GLOBALISATION AND EDUCATION: ACCESSING DECENTRALIATION PRIVATISATION AND ICT AS GLOBALISATION FORCES THROUGH THE PROVISION OF PRIMARY EDUCATION IN GHANA

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ABSTRACT

Globalisation has brought about immense inter connection of states as well influence on their economic, political, social and education systems. Many countries both developed and developing at a point in time been faced with the surge to restructure their education system due to the current increase of globalisation forces that is affecting all aspects of human life. Some of these changes generated by globalisation are established through international policies and awareness. Mostly, these policies are geared towards improving the education system and to enhance quality outcomes so as to prepare citizens for the global economy. This study examines different educational stakeholders' perspectives on ICT, decentralisation and privatisation as globalisation forces for education including other issues related to globalisation and education. The principal focus was on primary education as it is critical to developing an individual in the early stage of educational life.

The study data was obtained from Nsawam, in the Eastern Region and some areas in Accra, the capital city of Ghana. Qualitative data collection techniques such as structured and semi-structured interviews, focus group discussion and observations were used to collect data from forty-two (42) research participants which included government officials, head-teachers, parents and teachers. The theoretical framework adopted was the globalisation theory with perspectives on decentralisation and privatisation. The general findings of this suggested that, educational stakeholders are aware of the process of globalisation but have not come to understand the impact it has on education. Whiles part of the stakeholders conceded to the opportunities it has for education, the rest only looked to the challenges it has for primary education in Ghana, although nearly all admitted that globalisation forces such as privatisation and ICT has a link with quality education. Finally, the study revealed that there are both positive benefits and challenges that can be associated to the impact of globalisation on education. Therefore Ghanaians ability to develop policies to offset the challenges to enhance quality, especially for primary education has some lessons for other developing countries.

DECLARATION

With the exception of references used, which have been duly acknowledged, I do hereby declare that this thesis is a product of my own research under the supervision of Ståle Angen Rye at the Department of Geography, Norwegian University of Science and Technology (NTNU), Trondheim, during the 2015/2016 academic year. This work has neither been submitted in whole nor in part for any degree in another or another university.

DEDICATION

I dedicate this masters' thesis to my dear parents, Seth Ashong Ako-Charway and Mabel Adjorkor Mensah, and sisters Eugenia Naa Odoley Ako-Charway and Wilhelmina Naa Odorkor Ako-Charway. I couldn't have come this far without your prayers, support, love and encouragement to always aim for the best. It is also dedicated to all who show commitment through their work to improve upon education for all, especially young people.

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LIST OF ACRONYMS

BECE	Basic Education Certificate Examination
DEO	District Education Offices
ESP	Education Strategic Plan
FCUBE	Free Compulsory Universal Basic Education
GDP	Gross Domestic Product
GES	Ghana Education Service
GI-ESCR	Global Initiative for Economic and Cultural Rights
GNI	Gross National Income
GNECC	Ghana National Education Campaign Coalition
GSS	Ghana Statistical Service
IBE	International Bureau of Education
ICT	Information Communication Technology
ICESCR	International Covenant on Economic, Social and Cultural Rights
IDRC	International Development Research Centre of Canada
IMF	International Monetary Fund
LCPS	Low Cost Private Schools
MDGS	Millennium Development Goals
MOE	Ministry Of Education
NDEU	Nsawam District Education Unit
NSASCO	Nsawam Secondary School
NSCE	New Structure and Content of Education
NTCE	National Council for Tertiary Education
OECD	Organisation for Economic Cooperation and Development
OFSTED	Office for Standards in Education
PNDC	Provisional National Defence Council
PPP	Public-Private Partnership
PTA	Parent-Teacher Association
SMARTS	St. Martins Secondary School
UN	United Nations

UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organisation
USD	United States Dollar
WTO	World Trade Organisation

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CHAPTER ONE

1.0   INTRODUCTION

This chapter deals with the historical background of the study, the problem statement, research objective and questions. The chapter also contains information on the scope and the relevance of study, and the organisation of the study.

1.1   Background

Globalisation a hotly disputed phenomenon is broadly defined by Goldin and Reinert (2012, p. 2) as "an increase in the impact on human activities of forces that span across globally". These activities include economic, social, political, cultural, technological or biological. According to Castells (1998, p. 81), the "new information and communication technologies including rapid long-distance transportation and computer networks, allow global networks to selectively connect anyone and anything throughout the world". However, it is not a new phenomenon, and has a continuous link to colonialism manifesting old patterns of power relations between the core (developed) and periphery (developing) countries (Bhola, 1998, p. 488). Similarly, explained by Osterhammel and Petersson (2005, p. 1), the processes of globalisation is not a new phenomenon but has been in existence prior to the 19th century, until recently expressed by most people due to its rapid impact on the society.

Additionally, education endows an individual the ability to develop an analytical mind and reasoning power which aids him or her to generate a sense of confidence, self-respect and self-esteem (Wallace-Bruce, 2010, p. 4). It can be formal or informal. The formal is in stages such as preschool, primary school, secondary school and then college, university or tertiary whereas the informal is mostly in the traditional setting were believes, values and norms of the society are instilled in a child. In addition, education has been a central part of life since the beginning of time and continues to be of priority to all and sundry. Goal number two on the Millennium Development Goals (MDGs) placed a demand on governments to make basic education available and accessible to all children (Greig et al., 2007, p. 130). It also forms part of the factors used to measure human

development (UNDP, 2014). Most governments assert to the right of education for all and Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights acknowledges the right of everyone to education[1]. This invariably brings to bear the United Nations recognition of education as an essential part of human development and therefore the need to address it internationally for the benefit of all, especially developing countries.

Significantly, globalisation has impact on the economic, political and social life of society. Economically, it deals with the growth and expansion of economic interrelation across the globe. It involves the new global economic order, trade and finance internationalisation, the activities of transnational corporations and the improved role of economic institutions. Politically, it relates to the increase and spread of political interrelations globally. It encompasses aspects such as the modern state system and its dynamic role in this modern era, global governance and guidance of the world's political systems (Steger, 2010, pp. 37-68). Socially, it impacts life, people's work, their families and societies. It borders on areas such as employment, working conditions, income and social protection. It goes beyond the global work order and looks into culture and identity, security, inclusion and exclusion from society, and how families and communities are connected (G Gunter & Hoeven, 2004, p. 2).

Inferring from above it is important to note that, globalisation runs parallel with education. This is because new things are being invented each day which demands a level of knowledge and understanding, and education plays a key role in managing the daily activities of the global market. As Carnoy (2000, p. 43) asserts that "if knowledge is fundamental to globalization, globalization should also have a profound impact on the transmission of knowledge". Similarly affirmed by Bhola (1998, p. 489) "education as an instrument of economic productivity, politicization, and enculturation can play an important part in the humanization of the process of globalization". Notwithstanding this fact, this has not been the case in most countries. Different perspectives have been shared on globalisation and education. Some have promoted the benefits of globalisation on education while others have warned about the possible negative influence on the educational system of nations. However, globalisation is having profound impact on education and the Ghanaian educational system is an example. Accordingly, Carnoy (2000, p. 44) views the impact

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[1] ICESCR, 1966; article 13-14

of globalisation on education in three ways. For him firstly, in financial terms, most government are being pressurised to decrease the growth of public spending and search for other sources to fund or finance the expected expansion of their educational system. Secondly, on the labour market the success to higher levels of education is skyrocketing worldwide due to the shifts to knowledge intensive products and processes rather than economic products. As the same time governments are under pressure to attract foreign capital with an underlying cause for highly skilled labour and therefore the need to provide corresponding education infrastructure and services with gender balance of opportunities. Finally, in term of education, internationally, the quality of education is being compared with the increased demand on math and science curricula, testing, meeting standards and testing by changing education services delivery.

These views shows that globalisation is working both on and through educational policy of most nations that is developed and developing. Educational curriculum in most countries, especially developing countries are being adjusted to offset some of these globalisation forces. Whiles these forces are acknowledged, the implementation of developed policies to enhance quality varies among countries. From the above arguments, in this thesis I will focus on a particular aspect on globalisation which is education and on current specific areas happening within the sector in both developed and developing countries. They include decentralisation, privatisation and ICT[2] through the provision of primary education in Ghana.

1.2   The Case of Ghana (problem statement)

Most countries both developed and developing governments' admit that one key component to reduce poverty and improve development is education. Education or school must endow pupils "the capacity to acquire the relevant knowledge and interpret new values that will in turn, guarantee them the ability to remain up to date with the evolution of their environment (Hallak, 1998, pp. 11, 12). Similarly, Darvas and Balwanz (2013, p. 2) affirms that, basic education "promotes individual academic and non-academic development, and welfare, supports access to jobs and sustainable livelihoods and provides the cognitive skills and status needed for dignified and meaningful participation in in a democratic society". Ghana, a lower middle income country, reflects many of

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[2] Information communication technology

the educational challenges facing other countries in Sub-Saharan Africa. The Ghanaian educational system once served as a mirror to most developing countries after independence, however the expectations within this sector have not been fully achieved yet. The implementation of the Free Compulsory Universal Basic Education (FCUBE) in 1992 is a commitment by the government towards Article 38 of the 1992 Constitution and to achieve Universal Primary Education (MDG 2). It was to ensure that all children everywhere will be able to fully complete the course of primary schooling. This is reflected in several policy frameworks and reports such as the Education Strategy Plan (ESP) for 2003- 2015 initiated by the Ministry of Education and Sports in May, 2003 (Adamu-Issah, 2007, pp. 1, 2). In 1997 the FCUBE was restructured to strengthen sustainability and management structures, including decentralisation, access to science and technology and training, and to ensure the relevance of education to the man power needs of the country (Agyemang et al 2000, p.10). The implementation of the FCUBE led to an increase in enrolment rate coupled with an increase in government expenditure more than triple in real terms over the decade (Darvas & Balwanz, 2013, p. 3). However, whiles access has increased, quality has declined with challenges ranging from poor infrastructure, inadequate teaching and learning materials, suitable housing accommodation for teachers in deprived areas and low teachers' salaries. Moreover, the government was forced into private hands by enrolling some of the pupils in private primary schools. However, currently, attention is gradually being shifted from the public schools to the private schools. The elite and middle income families are patronising the educational services of private schools and the repercussion is a fallen standard in the public primary schools. This is discussed further in chapter two.

In addition, recently there have been high expectations and new constituencies, and influences as a result of the current growth in the county's Gross Domestic Product (GDP). These include higher expectations for jobs, earnings and public services as well as increased internal migration (rural – urban). There is also a new growth in middle class income earners in various sectors, that is at the district, regional and government sectors who influence public policy and prioritised service delivery at their respective level. This situation is gradually leading to the indirect privatisation of public services, an example is education. As mentioned in the previous paragraph, as more families are entering the middle class and urbanise many pupils are withdrawing from the public primary schools to fee paying elite private schools, leaving poorer families worse off. A question to ask

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here is, will Ghanaians like to support strong public basic schools or will the educational terrain in Ghana continue to follow the present orientation of a highly unequal two tiered system? (Darvas & Balwanz, 2013, pp. 3-4).

Also the new global economy is characterised by technology and has therefore led to the integration of ICT in education even at the primary level. Ghana is of no exception as the government has gradually inculcated ICT into the curriculum for primary schools. This can be ascribed to the fact that the government has come to recognise and accepted that fact that ICT is a key component in education with a strong emphasis on its role towards the improvement in the country's economy (Mangesi, 2007, p. 3; MOE, 2008). Inspite of the relevance of ICT to education in Ghana, it appears that the implementation into the curriculum especially at the primary level remains a problem that needs to be addressed. According to Mangesi (2007, pp. 8-9) access to ICT is inadequate and unevenly distributed (urban bias), teachers and some educational officers lack adequate skills in inculcating ICT tools in the classroom, inadequate public-private partnership and the primary sector is far behind. The long and short of it is that there is inadequate resources to ensure policy implementation. Finally, according to Anderson (1992, p. 8), "in today's world, a child who is not educated is disadvantaged in terms of income, health and opportunity. In the coming years, a society that does not educate its children will be disabled in terms of the economic productivity and social welfare of its people".

A problem statement in light of the aforementioned claims and against this background is the adaptation of globalisation policies into the Ghanaian education system to enhance quality. Mostly, these policies have influence at the primary level and therefore this study seeks to access decentralisation, privatisation and ICT as globalisation forces through the provision or primary education in Ghana.

1.3   Scope of study

The impact of globalisation on education in recent years has become of concern to all especially governments because of the importance of education to human development and sustainability. Formerly, governments' develop educational policy which is relevant to the needs of the nation,

however as a result of globalisation, most governments' are reconstructing their policies to meet the need of the global world (Bascia et al., 2005, p. 12). In Ghana, the Nkrumah's government after independence in 1957 instituted the Accelerated Development Plan for Education to provide fee-free elementary education to children between the ages of 6 and 12 years. However major educational reform programmes were introduced in 1974, 1987 and in 2007. Additionally, there have been new development strategies such as 'Vision 2020' to help reduce inequality level in all areas by the year 2020, and it also contains an educational policy which emphasises on adopting technology in education such as ICT training due to the emerging technological world (Little, 2010). This endless change in educational system can be linked to adopted worldwide influences. Due to time constraints the study will cover the changes occurring in at the primary level. Here I will focus on ICT in education, decentralization and privatization as manifestations from the processes of globalisation. These will aid in understanding the impact of globalisation and education in the current Ghanaian situation.

1.4   Research objective and questions

The primary objective of this study is to investigate how educational stakeholders (government, teachers and parents) understand globalization, privatization and ICT through the provision of primary education in Ghana.

In order to achieve the primary objective and to be focused it is important to be guided by some questions. Specific questions set to achieve this are;

  (i)   How do educational stakeholders understand globalization, privatization and ICT?
  (ii)   What are your reflections on the privatisation of primary education in Ghana?
  (iii)   What are some of the challenges encountered by the government and teachers in implementing some global standards[3] in public primary schools or what are some of the educational challenges in Ghana at the primary level?

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[3] Operationalised as some global instruments from UNDP and UNESCO

1.5   Relevance of study

There have been discrepancies in public primary school development and access in Ghana over the decades. Recently there are growing concerns about fulfilling basic education needed for post primary education, besides the gradual infiltration of global policies into the system. Many researches and literatures have concentrated on the educational reforms and structure in Ghana, and globalisation and education in industrialised and newly industrialised countries. The general public have also shown concern on how existing and new policies can be geared towards improvement in this sector. It is therefore necessary to look at globalisation and education in Ghana. This study will contribute by looking at how the process of globalisation affects the education sector in Sub-Saharan Africa using Ghana as an example and the relevance of education to development. It will also provide information on some of the challenges faced by low income countries such as Ghana likely to be positioned in the context of globalisation. In this regard it will provide information on the possible areas for improvement. Moreover, suggestions and recommendations from this study will help policy makers to modify existing policies to enhance public school development and be more relevant to investment and employment opportunities for the future.

1.6   Organisation of the study

This thesis is organised into seven chapters. Each chapter is addressed by a specific theme. Chapter one have provided information on the background to study, outlined the research objectives and questions guiding this study. It also provides the scope and relevance of this study. Chapter two provides information on the historical development of basic education in Ghana, structure of the educational system, relevance of education to development as well as challenges in implementing global standards for example ICT in education. Chapter three provides the theoretical framework for this research and the analytical framework. The main theory for this research is globalisation. Chapter four is a discussion on the research design and methodology. Chapter five is a presentation on stakeholders' perspectives on globalisation and education in Ghana. Chapter six provides a discussion on the major findings of this thesis. Finally, Chapter seven constitutes summary, recommendations and conclusion of the research.

CHAPTER TWO

DEVELOPMENT OF BASIC EDUCATION IN GHANA

2.0   Introduction

In this chapter I am focusing on educational development in Ghana. The chapter begins with a short description of the country and its socio-economic dimensions. This is followed by educational development in Ghana prior to independence to up to date. Other issues discussed here include relevance of education to development, ICT and education in developing countries.

2.1   An overview of Ghana (profile and demographic characteristics)

The Republic of Ghana is located in West Africa and covers an area of 238,540 square kilometres (Coakley, 1996, p. 1). It is estimated that about 24,658,823 people reside in Ghana. Of this, male population is 12,024,845 and the female population is 12,633,978, representing 48.7% and 51.3% respectively (GSS[4], 2011, p. 2). According to the Ghana Statistical Service (2011, p. 3), the nation has a youthful population with a large proportion of children under fifteen (15) years. 50.9% are urban dwellers mostly in Accra and Ashanti region due to the concentration of industries and commercial activities.

Economic wise, Ghana has a lower-middle income economy with Gross Domestic Product (GDP) of USD 38.62 billion current market prices and Gross National Income (GNI) per capita at USD 1, 590 (The World Bank, 2016). The largest industrial sector is agriculture, including forestry and fishing (GSS, 2011, p. 10). Ghana is 140 out of 188 countries with Human Development Index (HDI) with indicator index at 0.579 and 28.6% of the population live below the income poverty line in 2011 (UNDP[5], 2015). After South Africa, Ghana is the second and third leading African producer of gold and of aluminium metal and manganese ore, and a significant producer of bauxite and diamond respectively (Coakley, 1996, p. 1).

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[4] GSS – Ghana Statistical Service
[5] UNDP – United Nations Development Programme

In terms of education, the proportion of children aged three years and above who have never is for 23.4% whiles the proportion of those in school is 76.6%. The proportion of children in the rural areas is 33.1% and it is more than two times that of children in then urban areas which is 14.2%. This implies that more children in the rural areas are uneducated (GSS, 2013). A number of policies have been implemented since the early 1950's to increase access and quality to all levels of education nonetheless there are still some challenges to improve quality at the basic level, issues of disparity and inequity among the poor and marginalised groups. In this regard even middle poor households are opting for private sector education if they can afford (Akyeampong et al., 2007, p. 1).

Figure 1: Map of Ghana

Source: http:// www.worldatlas.com/webimage/countrys/africa/gh.htm

2.1.1 Formal Education Development in Ghana prior to independence till date

In it relevant to mention briefly here that, formal education development in Africa can be ascribed to British colonial rule in the early 19th century until in the 1940's where mission schools were set up and mainly run or managed by African converts. The British controlled most part of Africa where the demand for Western education was high and education was provided at low cost by missionary societies. Consequently most of the schools that were established following colonial rule were a prototype of the Western school system including the curriculum (Coleson, 1955; Frankema, 2012).

Similarly, in the context of Ghana as a developing country in West Africa, Graham (2013, pp. 1-13) and (Martin, 1976) posits that early formal educational development can be dated to the era of colonialism where European merchants build castles along the coast. The work of missionaries during this era marked formal education development in Ghana. The Portuguese primary aim was to establish schools in Elmina Castle to convert people to the Catholic faith and to also offer reading, writing and reading religious texts to African children, however the medium of instruction was the Portuguese language. Similarly, The Dutch restarted the school with the aim of providing advanced Christians faith to children who qualified. This happened after a century when they ceased control of the Elmina Castle from the Portuguese in the year 1637. The castles schools that were set up for religious teachings in the 18th century also became schools for training in order to raise people who can assist in trading activity. A distinctive feature about the earliest form of education was that, the main focus was to teach mulatto children, nonetheless, education was extended later to other African children whose parents were wealthy merchants in the castles. Followed by this, the next step of education was to send African boys to Europe for education with the hope that they would carry back to their country what they receive in those countries and to also build friendship with their parents who were mostly chiefs. The British dominated the ongoing commerce dominated and trained local inhabitants as interpreters for the trade. As a result their policy and the Merchant Companies towards the castle schools birth English educational institutions in Ghana.

However, the first form of education did not really make provision for basic literacy since the main texts for schooling was on Bible texts and teaching. In 1919-1927, Sir Gordon Guggisberg introduced the Sixteen Principles in early attempts to improve the quality of primary education in Ghana (formerly Gold Coast). This included the need for better teaching and enhanced management, equal educational opportunities for both girls and boys. Notably, the introduction of these principles paved the way for major educational policy in Ghana's education during the 1960's. Due to inadequate financial resources, the aim to improve the quality of primary education was not achieved. Sir Gordon Guggisberg's actions played a role in the development of primary education in Ghana (Kadingdi, 2006, p. 4; Martin, 1976; McWilliam & Kwamena-Poh, 1975).

In 1951, Dr. Nkrumah the nation's first president, introduced some changes to facilitate the expansion of education and this was followed by reform initiatives for further developments after independence in 1957. The Accelerated Development Plans (ADPs) for Education of 1951 and 1961 was instituted through the 1961 Education Act, which aimed to provide free, universal and compulsory basic education, six (6) duration for children from six (6) years of age. This initiative was made as a response towards the abolishment of illiteracy in Africa. The act also led to the training of more teacher to cater for the expansion in enrolment. Notwithstanding, the fact that the act increased enrolment the quality of teaching and learning didn't have any significant improvement and more teachers were also needed to cater for the pupils leading to the employment of untrained teachers. In this regard the new policy was developed through the Dzobo Committee of 1973 and The New Structure and Content of Education policy of 1974 (Kadingdi, 2006, pp. 4,5)

Further a report by Kadingdi (2006, p. 6) noted that in 1973, the Dzobo Committee was formed by the in-coming military government to suggest appropriate ways to improve on education quality and to also meet criticisms raised against the nature of the education system as being similar to British grammar schools. This led to a post-independence reform of pre-university education. The reform was referred to as The New Structure and Content of Education' (NSCE). From the UNESCO document written Agyeman et al, (2000). pre-tertiary education was reduced from 17 years to 13 years, the 6 years primary education was not changed, the 4 years of junior was reduced to 3 years, the 5 years of lower senior secondary school was reduced to 2 years and the 2 years of upper senior secondary school remained the same (a pattern of 6-4-5-2 to 6-3-2-2). The main aim of this change was to make students employable and to orient pre-tertiary education to meet demand and developmental needs of the nation. The recommends by NSCE didn't have any significant on the education system in general due to inadequate resources to improve teaching and learning in schools. The Ghana Education Service (GES) was established within this same period. It brought together education administrators, education sector worker and teachers under the Ministry of Education (MOE) to formulate a new educational structure.

Resulting from the economic slack faced by the country in the late 1970's and 1980's the new programme introduced failed to achieve its purpose. The education system by 1983 went into crisis and near collapsing. To address this situation, the Provisional National Defence Council (PNDC)

which took over governance introduced a reform programme which was implemented in September, 1987. This also paved way to the implementation of Free Free Compulsory Universal Basic Education (FCUBE) reform in 1996 as well as through the nation's participation in international agreements on Education for all, the Beijing Declaration on Women's Rights, Declaration on the Rights of the Child and the Lome Convention. With this the government had influence from international agencies and received aids from the World Bank and donor agencies to support the FCUBE programme (Kadingdi, 2006, pp. 7,8). This was a ten (10) year programme which resulted in two years of pre-school education, 6 years of primary education (compulsory for every child of school going-age), 3 years of Junior Secondary education, 3 years of Senior Secondary education, three years polytechnic or teacher training education and four years of university education. It also made plans for decentralisation in the management of the education system. At the pre-tertiary level, district, regional and headquarters directors were in Ghana whiles head-teachers were responsible at the school management level and for tertiary level, the governing Councils of the Tertiary Institutions were in charge of management with coordination from the National Council for Tertiary Education (NTCE) (GES, 2004, p. 3).

