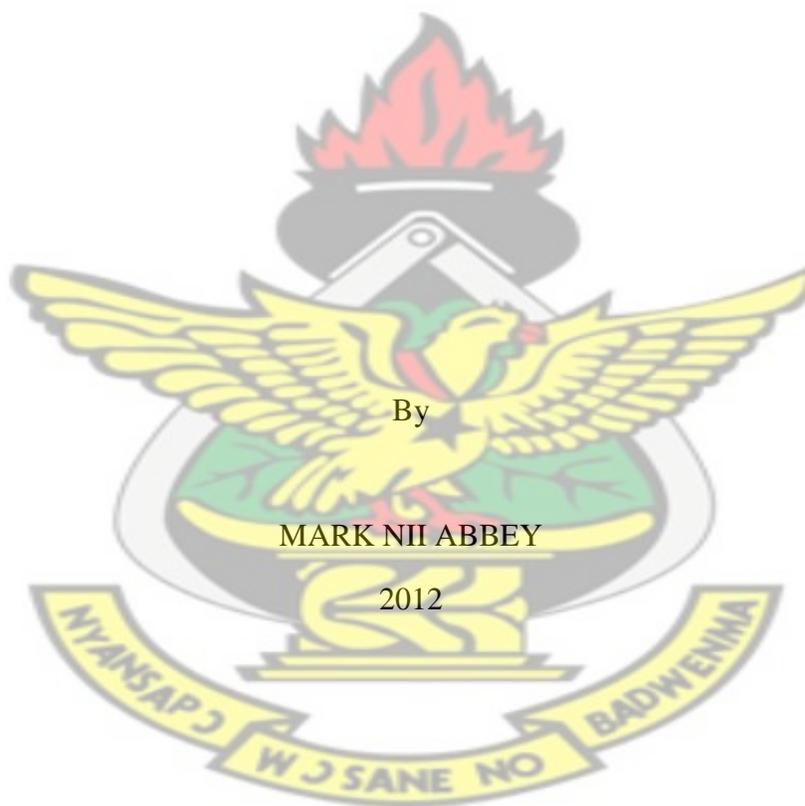


CONTRIBUTION OF THE GHANA NATIONAL SERVICE SCHEME AND VOLUNTARY
PROGRAMME TO NATIONAL DEVELOPMENT

KNUST



By

MARK NII ABBEY

2012

CONTRIBUTION OF THE GHANA NATIONAL SERVICE SCHEME AND VOLUNTARY
PROGRAMME TO NATIONAL DEVELOPMENT

By

KNUST
MARK NII ABBEY

B. Sc Land Economy (Hons)

A thesis submitted to the School of Graduate Studies, Kwame Nkrumah University of Science
and Technology, Kumasi, in partial fulfillment of the requirements for the degree

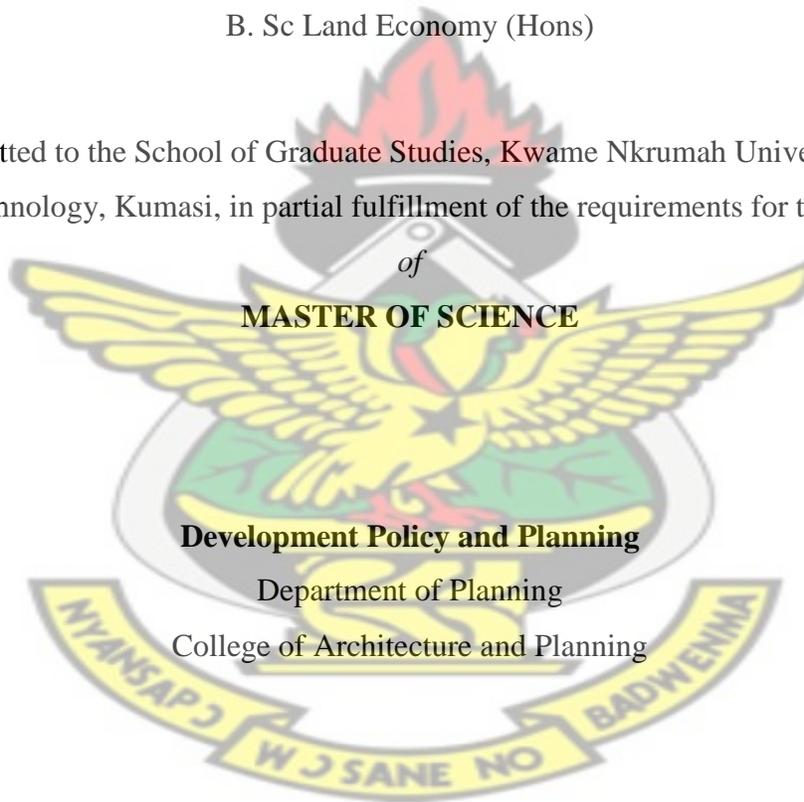
of

MASTER OF SCIENCE

Development Policy and Planning

Department of Planning

College of Architecture and Planning



JUNE 2012

DECLARATION

I hereby declare that this submission is the result of my own work towards the M.Sc Development Policy and Planning Programme, and that to the best of my knowledge this study contains no materials previously submitted for the award of any other degree of the university, except where acknowledgement has been duly made in the text. Any opinion or views expressed and errors found in the work, however, entirely are my responsibility and do not necessarily represent the organizations or individuals who have been cited in this work.

KNUST

MARK NII ABBEY (PG 2000108)
Student's Name and ID Signature Date

CERTIFIED BY:
DR. MICHAEL POKU-BOANSI
Supervisor's name Signature Date

CERTIFIED BY:
DR. IMORO BRAIMAH
Head of Department Signature Date



ABSTRACT

National Youth Service has become an important activity to national development in Ghana. This has been evident with the setting up of the Ghana National Service Scheme (GNSS) by an Act of Parliament (Act 426) of 1980 with the purpose of reviving and growing the national service spirit which appeared to be waning at the time. There was therefore the need to challenge service persons and the generality of the populace to desire to know the country, and to challenge all to appreciate and understand the challenges facing the country, in order to re-orient everybody towards the development of a new nationalistic and patriotic zeal.

People have different views about the relevance of national service. Scheme managers and policy makers consider it as useful, whilst some of those who enroll to take part in the programme see it differently; others consider it as a programme worth implementing.

Data were collected from institutions considered to be directly involved in the operations and management of the scheme. In addition 80 staff of the Ghana National Service Scheme and 400 national service persons and volunteers were also interviewed. The selection of the respondents was done using the purposive sampling techniques. In analyzing the gathered data, it was linked with relevant concepts of National Youth Service. The study employed some graphical presentation tools like charts and pictures to illustrate some of the study findings.

The results obtained from the study indicated that, there is a strong positive relationship between National Service Scheme/Voluntary Programme and national development. The study revealed that, the overall savings made by the Scheme for the country as a whole increased from 35,079,800.00 Ghana cedis for the 2006/7 service year to 5,925,600,000.00 Ghana cedis in 2007/8. The Scheme also, in its deployment of persons into the water, sanitation, and health units, has contributed in the construction of boreholes, Ventilated Improved Pits (VIPs), and cleaning up exercises towards the maintenance of a healthy environment. All aimed at improving access to water, sanitation, and health, and consequently helping reduce poverty in the country. In addition, the Scheme has been a strategic approach to “Community Action” using teams or gangs and entering into a “Change Agent” relationship directly with rural, deprived, disadvantaged or vulnerable communities and depressed urban areas. Some challenges such as finance and logistics; user agencies’ ability to acceptability; annual increases in numbers;

interferences in the posting process; vulnerability of service persons; and legal constraints, were identified. The study concludes with a number of recommendations, which would help in the efficient operations and management of the scheme in Ghana.

KNUST



ACKNOWLEDGEMENTS

I would like to register my sincere gratitude to all whose assistance and encouragement have helped me to undertake this study. I would like to express my profound appreciation to my supervisor, Dr. Michael Poku-Boansi, whose constructive criticisms, useful suggestions and directions have enabled me to successfully complete this study.

I also thank all who gave me the much needed information during the field work, authors whose works I have made references to as well as Regional, District directors of the Ghana National Service Scheme and past service personnel and volunteers who assisted in administering questionnaires, conduct interviews and volunteered information.

Special thanks go to my family: Esther, Obed, Manuella and Miriam for their moral and spiritual support in producing this report.

Any errors, substantial or marginal, which may be found in the text are exclusively mine.

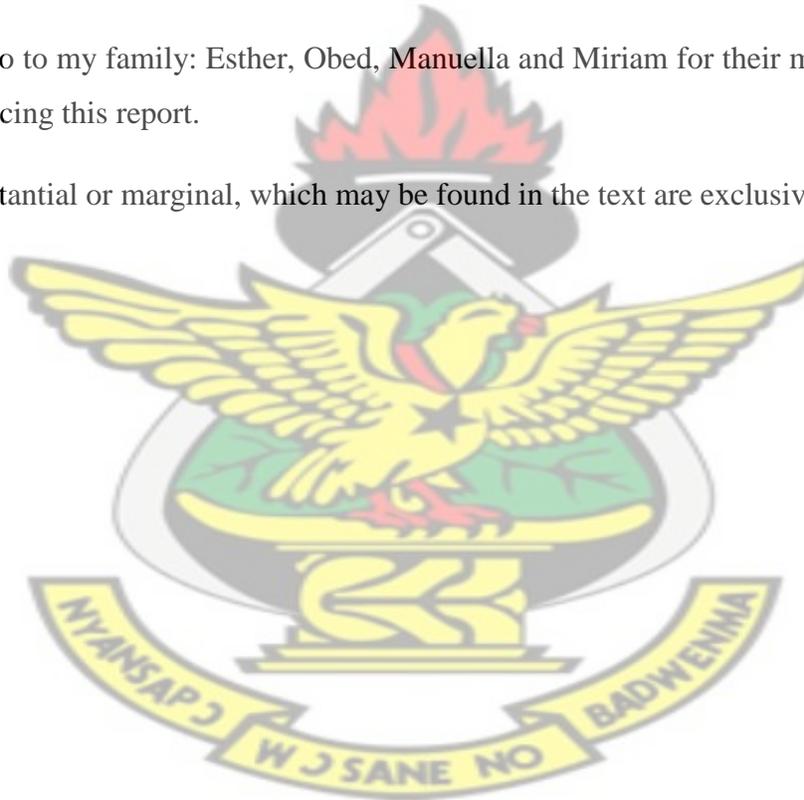


TABLE OF CONTENTS

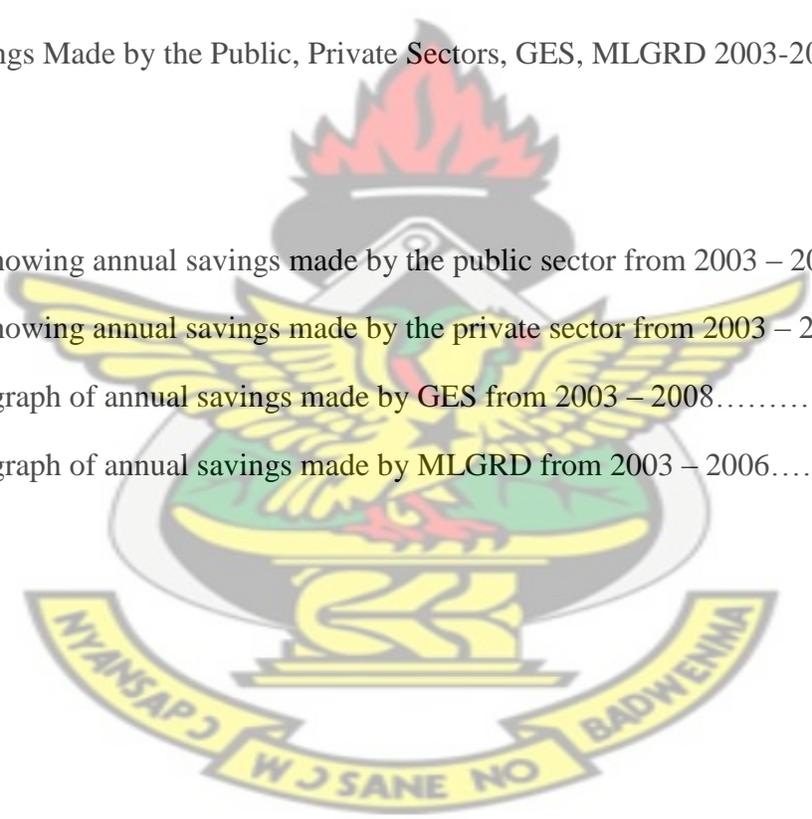
Chapters	Pages
ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES AND FIGURES.....	x
CHAPTER ONE: GENERAL INTRODUCTION	
1.1 Background of Study	1
1.2 Problem Statement	4
1.3 Research Question	6
1.4 Study Objectives	7
1.5 Relevance of Study	7
1.6 Scope of Study	8
1.7 Organization of the Study	9
CHAPTER TWO: ASSESSMENT OF NATIONAL YOUTH PROGRAMMES AND THEIR CONTRIBUTION TO DEVELOPMENT	
2.1 Introduction	10
2.2 Concept and Overview of National Service	11
2.3 Rationale of NYS	12
2.3.1 Volunteerism	12
2.3.2 Nation Building	14
2.3.3 Employment.....	16
2.4 Psychological Characteristics of NYS	16
2.5 Country Experiences	18
2.5.1 The American Peace Corps	18
2.5.2 The National Youth Service Corp in Nigeria	22
2.5.3 The National Service Scheme in India	24
2.6 The Ghana National Service Scheme	25

