INFLUENCE OF WING SCHOOLS' COMPLEMENTARY BASIC EDUCATION PROGRAMME ON PROVISION OF EDUCATIONAL OPPORTUNITIES IN NORTHERN REGION OF GHANA

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university

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I dedicate this thesis to my father Joseph Kofi Abreh and in memory of my late mother Veronica Yawa Atsunyo who ignited the struggle for academic insight.

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ACRONYMS

ACE	Alliance for Change in Education
ADP	Accelerated Development Plan
AIDS	Acquired Immune Deficiency Syndrome
BATCO	Bagabaga College of Education
BEAP	Basic Education in Africa Project
BECE	Basic Education Certificate Examination
BRAC	Bangladesh Rural Advancement Committee
CA	Continuous Assessment
CBE	Complementary Basic Education
CBEPs	Complementary Basic Education Programmes
CEE	Common Entrance Examination
CGPA	Cumulative Grade Point Average
COPE	Community Organized Primary Education
CREATE	Consortium for Research on Educational Access, Transition and Equity

CS	Circuit Supervisors
CSO	Civil Society Organizations
DA	District Assembly
DBE	Diploma in Basic Education
DACF	District Education Common Fund
DFID	Department for International Development
DP	Development Partner
EDI	EFA Development Index
EFA	Education for All
ESP	Education Strategic Plan
ESPR	Education Sector Performance Report
FBO	Faith Based Organizations
FCUBE	Free Compulsory Universal Basic Education
FETAC	Further Education and Training Awards Council
FGD	Focus Group Discussion
FS	Feeder Schools

GCE	General Certificate Examination
GDHS	Ghana Demographic and Health Survey
GDP	Gross Domestic Product
GES	Ghana Education Service
GETFund	Ghana Education Trust Fund
GMR	Global Monitoring Report
GNAT	Ghana National Association of Teachers
GoG	Government of Ghana
GPRS	Ghana Poverty Reduction Strategy
HND	Higher National Diploma
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
ID	Inspectorate Division
IGF	Internally Generated Fund
ISODEC	Integrated Social Development Centre
JHS	Junior High School

JICA	Japan International Cooperation Agency
JSS	Junior Secondary School
KG	Kindergarten
MDGs	Millennium Development Goals
MOE	Ministry of Education
MOFEP	Ministry of Finance and Economic Planning
MPCF	Member of Parliament's Common Funds
MSLCE	Middle School Leaving Certificate Examination
NALAP	National Literacy Acceleration Programme
NEPAD	New Partnership for Africa's Development
NGO	Non-Governmental Organisation
NNED	Northern Network for Education Development
OECD	Organisation for Economic Co-operation and Development
PNDC	Provisional National Defense Council
PPP	Public Private Partnership
PRONADE	Programa Nacional de Autogestión para el Desarrollo Educativo
PTA	Parent Teacher Association

SfL	School for Life
SIPs	Social Intervention Programmes
SMC	School Management Committee
SSSC	Senior Secondary School Certificate
SSSCE	Senior Secondary School Certificate Examination
UK	United Kingdom
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UPC	Universal Primary Completion
UPE	Universal Primary Education
VSO	Voluntary Services Overseas
WASSC	West Africa Secondary School Certificate
WASSCE	West Africa Senior School Certificate Examination
WS	Wing School

ABSTRACT

The need to consider accelerated and complementary (alternative) approaches for reaching underserved children particularly in remote and often hard-to-reach deprived communities is urgent. Thus, complementary basic education provides an avenue to educational access to rural school-aged persons, the Wing Schools (WS) being one of those aimed at providing increased educational enrolment, access, retention and transition. This study sought to establish the influence of Wing Schools' Complementary Basic Education on the provision of educational opportunities in the Gushegu and Karaga Districts of the Northern Region of Ghana. Specifically, the study investigated the influence of curriculum; assessment strategies; quality assurance activities; school and community relations and enrolment in Wing Schools on the provision of educational opportunities to the rural children in Gushegu and Karaga. A descriptive research design was employed and data was collected from staff, pupils, parents' groups and management committees of 36 Wing Schools. A census of 113 teachers and 36 headteachers was considered and 30 School Management Committee (SMC) members were stratified and purposively sampled out of forty-seven (47) SMCs. The pupils were also stratified according to their respective educational districts. The research instruments employed for data collection were questionnaires for teachers and headteachers, interview guide for SMC and Wing School coordinating team, and Focus Group Discussion Guide for Wing School graduates. Both descriptive and inferential statistics were employed to analyse the data. The findings showed that there was an increase in lower primary school enrolment; high pupil retention, survival and transition rates associated with the Wing Schools. It also came to the fore that fee-free education, free stationery, no prescribed uniforms and the use of any decent structures for classrooms led to an increase in the net enrolment rates of pupils in the beneficiary communities. It also came to light that the National Literacy Acceleration Programme (NALAP), which emphasizes the use of the dominant first language, was upheld in all the Wing Schools leading to further rise in enrolment. Further, the retention capacity of the Wing School is better than the general retention in Ghana and that of the Northern Region in particular. A simple linear regression showed that increase in assessment strategies; and quality assurance activities by causing corresponding increase transition of pupils to higher grades. Whereas the curriculum was found to influence pupils' access to Wing Schools, the school and community relations, was found to influence pupils' retention rate in the Wing Schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is considered a useful ingredient to improving economic competitiveness, raising incomes, improving health, accomplishing peace and stability programmes, and achieving sustained growth of nations. The responsibility for providing education is the obligation of government (Rose, 2007) since education is considered both as a social good and a merit good (Wright, 2013; Blaug, 1970). However, DeStefano and Schuh-Moore (2010) found that the government alone is unable to provide education for its entire citizenry for most countries. DeStefano and Schuh-Moore agreed with Colclough (1996) that the government providing the bulk of basic education is justified since if left to the free market, the private sector might under invest in it. The effect is that individuals and societies directly will be affected, and the country in general will suffer economically as there will be dearth of adequately trained workforce. These thus call for the need for complementary basic education avenues to supplement the education provided by the state.

The basis of individual, institutional and national development is basic education (Gautam, 2013). However educational participation and net gain from education becomes meaningless when access, transition, completion and equity for the marginalised is not well taken care of. Rose (2007) promoted the expansion of

education to many more children as a priority agenda that developing countries south of the Sahara should pursue. Basic education provision is foundational for access, retention, transition, completion and equity of quality education for all, for Sub-saharan African countries. In the first decade of the 21st century, Ghana for instance took action towards expanding and reaching quality accessible education provision for nation building (National Development Planning Commission, 2010).

Global structures have been created for nations to reach universal basic education the world over (UNESCO, 2010a). Regardless of efforts and strategies of nations globally, 57 million children of primary-school age remained out of school as at the end of 2013. The UNESCO report continues that of those enrolled, a number of them are poorly served by the public sector, while others dropout from schooling. Farrel and Hartwell (2008) on their part blamed the biggest of the challenges on the unavailability of school places for persons of school- age. Education systems in most developing countries have been marked with primary education for the majority of urban children, but the same cannot be said about provision of quality education to historically underserved populations and regions (DeStefano, Schuh-Moore, Balwanz, & Hartwell, 2007; CARE, 2003).

Farrel and Hartwell (2008) made a compilation of complementary basic education programmes that have been used to make schools available to people in places

where additional places for education were needed. Farrel and Hartwell noted that complementary basic education provides an avenue to provide educational access to rural school-aged persons. Coupled with access to education in the complementary basic education setting, CBEs also provide opportunity for differing depth of retention and transition usually over and above the national figures for public schools (DeStefano, Schuh-Moore, Balwanz, & Hartwell, 2007). Farrel and Hartwell further mentioned that CBEs usually take inspiration from several donor-funded but community-initiated activities. Globally, mention can be made of the Bangladesh Rural Advancement Committee (BRAC) that helped rural children to complete up to sixth grade. PRONADE of Guatamela also provided avenue for schooling for many deprived regions of Guatamela. The educatodos of Honduras which was characterized by learning centers situated in a variety of locations, including factories, micro-enterprises, NGOs, government installations, municipalities, and vocational centers, provided avenue for academic education for rural disadvantaged children.

Regionally, mention can be made of community schools in rural Upper Egypt to support children to complete fifth grade in the three regions of the Upper Egypt. This complementary basic education programme In Egypt afforded many girls an opportunity to enrol in schools. Also Zambia's Community-Based schools for HIV/AIDS orphans and the vulnerable helped children to complete seventh grade (DeStefano, Schuh-Moore, Balwanz, & Hartwell, 2007). In addition CARE

Zambia (2005) reported that CBE in Zambia enabled the government of Zambia to push for free universal basic education policy. Furthermore, Mali's community schools are other example of complementary basic education programme that helped many out-of-school children to enroll in schools in the Sikasso region (Welmond, 2001). In Ghana School for Life is the immediate example of complementary basic education programme that provided access to 85,000 Ghanaian children for a nine month period with about 90 percent transition rate (Casely-Hayford, & Hartwell, 2010).

The consideration of accelerated and complementary (alternative) approaches for reaching underserved children particularly in remote and often hard-to-reach deprived communities is rife. The urgency comes in the face of Education for All Framework for Sub-Saharan Africa and Millennium Development Goals (MDGs) 2 and 3 that nations are committed to. The timeline for attaining both MDGs and EFA are 2015, therefore, much is required to make educational parity possible to rural dwellers since there are a significantly good number of children who are yet to enrol in schools (Aref, 2011).

In the context of Complementary Basic Education (CBE) Programme there exists issues around provision of educational opportunities for the marginalized and the vulnerable children that need to be attended to. CBE programmes have often come up with increase net enrolment of pupils in the regions where they were

promoted (Farrell, & Hartwell, 2008, Laugharn, 2007). Arkorful (2013), Namukwaya and Kibirige, (2014) and Jere (2014) recount similar increases in the net access avenues to the never enrolled and those out of school. Arkorful; Jere; and Namukwaya and Kibirige referred to such increase in enrolment as 'opportunity' for access to schools and to education.

Increase in access to schools and education in CBE setting may be due to several factors including some of the ones recounted here. Nkurunziza, Broekhuis, and Hooimeijer (2012), and Grogan (2009) found that fee free education brought about increase in access in excess of what other state interventions came up with. However, there is equally other evidence to show that fee free alone does not bring about increase in enrolment as experienced in Kenya (Bold, Kimenga, Mwabu, & Sandefur, 2011). Pupil fees poses problem for a lot parents thereby not making it difficult and sometimes impossible to allow their children to attend schools. The Wing Schools makes education free for children who enroll in them. The financial burdens of parents are restricted to the money used in caring for their wards in the home alone.

Other interventions like 'free textbooks and uniforms' (Manimagala, 2012); provision of extra teachers (Banerjee, Cole, Duflo, & Linden, 2005); school building constructions (Duflo, 2001); deworming for school-aged children (Miguel & Kremer, 2004); and vouchers for private schooling (Angrist, Bettinger,

Bloom, King, & Kremer, 2002) also increased access to children in other CBE situations., provides free textbooks, do not put restriction on the type of uniform to wear and as well as provides modest places to used as classrooms.

The curriculum used in the CBEs has been explored in other contexts to include depth of resemblance of nationally approved syllabus and those of the CBEs. Another issue that has seen more discussion in the literature has to do with language of instruction since is all about the beginning of education for the out of school and the never enrolled people. In connection with that, Arkorful (2013) and Casely-Hayford and Adom Ghartey (2007) found sound local language literacy, functional curriculum and participatory learning styles as other reasons for children accessing and participating in CBEs. That is not far fetched from Longden (2009) who came finding that curriculum used in Complementary Education Programmes relates positively with access.

According to Kwapong (2006) use of L1 in teaching Mathematics does not infer significant difference in pupil performance when compared to instruction in English language (L2). That confirms the finding of Andoh-Kumi (2002) and Okyere (1999) who related that the use of language of instruction policies as in rural and urban centres come with different outcomes. It again collaborates the findings of Østergaard (2013) that the L1 become stronger when used to clarify instruction in L2 in an accelerated learning programme. One-curriculum practices

that have made impact and has the potential link between pupils' content knowledge with local culture and the school environment in order to situate the child in a particular social learning space has been found to be the language of instruction used (Arkorful, 2013; Pinnock, 2009; Trudell, 2009). Other organic variables that might affect curriculum were found to be students' academic engagements in small group or one-to-one support were identified to be more effective than whole group interactions and participatory learning approaches (Soukup, Wehmeyer, Bashinski, & Bovaird, 2007; Vaughn, Linan-Thompson, Kouzekanani, Bryant, Dickson, & Blozis, 2003).

School and community relations in CBEs normally promote the growth or ability of the community schools to thrive, otherwise. Rugh and Bossert (1998) reported that the Harambee Secondary School Movement in Kenya, Bangladesh Rural Advancement Committee (BRAC), the Community Support Project (CSP) in Balochistan and Fe y Alegria (FYA) in Bolivia and Venezuela had increased access, retention and participation due community support. Again school and community relationship fostered increased pupils' participation in general and retention specifically in other complementary education studies (Cariño & Valismo, 1994; McDonough & Wheeler, 1998).

Other studies have found that the attitude of the teacher has an influence on the school and community relationship fostered (Gonzalez, 2004; Davies, 1996) bears

on the child's academic performance and their retention and participation in schools. Ahmad and Said (2013) found a significant positive correlation between teacher attitude and student motivation to participate in school activities. That again is far from Adams (2005) and Shakeel (2004) finding on effect that school stakeholder's activities have on the school's capacity to retain pupils. Bwana and Orodho (2014) contend that school structures do not operate at target levels if the school-community relationships are endangered. In much the same way Orodho (2014) and Darder (2010) showed that school and community relations impacts on school participation and retention.

Assessment and pupil evaluation activities according Black and Wiliam (2006); and Booth and Ainscow (2002) have a hold on pupils content knowledge, learning and understanding skills which in turn influences their probability of getting transitioned to higher grades. Lewis' (2001) study showed that the compliance of content and approach to assessment suits pupils' learning styles, interests, and ages, which eventually influence pupils' movement up the grades. Such tests and assessment include prognostic, formative and summative ones. Hayford (2007) pointed out that pupils only improve when they have a high level of support from school and/or home, that also help them to escape from the vicious circle that activities of low attainment and assessment have on pupils' transition to upper primary. There is evidence that lower attaining pupils are particularly disadvantaged by summative assessments (Harlen & Crick, 2003; Black &

Wiliam, 2006). Besides, Leonard and Davey (2001) reported that majority of pupils who approached tests with fear and anxiety gives an indication of their liability to be repeated or dropout of school.

Pollard, Collins, Maddock, Simco, Swaffield, Warin and Warwick (2005) pointed out that pupils feel susceptible in classrooms if their teacher's wield power to control and evaluate. This affects how children experience school and their openness to new learning (Hayford, 2007). Pollard, Collins, Maddock, Simco, Swaffield, Warin and Warwick (2005) indicated that children only learn effectively if their self-esteem is positive. They suggested that teachers should be "positive"; being positive involves constant attempt to build on pupils' abilities and successes. These issues on assessment primarily brought to bear on how these connect with CBE capability of harnessing assessment strategies to influence pupils' transition to higher grades.

Furthermore, is underscored that the partnership between non-governmental agency and the Government in making CBEs succeed runs paramount since every educational enterprise takes place in a geo-political space. Thus the need for quality assurance towards meeting national benchmarks as well as ensuring continuity and success for the graduates and the programme. Issues regarding recruitment and staffing of teaching staff, teaching and learning quality, supervision and management issues are involved when it comes to quality

assurance in the CBE setting (Hartwell, DeStefano, & Benbow, 2004; Hartwell, 1997). Spiller (2009) showed that feedback is an important part of the learning cycle. Students may complain that feedback on assessment is unhelpful or unclear, and sometimes even demoralizing. There is evidence to show that teachers in Wing Schools were meticulous with regards to providing assignments, scoring and providing useful feedback and feed forwards to the pupils (ACE, 2011).

In Ghana for instance, significant efforts have been made by government and other agencies over the years to improve on access to education countrywide (Casely-Hayford, 2003, CARE International Ghana, 2003; Akyeampong, Djamgmah, Oduro, Seidu & Hunt, 2007). Although the Government of Ghana has demonstrated through the Education Sector Plan (ESP), and Ghana Poverty Reduction Strategy (GPRS I & II) a strong commitment to supporting the underserved communities in the remote rural areas of Ghana. Regardless of Ghana's EFA and MDG stipulations for 2015, the challenge of many children who are yet to be enrolled remains in the population (MOE, 2013).

The Tackling Educational Needs Inclusively (TENI), the School for Life, Ghana Developing Communities Association (GDCA) and Afrikids are examples of Social Intervention Programmes (SIPs) that are aimed at providing educational access to Ghanaians, yet many school age persons are yet to enroll in schools

(Casely-Hayford & Adom Ghartey, 2007, Ministry of Education, 2013). Although efforts have been made nationally, there still remain some steps toward reaching both the mandates of 2015 and the post 2015 era. Furthermore, the Government of Ghana considers certain efforts that are critical for achieving 'efficient access' such as schools owned by private companies and complementary basic education programmes. Ghana's Ministry of Education found that "private provision of basic schooling" continued to increase, with first year admissions to private schools growing faster than those of public schools. Reflecting increase in coverage of private schools in the "annual school census" (Ministry of Education, 2013) but the challenge and dilemma of out-of-school still remains in the Ghanaian population.

The Wing School (WS) complementary basic education programme is aimed at providing increased educational enrolment, access, retention and transition (ACE, 2013). The Wing School according to Ghana Education Service (GES) is an extension of an existing school where children are enrolled in Kindergarten 1 to primary 3 because those communities are either hard-to-reach or are beyond the reach of GES criteria for setting up full-fledged primary schools. The Wing School concept estimates that upon completing third grade, the children will be grown enough to be within walking distance to the nearest school to continue from primary 4 (ACE, 2011).

The Wing School programme targeted the provision of educational access to quality primary education for about 4,000 out-of-school children in rural communities in Gushegu and Karaga districts in the Northern region of Ghana and achievement of near 100% retention and completion rates. The Wing School programme hangs on some key strategies. Included in the strategies is the promotion and use of Wing Schools' idea to provide avenues of access, transition and completion that involved the establishment of community-based schools that had to be managed by community teachers who have been trained to use pupil-centered as well as context based pedagogical approaches. The Wing Schools are also considered as schools that educate children in primary 1 to 3 in remote and scarcely populated rural areas. Such rural areas often lack sufficient children to feed an ordinary GES primary school. Administratively, Wing Schools are attached to fully-fledged schools that are within close range (ACE, 2011).

The Wing School is underpinned by five fundamental principles. First, Wing Schools seek to ensure the provision of access to schooling of children in hard to reach communities. Second, adaption of the national curricula process including mother tongue instruction; and pupil centred teaching approaches with the view to an enhanced understanding in numeracy, literacy and basic life skills. Besides, the Wing School uses the school and community relations as a strategy and an avenue for creating buy-in for the Ministry of Education and its agencies. Wing Schools are characterised by pupil assessment strategies that can be used to situate

graduate performances on standardized tests. Finally, quality assurance principles that are essential to the success of the Wing Schools are relied upon (ACE, 2013).

1.2 Statement of the problem

Wing Schools use teachers who only receive on-the-job-training in pedagogy and prepared to use the dominant first language of the children. This raises issues as to whether these teachers are qualified to interpret the curriculum effectively. Besides, despite the role of government and private players in providing basic education to the majority of Ghanaian school aged children, a lot more remain out of school. In Gushegu and Karaga alone it was found that it was 24% of 424 communities in both Gushegu and Karaga had basic schools. Moreso, the basic education system in the two Districts is saddled with issues of access, retention and transition to upper grades. Complementary basic education has been identified as a strategy for providing education for all by 2015. However, how the curriculum used; assessment strategies employed; quality assurance procedures used; and school and community relations; engaged in the Wing Schools Complementary basic education programme influences provision of educational opportunities to children in Gushegu and Karaga have not been investigated. This study sought to fill the gap created by unavailability of data on how Wing Schools bring about opportunities for access, retention and transition to upper primary to children in Gushegu and Karaga Districts.

1.3 Purpose of the study

The purpose is to examine the influence of Wing Schools' complementary basic education on provision of educational opportunities to children in Gushegu and Karaga Districts of the Northern Region of Ghana.

1.4 Objectives of the study

The objectives of the study were to:

1. Compare the enrolment rates in Primary schools before and after the initiative of the Wing Schools in Gushegu and Karaga districts of the Northern Region of Ghana.
2. Examine how the curriculum used in Wing Schools' influences access to primary education.
3. Assess how school and community relationships in Wing Schools influence retention of pupils' in primary education.
4. Establish the extent to which assessment strategies used in the Wing Schools influence transition to upper primary education.
5. Determine the extent to which quality assurance procedures used in the Wing Schools influence transition to upper primary education.

1.5 Research questions

To achieve the objectives, the study was guided by the following research questions:

1. What is the variation in the enrolment in primary schools rates before and after the initiative of the Wing Schools in Gushegu and Karaga districts of the Northern Region of Ghana?
2. In what ways do the curriculum used in Wing Schools influence access to primary education?
3. How do school and community relationship influence primary pupils' retention rates?
4. To what extent do the assessment strategies practiced in the Wing Schools influence transition to upper primary?
5. To what extent do the quality assurance procedures practiced in the Wing Schools influence transition to primary education?

1.6 Significance of the study

The study's findings may be useful to civil society; actors in Ghana's Ministry of Education and the other agents of the ministry on information on how some selected factors influence provision of educational opportunities to children in the Northern Region of Ghana. The findings may be useful to influence funding and grant-making community in terms of aid decision-making and financing Complementary Basic Education programmes. The findings of the study might have exposed new dimensions of examining educational access that educational planners need for their work. Also, the findings of the study would be of importance to IBIS Ghana as well as other institutions working on

Complementary Basic Education programmes in Ghana. In addition, the study has the potential to assist government policy-makers and other stakeholders to formulate and implement appropriate policies towards improving educational access, retention and transition.

Practitioners may learn about the dimensions provided by this study on alternative avenues for schooling that rural and disadvantaged groups have. This study has shown that opportunities for schooling can be measured in the light of pupil rates, such as, gross enrolment, net enrolment, promotion, retention, transition and survival rates. Development partners and international NGOs interested in CBE activities in Ghana might find that stimulating and assuring community buy-in and not the MoE and its GES' support alone as helpful. Besides, donor communities and implementers of CBE programmes can learn how to keep and nurture a vibrant stakeholder group system with the view to ensure sustainability of the project based on the evidence of this study.

1.7 Limitations of the study

Some of the participants who took part in the study were passionate about the Wing Schools; therefore, their description of events and responses may have a flavour of emotional and sentimental undertone which were mitigated by providing directed probes to elucidate appropriate feedback requested from the interviewees. Thus, conclusions are not extended beyond the geographic space

that this study took place, and any similarity to those outside the group cannot be assumed.

1.8 Delimitations of the study

The study made findings and recommendation to Karaga and Gushegu districts of the Northern region of Ghana. Since the Wing Schools were sited at only these two sites, the collection of data was limited to those sites alone. Transition data are not manipulatable since these are national hard-core data, interpreting these indicators; care was taken not to ascribe inferences to data that were not most recent.

1.9 Definition of significant terms

Assessment Strategies refers to the testing and academic evaluation approaches used in the Wing Schools by both school and district level agencies.

Coefficient of Efficiency refers to the optimal number of pupil-years required to produce a number of graduates from a given school-cohort for a cycle or level of education expressed as a percentage of the actual number of pupil-years spent to produce the same number of graduates.

Complementary Basic Education refers to a system of education where structured learning programme in a non-institutional environment is constructed between promoters on one-hand and beneficiary communities on the other hand at the pre-secondary level.

Curriculum refers to teaching and learning practices used in the Wing Schools

Efficient access refers to enrolment in education that takes care of retention, transition and completion.

Government assisted schools refers to faith based institutions and other institutions that are not state owned but are receiving grant-in-aid from Government.

Host Community refers to a community that is centre to a cluster of Wing Schools that pupils may transition to after they have graduated from the Wing School.

L1 refers to the dominant local language spoken in Gushegu and Karaga, that is the Likpankpaaln and Dagbanli.

L2 refers to a language that has been adopted as an official language in Ghana that is English.

Out-of-school children-primary refers to children in the official primary school age range who are not enrolled in either primary or secondary schools.

Provision of educational opportunities refers to making of access, retention and transition avenues available to children who were once marginalised.

School and community relations refer to the kind of understanding, behaviours and desires that both school long with its constituents and the community cherish.

Social Intervention Programmes refers to projects designed to support realization of the policy goals of a system towards development of humanity.

Survival Rate refers to the percentage of pupils who are able to survive the lower

primary and who complete third grade.

Survival Rate By Grade refers to the percentage of pupils who are able to outlive the grade within a given year.

Transition Rate refers to the number of pupils admitted to first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of the lower level of education in the past year.

Wing School refers to an extension of an existing school where children are enrolled in Kindergarten 1 to primary class 3 because their communities are hard-to-reach.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter begins with a review of evolution of education and its history in terms of how expansion came about. It further expounds on complementary basic education projects in various contexts and how that has possibly influenced rural education at global, regional, national and local levels. It further looks at how provision of educational opportunities is influenced by the enrolment drives; curriculum; assessment procedures; school and community relations; and quality assurance by school-age children. The review of related literature also provided basis for the theoretical and methodological claims that had been advanced in this study.

2.2 Education reforms and their effect on basic education in Ghana

The first historically Ghanaian strategy for educating citizens of Ghana was given birth to in 1951. The plan was known as the Accelerated Development Plan (ADP) of 1951. The policy direction that the plan gave to education was enormous. For instance, Anamuah-Mensah (n.d.) acknowledges that the plan brought about: a rapid expansion in enrolment in primary schools. It was also noteworthy that the appointment of Kwame Nkrumah as the head of government business at the time promoted the educational agenda. Thus, it could be argued

that Ghana had a solid foundation for education before its attainment of independence from the British in 1957.

As part of the government's commitment to make education accessible to as many Ghanaian children as possible, the Education Act of 1961 was introduced. That Act did not only promote establishment of private institutions to co-exist with 'assisted schools' provided by the state then, but also, education was to be compulsory for all children aged five and below the age of sixteen. Furthermore parents who were found not to have allowed their wards to attend schools were fined. Also, under the 1961 Education Act, schools were to remain tuition free except for contribution for textbook fees. The government, however, encountered problems with finance, human capital, and buildings; hence it was not possible to enforce the law on compulsory education. The policy of free, compulsory education was therefore not fully implemented. Thus, a system of decentralization in the provision of education was therefore introduced.

Ghana's educational history and indeed the story of provision of educational opportunities for rural folks cannot be complete without mentioning the role of aid, donor, bilateral and multilateral communities and public-private partnership. The aid regime has supported Ghana's educational setup to grow to this stage. The funding for the educational sector comes from both local and foreign sources. The sources according to Mettle-Nunoo and Hilditch (2000) are: "the GoG

Development Partners (International and National agencies, NGOs and funding agencies), District Assemblies, Local Communities, Parents, guardians; The private sector, and Religious institutions.

2.3 Complementary basic education and access to education

In order to meet the Education for All and MDG 2 and 3, DeStefano and Schuh-Moore (2010) opine that simply investing in the expansion of the regular public system is not enough. It is considered a challenge for govern and state systems to enroll school aged people the world over and as such expanding existing facilities does not support the agenda of opening up schools to never enrolled (Farrrel & Hartwell, 2008). Farrel and Hartwell further found that; reaching children with effective education cannot be addressed by usual centralized and uniformed kind of approach to schooling. Thus, complementary education strategies are designed to complement government education systems. Complementary basic education is not a non-formal avenue of providing education. It is a system that adapts different community based approaches to help children with limited or no access to government provided education institutions to access schooling that is equivalent to those attended by children in state institutions (DeStefano & Schuh-Moore, 2007).

Complementary basic education according Rose (2005) refer to in Africa usually refers to educational access and efforts to raise the pupils' enrolment especially

towards reaching the EfA and MDG 2 and 3 mandates (CARE International Ghana, 2003, Casely-Hayford & Wilson, 2001, DeStefano, Schuh-Moore, Balwanz, & Hartwell, 2006). Complementary basic education programmes usually use the services of locally-recruited, under-qualified, and minimally compensated teachers to produce academic performances that meet or even surpass what regular public pupils are able to obtain (DeStefano, Schuh-Moore, Balwanz, & Hartwell, 2006).

Complementary basic education has been used as an avenue to improve enrolment of hard-to-reach children (DeStefano & Schuh-Moore, 2010, DeStefano, Hartwell, Schuh-Moore, & Benbow, 2006). Although, access to education usually occurs in complementary basic education setting, it should be underscored that access should not be examined in isolation. It is usually examined in terms of how far it has impacted on enrolment provided for target population, as well as its influence on retention, transition and completion of pupils. School efficiency measures are evaluated on the basis of the percentage of enrollees that complete an educational programme at the zenith grade that the Complementary Basic Education (CBE) programme sought to target (Casely-Hayford, 2003).

The Wing School concept is not new to the education system the world over. The Alliance for Change in Education team contends that within UNESCO circles of practice, there have been isolated cases of some schools being designated as

Feeder Schools (FS), satellite schools or a stream of an existing school (UNESCO, 2010a). The idea of Wing School is an application of an existing concept that serves as a strategy for providing education at the doorsteps of children in hard-to-reach communities (ACE, 2011). For instance, globally, the Afghanistan community school and home-based schools were used as approaches to expanding access to primary education in a context where several challenges including an ever-changing political terrain. The alternative schools were often sited in homes or mosques, they were further characterized by hiring of local untrained teachers who receive supervision and financing from Village Education Committees (VECs) with the help of partner NGOs (DeStefano, Schuh-Moore, Balwanz, & Hartwell, 2007). The initiative in Afghanistan mutated the Community Organized Primary Education (COPE) programme and operated in as many as nine provinces of Afghanistan. The complementary model evolved into access and avenues for retention for the children in that region (UNESCO, 2000c; Kirk, & Winthrop, 2006).

Bangladesh Rural Advancement Committee (BRAC) Primary Schools, is another example of complementary basic education that provided education to the underserved. According to Delalikar (2005), the BRAC offered access to education gateway as well as provided the enabling environment for the achievement of international educational milestones. The government had backing from donor community and partners in order to achieve these feats. The

government of Bangladesh supported the development of more private community schools which were hitherto of poor quality, poor funding, and little supervision. The government boosted attendance and retention by the introduction of food ration and feeding programmes to encourage attendance in already overcrowded government schools (Kassam, Raynor, Ryan, & Wirak, 2003). Bangladesh Rural Advancement Committee (BRAC) thus explored ways to help children from rural setting gain access to education before considering the quality of education provided to the children.

