

UNIVERSITY OF CAPE COAST

THE CONTRIBUTIONS OF NON-GOVERNMENTAL ORGANISATION TOWARDS  
BASIC EDUCATION IN AWUTU-EFFUTU-SENYA DISTRICT OF CENTRAL  
REGION, GHANA

BY

FRANCIS ESSEL-OKYEAHENE

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DECLARATION

Candidate's Declaration

*I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.*

Candidate's Signature..... Date.....

Name.....

Supervisor's Declaration

*I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.*

Supervisor's Signature..... Date.....

Name.....

## **Abstract**

The purpose of the study was to examine the contribution of the NGOs towards basic education in Awutu-Effutu- Senya district (AESD) of Central Region Of Ghana.

The study employed the descriptive survey design and drew samples from twenty communities of the district which were beneficiaries of the NGOs interventions. Two different set of questionnaires were used for the collection of data, one for the 15 field managers/officers of the NGOs who were into basic education and the other for five assembly members, ten chiefs and hundred basic school teachers of the beneficiary schools. The entire sample size for the study was one hundred and thirty.

The study revealed that the NGOs have performed well in providing school buildings, furniture, libraries, water and sanitation aids, advocacy for child right to education, supply of learning materials and teachers' quarters in some deprived communities in the district. The NGOs interventions have increased access to basic schools, high attendance, and, retention and completion rates. However, there is not much increase in the number of pupils entering Senior High Schools than what used to be, since children were not obtaining the required grades to gain admission to Senior High School.

Educational problems that persist in the district include inadequate furniture and classrooms for some schools, lack of teachers' accommodation, poor parental control, inadequate text books and educational materials and lack of libraries in most schools.

The Chiefs, Assembly members and teachers in the district regard the NGOs as a great development partners in basic education.

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I however, bear responsibility for any errors that may be encountered in the course of reading this essay.

## DEDICATION

To my parents and my wife for their support

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## LIST OF ACRONYMS AND ABBREVIATIONS

ADRA	Adventist Relief Agency
AESD	Awutu-Effutu-Senya District
BECE	Basic Education Certificate Examination
CBOs	Community Based Organizations
CREATE	Consortium for Research on Education Access, transition and equity
CRED	Centre for rural Enterprise Development
CRS	Catholic Relief Service
EFA	Education for All
EMIS	Education, Management Information System
FCUBE	Free Compulsory Universal Basic Education
GES	Ghana Education Service
GETFund	Ghana Education Trust Fund
GNA	Ghana News Agency
GPRS	Ghana Poverty Reduction Strategy
JHS	Junior High School
JSS	Junior Secondary School
MLG	Ministry of Local Government
MOESS	Ministry of Education Science and sports
NFED	Non-formal Education Division
NGO	Non-Government Organizations
PTA	Parent Teachers Association
QUIPS	Quality Improvement in Primary School Programme
SMC	School Management Committees
UNICEF	United Nations Children and Education Fund
USAID	United State Agency for international Development
UTTDBE	Untrained Teachers' Training in Diploma in Basic Education
WFCL	Worse Form of Child labour

## CHAPTER ONE

### **Background of Study**

In the entire attempt by governments to ensure development and sustainable education, some communities, especially the rural areas in Ghana, have not had equal share of educational facilities. The inability of most parents to support their children's education and constraints of government to develop alone continue to bring in development partners, such as Non-governmental Organizations (NGOs) and philanthropist. Such development partners may include United States International Development Agency (USAID), United Nations Children and Education Fund (UNICEF) etc, who have been contributing significantly to education in Ghana. Also some NGOs, philanthropists have been contributing greatly toward development and sustainability of education in the country. (Yeboah, 2004)

The contribution of these agencies (e.g. USAID, UNICEF), philanthropist and NGOs are in the form of provision of furniture, construction of classroom blocks, construction of libraries, supply of books, computers, various kinds of donations and provision of other recreational assistance.

NGOs in a number of countries have played effective roles in their communities and have in diverse ways augmented governments' efforts in various countries. The involvement of NGOs the world over, both foreign and local, assisted in off-loading the responsibilities of governments. NGOs have contributed in diverse ways to developmental programmes ranging from health,

water and sanitation, housing to education inter alia. Government's appreciation of the contributions and interventions of NGOs in the socio-economic needs of the country made it imperative for them to be recognized as partners in developmental process.

NGOs are mostly located in rural communities, which are worst affected as far as under development is concerned. The growth of NGOs over the past two decades has given them an increasingly important role, which has made them a distinctive sector within the economy. The complementary role the NGOs play in the social, political, economic and cultural development in Ghana is highly appreciated and recognized by the government of Ghana. Ghana governments have over the years adopted a number of strategies to promote education in the country. They include the institution of Best Teachers' Award, incentives for teachers who accept posting to deprived areas which hitherto was not so. However, this has not made much significant impact on teachers because, apart from the district level awards which are not always as attractive as National awards, a greater part of teachers who receive this awards are teachers in well-endowed schools. Hence the attitude of teachers towards posting to deprived areas remains unchanged. It is for this reason and others that may not have been mentioned by the writer that governments will readily accept any NGO that wants to get involved in education or any developmental process in this country.

One of such areas in Ghana where the activities of NGOs have been very prominent is the Awutu Efutu Senya District (AESD). The district lies along the coast of Central Region between Gomoa District and Greater Accra region. The main source of livelihood is fishing and farming which is not always reliable due

to the erratic rainfall pattern. The youth is tempted into going into fishing all the time, neglecting education. Illiteracy rate is high in the district even though it can boast of a public University at Winneba, the district capital.

The Ghana Poverty Reduction Strategy (2003) report that in terms of school completion, the poorest regions in Ghana namely Upper East, Upper Northern and Central Regions, tend to have the highest girl's school drop out rate at the primary and junior School level. The presence of NGOs activities in the district has made an impact on education as well as reducing poverty.

According to the Effutu Municipal Assembly report (2006), "there are about 19 NGOs and Community Based Organizations (CBO) that operate in the district". The areas of operation of these organizations cover education, environment, economic empowerment of women, youth development and income generation and good governance. Some of these NGOs have operated in the district for over a decade while others just started in the district. Their activities complement the efforts of the District Assembly".

The NGOs who are actively in education are Centre for Rural Enterprise Development (CRED), Ghana Foundation and Welfare Fund, Ghana Kind Foundation, Hope for the Future, Plan Ghana, Challenging Heights, ProNet Ghana, Adventist Relief Agency (ADRA) etc. Some of the NGOs are specifically into Girl-Child Education. They include Peace and Awareness Society, Child Education and Welfare Fund, Ghana Foundation for Human Development, Ghana Kind Foundation etc. These NGOs have their programmes and activities which directly or indirectly form the basis of educational intervention in the district for

which this study will endeavor to examine the impacts on the beneficiary communities.

The growth and development of the nation are linked with purposely planned investment in human beings. The investment may take the form of schooling and training. To yield the best results, education should aim at preparing and developing the totality of the individuals to achieve consistence and harmony with him/her geared towards the development of the right type of personality required for living in society. Education should therefore equip the individual with knowledge, skills, attitudes, values and competencies, which will make it possible to function in the society.

Education and poverty have some inverse relationship. The level of education attained is a signal of the income earning potential of individuals and households and therefore a predictor of the population segment likely to be vulnerable to income shocks especially with ageing.

In spite of the benefits that the country, communities and the individuals derive from education and the immense investments by the Government and the NGOs operating in AESD the standard of education is very low in terms of school enrolment, attendance and completion of basic education.

At the beginning of each academic year an encouraging registration of pupil into the basic school is made. As years roll by an appreciable number of pupils withdraw reducing the school attendance rate. It is remarkable to note that it is the primary school where most of the drop-out occurs. In the rural communities most dwellers especially girls do not attain higher level of education.

The higher the education level, the fewer females one finds in the education system even though the population has more females than males.

Along the coastal communities in AESD, the children of school going age are seen most often loitering along the beaches, hunting for sea fish and crabs, and assisting the adult fishermen in the discharge and distribution of their catch.

The district has a total of 286 schools (public and private) of various types. As expected, primary school dominated the educational facilities with 121 schools, following nursery (101) and Junior High schools (60). There are however only four public Senior High Schools in district and can be found at Winneba, Senya and Obrachire. Out of the 435 teachers in the district in 2006, 345 trained teachers and 89 pupil teachers. (Effutu Municipal Assembly, 2007)

The district can also boast of a University at Winneba, which came into existence with the amalgamation of a number of specialized institutions namely, Advanced Teacher Training College, Specialist Training College and the National Academy of Music. The National Sports College is also located at Winneba.

In spite of the availability of these schools/institutions in the district the school enrollment, attendance and retention seems to be under decline. Pupils from other part of the country form the greater student population in the schools in the district. The ratio of children from the district who are admitted into the institutions in the district to the total student population is yet to be established.

The problems facing the schools in the AES district include, inadequate furniture and classrooms for some schools, lack of accommodation for teachers in the rural communities, unwillingness of some parents to send their children to schools, engaging the children of school going age in child labour, insufficient

parental control over the children resulting in high dropout at basic school level, inadequate test books and educational materials including libraries and lack of basic necessary facilities like toilets facilities in many of the schools.

In recent times, these problems have resulted in a dramatic decline in quality of education and hence a high rate of failure among JSS leavers. It is not unusual for whole schools or a number of schools in a District not to have a single successful candidate entering senior high school. Most of the products anyway quickly lapse into illiteracy. This eventually puts them at a disadvantage, a situation which renders them handicapped for life and consequently makes them unable to cope with the situation of staying back home to farm and fishing, giving rise to mass exodus to the cities.

The people therefore breathe a sign of relief when NGOs are found to get involved in the provision of social amenities such as education. NGOs are supplementary institutions in the process of education. Recent years have witnessed an explosive emergence of NGOs as a major collective actor in development activities. The flexibility of NGOs enables them to reach out to the remotest localities of Ghana. They set up educational institutions, hospitals, water projects, and income generating activities and give relief assistance.