2.7 Concept of Millennium Development	27
2.8 Relationship between National Youth Service and Development	30
2.9 Summary	33
 CHAPTER THREE: RESEARCH APPROACH AND METHODOLOGY	
3.1 Introduction	35
3.2 Study Variables and Data Types	35
3.3 Sources of Data	36
3.3.1 Secondary Sources.....	36
3.3.2 Primary Sources.....	37
3.4 Sampling	38
3.5 Survey Instruments and Data Collection Methods	39
3.6 Data Processing	40
3.6.1 Editing of Data Collected	40
3.6.2 Data Coding.....	40
3.7 Data Analysis and Presentation	41
3.8 Summary	41
 CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS	
4.1 Introduction	42
4.2 Profile of Ghana	42
4.2.1 Geographic.....	42
4.2.2 Demography	43
4.2.3 Economy.....	44
4.3 Demographic Characteristics of Respondents	45
4.3.1 National Service Persons/Volunteers	45
4.3.2 GNSS Staff	46
4.4 Contribution of NYS	48
4.4.1 Financial Benefits to the State	48
4.4.2 Benefits Derived by NYS Persons/Volunteers	53
4.4.3 Contributions to Poverty Reduction	54

4.4.4 Benefits to User Agencies	56
4.4.5 Beneficiary Communities	61
4.5 Challenges of the Scheme	61
4.5.1 Finance and Logistics	62
4.5.2 User Agencies' Ability to Acceptability	62
4.5.3 Annual Increases in Numbers	63
4.5.4 Interferences in the Posting Processes	63
4.5.5 Vulnerability of Personnel	64
4.5.6 Legal Constraints	65
4.6 Summary	65
CHAPTER FIVE: MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSIONS	
5.1 Introduction	66
5.2 Summary of Findings	66
5.2.1 Operations and Management of National Service Scheme in Ghana	66
5.2.2 Contributions of the Ghana National Service Scheme	67
5.2.3 Challenges of the GNSS	70
5.3 Recommendations	70
5.3.1 Policy Direction	71
5.3.2 The New GNSS / GNVS focus on Job Placement	72
5.3.3 Entrepreneurial Development	73
5.3.4 Inspectorate Services	73
5.3.5 Grass-Roots work on National School Feeding Programme	74
5.3.6 Harnessing Tourism Potentials	74
5.3.7 Newly Qualified Doctors' role in National Service Scheme	74
5.3.8 Income Generation Activities	75
5.3.9 Financial Support from Businesses and Commercial Firms	76
5.4 Conclusion	77
References	77
Appendices	80

LIST OF TABLES AND FIGURES

Tables	Pages
3.1 Study Variables and Data Types.....	36
4.1 Ages of National Service Persons/Volunteers.....	45
4.2 Gender of National Service Persons/Volunteers.....	46
4.3 Marital status of National Service Persons/Volunteers.....	46
4.4 Ages of GNSS Staff.....	47
4.5 Gender and Marital status of GNSS Staff.....	47
4.7 Annual Savings Made by the Public, Private Sectors, GES, MLGRD 2003-2008.....	50
Figures	
1. A bar graph showing annual savings made by the public sector from 2003 – 2008.....	50
2. A bar graph showing annual savings made by the private sector from 2003 – 2008.....	51
3. A simple bar graph of annual savings made by GES from 2003 – 2008.....	52
4. A simple bar graph of annual savings made by MLGRD from 2003 – 2006.....	53



CHAPTER ONE

GENERAL INTRODUCTION

1.1 Background of Study

Writers of youth service believe that the world will be a better place if civilian service by young people becomes as widespread and important in the 21st century as military service was in the 20th century. The term national service became a common British usage in the Second World War, when all wealth and manpower were conscripted under government control. Many young people between the ages of eighteen and their late twenties spent one or more years in such programmes in the twentieth century (Eberly, 1992).

In the 21st century, an increasing number of young people are enrolling in civilian or non-military national service, generally referred to as National Youth Services (NYS). Civilian national service has been instituted for varying reasons such as to foster national unity; to provide young people with experience; to achieve certain social objectives among others. Civilian national services have been formed in over thirty countries worldwide (Eberly, 1997).

Although National Youth Service has different roots in different countries, a great deal is not known about the elements of the program design and execution. The gradual growth of NYS has been a multifaceted process, stemming from various sources and involving diverse routes, sometimes as an alternative to military service, and at other times related to nation-building, education, employment and service delivery. Also, the perception of volunteer service has expanded and certain regional trends have become discernible.

It will be very important to define youth service as an idea. Youth service is a period of service to community, society, or world, institutionalized as part of an opportunity structured for young people, with no or minimal financial compensation, but recognized and honored by society and the state (Eberly and Gal, 2000). National service is a common name for mandatory Government service programme (usually military service, also known as conscription). Oxford Advanced Learner's Dictionary defines national service as the system in some countries in which young people have to do military training for a period of time. National service as defined by Eberly and Gal (2006), and adopted by the International Association for National Youth Service is an organized activity in which young people service others and the environment in ways that contribute positively to society. National youth service is therefore, a mechanism by which the needs that exist in every country can be joined with the resource represented by young people from all walks of life. Young people in national youth service are variously known as volunteers, corporals, privates, personnel, and cadets carrying with it a connotation of youthfulness as well as work combined with learning, and on rare occasions conscientious objectors (Sherraden and Eberly, 1982).

The Ghana National Service Scheme (GNSS) is a public organization currently under the Ministry of Education. The Scheme was first established by an act of Parliament, Article 179, in 1969. It was reconstituted under the National Redemption Council Decree (NRCD) 208, 1973. National service activities therefore commenced in Ghana in 1973 in response to proposals from graduates of the three major universities in the country; the then University of Science and Technology (currently Kwame Nkrumah University of Science and Technology), University of Ghana and University of Cape Coast (GNSS Country Report, 1993). These young people were

eager to serve and volunteered before they were called into service; they entered into it out of patriotism and or adventure.

Currently, the Scheme is operating under the National Service Act 426 (1980). By this Act, the minimum duration of the Scheme was increased from one (1) to two (2) years and made mandatory for all able-bodied Ghanaians between the ages of eighteen (18) years and forty (40) years. The intervention of change in the national development programmes has again restricted the duration to one-year service for graduates of tertiary institutions in the country (NSS Act, 1980).

Within the scheme's context, national service is considered a special programme to provide first, support for the usually neglected or deprived areas and therefore the neediest areas. Beyond these technical objectives, the Scheme aims at instilling in the youth the sense and spirit of nation building and integration through positive programmes. National Service is committed to deploying young graduates and diplomats of tertiary institutions on national service countrywide to supplement manpower shortfalls and to provide re-orientation and entrepreneurial skills for post-national service employment, through community development programmes. There is military training/orientation for selected national service personnel, which is geared towards high levels of physical fitness, mental alertness, patriotism, discipline, confidence, development and empathy for our rural community improvement programmes (NSS Act 426, 1990).

Presently, the Scheme has progressed beyond merely deploying graduates to public institutions and establishments. It considers itself a public development organization. Whilst still focusing

on the deployment of human resources to institutions of the national economy, the Scheme is also engaged in collaboration with others to support in all spheres of national development policies and strategies of our national life. Critical to this is how personnel could be integrated into the development efforts of our rural people, how technology and science can be made accessible to and manageable by the poor ordinary people of our country, and how theories, principles and concepts can be translated into practical actions (GNSS Country Report, 2004).

KNUST

The National Volunteer Programme (NVP), which is a shared vision between Ghana National Service Scheme (GNSS) and Volunteer Service Overseas (VSO) of England, started on pilot basis in some selected regions and districts in the year 2003, and was rolled over to other parts of the country. This was occasioned by the desire to build on the experience and lessons learnt during the pilot phase. Consequently, the National Voluntary Service Programme is now a nationwide activity notably in:

1. Support for effective teaching and learning at basic and second cycle schools throughout the country with active support from VSO; and
2. Support for effective Local Government Service delivery in mostly the newly created Metropolitan, Municipal and District Assemblies (MMDAs) nationwide.

1.2 Problem Statement

Many people have conceived and nurtured different views or opinions about the establishment, relevance, implementation and effectiveness of the national service scheme and volunteer programme in Ghana. Whilst policymakers, implementers / managers and user agencies see this

programme as really developmental in nature, a section of the Ghanaian community; especially some service personnel, parents and guardians perceived it as a mere punishment and exposure of these young graduates to various forms of dangers / hazards in society. Certain individuals even think the very institution of these programmes constitutes mere waste of public funds. Hence, the haste in influencing postings by some parents through pressures that they put on officials of the secretariat in times of deployment or total refusal to allow their wards to take part in the programme. The result is that the real impact of the scheme / programme is not totally felt on the targeted youth for whom it is meant. In spite of this however, others see the scheme/programme as very useful and worth implementing.

The former President, His Excellency, John Agyekum Kuffour made these comments about the GNSS as a development institution, on the floor of Parliament then as a Member of the House, representing Atwima Nwabiagya, 1980.

“.....The National Service Scheme is very necessary at this time of our economic development. I say so because now and for the foreseeable future, we are going to be subjected to external influence that would be in competition with our national interest and which would progressively be eroding the confidence even in the mature people of this country.....’ It will be too much to expect young men to hang around here without jobs. So unless we use this scheme to get the youth to appreciate the problems facing this country and the part they are expected to play in finding solutions to these problems, then we would be throwing good money away..... If we send them to the Army, we must ensure that the basic equipment to train them are there; if it is on the agricultural front, we should ensure that they do not just become idlers who take to drinking, smoking and other vices. We must also ensure that the National Service Personnel get to know the country very well because I think that a major cause of our problems is that people in responsible positions in Ghana today do not know the country. The National Service

Scheme is expected to have the aim of getting young men and women to know the appalling conditions existing in various parts of the country. They should be exposed to these conditions. They must care to know the conditions under which their underprivileged brothers are living, and for the Scheme to succeed, Government will have to ensure that reasonable minimum conditions are created to facilitate the efforts of these youngsters to know their country and serve her better”.

The purpose of this study therefore seeks to establish the relevance or otherwise of the National Service Scheme and Voluntary Programme (NSSVP). It also seeks to bring to the fore, what the NSS/NVP has done or is doing and could do to improve living conditions of the people, by way of increasing literacy rates, fighting disease, hunger, squalor and eradication of poverty in the country, especially in rural and deprived/disadvantaged communities or areas.

1.3 Research Question

From the issues discussed in the foregoing, the study seeks to find answers to the following research questions:

- i. How do people perceive the effectiveness of the National Service and Volunteer Programme in the development of Ghanaian society?
- ii. What are the overall impacts of the Ghana National Service and Volunteer Scheme on the educational system and the other sectors of the economy?
- iii. How does the Scheme support and promote development and growth of the Private Sector Enterprises?
- iv. What are the perceptions of former service personnel, students and the general public in regard to the impact of the scheme/programme in their lives or its relevance?

- v. How are personnel's involvement in the rural agricultural sector, civil and health education?
- vi. What are the perceptions of public administrators who worked with service personnel?

1.4 Study Objectives

The main objective of this research is to examine the contributions of National Service Scheme and Voluntary programme in terms of human, material resources improvements and infrastructural provisions, in an attempt to improve the living conditions of the people. Specifically, the study seeks to achieve the following:

- i. To examine how the Scheme is used to re-orientate the youth for a vigorous work culture, cross culture exposure in unity; identifying and creating awareness of national and social problems requiring urgent attention;
- ii. To identify challenges that the Scheme/Programme encounter in the efforts of improving living conditions of people in the country; and
- iii. To offer useful suggestions where necessary to complement and improve upon the work of the National Service Scheme and voluntary programme as a whole.