Further, John Agyekum Kuffour was elected as president in 2002. He introduced the 2007 Education Reform Act to improve upon the education system and therefore set up a committee to review performance within the educational sector and based on the committee's recommendations, new changes were made to the curriculum and educational structure. In this structure, 2 years of pre-school, 6 years of primary education and three years of Junior High School, 4 years of Senior High School, three years of technical and vocational education and 3 years of university education was established. Here basic education became 11 years and the government would support the technical training by funding the first year of training for the trainee, whiles the trainee covers the remaining years (White Paper (n.d.) The Report of the Education Reform Review Committee).

Finally, according to Aheto-Tsegah (2011, p. 27), this pattern was changed by the new government that was elected in 2008. Currently, the education structure in Ghana is eleven years of basic education, comprising 2 years childhood education, 6 years primary education and 3 years junior education; 3 years second cycle education, comprising of senior high school grammar and technical education including other post-basic skill development programmes and National

Apprenticeship Programme; and tertiary education level, consisting of diploma programmes in polytechnics, teacher training institutions and undergraduate programmes and 4 years for undergraduate degree courses. To conclude it is worthy to note that since Ghanaians attained independence, successive governments recognized and understood the significant role education plays in the socio-economic development of a nation, therefore the development of subsequent reforms and measures to improve and expand access. This leads to the next section on the importance education to development.

2.1.2   Relevance of Education to development

Education is intrinsic to the development of a nation. Education enables people to acquire, develop, sustain and use relevant literacy skills to improve their health, prevent diseases and make use of health facilities and services effectively. It also serves to improve the lives of people by eradicating poverty, curbing population growth, reducing child mortality, achieving gender equality, and ensuring sustainable development. People are able to know about their rights and responsibilities and acquire the necessary knowledge to exercise them resulting in peace and democracy. Social injustices can be reduced by the growth of civil societies (Center for Global Development, 2002; Ozturk, 2001; UNESCO, 2005).

Education also, promotes higher wages and economic growth through better ways of income distribution. It increases the value, efficiency and intellectual capacity of a nations labour leading to an increase in the overall productivity. It assist a country to compete in the changing technology and production methods of the world market. For example, people can earn 10% higher wages as they seek to attain higher education and invariably contribute to national economic development. For a nation to achieve continuous and sustained economic growth, adult literacy must be at least 40%. There is the need to also invest in her human capital (Center for Global Development, 2002; Ozturk, 2001).

In a nutshell, education on a whole leads to self-esteem, confidence and personal empowerment and therefore add value to a person's life (UNESCO, 2005). Establishing basic primary education

(reading, writing and numeracy skills) for all granted MDG's in 2000 can be seen as the starting point to develop a literate society for sustainable development in Ghana and beyond.

2.2   Information Communication Technologies (ICT) and Education in Developing Countries

Since the beginning of the 1980's countries have become very much concerned with the increasing growth and invasion of technology as well as the expectations for the future in aiding all aspects of life; leisure, work and education (Willem J Pelgrum & Nancy Law, 2003, p. 7). There are many different scholarly definitions for the term ICT, but for the purposes of this research it is useful to adopt the definition by UNESCO. Besides, it is an international body with key area of interest with various programmes to ensure quality in education for both developed and developing nations. The term Information Communication Technologies (ICT);

> *"Refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. This broad definition of ICT includes such technologies as radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, and computer and network hardware and software, as well as the equipment and services associated with these technologies, such as videoconferencing, e-mail and blogs"* (Meleisea, 2007, p. 1)

According to (Hinostroza et al., 2008, p. 82), the arguments for this international trend and the sustained global policy are that;
> ➢ IT is an essential "life skill" in the same way as literacy and numeracy.
> ➢ IT is an opportunity for economic development and a requirement for employability.
> ➢ IT is a tool for educational management.
> ➢ IT is a tool that can improve teaching and learning.

The first two arguments are linked to likely socio-economic benefits of "mastering IT" and its impact on human development. Besides, the target to achieve goal number eight (8) of the United Nations Millennium Development Goals explicitly requests "to make available the benefits of new technologies, especially information communication technologies" (UN, 2000). The third argument support the idea that, a way of improving education is by using IT tools to improve management-related tasks. There are several ideas that support the final argument. One of such ideas is that, the intensity of IT in the society demands a new educational curriculum. Here, the

inference underlines both a "need for curriculum change and affords the need whereby the desired change could be achieved (OECD, 2001 cited in Hinostroza et al., 2008, p. 82). Authors that support this argument claim that the knowledge society requires new skills which were not considered in the traditional curriculum, for instance building knowledge (Scardamalia & Bereiter, 1994). Although there have been different perspectives and benefits about the role of IT in education, as well as ongoing debates, there are promising expectations that, IT will modify and reconstruct teaching and learning processes that better prepares students and teachers for a "knowledge-based" society (Anderson, 2008 cited in Hinostroza et al., 2008, p.62).

Research findings on ICT and educational reform over the years between developed and developing countries have documented variation in accesses and use. In developed countries there was a substantial increase between 1995 and 1998 in the number of computers in schools, although the increase in not the same among the countries. For example, Norway moved from about fifty-five (55) students to a computer in 1995 to about nine (9) students per computer in 1998. In China Hong Kong, the ratio was 39:1 in 1995 and 21:1 in 1998, and in Hungary a decrease from 41:1 to 23:1 ratio. However, currently not all countries in the developing countries have been able to benefit from the developments and advances offered by technology (Kozma, 2002, pp. 3, 4). For instance in a UNESCO report by (Blurton, 1999, p. 3), in Africa it has been estimated that one (1) out of every five-thousand (5000) people is an internet user as compared to the world average of one (1) out of forty (40) people. Although, currently there has been gradual increase in the figures for both developed and developing nations, the latter is still in the minority.

It is imperative to mention that, the incorporation of computers and technology into schools is a process that is expensive and complicated sometimes. In order to instruct others to use correctly and efficiently, it requires all the necessary equipment, technical support, and competent staff to set it up and to run. The desired possible advantages and benefits it can bestow on schools and pupils are substantial, making it a worldwide phenomenon in education and one of the priorities to education planners in both developed and developing nations to introduce technology into the classroom. The difficulties and complexities to tackle these in order to achieve this vary in both settings (Willem J Pelgrum & Nancy Law, 2003, p. 7).

Scholarly articles on ICT in education have documented that a major one major challenge faced by developing countries is access. For instance Kozma (2002, p. 4) affirmed that access is an obvious challenge in integrating ICT in education within developing countries among other challenges to improve and reform education such as curriculum, teacher preparation, curriculum, pedagogy and assessment. In order to address these challenges the World Bank Institute, a unit of the World Bank launched the World Links for Development or WorLD Programme in 1997. The components of this programme aimed at making internet connectivity for senior secondary schools in developing nations, provide training in the use of technology to improve teaching and learning, provide school-to-school partnerships including regional and global partnerships with public, private, and non-governmental organisations, telecommunications policy advice for the education sector and monitoring and evaluation system. The programme initially begun as a pilot project in Uganda, however by 1998 it had spread to fifteen (15) African countries, Eastern Europe, Latin America and the Middle East.

In Ghana, the government has identified the relevant for ICT training and education in schools, colleges and universities. From the education sector, integrating ICT into education, can result in new possibilities that can be created for learners and teachers to enable them to connect to new ways of information acquisition and analysis. To this effect, the MOE developed an ICT in Education Policy to offset the possible opportunities that her citizen can access through the training on how to use ICT (MOE, 2008, p. 4). ICT will promote access and enhance the quality of delivery in education on equitable basis. Quoting from the policy framework;

> "It is the government's desire that through the deployment of ICT in Education, the culture and practice of traditional memory-based learning will be transformed to education that stimulates thinking and creativity necessary to meet the challenges of the 21st Century" (MOE, 2008, p. 4)

This also formed the basis for the development of ICT in education in Ghana from the primary to the tertiary level apart from global influences such as The World Education Forum in Dakar, 2000, The World Summit on the Information Society[6] and United Nations. Currently in Ghana ICT training in schools is key and has become part of the curriculum. Although there are challenges

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[6] MOE, 2008

the government is trying to provide most public schools with ICT tools and learning centres to aid in the training process.

2.2.1   Making ICT Work in Education for Developing Countries

Making ICT work as a tool in education, especially in developing countries can be a way of bridging the gap in skills, knowledge and educational opportunities between them and the developed countries. The paragraphs below are a presentation of some measures that can aid ICT usage in education for developing countries, using the ten lessons from the World Links Programme initiative by Hawkins (2002). Whiles presenting this it will also provide some information on the challenges faced by developing countries in implementing ICT in education.

Firstly, to establish a working computer laboratory and a reliable internet connection remains a challenge for most schools in the world. A survey conducted in developing countries revealed that most teachers in African and Latin America lack adequate knowledge in hardware and software in addition to unreliable internet access, hence ineffective use of computers for instruction. Most schools also have high student-teacher ratio of 80:1, and have to work with one (1) to twenty (20) computer. In addition, their internet connectivity is sourced from dial-up on old lines and antique telephone exchanges. Despite these challenges, schools can work on the poor connectivity through technical solutions like store-and-forward e-mail, caching web pages locally, extensive use of CD-ROMs, and pulling web pages through e-mail. Classes can also be managed by dividing the large number of pupils into groups so that some can work off-line while others use the computer to search for information on the topic being discussed. Information and communication technology must be made readily available to a larger number of students and teachers while developing cheaper, easier-to-use technology to be implemented in schools for greater use among students and teachers (Hawkins, 2002, p. 39).

Secondly, according to Hawkins (2002, pp. 39, 40) sometimes it is relatively easy to provide schools with the computers but to keep them working is a greater challenge. These are problems associated with electrical spikes, viruses, dust, heat, and normal wear-and-tear ends in most computer labs in developing countries, resulting in an abrupt halt in training. To get a full time

computer technician is costly due to lack of funds. Most hired and trained computer technicians often leave the schools in search of new jobs since they are often lured into high-paying jobs in other regions. Besides the ministry of education in most countries lack the resources to effectively provide for large number of schools, thus there are left with little or no technical support when hired technicians leave suddenly. However, in order to address this problem, students are being given much responsibility for maintaining the labs. It has been noted that some students are more inclined to technology than the hired technicians. For example, in Namibia the "Kids on the Block" initiative in which Schoolnet Namibia works with the youth to give them training necessary to refurbish, install and maintain school laboratories. This can help the school to save some time and money.

Thirdly, in telecommunications, most countries charge by the minute even for local calls including indisposed principals and tight budgets which limit the amount of time on the internet throughout the day. When ministries of education or schools invest in high speed internet access it yields an increase in satisfaction, use and integration into the curriculum. In order to address such problems, the government can partner with local or national telecommunications companies which can result in mutual benefits for both partners; education goal achieved and company expanded data user base achieved. The government must also make telecommunications away of the benefits in providing subsidized access for education because the latter can build their future user base, potentially reach parents through students and earn public relations benefits while providing schools with the social service. Also, reliable fixed lines and emerging wireless technologies are a mostly limited to urban and few peri-urban areas or communities benefiting only citizens residing in such communities, the most deprived areas are the most vulnerable. On the other hand, the government needs to regulate allocation and institute licensing policies to ensure that satellite connectivity will benefits both urban and rural folks (ibid, pp.39,40).

Fourthly, one of the most effective technologies for internet access in schools in developing countries is wireless and the telecommunications infrastructure in most African countries are too poor to rely on for fixed line dial-up connectivity. As a result most schools in developing countries have chosen to establish wireless internet access over their local fixed line infrastructure. For example, in Uganda, five out of the ten school selected to participate in the World Link pilot project

were unable to use the internet due to archaic exchanges. Therefore the schools were put on a telephone connection through a local company, Celltel who provided an hour of free airtime every day. However, in order to the slow internet connection and low data rates the schools moved to a broader band wireless connection (Hawkins, 2002, pp. 40, 41). Government and schools can also solicit for funds and donor support to establish wireless connectivity to aid effective and efficient use of ICT for teaching and learning.

Also, Hawkins (2002, p. 41) posits that lack of funds for connecting schools to the internet is one of the greatest challenges in developing countries. Because most developing countries per capita income are not enough to support internet connection for a month, hence they can partly share the facilities and the costs with the broader community. He suggest that involving community members can partly help to cut down burden from schools and the government. For example, in a pilot project in Uganda, World Links subsidized half of the cost for two years and helped community members to develop innovation or strategies to raise the rest. Some of the resources for poorer rural areas participants were generated from community education tax, and by opening the schools after school hours, on weekends and holidays to community members in order to give them training and information access. These schools were used as community learning centres to enable trainees identify services, to market these services, to employ the appropriate staff and effective management of finances of the centres. This measure will not only serve as a means to cover part of the costs and facilities, besides it will also engage community members in the activities and services of the schools and create an avenue for adult and unending education. An example is the Bindura-World Links community learning centre in Zimbabwe where most adults come as learners to receive basic computer literacy training.

Similarly, the ministry of education in most countries cannot fully take the task of equipping schools with ICT facilities. According to Hawkins (2002, p. 41) this is a challenge for most developing countries. In order to address this challenge, governments need to form strategic partnerships with private institutions to be successful. For example, in India, the government partnered private sectors to establish a variation of community learning centres in a number of states. This was successful and effective. In the state of Karnataka, seven hundred (700) schools were equipped with ICT labs within a short while through private partnership with NIIT (a private

computer training institute). The schools also signed a five-year contract and opened their facilities to the company to provide its private training courses to community members after school hours. Such partnerships should be encouraged since it is likely to produce mutual and positive benefits while cutting cost.

In addition, most schools have established computer labs with cost-effective internet connectivity in schools through public-private partnerships. However, whiles ministries of education around the world have managed to computerised schools, just a few have been able to well develop strategies to fully incorporate the use of computers as pedagogical tools in the classroom. One of the problems faced by the World Link Programme was that most ministries of education lack clear policy on how to use computers in education. They consider computers as single subject that requires a curriculum with a focus on basic computer literacy skills. Although basic computer literacy serves as the beginning stage, the incorporation of computers and the internet into the broader curriculum is where the actual gains will be achieved. Here, most teachers in developing countries follow rigid and overloaded curriculum and have limited time for innovative classroom practice. In order to order to address this challenge, education ministries must assist teachers to incorporate computers and internet technologies effectively by organising curriculum and examination for maximum educational gain since computers are just tools like other teaching and learning materials. One of the most important thing educational policy makers must achieve is linking computers and the internet to learning objects to yield good results (Hawkins, 2002, p. 42).

Invariably, teachers must be professionally developed in order to achieve any educational programme and in using of technology. Teachers need sustained and continuing support from their colleges in addition to formal training. This will enable them to acquire knowledge in best way to integrate technology into their teaching. Teachers need to be dynamic in teaching and be able to create student-centred learning environments interaction among pupils or students. However, most teachers are not inclined to technology and routine teaching styles. It is necessary for all teacher training programmes to go beyond the technology to the pedagogical and educational gains achieved by using technology in the classroom. It appears that most teachers in developing countries are information consumers. They must learn to use the internet to access resources, produce information and using it in their cultural context and educational understanding.

Developing countries can adopt the strategy of establishing online network communities to share resources for improving curriculum, peer reviewing of lesson plans and exchanging ideas. Finally, in order to acquire the necessary time for professional development to transform teaching and learning in the classroom, teachers must be given all the support, for example good leadership from their school heads (ibid, p. 42).

Moreover, Hawkins (2002, p. 42) noted that in developing countries most girls are not inclined with technology. The World Links assessment on the differential impact of the programme on boys and girls proved that, boys benefit more from the area of technological skills as compared to girls in academics and communication skills. A way of addressing this challenge is by encouraging and involving girl's right from the primary level in ICT education. This will enable them to use ICT to gain information on issues that make them vulnerable in their society. For example, get information on teenage pregnancy and sexually transmitted diseases and how to prevent them. Acquiring the necessary knowledge in ICT enhances self-esteem for most girls in developing countries. For example, from a Ghanaian girl "Our self-esteem has really improved because of the World Links program. Now we can rub shoulders with boys that want to step on our toes. We walk with our chests out! Anytime we are confronted with questions we feel confident answering, even with older people we come boldly" (ibid, p. 43).

Finally, most developing countries are inclined to chalk and black board form of teaching and learning. Hawkins (2002), is of the view that making ICT work in most schools will help to break this traditional system of impacting knowledge, motivate students and make the classroom a more interactive learning environment. For example in Palestine, the integration of computers by teachers as a tool for teaching and learning created a cordial relationship between the teachers and the pupils. Teachers who have received training in professional development are able to manage the classroom and use technology effectively to create a better and collaborative learning environment. In the words of a Senegalese student "Our teachers, because of our participation in collaborative projects and Internet access, have to do a better job. They carefully prepare their lessons before coming to class. We challenge them; we are no longer passive receivers of information. We analyse and question things" (ibid, p. 43).

It is imperative to say that, making as ICT work in education for developing countries seems to be a difficult and daunting task. However, a well formulated and systematic integration approach to the use of computers and technology in the classroom of developing countries will improve on the professional development of pupils for the global market.

2.2.2 Some Negative Effects of ICT

Following from the previous section on making ICT work as a tool in education and the benefits it can bring, just like all other innovations it also has disadvantages. It is relevant to mention them to ensure effective use of ICT tools.

ICT is extensively used in developed and wealthier countries. This disparity denotes that ICT will broaden and deepen the economic, educational, social and political gaps between developed and developing counties. According to (Blurton, 1999) equity of access means that, all people (rich or poor) within developed and developing countries must have access to the benefits of ICT use. However, this ideal has not been fulfilled as people in rural communities mostly do not have access to ICT in both countries, especially developing countries. In the paper prepared by Byron and Gagliardi (1999) to (IBE) for the International Development Research Centre of Canada (IDRC), they noted that although all countries in the world have been affected to a greater or lesser extent by ICT in diverse spheres of life, it has and continues to be a very unequal evolution enormous impacts on development in the Global North countries, leading to increasing disparities compared to the Global South. Besides, in the Global North, it all citizens have equal access to the benefits of these technologies since some are since some people are disadvantaged. Most poor countries in the Global South, "the means of obtaining, processing and disseminating information may remain very dependent on more traditional methods in the absence of the most basic infrastructure and devices for utilizing the new technologies" (p. 4). In the developing countries, these technologies is gradually influencing parts of the educational process, however in the developed and rich countries, the impact continues to be significant. Also, the reason for limited impact of ICT in education in most developing countries is as a result of other political factors such as resistance from state and school authorities. Some teachers fear that their incompetence and lack of knowledge in these technologies will be known by their students in the schools (ibid, p. 5).

Invariably, in developing countries ICT can improve the information base, knowledge and educational opportunities if the benefits of ICT technologies are distributed equally and accessed easily. If not the gap between the haves and have-nots of the world will continue to increase (Blurton, 1999, p. 38).

Furthermore, ICT may impact local cultures and languages leading to a cultural imperialism by favouring the most civilised regions. The dominating language of the internet is English and it is highly utilised and easily accessible to Global North countries. As opined by Lee (1998 cited in Blurton, 1999, p. 40);

> "… the Internet is supposed to be an open ground on which expressions and even representations of different cultures can be acted out in diversity. However, this promised diversity on the global network is set back and held in suspicion, for many, by the cultural imperialism represented by the West in general and U.S. culture in particular. Rather than empowering local and the marginal cultures to speak out for themselves, globalization appears to be synonymous with standardization and normalization of one privileged, globalized local culture over others".

Although, some scholarly articles have shown disparity on English becoming the common language on the internet and also the fact that language software tools can help in translating languages. For instance in 1998 it was estimated that for the number of people who use the internet, English speakers are (91) million and non-native English speakers (71.3 million), Similarly, Byron and Gagliardi (1999, p. 5) also noted that there are other socio-cultural factors leading to the limited impact of ICT in the educational processes of most developing countries. These are related to linguistic and culturally unsuitable of some educational software for many countries and, conflict with the traditional ways of disseminating and receiving information.

Finally, there has been concerns about pornography, crime and violence on the internet. There have been debate about putting censorship and to restrict the free exchange of information on the internet to help regulate the type of information students or children access on the internet. Due to the ease at which pupils can access inappropriate information and materials using ICT tools,

religious organisations, teachers, administrators, parents and government officials are raising critical questions on the implementation of ICT use in schools (Blurton, 1999).

CHAPTER THREE

THEORITICAL AND CONCEPTUAL FRAMEWORK

3.0   Introduction

This chapter provides the underlying theories for the phenomenon under study. The theories were selected after the review of literature related to this research. This will help to assess how these theories relate to the current changing trends in educational policies in Ghana and the data collected during analysis. The theories for this research are related to globalization. They include decentralisation and the privatisation of education. The theory of globalisation will be discussed as well.

3.1   The Globalisation Theory

Globalisation though a well talked about term globally is understood and defined in many ways. A search for the term 'globalisation' both in books and on the internet produces thousands of different meaning and ideas. However, in the multiple proposed definitions, these dimensions are common. They are economic integration, information and communication technologies, socio-cultural and political influences. Although the impacts are experienced differently among nations, the propelling forces are economical, technological, political and cultural. It is relevant to mention here that, there are other accelerating influences from afar by supranational institutions and international conventions both directly and indirectly (Wood, 2008, p. 13). This has become common among developing nations, thus the need to explore how globalisation impacts education using Ghana as the study area and as an example of developing nations

3.1.1   Defining Globalisation

Globalisation has been accorded different definition by scholars as a result of its many different features. For example, Castells (2008, p. 81) in his definition brings to bare the connectivity of anyone and anything in the world as a result of information and communication technologies, long distance transportation and computer networks. Notwithstanding this fact about the process of

globalisation, the starting point of most definitions is about its economic nature. Anything here includes exchange of goods, services and capital across boundaries. Similarly, Hallak (1998, p. 3) identified three dimensions that characterise globalisation. These are economic and financial, scientific and technological innovation and the interdependence of these dimensions. The dimensions mentioned above will be adopted to operationalise globalisation for the purpose of this research and to understand the impact it has on education globally.