The main components of their programme include general training of trainers centers, support to community self help projects, provision of school building, employing pupil teachers they termed volunteers to go to the remote parts of the district, provision of school libraries and books, withdrawal and rehabilitation of children in Worse Form of Child Labour (WFCL) into formal basic schools, provide teachers with bicycles to enhance transportation. There is

also the provision of uniforms and food in some cases to children in the district. However, the issue at stake is whether NGOs working to realize this dream in the Awutu Efutu Senya District have performed satisfactorily or not.

### Statement of the Problem

In spite of the numerous interventions by the NGOs operating in the district the problems of enrollment, retention, dropout rate and completion, as discussed above, still seems to persist.

According to the Ghana News Agency (2008) report on workshop organized by Plan Ghana, an NGO, on 21<sup>st</sup> January 2008 at Winneba the district capital, the officer in-charge of Girls Child Education has been organizing a number of meetings with parents and guardians on the need to offer the necessary supports to their school going children, especially the girl child to facilitate their education. The report indicated that last year (2007) for example, none of the children from four schools in the district scored between aggregates 6 and 30 to qualify for admission to Senior High School in the Basic Education Certificate Examination (BECE).’’ (GNA, 2008)

It is in this light that the researcher hopes to assess the effectiveness of the contributions of NGOs in the Awutu Effutu Senya District towards education.

### General Objective

The general objective of the study was to assess the contributions of the NGOs towards education with respect to basic school enrolment, attendance and completion in AES district.

### Specific Objectives

The specific objectives were to: Determine the level of the NGOs involvement in the development of

1. Identify the NGOs operating in the AESD and the types in educational interventions they are pursuing.
2. Examine the benefits of NGO intervention in education with respect to the following school attributes:
  - Provision of educational infrastructure
  - supply of learning materials
  - sensitization of parents to send their children to school
  - encouraging the children to stay at school
  - motivation of teachers
  - basic school enrolment
  - school attendance
  - school retention rate
3. Find the perceived level of participation of members of the communities in the development of educational programmes in the study area.
4. Determine the perception of beneficiary communities on the sustainability of the NGO projects.
5. Identify the challenges which need NGO attention in the schools in the district.

### Justification

The study will provide relevant information on the level of intervention by the NGOs in education in the study area, the state of school enrolment,

attendance and completion. The information from the study will assist the NGOs operating in the area to assess the effectiveness of their programmes. The study will also be useful to the stakeholders in education like the district assembly, the management of various educational units, the relevant government agencies and the public in formulating policies on education.

Finally, the findings of the study will provide evidence for further research work generally for documentation of the contribution of NGOs towards the development of education.

#### Limitation to the Study

The following limitations militated against the conduct of the study: The first was the ability and trustworthiness of the respondents to give accurate and honest answers to questions. The second limitation was the co-operation of the stakeholders to assist wholeheartedly in the collection of data. The third limitation was adequate financial resources to enable the researcher capture all the stakeholders in the study area.

#### Organization of the Study

There will be in five (5) chapters, which will be presented as follows: Chapter one examines the introduction to the study. Specifically, the backgrounds to the study, the statement of the problem, objective of the study, the significance of the study and research questions are discussed.

Chapter two discusses the literature related to the study. The review of the literature starts with the overview of education in general and specifically the reform of education in Ghana since 1980. The section continues not only with some empirically observed and documented contributions of the NGOs towards

education in general and in Ghana but also people's perceptions (criticisms) about the NGOs operations.

The third chapter describes the methodology used in the study. Specifically, the selection of study areas, the description of the sites, the selection of respondents, the research instrument, the procedure for data collection, the method of scoring and data analysis, and the limitation of the study are discussed

Chapter four deals with the presentation of observation and its analysis. The discussion centres on the socio-economic characteristics of the study areas, the level of educational attainment of respondents and the results from the questionnaires. The chapter also examines the type of NGOs' interventions in education, its effects and stakeholders' perceptions about their contributions in the communities of the chosen area of study.

The final chapter presents the summary, conclusions and recommendation. The chapter ends with areas for further research in NGOs role in provision of quality education in Awutu Efutu Senya District of Central region, Ghana.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

Several useful works in the form of books, articles, seminar papers and reports abound on NGOs and their contribution towards education in Ghana in particular and other countries in general.

However, it is important to emphasize that even though these works are generally relevant, they are not adequate to my area of study (particularly, Effutu Awutu Senya District of Central Region of Ghana) since they only dealt with the general theoretical analysis. I therefore believe that a wide gap is left to be filled and it is in the attempt to bridge the gap that this study becomes necessary.

#### Challenges Facing Education in Poor Communities In Ghana

By the mid 1980s, Ghana's educational system was in sharp decline following a period of protracted poor economic performance in the 1980s. In 1982, per capita income was 30 percent below 1970 level, and the index of real monthly earnings had fallen from 315 to 62. This period also witnessed acute shortage in teachers, textbooks, and instructional materials throughout the country's schools (Akyeampong et al., 2007).

In an attempt to find solutions to poor access, quality, and educational infrastructure, the populist Rawlings' government which had come into power through a military coup, turned to the World Bank for assistance to reform Basic Education as part of economic reform (World Bank 2004; Donge et al, 2003). The

blueprint for the reforms emanated from the work of the Dzobo Committee in 1973 which had suggested a new structure of education comprising 6 years primary, 3 years junior secondary and 3 years senior secondary, as well as a new content of education with emphasis on vocational and technical subjects for all children up to junior secondary.

The 1987 education reforms abolished the middle schools (four years), replaced it with three years junior secondary, and reduced senior secondary from seven to four years. Primary and junior secondary combined to become basic education. The reforms also included comprehensive curriculum reforms. Whereas the Middle school was grammar education geared towards preparation for secondary education, the diversified JSS and SSS curriculum was intended to prepare the majority of children whose formal education terminated either at JSS or SSS for the world of work, and the rest, for further education. The new system was able to ensure that all products of primary school had access to higher level of general academic training as pertained in the lower forms of the traditional secondary school to address the inequity between secondary school and the middle/continuation school. (Akyeampong et al., 2007).

But overall, the infrastructure base of education improved after it had deteriorated during the economic decline of the 70s. Basic schools increased (from 12,997 in 1980 to 18,374 in 2000), and attendance and completion rates improved, but levelled off later in secondary. Growing enrolments also narrowed enrolments differentials between boys and girls (World Bank, 2004). What many commentators and analyst of Ghana's educational progress under the 1987

reforms point out is that, although access improved, the quality of education in all sectors did not (World Bank, 2004).

In 1995, the ‘free compulsory universal basic education’ (FCUBE) reforms were introduced to address the quality concerns in basic education. More resources were allocated to enhance quality and management for efficiency (World Bank 2004). Community involvement in education decentralization was intensified. Overall these measures contributed to minor improvements in quality but not of the magnitude that would make a significant difference to educational outcomes at post-basic level.

At the basic level certain challenges have persisted. For example, overage entry appears stubbornly resistant to attempts to enrol all children, especially girls, at the age of six. Regional variations in access and participation are such that as many as 40 percent of school going age children appear not to be enrolled in some parts of the country, especially in the North. Besides, levels of achievement are such that further expansion in the future risks increasing numbers who learn little of what is required to successfully complete basic education at levels that assure sustained literacy and numeracy (Akyeampong et al., 2007)

The lessons of both 1987 and 1995 education reforms in Ghana are particularly important at a time when the international community is pressing and supporting African states to improve access to basic education as a strategy for poverty alleviation. Education developments in the 1980s and 90s have shown that good access to poor quality basic education will not yield the private and social returns of investments to promote economic growth. The quality imperative is growing louder with the realization that “competitiveness in tomorrow’s

economic environment will require (not only) an equitable access to opportunities for further education and training” (World Bank, 2007:2)

As part of the education strategic plan implementation process, district education work plans are being drafted with the 2015 educational targets in mind. Already, the introduction of a capitation grant scheme in 2004 for basic school operating budgets has led to an additional 17 percent rise in basic school enrolments. The Basic school system has also been expanded to include 2 years of kindergarten education (MOESS, 2007). With expanded facilities access can improve.

However, completion rates remain the problem, especially in the junior and senior secondary schools where low completion rates deprive the country of much needed educated youth prepared for work and for further education and training. It is easier to increase enrolments but much harder to make them stick. Once children are enrolled, it is crucial to ensure that they remain at school long enough to complete the curriculum and acquire basic skills. For a variety of school or family-related reasons, large numbers of children drop out of school, or more accurately, are pushed out (e.g. by the costs of schooling or by a child-unfriendly environment in the classroom) or drawn out to participate in household economic activities before completing school.

Common to all the studies on quality-related issues in education between 1987 and 2005 suggest that quality of education is generally poor, especially in deprived rural communities in Ghana. A rural area, in Ghana, is generally considered as an area deprived of basic social amenities. Ghana’s Ministry of Local Government (MLG) defines a deprived area as ‘a geographically remote

area, which is denied of certain vital facilities that make life pleasant.’ In all, the MLG has designated thirty (30) districts out of the existing 110 Administrative districts in Ghana, as deprived or disadvantaged districts. The GES however considers ‘deprivation’ at the community level instead of the district level since ‘not all areas of each particular district are deprived’ (GES, March 2001:2).

The Ghana Education Service (2001) defines a deprived community by using nine (9) criteria: lack of motor able access roads, transportation difficulties, lack of electricity, lack of telecommunications and postal facilities, lack of potable water, lack of decent accommodation, lack of health care facilities, poor school infrastructure, and predominantly untrained teachers. Disparities between urban and rural schools serve as disincentive for recruiting quality teachers. During the 1998-99 academic year as an example, national newspapers reported that 115 out of 262 newly trained teachers posted to one of the deprived rural areas in the northern part of Ghana did not report for work (The Daily Graphic, May 1999).

