parents of the girl-child so that they will also offer some useful suggestions to the NGOs regarding the needs of their wards.

The level of the support coverage in the District as the activities of the NGOs for one reason or the other may not cover every girl-child in the whole District.

The impact the services of the NGOs is making in the District towards bridging the gender –gap between the boy and the girl-child in the District.

### **3.2.5 Data Processing**

The data processing stage involved three main stages; the first was editing to detect and eliminate errors in completed data collection tools to ensure completeness, accuracy and uniformity in interpretation. Coding was the next stage to classify responses to questions or issues into meaningful categories in order to bring out essential patterns as a basis for analysis. The final stage involved tabulation to transform the raw data into usable form to enhance analysis.

### **3.2.5.1 Tools of Data Analysis**

Both qualitative and quantitative analytical tools were employed in analyzing both primary and secondary data. Qualitative data employed descriptive analysis. Description involves a detailed rendering of information about people, places or events in a setting. This is useful for designing detailed descriptions for case studies, ethnographies and narrative research projects (Creswell, 2003). Themes or categories from the data were generated for description and or narration. Thus, chronology of events, the detailed discussion of themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, quotations), or a discussion with inter-connecting themes was done.

The Statistical Package for Social Science (SPSS) was used to analyze the quantitative data into frequency tables, bar charts and pie charts. The information was thereafter interpreted giving meaning to the analyses.

### **3.2.6 Qualitative Method: In-depth Interview**

Qualitative research method refers to data collection techniques that are aimed at providing full description of the phenomenon being studied (Nukunya 1992). The main strengths of in-depth interview are that it is flexible thus, permitting adaptation to changing conditions and/or new insight; in-depth inquiry, and open to all aspects of the situation under investigation (Kannae, 2003). The research design for this method was the in-depth interview facilitated by the use of interview guide.

In line with this method, the study took place in a natural setting where the researcher and his team of assistants visited the offices and homes of selected traditional leaders, members of the District Assembly and key individuals to interact with them on various issues relating to the girl-child education.

The reasons or advantages for choosing this technique were that; it allows researcher 'control' over the line of questioning, participants can provide historical information and it is useful when participants cannot be observed directly thus it is flexible. It also helps the researcher to obtain detailed information on the phenomena under study. In addition, this design is effective for studying the subtle nuances of attitudes and behaviours and for examining social processes over time. Furthermore, it was chosen because it is relatively inexpensive.

However, some limitations of the technique are that; the researchers present may bias the responses and it provides information in a designated place rather than natural filled setting (Turner 2007).

#### **3.2.6.1 The Research Instruments of the Study**

The instrument used for the collection of this qualitative information was the interview guide. Two interview guides were developed for collecting the needed information from these respondents. One was meant for members of the district assembly and the other for the traditional authorities and key individuals. They were met individually for interviews on various topics (themes).

#### **3.2.6..2 Topics Covered By the Study**

The main theme or variables included the following among others; the contribution of the items the girl-child received from the NGO, procedure during the selection process, how fair the selection process had been, the time period for the assistance, and the length of time respondents consider appropriate for the program to remain with the girl-child.

Others were how the assistance has relieved parents of their burden, the extent to which the program has kept the girl-child in school, finding out whether the beneficiaries supported for the majority of the girl-child in the district, the effect of the seizure of the support on the education of the girl-child and finally the need to contact respondents before a decision is taken as to what type of support to be offered the girl-child.

Others were the review of documents (examination report) to ascertain the pattern of performance of the girl-child as compared to the boy-child especially in the Basic Education Certificate Examination

### **3.2.6.3 Units of Analysis**

What or who is being studied in a social scientific research is referred to as the units of analysis (Barbie,2007).The units of analysis in any investigation refers to the actual empirical units, objects, occurrences which must be observed, or measured in order to study a particular phenomenon (Kumekpor,2002). The units of analysis must be appropriate to the problem being investigated, that is, it must focus attention on the essentials of the object of the study. In researching into the gender educational gap between the boy and the girl-child and the impact of the N G Os in closing the gap, the unit of analysis for this study is the boy and the girl-child of between 0 and 18 years of age either in school or outside school for one reason or the other.

### **3.2.7 Limitation of the Study**

The following limitations of the study were encountered. The busy schedule of the officials of the organizations, schools, departments and various agencies made the data gathering a challenging one. Also, the low literacy levels of the people especially the parents who may need interpretation of questionnaire by research assistants and others. In spite of all these challenges, the researcher turned them into strengths in order to enhance the research.

### 3.2.8 Ethical issues

The ethical issues considered by this study include confidentiality, deception, informed consent and right to privacy.

Informed consent-----the respondents were accurately informed as to the nature of the research to enable them give their consent. This allowed them to give the researcher the needed information regarding the subject being investigated.

Confidentiality-----respondents were be assured that any information given with respect to the study would be kept confidential. To ensure this, names and addresses of respondents were not put on the questionnaire. The assurance given to respondents to keep information confidential helped the researcher to obtain the needed information.

Deception-----the researcher did not hide his identity as a researcher from respondents with the view of tricking them for information. The researcher ensured that no deception was used in order to obtain any information from the respondents. However, tactfulness and not deception was adapted for the success of the study.

Right to Privacy-----the right of respondents was respected and there was no attempt to study respondents without their knowledge. The right to privacy was ultimately respected and assured.

Power relations-----respondents were allowed the opportunity of consulting and conferring with others they think have the power to allow them participate in the research. This helped them have the freedom to give whatever information the researcher required of them.

Chapter three dealt with the research method of the study. It showed the research design adopted for the study, how data was collected, determination of the sample and the sampling technique used in selecting the sample. The sources of data and the tools for analyzing the data were all discussed here. Finally it highlighted the limitations and ethical issues of the study.

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#### CHAPTER FOUR



## **4.0 DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

### **4.1 Introduction**

This section of the analysis gives a brief profile of Tolon-Kumbungu District, examines the background characteristics of the target population, analyses and discusses the findings in order to be able to draw a conclusion.

### **4.2 A Brief Profile of Tolon-Kumbungu District**

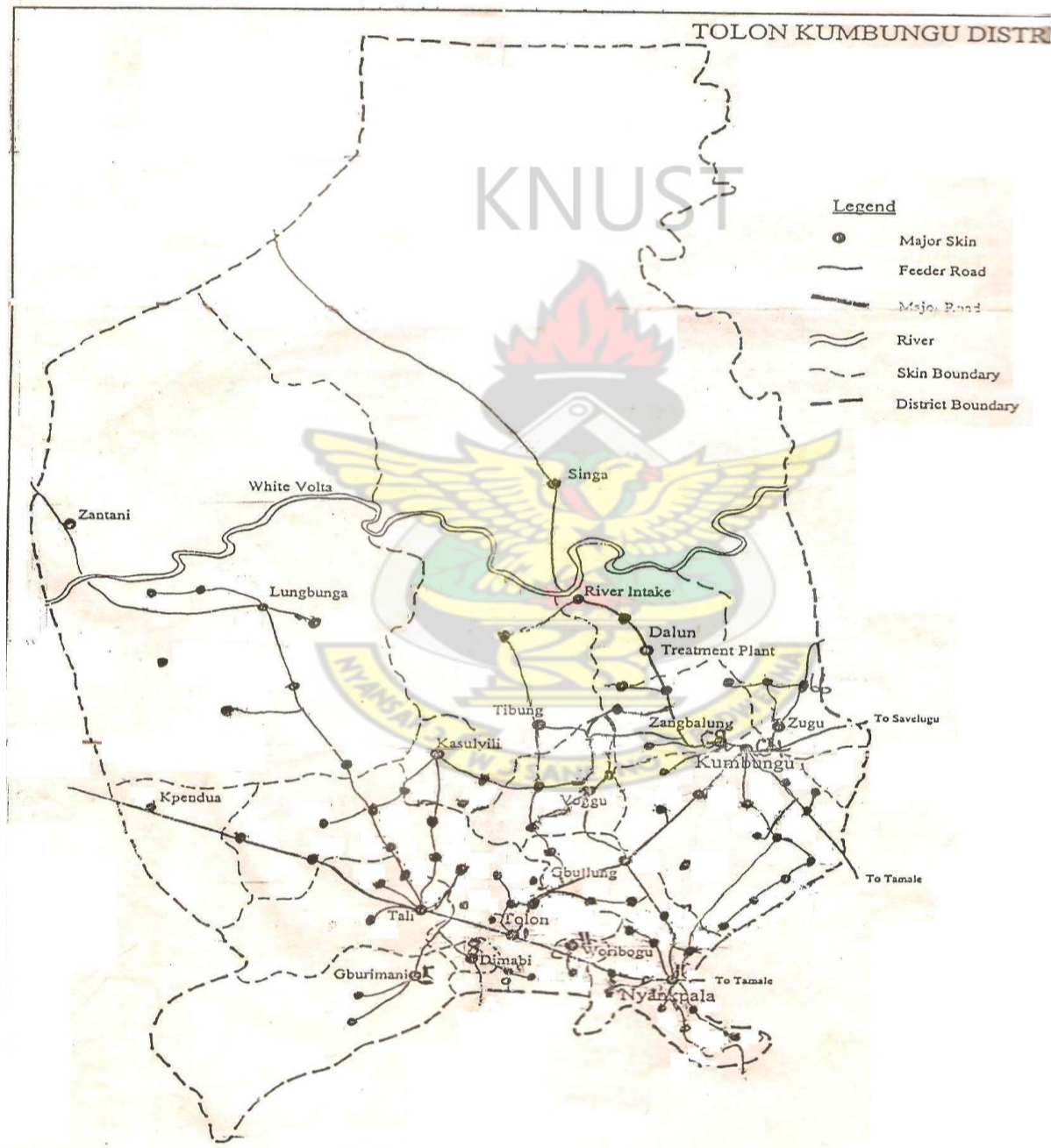
The Tolon-Kumbungu District Assembly is one of the 45 new districts created by the erstwhile Provisional National Defense Council (PNDC) Law 207 in 1998 with Tolon as its capital. The District covers an area of about 2,741 square kilometers and forms about 3.9 percent of the total land area of Northern region. The District lies between latitude 10°-20° north and longitude 10°-50° west, shares border with west Mamprusi District in the north, West Gonja District in the west and south and east with Savelugu/Nanton District and the Tamale Metro Assembly respectively. (Tolon –Kumbungu District Assembly Development Plan, 2010)

The District is drained by a number of rivers and streams. The most prominent being the White Volta, which almost divides the District into two equal halves. Among the major tributaries of the White Volta are Kulabong, Koraba, Salo, and Bawa Winibo to mention just a few. Most of these tributaries dry up during the dry season. There exist 40 smaller dams and dug-out (26 dams- 14 dugouts) in some communities in the District.

The vegetative cover is basically Guinea Savanna interspersed with short drought resistant trees and grassland. The land is generally undulating with a number of scattered depressions. The soils are generally of the sandy loam type except in the low lands where alluvial deposits are found. Major trees species include the Sheanut, Dawadawa, Mango, which are economic trees and form an integral part of livelihood of its people.

The district map indicating various villages and other characteristics of the village is as below

**Figure 4.1 Map of Tolon-Kumbungu District**



Source: Tolon – Kumbungu District Development Plan

The District's economy is dominated by agrarian life employing about 90 percent of labor force. Women seem to be doing very well in such perceived male-dominated venture like farming in the District than men themselves. The private sector alone accounts for over 95 percent of the household with only few public sector workers since most residents are illiterates.

Nationwide, the 3 Northern Regions are classified as the poorest regions in Ghana. Tolon-Kumbungu District is among the poorest Districts in the Northern Region. Majority of the population are Peasant and Subsistence farmers. The problems that confront the peasant farmers in the country equally apply to those of the District.

The poverty situation in the District has attracted Non-Governmental Organizations and other benevolent organizations such as UNICEF, NORPREP, CBRDP, EU-Micro-Project among others. These interventions have impacted their due but the District still desires much more

The total population, according to the 2000 Population and Housing Census stands at 161,160. The growth rate is estimated at 3%. Population density is approximately around 50 inhabitants per Kilometer Square. The current population stands at about 249,691 according to GWEP-TKDA January 2009 update. The population density varies from place to place within the District with settlements across the White Volta sparsely populated. The Southern part of the District is however densely populated around major towns or settlements like Kumbungu, Tolon, Nyankpala, Lungbunga, Dalun, Kasulyilli and Yoggu.

About 98 percent of the households in the District are living communal lives in the family homes with virtually no tenants. Average room occupancy is 3.0 persons per room and 95% of households occupy single rooms.

The District has only five health centers situated at Tolon, Dalun, Kumbungu, Nyankpala and Wantugu. There are two community health post situated at Lingbunga and Singa. There is also one clinic situated at Cheshegu. (Tolon –Kumbungu District Assembly Development Plan, 2010)

The indigenous people are Dagombas. However one can still find other tribes like Gonjas, and Ewes who do fishing along the White Volta. Islam and Traditional Religions are the predominant religions of the people. However it is worth mentioning that there are pockets of Christians across the broad spectrum of the population especially in the urban settlements. There are a number of festivals in the area. The major ones are Begum (fire) and Damba festivals which are celebrated annually. There are 17 sub chiefs who are enskined by Yana. The people are generally hospitable and peaceful.

In education, there are 43 kindergartens, 127 primary schools, 24 Junior High Schools and 2 Senior High Schools. The University for Development Studies is also located in Nyankpala in the Tolon –Kumbungu District. Almost all educational institutions are publicly owned with a very little private sector participation. The school participation rate for primary in the District is 67.8 percent for boys, 57.7 percent for girls; It is as follows in the Junior High School;61 percent for boys and 21 percent for girls.

The BECE performance within the district by sex and by year is shown in the table below (**Table 4.1**), indicating the gap in performance between the boy and the girl-child. The **BECE** results from all the years shown (2001/2002-2008/2009) indicate that the boy child has fared proportionally well than the girl-child in term of performance.

**Table 4.1 BECE 2001/2002 Results in Tolon-Kumbungu District**

GHANA EDUCATION SERVICE							
TOLON/KUMBUNGU DISTRICT							
BECE RESULTS-2001/2002-2008/2009							
YEAR	CANDIDATES REGISTERED		CANDIDATES PASSED		PERCENTAGE PASSED		TOTAL % PASSED
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	
2001/2002	437	112	269	58	30.6	30.4	59.6
2002/2003	365	112	226	40	38.1	34.5	55.3
2003/2004	413	131	311	95	75.3	72.5	74.99
2004/2005	434	145	342	92	78.5	63.4	74.06
2005/2006	562	179	452	119	80.4	66.5	76.4
2006/2007	579	262	488	175	84.3	66.8	78.43
2007/2008	819	348	410	127	50.6	36.4	46.3

2008/2009	1021	413	430	112	42	27	38
2008/2010	1074	518	620	223	58	43	53

**Source: Tolon/Kumbungu District Education Office**

### **4.3 NGOs Operating in the District**

In this section, an in-depth analysis is presented on the information obtained from the staff of the various non-governmental organizations under investigation. The purpose of the investigation is to examine the contribution the NGOs are making towards the girl-child education in the Tolon-Kunbungu District. This is done through an examination of the nature of support the NGOs are giving to the girl-child, the appropriateness of the support to the needs of the girl-child, the involvement of the key stakeholders in the assistance, how widespread their support is and finally, how sustainable their support can be.

### **4.4 NGOs and Their Number of Operational Communities**

Even though there are many NGOs in the District operating in so many areas including education in general and the girl-child education in particular, the operational areas of the NGOs shown in the figure below is the focus of this work. These N G O s are not only key in the development activities in the district but also instrumental in educating the girl-child.

As indicated in the figure 4.1, Fawe operates in thirty (30) communities in the district. The main focus is the training of community members to do sensitization in the mosques, churches and in homes concerning the importance of girl-child education. It trains people to monitor the activities of schools in their communities. The girl-child is also assisted through those people trained in the communities to distribute books, school uniforms, bicycles and food assistance to



those identified among the girl-child to be needy. This NGO also helps facilitate the enrolment of the girl-child through education and sensitization among the parents.