Economic and financial dimension wise, globalisation is an economic phenomenon that is advancing across boundaries. Viewed in this light, globalisation is understood as the formation of a globalised market which is economically desegregated (Wood, 2008, p. 15) and not only concentrated in the developed regions. As noted by Hallak (1998, pp. 3-4), the global economic activity is not centred on only developed (Global North and industrial-based countries) but has spread to the developing and the non-developed (Global South and agrarian countries). Formerly, only goods, capital and services cross borders but today, all factors of production such as technology, the norms and means of production and labour are being exchanged. A reason being that, regulations and restrictions on financial flows have been made flexible for easy transactions. This has created an economic space in terms of goods and services markets, the capital market, and the economic market and so on. Grasping the different debates about economic globalisation and its effect on education, Burbules and Torres (2000, p. 14) in economic terms describes globalisation as;

> *"transition from Fordist to post-Fordist forms of workplace organization; a rise in internationalised advertising and consumption patterns; a reduction in barriers to the free flow of goods, workers and investments across national borders, and, correspondingly, new pressures on the roles of worker and consumer in society".*

Also, Wood (2008, p. 15) is of the view that an emerging feature of the global economy is the new dependency on information and technology called Knowledge Economy reflected through the flow of foreign direct investment and global trade, foreign exchange, calculated capital flows and the spread of transnational corporations across nations. These factors of economic globalization are not new from the nineteenth century, however the intensity of the current trend and its impact makes the difference. Another related feature of the global economy is the economic governance exercised directly and indirectly by international institutions such as the World Bank, International

Monetary Fund (IMF), World Trade Organisations (WTO), United Nations (UN), and so on. This is done through international agreements and conventions on certain prioritized development issues and assistance to developing and undeveloped nations. Examples are the Millennium Development Goals (MDG's) which contains the policy for universal primary education for all, environmental treaties, free trade policies, human rights instruments and so on

In terms of scientific and technological innovation, Hallak (1998, pp. 4-6) posits that the force of globalisation is accelerated by the rapid expansion of scientific and technological innovation in the spheres of biotechnology, microelectronics and communication. Innovation in technology aids in the exchange of goods, services and sharing of ideas as well as speeding up the processes production. This is so much visible and striking in the sense that images, transactions and messages that formerly take weeks to be transmitted as a result of physical difficulties and complex infrastructure are now transmitted within a spilt of a second across borders This phase of integrated communications network influences the credo, political and cultural conditions of all societies. In this communication society, users have the opportunity to choose the form, time of access and convenience to exchange information with the other party of concern. Despite this aspect of choice, uniformity and standardisation is gradually being developed. An explanation for this uniformity can be linked to the language of communication. The use of the 'English' language is seen as a process in enhancing human understanding and a global society. However, some critics argue that it does not lessen the authenticity of expression nor give access to a uniform capacity for communication amidst diverse linguistics world. 'English' is used in most countries as the language of instruction in schools, for example in most developing countries the main language used in schools is English. In Ghana, there has been ongoing debate about the language of instruction for primary pupils although 'English' is currently used. Some are of the view that, children are able to understand their mother tongue better than any other language at their developing stage. Also, countries are informally buying into each-other's culture and ideology, for example (music and fashion styles) through mass media and the internet.

Hallak (1998, p. 5), further explains how economic, scientific and technological innovation depend on each-other in the globalisation process. According to him, currently the stock market operates on a twenty-four hour daily basis where huge sums of money in the form of capital from place to

place. This is facilitated by technological innovation, however this is weakening economic regions and affecting a large number of countries. The expansion in the economic flows towards all the factors of production is leading to the interdependence of companies. This can only create a process of a globalised world and a global society which must constantly produce new forms of social organisations, and encourage the production of new knowledge and know-how (p. 5). Invariably, this above is demanded by all structures of society. This calls on society to constantly conform in order to be abreast in line with the global evolution. On the other hand, technological and scientific innovation is gradually affecting all spheres of human activity. For example, at the economic level every new discovery creates a new model of production grounded on knowledge and innovation, which consequently lead to new patterns of organisation of economic activity. Also, at the social level, these new discoveries produce new norms of social organisation and at the same time forcefully question its regulations. Social organisation here includes the relationship between individuals and groups characterised by leadership, structure, cohesion, division of labour and so on.

To conclude it is imperative to say that, the improvement in scientific and technology (transportation and communication) has facilitated global interconnectedness to the extent that the things happening in localities and fashioned by incidents going on many miles away and vice versa (Giddens, 2003, p. 60). Consequently, globalisation is impacting education such that new knowledge and know-how is gradually becoming part of all human activities in the society and thus an individual must have a level of education which transcends his national context or system of education to be able to compete with his peers in other parts of the world.

3.1.2   Globalization and Educational Reform

The economic, political, cultural and technological spheres of globalization have led to diverse impacts on education. The impacts are primarily reflected on educational reforms. According to Carnoy et al., (1999, p. 37), the changes occurring in today's global economy has incited three types of responses in the education and training sectors of most countries. These reforms from his view are competitiveness-driven, finance-driven and equity-driven. Owing to this argument, Dale (1999, p. 4) is of the view that the changing global realities has incited individual states responses

towards making themselves more competitive, in the sense that they restructure their educational policy on priorities that will make them more competitive. The key note that is prioritised above all other activities or dimension is the economic dimension. Similarly, Mundy (2005, p. 3) posits that most people have come to acknowledge that globalisation is making newer demands on states education systems which calls for critical reforms for the present situation. She explains further that, in terms of educational policy responses, countries have become more competitive by reforming their education for highly skilled labour force for the new information economy (ibid, 10). Also noted by Carnoy (2000, p. 46), globalisation suggest an increase in the international economy which is improved by information communication and technology, and this has incited an ideology for national business rather than regional.

Explaining from the aforementioned reforms by Carnoy et al., (1999, pp. 37-40), competitiveness-driven reforms "aim primarily to improve economic productivity by improving the quality of labour and of educational institutions". It responds to the changing demand in relation to skills in both the domestic and world labour market as well as to creative ideas on achieving education and skills for working. Such reforms can be grouped into four areas which include decentralization, higher learning standards, improved management and allocation of educational resources, and improved teacher recruitment and training to make them highly effective knowledge transmitters. Secondly, finance-driven reforms main goal "is to reduce public spending on education". It works by cutting "public sector budgets and private company incomes, reducing public and private resources available for financing education and training". These reforms also aim at improving efficiency in using resources and quality in education. In order to achieve finance driven reforms and since the main aim of this reform is to reduce public spending in education, some strategies must be adopted in order to improve and ensure quality education whiles reducing public resources use. These strategies include, shifting public funding from higher to lower levels of education, the privatization of education from primary to tertiary levels, the reduction of cost per head at all schooling levels as well as increasing class size whiles improving in-service training for teachers towards good teaching (ibid, pp. 37-44). Finally, equity-driven reforms in education aim at increasing "equality of economic opportunity". Such reforms work to reach the lowest income earners, especially those who do not have any basic skills with high quality basic education, gender equity by reaching women since they play a major role in economic development, raising children

and social change as well as rural folks who are deficient in education and to children with special need in order to enhance their success rate in schools through special programmes and curricular taught by specially trained teachers. An example is the MDGs 2 which emphasizes free universal basic education for all and a focus on developing countries (ibid, pp. 44-46).

A way of assessing the relationship between globalization and education is how these reforms shape the activities ongoing in schools and classrooms, how government officials formulate policies to provide quality education, how parents and community members engage in education and how the other components of schooling such as curriculum and pedagogy are being affected by globalization (Wood, 2008, p. 34). Curriculum and pedagogy are being influenced by the forces of globalisation over the years. Nations continuously and constantly strive to adjust the substance and approach to education so as to incorporate and promote the required information, knowledge and skills necessary to compete in the competitive global market. Education systems do this frequently by adding more courses to the curriculum instead of reviewing and revising the whole curriculum. Besides, changes in curriculum are debatable since the curriculum itself requires more than a training ground for the development of skills to enable participation in the global market. It is also a storehouse for cultural knowledge and an instrument of political and social control (ibid, p. 42) since it contains advantage components in education necessary for child development in the context of a particular country.

Notwithstanding this fact, curriculum revision and teacher training are linked. The instruction mechanisms used in many countries, especially African countries is "chalk and talk" which requires little from the teachers rather than to write the material on the board for the students to copy and memorise. These are inappropriate and insufficient for teaching the types of skills which demand problem solving and critical thinking that students need to learn and to participate in the present globally-focused economic and political institutions. "This means that any changes in curricular also require a massive retraining effort for teachers not only in the substance of a new curriculum but also in its means of delivery" (Wood, 2008, p. 43). This issue is also common with the Ghanaian basic education system. For instance in Ghana there has been three major educational reforms since independence in the years 1961, 1967 and 1987 respectively. The education system has been reviewed and adjusted, remarkable are those in 1966, 1974, 1993 and 2002. It has also

been adjusted recently by the current government in power. The changes are mostly effected at the basic level. A reason for these actions is said to be the search for an "ideal" Ghanaian education system (Tonah, 2009, p. 1).

Further, Rizvi and Lingard (2009, p. 18) notes that, the educational policy of countries is being redesigned and reformed by globalisation forces. Governments are developing and investing in policies that will help them to withstand and address social issues in a better way. However, they are of the view that practical implementing these reforms in education is complicated and sometimes faced with policies from agencies above the institutions of the nation (ibid, 19). In this regard developing countries are the most affected ones by the processes of globalisation due to their economic, social and cultural challenges, meanwhile their educational system is supposed to play a major role in their development and thus in the global context developing countries must provide quality basic education and training for all citizens (Al'Abri, 2011, p. 493). Moreover, Mundy (2005, p. 13) posits that the processes of globalisation on education systems cannot be tackled simply by defensive nation based reforms or competitive driven education policies but rather educational policy makers must take into consideration new ways of social cohesion and governance incited by the processes of globalisation. This implies that globalisation brings both opportunities and challenges on education systems and therefore governments must look to the opportunities globalisation brings in order to develop policies to offset the challenges.

3.2   Decentralisation in Education

Decentralization is a term that is contested, defined and implemented in different forms. Although it covers a broad range of concepts comprising of different characteristics, policy implications and condition for success, the basic notion in most definitions is the transfer of some form of authority from centre to the local level in the processes of decentralization. (Naidoo, 2002, p. 4). Decentralisation operates in different government ministries of a country. Fiske (1996, p. 12) posits that for most countries through a study revealed that the process of decentralisation are based on multiple reasons which are state or unstated based such as administrative, educational, political or financial. Here the focus will be on decentralisation in education. Florestal and Cooper (1997, pp. 1,2) opines that educational decentralisation is a process by which a considerable amount of

power and responsibility are released from the central government to the local level such as to a region, a district, a town, an individual school or a group of schools. This is mostly done to various aspects of primary education. There are three different kinds of phenomenon related to decentralisation and they are deconcentration, decentralisation and devolution (Fiske, 1996).

3.2.1 Arguments for Decentralisation in Education; A Global Demand

Decentralisation in education argued as a global reform suggest an increase in the productivity educational sector and contributes towards improving the quality of a country's human resource (Carnoy et al., 1999, p. 53). The first rationale based on economic arguments suggests that educational decentralisation leads to an improvement in resources, efficiency and relevance, democracy in participation, equity and stability. This is needed to step up the pace, while disseminating growth benefits, diverse regions integrations and ensuring the efficient use of scarce resources. The second rationale on political reason supports that, educational decentralisation creates a close connection between government and the citizens making government services available to poorer groups significantly and engaging beneficiaries in decision-making and planning through empowerment and participation at the local level (Arnove, 1997; Karlsen, 2000; Naidoo, 2002, p. 5; Rondinelli, 1981). The final rationale suggest that, educational decentralisation will help to improve service delivery and quality to local communities by improving the control over curriculum and teaching methods, standards and management of resources, whiles ensuring significant accountability of educational results since community members and local educational authorities have greater autonomy in decision making and are responsible for service delivery (Carnoy et al., 1999, p. 38).

While the above arguments may be true, Wood (2008, p. 36) argues that, it has been difficult to implement decentralisation reforms and policies, especially in education. In terms of participation and enhancing quality in education, these policies and reforms have produced mixed results. Educational decentralisation generates a challenging situation for governments because it demands the state to concurrently keep control of educational policy and quality standards. These policies must be legitimate and of less control within lower levels of government. The result is a two sided

coin situation, that is, to waive control and at the same time maintain quality, and poorer countries have limited resources to do this.

Also, in practice, Carnoy et al. (1999, p. 55) notes that decentralisation reforms that are financially driven through decreased financial and technical assistance from the central government to the local and state run schools might lead to achievement in financial goals, however, they tend to increase inequality in educational performance between poorer and richer states or municipalities. This is because most of these decentralisation reforms do not have a purpose of enhancing school productivity but rather have the desire to decrease central government financial and management obligation for primary and secondary education. For example, in Colombia during the late 1980's and early 1990's, the municipalities protested against such decentralisation reforms and revised the legislation since they will incur much more cost in education as compared to the past. Other countries that experienced such reforms in the past are Brazil and Chile. Similarly Prud'Homme (1995) throws caution that countries should consider the draw backs or consequences before designing and implementing any decentralisation policy. He suggest that fiscal decentralisation program that relinquishes financial responsibility from to the regional and local governments of a coutry is likely to increase inequality and endanger stability at all level.

Notwithstanding the above stated fact, decentralisation according to some scholars can have an impact on educational quality. For instance decentralisation reforms that move educational decision making closer to the needs of parents and significant autonomy in decision making to local authorities are likely to improve quality and build a the human resource of a nation. The argument is that, an increase in local management and financial autonomy in school will lead to an increase in parent participation and quality in school teachers and administrators through improved teaching and efficient use of resources. Directly relegating the responsibility of pupils' performance on teachers and school administrators as well as the measures necessary to achieve this goal could impact quality in education (Carnoy et al., 1999, p. 53). On the other hand, giving autonomy local authorities through decentralisation does not guarantee educational quality in itself but with a combination of better materials, school evaluation, investments in teacher training programmes, consistency in supervision, increased parent participation and improved school management. This takes self-motivation and organisational abilities of school leaders and teachers

with a clear vision in practice to achieve better results in education (Carnoy et al., 1999, p. 56), this is lacking in most African countries, example Ghana.

3.2.2   Education Decentralisation in Ghana

In Ghana educational decentralisation was aimed at relinquishing power to the people at the grassroots level to make policies and decisions on how to implement them (Mankoe & Maynes, 1994, p. 29). The policy is also as a result of international obligations due to the country's membership to international and sub-regional conventions and agreements. This demanded the relegating of power to promote good governance and democracy at the local level[7]. The structure is categorised under four (4) levels, that is, central government, regional, district and circuit. The regions are segregated into one hundred and ten (110) District Education Offices (DEO) managed by assisted directors who report to the regional offices. It is the responsibility of each region to implement policies set by the central Ministry of Education (MOE). It is also the duty of District Education Offices (DEO) to manage the schools, supervise the activities in the schools, budget and collect data for analysis within their various districts. The Free Compulsory Universal Basic Education (FCUBE) was introduced in 1992 to focus on the primary education and also to improve upon the 1987 reform by addressing the weaknesses in the implementation process to bring about quality within this sector. Another area was to increase the participation of children of primary school-going age to about a hundred person of the population. Three key objectives for the FCUBE by the MOE were to improve the teaching and learning quality, improve the management efficiency of the education sector and to improve access to and participation in primary or basic education. The FCUBE was restructured in 1997 and through the decentralisation policy improve on sustainability and management structures, access to science and technology education and training and to ensure the relevance of education to the man power needs of the country (Agyemang et al 2000, p.10).

However, the on-going decentralisation process has not generated expected results within the education sector. A number of studies carried out by Agyeman et al. (2000, pp. 24-25) revealed some of the reasons that has given rise to low quality and implementation of policies within this

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[7] Government of Ghana, Decentralisation policy, 2010

sector; inadequate allocation of funding and parents were bitter and sceptic since they do not regard basic education as free as stipulated by the Ministry of Education through the FCUBE. Reasons are that, they pay for text books, user fees Parent-Teacher Association (PTA) dues, sports and culture fees which are used are used for school administrative and management purposes. Management deficiency was due to the misplacement of the three Rs (that is, right book in right place at right time) due to the defective nature of management structures, stock levels of materials, warehouses and distribution chains. Also the sector lacked the requisite staff for appropriate positions at MOE and misplaced functional roles by MOE and Ghana Education Service (GES), hence poor management system. Education quality was generally low, and currently lower in rural areas as compared to urban areas. Some of the reasons included, poor teaching due to low teaching and professional competence of pedagogy staff, lack of text books, overload in some syllabuses, excessive loss of instructional time, poor supervision and low motivation for teachers in public schools. The school curriculum was too loaded at the basic and secondary level for which examinations has to be passed for post primary education. Finally, although community participation for management and maintenance of schools was increased, some did not support the fact such roles were relegated to them from above.

In order to address some of these shortcomings by MOE, good management system is an essential measure in reducing education cost. In order to ensure quality, there is the need to establish an efficient supervisory and management system by renewing the organisational structure at the Basic Education Division. Duties and tasks of key officials at MOE and GES should be clarified whiles ensuring accountability at all times. Local officials must be equipped with skills through training programmes. Class size must be reduced to ensure close contact and supervision of children by teachers and teachers must have continuous professional training to ensure effective and efficient teaching and learning process. Finally, development partners funding conditions should be formulated by both the funding agencies and the MOE in order to ensure clarity and avoid unrealistic goals since a policy that is achievable in one country might not be achievable in another (Agyeman et al., 2000, p. 26).

Here decentralisation cast as a new neoliberal role of education to strengthen the nation's project and to enable individuals act in the global market has not yielded the expected results for the

educational sector in terms of quality. Like most African countries, the experience of Ghana proposes that, decentralisation might not be a "quick fix" neither for political, administrative and economic problems nor automatically control paucity of skilled personnel but rather is generates higher demand for them. Also, decentralisation does not assure the generation and access to resources at the local level but encourages more groups, communities and levels of administration to undertake development projects, hence it becomes more costly (Naidoo, 2002, p. 12).

To conclude, it relevant to note that decentralisation is uneven and implementation varies from country to country. However, it suggest that a common trend towards similar policies across nations is gradually emerging due to globalisation processes and the need to develop skilled labour for the globalised economy, hence education is one key component which needs to be addressed. This can bolster Fiske's (1996) view that it is a global phenomenon which is complex and can result in several changes in school systems. It generates policies towards how schools can generate revenue, train teachers, spend funds, design curricular and manage local schools. These can be ascribed to the global debate in line with the argument that the late 1990's centralised education system failed to produce the expected results and has therefore incited attention towards more concepts on free markets, competition and privatisation. This leads to the next section on privatisation in education as decentralisation pressures privatisation in the short or long term.

3.3   Privatisation of Education (A Neoliberalism Policy)

The privatisation of education is a reform grounded on neoliberalism policies embedded in economic globalisation. The debate on the privatisation of education has been a topical issue over the last years. Most people view this as a way of increasing the role of parents in financing education. For many education privatisation has positive connotations since it suggest more resources for the education sector, more efficient and effective use of these resources and more flexibility in education delivery. On the other hand, for many others, this rather has negative and threatening connotations since it proposes increased inequality in access to education and the breaking of social cohesion. In most developing nations, the privatisation of education has led to an increase in the share of private funding sometimes in basic education as well as post basic education level. There has been an increase in the number of private schools and private

universities. Also some public schools charge fees for services. One reason is that the state is not meeting the expectations on the increasing educational demand at all levels. However, it is argued that "if an increase in private funding means freeing public resources to support the development of free, quality basic education for all, then it may very well mean a more equitable use of public funds" (Belfield & Levin, 2002, p. 9). Also, Geo-Jaja (2004) argues that the increase in private primary school for most developing countries is as a result of achieving the MDG 2, and to also expand access and improve the low quality in public schools. However, the repercussion is detrimental to nation building and inequality in access to primary education which is relevant to human capital and sustainable development.

Additionally, Macpherson et al., (2014, p. 13) is of the view that privatisation as global educational reform is grounded on a neoliberal theory which argues that the principles of free market will lead to an increase in the efficiency and effectiveness in education systems especially those based on choice, competition, standards and availability of information on performance to the public. He further explains that there are three observations or manifestations of this reforms. Firstly, is on the scale, scope and penetration of this reform into all aspects of education right from the administrative, policy making, the provision of formal education stings and private teaching as an example of out of school activities, secondly, education in itself is being skyrocketed into profit making and trade, and private ideas in agenda setting as well as private interests and finally, an increase in the conceptualisation of the learner as a consumer and education in itself as a consumer good. In this regard education as right will be devoid of its role to nation's human capital for the competitive global market, especially for developing and underdeveloped nations (ibid, 9).

Further, to bolter that above views, according to Hill and Kumar (2012, pp. 1-2) neoliberals proposed policies to suit their goal and interests. This has led to the privatisation of education and other public services by cutting off state subsidies. Whiles it is the duty of the state to provide education for all, neoliberal entreats has led to the restructuring of education and school systems across the globe and this crated an unequal system of education. And this so called markets in education aims to offer parents the choice of a variety of schools to enrol their children, the creation of selection and exclusion. They further explain that such policies aim to provide education that

centre on the production of labour with the capacity to work in capitalist enterprises and making business free in education for profit making. The production of a competitive market for education.

It is important to note that, education privatisation goes beyond an increase in private funding but can be viewed in many forms. They include an increase in the number of fully privately managed and funded schools, fully or partially privately funded public schools, public schools run as private institutions and which compete for public funds, private courses that complement the education given in public schools or universities, contracting of certain services privately (for example, distance courses), and so on. Many different needs are being augmented by new forms of privately financed education as a result of new information technology. In developed and middle income nations, privatisation have presented parents with the opportunity of choice of school for their children, partly as an answer to the variegated demand in curriculum content and teaching methods. Freedom of choice, management, flexibility, private regulation and accountability are some of the characteristics of privatisation and not so much on financing. However, there is the notion that in both developed and developing nations;

> *"privately managed and regulated schools – whether owned or financed by public authorities – are generally supposed to be more effective, more efficient, and produce better results than schools managed by the state. But is this the case in reality?"* (Belfield & Levin, 2002, p. 10).

A possible understanding to deduce from the above stated question is that making a government or public sector private, for instance in the case of education based on the arguments that the private sector produce better results in performance can be detrimental to a country's development since management by private individuals doesn't automatically mean or lead to efficiency and effectiveness for best results.

3.3.1 Understanding Education Privatisation

Educational privatisation is an umbrella term which represents different educational programmes and policies. A general definition of the word privatisation is said to be "the transfer of activities, assets and responsibilities from government or public institutions and organisations to private individuals and agencies". This term also considered as liberalisation or marketization by which operators are free from government regulations or new markets invented as alternatives to public

services or government system allocations (Levin, 2001). This phenomenon is on-going in the economic sector of many countries, especially in the education sector since it is of higher expenditure in government budgets and the pressure to privatise.

As already mentioned above education privatisation can take different forms, however it is practical to see it in three basic forms. In the first place education privatisation can be by private provision where private agencies own and manage schools and universities. Education is not provided through government institutions, rather these private schools are run by religious groups, charities or other interested parties and for-profit entrepreneurs. It can be noted that most families choose private education or schools over the free public education or school systems. For example, internationally the proportion of students enrolled in private schools varies significantly. In United States of America (USA), eleven (11) percent of school-going age children enrol in private schools, especially at the basic level. In Belgium, fifty (50) percent of students enrol in private schools whiles in Denmark two-thirds of students enrol in private schools funded publicly, most of these schools are religiously affiliated (Belfield & Levin, 2002, pp. 19, 20).

Secondly, Belfield and Levin (2002, p. 20) posits that education privatisation can be by private funding where education can be funded by private individuals instead of through government subsidies. This suggests that parents pay for schooling rather than via government tax revenues. In this case, private schools are subsidised directly through tuition paid by parents or guardians, but in the cost-sharing approach both families and governments make contributions. For example in USA, public universities charge tuition fees which cover part of total management cost whiles the rest are covered by the government. In most developing countries parents are required to pay additional "top-up" fees to the local state funded schools. These are sometimes used to provide text books, teaching and learning materials, and so on. Simply, in this instance, privatisation of education is instituted when families or parents cover part of the total funding in education instead of a full payment by the government (Tsang, 2002).

