



International  
Labour  
Organization

# Education needs assessment in target cocoa growing communities in Ghana

## Including coverage of migrant children



**International  
Programme on  
the Elimination  
of Child Labour  
(IPEC)**

November 2011

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- Children in and out of school who need to be given all required services and support to access quality education,

As this list is by no means exhaustive, we appreciate the immense contribution of everyone who in one way or the other has supported the completion of this study.



## List of abbreviations and acronyms

<b>ANM</b>	Asunafo North Municipality
<b>CCPCs</b>	Community Child Protection Committees
<b>CE</b>	Complementary Education
<b>CLMS</b>	Child labour Monitoring Unit
<b>CLU</b>	Child Labour Unit
<b>COCOBOD</b>	Cocoa Marketing Board
<b>COTVET</b>	Council for Technical and Vocational Education and Training
<b>CSOs</b>	Civil Society Organisations
<b>CSPS</b>	Centre for Social Policy Analysis
<b>DAs</b>	District Assemblies
<b>DANIDA</b>	Danish International Development Agency
<b>DCPCs</b>	District Child Protection Committees
<b>EFA</b>	Education For All
<b>FAL</b>	Forced Adult Labour
<b>fCUBE</b>	free Compulsory Universal Basic Education
<b>FGDs</b>	Focus Group Discussions
<b>FGDs</b>	Focus Group Discussion
<b>GAWU</b>	General Agricultural Workers Union
<b>GCLS</b>	Ghana Child labour Survey
<b>GDP</b>	Gross Domestic Product
<b>GES</b>	Ghana Education Service
<b>GLSS</b>	Ghana Living Standards Survey
<b>GPRS</b>	Growth and Poverty Strategy
<b>GSFP</b>	Ghana School Feeding Programme
<b>GSGDA</b>	Ghana Shared Growth and Development Agenda
<b>GSGDPF</b>	The Ghana Shared Growth Development Policy Framework
<b>GSS</b>	Ghana Statistical Service
<b>ICI</b>	International Cocoa Initiative
<b>IFESH</b>	International Foundation for Education and Self Help
<b>ILO</b>	International Labour Organisation
<b>ING</b>	International Needs Ghana
<b>IPEC</b>	International Programme on the Elimination of Child Labour
<b>ISSER</b>	Institute for Statistical, Social and Economic Research
<b>IT</b>	Information Technology
<b>KAPs</b>	Knowledge, Attitudes and Practices
<b>KVIP</b>	Kumasi Ventilated Improved Pit Latrine
<b>LEAP</b>	Livelihood Empowerment Against Poverty
<b>LUTRENA</b>	West Africa Sub–regional Anti-child Trafficking Project

<b>MASLOC</b>	Micro Assistance Small Loans and Credit Scheme
<b>MDAs</b>	Ministries Departments and Agencies
<b>MDG</b>	Millennium Development Goals
<b>MESW</b>	Ministry of Employment and Social Welfare (formerly MMYE)
<b>MLGRD</b>	Ministry of Local Government and Rural Development
<b>MMDAs</b>	Metropolitan, Municipal and District Assemblies
<b>MMYE</b>	Ministry of Manpower, Youth and Employment
<b>MOE</b>	Ministry of Education
<b>MOU</b>	Memorandum of Understanding
<b>MOWAC</b>	Ministry of Women and Children’s Affairs
<b>NACVET</b>	National Council for Vocational and Technical Education and Training
<b>NGOs</b>	Non-Governmental Organisations
<b>NHIA</b>	National Health Insurance Authority
<b>NHIS</b>	National Health Insurance Scheme
<b>NIB</b>	National Inspectorate Board
<b>NPA</b>	National Plan of Action
<b>NPECLC</b>	National Programme on Elimination of Child Labour in Cocoa
<b>NSCCL</b>	National Steering Committee on Child Labour
<b>NSPS</b>	National Social Protection Strategy
<b>NYEP</b>	National Youth Employment Programme
<b>SFP</b>	School Feeding Programme
<b>SHS</b>	Senior High School
<b>SKCD</b>	Suhum Kraboa Coaltar District
<b>STCP</b>	Sustainable Tree Crop Project
<b>T&amp;D</b>	Training and Development
<b>TE</b>	Transitional Education
<b>THLD</b>	Twifo Hemang Lower Denkyira
<b>TUC</b>	Trades Union Congress
<b>TVET</b>	Technical and Vocational Education and Training
<b>UNESCO</b>	United Nations Education, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children’s Fund
<b>USDOL</b>	United States Department of Labour
<b>WACAP</b>	West Africa Cocoa and Commercial Agricultural Project
<b>WCF</b>	World Cocoa Foundation
<b>WDF</b>	Women’s Development Fund
<b>WFCL</b>	Worst Forms of Child Labour
<b>YDK</b>	Yen Daa Kye



## Executive Summary

The Cocoa Labour Survey in Ghana -2007/2008 commissioned by the National Programme for the Elimination of Child Labour in Cocoa estimated a quarter of the children, 430,595 (23.3 per cent) of the total number of children in the cocoa sector (1,846,126) engaged in at least one hazardous activity and 186,307 children (10%) in at least one cocoa specific hazardous activity. Figures from a pilot survey in 2006 had earlier on found varied exposure rate to common occupational hazards related to children engaged in cocoa farming activities. They included among others carrying loads 90%; using cutlass 75%; fetching water for spraying pesticides and fertilization application 30%. Prior these surveys, the Government of Ghana had since 2000 initiated diverse interventions to address child labour and its worst forms in the country. In 2006, with technical and financial support from the International Labour Organization, a project targeting child labour in the cocoa sector was implemented. Since efforts to address child labour in cocoa has been intensified including sensitization of the communities and the provision education which is considered the right response to child labour.

Besides education being the right response to child labour, the 1992 Constitution of the Republic of Ghana includes provisions that make it mandatory that every child should have opportunity to go to school. As a result, a Free Compulsory Universal Basic Education Policy (FCUBE) was introduced in 1995 to make basic school accessible to all children. In spite of this policy, a number of school-going aged children are still found outside the classroom, especially in rural and remote localities such as cocoa growing communities. To comprehensively address the problem, the Government of Ghana in collaboration with ILO, is adopting a strategy called integrated area-based approach to address the challenge in cocoa growing areas.

### ***Study methodology***

In order to ensure that the causes of child labour are tackled effectively, a needs assessment was carried out to identify the main issues that keep children out of school in the target project districts and to design appropriate interventions. The study involved a qualitative research that used secondary data, including literature review of legislative, policy and programme documents related to education to ascertain the state of education in Ghana. Primary research methods of interviews, focus group discussions, questionnaires and observations provided first hand data from six cocoa districts. Participants in the study included public officials at the national and district levels, teachers, parents, children and residents in the communities including migrants.

### ***Findings***

The study found that there are adequate legislative and policy frameworks to ensure equal access to education throughout the country. The challenge has to do with the enforcement of the laws, implementation of programmes and lack of adequate financial backing to the education policies. The study found a low level of commitment of parents in cocoa growing towards their children's education. Parents were also ignorant about other forms of education while the apparent apathy of the parents stem from their failure to see

the benefits of education, as most of the children performed poorly at the terminal examinations.

Children, the direct beneficiaries of the education policies have dreams of good education and productive vocations but consider them out of their reach. Lack of the needed infrastructure, teaching aids and fair distribution of qualified teachers who are willing to meet instructional requirements under the Education Strategic Plan continue to pose challenges to good academic performance. In addition, lack of role models in the communities and the limited demand for diversified skills appear to confine children's aspirations to only activities related to the cocoa sector. Children perceive that the easiest and most common solution is to migrate from their rural communities to urban centres in search of non-agricultural lucrative jobs.

Findings from the study also brought to the fore some consistency and uniformity across the six administrative districts covered, despite their dispersed locations. This was an indication that livelihood practices in cocoa producing communities have some similarities. Some of the key findings are:

- Both indigenous and migrant child labour is used by cocoa farmers.
- Children of indigenous cocoa farmers communities are more likely to go to school than the children of migrants.
- Most migrant cocoa farmers do not see the benefit of sending their children to school.
- Long distances to school discourage children and therefore affect their punctuality and regular attendance to school.
- Over 50% of the school infrastructure especially in rural communities is not child-friendly and sometimes unsafe and therefore needs to be improved.
- Lack of and inadequate school supplies especially text books are major problems that contribute to the poor performance of children in these communities.
- The reluctance of teachers to work in rural and remote communities and its related high attrition of qualified teachers is a major cause of the annual poor academic performance in the remote and rural cocoa growing communities.
- Parents and children have limited knowledge about other forms of education and are less interested in being educated about it.
- Provision of education is considered the responsibility of Government with no input from parents who see themselves as too poor to help their children.
- Children consider themselves as helpless victims of poor education and although ambitious, are very pessimistic about the future.

### ***Recommendations***

- Education should be provided as a right and not privilege for children in all communities.

- Provision of education should be multi-dimensional partnership led by the national mandated Ministry of Education (MOE) and its subsidiary agencies and departments such as the Ghana Education Service (GES), Non-Formal Division, COTVET, other Government agencies and the MMDAs and with support from Development Partners such as the ILO, UNICEF, UNESCO, World Food Programme and Civil Society such as Teacher’s Unions.
- Over 50% of schools in the cocoa growing communities, especially in the rural communities need to be supported. Keys among the immediate needs are school uniforms, furniture, safe environment and availability and adequacy of teaching and learning materials to make the school environment attractive to children.
- Education should be functionally relevant to the school children and not just a process of meeting national and international policy targets.
- Monitoring and Guidance and Counselling services in rural schools need to scaled up.
- Capacity building and motivation of teachers, both trained and untrained will contribute to higher teacher outputs and improved academic performance of teachers.
- Planning in education should comprise short, medium and long term objectives and actors and be followed up with implementation and monitoring.
- Peculiar needs of children should be identified and addressed including introduction of the school feeding programme in all nursery and primary, provision of bicycles for children who commute over long distances and mentoring for older children and provision of school items for needy children and those in deprived rural communities.

## Chapter 1: Background

### 1.1 Introduction

West Africa cocoa sector came under intense scrutiny in the year 2000 when media reports alleged incidences of child labour, including some slavery-like practices such as trafficking and forced adult labour in cocoa farming. The concerns expressed by trade unions, international agencies and consumers of cocoa products culminated in efforts to create child and forced labour free cocoa production. The chocolate industry in particular found it necessary to support the elimination of child labour from the industry. The Cocoa Industry, in partnership with United States Senators, led by Senator Tom Harkin and Representative Elliot Engel supported the passage of a protocol to eliminate Worst Forms of Child Labour (WFCL) and Forced Adult Labour (FAL) in cocoa production. The protocol involved the development of a certification standards framework in conformity with ILO Convention No. 182 on the elimination of the WFCL, for the production of cocoa and its derivative products for the industry and for all stakeholders especially cocoa growing countries.

Prior to the Harkin-Engel Protocol which was signed by major stakeholders in 2001, Ghana had ratified ILO Convention No. 182 in 2000 and signed a Memorandum of Understanding (MOU) with ILO for technical cooperation to eliminate all worst forms of child labour. A first Ghana Child Labour Survey<sup>1</sup> indicated that the agriculture sector, including the cocoa sub-sector had the highest percentage of child labour (57 per cent). In cocoa specific, a study by the National Programme for the Elimination of Child Labour in Cocoa (NPECLC) in 2008 found out that the agricultural sector still had the highest percentage of child labour with 48 per cent of them in cocoa and 36 per cent in other crop farms. Based on these findings, the Government of Ghana with international technical and financial support has intensified its efforts to eliminate child labour in the country, with focus on the cocoa sector. Thus Ghana's effort to eliminate WFCL from cocoa production is not a recent phenomenon.

An initial Country Programme in 2000 focused on commercial sexual exploitation of children, child domestic work and head portering activities by girls. Since that inception a number of projects, including the following ILO projects have been implemented to eliminate WFCL in Ghana:

1. Capacity Building Programme that focused on providing skills and vocational training for older children;
2. West Africa Anti-Child Trafficking Project (LUTRENA I & 11), a sub –regional project which withdrew children trafficked into worst forms of child labour especially in fishing communities, re-integrated them into their communities and enrolled them in basic schools or apprenticeship to acquire specialized vocations;
3. West Africa Cocoa and Commercial Agricultural Project (WACAP) – a sub-regional project that focused on the commercial agricultural sector, particularly on cocoa and rice production. The project withdrew children from WFCL in agriculture and

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<sup>1</sup> 2003 Ghana Child Labour Survey conducted by the Ghana Statistical Service (GCLS 2003)

supported them in school through provision of education services and economic empowerment of their families;

4. Time-Bound Project (TBP), an integrated project that promoted awareness and advocacy, enhanced the legislative and policy frameworks against child labour and the withdrawal and prevention of children from WFCL by enrolling and supporting them in school;
5. West Africa Project (WAP) focusing on the cocoa, fishing and mining sectors; and
6. The Cocoa Community Project (CCP), under which this assignment is being carried out with focus on cocoa.

In all these projects, basic education and skills development for children had been promoted as viable alternatives to child labour. In order to ensure the provision of appropriate education for children from child labour, a number of studies were also carried out under some of these projects; it included a study on appropriate curriculum for children withdrawn from WFCL<sup>2</sup> under the Country Programme and the Time Bound Project of Support (TBP). Other studies under the Capacity Building Project also led to the promotion of non-traditional vocations for girls. In addition, several education related activities including research on transitional and complementary education, informal education for older children, review and development of apprenticeship framework for Ghana, modules for capacity building under the National Youth Employment Programme and Trades for Children withdrawn from WFCL in urban areas were undertaken as part of the TBP. The objective was to ensure that interventions to address child labour respond to the demands on the ground.

