

Evaluating the Implementation of UNESCO Rights Based Early Childhood Education Programme in Selected Anglophone West African Countries

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Abstract. This study evaluated the implementation of UNESCO Rights Based Early Childhood Education programme in selected Anglophones West African Countries. Six research questions were addressed and four hypotheses were tested for the study. Data were collected from 55 participants which comprised 40 parents, 8 teachers, 2 head teachers and 5 stakeholders drawn from 2 cosmopolitan towns of Ago-Iwoye and Winneba respectively. Four questionnaires were used in collecting data for the study. Data were analyzed using descriptive and inferential statistics, frequency counts, simple percentages, mean and standard deviation, while hypotheses were tested using the t-test statistics. Some of the major finding in the study indicated that, Winneba and Ago-Iwoye both had their compliance ratings in the areas of location, records and instructional materials and Ago-Iwoye is slightly ahead of Winneba in terms of compliance ratings on parental/community involvement and government involvement. Both Winneba and Ago-Iwoye rated low in their provision for special needs learners and awareness of legislative, policy and practice environment is low. There is a significant difference in Ago-Iwoye and Winneba teachers and stakeholders' perception of legislation. Implications of the findings are discussed.

Keywords: Evaluation, Right Based, Approach, Early Childhood Education

1. Introduction

1.1 Background to the Study

Education is a fundamental human right of a child. Several international treaties have recognised this basic right since the Universal Declaration of Human Rights adopted in 1948. The United Nations Convention on the Rights of The Child (1989) incorporates essential provisions that make it mandatory for the signatory states to provide Early Childhood Development (ECD) services for children (Shresta, 2006). The World Education Forum held in Dakar, Senegal in 2000 not only reaffirmed its commitment to Education for All, but also that education is a fundamental human right. This action underlined the importance of rights-based government actions in implementing Education for All (EFA) activities at the national level. To comply with the agreed principles and standards spelt out in the international human rights instruments it behooved the signatory governments to apply a rights-based approach to education in their programming and planning processes thus necessitating

the development of a rights-based education system. The EFA conference identified that the full realization of the right to education is not merely a question of access. In congruence with this, the rights based approach to Education for All is a holistic exercise, encompassing access to education, quality (based on human rights values and principles) and the environment in which education is provided. To this effect, the implementation of the rights based early childhood education entails changes and modifications to certain aspects of the education program namely: content, structures, processes, policies and strategies.

The key actors involved in the rights-based education process are: the government (and its institutions) as the provider of public education and duty bearer; the child as the holder of the right to education, whose duty is to comply with compulsory requirements, the parents as managers of this child's education, whose duty it is to keep the child's best interests as guiding principle; and then the teachers, who are both rights-holders and duty-bearers.

Having committed to the six identified goals of EFA and appended their signatures to the international standards and protocols of the EFA ideals, the Nigerian and Ghanaian governments were among the 164 governments that committed to comply with the agreed principles and standards spelt out in the international human rights instruments and the guidelines for implementation of the right based education. It was expected that all signatory states will apply a rights-based approach to education in their programming and planning processes. This demands not only a fundamental policy shift but also a strong commitment to a successful implementation of a comprehensive rights-based early childhood education programme that will adequately meet the learning and developmental needs of all children,

especially those who are vulnerable to marginalization and exclusion across the globe (Ajuwon, 2008; Ige, Usman-Abdulquadri, & Dagunduro, 2010).

1.2 Statement of the Problem

The World Education Forum has projected education as a fundamental human right and underlined the importance of right based government actions in implementation activities across all levels. 164 governments including West African countries like Nigeria and Ghana committed to the six identified goals of Education for All and appended their signatures to the protocols and ideals. Nevertheless, despite signing the relevant international conventions and treaties, little or no evidence exists to suggest that work has been carried out on monitoring the implementation of the UNESCO rights based approach to ECE in African countries. To the best of the researcher's knowledge, there has been no in-depth evaluation of the implementation of the UNESCO Rights Based Approach to Early Childhood Education. Available research shows that issues of child abuse, seclusion rather than inclusion in education and high rate of drop outs leading to social vices are common place experience in our society (Wardle, 2008; Ajuwon 2008). Furthermore, according to the UNICEF report of 2015, 6 out of 10 children in Nigeria experience emotional, physical or sexual abuse before the age of 18. Also reported is the fact that West Africa has the highest drop-out rate with Nigeria leading the pack with 45% of the global drop-out rate. 10.5 million Children are out of school and 30% who attend, drop out even before they complete primary school. All these point to the fact that there are still fundamental problems in our education system. Problems which the Right Based Early Childhood approach to education

promoted by the UNESCO conference is supposed to address. The question therefore, is Why?