1.5 Relevance of Study

The National Service Secretariat's postings are determined by a number of factors which includes national programmes, policy priority, academic courses pursued by prospective personnel, choice of region where personnel want to serve, requests from user agencies, human and resource demands and supplies, health condition of personnel, social integration, nation

building, exposure, etc. The Programme has sent many young graduates into major establishments and projects across the country helping to build a strong and vibrant human resource necessary for development, the personnel's views on not only official duties but also to appreciate and experience life out of one's comfort zone. This forms part of the national development plan aimed at promoting the country's socio-economic development and unity while at the same time equipping the youth with important life skills. This study seeks to investigate the extent to which the above have been achieved over the years.

1.6 Scope of Study

The study was on development activities of the scheme in collaboration with the country's developmental agenda or policies, since its inception in 1973 through the reform periods, to present time.

Contextually, the research looked at the scheme's programmes and activities, the principles behind policies establishing the scheme, how the programmes are being implemented in the country and how it is preparing the youth who go through it for future adult working life in both the public and private sectors.

Spatially, the study is focused throughout the country, but due to time and resource constraints primary data collection was concentrated in the middle and southern sections of Ghana, notably Ashanti, Western, Central, Greater Accra and Eastern regions, which are the most preferred areas in terms of postings by most prospective service personnel and volunteers and therefore are highly concentrated in service activities. These are also the most populous areas in the country.

1.7 Organization of the Study

The report is structured under five Chapters. Chapter two that follows this general introduction of chapter one focuses on the review of relevant literature, conceptual and theoretical framework on National Service. Chapter three contains the approach and methodology of the study. Subsequently, the link between National Service Scheme and Voluntary Programme and national development, is established, with empirical data, in Chapter four. The last Chapter, Chapter five, recaps the major findings of the research and provides lessons and recommendations as a way forward for considerations by authorities, to strengthen the nexus between NSS/NVP and national development in Ghana.



CHAPTER TWO

ASSESSMENT OF NATIONAL YOUTH SERVICE PROGRAMMES AND THEIR CONTRIBUTION TO DEVELOPMENT

2.1 Introduction

The momentum for National Youth Service is growing internationally, as more countries around the world are developing or expanding youth civic engagement programmes and policies. It is clear that there is growing recognition that the ingenuity, solidarity and creativity of millions of young people can be harnessed to address critical social, cultural, political and economic issues around the world.

For many years National Youth Service programmes have been used as a strategy to harness young people's potential and to engage them in meaningful activities within their communities. Governments around the globe successfully established National Youth Service (NYS) programmes in the past years to help young people develop important life skills and to stimulate their social responsibilities as citizens.

National Youth Service (NYS), as an idea, is a period of service to community, society, or world, institutionalized as part of an opportunity structure for young people, with no or minimal financial compensation, but recognized and honoured by society and the state. National service is therefore a common name for mandatory or voluntary government service programmes (most often focusing on military service). Compulsory military service is more often known as conscription. National service was common in the 20th century, and many young people spent

one or more years in such programmes. Certain practices are essential to the successful operation of NYS, it should be noted clearly that no particular single ideal design is advocated for NYS world over (Eberly, Gal and Sherraden, 2006).

2.2 Concept and Overview of National Service

The development of the concept of National Youth Service has largely been a twentieth century phenomenon. This conceptual framework was set forth by Professor William James of Harvard University. In his treatise entitled “The moral equivalent of war”, he called for a conscription of the whole youthful population to work on many of the toughest jobs; they would go to the coal and iron mines, to freight trains, to fishing fleets in December, to dish-washing, clothes-washing, and window-washing, to road-building and tunnel-making, to foundries and stokeholes. Those who served “would have paid their blood-tax, done their own part in the immemorial human warfare against nature; they would tread the earth more proudly, the women would value them more highly, they would be better fathers and teachers of the following generation” James (cited by Eberly, Gal and Sherraden, 2006).

Although James placed himself squarely in the anti-militarist camp, he argued that martial values such as intrepidity, contempt of softness, and surrender of private interest must be the enduring cement of society. He therefore noted that painful work would be done cheerily because the duty is temporary and threatens not, as now, to degrade the whole remainder of one’s life.

‘One of Roosevelt’s first actions as President in 1933 was to oversee the creation of the Civil Conservation Corps (CCC), whose declared purposes were to do important conservation work, to

alleviate a very high level of youth unemployment, and to transfer money to very poor families' (Eberly et al., 2006). Eberly et al. (2006) further noted that, most of the cadets' monthly pay was sent directly to their families, some of whom were on the brink of starvation. This probably became the most successful NYS program in the USA and the world.

While certain practices are essential to the successful operation of NYS, it should be noted that no single ideal design can be advocated for NYS. A country's history, its form of Government, its geographical situation, and its resources are among some of the factors that will affect the design of an appropriate NYS program for it. There is no commonly accepted purpose of NYS at the turn of the 21st century. The NYS programs of the previous century had varied purposes, from conservation and income transfer, to reduction of draft inequities, nation-building and experiential education (Eberly, et al., 2006).

2.3 Rationale of National Youth Service

2.3.1 Volunteerism

Volunteerism is service to a neighbor, a community, a nation, to mankind and for the self who gives him/her self to share pain and skill, to understand, appreciate and identify with life and suffering of a fellow human being, a community, or a nation to improve lives and raise hope and joy for all (Stringham, 2004). Volunteerism is doing something by choice; it also means working without payment.

Just as military service was transformed in the twentieth century, so was the perception and nature of volunteer service. In many non-Western countries volunteer service was seen as an obligation of members of an extended family or of a community. Members served others when

needed, and their service was reciprocated. According to Stringham (2004), volunteer service was seen as a kind of noblesse oblige, where the upper class people had an obligation to be generous to those in need, in western countries. Volunteers were not paid, and Governments were not involved with volunteer service.

Times have changed; the sense of obligation has expanded beyond family members and rich people. The official guidelines for the International Year of the Volunteer in 2001 said volunteer service “is for and about all kinds of volunteers everywhere; it is not limited to any one category of volunteer, whether formal or informal, domestic or international, unremunerated or modestly remunerated.” The guidelines also pointed to “volunteer service scheme as accepted alternatives to military conscription” (Eberly et al., 2006).

The United Nations has played a role in international service. It established the Coordinating Committee for International Voluntary service in 1948 and continues to support it through UNESCO. The United Nations Volunteers (UNV) is a global service program but since its founding or inception in 1971, most of its participants have been mid-level career people aged 30 to 50 years (Sani, 1998). According to Sani (1998), UNV did make an opening to younger participants in 2000 with the decision to accept an Italian offer to place recent university graduates as UNV interns for one year of service outside of Italy. The creation of the International Association for National Youth Service (IANYS) is another example of the global trend towards NYS. Founded at a global conference on NYS in Papua New Guinea in 1996 following previous global conferences in the United States and Nigeria, subsequent biennial meetings of IANYS have been held in the United Kingdom, Israel, Argentina, Ghana and Egypt.

In Africa, there appears to be a trend away from mandatory NYS programs and towards those that are of more voluntary nature. In 2002, an official Nigerian government commission recommended a voluntary service as one of four options that might be introduced as a replacement for the existing National Youth Service Corps (Oki, 2004). Ghana also initiated a voluntary NYS scheme in 2003 as a supplement to the existing mandatory scheme for university graduates. Another African trend has been the gradual shift of several NYS programs from a strong military and skills training emphasis to a stronger service orientation (Enemuo, 2000).

South Africa developed a somewhat similar plan for NYS in 1998. Its National Youth Commission published a Green Paper in setting forth a comprehensive NYS plan. Despite strong support from Nelson Mandela and many others, it has not yet been implemented because of cost considerations. However a number of small projects are underway that could form the foundation of a future NYS.

2.3.2 Nation Building

Nation-building as a rationale for NYS is found primary in the then newly independent countries, many of whose borders were drawn by European colonial powers and bear little relationship to the ethnic divisions that had existed for centuries. The variety of NYS programs that have been created in the latter part of the century to promote nation-building illustrate the many components of nation-building, from the urban-rural divide to language barriers to age-old tribal division (Eberly et al., 2006).

Indonesia's war of independence in the late 1940s for instance led directly to the adoption of NYS. During the war, guerillas who had some education taught schools when they were not fighting. They saw the potential danger in the big difference in lifestyles between urban and rural areas. They wanted future leaders to be familiar with life in rural areas. At independence therefore in 1950, Indonesia established NYS for university graduates that provided teachers for secondary schools and teacher colleges. By the mid 1960s, the educational system was producing enough teachers so the focus of NYS was changed to rural service projects (Eberly et al., 2006).

The Nigerian Youth Service Corps created in May 1973 was a bid to reconstruct, reconcile and rebuild the country after the Nigerian Civil war (Enegwea and Umoden, 1993). It was established with a view of proper encouragement and development of common ties and promotion of national unity among youths. And one of the expectations of the program is that "Corps" members should be posted to cities and states far from home and states of origin, where they are expected to mix with people of other tribes, social and family backgrounds, to learn the culture of the indigenes in the place they are posted to (FMWAYD, 2002). There is also no doubt that the program has provided immense benefits to few people and local communities. For example, there are university graduates who landed their "dream" jobs, thanks to the NYSC program. Also, there are communities which has benefitted from the services offered by corp members, some of which may not have been provided by the government (Enemuo, 2000). It is also worth adding that, the program has encouraged inter-tribal marriages amongst university graduates in this ethnic-diversified West African country (Enegwea, 2000). The educational, agricultural, and community development sectors of Nigeria were substantially advanced in the last quarter of the 20th century by the hundreds of thousands of university graduates who served in the NYSC.

2.3.3 Employment

A number of countries have adopted NYS programmes primarily to increase the employability of, especially the youth. The emphasis in these programmes is on skill training augmented with some services activities usually related to national development priorities. Some of these programmes also aim to instill a sense of patriotism in the cadets. The results have been mixed, as the training activities are sometimes out of line with job prospects, and as the cadets and others become disillusioned with the programme, if they cannot move directly into regular employment (Eberly, 1970).

2.4 Psychological Characteristics of NYS

There are some characteristics of NYS which are of formative experience and lie in the juxtaposition of seemingly contradictory processes and situations that offer a range of opportunities and challenges for personal growth. According to Eberly et al. (2006), these characteristics are:

- Independence. NYS frequently involves leaving home and engaging in situations and settings that allow and indeed demand greater personal autonomy.
- Group Life. Together with greater personal autonomy, NYS by its inherent teamwork nature requires the individual to take part in group efforts, to closely affiliate and interact with others and to identify with common goals.
- Coping with Difficulties. NYS tasks and life conditions generate abundant challenges of unfamiliar situations, pressure and sometimes significant mental stress.

- Opportunities for Success and Accomplishment- Along with the difficulties, the NYS period is frequently characterized by successful achievements and opportunities for accomplishment.
- Focus on Altruism- NYS allows the cadet to focus on actions of giving and providing, and on attentiveness to others.
- Appreciation and Reinforcement- Typically, the mere nature of NYS activities results in frequent opportunities for the cadet to receive expressions of gratitude and appreciation, esteem and meaningful affirmation by others.
- Grown-up Expectations- The NYS period is predominantly characterized by the demand on the cadet to assume responsibility and make decisions, to fulfill expectations and obligations, and to exercise self-discipline while serving the needs of children, adults, or the elderly. The young cadet is frequently called upon to function as a responsible adult in inter-generational settings, and sometimes as a figure of authority. This experience stands in stark contrast to the “moratorium” during which young persons in industrial societies typically postpone responsibilities and functions, sometimes until the age of thirty.
- Gender Interaction- NYS is a period characterized by mutual acquaintances between the sexes, in the context of joint action, mutual support, and personal revelation. Unlike the casual, ritualized meetings between the sexes in pubs, discotheques, etc., the encounter between the sexes in the framework of NYS is a process of on-going discovery, without facades or posturing.

Intensive exposure to these opportunities and challenges over the course of a year or more, during a critical period in the cadet's psycho-social development, often results in extremely significant and usually quite apparent transformations in the personal identity of young men and women. Everyone who has been involved for long time with NYS volunteers has been struck by the apparent impact that such a period of NYS-type service has on volunteers' personality, attitude, maturity and identity (Eberly, 1992).

KNUST

Participants in the program have opportunities for reflection, normally serve full-time for six months to two years, and receive support – whether from government or NGOs – sufficient to enable them to serve (Eberly 1992). NYS also embraces service-learning, where students utilize their education to serve others and where students reflect on their service experiences to inform their learning (Pinkau, 1979).