The Educatodos programme in Honduras was one of the complementary basic education programme that was characterized by learning centers situated in a variety of locations, including factories, micro-enterprises, NGOs, government installations, municipalities, vocational centers, and schools. Each participating organization that agreed to house a learning center was made to sign a cooperative agreement with the programme coordinating team (Mertinic, 2003). Educatodos has a decentralized structure for promoting, monitoring, and evaluating quality at the local school level. Each department has at least one coordinator, named by Educatodos, who coordinates and manages all of the regional operations and coordinate with the Departmental Secretariat of Education. The teachers in the educatodos receive training on programme methodology and are supported by the programme promoters and coordinators to ensure quality teaching (DeStefano, Schuh-Moore, Balwanz, & Hartwell, 2007).

DeStefano, Schuh-Moore, Balwanz, and Hartwell, (2007) related that the Educatodos had a flexible schedule that allowed an average of two and a half hours of group work per day. Beyond the group work the children are also given homework. Multi-grade and multi-age classrooms with students ranging from eight to 40 years old were permitted, and three grade levels are completed in one year. Learning approaches including employment of a combination of audio-tapes, *jornadas de aprendizajen*, and community projects were promoted. Assessments in grades one to six have expanded to include a process examination or formative assessment. In time students in the educatodos programme were required to take three process tests and a final exam in order to get promoted or transitioned to the next grade. One of the outcomes was that the Educatodos programme had a comparable completion rates as efficient as those of the public school system. The Educatodos programme had produced 350,000 graduates since 1995 and 7,188 of those graduates went on to complete seventh, eighth, or ninth grade as at 2001 (Mertinic, 2003).

PRONADE had a mission of assisting the Ministry of Education to improve access to and quality of education provided to rural children. PRONADE made financial resources available to communities to start and run schools. It promoted participatory form of education that empowered responsible local institutions that made use of socio-cultural and linguistic resources of rural communities to establish and man schools. Besides, PRONADE schools are typically government

charter, or self-run usually referred to as autogestión, schools while traditional government schools were founded by the state. Also, teachers in the traditional government schools are paid by the state directly, while in PRONADE schools, Comites Educativos (COEDUCAs) hire, fire, and pay teachers with government funding. PRONADE schools are located primarily in rural, indigenous communities. COEDUCAs from these communities receive funding directly from the Ministry of Education to administrate the schools (DeStefano, Schuh-Moore, Balwanz, & Hartwell, 2007).

Access to primary education in Guatemala expanded steadily from 1985. There has been remarkable rise in enrollment between 1996 and 2000, with the net enrollment rate increasing by 26 percent. It also became evident that approximately half of causality of the net enrolment is attributable to activities of PRONADE. Also the number of students enrolled in PRONADE schools rose dramatically to 294,041 students as at the year 2000. By 2005 PRONADE schools could account for approximately 15 percent of the primary enrollment nationwide (World Bank, 2005). There was massive expansion in the number of schools and teachers under the PRONADE system. Although the rate of access to PRONADE schools did not match the completion rates, it was noted that the completion rates in PRONADE schools were better than those of public schools. Furthermore, there were associated high retention and transition rates for the PRONADE schools (McEwan, & Trowbridge, 2006; Gillies, & Quijada, 2007).

Regionally, there are a lot of complementary basic education programmes that had brought about results in terms of access, retention and transition and even completion. For instance, Mali's community schools which supported school aged children to access schools. Also, mention can be made of Zambia's Community Schools for orphans and the vulnerable. Besides, Egypt's community Schools in the Upper Regions are but a few of the complementary basic education that closed the gap towards rural and urban parity in terms of educational access (DeStefano, Schuh-Moore, Balwanz, & Hartwell, 2007)

Community school system in Mali generally belongs to the community but is included in the national education system. Such complementary basic schools are usually defined by a cost-sharing understanding with government (Welmond, 2000). Community schools in Mali became overt during the last decade of the 20th century. Community school construction is not new to the history of Mali's education system, but official recognition of such schools had no precedent before the remarkable expansion of community-initiated education seen in the 1990s (Welmond, 2001).

The schools were sited at the Sikasso region of Mali, where Save the Children and 16 local NGOs, using USAID funds, have supported almost 800 schools—roughly 90 percent of the community schools in that region (DeStefano, Schuh-

Moore, Balwanz, & Hartwell, 2007). The community members themselves spontaneously started Mali's community schools as education centers, one almost independent of government's contribution. As at 2006, there were 2,500 primary schools that were officially considered community schools by the government, of these more than 1,500 of which—798 funded through Save the Children, 676 funded through World Education, and 80 funded through Africare were all supported by funding from United States Agency for International Development (USAID).

The emergence of the community schools accelerated the rate of expansion of access in Sikasso, pushing the Gross Enrolment Rate (GER) in primary school for the region to 62 percent. Furthermore, community schools in Sikasso expanded to scale from four (4) schools to 900 schools, increasing at a speed that is incomparable to government's rate of expanding access in the Sikasso region. The net GER for the region increased by 3.5 percentage points each year when the community schools were included, allowing Sikasso to reach 100 percent in 14 more years (DeStefano, Schuh-Moore, Balwanz, & Hartwell, 2007).

Completion rate with respect to how students who enroll in first grade go on to complete sixth grade revealed that community schools are more effective than public schools in Sikasso. For instance, the Sikasso region had 56 percent of first graders reach sixth grade in public schools, according to a synthetic cohort

analysis of net repeaters from Ministry of Education data. For girls, that figure was estimated to be 49 percent. Community schools in Sikasso report an overall sixth grade completion rate of 67 percent and at the same time 57 percent for girls in Save the Children study (Mali Ministry of Education, 2003). Rendering the community schools 20 percent more effective in overall terms and corresponding 16 percent more effective for girls than public schools in Sikasso with the major teaser being the community ownership and support for the schools.

Another complementary basic education programme that had a lot of impact in Africa was identified as the Zambia's community school for orphans of HIV patients and the vulnerable. The censorship of political and economic upheavals in the early 1990s, many Zambians became concerned with the country's uneducated children. Communities began forming their own schools, in response to the inability of families to meet the costs associated with government-provided schools. In time, local and international non-governmental organizations (NGOs) embraced the need for expansion of the community school system and government of Zambia was not left out either. The emerging community schools that became a national movement ended up making an epic adventure and history. Hence government granted official recognition to the community schools and has worked in partnership with the Zambia Community Schools Secretariat (ZCSS), an aegis NGO body for community schools. The result was the about 500,000 students who attended community schools being approximately 20 percent of the

total basic education enrollment in Zambia as at 2005 (CARE Zambia, 2005).

In Zambia there is an ever-growing population of adults living with HIV/AIDS thus leading to increase in the number of orphaned children. More than 700,000 children have lost one or both parents, amounting to 15 percent of the population who are under 15 years old. Community schools promoted in Zambia have helped offered opportunity for accessing schools to individuals who would not had the means of affording education (CARE Zambia, 2005). CARE Zambia study in 2005, showed that approximately 500,000 orphans were enrolled in basic schools in 2004. Achievement of Free Basic Education for Zambia would not be possible without community schools for orphans and vulnerable children (Zambia Community Schools Secretariat, 2005).

The combined effort of UNICEF and the Egyptian Ministry of Education gave birth to Community schools in Upper Egypt's governorates. According to DeStefano, Schuh-Moore, Balwanz, and Hartwell (2007) such community schools provided access, completion, and learning opportunities to many children but remarkably to girls, in Upper Egypt. Before the introduction of the community schools the enrollment rates of pupils in Upper Egypt, especially for girls, were below the national average, besides many small communities in the southern half of the country had almost no schooling services. It took the joint effort of United Nations Children's Fund (UNICEF) and the Egyptian Ministry of Education to

salvage the situation with the introduction of community school concept.

The Ministry of Education entered into a special relationship with UNICEF to pay the fees of the pupils, provide materials and school supplies, pay salaries of teachers, and support curriculum and teacher training; whereas UNICEF developed a model for quality community-based education to respond to the need of education for Upper Egypt's under served areas (Farrel, 2003; Hartwell, 1997). Nevertheless, the community schools in Upper Egypt had steady gain enrolment with its attendant comparable gain in completion rates (Zaalouk, 2004) with female enrolment seeing a phenomenal leap (Iqbal, & Riad, 2004).

In Ghana, School for Life (SfL) is the premier complementary basic education programme that had been put together for many children who are out-of-school in the Northern Region. School for Life is a nine-month education programme for children below 15 years of age living in the rural areas of Ghana's Northern Region (Casely-Hayford, 2003). Hitherto children in such rural areas have very little chance of accessing basic education. By means local language literacy, numeracy, and general knowledge children are taught lessons that are equivalent to the first three primary school grades - all in just nine calendar months. It was underscored that approximately 70 percent of School for Life graduates continue on to formal primary school at fourth grade (DeStefano, Schuh-Moore, Balwanz, & Hartwell, 2007).

The preserve of providing access to basic education has often been to the state. Rose (2007) revealed that when United Nations Educational, Scientific and Cultural Organization (UNESCO) unveiled Universal Primary Education (UPE) in the 1960s the main target was for the state to make universal basic education possible. However, two decades down the lane it was realized that reaching universal education for the world's children would realistically be a strictly state provision affair. Beginning from the early 1990s several private (for profit) players entered the basic education provision market, so did faith-based institutions also scale-up their access provision activities. However those efforts alone did not make the mark, the available places for basic education provision did not match the children still left in the various population without access education.

Educational exclusion can take many forms especially in the developing country contexts. For instance Sayed and Soudien (2003), listed the factors that may cause exclusion to include those 'hard-to-reach' with respect to gender, street children, orphans, child soldiers demobilised children in post-conflict areas, pastoralists, indigenous groups, language, faith, disability, refugees, child labourers among others (UNESCO, 2004). Reasons like long distances of hamlets where children live from city centres, language barriers, attitudinal challenges of uninformed parents and the like makes access to education a difficult one.

In the face of the challenges involved with getting all children into schools, alternative approaches to managing the goal of meeting Universal Primary Education (UPE) became the way forward. The need was exacerbated by notion that basic education provision is considered as one that provides children with their national identity formation, as well as processes their literacy, numeracy and basic life skills. Further, it is also known that the benefits that accrue in terms of social and economic development to the state are enormous (Hannum & Buchmann, 2005). The benefits accrued from basic education that is bequeathed to individuals and households, are estimated to translate over the lifespan of their existence and even be handed over to succeeding generations (Rose, & Dyer, 2006).

According to Rose (2007), state involvement brings about legitimacy - where legitimacy is understood as the ability of the government to work in the interest of the public and demonstrate fairness to all groups in providing security and services. In view of that need alternative approaches to providing education should fall within the ambit of the state structures of education. The other side of the argument is that, although international mandates enjoins the state to provide education at a free and compulsory scale, it is often not possible to provide universal access through the state provision alone. Non-state provision has grown by default to fill the gap (Lewin, & Sayed, 2005; Rose, 2005). Those non-state (alternative) routes to provision of basic education are what have come to be

referred to as complementary (basic) education.

Complementary Basic Education models lend support to the formal public system of offering children an alternative way to achieve the same educational outcomes as students in the government schools. The CBEs have been designed not with lifelong education in view but offer a beginning point so that enrollees would exit to join the state provided educational systems. This system according to DeStefano, Schuh-Moore, Balwanz, and Hartwell (2006) showed increases in the attendance, participation and completion rates. Internationally, Complementary Basic Education (CBE) as the name suggests supplements the basic education provided by the state. However, in most cases the extent of influence that number of pupils graduating from CBE. That is evidence by the pupil rates, such Gross Enrolment Rate (GER), Net Enrolment Rate (NER), Retention Rates (RR), Transition Rates (TR), Completion Rates (CR), and Survival Rates (SR) among others. For instance, the Table 2.1 provides the access provided to children in the complementary basic education available.

Table 2.1: Complementary Basic Programmes enrolments in nine different contexts

	Target Population	Level of Education	Peak Enrollment
Afghanistan: Community Schools	Rural children with focus on girls	Complete primary cycle to grade six with transfer into public schools	45,513
Afghanistan: Home-Based Schools	Rural children with a focus on girls	Complete primary cycle to grade six with transfer into public schools	14,000
Bangladesh: BRAC Primary Schools	Rural children	Complete primary cycle to grade six in four years (modified to six)	1,000,000
Egypt: Community Schools	Rural children with focus on girls	Complete pimary cycle to grade six	4,700
Ghana: School for Life	Rural children	Primary cycle to grade three with transfer into public shcools	9,000
Guatemala: PRONADE	Rural children	Complete primary cycle to grade six	455,000
Honduras: Educatodos	Adults who had not completed primary school	Complete primary cycle to grade six in three years and complete lower secondary to grade eight	117,000
Mali: Community Schools	Rural children	Complete primary cycle to grade six	50,000
Zambia: Community Schools	Orphaned and vulnerable chidlren	Complete basic education to grade seven	500,000

Source: DeStefano, Schuh-Moore, Balwanz, and Hartwell (2007)

The Table 2.1 gives the lead that Complementary Basic Education provided access to several children. For instance, whereas there were 1,000,000 additional children who enrolled in BRAC primary education system in Bangladesh, there was almost half a million (455,000) children who were also provided with such an opportunity in Guatemala on the PRONADE. Yet more, Honduras and Afghanistan provided access to 117,000 and 59,513 (from two different projects) children respectively as at 2006. Regionally too, the evidence from the Table 2.1 points to Egypt, Mali and Zambia that provided 4,700, 50,000 and 500,000 respectively additional access to children beyond what was provided by the state. Finally, in Ghana mention can be made of School for Life that provided access to

9,000 for the same duration. Therefore it can be said that before and after in these countries the increase in enrolment. However, dynamics of pupil rates might not be the same for the different contexts.

In terms of access, School for Life provided opportunity for several children with a good retention rate. According to Casely-Hayford and Hartwell (2010) SfL accounted for 85,000 children being in school and served over 4000 rural communities with its nine-months programme across 12 districts in the Northern Region of Ghana for a period of 12 years beginning in 1996. Besides, approximately half of the beneficiaries were females. Also of the 85,000 children who entered the SfL schools it was estimated that 90 percent had a good completion rate. In addition, almost 70 percent transitioned to upper primary level in the formal education system. There was a 6.6 percent dropout in the SfL over the 12-year period noted Casely-Hayford and Hartwell.

The current Complementary Basic Education programme is the Wing School model that is underpinned by enrolments drives, school and community relations, curriculum delivered, the assessment procedures used and the quality assurance procedures followed (ACE, 2013). The Wing School like other CBEs employs the service of volunteer teachers (Casely-Hayford, 1999; Akyeampong, 2006).

2.4 Challenges to Education Provision in Northern Region of Ghana

During the early part of accelerated expansion towards education development in Ghana, the scale-out did not cover most parts of the country. Akyeampong, Djamgmah, Oduro, Seidu and Hunt (2007) related that expansion in education in Ghana was focused primarily on the south, and that created a gap in provision between Northern Ghana (currently the three Northern regions: the North, Upper and Upper West), and the rest of the country. Akyeampong et al maintain that the roots of this gap could be traced to Guggisberg's era, which resisted the temptation to expand access rapidly because of quality of education delivery concerns.

Relatedly, the Guggisberg administration adopted a cagy approach that was described as deeply rooted in the principle of developing a primary education systems that was thorough and made use of the bottom-up approach (Bening, 1990). According to Akyeampong (2006), expanding access to education does not rely on available resources only but also on there was reluctance to do so because trained teachers' demanded for such expansion could not be matched with supply to support accelerated expansion.

Ghana's history on access to basic education especially primary education dates back to the 1960s. In the 1960s, the system of education practiced was recounted as one of the best in the whole of Africa, however, things begun to change mid-

way in the 1970s (Ghana News Agency, 2014). According to Little (2010) the progress in educational access and participation stalled due to series of political events including military government and global recession thus making it difficult for every Ghanaian child to receive a full cycle of primary education. Notwithstanding, another major divide in terms of access to education was experienced. It had to do with the long upended differences in access to education between the North and the South of the country. Little further identified that irrespective of attempts to bridge the gap in provision and participation between the north and south of the Ghana still persists.

The point about education and schooling for Northern Ghana amply demonstrates that quality was imperative and expanding access was supposed to be mooted case-wise on the basis of availability of educational inputs. On attainment of independence in 1957, a special scholarship scheme was instituted to close the gap between the North and South of Ghana. Even though this scholarship helped to improve access, Northern Ghana continued to experience low enrolment figures as well as low levels of educational attainment for its rural folks. For example, repetition rates in primary schools in the Northern Region of Ghana are generally higher than the national average and the phenomenon of out of school children is particularly acute in the northern part of Ghana (Akyeampong, Djamgmah, Oduro, Seidu, & Hunt, 2007; Ministry of Education, 2013). This makes the case need for research into activities geared towards provision of

education for Northern Ghanaians a priority agenda.

The non-existence of an avenue for schooling, or increasing low retention and often-poor quality education that occurs in the rural areas of Ghana has been pointed (Casely-Hayford, 1999; Akyeampong, 2006). Schaefer (2000) reported this in the study that took place in thirty-five (35) developing countries on "Assessing Learning Achievement: A Global Analysis". Schaefer's study has deepened the understanding of the depth of inequality in terms of provision of schooling and quality of education provided to persons in the rural communities. Consequently, the connection between specific efforts to step-up the standard in schools and the benefits that emanates for rural education and schooling is of importance.

The development of the rural areas of Ghana has been a national priority agenda at least after the promulgation of the new education reform of 1987. However, the stakes in the education reform of 1987 does not isolate the development challenges that have been caused by political reforms in education, rather they have contributed to development of a national agenda for education of Ghanaians (Tonah, 2009). Ali (2014) identified that most communities in Ghana's rural areas lag behind the urban ones in terms of opportunities for schooling. This Ali identified dates as far back as the time Ghana had independence in 1957.

The Ghana Demographic and Health Survey [GDHS] (2009) reported that the average Ghanaian female completes 7.2 years of education, while their male counterparts finish 8.5 years on the avearge. In the specific case of the rural person, it was noticed that females completed 5.1 years and men 7.4 years. Again, these figures are also different from what was observed using the urban areas of Ghana that have 8.5 years for women and 9.3 years for men. It could be inferred that education attainment for urban men is almost fifty percent more than for rural women. In the Northern region, the education attainment of men is 0.9 years and for women is as low as 0.1 years. Again, many children who stopped schooling gave reasons such as not doing well at school (37.1%); 35 percent cannot afford school fees and the need by their parents to work at home; 4.1 percent do not value education; for 3.1 percent of parents, school was too far or the quality was too low, and the remaining 20.6 percent indicated 'other' reasons (World Bank, 2004).

The 2007 country analytic reports indicated that, 102 out of 128 countries analyzed were classified as low in UNESCO's (2010b) EFA Development Index (EDI). The EDI is calculated using the arithmetic mean of its four components: primary adjusted net enrollment rate (73.3 percent), adult literacy rate (65 percent), gender-specific EFA Index (89.6 percent) and survival rate to grade five (88.6 percent). These results confirm that although much progress has been

achieved in the education sector over the past years, Ghana is still lagging behind internationally in terms of providing access to its citizens.

The basic education service delivery function of the state is considered relevant for a number of reasons including that of education's strategic importance in national identity formation. Education connotes some benefits that accrue in terms of social and economic development to the state and the individual (Hannum & Buchmann, 2005, Lewin, 1995). Rose and Dyer (2006) indicated that, individuals and households accrued the benefits that are anticipated to increase over a lifecycle and across generations.

In order to avoid the ravages of inequitable distribution of education and disparity related challenges, there is need to institutionalize agencies for institutional performance monitoring. Again, there is need to put in place policies that are robust that curb challenges related to equitable and the needed parity. This is often the case since inequitable services; disparities in access and provision of educational input have the tendency to result in greater inequity and fragmentation in achievement in the school systems.

Success in educational attainments is usually preceded by payment of attention to educational planning issues. For instance, the World Bank (2011) reports "access, enrollment, completion and transition as important but only intermediary steps

towards an educated society and knowledge-based economy" (p. 36). Indeed, the report of the World Bank further argues that, gaining measurable and accurate representation of an effective education system is not an easy thing to do. However, the findings of the report seem to suggest that it is easier to succeed if issues on access, enrollment, completion and transition are carefully handled. In Ghana however, the experience that has been garnered over the years is that, enhancing access tends to deepen the pressure on the need to enhance learning outcomes across several divides - social groups and communities.

The need to provide opportunities for schooling of school-aged Ghanaians is a national concern. For instance, the Ministry of Education of Ghana and the Ghana Education Service got support from the Government of the United Kingdom through its Department for International Development (DFID) to implement the Complementary Basic Education (CBE) programme to enrol 120,000 out-of-school children for a period of three years (2012-2015) (DFID, 2013). The Complementary Basic Education (CBE) is a groundbreaking and accelerated approach that teaches disadvantaged children how to read, write and become numerate in a nine-month period. The plan to increase access to education in this way, that is nine-month period seem similar to School for Life that Arkorful (2013) reported on.

DFID's (2013) study maintains that the nine-month schooling has potential of giving the chance to participants to enroll in upper primary. The Complementary Basic Education (CBE) programme that targeted out-of-school children was to be promoted as part of the policy. The idea was that after graduating from the Complementary Basic Education (CBE) programme, graduates could enter primary school at class four or five. Accordingly, it was further proposed that in year one, the programme should target 25,000 children, beginning from October, 2014 across four regions of the country: Upper East, Upper West, Northern, and Brong Ahafo. A target of 1,000 CBE classes was anticipated to be available across the 35 targeted districts. However, this current study uses a CBE that uses all the pupil years required for the lower primary and some cases involving KGs (ACE, 2011).

2.5 Role of curriculum on access to basic education

Historically, approaches to the study of curriculum and how different people conceptualize it are diverse. This is due to the fact that the orientations to the understanding of the concept of curriculum remain different for different people. For example whereas Hawes (1979) contends that curriculum is seen as an intention, plan or prescription, an idea about what one may like to see happen in schools, Stenhouse (1975) promotes the idea that curriculum could be seen as the existing state of affairs in schools, referring to what in fact happens in the schools.

According to Kelly (2009), curriculum should be practically effective and

productive, that is, it must offer much more than a statement about the [content] knowledge or merely the subjects that schools are to teach or transmit. For Kelly, the understanding of curriculum should stretch beyond these characteristics to an explanation and indeed a justification of the purposes of such transmission. Furthermore curriculum explores the effects that the knowledge of subject matter is likely to have, or is intended to have, on its recipients. There have been models of curriculum that have been reported on. The case of Tyler (1949) specifies curriculum by means of its components as well as relationships between them. Tyler relates that, the aims and objectives direct the content of an educational system and that also affects the institutions or organization using the curriculum. Tyler further provides that evaluation as the last stage that completes the chain of relationship. In effect, the evaluation according to Tyler seeks to infer whether the aims and objectives as stated have been met.

Wheeler's (1967) understanding of curriculum seems to connect and take inspiration from Tyler's (1949) explanation. To Wheeler, the curriculum forms a cyclical relationship that starts from Aims/Goals and Objects then moves on to selection of learning experiences that relates to selection of content, then followed by organization and integration of learning experiences and content, and finally ends with evaluation which invariably dovetails into measuring the original aims/goals and objectives. The evaluation stage affords a renewal or revision of the original aims and objectives.

The cultural relevance of educational curriculum has long been recognized. For instance, realizing that education does not take place in a vacuum, Vygotsky (1987) championed the thought that children must be made to operate within their zone of proximal development. Pound (2008) and Glassman (2001) shared the same view that education can best be described as effective when it bridges the perspectives of the teacher, child, community and how all three connects with the home. According to Sefa Dei (2004), many rural families have been left from schooling because of the separation of education from local communities in terms of access to schools and content of the curriculum.

Two main classification of definition for education can be given; narrower definition and a broader definition of curriculum. In the case of the narrower definition, curriculum focuses on the learning content as defined in textbooks and other learning [training] materials, whereas the broader one connotes all the desired learning experiences within the school environment including those not defined in the official curriculum [otherwise referred to as 'hidden curriculum'] (UNESCO, 2006). Curriculum could thus be seen as an internalization of understanding of objectives of education and learning in the areas of knowledge, attitudes, values and skills (UNESCO, 1992). There are multiple approaches to measuring and assessing the curriculum but most importantly, any curricula comparison depends much on the intent for which the need for such evaluation is being made.

The approaches to curriculum evaluation to examine depth, relevance, efficacy and standardization are multi-dimensional. Whereas, Squires (2009, & 2012) argued for curriculum alignment on one hand, UNESCO (1992) advanced that curriculum evaluation should emphasize the internationalization of the curriculum. Smith (2006) and Reid (2005) kept the debate on whether institutionalizing or nationalizing the curriculum was the way to go. However, designs in the various curriculums explored in the complementary education programmes in Ghana (example, School for Life) and some Sub-Saharan African countries revealed that such designs do not follow the national curricula; rather there are usually some modification to the national one (DeStephano & Schuh-Moore, 2010; Arkorful, 2013, Amsussen & Millard, 2013). Thus making complementary education programme curriculum fall short [usually] or above the national (operational) curriculum of the country. Therefore, it will be out of place if the content of the curriculum package for the Wing School CBEP used be gauged to determine the possible degree of impact.

Learning disparities among disadvantaged groups begin in early childhood and usually persist through all levels of education (UNESCO, 2014). Thus children with low academic achievement are likely to experience difficulties in keeping up with and understanding the curriculum in later grades and, consequently, are more vulnerable to grade repetition and dropout. The curriculum is at the heart of these teaching and learning challenges; it can either hinder or facilitate improved

learning outcomes (UNESCO, 2014). Therefore, in order to improve learning for all children of school-going-age, there is need for teachers to support innovative and inclusive curriculum and assessment strategies that has the potential of reducing disparities in school achievement and that which offer all children of school age the opportunity to secure knowledge and skills that will be useful to their immediate future.

The curriculum research and interventions are fast succeeding in promoting the values, attitudes and transferable skills that pupils need. Subsequently, there is the need for bridging the gap between curriculum and its components as against the assessment strategies employed. House (1979) demonstrated that education and reform on large-scale can only occur when it is supported by the socio-historical and political ambiance at a certain point in time. In other words, for educational innovations to succeed, there is the need for close collaboration among the teachers who prepare the pupils.

The UNESCO's (2014) Global Monitoring Report (GMR) revealed that the key to ensuring that children succeed in school depends on availing pupils with critical foundation skills, such as those related to literacy and numeracy, reading and comprehension. Without these basic skills, many children will struggle to keep up with the prescribed curriculum, but end up widening the gap in their learning achievement. The attainment of the necessary foundation skills at the right time

for children of school going age is crucial, but takes special effort to reach children who inherited disadvantaged beginning and were left marginalized. In early childhood, curricula need to ensure that pre-school education is of good quality and supports transition to primary education. At primary level, curricula need to focus on delivering core foundation skills at an appropriate pace, both in formal and non-formal settings (Casely-Hayford, Seidu, Campbell, Quansah, Gyabaah, & Adam, 2013).

Children who have dropped out can catch up through second-chance accelerated learning programmes designed to meet their specific needs. Within schools, a bilingual curriculum can enable children from ethnic minorities to learn as much and as fast as their peers. According to Darling-Hammond and Baratz Snowden (2005) learning in and from practice is accomplished not only by placing student teachers in classrooms. It can also happen through "strategic documentation of practice" using classroom plans, videotapes, and work samples children can systematically study by groups of teachers who focus their analysis on particular ideas or practices. Curricula also need to promote inclusion of children from different backgrounds, including ensuring that textbooks avoid negative stereotypes of marginalized groups (Arkorful, 2013).

According to Kenner (2004) children have opportunities to learn language from the home as well as from their community setting where multilingual interaction

is fostered or has been established. Kenner also mentioned that children have been observed to make links between their languages, as demonstrated by six-year-olds growing up in London and learning to write in Chinese, Arabic or Spanish as well as in English. Children in complementary school setting usually switched between languages and that tends to create bilingual texts at complementary school and at home. Indeed, this situation well described by Kenner as operating in 'simultaneous worlds' rather than on separate one. Parents and teachers in take the lead in after school hors to help the children in the Wing School to internalize concepts in mother tongue and what it means in English. This serves as a catalyst for language development and key basis for academic foundations for the children.

The digital age has also added a further twist to what bilingualism in childhood at the complementary school level could be like. Such technological tools have the potential of encouraging the development of multilingual literacies through watching films and television programmes in different languages or engaging in transnational networking with friends and family via the internet, as found by Cruickshank (2004) with Arabic-speaking families in Australia; mention can be made of young migrants of diverse origins in the USA (Lam & Rosario-Ramos, 2009).

Attainment in children's multilingual abilities has substantial potential to increase educational achievement in mainstream school setting, especially for pupils who can draw upon languages in their classroom work. Children' home and community experiences relate to learning in their school. Attainment in children's multilingual abilities has substantial potential to increase educational achievement in mainstream school setting, especially for pupils who can draw upon languages in their classroom work. Kenner and Ruby (2013) argues that children frequently find ways to make learning in home settings link up with what is studied in schools. For example, studies on 'playing school' by Bangladeshi British siblings in London (Gregory, 2001) and Puerto Rican siblings in the USA (Volk and De Acosta, 2001) gave evidence that 'syncretize' pedagogies and linguistic knowledge and abilities of mainstream school, complementary school and other community settings, creates a transformative curriculum that often time support children's learning. The connections between children's home and community experiences and their school learning has resulted in a number of outcomes, yet there are ongoing difficulties in maintaining and extending such works. This study therefore considered some of the successes achieved and then examined factors that militate against syncretic learning in complementary basic school systems.

Ghana was labeled as a country facing a national literacy and numeracy crunch. For instance, only 26% of pupils who reach the sixth and final year of primary school are literate in English and only 11% are numerate (Ministry of Education,

Ghana, 2008). Prior to the study of 2008, there was no national data that existed on local language literacies. Structured and systematic approach to literacy instruction that builds on foundation in the local language mainly and transition to English contributes to reaching the goals of education of Ghanaian children according to the Ministry of Education. This was made evident in the Strategic Plan 2003 – 2015 with provisions that include one to ensure that by P3, pupils will be functionally literate and will have achieved reading fluency in their mother tongue (L1) and in English (L2); and, secondly to ensure literacy and numeracy in Ghanaian Language and English by 50% of Primary 6 pupils (Ministry of Education, Ghana, 2003).

2.6 School and community relationships in CBEs

Non-state sources are collaborating in the provision of basic education to fill a void created by the state's inability to fully provide education for all (Rose, 2007; DeStefano & Schuh-Moore, 2010). Non-state support systems also go to relieve pressure on the public sector, and thereby try to maximize the returns on education for each financial investment on education (Patrinos & Sosale, 2007). However, the debate: how state and non-state collaboration can best increase the reach of the out of school in the population and at the same time improve upon the quality of basic education still continues. Casely-Hayford and Adom Ghartey (2007) consider these as management and administrative challenge. Certainly in the running of complementary education programme the role of the development

partner (usually the Non-Governmental Organisation [NGO] involved) and the community in which the school is being setup is crucial. DeStefano and Schuh-Moore (2010) found that in all cases management of the school and its constituents is in the hand of the development partner and the community. The second point here further emphasizes the school and community relations as variable worth examining in the complementary education studies.