Besides these activities by ILO, several other institutions including the International Cocoa Initiative and Cadbury Ghana have also undertaken studies and interventions to contribute to the provision of quality education and skills development for children and youth in cocoa growing communities. Findings have revealed similarities across the cocoa growing regions but have also brought to the fore some context-specific challenges that require further examination and understanding for the development of responsive interventions. In addition, since communities are dynamic and children continuously transit from childhood to adulthood, it becomes imperative that a needs based assessment is always carried out prior to the development of any interventions or action plans for child labour elimination.

## **1.2 Purpose of the Study**

Cocoa production currently occurs in 47 administrative districts. The figure could change when proposed new districts are gazetted. The Metropolitan, Municipal and District Assemblies (MMDAs) with the responsibility in Section 16 of the Children's Act, 1998 (Act 560) to protect children within their areas of jurisdiction, collaborate with various partners to implement a mix of interventions to enhance livelihoods of cocoa families including reduction of child labour. Some of the collaborating organizations are the COCOBOD, Danish International Development Agency (DANIDA), World Cocoa Foundation (WCF), International Foundation for Education and Self Help (IFESH), Winrock International and General

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<sup>2</sup> (a) Informal Education for Older Children; (b) Review of transitional and informal education and literacy approaches for vulnerable children, particularly children in WFCL in Ghana.

Agricultural Workers Union of the Trades Union Congress (GAWU of TUC). Other cocoa focused studies to inform stakeholder interventions are among the major studies are:

- Child Labour In the Cocoa Sector of West Africa by International Institute of Tropical Agriculture in Ibadan, Nigeria in 2002.
- Report on Children’s Involvement in Cocoa Farming Practices in Ghana by the Ministry of Women and Children’s Affairs in 2005.
- Pilot Labour Practices in Cocoa Production in Ghana by the Ministry of Manpower, Youth and Employment (MMYE) in 2007.
- Scaled-Up Cocoa Child Labour Survey in Ghana by MMYE with support from several Development Partners in 2008; and
- Cocoa Labour Standards in Ghana by Tulane University in 2010.

Some of these studies have addressed child labour in general but included in-depth examination of education as an alternative to education. For example, findings from the Tulane University and International Cocoa Initiative (ICI) reports have drawn attention to the relatively poor quality of education and the challenges with regard to access to education in cocoa growing communities. All the reports have however called for a comprehensive approach to the development of children including access to quality education and their transition to decent work in adulthood. Such comprehensive approach requires a good knowledge of the communities, including resources and constraints in order to plan and develop targeted interventions for both children and adults.

The overall purpose of this study therefore is to obtain primary context-based information for the planning, development and implementation of education related interventions to eliminate child labour and improve livelihoods in the targeted cocoa districts.

### **1.3 Operational definitions**

The study adopted the following concepts and definitions:

#### ***Education***

The Oxford Advanced Learner’s dictionary defines education as a process of teaching, training and learning especially in schools or colleges to improve knowledge and develop skills. Other networks describe it as any experience that has a formative effect on the way one thinks, feels, or acts. Education is thus the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another. The purpose of schools accordingly include developing reasoning about perennial questions, mastering the methods of scientific inquiry, cultivating the intellect, creating change agents, developing spirituality, and modelling a democratic society.

#### ***Alternative education***

Besides the formal education in schools, there is also alternative education which is known as non-traditional education. It may be used to refer to all forms of education outside

of traditional education (for all age groups and levels of education). This may include not only forms of education designed for students with special needs (ranging from teenage pregnancy to intellectual or physical disability), but also forms of education designed for a general audience and employing alternative educational philosophies and methods besides the processes indicated in the preceding paragraph.

### ***Transitional Education’ (TE) or ‘Complementary Education (CE)***

Transitional Education’ (TE) or ‘Complementary Education,’ refers to non-formal education initiatives for children, designed specifically for those who have missed the chance for formal education or whose schooling has not been regular or sustained. Under TE programmes, such children are given special courses to enable them catch up so they can be mainstreamed into more age-appropriate grades in formal school.

## **1.4 Research Objectives and Scope of Work**

The Millennium Development Goal 2 (MDG-2) focuses on achieving universal primary education that will ensure that by 2015, children everywhere, both boys and girls alike will be able to complete a full course of primary schooling. To achieve this, countries are expected to remove obstacles to education to the greatest extent possible. This also implies that no school going-age child should be engaged in child labour. The MDG 2 coincides with Ghana’s National Action Plan (NPA) for the Elimination of the Worst Forms of Child Labour in Ghana (2009-2015), <sup>3</sup>target for elimination of the worst forms of child labour by 2015. Any existence of child labour in cocoa production would therefore defeat the attainment of both MDG and the NPA targets.

This Cocoa Communities Project (CCP) therefore seeks to conduct needs assessment that identifies the real obstacles in the education sector in the cocoa sector. The immediate objective is to help find short, medium and long term solutions for effective mainstreaming of education policies, programmes, plans and strategies that will promote quality education and prevent the use of children in cocoa production in the target communities. In order to obtain the required information, the study covered the following:

- a) An overview of the existing policies, programmes and priorities in the education sector.
- b) A mapping of schools, education institutions, TVET (Technical and Vocational Education Training) centres, special education programs and initiatives, research and development (R&D) organizations, state-based organizations, international organizations and networks involved in target districts/communities.
- c) An investigation into children’s educational needs, their perceived solutions as well as their preferences.
- d) The priority areas of demand for skilled workforce in the cocoa sector, presently or in the future.

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<sup>3</sup> The National Plan of Action was endorsed by Cabinet on 20<sup>th</sup> October, 2010 and launched by the Government of Ghana in collaboration with Employers’ and Workers’ Organisations and other key partners including the ILO on 13<sup>th</sup> June, 2011 as part of activities to commemorate the World Day Against Child Labour. The Ghana Shared Growth Development Policy Framework (GSDPF 2010-2013) and the 2011 and 2012 Budget Statements includes NPA

- e) Existing and future barriers and gaps that cause a mismatch in supply and demand, identify existing education programmes that require an addition of related materials/curricula, create barriers for establishing and sustaining education programs (consideration should be given to areas such as (but not limited to): funding, administrative, implementation, human resource capacities, technological/infrastructural factors, social/cultural/gender, etc.).
- f) Presentation of some recommendations to the government, its relevant partners and more importantly the project to consider in the short, medium and long-term. Special emphasis should be placed on:
  - How to ensure smooth transition into decent work for children above the minimum age of admission to employment.
  - Alternatives and complements to formal education for working children in cocoa growing communities.
  - Exploring options to ensure the long-term sustainability of the proposed programs.

It is expected that the findings of the study will contribute to:

- Mainstreaming the fight against child labour in educational policies and programmes.
- Create an opportunity for investments into systems that improve enrolment and retention of children in school.
- Provide basis for advocacy for universal access to quality education through engagement with the Ministry of Education, Ghana Education Services and other stakeholder institutions.
- Facilitate a collaborative process with Government, International Donors, NGOs and the Private Sector for withdrawal and prevention of children (boys, girls and youth including migrant children and share-croppers) in cocoa growing communities from WFCL and provide them with relevant quality education.

Besides using the information in planning and programme development, the outcome of the needs assessment is expected to serve as an advocacy tool for securing commitment across public and private institutions to help improve access to relevant and high quality education for children in target communities. The coverage of the study was therefore based on extensive discussions with ILO Project Consultant to agree on appropriate scope. The discussions and subsequent agreements led to coverage of six cocoa growing districts. The thirty six communities used as the sample sites in the study are attached as Appendix A.

## **1.5 Challenges to the Research**

Even though detailed consultations have been made at the district and regional levels, discussions at the national level, though initiated, was constrained by tight schedule of officers. Notwithstanding, through persistence and several visits to mostly middle level officers, very useful information was gathered on the challenges and mechanisms for



mainstreaming child labour into education policies and programmes. The fieldwork at the district levels were equally constrained by unwillingness of some DAs to give adequate attention to the study by way of responses to issues. A few officers explained that their reluctance was due to the fact that other previous studies carried out in their districts had not resulted in any changes to their circumstances.

The most challenging issue however is related to the timing of the study. The study coincided with the rainy season. Field work in the Western region was delayed by inaccessibility to some of the communities due to floods which resulted in closure of schools for some days, disrupting the field schedule. The school holidays at the end of the academic year in July also made it impossible to verify and clarify some of the data during the analysis of information. This resulted in a delay in the submission of the report.

In the Wassa Amenfi West District, we had to make some detours. To get to Yereho, some team members had to be carried by local residents on their backs to cross two streams which had over-flown their banks. Teachers were however receptive and responded to questions outside school working hours and on weekends.

### 2.1 General child labour: context of the study

Children's labour has been mobilised and exploited for diverse and different purposes at different periods in the world but came into the lime light during the industrial revolution in Europe. However child labour is often misrepresented as child work although child work is different from child labour. The misrepresentation arises from the fact that work in the domestic setting sometimes under the guise of social upbringing practices could sometimes be excessive and detrimental to the child's development although child work should not affect the child's education, morals, health and development.

Notwithstanding the location, either in the domestic or public setting, the use of child labour has been found to be detrimental to the child either socially, economically, psychologically or in combination. Paradoxically, child labour whilst presenting the façade of benefits to families most often in the immediate sense, in the long term, deprives the child from attaining the full potential for growth and productivity. Children's labour deprives the individual from enjoying the opportunities and privileges of childhood, a period that offers the individual the greatest opportunity for growth and development. On the social front, engagement in labour denies the child the opportunity of receiving the educational grounding for optimum development and productivity in the longer term.

Child labour is attractive and provides a number of advantages to those exploiting the labour, however to the disadvantage of the children themselves. Unfortunately, children's labour in most cultures is accorded low priority with little or no sanctions for violating these rights. In Ghana, there is a thin line between fosterage and child labour, as such, child labour is justified culturally as part of the socialisation process (CSPS, 2008). Children naturally are not complaining workers and would not protest, let alone agitate for rights and desire to be unionised. The application of minimum levels of force and coercion could get them to work, no matter how hazardous the work could be.

Child labour in Ghana is partly a product of poverty, the demand for cheap labour in industry and agriculture especially in the informal sector and the failure of the state to enforce child rights including education. As a result, there was over a decade ago, close to over two and half million children (40% of all children in Ghana) engaged in economic activities (GCLS, 2003). According to the Ghana Child Labour Survey report, published by the Ghana Statistical Service in 2003, children's engagement in labour commences as early as age 5, with the largest proportion (15.4%) of them starting at age 8. The report stated further that by 8 years, 'more than half (54.8%) of children had started to work. A larger proportion of males (57.9%) than females (51.4%) had worked by age 8 (GSS, 2003). The report revealed further that more than 50% of working children are engaged in the informal sectors, such as agriculture, forestry and hunting.

Most children have been pawned and transported to distant places for engagement in work. Some of them have been used as debt bondage for collateral for loans contracted by family members, especially parents and guardians (ING, 2002). Preparatory studies for the ILO/USDOL Ghana Time Bound Project in 2004 by ILO and the then Ministry of Manpower, Youth and Employment revealed that the failure of the state and the weak

institutional arrangements have contributed to the growing incidence of child labour. The generally low awareness of the legal provisions on child welfare and employment issues, plus the attendant failure of the state to provide for and protect the rights of children has led to the perpetuating of child labour in Ghana and in most countries across the world.

On the whole, it is difficult to assess the returns of child labour in terms of remuneration and the long term effects on both the child involved and the family. For example, the contributions of children engaged in domestic labour, especially those that are in family work as in the cocoa sector, have never been quantified. This is because any compensation or income is captured as part of the family services. Besides such covert exploitation, at the legislative front, there has been evidence of institutional failure and the inability of the state to provide and guarantee the rights of children. Firstly, the data showed the institutional weaknesses and the failure of the state to abide by constitutional provisions as enshrined in the Directive Principles of State policy. Secondly, evidence from the data showed clear contraventions of the Children's Act 1998 (Act 560).

In sum, child labour in Ghana cuts across the broader spectrum of society. Children have been engaged at various times in their lives in one form of labour in family occupations and in the informal sector mostly. In the cocoa sector, children are expected to assist their parents in the production of cocoa by undertaking activities as transplanting seedlings, pruning, weeding, carrying of cocoa beans and spraying among others. Due to the variety of activities, the hazards and risks involved vary from injuries to poisoning. The multiple child labour activities require diverse interventions to protect children in cocoa growing areas.

## **2.2 Relationship between Child Education and Child Labour in cocoa target communities**

The Ghana Statistical Service estimates indicate that close to 28% of children in Ghana between the ages of 5 to 14 are involved in child labour activities and for that matter are out of school. Out of this proportion, over 50% are engaged in farm labour with cocoa farms engaging about 65% of them. According to the Ghana Child Labour Country Brief (2008) about 11% of children aged 5-14 are engaged in the labour force and do not attend school. These economically active children are less likely to attend school than those who are not working, with 59.7% of them attending school as compared to 86.5% of those who do not work. It is envisaged that with the various interventions, child labour in cocoa would be addressed.