It is therefore against this background that this study seeks to evaluate the implementation of the UNESCO Rights Based Approach to Early Childhood Education in Anglophone West Africa with a view to filling the existing gap in this regard.

1.3 Research Questions

The following questions guided the study:

- What are the existing education policies that support rights based education in the areas of study?
- What is the extent of compliance of classroom/school structures and facilities to the minimum standards on rights-based early childhood education across Anglophone West Africa?
- How do the teachers and stakeholders perceive the effectiveness of legislation, policy and practice of rights-based early childhood education across Anglophone West Africa?
- How do the teachers and stakeholders perceive of the capacities of government to implement rights-based early childhood education in Anglophone West Africa?
- What is the opinion of the male and female parents on the effectiveness of rights-based ECE legislations, policies and practice across Anglophone West Africa countries?
- How do the male and female parents assess the effectiveness of the implementation of rights-based early childhood education?

1.4 Research Hypotheses

The following hypotheses were tested in this study:

There is no significant difference in the teachers and stakeholders' perception of the legislation, policy and practice of rights-based early childhood education across Anglophone West Africa.

There is no significant difference in the teachers and stakeholders' assessment of the capacities of government to implement rights-based early childhood education.

There is no significant difference in the male and female parents' opinions of the effectiveness of rights-based ECE legislations, policies and practice across Anglophone West Africa countries.

There is no significant difference in the male and female parents' assessment of the effectiveness of implementation of rights-based early childhood education.

2. Theoretical Framework

The theoretical support for this study derives from the Social Contract Theory and Downward accountability Theory.

2.1 The Social Contract Theory

One of the protagonists of the Social Contract Theory is Jean-Jacques Rousseau (1762). The Social Contract Theory essentially addresses the questions of the origin of society and the legitimacy of the authority of the state over the individual. The central assertion of social contract approach is that law and political order are not natural, but are instead human creations. The social contract and the political order it creates are simply the means towards an end which is the benefit of the individuals involved. The contract is legitimate only to

the extent that each individual fulfill their part of the agreement.

Social contract theory argument posits that individuals have consented, either explicitly or tacitly, to surrender some of their freedoms and submit to the authority of the ruler or magistrate (or to the decision of a majority), in exchange for protection of their remaining rights (Harrison, 2003). Social contracts come in the form of national constitutions, which provide rules explaining and protecting individual rights. These rights are inherent, they are not granted by authority or any overriding principle. Human rights are recognized by all people making it universal and fundamental. The relevance of this theory to this study is inherent in the standpoint of the Rights Based Approach to Early Childhood Education, which expects that the individual is empowered with rights to challenge the state, and as 'rights-holders, the three principal actors in the right based approach, namely the children, parents and teachers are entitled to demand that the state; the fourth principal actor meets its obligations to respect, protect and fulfill the rights related to education. The social contract theory is relevant also in that it reinforces the notion that all humans, therefore, are rights holders, and it is someone's duty to provide these rights. It further points to who is responsible to give these rights, in other words the duty bearers.

2.2 The Downward Accountability Theory

Within the realm of rights-based approach there is a theoretical relation to downward accountability in relation to development (O'Dwyer & Unerman, 2010). This theory states what the rights are, who deserves the rights and what actors are responsible for ensuring these rights are secured. In

development there is a focus on the responsibility of actors. Therefore, in relation to downward accountability it creates a power dynamic in development aid. Non-governmental development organizations focus on downward accountability to ensure the intended beneficiaries are being allowed their rights.

While the Social contract theory focuses on the fact that there is indeed a contractual relationship between the principal actors, the downward accountability theory points to the need to investigate the extent to which the elements involved in this contract are fulfilling their roles.