In view of the fact that there is increase in the need for education and training, Fafunwa and Asiku (1982) threw a caution that serves as a guiding principle in the African terrain. They contend that, no study of the history of education in Africa is complete or meaningful without adequate knowledge of the traditional or indigenous educational system prevalent in Africa at least prior to the introduction of Islam or Christianity. The demarcation between urban, peri-urban and rural is not clear as it is in the case of Ghana (Casely-Hayford, 1999). Besides, the current forms of alternative approaches to education provision could be seen in four strands although interconnected. Firstly, the direct results of the dysfunction of a de-culturated mainstream formal education; secondly, the desire of communities and groups to decide what and how their children must learn; thirdly, the developments at the regional and global levels e.g. the Education for All (EFA) initiative, Universal Primary Completion (UPC) and other regional initiatives which have implications for education and lastly, the impact of educational philosophical thoughts (Thompson, 2011). The second point here

further accentuates the school and community relations as variables worth examining in the complementary education studies.

Weiss, Lopez, and Rosenberg (2010), intimated that school and community relations interdepend on each other. There was identified correlation between school and community relations with pupil achievement (Sacker, Schoon, & Bartley, 2002; Hardie, & Alcorn, 2000). Regardless, there remains dearth of literature on impact of school and community relations on the pupils' retention. Ghana's education reform is aimed at preparing pupils and graduates for the twenty-first century (MOE, 2013). Family engagement needed to be aligned with this new direction, which involves interrupting the current state of practice by making parents and community active participants in the education of their wards. Educators tend to treat parents and families as lookers-on rather than as partners, and often overlook their strengths and their capacity to transform public education and schooling (Kohl, Lengua, & McMahon, 2000; Okpala, Okpala, & Smith, 2001). There are indeed epoch making changes that schools make when the school and community are properly connected. When the school connects with the community in the discharge of the school related activities, pupil's achievement increases and influences pupils' retention in schools (Kohl, Lengua, & McMahon, 2000).

Weiss, Lopez, and Rosenberg (2010) commented on the idea of Kressley (2008) regarding what Kressley calls "random acts of family involvement" in school issues. The study by Kressley pointed out that there is need to preempt a family and community involvement strategy that has the pupils in the centre. Kressley argued that, family and community engagement with schools is a shared responsibility of families, schools, and communities for student learning and achievement. When it is continuous that is retention related from birth to young adulthood; or occurs across multiple settings that is transition related. Thus, although school and community were not an original idea for improving pupil achievement, by means of a systemic and integrated approach to community engagement, it has become an innovative strategy of reform in school administration and leadership (Pianta, Kraft-Sayre, Rimm-Kaufman, Gercke, & Higgins, 2001; Power, & Clark, 2000).

There is evidence that consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life (Yan, 2000). When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more (Zellman, & Waterman, 1998). According to Henderson and Mapp (2002), pupils who involved parents, no matter what their income or other forms of background, were more likely to earn higher grades in test scores, and enroll in higher-level programmes; be promoted, pass their classes, and earn credits; attend school

regularly; have better social skills, show improved behavior, and adapt well to school; and graduate and go on to post-secondary education.

School and community relations have influence on the school's ecological climate; essentially it makes parents and communities more active agents in the process of the child's education. For instance, reading to your child; checking homework every night; discussing your children's progress with teachers, voting in school board elections; helping your school to set challenging academic standards; limiting TV viewing on 'school nights'; becoming an advocate for better education in your community and state; or, it can be as simple as asking your children, "How was school today?" But ask every day. That will send your children the clear message that their schoolwork is important to you and you expect them to learn (Henderson, & Berla, 1994). Some parents and families are able to be involved in their child's education in many ways. Others may only have time for one or two activities. Regardless of the depth of parent or community involvement, doing it consistently will make an important difference in the child's life.

There is evidence to show that school and community relations' influence pupils academic achievement. For example, it has been found that families with low income have mostly abandoned home support for the academic work of their children as compared to their counterparts with high-income brackets whose

children succeed relatively well in schools. Parental participation in the affairs of the children's school well improves according to the level of education, level of economic independence (Henderson, & Berla, 1994; Liontos, 1992; Zellman, & Waterman, 1998). Pupils and schools benefit from active participation by families in the process of educating of the children. The involvement of parents in the education of their children and wards bring about enormous benefit including higher grades and test scores; better attendance and more homework completed; fewer placements in special education; more positive attitudes and behaviors; higher graduation rates; and greater enrollment in post-secondary education (Clark, 1993; Griffith, 1996; Dauber, & Epstein, 1993).

Parental involvement goes beyond attendance at school-sponsored events or having a strong volunteer programme in the school or in behalf the school. The strongest support for learning occurs at home through positive parenting styles, nightly reading, homework policies, and high expectations. Schools that measure their success in reaching out to parents by the number of volunteers and attendance at workshops and meetings could be missing valuable opportunities to connect with families who can't be there or who are not comfortable coming to school (Comer & Haynes, 1992). According to Amsussen, Millard, and Müller (2011) the support given by parents and guardians in the Wing Schools shares resemblance with what Comer and Haynes commented on. There is the need to interrogate how this bears on retention of pupils in the Wing Schools since

variables that influence pupils retention and participation in schooling are important here.

The need for strong family involvement starts by the time children are in preschool and continues through high school. As children grow older, the methods and expectations for family involvement change and continue to evolve until graduation. Patterns of communication between families and the school as children enter middle school must be altered to accommodate multiple teachers and increased independence; nonetheless, parents remain valuable allies in increasing student achievement. Schools have shown success by listing the support of parents in areas ranging from developing homework routines, providing after-school supervision, limiting television viewing, and helping children prepare for college and other post-secondary education (Eagle, 1989; Funkhouser & Gonzales, 1997; Sheilds, 1995).

2.7 Influence of assessments on pupils' transition rates in CBEs

School efficiency and effectiveness has its roots in assessment, school supervision and support services. According to Leithwood (2001) this involves series of steps that bring about change that culminate into transformation in schools and its culture of learning. The league system of ranking schools and institutional performance provides a reason to the craze that public, private and faith based institutions crave for (Coles, 2015). There is evidence to suggest that

proportionate investments into supervision usually yield school efficiency and effectiveness outcomes (Wilcox, 2000). The common denominator that seeks to set the differences among these institutions is the kind of supervision and monitoring system to check on teacher activities and performance (Opoku-Asare, 2003, Wilkinson, 2010, Adane, 2013).

The subject of accountability and result benchmarking has put pressure on governments as well as other state institutions to improve upon the mechanisms for delivering their efficiency and effectiveness mandates; this does also apply in the educational sector too. In the case of the education sector, several strategic reforms have been undertaken towards reforming supervision and quality monitoring systems. For example mention can be made of "education Management Information Systems, results-based planning, budgeting and management, civil service reforms, among others. These are known as 'system management mechanisms' because of their influence on the overall management of the education system, rather than on specific and limited parts of it" (Göttelmann-Duret, & Bahr, 2012, p. 45).

The role of headteachers and principals of schools play in supporting the improved teaching and learning quality standards in schools should not and needs not be underestimated (Gurr, 1997). Headteachers according Gurr (1999) are responsible for school education programmes, student support, school council

functioning, parent communication and involvement, school organization, planning, review and accountability, personnel, finance, facilities, community representation of the school, and they are expected to act as the representation of the government. The enormity of the headteachers task can compared to a driver steers an omnibus to its destination, that is, depending on how s/he drives the passengers are able to arrive at their destination sound and healthy.

The teacher supervision systems, like headteachers supervision, take cognizance of professional training and development of teachers to higher levels. Gurr (1999), and Carron and De Grauwe (1997) pointed out that supervision for teachers takes place in varied settings and for varying gains. Whereas some supervision is targeted at teacher promotion others are targeted at teacher teaching quality. Hillier (1999) promoted that visits may provide opportunities for teachers to receive awards for their teaching excellence.

Amandi (2008) conducted a study to determine the nature and challenges of supervision in Ablekuma North Sub-Metropolis educational area. Amandi collected data by means of questionnaire from 271 out of a possible 662 teachers, a census 46 head teachers and a census 5 circuit supervisors. It was found that although internal and external supervisions were practiced in the schools, internal supervision was preferred. Although the study was not able to indicate whether supervision influences academic performance and transition to upper grades, it

pointed out that there was statistical difference between three (3) circuits in the metropolis by means of Tamhane's T2 post-hoc test. Also the study also showed that headteachers supervisory activities influenced and facilitated teaching and learning.

In an investigation into the state of supervision at the JSS level in the East Akyem District of Ghana, Odame (2008) found that whereas teachers preferred internal supervision on one hand, on the other hand both headmasters and teachers preferred supervision from the district education office. Although, the headteachers and teachers in Odame's study were not satisfied with the adequacy and quality of supervision given by officers from the education office, they still preferred supervision from supervisors from the education office. Odame thus recommended that internal supervision structures should be strengthened and sustained. Casely-Hayford (1999) commented close to a decade before Odame's study that the community-school relationship is an essential factor in school effectiveness by ensuring that teacher supervision and encouraging enhanced participation in schools.

Sumly (2006) used survey research methodology to investigate teachers' and administrators' perceptions of instructional supervision in the Nkwanta district of Ghana. By means of stratified sampling procedure, Sumly selected the educational circuits be involved and used simple random sampling strategy to

pick teachers who would be involved in the study. Unlike Sumly, Adane (2013) conducted similar kind of study using Causal-comparative (specifically using the *ex-post facto*) design. Other studies that used descriptive survey design approach that yielded data on the influence of supervision on measuring schooling outcomes (Odame, 2007, Frempong, 2006).

There exist challenges in using supervision as a tool for quality control and school academic performance improvement mechanism. Amandi (2008) observed that Circuit Supervisors visited schools more than other external supervisors from the Inspectorate Division (ID) of Ghana Education Service (GES). The study further noted that headteachers and teachers were satisfied with the supervision of Circuit Supervisors (CS). Further challenges of supervision identified were lack of logistics, equipment and materials, teacher's failure to heed to advice, low follow-up visits, and teachers' problem of underrating the competences of supervisors. Odame (2008) on his part singled out the following factors that inhibited the supervision exercises in schools: teachers were not well informed about supervision exercise, and funds for logistics and other teaching and learning resources were not released in time to enable supervisors perform their duty effectively.

2.8 Quality Assurance and its operationalization in Basic Education

Basic education like higher education traditionally applies certain quality compliance mechanisms in order to maintain and enhance academic standards and processes. Kahsay (2012) seem to agree with Harvey (2002) that quality in basic education much like in higher education should be looking at value addition rather than the massification craze for basic education that has been brought about by EFA and MDG mandates. Harvey (2002) suggests that in an era of mass education, value-added transformation ought to become the central element of any concept of quality rather than excellence, fitness for purpose or value for money.

Quality as a concept, could be explained differently by different stakeholders and rightly so for different situations. According to UNESCO (2010b) quality is a multi-dimensional term and could mean different things to different stakeholders. It further indicates that different countries and jurisdiction may tend to define and apply these terms differently. The working and operational definition of quality as well its allied terms like quality assurance, accreditation, and licensing takes inspiration from the works of SAUVCA (2002), Materu (2007) and Kahsay (2012).

In the first place, SAUVCA (2002) related that the concept of quality connotes measure for excellence but this depends much on the context and degree required. SAUVCA promoted that quality could mean perfection, value for money,

customer satisfaction, fitness for purpose, transformation (in a learner). Making a deduction from the argument advanced by SAUVCA, Materu (2007) advanced the issue of quality in the light of fitness for purpose. Fadokun (2008) further pointed out that quality "encapsulates the concept of meeting commonly agreed precepts or standards". For Materu (2007) the term quality is bounded by a broad range of factors including the vision and goal of the institution, the talent and expertise of its teaching staff and operational staff, admission and assessment standards, the teaching and learning environment, how it prepares graduates for secondary and tertiary level education, the quality of the library and laboratories, management effectiveness, governance and leadership.

The utilitarian value of quality assurance to a large extent hangs on diverse perspectives on what counts in the definition of quality. There seem to be no universally accepted conceptual framework of quality assurance (Kahsay, 2012). According Materu (2007) quality assurance is a planned and systematic review of the process of an institution or programme to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced. Institutions are as good as the quality of its teaching workforce. The teaching staff being the heart of the institution producing its graduates, it's research products, and its service to the institution, community, and nation.

There is a shared viewpoint of what could be considered as quality assurance. That shared viewpoint reflects Vroeijenstijn (1995) understanding of quality assurance as 'a systematic, structured and continuous attention to quality in terms of quality maintenance and improvement'. For instance Kahsay (2012) made reference to UNESCO (2004), for example, that described quality assurance as a systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being maintained. Wilger's (1997) opinion on the subject quite reflect what other authorities on the subject opined. Wilger views quality assurance as a collective process by which an institution ensures that the quality of educational process is maintained to the standards it has set for itself. Kahsay (2012) deduced that issues of maintenance and improvement of quality and standards are very much embedded in the demands for accountability that quality assurance system portrays.

In the view of Campbell and Rozsnyai (2002) quality assurance is also viewed as an all-embracing term covering all the policies, processes and actions through which quality of higher education is maintained and developed. Vlãsceanu, Grunberg and Parlea (2007) conceived an extended depiction of what could be considered as quality assurance as quality management, quality enhancement, quality control, and quality assessment.

Nevertheless, whereas Wilger (1997) on one hand considered quality assurance as external piece of activity, Goodson (2014) on the other hand conceives it as an internal affair. The definition set up by Wilger implies that of accountability, improvement, or both. Thus according to Wilger, advocates of quality assurance view accountability as necessary not only to satisfy external constituents, but also as a precondition for improvement. Goodson (2014) drove home the fact that improvement should be the headword, that is one arising from regular monitoring of the services offered, and being alert to offer supportive assistance to the quality assurance process.

UNESCO (2010b) maintains that there are three basic but broad purposes for conducting external quality assurance. In the first place, the UNESCO (2010b) study revealed that external quality assurance plays the role of quality control. Quality control connotes the traditional role of governments and its agencies making sure that educational establishments provide and meet the minimum requirements of quality. It is also to be noted that quality control also enjoins the ever-increasing number of private national and international educational service providers of basic education towards meeting the demands of national benchmarks.

Secondly, UNESCO (2010b) further stressed that external quality assurance promotes issues of accountability of institutions to its critical stakeholders. The

craze for public accountability is caused by the quest for 'value for money' syndrome that drives the public. Thus external quality assurance requires institutions to conform to the standard set by standardization authorities. External quality assurance also provides that the accountability framework should cater for institution's fitness for purpose, soundness or public satisfaction with the activities of those institutions. Harvey (2001) indicated that this usually leads to local and international comparison of private and public providers of education.

Both Brennan and Shah (2000), and Luckett (2006) agree that quality assurance like supervision should have either external agency or an internal agency or both. Again Luckett (2006) supports the finding by Brennan and Shah (2000) that there are four identified forms of quality principles that triggers the different approaches of the kinds of quality assurance conducted in schools. According to Brennan and Shah (2000), the four identified forms may have academic, managerial, pedagogic or employment focus or a combination of the other three. Coming from the four backgrounds created by Brennan and Shah (2000), Luckett (2006) also came up with some four characteristics that characterizes quality values. Luckett speaks of adopting the four quality values, Luckett proposed four ways of thinking to quality assurance in institutions: 'collegial rationality, managerial rationality, facilitative rationality, and bureaucratic rationality'.

2.9 Summary of the literature review

The chapter has revealed that literature sources on provision of opportunities for schooling and education to rural people. The identified sources did not provide succinctly how the sources explain how the elements of the complementary education systems contribute to provision of opportunities for schooling. The evidence provide avenue for examining further areas that are yet not explored. In the first place, Bhuwane, Ji, Jahn and Opertti (2009) revealed that it is essential to evaluate curriculum, assessment, school management and governance but it did not elaborate on the linkage any of those variables have with the provision of access directly. This was demonstrated in the access, quality, relevance and equity in the Basic Education in Africa Project (BEAP). In much the same way, Ampiah, Fletcher, Abreh and Davis (2012) evaluated the Wing School project but their study did not cover enrolment drives used in the project. Furthermore their evaluation did not establish the influence of assessment and quality assurance; curriculum; school and community relations with provision of educational access.

Relatedly, Farrell and Hartwell (2008) described in detail the various traditional forms of schooling and went on to describe over 200 forms of alternative schools. Their study appraised alternative schooling approaches without articulating its influence on access, retention and completion. Also, Mfum-Mensah (2009) investigated the curriculum development process in SfL and pointed out that it

lends itself to contextual and political setbacks. Again, this study did establish whether development process could derail or improve access to education.

In a study on the route for marginalised children into education through NGOs as providers, Rose (2007) related the zones of inclusion and exclusion to access and what meaningful access to education is. Here again, factors cogently causing access, retention and transition were not revealed in that study. Mention can also be made of Nampota (2009) who concluded that there is a mismatch between the demands and needs as perceived by beneficiaries – learners and community members versus the perceived curriculum requirements and needs that are understood as core by the providers. Consequently, this study looked at the influence of foundations variable around enrolment, curriculum, school and community relations, assessment and quality assurance in Wing School CBE on provision of educational opportunities (access, retention and transition) to children in northern region of Ghana.

2.9 Theoretical framework

The suitable theoretical framework for this study is the Fiedler's (1964) contingency theory of planning that builds on the human capital theory. The theory builds on the major premise that institutions are like systems that ought to be constructed. Again, the contingency theory relates that during interventions in organizations, the factors that influence productivity are usually determinants that

have been structurally constructed. Relatedly, in the contingency approach the context of the situation is paramount. The Wing Schools foundational variables on provision of educational access are structurally contingent on the environment and target beneficiaries of Wing Schools (ACE, 2013).

Contingency theory postulates that there is no directional way of designing plans and controlling systems. Also the management systems that are effective in one situation may not necessarily be successful in others. Thus, in line with prime management systems, it could be conceded that systems are contingent upon various internal and external variables. For example, Burns and Stalker (1961) found that the "suitability" of different forms of organizations were dependent on particular environmental variables, such as stability or dynamism. Lawrence and Lorsch (1967) highlighted the complexities that arise from interaction between "organizational elements and the environmental 'contextual factors', which are the imperatives and constraints on the appropriateness of different structural designs" (Johnson & Gill 1993, p. 11). Lawrence and Lorsch were the first to explicitly use the term "contingency theory" (Johnson & Gill 1993, p. 9).

According to Lawrence and Lorsch (1967), the contingency theory lies at the middle of planning systems designed on a continuum with two extremes: universalistic and situation-specific approach. Universalistic approach holds that there is only one contingency setting. And as a result, there is only one best

planning and control system. On the contrary, situation specific approach considers every contingency setting as a unique one. The design of management systems is influenced by the unique factors, so that no general rules or models can be applied.

Contingency theory according to Bobkova (n.d.) lies uniquely between these two approaches. On one hand, it assumes that there are several contingency settings and the design of management systems depends on institution's endogenous and exogenous variables. Bobkova also contends that, contingency theory is based on three key ideas namely, there is no universal or one best way to manage, the design of an institution must be best fit for its environment, and effective institutions as well as their subsystems need to best fit for their environment.

Bobkova (n.d.) tried to combine the ideas of Fisher (1998) and Simons (1990) and came up with the conclusion that it is possible to consider a contingent framework as an iterative process within a loop in which "a better match between the control system and the contextual contingency variable is hypothesized to result in increased institutional performance" (Fisher 2001, p.48). The choice made by the top management about which control system to use interactively serves as a signal about priorities of the system. And control mechanisms stimulate members to achieve established objectives, promote learning and, as a result, influence the strategy formulation.

In the context of educational planning, contingency planning aims to prepare an institution to respond well to an emergency and its potential humanitarian impact. Developing a contingency plan involves making decisions in advance about the management of human and financial resources, coordination and communications procedures, and being aware of a range of technical and logistical responses. Such planning is a management tool, which can help ensure timely and effective provision of aid to those most in need when a disaster occurs. Effective contingency planning should lead to timely and effective disaster-relief operations. The complementary basic education provided to many out-of-school people in Gushegu and Karaga provides similar situation – as if the pupils who benefitted from the Wing School were at risk of never going to school (International Society of Red Cross, 2012).

According to Hanson (1979) contingency theory rejects the universality of methods, definition of objectives and plans. The contingency theory according to Hanson theorizes further that planning helps institutions to respond to uncertainties in the external environment by identifying possible events that may occur and preparing alternative strategies to deal with them. Relating the contingency theory to educational management and planning, Hill and Smith (2000) intimate that educational intervention for instance; planning education after conflict and even after natural disasters requires the use of contingency theory.

This according to Leweling (2007) could be illustrated as in Figure 2.1.

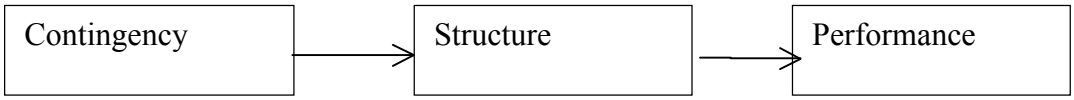

Fig. 2.1: Illustration of Contingency Theory Adopted from Leweling (2007: 6)

The Wing Schools were constructed in response to the need to educate school age persons in rural Northern Ghana. It is appropriate to use these input variables to determine the extent of influence on access to education based the assumptions of the contingency theory. The study on provision of educational opportunities in Gushegu and Karaga districts in Northern region of Ghana provides a framework just as those used by proponents of the contingency theory. Since it is conjectured that, some contingency steps (related to the five objectives of the study) operate on a strategy (one involving process that could possibly influence the manipulative variables) to provide opportunities for education of rural children.

2.10 Conceptual framework

The Figure 2.2, depicts the conceptual framework for this study.

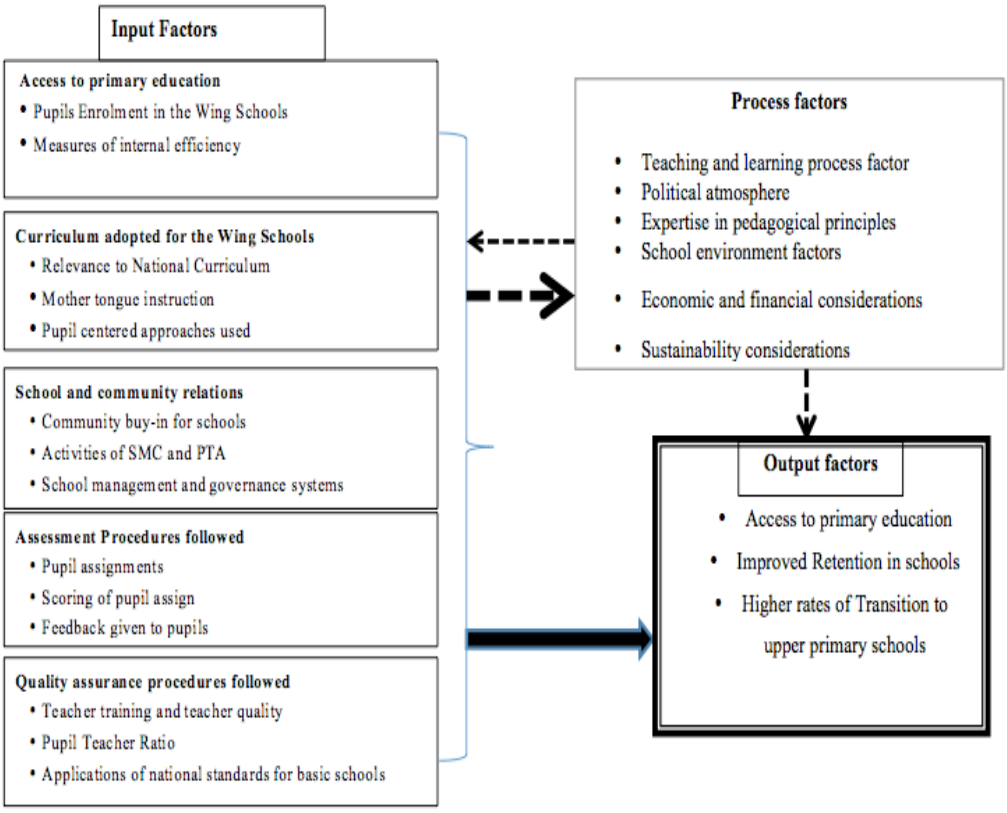

Fig. 2.2: Provision of educational opportunities in the Wing Schools

It has been conjectured that there are some independent variables (enrolment drives, programme content, school and community relations, assessment strategies, and quality assurance procedures) that are stationed at an input stage. The independent variables were contingently factors for the independent variables of the study. There are some process variables that are likely to have influence on the input factors. Consequently, it is further conjectured that the independent variables operate in a sphere of process variables to provide educational

opportunities. Essentially, educational opportunities will be measured in this thesis in terms of increased enrolment, retention and transition rates.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the procedures and methods employed in the conduct of the study. The chapter also describes the research design, study location and target population used, sample size and sampling procedures, research instruments, data collection procedures, and validity and reliability related issues that emerged from the study. The chapter concludes on the data analysis strategies and procedures that were used for reporting the findings in chapter four.

3.2 Research design

The descriptive survey research design was the chosen study design. This design was considered appropriate for the study because in constructing meaning on provision of educational opportunities, there was need to describe and explain how the key variables influenced such provision. The descriptive survey design is an appropriate design for this study because, first it can be used to gather information from first-hand sources, and it also has the added advantage that its data sources could be complemented by secondary data. Furthermore, the design was deemed appropriate for this study because it has the advantage of exploring the current level of influence curriculum, school and community relations, assessment and quality assurance on access, retention and transition. The design was also allowed generalization from the sample over its population in order to

afford an exposition of opinions, attitudes and perceptions of the population.

3.3 Area of the Study

Gushegu and Karaga districts together occupy the fourth largest in terms of landmass, occupying 6,000 square kilometers and accounting for 29.5% of the total land area of the Northern region. The two districts combined have a population of 125,430 representing 6.9% of the total population of the region and projected at a growth rate of 2.4% (Ghana Statistical Service, 2000). Karaga district with Karaga as its capital was carved from the Gushegu-Karaga district in 2005.

According to ACE's (2007) baseline report for Wing Schools, there are a lot of derails in the developmental efforts for these two districts. Among these challenges is the situation of poor educational development that exhibits more profoundly with high illiteracy rates, inadequate school infrastructure, low enrolment for girls, high drop-out rates for boys and girls and poor performance in terms of examination (Abdulai, 2009). Also, according to the Wing Schools baseline report, enrolment and survival rates are low, whereas the wastage rates are high in the two districts when compared to national averages. In terms of teacher human capital, the districts had no adequate trained teachers. Another issue that compounds the trouble of these districts is that only 45% of the teachers reside in the communities in which they teach (IBIS, 2007). The study was

conducted in Gushegu and Karaga districts of the Northern Region of Ghana. The Northern region among other reasons has more rural families, out of school pupils, school dropout and the never enrolled children than any other region in Ghana (Casely-Hayford, 1999).

3.4 Target Population

The target population for this study includes headteachers, teachers, and pupils in the Wing Schools. In addition to the stakeholders in the schools identified, School Management Committee [SMC] members, and Wing School project implementers were also involved. There are eight (8) Wing School management team members in the IBIS office in Tamale, Ghana. There were a total of 56 headteachers and 200 teachers in the Wing Schools as at September 2013. Since those figures were captured in 2013, a number of changes have occurred to the Wing Schools including some of the schools entirely closing down as at June 2014. This has reduced the number of Wing Schools to 47 and hence expected population of headteachers stood at 47 and 143 teachers.

3.5 Sample size and sampling techniques

At the time of data collection there were 47 Wing Schools in operation in both Gushegu and Karaga. By means simple random sampling strategy all the 113 teachers was taken, since 30 out of the 143 teachers were used for pilot study from the Wing School. Also, a simple random sampling strategy was used to

select 36 out of the 47 headteachers from the Wing Schools was considered since the remaining 11 headteachers had already taken part in the pilot study. Again, 30 School Management Committee (SMC) members were stratified according to their role on the committee and 30 were purposively selected out of the Thirty-six (36) SMCs from the communities in the two districts. The additional information is that of the 30 SMC used for the study Fifteen each were taken from each District. Each SMC has five members, thus there were 280 members in all. The pupils were also stratified using proportionate stratified sampling technique to select 90 pupils from Karaga and 90 pupils from Gushegu. The units of strata being the school they attended. Finally, one (1) project coordinator was sampled purposively from Nine (9) Wing School management team for the interview.

Table 3.1, provides information on the population and its corresponding sample size.

Table 3.1: Distribution of Sample Size

Study Units	Population	Sample size
Teachers	143	113
Headteachers	47	36
SMC members	280	30
Pupils	900	180
WS coordinating team members	9	1

3.6 Research instruments

The research instruments that were employed in this study included questionnaires for teachers and headteachers, interview guide for SMC and project implementers, Focus Group Discussion Guide (FGD) for Wing School graduates; and documentary analysis guides. The following is a brief description for each of research data collection tools.

3.6.1 Questionnaire for headteachers

The questionnaires were designed to be self-completed by the headteachers. The major reason for the choice of questionnaire for collection of data from headteachers is that they are able to complete it without help, and were cheaper and quicker than other methods of reaching out to the respondents. Furthermore, questionnaire for headteachers provided basis for collecting in-depth data about the opinions, attitudes and perspectives of headteachers about what possible factors affect enrolment, access, retention and transition in Wing Schools and those that relate to provision of educational opportunities for rural children in Gushegu and Karaga.

The questionnaire for headteachers was made up of five parts. The items measuring the extent of influence were condensed into a Likert format response type. Part one contained sets of items in response to the variables on whether activities of the Wing Schools bring about enhanced enrolment in Gushegu and

Karaga. The part one also had additional information on the enrolment figures for the various Wing School cohorts. The part two of the headteacher's questionnaire has set of items that sought to respond to how the curriculum used (scale) in the Wing Schools influenced the provision of educational access. Whereas part three had items related to how the school and community relations that were fostered influenced access, part four encompassed structured items on how the assessment procedures used in Wing Schools influence transition to upper primary school in the two districts.

Finally, part five contains structured items on how the quality assurance procedures followed in the Wing Schools influence transition to upper primary schools. Parts four and five of the headteachers' questionnaire had a likert- scale type of measuring the extent of influence that assessment strategies employed and the quality assurance principles that guided the ACE Wing School project related to transition to upper primary.

3.6.2 Questionnaire for teachers

Teachers in the Wing Schools like the headteachers were also able to provide information on how the variables of the study influence the provision of educational opportunities for school age persons in Gushegu and Karaga. Use of questionnaire made way for collecting data in an efficient and cost effective manner without having to distort the robustness of the mode of data collection.