Another NGO interested in the girl-child education in the district is the World Food Programme. They operate in twenty two (22) communities in the District with a wide range of developmental activities including interest in the girl-child education. This NGO supports the girl-child with take-home ration to girls who make at least 85 percent attendances per month. They also provide what is known as the “micro nutrient powder”. Their beneficiaries are given maize, oil and salt. In some primary and junior high schools, they feed both boys and girls.

Also featured in the District is United Nations Children Fund (UNICEF) with a an operating in ten (10) communities. They are interested in most developmental activities including that of the girl-child education. The girl-child’s support by this UNICEF is in the form of sensitizing the community members and the various stakeholders on the need to increase the girl-child enrolment in the various schools. Also, UNICEF liaises with some of the NGOs such as FAWE and MURAG by providing them with funds to carry out some of the activities on its behalf.

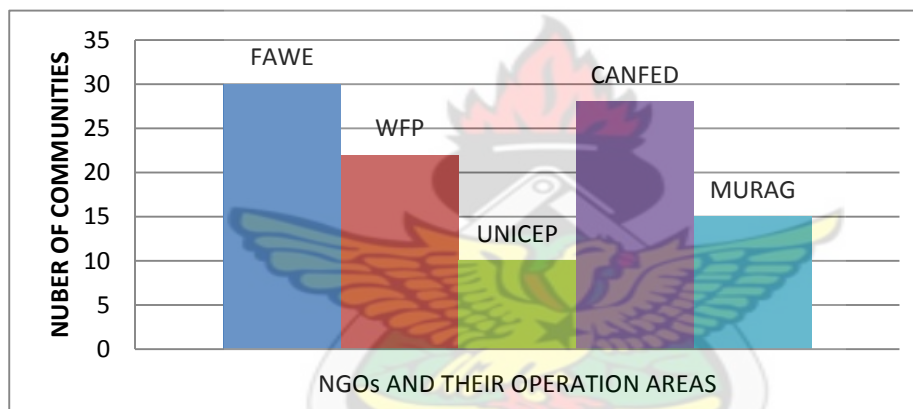
Campaign for Female Education (CAMFED) is another NGO that features prominently so far as the girl-child education in the Tolon-Kumbungu District is concerned. It operates in twenty-eight (28) communities in the District with its core objective being the girl-child education. It is engaged in the provision of essential items such as books, school uniforms, pens, sandals, sanitary pads, bicycles and food assistance to girls in their sponsored schools. The NGO pays for the children’s P.T.A dues, B.E.C.E registration fees, and other internal charges. For girls who have finished school and will not continue, they provide them with small scale loans to carry out some business activities in the District.

Also featured in the District is the Muslim Relief Association of Ghana, an NGO operating to promote girl-child education in the Tolon-Kumbungu District. This NGO targets and uses Imams, Magazias and women who are successful in education in the district to campaign and to do

sensitization on the need to increase the enrolment of the girl-child in the District. Their agents normally carry out their activities in the mosques, churches and during social gatherings.

Even though the NGOs do not collaborate administratively when found in one community, they render their services in such a way that the services do not overlap. In other words, there is no duplication of services. Despite the fact that their services do not overlap there is still the need for collaboration.

**Figure 4.2 NGOs & THEIR NUMBER OF OPERATIONAL COMMUNITIES**



Source: Tolon-Kumbungu District Education Office, July 2010

#### **4.5 Background Characteristics of Respondents**

Socio-demographic characteristics of respondents are very important for studies of this nature since they influence respondents' perceptions, attitudes, beliefs, views, and opinions. The socio-demographic characteristics captured here are sex, age, marital status, number of children, education, religion, occupation and ethnic origin of respondents.

##### **4.5.1 Sex Composition of Respondents**

In all, two hundred and seventy (270) made up of one hundred and thirty one (131) males representing 49 percent of the total respondents and one hundred and thirty nine (139) females

representing 51 percent of the total respondents as shown in Table 4.1 were interviewed. The females included the girl-child in school, the girl-child out of school, some female mothers or guardians, some female development workers and female teachers.

The males included some boy-child, the male parents or guardians, male teachers, some male development workers, some unit committee members who were male, all assembly men and the chiefs. This kind of gender combination was deliberately and strategically done to get a balanced view regarding the issue of girl-child education. This means that views obtained from both the female and the male suggest how each group perceive the issue of girl-child education.

**Table 4.2 Sex composition of respondents**

Sex	Frequency	Percent
Male	131	49
Female	139	51
<b>Total</b>	<b>270</b>	<b>100</b>

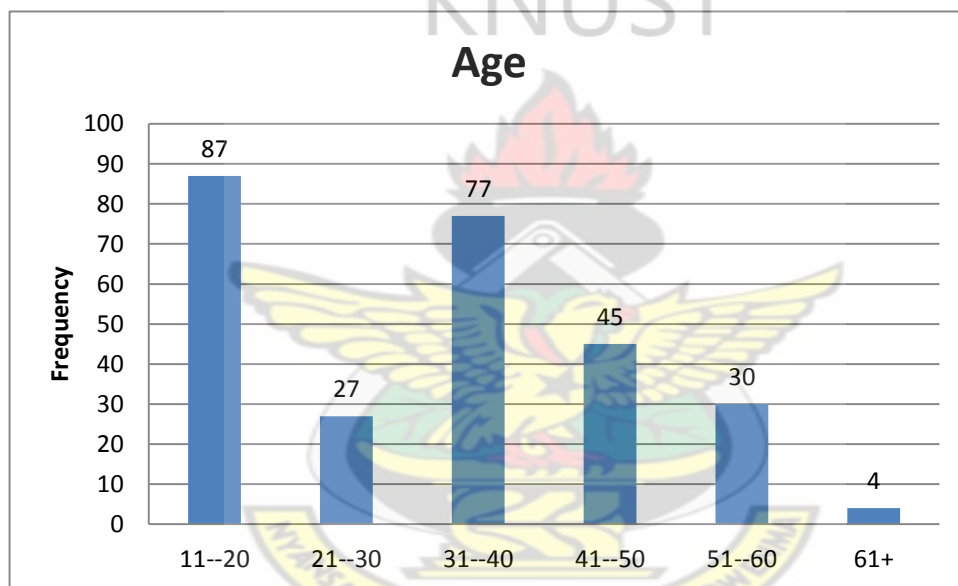
Source: Field Survey, July 2010

#### **4.5.2 Age Distribution of Respondents**

The respondents were made up of people from different age groups, ranging between the ages of ten (10) and seventy (70). All the age groups are shown in the Figure 4.2. The ages between ten (10) and thirty (30) were mostly the girl-child both in and out of school even though some other categories of respondents also fell within that age. Most of the assembly men and the unit committee members were in the ages ranging between twenty five (25) and forty years. Almost

all the parents fell between the ages of forty (40) and seventy (70).The chiefs were also mostly in the age category of forty(40) and seventy(70).Again the reason for this combination of the different age group was to obtain a balanced view from both the old and the young. The largest group interviewed was those in between the ages of eleven (11) and twenty (20) representing 32 percent of the total respondents interviewed. The least category of respondents was however those in the ages of sixty one (61) and above representing 1.5 percent of the respondents interviewed and these were mostly the traditional authorities.

**Figure 4.3 Age Distribution of Respondents**

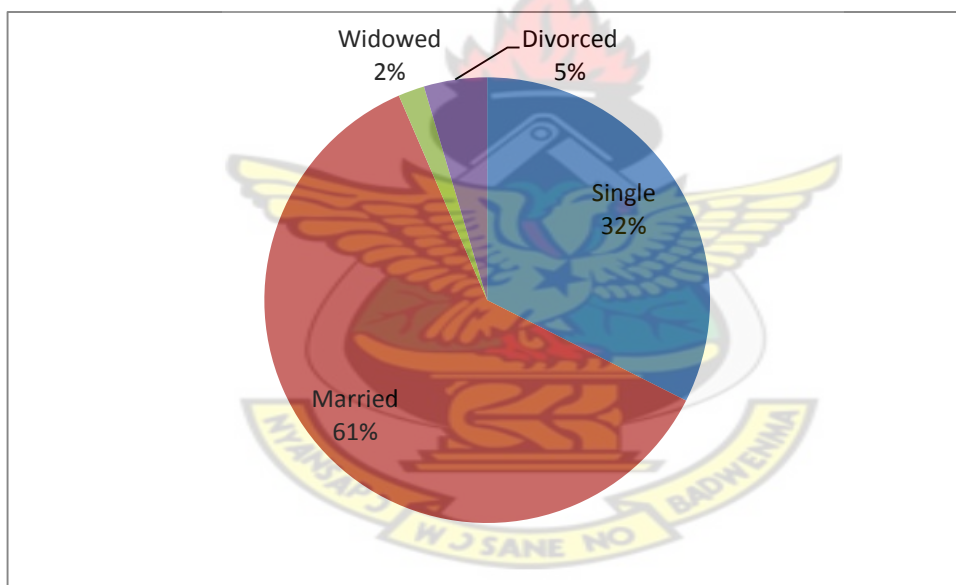


Source: Field Survey; July 2010

#### **4.5.3 Marital Statuses of Respondents**

On marital status, one hundred and sixty eight (168) of the respondents representing 61 percent of them were married; eighty five (85) of the respondents 32 percent were single. Twelve of the respondents representing 5 percent of the total number of them were divorced. The last group (5) representing 2 percent of respondents total number was widowed as shown in Figure 4.3. Except for some few, almost all the girl-children in school were not married. Some of the girl-children out of school were married. Majority of the teachers, assembly men, the unit committees and the development works were however married. The research deliberately picked these categories of people to ensure a balanced view from the point of view of responsibility.

**Figure 4.4 Marital status of respondents**



**Source: Field Research, July 2010**

#### **4.5.4 Number of Children of Respondents**

On the number of children as found in the table 4.2, twenty eight of the respondents representing 10 percent had one child, forty eight (48) respondents representing 18 percent had two children, sixty three (63) of them representing 23 percent had three (3) children, thirty five

(35) of the respondents representing 13 percent of them had four (4) children and five of the respondents representing 2 percent of the total number of respondents had more than five and above children. Ninety one (91) of the respondents representing 34 percent of respondents had no child as shown in Table 4.2. Majority of those with children were those who were also married as can be evident in Muslim communities. People with different number of children were chosen because people with different levels of responsibility experience the impact of the services of the N G Os differently and can have different views about the services of the N G Os. They were deliberately picked to ensure a balanced view regarding the activities of the N G Os.

**Table 4.3 Number of Children of Respondents**

Number of Children	Frequency	Percent
1	28	10
2	48	18
3	63	23
4	35	13
5 and above	5	2
0	91	34



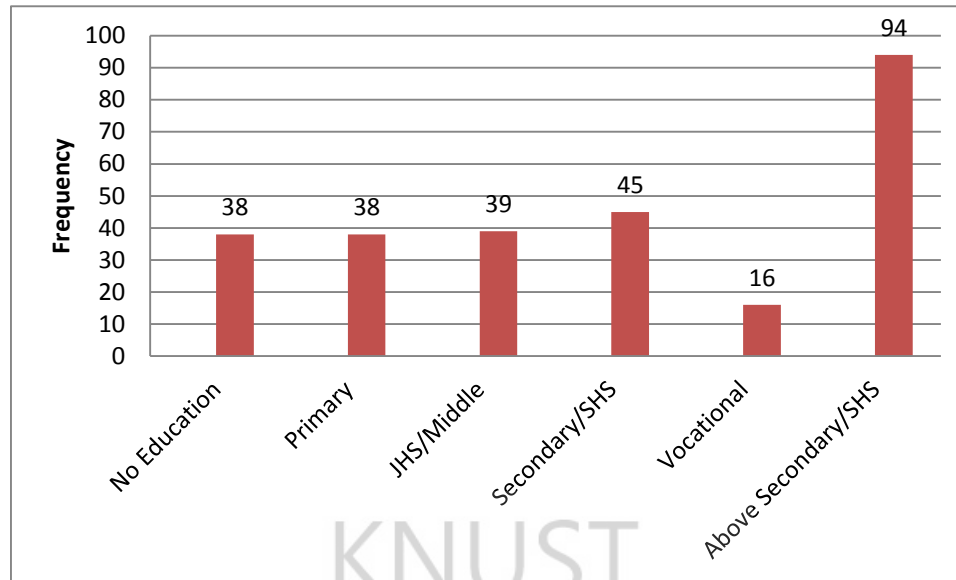
<b>Total</b>	<b>270</b>	<b>100</b>
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**Source: Field Survey: July 2010**

#### **4.5.5 Educational Distributions of Respondents**

With regards to education, thirty eight (38) of the respondents representing 14 percent of those interviewed had not received a formal education of any sort, majority of the people in this group being parents. Thirty eight (38) of the respondents representing 14 percent of them had at least some primary education. The research considered people with different educational backgrounds in order to have a divergent view of the activities of the N G Os. People with different educational backgrounds have different levels of the appreciation of issues and can present issues differently. All these divergent views must be considered for proper understanding of the activities of the N G Os. Most of the people who are educated especially those above the senior high school level were also beneficiaries themselves had insight in to the activities of the N G Os. The category of the respondents in the majority are those with an educational level higher than secondary education and the least is those with vocational education as shown in Figure 4.4.

**Figure 4.5 Educational Distributions of Respondents**

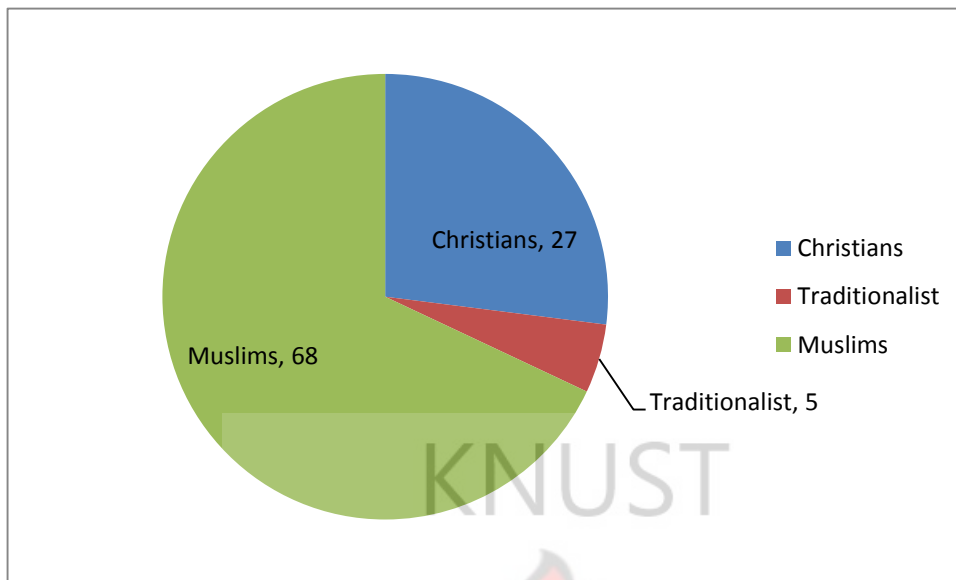


Source: Field Survey; July 2010

#### 4.5.6 Religious Backgrounds of Respondents

Even though the District is predominantly a Muslim community, people with other religious background were also interviewed as shown in the Figure 4.5. As many as seventy two Christians representing 27 percent responded to the interview. The least religious category is the Traditional representing 5 percent of the respondents were also interviewed as shown in Figure 4.5. People with different religious inclinations have different attitude and approach when it comes especially to girl-child education. The researcher focused on different religious groups in order to have different perspectives regarding the issues of the girl-child education. The research area was however dominated by Muslims with traditionalists being the least. The largest religious group was Muslims representing 68 percent of the total number of people interviewed. Different categories of religious groups have different behavior or attitude to education. Since learning and preaching using the bible is mostly done in English language, the Christians seem to have a more positive attitudes towards education than other religious groups, the implication is that the girl-child in the Christian community is likely to attract more attention from her parent regarding her education than her counterparts in other religious denominations.