Finally, education privatisation can be through private regulation, decision making and accountability. The direct receivers of education services that is students and parents can monitor such services. Parents can either demand for better services or refuse to enrol their children in poor

quality schools as a way of ensuring satisfactory educational standard. Hence parents have more choice over activities in the schools, or the types of schools available, even in instances where all these choices are in the public sector. Also, governments can monitor and regulate education through compulsory schooling law and monitor schools' performance through inspection, auditing and accountability systems. For examples, educational quality for schools in England and Whales are inspected and monitored by a government agency known as Office for Standards in Education (OFSTED). In Denmark and the Netherlands both privately and state run schools are supposed to meet state accountability prerequisites for teacher licencing, a core curriculum and academic standards for students. Parent can also use an alternative of private market information to decide on their own school-choice based on personal preferences. The factors that facilitate the privatisation of education include demand-side pressures or excess demand especially from parents since they see education to be important and a way to secure social and economic advancement, supply-side pressures due to decline in educational quality, general pressures as a result of push-and-pull factors (for example, global economic and social change, and globalisation) and as a way of decreasing the inequities in present day public school system (Belfield & Levin, 2002, pp. 22, 29-33).

3.3.2   Some arguments and demerits of Education Privatisation

Firstly, Friedman (1997) argues that the competitive free market will introduce new products and service with the aim of satisfying their customers. He calls this the freedom of choice. Belfield and Levin (2002, pp. 36-37) explains further that this gives fundamental rights to parents on what is in the best interest for their children and therefore provide better incentives to assist and enhance their welfare as compared to what will be provided by the government. This is necessary in instances where parents and children have varied preferences and abilities respectively. Freedom of choice also enhances accountability in the educational system due to the preference on the type of education for children. This will put a demand on the school to be more accountable and to provide quality education since parent will not enrol their children in poor quality schools (both private and government) within the district or localities. Greater choice improves student performances.

Secondly, educational privatisation enhances efficiency. Economists argue that private agencies use resources more efficiently than the government agencies. This is because private institutions are profit oriented and they set up clear objectives and strong budget constraints since without profit they would have to close their schools. As a result, there is higher demand on them to be efficient always as compared to government institutions. Also, private institutions are more innovative due to open market operations and competition. They are able to develop new services and products to meet the rapid changing demand in educational. The managed the schools efficiently as compared to schools by the government due to accountability. Private institutions have better incentives to closely monitor and supervise the activities that go on the organisation to ensure that set objects and goals are achieved. They provide staff to better incentives to motivate them in service delivery to enhance efficiency as well as combine various inputs such as more teachers and educational technologies, and respond to local situations (Belfield & Levin, 2002, pp. 39-41; Macpherson et al., 2014, p. 13). Likewise, Friedman (1997) suggest that privatising education will lead to an improvement in the educational sector and this will propel government institutions to improve on the services due to the competition from the private individuals.

Finally, Wood (2008, p. 41) is of the view that privatisation for most developing countries in Africa has helped to meet the social demand on post-primary education since there is an increase in the number of private institutions. She explains that, extra places created in tertiary institutions have given opportunities to students who may not gain admission into public institutions in instances where there are no vacant positions or did not meet the required qualification. This has helped to meet the social demand on post-primary education (Wood, 2008, p. 41). Also, Cuadra and Moreno (2005, p. 242) notes that public-private partnership (PPP) create the opportunity to educate and train more people to raise the pool of labour needed for various economic activities. For example, in Sierra Leone, the government is using the PPP's approach to rehabilitate schools that were affected by the war some years ago. Similarly, in Columbia the PPP's approach is being used to build schools and to release managerial duties to private institutions through an agreement.

Despite the many arguments for educational privatisation, there are demerits of this neoliberal policy. Belfield and Levin (2002, pp. 37-39) argues that, with regard to the freedom of choice for parents it is important to note that some of these preferences from political, social and cultural

inferences may not be acceptable in the community and country as a whole. This is because some parents may choose a type of education system for their children in a way that connotes segregation from other community members by race, religion and income. Extreme choices may not be tolerated by other families. Also, parents are put in the situation to be cost effective when it comes to choosing and changing schools for their children. It puts demand and pressure on them to assess the quality of teaching, examine a particular class for their children, analyse the structure of the school, and predict the academic performance of their children and to consider additional fees and costs even after enrolment. These information are mostly costly to attain and sometimes in areas where the quality among the schools do not differ, parents are prone to incurring additional education costs without any increased satisfaction. In cases where parents decide to move their children from a less preferred school to a new preferred school, they must consider the interim adjustments and temporal stress or disruption the child may experience as a result of changing schools. Some private schools might not be willing to offer education to all, such as the ones that are religiously inclined. For example a research carried out in the educational system of USA revealed that most families are satisfied with the educational system and just a little proportion of parents are willing to allow their children to go through such stress of changing schools.

Further, education privatisation increases social inequity. 'Equity' here means an accepted universal goal of schooling where by the fairness in access to educational opportunities, resources and results by gender, social class, race, language origins and geographical locations of students are of priority in educational decision making. Although economists argue that privatisation promotes equity, parents with higher income will always benefit from education in this context. Carnoy et al. (1999), cited an example from the Chilean education system use of the voucher programme which provides full public funding of privately managed schools helped to increase basic enrolment rate without expected quality results. This suggests that, privatising education through voucher programmes increases inequality without necessarily improving student performances. Also, because higher income families stand in the position to patronise the educational services within the private markets, hence the rich will enrol in higher quality schools whiles the poor will be left to their fate, thus widening the inequality gap between the rich families and the poor families. Rich families will also enrol their children in high quality schools that are

noted for innovated educational technologies and success in the labour market (Belfield & Levin, 2002, pp. 46, 48; Geo-Jaja, 2004).

Finally, in a democratic environment there is the need for social cohesion. Social cohesion within an educational sector, is the "provision of a common educational experience that will give students the start that they need to become full participants in the social, political and economic institutions of society". This can be done generally through common schooling elements pertaining to curriculum, language, values, instructions, goals and political orientation including skills and knowledge in needed for civic and economic participation (Belfield & Levin, 2002, pp. 49,50). However, education privatisation undermines social good offered through common schooling since parents have the choice to do away with public schools and have income for extra educational services. Parents with higher income have the luxury to patronise exclusive and elitist education for their children. Also, 'undesirable students' may be deliberately excluded by restrictive enrolment measures from private institutions, for example, children from poor families, certain religious or political affiliations, and so on. As a result of open market operations and competition, children will be prone to private benefits instead of social benefits.

3.3.3   Education Privatisation in Ghana

In Ghana, education privatisation takes after the first form where by private provision where private agencies own and manage schools and universities. Takyi-Amoako and Brock (2015, p. 173) is of the view that education privatisation can be dated to the history of formal education in Ghana, by the work of missionaries and the colonial masters. The missionaries provided education to their converts and were contracted by colonial masters to offer education to the mulatto[8] children in the castles and this was mainly done in private. However, the report from UNESCO-IBE. (2010-11, p. 2), suggests that The Education Act of 1961 which established the policy to provide FCUBE for all children of school age also gave rise to educational privatisation as private schools were built to supplement the government public schools in order to make more basic schools available to meet the high demand of education at this level. This is because the policy was introduced

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[8] Children of a mixed blood

without the needed human resources and educational infrastructure to support the fast increase in enrolment after implementation of the policy (GNECC[9] & GI-ESCR[10] Report, 2014, p. 2).

The ongoing thought and notion in Ghana currently is that, the public basic education system is incompetent and incapable of equipping children with the basic reading, writing and numeracy skills essential for post primary education, further studies and international standards. In addition, subjects taught in the public basic schools are normally poorly taught due to lack of qualified teachers, relevant teaching and learning materials, high student-teacher ratio, haughty teacher salary, and so on. Consequently, average children are unable to attain adequate foundation in basic numeracy, literacy and social studies to prepare them for post primary education and finally into the job market. In line with this the current trend in most developing countries and Ghana is for middle-class to pay for their children to receive basic education in private schools. A reason being that, the emerging middle-class parents have come to acknowledge and accepted the globalisation forces and the current resilient competition in the job market, thus they want to give their children the best advantage over their peers. Owing to this, even low-class parents have realised that, their children build confidence for higher academic work and build enthusiasm to do better in school when their children interact with school mates of similar parental background. Some claim that the forceful backgrounds of the parents of the children also influence the quality of teaching, the type of teachers employed in such private basic schools. Most of these desired private basic schools purposefully inculcate study habits and transmit global cultural capital. They impose home assignments and mandatory books to be read at home, provide easy access to the internet and computer facilities in the school leading to global perspective (Takyi-Amoako & Brock, 2015, p. 172).

Furthermore, the impeachment in the public basic school sector can be buttressed by the recent trend in student-teacher ratio. In 2006/2007 at the national level the student-teacher ratio was 35.7:1 and at the regional level much higher. For example, in 2003/2004, 2004/2005, 2006/2007,

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[9] Ghana National Education Campaign Coalition is an organisation established in 1999, a network of civil society organizations, educational/research institutions, professional groupings and other practitioners interested in promoting quality basic education for all.

[10] Global Initiative for Economic and Cultural Rights is an international non-governmental human rights organization with a vision of a world where economic, social and cultural rights are fully respected, protected and fulfilled equally with civil and political rights, so that all people are able to live in dignity.

the Upper East Region recorded 58:1, 57.4:1 and 53.9:1 respectively. In the Upper West, in 2004/2005 the ratio was 49:0 and in 2006/2007, 45.8:1. This is a major challenge in the government schools (Adamu-Issah et al., 2007, p. 12). Notwithstanding this challenge, there has been gradual improvement in the student-teacher ratio within the public basic schools. For instance in 2012/2013 the ratio was 33:1 in the public basic schools where as in the private schools a lower ratio was recorded, 27:1. The lower student ratio in the private basic sector suggests that, teachers are able to give maximum attention to each child as compared to the public basic sector (MOE, 2013).

Likewise, the public basic sector continuous to face diverse challenges. The recent increase in enrolment as a result of the school feeding initiative in public basic schools has led to an extensive overcrowding of classrooms. In order to achieve universal basic education by 2015, it was estimated that, an additional 1,048 classrooms needs to be built every four (4) years by the government in the public basic sector. There has also been shortages in the number of qualified teachers needed to meet the increasing numbers of primary school-aged children. The deployment of teachers to the rural and deprived areas has been problematic, hence the lack of quality education. All these were not achieved by the year 2015. Once again, it the rural and deprived areas that mostly suffer (Adamu-Issah et al., 2007, p. 12). All these led to a higher demand for private basic schools as the number of middle-class parent is increasing.

Moreover, the rise in the number of private schools, is partly towards achieving the free universal basic education from the policy set forth by the international community. In order to fill the gap in lack of infrastructure and human resources needed following the implementation of the1968 Education Act to provide free compulsory universal basic education (FCUBE), the government consciously gave in to private individuals to operate schools to support the full implementation of the policy (GNECC & GI-ESCR Report, 2014, p. 2). A stressing policy for this situation can be found in the 2008 Education Act (Act 778) which states that,

> *"a person or an institution may establish, manage or operate an educational institution in accordance with the guidelines issued, and regulations made in that behalf by the Minister in consultation with the Education Service Council and/or the National Accreditation Board"*[11].

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[11] Education Act 2008, Act 778, Section 23 (MOE, 2000)

The operation of private education was incited through the Education Strategic Plan 2010-2020 to support public-private partnership. The MOE will subsidise the teaching costs in private kindergartens, provide textbooks and in-service training for teachers and other educational staffs, and give tax holdings and exemptions on imported technical equipment for training students[12]. These factors have contributed to the current trend in the Ghana education sector because as middle-class parents patronise the educational services of private basic schools, these schools have gradually gained indirect support from government activities.

In addition, there is the likelihood for the government to shift support from state-funded public basic schools to private schools. The premise is that the private sector creates opportunities for decentralisation, as well as more efficient, better school governance, management and accountability since the private schools are directly accountable to the parents of the children enrolled in the private schools (Takyi-Amoako & Brock, 2015) and this is a recast on the pressure globalisation poses towards educational systems. The report carried out by the MOE to access sector performance revealed that the number in private basic schools have increased substantially over the last decade. Private basic schools have grown by 29.5% from 4,371 in 2008/2009 to 5,742 in 2012/13. Currently about 29% of all primary schools are private and one out of five children has been enrolled in public primary school (MOE, 2013, p. 15).

Notwithstanding the above background to education privatisation in Ghana, it is relevant to note that the gradual infiltration into the policy, level has led to a further increase in the inequalities within the education system especially at the primary level. Opponents of this system argue that, the monies families spend on fees in private schools can be better utilised. Such monies could be used on health, food, water, shelter and to improve their standard of living. The families can achieve these by taking advantage of the free public basic schools. Gradually poorest families are being pushed to enrol their children in private basic schools since they view the public schools as poorly managed, low teacher accountability and are not sensitive to the concerns of parents. This situation is burdensome because for the poorest Ghanaian families, it has been noted that enrolling their children in even low-fee private basic schools will amount to about a third of their household

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[12] Education Strategic Plan 2010-2020, p. 31

income (Lewin, 2007). Following this issue, a more recent study on the Low Cost Private Schools (LCPS) have confirmed that;

> *Currently, the 20 Omega Schools [a chain of low fee private schools supported by a UK-based company] operating in Ghana are clustered in peri-urban localities in the Greater Accra and Central regions. The Greater Accra region has the highest annual household income in the country with an average of 1529 Cedis while the Central region has the third highest average of 1310 Cedis (GSS, 2008). The poorest 5% in Greater Accra and the poorest 7% in Ghana's Central region earn, on average, an annual household income of 728 Cedis (GSS, 2008). If we were to take an annual household income of 728 Cedis in relation to school costs of 1.50 Cedis per day x 210 schools days in a year, it would cost 315 Cedis or 43% of a family's annual household income to send one child to an Omega School for one year. If we were to make a similar calculation using the average annual household income in all of Ghana (which is 1217 Cedis), families would have to spend 26% of their household income on education expenditures for one child. Most families in Ghana have more than one child. Low-income households in Ghana cannot afford to pay upwards of 40% of their earnings on educational expenditures for only one child, while other basic necessities such as food, health and shelter must also be met"* (Riep, 2014)

In addition, the support for educational privatisation in Ghana will lead to the detriment of the most vulnerable ones in education fulfilment. It has been observed that most private schools are clustered within the regional capitals, which is Cape Coast, Accra, Secondi Takoradi, Ho, Kumasi, Brong-Ahafo and Tamale. The understanding is that the emerging middle-class live within the cities where the current private schools are established (Takyi-Amoako & Brock, 2015, p. 174). Although the government has made significant progress in spreading access to basic public schools in rural and deprived areas, poor households and especially girls, the inequitable allocation of resources in the educational sector suggest widening the differences in geography, economic conditions and cultural practices. For example, the attendance of pupil at the primary and secondary schools vary greatly by household wealth and urban-rural status. The primary net attendance ratio for children from the wealthiest households is 85% compared to 61% for children from the poorest households. 15% of children from rural areas drop out of school compared to 8% of children from urban areas. Also, 32% of the poorest in urban areas drop out of schools compared to 28% of the poorest in rural areas showing disparities in access to education within and between both socioeconomic groups and geographical areas. This depicts that private schools have become an urban phenomenon designed to cater for the most advantaged groups in societies – the elite and the middle class (GSS, 2013). This is can be supported by Geo-Jaja (2004) that many studies have revealed that education privatisation especially at the primary level will lead to an increase school

dropout rate, gender biases and low completion rate, especially for developing or low income countries.

Finally, most private schools (LCPS) in Ghana make use of use of untrained high-school graduates as teachers and have higher pupil to teacher ratio as a measure to keep operational costs at a minimum (Riep, 2014). Most of the private schools also lack adequate supervision from MOE due to the poor enforcement of the regulatory framework for private institutions included in Section 23 of the Education Act 2008, Act 778, and lack of human resources and infrastructure for monitoring. This denotes that, parents are spending more than of their household income on high educational services without the assurance that their children are receiving the quality of education being paid for. Most parents who enrol their children in these schools are ignorant of the formal procedure instituted by this act which enables parents to lodge complains about dissatisfaction with the inferior standards of teaching or learning in any private institution (MOE, 2000). No mechanism for effective accountability has been implemented to address this issue, but rather the government as well as international donors continuously support private schools (GNECC & GI-ESCR, August, 2014, p. 10) indirectly, the adverse effects will be high school drop-out rate and a further increase in the inequities of education fulfilment, hence the poor are most vulnerable in this situation.

It is imperative to say that most privatisation policies falls within one of the three aforementioned forms, however, they can be used concurrently to enhance quality in education, especially at the basic level. A recall from the above discussed views on privatisation can be linked to (Belfield & Levin, 2002, p. 39) argument that one of the reasons why government schools are not known for efficiency is that, they must access all information on educational service choices of parents, management costs, including key inputs like teachers, administrator, materials and building and finally apply them into an effective educational service preferred by parents. These information are mostly costly to obtain and they absorb significant amount of resources. Educational policy makers and planners must access the limitations to guide in its implementation.

To conclude, recalling from the education privatisation situation in Ghana, I would like to end with the question that, 'in a country like Ghana where most people live on nearly less than a dollar in a

day, can private education benefit or be available to the poor?'. This will be addressed in the analysis chapter.

3.4   Conceptual Framework

This section is a presentation of the conceptual framework from the previously discussed arguments underpinning globalisation and the related theories, decentralisation and globalisation.
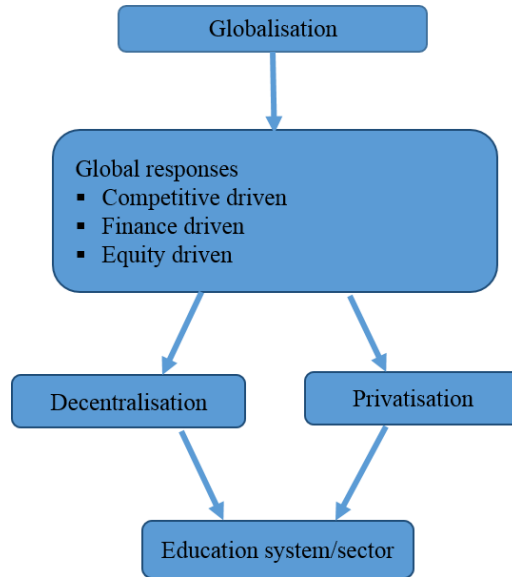
Figure 2: Linking globalisation to decentralisation and privatisation in education

To explain briefly explain from the above diagram, the process of globalisation incites responses from the government that are competitive, finance and equity driven. Attempts or measures based on the aforementioned responses presupposes the policy of decentralisation with the education sector and consequently the pressure for education privatisation. To conclude, it can be deduced here that since education is the source of knowledge for the global market, globalisation proposes a change or adjustment in the whole education system of a specific country in order to meet demand and improved quality.

CHAPTER FOUR

RESEARCH DESIGN METHODOLOGY

4.0   Introduction

This chapter focuses on the research design and methodology employed for this research. This chapter begins with information on the choice of research methodology, data collection instruments and sources of data. Other issues discussed in here include sampling technique and sample size, method of data analysis, validity and reliability of the instruments, positioning and reflexivity, the study area, population and ethical considerations.

My entire fieldwork experience was an interesting and illuminating one. I made several considerations on the particular area to study during the initial stages of my research process. This included the time available, my area of interest and financial resources. Additionally, I made some discussion with my supervisor in order to choose a relevant topic and research objectives. I the field I was faced with the doubts of the possibility of breaking through to have an interactive interview and group discussion with informants within the study area (Nsawam). However, as the story unfolds in the next sections through the help of a gate keeper I had easy access to my informants to gather qualitative information for my research.

4.1   Choice of Research Methodology and Justification

Methodology refers to the way of approaching problems and seeking answers (Taylor et al., 2015, p. 3). According to Kitchin and Tate (2013, p. 1) "for the human geographer, research is the process of trying to gain a better understanding of the relationships between humans, space, place and the environment." In order to achieve this, the researcher needs to use methods to gather information for relevant conclusions as well as "combine research skills such as the ability to ask questions, to listen and record the answers in a productive manner using careful planning and design" (Ibid, p. 1). In conducting research most geographers adopt qualitative or quantitative methods or a combination of both also known as mixed-methods (Clifford et al, 2010). Invariably, both quantitative and qualitative methods approaches have strengths and weaknesses (Creswell,

2013, pp. 3-20) that need to be considered in every research. However, within the discipline of geography both approaches are relevant, hence in any of the methods used the researcher needs a level of philosophical reflection to make sense of the research process Clifford et al, (2010, p. 6).

After considering the objectives and the kind of information to be generated I adopted the qualitative research method for this thesis. Strauss and Corbin (1990, p. 11) is f the opinion that qualitative research method, is a way of understanding people from their own perspective through their lived experiences, emotions, feelings and behaviours, and can also be used in to research about social movements, organizational functioning, cultural phenomenon and interaction amongst nations. This game me the opportunity as a researcher to gather information from educational stakeholders such as the government officials, parents and teachers on their views and understanding of globalisation and its impact education as well as current events within the educational sector in Ghana and the study area Nsawam. In this regard, I gathered various responses from a wide range of the population and to also gain insight into the reality of actual happenings on the grounds within the time frame for data collection.

4.1.1   Research Design

Research design can be described as the procedures of enquiry adopted by the researcher to study a particular topic or the nature of the research problem (Creswell, 2013, p. 3). However, Maxwell (2012, p. 2) asserts that, in a good design the components must be able to work harmoniously together for efficient and successful ending. The components include goals, conceptual framework, validity, research questions and methods (p. 4). As mentioned in the previous section, the qualitative method design and an analytical approach is justifiable for this research since the data collected addresses research questions and relates to current state of affairs of the subject matter under investigation (Taylor et al., 2015, p. 3). Probing questions and views as well perceptions from the lived experiences and observable behaviour of the participants leads to the root cause of the research problem. Also Gay (1992) is of the view that, this approach is relevant for investigating problems within the educational sector and therefore looking at the different educational stakeholders I found it important to understand the own opinions about the subject matter. In addition, the qualitative approach was used to only pick representatives sampled from

the targeted population over a short period of time. This approach also enabled the researcher to access information from private schools and some parents outside the study area.

4.2   Sources of data (Primary and Secondary)

The study made use of both primary and secondary data. The primary data was collected over a period of six weeks within July and August, 2015 from my field work in Ghana. I did preparatory assignment in June such as developing interview guides for various stake holders and submitting an introductory letter from Norwegian University of Science and Technology (NTNU) in addition to my letter of permission and consent to the government ministries and education office, Nsawam District Education Unit (NDEU) and sampled school heads for approval to collect data. Information from this source was gathered from the officer in charge of basic education at GES, a representative from MOE, parents whose children attend public and private schools, school heads and teachers from both public and private schools. The data collection instruments used were informal interviews, focus group discussion, questionnaires and non-participant observation. I reviewed some research work on globalization and education, books, articles and internet reports which contain information about the topic under study. These were adopted in order to clear doubts and to promote accuracy.

Other areas are from the institutional websites such as the MOE, NDEU, GES and GSS. This helped to generate information related to demographic characteristics, relevant background information for the study, education statistics and facilities. These served as secondary source. This was necessary so as not to rely solely on the information from the research participants and to support information from the primary data. Other reasons were to clear doubts and to overcome the deficiencies from just one source, and for the sake of validity.

4.3   Data Collection Instruments

I used semi-structured interviews, observation and focus group discussion as instruments for my data collection. These were used to selectively access information from primary and key informants. The aforementioned instruments are discussed in the subsequent paragraphs.