The teachers' questionnaire underscored clues that could possibly indicate the degree of influence that might occur as a result of factors associated with provision of educational opportunities to rural people in Northern Region of Ghana.

The teachers' questionnaire was structured into five parts. The set of items measuring the extent of influence was abridged on a Likert scale. Part one contains set of items in response to the variables on whether activities of the Wing Schools bring about enhanced pupil enrolment in Gushegu and Karaga. All the items have been subsumed into a scale. Part two contains set of items (that forms a scale) in response to how the curriculum used in the Wing Schools influence the provision of educational access. In part three, the set of items related to how the school and community relations fostered in Wing Schools influence access were also explored. Part four had sets of items on how the assessment procedures used in Wing Schools influence transition to upper primary school in the two districts. Finally part five includes structured items on how the quality assurance procedures followed in the Wing Schools influence transition to upper primary schools.

3.6.3 Interview Guide for School Management Committee members

The interviews were conducted with the School Management Committee (SMC) members. The interviews were meant to further deepen and likely strengthen the

gains made from the primary data collected from the other study participants through questionnaire. The interview data was used as a follow-up to certain responses to the questionnaire, e.g., to further investigate their responses (McNamara, 1999). As much as possible, the researcher and his research assistant used simple language since interpreters were involved in the data collection process. Interpreters were employed especially with data collected from SMC members and pupils. The interview guide was characterized by easily interpretable questions that lacked ambiguity that led to more accurate results.

Interviews are important tools used to depict the story behind the interviewees' experiences. The interview guide contains items that cumulatively address all the five objectives of the study. The School Management Committee (SMC) is the highest local decision-making body for the school. The School Management Committee members' views are crucial in revealing what could possibly influence the provision of educational opportunities to children in the Gushegu and Karaga. The SMC like the Parent Teacher Associations are mandated to undertake school support activities. The probes used in the interview guide are meant to gather further information that are useful to evaluating how Wing Schools influence enrolment, access and transition in the districts of Gushegu and Karaga.

3.6.4 Interview Guide for Wing School Coordinating Team

The interview guide contains items that cumulatively address all the five objectives of the study. The School Management Committee (SMC) is the highest local decision-making body for the school. The School Management Committee members' views were crucial in revealing what could possibly influence the provision of educational opportunities to children in the Gushegu and Karaga. The SMC's had a role far superior to what the Parent Teacher Association is mandated to undertake. The probes used in the interview guide are meant to elucidate further information that is useful to evaluating how Wing Schools influence enrolment, access and transition in the districts of Gushegu and Karaga.

3.6.5 Focus group discussion guide for graduates of Wing Schools

A focus group is a small discussion group that is usually guided by a trained leader (Krueger & Casey, 2009). It is used to learn more about opinions on a designated topic or issue. Focus Group Discussions help researchers to learn about group or community opinions, ambitions and needs in typically spoken, open-ended and relatively broad and qualitative responses (Johnson & Johnson, 1997). Focus Group Discussions are structured with the aim of building consensus on a matter. Kamberelis and Dimitriadis (2008) referred to such discussions as 'collective conversations' that may take place between a discussant and two or more participants. For instance, issues with regard to whether Wing Schools have proved beneficial to graduates of the Wing Schools could be tabled for discussion.

Thus, it could be underscored that the basic aim of focus group discussion include to describe, explain, underscore meanings and provide interpretation of a specific issue based on the perspectives of the group participants (Liamputtong, 2009).

The views of the Wing School students and graduates were also taken. By means of a focus group discussion toward building a consensus on what pupils and graduates consider as essential in offering educational opportunities to rural folks in Gushegu and Karaga was conducted. Also, the experiences of the pupils needed to be explored in order to ascertain their thought on how the variables under study influenced educational opportunities presented to the two districts. A focus group discussion guide targeted at the pupils in the Wing Schools as well as Wing School graduates who have transited to primary 4 was used for that purpose.

3.7 Validity of research instruments

The questionnaires were subjected to the criterion, content and construct validity tests to identify whether this measured what they sought to measure. The interview guide was also likewise subjected to trustworthiness tests. Trustworthiness tests are the qualitative equivalent of internal validity. To ensure content validity, the research instruments were developed based on the ideas of the contingency theory of planning that are applied in education and schooling. Thus, the content validity was enhanced, by expert opinion from the researcher's thesis supervisors as well as views of academics in basic school administration

and management in the Ghana Education Service. However, the ideas from the development sector and civil society organization were also solicited before refining the instruments. The feedbacks received were incorporated into the eventual data collection instruments.

3.8 Reliability of research instruments

Reliability seeks to establish the stability or consistency with which something is measured. The Cronbach Alpha reliability coefficient was computed for the pre-tested items using SPSS to enable the researcher take the decision to refine, remove or maintain specific item or a set of items. Transferability of qualitative instruments, which is the measure of reliability, was conducted by giving the instruments to more than one expert at different times to look at and their views on the appropriateness of the instruments.

In this study, the researcher made effort to boost the reliability of the qualitative data by requesting the respondents to cross validate the transcribed output that emerged from the interviews and discussions with study participants. The process of cross-validation, thus, promoted the effort towards an enhanced reliability regime for this study and its findings. According to Ogola (2010), studying only a subject or a particular kind of subjects may lead to biases in terms of interpretation. Hence to control interpretive biases, research data was gathered from pupils, teachers, and headteachers, school management committee members

and Wing School coordinating team. Besides controlling the study participants, the study also used different data collection tools including questionnaire, interview guides, and focus group discussion guides to enhance reliability.

The following formula was used to calculate the reliability coefficients for the various subscales in SPSS:

$$\frac{N^2 Cov(average)}{\Sigma_{s^2} + \Sigma_{Cov\ item}}$$

Table 3.2 provides the established reliability coefficients for the various levels of measures for the teachers' questionnaire.

Table 3.2: Cronbach's Alpha Reliability Coefficient for Teacher's questionnaire

Variable	Reliability Coefficient
Influence of Wing School Enrolment figures on net enrolment	0.87
Influence of Wing School curriculum on educational access	0.77
Influence of school and community relations on retention	0.92
Influence of assessment strategies on pupils' transition to upper primary	0.90
Influence of quality assurance strategies on pupils' transition to upper primary	0.88

Table 3.2 provides the Cronbach alpha values that were calculated for the set of items that come under each subscale and the results appeared to have good internal consistency. The coefficient of reliability proved that there were alpha values ranging from $\alpha = .77$ to .92. Almost all the items within the subscales appeared worthy of retention, just a few items had to be changed to improve upon their reliability.

The Table 3.3 shows the distribution of chrobach alpha reliability for the headteachers questionnaire.

Table 3.3: Cronbach's Alpha Reliability Coefficient for Headteacher's questionnaire

Variable	Reliability Coefficient
Influence of Wing School Enrolment figures on net enrolment	.91
Influence of Wing School curriculum on educational access	.88
Influence of school and community relations on retention	.92
Influence of assessment strategies on pupils' transition to upper primary	.92
Influence of quality assurance strategies on pupils' transition to upper primary	.95

From Table 3.3 the Cronbach alpha values were calculated for the set of items that come under each subscale in the headteacher's questionnaire and the results appeared to have good internal consistency. The coefficient of reliability proved that there were alpha values ranging from $\alpha = .88$ to .95. Although most items appeared worthy of retention, some items within the various subscales had to be reworked to improve their reliability. The calculated reliability were found to be appropriate to used for the conduction of data collection.

3.9 Data collection procedure

Approval was granted by the University of Nairobi in the form of full registration that enabled the researcher to approach the appropriate agency in Ghana to seek permission to collect data. Upon arrival in Ghana, the research wrote a permission letter to the Ghana Education Service requesting permission to obtain data from the fields of Gushegu and Karaga as shown in Appendix O. The permission received from for the Ghana Education to go to the field has been attached as in Appendices P and Q.

Data was collected from opinion leaders in SMC, and the Wing School implementation team by means of an interview guide. In addition to the interview protocols that were used, questionnaires were also used to collect data from teachers and headteachers. The questionnaires were structured to elicit opinions of its targets. The questionnaires were mainly hand delivered by the researcher and a

research assistant. Also, there was a synthesis of documents on project activities by means documentary analysis guide at two stages. First, project managers or their representatives were contacted with inventory sheet in order to track available project documents. Secondly, relevant data that help answer the research questions were sampled purposively for documentary analysis.

During the interview and focus group discussions, most of the respondents consented to be tape-recorded. Effort was made to scribble essential notes for the handful that did not consent to be tape-recorded. The researcher tried to transcribe the interview and focus group discussion data as soon as the sessions with the group members ended in order not to distort the meaning and understanding that respondent(s) gave (Bell, 2010). The same procedure was applied to respondents who did not want to be tape-recorded.

3.10 Data analysis procedure

In this present study, both qualitative and quantitative data were gathered. The teachers' and headteachers' questionnaire were analyzed with Statistical Package for the Social Sciences (SPSS version 20) software. According to Pallant (2007), three basic steps required to input raw data into SPSS. The step one involved checking and modifying, the options that SPSS uses to display the data and the output that is produced. In step two, 'defining' the variables set up the structures of the data file. The third step involved the entry of the data. In addition, a fourth

step of data cleaning was also carried out. All data entered onto the SPSS software was crosschecked after running descriptive statistics to identify wrongly entered data as well as missing data.

Quantitative data was directly coded into the SPSS programme for analysis. For the quantitative data, descriptive statistics such as frequency counts and percentages were used to analyze and summarize the data that was collected. Presentation of data was done through tables, and figures. In order to demonstrate the extent of influence of assessment practices and quality assurance on transition to upper primary, a simple linear regression was conducted at 95% confidence level.

All significant differences and relationships were tested at 0.05 alpha level. The regression equation used for predicting the dependent variable and independent variable has been defined. The simple linear regression produces an equation like,

$Y_i = \beta_0 + \beta_1 Xi$…….…… equation 1

Where the following notation define Yi,

Y_1 = Pupil's transition to upper primary school$_i$

Also where the following notations define Xi,

X1 = Assessment practices used in the Wing School CBEs$_i$

X2 = quality assurance practices used in the Wing School CBEs$_i$

Again β_0 is given constant and β_1 and β_2 is the gradient of independent axis.

The following simple linear regression equation were also computed (β_0 varied from equations 2, 3, 4 and 5

1. $Y1 = \beta_0 + \beta_1 X1$…….…… equation 2

2. $Y2 = \beta_0 + \beta_2 X2$……..… equation 3

The survival rate for lower primary school attendance can be calculated as based on :

$$\text{Survival rate} = \frac{\text{Actual number of graduates}}{\text{Expected number of graduates}} \times 100\% \quad \text{…… equation 4}$$

The data from interviews, focus group discussions and open-ended questions from the questionnaires were also treated according to standard procedures for qualitative data. The qualitative data were carefully read, thematized and coded. This was done by marking out ideas and concepts along categories in portions of the data that had similar or same data text with a code label. This process easily gave way to comparison and analysis with a well-distilled data (Flick, 2014). It was the codes that were given to the labels that aided easy data search and identification of identical patterns that emerged. The codes that the researcher used were based on themes, topics and keywords that were profiled from the data.

The researcher gave label of the same kind to all data that had been given the same or similar connotation of feedback. Those codes then gave way to empirical analysis (otherwise referred to as sense making or producing meaning) from

similar categories. However, care was taken not to exclude data sets that form the minority in the response categories that emerged. The NVIVO software was used to manage all the processes explained by following through three simple stages: 1) line-by-line coding of primary studies; 2) organising codes into themes; and 3) development of analytical themes.

3.11 Ethical considerations

First, since a number of human subject were involved effort was made to secure informed consent from human subjects as shown in Appendix O. It was not difficult doing this with the adult participant since it meant they had to read and append their signatures to agree or otherwise. The adults involved included teachers, headteachers, project implementers and School Management Committee members. For most of the adult respondents doing this was easy because they were lettered. However, for the few parents who could not read and write the information on the consent form was read to them before they thumb printed the consent sheet.

Twenty-eight (28) out of the 30 School Management Committee (SMC) members that took part in the interview sessions were not able to read and write English. In view of the fact that majority of the respondents to the interview and participants to the focus group discussion did not read and speak English, translators were used to make translation for both parties. Permission was sought from respondents

to voice record the interview with an Ipad 4. The voice recording was done primarily to seek a second opinion aimed at validating the translations done by the translator on the field of data collection.

Effort was made not to falsify, fabricate data, data sources, findings, claims and even credentials of others. This was done by making sure information sources were reported in acceptable fashion that takes cognizance of due procedure. Also quotations and citations were properly referenced both inside and outside the text. Furthermore reasonable amount of information on how confidentiality of their identity will be kept was explained to respondents.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the data collected from the field, analysis and finally interpretation of the research findings in the light of the objectives of the study. The study examined the influence of Wing Schools' complementary basic education on the provision of educational opportunities to children in Gushegu and Karaga Districts of the Northern Region of Ghana. The findings have been reported according to their corresponding research objectives. First, influence of Wing Schools on access to primary schools in Gushegu and Karaga was examined. Second, influence of curriculum used in Wing Schools' on access to primary education was reported. Third, influence of school and community relations on retention of pupils' in primary education was assessed. Fourth, extent of influence of assessment strategies on transition to upper primary education was established. Finally, extent to which quality assurance procedures used in the Wing Schools influenced transition to upper primary education was also determined.

4.2 Questionnaire return rate

The return rate for the questionnaires for the headteachers and teachers in the former Wing Schools were compiled as shown in Table 4.1.

Table 4.1 Questionnaire return rate

Respondents	Sample Size	Usable returned Questionnaire	Percent
Teachers	113	102	90.27
Headteachers	36	30	83.33

From Table 4.1, out of the total of 113 Wing School teachers targeted, it was 102 (representing 90.27%) that returned questionnaire that was used. The table further indicates that 30 headteachers returned usable questionnaire to inform this study out of a possible 36 headteachers sampled (representing 83.33%). In this study, the return rates of questionnaire were above 80% for both teachers and headteachers questionnaires.

4.3 Influence of Wing School's CBE on Access to Education

This session presents data on research question number one on: What is the variation in the enrolment in primary schools rates before and after the initiative of the Wing Schools in Gushegu and Karaga districts of the Northern Region of Ghana? In an attempt to respond to this question, the headteachers were asked to provide information on the schools' enrolment from 2007/2008 academic-year to 2013/2014 academic-year. The data presented were analysed with statistical tools and basic indicators for educational planning that are specifically related to access

and disparity measures. The various sub-headings have been formulated to articulate the responses to research question One comprehensively.

The baseline study for the Wing School complementary basic education programme revealed the gaps in the enrolment situations in the district. Particularly, the enrolment situation as of the 2006/2007 academic year was also recounted for the two Districts. The enrolment related data are as shown in Table 4.2.

Table 4.2 Distribution of children of school-going age in 2006/2007

Age	Sex		Total
	Male	Female	
4-9	18,662	18,745	37,407
10-15	10,086	8,549	18,635
Total	**28,748**	**27,294**	**56,042**

From Table 4.2, it is evident that as of the 2006/2007 academic-year, there were a total of 56,042 children of school-going age (4 to 15 years of age people) in Gushegu and Karaga's population. This number was made up of 28,748 males and 27,294 females.

As a follow-up to Table 4.2 the 2006/2007 enrolment data of pupils enrolled in schools in Gushegu and Karaga have been shared in Table 4.3.

Table 4.3 Distribution of pupils in primary schools in Gushegu and Karaga Districts in 2006/2007 academic-year

Name of District	2006/07 Year		Total
	Male	Female	
Karaga	4768	3150	7918
Gushegu	5124	4039	9163
Total	**9,892**	**7,189**	**17,081**

Table 4.3 revealed that of the 56,042 of school-going age persons in the population, it is only about a quarter that were actually in schools (representing 30.48% of the 56,042 in the population). It was also noted that of the 28,748 males in the indicated age bracket of 5 to 15 years, it was only 9,892 males (representing 34.41% out of 28,748) that were in schools.

As of 2013/2014 academic-year, the enrolment situation for the Wing Schools in Gushegu and Karaga revealed as is presented in Table 4.4.

Table 4.4 Enrolment of Pupils' in Wing Schools in 2013/2014

District	KG		Lower Primary		Upper Primary	
	Boys	Girls	Boys	Girls	Boys	Girls
Gushegu	142	129	964	769	1095	658
Karaga	374	309	753	636	1009	672
Total	516	438	1,717	1,405	2,104	1,330

From Table 4.4, it can be seen that at each educational level, the number of males enrolled was more than the number of females enrolled. Furthermore, it was also observed that the number of male pupils decreased for those in lower primary whereas the females in lower primary saw a leap side-by-side those in upper primary. This trend was both observed at the individual district level and in the combined situation of the two Districts.

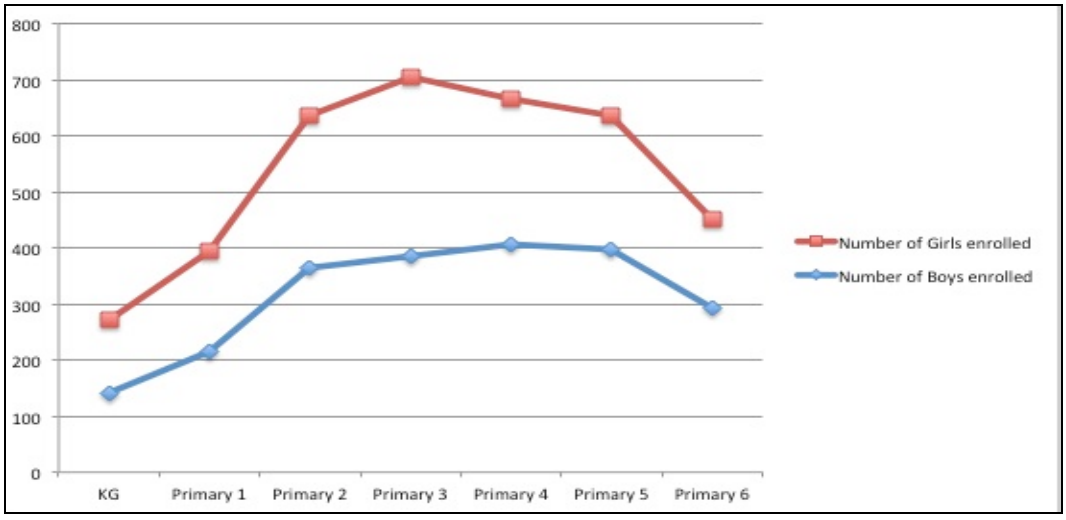

Fig. 4.1 Line Graph of Number of Pupils enrolled by Grade for Gushegu

The Wing School census that was taken in September 2012 revealed a situation that is illustrated in Figures 4.1 and 4.2. For example Figure 4.1 illustrated the enrolment situation in Gushegu. It is clear that in Gushegu, enrolment generally kept rising steadily from Kindergarten (KG) to the zenith grade (Primary 3) which is also the transition grade for graduates of Wing Schools. However, there was an observed dip in enrolment after Primary 3 and Primary 4. In the case of the female enrolment in Gushegu, there was a sudden dip in enrolment after Primary 3 that stretched throughout to the last grade in upper Primary (Primary 6). In the case of the male child in Gushegu District, it was observed that there was a sharp rise in enrolment from KG to Primary 2. However, the rise became almost a linear rise after Primary two to Primary 4. Then again, there was an observed almost linear dip in enrolment from Primary 4 to Primary 5, which was followed by a sharp dip in enrolment from Primary 5 to Primary 6.

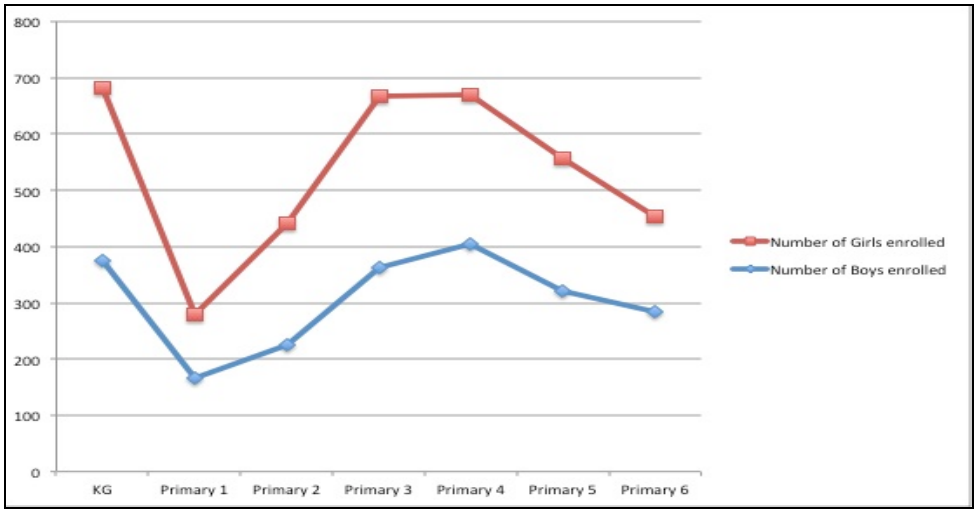

Fig. 4.2 Line Graph of Number of Pupils enrolled by Grade for Karaga

In Figure 4.2, it was noted that enrolment was high in Kindergarten (KG) for both the male and the female pupils compared to the enrolment in Primary 1 in Karaga. In the same region in 2012, the enrolment rose from Primary 1 steadily to Primary 3 and even in the case of the male child up to Primary 4 before dipping to Primary 6. The enrolment in Primaries 3 and 4 was almost linear. Largely in Gushegu and Karaga as illustrated in Figures 4.1 and 4.2 there was an attractive rate of transition of males to upper primary but that cannot be said of the transition to upper primary for the females. Moreover, in both Gushegu and Karaga enrolment was generally progressive in lower primary whereas there was decline towards the zenith grade in Primary 6 (also known as the completion grade) after third grade.

The state of enrolment as of two years before the implementation of the Wing School CBEs in Gushegu and Karaga has been reported as in Fig. 4.3.

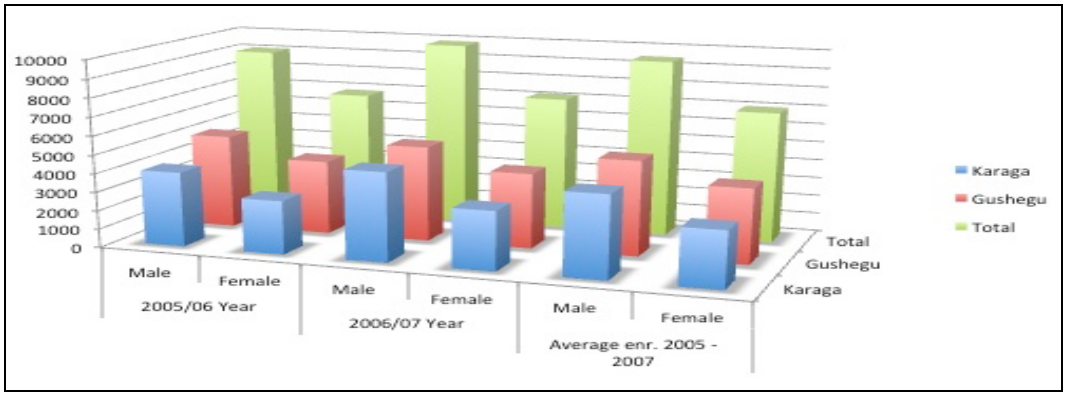

Fig. 4.3 Enrolment from 2005 to 2007 in Gushegu and Karaga

Figure 4.3 provides the distribution of enrolment of pupils in Gushegu and Karaga. This is further classified by sex for 2005/2006 and 2006/2007 academic years as well as an average enrolment situation for the same period. It was found that regardless of sex, the number of pupils enrolled in Gushegu were more than those that enrolled in the Karaga District. Again, there were relatively larger proportions of males compared to females across the categories. It was noted that the proportion of enrolees dipped from 2005/2006 compared to enrolees in 2006/2007.

The state of enrolment of the two years before the implementation of the Wing Schools in Gushegu and Karaga was placed side by side the state of enrolment two years before the Wing Schools folded up as reported in Fig. 4.4.

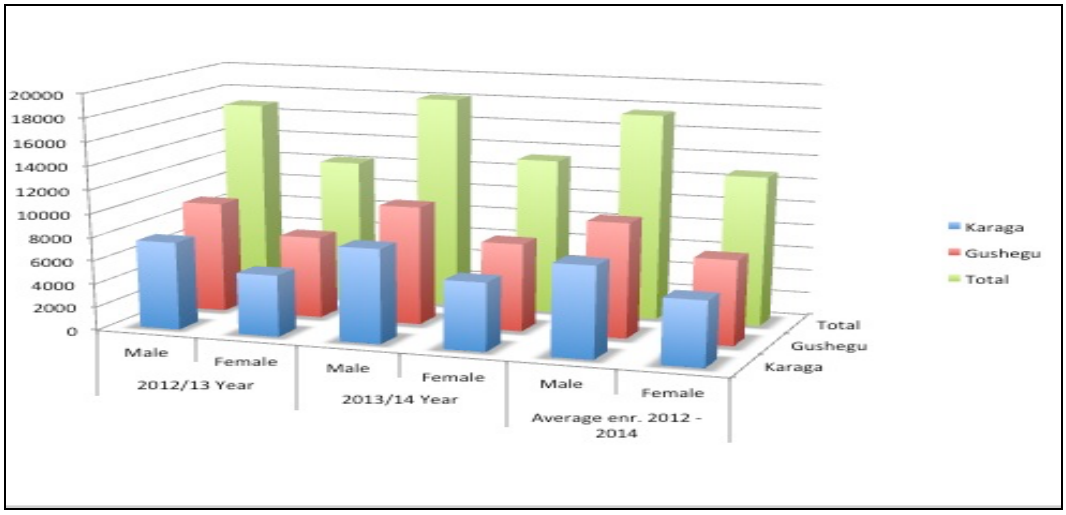

Fig. 4.4 Enrolment from 2012 to 2014 in Gushegu and Karaga

Figure 4.4 shows the distribution of pupils in Gushegu and Karaga by sex for 2012/2013 and 2013/2014 academic years as well as an average enrolment for the same duration. It was identified that in all cases, regardless of sex, the number of pupils enrolled in Gushegu were more than those enrolled in the Karaga District. Again, consistently, there were larger proportions of males matched with females across the categories. It was noted that the proportion of enrolees leaped in 2013/2014 compared to enrolees in 2012/2013 with about 18,000 males and 12,800 females in 2013/2014 as against 16,000 males and 11,800 females in 2012/2013.

In addition to the perception of the teachers and headteachers on whether or not the Wing School Complementary Basic Education programme has influenced access and participation in education, Figures 4.7 to 4.9 provide pupil flow

diagrams that are based on the following assumptions:

i. There were no additional new entrants to the grades
ii. No pupil repetition was allowed in the Wing School CBEs
iii. Actual flow situation was applied to the various cohorts, and
iv. Hypothesis of homogeneous behavior regardless of previous cohorts patterns.

Survival rate is an indicator of the education system's retention capacity. Thus, it is given by the ratio of the sum of pupils promoted to the relevant grade over a period of successive years; and the initial number of pupils in the cohort.

The chart in Figure 4.5 provides pupil flow diagram for the first cohort (2007/2008 batch) of pupils who were admitted to the Wing School CBEs.

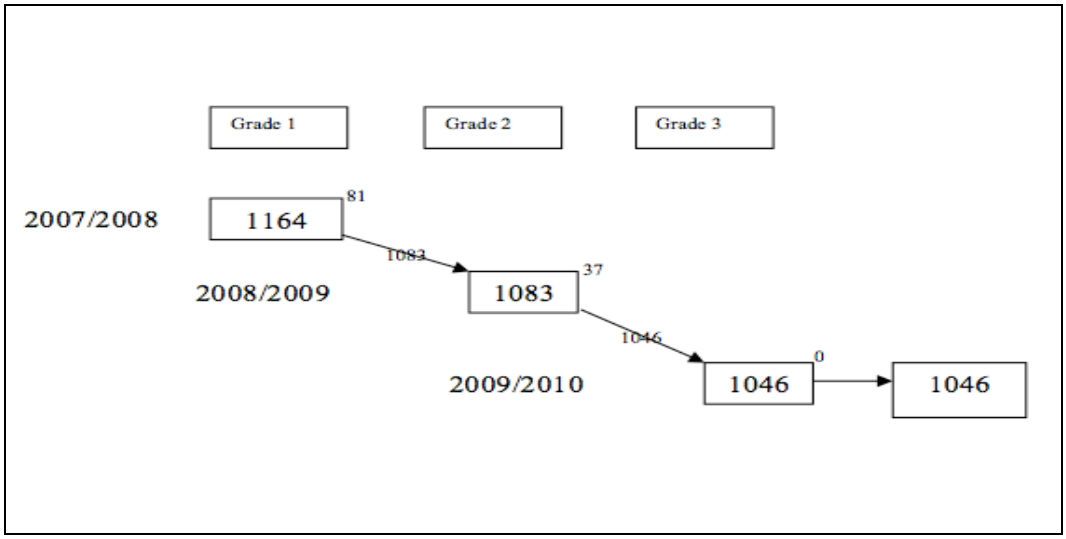

Figure 4.5 Wing School CBE Pupil's flow diagram for 2007/2008 cohort

From Figure 4.5, the graduates were 1046 pupils from an enrolment of 1164. It is expected that the same number who enrolled in grade one in 2007 would graduate from grade three in 2009.

Therefore,

$$\text{Survival rate} = \frac{1{,}046}{1{,}164} \times 100\%$$

$$= 0.8986 \times 100\%$$

$$= \underline{89.86\%}$$

Also, Figure 4.6 presents pupil flow diagram for the second cohort (2008/2009 batch) of pupils who were admitted to the Wing School CBEs.

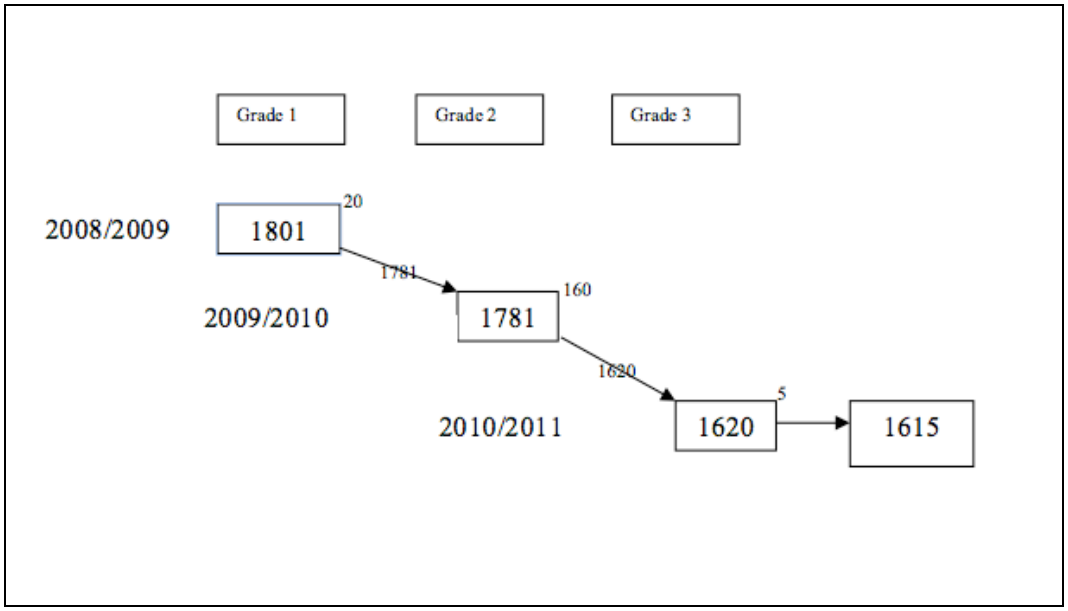

Figure 4.6 Wing School CBE Pupil's flow diagram for 2008/2009 cohort

From Figure 4.6, the number of graduates is 1,615 pupils

Given that 1801 enrolled it was expected that the same 1801 would graduate from Grade 3.