2.5 Country Experiences

2.5.1 The American Peace Corps

The Peace Corps is an American volunteer program run by the United States Government, as well as a governmental agency of the same name. It was established by Executive Order 10924 on March 1, 1961, and authorized by Congress on September 22, 1961, with passage of the Peace Corps Act (Public Law 87-293). The Peace Corps Act declares the purpose of the Peace Corps to be: “To promote world peace and friendship through a Peace Corps, which shall make available to interested countries and areas men and women of the United States qualified for service abroad and willing to serve, under conditions of hardship if necessary, to help the peoples

of such countries and areas in meeting their needs for trained manpower” (Peace Corps Annual Report, 2004).

Each program participant, or Peace Corps Volunteer, is an American citizen who commits him/herself to working abroad in an assignment for the organization for a period of twenty-four months (Peace Corps Annual Report, 2004). Generally, the work to be performed is related to international development. Specialties include education, business, information technology, agriculture, and the environment. The Government paid stipends to volunteers in service. Corporations have adopted a stance of being socially responsible, and have permitted and sometimes encourage their employees to spend some time in voluntary service. Yet it is interesting to note that the stipends given to Peace Corps Volunteers are often greater than the salaries paid to persons from the host country doing the same work, and many corporate employees still receive their executive salaries while doing voluntary service (Eberly et al., 2006).

In addition to its mandate of providing technical assistance in these areas, Peace Corps is also charged with increasing mutual international understanding. The mission of the Peace Corps includes three goals, which are providing technical assistance, helping people outside the United States understand the culture of the United States, and helping United States people understand the culture of other countries. Since 1961, nearly 200,000 Americans have joined the Peace Corps, serving in 139 countries (Peace Corps Annual Report, 2004).

Although the earliest Peace Corps volunteers were typically thought of as educational, agriculture and community development generalists, the Peace Corps had a variety of requests for technical personnel essentially from the start. For example, geologists were among the first volunteers requested by Ghana, an early country for the Peace Corps (Peace Corps Annual Report, 2004). An article in “Geotimes” (a trade publication) in 1963 reviewed the program up to that time, with a follow-up history of Peace Corps geoscientists appearing in that publication in 2004. During the Nixon Administration, the Peace Corps had foresters, computer scientists, and small business advisors among its volunteers.

After the September 11, 2001, attacks alerted the nation to growing anti-U.S. sentiment in the Middle East. President George W. Bush pledged to double the size of the organization within five years as part of the War on Terrorism. For the 2004 fiscal year, Congress passed a budget increase at \$325 million, \$30 million above that of 2003 but \$30 million below the President's request (Peace Corps Annual Report, 2005). In 2008, President Barack Obama also said he would double the size of the Peace Corps, giving the rising unemployed from the recession a chance to give back to the country (Peace Corps Annual Report, 2009).

The Peace Corps intended to double the number of volunteers it sent abroad by 2007 in accordance with President Bush's request in 2002. The need for the Peace Corps couldn't be more urgent. The Peace Corps shows what is best in America, the generosity of spirit. Emphasized by James (1910), the Peace Corps is trying to get more diverse volunteers of different ages. This is important so that the Peace Corps can look, according to former director Gaddi Vasquez, "more like America." An article published by the Harvard International Review

in 2006 argues that the time has come not only to expand the Peace Corps but also to revisit its mission and equip it with new technology to transform it into a twenty first (21st) century engine for peace through the global sharing of knowledge.

In 1996, Peace Corps Response, formerly named the Crisis Corps, was created by Peace Corps Director Mark Gearan. He modeled the Crisis Corps after the National Peace Corps Association's successful Emergency Response Network (ERN) of Returned Peace Corps Volunteers willing to respond to crises when needed; first brought about in response to the 1994 genocide in Rwanda. On November 19, 2007 Crisis Corps changed its name to Peace Corps Response (Peace Corps Annual Report, 2008).

This change is the result of an ongoing effort by the Peace Corps to better define the work of its volunteers. The change to Peace Corps Response will allow Peace Corps to broaden their approach to their five programming areas to include projects that do not necessarily rise to the level of a 'crisis' (Peace Corps Annual Report, 2008). This program sends former Peace Corps volunteers to foreign countries to take on short-term, high-impact assignments that typically range from three to six months in duration.

Minimum qualifications for Crisis Corps volunteers include completion of at least one year of Peace Corps service, excluding training, in addition to medical and legal clearances (Eberly, 1992). The Crisis Corps title will be retained as a unique branch within Peace Corps Response, designed for volunteers who are deployed to true "crisis" situations, such as disaster relief

following hurricanes, earthquakes, floods, volcanic eruptions and other catastrophes (Eberly, 1992).

Peace Corps employees receive time-limited appointments and most employees are limited to a maximum of five years (60 months) of employment with the agency (Peace Corps Annual Report, 2005). This time-limit is referred to as the "five-year rule" and was established to ensure that Peace Corps' staff remains fresh and innovative. "Another rule related to the "five year rule" specifies that former Peace Corps employees cannot be re-employed by Peace Corps until they have been out of the agency's employment for the same amount of time that they worked for the Peace Corps. Service as a Peace Corps Volunteer overseas is not counted for the purposes of either of these rules" (Peace Corps Annual Report, 2005).

2.5.2 The National Youth Service Corp in Nigeria

The National Youth Service Corps (NYSC) is a program to involve Nigerian graduates in the development of their country (Enegwea and Umoden, 1993). According to them, since 1973, graduates of universities and later Polytechnics have been required to take part in the National Youth Service Corps (NYSC) programme of their service year. There is an "Orientation" period of approximately three weeks spent in a camp away from family and friends.

One of the expectations of the programme is that "Corps" members should be posted to cities and states far from home and states of origin (Enemwuo, 2000). They are expected to mix with people of other tribes, social and family backgrounds, to learn the culture of the indigenes in the place they are posted to. It is a way to engender unity in Nigeria, to help youths appreciate other ethnic groupings in the country. They are also to initiate community development projects in the

areas where they serve. Cadets serve in their professional areas. Agricultural graduates advise farmers on crops and pesticides while English majors teach in high schools. Although the posting of cadets to distant parts of Nigeria is not popular among entering members and their families, a study of ex-Corps members attitudes to being posted away from their home areas showed that in retrospect only one in ten were negative, the rest positive (Enegwea, 1993). The Government provides stipends for them.

KNUST

Nigeria's NYSC conducts what is probably the most comprehensive recognition of service. As their service approaches its end, cadets return to camp near the state capital where they discuss their experiences and make recommendations for improvement. There is a passing out parade and certificates of national service is awarded, with honours for outstanding service awarded to selected cadets, which entitles them to be employed in Nigeria (Oki, 2004).

The program has also helped in creating entry level jobs for a lot of Nigerian youth (Oki, 2004). An NYSC forum dedicated to the NYSC members was recently built to bridge the gap amongst members serving across Nigeria and also an avenue for Corpsers to share job information and career resources as well as getting loans from the National Directorate of Employment.

It was recently reported in the media that the Director-General of the NYSC, Brig. General Maharzu Tsiga raised the alarm that the number of graduating students would soon rise to half a million per year from the current 80,000, saying there is therefore the need to expand orientation camps and build NYSC lodges across the country (Enemuo, 2000).

“The current state of Nigeria’s NYS program is another demonstration of Government failure. The program has lost its value due to failure of successive governments to provide adequate funding. Some of the orientation camps lack basic facilities such as water, functional sewage system, electricity, etc. The living conditions in some of these camps are not any different from that of a “refugee camp”. The same can also be said about the inadequate job posting for Corp members. Corp members run around the streets looking for job placements. Some are even exploited by prospective employers, who sometimes see them as a source of cheap labour” (Enemu, 2000). Considering the rapid population growth and ever increasing desire of the average Nigerian to acquire University/Polytechnic degree, we do not need a brain surgeon to tell us that the number of graduating students will increase (Oki, 2004).

“Unfortunately, this noble program has become a “cash cow” for corrupt civil servants and Government cronies. Every year, inflated contracts worth billions of Naira are awarded to Government cronies for supply of clothing, food (logistics) etc. While the value of contract has been increasing at an exponential rate, the quality and quantity of products supplied have been decreasing steadily. And this is one of the major reasons why certain elements within and out of the bureaucracy will not support scrapping the program” (Oki, 2004).

2.5.3 The National Service Scheme in India

The National Service Scheme then called National Service Corps (NSC) was initiated on 24th September, 1969 and in 2004 involved two million college students doing 240 hours of social service over a two year period. It was inaugurated on 3rd February 1970 with two NSS units of 100 volunteers each in the Sri Avinashilingam Home Science College (Eberly et al., 2006).

Over the years, the NSS had been strengthened and at present there are 30 units with 3,020 volunteers. The NSS has become a major student youth Programme and it is implementing a number of innovative and community based programmes.

“The NSS in India is a noble experiment in the academic framework. It inculcates the spirit of voluntary work among the students and teachers through sustained community interaction. It brings our academic institutions closer to the society. It shows how to combine knowledge and action to achieve results which are desirable for community development” (Eberly et al, 2006).

Over the years NSS has emerged as the India's largest student-youth movement in linkage with the community. The Department of Youth Affairs and Sports of the Government of India and Ministry of Human Resource Development (New Delhi) considers NSS as a priority programme and they continuously review its progress in order to strengthen it further (Putnam, 2000).

2.6 The Ghana National Service Scheme

The Ghana National Service Scheme (GNSS) is a public organization currently under the Ministry of Education. The Scheme was first established under 1969 (Article 179), Republican Constitution of Ghana through an Act of Parliament. It was reconstituted under the National Redemption Council Degree (NRCD) 208, 1973 (GNSS Country report, 1993). Within the scheme's context, national service is considered a special programme to provide first and foremost support for the usually neglected or deprived areas and therefore the neediest areas. Beyond these technical objectives, the Scheme aims at instilling in the youth the sense and spirit

of nation building and integration through positive programmes (Sikah, 2000). National Service is committed to deploying young graduates and diplomats of tertiary institutions on national service countrywide to supplement manpower shortfalls and to provide re-orientation and entrepreneurial skills for post-national service employment, through community development programmes (NSS Act 426, 1990). There is military training/orientation for selected national service personnel, which is geared towards high levels of physical fitness, mental alertness, patriotism, discipline, confidence, development and empathy for our rural community improvement programmes.

The scheme is administered through the National Service Secretariat, under the National Service Board of Directors. The Secretariat has its head office in the national capital headed by the Executive Director with two deputies (for finance & administration and operations) and 15 Heads of Department (Accounts, Audit, Research & Development, PPME, Public Relations, Catering, Projects, Information & Technology, Human Resource and General Administration, Transport, Estate, Revenue Generation, Voluntary Service and Postings). There are 10 Regional Secretariats in the regional capitals, headed by Regional Directors and one hundred and seventy Metropolitan, Municipal, District Secretariats managed by Directors (NSS Act 426, 1990).

The Scheme's core business or traditional role has been limited to the registration and deployment of graduands from the country's tertiary institutions into the public and private sectors to boost the human resource shortfalls (Sikah, 2000). However by nature and scope of operations, the Scheme has become a learning community for the targeted youth. The business focus has beneficially been directed to support critical areas such as education and health through

programmed interventions of and for quality improvement in education and community improvement programme focusing on a number of areas notably; health (Primary Health Care and water & sanitation Units), agriculture, small scale industries (GNSS Country report, 2003).

Under this formal Ghanaian concept of volunteerism, volunteers are recruited, trained, and placed in temporal jobs and given operational support to work in key sectors of the nation's development agenda especially in sectors identified as vulnerable under any policy document. These sectors include health, education, agro-forestry, HIV AIDs control programmes, fund raising, civil education, infrastructure development and other relevant community service. (NSS/VSO Strategic Plan for the NVP March, 2003).

2.7 Concept of Millennium Development

Development throughout the history of social thought has been understood as change in a desirable direction and encompassing many different dimensions. Some economist see these dimensions as an increase in the efficiency of the production system of society, the satisfaction of the population basic needs, and the attainment of the objectives sought by various groups in a society which are linked to the use of scarce resources.

This concept of development measures primarily, economic indices, leaving out social and political problems such as the breakdown of traditional, social and political institutions which in turn result in increase in crime, deprivation and dependency, health problems and perhaps, most important, increasing inequalities between individuals, groups and regions. There are also problems related to the physical environment, like pollution of land, water and the atmosphere and exhaustion of natural resources.

From the mid 1970s, the problems associated with the economic concept of development led to a paradigm shift in how development should be perceived. The current trends conceive development as a state of human well being rather than as a state of the national economy (Furtado). This thinking first came in the “Cocoyoc Declaration” which was adopted by the United Nations’ Council on Trade and Development (UNCTAD) and the UN Environmental Programme (UNEP) in Cocoyoc, Mexico in 1977.