4.3.1 Interviews

I used interviews in addition to my observation on the field. Crang and Cook (2007, p. 3) is of the view that it helps the researcher to gain insight into the people's everyday life such as social, cultural, economic and political activities and this can highly structured, semi-structured and unstructured depending on the type of data required. Cohen et al, (2000, p. 269) describes interview as a data collection instrument which involves conversation between two persons initiated by the interviewer (researcher) with the purpose of generating relevant information whiles being guided by the research objectives and systematic description or explanation. I adopted the semi-structured and allowed me to prepare my questions ahead of time and to also prepare for the interview sections. As such in order to arrive at relevant and detailed information from the targeted informants, I prepared interview guides for each stakeholder. This enabled me to cover issues related to my research objectives in the interview conversations, to ask follow up questions for clarity on some responses and also gave my informants the freedom to express their views and perspectives in their own terms (Horton et al., 2004, pp. 340-341).

I had the opportunity to conduct semi-structured interviews with the educational stakeholders[13] at different times. The officer at GES, MOE and the assistant director at Nsawam have been in the educational sector for about ten and twelve years respectively. Notwithstanding their experience and knowledge within this sector their opinion and perspectives on the current trends in the educational system in Ghana were needed. The face to face interview covered about two hours in their offices on the different days we agreed on. The officer in charge of ICT at the district was also interviewed to share his views on ICT and education and how they manage to organise training sections for school heads and teachers. I was lucky to witness a training section on the day of the interview. School heads and some teachers were also interviewed on different agreed days to share their opinions on the current trend of the educational system and some of the challenges they face in performing tasks.

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[13] Consist of the fficer in charge of basic education (GES), assistant director and officer in charge of ICT at Nsawam District Education Office, parents, school heads and teachers

On a whole before every interview, I made sure to explain what the whole research was about to my informants but was careful in order not to influence their answers by my words. I made used of the interview guides (attached in appendix) and used the local dialects were necessary. Most parents were interviewed in the local dialect "Twi and Ga" since most of them are semi-literates and more fluent in the local dialect. Their varied opinion and perspectives about globalization and education was needed for the study. This gave them the opportunity to express themselves very well. I also assured them of confidentiality issues, and to ask questions when the need arises for clarification and also the permission to use a recorder alongside writing since this will help me fill in the gap during transcription.

4.3.3 Observation and field notes

I made use of the observation method as a guide to further understand narratives from my research participants. DeWalt and DeWalt (2010, p. 2) posits that it is method by which a researcher observes and or takes part in the daily activities of the people within the study area to gather data. I had the opportunity to observe school infrastructures, school maintenance, teaching and learning materials in the various schools. It enabled me to ask further questions on on-going activities in the classrooms and on the school compounds I visited, and to verify some of the information the informants had already told me during interview, focus group discussion and from answered questionnaire. It also helped me to gain much insight into situations related to the topic and to support the data collected through the other instruments. This process was important for me since as part of the qualitative approach it allowed me to stay close to the phenomenon being studied and this was made possible by taking field-notes, sketches, photographs or video recordings (Laurier, 2010, p. 116).

Bryman (2008) is of the view that, due to the imperfection of the human memory and forgetfulness, it is relevant to take notes of information obtained through observation and reflections during the research process. Based on this idea, during my field work, I took brief notes of my observation of the research participants especially the pupils and teachers during lessons and anytime I visited the school. I also took notes from my interactions with the school heads, parents and some of the pupils. The field notes I took also enabled me to get a holistic picture of the research setting and

the experiences of the people in the community. This assisted me to present and document my encounters on the field as well as the opportunity to refer to such information during data presentation and analysis.

4.3.3 Focus group discussion

Focus group discussion is an excellent way of gathering data too. I achieved this by putting together a number of people in an informal setting to air their views on particular questions I posed while allowing the group to explore the subject from as many angles as they like. It also allowed me as a researcher to gather the opinions of a large number of people within a comparatively little time and expense (Longhurst, 2010, p. 103).

Organizing a focus group discussion was a little challenging for this study, one reason is that most parents had busy schedules. However, I managed to get the attention of four parents within the same household and this is useful since they share something in common and already know each other. It consisted of parents with children in either public or private primary school and it was quite easy to get them on board. They expressed their views on the topic being studied and the current trends in the education system in Ghana. Before the discussion, I gave them a brief introduction on the topic and sort their permission to use a recorder. I observed them as they held the discussion, however at a point in time interrupted when I realized that an answer to a particular question was becoming more political and this helped to redirect the main focus for the discussion. This helped me to get relevant information from varied point of views.

4.4 Sample and Sampling Techniques

This section provides information on the sample size and sampling procedure for the research. Looking at the nature of this study it was necessary to gather multiple information from different categories of informants, thus educational stakeholders were the main focus. This included government officials at the Ministry of Education and GES, the assistant director and ICT coordinator at the Nsawam District Education Office, school heads, teachers and parents. Since this category of people are the main actors in the educational sector, it was advantageous to gather multiple information for comparison during analysis and to also save time. The table on the next

page is a summary of the sample size, sampling technique and data collection instrument used for the research.

Table 1: Summary of study sample size of population, sampling technique and data collection instrument adopted.

Category of population	Sample size	Sampling technique	Data collection instrument
Government official	2	Purposive	Semi-structured interview
Assistant director at Nsawam District Education Unit	1	Purposive	Semi-structured interview
Head-teachers	6	Purposive	Semi-structured interview ”
Teachers	11	Purposive	
Parents	10	Simple random	Semi-structured interview
	4	Simple random	Focus group discussion
ICT coordinator at Nsawam District Education Unit	1	Purposive	Semi-structured interview
Total	**35**		

Considering the limited time, resources and convenience it was relevant for me to make a sample of the whole population to represent the full picture of the study and to enable accurate reflections

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from the findings. Dhivyadeepa (2015) describes sampling as a needful approach by which the researcher selects a representative of the population within the study area to support the research findings. However, he warns that, the researcher must carefully consider the research participants, sample strategy and size during this process, must be chosen from the research design, methods and ethics, and must be able to bring much understanding to the phenomenon under study (pp. 132, 11, 5). The reason for choice of various sampling technique are explained in the following sub-headings.

4.4.1 Purposive sampling

Bradshaw and Stratford (2010, p. 6) asserts that less importance should be attached to the number of people to interview, observation in the communities or texts but rather to the quality of who or what is needed for the research. In order to select informants based on characteristics and experiences related directly to the research questions or field of interest and also not to represent all possible members of the population (Matthews & Ross, 2010, pp. 153-158) I adopted the purposive sampling to select informants in category one, two, three and five. This was necessary for the selection of individuals that can provide detailed information pertaining to their experience and to particular areas of interest, but not necessarily their number. Government officials, school heads and teachers were sampled using purposive sampling, their rich information was timely for the study.

4.4.2 Simple random sampling

The simple random sampling technique was also used to obtain data from the targeted population. Simple random sampling, a probability-based method provides an equal probability of selecting each and every unit (member) within the sampled population of sampling frame (Rice, 2010, p. 241). The rationale for this approach was to extract a sample to represent the population. This method was employed for informants in category four. Parents were selected from households within the Nsawam community. It involved the random selection of households that falls on the count of an even number right from the second house at the entrance of the community. This was usually done at the close of the day when parents have returned from their work places and settled down from the hard days work. The type of houses were normally compound, thus about three or

more parents, normally mothers were interviewed and depending on their availability. It comprised of both parents whose children attend either public or private primary schools, however the number of public schools was high. This was done until the number of parents intended for the research had been obtained. Four parents were also selected for focus group discussion using this method.

4.5 "Gatekeepers" and accessibility

Gatekeepers play significant role in the data gathering process. Getting access to some informants within the study area can be challenging however, with the help of a gatekeeper the researcher can overcome this situation. Hammersley and Atkinson (2007, p. 50) describes a gatekeeper as a person with sociological knowledge about the setting and can facilitate or withhold access to that setting. Getting access to the right informants within the study area is very crucial in every research. Bryman (2008) is of the opinion that, one of the ways to gain access to a study setting is for the researcher to build relationships within the study area. Adopting this strategy, I first visited the Nsawam District Education Office, on arrival I met one of the employees under administration. After explaining my research area to him, he advised that one key person who can really help me have access to school heads and teachers is on sick leave and would resume work in two weeks. So I dropped my introductory and letter of consent and exchanged contact with the officer. Even-though my intention was to interview the director in the district office, he was unavailable due to upcoming teachers' awards, thus he indicated on my letter to interview the assistant director. Co-incidentally, he was the same person the officer referred to on my first visit.

After meeting the assistant director, one of my key informants from his sick leave I build rapport with him after a little discussion on my research topic. He agreed we scheduled another day for his interview and promised to use his influence and authority to make contact with school heads in the community he has worked closely with and had relevant information for the research. Similarly, arranged for me to meet the ICT coordinator, and chairman for the public primary school heads association within the district. At this point, not only was he my key informant but my 'gatekeeper' as well. I must admit that the employee at the administrative office was very instrumental in leading me to this 'gatekeeper'. My 'gatekeeper' was very helpful during the field work as he easily linked me to other research participants who were more open to provide relevant information

to questions pertaining to my topic during our interview sessions. It is important to mention here that I was careful to conduct the research within my research scope since I knew my 'gatekeeper' had power to interrupt or lead me to more research participants.

4.5.1 Characteristics of research informants

The study population consisted of both primary and key informants. Out of the total study population size of 35, 4 make up for key informants and the remaining 31 were primary informants. The key informants were 2 government officials, the assistant director and ICT coordinator at Nsawam District Education Office. The two government official were from the basic education unit and pre-tertiary unit within GES and MOE respectively. They were all male between the ages of 30 to fifty-five years. They were all fluent in the English language and had educational background from primary up to the university level, with degrees within the educational field. The assistant director at the district office have lived in community for a long time. He works with education circuit supervisors and oversees school heads, and hence aware of the current situation of the district.

On the other hand, the primary informants included 14 parents, 6 school heads and 11 teachers. With regard to parents (14), 9 females were interview, including focus group discussion and the rest males. More females were interviewed due to the fact that most men were engaged with other tasks on the interview days. Most were living together as couples, just a few were singles. Their ages were between 28 and 50 years. In terms of education, majority of the parents had education up to the senior high level, 3 and 2 had primary and tertiary level education respectively. However interview sessions were conducted in the local dialects, Ga and Twi. Majority of the parents were traders and artisans, just a few had white colour jobs. In addition, with regard to the 6 school heads, 4 were females and the rest males. Their ages were between 40 and 60 years with educational background from primary up to the university level, with degrees within the educational field. Finally, 7 male and 4 female teachers were also interviewed. Their ages were between 20 and 50 years. They had educational background from primary up to the university level, with degrees within the educational field. 4 of the teachers had diploma in education. School heads and teachers comprised of both public and private schools, majority from public primary schools. It appeared

that almost all the teachers in the public primary schools were trained teachers unlike the private primary schools. These characteristics influenced the information generated during my field work.

4.6   Data analysis

Schutt (2011, p. 325) suggests that the analysis of qualitative data begins right in the field that is, during observation and interviewing as the researcher identifies emerging problems and concepts likely to assist in understanding the situation and this served as a guide during the process of my field work. Additionally, I adopted the thematic analysis approach to qualitative data in order to help me to work with the raw data collected to identify and decipher themes and key ideas (Matthews & Ross, 2010, p. 273). This involved a number of steps the first step involved documenting the interviews, written information from focus group discussion, recorded tapes and observation. Interviews and text in the local dialect (Twi and Ga) were transcribed into English. The next step involved editing and codification by which symbols were applied to the portions of a text written in order to categorize (Robson, 2002) to prepare the data for effective analysis. The data was then categorized into concepts and analytically tested against observations, statement of problem and previously discussed concepts within the study area. The next step was to examine the relationship and connection between the data extracted as well as how one concept could influence the other. Finally, the data was also evaluated to confirm the data observations and written works, and to sort out counter views or evidence. All these process helped me in writing the findings for coherence and for sound understanding by any reader.

4.7   Ethical considerations

Ethics cannot be disregarded in any type of research. Hay (2010) is of the view that, the human geography must do well to behave with integrity, act in ways that are just, beneficent and respectful during the research process as well as be "sensitive to the diversity of moral communities within which they work and are ultimately responsible for the moral significance of their deeds". Two areas that must not be avoided is confidentiality and anonymity. I took into consideration a number of ethics prior to and on the field to ensure confidentiality and ensure the anonymity of all identities. In this regard, the identity of my informants were not used in my report. In instances

where respondents need to be referred to, their positions within their institutions were used instead of their names, unless requested by the informant. Pseudonyms were used during data analysis as well.

In order to protect the rights of privacy and avoid potential harm on the physical, psychological and social life of individuals, communities and environments within which the study area, my relationship with the respondents was treated with priority. Respondents were not forced to participate and allowed to ask further questions for clarification. Their consent were sort for before the interview sessions and also made informed them about their freedom to withdraw at any time as and when the need arises without any explanation. A brief introduction of the research objective was explained before any interview session, however, the aim of the research will not be disclosed in order to avoid any influence on their choice of answers. Additionally, education is a political issue, therefore I was open during data collection process, objective and analytical, to promote useful information. I also took into consideration the key officials included in my interview from the government ministries and disclosed my stance as a learner of their experiences to aid their collaboration. Finally, since it was necessary to use a tape recorder for interviews, the consent of informants was first sort for and in all I assured them that all information provided will be treated confidentially and for academic purposes only.

4.7.1 Data integrity (trustworthiness and reliability)

The issue of trustworthiness and reliability is central to every research process. Cohen et al., (2007, p. 180-190), is of the opinion that, these concepts can be applied to qualitative research, however the way they are addressed differ from that of quantitative research. The issues of trustworthiness and reliability does not only apply to the final report but also to let the subjects of the study know that their information and comments provided during data collection will be reported accurately and kept confidential. These have been discussed in the ethical consideration section. It requires the researcher to take some measures in order to ensure trustworthiness and reliability during data collection and analysis.

Guba and Lincoln (1994) suggests other terms and alternative ways which are linked to trustworthiness and reliability. These are credibility/trustworthiness, transferability, dependability and confirmability (pp. 75-91.). Merriam (1998) describes credibility as how congruent the findings are with reality. According to Graneheim and Lundman (2004, p. 110) it is relevant to select the most appropriate methods of data collection as well as the amount of data. It is also important to note that, the amount of data required to answer a research question in a credible manner varies depending on the complexity of the phenomenon under study and the data quality. On this note, this chapter has provided information on the methodology employed for this research. Data triangulation was another measure adopted. This involves the use of multiple sources of data which provided varied information and issues from different perspectives about the phenomenon understudy. These included interviews, observation and focus group discussion, and this enhances the possibility of shedding light on the research question from a variety of aspects (Graneheim & Lundman, 2004). Based on this I pre-considered the type of participants and my approach to gathering the data. I made efforts to develop good relationship with my research participants prior to interviews and this cordial relationship made them to be more open to provide relevant and related information to the study. I also sort for the views of my supervisor and friend on the interview guide formulated and to ensure that questions cover all aspects of the study.

The second criterion transferability (external reliability) according to Merriam (1998) is "concerned with the extent to which the findings of one study can be applied to other situations". Most scholars argue that, qualitative research are based on small sample and therefore it is sometimes impossible to apply findings and conclusions to other situations and populations (Shenton, 2004, p. 69). However, Graneheim and Lundman (2004, p. 110) is of the opinion that transferability is probable if findings are reported in a manner that could allow the reader to look for alternative interpretations as well as giving valuable and distinct description of culture, context, characteristics of participants, data collection and analysis. From this perspective, the findings of this research are useful indicators of the situation in other communities and Ghana as a whole. This is because education is a fundamental aspect of human development and relevant for the sustainability of development of every country.

In addition, dependability requires that the research findings would produce similar results when repeated in the same context, using the same methods and participants. This can be done by the use of "overlapping methods", such as the focus group and individual interview, and the research processes must be reported in detail (Shenton, 2004, p. 71). To ensure this all the stages of the research process were recorded and are kept in a diary form. This runs from the formulation of research problem, design, selection of participants to data analysis. Field notes and interview transcripts are kept intact.

Finally, Crang and Cook (2007, p. 20) describes confirmability as the ability to edit the research process and analysis, and to eliminate personal biases through personal reflections in order to gain possible feedbacks from participants. Although it was difficult to get back to informants note due to distance, I made efforts not allow my personal believes, assumptions and educational background to influence my final report but rather accurately from the views and perspectives of informants. Observation during interview sessions and school visitations provided a measure to assist me in verifying some of the information provided by my informants. I also intent to send a copy of the final work to director at Nsawam District Education Office and GES on request. All the measures discussed were employed to ensure the trustworthiness and reliability of this study.

4.8   Positioning and reflexivity

Positioning and reflexivity influence each other. Positioning is a way of making explicit one's personal beliefs and knowledge foundations in the subject area as a researcher. Positioning comprises of a researcher's values, interests, beliefs, and relationship and how these influence the study whereas reflexivity is an effort to "identify the foundations of knowledge and implications of any findings" (Nayar & Stanley, 2014, pp. 12-13). I tried as much as possible to identify my position and reflexive during data gathering to enhance reporting. The below sub-headings explains the position and reflexivity of the researcher.

4.8.1 Study area

The study area is Nsawam, the capital of Akuapim South Municipal District and a town in Southern Ghana. It has a settlement of about 50000 people. The town is controlled by Akuapim South Municipal District and it is on the main railway and highway to Kumasi (GSS, 2011). It serves as a major business centre for farming communities such as Dobro, Pakro and Fotobi. Their market days are on Mondays and Thursdays. As a hub for education the town has numerous schools and education centres. St. Martins Secondary School (SMARTS) and Nsawam Secondary School (NSASCO) are the two major secondary schools in the town. The educational centres are BOPA College of Arts, which assist in training young women on how to sew, design for clothes and catering, and Business Complex School, a training centre for secretaries. There are other basic schools such as Nana Osae Djan, Kutunse L/A Basic School, Perseverance School Complex, Rev. Father Wieggers Roman Catholic School, Anglican A & C Basic school, Adoagyiri Basic School, Presbyterian Basic School and other private basic schools.

Notwithstanding the efforts made to enhance education, the town is currently facing challenges in the government schools. This does not only apply to only this town but in most government schools across Ghana. These challenges include, teachers resigning from duties, lack school amenities and maintenance strategies, teaching and learning materials. These have given rise to low interest in government primary schools. Also, some pupils enrolled in government primary schools are gradually leaving to other private primary school within the community.   This then became the motivation for this research.

4.8.2 'Insider' and 'outsider' status

Looking at the nature of this study, I was both an 'insider' and an 'outsider' at the same time during data gathering. With this status I made conscious efforts not to allow my personal and similar experiences as my informants influence the study. For example the ideas about some of the challenges in primary education, I was sometimes tempted to comment on answers being provided by informants during interviews, (an 'insider' situation). Therefore in order to overcome this situation I assumed the position of a passive listener and an active observer at the same time (an

'outsider' situation). Additionally, where necessary I engaged in useful discussions and clarifications on responses about the theme understand. Similarly, because I was able to speak the local dialect, it gave me an 'insider' status to build relationship with my informants since they could easily identify with me and during interview sessions I was open and this helped me to build confidence and trust from respondents in answering the research questions.

In addition during my field work, I also made efforts not to allow my educational background to interfere. With my background in classical history and civilisation and globalisation which shares light on the foundation of education and governance, being bias in some educational matters was possible. Hence, it was relevant for me to consciously make the effort to separate my emotions, perspectives, values and knowledge from the research process and ready to understand the issues from the perspective of my informants. Finally, it was also important to maintain an equal status between me and my informants and thus I avoided the impression of right and wrong answers during the research process.

4.9   Experiences and challenges on the field

I would to mention that although with the help of a 'gatekeeper' it was easy to get access to some category of informants, I encountered a few challenges. Firstly, most parents had busy schedules at work and returned home tired and late, thus I had to follow up continuous in order to hold interview sessions at the right time. Interviews were also held in the local dialects (Twi and Ga) since most parents or guardian are semi-literates. Additionally, I went through the challenge of booking appointments with government officials for interviews. In most instances, I was told to go and come another day, 'over and over', until a date was finally schedule. I had to wait for schools to reopen and settle for the beginning of the academic year in order to gain easy access for observation during lessons and to teachers. The Qualitative method as the choice for data gathering and the research topic has its own strengths and weaknesses. One of the weaknesses is the possibility of personal biases during analysis, therefore it was relevant to work hard during data gathering and analysis to avoid such instance. Finally, the time for a study of this nature, needs a relatively long time during which information for accurate or at least near accurate inferences could be drawn. However, the period of the study is short, hence time posed as a constraint on the

researcher. Notwithstanding these limitations, the researcher made the effort to get adequate and relevant information needed for the study.

CHAPTER FIVE

EDUCATION STAKEHOLDERS' VIEWS ON GLOBALISATION AND EDUCATION IN GHANA

5.0   Introduction

This chapter is a presentation on the research findings from the field work process. I will primarily present the perspectives and experiences of filed work participants, including key informants. Findings will be presented based on research objectives sated in chapter one, theoretical framework for the study and questions from interview guides.

Before presenting and analysing the data, I would like to mention here that, globalization is already impacting the Ghanaian economy through her integration into the world's economy and the global institutions. This consequently requires more and better trained personnel with the technical and managerial skills needed in this regard for the growing trade and investment opportunities in the world economy. Carnoy et al., (1999), affirms that, globalization continues to affect the economy of every state and therefore each state recognizes education as a means to global challenges. Also, the competitive, finance and equity reforms are global reforms which serve as mediums to respond to globalization demands. From this argument, I would like to mention here that, these reforms are adopted and incorporated into governance and educational policy by nations in different ways. In this regard, in Ghana the current decentralized system of governance and education policy demand the nation to produce citizens that are better educated with high literacy and other skills. Another aspect also, is to enable parents and community members to fully participate in their children's education. Globalisation presents Ghana with both opportunities and challenges. A way to offset some of these challenges can be through higher knowledge in information communication technology and quality universal basic education for all. The ability of the nation to do this to overcome the challenges will determine the kind of education for she will provide for her citizens. These form the basis and understanding for undertaking this inquiry. During this process of finding out more about stakeholders' understanding of globalisation and its impact on education, several questions were asked during interviews and normal conversations. This helped to explore educational stakeholders' views about the topic under study and their concerns for decision making within the educational sector.

5.1 Stakeholders' views on globalisation, ICT and education

Educational stakeholders for this study comprised of government ministries such as the GES under the MOE, NDEU, head-teachers of selected public and private basic schools, teachers and parents. And for this study over thirty (30) individuals within the aforementioned categories provided responses to answer questions based on interview guides (see appendix).

The views by the stakeholders were personal and were demonstrative of a sequence about their understanding of globalisation and education in Ghana. However, the views shared doesn't make up for all educational stakeholders within any of the aforementioned category but came from a limited number and selected sample of respondents. Their views were reflective and almost all stakeholders affirmed that they have heard of the term globalisation but just a few from parents and teachers category couldn't express their views well on how they understand the term. The paragraphs below are various quotes and excerpts from the stakeholders during interviews and questionnaire type of interviews as a way of giving them the freedom to express themselves on the questions above.