Disadvantaged groups also cover children from broken homes who lack parental care and therefore find themselves compelled to engage in child labour by carrying luggage, cracking stones or engaging in other menial jobs to make a living. Also classified, as disadvantaged are girls, especially in traditional rural communities who through no fault of theirs lack access to adult female role models in their schools. As Oduro & MacBeath (2003) explain, the absence of women has wider effects on girls’ attitudes to learning. Some girls felt that it wasn’t worth studying hard or even coming to school because the female role models they encountered in the villages were either farmers, seamstresses or

fishmongers and housewives who ‘give birth plenty’ (Oduro & MacBeath, 2003, p. 445).

Teacher absenteeism, a persistent problem in many countries, reduces the quality of education and results in a waste of resources. In Ghana, teacher absenteeism, especially in rural schools has been a recurring concern for educational authorities. High levels of teacher absenteeism generally indicate severe dysfunctions in the school system, but they have many different direct causes. Lack of professional standards and lack of support and control by education authorities and cultural demands are major issues in Ghana. In a study of rural schools in one district of Ghana, as example, Oduro & MacBeath, (2003) observed that most teachers absented themselves from school on Fridays to attend funerals. Absenteeism is not peculiar to Ghana. Teachers absent themselves when they have to travel to obtain their monthly pay and also absenteeism may occur in a situation where conditions compel teachers to take on a second job to supplement insufficient salaries.

One major problem with which most African Ministers of Education (including Ghana) grapple in recent times is teacher shortage. At the 2000 World Education Forum held in Dakar, as an example, attracting and retaining qualified teachers in the teaching profession emerged as a major threat to achieving the Millennium Development Goal of providing Education for All by 2015. In the rural-based schools the problem had gender dimensions, in that women are acutely under-represented in school headship. The male head-teachers expressed grave concern about the gender imbalance of teaching staff, attributing this to women’s unwillingness to take up teaching posts in deprived areas.

In countries that have reached high levels of education, educational facilities represent marginal investment. Educational facilities are all about school space and equipment. However, in countries that have significantly low enrolment ratios, this is one of the most important budgetary categories. Lack of facilities has been a major problem related to achieving quality in Ghana. There have been, however a number of initiatives in Ghana aimed at ensuring quality in the country's educational provision. An example of these initiatives is the USAID assisted intervention programme of Quality Improvement in Primary Schools (QUIPS), initiated in 1997, which works in collaboration with MOE, GES, District education official's and community representatives, to increase the effectiveness of the primary education system.

The programme supports interventions at three levels, that is, School Heads, Circuit Supervisors and other district officials. At the community level, awareness and mobilization are supported for strengthening school management committees (SMC) and Parent Teachers Associations (PTAs). Each year approximately 75 schools (including schools in AES district) and communities are selected to participate in the USAID QUIPS programme. Each group receives two years of interventions similar to those described above. In 2005, 88 partnership schools were selected from 22 districts. By the end of 2005, QUIPS has provided interventions in over 400 partnership schools and communities in all regions and 96 districts, reaching a total of about 112,000 primary students. (Ankomah et al., 2005).

The Ministry of Education has established a Girl Education Unit for the GES to increase the enrolment of girls in schools. The unit was tasked to reduce

the dropout rate of girls from 30% to 20% in the primary schools and in the JSS from 27% to 15%. A science technology and mathematics education clinics for girls has been instituted to promote the interest of girls, in science, technology and mathematics education and also enable them interact with women scientists and technologists. (GES, 2005)

The clinics have been decentralized to the district level and this has resulted in the number of girls pursuing science and technology rated course in the secondary schools as well as the Universities. In addition, the Girl Child Scholarship programme began in 2001 by the Ghana Education Service (2001) continues to enjoy support from the Ghana Education Trust Fund. (Ankomah et al., 2005)

For basic education, the next stage is for initiatives and incentives that can motivate demand from poorer sections of the country. Teacher supply and motivation is at the heart of this challenge. Major incentives for teachers in rural schools such as the provision of good housing with running water and electricity are very crucial. Unless this is done the large majority of children living in rural areas will continue to receive poor quality education. In financing terms, the challenge for the new reforms is about how best balanced growth in education can be achieved within realistic budget constraints with appropriate shares for basic education, post-basic education and higher.

In spite of all the efforts by the Government of Ghana in educational reform and initiative interventions in basic education the grounds is still not fertile for improvement in education delivery, especially with regard to access, enrolment, retention, completion, motivation and provision of educational

facilities. The gaps therefore call for non-state actors, including NGOs to intensify their intervention programmes.

### The Role of NGOs in the Provision of Basic Education

The inability of many governments to institutionalize strategies that respond satisfactorily to the challenges of improving access to quality basic education in poor deprived areas has provided the grounds for NGOs and other aid organizations to jump in with a host of interventions.

These organizations have the advantage of adequate funding but are also able to integrate contextual understanding into programme delivery to meet the needs of poor communities. Within the last two decades, alternative routes to basic education established with aid money have mushroomed all over developing countries, particularly in Africa where the strategy has always been to improve basic literacy and numerical skills of children with the local community playing an active management and supervisory role (Miller-Grandvaux & Yoder 2002).

NGOs play different roles in supporting education service delivery. Some NGOs are primarily involved in advocacy aimed at putting pressure on governments fulfil their commitment to ensuring success for all children to an education of acceptable quality. Some NGOs are involved directly in provision, primarily with respect to providing education to the excluded.

### The Advocacy Role of NGOs in Provision of Education

In political and social crisis and emergencies the role of non-governmental organizations as frontline service providers is critical, as chronic unrest and fragmentation render the capacity of the state to provide public service ineffective or virtually non-existent. In such situations, resources are often channelled

through NGOs that take on quasi-governmental roles in delivering social services, including education.

The Soviet invasion of Afghanistan, for example, set the stage for three decades of continuous conflict and destruction. An estimated 80% of school buildings were damaged or destroyed. A large number of qualified teachers were killed or left the country. The victory of the Mujaheddin at the end of Soviet occupation in 1987 failed to result in tangible improvements in the education system. From 1994-2001, the Taliban's ban of female participation in education system compounded the problems of the crippled system by significantly reducing the international support available to Afghans for the international donor community. Throughout this period however, a variety of NGOs and UN organizations stepped in to provide formal and non-formal education programs. By the fall of Taliban in December 2001, an estimated 500,000 boys and girls were in schools receiving educational assistance from NGOs. Besides increasing access, NGOs carried out teacher education programs, developed a shared education management information system, and provided life-skills and peace building through a variety of means, including radiobroadcast. (Hassan, 2006)

Educational exclusion can take many forms, including those 'hard-to-reach' with respect to gender, street children, orphans, child soldiers demobilized children in post-conflict areas, pastoralist, indigenous groups, language, faith, disability, refugees, child labour labourers etc. (Sayed and Soudien, 2003; UNESCO, 2004). These forms of exclusion may interact with income-related poverty, but can also result from children not being able to go to school for socio-cultural and other demand-side related reasons.

Inadequate supply of schooling in remote, rural areas can further exacerbate these constraints. As a result, even in countries where overall enrolment appears reasonably high, there are often pockets of exclusion, which may be sizeable in some rural parts of the country, and also evident in urban areas. Such provision is usually localized on a small scale, with the intention of developing innovative approaches to reach those otherwise excluded from the conventional state system. The NGOs are able to lobby state apparatus to provide for laws which takes into consideration the disadvantaged groups in the society

#### Role of NGOs in The Provision of Educational Infrastructure

In some cases, NGOs may be the main provider of education particularly where state willingness and/or capacity is weak, as in many conflict areas and ‘fragile states’. This is particularly apparent where the state lacks legitimacy, and so international agencies are unwilling to place aid through their budgets, and so divert resources directly to the source at which the service is delivered (Rose and Greeley, 2006). Given that state systems have been unable to reach out to those most marginalized from education even in relatively high enrolment countries, and some estimates that as many as a third to one-half of children out of school live in fragile states (Colenso, 2005; FTI, 2005),

With their proximity to the grassroots level, NGOs are considered valuable partners in expanding access to education and mobilizing resources. NGOs can assume greater responsibility for resource mobilization and making people feel that primary education is a felt need and not just something thrust on them by government policy. If this happens, many people can contribute to reducing dropouts and improving the quality and overall efficiency of the

educational system. Through their local network, NGOs are well positioned to link alternative educational programmes with those of other sectors, including health, nutrition and early childhood care.

NGOs potentially play a key role in the achievement of Education for All (EFA) and MDG goals. This form of NGOs provision is however a relatively recent phenomenon. It has grown significantly in the context of the international policy agenda of the 1980s and 1990s associated in particular with the Washington and Post-Washington Consensus (Fine and Rose, 2001). The international agenda have directed attention towards economic liberalization and democratic governance, one implication of which is a growing trend by donor agencies since the 1990s to channel aid to developing countries through international NGOs.

In the mid-1990s, it was estimated that around 10-15 percent of all official aid to development countries was channelled through NGOs. The United Kingdom, for example, increased the amount of its official aid channelled via NGOs by 400 percent over the decade 1983 to 1993. Although emergency assistance accounts for a significant proportion of aid allocated to NGOs, the majority is allocated to development projects and programmes (ODI, 1995). In practice, it can be difficult to identify how much aid is provided to NGOs, and there is a notable lack of analysis of the allocation of aid to NGOs for education projects and programmes specifically. This requires attention in order to provide a picture of the scale of the involvement of NGOs within the sector.

NGOs are not only seen in the provision of formal education, but also in the provision of non-formal education. USAID has identified 55 NGOs that

provide basic education to adults and children in Ghana. The Non-formal Education Division (NFED) counts among its educational partners the Rotary club, Word Vision International, and Peace Corps. It is commonly accepted that non-formal education can be a shortcut and cost effective alternative way of providing basic education.