Studies by the General Agricultural Workers Union of the Trades Union Congress in Ghana in 2007 have revealed that child labour in cocoa involved both indigenous and migrant children, especially in the remote areas of Ghana and Cote d'Ivoire. The farms are usually situated on the outskirts of the towns; thus, access to schools is greatly inhibited. As a result, children of school going age particularly pre-school children are often reluctant to go to school due to long distances that the children have to cover, sometimes through the forest before reaching school late. The long distances to school that is covered daily invariably has effect on school attendance and performance.

## **2.3 An overview of the existing legislations, policies, programs and priorities in the education sector**

### **2.3.1 Legislations**

The rights of children, their protection and welfare have been matters of concern to Government and stakeholders and measures have been put in place to secure the future of children. Apart from Constitutional provisions, some of the measures over the past two decades have included the promulgation of Children's Act of 1998 (Act 560), the Labour Act of 2005 (Act 651), the Human Trafficking Act of 2005 (Act 694) and the Domestic Violence Act of 2006 (Act 732) which in diverse ways contribute to protection of children from labour and harmful practices.

### **2.3.2 Education Policies and Programmes**

Education in Ghana dates back to pre-colonial period where traditional systems of socialization were used to transfer knowledge and skills to the younger generation. Some of the socialization practices included apprenticeship for boys and practical hands on training in the home to introduce girls to care and home management that were considered the primary functions of women. This informal education which was not regulated was based on the individual child's rate of absorption and directed at developing the child's productive functions, positive attitudes, self-reliance, sense of dignity and good citizenship (Bassey, 1991, Mensah, 2001).

### **2.3.3 Educational Reforms in Ghana**

Major reforms and policy reviews that have taken place in the education sector include the adoption of the following mission statement and goals in September 2007:

#### ***Mission Statement for Education***

The mission of the Ministry of Education is to provide relevant education to all Ghanaians at all levels to enable them to acquire skills that will assist them to develop their potential, to be productive, to facilitate poverty reduction and to promote socio-economic growth and national development

#### ***Goals of the Education Sector***

In fulfilment of the Education Mission, The Ministry of Education will provide the following:

- a) Facilities to ensure that all citizens, irrespective of age, gender, tribe, religion and political affiliation, are functionally literate and self-reliant.
- b) Basic education for all.
- c) Opportunities for open education for all.
- d) Education and training for skill development with emphasis on science, technology and creativity.

e) Higher education for the development of middle and top-level manpower requirements.

In providing these services we will be guided by the following values:

- Quality education.
- Efficient management of resources.
- Accountability and transparency.
- Equity.

Other major reforms that have taken place in a bid to promote education as a right accessible to all children are:

1. Education Act of 1961
2. New Structure and Content of Education 1974
3. Dzobo Commission Report of 1975
4. Evans Anfom Education Commission Report on B
5. Basic and Secondary Education 1987/88
6. Education Reform Program 1987
7. University Rationalization Committee Report 1988
8. Free Compulsory Universal Basic Education Program (fCUBE) 1996 (in response to provisions of the 1992 Constitution)
9. fCUBE Policy Document and Program of Operations, 1996
10. Ghana Education Trust Fund - GET Fund Act 2000. (Act 581)

### ***Free Compulsory Universal Basic Education***

The 'free compulsory universal basic education' is the flagship of Ghana's educational policy and takes its roots from the vision at the time of independence. Its four core tenets are to:

- Improve the quality of teaching and learning.
- Improve management for efficiency within the education sectors.
- Improve access and participation.
- Decentralize the education management system.

The policy is fully anchored in the 1992 Constitution of the Republic of Ghana. Article 38 of the 4<sup>th</sup> Republican Constitution enjoins the Government to provide free basic education for children all and in all the regions of Ghana. The policy is also in tune with the goals of the World Declaration of Education for All (EFA) and the current MDG 2 of getting all children of school going age into school by 2015.

In 2007, the basic education policy was revised to include 2 years of preschool education. This adds up to a total of eleven years when children are expected to be engaged

in basic education until about 15 years, the age for legal employment in Ghana. The two year pre-school has contributed to reducing the number of young at risk children who would otherwise be exposed to hazardous work environments when they accompany their parents working in places such as quarries and night clubs could invariably end up in WFCL.

### ***The Capitation Grant***

Following a review of the fCUBE policy in 2005 after a decade of implementation, an assessment was carried out to identify constraints that were likely to defeat the achievement of the MDG goals. The review led to the introduction of a capitation grant to each pupil in the public schools to cover logistics such as furniture and text books. The goal was to reduce some of the economic burdens of schooling such as levies and textbooks on parents and thereby serve as an incentive for parents to enrol their children in school. Over the years, the amount has been reviewed periodically and is currently four Ghana cedis fifty pesewas (GH¢ 4.50) per child.

### ***Ghana School Feeding Programme (GSFP)***

In 2005, Ghana School Feeding Programme (GSFP) a multi-sector child welfare programme was launched on a pilot basis to provide one hot meal a day for school children and ensure healthy development. The first phase of the programme was rolled out in 2007 with financial support from Netherlands. The objective is to reduce short term hunger and malnutrition among school children in order to promote effective learning. In addition, it aimed at contributing to the promotion of local economic development and helps generate employment at the community level.

### ***Education Strategic Plan (ESP) 2003-2015***

The ESP embodies the vision and action plans to the education in consonance with Government's decentralization policy and in partnership with families, schools and local communities.

Recommendations of the 2002 Presidents' Educational Review Committee and the Education Strategic Plan (ESP) 2003-2015 led to the Education White Paper 2004 and New Education Reforms of 2007, subsequently given statutory force by the Education Act 2008. As with previous education reform policies, there is an attempt to bridge the persistent gender and geographic disparities in access, quality and community participation in school.

#### **2.3.4 Other Non-education Programmes that Contribute to National Response Against Child Labour**

Institutional systems and structures which have been put in place as part of national response are many and vary in scope and purpose. Key examples are establishment of the National Steering Committee on Child Labour as overall coordinating body for child labour elimination programmes in Ghana with the Child Labour Unit of the Ministry of Employment and Social Welfare (MESW) as a focal point for programme interventions. The Ministry also houses the National Programme for Elimination of Child Labour in Cocoa (NPECLC). All these interventions are complementary to the education policies of Free

Compulsory Universal Basic Education (FCUBE), School Feeding Programme and Capitation Grant.

### ***The Child Labour Unit of MESW***

The position taken by Government of Ghana in handling the issue of WFCL demanded high level commitment especially in the area of technical assistance for action. The Child Labour Unit (CLU) was therefore established under the Ministry of Employment and Social Welfare as foci of national child labour elimination programme for MDAs MMDAs, Employers and Workers Organisations, International agencies such as IOM, ILO, UNICEF and others as well as CSO. CLU's mandate covers policy and legislation reforms, programming and direct action for withdrawal and rehabilitation of victims of WFCL in Ghana.

### ***The National Steering Committee on Child Labour***

A National Steering Committee on Child Labour was established in 2000 as a coordinating body of all child labour elimination programmes in Ghana. The Committee included MDAs, Employers and Workers Organisations, Universities and CSOs and was chaired by the Deputy Minister of MESW and had six sub-committees namely :

- policy advisory,
- technical sector activities,
- education and skills training,
- cocoa sector
- sensitisation and
- social mobilisation

The NSCCL was reorganised and inaugurated on 7<sup>th</sup> October 2010. It now has 3 sub-committees:

- Policy, Education and Skills training sub-committee,
- Advocacy, Sensitisation and CLMS Sub-committee and
- Cocoa, fisheries and mining and quarrying subcommittee.

Its functions include:

1. facilitating consistency between the planning and implementation of national education (including technical and vocational skills training) policies and efforts to eliminate WFCL under the NPA Framework;
2. assessing the nature and kind of the educational and skills training alternatives provided to children prevented or withdrawn from the WFCL, the opportunities and constraints involved, and provides necessary advice and recommendations; and
3. reviewing of progress reports of agencies providing educational and skills training alternatives to target children.

***Pro-Poor Policy Issues and Economic Empowerment Interventions that relate to Education***

The poverty profile of Ghana indicates that an estimated 40 per cent of Ghanaians are poor and approximately 26.8 per cent of population are extremely poor while 14.7 percent are classified as “poorest of the poor” (GLSS 5). Pro poor policies involve Social Protection Programmes instituted by Government of Ghana and other CSO bodies to cushion the poor and the vulnerable. Specific interventions include the Poverty Reduction Strategies (PRS), National Social Protection Strategy (NSPS), National Youth Employment Programme (NYEP), National Health Insurance Scheme (NHIS), Micro Assistance Loans and Credit Schemes (MASLOC) and Women’s Development Fund. Rural communities in cocoa growing areas are expected to be among the beneficiaries.





## Chapter 3: Research methodology

### 3.1 Literature Review

The study dwelt on both secondary and primary data gathered from stakeholder institutions including Ministries, Departments, basic educational institutions, District Assemblies parents including cocoa farmers and children in target communities (Appendix A). An initial step was literature review especially on the development and status of education in Ghana and reports of studies related to the project communities and the cocoa sector. Sources included books and official documents and publications related to education, children and child labour in Ghana; the internet was also used.

### 3.2 Questionnaires and Interviews

Collection of primary data was obtained through interviews of representative sample of different stakeholder groups acknowledged in Appendix A. These interviews were based on questionnaires, a set of fixed questions with both opened and closed answers reviewed and approved by the ILO Project team. The open-ended sections of the questionnaire allowed interviewees to openly express their opinions and allow for further probing for clarity and summation of views.

The individual interviews were complemented with focus group discussions of identified groups, specifically teachers, indigenous farmers, migrant share croppers and farm hands as well as school children above ten years. Information obtained from younger children was done through informal and unstructured communication. The discussions with adults took the form of loosely structured interviews to ensure uniformity in the data collection in order to facilitate analysis of the data. In the concluding part of the FGD, each participant was given an opportunity to give a statement about his or her perceptions about education in the community and its implications for him or her personally.

### 3.3 Observations

Another key source of primary data was observation in the family, community and school settings. These included both participant observation in the classrooms where research assistants sought permission to be present during school hours to obtain first-hand information about daily school activities of both teachers and children. It also included inspection of school premises, infrastructure as well as obtrusive observation of the community and some district and circuit education offices.

In the gathering of primary data, the Consultant's team identified four national level institutions; Ministry of Education, Ghana Education Service, Ministry of Women and Children Affairs, Council for Technical and Vocational Education and Training where sets of questionnaires and interview guides were administered. Some personnel of the Non Formal Education Division of the Ministry who had previously worked on other ILO/IPEC programmes and are very conversant about education for children engaged in labour activities were also interviewed.

The District level institutions identified and from which questionnaires were administered included District Assemblies (DAs), District Offices of the Ghana Education

Service (GES), Department of Social Welfare, Ghana Health Service and Community and Labour Departments. District Assembly interviews were meant to ascertain the state of educational systems in the district, especially about the infrastructure, programmes and arrangements to strengthen education. It was also to obtain information on children's participation, commitment of parents and communities to education and general perceptions on education at the community level. It was also to bring to the fore, the collaboration between the public and private citizens as a way of determining the level of social accountability in the provision of basic education at the community level.

The second district level investigations were the teachers in the various basic schools in the target communities. Two teachers plus the head teacher were to be interviewed in each community. However because all the district capitals had more than one public school comprising some local authority and mission schools, sample size was double for the district capitals. In five of the schools, the head teachers were not present; in seven of the communities only one teacher besides the head teacher was available. In other communities, only volunteers were present. For example, Nyamebekyere at the outskirts of Twifo Praso, there was only one volunteer at post who doubled as the head teacher and shuffled between three partitioned locations under a shed serving as kindergarten and classes one and two.

A total of 108 basic school teachers and volunteers therefore responded to issues such as communities' responsiveness to education, parents' perception of education, pupils' attitude to schooling, prevalence and factors orchestrating child labour in cocoa farming as well as attitudes of indigenes and migrants to schooling and child labour, among other concerns.

The third level of investigations covered cocoa growing families/households (i.e. parents and guardians). They responded to issues on level of involvement of children in cocoa farming, type of work that children undertake in cocoa farming, status of education at community level and contribution of education to their lives. Three cocoa farmers were interviewed per target community. Out of the three farmers, purposive selection was made to ensure that one was a migrant farmer or parent. A maximum of 6 children were interviewed in each community, totalling 216 children besides interaction with some young children in pre-school.

### **3.4 Focus Group Discussions**

Three focus group discussions were held in each district. In each community, separate Focus Group Discussions (FGDs) were held with teachers, farmers and children to obtain first-hand information on state of education systems in the communities as well as knowledge, attitudes and perceptions (KAPs) from teachers, children and farmers who were also the parents.

In addition to the above, other FGD were with migrant farm workers alone in three communities and for migrant farm owners in Asunafo North Municipality, Wassa Amenfi West and the Suhum Kraboa Coaltar districts. It was not possible to organize one for circuit education officers in Wassa Amenfi West due to difficulties in bringing them together as a result of heavy rains and floods at the time as commuting was a big challenge. Six focus

group discussions of children, (one per district) were organized. In Asunafo North Municipality, Wassa Amenfi West and the Suhum Kraboa Coaltar districts, discussions were organized for migrant children respectively while those in the remaining three districts focused on indigenous children. Informal interaction was held with early childhood children, (those below 8 years) at play outside school hours to find out their interest and what they would like to have at the preschools. Though not structured as FGD, they were very insightful.