5.1.1 Defining globalisation

Education stakeholders' views on their understanding of globalisation revealed some common trends. The consensus was that globalisation is making the world one through technology and communication. One head-teacher said, "I see globalisation as making the world a global village, very small through internet and technology" (Interview, July, 2015). Another described it this way, "It's about development that is the extent at which the world is moving and how people get aware of certain things through letters, circular means, electronic media, and internet (Interview, July, 2015)". A parent described it as, "changes in the world because of communication through mobile phones for connectivity" (Interview, July, 2015). A representative from the NDEU, said "With globalisation no one becomes an Island on their own, because it is a share of information now, so a known information to someone in Ghana can be assessed by another person in Norway" (Interview, August, 2015).

A representative from the Ghana Education Service noted the economic and political aspect of globalisation. From his view, "Globalisation is a process of interaction and integration among people, companies, government of different countries through international trade and investment" (Interview, August, 2015). Similarly, from a teacher's view, "It is the process or idea of integrating the world into a simple economy and culture as a result of improved communications and the influence of large companies that operate all over the world" (Interview, July, 2015). Another teacher noted, "It implies the opening of local and nationalistic perspectives to a broader outlook of an interconnection and interdependent world with free transfer of goods and services" (Interview, July, 2015).

Skeptical views about globalisation were shared as well by some of the informants. One parent noted, "The world has not been able to be global since some of the things are not helpful" (Interview, July, 2015). Another parent said, "Everyone should become one, that is spend one money, but I think it is impossible" (Focus group discussion, August, 2015).

Below are views from informant who said yes but explained the term with regards to education;
A teacher described it this way, "The use of electronic gadgets for teaching, for example phone to communicate to kids" (Interview, July, 2015). Another said, "It means you don't have to be present in the classroom for tutorials or lecture halls to attend school, you learn/can learn through distance" (Interview, July, 2015). From the view of another informant, "The process by which businesses start operating on a global scale" (Interview, August, 20015).

5.1.2 Understanding the term ICT

Stakeholders' understanding on ICT, revealed varied and mixed results of the term, although the device computer was mentioned generally. A representative from the NDEU said, "ICT is talking about globalisation, it is a subject thus if you are in a school and wouldn't upgrade themselves, then it's up to you" (Interview, August, 2015). Another noted, "It is a way of computer to access information through internet and technology" (Interview, July, 2015). One parent said, "The use of computer to learn and teach the kids" (Focus group discussion, August, 2015). Another parent said, "It gives information" (Interview, July, 2015). One teacher described it this way, "It is the use of electronic gadgets for teaching example phone to communicate to kids" (Interview, July, 2015). A teacher explained it this way, "it is the ability to receive information wherever you are and also to be able to do a lot of things easily, using the ATM " (Interview, July, 2015).

On the other hand, only a few were able to express their views very well on the term. They were able to point out the fact that ICT doesn't only mean the use of computers solely but includes other electronic or ICT tools. From a teacher's understanding, "It is an umbrella term that includes any communication device or application, encompassing radio, television, cellular phones, computer and network hard and software, satellite systems" (Interview, July, 20015). Another teacher noted, "It is the act of transferring and sharing information through technical devices" (Interview, July, 20015). Another informant said, "It is the act of transferring and sharing information through technological devices" (Interview, July, 20015). Another teacher, noted "It helps one to learn fast using ICT tools like mobile phones, television, and so on" (Interview, July, 20015). A head-teacher described it this way, "It is giving out information through communication by using technology such as a device to communicate or get information from somewhere (Interview, July, 2012). A MOE representative noted, "It includes communication devices or application, radio, television, phone and computer to disseminate information" (Interview, August, 2015).

Below is a critical view of the NDEU ICT coordinator,
> "ICT in education is a modern way of making things easier through digital or electronic medium. For instance ICT comes under a vast tool, one can talk of the basic, being mobile phones and computers. ICT is everywhere, being embedded in vehicles. The world is actually moving to an electronic state, electronic way of life and making life easier" (Interview, August, 2015).

5.1.3   Views on the level of ICT training to education in Ghana

Stakeholders' views and responses on the level of ICT training to education in Ghana revealed similar trends. Most admitted that the level of ICT training to education in Ghana is low although just a few of informants said it is good and it is helping the children since it facilitates teaching and learning, and teachers are able to do research well, receive information and keep data at a faster rate, and to make research into issues for better understanding. From their views, they explained that, especially in government basic schools ICT training is a theory oriented subject instead of practical as compared to some private basic schools were owners have provided all the needed tools for training. One respondent noted, "It is low since the equipment are not available, thus children learn more theory rather than practical, this is not helpful" (Interview, August, 2015). A representative from NDEU view is that, "The government is not providing the gadgets but the children are helping themselves through the internet and social media, and through sophisticated phones since they are common than computers" (Interview, August, 2015). From the view of a teacher, "It's inadequate for the standard of education in the world, deprived areas do not have even electricity, computer laboratories and ICT tools" (Interview, July, 2015). A parent said, "ICT

here is not like the other countries were each child has a computer but in Ghana you can have three children to a computer" (Focus group discussion, August, 2015).

A critical perspective of a head-teacher is that, "It is laudable as the world is moving fast thus we need to move fast in order to be abreast with time. ICT which has been integrated into our curriculum has a greater value than without it because the countries using ICT have moved forward and we also need to. In the 2005 educational reform it is stated that there is the need to improve technology in the country. I encourage my teachers to partake in ICT courses since if a teacher doesn't know how to operate the computer system, he or she will be unable to teach the pupils" (Interview, July, 2015). Likewise, another head said, "Because Ghana is a developing nation, most people don't have access to the computer and also due to negative perceptions about ICT by some parents with regards to cyber fraud, game and pornography" (Interview, July, 2015). From a teacher's view "In this modern era, education cannot be achieved without ICT training, hence ICT improves education and makes it quality" (Interview, July, 2015).

5.1.4   Views on the role of ICT training to quality education

Stakeholders' perspectives on the role of ICT training to quality education revealed a common consensus. Stakeholders admitted that ICT has a link to quality education due to the new world order. One respondent noted, "It helps, because the children are able to research into topics, assignment and project work to come out with their own findings. It equips them in many areas" (Interview, July, 2015). From a head-teacher's view, "Yes, because of globalisation issue there are some things you need to know since it is needed for research to develop oneself. ICT is helping people to do more research to develop themselves and gradually uplifting the image of education" (Interview, July, 2015). A teacher noted, "Images can easily be used in teaching and helps for the retentive memory of students and teachers can easily explain complex instructions to students' Interactive classes are created making lessons exciting" (Interview, July, 2015).

Other critical perspectives were shared too. A head-teacher's view, "Yes, if computers can be provided it can lead to quality. It makes education easier, however because there are no computers and trained personnel it can't be useful" (Interview, July, 2015). Another was of the view that, "Yes, knowledge has exploded, thus it is needed for research to know or get it right. Wherever you

go it is there, so whether you like it or not it has come to stay and you have to get yourself equipped so that at the end of the day you will be better than before" (Interview, August, 2015). A parent noted, "Yes, in a modern world it will help the children to understand the happenings of the world, broaden the mind of kids and it's a global something so one can learn. Africa is far behind the technological world" (Interview, July, 2015). A GES representative in charge of basic education, explained it this way,

"Globalisation is everywhere, and if one is unable to use ICT tools effectively then it is not possible. Education is the bedrock of every nation and if a nation is to globalise effectively, then the education system should understand the concept itself to give the required training to the young ones to pick up the globalisation issues very well for development" (Interview, August, 2015).

A follow up question about stakeholders' views on demerits of ICT also revealed a common consensus. One respondent said, "Some children use it to watch pornographic videos and images, engage in cyber fraud, addiction to play computer games and browsing which can affect the brain and eyes negatively". The ICT coordinator at NDEU explained that ICT is a positive thing however form his perspective, "Children should be taken through the proper use of ICT to be safe. This is because when they are left in the hands of untrusted people, it is possible for them to use it to watch pornography, hack into other people's system. It is good to have better people to train kids since they will let them know the benefits and disadvantages of it, so the child goes with the positive part of it" (Interview, August, 2015).

5.1.5 Reflections on the implementation of global standards in public primary schools in Ghana

Stakeholders' reflections concerning the implementation of some global instruments into public primary schools in Ghana revealed varied results. Some were supportive of its implementation whiles others were not in favour of it. Majority of stakeholders in the parents' category were optimistic about such global instruments in the Ghanaian educational system. They were of the view that it will make learning easier for the children and put them at power with other children in the Western countries. It will also make it easier for them to integrate into the education system when they get the opportunity to travel to other Western countries. One parent said, "Yes, children

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can function well in other countries, and technically it is helpful for the children" (Interview, July, 2015). Another informant's view, "Good, because most Ghanaians like travelling and needs to learn global things when they get there and it provides the platform for the education standard to be on the same level" (Interview, July, 2015).

Critical perspectives were shared as well. One head-teacher expressed his perspective this way, "I am not in support of it, because the Ghanaian educational system was the best but has now been infiltrated with global knowledge and we lack the means to meet the global standards. Ghanaians don't have the means to cater for global standards in education. Formally, pupils were not loaded with a lot of subjects but presently because of globalisation the pupils need to learn everything" (Interview, August, 2015). Another said, "When it comes to education, there is assessment for and assessment of, Ghanaians can start small and act now. At the end of the day what the child is able to do is paramount to us. Private schools started although it doesn't form part of our system but the current educational policy have captured ICT. Gradually like the Western world educational system, we have also transplanted it into our soil, therefore we must allocate or inculcate ICT in our educational system". The western world is moving at a fast rate and therefore we need to start something to be able to catch up with them" (Interview, August, 2015). A GES representative expressed his view in this manner, "It is necessary, since Ghana is part of the globe and once the bigger world sees it as helpful to the development of a nation, Ghana cannot opt out, otherwise she will be left behind" (Interview, August, 2015). From another informant's view, "Yes, it is connected to globalisation and it will bring standardisation in the education system worldwide" (Interview, July, 2015).

5.1.6 Educational decentralisation

Stakeholders' perspectives followed a similar trend. Their consensus was that educational decentralisation will help all stakeholders to be involved in decision making concerning their child's education, especially parents participation through PTA's and also at the district level. A reason being that they know the actual challenges the within the district and develop measures to solve such challenges. However, majority of them are not aware that globalisation forces also has an influence on the ongoing educational decentralisation process in Ghana. One informant said,

"Formally we had to go through a long process to reach the government to supply teaching and learning materials but currently educational materials are being provided to the schools through the district" (Interview, July, 2015). When asked if globalisation is a contributing factor, a representative from the NDEU had this to say, "No it's not because of globalisation, but to extend ownership to the community or grassroots level. The government is not able to foot everything and therefore brought on board community participation to ease pressure and to take off its heavy burden. This helped to a great extent in the well-endowed schools. However, in the deprived areas, parents keep talking about free education which in the real sense of the word, not free, because almost everything is being borne by parents. Capitation grants keep long in coming and educational supplies delay" (Interview, August, 2015). However, a GES representative expressed his view this way, "It is a whole lot… not only about globalisation. But to allow the district to take decisions regarding education and to also implement them at the local level whiles the central government provides the money" (Interview, August, 2015).

5.2   Neoliberalism and privatization of education

The study intended to assess stakeholders' views privatisation and primary education in Ghana. Hence as the second objective various questions were asked during interview sessions. These were included in the interview guides (see appendix). Their responses presented in the sub-sections below.

5.2.1   Privatisation and primary education in Ghana

In the interview and focus group discussion conducted almost all stakeholders were not in support of primary education being privatised. Their responses revealed some common trends. Their consensus was that privatisation primary education in Ghana will deny most children the right of basic education due to the economic situation (low income) of most parents or guardians. They also raised concerns about an increase in the inequality gap between the rich and poor, and an increase in school drop outs in the nation. They were of the view that privatisation is expensive and most parents cannot afford such services. One informant had this to say, "It will lead to exploitation in the system. Basic education should never be left in the hands of the private, there

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wouldn't be consistency in the educational system" (Interview, July, 2015). Another expressed it this way, "There will be an increase in child school drop outs who could have been good citizens if they are able to through the school system and development will be hindered" (Interview, August, 2015).

However, when the same question was asked to some head-teachers in charge of private primary schools and parents whose children attended private primary schools, their responses revealed an approval for privatisation of primary school in Ghana. One informant said, "There will be good results and increased academic performance, so government should give it out to the private man to run and subsidize to help the less privilege" (Interview, July, 2015). Another informant expressed his view this way, "It will improve facilities and infrastructure. If you compare the government and private schools, the latter is doing better and even though the former has the trained teachers the children don't perform well because there is no seriousness" (Interview, August, 2015).

Critical views were also shared by some informants. They connected privatisation and neoliberalism. According to one teacher, "NO, most private schools are in business to make money, owing a private school is an income generating venture for the owner, hence fees will be higher and there will be no subsidies. Unlike in public primary schools where the government provide free text books, etc. to support parents" (Interview, July, 2015). Another head-teacher expressed his view this way, "People think private teach better than public schools but this is not true at all. The public schools teach the children for life in the sense that whatever they teach, the children, they will be able to implement it in the near future whereas the private is based on performance and results. The problem with the public is that they lack close supervision but for the private since it is a business they do anything to maintain it. My teaching philosophy is to help the child become a responsible adult in the near future and therefore do not see the need to release examination questions to children prior to the date of examination as most private schools do. It is important for the supervisor in a public school to adopt the clinical way of supervision where the supervisor is seen as a critical friend of the teacher and not the traditional way where the teacher is always wrong. Parents attitude towards public schools must be changed, they need to be responsible for their wards (Interview, August, 2015). A GES representative had this to say, "The

Ghanaian constitution requires the government to provide education for her citizens, the state has a duty to take care of the poor and vulnerable in the society" (Interview, August, 2015). Another informant talked about public-private partnership, from his view, "For the private, it's an investment for returns while the government looks forward for the development of her citizens. The government can partner with the private but not to be run solely as private otherwise it will take us back to the colonial days" (Interview, August, 2015).

5.2.2 Perspectives on if privatization of education will lead to an increase in resources at the educational sector and improvement in education delivery.

Majority of the stakeholders affirmed that privatisation of education will lead to an increase in resources at the educational sector and improvement in service delivery. Their views revealed similar trends demonstrating the concern that since private individuals are profit oriented, they will do well to provide all needed educational materials for effective teaching and learning with close supervision to achieve the results they want to uplift the image of the school as a result of other competitors. One informant said it this way, "Yes, work output will be high as a result of supervision. Another informant's view, "Funds will be available to provide the basic materials needed to enhance teaching and learning" (Interview, July, 2015). One head-teacher of a private school had this to say, "Yes, when facilities and infrastructure are improved as a result of privatisation, education will be attractive and as such enrolment will increase thereby increasing resources as the educational sector and improvement in education delivery" (Interview, July, 2015).

Critical perspectives were also shared on this question. One head-teacher had this to say, "YES, but it will not be beneficial to the society at large since education will be provided for privileged ones. Where lies the benefit of the good services if people cannot afford. Who are you going to render the good services to?" (Interview, August, 2015). According to a GES representative, "to some extent privatisation will increase resources and service delivery. However, the disadvantages exceeds the advantages since private education or school cost is very high and only a few can afford, and also Ghana is a developing country and there are a lot of things that the state needs to come in" (Interview, August, 2015). Another informant put it this way, "Yes to delivery but in terms of access to education, no" (Interview, August, 2015).

5.2.3 The government meeting the educational demand at the primary level

The research also sort to find out from stakeholders if the government is meeting the demand on primary education. Majority of the stakeholders said no, when asked if the government is meeting the demand on primary education. Their reasons revealed a general consensus, that most schools lack teaching and learning materials, teachers are also not motivated through incentives and in terms of ICT training, there are no computers and laboratories to teach the children. Also, even though the government says it's free, parents provide majority of educational materials. One head-teacher had this to say, "NO, because the government has misplaced her priority since they don't provide the basic things needed in education" (Interview, August, 2015). Another informant answered this way, "NO, the government is not proactive and not fulfilling their promises for the sector. They are no incentives for teachers and needed teaching and learning materials for schools" (Interview, July, 2015).

Two stakeholders were of the view that partially the government is meeting the demand on primary education. A GES representative had this to say, "Partially, because there are a number of children in schools and school building across the nation, teachers and educational materials in classrooms, even though she has not been able to meet all" (Interview, August, 2015). The other expressed it this way, "Partially by providing school building, school feeding, educational materials such as textbooks, chalk, and so on, even though there are lapses which affect effective teaching and learning" (Interview, July, 2015).

One stakeholders' view reflected concern for corruption and the misappropriation of funds as a reason for the government's inability to meet the educational demand at the primary level. She said, "NO, politics and corruption thus the demand from the sector is not met well" (Focus group discussion, August, 2015).

5.2.4 Privatization to quality education

There was a need to assess if privatisation has a link with quality education thus stakeholders were asked to share their views in this regard. Their views revealed that privatisation has a link with quality in education with a concern that since it will be managed by private individuals, they will put in all the measures it takes to ensure quality. One informant said, "YES, put in some efforts when it comes to monitoring and supervision to check work output and since it is private the proprietor will do well to provide all the needed educational materials" (Interview, July, 2015).

However, two stakeholders were skeptic about this. A representative from GES expressed his view this way, "Private institution are seen to be providing high quality because of high supervision. Teachers are able to complete their tasks and infrastructure wise, they are able to meet the requirement. However, in terms of personnel, the public sector always has the good personnel but the activities are not well supervise, hence not doing well" (Interview, August, 2015). According to a representative from NDEU linking quality education to privatisation is a perception about most people in Ghana, form his view "This is not true, that is the perception about private individuals. In this district, the top three at the end of BECE at the national level are public schools. All that is needed by the government is supervision and field officers must be given the means to supervise. Most children are even doing well with the scarce resources, so all that is needed at the government sector is the provision of resources. When it comes to quality it is in the public schools not private" (Interview, August, 2015).

5.3   Challenges in education; the case of Ghana

As stated in section 1.3, some challenges in educational sector, especially at the primary level were aired by stakeholders. These ranged from the government, district and the schools level. The below paragraphs are excerpts from interviews and focus group discussion. A number of challenges were mentioned by stakeholders which also revealed similar trends. Eve-though stakeholders did not link challenges directly to globalisation forces, the findings revealed an association to ICT training, trained personnel and the technical knowledge to handle global standards, teaching and learning materials, lack of commitment on the part of top level management and comparison to the education in Western countries. Lack of funds and poor attitude of parents towards public primary schools, and corruption was also a major problem that was mentioned.

District level challenges were aired during interview sections and this also reflected the aforementioned challenges. A representative had this to say, "Policy implementation by the government is very poor. The less resources doesn't help district officers to cover much on the field as they depend on what is provided by the government. No access to vehicles to move around to supervise schools and officers are pushed to use their own monies for transportation which cannot take them far. And in public schools, supervisors are field officers with less resources, this reduces the frequency at which they visit schools as compared to the supervision by the proprietor in a private school" (Interview, August, 2015). Another expressed his views this way, "Corruption and lack of commitment on the part of top level management, seeking their own interest and therefore lower level management are left with the least resources to manage their duties and supervise. People would have left the education field if not for the high level unemployment rate. Bribery and corruption of some field officers and other officers who are asked to take tolls from market days activities to support education within the district. There is lack of resources for policy implementation at the district level and most children in the rural areas take care of themselves, therefore they attend lessons as and when they have the means" (Interview, August, 2015).

Stakeholders in the parent category were not left out. Their perspectives on the challenges in education at the primary level were shared. One informant explained, "The government is unable to control the educational system, educational institution are not strong, lack of electricity, structures, low teachers' salaries, limited funds and resources" (Focus group discussion, August, 2015). Another informant expressed it this way, "Teachers not well trained about global standards making it difficult for them to teach" (Interview, July, 2015).

Critical perspectives were also shared. One informant linked these challenges to some of the conditions attached to funds that come from donor countries to support the Ghanaian economy. He disclosed, "It's the priority of the government to get every school a computer laboratory and trained personnel but the money is unavailable. Where to site the computer centre is a problem and the source of electricity. Our GDP cannot get us the monies and we try to get it from elsewhere which comes with conditions, why don't we wait and use the limited available resources to start something" (Interview, August, 2015).

5.3.3 Globalisation as a contributing factor to educational challenges in Ghana

The responses of stakeholders revealed a mixed feeling and understanding on if globalisation is a contributing factor to the challenges in education. Majority of the stakeholders agreed that globalisation is a factor to the challenges, whiles others disagreed and a few didn't know about this. In the interviews conducted, one head-teacher said, "Globalisation is causing Ghana, however for the developed nations it is good since they have trained themselves in that direction, Ghana is just copying without the ways on how to maintain the system instead of developing on their own" (Interview, July, 2015). Another informant had this to say, "Yes, because we want to compare our self to the Western world. The curriculum of the schools must meet that of global standard and all teaching and learning materials and infrastructure have to be programmed or designed to meet global standards" (Interview, July, 2015).

One stakeholder in the school head category expressed it this way, "YES, but needs to be overcomed. Everything has a challenge immediately you want to implement something you need to make room for challenges and definitely the challenges should not despair you from your goal. One child to a laptop has not been fulfilled yet, and a lot of money has been geared in this regard. Globalisation is a factor, increase in population and old things are not being improved" (Interview, August, 2015). Another informant disclosed, "YES, although globalisation is needed. This is because we want to be global but at the same time being global is necessary" (Interview, July, 2015).

These are some of the views of informants who disagreed that globalisation is a contributing factor. One said, "NO, since global standards will help children to know better" (Interview, July, 2015). Another expressed it this way, "NO, globalisation will help children when they go to other countries, such as ICT training in schools" (Focus group discussion, August, 2015).

Additionally, some critical perspectives were shared by some stakeholders in the government category. A GES representative disclosed, "The economy is down because Ghana imports everything which is not giving room for local industries to expand. If imports exceeds exports then

there will be deficits always. In terms of culture, we have developed taste for foreign goods and services. We have imported Western culture which is not making things go as it should be" (Interview, August, 2015). Also, a representative from the NDEU expressed his view this way, "Ghana has opened her door to importation. Culturally, our way of doing things is quite different but the Western way of doing things is now overshadowing 'ours', especially, among the youth. To be like an American or a British and that takes away 'our' disciplinary way of life. For example, an adult can spank a child for not doing right, however, due to child's right, right…right everywhere, there are even no caning in schools which is a Western way of life" (Interview, August, 2015).

5.4   Academic performance of pupils at the primary level

Questions were asked on the academic performance of pupils during interview sessions to assess to the views of stakeholders on the ongoing perception about the academic performance of pupils at the primary level. Their views revealed a mixed response to the question. As a result of the previous question on privatisation, stakeholders' responses revealed a similar trend of comparison between pupils in the public schools and those at the private schools. Majority of stakeholders were of the view that, the academic performance of the pupils in public schools were average and poor whiles private schools are doing well. When I briefly asked about the factors that account for the average and poor performance, one informant said, "Unavailability of teaching and learning materials, some parents are not taking education seriously and therefore fail to provide educational needs of their children, and child helpers are not helped by their guardians at home (Interview, July, 2015. Others said, "Because it is free education, children are not learning, parents do not make follow ups at their child's school to know how they are faring academically, teachers have lackadaisical attitude, student to teacher ratio is high and poor infrastructure" (Focus group discussion, August, 2015). The opposite of these factors were mentioned for private schools. According to one informant, "They use different textbooks from government schools, proprietor is very strict, classroom environment is good, needed teaching and learning materials are provided, teachers are ready to teach and go the extra mile, teachers are committed and structures are in place, parents are required to sign home assignments and participate in their child's education,

serious with class work, everything is well organised and style of teaching is different" (Interview, July, 2015).