While NGO provision is often associated with non-profit motivation, with the terms NGO and non-profit are sometimes used interchangeably, it can take many forms. Motivations of NGOs can vary depending on whether they are established as ‘beneficiaries’, ‘mercenaries’, ‘missionaries’ or ‘revolutionaries’ (Malena, 2000). For some NGO provision is defined more narrowly to refer to those organizations receiving funds from international aid agencies, but which are institutionally separate from the state apparatus and are non-profit distributing (Tvedt, 1998, cited in Bano, 2006). Not infrequently, such NGOs are established specifically as a means to acquire donor resources.

Even though the registration status of the NGOs means they cannot distribute profit officially, those working for them are beneficiaries of donor resources. They may, for example, receive preferential salaries to those supporting the state education system, implying that their motivation can be financial rather than philanthropic. In many cases, funds are channelled by international aid agencies through international NGOs to national NGOs who implement the projects.

Where NGO approaches have developed nationally rather than through international NGOs, such as the BRAC in Bangladesh, one of the motivations of their involvement in education is reported to be related to a small (but growing)

educated urban elite which has a strong commitment to modern education for the masses for instrumental reasons (i.e. to transform behaviour and attitudes of the poor ways which are likely to have broader benefits) (Hossain et al, 2002). NGO provision is sometimes also seen as synonymous with ‘community schooling’.

In sum, the NGOs in Ghana provide major services to education, for example, school renovation and construction including teachers’ quarter, provision of educational materials, in-service training and up-grading of teachers skills, capacity building of P.T.A, functional literacy classes with non-formal education division, provision of school uniforms, teaching of science, mathematics and English in senior secondary schools.

#### NGOs, Governments and the Communities as Partners in the Provision of Basic Education

Using NGO and other donor funds to provide alternative routes to basic education for the poor comes with its difficulties and unintended consequences. First of all, the alternative routes tend to be short-term initiatives and crucially the efforts do not link very well to the formal system, making many of them a dead end (World Bank 2003). There is also evidence that many of such schools are unable to engage in productive collaborations with local authorities to sustain financial and programme commitments that are critical for their continued existence (CARE Ghana, 2003) which often leads to a dependency on the providers that is not sustainable. But also the way in which some aid-assisted projects are constructed can effectively replace the will of local people and create this unsustainable dependency (Ellerman, 2002).

The frustration many aid programme providers face when dealing with weak local government institutions has led some aid programmes to find ways around them to ensure that aid-funded services reach poor people. But as is correctly noted by the World Development Report (2003), such an action simply assigns the project to history when the external funding dries up because local government institutions simply ignore them once they are completed.

There is no doubt that external aid assistance can play an important role in motivating self-help efforts among poor rural communities especially in situations where poor people have little or no collective active capacity, voice and resources to initiate a process of change. The challenge really is how to make aid-assisted education interventions work in such a way as to motivate self-help effort and avoid crating a dependency relationship. By the very nature of their existence NGOs can only guarantee funding during the life of the project, and cannot be relied upon to continue supporting local initiatives indefinitely. Hence, long-term financial sustainability has to be derived from already existing local structures once the initiative has been firmly embraced and local counterpart commitment has been secured.

Community participation in the provision of education should by definition represent at a fundamental level, a deep commitment by local people to institutionalize alternative basic education initiative through their own efforts, but within the context of broader institutional framework that has potential to offer further assistance to complement that efforts of beneficiaries when the need arises.

The difficulties civil society organizations and NGOs face in forging closer partnership relationships with local institutions and suspicion over motives and the psychological distance created as a result of the better conditions of service that personnel of these organizations enjoy. But as Fullan (2000) has noted: “working with systems means conceptualizing strategies with whole systems in mind... and figuring out the best relationship”. The key therefore, is finding productive ways of engaging with local government authority by adopting strategies that boost their institutional capacity and sensitize them into adapting their operations to meet the needs of poor communities in society.

Many countries have a long tradition of community schools. More recently, community involvement has been advocated as a means to provide resources in response to cutbacks in government expenditures following structural adjustment and associated liberalization programmes since the 1980s (Bray, 2003; Rose, 2003a). In recent years, it is not uncommon for spontaneous community schools to be established where other forms of provision are lacking, and these are particularly evident in conflict situations or fragile states. The expectation of communities is often that the state will take over responsibility for provision once it has been established and legitimized. In such situations, NGOs frequently become the intermediary between communities and the state. This may either result in the NGO taking over the community’s role in provision and/or ensuring that the community provision is recognized in state plans as they develop.

A trend evident in the context of EFA is the changing role of NGOs in education. While NGOs have traditionally played an important role in the provision of education in many developing countries, this role has adapted in

recent years partly as a result of changes in the ways in which international agencies channel their funds. It is becoming increasingly common for NGOs to be involved in the implementation of donor education projects (Miller-Grandvaux 2002). In addition, while communities have traditionally played an important role in terms of providing resources for school construction in many countries, their involvement in other aspects of schooling is generally limited, despite efforts to encourage more active participation. Recent attention has been given to the role that communities could play given the pressures on public financing of education as a result of economic crises which have adversely affected education systems in sub-Saharan African countries since the 1980s, together with rapid expansion of school systems in the context of the drive for achieving universal primary education, necessitating the search for alternative sources of resources

Bano (2006) makes an important distinction between NGOs supported by aid resources and those relying on domestic donations, which are referred to as traditional voluntary organizations. One example of this is in Afghanistan where, during the Taliban period, girls were systematically excluded from government schools, resulting in spontaneous local initiatives by women who set up schools in their homes. These home-based schools subsequently became supported by International NGOs (including CARE and the International Rescue Committee), and are now being integrated into state systems. The NGO placed emphasis on mobilizing and building the capacity of communities to organize and manage schools within their villages. The high commitment from the communities helped to ensure the long-term success of school, even after the agency phased out its support.

In Ghana, the condition for making such a relationship work is gradually emerging. From 1992, the constitution of Ghana gave backing to a decentralized policy of local government through district assemblies which receive direct funding from central government through a district assembly common fund. The 1992 constitution mandates district assemblies to build and maintain schools in their districts from the common fund and through district internal revenue collection. Some district assemblies have even established education endowment funds to advance education of the district population.

Thus, potentially alternative routes to basic education can be sustained in the long term if they are able to dovetail into the formal system and influence policies that shape how money is to be spent to promote basic education for all in the district. This could happen if aid organizations work more assiduously to mainstream their organizational capacity and flexibility into local government structures and institutions. Education decentralization policy offers the hope for interventions of NGOs programmes to achieve this. But first, aid programme providers must see local government institutions, however weak and inefficient they might look, as critical agents in sustaining the self-help efforts of poor rural communities.

Broader community involvement and partnerships with NGOs can enhance educational access, and potentially enhance equity within communities. Quality may improve as service delivery may better reflect community needs and aspirations. However, equity across communities will not necessarily increase as communities differ in terms of resource capacities, social cohesion and motivation levels. Similarly, NGOs are unlikely to be working in all communities and thus

some will benefit more than others. Community participation in one form or the other exists in all the communities but the level of participation is generally low in Ghana. Communities would like to have a say in the form and type of participation expected of them. Factors affecting participation are attitude, motivation, good local leadership, good communication links, and enlightened members of the community, encouragement of community-initiated participation and availability of basic organizational structures. Access and retention is increased through community participation. There is a strong positive relationship between community participation and quality of education. The level of school endowment does not necessarily reflect the level of community participation.

To establish the extent to which the level of community participation in the provision of education in Ghana which affects access and quality, I recommend that: bottom-up approach to community participation should be encouraged in all the communities. Every effort should be made to practice that the basic education system and its organization belongs to the community. Parents with children in school should be used as role models for other parents. Schools must be encouraged to participate in some of the activities of their respective communities. More conscious effort should be made to involve communities at the level of management and administration of the schools. To succeed in getting all children of school-going age in school, the problem of poverty in the society must be addressed. Head- teacher and teachers should be advised to give due respect and regard to the views of parents on issues of the school.

In implementing the government program on education at a possible lower cost, the community and NGOs should be encouraged to stand by the side of the

government. Government/NGO partnership should be strengthened to develop and implement complementary basic education initiatives in Ghana. As coordination at the various levels is particularly important, forums should be created in which the government and NGOs partnership will be strengthened for a common and shared aim of giving education for all.

The 2003-2015 Education Strategic Plan in Ghana indicates recognition of ‘complementary and alternative education programmes’ for the ‘disadvantaged’. This was the first policy to acknowledge and encourage complementary education (Hartwell, 2004). Emphasis within the plan was, however, placed on the formal system with the aim to ‘reach and integrate excluded children (out-of-school, hard-to-reach, truants) intra-cycle dropouts and adolescent mothers within the formal system where possible’ (Government of Ghana, 2003: 21), with the intention of integrating complementary and formal schools. The plan did not discuss explicitly the role of NGOs in supporting the alternative/complementary provision; nor the challenges around integration given the role of different providers.

Marking a more recent shift in this respect, the 2006 Education Sector Performance Report provides some explanations for the omission of the role of NGOs in 2003-2015 Education strategic Plan, raising difficulties of coordinating NGO activities within the sector-wide approach, noting that ‘On a number of occasions, the activities being undertaken by NGOs were very similar to those being undertaken or piloted at central Ministry level. The absence of communication between the Ministry of Education and NGOs is therefore leading to inefficiencies on two fronts:-

- Programmes being undertaken by NGOs will be discarded once the Ministry of Education activity is introduced, or
- Successful programmes being piloted by NGOs may not come to the attention of Ministry of Education Science and Sports (MOESS), and therefore, due to a lack of resources on the part of the NGO, such programmes will not be replicated across the country.’ (MOESS Ghana, 2006)

This gives rise to suggestion in the 2006 Education Sector Performance Report that MOESS should involve NGOs more actively in policy discussions, with an NGO desk to be set up in the Ministry of Education to coordinate NGO activities. The NGO desk would coordinate with District/Regional Education offices since this is the level at which NGOs often operate.