### **3.5 Analysis of Data**

Secondary source information (mainly from literature review) was collated and analysed to provide the framework for situational and comparative basis of the study. The materials on concepts of child labour and different types of education were used to understand the nature and types of work and schooling of children in cocoa production districts. Information from the questionnaires and interview guides administered to national, district and community level institutions comprising teachers and farmer respondents were coded and analysed.

The analysed data was compared to information obtained from the literature review to draw out correlations, patterns, deviations, among others. The findings of the study are captured under the expected outputs as outlined in the ToR and therefore start with an overview of child labour and the legislative and policy frameworks of education.



## Chapter 4: Findings of the study

The findings of the study are sequentially reported based on the guidelines in the terms of reference.

The survey was conducted in six political districts in Ghana. In all, 78 teachers and 30 head teachers were interviewed. Although teachers are part and parcel of the community and in most cases resident in the community, this study treats them as a separate category because of the unique position they occupy in the community. As teachers, they are public officers and the repository of knowledge and provide the intellectual leadership for the people with some of them serving as secretaries in the chief's court and others as Assembly Members. Besides their professions, they are opinion leaders in the rural areas.

The study also covered 6 District Directorates of Education, 4 District Planning Officers, 3 District Social Welfare Officers and 4 circuit supervisors. Others were 9 MMDA functionaries and officials. The community members including parents have varied backgrounds including a police officer, a social worker, driver, linguist, catechist an agriculturalist and traders among others.

### *Education Development Issues*

The accelerated programme aimed at the expansion of education initiated in the post-independence period and subsequent education reforms including the fCUBE programme had led to the expansion of pre-school and basic schools. The religious bodies, especially the Christian sect also contributed to a large extent towards the expansion in basic education. The Roman Catholic, the Presbyterian and Evangelical Presbyterian church affiliated schools are a common place in all the district capitals and the communities studied.

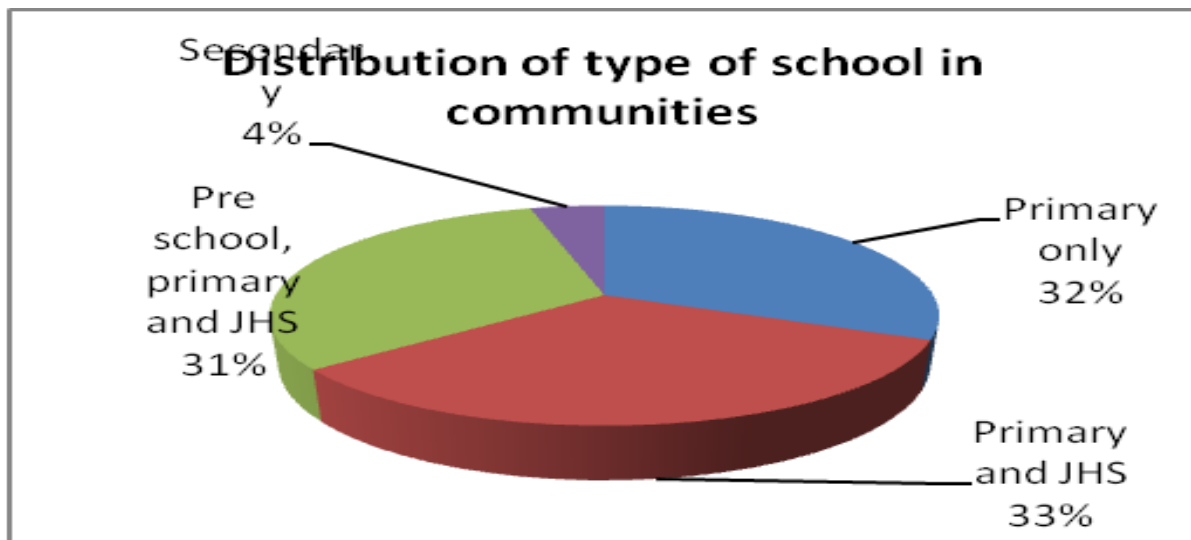
#### **4.1 A Mapping of Schools, Education Institutions, Technical and Vocational Education Training) Centres**

##### a) Distribution of schools

All the communities covered by the study have pre-school, as well as basic school facilities up to the primary level. The nature and type of the school infrastructure decline as one moves from urban centres towards the cottages and villages. The closer the community to an urban centre, notably, the District headquarters, the higher the chances of attending a well-endowed' school and the existence of post basic education as shown in the mapping schedule attached as Appendix A

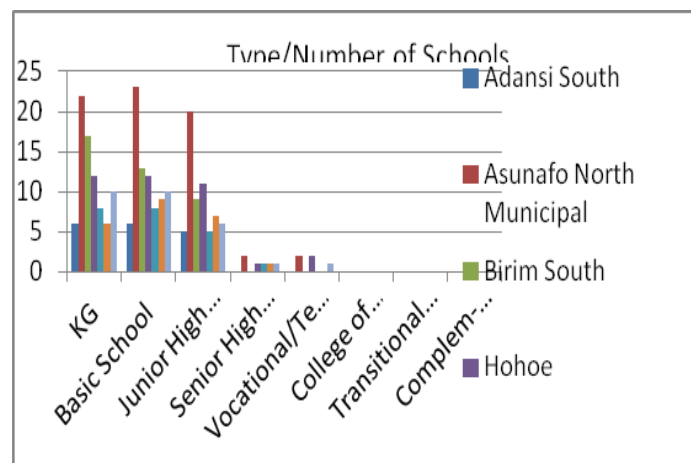
Out of the total number of 36 communities in the study, 31% have pre-school, 38% have both primary and JHS in the same community and 32% have only primary schools. The chart below presents a graphic picture of the situation of the mapping schedule.

**Figure 1: Distribution of type of schools in communities**



The graph below represents the analysis of the detailed mapping of schools in target communities attached as Appendix A. There was no complementary or transitional education in any of the communities.

**Figure 2: Distribution of type and number of schools in communities**



Close to 59% of the schools in the study area are within 30 minutes walking distance from the residences of the children and therefore easily accessible. 23% are between 30 minutes and an hour's distance and the remaining 18% are located beyond an hour's walk.

Although there are non-formal education units in the district offices of education, their activities are focused on adults and young people's functional literacy and numeracy. Course contents are not in conformity with the curriculum of the basic school level neither are they tailored to the cognitive development of children nor certification for academic, technical or vocational advancement. There is no cut off age for adults. However, participants often ranged from middle age to and old people. One non formal education officer was of the view that children and young adults often felt out of place among these "family and old people" Children therefore have limited access to only the formal education

in the basic schools and no alternative, transitional nor complementary education outside of the standard classroom education in the study communities.

Mapping of senior and technical schools helped to determine the opportunities available to children beyond the terminal basic junior high school. All Senior High Schools in the study area are located in the district headquarters, with limited participation by those in the villages and cottages. The existence of higher institutions though not directly part of the study was used as reference to find out about future aspirations of children in the community.

With all the senior and technical schools located in the urban areas, the implication is that children from rural target communities have to be in boarding schools commute daily to schools from their communities or find host families to live with in the towns. All parents who participated in the study indicated that it would be difficult for them to financially support their children or wards through senior high school where they would be required to pay school fees or be in boarding houses.

Interviews revealed that almost all indigenes were likely to send their children to senior high school if given the chance. Migrant farmers saw work as priority and little benefit from sending their children to school.

#### b) School Infrastructure

School infrastructure to a very large extent affects school attendance and also motivates enrolment and retention. It has been asserted that one of the attractions to school is the adequacy and appearance of the school building. Where the structure seems more of a sun shade than that offering protection against the vagaries of the weather and participation in school is only attractive in the dry season, the propensity of children to go to school is greatly diminished during the dry season.

It was realized that less than 30% of schools in the rural study area have good school infrastructure, defined in terms of safety, strength and protection against the weather in its various forms. Safety here is relative in the sense that the children are protected from intruders and animals so long as school is in session. On the other hand, most of the schools are without doors, window shutters and locks and intrusion is possible by both humans and animals. 43% of the schools are in deplorable state with weak clay structures with the basis eroded.

About 30% of the rural schools are using following shed-like structures that were adopted to solve the problem of schools under trees. In two communities, the structures are being constructed in relation to the progression of the school. In Apagya, for example, there were only classes 1 to 3; as the children progress to higher classes more sheds are planned to be constructed with the help of the community to accommodate new entrants to school. Some of the roofs are also made of rafts and palm fronds and pose danger to the children.

There has been some rehabilitation in some of the schools at the district capitals such as Suhum and Asankragwa. Although the local authority school has been rehabilitated, the over hundred-year old Methodist primary school in Suhum is in a deplorable state, resulting in cancellation of classes anytime it rains. MMDAs are responsible for provision of



education infrastructure although the current decentralization policy excludes the education and health sectors.

It was evident that there were in most cases poor maintenance of the schools.



Primary school at Akpafu in Hohoe District

*This community school falls into Category B schools of average standard and non-high risk environment as the children are protected from heat and rain. The durability of the structures however is doubtful.*



In seven communities, Subrisu, Nyame bekyere, Gorjiase, Sikanti, Nsueam and Likpe all the pre-schools are kept together without separating them into 1 Kindergarten (KG) preschool 1 and 2 as the guidelines indicate. There were no specialized early childhood education materials except some pictures depicting in some cases, various types of fruits and a globe. It was evident that instructional materials were inadequate.

Observations revealed that children spend most of the time on recitations, sleeping or playing outdoors. The community through their own initiative provide food for the young children.

Apart from the small chairs and benches for the children in the urban schools, about 40% of the pre-schools have mats on which the children are made to sleep or lie down in the absence of engaging them in some cognitive development activities. Parents' understanding from individual and focus group discussions show that they perceive pre-school as a childcare centre and not preparatory into mainstream basic education.

However, at the beginning of the 2011/12 academic year Tetekasom was fortunate to receive 40 workbooks for KGs 1 and 2 on Environment, Literature and Numeracy. These were accompanied by one teacher guide book each for each subject. Prior to that, the school had not received any textbook for the primary level within the past two years.

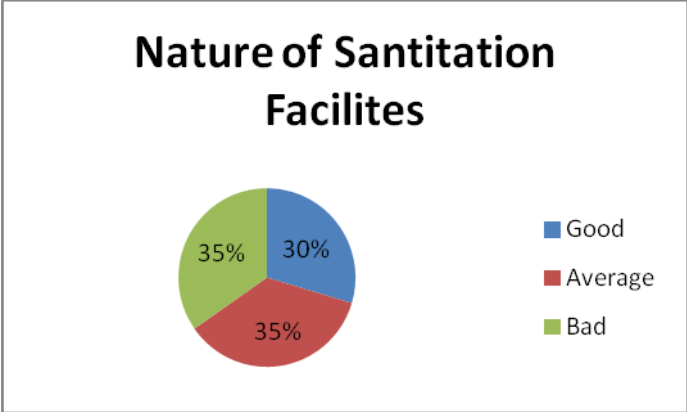
School maintenance is the responsibility of the MMDAs and the funds from the capitation grant. Funds from the capitation grant which based on the number of school children are woefully inadequate at the current amount of GHC4.50. As a result the highest amount of grant received in the SKCD rural communities for the first term of this academic year is GHC 482.80. Releases are always delayed and head teachers need to apply as and when children are enrolled.

Records of admission and class registers need to be verified to ensure attendance in school prior to approval. Although policy guideline stipulates that Circuit Supervisors are required to visit schools at least five times during the term, the frequency is not strictly complied with due to non availability of funds. The study revealed that on the average, schools could expect three visits per term. As a result capitation grant applications that need to get to district offices are also delayed leading to financial stress of the schools. Field data showed that most of the rural communities have enrolments between fifty and therefore received low grants below GHC 300. For example Kromameng received GHC259.76 while the nearby relatively larger village of Kwame Kyere with more than a hundred school children received GHC 482.80. In both situations, the amounts are woefully inadequate for effective maintenance of school buildings, furniture and surroundings. Hence the apparent neglect of seemingly unfriendly school premises.

c) School Sanitation

All schools enumerated have sanitation facilities defined in terms of the availability of urinals, toilet and hand washing facilities. The nature and type of these facilities vary, ranging from make shift structures to buildings of various types.

**Figure 3: Nature of Sanitation Facilities**



The safety or otherwise of these facilities also presented indicators for assessment. Schools in proximity to urban centres have relatively good sanitation, especially toilet facilities.

Parent Teacher Associations in the study communities have always contributed to maintenance or construction of facilities either through labour, finance or both. In Kokoso and Aboabo, the PTA constructed a two-seat toilet facility for the school. From the study, it was evident that the head teachers have good rapport with the PTA and look up to them for diverse forms of support in the management of the school.

In five communities, enclosed spaces were only made available to the girls and were meant for urination only. Older school girls who might have need of changing facilities during menstrual periods have to go back home or be absent from school for the period.



A Make-Shift Toilet at Atobease

d) Availability of learning and teaching materials

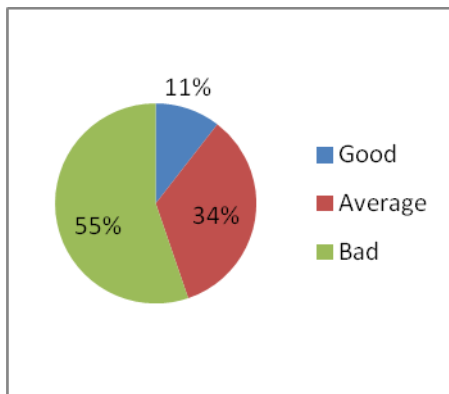
The supply of text books especially in basic schools in Ghana is the preserve of Ghana Government as part of the fCUBE programme. Four out of the six communities in SKCD have not received any text books in the past two years from the Ghana Education Service. Findings in other communities were similar. There is no standard procedure for the acquisition and distribution of teaching materials; district offices of education distributed them as and when received. One Regional Director bemoaned the practice of contracting the distribution of school materials to private transport operators. He explained until the poor maintenance and often cited lack of funds for maintenance, the haulage trucks of the GES performed efficiently. He suspected that some of the books could be diverted.