The Declaration states:

“Our first concern is to redefine the whole purpose of development. This should not be to develop things but to develop man. Human beings have basic needs: food, shelter, clothing, health, education. Any process of growth that does not lead to their fulfillment or even worse, disrupts them in a travesty of the idea of development” (Cocoyoc Declaration, quoted in Ghai, 1977 p.6).

This current concept of development is thus characterized by relatively less concern with the quantity of production or output, material needs or monetary gain but more concerned with the general quality of human life and the nature of environment. This shows dissatisfaction with the use of indicators like per capita income or rate of growth of national income as measurement of development and replaced by alternative social indicators like; life expectancy, standards of health or literacy, access to various social or public services, freedom of speech, the degree of popular participation in government or decision making or environmental conservation (Furtado, 1977). This concept of man-centered development also concerns itself with the distribution of the benefits of development that is: the degree of inequality (between individuals, social groups,

region and the gap between the urban and rural areas) regarded as an important criterion for measuring development and reduction in inequalities (equity) is considered to be one of the most important goals of development (Furtado, 1977).

Ultimately, the aim and measure of development is the satisfaction of human needs – material and otherwise – and the development of the potential of all society (Chibber, 1995). In other words, the focus on well-being and the maximization of human potential, in the process of, and as a contribution to, social and economic development. It is therefore time to return to the basic, namely, promoting the achievement of long healthy and peaceful life for the individuals, increased opportunities for acquisition of knowledge, access to the resources necessary for income generation and enjoyment of the benefits of production and preservation of the physical environmental as the ultimate source of continual sustenance for mankind.

In the current Ghanaian context, operationalization of a human development policy must therefore seek to do the following:

- Eliminate extremes of deprivation, alleviate poverty and achieve and maintain minimum condition for all;
- Strengthen and improve human capabilities for social and economic development;
- Maintain the momentum of growth as the basis for increasing capacity to satisfy basic needs; and
- Achieve the institutionalization of a broad front human-centered national development.

2.8 Relationship between National Youth Service and Development

Eberly (1992) pointed out the multi-dimensional potential impacts of youth service. According to him, a sociologist views national service as a rite of passage from adolescence to adulthood; a patriot sees it as a training ground for building good citizens and national unity; an anti-poverty worker considers national service primarily as a service delivery program to the poor and needy; a manpower expert looks at national service as a way to facilitate the transition of young people from school to work; an inner-city resident hopes national service will reduce the incidence of neighbourhood crime, poverty, drug abuse and unemployment; an educator believes national service will provide the experiential education needed to counter-balance the years of largely passive education received by students in the classroom; an employer welcomes national service as an initiative that will yield good work habits, thereby reducing the risk of hiring young employees; and a conservationist views national service as a source of labour that can restore the forests and wilderness areas to their condition of a century ago.

A study of state and local youth corps in the United States finds positive impacts on employment, earnings, personal and social responsibility, voting, and education, with larger impacts on African-American young men (Abt Associates, 1996).

Another study finds that pregnancy is less likely for girls in community service, and school success is greater for both boys and girls. Looking at a randomly-assigned 283 girls who took part in the national Teen Outreach Program, mostly community service, throughout high school, researchers report a pregnancy rate of 4.2 percent, compared to a rate of 9.8 percent for 287 girls who took regular health and sex-education classes, but did not perform community service. The

study also found that 27 percent of the Teen Outreach group, both girls and boys, failed courses during the five year study period, compared to 47 percent of the control group (White, 1978).

A report on the first 20 years of Nigeria's NYSC describes the impact in major service areas. "Some 70 percent of the 400,000 cadets who served during that period were in the field of education where they contributed substantially, especially in the more remote areas of Nigeria. In the field of health, each Local Government area received at least two qualified health personnel such as doctors, dentists, and pharmacists. NYSC cadets also contributed to rural infrastructure by organizing community projects to build roads, bridges, and landscaping. In agriculture, cadets cultivated at least 100 hectares of land in each of the 30 states producing a large amount of corn, rice, cassava, and pineapples. Necessity led to a number of inventions by cadets, from a potato thresher to a phototherapy set to a multi-purpose textile drying machine" (Eneagwea and Umoden, 1993).

Between 2000 and 2003, more than 300,000 cadets had received instruction on reproductive health and HIV/AIDS. Of the number, 15,000 had become trainers of peer educators and each of them had trained about 40 young people as peer educators. Thus, some 600,000 young people had become peer educators over the course of three years. The fact is nearly one million young people had become well informed about HIV AIDS seemed certain to have a dampening effect on the spread of that disease in Nigeria (Oki, 2004).

Enrollment in India's National Service Scheme early in the 21st century was about two million in any one year. In one project, some 1,800 acres of wasteland was made useful by involving

11,000 cadets over a five-year period. Large numbers of cadets have also been involved in awareness programs related to HIV/AIDS, drug abuse, consumer protection, human rights, voting rights, and environmental protection. Other areas of service delivery include soil testing and crop clinics, construction of smokeless hearths, digging of ponds for water conservation, planting of saplings, and literary education (Nagar, 2004).

The primary impact of Ghana National Service Scheme (GNSS) is in the field of education. From 1990 until 2002, 65 percent of the NYS cadets served as teachers and tutors, especially in the poor villages of northern and other parts of Ghana. An indication of the service impact is given by the fact that the allowance or stipends received by cadets are somewhat less than half the amount they would receive as salaried teachers (Sikah, 2000). In addition to education, the GNSS operates several demonstration projects in the areas of health, agriculture, production and the environment.

A 2001 study of NYS in Israel took into account not only the stipends and other cadet-related payments; it also put opportunity costs, a temporary loss of return on education, and others such as costs into the benefit/cost equation. Benefits were comprised almost entirely of the value of services received by those who served. The result of the study of just over 20,000 cadets in assorted NYS programs was a benefit figure of \$US296 million, and a cost figure of \$US 262 million, or a benefit/cost ratio of 1.13 (Fleischer, 2004).

A cost/benefit analysis of AmeriCorps showed that for every \$US1 spent the country receives \$US1.66 in return. According to their 1995 measure, direct benefits also exceeded total program

costs. (Aguirre, 1997) These results were consistent with the national service experiment conducted by the United States government in Seattle in 1973-74. The host agencies valued the work done by cadets at double the cost of the program to the federal government. The unemployment rate among cadets fell from 70 percent at entry to 18 percent six months after completion of service. Two thirds of cadets report that the NYS experience has influenced their career or educational plans, and 25 percent said they had received or expected to receive academic credit for evidence of their learning acquired from the NYS experience. In a nationally-normed test of career development for which the norm was one step up the career ladder during the course of one year, the cadets average two steps up the ladder (Kappa Systems Inc, 1975).

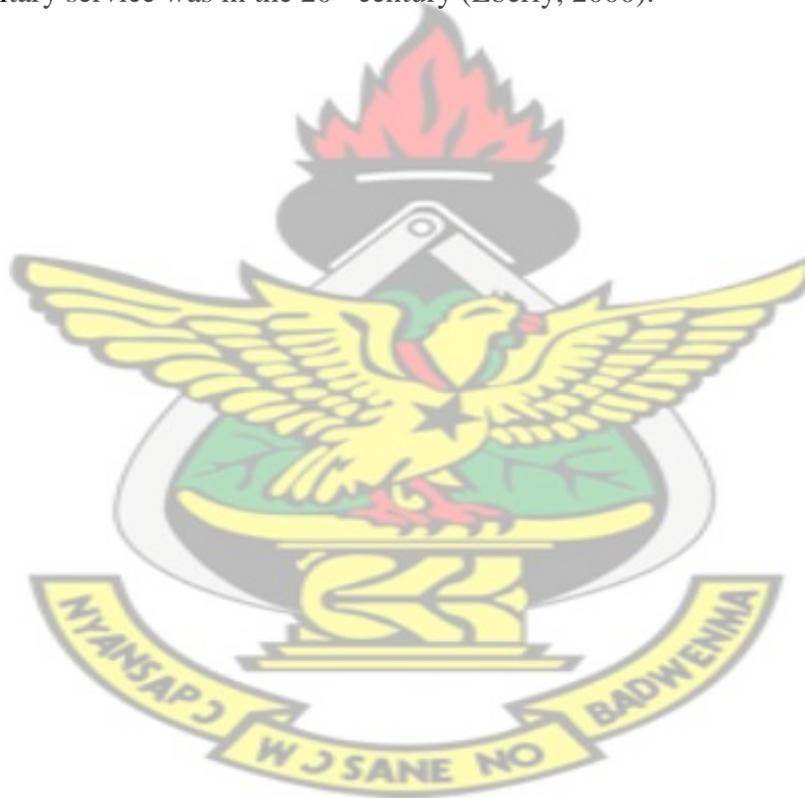
2.9 Summary

Some of the most successful NYS programmes were founded primarily as vehicles for the delivery of services to the needy or to the environment. They have the potential to develop into much larger programmes. Like military service, national service can operate successfully on a large scale. We have seen successful large-scale service programmes with the CCC in the USA, the People's Liberation Army of China, Zivildienst in Germany, Sherut Leumi in Israel, and the NYSC in Nigeria. If national youth service is to attract a substantial proportion of young people, it should be consistent with the national ethos so that young people accept the rationale for service.

Similarities between military and national service are seen in areas such as teamwork, unit cohesion, and the joining together of young people from different walks of life in common cause.

Furthermore, whether as soldiers or as NYS cadets, young people in service can be expected to perform well, whether serving as volunteers or in compulsory service programmes – as long as they accept the rationale for service.

Thus experiences with NYS in the 20th century suggest that, in terms of the needs of individual countries, of society-at-large, and of young people the world over, NYS can successfully replace military service to a substantial extent. It could become in the 21st century as much an institution of society as military service was in the 20th century (Eberly, 2000).



CHAPTER THREE

RESEARCH APPROACH AND METHODOLOGY

3.1 Introduction

This section of the report seeks to describe the procedures that would be followed in conducting the study. At this stage of the study, techniques of obtaining data were actually collected to respond to the research questions. The successful completion of the research relied on two important sources of data, that is; primary and secondary. The primary data was obtained from four main sources, namely: the staff of the Ghana National Service Scheme; National Service Persons, National Voluntary Personnel; User Agencies; and Beneficiary Communities. The chapter further elaborates on the design framework, research scope, data type and sources, sampling procedures and data collection methods, data analyses and presentation. These will be necessary to test the research questions that form the focus of the study.

3.2 Study Variables and Data Types

To help move from the level of concepts and theories as depicted in chapter two, to empirical level, it is important to identify the variables of the study and their data types. The study variables and their data types used for this research are summarized in Table 3.1.

Table 3.1 Study Variables and Data Types

Study Variables	Data Types
Benefits of NYS to the State	<ul style="list-style-type: none"> ✓ Savings ✓ Employment ✓ Social Integration
Benefits of NYS to User Agencies	<ul style="list-style-type: none"> ✓ Teaching ✓ Civil Works ✓ Role Model/ Change Agents
Benefits of NYS to National Service Persons	<ul style="list-style-type: none"> ✓ Job Exposure/Experience ✓ Employment Creation ✓ Skill training
Demographic Characteristics	<ul style="list-style-type: none"> ✓ Age ✓ Gender ✓ Marital Status
Operational Challenges of NYS	<ul style="list-style-type: none"> ✓ Posting Interferences ✓ Increasing Numbers ✓ Finances and Logistics

Sources: Author's Construct, 2011

3.3 Sources of Data

This research relied on both primary and secondary sources of data in order to arrive at its findings.

3.3.1 Secondary Sources

The relevant literature from source such as books (writers on national youth service and voluntary programmes), journals, annual country reports (GNSS), constitutional and legislative provisions, website (internet), among others, were used for the research. This helped to get a clear understanding of the topic from the perspective of various authors and publications

(theoretical perspective) on the research and ultimately focused the work along side thinking of previous works on the topic.

3.3.2 Primary Sources

The primary data for this research were from the following sources:

- i. The Scheme's Managers / Officials (selected members of staff);
- ii. User Agencies of the services of personnel and volunteers. Including ministries, departments, agencies, communities and private organizations;
- iii. Service personnel / volunteers, self-administered questionnaires were given to these categories of respondents who were able to understand and interpret them effectively and were available for easy retrieval. This enabled them to take their time to answer the questions in a relaxed manner. Personal interviews were conducted with the questionnaires for those beneficiaries (user communities) who were unlikely to return self-administered questionnaires. Some dedicated interested staff members of the scheme (regional and district directors) and trusted hard working former service personnel who are now working as volunteers with the scheme were recruited to administer questionnaires and conduct interviews; and
- iv. Beneficiary Communities (most of them were represented by Assembly members and Chiefs). More time was devoted to this category just to ensure swift response and high recovery rate.