The 2006 Education Sector Performance Report further suggests using larger NGOs to collect expenditure data for NGO operations (given the large numbers of NGOs, the Ministry of Education itself does not have the capacity to do this). This aims to ensure that the data are included within information on external sources of funding, allowing the Ministry to plan activities in a more strategic manner. The invisibility of NGOs in the Plan is, therefore, seen as the responsibility of NGOs themselves, rather than the reluctance of government to recognize them.

#### Activities of NGOs and Private Providers of Education

Commercially-driven private providers have also become a focus of attention in the context of achieving Education for All (EFA) goals. Although internationally reported figures are ambiguous about change in the private sector’s

role in education, country reports suggest both encouragement and expansion of the sector at all levels. (Sayed and Rose, 2002).

With respect to primary education recent work has indicated that these providers play a role in giving a choice for those who can afford to pay where state schooling is perceived to be of low quality, rather than filling a gap where no other provision is available. Involvement of the private sector will potentially improve quality for those who can afford it and may indirectly improve access as more public expenditure for education can be directed towards poorer students. The development of private schools will, however, reduce equity. The private schools are, however concentrated in the municipal/urban areas, leaving the poor deprived rural communities.

A number of countries, particularly in sub-Saharan Africa, have responded to the challenge to achieve EFA by abolishing primary school fees in the 1990s (including Malawi in 1994; Lesotho in 2000; Tanzania in 2000; Uganda in 1997; etc). In each case, this has had a significant effect on primary enrolment (for example increasing by 50 percent in Malawi and almost doubling in Uganda within a year). This expansion has implications for both the state and non-state sector at different levels of the education system. In these countries, it is reported that private schools have mushroomed due to the poor quality government primary schools which has arisen, although data are not available to provide a clear picture of the changes which have occurred (Kadzamira and Chibwana, 2000)

Quality concerns in education have resulted in a sizeable private sector involvement in Ghanaian basic education. Today about a fifth of all primary

schools are private (MOESS, 2007). As Ghana approached the year 2015, the biggest unresolved challenge facing education was how it was going to make significant improvements in the learning achievements of students from all backgrounds at all levels of schooling (Donge et al, 2003). Increasingly, Ghanaians are developing an individualistic outlook to education where looking for a good school and even paying for it is becoming common. As private access expands, this will reduce pressure on state funds so that more of it can then be used to support other education sectors.

A 2003 comparative study carried out by the Educational Assessment and Research Centre (EARC), an NGO, on behalf of USAID, into the academic performance of public and private school pupils in Southern Ghana found pupil performance in private schools higher than public schools. The difference was attributed to the quality of supervision of instruction in private schools. It was observed that monitoring and supervision of teacher's work was more regular in private schools than in public junior secondary school in Accra and Sekondi-Takoradi. (USAID, Educational Assessment and Research Centre, 2003)

Time management in schools was found to be a big problem. While both private and public schools misused instructional time, the private schools better managed instructional time than the public schools.

#### Some Criticisms of NGOs

However lively the NGO sector in Africa, there is some who have set up to make money: 'briefcase NGOs' which is basically fraudulent. Capacity-building potential within the NGO movement means that support system and accountability are now necessary. Many NGOs lack vision, and dearth of mission

statement and management skill is an issue in Africa. This is partly because most NGOs are run on a voluntary basis. (Aloo, 2003 Courier Issue 181 June/July)

Huge funds are thus poured into the coffers of the NGOs in the name of development, social justice, human rights, grassroots democracy, etc. In the past decade the World Bank and other UN agencies have been insisting that funds should be utilized through the NGOs. So do the various governments. With such huge funds at their disposal the NGOs act as elitist organizations completely divorced from the masses. Yet they present themselves as benefactors for the people while most of it goes for the maintenance of the NGO establishments and the running expenditures of the so-called volunteer workers. (Mudingu 2006)

High levels of donor funding have had two major consequences. First, NGOs have become donor- dependent, not merely in terms of the funding that is essential to their activities. Second, their accountability to donors has skewed NGOs' activities towards indigenous priorities. Both of these outcomes distance them from the state.

It is also said that the formation of NGOs is subtle way of evading taxes and cashing in on fragile communities. Most NGOs have no offices on the ground and they can be located only in the air or in newspaper. Some NGOs have nothing than letterheads and fine objectives but are avenues for evading taxes, and attracting donations from well-meaning but gullible individuals and commercial firms. Most of the newly established NGOs lack adequate staff with the required expertise in the area they claim to operate.

It must be kept in mind that the functions of the NGOs in different periods are decided by and accord with, the changing needs of the donors in different

periods. Mudingu (2006) argues that the way the NGOs operate in the countries invaded by the imperialist powers, that makes a mockery of the humanitarian aid, should open anyone's eyes.

In Vietnam, for instance, even as the United States dropped bombs creating deaths and destruction on a massive scale, NGOs such as CARE (Co-operative Assistance for Relief Everywhere), CRS (Catholic Relief Services), WV (World Vision), IVS (International Voluntary Services), American Red Cross, Vietnam Christian Service, and so on, were deployed to provide relief and rehabilitation to the war victims in Vietnam. In some cases, as soon as a country is ravaged and people are killed, maimed and uprooted from their homes, the NGOs would step in giving the 'healing touch'.

The NGOs that we think to be friendly channel the popular discontent along constitutional, peaceful and harmless ways by acting as 'safety valves'. They seek to divide the oppressed people into sections and identified thereby preventing the development of class unity of the oppressed classes. They further seek to obliterate and obfuscate the unity of the oppressors and the oppressed on the basis of identity alone such as gender/women, caste, ethnic and nationality. (Mudingu, 2006)

Critics also argue that if one considers the cost/benefits analysis of most NGOs activities, especially, international NGOs, one will realize that a greater percentage, disproportionate for that matter, goes into salaries of staff and the running of offices and official vehicles leaving very little for projects and programmes that are supposed to benefit the local people.

NGOs have been criticized in the selection and design of community projects. The argument has always been that when it comes to prioritizing community needs, the local people are not given the independence or freedom to choose what they most prefer. Strings are always attached to projects (that are payment of a percentage of the cost project), which make it impossible or difficult, for communities to choose what they most desire.

### Conclusion

The acknowledgement of NGOs contributions to education in quantitative and qualitative terms is growing, especially with regard to education programme implementation. However, civil society participation in formulation and monitoring of educational strategies remain weak. Governments and NGOs do not always agree on an NGO's legitimate role so NGO acts are limited to areas in which government does not work. NGOs often limit their role purposely to avoid tangling with the government. In other situations, government and NGOs hold negative perception of the other's capacity in supplying education. This often leads to carefully defined and limited division of labour among NGOs and governments. There is therefore the need for governments and NGOs to collaborate better to achieve results that are complimentary.

## **CHAPTER THREE**

### **METHODOLOGY**

#### General Overview

This chapter discusses the selection of the study areas as well as the selection of respondents used in the study. The descriptions of the sites have also been done. The research instruments used in the data collection and the research design has been described. The procedure followed in collecting the data and the methods of scoring and data analysis are covered in this chapter.

#### The Study Area

The Awutu Effutu Senya District of Central Region, Ghana was selected as the study area because the district has emerging municipalities with urban cities like Kasoa normally being referred to as “gate-way to Accra, the capital city of Ghana” has several development aspirations and challenges that require the attention of organizations that have development of the people at heart and hence fertile grounds for NGOs interventions.

The problems associated with the study area include lack of potable water, insufficient government educational facilities for the basic schools, high rate of unemployment, inability of parents to support their children education, high rate of poverty, high incidence of child labour, etc. Even though the area is endowed with some renowned educational institutions like University of Education at Winneba and National Sports College, there is yet a high degree of truancy among the school going children in most of the urban and rural communities.

All the above and other reasons not cited here make the Awutu Effutu Senya District Assembly, more embracing as far as the activities of the NGOs are concerned. The district has a total of 286 schools (public and private) of various types. As expected, primary school dominated the educational facilities, following nursery and junior secondary schools. There are however, only four public senior secondary schools in the district.

The district has 6 educational circuits at Awutu, Bawjiase, Bontrase, Senya, Winneba and Ofankor. The district has 101 pre-schools (Nursery/Kindergarten) of both public and private ownership of which the girl-child enrolment is 51% of the total pre-school enrolment which is consistent with the total female-male ratio of the district. The private pre-schools are mostly located in Kasoa, Winneba, Senya and Ofankor, thus the urban cities only.

University of Education, which is the amalgamation of a number of specializes institutions, is located at Winneba. The National Sports College is also located at Winneba, which runs courses in all sports disciplines leading to the award of diploma certificates. (Effutu Municipal Assembly, 2006)

#### NGOs in Education in the AES District

There are about twenty-four NGOs and Community Based Organisations (CBOs) that operate in AES District. The areas of operation of these organizations cover education, environment, and economic empowerment of women, youth development, income generation and good governance. Some of them have operated in the district for over a decade while others just started in the district. Their activities complement the efforts of the District Assembly. Below is the list of NGOs operating in the district that is in education:-

Table 3.1 List of NGOs/CBOs in Education in AES District

<i>Name</i>	<i>Location</i>	<i>Focus</i>	<i>Target Groups</i>
Peace, Awareness Society	Bawjiase/Accra	Girl-Child Education	Rural And Urban Youth (Girls)
Child Education and Welfare Fund	Senya Breku	Girl-Child Education	Rural and Urban youth (Girl-Child)
Ghana Foundation for Human Development	Senya Breku	Girl-Child Education	Rural and Urban youth (Girl-Child)
Ghana Kind Foundation	Senya Breku	Girl-Child Education	Rural and Urban youth (Girl-Child)
PLAN Ghana	Bawjiase	Education etc.	Women & Children rural communities
ADRA	District Wide	Education etc	Women & Children in rural communities
PPAG	Awutu Breku	Education etc	Women & Children in rural communities
Awutu Obrakyere Youth Association	Awutu Obrakyere	Education	Campaigns on HIV/AIDS (youth)
ProNet	District Wide	Education, Literacy	Youths in rural areas
QUIPS (USAID)	District Wide	Education	Children of school-going age
CCBM	District Wide	Education & Literacy	Children of school-going age
European Union (Micro Project)	District Wide	Education etc	Children of school-going age
Challenging Heights	District Wide	Education etc.	Children of school-going age
Centre for Rural Enterprise (CRED)	District Wide	Education	Children of school-going age
Right of Children's Club	Bawjiase	Education	Children of school-going age
Students Bridging the Info Gap (SBIG)	Kasoa	Education	Children of school-going age
Thirdway Ghana	Kasoa	Education-IT	Children of school-going age
Village Foundation	Winneba	Education-IT	Children ages between 4-17 years

Source: Ghana Decent Work Pilot Programme (Sept, 2003) (Institute of Local

Government Studies) and Municipal Assembly, 2006

## The Research Design

The research design chosen for the work was the descriptive survey. The study sought to assess the contribution of the NGOs operating in the AES district towards primary education. It was meant to find out whether the target communities and the district assembly as whole were really deriving much from the programmes of the NGOs.