**Figure 4.6 Religious Backgrounds of Respondents**



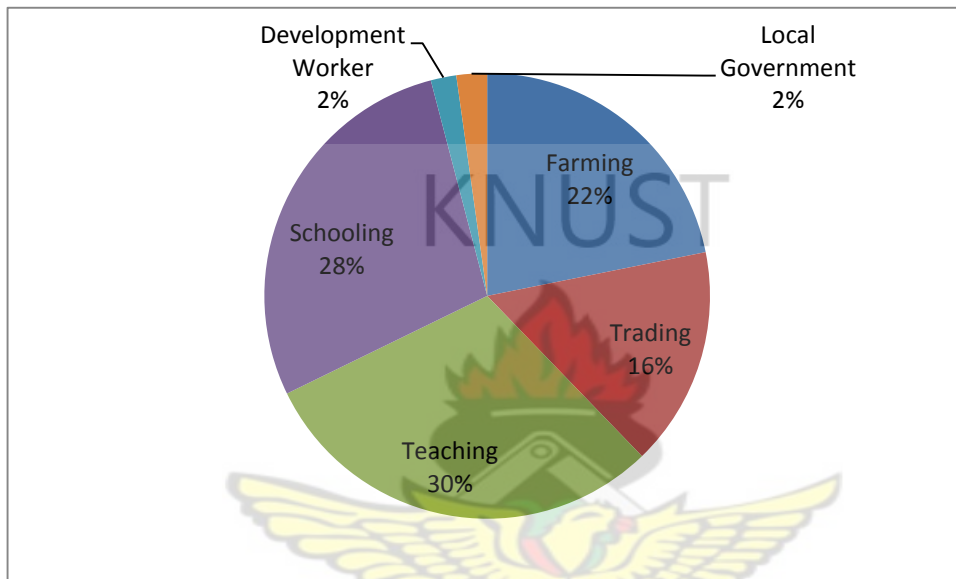
**Source: Field Survey, July 2010**

#### **4.5.7 Occupational Distribution of Respondents**

The respondents were also made up of people with diverse occupations including teaching (30%), farming (22%), District Assembly staff (2%), trading (16%), and development work (2%) as shown in Figure 4.6. The researcher also interviewed those who were still in school (28%). Also Tolon-Kumbungu District is largely a farming community even though there are others with different occupational backgrounds as shown in the table above. People with different educational and occupational backgrounds have different level of understanding and appreciation of issues especially in education. They also have different attitude and insight in the nature of the activities of the NGOs because of their different background. These categories of people were picked to ensure a deeper insight into the activities of the NGOs. For instance, a farmer may not have the same idea and approach to especially female education as a teacher, an artisan, or a development worker. Therefore these views must be sought and harnessed for proper understanding of the issues facing the girl-child education.

The implication with this choice is that divergence views will be gathered from all these individuals with different occupations in order to understand the issues affecting the girl-child education in our communities.

**Figure 4.7 Occupational Distributions of Respondents**



**Source: Field survey, July 2010**

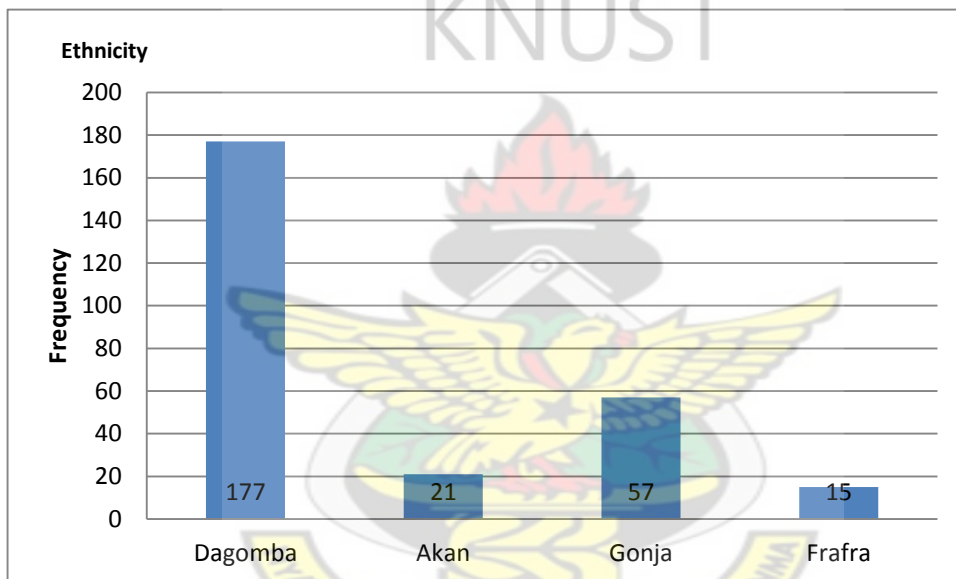
#### **4.5.8 Ethnic Origin of Respondents**

Even though the District is dominated by Dagombas (65%), there were also people with other ethnic backgrounds. Fifty seven (57) Gonja representing 21 percent were interviewed and twenty one (21) of them representing 8 percent were Akan. The least group (6%) were made up of Frafras which is also a major tribe in the Northern Region. The research did not focus on people of one ethnic background since different tribes may have different approach to especially female education. Ethnicity is also related to tradition or beliefs of particular people or tribes and since different traditional practices have different view of females and for that matter their education, there is the need to consider all these views in order to have a comprehensive view and understanding of what pertains in girl-child education. Different

attitude and views mean different understanding of the activities of the NGOs and to gather these different views, the research decided to consider all these people from the different ethnic backgrounds.

The implication for picking or selecting people with different ethnic background is that different views will be gathered as people in some ethnic backgrounds do not place premium especially on girl-child education.

**Figure 4.8 Ethnic Origins of Respondents**



**Source: Field Survey: July 2010**

#### **4.6 The Role of the NGOs in Girl-Child Education.**

In all, the research tried to examine the way and manner by which the NGOs are carrying out their activities and their impact on the girl-child education in the Tolon-Kumbungu district. In order to examine their activities and their impact comprehensively, the research tried to examine things such as the “Service Delivery Approach”, the Nature of services of the NGOs, the level of sensitization among the parents of the beneficiaries, the extent of coverage of their services and sustainability of their services.

The main aim of this research was to find out the following among others; how the NGOs go about the selection process of their beneficiaries. In other words the NGOs go about the selection process of their beneficiaries through embarking on community education programmes, explaining the importance of education and identifying the potential beneficiaries of their programme. Also, the research looked at the support type, support coverage, support duration and factors influencing the support package.

##### **4.6.1 How Beneficiaries are Identified**

With regards to how the beneficiaries are always identified, various responses were given as in figure 4.8. These responses included identifying the poor (16%), selection by the school leadership (29%), through District Assembly (23%), through interview with key informants (19%) and through outreach advocacy programmes (13%). With the identification of the poor, the school heads and the staff of the school in charge are normally tasked to investigate the family and the financial background of all the girl-children in their various schools in order to furnish the NGOs as to those who are actually need. In line with this, the school heads are not asked to identify only the needy but also how brilliant are those identified because the target is not the girl-child in general but those who are needy but brilliant. The school Heads identify the brilliant children through the conduct of written examination, oral interview to ascertain the communication skills of the potential beneficiaries and the verification of the terminal reports of these girls to ascertain their level of academic performance. Responses from the school



authorities also showed that the District Assembly is also at times engaged in the identification of the girl-child who is needy but brilliant. The Tolon-Kumbungu District Assembly like any other Assembly normally receive applications from all manner of students including that of the girl-child which give the Assembly the opportunity to study the poverty profile of the various female students in order to provide the NGOs with an information as to who qualified to benefit from their assistance. There are people in various communities who by their experience seem to know so much about the communities in which they live including financial and poverty profile of individual family members within their communities and can serve as sources of knowledge and information to researchers and people who require information about those communities. This category of people known as key informants is another group the NGOs normally rely upon to obtain information regarding the poverty situation of individual families and for that matter those qualified to benefit from the services of the NGOs. The staffs of the NGOs also normally embark on outreach and advocacy programme to eradicate, sensitize and to call on parents to send their girl-child to school and through this an opportunity is normally created for them to identify and pick their beneficiaries.

The school Heads also expressed their views on the question of their involvement in the actual selection process of beneficiaries after giving information on the suitability or otherwise of potential beneficiaries. All the sixty two (62) of the school Heads and staff representing 100 percent stated that they take part in the selection process of their beneficiaries. This could be due to the educational background of the school Heads and their staff as all of them have some level of education. The school Heads however stated that other stake holders to the Girl-child education such as parents, Traditional Authorities and the Unit Committees do not normally take part in the selection of the girl-child who should be assisted. This suggests the non involvement of some stake holders when the NGOs are selecting those to benefit from their services.

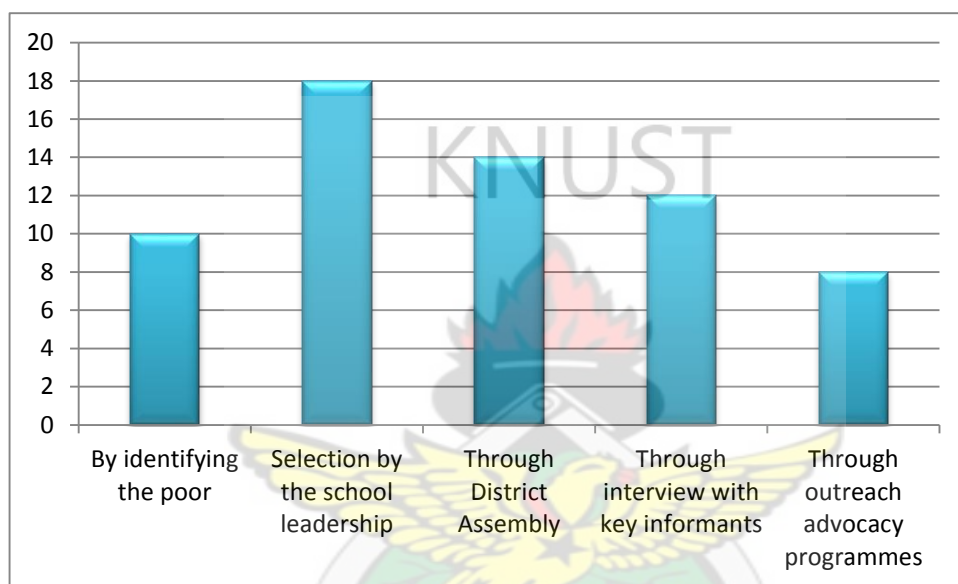
Views were also expressed by the school Heads and their staff on the fairness or otherwise of the mode of selection of beneficiaries and also the idea of focusing on only the needy but brilliant instead of the girl-child in general. With the issue of mode of selection, sixty (60) of the

school Heads and staff representing 97 percent agreed that the processes leading to the final selection of the respondents are fair. To support their position, they stated that a thorough investigation is done concerning the financial background of the families with which the beneficiaries are coming from after which the performance of the pupils are verified through sometimes a written examination, an oral interview and the verification of their terminal reports. To them this could have been one of the best ways by which the NGOs could pick their beneficiaries without discrimination. On the issue of dealing only with needy but brilliant girl-child, 44 of the school Heads representing 71 percent agreed that dealing with only brilliant girl-child is fair, stating that resources are limited and must be used judiciously rather than “wasting” it on those who may not be successful at the end of the day. There was a divergent view coming from the rest of the Heads who were mainly women to the effect that the NGOs should not discriminate against some of the Girl-child and must find a way of helping the girl-child in general since there is the need to prioritize the education of the girl-child. Their passion though understandable, might have been influenced by their gender as women. On the question of the determination of the support type for the girl-child, all sixty two (62) representing 100 percent of the school Heads however stated that they have never been consulted in that direction.

In simple terms, the selection process included the use of the terminal reports of the girl-child to select the brilliant but needy, conducting interviews to select those who are qualified for this support or selection done through advocacy and out reach programmes.

The implication is that the girl-child was taken through a vigorous selection process to be able to determine their level of needs and brilliants. This is where the discrimination as to who is in need as well as brilliance comes in.

**Figure 4. How Beneficiaries are Identified**



Source: Field Survey, July 2010

#### **4.6.2 Views of Girl-Child on the Type of Support Offered By the NGOs**

From table 4.3, when all the girl-children were asked about the nature of assistance for the Girl-child, eight (8) of them representing 9 percent indicated that they do not know. This answer was based on the level of education of beneficiaries since most of them have not been in school before. Sixteen (16) of them representing 17 percent indicated that beneficiaries were given food assistance, eighteen (18) of the Girl-child representing 19 percent indicated that they were given books and other learning materials. Twenty (20) of the Girl-child representing 22 percent said that the NGOs give bicycles and providing school uniforms for the Girl-child in the Tolon-Kumbungu District. Majority, thirty (30) of the respondents representing 33 percent mentioned that the NGOs undertake to pay the school fees of their beneficiaries. Items given the girl-child

as the responses from table 4.3 indicated include food materials, food assistance, provision of school needs including bicycles, school bags, sandals, textbooks, school uniform and paying of school fees for and on behalf of parents or guardians. The decisions by the NGOs to provide these items might have been influenced by the fact that most of the girl-child in the District encounter so many challenges in their education including the ability to pay their school fees, provision of the needed learning materials, books, uniform etc .A survey of the Tolon-Kumbungu District during the conduct of this research revealed that most school children including the Girl-child do not normally attend school regularly due to hunger and lack of what to take along to eat in school and might have influenced the decision of the NGOs to provide take-home ration and food assistance to the girl-child. It was also noted during the conduct of research that many more school children including the girl-child walk very long distances from their villages to their various schools and might have been the reason why the NGOs decide to provide the girl-child with bicycles. Absence of school materials and needs of the girl-child normally remain one reason for which the girl-child is not in school. Also, the girl-child is often asked to stop school due to lack of funds to pay her school fees. Once these are taken up by the NGOs, the girl-child would now have the opportunity to remain in school.

When the question was posed as to whether the items given the girl-child was their priority, 86 percent of the girl-child with almost all those who have been given bicycles answered yes, emphasizing on how they enjoy riding their bicycles to school every morning. Their answers could have been based on their age as almost all of them (92%) were between the ages of 10 and 20 which are associated with youthful exuberance of high interest in items such as bicycles. The rest of the 8 percent who were from twenty one (21) years and above rather indicated that priorities of the girl-child are not the same and that the NGOs have the responsibility of assessing the needs and priorities of the individual girl-child before taking decisions as to who to be given what. Wholesale provision of the items to the girl-child without finding out their individual needs seems to suggest that the needs and problems of the girl-child across the District are the same and do not differ in any way but young as they may be, the girl-child thought doing things this way is appropriate. The girl-child further stressed that those items provided are those when lacking, they are always asked to remain at home. The girl-child

thought that it does not matter whether the NGOs asked them to provide them with information regarding the kind of support they individually will require.

The implication here is that some of the girl-children may be given items they already have thereby threatens the effort of the NGOs in their assistance. The NGOs must always verify the needs of individuals to avoid duplication in their effort to assist the girl-child.