Hence,

$$\text{Survival rate} = \frac{1{,}615}{1{,}801} \times 100\%$$

$$= .8967 \times 100\%$$

$$= \underline{89.67\%}$$

Figure 4.7 is a presentation of the pupil flow diagram for the third cohort (2009/2010 batch) of pupils who were admitted to the Wing School CBEs.

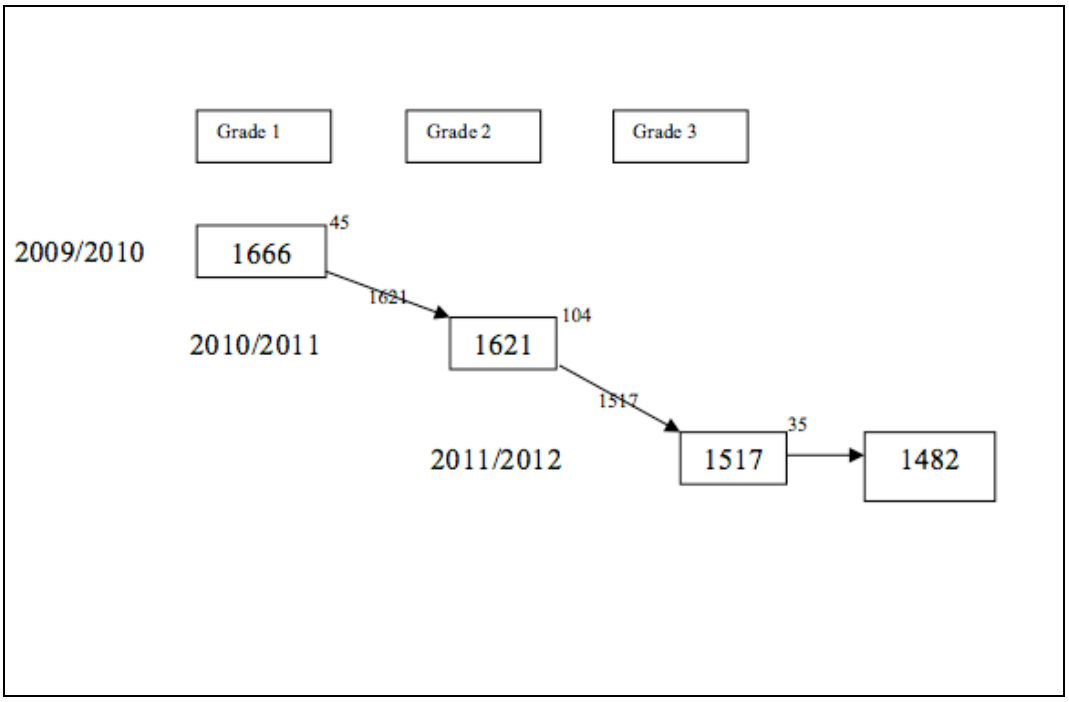

Figure 4.7 Wing School CBE Pupil's flow diagram for 2009/2010 cohort

From Figure 4.7, actual graduates are 1,615 pupils. But, given that 1,666 enrolled it was expected the same 1666 should graduate from Grade 3.

Hence,

$$\text{Survival rate} = \frac{1{,}482}{1{,}666} \times 100\%$$

$$= .8896 \times 100\%$$

$$= \underline{88.96\%}$$

It was observed that although the repetition of a grade was not an option for Wing Schools, pupil enrolment still recorded less than 100% survival rates. It was evident that the survival rates of 89.96%, 89.67% and 88.96% that corresponded with first, second and third batches of pupils did not adequately prove the system applied in the Wing Schools was robustly internally efficient. There was a more than 10% dropout rates for all three cohorts that have been reported in this study. The pupils were of the view that Wing School has a justifiable claim on their enrolment in the two districts. The feedback from the FGDs spell out how data on issues related to gross enrolment, retention, transition, dropout and a very fair idea of pupil's years spent on educating a cohort. Those data give an idea of cohort flow analysis through the various grades that tend to support the generally high enrolment situation with the advent of the Wing School.

In all the ten (10) Focus Group Discussion (FGD) held with Wing School graduates in Gushegu and Karaga, similar patterns of pupil flow can be discerned

based on the data supplied by the participants in the FGD session. The pupils related in the FDG sessions that almost whole classes move to the succeeding grades. It was also noted that of those who do not get promoted to the next grade, the greatest proportion of them were in the category of pupils who were repeated for several reasons other than performance. Besides, the number of pupils who did not get promoted were either dropouts or got admission into another school.

The Wing School graduates pointed out that access to schools was a bit difficult for most pupils because most of them exceeded the average age of six to eight years of age for lower primary. For instance, one of the pupils had these to say regarding the reasons why some of the pupils left Wing School to include those who left for purposes of fathering children and engaging in farming. Some of the ladies had to leave the school to care for their pregnancy. The participants in the group discussions gave reasons why some of their colleagues did not get promoted to the next grade or why others did not get transitioned to a higher grade.

It was also noted that there were more pupils in schools in Primaries 1 to 3 than they were in upper primary. The reasons for the situation was that children were given learning materials free of charge at lower primary by the Wing Schools. It is clear from the standpoint of the pupils that most of them came to the Wing School and remained there because of the opportunities offered them. The

opportunities offered them related to the free stationery that was provided to the pupils. Good teacher-and-pupils relations also played a major role in keeping pupils in the Wing Schools. Besides, the Wing School graduates felt those opportunities were not common to pupils in the public school system.

The coordinator of the ACE Wing School project provided a basis for establishing the Wing School. He said the following as the reasons that informed the institution of the Wing School project:

i. Gushegu and Karaga Districts were one district before 2005 and were still characteristically twin districts with the least performance at BECE nationally at the time of introducing the project
ii. There was an estimated 49% and 51% out of school children in Gushegu and Karaga District respectively.
iii. There were 42% out-of-school girls in Gushegu and 39% of same in Karaga.
iv. There were 80% Dagomba (Dagbanli-speaking) and 20% Konkomba (Likpakpaaln-speaking) across the two districts and that the majority of the out-of-school children belonged to the Konkomba ethnic minority group, with a huge number of out-of-school being girls.

The coordinator inferred that the thrust of the Wing Schools was related to the provision of opportunity to hard-to-reach children in Gushegu and Karaga. The

ACE coordinator further intimated that the Wing Schools had a huge success in that it afforded several children of school-going-age an opportunity to enter into schools. The Wing School CBE concept achieved much more than was intended. The concept provided opportunities for out of school children (over 12,000 children enrolled in Wing Schools by 2013 academic-year) in deprived rural areas to attend school and to receive quality education. The figures provided by the coordinator confirm what had been established in session 4.4.1 that Wing Schools enhanced pupil enrolment in Gushegu and Karaga.

There is substantial evidence suggesting that Wing School CBE has achieved considerable success in meeting the needs of underserved populations especially in increasing the net enrolment in Gushegu and Karaga. This increase in enrolment should not only be noticed in terms of access and equity but also in terms of participation, promotion, transition and completion besides other schooling outcome indicators that link with a return to formal schooling, one other than the CBE that was promoted.

The findings regarding research question one have suggested that there was remarkable increase in the number of enrollees to the basic education institutions in Gushegu and Karaga after the introduction of the Wing Schools in 2007. Thus, this Wing School's Complementary Basic Education (CBE) much like other CBEs has helped improve on pupil enrolment (CREATE, 2010; Farrell, &

Hartwell, 2008, Laugharn, 2007). These findings are much like the finding of Arkorful (2013), Jere (2014) and Namukwaya and Kibirige, (2014) that argued that such enrolment figures provide an 'opportunity' for these rural people who are underserved with education to access schools.

It was also revealed that there are other indicators that cause increased enrolment such as fee free education (Nkurunziza, Broekhuis, & Hooimeijer, 2012, Grogan, 2009, Deininger, 2003) but it is worth noting that such fee free policies do not categorically increase enrolment all the time as evidenced in Kenya (Bold, Kimenga, Mwabu, & Sandefur, 2011). Moreover, 'free textbooks and uniforms' intervention programmes also increase enrolment (Manimagala, 2012). Interventions like these include the provision of additional teachers (Banerjee, Cole, Duflo, & Linden, 2005); deworming for school-aged children (Miguel & Kremer, 2004); school building constructions (Duflo, 2001) and vouchers for private schooling (Angrist, Bettinger, Bloom, King, & Kremer, 2002).

On the basis of the fact that specifically targeted interventions like fee-free education, free textbook and uniform projects and school building constructions led to an increase in net enrolment in beneficiary communities. It thus stands to reason that enrolment for Wing School Complementary Basic Education which brings several of these identified interventions in the Wing School programme has the potential to increase enrolment in Gushegu and Karaga. That is exactly what

the findings of the present study portray. However, it was noted that such increase in enrolment were not enough as internal efficient given that there was more than 10% drop-out rates recorded for three consecutive years.

According to Ghana's Ministry of Education (2003) Education for All (EFA)-Fast Track Initiative (FTI) statistics, survival rate to sixth grade is 66 percent. In the Northern Region, the survival rate from first to third grade is 59.4 percent (DeStefano, Schuh-Moore, Balwanz, & Hartwell, 2007). On the average, the least survival rate found in this study for the three cohorts on which the analysis on survival rates were computed was 88.96 percent, indicating that retention capacity of the Wing School is better than general retention in Ghana and those of the Northern Region in particular.

4.5 Influence of curriculum on access to education

Research Question Two was prepared to answer the question: In what ways does the curriculum used in Wing Schools influence access to primary education in Gushiegu and Karaga districts of the Northern region of Ghana? The Wing School graduates shared information on the language of instruction promoted, the curricula materials employed in the Wing Schools and the influence the curriculum used in the Wing Schools had on access and participation in education in general and on schooling in particular. Broadly, the former Wing School pupils, School management Committee members and ACE project coordinators

provided their views on how curriculum used in the WS CBEs has influenced access to basic education. The data collected from the teachers and headteachers aided in furnishing a response for research Question Two. A simple frequency counts of the percentage of respondents viewpoints were captured in a tabular form. Table 4.5 shows the views of teachers and headteachers in the Wing Schools on how the curriculum used in the Wing Schools influences access to education.

Table 4.5: Distribution of percentage of respondents' views on influence of curriculum on access to education

Statement	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly Agree
The curriculum follows National Literacy Acceleration Programme (NALAP) standard	4.7	2.3	0.8	34.9	57.4
There are enough textbooks available for both teachers and pupils	6.1	27.5	6.1	36.6	23.7
I am able to teach students in their first language (Mother tongue) of the pupils	2.3	3.1	0	36.6	58.0
We are encouraged to use pupil centered teaching approaches in the Wing Schools	0	0	0	34.4	65.6
I am able to read in the predominant mother tongue of pupils	0	1.5	0	36.2	62.3
I am able to write in the predominant mother tongue of the pupils	0	1.6	0.8	34.9	62.8
I am able teach in the predominant mother tongue of the pupils	0	0	0	33.1	66.9
My pupils understand lessons better in their first language	0	0.8	0	30.2	69.0
The Wing School curriculum matches with the National syllabus used in public schools	2.3	3.1	0	44.6	50.0

N =131

Table 4.5 indicates that there is high degree of agreement with the set of statements measuring whether curriculum used in the Wing Schools influenced

access to education or not in the two Districts. For instance, of the 131 teachers and headteachers who responded to this questionnaire, 100 percent agreed that the curriculum used in the Wing Schools involve the use of pupil-centered teaching approaches.

Another 100 percent agreed that they are able to teach with the dominant mother tongue of the pupils. It was evident that 33.6 percent disagreed that the available textbooks were enough. As to whether the Wing School well aligns itself to the national syllabus used in schools, the teachers and headteachers present a 94.6 percent depth of agreement. On the whole, the direction for all the indicators for access tilted towards agreement as against disagreement thus indicating that curriculum used has a certain effect on access to education. For most of the teachers and headteachers (more than 97 percent) said reading, writing and teaching in the L1 of the children was a fascinating experience for them.

It was observed in both Gushegu and Karaga that the main languages of instructions were either the Dagbanli or Likpakpaaln. The Wing School graduates indicated that they were mostly taught in their dominant mother tongue but at the same time they conceded that English was introduced gradually as they went up the grades. This is how one of the graduates of the Wing School puts it:

> *"When we entered the Wing School, the teachers taught us using Likpakpaaln in P1 and as we continued up the grades they kept introducing English little by little".*

This comment together with other comments suggests that pupils in Wing Schools have more instruction in their dominant mother tongue, or dominant first language of the area in which they live, than they use English. Besides, English is delivered in increasing doses as pupils move up the grades. That is, the proportion of the English language received in P1 would be less compared to what is received in P2 and that of P3 in that order.

The former Wing School pupils mentioned that they are comfortable when they are taught in the L1 since they have learnt and spoken it from birth. Most of the Focus Group Discussions conducted provided that the Wing School graduates were mostly taught in their mother tongue. For instance, some of the graduates shared that learning in a language that they speak very well makes them understand what is taught very well. These include the examples that the teacher gives, and explanations that the teacher offers. In cases where pupils do not understand what they are taught they do not find it difficult to direct their questions back to the teacher in the L1.

The general position of most of the respondents reflects what literature says about the NALAP policy for instruction in the basic schools in Ghana. The position of the NALAP policy sits well with cultural relevance of education to early graders. The policy's feasibility is not farfetched in that feedback provided by the former

Wing School pupils gives cultural underpinning for the curriculum, of which language of instruction is a part.

The choice of what option someone likes differ from one person to the other. In this study, although a lot of the Focus Group Discussion participants literally voted L1 as the main mode of instruction, there were still some who felt otherwise. For those who felt otherwise, they indicated that they wished they were taught in the English language. Reasons for the choice of English as the preferred instructional language revolved around issues such as English will be the language that they will be using for official communication and transaction for the rest of their life.

The NALAP policy provides that the main node of language instruction should be the L1 of the pupils at the early grade. Beyond that the policy provides that the L2 (that is the English Language) should be introduced in increasing doses. Ultimately the pupils indicated that they will be happy if the school makes it possible for them to read and write English since they indicated that doing so will help them to communicate in a common language [English language] to everyone in the country [in Ghana]. Another discussant emphasize his desire for English, saying: “I need to study English so that when I move away from my community I can communicate with everyone I might meet without difficulty”. Other reasons such as their parents speak Likpakpaaln and Dagbanle, so they will find it helpful

if they learn English so that whether at hospital or any other social services place where English is the main medium of communication, they can be functionally able to communicate.

Another issue that relates to curricula practices that Wing School graduates shared their thoughts on was how Wing School teachers employ pupil-centered approaches in their teaching. The question was to cross-examine major parts of the curricula expectations that the Wing School CBE set out for itself. The pupils mentioned that learning in the Wing School was full of 'fun'. They indicated that they were taught how to use the syllables and phonics properly. Accordingly that made it easier for them to track their own progress as they move through the various grades and levels in the literacy lessons.

The graduates also informed this study that they were given free textbooks that guided the development of literacy and numeracy skills in a more practical way. Learning circles and pupil-centred approaches were used that brought the joy for learning into the Wing School classrooms. It was also evident that most Wing School classrooms were characterized by group and pair works for the pupils. The teachers of the Wing School taught lessons that were mostly centred on the pupils.

The former Wing School pupils indicated that there is difference between learning in a Wing School and learning in non-Wing Schools. The study identified some

differences between Wing Schools and non-Wing Schools. For instance, the Wing Schools are usually sited at places that public school would rarely have been sited. The teachers who teach in the Wing School know that they are teaching pupils with purely rural background. This differs from what goes on in most public schools that have pupils from a wide variety of backgrounds and cultures. Pupils in the Wing Schools are given stationery by the Alliance for Change in Education (ACE) but pupils in other public schools have to buy their own stationery.

Apart from learning how to read and write, Wing School graduates were also taught how to demonstrate their culture and understand what was around them, to the amazement of their parents. The Wing School CBE graduates also identify a difference between what was learnt in the ACE Wing School from what other pupils were taught in the public schools. The teachers in the Wing School had time to explain what pupils found difficult but that was not the case in Upper Primary where teachers taught basically in English.

Most of the Wing School graduates said that they found it hard to cope with a sudden hundred percent use of the English language as the main medium of instruction when they entered P4 in a non-Wing School environment. Although most of the Wing Schools were of humble background in terms of school structures and family backgrounds of the pupils, the teachers are expected to meet strict quality compliance benchmarks. One thing that the Wing School

Complementary Basic Education programme provided that was different from what public schools provide was that there is real opportunities to learn.

The study has revealed that School Management Committee members found the instruction that the pupils received in their L1 very useful. There were several reasons that the SMCs gave for their position. Some of those reasons include the following:

i. The L1 helped the pupils to know the vowels and consonants of their L1 and L2. They could identify the things they are learning ordinarily in their own environments.
ii. Most children succeeded in gaining access to Junior High Schools (JHS) because they had a good foundation in their L1.
iii. It has helped older pupils to stay in school since what they learn was common to them in their environment; as well it was in a language they understand. Formerly it was common for older pupils to play truants because the English language intimidated them.
iv. The children found that as the foundation to know more about other languages and culture especially those of the English language that they will later get to learn.
v. When the pupils of the Wing Schools meet their colleagues in upper primary from non-Wing Schools in upper primary they could understand

concepts not as abstract thoughts but those of real foundation because they understood the concepts right in their L1.

School Management Committee members also found the language of instruction, the L1, as key for learning by the children. The SMC indicated that the Wing School curriculum is one of the reasons why pupils choose Wing Schools over other non-Wing Schools. Besides, the Wing Schools have helped most of the pupils to participate in class because the teachers started using English gradually in concert with what the NALAP policy dictates. One reason for beginning instruction in the L1 of the pupils in the Wing Schools was that the pupils get instruction in clear and understandable terms. The SMC also found it advantageous that their communities were now connected to other communities that hitherto were cut off by language barriers, since the Wing Schools did not teach the pupils only in the L1 but also used some English language. By means of the Wing Schools, children can now write letters and communicate very well with other people. The instruction in the L1 has removed dialectical challenges that once existed in the communities. It has helped the children to socialize with their colleagues in the community.

The School Management Committee members found the curriculum used in the Wing School to be different from those of the public schools in yet another way. The SMC found differences in how the teachers, headteachers, pupils' resource

materials differed in terms of content and depth in the Wing Schools Complementary Basic Education programme. The study revealed that some children in the public schools wanted to join the Wing Schools when it started because the teaching approaches that were used are child friendly. ACE Wing School CBEs employ strategies that are learner friendly and although many parents cannot read and write, they are able to tell that there are real changes that education has brought into the lives of their children and their various family cycles.

The SMC identified that there were differences between commitment of teachers and headteachers in Wing Schools compared to their counterparts in public schools. The SMC indicated that headteachers and teachers in the Wing Schools work as if for God while their colleague teaching in public schools work for money. They further related that when Wing School teachers are busily teaching in schools, their colleagues in the public schools would either be on strike or holding one demonstration after another. The Wing School teachers are present in schools for serious teaching and learning activities most of the time.

The other difference that made Wing Schools different from non-Wing Schools is connected with the monitoring and supervision of teaching and learning in the schools. Both the supervisors of the Wing School and GES supervisors often visited the WS for several reasons. For instance, to deliver the curriculum in line

with the principles for establishing the Wing Schools. Teacher-management issues including approving the permission for teachers who need to attend other duties. The supervisors manage the teachers very well in areas of what to learn, what teachers teach and how they conduct themselves professionally. They provide the pupils with books and other stationery that Alliance for Change in Education has been making available to the pupils of the Wing School CBE from time to time.

The SMC confirmed that they observed that the Wing School teachers made use of pupil-centered teaching approaches in their teaching. There is an observed difference between what pertains in the Wing Schools with regard to methods of teaching from what happens in non-Wing Schools. Teachers in the Wing Schools do not go on strike or take part in any activity that will otherwise disrupt normal classes. Teachers have enough time to concentrate and deliver on their teaching assignment since they have been empowered to do so. This, according to the SMC members, is due to the fact that the WS teachers are committed to duty. It is for this reason that ACE directed that teachers of the Wing Schools should be recruited from the community where the school is located.

The coordinator of the ACE project reiterated the major attributes of Wing School project as related to *"*committed community teachers, instruction in the mother tongue, learner-centred teaching approaches, … etc.*"* The coordinator indicated

that the attributes know doubt triggered an overall district-wide improvement in education delivery by the district education authorities and the provision of access to basic education for many children. The present study also found that the issue of access to education was influenced by the curriculum used in the Wing School.

The NALAP policy is used in the Wing School but not without some difficulty as related by the coordinator. In the first place, the approach is a bi-lingual approach (English and the L1) to teaching and learning and this require a working knowledge of the language of the children. Even though the Wing School consciously recruited teachers and trained them to teach using the L1, there were instances where dialectical differences between the teacher and learners posed serious challenges for mutual understanding. The second challenge was that the use of Konkomba (Likpakpaaln language) is not one of the GES Eleven (11) approved Ghanaian languages in schools. Besides, the coordinator explained that translating textbooks and other supplementary learning materials into the L1 pose challenges with GES acceptance of that language, particularly finding resource persons at the district level to support with refresher training in the Likpakpaaln language was obviously noted. The Wing School CBE classrooms are usually cluttered with learning materials like pictures, flashcards, object of cultural importance, and artwork produced by both teachers and students.

A number of positive gains were garnered by NALAP as the coordinator of Wing School Complementary Basic Education programme noted. In the Wing School CBEs, apart from translating GES texts into Dagbanli and Likpakpaaln, the ACE further conducted a study of both NALAP and ACE materials and managed to establish a point of convergence. The coordinator mentioned that the outcome of that study resulted in a reprinting of harmonized textbooks comprising good elements of both NALAP and the two local languages. These materials have been reproduced for use in other CBE projects that have been targeted for the future.

The curriculum used in Wing Schools was essentially GES curriculum in view of the fact that all lower primary textbooks of GES were translated into the two local languages for instruction in the Wing Schools. The intense use of the local language as a medium of instruction in Wing Schools and the approach to teaching and learning increased learners' interest and understanding. Several pupils enrolled in Wing Schools because of its curricula practices. The pupils on several occasions mentioned that they liked their Wing School because of the effective teaching and learning that goes on there.

The thrust of research question two is to examine how the curriculum used in Wing Schools influence access to primary education in Gushegu and Karaga districts of the Northern Region of Ghana. The key data issues under curriculum used in Wing School CBEs that emerged that have some influence on access to

education include the teaching and learning approaches, for example pupil-centred approaches; and use of group and pair working sessions, ready availability of school resources and stationary for teaching and learning, language of instruction employed, teaching strategies employed and pupil management, monitoring and supervision of teaching.

In the first place, it was identified that the language of instruction follows from the National Literacy Acceleration Programme (NALAP) framework. The framework stress the use of the L1 more in early grades and fostering of national language of communication of the country (L2) gradually along the grades whiles decreasing the intensity of the L1's usage. This finding concurs with Arkorful (2013) who confirmed that Complementary Education Programme (CEP) graduates do "cope, catch on and perform on an equal footing with their peers when they transition to formal school" (p. 194). Sound local language literacy, functional curriculum and participatory learning styles inherited from their CEP cycle where the likely reasons the teachers, community members and pupils attributed the gains made in Arkorful's studies. Similar reasoning was reached by others who commented on the role of curriculum used in Complementary Education Programmes (Casely-Hayford & Adom Ghartey, 2007; Longden, 2009; UNESCO, 2014).

The use of dominant mother tongue of the pupils (L1) for instruction showed that

for areas that had predominantly homogeneous language characteristics the NALAP policy applies with its attendant benefits, as was the case of Gushegu and Karaga. According to Kwapong (2006) use of L1 in teaching Mathematics does not infer significant difference in pupil performance when compared to instruction in English language (L2). That closely confirms the finding of Andoh-Kumi (2002) and Okyere (1999) who related that the use of language of instruction policies as in rural and urban centres come with different outcomes. This study concurs with Østergaard (2013) that the L1 become stronger when used to clarify instruction in L2 in an accelerated learning programme setting.

In this present study, it was found that there is high level of homogeneity among the pupils and almost all pupils in each community were either disposed to the Likpakpaaln or Dagbanli that could have possibly aided increase in access to basic education. Furthermore the findings of this study point to what BRAC (2012) reports "that children belonging to ethnic communities receiving instruction and course materials in their own languages can overcome language barriers and cultural gaps". The language of instruction has shown in several studies as having the potential link between pupils' content knowledge with local culture and the school environment in order to situate the child in a particular social space (Arkorful, 2013; Pinnock, 2009; Trudell, 2009).

The next observation from these data relates to bilingualism for the pupils, since

the teachers used both L1 and the L2 for instruction. That finding links up with other studies such as the one by Ball (2011) and Nikièma (2011) that showed that pupils who were taught in a bilingual context performed better than those who were taught in only the French language. Also pupils' involvement in bilingual programmes improved their learning in subjects across the curriculum as evidenced in another study conducted in Ethiopia (Heugh, Benson, Bogale, & Yohannes, 2007). The findings of this present study confirms that potential role of prescribed language of instruction on pupil's enrolment in the Wing Schools as it was noticed with other CBEs (Balwanz, Schuh Moore, & DeStefano, 2006; Rose, 2009; DeStefano, Schuh-Moore, Balwanz, & Hartwell, 2007).

The findings of this study seem to suggest that the Wing School CBE curriculum is a versioned Ghana Education Service's curriculum for basic schools. The findings harmonize with similar findings of the other studies that found that Complementary Basic Education programme curriculum as a refurbished curriculum of what is used nationwide for schools (Longden, 2009, 2013; Rose, 2009). Also a curriculum that acknowledges and addresses issues of inclusion of the disadvantaged groups has the potential to increase access and inclusion in basic education (Shah, 2012). The timetable in Wing School CBEs as noted in this study like other similar programmes provide a basis for pupils and communities to welcome the schooling enterprise and also to embrace the concept of inclusivity (Longden, 2013).

The Wing School CBEs' curriculum uses pupil-centred teaching and learning approaches. This study has shown that the teacher's guide and pupils workbook have been prepared to allow for pupils to be the agents of knowledge and concept development. This study has shown that pupil-centred learning strategies work well for Complementary Basic Education pupils'; this finding acquiesces with the finding of Arkorful (2013). Arkorful's study noted "the developers of the [CEP] programme do not leave learner centeredness to chance", that has the potential to increase pupil participation in lessons and in schooling by extension. Also the finding that use of locally relevant curricula materials for teaching in Wing School CBEPs connects with the findings in O'Sullivan (2005) study. Pupil time-on-task is higher compared to time spent by pupils in public or mainstream school as evidenced in Malawi (Chiuye & Nampota, 2007).

There were observed changes in access to education patterns in Gushegu and Karaga. According to some earlier researches that related with ecological variables that might affect students' academic engagement, small group or one-to-one support was identified to be more effective than whole group interactions (Soukup, Wehmeyer, Bashinski, & Bovaird, 2007; Vaughn, Linan-Thompson, Kouzekanani, Bryant, Dickson, & Blozis, 2003). Those findings concur with this study that considered curriculum used in its entirety for whole groups in the Wing School Complementary Basic Education Programme in the two Districts.

4.6 Influence of school and community relations on pupils' retention

Research Question Three was to answer the question: How do school and community relations influence primary pupil's retention rates? The perspectives of the Wing School graduates, School Management Committee members and ACE coordinator on how school and community relations fostered come to bear on pupils in the Wing School in terms of retainability in the school system was underscored.

The teachers and headteachers' responses provided further answers to research Question Three. A simple percentage distribution table detailing the opinions of teachers and headteachers of the influence of school and community relationship in the Wing School CBEs on retention of pupils' was reported on. The Table 4.6 provides the percentage distribution of the opinions of the teachers and the headteachers.

Table 4.6: Percentage of respondents' views on influence of school and community relations on pupils' retention in schools

Statement	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly Agree
The Wing School was built by the community	15.5	8.5	7.8	32.6	35.7
The School Management Committee is interested in what goes on in the school	7.7	10.0	3.1	39.2	40.0
PTA members are committed to supporting the school	1.5	10.8	5.4	46.9	35.4
Parents are friendly with Wing School teachers	3.1	9.9	2.3	55.0	29.8
Parents are concerned when it comes to caring for school items and properties	3.8	12.3	1.5	53.8	28.5
The community is committed to doing repairs on the school building	9.2	13.8	3.8	50.8	22.3
The PTA and SMC supports teachers to get accommodation near the Wing School	9.9	12.2	0	44.3	33.6

N = 131

From Table 4.6 it is evident that most teachers and headteachers in the Wing School generally agreed that school and community relations fostered has some stints with the pupils' capacity to be retained in the educational system. About 80 percent of the teachers and headteachers were positively in agreement with the indicators that test influence of school and community relations on retention. There were no significant cases of disagreement except for indicators like community is committed to doing repair works on their school building, which recorded 23 percent; and 24 percent disagreed that the Wing School was built by the community. The majority of the teachers and headteachers trusted that the

Wing School had good and cordial relationship with the community and that fostered a better retention rate.

It was evident that members of the community owned the schools and often they visited the Wing Schools to see how teaching and learning proceeded. However, beyond going there to see how teaching and learning is conducted, the Focus Group Discussion panelist informed this study that other reasons exist for which parents and community people visit the Wing Schools. Some of those reasons include the following:

i. checking both teachers and pupils attendance to school.
ii. participating in open day session organized at the Wing School
iii. visiting the school to show appreciation to the teachers and also to encourage the pupils to continue to participate in school.
iv. presenting gifts to the teachers. Some of these gifts include cash and as well as foodstuff like pepper, tomatoes, okra, tubers of yam and the like to the teachers and the headteacher. Some of the teachers mention that they are given soap too.
v. praying for the children and the success of the school and its members.