Descriptive research involves the collection of data in order to answer question concerning the current status of the subject under study. It determines and reveals the way things are. Descriptive survey designs are directed towards the determination of the nature of a situation, as it exists at the time the study was conducted.

## Population and Sampling procedures

The population of the study was made up of managers/senior programme officers of the identified NGOs involved in educational interventions, Chiefs, Assemblymen and the teachers in communities which have been beneficiaries for at least one year.

In order to avoid the issue of bias simple random procedures were used in selecting all the categories of respondents in the study. Simple random sampling was used to select 15 out of the 19 NGOs assisting with educational programmes in the study area. In choosing teachers for the study, the list of the beneficiary schools that the NGOs have been assisting was retrieved from the district offices of the various NGOs who were into education. In all thirty-seven (37) beneficiary schools were made available. Twenty (20) schools were selected using the simple random sampling method. To this all the names of the beneficiary

schools/communities in the district were written on strips of paper and folded into a hat and mixed up. After this, one piece was selected at a time. The process was repeated till all the twenty (20) schools were obtained.

The simple random sampling method was used to select five teachers from each beneficiary school for interview. A sampling frame of all the Assemblymen and chiefs in the selected communities, Five (5) Assemblymen and ten (10) chiefs were selected by simple random sampling. The total numbers of respondents were one hundred and thirty-four (130).

#### Data Collection Instruments

The data collection methods and techniques employed in the study were outlined as follows;

#### Documentary Source

Books, Journals, minutes, workshop reports, attendance lists at NGOs' newsletters and periodicals were searched to gather information on NGOs' support to the provision of education in the district. These documentary sources provided information on the beneficial communities, the nature of NGOs projects and the stage of completion and their evaluation.

#### Observation

A reconnaissance survey was conducted in 10 randomly selected communities of the district to identify similarities and differences in various NGOs' educational projects and the socio-economic activities of the beneficiary communities. During the reconnaissance visits, questions such as how the communities perceived the NGOs projects, their aspirations, and actual benefits in terms of basic school enrolment, attendance, retention, completion and quality of

services provided were asked. These initial informal interactions with the communities including opinion leaders, teachers, assemblymen and staff of Social Welfare Department at Winneba served as introductory points for the researcher to build up community entry skill for the actual task of data collection. These initial interactions greatly assisted the researcher to identify the various NGOs operating in the district and their exact location.

### Questionnaires/Interview Guide

Questions were designed and administered to the programme Managers /Senior officers, Teachers, Assemblymen and Chiefs of the beneficiary communities. The questionnaires were designed to provide a documentary evidence of the NGOs operating in a particular community, the nature/type of intervention and how their contributions toward education in the community have been perceived. Two main types of instruments were used in the main data collection. One set was a questionnaire used for the programme managers/officers of NGOs who co-ordinate the NGOs' educational projects or activities and the other one was administered to the chiefs, assemblymen and teachers in the beneficiary communities.

Questions covered the type of NGOs interventions, the quality of their intervention, the change that have occurred, the state of education in the community after the intervention and the challenges that they encountered and how they were resolved. Other questions covered what motivated the NGOs in selecting the community and how far the beneficiaries were involved in the planning, implementation, monitoring and evaluation phases of the programme

were asked. The issue of sustainability was raised as well as suggestions that would make such schemes better in the future.

The other instrument was an interview guide designed for the selected respondents in the beneficiary communities namely; the chiefs, assemblymen and teachers of the beneficial school. Section 'A' of this instrument was composed of personal data issues such as age, marital status, number of children, level of education, occupation and name of the community/school. Section 'B' consisted of the content issues. Questions covered here included the nature of the NGOs' intervention, the change or otherwise that have been noticed, the quality of the intervention and the general perception of the NGOs educational contribution and how the communities hope to sustain the NGOs programme in the community.

#### Data Collection

Due to the largely literate population from which the research sample was selected, the person-to-person method was adopted. The researcher did so with the assistance of two-trained field assistants. The questions were read and interpreted in the local language to any respondent who had problems in the chosen language and the responses supplied were recorded item by item from beginning to end. The researcher did not encounter problems with instrument retrieval since most of the questions were completed with the help of the researcher or his assistance.

#### Data Analysis

Data collected from the field were screened manually to ensure consistency of responses under the various sections. Frequency distribution tables and percentages were used to present the findings of the study. The data was

analyzed according to major themes so as to reflect the order of the research questions. The method of analysis of the data used was descriptive statistics. Percentages rounded to the nearest whole figures were used in cases of presentation of tables. These figures were calculated from manual coding and tallying of responses to items on the questionnaires and guided interview prepared. Item by item analysis approach was used for all the one hundred and ten (110) respondents.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

This chapter focuses on the presentation and analysis of preliminaries and data collected for the study. Analysis of Questionnaire for NGOs programme managers/officers were below:

#### Age of Respondents from the Communities

This item was designed to find out the age group of the respondents with the highest and the lowest percentages. The result shown in Table 4.5 below

Table 4.1: Ages of Respondents from the communities

Age group	Category of respondents and their frequencies						
	Teachers		Assemblymen		Chiefs		Total frequency
16 – 25	14	[ 14%]	0	[ 0 %]	0	[ 0%]	14 [ 12 %]
26 – 35	28	[ 28%]	2	[ 40%]	1	[10 %]	31 [ 27 %]
36 – 45	37	[ 37%]	2	[ 40%]	3	[ 30%]	42 [ 37 %]
Above 45	21	[ 21%]	1	[ 20%]	6	[ 60%]	28 [ 24 %]
TOTAL	100	[ 100%]	5	[100%]	10	[100%]	115 [ 100%]

Source: Field Study, 2008

The above table shows that most of the respondents 37% were between the ages of 36–45 years. Respondents below the age of 16 years were not represented. The youngest people among the respondents were teachers. All the chiefs except one were above 35 years of age.

### Sex of Respondents from the Communities

It was found out that 62% of all the respondents were females and 48% were male. This shows that female respondents outnumber the male respondents due particularly to large numbers of female teachers mostly in the towns and cities of the districts.

### Marital Status and Number of Children of the Respondents

Out of 115 respondents 27 were single and the remaining 88 were married. Ninety-seven respondents indicated having between one and five children.

### Educational Background of the Respondents

Ascertaining the educational background of respondents was important, as that would determine the level of understanding of educational issues as well as the efficiency with which questionnaires were responded to. Results of this analysis are shown below in Table 4.2. Tertiary education in this context refers to those who might have acquired degree/diplomas from recognized universities, those who have taken recognized professional courses and those who have Higher National Diplomas from recognized polytechnics.

Table 4.2: Educational Background of the Respondents

Educational Background	Category of respondents and their frequencies				
	NGO Managers	Teachers	Assembly men	Chiefs	Total frequency
BECE/MSLC	0 [0%]	0 [0 %]	0 [0%]	5 [50%]	5 [4%]
Secondary	2 [13%]	30 [30%]	3 [60%]	4 [40%]	39 [30%]
Vocational/ Technical	4 [27%]	55 [ 55%]	1 [20%]	1 [10%]	61 [47%]
Tertiary	9 [60%]	15 [15%]	1 [2 0%]	0 [0%]	25 [19%]
<b>TOTAL</b>	15 [100%]	100[100%]	5 [100%]	10 [100%]	130 [100%]

Source Field Study, 2008

It could be realized from the table that most of the respondents (50%) had either vocational or technical education. Only a few (4%) had BECE/MSLC educational background and they are chiefs. The educational level of the chiefs was relatively low. Teachers were the most highly educated in the communities.