**Table 4.4 Views of Girl-Child on the Type of Support Offered By the NGOs**

Responses	Frequency	Percent
Payment of School Fees	30	33
Provision of Bicycles & Uniforms	20	22
Provision of Books & Learning Materials	18	19
Do not know	8	9
Food Assistance	16	17
<b>Total</b>	<b>92</b>	<b>100</b>

**Source: Field Survey, July 2010**

#### **4.6.3 Views of the Girl-Child on the Contribution of the Support to Their Education**

When the Girl-child was asked about to the contribution of the items they receive from the NGOs to their education, the following responses were elicited from them as in the Table 4.5. Twelve (12) of them representing 13 percent answered that they were now regular in school. Interaction with the Girl-child and other community members from the District during this research revealed that as a result of cultural and financial issues affecting the girl-child education, the girl-child attendance in school is not always regular and this is the reason why the Girl-child thought that providing them

with the support by the NGOs now make them regular in school. Ten of them representing 11 percent indicated that they no longer do petty trading for their school needs. This is an indication that the Girl-child now has enough time on her hands in order to concentrate on her education. Fourteen of the Girl-child representing 15 percent indicated that their education is no longer affected by lack of school materials. It was also revealed during the conduct of this research that as a results of lack of school materials such as books, school bags, uniform and other learning materials, the girl-child dropped out of school even though they would have still been interested in education and this account for the reason why the girl-child now think that with the provision of those items and materials by the NGOs now keep them in school. 24 of them representing 26 percent answered that they are no longer asked to stay home for lack of money to pay their school fees. Thirty-two of the Girl-child representing 35 percent actually stated that they are no longer affected by their parents expenses on their siblings and that of funerals. This answer could have been due to the respondents' ethnic and cultural background as Dagombas as pertains among the people. There is a practice among Dagombas that give prominence to social issues such as funerals, polygamy and expensive marriage ceremonies over education of their children. When a Dagomba man is faced with "Deen Kuli" performance of the funeral of his father in-law and the payment of school fees of his children, he obviously will attach so much importance to the performance of the funeral than the payment of the school fees. This is because to him, the performance of the funeral of the father in-law is viewed as an instruction coming from his ancestors and therefore more important to him than the education of his children. The rest of the 65 percent who are made up of the Akans, Gonjas and the Frafras mentioned issues as the opportunity of being regular in school, non engagement in petty trading anymore and the availability of materials necessary to keep them in school, a reflection of their parents high interest in their education over social issues. The implication of this is that, the ethnic background and the cultural orientation of a particular group of people determine attached to the girl-child.

**Table 4.5 Views of the Girl-Child on the Contribution of the Support to Their Education**

Responses	Frequency	Percent
Do not have to stop school		

because of school fees	24	26
Do not have to stop school for lack of school materials	14	15
I am not affected by expenses on siblings and funerals	32	35
I am not longer engaged in petty trading	10	11
I am now regular and punctual in school	12	13
<b>Total</b>	<b>92</b>	<b>100</b>

Source: Field Survey, July 2010

#### 4.6.4 Views of Parents on the Relief Provided by the Assistance

When the question was asked especially to the parents concerning how the assistance has relieved them of their burden, all of them representing hundred percent (100%) agreed that they have been relieved. They stated different areas where they have been relieved by the assistance offered by the NGOs as in Table 4.5. Whereas the farmers numbering twenty nine (29) and representing 53 percent of the total number of parents stated that the assistance offered by the NGOs to the Girl-child reduces financial pressure on them and therefore they can now save some money for their farming activities, the traders (11 percent) on the other hand stated that they can now save some money for their business activities. The rest of the parents representing 36 percent indicated that they now have extra funds to cater for the siblings of the beneficiaries. This indicates how important the assistance is for both the girl-child and the parents. Responses from the parents suggest that they are no longer worried as the needs of



their girl-child are provided by the NGO. Responses from the parents suggest that they no longer worry themselves in the provision of some of the school needs of their children such as school bags, uniforms, bicycles, books, payment of school fees or any other materials provided by the N G Os. The implication is that the parent will now be able to educate these children comfortably. Also, there would be funds now set aside to educate other children who are not being assisted. The parents as farmers will now have some extra income to invest in their farming activities and those in business will also do same.

On the issue as to whether parents are always consulted especially on the determination of support type for their Girl-child, all the fifty-five (55) representing 100 percent of parents interviewed stated that they are not consulted in the determination of the support type for their children. On the question as to whether there is the need for them to always be consulted in the determination of the support type; twenty eight (28) of the parents representing 51 percent agreed that they should always be contacted in the determination of the support type for their children. They stressed that they are the parents of these children and for that matter know best what they individually can provide for their children and what they cannot and therefore need to be contacted in this regard. The rest of the 49 percent who are mainly the uneducated however thought that it was not all that necessary to be contacted stating that the NGOs can only give what they have no matter what anybody suggests them. Responses from the field suggested that the NGOs should have been contacting the stakeholders (parents, traditional authorities, educational authorities, assemblymen, and NGO staff) to ascertain the needs of their wards. They indicated that democracy in service delivery should be the yardstick with which the NGOs should work. People live with their wards and know them so much and that their inputs should always be sought during the determination of the support type for their wards by the NGOs.

When the question was asked as to whether the parents have any idea as to how long the assistance given by the NGOs normally remain with a particular group assisted, the following responses were elicited; forty-nine (49) of the parents representing 89 percent indicated that they know how long the assistance will last. Whereas six (6) of them representing 11 percent

however stated that they did not have any idea as to how the assistance of the NGOs will remain for a particular group of the Girl-child assisted. They mentioned the period for the assistance for a particular group as spanning between one and three years. Forty three (43) parents representing 78 percent thought that the time period was woefully inadequate. The parents did not think that the period or the duration for the support of the girl-child was enough in solving the problem of the girl-child. They think that the duration for the support should have been more than the periods stated by respondents so that the gender gap in education would be closed.

**Figure 4.6 Views of Parents on the Relief Provided by the Assistance**

Responses	Frequency	Percent
I can now save for farming activities	29	53
I now have extra funds to cater for her siblings	9	16
It makes it easy for me to provide her other		
Needs	11	20
I can now save some money for my business	6	11
<b>Total</b>	<b>55</b>	<b>100</b>

Source: Field Survey, July 2010

#### **4.6.5 Views of Parents on How Long the NGOs Should Assist At a Time**

From Table 4.7, when the question was asked as to what length of time will parents consider as appropriate for the programme to remain with the girl-child, the following responses were elicited. Eighteen of the parents representing 33 percent thought the assistance should remain as long as the girl-child remains in school. Ten of the parents representing 18 percent thought that the girl-child should be sponsored through basic education. This answer which was given by a group who were mainly Muslims argued that the basic education was enough to enable the girl-child communicate in English since according to them a woman is not supposed to play a lead role in society and it does

not therefore matter the level of education she acquires. Thirteen of the parents representing 24 percent stated that the NGOs should sponsor the girl- child till she completes university. This group, all women were very passionate about the duration of the assistance and stressed that the society changes for better when its women attain high and quality education and therefore the NGOs should do better if resources are available. The rest of the parents (25 percent) however thought that since resources are limited, the NGOs should assist as much as they can so that parents can also provide the rest.

Most of these NGOs render their services to the girl-children at the JHS and may not extend it beyond that stage, say senior High level. Those who are sponsored at the Senior High level may not also be sponsored at the tertiary level.

The implication of assisting children in this way is that they (children) they are unlikely to progress if the assistance given is curtailed simply because some of the parents especially the illiterates may think that where their wards have reach is enough. They may no more be interested in investing in those children with the aim that if the children are lucky some other NGOs may ten are lucky some other NGOs may take their education up.

**Table 4.7 Views of Parents on How Long the NGOs Should Assist At a Time**

Responses	Frequency	Percent
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As long as the girl-child remains in school	18	33
Till she completes basic education	10	18
Through to University	13	24
As long as resources of NGOs will allow		
<b>Total</b>	14	25
	<b>55</b>	<b>100</b>

Source: Field Survey, July 2010

#### 4.6.6 Level of coverage by the NGOs

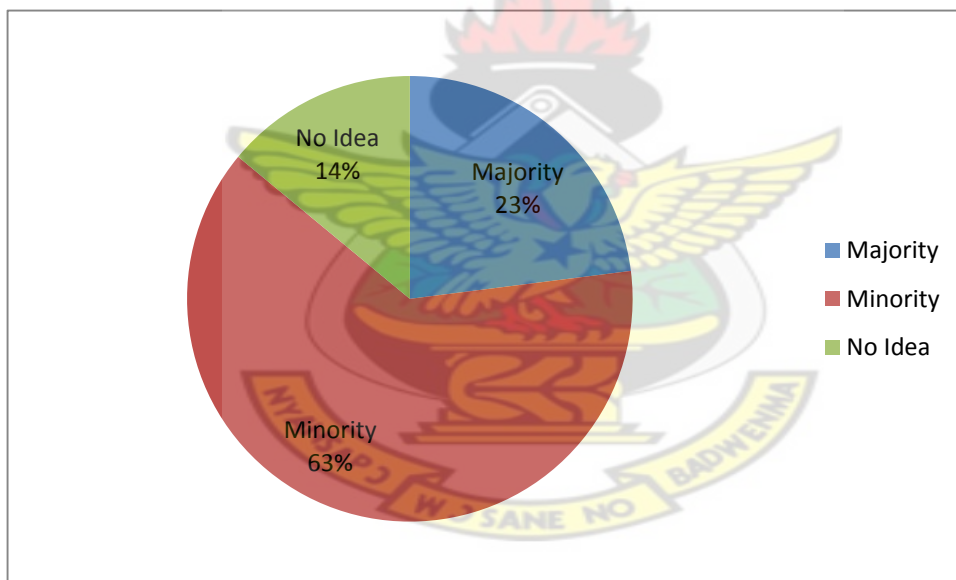
In answering the question on the issue of how wide-spread the services of the NGOs are in the District as in Figure 4.9, 23 percent of the District Assembly staff, the Assembly men and the Unit Committee members stated that the girl-child supported would have formed the majority of the total girls in the Tolon-Kumbungu District. This according to them means that those supported are more than those who are not. Sixty three percent (63%) of them stated that the Girl-child supported form the minority of the total girls in the District whereas 14 percent of them however indicated that they could not make any conclusion regarding the level of coverage of the NGOs since they did not have any idea to that effect. Even though the problem of poverty and the Girl-child education persist throughout the District as noted during the research, the assistance of the NGOs is only limited to some villages and schools in the District.

The Girl-child outside the operational areas of the NGOs still suffers the drop out syndrome as she is still being discriminated against. Responses to find out why some of the Girl-child is not covered suggest that funds for the assistance of the girl-child are so limited to the extent that the NGOs need to operate within part of the District rather than the whole District. An indication that the problem of the girl-education is still prevalent in places where these NGOs have not reached. It was however, stated by the NGO staff that the whole district will be covered as soon as their finances allow them. Also, responses from the field suggest that for the problem of the girl-child to be alleviated, the NGOs need to do more in the districts not only for financial assistance but the importance of the education they normally give to their beneficiaries. This means that it is important for the NGOs to continue their work since the education they give to beneficiaries and their parents is useful aside their financial assistance. That if they cannot reach to everybody financially, they should extend their education to cover more communities in the District as suggested by their responses.

On the question of whether respondents who do not know how widespread the services of the NGOs ever tried finding out the level of coverage of the services of the NGOs, all of them (7%) made up of the unmarried among the District Assembly staff, the Assembly men and the Unit Committees stated that they have never tried finding out stating a reason of lack of time. All those who had knowledge on the coverage of the services of the NGOs were noted to be those who are married with children among the District Assembly staff. Responses to the question as to whether they (District Assembly staff, Assembly men and the Unit Committees) have ever suggested to the NGOs to try to extend their services to cover all the Girls in the District were different. Thirty eight (38) of them representing 75 percent who were mainly the men indicated that they have never made such suggestions since they are aware that if resources were to be available the NGOs would have wished to cover the whole District. The rest of the thirteen(13) representing 25 percent who would have been influenced by their gender as almost all of them were women indicated that they have on several occasions made such suggestion during meeting sessions with the staff of such NGOs even though they continue to complain on the inadequacy of resource

The operation of the NGOs is in such a way that the whole district is especially the hinterland is not covered. A reasonable portion of the district is not being attended to by the NGOs due to resource constraints. The implication is that those who are outside the coverage areas of the NGOs still suffer the discrimination. Again, the overall performance of the district is low since the effort of the NGOs will be neutralized by the areas not covered. Again, their aim of narrowing the gender parity index will be shuttered as there are still vast areas to be attended to.

**Figure 4.10 Views of the staff of the District assembly, assembly men and the unit committees on the level of coverage by the NGO**



Source: Field Survey, July 2010

#### **4.6.7 Responses from the Staff of NGOs on Why Only Needy but Brilliant Girl-Child Is Assisted**

Staff of the NGOs under the study especially those in charge of education were also interviewed particularly as to why their services are limited to only needy but brilliant girl-child when every girl-child is facing challenges regarding their education in the Tolon-Kumbungu District and the following responses were elicited as in table 4.7. One respondent interviewed stated that the resources of the NGOs are limited and would not make it possible to offer the services to all the girl-child in the Tolon –Kumbungu District. They further stated that conceiving the idea of assisting the girl-child even though on a limited scale shows that they are committed to helping the girl-child and would have wished to do more if resources were available to them. Another person representing stated that the NGOs have their own way of using their resources and if decided not to use it on the girl-child in general but on only the brilliant ones so be it. He further stated that the NGOs could as well use their resources on all girls irrespective of whether one is brilliant but needy and then limit the number of coverage communities.

Another person stated that the NGOs do not need to waste scarce resources on those they think will not make it to the top and this accounts for the reason why they select only needy but brilliant girl-child. He contended that resources can only be used judiciously and to him this is the only way to achieve that. This answer obviously was given by a male who will not be so passionate about the issue of girl-child education as one female respondent stated that they deal with only the needy but brilliant girl-child simply because the NGOs in girl-child education are limited in number as compared to their total number in the Tolon-Kumbungu District. She wished there will come a time when many NGOs and other Civil Society Organizations will develop interest in committing funds to education in general and the girl-child education in particular. Another staff stated that the NGOs have other equally important projects and using all their funds to sponsor every girl irrespective of whether they are brilliant or not means that those equally important projects would have to be abandoned and since they cannot do so, they can only select the needy but brilliant children for assistance. When they were questioned that irrespective of all the issues they raised regarding their inability to sponsor every girl-child what effort will they make to ensure that they expand their services to cover every girl-child and if possible look at the boy-child, three of them representing 60 percent stated that they need to increase the resources they earmark to take care of the girl-child education. Twenty percent (20%) of the staff indicated that they need to plead with the local community members to



contribute to their funds so that they will be able to increase resources for sponsorships. Another staff also stated that they need to advocate for more interest in the girl-child education by other NGOs and philanthropic organizations.

The fact of the matter is that the NGOs normally take the children through rigorous process of selection .they end up selecting those considered to be needy but 'brilliant'. The implication of this decision is that those who are not considered 'brilliant' but need the help may not be assisted. When things continue this way, so many children may be denied the opportunity of education since they are already living in poor families. Certain time, it may be their very background that cause their low performance in schools and for them to be denied an opportunity of being assisted means perpetuation of the already precarious situation.

**Table 4.8 Responses from the Staff of NGOs on Why Only Needy but Brilliant Girl-Child Is Assisted**

Responses	Frequency	Percent
Resources of NGOs are Limited		
NGOs have their own way of using their resources	1	20
No need wasting resources on unintelligent	1	20
Limited number of NGOs in Girl-Child Education	1	20
The NGOs have other important projects		
<b>Total</b>	1	20
	1	20

	5	100
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Source: Field Survey, July 2010

#### 4.6.8 Duration of Support

In answering the question concerning the time period for the assistances as in Figure 4.10, two of the staff of the NGOs representing 40 percent of the total NGO staff interviewed figure 4.10 stated that their services normally is three years for the girl-child stating that they normally pick their beneficiaries either at the junior High School or the Senior High School level and sponsor them till they complete. They further stated that even at the primary school level they normally sponsor their beneficiaries for three years. One of the staff of the NGOs representing 20 percent of the NGO staff interviewed indicated that the period of their sponsorship some times depends on funds available to the NGOs. He stated that in some instances the beneficiaries may be assisted for only once or one year and in other circumstances they may be sponsored more than three years if there are funds for the purpose of the girl-child education are available. He further stated that there situations the NGOs will under take to take up the education of some their beneficiaries till they finish what level of education they can attain if the NGOs have funds available at their disposal. Another two respondents among the NGO staff representing 40 percent also stated that the period of the sponsorship sometimes depends on the situation on hand. They further stated that there are instances where the NGOs need to pay only what is termed “admission fees” for their beneficiaries and the subsequent fees will be paid by the beneficiaries themselves and their families. They stated that in some circumstances the NGOs need to pay examination fees or what is known as registration fees for their beneficiaries at the time of completion of school. The staff of the NGOs who responded this way did not think that the period or the duration for the support of the girl-child is not enough in solving the problem of the girl-child since the needs of the girl-child are not the same and sometimes situational. Those of them who stated three years thought that the duration for the support should have been more than the periods stated by them so that the gender gap in education would be

closed. As indicated above, the N G O s should consider extending the duration of their support to ensure that the girl-child would complete her education.