3. Methodology

A Sample of 55 participants drawn from two (2) Schools, from the two cosmopolitan towns of Ago-Iwoye and Winneba was used. This number consisted of 40 parents, 8 teachers, 2 head teachers, and 5 stakeholders that were drawn from each of the two cosmopolitan towns.

In each city, 5 teachers were selected using the stratified and simple random selection method from the two schools for the study. Similarly, 20 parents and 5 stakeholders made up of 1 UNESCO official and four Ministry of Education officials were selected through the simple random and purposive sampling technique for the study.

3.1 Instrument

TPRECEP Teachers' Perceptions of Rights-Based Early Childhood Education Programme Questionnaire. This instrument was disseminated to the 10 teachers that were involved in the study. The instrument collected data relating to the teachers' perception and assessment of the ECE programme in their schools.

SPRECEP Stakeholders’ Perceptions of Rights-Based Early Childhood Education Programme

Questionnaire. This instrument was disseminated to the five stakeholders to investigate the stakeholders (Government) awareness of and the provision of the policy, strategic policy support for the implementation of Rights-based ECE programme in each state.

PORECEP Parents’ Opinions on Rights-Based Early Childhood Education Programme Questionnaire.

The questionnaire seeks to capture the opinion of the 40 parents on the effectiveness of rights-based ECE legislations, policies and practice across Anglophone West Africa countries.

MSPCCRECEP Minimum Standards Policy Compliance Checklist for Rights-Based Early Childhood Education Programme:

This instrument was used to assess the physical facilities of the schools using the developed minimum standards for early childhood development (ECD) centres and the Inclusive Education Programme (IEP) to determine the extent of compliance of classroom/school structures and facilities to the minimum standards on rights-based early childhood education across Anglophone West Africa.

3.2 Procedure

The pre-administration meetings in Winneba and Ago-Iwoye took the same pattern. After selecting the respondents and the

Universities, the first step taken to clear the way for the conduct of the research and the administration of the research instruments was to visit each of the Universities and discuss with the Heads of the Early Childhood Education Department and the Heads of the Staff Schools. During this period, this re

Subsequent visits were also made by the researcher and the assistants to observe both the teacher and the pupils in the classrooms using the prepared observation schedule. Finally the researcher and the assistants took turns to administer the questionnaires meant for the teachers and parents. The administration of the research instrument was in three phases and it spanned through several weeks.

3.3 Data Analysis

The data were analyzed using principles of thematic analysis by Braun and Clarke (2006) thus: familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing the report.

The quantitative data generated were analyzed using both the descriptive and inferential statistics. Frequency counts, simple percentages, mean and standard deviation were used to describe the demographic data obtained. The t-test statistics were used to test hypotheses in order to provide answers to the research questions raised in the study. All tests of significance will be performed at the 0.05 alpha level.

4. Results

Table 1A (WINNEBA): Compliance Ratings for Location, Records and Instructional materials

COMPLIANCE RATING LOCATION		HC		FAIR/LOW		N-C		TOTAL
S/N	ITEM	No.	%	No.	%	No.	%	REMARK
1	A place that is acceptable to the community	2	50.0	2	50.0	0	0.0	FAIR. COMP
2	Within walking distance (max of 2 kilometres)	2	50	2	50.0	0	0.0	FAIR COMP

3	Safe and secure environment	1	25.0	3	75.0	0.0	0.0	FAIR COMP
RECORDS		SIGHTED		CLAIMED, NOT SIGHTED		NOT SIGHTED, NOT CLAIMED		REMARKS
		No.	%	No.	%	No.	%	REMARK
4	Admission and withdrawal register	4	100.0	0	0.0	0	0.0	HI-COMP
5	Child folder containing biodata, health records, birth certificate, etc	0	0.0	1	25.0	3	75.0	LOW COMP
6	Attendance register	4	100.0	0	0.0	0	0.0	HI COMP
INSTRUCTIONAL MATERIALS		SIGHTED		CLAIMED, NOT SIGHTED		NOT SIGHTED, NOT CLAIMED		
		No.	%	No.	%	No.	%	TOTAL
7	At least one Curriculum (Government approved curriculum)	4	100.0	0	0.0	0	0.0	HI- COMP
8	Charts, colourful posters, flash cards, counters	4	100.0	0	0.0	0	0.0	HI-COMP

The ratings of items 1-3 on Table 1A indicate fair compliance to the minimum standards with regards to the location of the schools and the condition of the environment in terms of safety and security considerations. The ratings show high compliance with regards to records with the singular exception of the child folders containing biodata, health records, birth certificate, etc., which are rated low. Not surprising that there is high compliance in the area of instructional materials.