#### The Names of NGOs and the Kinds of the Educational Assistance

Different NGOs were found in the study to be offering different kinds of assistance to the communities. Other important educational development partners in the district other than the much identifiable stakeholders such as the Ghana Education Service (2008) and the District /Municipal Assembly were also identified. The names of nineteen organisations with foreign or local identities and their educational interventions were provided as summarized below

Table 4.3: The NGOs and Kinds of Educational Interventions

Name of NGO	Nature of intervention	Districts of operation
Plan Ghana	building of school blocks, books libraries, scholarships, place of convenient, advocacy role, water, training for teachers, teachers quarters, canteen, playing grounds equipments, health facilities etc	Effutu, Awutu and Senya. Stationed at Bawjiase
Centre for Rural Enterprise (CRED) ILO	School uniforms, scholarships, educational workshops, income generating for parents, sensitize parents to educate their children, elimination of child-labour	Effutu Municipalities , Senya. Stationed at Winneba and Ajumako
Challenging Heights	Scholarships, rescuing of children from child-labour and offering them education, advocacy role, furniture to schools etc	Effutu-Senya . Stationed at Winneba & Accra
ADRA	Work with school authorities on Sanitation, potable water to prevent diseases affecting children.	Effutu-Stationed at Winneba
Hope for Future Generation	Support basic education for children, scholarships, advocacy, sensitization to educate children, income generating for	Effutu - Awutu

	women, child-labour withdrawal, textbooks	
QUIPS / ILP	Basic Infrastructures developments, Training programmes for teachers Technical supports, textbooks. etc	Effutu-Awutu-Senya
EU,	Provision of basic educational infrastructure, training programs etc	Awutu-Effutu-Senya
Rescue Foundation	Rescuing of children from child labour and enrol them into schools	
JICA, IDA	Educational infrastructure, teachers quarters, assist district assembly in their educational programs	Awutu-Effutu-Senya
One Village Foundation	IT for basic school	Awutu-Effutu-Senya
SBIG	Construction of Library, Inculcating in children the reading habits	Awutu- A US based NGO positioned at Kasoa
NTHU	Teaching of English in Basic schools, Provision of Textbooks and other learning material	Awutu-Effutu Taiwanese volunteers group at Nsuekyire
DANIDA	Construction of KVIPs, School building,	AES- wide area
CBRDP	Assist district Assembly in constructing, School blocks etc	AES- district wide area

Pro-net	Advocacy, Training and workshops, Sensitization on the need for education for children, toilets facilities.	Accra based NGO- positioned at Awutu Bawjiase
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Source: Field study 2008

From the results, the NGOs programmes of intervention include construction of classrooms, libraries, places of convenient for the schools, teachers' quarters, provision of textbooks, stationery, school uniforms, payment of school fees, and provision of potable water to school. The respondents also listed health education, Christian Witness and training, and income generating activities as other interventions. Some of these NGOs play advocacy roles for the children especially education of girl-child. Oduro & MacBeath (2003) have noted that the absence of women has a wide effect on girls' attitudes to learning. Some girls felt that it wasn't worth studying hard or even coming to school because there no educated female role models in the rural communities.

#### Period of Operation of the NGOs in the District

The number of years the NGOs operating in the districts ranges between two to twenty years as indicated in Table 4.4. For example Plan Ghana, an international NGO, first opened its first programme in 1992 at Bawjiase and CRED, a local NGO established Ajumako, also established its second office at Winneba in 2006.

Table 4.4 Years of Service of Managers/ Senior Officers of NGOs

<b>Number Of Years</b>	<b>Frequencies</b>	<b>Percentages</b>
Below 5	3	20
5 – 10 years	8	53
11 – 15 years	3	20
16 and above	1	7
<b>TOTAL</b>	<b>15</b>	<b>100</b>

Source field study 2008

Most of the respondents of the questionnaires (53%) have worked with NGOs for a period between five and ten years. Only a few (7%) had worked for a period above fifteen years.

Number of Children who have benefited from NGO's Assistance

This question provided varied responses and views. Accordingly five of the Managers/ Senior Officers stated that between eight hundred and five million children have benefitted from NGO activities. The others could not specify any figure because their programmes which comprised providing school blocks, libraries, places of convenient, potable water etc., cover all the children for several years to come. Two of the NGOs which have been in existence for over five years stated uncountable number of beneficiaries as the answer.

Effectiveness of NGOs' Educational Programmes

This was to find out the extent to which NGOs perceived their projects' level of success. All except one Manager/ Senior Officer perceived their success as above average as shown in Table 4.5 below.

Table 45: Effectiveness of NGOs Educational Project

Level of Effectiveness	Frequency	Percentage
Above average	<b>14</b>	<b>93</b>
Average	<b>1</b>	<b>5</b>
Below average	<b>0</b>	<b>0</b>
Not successful	<b>0</b>	<b>0</b>
<b>TOTAL</b>	<b>15</b>	<b>100</b>

Source field Study, 2008

All the respondents from the beneficiary communities view the NGOs educational programmes such as infrastructure development, supply of learning materials, sensitization of parents to educate their children, encouraging the children to stay at school, motivation of teachers, provision of technical and financial supports as very effective. Respondents perceived the impact of the interventions has been an increase in school enrolment, high school attendance and retention, reduced dropout rate, high rate of completion, motivated teachers, and increased infrastructure base. The results show that NGOs are very satisfied with their level of performance in the educational programmes in the district.

Benefits from NGOs Schools Intervention Programme to the Communities

Different NGO activities achieved different benefits for the communities, and these benefits were perceived as important by the various categories of respondents as illustrated in Table 4.6 below. The major benefits mentioned by respondents included increased rate of retention of pupils in school (96%), construction of more school buildings (95%), reduction in child labour (95%), and supply of more and better teaching materials (91%).

Table 4.6: Frequency Distribution of Various Respondents on the Type of Benefits from NGO Interventions

Type of benefit	Respondent categories									Total	
	NGO Project Managers n = 15		Teachers n=100		Assembly Men n=5		Chiefs n=10		$\Sigma n=130$		
	f	%	f	%	f	%	f	%	$\Sigma f$	%	
Reduced child labour	14	93	95	95	4	80	8	80	124	95	
Reduced child delinquency	12	80	89	89	3	60	6	60	110	85	
Increased enrolment	11	73	88	88	4	80	7	70	110	85	
High retention rate	14	93	99	99	4	80	8	80	125	96	
School buildings	15	100	97	97	3	60	8	80	123	95	
School furniture	13	87	88	88	4	80	9	90	114	88	
Uniforms	10	67	65	65	3	60	6	60	84	65	
Books & stationery	11	73	78	78	4	80	7	70	100	77	
More teachers	12	80	70	70	3	60	6	60	91	70	
School feeding	9	60	72	72	3	60	5	50	89	68	
Teaching materials	13	87	94	94	4	80	7	70	118	91	
Other benefits	13	87	95	95	5	100	8	80	121	93	

Source: field Study 2008

While the chiefs were more interested in the improvements in school furniture, school buildings a reduced child labour, school enrolment and retention, the assemblymen were mostly interested in increased enrolment and other benefits such as scholarships, water supply to schools, toilet facilities and playing grounds. Teachers were interested in the high retention rate, construction of school

buildings, and teaching materials. All the Managers/ Senior Officers claimed that there were increased enrolment, high retention rate, school buildings, school furniture; books and stationery. Between 65% and 95% of respondents mentioned provision of school uniforms, school feeding and reduction child delinquency as some of the benefits to their communities. In addition five respondents listed improved health conditions and the communities' awareness of the need to educate the children. The programme managers of the NGOs were particularly interested in the improvements in school buildings, increased enrolment and retention in schools. It is therefore likely that they would channel more resources to these areas.

It was observed that some of the benefits such as supply of school uniforms, books and stationery, and increased number of teachers were recognized by relatively fewer respondents.

Some respondents noted that the NGOs intervention has impacted positively on their children to realize the beauty of education and has created awareness among them resulting in high enrolment, high school attendance and less drop-out rate. Sensitization of parent to educate their children has been well embraced. More NGOs are advocating for the rights of children to receive education, with much emphasis on girl-child education. The incident of child labour where school-going children were sent to fish at Yeji and other fishing communities has reduced. The findings above show a clear deviation from the assertion by Mudingu (2006) that NGOs present themselves as benefactors for the people while most of their funds go for the maintenance of the NGO establishments and the running expenditures of their workers.

In spite of the identified benefits, some lapses were identified by some respondents. About 15% agreed that there has been increased JHS completion rate but few children enter senior high school. Respondents listed prevalence of poverty, disciplinary problems among school children, poor attitude of some teachers and other social factors, which the NGOs' interventions have not yet addressed.

Perceived level of Community Participation in NGOs Projects

The level of community participation in NGOs' educational projects as perceived by respondents in the communities has been summarised below in Table 4.7

Table 4.7: Community Participation in NGOs Programmes

Level of Participation	NGO Managers		Beneficiaries	
	Frequency	Percentage	Frequency	Percentage
High	11	74	60	52
Average	2	13	26	23
Low	2	13	29	25
<b>TOTAL</b>	<b>15</b>	<b>100</b>	<b>115</b>	<b>100</b>

Source: field Study 2008

A total of eleven (11) respondents representing seventy-four 74% affirmed that participation on the part of communities was very high indicating the acceptance of the basic projects instituted by the NGOs.

Increased community participation has a direct correlation with the increase in the success of the project. The NGOs have ensured that the inhabitants of a particular community became part of the management of the projects so as not to burden them in the running of the projects should they move

to other communities, as they usually did. This was also meant to sustain the projects so that future generations would benefit from such projects.

Fifty-two percent of the respondents indicated that they were actively involved in the project implementation to the completion, however only a few (10%) mentioned that they were consulted at the project initiation stage and those were chiefs and assembly members. About twenty-five percent indicated that most of the projects were imposed on the communities though projects' significant could not be discounted.

At one of such sites at Jei-Krodua, where six classroom blocks were constructed at Anglican Primary School, the inhabitants were very glad that they provided labour for the building of the school block, the materials having been provided by the Plan Ghana International.

#### Sustainability of The NGOs Educational Projects

Projects of such nature should be sustainable. Most of the Managers/ Senior Officers (70%) considered the level of sustainability as high. The remaining (30%) settled on the average indicating the problem of lack of maintenance culture and Ghanaians poor attitude towards maintenance of projects.

Table 4.8: Relationship between the NGOs and District Assembly

<b>Level Of Relationship</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Excellent</b>	3	<b>20</b>
<b>Good</b>	8	<b>53</b>
<b>Fair</b>	4	<b>27</b>
<b>Poor</b>	0	<b>0</b>
<b>Total</b>	<b>15</b>	<b>100</b>

Source: field Study 2008

On the question of the relationship between the NGOs and the district assembly, including other stakeholders in education in the district, more than half of the respondents rated it as good with only 20% indicated excellent relationship.