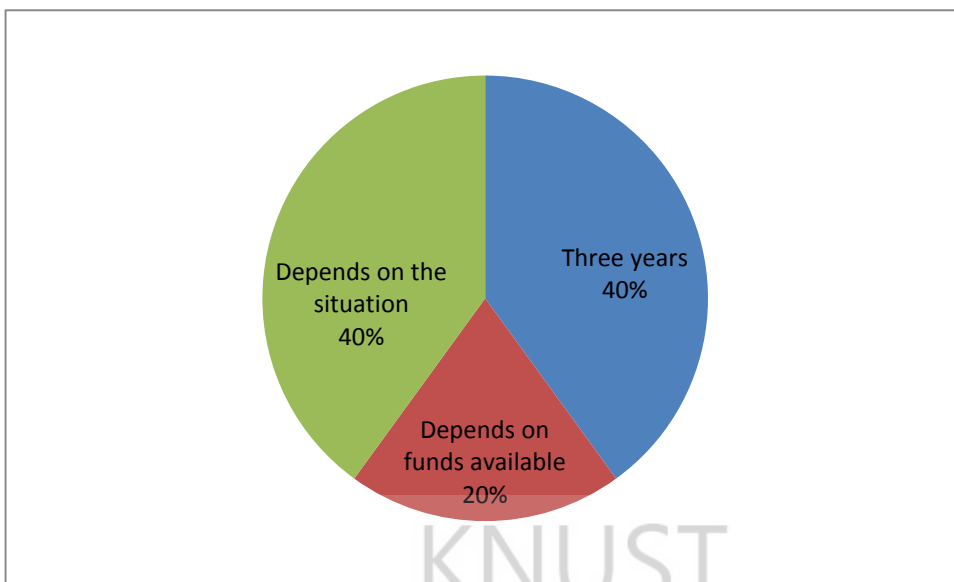
When the question was posed to the staff of the NGOs as to what length of time will they consider as appropriate for the programme to remain with the girl-child, the following responses were elicited. One of the staff thought the assistance should remain as long as the girl-child remains in school. She stated as a female, I will wish for the girl-child any opportunity that sees her through the educational process up to a point she is well educated enough to contribute to national discourse. Two of the respondents representing 40 percent of them thought that the assistance should continue as long as the Girl-child needs assistance. They suggested that the girl-child education problem would have been solved with an extended period of help. This means that the girl-child education problem would have been minimized if the NGOs extended their period of help beyond three years for example, as suggested by the responses. This is because they think that if the programme is ended somewhere along the line, the girl –child may be compelled to abandon school. They also think that the programme should continue as long as the girl-child needs assistance simply because even those out of school who still need assistance to continue their education still need to be assisted. That it is important to realize that helping the girl-child up to the junior high school and abandoning the idea is not the best since the girl-child needs functional education in order to realize her dream in society. To achieve this, the girl-child needs to be assisted realistically so that her only problem will be how to concentrate on her education. This means that the NGO should provide all the educational needs of the girl-child if their resources will allow them to do so. The other two of the NGO staff interviewed representing 40 percent of the total NGO staff interviewed also stated that the assistance to the Girl-child should continue as long as the resources of the NGOs will allow them. These two respondents who are both male, stated that since the Girl-child education alone is not the only mandate of the NGOs they can only give out what they can afford and must sponsor the Girl-child to the extent that their resources will allow them.

In answering the question as to how the NGOs intend to deal with the Girl-child not enrolled in school, the staff of the NGOs gave the following responses; two of the staff made up of some of

the male respondents stated that since they are already doing just that by equipping those of the Girl-child in “Kayaye” with vocational skills, they think that effort should be made in that direction and rather sponsor only those in school since resources are limited for the sponsorship of Girl-child education. They further stated that they are still struggling to sponsor those in school and that not all of them are covered and how much more adding themselves a “burden” that they think cannot bear. Two of the respondents both female however stated that it is necessary and very important to ensure that every Girl-child gets at least some basic education since everything changes when a woman attains formal education. They further stated that they think the NGOs should set aside some resources to engage in advocacy to ensure that other NGOs and civil society organizations see the need to develop interest in Girl-child education. One of the staff members representing 20 percent rather preferred to remain indifferent and stated that his idea or opinion is not important but rather what the NGOs wish to do is paramount.

In answering questions as to whether they (the staff of NGOs) think that there is the need to influence the enrollment of the Girl-child not yet in school, Two (2) of the staff of the NGOs interviewed stated that it is about time for “their people” to think that the world is moving very fast and that they should not always be sitting down to do anything good only on instruction. In explaining the term “our people” they stated I mean we the Dagombas. The rest of them representing 60 percent of the total number of the NGO staff interviewed however agreed that it is necessary to engage the parents or guardians in some kind of education on the need to send their children in general and the girl-child in particular to school. They further stated that the NGOs should see the need to do some works in that direction by increasing funding towards the Girl-child education.

**Figure 4.11 Views of staff of NGOs on the duration of support**



Source: Field Survey, July 2010

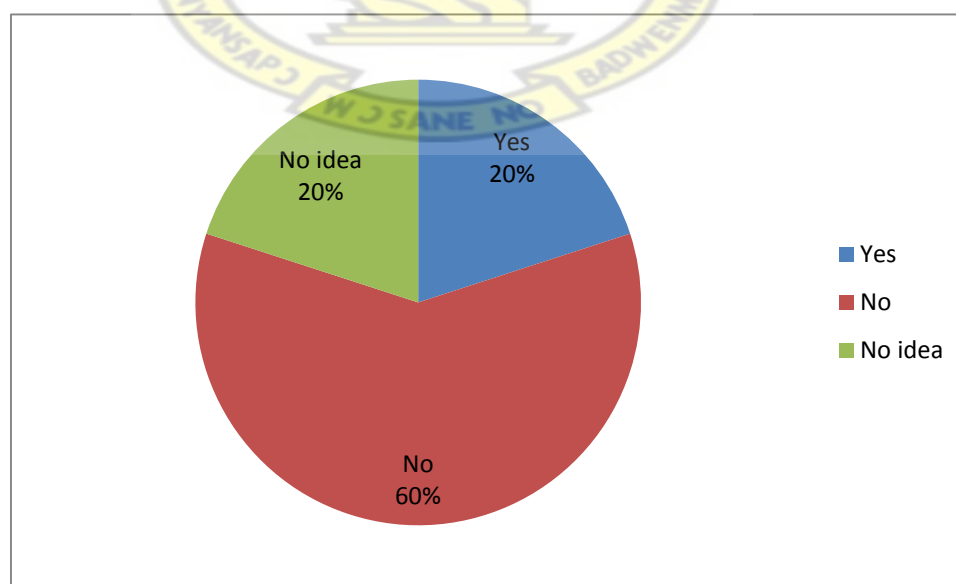
#### 4.6.9 The Views of Traditional Authorities Regarding Their Knowledge on the Support to the Girl-Child by NGOs

In all, five of the traditional chiefs were selected for interview especially regarding their knowledge with the assistance the NGOs are giving to the Girl-child in their various communities. When the traditional authorities were asked whether they were informed with regard to the assistance given, one of them representing 20 percent of them answered in the affirmative as indicated in Figure 4.11. He however stated that in most of the circumstances he tries to find out especially when he sees them sitting in a meeting together with the parents of the beneficiaries. He stated that apart from that he has one child from his household who is a beneficiary. Another person representing 20 percent also stated that he has no idea. The rest (60%) of the traditional authorities indicated that they have never been informed regarding the assistance of the NGOs. They stated that even though they are aware of the presence of such NGOs in their respective villages, they have never been informed officially regarding the activities of the NGOs. In answering the question as to whether they have ever tried in finding out about the activities of the NGOs, all the three of them representing 60 percent stated no. In answering the question on the need to find out more about the activities of the NGOs, two of the chiefs representing 40 percent of the number of chiefs interviewed indicated that it is

necessary to do so and ready to do that. This response would have been probably due to some education these two had some level of formal education. One of them made up of one of the under educated however stated that it is not all that necessary since the NGOs can still go on without his involvement. He further wanted to know why the NGOs decide to discriminate against the boy-children who are the future bread winners of their respective families. He further stated that in an Islamic community, a girl-child and for that matter a woman does not play a lead role and that the responsibility is on the Boy-child or a man and therefore the NGOs cannot be doing the right thing by taking care of only the girl-child.

In actual fact, most of these NGOs, once they are in contact with the schools and the key informants within the communities, they sometimes do not consult the custodians of the land. Unless the need arises, they normally go on with their activities without any notice to the traditional authorities. The implication here is that there are no checks on these NGOs as to what they do in the various communities. This leads to sometimes of the programme by some members of the communities in connivance with the staff of the NGOs.

**Figure 4.12 Views of traditional authorities regarding their knowledge on the support to the girl-child by the NGO**





**Source: Field Survey, July 2010**

#### **4.6.10 Views of Girl-Child, Parents, Traditional Authorities, Unit Committees, and Assembly Men on the Areas the NGOS Need To Improve**

The researcher by this question was dealing with the girl-child, parents, Teachers and educational authorities, the assembly staff, assembly men, the Unit Committees, the staff of the NGOs and the Traditional Authorities. In answering the question as to whether there are areas the NGOs need to improve or work on in terms of their support to Girl-child, in the Tolon-Kumbungu District, all the respondents agreed that there are areas that need to be re-examined by the NGOs if their work with the Girl-child is to be successful as indicated in Table 4.9. In answering specific questions, fifty two (52) out of a total of two hundred and seventy respondents interviewed, representing 19 percent indicated that the fact that the NGOs select only the needy but brilliant Girl-child is not right since every Girl-child needs to be educated. This group 67 percent of whom women stated that the NGOs need to extend their support to cover every Girl-child in order to reduce the illiteracy rate among women in future.

They further explained that with the education of a woman, every thing changes in society and that society will be a good place to live in if in future we have as many educated women as men. Thirty seven (37) of the respondents representing 13 percent stated that the needs of the girl-child from individual families are different and that what one particular family is able to provide for the Girl-child the other may not and for this reason they think that the NGOs in assisting the girl-child should make it possible for the girls to state what they need. This group which parents stated that there are times the NGOs provide the girl-child with some items only for those items to be given away to others since the Beneficiary is already using one when in actual fact she lacks equally important items. Information during the conduct of this research revealed that most schools or communities are not covered by the help of these NGOs and in response to that, sixty three (63) respondents representing 23 percent stated that the NGOs should do well to cover most if not all schools or communities within the Tolon-Kumbungu District.

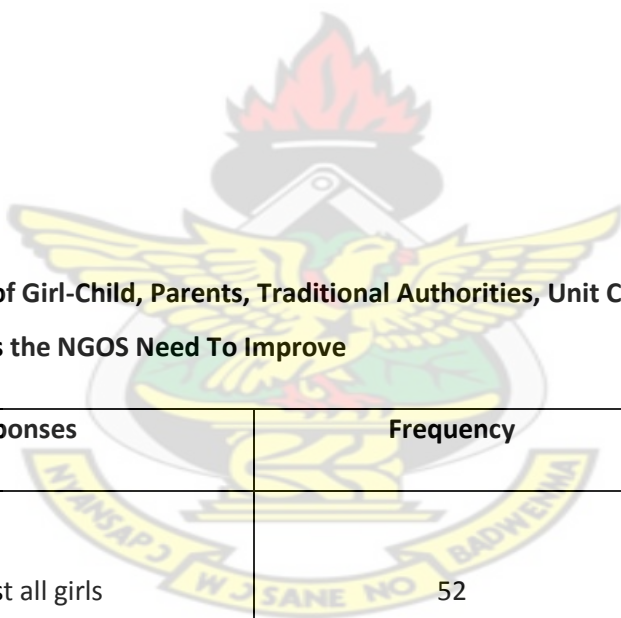


They explained that they are ready to cooperate with the NGOs with regards to any suggestion that will help gather more funds to take care of the Girl-child education. Forty five (45) of the respondents representing 17 percent stated that the NGOs should consider helping the girl-child not in school. They include those who have finished school and those who have not been enrolled at all. They stated that the girl-child who have already finished school and are still struggling to go to the next step of education equally will need attention from the NGOs. That, those who have not been enrolled in school especially due to various reasons including poverty need to be assisted. The NGOs should embark on education to ensure that their parents understand the need to educate the Girl-child. They stated that some these children not enrolled could even be as brilliant as the children they the NGOs are looking forward to sponsor. Fifty two (52) of the respondents, majority (78%) of whom men also suggested that the NGOs need to consider the Boy-child in its support package so that those of them who drop out of school for the same reasons as the Girl-child will also have some level of formal education.

They explained that in an Islamic community such as theirs, the role of the Boy-child in society is not the same as the Girl-child and even this account for the reasons why in Islamic religion, a boy and a girl and for that matter a man and a woman do not have the same share in inheritance. That because of the role and responsibility of the boy-child, his ratio of share to that of the Girl-child is 2:1 during inheritance. They further justify why the Boy-child must be supported along side the Girl-child by stating that it is the boy-child who is left behind after the demise of parents to take care of the rest of the family members whilst the Girl-child is being catered for by another man in another family. Twenty one (21) of the respondents representing 8 percent indicated that it is necessary for the NGOs to incorporate in their programmes the component of community education and advocacy so that parents are not educated on the need to send their Girl-child to school but also the techniques of managing the girl-child education.

They explained that some of the Girls and for that matter children in general are not in school not because their parents cannot afford to take care of their educational needs but because their parents do not know the benefits of Girl-child education.

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**Figure 4.9 Views of Girl-Child, Parents, Traditional Authorities, Unit Committees, and Assembly Men on the Areas the NGOS Need To Improve**

Responses	Frequency	Percent
NGO need to assist all girls	52	19
Give the Girl-Child the chance to state what the require	37	14
NGOs should cover all the communities in the district	63	23

NGOs should consider assisting girl-child outside school	45	17
Some of the boy-child must also be assisted	52	19
NGOs need to incorporate education and advocacy programmes in their package	21	8
<b>Total</b>	<b>270</b>	<b>100</b>

Source: Field Survey, July 2010

#### **4.6.10 Views of Girl-Child, Parents, Traditional Authorities, Unit Committees, Assembly Men on How to Complement the Works of the NGOs in Girl-Child Education**

In answering the question as to how the girl-child, the parents of the girl-child, the educational authorities, the staff of the District Assembly, the Assembly men, the Unit Committees and the Traditional Authorities will complement the effort of the NGOs to make their work successful, various responses were given as in Table 4.9. Forty three (43) of the respondents representing 16 percent stated that they need to embark on community education targeting especially the parents on the importance of girl-child education in order to complement the work of the NGOs.

This group of respondents 86 percent of whom are educated stated that the problem of education in general within the District and the girl-child education in particular is not only cultural or financial but ignorance. They indicated that if some of these parents are given such an education, the benefit will no longer be for only brilliant but needy girl-child but will cover the girl-child in general. They also indicated that because most of the parents of the girl-child are not educated, they do not know the importance of education and therefore reluctant to send their children to school. Thirty eight (38) of the respondents representing 14 percent indicated that they will assist the Girl-child to take care of the items given them by the NGOs and make sure that those items are used for the purpose for which they are given.

They (parents of the girl-child) mentioned in particular that the Bicycles that the NGOs normally provide for transporting the Girl-child to school sometimes are taken from them for farming activities. They however stated that they will make sure that this particular behavior is stopped so that the Bicycles are used for their intended purposes. Forty eight (48) of the respondents representing 18 percent also indicated that parents need to distribute house hold chore fairly between the Boy and the Girl-child so that the Girls will also have time for their books. Eleven (11) female respondent representing 4 percent of the respondents actually stated that there is nothing wrong for every member of a family to wash his or her bowl after a meal instead of gathering them around the Girl-child for her to wash after a meal. She said this way the Girl-child will have time available in order to learn. Fifty two (52) of the male respondents representing 19 percent did not agree to this suggestion stating that tradition is tradition and nobody should suggest as if the boy does not do some thing at all within the family is unfair.