The Regional Director lamented that there is a certain element of politics being played with the distribution of school items. For example, the distribution of uniforms to a handful of children on the first day of school should be preceded by effective needs assessment in deprived communities. Similarly selection of schools for school feeding programmes should done on a purely decentralized basis, The inability of GES to fulfil its mandate of providing needed teaching and learning materials has led to situation where both government institutions sometimes only inform the district and circuit staff of the programmes. For example, the distribution of exercise books to some of the study communities should be the norm and not in memory the birthday of Ghana's first President, Dr Kwame Nkrumah. The practice shifts education from the realm of right to that of privilege. Thus Tetekasum was privileged to receive 273 mathematics books, 273 writing books, 174 English books and 600 exercise books on Dr Kwame Nkrumah's birthday

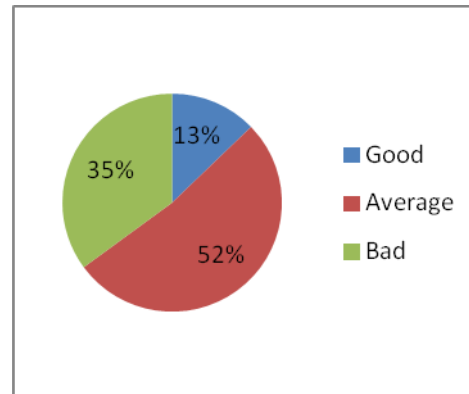
The indication is that the government through its agency, GES has not been responsive enough in the supply of these text books. There is strong knowledge and perception amongst the community members that the government has that responsibility but has failed to perform to expectation. The study revealed that more than 55% of the schools in the area have either no textbooks or limited supply where available. Some communities had not received a single text for over two years; others had benefitted from philanthropists for insufficient supplies as in Mim and Goaso. The indication is that the teachers had to spend instructional time copying out materials from the old or worn out text books on to blackboards with in some cases with chalk bought by PTA or capitation grant for the children to copy. This practice invariably does not promote interactive comes without

room for explanation, which is an essential ingredient of teaching. In some cases, some of the children are made to write out the materials for the others to copy. In some instance, especially in the case of reading and comprehension, over 50% of the children share \ books or just recite what the teacher dictates.

**Figure 4: Availability of textbooks**



**Figure 5: Availability of exercise books**



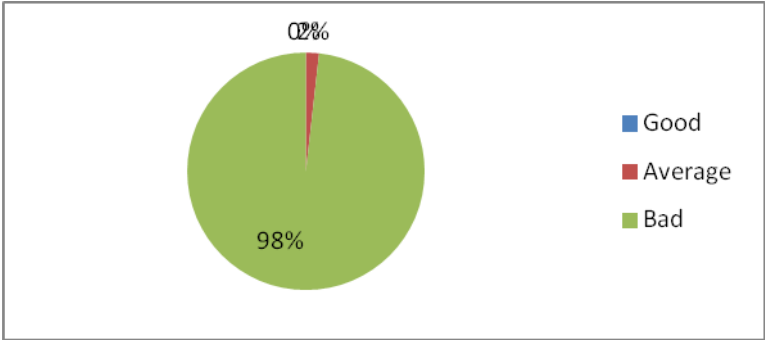
The situation is no different for exercise books. They are inadequate and in most cases worn out. The perception that government is responsible for the supply of text book holds and as such most parents and guardians are not willing to procure them for their wards.

The inadequacy of teaching materials is a feature in both the urban and rural schools. In the urban schools, some children had bought some of the books themselves, thus, easing the pressure on that of the schools.

In five schools in SKCD, ANM and THLD districts where some of the rural schools' establishment is through the efforts of the community, the provision of adequate school items for such communities would have served as incentives. This is not the situation on the ground. In three schools there were less than ten copies of textbooks for the classes of 28, 32 and 35. Teachers are compelled to copy texts on the blackboard. Examination of school children's exercise books in all the communities revealed that the poor writing skills of some of the children lead to frequent spelling mistakes and poor learning. The situation covertly reduces the instructional hours in classes as part of the time is spent copying notes that should have been readily available.

The study revealed that schools in the study area lack safe and secure playground and toys for the pre-school level. The same applies for the primary and JHS levels. All the rural schools lacked required infrastructure and facilities for practical training and demonstrations. They do not have workshops for such subjects as technical drawing and wood work. They also lack science and ICT laboratories including the absence of computers for training. Even in areas where these structures exist, they are empty and ill-equipped.

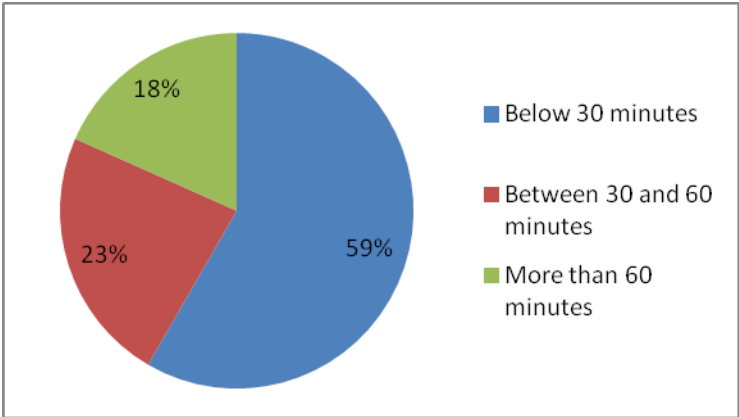
**Figure 6: Distribution of ICT laboratories and workshops in the communities**



e) Access to school

Access is defined as the availability of school infrastructure and services and proximity (within reasonable radius) had been identified as some of the factors that impede effective participation in school and attendance. The GES policy recommends a maximum radius of five kilometres for children. Tremendous effort has been made to implement this policy. However the distance of three to five kilometres between the nearest schools and the communities without schools contributes to the existence of some out-of-school children in some of the study areas, particularly in the Wassa Amenfi West and the Asunafo North districts.

**Figure 7: Time for commuting to school**



Generally, children in communities without schools commute on the average of 2.5 km to school, making a return journey of 5 km a day. Seventy-one per cent (71%) of children in these communities go to school less than 2 km from their communities. All the children in communities in Amansie East, Birim South, Suhum-Krabo-Coaltar and Twifo Hemang Lower Denkyira districts covered in the study attend school within 2 km radius. On the other hand more than 66% of children in Birim South district and 33% in Hohoe District make a 5km round trip to school. Overall, 28% of communities without schools have their nearest school within the 5 km radius. Details of distance covered by children in each community are provided in the school mapping chart attached as Appendix A

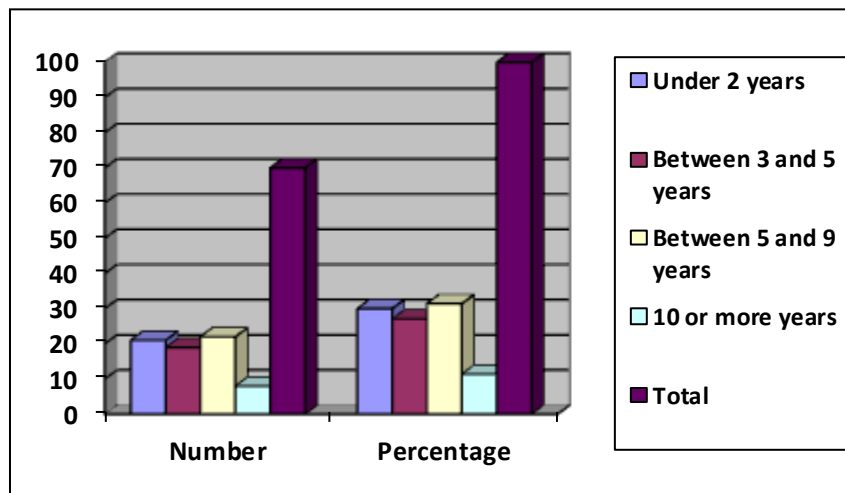
f) Staffing

There were differences in the distribution of teachers in the schools. In the basic schools, the distribution pattern of trained teachers is skewed in favour of the urban schools. Teacher quality therefore declines as one moves from the urban centres towards the rural communities. The same scenario is exhibited as one moves from urban and well-endowed MMDAs towards poor and rural districts. For instance, teacher quality in terms of qualification is higher in Suhum Kraboa Coaltar and Hohoe districts than Wassa Amenfi West which is further away from the national capital. For example, out of about 1,500 teachers in the THLD district, only 400 were professionally trained teachers and almost 85% of them were posted to urban, peri-urban or small communities along major road networks in the district. In addition, all the schools in the urban areas of the target communities have their full complement of staff; indeed in two urban schools, there were more than one trained teacher in some classrooms. In the study communities, teacher qualifications in the urban areas were also very good with the majority of them (over 72% of the teachers) having the required diploma in education or the subject that they were teaching. Five teachers teaching in the junior high schools had university degrees.

The availability of teachers, professional or otherwise, has direct correlation to educational outcomes. In the rural areas, teacher population was low. This was also compounded by the high attrition rates of the teachers. One of the commonest ways in which teachers' expressed their dissatisfaction with working conditions and/or place of work was to ask for transfer and relocate to more preferable places. Others also took advantage of opportunities for further studies to leave the rural areas where there were no tertiary institutions.

In the study communities, more than 50% of teachers have taught in the present schools for less than 5 years. 31% have been there for an average of 7 years, with 11% engaged in the communities for over 10 years. The age composition of the teachers is also striking. There is concentration on the age groups 24 to 35 years and also 45 years and above. The younger teachers are mainly national service and NYEP personnel and majority of those above 45 years are professional teachers. This phenomenon is unique with the rural communities, with a different picture for the urban areas. The older teachers from the community also engage in farming activities besides teaching.

**Figure 8: Number of years spent by teachers in their current posts**



Close to 70% of teachers in the urban target communities are professional teachers, most of who have stayed at their post for over 10 years. However, the majority of the professionals are in the district capitals and other urban centres. Nineteen per cent (19%) are engaged under the National Youth Employment Programme (NYEP) and the remaining 11% have other qualifications such as the NACVET, SHS, amongst others. The two categories above are concentrated in the communities. They are non-professionals, as such their quality of output does not match up to the standards required.

There are also more female teachers in the urban areas than the rural areas. There were only five female head teachers in Akpafu, Apeaso, Yereho, Fawohoyeden and Paaso. Young female teachers perceived some difficulty in getting appropriate spouses in the rural communities. Married female teachers were unwilling to work in communities away from their spouses and also expressed challenges in securing quality education for their children. Male teachers in the villages expressed their desire to move to urban communities. They gave diverse reasons such as lack of electricity, potable water and library services. The main desire from the probing interviews however was to have access to higher learning institutions for higher academic pursuit.

g) Staffing Conditions and Performance

The availability of teachers – professional or otherwise, has direct relationships with educational outcomes. In the rural areas, especially the study areas, teacher population is low. This is also compounded by the high movement rates of teachers. One of the commonest ways in which teachers express their dissatisfaction with working conditions and/or place of work is to ask for transfer and relocate to more preferable places. Others also take advantage of opportunities for further studies to leave the area. While the mission schools in the urban areas make effort to provide accommodation for teachers, rural communities show their support through the gifts of farm produce given to teachers.

h) Extra-curricular activities

Other basic items for extra-curricular activities such as sporting items were woefully lacking in the rural schools. One teacher in Adansi South district lamented that because

physical education is not an examinable subject, it is being given low attention. Almost all the schools, especially the local authority schools have spacious compounds. The urban ones are dusty while the rural ones are often less dusty with unkempt grass as shown below:



A picture of a football park in New Adubiase with improvised goal posts made from bamboo

Due to the large compounds, football has been the main sporting activity resulting in some gender imbalance in the availability of sporting activities in the target communities. There are no other extracurricular activities in the community schools. Music and drama form integral part of social studies course.

#### i) Quality of Education

The quality of education is the outcome of combination of facilities, curriculum of content and mode of instruction, availability of qualified teachers. Children's attitude to learning and teaching also contribute a lot to their academic performance. Ultimately, assessment of quality is determined by the results of the final examination at the end of the basic education.

Anecdotal information from parents in the rural communities indicates that children have poor literacy and numeracy at the completion of school. A parent expressed disappointment that his son could not read and interpret to him a letter that he had received. Anecdotal comments from parents indicated that the children are not doing well as they wished. Information from the district education offices indicated that children in the urban areas performed relatively better than those in the rural areas. In nine communities, it was learned that none of the children obtained the required grade for admission to the Senior High School.

## **4.2 An investigation into children's educational needs, their perceived solutions as well as their preferences**

A total of 216 children were interviewed. They comprised 6 children from each community. Out of the six, purposive sampling was done to ensure that, two out of the six in each community are migrants. The child respondents had mixed perceptions about the quality of the school system in terms of infrastructure, furniture, books and stationery. Their perceptions were expressed in terms of adequacy and relevance to the quality and the extent to which other children who finished have progressed to other schools or acquired education. In other words, the role modelling from their senior school mates who had completed school.