#### Challenges Facing the NGOs

Some of the respondents (60%) complained about the attitude of the communities towards projects and its maintenance and the minimal control over the projects after hand-over. The communities have very high expectation that the NGOs may come back to maintain the projects, thus negating the assertion of sustainability. The remaining respondents also mentioned the un-coordination of projects among the NGOs themselves, the District Assembly, GES and other relevant bodies in the provision of education. The respondents further indicated that lack of finance to meet the numerous educational requirements of the deprived and less privileged communities in the AES districts was a bother.

Plan Ghana, an international specifically indicated that quality of education is poor in terms of environment, curriculum and teaching and it is adversely affecting many children and youth. A lot of children, particularly girls, are denied access to quality education or vocational training.

#### How Challenges Facing Were Been Addressed

The respondents emphasized their programme of education and sensitization of the communities on effective management of projects after completion and the sense of real ownership of all projects. Seminars and workshops have been organized by some NGOs to co-ordinate and harmonize the role of stakeholders in basic education. To face its challenges, Plan Ghana, for example, is striving to support a range of efforts that give accessible learning

opportunities for children and youth. These include early years learning and stimulation and quality learning in primary and secondary schools as well as alternative and reintegration programs to reach out-of-school children.

To achieve quality education, the NGOs promote the development of safe, healthy and child-friendly learning environments where children and youth learn through active approaches, and also facilitate the empowerment of children and communities for quality participation in school governance.

#### The Achievement of High Retention Rate and Attendance in Schools

As indicated in the Table 4.9 above, 96% of the respondents attested that there has been high retention rate. Retention rate was very high compared to the period prior to the intervention of the NGOs. This could have been the result of the sensitization of the citizens by NGOs of the need for education. In reality, all villages now have access to information through the radio and television and the constant advice to be educated is also sinking well.

The continuous rise in the education of women and the acquisition of skills by women has gradually led to a reduction in the negative perception held about women in the communities. In the annual report of the district directorate of education (2007), it came up that in the year 2005/2006 girls enrolment in basic school in AES district was very high (151.6%) over and above the population of school going age of girls between 6-11 years. This was attributed to following reasons listed below in a descending order of importance:

- i. the various interventions of NGOs, CBOs, and other development partners.

- ii. the admission of over aged children (especially girls) that led to the increase in gross enrolment rate for the district.
- iii. the support system for girls by the development partners like NGOs; sponsorship of girls to training colleges, motivation of female teachers serving in rural areas who were role models to the girls as well as the realization of parents to send all their children to school and various enrolment drives.

#### Motivation of Teachers

Some of the activities of the NGOs have had a positive impact on the teachers in the district. Technical and financial supports to teachers have motivated more teachers to accept posting to the district as indicated by 78% of the respondents. management training and workshops are normally organized for some teachers. NGOs have constructed teachers' quarters in some of the deprived communities such as Choechoe, where, a 4-unit teacher accommodation has been built by JICA to ease the accommodation problems of teachers in that community.

#### Educational Challenges that Require NGO Attention

##### (1) Lack of Potable Water in Most Communities

A critical look at the activities of NGOs indicate that they are doing a lot to increase access and raise the quality of education in the region, but non-availability of potable water and suitable sanitation facilities in schools present a major obstacle to improved health of the children.

Out of the 25 NGOs operating in the study area about 60 percent operate in the education sector. Over 40% of these NGOs in the district are in advocacy in HIV / AIDs related issues with less than 10 percent working on the improvement

of water and sanitation in schools. In the water/sanitation area credit could be given to certain NGOs such as ADRA, Plan Ghana, ProNet etc. One of the best ways to fight the insufficiency in the education budget at the district level is harmonization of work plans and diversification of activities of the NGOs to the priority areas in the education sector. (Field Study, 2008)

- (2) Inadequate furniture and classrooms for some schools. Seven basic schools in the district still hold classes under trees. (GNA, 2008) The schools were Obo-Adakaba, Opembo Anglican Primary, Bawjiase Presbyterian, Odotom SDA, Awutu Zion, Adawukwa Catholic and Kwaw Labi
- (3) lack of teachers' accommodation
- (4) poor parental control
- (5) inadequate text books and educational materials for primary and J.H.S. and lack of Libraries in most primary schools and JHS.

## CHAPTER FIVE

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### Summary

NGOs are supplementary institutions in the process of education. Over the past ten years the district has witnessed an explosive emergence of NGOs as a major collective actor in the development of basic education. The flexibility of NGOs enables them to reach out to the remotest localities of Ghana. The prime objective of the study was to identify the contributions by NGOs towards basic education in the Awutu Efutu Senya district of the Central Region of Ghana.

The study employed the descriptive survey designed and drew samples from NGO Project Managers, Teachers, Assemblymen and Chiefs in twenty communities of the districts which were beneficiaries of the NGOs intervention. Questionnaires and interviews were used for the collection of data. The entire sample size for the study was 130. All the questionnaires were hand-delivered and retrieved directly from the respondents. The rate of response was hundred-percent. Tabular presentations, involving frequencies and percentages were used to present the data collected.

The study revealed the following:

- The NGO supported the basic school in AESD with school blocks, libraries, learning materials, teachers' quarters, advocacy for children, sensitization of parent to train and educate their children, health and sanitation facilities, potable water, recreational tools,

technical support to teachers, scholarships, enrol and retain children drawn from child-labour into basic school.

- School enrolment, attendance, retention and completion rate have increased tremendously and thus has reduced dropout rate.
- The communities well appreciate NGOs support as partners in education of children.
- The interventions were widely spread in the district .The NGOs are able to reach the less developed and underprivileged communities.
- The rate of pupils entering Senior High School has not increased after the intervention especially in the deprived rural communities.

### Conclusion

From the results, it can be concluded that NGOs have provided many discernible benefits in the Awutu-Efutu-Senya district such as improved school enrolment and retention, improvements in school buildings and infrastructure, reduced child delinquency, absenteeism and child labour, improved water and sanitation in the schools and communities, provision of instructional materials and more teachers.

The Chiefs, Assembly members and teachers regard the NGOs as a great development partners in basic education in the district.

### Recommendations

From the findings and conclusions derived from the study, the following recommendations have been made for the consideration of those concerned with basic education in the district;

- Intensifying the sensitization of parents to take the education of their children very seriously since benefits from education far outweigh the costs.
- NGOs should consider teachers accommodation as one of the major activities in their future plans. This will attract teachers to the rural areas and reduce absenteeism and lateness among teachers in the district.
- The NGOs should work in close collaboration and co-ordination with each other in order to avoid the duplication of projects. To increase the level of NGO co-ordination, the District Assembly could establish NGO/Donor co-ordination desks which clearly outline mechanisms for NGO involvement. NGOs and other development partners could be allowed to sit in the District Assembly meetings as observers. There is already a forum of NGOs that dialogue directly with the executive arm of government. This model could be decentralized to the district level.

#### Further Research

This research was an attempt to examine the contribution of NGOs projects on beneficiary communities only in AES district because of limited time. A more comprehensive assessment of NGOs projects in the region and the nation as whole can be undertaken.

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- (b) When did your NGO start operating in the Awutu-Efutu-Senya District.....
- (c) How long have you been working / associated with the NGO?
- Below 5years [ ]      5-10 years [ ]      11-15 years [ ]
- 16 – 20 years [ ]      21-25 years [ ]      above 25yrs [ ]
- (d) Which department of the NGO do you work with? Specify).....
- (e) How do you assess the communities' awareness of your NGO's educational intervention programmes? Excellent [ ] Very good [ ] Good [ ]
- Average [ ] Poor [ ]
- (f) In which communities/towns does your NGO have educational project?
- (Please list).....
- (h) How many children have benefited from your NGO's assistance? .....
- (h) The level of participation of my NGO in educational programmes is.....
- High [ ] Average [ ] Low [ ] Nil [ ]
- (i) The success of my NGO's educational interventions can be rated as....
- Above average [ ] Average [ ] below average [ ] not successful [ ]
- (j) What benefits have communities gained from the activities of your NGO?
- Increased school enrolment [ ] High Retention rate in schools [ ]
- School building [ ] School furniture [ ] Books and stationery [ ]
- Reduction in child Labour [ ] Reduced child delinquency [ ] School uniforms [ ] school feeding [ ] No measure of change [ ] other benefits (please list) .....
- (k) How would you rate the communities' participation in the NGO educational programmes? High [ ] Average [ ] Low [ ] Nil [ ]
- (l) How would you rate the level of sustainability of the NGO's educational

projects? High  Average  Low  Nil

(m) Have members of community received any form of management training on the projects? Yes  No.

(n) If yes, what has been the response? Excellent  Good  Fair  Poor

(o) How do you assess the relationship between your NGO, the district education authorities and the Municipal Assembly? Excellent  Good  Fair  Poor

(p) Briefly state two major challenge(s) inhibiting the success of your educational projects in the communities? .....

(q) How are the challenges identified above being addressed .....



- 11 What type of educational project is the NGO engaged in? .....
- 12 What educational benefits has your community achieved from the operation of NGOs? Increased school enrolment  Reduction in child Labour  Reduced child delinquency  High Retention rate in schools  School building  School furniture  Books and stationery  School uniforms  School feeding  Teaching materials  More teachers  Other benefits (pls. list).....
13. Have you, or any of your own children benefited from the NGO's school programme? Yes  No
14. Did any of your children benefit from the NGO sponsored nursery schools? Yes  No
- 15 What specific benefit did you or your own child achieve from the NGO School programme? .....
16. What significant impact do you think the educational programmes of the NGO have had on schools in the community? Increased enrolment  Increased infrastructure  More Teachers  High rate of Retention
17. What significant impact do you think the educational programmes of the NGO have had on children in the community? Very High completion Rate  More Children entering SHS  High literacy rate  Few Children SHS  No child entering SHS  Others (Please specify).....
18. State how you were involved in the NGO's projects (if any).....
19. What do you consider as challenges facing basic education in the district which you think the NGOs interventions have not addressed yet .....