They explained that if the agreement is so, the Girl-child should also join the boy-child in the farm during farming season as only boys are allowed to go to farm with Girls being at home. Sixty nine (69) of the respondents representing 26 percent of the total number of people interviewed rather stated that there are long held socio-cultural issues affecting the girl-child not only in her education but that in her entire life and need to be examined again.

They explained that these issues such as “the rightful place of a woman is in the kitchen, women are supposed to be at home and giving birth to children and taking care, women are not supposed to play lead role in a family and the community for that matter and women are members of some one else’s family rather than the one in which she was born into” are all factors influencing how women and by extension the Girl-child is treated. They indicated that those cultural issues should be re-examined to ensure that girls attain the level of education required of them to lead a meaningful life. Forty one (41) of the respondents representing 15 percent indicated that to them the only way the problem of girl-child education can be solved is by the commitment of extra or more resources to the girl-child education.

That, girls require much more attention than boys because of how vulnerable they are and that special attention should be given them not only in their education but in their entire life. They explained that most of these girls normally drop out of school due to teenage pregnancies gotten as a result of the quest to satisfy their basic financial needs through men who will at the end take advantage of such situations. They further explained that most of the girls also stop schooling and normally migrate to the big cities as “Kayaye” because of their quest to decent and dignified lives denied them from their various families and for that matter more resources should be committed to the girl-child education by the various families. Thirty one (31) of the people interviewed representing 11 percent however in suggestion the way forward did not understand why the NGOs instead of focusing on at least the needy but brilliant child, be they boys or girls decide to focus on only girls.

They demanded the faith of a family that is blessed with a girl, stating that such discrimination is unnecessary and must be reconsidered. They explained that if at all it is rather the boys who should be considered and that in Islamic community the onus lie on rather the boys and by extension men to take up lead roles in their individual families and in the society in general. That in the Dagbon tradition and in most African communities it is the responsibility of males rather than females to put food on the table but not girls, and that by this the boy-child is deserving of such a help. They further explained that the girl-child is not supposed to live on her own and that the one who will marry her later and take care of her should rather be assisted.

**Table 4.10 Views of Girl-Child, Parents, Traditional Authorities, Unit Committees, Assembly Men on How to Complement the Works of the NGOs in Girl-Child Education**

Responses	Frequency	Percent
Undertaking community education on girl-child education	43	16
Fair distribution of household chores between boys and girls	38	14
Assisting the girl-child in taking care of the items provided	48	18
Re-examination of culture	69	26
Commitment of more resource to girl-child education	41	15
Emphasis on all school children not only on one sex	31	11
<b>Total</b>	<b>270</b>	<b>100</b>

Source: Field Survey, July 2010

#### **4.7 SITUATION OF THE GIRL-CHILD EDUCATION IN THE DISTRICT BEFORE THE COMING OF THE NGOs**

#### **4.7.1 The 2001/2002 BECE Results in Tolong-Kumbung District**

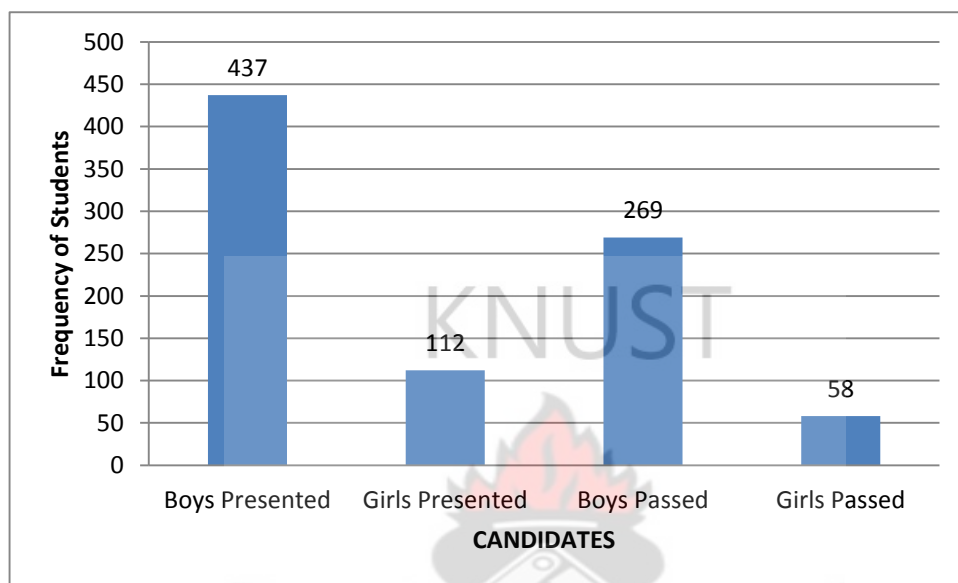
Figure 4.12 gives a clear understanding about the situation of education in the District prior to the coming of the N G O s in the District. Since there was no education on the need to send the girl-child to school, the gap between the boy and the girl-child enrolment was very significant. From figure 4.12, the girl-child enrolment only formed about 20 percent of the total enrolment in the District.

Also the girl child success rate per the 2001/2002 Basic Certificate Examination was only 17 percent of the total successful candidates. This indicates that prior to the coming of the NGOs, both enrolment and the success rate of the girl-child were far below that of the boy-child. In terms of presentation of candidates for the 2001/2002 academic year as indicated in figure 4.12, three times the number of girls represent the figure for their male counterparts. This means that as 437 boys were presented for the examination, only 112 (20%) of the girls were presented for that matter. This shows the attitude of parents and guardians towards educating the girl-child prior the coming of the NGOs.

Furthermore, the few that were sent did not receive the needed attention required to boost their performance as indicated in figure 4.12. Whiles 269 (of the boys representing 49 per cent of the total candidates presented for BECE in the district during the 2001/2002 academic year, only 58 of the girls representing 10 per cent presented for the same examination were successful.



**Figure 4.13 The 2001/2002 BECE Results in Tolong-Kumbung District**



Source: Tolon-Kumbungu District Education Office, July 2010

#### **4.8 SITUATION OF THE GIRL-CHILD EDUCATION IN THE DISTRICT AFTER THE COMING OF THE NGOs**

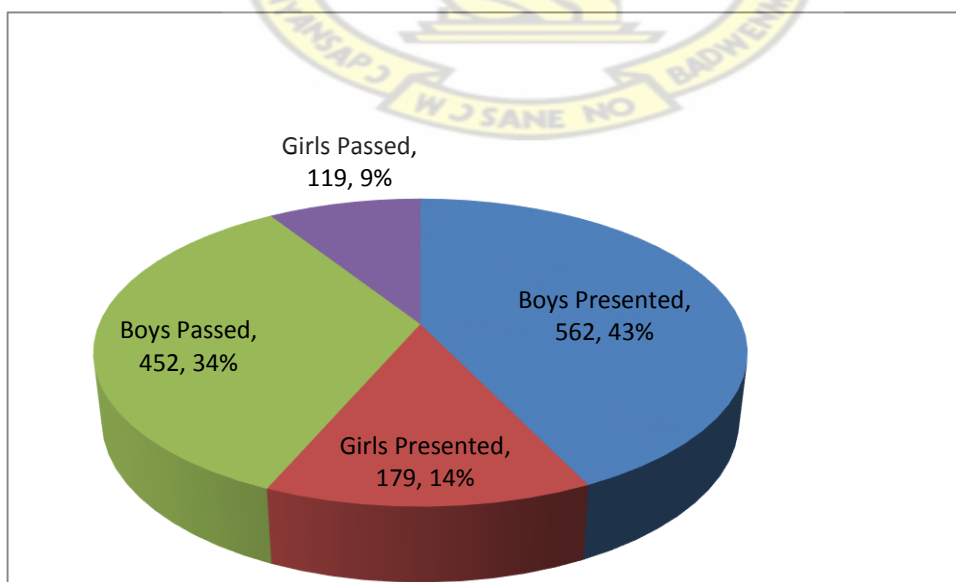
##### **4.8.1 The 2005/2006 BECE Results in Tolon-Kumbungu District**

The figure below also shows the situation some few years after the coming of the NGOs into the district. Though there is still the enrolment gap between the boy and the girl-child, the gap seems to be getting narrow. The enrolment rate now stands as twenty four percent of the total enrolment as against twenty one percent recorded in the 2001/2002 academic year. Also the success rate for the BECE results now stands as twenty one percent instead of the previous seventeen percent. These levels of improvement in both enrolments and the success rate in the BECE results in 2005/2006 demonstrate among other things the commitment of the parents on the need to send the girl-child to school and to take very good care of her in school. This change

of attitude is due to the activities of the NGOs among other things in the area of education given to the parent of the girl-child and the provision of the school needs and materials of the girl-child. Figure 4.15 below demonstrate therefore the importance of the contribution of the NGOs in the Tolon-Kumbungu district in promoting the girl-child education.

An interaction between the research student and the educational authorities in the Tolon-Kumbungu district further revealed that the performance of the girl-child continues to appreciate as compared to that of the boy-child. This indicates that as the NGOs continue to expand their activities in the district, it reflects on the performance on the girl-child. A visit to some of the schools during the conduct of this research revealed very high enrolment figures in most of those schools. In fact, figures for the girl-child as well as that of the boy-child are almost the same in some of the schools visited. This shows the acceptance of the need to educate the girl-child as a result of the education given by the NGOs. It is therefore possible to conclude that issues such as ignorance, tradition, sheer discrimination and the negative cultural practices that used to characterize the girl-child education are getting reduced due to the contribution of the NGOs.

**Figure 4.14 The 2005/2006 BECE Results in Tolon-Kumbungu District**



## KNUST CHAPTER FIVE

### 5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction.

**This chapter** summarizes the findings, draw a conclusion to the study and also makes recommendations as to how the NGOs can carry out their services effectively in the Tolon-Kumbungu

#### 5.2 SUMMARY OF FINDINGS

This study on the role of non-governmental organization in the Girl- child education in the Tolon-Kumbungu District covered the following issues among others; Level of awareness created by the NGOs among the citizenry regarding their operations, the service delivery approach adopted by the NGOs, the nature of support given by the NGOs, the level of coverage of their services in the District, the sustainability of the kind of assistance given and finally the impact made by the services of the NGOs in relieving the girl-child and their parents of their burden. Also, suggestions regarding how the service delivery could be improved to benefit the Girl-child will be made.

To begin with, most of the NGOs normally create the awareness regarding the services they deliver in the District as evident in the responses. A survey of the study area revealed that the NGOs always work with stake holders such as school heads, Assembly men, the unit committees, staff of District Education office, the chiefs and the parents of the Girl-child.

The NGOs according to the survey, normally contact the District Education Office to have some deliberation and to obtain the list of schools in the District to know the socio-Economic profile of the Girl-child in each school to inform their decision on the choice of school. After knowing the general economic condition and choosing the schools they will work with, they then contact the school authorities to familiarize them selves with the school and to begin their selection process with the help of the Head Master and staff of the school concerned. After the selection process, they then schedule a meeting with the parents of the girl-child to explain to them their mission and the package they have for them and their wards. With some of the NGOs, The meeting of the parents is done with Assembly men and the Unit committees so that the explanation will be done for all of them.

The awareness creation normally embarked on by the NGOs prior to the service delivery is meant to educate the stake holders(chiefs, educational Authorities, assembly men, unit committees, teachers and parents.) to acquaint them with their services and to explain to them the role they can also play to make their work successful in the district.

To the chiefs and the traditional authorities, the NG Os normally create their awareness regarding the supervisory role they are required to play especially on teachers and parents to make the exercise a success. The District Education Office which is in charge of administering education in the District is normally told of its responsibility in such meetings of ensuring that the items distributed to the Girl-child is put to good use by both pupils and teachers. This means that the district education office normally plays a watchdog role over the items given. They are normally urged to be vigilant and report to the individual organizations on any breach of the terms agreed upon by all the stakeholders to this assistance either on the part of the various

individual schools or the pupils and their parents. The Assembly men and the unit committees are asked to report any breach regarding the conditions and terms of the assistance to the authority of these N G Os if detected. And finally, the school staff are normally also met by the N G Os to be informed on their role towards the assistance such as ensuring that the items distributed such as bicycles are not used rather for the farming purpose instead of the intended purpose and are also urged to report any of such breaches to the authorities of the N G Os.

With regards to the service delivery approach, the research revealed the following; the identification and the study of the individual family including the poverty profile remained one of the key tools used by the NGOs to inform the selection process. This kind of information according to the NGOs was available to the NGOs both from the schools and within their communities of operation. The needy but brilliant girl-child was also identified with the assistance from the school staff of the various schools. The research revealed that since the school staff deals with the pupils and the students, they know the pupils much in terms of both the academics and their financial status and could serve as a reliable source to the selection process. Pupils, students and families also normally apply to the District Assemblies for financial assistance and in the process are asked to provide their financial background and why they think they cannot discharge their financial obligation in that direction and this information normally serve as an important source to the NGOs. Another important source is the interviews granted the NGOs by the key informants on the family and the financial background of the various families in the communities since families know themselves and each other very much in the rural areas. This according to the survey also provides the NGOs with useful information regarding the selection. Another important source of the NGOs was identified as through advocacy and the outreach programmes within the communities. According to these NGOs in undertaking those programmes, the members of the communities normally give reasons why they are unable to educate their girl-child and in the process inform the NGOs on how to make their selection.

The research revealed that the respondents were only used as sources of information for the identification of the potential beneficiaries but were or is not involved in the actual selection

process. Also, the Girl-child as respondents also revealed that the NGOs do not verify their personal records with them except with the school authorities, no written or oral interview conducted for them in order to ensure due diligence. The research also revealed that some members of the communities found the approach unfair to some of the children and cited reasons such as discrimination against the not so called intelligent children, consideration of intelligence rather than poverty and the focus on intelligent but needy children.

Still on the service delivery approach, the question that sought to find out as to whether enough education was given especially for the parents revealed that most of the NGOs are doing well in that direction except for some. Reasons such as; knowledge of the availability of assistance, understanding the need to promote the girl-child education, discussions and learning the ways of reducing the drop out rate among the girl-child, learning on the need and the importance of educating the girl-child and how to motivate and encourage the girl-child to learn hard were among some of the reasons advanced to justify the role played by the education that they received.

On the question of the support type received by the girl-child, the research revealed the following; food assistance and food materials in the form of take-home ration were provided to the girl-child to ensure that she does not stay at home because of the lack of these items. Critical examination of the factors militating against the Girl-child education revealed that access to food and food materials is one of the problems especially in the rural areas of the District. Payment of school fees was also mentioned as one of the issues affecting the girl-child education in the rural areas of the District.

The survey in the District revealed that the major occupation in the District is the peasant farming with earning being seasonal, making it difficult in catering for the education of their children thereby leading to drop out of especially the Girl-child.

Further more, provision of school uniform is mentioned as one of the answers to the question. The NGOs enter the schools, measure the children and provide them with uniforms according to their sizes in an effort to motivate the Girl-child and to relieve their parent of their financial burden. Text books and school bags are some of the school materials provided by the NGOs to the Girl-child in the District.

It was also found out that because distances from some of the villages to the corresponding schools are long, the NGOs also provide bicycles to the girl-child in order to facilitate their movement to the schools they attend. Some of the NGOs give the assistance in the form of cash for the daily maintenance especially for those in the boarding houses.

Majority of the respondents (84%, as revealed by the research) indicated that they were not consulted by the NGOs in determining the support type for their wards; they however agreed that the type of assistance given is appropriate since the girl-child needs what is given now in the pursuit of their education.

On the question of the contribution of the assistance towards the girl-child education, the research revealed the following; 'I am now regular in school since I do not stay in the house for the reasons of food and food related matters'.

'This makes me regular in school'. The girl-child does not have to do petty trading to generate income for the family to meet her feeding needs in school. In terms of cultural and other internal charges, the payment is normally done by the NGOs and the receipts are presented to the beneficiaries or money is given to the beneficiaries to pay and later present the evidence of payments in the form of receipts.