Table 1B (Ago-Iwoye, Nigeria): Compliance Ratings for Location, Records and Instructional materials

COMPLIANCE RATING –LOCATION		HC		FAIR/LOW COMP		N-C		TOTAL
S/N		No.	%	No.	%	No.	%	TOTAL
1	A place that is acceptable to the community	2	50.0	2	50.0	0	0.0	FAIR COMP
2	Within walking distance (max of 2 kilometres)	2	50.0	1	25.0	1	25.0	FAIR COMP
3	Safe and secure environment	2	50.0	1	25.0	1	25.0	FAIR COMP
RECORDS		SIGHTED		CLAIMED, NOT SIGHTED		NOT SIGHTED, NOT CLAIMED		REMARKS
		No.	%	No.	%	No.	%	
4	Admission and withdrawal register	3	75.0	1	25.0	0	0.0	HIGH COMP
5	Child folder containing biodata, health records, birth certificate, etc	3	75.0	1	25.0	0	0.0	HIGH COMP
6	Attendance register	4	100	0	0.0	0	0.0	HIGH COMP
INSTRUCTIONAL MATERIALS		SIGHTED		CLAIMED, NOT SIGHTED		NOT SIGHTED, NOT CLAIMED		
		No.	%	No.	%	No.	%	REMARK
7	At least one Curriculum (Government approved curriculum)	4	100	0	0.0	0	0.0	HIGH COMP
8	Charts, colourful posters, flash cards, counters	4	100	0	0.0	0	0.0	HIGH COMP

Much like the trend in Winneba, the ratings of items 1-3 on Table 4.1B also indicate fair compliance to the minimum standards with regards to the location of the schools and the condition of the environment in terms of safety and security considerations. The situation in Ago-Iwoye is far better in the areas of Records and Instructional materials where the rating is 100% in each category, indicating high compliance.

Table 2A (Winneba, Ghana): Compliance rating for Parental/Community Involvement and Government Involvement

PARENTAL/COMMUNITY INVOLVEMENT		DONE, ADEQUATE		DONE, BUT NOT ADEQUATE		NOT DONE AT ALL		REMARK
		No.	%	No.	%	No.	%	
9	Regular interactive visits by parents to the centre	1	25.0	3	75.0	0	0.0	FAIR COMP
10	Follow up on children's performance	0	0.0	3	75.0	1	25.0	FAIR COMP
11	Participation at PTA	2	50.0	2	50.0	0	0.0	FAIR COMP
GOVERNMENT INVOLVEMENT		DONE, ADEQUATE		DONE, BUT NOT ADEQUATE		NOT DONE AT ALL		TOTAL
		No.	%	No.	%	No.	%	
12	Supervision/monitoring (quality control)	2	50.0	2	50.0	0	0.0	FAIR COMP
13	Training of suitably qualified personnel	0	0.0	4	100	0	0.0	FAIR COMP
14	Provision of infrastructure, personnel, and instructional materials	1	25.0	3	75.0	0	0.0	FAIR COMP

Table. 2A indicates Fair Compliance in the area of Parental/community involvement in early childhood education in Winneba. Similarly, Government involvement was rated fair in the areas of supervision and provision, staff training and provision of infrastructure.