In the urban areas, children were positive about the quality of school infrastructure, specifically the building. They however indicated their needs related to teaching and learning materials especially uniforms, text and exercise books. The need for uniforms and books ran through all the communities. Even though they are studying science, they do not have science and computer laboratories for practical training. The girls indicated the need for home science centres.

Due to the inadequate textbooks, they are not allowed to carry textbooks home for studies and had to buy exercise books. The cost of the exercise books and uniforms are sometimes too high for the parents and should be provided by the government. They also have to copy notes most of the time instead of the teacher teaching them. They also expressed the need for recreational facilities, especially footballs and jerseys to enable them compete with nearby schools.

Children from some of the rural communities acknowledged the need for good school buildings. In Yereho, for example, the state of the school building, especially the shed-like classrooms do not protect them well anytime it rains heavily. They think Government should improve the buildings and make them safe throughout the year.

The children expressed the need for fewer meetings of teachers so that the teachers could spend more time in the classrooms. One child was also not happy about the frequent swapping of teachers who only gave them exercises while the teachers sat and did their own work. It appeared to him that some of the teachers were studying somewhere and bringing their work to the classrooms when they should be teaching them.

Most of the children in the rural communities also stated that their parents did not have the money to buy exercise books and other school items such as uniforms for school. The teachers did not seem to understand and always sent them away from the school when their uniforms were torn and had to wear other dresses to school.

School children in the rural communities also expressed the need for child friendly environment in the school. Seven children said they were always afraid to go to school because of the way the teachers sometimes talked to them and insulted them without any cause. One school boy explained that a teacher had told him that he the teacher was wasting his time on him. Such statement also made the child feel that his place was not in school.

Children in rural communities in AND, ASD and the Birim areas that had to walk long distances of 5 kilometres to and from school indicated that provision of bicycles for them would facilitate their commuting to school. It would help them to arrive in school on time and reduce the fatigue of walking. The girls indicated their willingness to learn how to ride the bicycles.

Sanitation was a common need for the students in the rural communities. Children in the villages where the school is located said they often ran home when they needed to use the toilet. Others who commute from distant places said they sometimes had to go to the bush or urinate around. The need for toilets, ideally the KVIP type or any type that would keep out flies and stench in the school should be constructed for them. In SKCD, PTAs have

been encouraged to construct toilet facilities for the schools; Aboabo has already completed its construction.

In Beinu, Aduasah and Likpe children were not pleased about the furniture where sometimes three or four of them have to squeeze themselves onto the school desk meant for two pupils. Some of the children also carried their own stools from the homes to the school. Some of them are compelled to put the books on their laps to write in class.

Mixed perceptions were expressed in relation to the pupil-teacher relations. Teacher quality was indicated as weak with weak supervision as well. In the rural target areas, school children felt they needed older and professional teachers to teach them. The high population of untrained inexperienced teachers, including the NYEP personnel and SHS graduates was perceived as a cause of the poor performance by the schools in the BECE examinations. They therefore wished they could have teachers who would also serve as role models to them.

A common need expressed by the school children related to the work that they would undertake after completion of the basic education. Most of them expressed genuine fears based on the fact that their predecessors who finished school before them are either living in the communities where they are not making use of their education or pursuing any vocational or technical training. They strongly felt there was the need for scholarships or job openings in the rural areas for school leavers.

**Table 1: Children’s perception of education services**

Quality Areas	Very Good	Good	Satisfactory	Poor	Very Poor	Unsure	Total 100%
<b>Infrastructure</b>							
Urban	11	53	21	15			100
Rural		11	26	49	9	5	100
<b>Learning Materials</b>							
Urban	23	44	28			5	100
Rural		14	81	5			100
<b>Sanitation</b>							
Urban	16	64	11		9		100
Rural		7	75	18			100
<b>Teacher’s attitude</b>							
Urban	26	39	16	12	7		100
Rural	10	22	31			37	100
<b>Distance to School</b>							
Urban	21	53	26				100
Rural	13	14	21	29	23		100

### **4.3 Existing and future barriers and gaps that cause a mismatch in supply and demand in provision of education**

The government in the 2010 progress report of Ghana on the achievement of the MDG target on basic education outlined the following major challenges which confirm the mismatch in supply and demand in target communities:

1. Challenge in teacher posting resulting in a skewed teacher distribution in favour of urban areas. Some of the reasons given for this state of affairs are the lack of accommodation and the poor remuneration;
2. Decline in quality of education as much of school instructional hours are spent on non-school related hours and social activities;
3. Inadequate infrastructure including life threatening dilapidated structures;
4. Long distances to school in some rural communities;
5. Low level of teacher commitment;
6. Low accountability to parents and pupils by teachers; and
7. High cost of education to most rural dwellers

#### **4.4 Findings from Interviews and focus group discussions**

##### ***Relationship between Child Education and Child Labour in cocoa target communities***

The incidence of child labour has direct relation with school attendance. School attendance in terms of enrolment and retention declines as the incidence of child labour rises. On the other hand, where participation in school increases, the demand for child labour increases as most homes tend to source domestic labour to take of the home whilst the children in the home participate in schooling. This is phenomenal in both rural and urban areas. Also the demand for child labour increases as more people migrate to the urban areas and enter formal employment, calling for the employment of domestic labour, most of who are within the school-going age.

Coincidentally, child labour in cocoa farms and particularly migrant labour on cocoa farms is a common activity in most parts, especially the remote areas of Ghana and Cote d'Ivoire. The farms are usually situated on the outskirts of the towns, where access to schools is greatly inhibited. By extension, people especially children of school going-age particular infants and very young ones are not be attending school due to long distances they have to traverse and through the forest. The higher the intensity in farm activities, the higher the number of out-of-school children and the lesser the quality of outputs.

#### **4.5 Responses from focus group discussions**

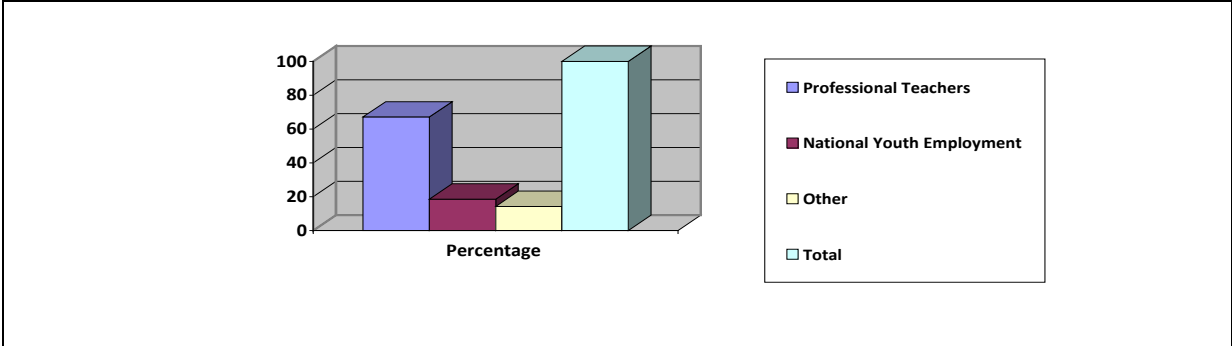
##### ***Participation in schooling at community level***

One of the determinants of participation in school is availability of school infrastructure. This pre-requisite is further supported by the availability of teachers and learning and teaching materials. All the districts studied have schools in all the communities, except the Birim South district where 27% of the communities are without schools, giving a coverage of a little above 70%. This situation contrasted with the MDG 2 and gives a rather bleak picture. The highest coverage is recorded in Twifo Hemang and Suhum Kraboa Coalta districts with 90% and 88.9% respectively. The Wassa Amenfi West district trails close to the Birim South district with coverage of about 78%. If the government intentions and programmes aimed at reducing the number of out of school children from the 2005

estimates of 1,500,000 is anything to go by, it needs to be more proactive in providing school infrastructure, teachers and learning / teaching materials in all communities in the country.

There are mixed perceptions about the quality of the school system in terms of infrastructure, furniture, books and stationery. The perceptions were expressed in terms of adequacy and relevance to their quality and the extent to which they facilitate and promote learning and the eventual outcomes of participation in the school system. They were positive about the quality of school infrastructure. Mixed perceptions were expressed in relation to the pupil-teacher ratio. Teacher quality was indicated as weak with weak supervision as well. Negative perceptions were also given about the school furniture and inputs such as books and stationery. The distribution of the qualification of the teachers is shown in the figure below.

**Figure 9: Teacher qualification in study area**



Source: Field Data

#### **4.6 Perceptions and attitudes towards education by parents and opinion leaders**

There are mixed attitudes towards education in general and schooling in particular. These attitudes are partially informed by the perceptions the community members hold about the school system in general and the outcomes of participating in schooling in particular. Children’s attitude towards schooling is manifest in their attendance and participation in learning. It was also informed by the attitudes of parent and adults in general to school. The major concern in relation to the participation of children in school is the high truancy rate and absence from school for long periods. This becomes more pronounced in cocoa harvest and processing seasons. A quotation from a migrant farmer Anecho attests to the perception:



*“I am not sending my last three children and my granddaughter to school. It is just a waste of time and money. They do not teach them anything. They do not even give them*

*books; how will they learn? My first three boys did not pass their school test. They are here, they cannot find jobs, and neither can they farm. The last ones will not go to school; at least if they stay at home and go to farm with me that would be better.”*

It was indicated that parents show very high levels of apathy to education of their children and wards. There is the general lack of interest in education, a result of which is the unwillingness to invest financial resources in the education of children. In addition, parents in the target communities do not tend to see any positive results from schooling. To them, there is very little difference between those who had completed basic education, and to some extent those who had SHS level education and those who did not participate in school at all. They all eventually end up in the cocoa farms, doing farm work. School attendance is therefore seen to be a waste of time and also an opportunity for the lazy ones to escape farm work.

**4.7 Differences in perceptions and attitudes to education in communities, villages and cottages**

There are variations in perceptions about education in the target communities. Perceptions about the benefits of education are positive and strong in the urban areas and begin to weaken as one move towards the rural areas, especially the hamlets. These differences to a large extent affect participation in school and management. Parents generally see education of children especially girls as fruitless and have no relevance to agriculture, especially cocoa production. Some were of the opinion that the school is the receiving and holding point for their children so they could go about their normal duties and daily chores. Once these children are of age to engage in farm related activities, they are withdrawn and sent to the farm. The table below summarises the attitudes of people to schooling as a process.

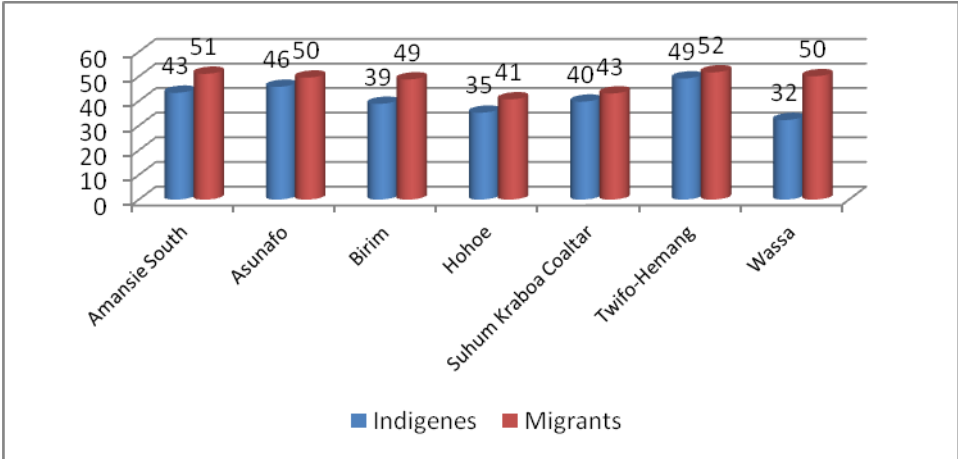
**Table 2: General attitudes towards school**

Responses	Reasons
Children's poor attitude	<ul style="list-style-type: none"> <li>• Children not punctual or regular</li> <li>• Lack of interest in schooling</li> </ul>
Parents poor attitude	<ul style="list-style-type: none"> <li>• Lack of interest in schooling and its outcomes</li> <li>• Lack of support and financing for school related activities.</li> </ul>
Poor school infrastructure	<ul style="list-style-type: none"> <li>• Mostly average or below average; lack of maintenance</li> </ul>
Non Responsiveness of District Education Office	<ul style="list-style-type: none"> <li>• Pays irregular monitoring visits</li> <li>• Teaching and learning aids are not forthcoming</li> </ul>
District Assembly's poor responsiveness	<ul style="list-style-type: none"> <li>• Not adequately supportive nor receptive to complaints; no maintenance</li> </ul>
Community support effort	<ul style="list-style-type: none"> <li>• Occasional support by repairing major faults such as school building destroyed by rainstorms</li> </ul>

Source: Field Data

According to the teachers, children as young as eight years are engaged in cocoa farming activities within their districts. More males than females are engaged in the farming activities. The perception of teachers on the extent of children’s engagement in cocoa farming in their communities is shown in the Fig. 10.