However, some critical perspectives were shared, one stakeholder had this to say, "Even-though public schools have trained teachers, there is no effective supervision due to the lack of availability of resources to go round schools daily thus they make use of the little resources at hand and this makes them relax sometimes. If public schools are given the same educational materials as private schools, they may even overtake the private schools because the experience is in the public sector not private. Private schools are getting result because of effective supervision and not because of quality teachers" (Interview, August, 2015).

When asked about the factors within the study area, a representative from the NDEU mentioned these aside the major problem of funds;

- o Capitation grant from the government doesn't come on time and for school feeding programme, the food supply is not consistent.
- o The allocation of resources to implement policies is not timely.
- o The voice of MOE overshadows theirs when it comes to educational policies
- o Teaching and learning materials from MOE are not supplied regularly and teachers in deprived areas are not motivated through incentives.
- o Timing of professional training courses for teachers is a problem which is affecting effective teaching and learning since it begins when schools resumes from holidays. As a result classes are left empty when teachers are in school for their professional courses.

5.5   Observations

The aforementioned perspectives and opinions regarding globalisation and education are from different education stakeholders. They vary and none of these views represent any particular group of stakeholders. The stakeholders have different perspectives about the questions that were posed during interviews and normal conversations depending on their understanding and positions. However, the stakeholders agreed that, globalisation is here to stay looking at the way technology is surging worldwide and this has both positive and negative impacts on Ghana and her educational system. Reflecting on their responses, it is relevant to remember that almost all stakeholders have gone through the education system and in some cases have travelled to other countries. Almost all

have heard of the computer and internet, and in some cases few have had the opportunity of access at their homes and offices. Therefore making them connected to the global village or community in one way or the other, although they are rarely a representative of the whole nation. On globalisation and education, most stakeholders identified the changes in educational policy, implementation of ICT training and the use of the internet and sophisticated mobile phones by children as well as how some Western lifestyles have infiltrated the system. The free universal basic education of MDGs and computer training as part of educational curriculum were committed areas by the government as coming from the global community. Teachers are also being challenged to upgrade themselves in ways to teach as children are getting used to ICT related stuffs.

To conclude, although, questions were asked on decentralisation and privatisation, stakeholders didn't really think and link these demands as coming from the forces of globalisation. Similarly, with the exception of one stakeholder who pointed out that children must be educated and taken through the proper use of ICT by the appropriate people to avoid it being used negatively, no one commented on how education can be used to offset the negative aspect of globalisation and to address the fears of losing national identity in the near future.

CHAPTER SIX

DATA ANALYSIS AND DISCUSSION

6.0   Introduction

It is relevant to remember that the purpose of this study was to investigate and share light on globalization and education in Ghana through the provision of basic education so as to understand how the sector is being affected by globalisation forces. It also examined the challenges within the sector and how the academic performance of children can be improved at the basic level. The primary research question was therefore: How do educational stakeholders understand globalisation, information communication technology and privatisation in Ghana? The secondary objectives include are; educational stakeholders' reflections on the privatisation of primary education in Ghana (the gradual infiltration of a two tier education system) and educational challenges faced as a result of implementing some global standards in education at the primary level.

The aim of this chapter is mainly to discuss the findings presented in chapter five. It is imperative to say here that since the findings presented in chapter five are based on the research objectives and questions, this discussion chapter will also be focused on discussing these findings in this regard. As and when the need arises, the chapter will try to relate to rising issues from the previous chapters of this study and other relevant works. The heart of this chapter is to generate a link between research objectives, questions and answers.

6.1   Globalisation and education in Ghana

The empirical data in chapter five of this study has indicated that educational stakeholders understand and view globalisation differently. However, their description of the term revealed that one particular factor facilitating the process of globalisation is information communication technology. This can be related to Castells (2008, p. 81) definition of globalisation which points out that the connectivity of anyone and anything in the world is as a result of information communication technologies, long distance transportation and computer networks. Also, on the other hand the empirical data also revealed the economic, political and cultural aspects of globalisation. As some definitions identified these factors, it is imperative to say that stakeholders

identified that these factors are embedded in the process of globalisation. Their definitions also affirms that there hasn't been any definite definition for the phenomenon. This agrees with what Wood (2008, p. 13) and Hallak (1998, p. 3) describes as the facilitating forces in the many proposed definitions by scholars and how these factors depend on each other. Accordingly, the impacts from the forces of globalisation has spread to the developing countries, from my observations I realised that almost all stakeholders are aware of the influences from the Global North or Western countries.

Further, some critical perspectives were shared about the influence of globalisation which can be related to anti-globalists' critics about the phenomenon. As presented in chapter five, some stakeholders believed that *some of the things are not helpful*[14] and for the world to become one and have one legal tender, it is *impossible*[15]. However, the empirical data observed that, although stakeholders are aware of the influences of the forces of globalisation, they have not taken into consideration its impact on education for the country Ghana. Hence, there is the need for educational stakeholders to rethink globalisation and education in Ghana and the way to implement policies to build the intellectual and technological skills of her citizens for the global market.

6.1.2 ICT key to education and an economic challenge that needs to be addressed

The empirical data in section 5.1.2 revealed educational stakeholders' understanding of ICT in education. It is relevant from my opinion to say that, for ICT training to be effective, educational stakeholders especially from the school heads, teachers and government categories must first understand the term for the education system. Most were confident about knowing the term since it is now common in the Ghanaian parlance. However, the study revealed that nearly more than half of stakeholders perceived and associated ICT to the use of a computer. This was expressed in the form of teaching pupils how to use a computer as part of the syllabus or the ways of using a computer to access information. This shows that majority of them might have little understanding of the term or a wrong conception. Stakeholders from school heads, teachers and government official categories who were expected to have full meaning of the term in education showed little

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[14] Interview, July, 2015
[15] Focus group discussion, August, 2015

understanding in this regard. The findings also revealed that just a few in the previously mentioned category have adequate understanding of the term. Notwithstanding this fact, in their description of the term majority identified, ICT tools such as computer, cellular phones, ATM, radio, television, network hard and software, and satellite systems for storing and disseminating information. This supports the definition by Meleisea (2007, p. 1) in UNESCO's document as all forms of technological tools or devices used electronically to store, create and exchange information.

Consequently, training children in the area of ICT can be hampered since majority of stakeholders have little understanding of the term. Whether we like it or not, the world is moving into a technological state, ICT has come to stay and from the opinion of Hallak (1998, p. 5) the society is constantly changing and it is characterised by technological and scientific innovation which demands people to be abreast in line to be able to manage the global evolution. Hence understanding the term and its functions is key for the education sector.

In line with section 5.1.3 educational stakeholders were asked about the level of ICT to education in Ghana. Nearly all educational stakeholders interviewed agreed that the level of ICT training within the educational sector is low. From the empirical data it was revealed that, especially in government basic schools ICT training is a theory oriented subject instead of practical as compared to some private basic schools were owners have provided all the needed tools for training. This is because there are no established and furnished computer laboratories with ICT tools for the school to enhance effective practical training. The question to ask here is that, *will ICT training work or be effective in a situation as this?*[16] The answer is obvious and verifies what Hawkins (2002) describes as making ICT work as a tool in education, especially for developing countries. As presented in chapter four Hawkins explains how ICT training in education continues to be a challenge for both developed and developing nations, although these challenges varies from one country to the other. Additionally, Willem J Pelgrum and NWY Law (2003, p. 7) posits that there are varied ways by which the different regions make determined efforts to deal with the difficulties. For developing countries like Ghana, making ICT count in education is becoming more and more difficult since her per capita income is low, and it seems to be an expensive task to accomplish.

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[16] Italicized my emphasis

The empirical data also revealed that the low training in education for developing country like Ghana is also due to access to ICT tools in both schools and at home. This probably agrees with the views of Kozma (2002, pp. 3, 4) and Blurton (1999), that access and use vary from developed and developing countries. Kozma (2002) explained that, the ratio of computers to students in developed countries is high as compared to the low ratio of computers to the number of students in developing countries. However, from my reflection ICT has gradually become a worldwide phenomenon in education so as to develop pupils ready for the global market and Ghana cannot opt out. This demands that educational planners must go beyond seeing it as a priority in education for the nation but to develop determined strategies to address the challenges in its implementation.

Additionally, ICT training has a role to play in achieving quality in education. As presented in chapter five, ICT training brings about quality in education as teachers and students are able to make more research on issues and subjects by creating interactive classrooms for effective teaching and learning. At the end of the day the training develops and equips the children in many areas for the global world. This agrees with the arguments made by some scholars that, integrating ICT into educational reform has gradually become a global policy since nations have come to recognise that ICT training in education has numerous benefits for teachers and students for the knowledge-based society and therefore the need for change in the curriculum (Anderson, 2008; Hinostroza et al., 2008; Scardamalia & Bereiter, 1994). One thoughtful inference here is that integrating of ICT in the classroom suggests doing away with the traditional method or curriculum of teaching which is used by most developing countries like Ghana. As expressed by Scardamalia and Bereiter (1994) that a change in the traditional curriculum can lead to knowledge building, and this agrees with the statement from the MOE document of ICT in education policy in chapter two. However, in this regard perhaps my view as a researcher is that, Ghana is yet to make this consideration about her basic educational curriculum since the traditional system of teaching and learning is mostly used.

Another aspect stakeholders noted is that, the development of ICT as a feature of globalisation is gradually changing the teaching and learning process of teachers and students. Various connection were made to the things happening worldwide. Probably, this could be the reason for the view

shared by the GES representative that "Globalisation is everywhere, and if one is unable to use ICT tools effectively then it is not possible… give the required training to the young ones to pick up the globalisation issues very well for development" (see interview quoted in section 5.1.4). Referring to the document from the MOE on the policy for ICT in education as the government's commitment to international instrument and partnership[17], it is imperative to say that the forces of globalisation facilitated this policy. Similarly, the government agrees to the fact that, ICT in education leads to quality in service delivery within the sector.

Another challenge of ICT revealed by the empirical data is the improper use of ICT tools by children. The empirical data revealed that just as any other innovation with advantages and disadvantages, ICT also has negative effects on the children. Among these negative effects were pornography, cyber fraud, addiction which can affect the brain and eyes (see interview quoted in section 5.1.4) and this agrees with the concerns discussed in chapter two. However, aside these challenges Blurton (1999) added the cultural imperialism and standardisation of language, which was also mentioned by Hallak (1998) as a result of the developing communication society through mass media and the internet. A way to address this situation is by putting censors on the internet to regulate the type of information children can access(Blurton, 1999) and taking them through the right use of ICT tools can be ways to solve if not all some of the negative effects (see interview quoted in section 5.1.4).

6.1.3 Adopting and implementation of global instruments; The Ghanaian government's commitment to global institutions

The empirical data in chapter five revealed that whiles some educational stakeholders were optimistic about the implementation of global instruments, others were pessimistic. This can be linked to what has been discussed in chapter one that, whiles some views advocate for the benefits of globalisation on education, other views caution states on the adverse effects it can have on the educational system. Stakeholders who were optimistic expressed concern that implementation of global instruments into the educational sector of Ghana, will endow the children with knowledge that can help them integrate into the educational system of other Western countries when they

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[17] MOE, 2008, p. 4

travel. Travelling in itself can be linked to globalisation which can be identified with (Castells (2008)) long distance transportation. My observation as a researcher was that, their concerns were mostly related to ICT in education and its benefits (see section 6.1.2), a common feature in most developed nations. Also as presented in chapter five a stakeholder noted that implementing global standards in the Ghanaian education system has burdened pupils with loaded syllabus and government cannot afford it. As such Wood (2008) expresses that, the curriculum and pedagogy of most developing countries are being changed as a result of globalisation in order to be able to produce citizens that can function in the global market. From her view, formally nations used to tailor their education system to the needs of the country, however, presently most countries are pressured directly or indirectly to incorporated new courses and strategies into the curriculum instead of reviewing and revising the old one. Mostly these changes are done without a corresponding upgrade of education personnel both in the classroom and government offices. Similarly, it puts pressure on government to search for other sources of funds to meet the expected demand from citizens and an increase in the international comparison of the quality in education (Carnoy et al., 1999). The case of Ghana reflects these situation as the educational curriculum have adjusted through reform programmes and strategic policies to match up with the worldwide phenomenon, therefore the government is being pressurise to search for funds and resources to meet the situational demand. There is also the need to upgrade both personnel in the classroom and government offices. According to a GES representative, there is an ongoing ICT training across the country for teachers, regional and district officers through government's collaboration with RLG Group of Companies Limited, a private ICT and communications company (Interview, August, 2015).

6.1.4   Educational decentralisation; the case of Ghana

From the literature review in chapter two, according to Mankoe and Maynes (1994), the educational decentralisation intends to promote participation in education at the grassroots level by the central government or authority. This was revealed by the empirical data in chapter five as some stakeholders were positive about their participation in educational decision making. The findings also revealed that the ongoing decentralisation process in its full implementation state has benefits and challenges at the same time. This can be captured in the view of the NDEU

representative that, *"…This helped to a great extent in the well-endowed schools. However, in the deprived areas, parents keep talking about free education which in the real sense of the word, not free, because almost everything is being borne by parents. Capitation grants keep long in coming and educational supplies delay"*[18] (see section 5.1.6). This also supports the research carried out by Agyemang et al., 2000, which revealed that there is management deficiency and parents continue to show the dissatisfaction about indirectly footing all educational needs of their children even though the FCUBE is supposed to free by the MOE. The study also revealed, majority of the stakeholders were not aware that the ongoing decentralisation process is as a result of globalisation although the policy concedes that, the decentralisation process is also as a result of the government's commitment to international institutions[19]. Hence, there is the need for stakeholders to be aware of this in order to prepare well for their roles so as to function effectively.

6.2 Neoliberalism and privatisation of education; the gradual infiltration of a tier system in Ghana

The findings show two main ideas or two groups of people when it comes to the privatisation of education in Ghana. As it was presented in chapter five, the first category of idea were not in support of privatisation whereas the second category supported it. This supports what has been discussed in chapter three that, for most people privatisation of education can lead to quality in education due to availability of modern teaching and learning materials and for others this policy has more disadvantages than advantages.

The question to address here is that, *can most Ghanaians afford private education and can private education be available for the poor as majority of Ghanaians live on nearly less than one dollar a day, and is Ghana ready to support a two tier education system?*[20]. As it is presented in chapter five, majority of stakeholders shared their views on the adverse effect of privatisation of primary education for Ghana. According to them privatisation of primary education will increase the inequality gap in the nation as education will be benefited by the elite in the society. Most parents cannot afford education for their children since most parents are low income earners and this will

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[18] Italicized my emphasis
[19] Government of Ghana, Decentralisation policy, 2010
[20] Italicized my emphasis

lead to an increase in school drop-out. There will a break in social cohesion as children who drop out of school and those who are denied education might become vagabonds and be a nuisance to the society. As one stakeholder commented that, the development of the nation will be hampered and most school drop-outs might become irresponsible citizens (see section 5.2.1). This supports the views raised by some scholars in chapter two that, privatising education will negatively affect the vulnerable in the society since private schools are mostly centred in the urban areas and designed to cater for the elite in the society. Education as a right in itself will be denied most people. Similarly, the poor in the society will be burdened with the cost of living as they will try to channel monies for family upkeep into the educational needs of the children (Belfied & Lewin, 2002; Carnoy et al., 1999; Geo-Jaja, (2004); GSS, 2013; Lewin, 2007; Macpherson et al., (2014); Takyi-Amoako & Brock, 2015).

Also the study revealed that, there is still a second group of people who support privatising education despite the adverse effects expressed by the first group. They reported that, privatising primary education will lead to efficiency, better academic performance and improvement in infrastructure. This is because the private schools are doing better than the public schools. This supports the arguments that, private individuals or enterprises produce efficiency and improvement through the innovative ideas. Private institutions are also accountable to parents and therefore will ensure good academic performance of pupils (Belfield & Levin, 2002; Friedman, 1997). My view as a researcher is that, their opinions reflected their individual experiences with private schools or schooling and the current situation of education in the country, Ghana.

Additionally, according to Belfield and Levin (2002) and Geo-Jaja (2004)a reason why there has been an increase in the number of private schools in most countries is as a result of the inability of the state to meet the increasing demand at all level of education. It appears from the empirical data that, the government is not meeting the demand on education as noted by majority of stakeholders although some few were of the view that partially the government is providing school buildings and irregular provision of some teaching and learning materials. The empirical data also revealed that education, a key to the nation, is the responsibility of the government. It is therefore the duty of the government do well to provide the quality education needed by her citizens and not to privatise it. However, is this the case in reality? Owing to this and by the aforementioned

arguments by Belfield and Lewin and Geo-Jaja, many individuals in Ghana have taken advantage of the situation of the government's inability to meet the educational demand at the primary level and have established private basic schools, and due the ESP 2010-2020 and the 2008 Education Act (Act 778) policy by the government. These schools are not properly regulated in the sense that different fees are charged and although some of them have all the required teaching and learning materials, and environment. And according to (Riep, 2014), most of the teachers in these private schools are university and senior secondary school graduates, and these schools exploit the poor through the desires to help their children and since they a relatively expensive although they might not be any better than most public schools (Macpherson et al., (2014, p. 16). Despite this fact, it appears that most children that pass through the private schools do better academically than pupils in the public schools although the public employ teachers who have gone through educational training colleges. My opinion here is that within the education sector, the government is endowed with the trained personnel, so what could be the problem with low academic performance. A probing on this matter revealed that although the public schools have the trained personnel with quality teaching methods, the reasons associated with the low academic performance can be related to lack of close supervision, misplaced priority on the part of the MOE, lack the teaching and learning materials supposed to be provided by government. Also, most parents look down on the public schools and unwilling to provide the educational needs of their children since from the government's policy, public primary education is supposed to be 'free'. Moreover, some stakeholders disclosed that private schools are owned by individuals, groups and corporate organisations, and are business oriented, therefore because of competition from other institutions they try their best to produce results sometimes through dubious means. This supports the argument that lack of profit means that private individuals will have to close down their schools and therefore supervise the activities due to competition and open market operations (Belfield & Levin, 2002; Friedman, 1997). I will also yield to the creation of exclusion and exclusion in education for citizens (Hill & Kumar, 2012).

It is imperative to say here that, producing academically good students or making individuals academically good does not necessarily mean success for life. This is because the life of a citizen goes beyond academic performance. Some people are good students academically but lack the tenacity and capacity to handle life situations for good results. Education in itself demands the

holistic training of an individual for life that will lead to the transformation and development of his or her nation, simply put good matured citizens. This from my view partly answers the concern raised in chapter three by (Belfield & Levin, 2002) that, "doing something efficiently may not mean one is doing the right thing" and do privately managed schools produce effective, efficient and better results as they are supposed to in reality?". Perhaps this also supports the views of a school head that, "People think private teach better than public schools but this is not true at all. The public schools teach the children for life in the sense that whatever they teach…" (see section 5.2.1).

When stakeholders were asked if privatisation will lead to an increase in resources at the educational sector, improvement in education delivery and quality in education, their responses supported the views documented and argument raised by Belfield and Levin (2002) and Friedman (1997) respectively, but with some reasons and concerns for the situation in Ghana. Stakeholders disclosed that, this is said to be so because, most private schools have all the needed infrastructure, teaching and learning materials with close supervision and this helps them in service delivery. Moreover, since most of them are profit oriented and in competition with other schools, proprietors make sure to check the work output of teachers to get results and to overshadow other competitors. Their concern was that, although privatisation can help in this regard, benefits within this sector will be low since most Ghanaians cannot afford the high educational services charged. As one stakeholder said, *"…Where lies the benefit of the good services if people cannot afford. Who are you going to render the good services to?"[21]* (see section 5.2.2). Some were also skeptic about privatisation leading quality since in terms of personnel in the education sector, the public schools have the qualified professionals. One disclosed that, the idea of privatisation to quality education in Ghana is a perception of most citizens. He disclosed, *"…Most children are even doing well with the scarce resources, so all that is needed at the government sector is the provision of resources. When it comes to quality it is in the public schools not private"[22]* (see section 5.2.4). From the aforementioned views, it is imperative to say that although privatisation will lead to an increase in resources at the educational sector, improvement in education delivery and quality in education, the disadvantages out ways the advantages and in the Ghanaian context a policy like this will lead

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[21] Italicized my emphasis
[22] Italicised my emphasis

to a zero percentage output or result. Therefore, the government must provide all the needed educational materials both in the classrooms and for the field to enable close supervision that will consequently lead to improvement in the public schools.

At this juncture, their views presupposes that Ghana as a developing country has more citizens who are low income earners. Although there is a new wave of parents who are middle income earners privatising primary education will live education into the hands of the affluent and majority poor will be uneducated.

6.3   Challenges in education; the case of Ghana

Accordingly, in Ghana, the educational sector at the primary level is faced with numerous challenges which have been documented by some scholars. These include poor supervision, low teacher motivation as a result of lack of incentives, overloaded curriculum or syllabus, high student teacher ratio, lack of easy internet access for ICT training and lack of funds and resources for the sector (Adamu-Issah et al., 2007; Agyemang et al., 2000; Hawkins, 2002; Takyi-Amoako & Brock, 2015), just to mention a few since these have been discussed in previous chapters. Similarly, from the empirical data in chapter five, stakeholders' disclosed a number of challenges from the aforementioned ones. These demonstrates that educational stakeholders are aware of the diverse challenges within the sector. Aside these, some stakeholders noted other challenges which include, poor implementation of policies, poor management system, and corruption, poor attitude of some parents and guardians towards public schools and some economic conditions from donor countries. *The question to ask here is, can effective teaching go on in schools with all these challenges?*[23] The answer is obvious, in that with the lack of teaching and learning materials which are the major tools in education, it's impossible for teachers teach effectively. Moreover, it will be helpful if donor countries can fully support policy implementation without necessarily putting across conditions that produces adverse effects in the long term. For example, I realised as a researcher, from my interview sessions and observations that, the school feeding programme which was introduced to increase enrolment rate in public schools from donor support led to overcrowded classrooms with less teachers to handle the class size. Additionally, after the support was

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[23] Italicised my emphasis

withdrawn the government has been unable to continue with the process since most caterers and workers who prepare the food for the schools' payment are in arrears. Due to this the schools are not provided with food regularly and therefore the children get disappointed on days when food is not provided, schools head are also compelled to end teaching sessions since the children are unable to concentrate as a result of hunger. Consequently, children are not consistent and enrolment rates have dropped again. So where lies the benefits, if the same problem keep occurring. Long-term solutions must be implemented for effective results. Additionally, most schools don't have electricity, let alone ICT laboratory and tools for practice, therefore ICT lessons are mostly theory oriented although some teachers try to use their laptops to assist pupils.