Table 2B (Ago-Iwoye, Nigeria): Compliance rating for Parental/Community Involvement and Government Involvement

PARENTAL/COMMUNITY INVOLVEMENT		DONE, ADEQUATE		DONE, BUT NOT ADEQUATE		NOT DONE AT ALL		TOTAL
		No.	%	No.	%	No.	%	
9	Regular interactive visits by parents to the centre	1	25.0	1	25.0	2	50.0	FAIR COMP
10	Follow up on children's performance	1	25.0	1	25.0	2	50.0	FAIR COMP
11	Participation at PTA	2	50.0	2	50.0	0	0.0	FAIR COMP
GOVERNMENT INVOLVEMENT		DONE, ADEQUATE		DONE, BUT NOT ADEQUATE		NOT DONE AT ALL		TOTAL
		No.	%	No.	%	No.	%	
12	Supervision/monitoring (quality control)	1	25.0	2	50.0	1	25.0	FAIR COMP
13	Training of suitably qualified personnel	2	50.0	2	50.0	0	0.0	FAIR COMP
14	Provision of infrastructure, personnel and instructional materials	2	50.0	1	25.0	1	25.0	FAIR COMP

It can be seen on Table 4.2B that the situation in Ago-Iwoye (Nigeria) is almost the same as that of Winneba (Ghana). Both the parental/community involvement and Government involvement in early childhood education are rated fair.

Table 3A (Winneba, Ghana): Compliance rating for Special Children and Physical/Learning Environment

SPECIAL CHILDREN		DONE, ADEQUATE		DONE, BUT NOT ADEQUATE		NOT DONE AT ALL		TOTAL
		No.	%	No.	%	No.	%	
15	Screening of children at intake and periodically to detect any special needs	0	0.0	1	25.0	3	75.0	LOW COMP
16	Provision of requisite facilities to assist children with special needs	0	0.0	1	25.0	3	75.0	LOW COMP
17	Motivation for full participation of	0	0.0	0	0.0	4	100	NO COMP

	physically challenged children in learning activities							
18	Appropriate referral when necessary	1	25.0	0	0.0	3	75.0	FAIR COMP
PHYSICAL/LEARNING ENVIRONMENT		EVIDENT		EVIDENT, BUT NOT ADEQUATE		NOT EVIDENT		REMARKS
		No.	%	No.	%	No.	%	REMARK
19	Comfortable, attractive areas, variety of equipment inviting play, artwork placed at eye level	0	0.0	4	100	0	0.0	FAIR COMP
20	Standard First Aid Box (splint, bandages, cotton wool, antiseptic, e.g., and staff trained on their use	1	25.0	2	50.0	1	25.0	FAIR COMP
21	Linkage with nearby health facility	2	50.0	1	25.0	1	25.0	FAIR COMP

When it comes to provisions for special children in Winneba, the ratings on Table 4.3A shows that the situation could be described as that of Low Compliance in the area of screening of children at intake and periodically to detect any special needs and provision of requisite facilities to assist children with special needs. There was no compliance with regard to motivation for full participation of physically challenged children in learning activities. The best result is only a Fair compliance in the area of appropriate referral when necessary.

The situation seems to be significantly cheery in the area of Physical/learning Environment which was rated only Fair even in terms of provision comfortable, attractive areas, variety of equipment inviting play, artwork placed at eye level which should have been basic.

Table 3B (Ago-Iwoye, Nigeria): Compliance rating for Special Children and Physical/Learning Environment

SPECIAL CHILDREN		DONE, ADEQUATE		DONE, BUT NOT ADEQUATE		NOT DONE AT ALL		TOTAL
		No.	%	No.	%	No.	%	REMARK
15	Screening of children at intake and periodically to detect any special needs	1	25.0	1	25.0	2	50.0	FAIR COMP
16	Provision of requisite facilities to assist children with special needs	1	25.0	1	25.0	2	50.0	FAIR COMP
17	Motivation for full participation of physically challenged children in learning activities	0	0.0	0	0.0	4	100	NO COMP
18	Appropriate referral when necessary	1	25.0	2	50.0	1	25.0	FAIR COMP
PHYSICAL/LEARNING ENVIRONMENT		EVIDENT		EVIDENT, BUT NOT ADEQUATE		NOT EVIDENT		REMARK
		No.	%	No.	%	No.	%	REMARK
19	Comfortable, attractive areas, variety of equipment inviting play, artwork placed at eye level	1	25.0	0	0.0	3	75.0	LOW COMP
20	Standard First Aid Box (splint, bandages, cotton wool, antiseptic, e.g., and staff trained on their use	0	0.0	2	50.0	2	50.0	FAIR COMP
21	Linkage with nearby health facility	1	25.0	2	50.0	1	25.0	FAIR COMP

With regard to Special Children, Table 3B indicates that the situation in Ago-Iwoye appears to be slightly better in comparison to Winneba’s. The state has Fair Compliance in the area of screening of children at intake and periodically to detect any special needs and provision of requisite facilities to assist children with special needs. However, in common with Winneba,

there was no compliance with regard to motivation for full participation of physically challenged children in learning activities.