3.4 Sampling

The study covered four main categories made up of staff of the Ghana National Service Scheme (Managers), National Service Personnel, National Voluntary Personnel, User Agencies and beneficiary Communities. Out of the total staff members of 342, 80 representing 18.5% were randomly selected and administered with questionnaires. Moreover, out of the total number of 65,000 service personnel and volunteers countrywide (in 2011), 400 representing 1.0% were also purposefully and randomly selected and administered with the questionnaires. Twenty user agencies and beneficiary communities each were also interviewed for this study.

The mathematical approach was used in determining the sample size for the study (refer to the calculation below). As regard the selection of the units in the determined sample, the simple random sampling was employed. In addition, the purposive sampling technique was used in interviewing the institutions directly in charge of the National Youth Service.

Sample Size Calculation

$$n = \frac{N}{1 + N(\alpha)^2}$$

Where:

N = population – 65,000

n = sample size

α = margin of error – 0.05

Therefore:

$$n = \frac{65,000}{1 + 65,000 (0.05)^2}$$

$$n = \frac{65,000}{65001 + 0.0025}$$

$$n = \frac{65,000}{162.50}$$

n = 400

The sample size = **400**

KNUST

3.5 Survey Instruments and Data Collection Methods

Some regional and district directors of the GNSS directly supervised this data collection exercise in their areas of operation, as a result of the importance they attached to it. The researcher took advantage of monthly and quarterly meetings in the regions, during which selected staff members were given questionnaire to answer. Since questions are peculiar to their area of operations, it took no time for them to return answered questionnaires, for collection and subsequent submission.

Service persons and volunteers were allowed to pick up questionnaires as they called at the secretariats during monthly payment of allowances periods within study areas, and were given enough time to read, answer and submit them back to the secretariat for safe keeping and later collection by the researcher.

The same service persons and volunteers acted as assistants, by sending questionnaires on behalf of user agencies to their places of service, to be answered by Departmental Heads, and return same to the secretariat for collection by the researcher at an appointed date and time.

Dedicated selected volunteers of the GNSS were delegated to administer questionnaires in the various selected communities from the Western Eastern, Central Greater Accra and Brong-Ahafo regions. They interviewed and observed beneficiaries of the services of the service personnel and volunteers of GNSS and at the end of the day returned answered questionnaires for collection.

3.6 Data Processing

3.6.1 Editing of Data Collected

Editing of data gathered was done in order to ensure that all mistakes on answered questionnaires are corrected, omissions are also inserted. Irrelevant materials are taken out at this stage and all ambiguities were cleared for clarity of expression. Finally, editing of data was done to ensure orderly presentation of the data gathered.

3.6.2 Data Coding

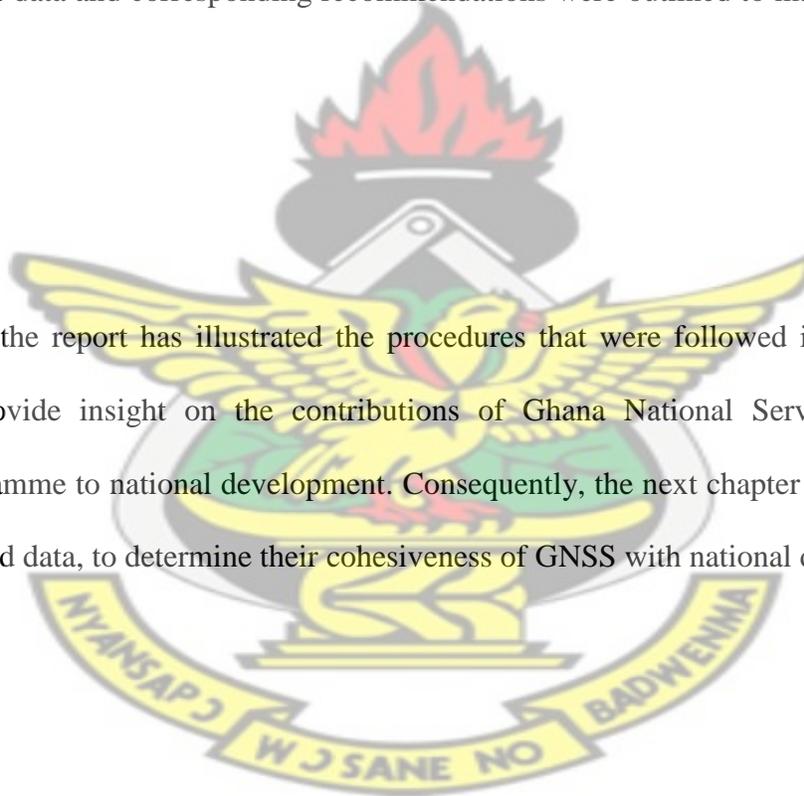
Coding of data was done in order to synchronize the various ideas raised or expressed by respondents. It enabled me as the researcher to determine and group different views and opinions of respondents. This helped me as a researcher to adequately analyse data collected. The coding processes helped in determining findings of data collected and assisted in offering recommendations for the study.

3.7 Data Analysis and Presentation

The data assembled, were analyzed both quantitatively and qualitatively. Quantitatively, the data were collated and analyzed using the Statistical Package for Social Sciences (SPSS). Gathered data were also linked with relevant concepts of National Youth Service. In presenting the findings of the study, description and elaboration of the contributions of the GNSS to the identified groupings, was made. The study employed some graphical presentation tools like charts and pictures to illustrate some of the study findings. Inferences and meanings were read into the gathered data and corresponding recommendations were outlined to make provisions for the future.

3.8 Summary

This section of the report has illustrated the procedures that were followed in conducting the research, to provide insight on the contributions of Ghana National Service Scheme and voluntary programme to national development. Consequently, the next chapter makes inferences from the gathered data, to determine their cohesiveness of GNSS with national development.



CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In this chapter, the relationship between the Ghana National Service Scheme and national development is examined, and to enable the chapter achieve this, a short profile of Ghana preceded the discussion. This is followed by demographic characteristics of the respondents, that is; staff of the GNSS, National Service Persons, National Voluntary Persons, and User Agencies, focusing on their age, gender and marital status. An examination of the contributions of NYS to national development is also captured in this chapter. The chapter concludes with the challenges confronting the GNSS. Consequently, this chapter is structured into five sections, dealing with the aspects as identified in the foregoing.

4.2 Profile of Ghana

4.2.1 Geographic

Physically, the country encompasses flat plains, low hills and a few rivers. Ghana can be divided into five different geographical regions. The coastline is mostly a low sandy shore backed by plains and scrub and intersected by several rivers and streams while, the northern part of the country features high plains. Southwest and south central Ghana is made up of a forested plateau region consisting of the Ashanti uplands and the Kwahu Plateau and the hilly Akuapim-Togo ranges are found along the country's eastern border. The Volta Basin also takes up most of

central Ghana. Ghana's highest point is Mount_Afadjato which is 885 m (2,904 ft) and is found in the Akwapim-Togo Ranges (Kaplan, 1971).

Modern Ghana comprises the former British colony of the Gold Coast and the former mandated territory of British Togoland. It is bordered by the Côte d'Ivoire on the west, Burkina Faso on the north, and Togo on the east. Situated on the southern coast of the West African bulge, Ghana has an area of 238,540 square kilometers (92,100 square miles), extending 672 kilometers (418 miles) from north to south and 536 kilometers (333 miles) from east to west. The coastal region and the far north of Ghana are savanna areas; in between is a forest zone (Boateng, 1970).

A serious environmental problem in Ghana is desertification (land that once supported plant life changing into barren desert). This is caused by poor land use and management practices, such as overgrazing, heavy logging, and slash-and-burn agriculture (where the land is cleared by cutting down all plants and trees and then burning away the remaining brush and stumps).

4.2.2 Demography

Ghana has a population of about 24.6 million people (2010 census). The structure and cohort of Ghana's population (0-14years: 37.3% and 15-64years: 59.1%) depicts a very youthful nature, hence the need to embark upon NYS programme in order to support these large number of youths who are coming out of tertiary institutions in terms of discipline, employment, skill training etc.

More than 250 languages and dialects are spoken in Ghana. English is the country's official language used in government and business affairs. It is also the standard language used for educational instruction. Nine languages have the status of government-sponsored languages. Akan, specifically Ashanti Twi, Fanti, Akuapem Twi, Akyem, Kwahu, Nzema; Dagaare/Wale, Dagbani, Dangme, Ewe, Ga, Gonja and Kasem. Though not an official language, Hausa is the lingua-franca spoken among Ghana's Muslims who comprise about 16% of the population (Ghana Statistical Service, 2000).

KNUST

4.2.3 Economy

Ghana's economy is predominantly agricultural, with 60% of the population engaged in subsistence agriculture. The biggest cash crop is cocoa. Rice, coffee, cassava, peanuts, corn, shea-nuts, and bananas are also widely grown. Fishing and lumbering are important, although inadequate roads facilities and unsustainable exploitation have hindered the development of the timber industry.

Minerals (most importantly gold, but also industrial diamonds, bauxite, and manganese) are found in the north, south, and coastal regions. There is some offshore petroleum drilling on the Jubilee oil fields in the western region.

The major industries in Ghana are mining, lumbering, light manufacturing, aluminum smelting, cocoa and other food processing, and shipbuilding. The major exports are gold and other minerals, cocoa, timber, and tuna. Imports include capital equipment, petroleum products, and foodstuffs. The Netherlands, Nigeria, Great Britain, the United States, and China are Ghana's

major trade partners. The country has a large but poorly maintained road system; rail lines which connect the major centers in the south, have almost collapsed and are now being revive.

4.3 Demographic Characteristics of Respondents

This section presents the demographic characteristics of respondents in terms of; age, gender and marital status. Respondents for this study included: National Service Persons/Volunteers, GNSS Staffs, User Agencies and the Beneficiary Communities. However, this section outlines the demographic characteristics of National Service Persons/Volunteers and GNSS Staff only. These are presented in seriatim below:

4.3.1 National Service Persons/Volunteers

The study revealed that, there were more males than females in service personnel and volunteer groups; for out of the 400 respondents in this category, 75% were males and 25% were females (see Table 4.2). It was found that 77.5% were not married (single), whilst 22.5% were married (see Table 4.3). This showed that greater number of our service personnel and volunteers are free from other commitments of adult life which will not very much disturb them in discharging their service obligations to the Nation. About 85% of respondents fall between the ages of twenty and thirty years and 15% were thirty-one years and above (refer to Table 4.1), depicting the youthful nature of programme participants and hence the need for establishing it in the country.

Table 4.1 – Age of National Service Persons/Volunteers

Age	Frequency	Percentage (%)
20 – 29	340	85
30 – 39	60	15
40 – 49	-	-
50 – 59	-	-
Total	400	100

Source: Author's Field Survey, March, 2011

Table 4.2 – Gender of National Service Persons/Volunteers

Gender	Frequency	Percentage (%)
Male	300	75
Female	100	25
Total	400	100

Source: Author's Field Survey, March, 2011

Table 4.3 – Marital Status of National Service Persons/Volunteers

Marital Status	Frequency	Percentage (%)
Married	90	22.5
Single	310	77.5
Total	400	100

Source: Author's Field Survey, March, 2011

4.3.2 GNSS Staff

The study further showed that there were more males than females on the GNSS staff. Males represented 90%, while females recorded 10%, out of the total respondents of 80 interviewed. It was also clear from the data that majority of the respondents were below age 50 years. In fact, there were 32 respondents who were between ages 40 – 49 years, representing 40%.

Respondents who were between 30 – 39 years numbered 20, representing 25%; and those between ages 20 – 29 years numbered 20, also representing 25%. Only 8 respondents representing 10% were found to be between 50 – 59 years. None of the staff was 60 years and above. The age analysis means that majority of the GNSS staff do have more years to be in active service before they attain the mandatory retiring age of 60 years. With regard to marital status of respondents, the data showed that majority of them were married. This represented 75% while 25% were single.

KNUST

Table 4.4 – Age of GNSS Staff

Age	Frequency	Percentage (%)
20 – 29	20	25
30 – 39	20	25
40 – 49	32	40
50 – 59	8	10
Total	80	100

Source: Author's Field Survey, March, 2011

Table 4.5 – Gender and Marital Status of GNSS Staff.

Gender Marital Status	Male	Female	Frequency	Percentage
	Married	54		
Single	18	2	20	25%
Frequency	72	8	80	100%
Percentage	90%	10%	100%	

Source: Author's Field Survey, March, 2011

The data also showed that majority of the respondents have worked with the Scheme between 1 and 20 years. In fact, 52 respondents representing 65% have worked with the Scheme between 1 – 10 years with 26 others having worked with the Scheme for periods ranging between 11 – 20 years, and this represents 30%. Only four respondents representing 5% had worked with the Scheme between 21 and 30 years.