Bribery and Corruption, from my view as a researcher is a challenge associated with poor economy and undeveloped or developing countries. Top level management, education field officers and other officers syphon monies or funds allocated for the educational sectors into their personal coffers. Selfishness without thinking about the development of the nation. In cases of bribery, as disclosed by the NDEU representative, some stakeholders in the school heads and teachers category indirectly buy the conscience of educational field officers through gifts, and this in a way prevents them from meeting out sanctions or queries when the need arises. These situations are bound to happen due to lack of an effective monitoring system to monitor the activities of top level management and education officers. Additionally, inferring from the low salaries of teachers and some educational officers, corruption will continue to be a challenge due to the poor economy of the state which has led to the underpayment of workers in addition to the lack of incentives for motivation. It can be observed that, when workers are underpaid, they will be forced to engage in other economic activities which means an irregular attendance to work and divided attention that promotes effective work output.

On the academic performance, the empirical data revealed that, most pupils in public primary schools perform low academically as compared to pupils in private public schools. However, some stakeholders disclosed that the reason why public schools are not performing well academically is as a result of lack of close supervision and resources. Also, most pupils in public schools are children from the rural areas who serve as helpers for most middle income earners and others engage in economic activities to cater for themselves. Guardians of such children fail to provide

the educational needs when the need arises forgetting that educating another person's child appropriately will lead to national development in the long run. Notwithstanding these claims, it appears that the aforementioned challenges coupled with the misappropriation of funds by the government have hampered effective teaching and learning in educational sector at the primary level, that is in most public schools across the nation and within the study area. Hence, the low academic performance in this regard.

6.3.1   Globalisation, a contributing factor to educational challenges in Ghana

In the previous chapters I have demonstrated how globalisation forces is affecting education in both developed and developing countries. For instance, Carnoy (2000), views the impact of globalisation on education in three ways (see section 1.1) and the arguments can be linked to the ongoing challenges in most countries, especially developing countries. Additionally, Hawkins (2002) gives an account on the challenges facing both developed and developing countries, especially developing countries on integrating ICT into the education curriculum. I would like to say here that, ICT as a feature of globalisation has contributed to the challenges in this regard. As revealed by the empirical data, majority of stakeholders showed concern that, globalisation is a contributing factor to the educational challenges in Ghana. They were of the view that developed countries have the means to offset the challenges from the forces of globalisation whiles developing countries lack the means. Consequently, the latter is being forced to move in the direction of the Western countries in order to be abreast with the new world order. However, one stakeholder agreed that globalisation is a contributing factor to the challenges however, there is the need to overcome them since life is full of challenges. Additionally, some stakeholders disagreed that globalisation is a contributing factor to the challenges within the educational sector in Ghana. They expressed that globalisation has benefits or advantages that can help Ghanaian children. For example ICT training as part of the school curriculum will help the children to match up with other children in the Western countries and it will be easy for them to integrate into the educational sector when they get the opportunity to travel to these countries.

Also, some critical views were aired by some stakeholders as revealed from the empirical data. Their views reflected the negative impact of globalisation on the economy, with regards to trade

and the variety of cultural changes resulting from globalisation. This reflects their resistance to the Western hegemony in terms of economic and cultural globalisation. They noted the neoliberal practice in the Ghanaian economy, with regard to trade, in that imports exceeds exports in the country always. Owing to this view, most citizens are directly and indirectly adopting Western culture into their homes, schools and work places and this is gradually overshadowing the Ghanaian culture and to some extend have undermined some cultural traditions.

6.4   Summary; the relationship between globalisation, ICT and privatisation, the possibility of quality primary education in Ghana

Recalling from the analysis and discussions in section 6.2 and 6.3, the emerging key theme is how stakeholders understand the relationship between globalisation, ICT and privatisation and their advancement towards quality primary education in Ghana. It can be deduced that stakeholders only identified the relationship between globalisation and ICT and how these can lead to quality education. Globalisation has directly and indirectly facilitated certain changes that can aid in improving primary education in Ghana. The implementation of global standards such as ICT for most educational stakeholders have greater chance of enhancing quality education. Here it is important to note that stakeholders have come to understand that globalisation has a possibility for completion within and across borders and the only way Ghana can compete is to give her citizens quality education. They understand that ICT is an important transmitter and promoter of education policies and practices on the global scale. Therefore the ability of an individual to access the knowledge it offers through new ideas and approaches to education is paramount. This demonstrates that nearly all stakeholders identified the relationship between globalisation and ICT towards quality education but didn't really consider a link between all three towards quality education for Ghana.

To further understand the above, with the exception of the GES representative who linked globalisation, ICT and privatisation towards quality primary education in Ghana but cautioned the cost implications for going private the country, majority stakeholders did otherwise. For instance although Friedman (1997) and other scholars have argued that these have implications for quality education, nearly all education stakeholders interviewed raised different concern for Ghana in this regard. From their views, quality shouldn't be akin to privatisation since the central motive of these

institution is profit-making and they use untrained teachers. Thus the higher your performance in terms of tests scores the more attractive the school is to consumers. Also, the lack of monitoring on the quality of most private primary schools by the government to ensure that they are licenced, accountable and using the government's curriculum and achieving same exams is detrimental to the nation's majority citizens who patronised such educational services (Belfied & Lewin, 2002; Carnoy et al., 1999; Geo-Jaja, (2004); GSS, 2013; Lewin, 2007; Macpherson et al., (2014); Reip, (2014); Takyi-Amoako & Brock, 2015). In this regard it therefore relevant for the government to take into consideration maintaining quality especially in the public schools whiles maintaining quality rather than privatisation such services. Consequently, for majority education stakeholders the relationship between globalisation and ICT can lead to quality primary education in Ghana and not by the privatisation of the system

Finally, it is imperative to say that, the nation must be able to develop changes that can offset the challenges of globalisation since the current changes in present day economy requires changes in education and the training departments of nations (Carnoy et al., 1999, p. 37), these cannot be done away with. Additionally, my view as a researcher is that, to achieve high quality of knowledge, changes cannot be avoided. Ghanaians have the desire to develop their educational sector in-line with the Global North countries, however, as a result of misplaced priority they are faced with the challenge of developing measures that will help to develop the sector. To conclude and to burrow the words of Wood (2008), the crux of the matter is that, the exigence to address globalization, both its opportunities and its challenges, through education is on the brink of education policy discussions.

CHAPTER SEVEN

SUMMARY, RECOMMENDATIONS AND CONCLUSION

7.0   Introduction

Looking at the fact that globalisation as a process is having great impact on all countries although the impact varies from one country to the other due to economic, social and cultural background. The impact is both positive and negative, with poor or developing countries as the most vulnerable to some of these challenges. In education, ICT, decentralisation and privatisation are among the relevant features of for managing changes in education in order to meet the demand of globalisation. This study therefore set forth to explore the impact of globalisation on education by focussing on ICT, decentralisation and privatisation in Ghana. Investigating by the research objectives, the study shared light on how educational stakeholders understood the aforementioned features and their impact on education, and the challenges at the primary level.

Major theories, utilised include, globalisation, ICT and privatisation as a neoliberal policy. Primarily the research was conducted in Nsawam District in the Eastern Region of Ghana. The district was selected as it is noted as an educational hub and a study of this nature will not permit the researcher to investigate the whole Ghana. Also part of the field work was conducted in the capital city, Accra. The study was conducted by qualitative approach, making use of interviews, focus group discussion and observation with a sample size of forty-two (two) informants. Additionally, secondary data was also used. Below is a summary of the findings made in-line with the research questions of this study.

7.1   Stakeholders and their perspectives on globalisation and ICT

This study revealed that educational stakeholders are aware of the term and process of globalisation and identified ICT as one of the main feature facilitating the process of globalisation. Whiles some stakeholders identified other factors such as good transportation networks and the integration of cultures, it draws on the fact that the term globalisation has no definite definition. The study also revealed some anti-globalist perspective by expressing concern that some of the influences of globalisation is not helpful for the country Ghana.

Besides stakeholders' perspectives on globalisation, there was little understanding of the term ICT. As shown by the study nearly all educational stakeholders associated ICT to the use of computer. The study also revealed that, the training of ICT which has been integrated into the syllabus at the

primary level can be hampered. This is because most public schools do not have computer laboratories and without ICT tools to facilitate training. Hence, most ICT training that goes on in schools are theory oriented without any practical aspect. Additionally, the study revealed that educational stakeholders agreed and admitted to the fact that ICT training in schools can lead to quality in education. The expressed concern that training given to children in this regard will help and equip them to be able to compete in the global market. In this regard the linked ICT to globalisation towards quality education for Ghana.

7.2   Reflections on the privatisation of primary education; the gradual infiltration of a two-tier system

The study has shown that educational stakeholders hold either what I will anti-privatisation perspective or a privatisation perspective on primary education in Ghana. The anti-privatisation perspective main concern stems from the fact that privatising primary education for a developing country like Ghana will be detrimental looking at her low per-capita income and that most people or parents are low income earners. This well also increase the inequality gap between the rich and poor.

Aside anti-privatisation perspective exist, there is also a privatisation perspective. Educational stakeholders who supported this position included some parents, teachers and school heads categories. The study revealed that stakeholders in this regard do not see privatisation as detrimental or harmful and therefore have good reasons why they support it. It does not mean they condone privatisation out rightly, but are very much concerned about the current low academic performance of most public primary schools in the country. Hence privatisation can bring about efficiency and help curb the situation.

Notwithstanding the aforementioned perspectives, the study also revealed that, the public sector are endowed with the trained and qualified personnel when it comes to basic education and not the private sector. However, the private sector is seen to be making much progress because of strict supervision by owners and the availability of teaching and learning materials whereas the public sector is faced with low supervision and less teaching and learning materials to manage in schools.

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Finally, the study revealed that, both anti-privatisation and privatisation perspectives agreed that privatisation will lead to an increase in resources at the educational sector, improvement in education delivery and quality in education. However, anti-privatisation expressed that it will not be beneficial to the country since most people will not be able to afford the services provided by the private sector and therefore the need for all stakeholders to come together to address the challenge at the public sector and not to privatise educational services.

7.3   Educational challenges; the case of Ghana at the primary level

As shown by the study, a number of challenges were mentioned by educational stakeholders. The major one mentioned was economic challenge which is said to be the core for other challenges such as unavailability of teaching and learning materials, lack of teacher motivation and corruption. ICT was also mentioned as a challenge (see section 6.1.2). Here lack of computer laboratories, ICT tools, and easy access to the internet, electricity and trained personnel. Other challenges include poor supervision, high student to teacher ratio, overloaded educational curriculum and poor policy implementation. The study also revealed a gender related challenge, because child helpers identified as pupils in the public schools are mostly female or girls who have been brought from the rural areas to the urban areas by mostly middle income earners. These challenges informants agreed affect the smooth management and progress within the sector. This therefore accounts for the low academic performance of pupils. In discussing these challenges, the study finds that, globalisation forces is a contributing factor to the educational challenges in Ghana presently. As discussed on the adoption and implementation of global standards in education for Ghana (see section 6.1.3), it is observed that developed countries have the means to address the influence of globalisation on their educational system whiles developing and undeveloped countries lack the means. Therefore in an attempt to try to match up to the global way or system of education (developed nations) has contributed to some of these challenges. However, some stakeholders expressed concern that, adopting to the global has better opportunities for Ghanaians.
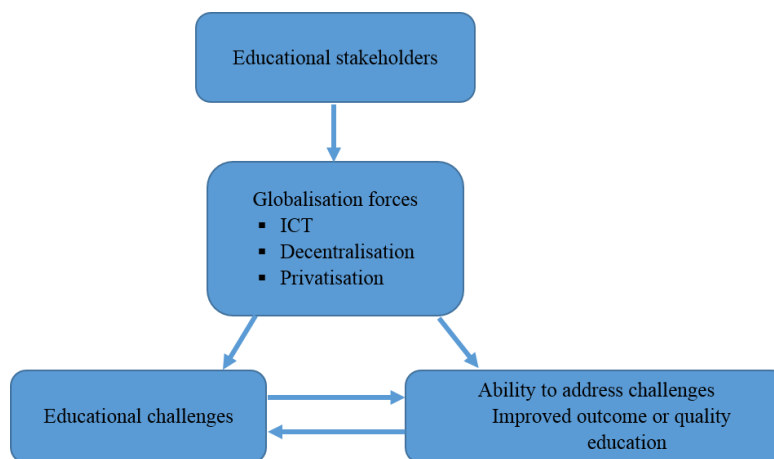
Figure 3: Linking educational stakeholders, globalisation forces and improved outcome (quality education)

It is relevant to not here that globalisation forces, educational challenges and improved outcome or quality education are connected. This is because the educational challenges created by the forces of globalisation will demand that, educational stakeholders must develop policies that will lead to improved service delivery within the education sector which can lead to quality in education. Moreover globalisation needs education just as education needs globalisation in the new global order. This can be related to quotes by Bhola (1998) and Carnoy (2000) respectively.

> *"Education as an instrument of economic productivity, politicization, and enculturation can play an important part in the humanization of the process of globalization" (p. 489)*

> *"If knowledge is fundamental to globalization, globalization should also have a profound impact on the transmission of knowledge" (p. 43).*

By examining the globalisation forces such as ICT, decentralisation and privatisation, this study shows that these forces are reforms developed as global responses in the education (see section 3.2.2). These responses or reforms have their own challenges on education system which at the same time is needed to enhance quality in order to meet the demand of the global economy. Similarly, for Ghana, nearly all educational stakeholders linked globalisation and ICT towards quality education with the exception of privatisation as a force of globalisation towards quality primary education for the country. They were most concerned that privatisation to quality for a developing country like Ghana will lead to exploitation of the poor, exclusion, inequity and social injustice since most citizens are low income earners (see also Hill & Kumar, 2012; Macpherson et

al., 2014). This partly supports the views of Carnoy et al. (1999) on the three types of reforms developed by nations as globalisation responses to enhance quality in education. Hence, this comes to a conclusion that Ghana as a developing country cannot do away with the forces of globalisation and the challenges associated in attempts to respond to the demands in this regard within the educational sector and the country as whole. This calls on all educational stakeholders to therefore have a critical thinking of the way globalisation is and will continue to affect education and by so doing develop policies that can curb the situation to enhance quality to produce citizens that can competitive in the global economy, as these forces are inevitable.

7.4   Recommendations

As already discussed in the preceding chapters and in the summary of the findings, there is low awareness on the impact of globalisation on education on the part of educational stakeholders and this follows the view that, it has acted as a catalyst or contributing factor to some of the challenges faced within the sector. This calls for educational stakeholders to see globalisation and education as interrelated and therefore change their approach on understanding the impact globalisation has on education, especially the MOE. The approach of MOE should be that of focusing less on the challenges and to rather focus on understanding the underlying factors to these challenges posed by globalisation since there are opportunities on the side. The MOE in this regard must formulate policies that address that can address the root some of these challenges as this can create a long lasting solution to help enhance quality education, especially at the primary level since it is the foundational stage in one's educational life.

The study also revealed that, presently the educational standards in the public primary schools is low. Looking at the fact that most parents are low income earners, it suggest that the services of public primary will continuously be patronised. Therefore there is the need to address it so as to improve on the academic performance of pupils that pass through this system. It is worthy to present some recommendations from some stakeholders. In this regard, the MOE must provide all the teaching and learning materials by teachers and pupils and must take into perspective the cultural background, political atmosphere and economic situation of the country for effective implementation of global standards in the sector since comparing to other developed countries

'we' have different cultural background, political and economic situation, hence 'we' need to weigh all these factors as a guide. Classroom lessons can be done through problem-based and project-based learning that allow students to collaborate and work together as a team, more practical teaching and learning atmosphere and to engage with the community. Parents must do well to monitor their children at home and to ensure that they do home assignment and use ICT tools appropriately. Simply put, all stakeholders should play their role effectively to uplift the image of education in Ghana.

To conclude, the MOE can partner with private schools to create a public-private partnerships since both sectors have contribution to offer within the education sector for Ghana. Moreover, it could provide the government with useful information for further planning and to improve upon the monitoring and accountability of both sectors.

7.5   Suggestion for future research

I must say here that, this study mainly focused on some areas of globalisation forces on education at the primary level by using a case study of Nsawam district as a representative for a developing country, Ghana, especially in public primary schools. Therefore perhaps a further or future research can also look into other areas of globalisation forces and a comprehensive survey in private schools since this might help to gather and generate clearly defined information on registration status, teaching staff, fee charged, academic standards and curriculum that could be made available for policy makers to enhance quality.

The study also suggest to conduct the same study to the other levels of education such as in secondary level and tertiary so as to add more valuable information on the way globalization is impacting on education in Ghana. Additionally, out of school children who couldn't complete the primary education or continue to the secondary or tertiary could be studied to help create opportunities outside the formal system to train them into the kind of jobs that can assist them on a global scale.

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Interview Guide for GES and MOE Officials

Background information

Demographic information; Age, Gender, Level of Education, Marital Status, Working experience within the education sector and current position.

<u>Body of interview</u>

1. Job description within this sector
2. How does the government acquire teaching and learning materials for the public primary schools?
3. What are some of the initiatives taken by the government to improve school infrastructure?
4. Are you aware of the term globalization? (a) Yes   (b) No
5. How do you understand information communication technology (ICT)?
6. What's your view on the level of ICT training to education in Ghana?
7. What's your view on the role of ICT to quality education?
8. What are your reflections on the implementation of global instruments to quality education in Ghana?
9. What contributions has the decentralization policy made within the sector?
10. What are your reflections on the privatization of primary education in Ghana?
11. In your opinion will privatization of education generate an increase in resources at the educational sector and improvement in education delivery? Yes/No
12. In your opinion is the government meeting the educational demand at the primary level? Yes/No
13. What are your views on privatization of education to quality education?
14. What are some of the challenges faced by the government in implementing global instruments in public primary schools?
15. Has globalization contributed to these challenges? (a) Yes   (b) No
16. How do you think these challenges can be curbed within this sector?
17. What is your assessment on the academic performance of pupils' in public primary schools?
18. What are some of the initiatives taken by the government to ensure quality education?

Interview Guide for NDEU Officials

Background information

Demographic information; Age, Gender, Level of Education, Marital Status, Working experience within the education sector and current position.

<u>Body of interview</u>

1. Job description within this sector

2. How does the district acquire teaching and learning materials for the public primary schools?

3. How are these materials distributed to the schools?

4. How does the district improve school infrastructure?

5. Are you aware of the term globalization? (a) Yes   (b) No

6. How do you understand information communication technology (ICT)?

7. What's your view on the level of ICT training to education in Ghana?

8. What's your view on the role of ICT to quality education?

9. What are your reflections on the implementation of global instruments to quality education in Ghana?

10. What contributions has the decentralization policy made within the sector?

11. What are your reflections on the privatization of primary education in Ghana?

12. In your opinion will privatization of education generate an increase in resources at the educational sector and improvement in education delivery? Yes/No

13. In your opinion is the government meeting the educational demand at the primary level? Yes/No

14. What are your views on privatization of education to quality education?

15. What are some of the challenges faced by the government in implementing global instruments in public primary schools?

16. Has globalization contributed to these challenges? (a) Yes   (b) No

17. What are some of the challenges faced at the district level in implementing global instruments in public primary schools?

18. How do you think these challenges can be curbed within this sector?

19. What is your assessment on the academic performance of pupils' in public primary schools within the district or across the coutry?

20. What are some of the initiatives taken by the district to ensure quality education?

Additional questions for ICT coordinator:

21. How to you organize ICT training for teachers and workers within the district?

22. What initiative have you taken or taking to improve ICT training within the district?

23. What are some of the challenges you face when it comes to ICT training, especially in public primary schools?

Interview Guide for School Heads and Teachers

Background information

Demographic information; Age, Gender, Level of Education, Marital Status, Working experience within the education sector and current school.

Body of interview

1. Job description within this sector
2. How does your school acquire teaching and learning materials?
3. How does your school manage to improve infrastructure?
4. Are you aware of the term globalization? (a) Yes   (b) No
5. How do you understand information communication technology (ICT)?
6. What's your view on the level of ICT training to education in Ghana?
7. What's your view on the role of ICT to quality education?
8. What are your reflections on the implementation of global instruments to quality education in Ghana?
9. What contributions has the decentralization policy made within the sector?
10. What are your reflections on the privatization of primary education in Ghana?
11. In your opinion will privatization of education generate an increase in resources at the educational sector and improvement in education delivery? Yes/No
12. In your opinion is the government meeting the educational demand at the primary level? Yes/No
13. What are your views on privatization of education to quality education?
14. What are some of the challenges faced by the government in implementing global instruments in public primary schools?

15. What are some of the challenges faced by school heads and teachers in implementing global standards in public primary schools?

16. Has globalization contributed to these challenges? (a) Yes   (b) No

17. How do you think these challenges can be curbed within this sector?

18. What is your assessment on the academic performance of pupils' in public primary schools in the district or across the country?

Interview Guide for Parents

Background information

Demographic information; Age, Gender, Level of Education, Marital Status, Occupation and Level of income.

<u>Body of interview</u>

1. How do you support your child's/children education?

2. In your opinion, who do you think should provide teaching and learning materials for pupil's primary schools? Why?

3. In your opinion, who do you think should be responsible for the improvement of the academic performance of pupils in primary schools? Why?

4. Are you aware of the term globalization? (a) Yes   (b) No

5. How do you understand information communication technology (ICT)?

6. What's your view on the level of ICT training to education in Ghana?

7. What's your view on the role of ICT to quality education?

8. What are your reflections on the implementation of global instruments to quality education in Ghana?

9. What contributions has the decentralization policy made within the sector?

10. What are your reflections on the privatization of primary education in Ghana?

11. In your opinion will privatization of education generate an increase in resources at the educational sector and improvement in education delivery? Yes/No

12. In your opinion is the government meeting the educational demand at the primary level? Yes/No

13. What are your views on privatization of education to quality education?

14. What are some of the challenges faced by the government in implementing global instruments in public primary schools?

15. What are some of the challenges faced by school heads and teachers in implementing global standards in public primary schools or your child's school?

16. Has globalization contributed to these challenges? (a) Yes   (b) No

17. How do you think these challenges can be curbed within this sector?

18. What is your assessment on the academic performance of pupils' in public primary schools in the district or across the country?

19. What is your assessment on the academic performance of pupils' in public primary schools in the district and your child's school?

20. What can parents do to improve the academic performance their child or children?

Focus Discussion Guide (Parents)

Demographic information; Age, Gender, Level of Education, Marital Status, Occupation and Level of income.

1. In your opinion, who do you think should provide teaching and learning materials for pupil's primary schools? Why?

2. In your opinion, who do you think should be responsible for the improvement of the academic performance of pupils in primary schools? Why?

3. Are you aware of the term globalization? (a) Yes   (b) No

4. How do you understand information communication technology (ICT)?

5. What's your view on the level of ICT training to education in Ghana?

6. What's your view on the role of ICT to quality education?

7. What are your reflections on the implementation of global instruments to quality education in Ghana?

8. What contributions has the decentralization policy made within the sector?

9. What are your reflections on the privatization of primary education in Ghana?

10. In your opinion will privatization of education generate an increase in resources at the educational sector and improvement in education delivery? Yes/No

11. In your opinion is the government meeting the educational demand at the primary level? Yes/No

12. What are your views on privatization of education to quality education?

13. What are some of the challenges faced by the government in implementing global instruments in public primary schools?

14. Has globalization contributed to these challenges? (a) Yes   (b) No

15. How do you think these challenges can be curbed within this sector?

16. What is your assessment on the academic performance of pupils' in public primary schools in the district or across the country?

17. What is your assessment on the academic performance of pupils' in public primary schools in the district and your child's school?

18. What can parents do to improve the academic performance their child or children?

19. Further comments on the research are welcome