The situation seems to be worrisome in the area of comfortable, attractive areas, variety of equipment inviting play, artwork placed at eye level which was rated Low Compliance in comparison with Winneba which rated Fair Compliance. There is however Fair Compliance in the provision of standard First Aid Box (splint, bandages, cotton wool, antiseptic, e.tc}, as well as staff trained on their use and Linkage with nearby health facility.

Table 4A (Winneba): Compliance Rating On Human/Personnel Resources and Provision For Children With Special Needs

HUMAN/PERSONNEL RESOURCES		AMPLIFY QUALIFIED		MINIMALLY QUALIFIED		NOT QUALIFIED		REMARK
		No.	%	No.	%	No.	%	REMARK
22	Teachers with basic qualification	3	75.0	1	25.0	0	0.0	HI COMP
23	Update and refresher courses for caregivers and helpers organized from time to time.	2	50.0	2	50.0	0	0.0	FAIR COMP
PROVISION FOR CHILDREN WITH SPECIAL NEEDS		AVAILABLE AND ADEQUATE		AVAILABLE, BUT NOT ADEQUATE		NOT AVAILABLE		REMARK
		No.	%	No.	%	No.	%	REMARK
24	Special Teachers	0	0.0	0	0.0	4	100	NO COMP
25	Regular Teachers	3	75.0	1	25.0	0	0.0	HI COMP
26	Assistant Teachers	0	0.0	1	25.0	3	75.0	FAIR COMP
27	Speech and Language Clinician	0	0.0	0	0.0	4	100	NO COMP
28	Psychologists	0	0.0	0	0.0	4	100	NO COMP
29	Guidance Counsellors	0	0.0	1	25.0	3	75.0	FAIR COMP
30	Nurses	0	0.0	1	25.0	3	75.0	FAIR COMP
31	Wheel Chairs	0	0.0	0	0.0	4	100	NO COMP
32	Braille	0	0.0	0	0.0	4	100	NO COMP
33	Amplifier	0	0.0	0	0.0	4	100	NO COMP
34	Transportation	0	0.0	0	0.0	4	100	NO COMP
35	Crutches	0	0.0	0	0.0	4	100	NO COMP
36	Ramps	0	0.0	1	25.0	3	75.0	FAIR COMP
37	Typewriters	0	0.0	0	0.0	4	100	NO COMP
38	Well-equipped Sick Bay	0	0.0	0	0.0	4	100	NO COMP
39	Hearing Aids	0	0.0	0	0.0	4	100	NO COMP

Table 4A shows that there is high compliance in the area of human resources/personnel. The classrooms are run by teachers majority of whom (75%) have with basic qualification. There is also Fair Compliance where it comes to update and refresher courses for caregivers and helpers organized from time to time.

It is disturbing that there is no compliance in terms of the provision special teachers for children with special needs in Winneba. It is also worrisome to note that with the exception of items like nurses, guidance counselors, and ramps, which had fair compliance, there was almost no compliance in terms of provision of the resources and facilities needed by children needs, e.g. wheel chairs, braille, amplifier, transportation, crutches, typewriters, well-equipped sick bay, and hearing aids.

Table 4B (Ago-Iwoye): Compliance Rating On Human/Personnel Resources and Provision For Children With Special Needs