Some parents visit the Wing School with the intent of getting to know the developments that have occurred in the school since its inception. Other parents, especially those who do not understand the concept of schools and schooling,

intentionally visit the school to compare the difference between being in the house and being in school. The overarching reason why parents and community members visit the Wing School CBEs include to encourage the pupils to stick to the core principles and values of the school so that they can have a better future devoid of challenges associated with illiteracy. Some parents get information on how their wards are performing academically when they visit the school.

Community level structures that empowered the work of the Wing Schools were the establishment and harnessing of the Parent Teacher Association (PTA) and the School Management Committee (SMC). The study further found the SMC and the PTA to be useful in terms of school level influence. The Chairman [and the women leader] was identified as the ones who oversee the welfare of the Wing School. It was evident that whenever there is any issue to be resolved, the chairman works with the chief of the community (or communities) in resolving it.

It was identified that when the Wing Schools has limited number of school supplies, the headmaster or headmistress request extra logistics from the education office. At least two schools were able to indicate that they had major repair works conducted by the District Education Office. It was also underscored that payment of the teachers was the sole responsibility of the IBIS' Alliance for Change in Education. In addition to payment made by the ACE team, communities showed hospitality toward the teachers of the Wing Schools.

The WS graduates indicated that most pupils got retained in the Wing Schools because of union between the communities and the Wing Schools. They argued that their parents cared about what happened in the schools including what teachers and pupils do in the schools. Generosity shown to teachers by the community members was noted among the pupils. The pupils asserted that it has yielded fruits since some said they think teachers in Wing Schools are appreciative of the kind gestures shown to them by the community members. The WS graduates said the cordial relationship between the schools and the communities were a motivation for their retention in the WSs.

There was a general agreement that there was a cordial relationship between the community and the Wing Schools. The SMC members conceded that the teachers were well catered for by the community members. They found the teachers as agents of civilization in the various communities and that made them regard the teachers highly. Besides, the communities have forged strong friendship with the teachers. It was even found out that community members engaged in communal labour to farm for the teachers. Some of the community members indicated that, they sometimes transport teachers to the nearest hospital if they become ill with their motorbikes.

The Wing Schools Complementary Basic Education programme officially handed the Wing Schools over to the Ghana Education Service after the 2013/2014 academic-year. Now the teachers' salary, management and administration of the former Wing Schools have become the preserve of the GES. The SMC like the FGD participants agreed that it is ACE that pays salary of the Wing Schools teachers. There were additional findings that bring back the reasons for strong school community relationships that SMC found as a critical ingredient for pupil retention in the Wing School Complementary Basic Education programme.

These comments as well as similar others deeply reflect the disposition of community members towards the Wing Schools.

To borrow the parlance of one of the interviewees, "we do not joke with the Wing Schools at all because without them there would not have been a school in this community". Those words avidly reflect the position of the majority of the SMC that participated in this study. Undoubtedly the presence of a Wing School in the community increases the visibility of the community where the school is located. The ACE schools are close to the community that hosts them that is how come parents and community members send their wards there. It is therefore not surprising that the SMC attributed the high retention rates in the two Districts to the school and community relationship that existed among the Wing Schools and the communities.

The SMC members indicated that they took advantage of the mutual relationship that existed between the school and the community to encourage their wards to stay in the Wing Schools. They agreed that the schools had virtually become like homes to the pupils. That has strengthened the resolve of several enrollees not to leave the Wing Schools. That same communal feeling made it possible for older and more knowledgeable pupils to help their younger and weak colleagues to improve upon their academic work. The SMC showed in their interviews that a good school and community relationship is an essential ingredient to improved pupil retention in school. In the two Districts community members agreed based on the advice of the teachers that parents buy lantern and flashlight for their children so that they can study in the evening. Also children were often asked to allow a more knowledgeable person to crosscheck their feedback provided to their homework before presenting it to the teacher. Most parents expressed how enthused they were to have their children attend a school and at the same time they especially how they missed-out by not enrolling in a school because of unavailability of a nearby school at the time.

The SMC members indicated they did not use only the soft and liberal methods to help boost pupils' retention in school. Most of the Wing School SMCs formed groups that took the lead in making sure pupils attended and participated in schools. They usually go to the schools at un-announced times to check the attendance of pupils and teachers. Pupils who were not found in the schools were

traced to their homes or farms. They also demand from parents and guardians reasons why their wards are not present in school. Regardless of the reasons given by the parents, they usually encourage guardians on the importance of making sure their children are in school. For the most part, the group encouraged the pupils to take advantage of the power of education. They do not go there only to chastise parents and guardians, they encourage them to keep their wards in school. With supportive insistence from the group, school children find it easier to be in school, noted the SMC members.

There was identified challenge to retention in most children from the Likpakpaaln speaking communities. The children indicated that their colleagues in the city centres prefer English to the L1 and they wanted to have mastery over English. Thus some of the children, mostly Likpakpaaln speaking ones, left for Gushegu schools. A number of pupil's left the Wing School to the city centre in order to learn and use the English language very well. Notwithstanding, SMC interview participants as well as Focus Group Discussion groups identified the school and community relationship as a major teaser for pupil retention.

The Wing School coordinator pointed out that the access issue was tackled from a community demand-driven approach. When ACE identifies communities without schools, community member's attention is drawn to the Wing School concept. Communities that are interested were encouraged to apply for the schools, and

they also had to state availability of land and their preparedness to own and sustain a school. This resulted in the opening of Wing Schools and the next step of setting up a community team called School Management Committee to both help provide logistics for the school and support its management.

Research question three was on how school and community relations fostered in the Wing School CBEPs influenced pupils' retention in schools. Compared to the School for Life Complementary Education Programme (CEP) which had a lot more of retention due to the short nature of the period of the School for Life's programme of only nine months (DeStefano, Schuh-Moore, Balwanz, & Hartwell, 2007), the Wing School had relatively lower retention capacity.

The findings of this study are similar to those found in other complementary basic education programmes on how school community relationship promoted with regard to retention and participation. These include the Harambee Secondary School Movement in Kenya, Bangladesh Rural Advancement Committee (BRAC), the Community Support Project (CSP) in Balochistan and Fe y Alegria (FYA) in Bolivia and Venezuela that Rugh and Bossert (1998) and Reimers (1997) found in their study of complementary education programmes. Also other examples of cases where school and community relationship fostered increased pupils' participation in general and retention specifically is also available (Cariño & Valismo, 1994; McDonough & Wheeler, 1998).

It was found that the IBIS Ghana's Alliance for Change in Education team initiated a process of engaging the communities. The engagement process allowed the community members to gain understanding about the philosophy of the Wing Schools as well as the future plans of the Wing Schools. Rugh and Bossert (1998) opined that the communities' contributions could be roughly divided into two categories of support. One of those supports relates to the objective of increasing educational participation (e.g., labor, construction, funds), and the other support relates to programme quality (e.g., monitoring, management, and skill training). It became evident that this study showed that there was more emphasis on increasing educational participation that corresponds with the findings of Rugh and Bossert (1998).

Community level structures that empowered the work of the Wing Schools were the establishment and harnessing of the Parent Teacher Association (PTA) and the School Management Committee (SMC). The study further found the SMC to be more powerful in terms of school level influence as compared to the PTAs. It has been illustrated that there is potential for teachers to provide psychosocial support systems to pupils through school and community associations (Ferreira & Ebersohn, 2011), even if such support from parents are in a limited amounts (Jere, 2014). The PTA and SMC have provided the needed emotional support and encouragement for children's schooling that Jere's (2014) study also revealed.

This study found that there was a substantial influence that teacher attitude and disposition played in the school and community relations that were noted in the Wing Schools Complementary Basic Education programme. This is similar to the findings of Gonzalez, (2004) and Davies (1996) that the attitude of the teacher has an influence on the school and community relationship. Gonzalez (2004) noted also that teacher attitude also bears on the child's academic and social participation in school. Again Ahmad and Said (2013) found a significant positive correlation between teacher attitude and student motivation (including the motivation to remain in lower primary). These findings concur with those of Adams (2005) and Shakeel (2004) school stakeholders' activities influence the school's capacity to retain pupils.

The School Management Committee members indicated that they took advantage of the healthy school and the community relationship to encourage their wards to stay in school. That has strengthened the resolve of several enrollees not to leave the Wing Schools. Bwana and Orodho (2014) found that school structures do not operate to their optimum levels if the school-community relationship is threatened. Also Orodho (2014) and Darder (2010) contend that school and community relationship's influence on school participation cannot be downplayed. These other studies have shown that the findings in this study on school and community relations are significant in that they lend themselves to capacity of the schools to retain more pupils.

4.7 Effect of assessment practices on pupils' transition to upper primary

The research Question Four sought to answer the question: To what extent do the assessment strategies practiced in the Wing Schools influence transition to upper primary? The data collected from teacher and headteacher questionnaires were regressed with pupil's transition to upper primary school as the dependent variable and the assessment practices used in the Wing School CBEs as the independent variable. The data collected from teachers and headteachers were further collaborated with qualitative data from Wing School graduates, SMC members and Alliance for Change in Education management.

The responses of teachers and headteachers were entered into a linear regression with pupils' transition to upper primary school as the dependent variable and assessment practices used in the Wing School CBEs as the independent variable. The following tables and their corresponding interpretations were consequently offered. For instance, Table 4.7 provides a summary on the model that emerged from the linear regression.

Table 4.7 Linear Regression Model Summary for Assessment Practices on Transition to Upper Primary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.436[a]	.190	.184	.48060	2.384

a. Predictors: (Constant), Assessment practices used in WS CBEs
d. Dependent Variable: Pupils' transition to upper primary

From Table 4.7, it is noted that the simple correlation between pupils' transition to upper primary schools and assessment practices used in the Wing School CBEs represented by R has a value of .436. Furthermore the value of R^2 is .190, indicating that assessment practices used in the Wing School CBEs could account for 19% of the variation in pupil's transition to upper primary schools. This implies that the change in assessment practices used in the Wing School CBEs will predictably affect pupils' transition to upper primary in schools in Gushegu and Karaga.

The findings further show that there could be other factors that explain variation in patterns of pupils' transition to upper primary schools in Gushegu and Karaga. Assessment practices used in the Wing School CBEs were the only variable entered that brought up 19% proportion of causality with the remaining 81% to be explained by other variables that might have had an influence also. Furthermore, the Durbin-Watson test gave a value of 2.384, which is closer to 2 than it is to 0 and 4 signifying that there is no autocorrelation in the residual of the regressor.

The Table 4.8 presents an analysis of the variance that occurred in the linear regression of assessment in the Wing Schools as against the pupils' transition to upper primary schools in Gushegu and Karaga.

Table 4.8 Factorial ANOVA for Assessment practices

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.890	1	6.890	29.832	.000[b]
	Residual	29.333	127	.231		
	Total	36.224	128			

t. Dependent Variable: Pupils' transition to upper primary
b. Predictors: (Constant), Assessment practices used in the Wing School CBEs

Table 4.8, presents the analysis of variance (ANOVA) on the regression and its residual. It shows the various sums of squares described and the degrees of freedom associated with them. The F-ratio is 29.832, which is significant at p = .000. This result indicates that there is less than a 0.001% chance that an F-ratio this large would happen. Therefore, it can be concluded this regression model results in a fairly good prediction for the rate of pupils' transition to upper primary schools in Gushegu and Karaga at 5% significance level. The assessment practices used in the Wing School CBEs to a fairly good extent (account for 19%) contribute to pupils' transition to upper primary schools.

The results from the ANOVA as in Table 4.8 further indicate that the model generally results in a significantly good degree of prediction of the outcome variable. Therefore the model's parameters B (the beta values) and the significance of these values are needed to further establish the degree to which the assessment practices used in the Wing School CBEs is a good predictor of

transition to upper primary schools. Table 4.9 provides a basis for promoting a model in the relationship between assessment practices used in the Wing School CBEs and pupils' transition to upper primary schools in the Gushegu and Karaga Districts.

Table 4.9 Coefficients of Linear Regression of Assessment on Transition to Upper Primary

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	2.571	.326		7.880	.000
	Assessment practices used	.413	.076	.436	5.462	.000

c. Dependent Variable (constant): Pupils' transition to upper primary

From Table 4.9, the dependent variable (represented by Pupils' transition to upper primary) and independent variable are assessment practices used in the Wing School CBEs. It is evident that value β_0 of the constant is 2.571 while the β_1 value for the assessment practices used in the Wing School CBEs is 0.413, which represents the gradient of the line. Therefore, the model for the linear relationship between the assessment practices used in the Wing School CBEs and pupil's transition to upper primary could be given as follows:

Pupils' transition to upper primary in WS CBEs$_i$ = β_0 + β_1 ((assessment practices used in the WS CBEs$_i$)

But,

β_0 = 2.571

β_1 = .413

Therefore,

Pupils' transition to upper primary$_i$ = 2.571+ 0.413 (assessment practices used in WS CBEs $_i$)..... *equation 5*

Therefore, any predictions based on the extent of influence of assessment practices used in the WS CBEs on pupils' transition to upper primary can be based on *equation 5.* Appendices J and K provided a histogram and a P-P plot respectively of the regression residuals, however both figures do not provide any lead that the test of normality and linearity has been violated in this model.

Graduates of the Wing School shared their experiences with regard to the assessment procedures used in the Wing School Complementary Basic Education programme and how that influenced to transition to upper primary. The comments received from the former pupils of the Wing School CBEs indicated that assessment practices used were not only diagnostic but also formative and summative in nature. Whenever a cohort enters a new class, the cohort is given a diagnostic test that is prognostic in nature. That test gives way for the teacher to

adequately guide the knowledge and ability levels of the pupils. However, the Wing School CBE graduates were not able to tell whether or not the prognostic tests were standardized across all the Wing Schools.

The pupils revealed that the ACE supervisors are usually particular about how the teachers of the Wing School CBEs handle formative assessment. Whenever the ACE supervisors visit the Wing Schools, they find what has been learnt and the assignments that pupils have done. One major reason for giving assignment to Wing School pupils is to prevent them from loitering around when they return home. The assignments are marked promptly and returned to the pupils. The former Wing School CBE pupils said they usually gather in the evenings to do their homework. Apart from the routine homework that the Wing Schools emphasized, there are also daily class activities that test whether the pupils are learning or not.

The comments in FGD 9 P2 and FGD 8 P3 reflect the main points regarding the availability of assessment almost on daily basis. Additionally, there was the opportunity for pupils to do their corrections, including times to do discussions with their peers on the tasks given. The teachers also set minimum targets that pupils should attain. In the Wing Schools, parents get to know whether teachers were in school when the pupils come home with homework. Pupils in the Wing

Schools are usually encouraged by the teachers to see their elderly relatives and more knowledgeable people to assist them in doing their homework.

In the Wing Schools, pupils are given summative assessment in addition to the prognostic and formative assessment that had been mentioned. It was revealed that the accumulation of the formative and summative assessments that earns pupils the spot to be promoted. For most of those examinations conducted, the pupils indicated that they passed because the same kind of tasks that they were engaged in during the whole term. The end-of-year examinations, unlike the end-of-term examination, are not limited to the things that were studied in the terms but things that were learnt for the entire academic year. The end of year examinations that pupils wrote is used for promotion purposes.

The FGD participants indicated that because there are rigorous assessment procedures that are applied in the Wing School, passing examination in order to transit to upper primary was not much of a problem. The pupils conjectured that their transition to upper primary was partly related to the assessment culture in the Wing School CBE programme. Such an assessment culture, they mentioned, improved their performance on examination and other tests that they were made to write, including those that they write for promotion purposes.

Most parents in the Wing School CBE communities agreed that the ACE schools give a lot of tasks to the pupils. They said they were able to notice this because both open days and homework speak volumes on how pupils in those schools are assessed. For example, some of the SMC members confirmed what the WS CBE graduates said in the FGD in connection with the homework that pupils are given. The SMC said when the pupils return from school, their parents usually find out what was learnt at school. The parents of children who are in the Wing Schools normally ask their children to say one or two things that were learnt at school.

The teachers of the Wing School took the lead in assessing pupils' learning and the ACE CBE supervisors also supervised the teachers. Pupils' assignments and homework are routine. In all Wing Schools, it was gathered that they conduct prognostic, formative and summative assessments for the pupils. Teachers are taught how to apply different approaches to assessment in the teaching and learning processes in the ACE schools. Teachers also encourage parents to get lanterns and flashlight for their children so that they could study in the evening and also to do their homework.

Parents have been sensitized to allow their children the opportunity to do their homework when they come home. The parents and the SMC agreed that such homework and other out-of-school activities that the teachers give the pupils help the Wing School CBE pupils to revise and rehearse what they have been taught. It

is found that parents have been sensitized on the need to allow their wards to meet with their colleagues in the evenings to do their homework at a well-lit place. Through such homework, pupils who were once weak also get along well when they are helped during such revision and rehearsal periods either at home or through tasks that teachers have given them.

The use the of L1 was lauded in this study, for the most part, that cannot be said of all the teachers as there were observable teacher language use deficiencies among some of the teachers. For instance, some of the teachers are not able to use the L1 well thereby making it difficult for the pupils to grasp some of the concepts taught. These are problems related to language use and assessment that has emerged of local dialectical differences.

The SMC said they had as part of their ensuring that quality teaching and learning occur in the Wing Schools. The SMC consider lessons evaluation and pupils' assessment as a crucial issue. According to the SMC this is to increase the net learning gains of the pupils. For most parents in the Wing School they have been educated during PTA meeting to know that correct is represented by 'whole' and wrong is represented by 'scissors'. So for this parents what they usually do is to look at the work of their wards once the children come back from school and probably applaud them for the whole ticks [correct answers] but find out why they were not able to get those that they had scissors [wrong] for. Also, whenever the

children return from school their parents ask them to bring their work and smart parent should gauge the enthusiasm with which the child brought the work to determine how well the child fared at school in the day.

The research Question Four is structured to examine the extent of influence of assessment practices used in the Wing School CBEs on pupils' transition to upper primary in Gushegu and Karaga. It became evident that the assessment practices used in the Wing School CBEs could account for 19% of the variation in pupils' transition to upper primary schools. That is, change in assessment practices used in the Wing School CBEs will predictably influence pupils' transition to upper primary schools in Gushegu and Karaga Districts. This finding is similar to the finding of Black and Wiliam (2006) as well as Booth and Ainscow (2002) who contend that assessment of content, teaching and learning increases participation and transition to higher grades. Also according to Lewis (2001) the compliance of content and approach to assessment suits pupils' learning styles, interests, and ages, which eventually influence pupils' movement up the grades.

The teachers in the Wing School Complementary Basic Education programme used diagnostic tests as well as formative and summative tests approaches. The diagnostic tests that are given to the pupils have been found to be prognostic in nature. These tests give way for the teacher to adequately guide the knowledge and ability levels of the pupils while an eye is kept on lower attaining pupils. For

instance Harlen (2006) showed that being labelled as failures has impact on how the pupils feel about their ability to learn. Again it lowers the self-esteem of pupils, which is already low and reduces the chances of any future effort and success. Hayford (2007) pointed out that pupils only improve when they have a high level of support from school and/or home, that also help them to escape from the vicious circle that activities of low attainment and assessment have on pupils' transition to upper primary. However, the evidence is that lower attaining pupils are particularly disadvantaged by summative assessments (Harlen & Crick, 2003; Black & Wiliam, 2006). Besides Leonard and Davey (2001) reported that majority of pupils who approached the tests with fear and anxiety that is an indication of their liability to be repeated or dropout of school.

It is evident that the ACE supervisors have adequate knowledge on how to handle formative assessment themselves. The ACE supervisors showed that they have been groomed in how to offer assessment support to ACE teachers. The regular visits that the ACE supervisors made to the Wing Schools made that become evident. This finding is consistent with other studies that reported that knowledge about assessment provides a useful lead for supervisors. According Danso (2009) "the ultimate aim of supervision is to promote effective teaching and learning". Therefore, in this study the ACE supervisor knowing much about supervision's role that connects with assessment was identified as a plus for this CBEP.

Esia-Donkor and Ofosu-Dwamena (2014) also confirmed that educational supervisors who have an assessment background are usually on top when it comes to supporting assessment for learning in their educational circuit. That finding also agrees with Sergiovanni and Starratt (2007) that the overarching purpose of instructional supervision is to help teachers improve. Esia-Donkor and Ofosu-Dwamena (2014) further noted that there is a positive effect of educational supervision on the professional development of teachers in terms of developing experiences in assessment techniques among others. It was evident that regardless of how capable the supervisors are, as long as supervision is viewed as far off from the teacher, it potential to improve schools will be weakened (Esia-Donkor & Ofosu-Dwamena, 2014; Tesfaw & Hofman, 2012; Sergiovanni & Starratt, 2007). However this study showed that the ACE supervisors and GES supervisors are usually present in the Wing Schools.

The assignments are marked promptly and returned to the pupils and feedback discussed with the pupils. Formative assessment according to Asamoah-Gyimah and Anane (2013) occurs at almost on-going or daily basis and provides basis for adjusted teaching and learning activities. Black, Harrison, Lee, Marshall and Wiliam (2003) revealed that the main learning gains from formative assessment are mostly achieved when teachers are constrained to use data in systematic ways that are hitherto unknown to them. Hayford (2007) also pointed out that such formative assessment organized at regular intervals has the supportive potential

for the low achievers more than it has for above normal achievers. Brookhart (2008) contends that good feedback should be part of a classroom assessment environment in which students see constructive criticism as a good thing and understand that learning cannot occur without practice. In the Wing Schools there were daily assessments that pupils undertook, feedback times were short, there were also opportunities for pupils to do their corrections. This finding ties in with Hattie and Timperley (2007) who pointed out that the most improvement in student learning takes place when students got feedback about a task and how to do it more effectively.

In Wing Schools pupils are given summative assessment in addition to the prognostic and formative assessment. Thus the strengths of the formative and summative assessment that the pupils took helped in the area of promotion and transition to upper primary. Several of the Wing School pupils transitioned to upper primary because they had become familiar with tests and assessments. Pollard, Collins, Maddock, Simco, Swaffield, Warin and Warwick (2005) argued that pupils will often feel susceptible in classrooms, especially if their teacher's wield power to control and evaluate. According to Hayford (2007) this affects how children experience school and their openness to new learning. Pollard, Collins, Maddock, Simco, Swaffield, Warin and Warwick (2005) indicated that children only learn effectively if their self-esteem is positive. They suggested that teachers should be "positive"; being positive involves constant attempt to build on

success. This study has shown that Wing School teachers show positive attitude toward their pupils learning and assessments practices.

4.8 Influence of quality assurance on pupils' transition to upper primary

The fifth research question was on: To what extent do the quality assurance procedures practiced in the Wing Schools influence transition to primary education? The data collected on quality assurance and its influence on pupils' transition to upper primary school in the Wing School CBEs have been reported in this session. Qualitative data from Wing School graduates, SMC members and Alliance for Change in Education management were used to collaborate the evidence produced from the regression.

The responses of teachers and headteachers to the questionnaires provided answers to research Question Four. A linear regression model was entered with pupils' transition to upper primary school as the dependent variable and quality assurance practices used in the Wing School CBEs as the independent variable. The following tables and their corresponding interpretations were consequently offered.

Table 4.10 Linear Regression Model Summary for Quality Assurance on Transition to Upper Primary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.343[a]	.118	.111	.50170	2.457

a. Predictors: (Constant), Quality assurance practices used in WS CBEs
e. Dependent Variable: Pupils' transition to upper primary

From Table 4.10, the correlation coefficient between the outcomes and their predicted values between pupils' transition to upper primary schools and quality assurance practices used represented by R is .343. Furthermore, the coefficient of determination (R^2) which indicates how well data fit a statistical model is .118, indicating that assessment practices used in the Wing School CBEs can account for 11.8% of the variation in pupils' transition to upper primary schools. This implies that change in quality assurance practices will spontaneously influence pupils' transition to upper primary schools in Gushegu and Karaga by that given extent.

The finding further shows that there could be other factors that could explain variation patterns of pupils' transition to upper primary schools in Gushegu and Karaga. Quality assurance practices used in the Wing School CBEs was the only variable entered which accounted for 11.8% of causation. That is with the remaining 88.2% to be explained by other variables that might have had an

influence also. Furthermore, the Durbin-Watson test gave a value of 2.457, which is more close to 2 than it is to 0 and 4, that signifies that there is no autocorrelation in the residual of the regressor.

The Table 4.11 presents an analysis of the variance that occurred in the linear regression.

Table 4.11 Factorial ANOVA for Quality Assurance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.257	1	4.257	16.914	.000[b]
	Residual	31.966	127	.252		
	Total	36.224	128			

s. Dependent Variable: Pupils' transition to upper primary
b. Predictors: (Constant), Quality assurance practices used in the Wing School CBEs

Table 4.11 presents the analysis of variance (ANOVA) on the regression and its residual. The Table shows the various sums of squares described and the degrees of freedom associated with them. The F-ratio is 16.914, which is significant at p = .000. This result indicates that there is less than a 0.001% chance that an F-ratio this large would happen. Therefore, it can be concluded this regression model results in a fairly good depth of prediction of rate for pupils' transition to upper primary schools in Gushegu and Karaga at 95% confidence level. That is, the

quality assurance practices used in the Wing School CBEs to a fairly low good extent (account for 11.8%) contributed to pupils' transition to upper primary schools. The results from the factorial ANOVA as shown in Table 4.11 further indicate that the model, overall, results in a significantly good degree of prediction of the outcome variable. The degree to which the assessment practices used in the Wing School CBEs is a good predictor of the model's parameters (the beta values) and the significance of these values. Thus Table 4.12 provides a basis for promoting a model in the relationship between quality assurance practices in the Wing School CBEP and pupil's transition to upper primary schools in Gushegu and Karaga districts.

Table 4.12 Coefficients of Linear Regression of Quality Assurances Strategies on Transition to Upper Primary

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.940	.343		8.580	.000
	Curriculum used	.322	.078	.343	4.113	.000

d. Dependent Variable (constant): Pupils' transition to upper primary

From Table 4.12, the dependent variable (represented by access to basic education) and independent variable are quality assurance practices in the Wing

School CBEs are provided. It is evident that value *B* of the constant is 2.940 while the B value for the quality assurance practices used in the Wing School CBEs is 0.322, which represents the gradient of the line. Therefore, the model for the linear relationship between the assessment practices used in the Wing School CBEs and pupils' transition to upper primary could be given as:

Pupil's transition to upper primary$_i$ = β_0 + β_2 (quality assurance practices used in the WS CBEs$_i$)

But,

β_0 = 2.940

β_2 = .322

Therefore,

Pupil's transition to upper primary$_i$ = 2.940+ 0.322 (quality assurance practices used in WS CBEs $_i$).....*equation 6*

Therefore any predictions based on the extent of influence of quality assurance practices used in the Wing School CBEs on pupils' transition to upper primary can be based on *equation 6.* Appendices L and M respectively provided a histogram and a P-P plot of the regression residuals. The two figures do not provide any lead that the test of normality and linearity has been violated.

Further Wing School CBEs were found by the pupils to be better than public schools. The graduates of the Wing Schools mentioned that they found the Wing

School better compared to the public schools due to fact that structures are more streamlined in the Wing Schools than those in other schools. The following are some of the reasons beyond how structured they found the WS to be better than public schools:

i. Teachers strictly use the L1 and introduce the English language gradually

ii. The school supplies and stationery are free

iii. Teachers do not complain about unpaid salaries or allowances and they also do not engage in work-related strikes

iv. Both teachers and pupils are punctual and regular to schools.

v. Most public school pupils cannot read L1 books but most Wing School can do that

vi. Teaching and learning are monitored by GES officials and supervisors of ACE

vii. In the Wing School transition to upper primary is contingent on passing end-of-third grade examinations, but in non-Wing Schools, the mass promotion policy applies.

viii. Teachers in the Wing Schools make teaching and learning appealing.

Wing Schools target the vulnerable that would not have had any opportunity to go to school. The FGD revealed that their communities are far away from the nearest town with a lower primary; hence accessing those schools at almost daily basis

would be impossible. One of the graduates of the Wing schools said that she can write, read and sort out items with little difficulty because she learnt all that in her mother tongue (L1). It came to light that the pupils and parents alike were grateful for the enlightenment that the Wing Schools brought to their community which was hitherto rare. The graduates of the Wing Schools mentioned that they found the Wing School better compared to the public schools due to the fact that structures in the Wing Schools are more streamlined.

The present study uncovered that the following quality assurance indicators which were flagged and met. The available project reports identified the following issues:

i. Use of translated versions of the national curriculum and syllabuses in the languages of the project area-Dagbanli and Likpakpaaln.

ii. Ghana Education Service's (GES) policy and strategy of mother tongue instruction from KG to Primary 3.

iii. Although the project targeted enrolling 4,000 out-of-school children located in hard-to-reach communities for project life cycle, it became evident 5,662 children (41% girls) have been enrolled in 56 wing schools as at the end of the project.

iv. Absorption of the Wing Schools by the District Assemblies was advocated

at the beginning of the project. It became evident that the District Assemblies and Ghana Education Service's structures absorbed 39 of the initial 56 Wing Schools.

v. The community teachers were recruited, trained and deployed. In all although 155 community teachers were targeted for the Wing Schools. The outcome is that 200 teachers were recruited, trained and deployed in the 56 wing schools and were enrolled to become professional teachers.

vi. The Wing School governance structures had about 500 executive members in the School Management Committees (SMCs) and Parent Teacher Associations (PTAs), although only 240 executive members were initially targeted.

vii. The ability of over 75% of Wing School pupils to read and write at primary 3 is a motivation for many more parents to enrol their children in school, particularly girl children as compared with the national average of about 30% of pupils attaining proficiency at the same level.

The quality of teaching and learning outcomes are continuously assessed in Wing Schools. These assessments have helped to establish that every average pupil who has completed a Wing School at primary 3 is proficient in both literacy and numeracy in their mother tongue at GES desirable levels. Some parents are beginning to rely on their children to read simple texts including sorting out

identification cards for family members, which was hitherto not possible at those homes unless they got to the service point where the card was required.

It was evident that the GES circuit supervisors and supervisors of the project supported the quality of instruction in the Wing Schools. The ACE approach to supervision follows the clinical supervision model that the GES requires it staff to use. It was observed that supervision in Wing Schools involved the giving of collegial support to teachers through lesson observation and feedback, demonstration lessons to strengthen both content, teaching processes and assessment. In addition, GES circuit supervisors provide oversight supervision to Wing Schools and the ACE supervisors ably support them. The ACE supervisors also provide stationery and other logistics like capitation grant, school uniform and school feeding grants. The ACE project supervisors also worked collaboratively with the GES circuit supervisors for experience sharing and knowledge transfer. That support received from the GES made it seamless to transfer of the Wing Schools to the DA's of Gushegu and Karaga.

The Wing School was also structured along some governance structures that gave community voice in the management of the school. The School Management Committee's (SMC) chairpersons were interviewed. There was a question on the role the SMC played in the management of the Wing School project. Among the several responses received, it was realized that the work of the SMC was one of

offering support for school management. Also, almost all the SMC's members indicated that they had received training on how to play their role in the Wing Schools.