**Figure 10: Teachers' perception about children's engagement in farm labour**



Source: Field data

In all the districts, migrant children were found to be more engaged in cocoa farming than the children of indigenes. The difference is most striking for the Wassa Amenfi district where almost 78% percent of migrant children are out of schools quite conspicuous. The Twifo-Hemang Lower Denkyira District presents a unique picture of which the gaps closed for both groups. Migrant farm workers, in their attempt to maximise labour and to effectively utilise available family resources engage all available resources including children's labour to enhance productivity. To them, they are not indigenes and as such do not own land. It is imperative for them to maximise profits and gather resources that could be invested in other areas, if possible in their home areas. In addition, they are mostly found in the cottages in the heart of the plantations and have very limited contact with the communities, except on market days. In addition to providing labour on the farms, these children also provide head porter services of farm products such as staple food and firewood to the towns on market days.

**4.8 District's contribution to education (infrastructure/building, furniture, water and sanitation, school feeding, teachers' accommodation, capacity building)**

The Ghana Education Service (GES) has been irresponsible in addressing the educational needs of the communities. Whereas the communities have high expectations from the GES officials in the various DAs, their expectations have not been met. It was indicated that the GES has not been responsive enough to the plight of the children within their jurisdiction, especially those engaged in farm labour.

Overall, 69% of all respondents believe that the GES has not performed creditably concerning its obligation of facilitating and supervising school attendance, performance and quality of outcomes in all six districts. Although there are differences in perceptions if disaggregated by districts, the worst case scenario is found in the Asunafo North Municipality District where 82% teachers indicated that the GES has not been responsive to the plight of children.

**Table 3: Perception on responsiveness of GES**

District	Has the GES been responsive enough to the plight of children engaged in farm labour		Total
	Yes	No	
Adansi South	20.0	80.0	100.0
AND	18.2	81.8	100.0
SKCD	27.3	72.7	100.0
Hohoe	50.0	50.0	100.0
Suhum Kraboa Coaltar	44.4	55.6	100.0
Twifo-Hemang Lower Denkyira	20.0	80.0	100.0
Wassa Amenfi West	44.4	55.6	100.0
<b>Total</b>	<b>31.4</b>	<b>68.6</b>	<b>100.0</b>

#### 4.9 Mechanisms for improving participation in school

Concerns have been raised about the growing apathy of community members to education in general and school attendance in particular. It was indicated that attempts at encouraging parents / guardians to send their children out of the farm to school have not been useful. Fifty per cent of respondents indicated that it will be worthwhile to make parents to understand the importance of education. Forty-Four per cent (44%) however believe that children should be given scholarships to study, whereas 49% think that the laws on child labour should be enforced. The PTAs MMDAs and Teachers Union should carry out that activity.

**Table 4: Perceptions about child labour**

Response	Number of responses	Percentage of respondents
Should be made to understand the importance of education	35	50.0
Children should be given scholarships	31	44.3
They should be punished	34	48.6

Source: Field data

#### 4.10 Knowledge and perceptions about other forms of education/schooling

There is limited knowledge about other forms of education and school systems available in the country. These systems are also not available in the target districts. Whereas all teachers interviewed expressed knowledge about available forms of schooling including non-formal education, the community members, especially the migrant communities showed very high levels of ignorance about such schemes. However, some of the teachers are of the opinion that such forms of education are best fit for the older children in their teens that will be able to combine work with learning.

Alternative forms of education were perceived to be a system that is best fit for the elderly, especially women. It is believed that government based on the political programmes introduced non-formal education schemes to provide faithful party members with basic skills in accounting to enable them access loans. And in all these instances, women have been the beneficiaries. Some parents perceived that NGOs could be made to provide relief

and aid for communities. They identified good day nurseries, books and uniforms for children. Introducing such schemes for children will make them abandon farm work and eventually go through schooling and come back to the farm.

#### **4.11 Factors inhibiting participation of children in school**

Both parents and community leaders identified factors inhibiting participation and attendance in school ranging from infrastructure through to supervision. They were certain that the poor state of some of the school infrastructure has also contributed to the decline in the rate of enrolment and school attendance. In most of the communities, the school buildings are more of sun screens than protection against rainfall. This has often led to the closure of schools especially in the rainy days and the situation of teachers either asking for leave and / or abandoning the school even after the rainy days.

Although many people would not like to send their children to school, those who send them to school also wish that they complete as early as possible. For instance, most parents indicated they need to withdraw their children from school not only on the basis of poor performance, but to avoid them being repeated for poor performance. The class repetition to them prolongs the number of years spent in school.

This position was corroborated by the teachers. They indicated that the age of entry to school in most communities have been delayed partially due to issues of access and proximity to the communities where children have to be grown enough to commute. When the children are enrolled too early and cannot cope with regular attendance, it results in persistent lateness and absenteeism to school on the part of the pupils. These children lose out substantially on instructional periods and eventual drop out of school due to the inability to cope with the pace of study and the likelihood of being repeated.

#### **4.12 Perceived benefits of education**

As indicated earlier, the school has been perceived by most parents and to some extent by some children as a reception for children who are not old enough to engage in farm labour. The benefits accruing from education is of little consequences and importance to them. It was indicated that a good number of farm workers, especially the migrants have had some level of education and some even up to the secondary level (now Senior High School, SHS) and have found no employment: they often up as farm labourers.

There were also indications and evidence of people who had left the farms and communities to school up to the high school level and have nothing to show for it. This has made the people to perceive very little benefits accruing from sending their children to school. To them, education is the preserve of the urban elite and the local bourgeoisie class who can afford the luxury of sending their children to school and be able to engage paid labour for their activities. Education therefore has not been beneficial to most farm workers, especially those engaged in cocoa labour.

#### **4.13 Alternative ways of educating out of school children**

Discourse on alternative forms of education had very minimal response. To most respondents, there are no other mechanisms through which education could be provided for



the children engaged in farm work. They expressed the fear that such a scheme might take away the children from the normal farm routine when they are most needed. The general impression has been that education is limited to the classroom over a specified number of hours and days. It is time that non-formal education for out of school children that has been introduced in some fishing communities in Winneba be emulated in the cocoa growing districts to make young people functionally literate in their occupation.

**4.14 Proposals for improving education in communities**

A number of proposals were made for the improvement of schooling in the communities. Of high importance is the improvement in school infrastructure, converting the existing structures (mostly mad buildings) one to more durable and sustainable ones. Related to the question of improvement of school infrastructure is that of furniture and books and stationery. It was suggested that the GES should address the issue of the furniture in terms of numbers and quality. Respondents asserted that most of the schools have limited worn out text books. In most cases, the teachers are compelled to write out exercises on the blackboard for the children to copy. The same situation holds for notes. As such, the time that could be used in explaining content issues is what the teachers use in writing. This confirmed earlier comments by school children.

School ceases to be a place where learning and teaching takes place. It rather becomes a ‘copy shop’ where the day is spent copying without time for instructions and explanations on content. It was strongly suggested that textbooks and other materials should be made readily available and in adequate quantities. Children should be made to take the workbooks home for studies and also in working on their assignments. The GES it was said should bear the full cost of providing inputs. The table below presents a description of the situation.

**Table 5: Perceptions about school**

School characteristic	Perception		Total
	Positive	Negative	
Infrastructure	55.7	44.3	100.0
Furniture	47.1	52.9	100.0
Books and stationery	48.6	51.4	100.0
Teacher quality	41.4	58.6	100.0
Pupil-teacher ratio	50.0	50.0	100.0
Supervision	52.9	47.1	100.0

Source: Field Data

The issue of teacher–pupil ratio was also identified as an area requiring significant improvement. It was suggested that the ratio should be raised to a maximum of 30 as in the olden days; there should be adequate numbers of professional teachers that meet the national standards. There was the proposal for frequent adjustments in the school calendar in the cocoa areas and other farming communities to meet farm production period. This had become necessary due to the changing weather pattern, especially rainfall pattern. The advantages, according to the respondents are twofold. Firstly, it will accord most children the opportunity to go to school and not be prevented due to rainfall, flooding and other

natural hazards that characterises the rainy season. On the other hand, an adjustment in the school calendar will also make children participate fully in school especially in the off season agricultural period without combining school and strenuous farm labour.

#### **4.14 Summary of findings**

Child farm labour in agriculture and especially in the cocoa sector has been of concern to both government and civil society actors for a long period. Despite attempts aimed at reducing the intensity of child labour, the practice still persists. The study has generated findings of great significance.

- The incidence of child labour is a strong feature of the social organisation of the Ghanaian agricultural sector. The cocoa sector is not an exception. The institutional failures and the inability of government and its agencies to keep clear stop to the menace and monitor its impact have led to the perpetuation of the practice.
- There are variations in the nature and character of child labour practices as the situation is more pronounced amongst migrant communities in the target communities than amongst the indigenes. The tendency for migrant farm workers to recruit child workers is higher than that amongst indigenes.
- Indigenes employing child farm labour tend to recruit children from the home areas of migrants already engaged in farm work. The perception that it is easier to recruit such children holds high to the fact that most of these workers are from the poor areas of the country and are able to exhibit signs of wealth when they go back, which easily convince others to give out their children.
- There is a direct correlation between child labour and education. The higher the practice of child labour, the lower the rate of participation in school. Engagement in labour, with the hope of acquiring one's own farm in the future has no relationship with one's level of educational attainment. The longer the time one spends in school on the contrary reduces one's ability to start the process of acquiring one's farm. On the other hand, the more the number of children a family sends to school, the lesser their chances of increasing and improving on family incomes.
- The children who are more likely to work on cocoa farms and not attend school (work only) are older children, children from non-educated parents, children living in a household with relatively lower number of dependents, children from households with lower non-cocoa perennial tree land, children from households with high cocoa productivity, children living in households employing a lower number of sharecroppers, children living in communities with low average cocoa productivity, children living in communities with higher average non-cocoa land.
- Boys, older children, children living in households with a relatively lower number of dependents, and children living in communities close to district capitals and urban centres and towns are more likely to be going to school and not working on cocoa farms (school only).

- School as a phenomenon has very little attraction for both parents and guardians and children engaged in farm labour. There is very limited evidence of the benefits of education as large number of people who left the community for school eventually ends up on farms providing labour. They bring nothing new; no new ways of doing things except that they were away to school for a while.
- The relation between the cocoa farmers and the seasons of the year are phenomenal in determining school attendance and also participation in school. The cocoa value chain is labour intensive and requires human resources at all times. Allowing the children to go to school deprives the family of the much needed labour for the work.
- School attendance is a factor of access and proximity. The further the school from the community, the lesser the chance of getting younger children to participate in it. Enrolment is higher for girls in communities where the schools are within a 2 kilometre radius. The number of younger children is high in these schools. On the other hand, the enrolment rate decreases, and the age of enrolment increases where the schools are more than 2 kilometres away and becomes more serious getting to the 5 kilometre radius.
- The perceptions about school being an elitist and indigenes activity reigns high amongst migrant farm workers. Investing in children's education is down-played, with prominence rather given to investment in infrastructure in their home towns and places of origin.
- Children's educational needs are varied, with the most important being access to schools. The important characteristic is access to school within reasonable distance and travel time. Children will very much like to be in school if the travel time is short. The adequacy of infrastructure also enhances enrolment, attendance and retention. Where infrastructure attracts the learner, learning takes place. However, the attraction of infrastructure should be complemented by learning and teaching aids such as textbooks amongst others.
- In addition, the educational needs of children in farm labour oscillate between participation in school and the acquisition of employable and practical skills. Whereas the younger children (5 to 14 years) might be able to start school and participate effectively, the older ones will require practical skills training. Their experiences working on the farm the relative amount of autonomy and supposed independence of thought and action, including the long period that they have more or less managed their own lives and processes make it difficult for them to effectively participate in the school system with the attendant checks and controls. Most of them could be described as 'uncontrolled' under the formal school system.
- Teacher population, availability and retention have contributed in part to lack of interest and participation in school. Where children go to school and spend the greater part of the day playing, or situations where two or more classes are put together, there is little room for learning. This situation has reduced the attraction of school to most of the study communities. It is believed that such periods could be meaningfully spent tending cocoa beans or related chores.

- There is limited knowledge about the benefits derived from education in the communities. On the other hand, there is the pretence that education has not yielded results for the communities. This is due to the fact that there are no role models and examples of people in most of the communities who have moved up the social ladder with education as the conduit.
- Knowledge about alternative forms of education is non-existent among community members. It is rather a familiar topic amongst the more elderly professional teachers. The belief that such complementary education schemes exist elsewhere and have yielded results in other sectors was widely discussed by the teachers.
- There is limited evidence of the propensity of biological children of the cocoa farm owner to work on the farm or to combine work and school. Therefore, creating conditions favourable enough for both demand and supply of children's labour vis-à-vis the need for the children to be in school will lead to a win-win situation where children can benefit from school and also support the farm work at the right time and age.



## Chapter 5: Recommendations

### 5.1 Sector-based recommendations

The following recommendations have been deduced from findings from the field and contributions by stakeholders including education management personnel at regional, district and circuit levels and also participants during the validation workshop of the draft report. It is recommended specific requirements and interventions should be generated at for agencies and institutions with specific responsibilities and timelines for appropriate action.