HUMAN RESOURCES /PERSONNEL		AMPLIFY QUALIFIED		MINIMALLY QUALIFIED		NOT QUALIFIED		REMARK
		No.	%	No.	%	No.	%	REMARK
22	Teachers with basic qualification	2	50.0	2	50.0	0	0.0	FAIR COMP
23	Update and refresher courses for caregivers and helpers organized from time to time.	1	25.0	3	75.0	0	0.0	FAIR COMP
PROVISION FOR CHILDEN WITH SPECIAL NEEDS		AVAILABLE AND ADEQUATE		AVAILABLE, BUT NOT ADEQUATE		NOT AVAILABLE		REMARK
		No.	%	No.	%	No.	%	REMARK
24	Special Teachers	1	25.0	0	0.0	3	75.0	LOW COMP
25	Regular Teachers	2	50.0	0	0.0	2	50.0	FAIR COMP
26	Assistant Teachers	2	50.0	1	25.0	1	25.0	FAIR COMP
27	Speech and Language Clinician	1	25.0	1	25.0	2	50.0	FAIR COMP
28	Psychologists	0	0.0	0	0.0	4	100	NO COMP
29	Guidance Counsellors	1	25.0	1	25.0	2	50.0	FAIR COMP
30	Nurses	1	25.0	0	0.0	3	75.0	LOW COMP
31	Wheel Chairs	0	0.0	0	0.0	4	100	NO COMP
32	Braille	0	0.0	1	25.0	3	75.0	LOW COMP
33	Amplifier	2	50.0	0	0.0	2	50.0	FAIR COMP
34	Transportation	1	25.0	2	50.0	1	25.0	FAIR COMP
35	Crutches	0	0.0	0	0.0	4	100	NO COMP
36	Ramps	0	0.0	0	0.0	4	100	NO COMP
37	Typewriters	0	0.0	2	50.0	2	50.0	FAIR COMP
38	Well-equipped sick Bay	0	0.0	1	25.0	3	75.0	LOW COMP
39	Hearing Aids	1	25.0	0	0.0	3	75.0	LOW COMP

Table 4B shows that in comparison to Winneba, Ago-Iwoye has lesser compliance in the area of human resources/personnel with the exception of special teachers where it rated low. The implication is that the classrooms are run by teachers majority of whom are only minimally qualified. There is also fair compliance where it comes to update and refresher courses for caregivers and helpers organized from time to time.

It is also disturbing that there is low compliance in terms of the provision of special teachers for children with special needs in Ago-Iwoye. Like what obtains in Winneba, It is also worrisome to note that with the exception of items like Speech and Language Clinician, guidance counselors, amplifier, transportation, typewriters, regular and assistant teachers, which had fair compliance, there was almost low compliance in terms of provision of all other resources and facilities needed by children needs, e.g. wheel chairs, braille, crutches, well-equipped sick bay, and hearing aids.

5. Test of Hypotheses

The following hypotheses were tested in the study:

There is no significant difference in the teachers and stakeholders’ perception of the legislation, policy and practice of rights-based early childhood education across Anglophone West Africa.
 There is no significant difference in the teachers and stakeholders’ assessment of the capacities of government to implement rights-based early childhood education.

There is no significant difference in the male and female parents’ opinions of the effectiveness of rights-based ECE legislations, policies and practice across Anglophone West Africa countries.

There is no significant difference in the male and female parents’ assessment of the effectiveness of implementation of rights-based early childhood education.

Hypotheses 1: There is no significant difference in teachers and stakeholders’ perception of the legislation, policy and practice of rights-based early childhood education across Anglophone West Africa.

Table 5: T-Test analysis of perception of the legislation, policy and practice of ECE

Group	N	Mean	SD	Df	t-cal	t-crit	Remark	Decision
Teachers	10	1.04	0.72	13	0.277	1.771	Significant	NOT rejected
Stakeholders	5	1.16	0.83					

P=0.05, Df, value=1.771

Table .5 shows that the calculated t (0.277) is significantly less than the t-critical (1.771) at 13 degree of freedom at 0.05 significance level. Therefore, the null hypothesis is NOT rejected. This implies that there is a significant difference in the Ago-Iwoye and Winneba teachers and stakeholders’ perception of legislation, policy and practice of rights-based early childhood education across Anglophone West Africa. This result shows that both the teachers and the stakeholders differed in their perception of legislation, policy and practice of rights-based early childhood education across Anglophone West Africa.

Hypotheses 2: There is no significant difference in the teachers and stakeholders’ assessment of the capacities of government to implement rights-based early childhood education.