4.4 Contribution of NYS

For the past forty years, there is enough demonstrable evidence to make a good number of cases for the GNSS, notwithstanding number of operational, financial and even statutory limitations. This section, thus, examines the contributions of the National Youth Service to the state, service persons, user agencies, beneficiary communities, and consequently, national development.

4.4.1 Financial Benefits to the State

The cost benefit analysis on the activities of the scheme continues to register positive monetary benefits to all sectors the economy. As can be seen in the tables provided in Appendix A and charts which follows, the cost benefits accruing from the use of service personnel as against engagement and payment of non-service graduates continue to progressively widen. This is because with the agitation for more salaries by workers in this country, allowances for service personnel are not correspondingly correlated. These benefits are therefore conservative.

Table 4.7 Annual Savings Made by the Public, Private Sectors, GES and Democratic/ Governance Gain, 2003-2008

YEAR / NUMBERS	PUBLIC SECTOR (GHC)	PRIVATE SECTOR (GHC)	G.E.S (GHC)	DEMOCRATIC /GOVRNANCE GAINS
2003/2004 (15,349)	8,203,502.04	1,532,952.21	-	104,117.00
2004/2005 (19,876)	12,347,524.17	2,784,482.04	-	-
2005/2006 (23,241)	19,082,613.60	4,467,906.78	-	403,966.59
2006/2007 (29,902)	17,315,493.90	4,226,763.36	2,719,000.00	-
2007/2008 (29,022)	27,864,081.36	14,942,161.44	5,714,200,000.00	-

Source: GNSS Country Report, 2009

Service delivery by the Scheme during the review years continues to provide substantial savings by the Scheme to the Government especially for the GES, other Ministries, Department and Agencies (MDAs) as well as the private sector. Data relating to the number of personnel posted to these sectors of the Ghanaian economy, the remunerations paid to them as against the normal/actual remunerations for personnel in same job-position in the organisations concerned and the savings made in each case for both the mandatory and voluntary schemes for the period 2003 to 2008 under review are presented in the tables which can be found in appendix A.

In financial terms alone, savings to the Government of Ghana has been very huge. Research has shown as buttressed from the analysis of tables (as can found in appendix A) and depicts with charts as follows attests to this fact.

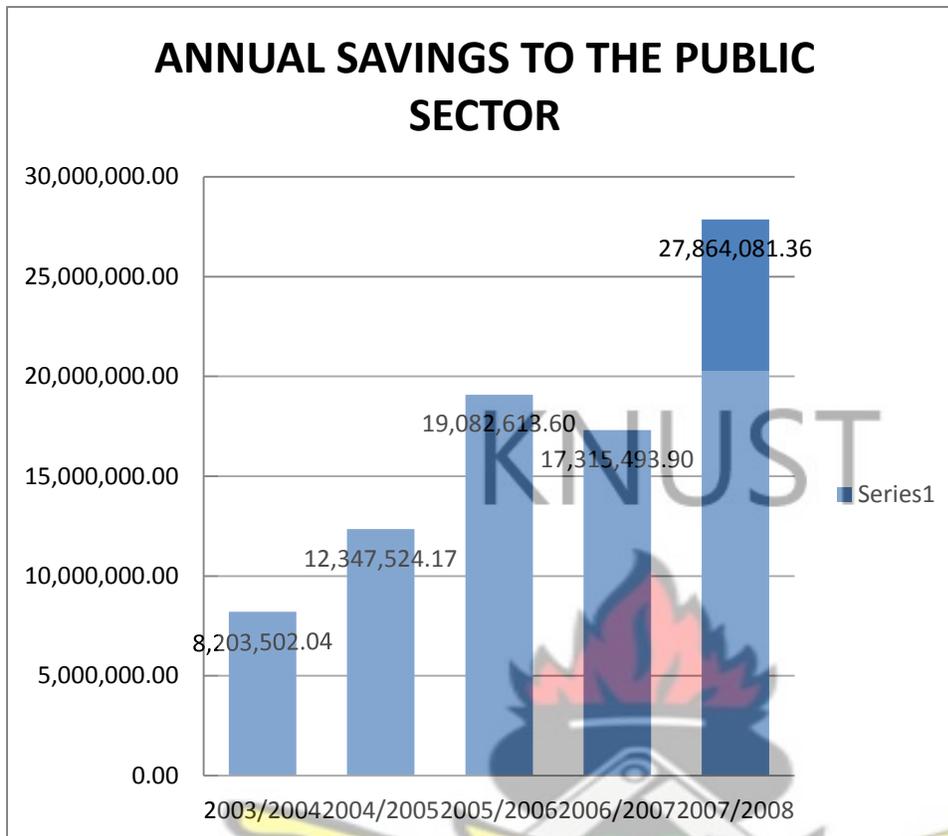


Figure 1: A bar graph showing saving made by the public sector from the year 2003 to 2008

As regards the private sector, from 2003 to 2008, annual savings made increased steadily from 1.5 million Ghana cedis to 14.9 million Ghana cedis (as shown in tables in appendix A and bar graphs which follows): these are moneys which should have been paid to personnel posted to this sector, it is the difference between actual salaries paid by the private sector to newly employed graduates and the national service allowances recommended by the GNSS to be paid to these graduates.

Organizations in the private sector also made savings amounting to 3,910,000.00 Ghana cedis from allowances paid out for the use of personnel, while other Departments and Agencies made a

net savings of 7,478,000.00 Ghana cedis which would have gone into remunerations had these organisations hired other staff.

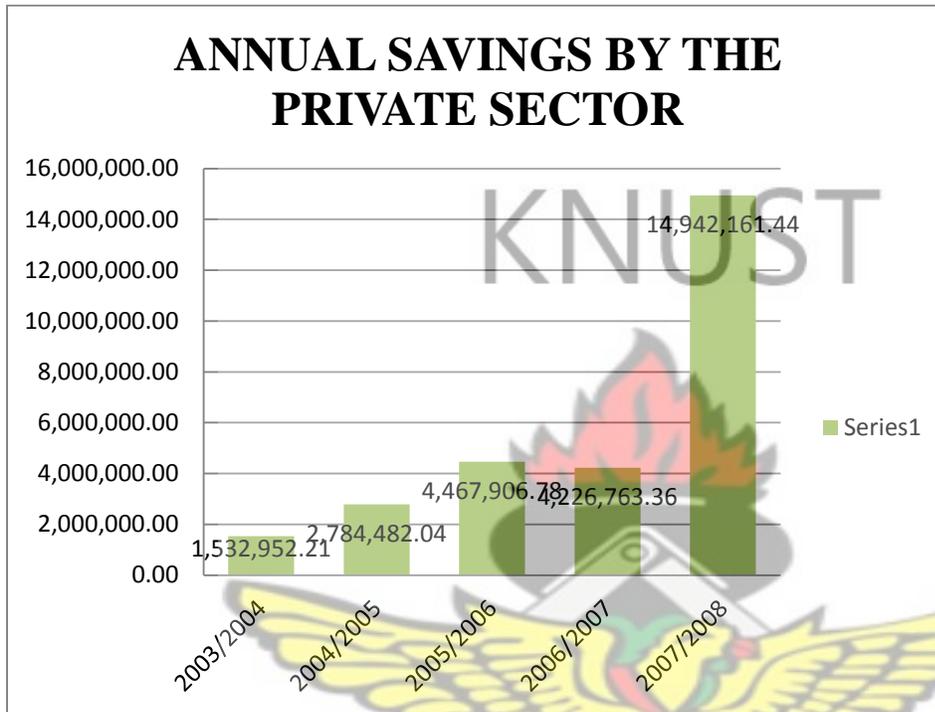


Figure 2: A bar graph of annual savings made by the private sector from the year 2003 to 2008

Moreover, other specific government agencies have benefited a lot from the NSS in terms of their financial savings. Notable amongst them is the Ghana Education Service (GES). Available data from GNSS annual country financial reports (2003 to 2008) indicate that savings made by the Ghana Education Service alone increased from 2,719,000.00 Ghana cedis in 2006/7 to 5,714,200,000.00 Ghana cedis in 2007/8 (as shown on tables in appendix A and simple bar graph that follows on the next page. These represent savings made on what was paid to personnel both mandatory and voluntary as against the normal/actual remuneration which the Ghana Education Service would have paid to personnel’s job positions for the review years.

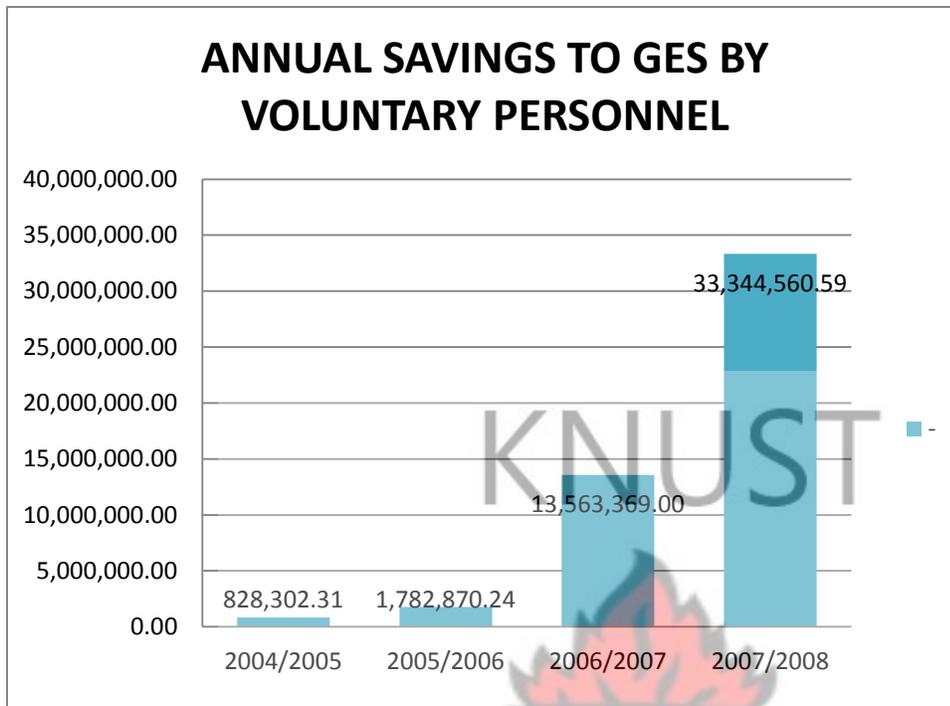


Figure 3: A simple bar graph showing annual savings made by GES on Volunteers from 2003 to 2008

The overall savings made by the Scheme for the country as a whole increased from 35,079,800.00 Ghana cedis for the 2006/7 to 5,925,600,000.00 Ghana cedis in 2007/8. This represent savings made on allowances for the use of both mandatory and voluntary personnel as against what would have been paid to them for personnel's job position in these organisations. Total savings made by the Ghana Education Service (GES) on voluntary programme also moved significantly from 828,302.21 in 2004 to 33,344,560.59 in 2008. Whilst gains accrued to the Ministry of Local Government and Rural Development (MLGRD) tagged as democratic and governance gains also rose from 104,117.30 GHC in 2003/4 to 403,966.59 GHC in 2005/6 service year (as shown on tables in appendix A and on the simple bar chart which follows this page).

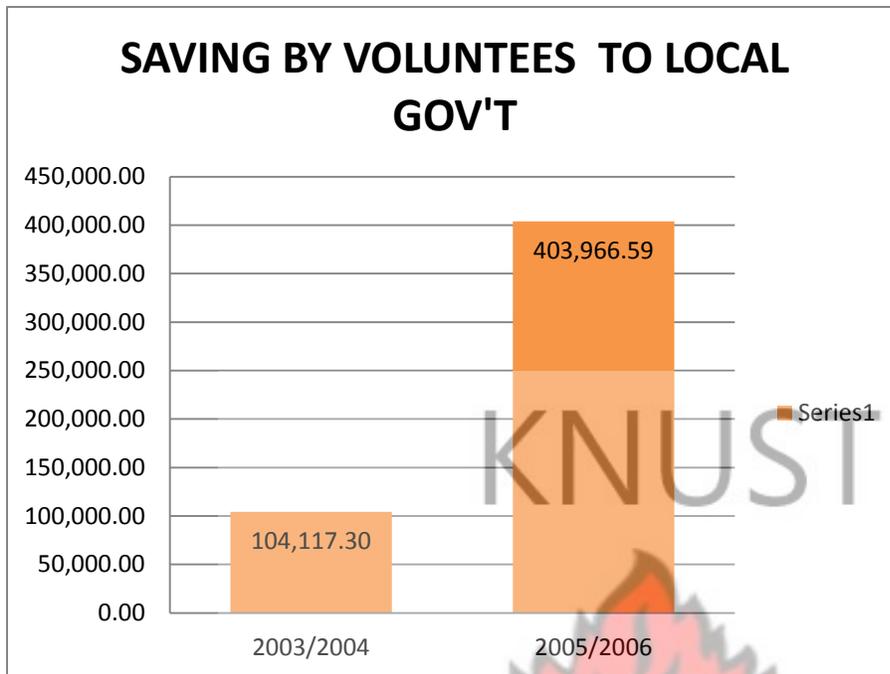


Figure 4: A simple bar chart showing savings made by Ministry of Local Government and Rural Development (MLGRD) on Volunteers between 2003 and 2006.