The SMCs made it clear that their role bordered around the very interest of the school. The responses of the SMC indicated that the Wing School was established for the community and that they do all in its power to protect the interest of the Wing School. The members of the School Management Committee also said they are responsible for maintaining the school plant. In connection with the responsibility of maintaining the Wing School, what the SMC usually does is to mobilize the community for the maintenance works related to the Wing School. The SMC also engages the community on the need to educate their children.

The role School Management Committee's role is critically connected with the management of teaching and learning in the school. This reflects in the monitoring role that SMC play in the Wing Schools. It is clear the SMC monitors teaching and learning that occur in the Wing School. The SMC assists when it comes to providing solutions for problems, especially by approving funds for capacity building of the teachers and other similar efforts. The SMC indicated that since the teachers might not necessarily come from the same community where the Wing School is located, the SMC is responsible for arrangements for the teachers' accommodation.

The Alliance for Change in Education recruited and trained Senior High School leavers as teachers. The capacities of teachers were built in an in-service setting. In addition to providing regular in-service training and education, the teachers were also provided with opportunity to enroll on a Diploma in Education programme with Dambai College of Education and Bagabaga College of Education both in Ghana. Most of the teachers who graduated from the academic programme have been employed in the now DA schools (formerly Wing Schools). The rationale of building capacities of the Wing School teachers was to make sure that the Wing School becomes sustainable even after the IBIS' support has ended. The teachers are equipped with the necessary knowledge and skills of learner-centred and participatory teaching approaches in an in-service training setting each school term.

The Wing School CBE programme approach adopted follow the NALAP strategies and had the added advantage that the materials including the curriculum and textbooks have been translated into Dabganli and Likpakpaaln. Classrooms in Wing Schools are characterized with "talking walls" and other teaching and learning materials produced locally by the teachers and learners. Quality assurance is pursued and guaranteed through continuous assessment of teachers' performance and of the proficiency levels of learners in accordance with GES standards (ACE, 2013).

The evidence available from other studies indicates that three principles that the Wing Schools underscored: the partnership between non-governmental agency and the Government, learning outcomes for the pupils and finally recruitment of local untrained teachers and training them to carry out their teaching and learning assignment falls in line with same that occurred in other jurisdictions (Hartwell, DeStefano, & Benbow, 2004; Hartwell, 1997). This study has shown that change in quality assurance practices in the Wing School CBEP will spontaneously influence pupils' transition to upper primary schools in Gushegu and Karaga by a given extent as shown in equation 6.

In this study, quality assurance indicators covered the following areas of the programme: assessment practices, supervision of instruction, school monitoring, teaching quality, teacher management, language of instruction, curriculum used, school and community relationships that were fostered. The various evidences in this study have shown how most of these variables influenced Wing Schools' broader goal of offering 'efficient access' to the rural pupils in Gushegu and Karaga districts of Ghana. For instance, in the case of assessment strategies employed in the Wing Schools, Spiller (2009) showed that feedback is an important part of the learning cycle. Students may complain that feedback on assessment is unhelpful or unclear, and sometimes even demoralizing. There is evidence to show that teachers in Wing Schools were meticulous with regards to

providing assignments, scoring and providing useful feedback and feed forwards to the pupils (ACE, 2011).

Teachers in the Wing Schools are strictly required to use the L1 and at the same time introduce English gradually as the pupils move up the grades in the lower primary school. NALAP aims at equipping the children leaving the basic education schools with the necessary literacy skills that can help them improve upon their learning capabilities and serve as a catalyst for further academic activity (Hartwell, 2010; Arkorful, 2013). The assumption underlying NALAP is that by P3, pupils would be functionally literate and would have achieved reading fluency in their local language (L1) and in English (L2) (Hartwell, 2010), a philosophy that the Wing Schools championed. According to Hartwell (2012) the capacity to read and write in English forms the basis of pupils' literacy knowledge. Therefore NALAP tend to bridge the gap posed by long disagreement between instruction using L1 and L2 in Ghanaian schools.

Explaining the rationale for the NALAP Leherr (2009) observed that NALAP aim to ensure that all children in kindergarten to grade three have quality literacy materials, effective instruction, and public support to learn to read and write in their mother tongue and English. [NALAP] directly supports the 2007 Education Reform of the Ministry of Education (MOE), which includes policies that stress the importance of local language instruction at the primary level. There are over

fifty (50) local languages in Ghana, but currently eleven languages are officially sponsored by the MOE to be used as languages of instruction". Historically for the Ghanaian community, the Likpakpaaln language is a new addition to the Ghanaian languages that are taught and written in schools. The Wing School Complementary Basic Education programme has shown that with determination the number of L1's that are taught and written can be expanded (ACE, 2013).

It became evident that school supplies and stationery for pupils in the Wing School CBEP were supplied free of charge by the Alliance for Change in Education. External support structures provided to pupils tend to relieve their parents of their burden with the cost of financing the education of their wards (World Bank, 2004; Fordham, Batty, Cook, Knight-Fordham, & Pearson, 2010). It was noted that many schools had no more than one textbook to a class and the majority of primary school graduates were illiterate in the World Bank (2004) study's report. However, school quality improved across the country: in poor and non-poor communities alike after the several intervention by the bank. The same is evident in this study where support provided to the Wing Schools has relieved parents of the cost variable of educating their children and wards.

Teachers do not complain about unpaid salaries or allowances and they also do not engage in work-related strikes. Teachers were promptly paid their wages and there was little or no room for teachers to complain about their unpaid wages.

Furthermore, teachers and pupils to the Wing Schools were usually punctual and regular. This is in tandem with the finding of Arkorful (2013) that showed over 50% that indicated that they are punctual in attending to their professional duties and supported work related policies in the School for Life setting. Regardless of the lead provided by other studies, this present study has recounted that planned and implemented quality assurance policies have effect on transition to upper primary.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations from the results of the present study. A list of conclusions based on the interpretations offered to the study, and recommendations for practice, policy and further research were also reported in this chapter. The study examined the influence of Wing Schools' complementary basic education programme on the provision of educational opportunities in the Gushegu and Karaga Districts of the Northern Region of Ghana.

5.2 Summary of the Study

The purpose of the study was to investigate the influence of Wing Schools' CBEP on the provision of educational opportunities in the Gushegu and Karaga Districts of the Northern Region of Ghana. The study was necessitated by the need to fill the gap created by unavailability of data as well as provide evidence on the influence of curriculum; assessment strategies; quality assurance; school and community relation; and enrolment in Wing Schools on provision of educational opportunities in the Gushegu and Karaga Districts in the Northern Region of Ghana. The five variables indicated here were studied in the context of efficient access indicators: access to basic schools, pupils' retention in lower primary, and

pupils' transition to upper primary.

By means of a descriptive research design, data was collected from staff, pupils, parents' group and management committees of 30 Wing Schools. A census of 113 teachers and 36 headteachers was considered since the remaining 30 and 11 (teachers and headteachers respectively) had taken part in the pilot study. Again, 30 School Management Committee (SMC) members were stratified and purposively selected out of forty-seven (280) SMCs. The pupils were also stratified using the educational district and consequently selected using proportionate stratified sampling technique to select 90 pupils from Karaga and 90 pupils from Gushegu. Besides, the Wing School programme coordinator was purposively sampled from Nine (9) from programme implementing officers.

The study reported both the baseline enrolment figures and further juxtaposed those figures with the collected data during the present study's findings on pupil enrolment. It was found that at the time of the baseline study there were 56,042 pupils of school-going age (4 to 15 years of age people) in the population of Gushegu and Karaga. This number was made up of 28,748 males and 27,294 females. It was also noted that regardless of the number of pupils in the indicated age brackets it was only 30.48% of the 56,042 in the population that were in schools. Moreover, of the 28,748 males in the indicated age bracket of 5 to 15 years, it was only 9,892 males (representing 34.41% out of 28,748) that were in

schools. The least represented in schools at the time of this study were the 7,189 (representing 26.34% of the 27,294) school-aged-persons in the two Districts.

It was evident that the distribution of pupils in Gushegu and Karaga for 2012/2013 and 2013/2014 academic years was higher than anticipated in the baseline figures. The survival rates of pupils' were less than 100% although the repetition of a grade was not an option for Wing Schools. It was further evident that the survival rates of 89.96%, 89.67% and 88.96% that corresponded with first, second and third batches of pupils enrolled, indicated that there was high level of internal efficiency in the enrolment figures. Incidences of dropouts among the enrollees were also noted. It was also noteworthy that in just 2013/2014 academic year there were 4,076 pupils in pre-school and lower primary Wing Schools in both Districts. Besides a count of 3,434 were in Upper primary schools within the same academic year.

In both Gushegu and Karaga, the main languages of instruction were Dagbanli and Likpakpaaln. The Wing School graduates indicated that they were mostly taught in their dominant mother tongue but at the same time English was introduced gradually as they went up the grades. The pupils in Wing Schools have more instruction in their mother tongue, or prevalent first language of the area more than the L2. English is introduced in increasing doses as pupils move up the grades. The language of instruction used in the Wing School CBEP has a cultural

underpinning for the curriculum. The Wing School CBEP curriculum is a versioned Ghana Education Service's curriculum for basic schools. Also, the Wing Schools' curriculum acknowledges and addresses issues of inclusion of disadvantaged groups that have the potential to increase access and inclusion in basic education. There were curricula changes for all Wing Schools in Gushegu and Karaga.

It was evident that members of the community owned the Wing Schools and they visited the school to see how teaching and learning goes on there The Wing Schools established and harnessed the Parent Teacher Association (PTA) and the School Management Committee (SMC) very much. School level challenges were resolved using the combined GES and SMC structures and functionaries. The GES directorate also supported the Wing Schools with extra supplies and logistics. Besides, the payment of teachers was the responsibility of the IBIS' Alliance for Change in Education. In addition to payment made by the ACE team, communities showed hospitality toward the teachers of the Wing Schools. The Wing Schools were known to retain pupils in school because of the mutual feeling that existed between them and the community. It was evident that good schools as well as a good school-community relationship are essential ingredients to improved pupils' retention. It was evident that one of the major teasers for pupil retention was the good rapport that existed between the school and community.

The assessment practices used in the Wing Schools were diagnostic, formative and summative. The teachers in the Wing Schools, the Wing School supervisors and GES circuit supervisors assessed pupils' progress in learning. Pupils' were regularly given assignments and home works in the Wing School. Teachers are taught how to apply different approaches to assessment in the teaching and learning processes in the ACE schools. It became evident that the assessment practices used in the Wing School CBEs accounted for 19% of the variation in pupils' transition to upper primary schools.

It was evident that the linear relation between quality assurance and transition to upper primary could be given as this: Pupil's transition to upper primary$_i$ = 2.940+ 0.322 (quality assurance practices used in WS CBEs $_i$). The translated versions of the national curriculum and syllabuses into Dagbanli and Likpakpaaln were promoted. The Wing School CBE programme targeted enrolling 4,000, it became evident 5,662 children (of which 41% girls) were enrolled in 56 Wing Schools as of the end of June 2011. It became evident that the structures of District Assemblies and Ghana Education Service absorbed 39 of the initial 56 Wing Schools. Although, 155 community teachers were targeted for the Wing Schools, there were 200 teachers who were eventually recruited, trained and deployed in the 56 Wing Schools. The outcomes of quality teaching and learning were continuously assessed in Wing Schools.

5.3 Conclusions of the study

On the basis of the findings of the study the following conclusions were reached.

i. It was established that 30.48% of the 56,042 in the population that were in the age bracket of 5 to 15 years were in schools. Besides, of the 28,748 males in the indicated age bracket of 5 to 15 years, it was only 9,892 males (representing 34.41% out of 28,748) that were in schools. It was discovered that the distribution of pupils in Gushegu and Karaga for 2012/2013 and 2013/2014 academic years far outweighed the projected figures of the baseline report. In tandem with this finding, it was noted that the proportion of enrolees leaped in 2013/201as against those in 2012/2013 with about 18,000 males and 12,800 females in 2013/2014 as against 16,000 males and 11,800 females in 2012/2013.

ii. It was noted that the rate of access to education for the female-child kept increasing steadily. It has been realized that although repeaters were not recorded in the Wing Schools, the pupils' survival rates were still less than 100%. It was clear that the survival rates of 89.96%, 89.67% and 88.96% for the first, second and third cohorts of pupils enrolled in Wing School CBEPs was sufficient.

iii. The Wing Schools had an admissible claim on pupil enrolment in the two Districts. High retention rates of pupils were recorded in the Wing Schools. The opportunity to attend and participate in school came to the rural community at almost no costs to the communities. It was further

established that enrolment varied by cohort and location of the Wing Schools. Gushegu and Karaga saw a phenomenal increase in enrolment.

iv. The main languages of instruction in the Wing Schools CBEPs are Dagbanli and Likpakpaaln. It was further apparent that those two languages happen to be the predominant mother tongues of the Districts. It has been established that English was delivered in increasing doses as pupils move up the grades with a decreasing proportion of the L1. Pupils' literacy and numeracy skills were enhanced by means of available free textbooks and evidence based best practice like use of learning circles and pupil-centred learning approaches.

v. It was discovered that the assessment practices used in the Wing School CBEs contributed about 19% of causality of pupils' transition to upper primary leaving the remaining 81% to other variables that might have had an influence also. The assessment practices used were mostly diagnostic (prognostic), formative and summative in nature. The prognostic tests helped the ACE teachers to adequately gauge the knowledge and ability levels of the pupils when the cohort enters a new grade. Formative assessment was conducted to continue shaping the pupils and also refine teaching and learning to suit learners, whereas the summative tests were for promotion purposes. Pupils' assignments are marked promptly and returned with feedback with opportunity for corrections.

vi. It is established that quality assurance promoted in the Wing School CBEP

accounted for 11.8% of the variation in pupils' transition to upper. The policy and strategy of the Ghana Education Service (GES) is that the mother tongue is used as the medium of instruction from KG to Primary 3 was followed. The District Assemblies and Ghana Education Service's structures absorbed 39 of the initial 56 Wing Schools. There were 200 teachers who were recruited, trained and deployed in the 56 wing schools although 155 community teachers were targeted in the baseline.

5.4 Recommendations of the Study

Considering the findings and conclusions of this study, the following recommendations are proposed:

i. The Wing School CBEP has a bit different style from other Complementary Basic Education programmes thus tend to offer new ways presenting schooling and education since it uses full primary years expected for lower primary as compared to the other CBEs that use few pupil years.

ii. The stimulation and assurance of community buy-in for the establishment of the Wing Schools and other CBEs are recommended besides support from the Ministry in charge of education and its major affiliated agencies.

iii. It has been noticed that the NALAP policy worked for rural schools only

when the teachers themselves were literate and had good communicative skills in both the L1 and L2. The policy should make a caveat for both rural people with diverse mother tongues background as well as rural with same mother tongue backgrounds.

5.5 Suggestions for further research

In line with conclusions and recommendations of the study, the following areas are suggested for further study:

i. There were no available data on repeaters, new entrants that joined the cohorts as they moved through higher grades and pupils who had transferred to other schools. Such data could essentially affect the survival, transition, graduation and other similar rates. Another study that uses these sources of data could be explored.

ii. This study showed that curriculum, school and community relations, assessment practices and quality assurance have some influence on 'efficient access'. However, how these variables were individually manipulated did not come up. Examining this will be in the right direction.

iii. Issues of teacher bilingual characteristics showed up in the present study. A study that focuses on the knowledge, skill and ability levels of teachers who are recruited and those who actually teach in the CBE schools and

other schools that use the NALAP policy should be conducted to find out how these levels affect performance of pupils.

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APPENDICES

APPENDIX A

UNIVERSITY OF NAIROBI

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

QUESTIONNAIRE FOR TEACHERS

I am kindly requesting you to respond to this questionnaire. This questionnaire is designed by a doctoral candidate to enable preparation of a thesis in fulfillment of the requirements for the award of PhD in Educational Planning. The thrust of this study is to learn of your views and practices associated with the ACE's Wing School Project which you served as a teacher. I am positive that your feedback will help me gain further insight into the subject matter of this study. I shall be grateful if you can offer your candid opinion on the subject of this study. I guarantee that the feedback received will be used for academic purposes only.

Please supply the following preliminary information

1. Name of your school…….
2. What is your Sex: Male [ ] Female [ ]
3. How long have you been teaching? Please circle <u>one</u> range only.

a) Less than 5 years b) 5 - 10 years c) Over 10 years

4. Which class did you teach in the Wing School?.....

5. Have you ever taught before appointment as a teacher in the Wing School?

a) Yes b) No

6. What is your highest academic background?

a) BECE

b) SSSC/WASSC

c) HND

d) Bachelors Degree apart from B.Ed (either BSc, BA, etc)

e) Second Degree

Any Other (specify)……..

7. What is your highest professional qualification?

a) Certificate in Teaching

b) Diploma in Education

c) Bachelor of Education

d) Masters Degree in education

g) Any other (specify) …….

PART ONE: ENROLMENT FIGURES IN WING SCHOOLS

The following statements follow from the premise that Wing School pupils help increase the net enrolment in the district. Please indicate whether you **1 = Strongly Disagree, 2 = Disagree, 3 = Somehow Agree, 4 = Agree, 5 = Strongly Agree,** and **U = Undecided** with the statements. Please tick (✓) the most appropriate response in your opinion from the list of options.

#	**Statement**	**1**	**2**	**3**	**4**	**5**	**U**
8	Wing Schools have helped many school age pupils to enroll in school						
9	Many pupils would not have had the opportunity to attend a school if not for the Wing School						

10	More students do not stop attending school after enrolling for a while						
11	More pupils enroll each year than the previous year						
12	Pupils are regularly present in school						
13	Pupils in lower primary are eager to go to upper primary						
14	Pupils in this Wing School desire to graduate from primary school						

PART TWO: CURRICULUM USED IN THE WING SCHOOLS

The following statements follow from the premise that pupils access schools because of the curriculum promoted in the Wing Schools. Please indicate whether you **1 = Strongly Disagree, 2 = Disagree, 3 = Somehow Agree, 4 = Agree, 5 = Strongly Agree,** and **U = Undecided** with the statements. Please tick (✓) the most appropriate response in your opinion from the list of options.

#	**Statement**	**1**	**2**	**3**	**4**	**5**	**U**
15	The curriculum follows National Literacy Acceleration Programme (NALAP) standard						
16	There are enough textbooks available for both teachers and pupils						
17	I am able to teach students in their first language (Mother tongue) of the pupils						
18	We are encouraged to use pupil centered teaching approaches in the Wing Schools						
19	I am able to read in the predominant mother tongue of pupils						

20	I am able to write in the predominant mother tongue of the pupils						
20	I am able to teach in the predominant mother tongue of the pupils						
21	My pupils understand lessons better in their first language						
22	The Wing School curriculum matches with the National syllabus used in public schools						

PART THREE: SCHOOL AND COMMUNITY RELATIONS

The following statements follow from the premise that pupils access schools because of the school and community relations promoted in the Wing Schools. Please indicate whether you **1 = Strongly Disagree, 2 = Disagree, 3 = Somehow Agree, 4 = Agree, 5 = Strongly Agree,** and **U = Undecided** with the statements

#	**Statement**	**1**	**2**	**3**	**4**	**5**	**U**
23	The Wing School was built by the community						
24	The School Management Committee is interested in what goes on in the school						
25	PTA members are committed to supporting the Wing School						
26	Parents are friendly when dealing with Wing School teachers						
27	Parents are conscious when caring for school items and properties						
28	The community is committed to doing repairs on the school building						

29	The PTA and SMC supports teachers to get accommodation near the Wing School						
30	There are no challenges associated with school and community relations in my school						

PART FOUR: ASSESSMENT PROCEDURES USED

The following statements follow from the premise that pupil's transition to upper primary schools due to assessment procedures practiced in the Wing Schools. Please indicate the extent to which you agree **1 = No Extent, 2 = Very Low Extent, 3 = Low Extent, 4 = High Extent, 5 = Very High Extent** with the statements**.**

#	**Statement**	**1**	**2**	**3**	**4**	**5**
31	Pupil assignments are mandatory in the Wing Schools					
32	Pupils marked assignments are given to them promptly					
33	Pupils are challenged through pupil assessments tasks					
34	Pupils knowledge in subject matter are tested through examination before they are promoted to the next level					
35	The assessment strategies used to promote pupils were based on the Wing School curriculum					
36	The assessment strategies used to promote pupils were based on the national curriculum					
37	Pupils are able to perform well on standardized tests					

38	Assessment practices used in the Wing School are the same as those used in public schools					
39	Pupils enjoy group tasks that are given to them					
40	Pupil appreciate to get scores for group tasks and assignments					

PART FIVE: QUALITY ASSURANCE PROCEDURES FOLLOWED

The following statements follow from the premise that pupil's transition to upper primary schools is due to the quality assurance procedures practiced in the Wing Schools. Please indicate the extent to which you agree **1 = No Extent, 2 = Very Low Extent, 3 = Low Extent, 4 = High Extent, 5 = Very High Extent** with the statements.

#	**Statement**	**1**	**2**	**3**	**4**	**5**
41	Wing School teachers are given support in areas of assessment that teachers have weakness					
42	Continuous assessment are continuously evaluated by supervisor(s)					
43	Project supervisors apply strict quality compliance policies					
44	Circuit supervisors in the Ghana Education Service visit the Wing School to ensure that P3 pupils are adequately prepared to enter P4					
45	Pupils are able to perform well on standardized tests					

46. In your opinion, is teacher recruitment done according to strict employment strategies Yes [ ] No [ ]

Please explain your answer

……

……

47. In you opinion, does Wing School management employ fair and equitable teacher distribution strategies?

Yes [ ] No [ ]

Please explain your answer

……

……

……

……

……

48. How are teachers who teach in the Wing School recruited?

……

……

……

49. In your opinion, is teaching done by Wing School teacher's effective?

Yes [ ] No [ ]

Please explain your answer

……

……

……

APPENDIX B

UNIVERSITY OF NAIROBI

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

QUESTIONNAIRE FOR HEADTEACHERS

I am kindly requesting you to respond to this questionnaire. This questionnaire has been designed by a doctoral candidate to enable preparation of a thesis in fulfillment of the requirements for the award of PhD in Educational Planning. The thrust of this study is to learn of your views and practices associated with the ACE' Wing School Project as an avenue for providing educational opportunities to rural pupils - which you served as a headteacher. I am positive that your feedback will help me gain further insight into the subject matter of this study. I shall be grateful if you can offer your candid opinion on the subject of this study. I guarantee that the feedback received will be used for academic purposes only.

1. Name of the Wing School where you served as the headteacher
   ……
2. What is your Sex? Male [ ] Female [ ]
3. How long have you been a headteacher of this school? Please tick only one option.
   a) less than 5 years b) 5 - 10 years c) over 10 years

4. Have you ever been a classroom teacher before your employment as school headteacher in the Wing School?

   a) Yes b) No

5. What is your highest academic background?

   a) BECE

b) SSSC/WASSC

c) HND

d) Bachelors Degree apart from B.Ed (either BSc, BA, etc)

e) Second Degree

Any Other (specify)……..

6. What is your highest professional qualification?

a) Certificate in Teaching

b) Diploma in Education

c) Bachelor of Education

d) Masters Degree in education

g) Any other (specify) …….

PART ONE: ENROLMENT FIGURES IN WING SCHOOLS

The following statements follow from the premise that Wing School pupils help increase the net enrolment in the district. Please indicate whether you **1 = Strongly Disagree, 2 = Disagree, 3 = Somehow Agree, 4 = Agree, 5 = Strongly Agree,** and **U = Undecided** with the statements. Please tick (✓) the most appropriate response in your opinion from the list of options.

#	**Statement**	**1**	**2**	**3**	**4**	**5**	**U**
7	Wing Schools have helped many school age pupils to be enrolled in school						

8	Many pupils would not have had opportunity to attend school if not for the Wing School						
9	More pupils continue to attend the Wing School after being enrolled						
10	More pupils enroll each year than the previous year						
11	Pupils are regularly present in school						
12	More pupils in P3 usually move to P4						
13	Pupils in my school desire to graduate from primary school						

14. Please provide information on the following student data in your Wing School:

	Pupil enrolment					
Cohort	**KG1**	**KG2**	**P1**	**P2**	**P3**	**P4**
2008/2009						
2009/2010						
2010/2011						
2011/2012						
2012/2013						
2013/2014						

PART TWO: CURRICULUM USED IN THE WING SCHOOLS

The following statements follow from the premise that pupils access Wing Schools because of the curriculum promoted in the Wing Schools. Please indicate whether you **1 = Strongly Disagree, 2 = Disagree, 3 = Somehow Agree, 4 = Agree, 5 = Strongly Agree,** and **U = Undecided** with the statements prepared to

measure impact of curriculum on access to education. Please tick (✓) the most appropriate response in your opinion from the list of options.

#	**Statement**	**1**	**2**	**3**	**4**	**5**	**U**
14	The Wing School curriculum complies with the National Literacy Acceleration Programme (NALAP)						
15	There are enough textbooks available for teachers and pupils						
16	My teachers are able to teach students in their first language (Mother tongue) of the pupils						
17	My teachers are encouraged to use pupil centered teaching approaches in the Wing Schools						
18	The teachers in my school are able to read the predominant mother tongue of pupils						
19	The teachers in my school are able to write in the predominant mother tongue of the pupils						
20	The teachers in my school are able to teach in the predominant mother tongue of the pupils						
21	My pupils understand the lessons better in their predominant first language						
22	The Wing School curriculum matches with the National syllabus used in public schools						
23	I recommend that public schools adopt the Wing School curriculum						

PART THREE: SCHOOL AND COMMUNITY RELATIONS

The following statements follow from the premise that pupils' retention in Wing Schools is due to the relationship between the Wing School and the community. Please indicate whether you **1 = Strongly Disagree, 2 = Disagree, 3 = Somehow Agree, 4 = Agree, 5 = Strongly Agree,** and **U = Undecided** with the statements.

#	**Statement**	**1**	**2**	**3**	**4**	**5**	**U**
24	The Wing School was built by the community						
25	The School Management Committee is interested in what goes on in the school						
26	PTA members are committed to supporting the school						
27	Parents are friendly with Wing School teachers						
28	Parents are concerned when it comes to caring for school items and properties						
29	The community is committed to doing repairs on the school building						
30	The PTA and SMC supports teachers to get accommodation near the Wing School						

31. Do you think that the communities near the Wing School allow their children to attend the Wing School?

Yes ( ) No ( )

If yes, explain:

……

……

……

If no, why not:

……

……

……

32. Did you identify any challenges in how the Wing School related with the its immediate community?

Yes ( ) No ( )

33. **If yes,** explain:

……

……

……

PART FOUR: ASSESSMENT PROCEDURES USED

The following statements follow from the premise that pupil's transition to upper primary schools could be attributed to the assessment procedures practiced in the Wing Schools. Please indicate the extent to which you agree **1 = No Extent, 2 = Very Low Extent, 3 = Low Extent, 4 = High Extent, 5 = Very High Extent** with the statements

#	**Statement**	**1**	**2**	**3**	**4**	**5**
34	Pupil assignments are mandatory in the Wing Schools					
35	Pupils marked assignments are given back to them promptly					
36	Pupils academic performance improves when they are given more assignments					
37	The assessment strategies used to promote pupils have been based on the Wing School					

	curriculum					
38	The assessment strategies used to promote pupils have been based on the national curriculum					
39	Pupils are able to perform well on standardized tests					
40	Assessment practices used in the Wing Schools are the same as those used in the public schools					
41	Pupils enjoy group tasks that are given to them					
42	Pupil appreciate to get scores for group tasks and assignments					

40. Does the pupil assessment conducted in the Wing School influence promotion from P3 to P4? Yes ( ) No ( )

If yes, explain:

……

……

If no, explain:

……

……

PART FIVE: QUALITY ASSURANCE PROCEDURES FOLLOWED

The following statements follow from the premise that pupil's transition to upper primary schools due to the quality assurance procedures practiced in the Wing Schools. Please indicate the extent to which you agree **1 = No Extent, 2 = Very Low Extent, 3 = Low Extent, 4 = High Extent, 5 = Very High Extent** with the statements.

#	**Statement**	**1**	**2**	**3**	**4**	**5**
42	Wing School teachers are given support in areas of students assessment that teachers have weakness in					
43	Continuous assessment are regularly evaluated by Supervisor(s) of the ACE programme					
44	Project supervisors apply strict quality compliance policies instituted by ACE					
45	Circuit supervisors in the Ghana Education Service visit our school to ensure that P3 pupils are adequately prepared to enter P4					
46	Pupils are able to perform well on standardized tests					
47	Teacher recruitment is done according to strict employment strategies					
48	Teacher distribution or deployment is done fairly and equitably					

49. Have the Wing School graduates ever taken any standardized tests like the NEA or the SEA before? (a) Yes (b) No

50. **If yes,** explain how the Wing School students performed on the standardized tests?

……

……

51. Kindly explain how teachers who taught in the Wing School were recruited?

……

……

52. In your opinion how effective was the teaching done by the teachers in the Wing Schools?

It was ( ) It was not ( )

Kindly explain:

……

……

APPENDIX C

UNIVERSITY OF NAIROBI

DEPT. OF EDUCATIONAL ADMINISTRATION AND PLANNING

INTERVIEW GUIDE FOR SMC IN WING SCHOOLS

I am kindly requesting you to respond to this questionnaire. This questionnaire is designed by a doctoral candidate in order to prepare thesis in fulfillment of the requirements for the award of PhD in Educational Planning degree. The thrust of this study is to learn of your views and practices associated with the ACE' Wing School Project which you serve as an SMC member. I am positive that your feedback will help me gain further insight into the subject matter of this study. I shall be grateful if you can offer your candid opinion on the subject of this study. I guarantee that the feedback received will be used for academic purposes only.

1. What role do you play in the administration of the Wing School project?
2. Do you think that the Wing School has contributed to increase in pupil enrolment in the district? Yes [ ] No [ ]
3. **If No**, why not?
4. What is the average teacher to pupil ratio in your Wing School?
5. Does the instruction in pupil's mother tongue contribute to the early grade schooling of the pupils?

   Yes [ ] No [ ]

6. **If Yes,** kindly tell me the advantages that it has over the other approaches to early grade schooling?

7. How do you ensure that Wing School teachers employ pupil-centered teaching approaches in their teaching?
8. How different is the Wing School curriculum from the national curriculum for grades 1 to 3? (Probe with how teachers, headteachers, pupils resources differ in terms of content and depth)
9. Please tell me about the relationship between the school and the community in your Wing School.
10. How do SMC and PTA ensure that pupils are retained in the Wing School?
11. Were you trained in how to manage your assignment as a Wing School SMC member?