TABLE 6: Teachers and Stakeholders’ perceptions of the capacities of government to implement rights-based ECE

Group	N	Mean	SD	Df	t-cal	t-crit	Remark	Decision
Teachers	10	1.13	0.16	13	3.04	1.771	Not Significant	Rejected
Stakeholders	5	1.72	0.42					

P=0.05, Df, value=1.771

Table 6 indicates that the calculated t (3.04) is greater than the t-critical (1.771) at 13 degree of freedom at 0.05 significance level. Therefore, the null hypothesis is rejected. This implies that there is no significant difference in the teachers and stakeholders’ assessment of the capacities of government to implement rights-based early childhood education. This result shows that both the teachers and the stakeholders agreed in their assessment of the capacities of government to implement rights-based early childhood education.

Hypotheses Three: There is no significant difference in the male and female parents’ opinions of the effectiveness of rights-based ECE legislations, policies and practice across Anglophone West Africa countries.

Table 7: T-Test analysis of Parents’ opinions of the rights-based ECE legislations and policies

Group	N	Mean	SD	Df	t-cal	t-crit	Remark	Decision
Male Parents	17	1.27	2.36	38	0.25	1.684	Significant	Not rejected
Female Parents	23	1.11	1.17					

P=0.05, Df 37, tcrit value=1.684

Table .7 shows that the calculated t (0.25) is significantly less than the t-critical (1.684) at 38 degree of freedom at 0.05 significance level. Therefore, the null hypothesis is NOT rejected. This implies that there is a significant difference in the male and female parents’ opinions of the effectiveness of rights-based ECE legislations, policies and practice across Anglophone West Africa countries. This result shows that both the male and female parents significantly disagree in their opinions of the effectiveness of rights-based ECE legislations, policies and practice across Anglophone West Africa countries.

Hypotheses Four: There is no significant difference in the male and female parents’ assessment of the effectiveness of implementation of rights-based early childhood education.

Table 8: T-Test analysis of Parents’ assessment of the ECE legislations, policies and practice

Group	N	Mean	SD	Df	t-cal	t-crit	Remark	Decision
Male Parents	17	1.05	1.01	38	21.7	1.684	Not significant	Not rejected
Female Parents	23	1.79	1.20					

P=0.05, Df, value=1.684

Table 8 indicates that the calculated t (21.7) is significantly more than the t-critical (1.684) at 38 degree of freedom at 0.05 significance level. Therefore, the null hypothesis is not rejected. This implies that there is no significant difference in the male and female parents’ assessment of the effectiveness of implementation of rights-based early childhood education. This result shows that both the male and female parents agreed in their assessment of the effectiveness of implementation of rights-based early childhood education.

6. Findings from the Pilot Study

- Winneba and Ago-Iwoye both had fair compliance ratings in the areas of Location, Records and Instructional materials
- Ago-Iwoye was slightly ahead of Winneba in terms of compliance ratings on parental/community involvement and government involvement
- Both Winneba and Ago-Iwoye rated low in provisions for special children and physical/learning environment

- Winneba rated higher than Ago-Iwoye in the area of compliance on human/personnel resources and provision for children with special needs
- ECE teachers and the stakeholders differed in their perception of legislation, policy and practice of rights-based early childhood education across Anglophone West Africa.
- ECE teachers and stakeholders agreed in their assessment of the capacities of government to implement rights-based early childhood education.
- Male and female parents significantly disagreed in their opinions of the effectiveness of rights-based ECE legislations, policies and practice across Anglophone West Africa countries.
- Both the male and female parents agreed in their assessment of the effectiveness of implementation of rights-based early childhood education.

- Awareness of legislative, policy and practice environment is low
- Efforts in the area of pupils' enrolment, attendance, and completion is low
- Government's responsibility to make provisions for full implementation is low
- Application of the central principles of the Convention on the Rights of the Child is not evident.
- Extent of focus on the poorest and most vulnerable is very low
- Prominent factors limiting government's implementation of rights based ECE include: lack of interest in education; lack of training programmes for teachers; no commitment on the part of teachers because they are not motivated; low budgetary allocation to education; greediness and inconsiderate tendencies from political leaders; corrupt practices and lack of adequate monitoring; poor commitment on the part of government and poorly paid and ill-motivated teachers
- Effectiveness of the country's monitoring and evaluation is very low.

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