The beneficiaries then responded that they are not being sacked for the reasons of cultural fee and other charges as used to be the case in the past. On the issue of school uniform, it was revealed that students especially the girl-child used to wear one or two sets of uniform for a longer period of time in school culminating in dirty and ratchet nature of the dress and that with the coming of the NGOs they are now provided with descent uniform there by motivating them to go to school. The parents also revealed that they do no longer be bordered about the provision of school uniform and its attendant financial implication.

The research also revealed that school children especially from distant villages normally lose their books and other educational materials especially during raining season as a result of rain. The provisions of school bags for the girl-child lead to the solution of the problem. In supplementing the income of the girl –child especially those in the boarding schools, the research found out that families are not so much burdened by solely financing their wards in this direction. Related to the cash assistance and as part of justifying the impact of the assistance given by the N G Os, the survey revealed that there is some assistance for the girl-child out of school. The assistance includes cash in the form of capital for those of them who cannot for one reason or the other continue their education.

Also, the NGOs normally arrange to pay for the re-registration of these students and the payment of the cost for attending extra classes until they finish writing their examination. The research also revealed that the provision of bicycles to the beneficiaries by the N G Os help to make their beneficiaries punctual and always get to their various schools early enough to avoid lateness. It makes its beneficiaries less tired and ready to undertake the school assignment early enough .That it reduces the level of tiredness of their beneficiaries and to prevent sleeping in the class. The parents also testified that they are no longer worried on the need to find means of transport for their girl-child thereby relieving them of their financial burden.

Regarding the question as to whether the assistance covers the whole District, it was found out that it did not cover the whole District but some parts of the District were being dealt with. And

to the question as to whether the assistance covers the majority of the Girl-child in the District, it was found out that the assistance did not cover the majority of the girl-child. Various reasons such as the problem of financing, logistics, personnel were advanced.

On the question of the duration of the assistance, most of the parents especially do not know how long their wards would continue to benefit from the assistance of the N G Os but those who had the ideas cited periods between one and three years from experience. They however agreed that the period for the assistance is so short for such assistance given its importance. Reasons were given to justify why they think the assistance was too short to include;

- A. The parents are poor and since their wards are assisted within the short period of three years.
- B. Financing their wards for the rest of the years will still be a problem for them.
- C. That the assistance should be extended beyond the three year period since the completion point of the girl-child education is longer than the period for the assistance.
- D. They also think that with the introduction of the Capitation Grant by the government, a reasonable portion of their assistance should be made to cover those in the senior high and the tertiary institutions.

The question regarding how long respondents will want the assistance to go on within the District, various responses were given to include; four years, five years, others stated that the assistance should go on for six years but the rest agreed that the assistance should go on as long as the girl-child is in school.

On the issue of the time within the academic year that the assistance normally get to its respondents, various time periods were stated to include;

At the beginning of the academic year, at the middle of the academic year and at the end of the academic year advancing some reasons to justify these answers to include;

Since the parents normally go through some difficulties to prepare their wards to begin the academic year and since children normally change in status at the beginning of the academic year resulting in comparatively higher expenditure, it will be appropriate and timely if the assistance always come at the beginning of the academic year. Those who prefer the assistance in the middle of the academic year stated that parents are normally stretched to their limit during the middle of the academic year and will need the assistance so much at that time of the academic year.

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Those who prefer the end of the year think that it is at that time the academic year is ending and the coming of the assistance will help them to prepare ahead for the next academic year.

### 5.3 CONCLUSION

In sum the study brought up a lot of revelations in relation to the role of the N G Os in girl-child education in the Tolon-Kumbungu District. It showed that the assistance given by the N G Os has a great impact on education in the District in the following ways; The girl-child now attend school regularly, have the items they need to make their studies easy, get to their schools on time with their bicycles and can have at least some packet money for their daily expenditure in school. The parents of the girl-child are also relieved of their burden of providing school needs of their girl-child, acquire some education on the management of the education of their girl-child and more importantly have their girl-child educated to an appreciable level. All these ensure that the girl-child gets enrolled and does not drop out of school as used to be in some time past.

The study also identified negative cultural practices, ignorance, discrimination, tradition and financial issues as factors militating against the girl-child education. Some of the stake holders

such as the parents and the chiefs who are the indigenes in the District do not take part in the selection of beneficiaries even though they are normally contacted for the background information of the beneficiaries which they think is not all that fair. Even though the beneficiaries and their parents recognize the contribution of this support to the Girl-child education, they are not consulted in the determination of the support type which is not right since the girl-child and their parents know best what they need at any particular period of time.

The study also revealed that the selection of only brilliant but needy children serve as a disincentive to all those who are needy but not so brilliant. Also, issues of coverage of the assistance package in the District emerged as one the areas of concern to the inhabitants in the District. It was found out that the package cover only some selected communities leaving a greater portion of the District unattended to. Because of this, the girl-child assisted constitutes the minority there by leaving majority of them unattended to. It is also clear that the beneficiaries and their relations do not know how long the programmes of the NGOs will remain with them in the District there by leaving them wondering as to how to prepare themselves against the withdrawal of the service providers.

It was found out that their programme duration does not always see the girl-child to any reasonable level of their education since it normally end at the basic level and even those who are assisted at the senior High level are not assisted beyond that level. Even though the N G Os normally deliver their assistance to their beneficiaries at different times within the academic year, beneficiaries still consider it useful irrespective of the time they get it but were also of the views that since individual families have different financial problems, their views should have been sought as to the time within the academic year they will wish the assistance be delivered to their wards.

In view of the above, some recommendations were made towards the effective delivery of the services to the beneficiaries by the NGOs.

#### **5.4 RECOMMENDATIONS OF THE STUDY**

Based on the findings, the following recommendations are made. They are divided into four parts according to the specified objective.

From the findings it is clear that the NGOs get into contact with their beneficiaries through the school leadership, the District Assembly, and key informants and through outreach programmes. Even though the process ignores parents as sources of information, those who were contacted only provided information and were not involved in the actual selection process.

In view of this, steps should be taken by the service providers (i.e. NGOs) to involve all the stakeholders i.e. the school leadership, the District assembly the key informants and more importantly the parents not at the information gathering level only but in the actual selection process. The decision as to who is more qualified to benefit based on the information gathered from the grounds should not be hidden from the stakeholders in order to make the process as transparent as possible.

In a situation where the NGOs are not able to be so transparent in the process, they should send publications to the key stakeholders, i.e the chiefs, the assemblymen, unit committee members, the educational authorities and parents indicating the criteria used based on the information gathered from the field. The NGOs should exercise strong will in terms of making their selection process as transparent as possible.

It is also clear from the findings that the motive of the NGOs is to sponsor or take care of the 'needy' but 'brilliant' Girl-child instead of all Girl-child in. Respondents especially the parents from the responses felt that the programme of the NGOs is discriminatory against the not so intelligent and focuses on only the needy but brilliant children.

In view of this, steps must be taken by the NGOs to bring on board all the Girl-child by developing strategies to raise additional funds in that direction instead of only the intelligent ones. Most of these girls who are considered not so intelligent could be in such situations because of poor financial backgrounds and the apparent lack of school materials and needs. The NGOs if possible should expand their budgets to cover the girl-child who are considered not so intelligent.

Still on the issues of the approach to service delivery by the NGOs, some education was given to the stake holders, i.e. the chiefs, the assemblymen, the unit committee members and parents of the girl-child education especially strictly on the issues of the management of the support and the items given with little being done on the issues of the negative practices that affect the Girl-child at home. The issues of cultural practices, ignorance, tradition and the share discrimination that affect the education of the Girl-child deserve as equal attention as the issues of managing the items or support given the Girl-child and due to this, the NGOs must as well do enough education and sensitization on such issues as negative socio-cultural practices, the dehumanizing traditional practices, the sheer discrimination against the girl-child as well as the ignorance on the part of parents and the society in general to help reduce the drop out rate of the girl-child in school.

On the issue of the support type for the girl child education, various types of items were mentioned as food and food materials, payment of school fees, and the provision of school needs such as books, uniforms and the school bags which respondents agreed are so useful but it was found out that the stake holders especially the parents were not consulted by the service providers in the determination of the support type for their wards.

As per the above, the NGOs should see the need to involve at least the parents in the determination of the support type for their wards. Different families have different socio-economic problems and for the NGOs to lump up different families under a single assistance package will not be so beneficial to some families like others. Again, since parents and family



members know much about their own financial problem, their views should be sought as to the determination of the support type for their wards.

Also, the Girl –child out of school who are assisted also have different ideas as to how to continue with life after school and therefore have different needs with regards the assistance and should also be contacted for their opinion when the NGOs are about to support them.

Also, on the issue of the support type still, there is no where Guidance and counseling support service was mentioned as part of the support package. It is worth noting that most of these children drop out of school because of their ignorance about what awaits them in life and the appropriate support for such a group would have been guidance and counseling.

It is therefore recommended that guidance and counseling services be organized for the Girl-child in the District to help them realize the importance of education. The Data gathered indicated that because most of the assistance package is largely financial, most potential beneficiaries are not covered and if most of the financial packages are converted to services such as the guidance and counseling will have a wider coverage, hence it is so recommended.

Therefore, it is recommended that the N G O s should consider it as part of their package to organize those academic exercises for the Girl-child in order to improve their learning skills and the development of their confidence level. The extra classes will serve as an opportunity for them to take time from their busy schedule at Home in order to concentrate on their books since they are discriminated against in that direction.

It's also clear from the findings that no mention has made in respect of teacher motivation by the NGOs but how much assistance can do depends so much on the psyche of teachers. Teachers serve as the centre piece of any educational programme put in place by either the



government or any other body and deserving of attention in that regard. The NGOs should therefore take serious measures to include teacher motivation in their assistance package especially those who show strong commitment towards girl-child education.

The Data collected showed that much is not done in tackling the issue of the Girl-child funding from the source because nothing is being done to help parents especially to take care of their wards and the future generation when the NGOs are not in the scene anymore. When parents are financially and vocationally equipped, there wouldn't be any need for them to wait for any assistance anywhere.

It is therefore recommended that the NGOs should consider equipping the parents of the Girl-child financially and vocationally to make them productive in order to take care of their own children in future.

Data gathered from the field indicated that the assistance package of the NGOs does not cover the whole district and even when the issue of proportion covered were raised responses were on the indicative that those covered formed the minority group in the district.

Since the district is deprived of most of the social life indicators such as good health records and education as evidence from the field point to this direction, the NGOs are urged to try to cover if not all but a reasonable portion of the District with regards to their services by mobilizing additional resources.

Finding from the NGOs indicated that resources, financial and logistics constraints are the reasons why they are not able to do much in terms of their coverage of the district. They sighted difficulties in raising funds and the expensive nature of the items provided to the girl-child as some of the reasons.

Further more, the NGOs cannot do it alone and are therefore urged to lobby the District Assemblies and the Ghana Education Service to assist them with personnel and logistics to enable them accomplish this all important task. They should also try to see if they could redirect and to influence other NGOs to turn their attention to the areas such as education and health to help solve the problem of the Girl-child education in the district. The chiefs, the assemblymen and the unit committee members should also lobby other NGOs to join.

More so, data gathered indicates that the school authorities i.e. the teachers and their various Heads were only used as a source of information without any serious involvement in the actual programme of the NGOs. The teachers were seen in the same position as parents and the other stakeholders such as the traditional authorities, the assemblymen, the Unit Committees and the employers of the NGOs without recognizing the unique role of teachers in such an important programme.

For the NGOs to expand coverage without necessarily having to increase cost of operation, they should engage and train Teachers in various schools to run the programme on their behalf in such schools since this will help expand the coverage of the assistance in the District. The N G Os should equip the Teachers with knowledge on advocacy and the skill of resource mobilization and then play a key supervisory role to ensure that the resources so mobilized are put to the intended use. This will make it possible and easier to expand the coverage of the assistance.

Also, Data gathered from the field showed that the N G Os have no programme of equipping and resourcing various individual schools to be able to be in a situation where they can take up the challenge of taking care of the needs of the Girl-child in those individual schools in the District and this can make it possible to expand the assistance to cover more beneficiaries.

As a result, it is recommended that the NGOs as part of the assistance package should assist individual schools to engage in such ventures as farming to be able to take care of the food and the financial needs of the Girl-child. Parents and well-wishers were helped in that direction. These farms which should be on large scale should have the parents of the school children being involved in cultivation and its management to the benefit of their Girl-child.

As part of the effort to expand their coverage without necessarily having to increase cost of operation, it is recommended that the NGOs should assist various schools to form a committee as part of the Parent Teachers Association or a sub –committee of the School Management Committee. Such a committee should be trained and equipped with skills of advocacy and resource mobilization to help raise funds to support the education of the Girl-child. This will again help to expand their coverage without necessarily have to increase their cost.

Findings from the field indicate that the beneficiaries and their relations i.e. the parents only know when the support package begins but are not told when the NGOs will cease their operation for a particular group in the District. That the time for completing or finishing the assistance with a particular group is not always communicated to beneficiaries in advance until such a time they will come to bid the good bye. This normally affects the individual family's preparation towards taking over the responsibility of their wards education.

As a result, it is recommended that the NGOs should inform the beneficiaries and their families as to when to end their operations to give various families the needed time to prepare both financially and psychologically to take up the sponsorship of their wards. As part of the disengagement plan, the NGOs should not only inform the beneficiaries and their parents but should also involve all stake holders and then prepare them for the challenges ahead to enable them take up successfully the issues of the Girl-child education.

Data gathered from the field also show that some people among the respondents i.e. the parents, teachers, traditional authorities, the assembly men, the Unit Committees and the educational authorities knew the programme duration but rather mentioned various time

periods which seem so short for such an exercise barring any resource constraints. Based on the NGO concerned, the programme spanned between one and three years. It is however realized that for a child to undergo basic education He or She needs not less than six years in school and if to proceed to the Senior High school, He or She requires at least nine years and for the assistance to cover only between one and three years, it considered very short.

It is therefore recommended that the NGOs should extend their services at least to cover basic education by shifting service delivery from heavy reliance on financial resources to the use of the abundant human and natural resources such as the use of the school Teachers and also the Training of the ordinary citizens to engage in ventures that can help them to take care of their wards on their own. This will help the girl-child to go through at least the basic education to make them employable if they are not able to continue with their education. This recommendation is even evident by the response of a whooping majority stating that the period for the assistance is not appropriate to solve the problem of the girl-child education. They however stated that the assistance should continue as long as the girl-child is in school.

On the issue of the time within the Academic year that the beneficiaries normally receive their assistance packages, data gathered from the field indicated various responses to include the beginning of the academic year, at the middle of the academic year and at the end of the Academic year. Even though various families have different financial problems and backgrounds which come in different times within the year, the fact still remains that much expenditure is incurred at the beginning of the Academic year when pupils and school children are supposed to change classes. Besides, since different families have different have different sources of income, they may have different times with which to be in needs of finances. For instance, peasant farmers may not be able to do well to solve the educational problem of the Girl-child during the planting season as compared to the time of harvest.

In view of the above, it is therefore recommended that the NGOs should make the delivery of their services as flexible as possible either by unanimously at the beginning of the academic year

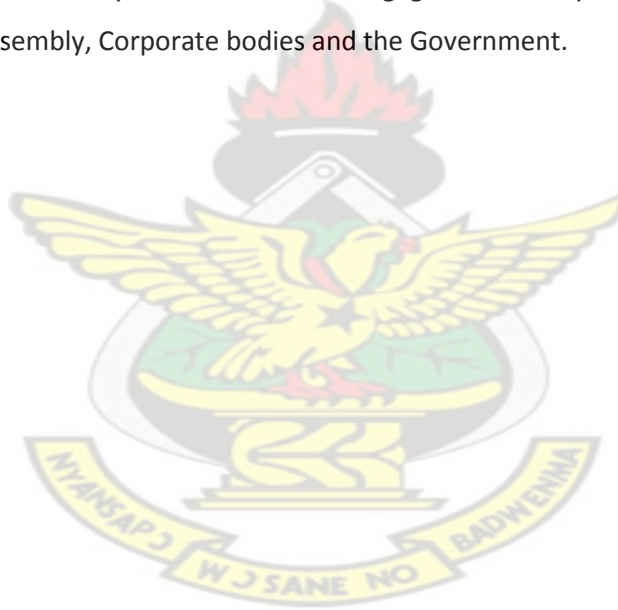
when the expenditure is supposed to go up as pupils change stages or classes or by finding out the views of the individual beneficiary families regarding the time they may be pressed up financially and may need the assistance. The assistance by the N G Os when structured this way will help the individual families to complement the assistance with the little resources they have so gathered in order to assist their Girl-child in school. Also, the Girl-child out of school who are engaged in various ventures also have different times with which they will need the assistance given them by the N G Os since their businesses are not the same. For this reason, the N G Os should always contact them also to find out their views regarding the time they will be requiring the assistance. This will make it possible for them to make maximum use of the packages given them.