    Yes [ ] No [ ]
12. **If Yes**, kindly explain how, where and when the training was conducted.
13. Who are primarily responsible for the Wing Schools? (Probe: infrastructure support, maintenance, teacher stipends and salaries, accommodation for the teachers, etc)
14. In what ways does the Wing School check the quality of the assignments that are given to the students?
15. How do you ensure that there are high standards for teaching in the Wing School?
16. How do you ensure that students are actually learning as expected of them?
17. What procedures have been put in place for the Wing Schools to achieve high standards in teaching and students work output?
18. What quality assurance principles are the most cherished in this school?
19. What arrangement has been put in place to ensure that each Wing School graduate enrolled in an upper primary?
20. Before this school became District Assembly school where did pupils in this district usually attend upper primary?
21. Do you think that ACE has achieved its aim of providing access to school age persons to primary education?

Yes [ ] No [ ]

If Yes, Explain:

If No, Why not:

22. Do pupils in Wing School have good retention rates (probe with familiar terms)

If Yes, Explain:

23. Do pupils in Wing School have good transition rates (probe further)
24. What is you overall impression about the Wing School concept?

APPENDIX D

UNIVERSITY OF NAIROBI

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

FGD GUIDE FOR WING SCHOOL GRADUATES

I am kindly requesting you to participate in this group discussion. This study has been designed by a doctoral candidate to him prepare thesis in fulfillment of the requirements for the award of PhD in Educational Planning degree. The thrust of this study is to learn of your views and practices associated with the ACE' Wing School Project that you participated as a pupil. I am positive that your feedback will help me gain further insight into the subject matter of this study. I shall be grateful if you can offer your candid opinion on the subject of this study. I guarantee that the feedback received will be used for academic purposes only.

1. Did you attend your Primary 1 to 3 in this Wing School? Yes [ ] No [ ]
2. What is the name of the Wing School you attended before joining this school?
3. How many of the pupils in your class who attended the Wing School joined P4?
4. In what language were you often taught at the lower primary school?
5. In what language do you want to be taught?
6. What did you like about your Wing School?
7. What do you like about being taught in your mother tongue?
8. How did your Wing Schoolteacher employ pupil-centered approaches in his/her teaching? (Probe with explanatory terms)
9. How different are the things you learnt in P1 to P3 in the Wing Schools from what your friends in other schools learned? (Probe to find if they have examples to compare with)

10. Do the members of the community visit your school, if yes what do they do when they come?
11. Who are responsible for maintaining your Wing School? (probe: infrastructure support, maintenance, accommodation for teachers, teacher stipends and salaries etc)
12. How often do your teachers give you assignments, score them and give you feedback? (be systematic in noting the feedback provided)
13. How often do the officers from District Education Office (DEO) visit your school?
14. What does the officer from the DEO do on his/her visit?
15. Did you take any examination while in the Wing School?
16. Which examinations did you take?
17. How was the examination organized?
18. Did you pass the examination?
19. Why do you think you passed the examination?
20. Would you say your Wing School is better than any other primary school you know?

    Yes [ ] No [ ]

21. Why would you say your Wing School is better than any other schools you know?

22. Do you think you could have gone to school if not for the Wing School?

APPENDIX E

UNIVERSITY OF NAIROBI

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

INTERVIEW GUIDE FOR ACE WING SCHOOLS COORDINATOR

I am kindly requesting you to participate in this study. This interview session is designed by a doctoral candidate in order to prepare thesis in fulfillment of the requirements for the award of PhD in Educational Planning degree. The thrust of this study is to learn of your views and practices associated with the ACE' Wing School Project that you coordinated. I am positive that your feedback will help me gain further insight into the subject matter of this study. I shall be grateful if you can offer your candid opinion on the subject of this study. I guarantee that the feedback received will be used for academic purposes only.

1. What informed the institution of the Wing School project?

   ……

   ……

2. Did the planned concept for the Wing Schools match the implemented one?
   Yes ( ) No ( )

3. Please explain whether the planned concept for the Wing School were able to match the implemented concept?

   ……

   ……

4. Kindly tell me how issues of access, retention and transition were managed in the context Wing Schools in Gushegu and Karaga?

……

……

5. What challenges were noted with regard to rolling out the NALAP in the Wing School?

……

……

6. What successes did the Wing Schools make with regard to the implementation of the national language policy (NALAP)?

……

……

7. In what ways would you say the curriculum used in Wing Schools influenced access to primary education in Gushegu and Karaga districts?

……

……

8. What role did communities that hosted the Wing Schools play (in terms of establishing the school plant, repairs works on the school, student retention and offering teacher support services to Wing School teachers) in rolling out the ACE Wing School project?

……

……

9. How did the school and community relationship influence primary pupil's retention in the Wing Schools in Gushegu and Karaga?

……

……

10. In your opinion, what has been the effect of the assessment procedures employed in the Wing School on pupil transition to upper primary?

……

……

11. What quality assurance strategies were promoted in the Wing School project?

……

……

……

12. How did the quality assurance strategies promoted in the Wing School influence pupil's transition to upper primary?

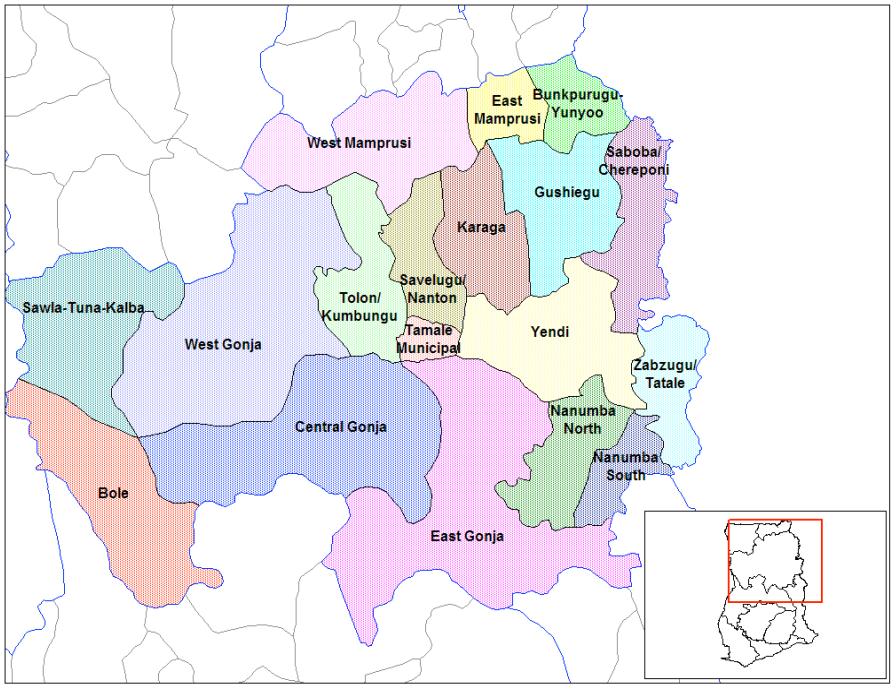
……

……

Thank you.

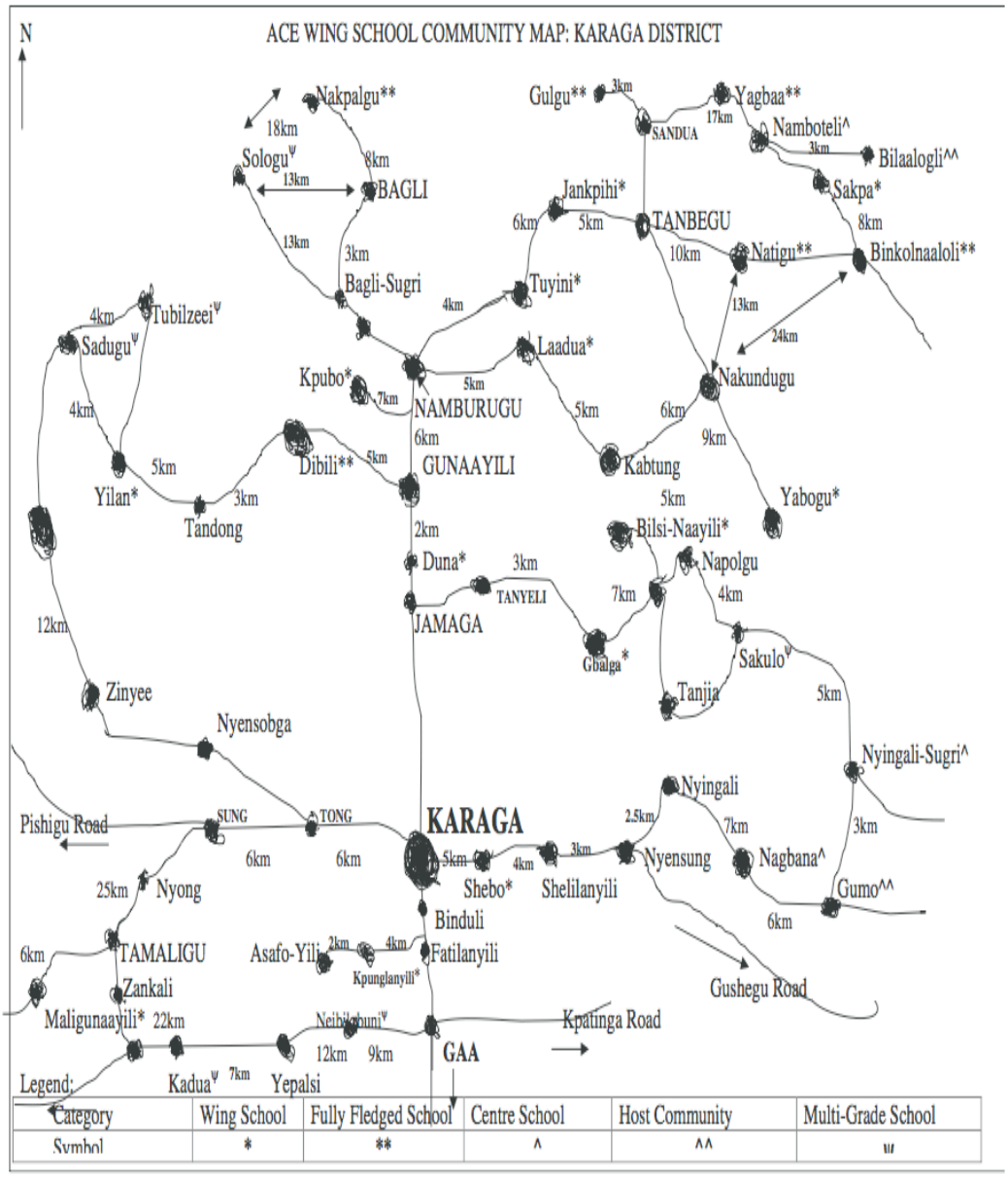
APPENDIX F

MAP OF DISTRICTS IN THE NORTHERN REGION OF GHANA



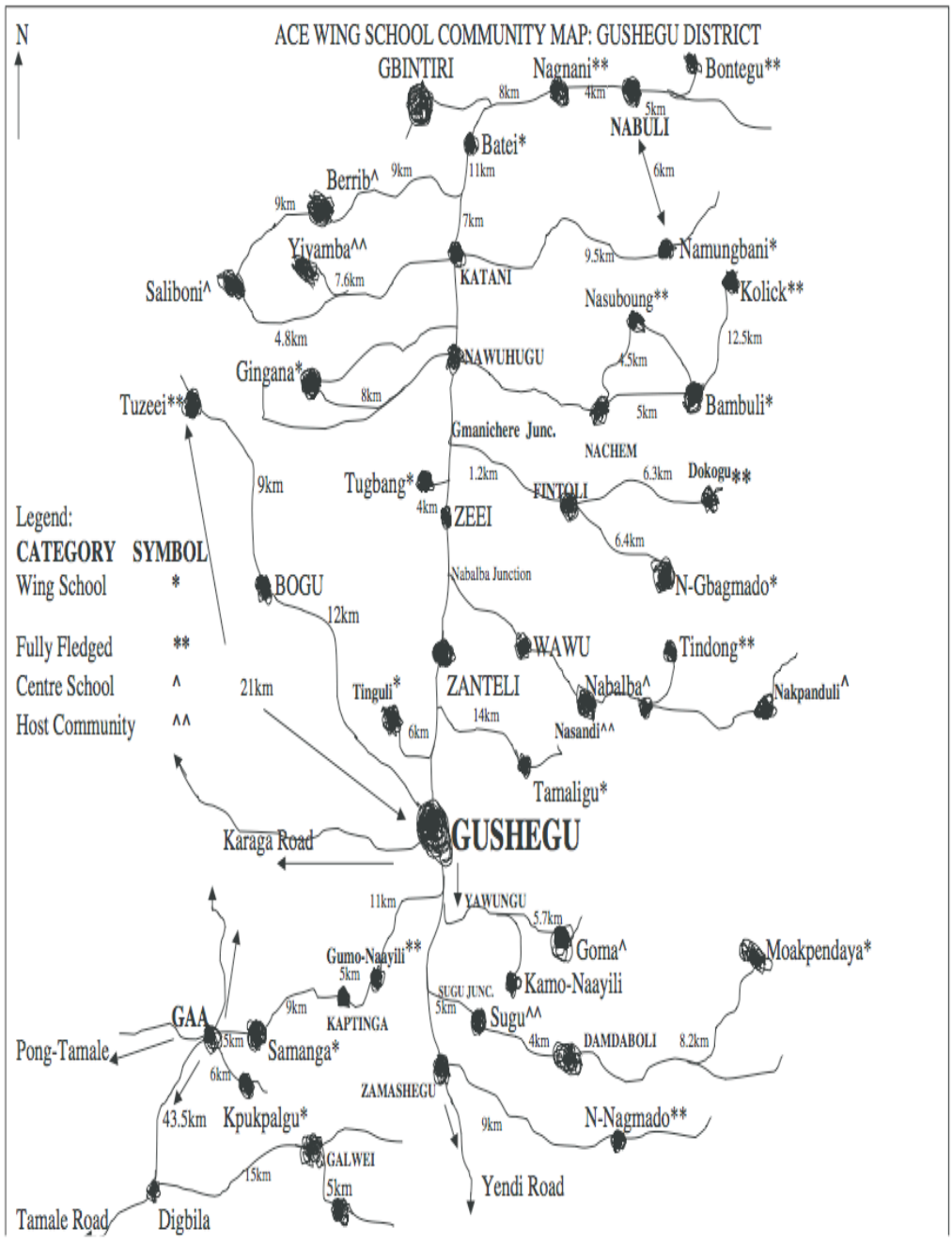
APPENDIX G

WING SCHOOL MAP OF KARAGA DISTRICT



APPENDIX H

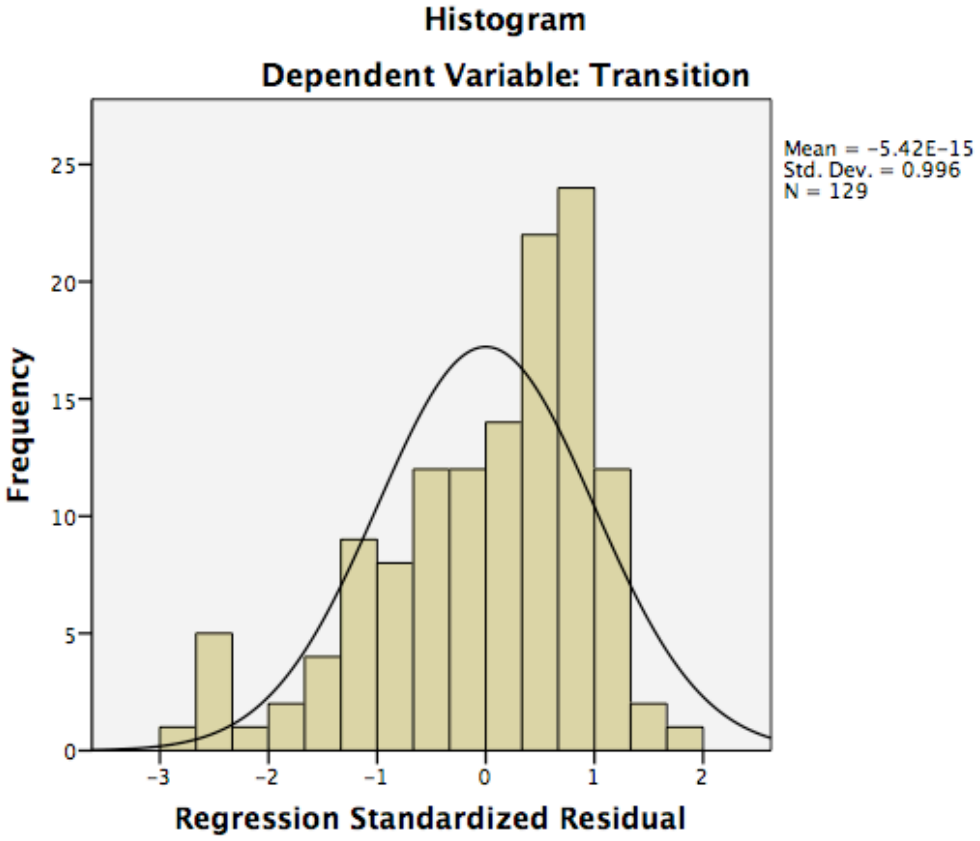
WING SCHOOL MAP OF GUSHEGU DISTRICT



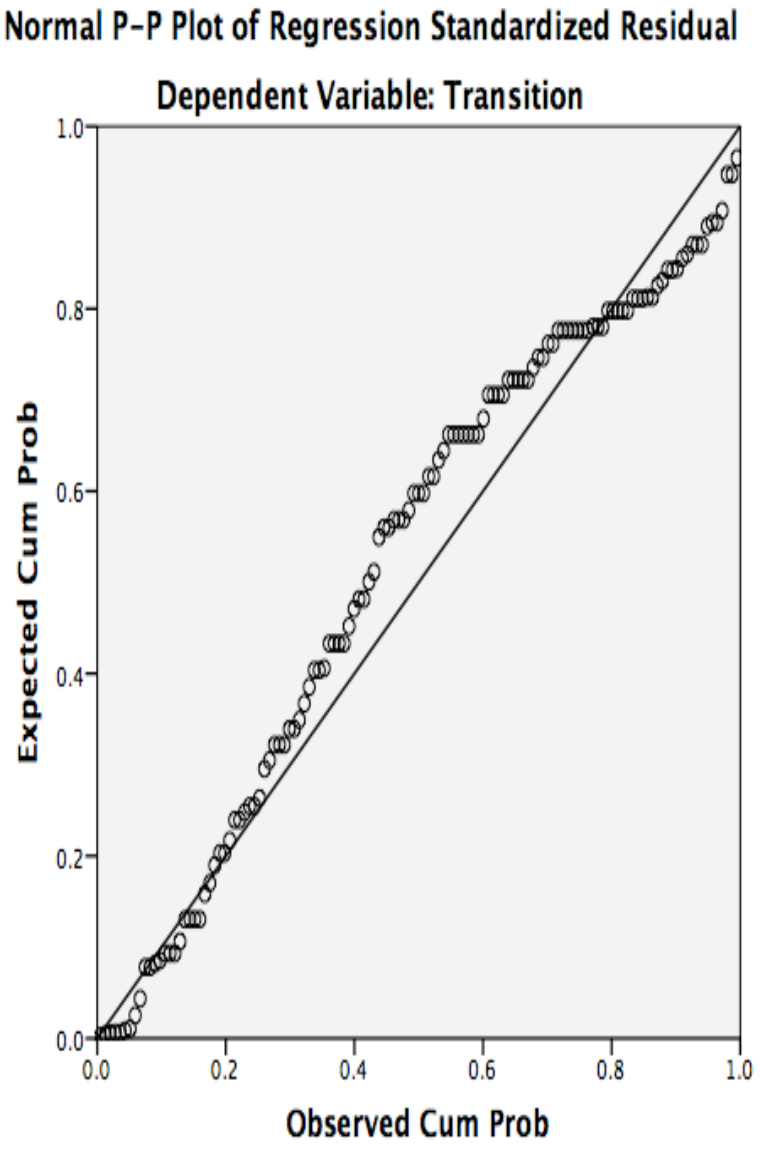
APPENDIX I

MAP OF GHANA: SHOWING THE ADMINISTRATIVE REGIONS

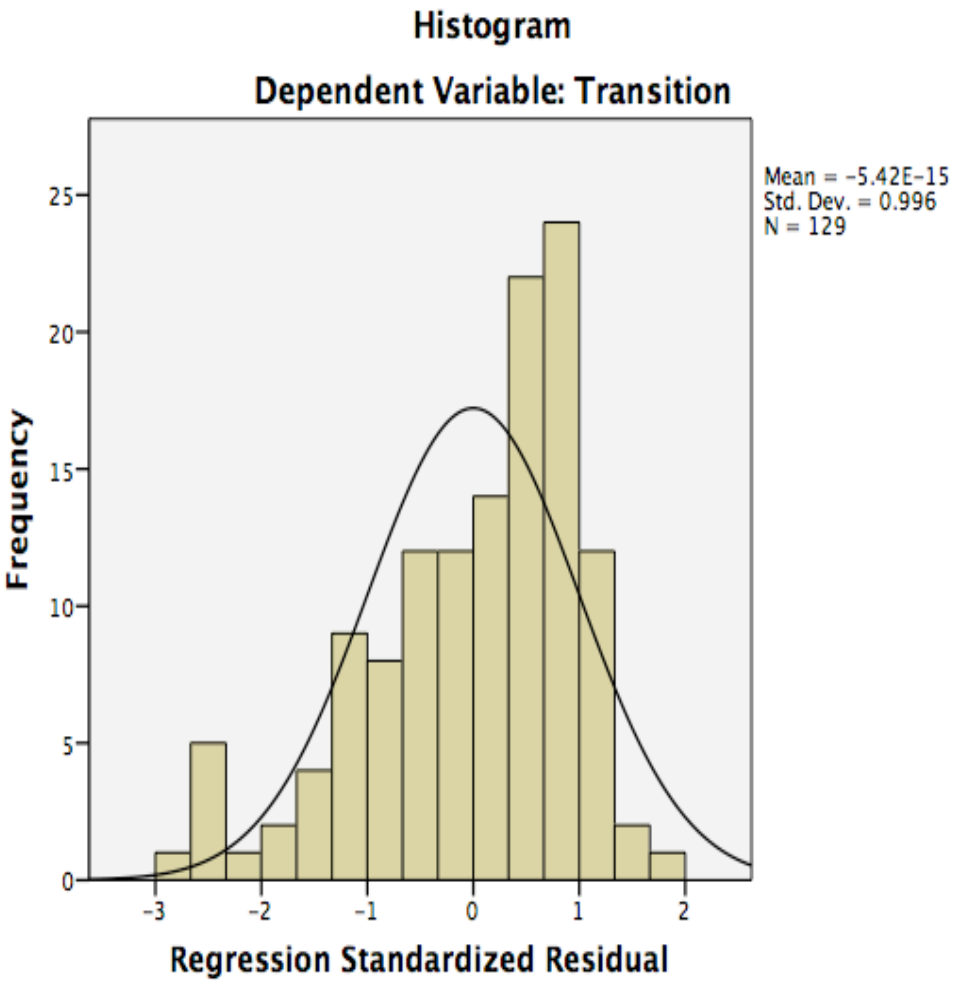
APPENDIX J


Histogram
Dependent Variable: Transition
Mean = -5.42E-15
Std. Dev. = 0.996
N = 129
Frequency
25
20
15
10
5
0
-3
-2
-1
0
1
2
Regression Standardized Residual

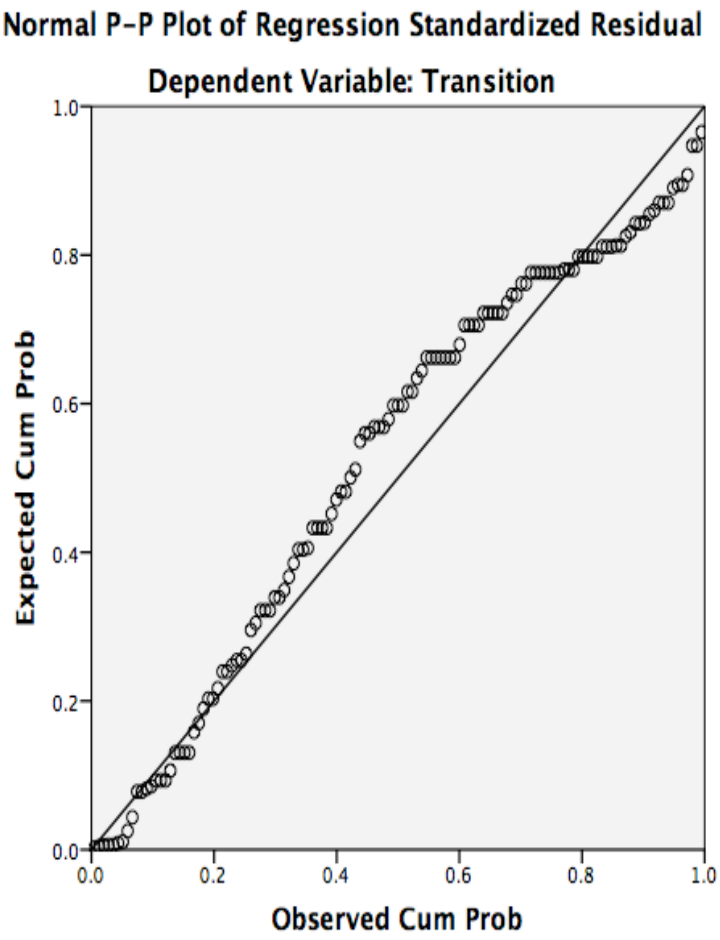
APPENDIX K


Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Transition
Expected Cum Prob
Observed Cum Prob
0.0
0.2
0.4
0.6
0.8
1.0

APPENDIX L


Histogram
Dependent Variable: Transition
Mean = -5.42E-15
Std. Dev. = 0.996
N = 129
Frequency
25
20
15
10
5
0
-3
-2
-1
0
1
2
Regression Standardized Residual

APPENDIX M


Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Transition
Expected Cum Prob
Observed Cum Prob
0.0
0.2
0.4
0.6
0.8
1.0

APPENDIX N

CONSENT FORM

STUDY ON "INFLUENCE OF WING SCHOOLS' COMPLEMENTARY BASIC EDUCATION PROGRAMME ON THE PROVISION OF EDUCATIONAL OPPORTUNITIES IN THE NORTHERN REGION OF GHANA"

I agree to take part in the above doctoral study by Might Kojo Abreh. I understand that agreeing to take part means that I am willing to:

- Be interviewed by the researcher for up to approximately 45 minutes.
- Allow the researcher to audio-record the interviews.

I give permission for the researcher to store securely, analyse and publish data as part of the study and also for this information to be used within future written reports, presentations and journal articles which make reference to this study on the understanding neither my real name nor the name of my institution will be used.

I understand that my participation is voluntary, that I can choose not to participate in part or all of the study, and that I can withdraw my participation at any stage of the study.

Consent can be withdrawn by contacting Might Kojo Abreh, Doctoral student, University of Nairobi, KENYA, on mabreh@students.uonbi.ac.ke and simply requesting withdrawal.

Name (please print).....

Signature.....

Date: .....

APPENDIX O

LETTER REQUESTING AUTHORIZATION TO CONDUCT STUDY

Dept. of Educational Adm. and Planning
School of Education
University of Nairobi
P.O. Box 30197
Nairobi
9th May, 2014

The Director
Basic Education Division
Ghana Education Service
P.O. Box M45
Accra

Dear Sir,

PERMISSION TO CONDUCT STUDY IN WING SCHOOLS – MIGHT KOJO ABREH

I write to request your permission to allow me access to Wing Schools in Gushegu and Karaga to collect data for my doctoral work. I am a post-graduate student pursuing a PhD degree in Educational Planning at the University of Nairobi, Kenya. I am conducting research on "Influence of Wing Schools' Complementary Basic Education programme on Provision of Educational Opportunities in the Northern Region of Ghana".

I am hopeful my permission will meet your approval, please.

Yours faithfully,

Might Kojo Abreh

E85/94948/2014

APPENDIX P

AUTHORIZATION TO CONDUCT STUDY

GHANA EDUCATION SERVICE

In case of reply the number and date of this letter should be quoted

My Ref. No: GES HQ./DDG/Q&A/09/15

Your Ref. No:

Tel: 0302-674247/0302-673957

Republic of Ghana

HEADQUARTERS
Ministry Branch Post Office
P.O. Box M. 45
ACCRA

30th September 2015

MR. MIGHT KOJO ABREH
DEPT. OF EDUCATIONAL ADM. & PLANNING
SCHOOL OF EDUCATION
UNIVERSITY OF NAIROBI
P. O. BOX 30197
NAIROBI
KENYA

RE: PERMISSION TO CONDUCT STUDY IN WING SCHOOLS – MIGHT KOJO ABREH

As per your application in request of permission to conduct a study on "**Influence of Wing Schools' Complementary Basic Education Programme on Provision of Educational Opportunities** in the **Northern Region of Ghana**".

I am pleased to inform you that your request has been granted. We hope, therefore, that your study contributes to national development and broadens the horizon of scholarship.

You are requested to report to the District Directors of Education of Gushegu and Karaga for further discussions on your entry into the schools to conduct the study.

Thank you.

STEPHEN ADU
AG. DEPUTY DIRECTOR-GENERAL
for: **AG. DIRECTOR-GENERAL**

cc: Ag. Director-General, GES
Ag. Deputy Director-General [Q&A], GES
Director, BED, GES Hq.
The Regional Director of Education, Northern
The District Director of Education, Karaga
The District Director of Education, Gushegu

APPENDIX Q

INTRODUCTION OF AUTHORIZED RESEARCHER

GHANA EDUCATION SERVICE

In case of reply the number and date of this letter should be quoted

My Ref. No: GES HQ./DDG/Q&A/09/15

Your Ref. No:

Tel: 0302-674247/0302-673957

Republic of Ghana

HEADQUARTERS
Ministry Branch Post Office
P.O. Box M. 45
ACCRA

30th September 2015

DISTRIBUTION
THE DISTRICT DIRECTOR OF EDUC., GUSHEGU, N/R
THE DISTRICT DIRECTOR OF EDUC., KARAGA, N/R

RE: PERMISSION TO CONDUCT STUDY IN WING SCHOOLS – MIGHT KOJO ABREH

Permission is granted Mr. Might Kojo Abreh to conduct a study on "**Influence of Wing Schools' Complementary Basic Education Programme on Provision of Educational Opportunities** in the **Northern Region of Ghana**".

Kindly accord him all the necessary protocol for a successful study. We are hopeful the study will contribute to national development and broadens the horizon on scholarship.

By a copy of this letter, Mr. Might Kojo Abreh is to report to you to further discuss the researcher's entry to the schools to conduct the study.

Thank you.

STEPHEN ADU
AG. DEPUTY DIRECTOR-GENERAL
for: **AG. DIRECTOR-GENERAL**

cc: The Regional Director of Education, Northern
Ag. Deputy Director-General, GES
Director, BED, GES Hq.
Mr. Might Kojo Abreh, Dept. of Educ., Nairobi, Kenya