#### 5.1.1 Recommendations on policy issues

- A decentralization of GES within the national decentralization policy would facilitate the autonomy of district directorates of education and also promote effective accountability and supervision in the districts. Devolution of control from the national level in the disbursement of resources as currently being done with the District Assemblies Common Fund will ensure some level of fairness in the distribution of education materials. Currently, the weak control of the MMDAs especially in the movement of staff account for the disparities in the distribution of qualified teachers to schools.
- Timely release of the capitation grant though inadequate is crucial for efficient management of schools
- GES should place emphasis on the establishment of pre-schools in all farming communities to help with early childhood development of children. Community members could be given short intensive training to work in the pre-schools
- The provision of school items, including especially uniforms and sandals in deprived communities and books should be made available on timely basis for school children in the cocoa growing communities. International and national cocoa industries and the MMDAs should be made to sponsor some of the children in the cocoa growing communities
- Infrastructure provision of well-equipped ICT laboratories, technical and vocational training centres by CSO for the residents of the rural communities to help train rural children to be competitive for decent work.
- It is important for the GES to strengthen its supervisory and regulatory functions to make existing schools results oriented with visible outcomes and impacts that will serve as model for parents and guardians of children. The five visits required from Circuit Supervisors should be adhered to.
- GES should liaise with the DAs and the NYEP to train people to take up teaching appointments in the schools. This requires consultation with Assemblies to determine the number of people to be supported in teacher training colleges every year, focusing on the most deprived communities.

- Teachers Unions should be more proactive in the districts. Teachers in rural areas felt that they were not receiving much support from the union beyond the annual diaries.
- The decentralization of the public sector does not currently cover GES. Continued support of district assembly in training of teachers for employment in the district should be therefore standardized to address the centralized posting of teachers from the national level.
- Public/private partnership in provision and maintenance of schools and learning materials should be vigorously pursued.
- More CSO engagement in provision of alternative livelihoods to economically empower families to meet some of the educational needs of children should be included in all interventions.
- Emphasis should be on functional education and not only employment acquisition education; the Curriculum Research and Development Division should therefore increase its efforts in the introduction of local content in basic school's curriculum.
- More community support emanating from the perceived benefits of education would only be possible with strong advocacy by the teachers unions and civil society. GNAT and NAGRAT have already expressed their readiness to intensify their efforts towards that and should be supported to achieve that objective.
- The National Apprenticeship Training Board under the Council For Technical Vocational Education and Training should fulfil its mandate of institutionalizing community based apprenticeship training in all districts, including its aim of promoting agricultural productivity and training. This approach will lead to the establishment of post-basic opportunities for academic/technical/vocational progression or apprenticeship.
- Regular rehabilitation and refurbishment of school environment to make it child-friendly and safe is critical; all stakeholders should lobby for increase in the capitation grant.
- Organisation of career guidance programmes for final year students in the communities, especially JHS students and out-of-school pupils must be included in the standard and extra curriculum of all schools.
- Assessment of teacher qualifications in the districts for development of in-service training for teachers due to the high level of untrained teachers in some of the district notably should be a priority of both the unions and the government to arrest the low academic performance of children in rural communities. Accommodation for teachers ought to be taken seriously as it could be one of the best ways to motivate teachers to stay in remote and rural communities.
- The direct distribution of text books by GES should be reinstated to eliminate the problems from outsourcing including the discrepancies that re sometimes detected in the allocations to schools.

### **5.1.2 Recommendations for ILO/IPEC include**

- Support in establishment of community structures to monitor child labour in cocoa.
- Sensitization of communities in collaboration with local partners and teachers unions on the importance of education to children, families and community.
- Support in provision of teaching and learning materials, notably text and exercise books considering the fact that some schools had not received any supplies for over two years.
- Support in the provision of alternative/additional livelihoods for families to meet cost of labour in cocoa production as a means to eliminate dependency on children's labour.
- Support for early childhood education in communities to ensure proximity of access for very young children.
- Technical guidance for Workers Unions on motivation and adequate compensation of education staff to promote diligence.
- Support partners to organize career guidance programmes for final year students in the communities, especially JHS students and out-of-school pupils.
- For older children who commute for more than 5 km to school daily, the allocation of bicycles will reduce the fatigue they undergo daily to reach school.
- Liaising with other Development Partners such as Cadbury and ICI for complementary interventions in cocoa growing areas.
- Dialogue with Government at the national level on the review and formulation of policies to address all forms of worst forms of child labour.

### **5.1.3 Recommendations for Community Members**

- Parent school partnerships are critical for efficiency in schools. PTAs have been established in all the schools and must be given training to understand their roles.
- Community members should be assigned specific responsibilities to aid educational provision in their communities.
- Support for additional farming livelihoods such as bee farming, mushroom farming, grass cutter, vinegar and mango production; nursing seedlings; cocoa and non-cocoa agriculture should be promoted with the help of COCOBOD
- Micro-finance services in project communities, accompanied by training of beneficiaries will help reduce some of the financial hardships of families.
- Training in local industries essential to the communities such as blacksmithing to manufacture various tools such as trailers to carry cocoa in the farms and training of mechanics; electricians, batik, tie dye and soap makers would contribute to the reduction in unemployment after basic education.



- CSO support for development and implementation of sustainable community action plans for livelihood empowerment.
- Establishment and education of community rules and regulations and networking and education of CCPCs on sustainability of donor interventions.
- Dissemination of good practices among opinion leaders for education of community members.

#### **5.1.4 Recommendations for District Assemblies**

- The DA through its appropriate agencies and departments and the law enforcement agencies should give meaning and effect to existing laws and policy guidelines and the NAP on Child Labour.
- Budgetary support for education improvement with relevant DA social services sub-committees charged with the responsibility of monitoring school activities.
- Promote capacity building processes for communities to participate in school enforce laws on children's rights especially access to quality education 5.2 Short, Medium and Long Term Recommendations.

The institution recommendations should be categorized into short, medium and long term programmes for development of action plans and budgeting purposes.

## **5.2 Short-term Recommendations**

### **5.2.1 Enforcing compulsory education and facilitating fCUBE**

Government through its agencies and the state security apparatus should enforce the tenets of compulsory education at the basic level throughout the country. The MMDAs (including the Department of Social Welfare) as the managers of development at the local level should promote the demand for basic education. It should explore promoting motivating packages such as the schools feeding programme in areas where it does not exist and promote the establishment of day care centres. In addition parents who fail to send their children to school should be sanctioned in accordance with the law to serve as a deterrent to others.

### **5.2.2 Promoting demand for education and enforcing compulsory education**

The value in education must genuinely exist and be visible in order to be relevant for people to adopt. To promote education there is the need for the target groups or clients to be shown the values in education. They do not need to be told, there should be signs, with people serving as role models in the communities. PTA should be able to identify mentors for career guidance and counselling.

### **5.2.3 Classroom structured interventions**

There is urgent need to improve teaching though provision of required materials especially textbooks and laboratory equipment for children. Supervision of teachers is critical to ensure appropriate professional delivery in the classroom; adequate resources should be available for circuit supervision.

#### **5.2.4 Post basic education and traditional skills training**

An important scheme to enhance the lives of children engaged in farm labour is post basic training and traditional apprenticeship schemes. Older children who have had an amount of basic education or have completed basic education before entering farm labour should be given an opportunity to benefit from apprenticeship schemes. These schemes should be coordinated at the MMDA level, with processes for accreditation under NACVET or other appropriate technical / vocational bodies.

#### **5.2.5 Development of Appropriate Local Level Infrastructure**

This system involves the development of infrastructure at the community level to meet the needs of the people. It is intended to accommodate the needs of minority local community members and relates to the construction of what are known as Intermediate Classrooms. These structures are temporary buildings made of local materials such as thatch covering and screened superstructure that can quickly be built by the local people themselves. This one-room, intermediate classroom structures are generally staffed by a Community Teacher and has potential to attract support and educational service provision within a very short period of time. It is best suited for remote areas with no access to schools and education. The system of the development of intermediate schools complements the other approaches of education because it provides the structure for the commencement of a school.

### **5.3 Long-term Recommendations**

#### **5.3.1 Complementary Education**

There is the need to design complementary education system tailored specifically to meet the needs of older children in farming. This system should address the life needs of these children taking into account the fact that they have missed the chance for early formal education.

Existing complementary packages within the country should be reviewed and where possible adapted to be used for such older children engaged in farm labour. In the project areas where such schemes already exist and are operational, there should be a buy-in with the programme through intensive sensitization.

An effective CE programme is one that takes into consideration all socio – economic factors and the idiosyncrasies especially of all stakeholders. In designing a CE programme, there should be stakeholder dialogue for consensus especially on organisation including timing of the school. In the cocoa farm labour sector, the institutionalisation of afternoon schools appears appropriate and convenient for all.

The design of the educational programme should take into account factors beyond curricula development and pedagogy. The programme must take into consideration the complexities involved in dealing with these children, their particular psychological needs and experiences. The programme must also factor in processes for catering for the diverse profiles of such children in terms of differing degrees of prior exposure to education. This must also address such non-academic issues such as counselling.

### **5.3.2 Education Structure Focused Interventions**

Interventions relating to structural changes in the education system should focus mainly on the teacher – pupil ratio. This could be done through forms of engagement such as negotiations and advocacy. Local initiatives could be pursued to recruit community members to be trained as teachers under special modules that respond to the needs of the children. This is also to make up for teacher shortages and increase the retention rates of teachers in the communities. The recruitment of Community Teachers by local communities themselves ensures greater representation of minority groups such as migrant workers among teachers, which in turn often leads to the recognition of and identity with the school system. These teachers have the advantage of moving between the GES authorities and community leadership and representing the educational needs of the people at all times.

### **5.3.3 Community-focused Interventions**

Another genre of interventions that could improve education and school access and participation of children in farming communities is modelled on the design of community outreach. Under this intervention, designed to improve the education and participation in school of adolescent farm workers, the system is based on activities such as life skills training, cultural centre and general community participation in the training and education of the children. It harmonises all non-formal education and apprenticeship schemes into one system that is community owned and managed. Training and instruction is provided by community based master crafts persons with backstopping and supervision by trained facilitators and technical persons. Technical inputs and financial support is provided by state apparatus with provisions for industrial and practical attachment where necessary. This type of education is best suited for the older children who are too old to commence formal education.

## **5.4 District Specific Recommendations**

### **5.4.1 THLD**

- There is need for immediate action on the in-service training of teachers.
- District has great potential for development of agro-based industries and small scale industries that would serve as decent work for children; ILO should explore potential and provide support.
- Rehabilitation and provision of schools is slow and need to be expedited
- DA should explore more private partnership from local industries.

### **5.4.2 WAW**

- Provision of bicycles for both teachers and children will cut down on time spent for commuting to schools from places such as Sikanti and the fatigue exhibited by children in class.
- School infrastructure need to be improved for the comfort of both school children and teachers.

### **5.4.3 SKCD**

- Refurbishment of schools which is currently on-going needs to be extended to the rural schools.
- Rehabilitation of mission schools should be in partnership with GES, DAs and FBOs as in the case of the Methodist school which should be given immediate attention.
- Monitoring of schools on market days should be given priority attention and parents advised on the effect of frequent absenteeism from school, especially on market days.

### **5.4.4 ANM**

- GES and DA should take advantage of local industries to introduce diversified vocational training skills to help children transit from school into decent work and enterprises.

### **5.4.5 Hohoe District**

- GES' supervision of school hours must be increased to monitor school hours to ensure that the required instructional hours are met.
- The high proportion of migrants in the cocoa growing communities demands intensification of education on the benefits of schooling.
- The issue of low numbers and qualification of teachers in the communities should be taken up by GES, GNAT and NAGRAT.
- GES supervision should be intensified to ensure that children stay of WFCL.
- Alternative livelihood programmes should be introduced to reduce the level of poverty in the communities.

### **5.4.6 ASD**

- Provision of bicycles for older children would facilitate children's attendance to school.
- Provision of accommodation for teachers by communities would help reduce the late attendance of some teachers.
- Alternate livelihood interventions would enable parents support their children in school.

## **5.5 Conclusion**

Addressing the education needs of children is a multi-faceted activity that involves national, district and community actors. Discussions at national and regional policy levels reveal that it demands the review of curriculum to determine their relevance to the children and communities and the provision of appropriate infrastructure and logistics. Another critical factor brought to the fore is the inadequate qualified teaching personnel in the

classrooms, especially in rural communities such as cocoa growing areas. The role of the Government in ensuring adequate compensation and motivation to keep teachers in rural and deprived areas is very critical. District Assemblies as decentralized institutions should play active roles in the education of children in their areas of jurisdiction. Such an approach also demands decentralization in the institutional structure of GES through legislation and new policy direction. Until the fusion of the two institutions, the disconnect will perpetuate the independence of the institutions to the detriment of providing quality education in all districts.

Key roles should include provision of schools within reasonable distance to ensure access to all children. Assemblies should also support community initiatives in the construction of safe schools and the training of local people as educators to promote retention of teachers in the communities. The introduction of scholarship and award schemes would go a long way to enhance education in rural communities.

In addition, the local economic development through support to cottage industries based on local resources has great potential in helping children who finish school to transit into decent work. Areas to be considered could include mango, mushroom, grass cutter and snail farming, seedling nursing and vinegar production. Other areas to be considered include blacksmithing and mechanical training to support farming activities.

Sustaining children's interest and retention in school is critical in ensuring their decent transition from education to employment. Communities need to be involved in the management of the school. Community Child Protection Committees (CCPC) comprising opinion and community leaders, parents and children themselves need to be established to engage public institutions such as the DAs, DSW and GES on their social accountability to the communities. CCPCs should designate "shadow" persons in the communities to monitor school children and support them through counselling.

Efforts at meeting the education needs of children in the community should be a continuous activity. This could only be possible when the local government institutions partner with CSO and international organizations in the delivery of service and development of sustainability strategies so that interventions would not be eroded at the exit of the Development Partner such as ILO.

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