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In all, it was unanimously agreed based on the findings from the grounds that the assistance package given by the N G Os in no doubt serve a useful purpose and has a very great impact in solving the Girl-child educational problems. This is evident especially when majority (almost Hundred percent) responded that the assistance serves a very useful purpose. In fact, it was stated by the interviewees that the education of the Girl-child will be affected if the assistance by the N G Os is stopped. As a result, ways and means must be found in order to ensure continuity of the activities of the N G Os. Respondents further stated that the school fees paid on their behalf, the materials provided to the Girl-child and the food provided relieve parents of their heavy burden and then serve as a motivation for the Girl-child to continue wanting to learn.

In view of the findings above, it is realized that the importance of the activities of the N G Os in the Tolon-Kumbungu District cannot be downplayed and as a result the following recommendations are also advanced. The N G Os must make sure that their activities be continued and if possible increased by putting in place a realistic and sustained funding scheme that will keep the programme going. This can be done through the assistance and the encouragement of the local community members to form self –help groups in order to make it possible to pull resources together to help the Girl-child in the District. These groups can undertake to have some financial commitments from every member towards the goal of the

Girl-child education. The said groups can also undertake ventures that will make it possible for them to gather enough resources to ensure that they are able to finance the Girl-child education. They can also engage in communal labour by helping individual families undertake ventures that will make it possible for them to contribute to fund of such a group. Similarly, the N G Os can help the local communities to develop community strategic Development plan aimed at tackling and solving problems concerning the Girl-child education. Furthermore, the N G Os should assist the local community members to set a common fund known as the Girl-child education common fund with purpose of taking care of the Girl-child education. Such common fund must not be for the parents of the Girl-child only but all community members must have some financial obligation towards the fund. The District Assembly must be made to allocate part of its common fund to this special fund so that the continuity of the assistance to the Girl-child education is assured. Finally, the N G Os must engage in advocacy and lobbying with other N G Os, the District Assembly, Corporate bodies and the Government.



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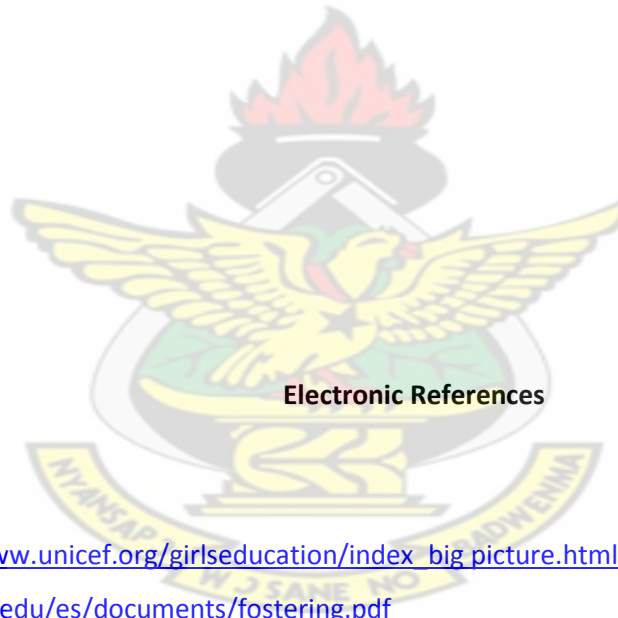
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## APPENDIX A: QUESTIONNAIRE

### Role of NGOs in Girl-Child Education in the Tolong-Kumbungu District.

**YOU ARE REQUIRED TO TICK THE APPROPRIATE ANSWERS** SECTION A: SOCIO-DEMOGRAPHIC

#### **BACKGROUND OF RESPONDENTS**

		3	[ ]
1. Sex: Married	[ ]	4	[ ]
Single	[ ]	Other specify.....	
Divorced	[ ]		
Widowed	[ ]		
2. Age:		5. Education:	
10—20	[ ]	No education	[ ]
21—30	[ ]	Primary	[ ]
31—40	[ ]	Middle/JHS	[ ]
41—50	[ ]	Secondary/SHS	[ ]
60 and above	[ ]	Vocational	[ ]
		Above secondary/SHS	
3. Marital status: Married	[ ]	6. Religion:	
Single	[ ]	Christianity	[ ]
Divorce	[ ]	Islam	[ ]
Widowed	[ ]	Teaching	[ ]
		Traditional	[ ]
		Other specify	[ ]
4. Number of children:		7. Occupation:	
1	[ ]	Farming	[ ]
2	[ ]		

Trading	[ ]	Frafra	[ ]
Artisanship	[ ]	Other, specify.....	
Other, specify	[ ]		

8. Ethnic Origin:

Dagomba	[ ]
Akan	[ ]
Gonja	[ ]

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## THE ROLE OF NGOs IN GIRL-CHILD EDUCATION IN THE TOLON-KUMBUNGU DISTRICT

### SECTION B

#### Questionnaire for the Girl-Child

1. When was the first time you got to know of the organization and through whom?

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2. Did they demand your terminal report during the time of your selection?

Yes [ ☐ ] NO [ ☐ ]

3. Were you taken through any oral or written interview at the time you were being selected?

Yes [ ☐ ] NO [ ☐ ]

4. Were you asked to choose the kind of assistance needed as at the time of your selection?

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5. Are you aware of any meeting attended by your parents during or after your selection?

Yes [ ] No [ ]

6. If yes, state if (any) some of the information that was given to them

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7. Do your parents or guardians normally advise you regarding your assistance?

Yes [ ] No [ ]

8. If yes, state one thing they normally tell you.

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9. What is the nature of assistance given you by the organization?

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10. At this level of your education, do you consider it as the most important priority?

Yes [ ] No [ ]

11. If No, what would you have considered as the most important so far as your  
education at the moment is concerned?

Yes [ ] No [ ]

12. How does what is given at the moment contribute to your educational development?

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13. Is every girl in this your village a beneficiary of the assistance you are enjoying?

Yes [ ] No [ ]

14. How many do you know from this village benefiting from the assistance given you?

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15. Is every girl in your school a beneficiary?

Yes [ ] No [ ]

16. Do you know how long you will be on this assistance?

Yes [ ] No [ ]

17. If Yes, state the period.

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18. How long would you have wished to continue with this assistance?

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19. Would your education be affected after ceasing to benefit from this assistance?

Yes [ ]      No [ ]

20. To what extent has the programme contributed in keeping you in school up till date?

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-----  
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21. State if there is any the areas the NGOs need to improve with regard to their services

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22. How will you complement the works of the NGOs to improve the situation of girl-child education?

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## SECTION C

### Questionnaire for the parents/guardians of the girl-child:

1. Do you remember how your ward came in to contact with the service provider?

Yes [ ☐ ]      No [ ☐ ]

2. If yes, how and through whom?

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3. At what time of the academic year does your ward normally receive the assistance?

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4. Do you consider that time as appropriate for such assistance?

Yes [ ☐ ]      No [ ☐ ]

5. Give the reason for your answer.

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6. Were you invited to any meeting prior to the assistance of your ward?

Yes [ ] No [ ]

7. If yes, what was the meeting entailed?

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8. How has such a meeting shaped your attitude towards your ward education in general and the assistance in particular?

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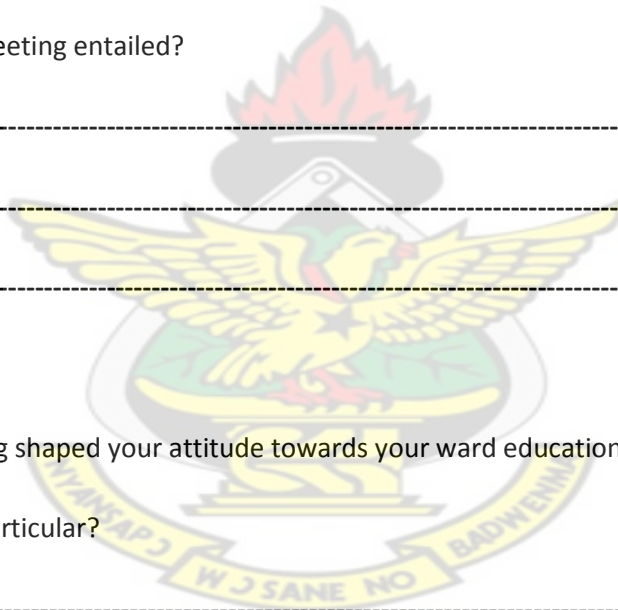
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9. What type of assistance is given your ward?

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10. Do you think this assistance has significantly relieved you of your burden towards  
your ward education?

Yes [ ] No [ ]

11. State the reason for your answer.

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12. State what you would like to be offered your ward in place of what is being given for now.

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13. Apart from your ward, are you aware of other children benefiting from similar assistance?

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14. Does the assistance cover every girl in this village?

Yes [ ] No [ ]



15. Do you consider those who are not benefiting from the service as financially capable?

Yes [ ] No [ ]

16. How would your ward benefit from the services of the organization?

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17. Do you think what is being given is sufficient in keeping your ward through her education?

Yes [ ] No [ ]

18. If No, what length of time would you consider appropriate for the assistance to end with your ward?

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19. State if there is any the areas the NGOs need to improve with regard to their services

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20. How will you complement the works of the NGOs to improve the situation of girl-child education?

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#### SECTION D

##### Questionnaire for the school heads and the district Director of education

1. How did the organization get in to contact with the beneficiaries in your school/District?

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2. Were you involved in the selection process?

Yes [ ☐ ] No [ ☐ ]

3. If yes, what was the criterion used?

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4. Do you consider the method fair to all female children in your school/district?

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5. State the reason for your answer.

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6. Did your school/district hold any meeting with the N G O prior to the assistance?

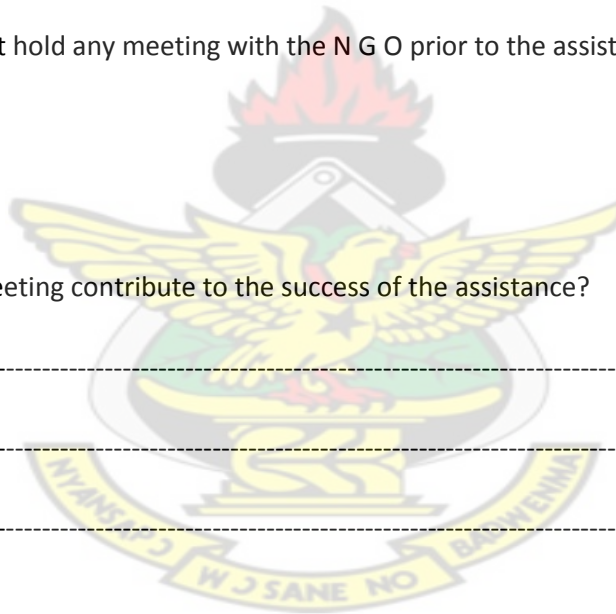
Yes [ ☐ ]    No [ ☐ ]

7. If yes, how does the meeting contribute to the success of the assistance?

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8. Do you consider your self knowledgeable concerning the assistance given?

Yes [ ☐ ]    No [ ☐ ]

9. Why?

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10. What type of assistance is being given the girl-child in your school/district?

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11. How appropriate is that assistance concerning the level of education of the beneficiaries?

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12. Were you consulted in determining the nature of the assistance?

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13. How would you describe the level of coverage of the programme in your school/district?

Low [ ]    average [ ]    high [ ]    or very high [ ]

14. Why

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15. Any idea as to how long will the programme remains in your school/district?

Yes [ ] No [ ]

16. If yes, would you consider this period appropriate in solving the problem of the girl-child in your school/district?

Yes [ ] No [ ]

17. What length of time would you consider appropriate for the programme?

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18. State if there is any the areas the NGOs need to improve with regard to their services

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19. How will you complement the works of the NGOs to improve the situation of girl-child education?

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## SECTION E

### 5 Questionnaire for the staff of the District Assembly Office

1. Are you aware of the operations of any NGO In Girl-child education in this District?

Yes                      No

2 If yes, how do they get in contact with their beneficiaries?

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3. Has there ever been any involvement in the assembly in the identification and selection of beneficiaries?

Yes                      No

4. Has any of the NGOs invited you to any meeting prior to its service delivery?

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5. If yes, what did the meeting entails and what impact did it make with regards to the success of their assistance?

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6. Do you consider the assembly knowledgeable with regards to the support given by these NGOs?

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7. What type of support is being given the girl-child in your district?

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8. Will you consider this support appropriate with regards to the girl-child education at that level?

Yes                      No

9. Do you think your office should have been consulted in determining the kind of support the girl-child would need at any particular level of education?

Yes                      No



10. Explain

11. As a staff of the assembly, do you have any idea about how wide spread of the support of these NGOs in this District?

Yes                      No

12. Do you consider their level of coverage enough to solve the problem of the girl-child education?

Yes                      No

13. If No, what level of coverage will you consider appropriate to help ease the pressure on the parents of the girl-child?

14. Any idea as to how long will the programme of the NGOs remains in your District?

Yes                      No

15. If yes, would you consider this period appropriate in solving the educational problem of the girl-child in your District?

Yes                      No

16. If no, what level of time would you consider appropriate for the programme

17. State if there is any the areas the NGOs need to improve with regard to their services

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18. How will you complement the works of the NGOs to improve the situation of girl-child education?

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#### 4 Questionnaires for the N G O s

1. How do you normally identify your beneficiaries?

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2. Which criteria do you normally use in the selection of your beneficiaries?

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3. What are the indicators that point to the fact that some one needs to benefit from your service?

4. Whom do you normally engage for the identification and selection of your beneficiaries?

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5. Do you normally embark on some education before service delivery?

Yes

No

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6. If yes, what kind of education do you normally give, and to whom, before the service is delivered?

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7. How does that affect the success or otherwise of the programme?

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8. What type of assistance is given to the girl-child by your outfit?

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9. Do you normally seek the opinion of both the parents and the girl-child regarding the appropriateness of the assistance at that level of the children education?

Yes                      No

10. How does that affect the success or otherwise of the assistance?

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11. Does the programme cover every school-going female child in this District?

Yes                      No

If no, what is the reason?

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12. How would you describe the level of coverage of your prograqmme in this District?

Very High              High              Low              Very low

13. Are you aware of a similar package for the girl-child by another organization?

Yes

No

13. If yes, which organization?

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14. How long will your out fit carry out the programme in this District?

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15. Is that period long enough to see the girl-child through her education?

Yes

No

16. If no, what length of time would you consider appropriate to carry the girl-child through her education?

Give a reason for your answer.

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17. State if there is any the areas the NGOs need to improve with regard to their services

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18. How will you complement the works of the NGOs to improve the situation of girl-child education?

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## APPENDIX B: INTERVIEW GUIDE

### SECTION F: Traditional authorities and Girl-Child Education in the Tolon-Kumbungu District.

The researcher engaged the chiefs and opinion leaders in the following issues:

1. How the beneficiaries of the services of the NGOs are identified for selection.
2. Types of support given to the beneficiaries.
3. Knowledge of the traditional authorities on support duration.
4. Levels of consultation especially of parents, the unit committees and the assembly men.
5. The support coverage within the district.



6. The impact or the contribution of the support to Girl-Child education in Tolon-Kumbungu district.

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