4.4.2 Benefits Derived by NYS Persons/Volunteers

This include among others work experience, career exploration, skills acquisition, increased social maturity and self-esteem, increased awareness of the needs of others, and new understanding between ages, races, ethnic and linguistic groups. For many personnel the service experience is a rite of passage from adolescence to adulthood. The profile of benefits is different for each personnel, but if we could quantify and add them up, we are fairly confident that the total value would be greater than programme costs and – over a personnel’s lifetime –greater than the value of services rendered. It is the accumulation of benefits to the personnel that prevents national service from becoming an exploitative programme. While cadets’ incomes are below market wages, the sum of their intuitive income and the value of their long-term benefits more than make up for the difference.

Serving away from home generally contributes more to social capital as personnel could be expected to interact with people from different backgrounds, have a chance to satisfy their search for adventure and for finding themselves away from the influence of family and old friends (Eberly and Gal, 2000) .

The multiplicities of benefits that can be expected from well-run NYS programmes suggest that NYS is properly viewed as strong policy, as noted by Sherraden, (2000).

4.4.3 Contributions to Poverty Reduction

4.4.3.1 Water and Sanitation

The Community Improvement Unit of GNSS trained service personnel in the construction of hand dug wells and borehole drilling as a good source of water. The development of the rope pump – simple water lifting mechanism construction essentially made of a rope attached to an old lorry tyre tube and PVC pipes – is one of the Community Improvement Unit’s unique constructions to the search for an appropriate portable rural water supply technology. The borehole unit of the scheme has executed a number of projects in the northern sector of the country at no cost or heavily subsidized cost. It has also drilled over 17 boreholes in the Greater Accra region under the GETFUND/HIPC school drilling project and six others for Pantang Psychiatric Hospital, Adentan Municipal Assembly, Amasaman, Akuse and Awukugua.

Service personnel constructed the Ventilated Improved Pit Latrines (VIP) in certain selected communities, thus providing appropriate means of disposing human and solid waste. The VIP provided a safe method of waste disposal, which needs little water to operate and produces manure (fertilizer) for the cultivation or planting of various crops. Activities by these groups

have been of benefit to rural communities in the Central, Volta and Greater Accra Regions with the co-operation of the Catholic Archdiocese of Cape Coast, United Nations Scientific Education Fund, United Nations Development Programme, World Vision International, Ghana Water and Sewerage and the Department of Community Development as well as interested private persons and other development partners (GNSS country report, 1990).

4.4.3.2 Primary Health Care

The CIU health sector comprises two complimentary units – primary health care (PHC) and water & sanitation units. The goal to have improved health delivery services to all can be achieved by not only providing a capital intensive health system, but by a great deal of community participation in creating a clean environment, children's health and opportunities for productive work of all abled bodies and even physically and mentally challenged individuals. The Primary Health Care unit under the Community Improvement Units therefore performs a wide range of activities. It dealt with welfare of young children and expectant mothers – providing mothers with advice on the care of themselves and their children as well – a targeted group for immunization – teaching hygiene lessons, on the importance of keeping a clean environment by cleaning surroundings, desilting of choked gutters, sweeping and properly disposing of waste-water, human and solid waste. Health Education was introduced as a subject in the schools; two service personnel would normally go out into the elementary schools and teach basics and personal hygiene (GNSS country report, 1990).

With access to health, and basic amenities, such as safe water and quality sanitation services, as poverty indicators, GNSS from the foregoing has the potential of contributing to poverty reduction.

4.4.4 Benefits to User Agencies

4.4.4.1 Education Sector

It is an attested fact that since the establishment of the Scheme in Ghana, between 60 - 70% of the national service personnel and volunteers are deployed into the teaching field to augment teacher shortfall in the formal educational system at all levels in the country. The scheme is involved in the initiation and establishment of community schools, which are managed and run by the communities concerned. It also worked for the creation of the work – study orientation for self sufficiency, stimulation of effective student mobility. School mapping and school census which was undertaken by the GNSS in the late 1980's was geared towards the provision of good quality education in Ghana.

GNSS facilitates orientation, re-orientation and training of the graduates who come into or are posted to the educational sector (GES). Despite deployment of bulk personnel to the classrooms as per the urgent needs of the Ghana Education Service, current research by GES shows that our country still has a deficit of close to sixteen thousand (16,000) teachers who are still needed to teach various subjects throughout the country. Since education continues to be very high on the agenda of our successive Governments, it is almost true to say that the GNSS, for the past 40 years, has worked for the Ghana Education Service and the Ministry of Education (GNSS Country Report, 2004).

The social benefits have most often not been highlighted even though they are not immediately quantifiable in monetary terms. Service personnel / volunteers on posting to deprived areas of this country offer social services outside their skill areas and also learn and gather experiences

which are never found in books; these learning processes assist them in their later lives. Finding employment for the youth under the National Service Scheme is in fulfillment of successive governments' vision of reducing unemployment in the country.

The exposures of our young graduates to the rural communities again offer them a great opportunity to explore areas of deficiencies that they would consider for future investments. The appetite to venture into business is then enhanced and thereby awakened. This rural exposure could lead to the establishment of rural industrial concerns by these graduates in consonance with government policy of encouraging the setting up of small and medium enterprises in the rural areas which ultimately comes to check the rural urban migration by the youth. It has been one of the policies of GNSS to support such initiatives from these young graduates hence the establishment of the Venture Capital Fund by the Scheme. The policy allows the scheme to team up with groups or individual post- service personnel to set up businesses and when it is found flourishing, it is handed over to the person. The Scheme's function here is to ensure that the capital invested is fully repaid (GNSS Country Report, 2007).

4.4.4.2 Agricultural Sector

The Agriculture sector of the scheme which hitherto served as demonstration farms now run on commercial basis has poultry, piggery, aqua- culture, vegetable, maize, sorghum and mango farms , bee-keeping, agro-forestry (tree planting) are also prominent. This is the response to the need to provide renewable energy sources for rural folks retain and balanced diets. The tree planting and afforestation Unit is concerned with the cultivation of firewood or fuel wood and shade trees with link to energy conservation.

The PHC programme emphasized the provision of cheap sources of vitamins and proteins, a necessary component of the daily diet. The CIU vegetable programme targets individuals and schools. The unit currently focuses on the training of service personnel in vegetable production, with the hope that they will in future be involved in extension work in the various schools.

The beekeeping Unit concentrates its efforts on production of honey and bee wax. This unit seeks to influence the traditional method of production for improved best practices as against burning as a method of harvesting. Many communities have realized the role of income generation in this by raising bees either as main or supplementary income activity. The fish farming unit concentrates efforts on the farming of fish. NSP provided free technical skills and advice to fish farmers in the regions.

The Scheme begun cultivating a seven hundred (700) acre maize farm on its newly acquired 2,000- acres of land at Ejura in the Ashanti region, as its introduction of an agriculture module to the main stream National service and voluntary programme as the scheme's commitment to support government's youth in agriculture programme in order to help complement Government's effort of ensuring food security (self sufficiency in food production) in the country. This particular Ejura Farm Project is currently under-going clearing of additional 500 acres in readiness for the minor season for maize cultivation. The NSS as and when necessary only recalled service personnel / volunteers across the country to go and work on this project for specific periods, and not as their permanent posting.

Management of the Scheme has also acquired large tracks of land in four towns across four regions, namely Branam (Wenchi) in the Brong Ahafo region, Komenda in Central, Dawenya in

Greater Accra and Afram Plains in the Eastern region to undertake similar projects in the next major farming season. The motivation here for embarking on this laudable project was to inculcate the spirit of agriculture into our young people (especially university graduates) and eventually help to put them back into the sector which had been left over the years for the elderly/aged in the country. This is because agriculture is said to be the backbone of the Ghanaian economy and a source of livelihood for many Ghanaians. It is said to contribute about 37.3% to the nation's GDP. Management of GNSS has plans to extend the project to cover all the 10 regions by 2012. This move was intended to wean off the dependence on imported foodstuffs by the populace (GNSS Country Report, 2010).

4.4.4.3 Small Scale Industries

Focus in this sector has been on improving local production methods in industry. The Food Processing Unit of the GNSS had women producers in a number of ventures including palm oil, gari, shea- nut / butter and fish processing. The team of trained and developed service personnel provide facilitating leadership roles by helping producers of oil to organize themselves (mostly women) into co-operative units in order to take advantage of the benefits or incentive packages which central, local and Non- governmental Organisations provide. The Soap making Unit is related to the oil industry, as palm oil is used as the major material in the soap industry. It addresses the need for a technology that placed greater emphasis on local materials.

The manufacturing unit provides equipment for the Community Improvement Units. Service personnel attached to this unit develop competencies in production of camp beds, basketball

posts (equipment) to promote competitive sports among schools and communities. The unit also takes charge of every metal and fabrication works of the scheme (GNSS Country Report, 1998).

4.4.4.4 The National Health Insurance Scheme

All over the world, cost of health care is usually quite high and adversely affects the health condition of ordinary people especially the vulnerable poor and excluded. The GNSS recruited over seven hundred (700) personnel to move the National Health Insurance (NHIS) plan from its doldrums and the Scheme's personnel are still the backbone of the NHIS planned registration drive in all the districts throughout the country.

4.4.4.5 Governance

The GNSS, being the biggest concentration of educated youth in the country, provides the various MDAs with critical manpower to support the implementation of their programmes. The scheme played a crucial role in the country's decentralization process, by deploying qualified personnel with the requisite skills, in the area of planning, accounting, secretarial, civil/geodetic engineering, administration etc to support the social and infrastructural service delivery of the District Assemblies.

In an effort to further deepen local governance and democratization programmes, the Scheme supplied the personnel who established the newly created District Assemblies across the regions in the country. Most of the Scheme's personnel are now permanently employed as civil servants in the Local Government and Rural Development Ministry.

4.4.5 Beneficiary Communities

As an intervention, the scheme established the Community Improvement Unit to use service personnel to improve the lives of rural communities. The creation of this unit has been a strategic approach to “Community Action” using teams or gangs and entering into a “Change Agent” relationship directly with rural, deprived, disadvantaged or vulnerable communities and depressed urban areas. CIU has the health, agriculture and small scale industries sub-units in which service personnel could specialize. In the small scale industry there were food processing Unit, brick and tile unit, soap making unit and the camp bed, basketball and metal manufacturing units.

The CIU unit is involved in a number of projects with a rural focus. In one deprived community (Nima 441 community), the Catholic Centenary Fund and other partners in 1984 worked on the broad needs of the community; a multi faceted programme in specific intervention. This unit at Nima embarked on job creation by teaching skills to young adults and mothers. Male adults were taught carpentry and welding, whilst the women were doing lessons in sewing and needle craft. There is the provision and training of teachers to provide quality circular education in the Islamic “Makaranta” schools, especially in marginalized Islamic communities (GNSS Country Report, 1990).

4.5 Challenges of the Scheme

Challenges are part of the growth process, as it is from same that we upgrade and improve upon the system. Probably the biggest challenge for compulsory NYS scheme in Ghana is maintaining the public’s view of it as reasonable. The reason for the compulsion must be acceptable to those

who serve. The programme must deliver value service as the service activities utilize talents and interests of personnel / volunteers involved. The study identified the following challenges to the smooth administration of the GNSS.

4.5.1 Finance and Logistics

The GNSS is faced with some major difficulties such as inadequate logistics and government budgetary allocations to enable it improve on its other roles as a learning community; delayed payment of allowances to personnel (until recently); lack of adequate accommodation for service persons/volunteers; understaffing of the NSS secretariat, it has three hundred and forty-two (342) employees to run the programme which currently has over 65,000 personnel and volunteers nationwide, district secretariats are managed by only District Directors without permanent supporting staff. There is inadequate logistics to effectively and efficiently administer or manage the secretariats (offices) throughout the country. Some service persons are unable or have difficulties in accessing the website of the GNSS to know their placements.

4.5.2 User Agencies' Ability to Acceptability

The Scheme has also come up against huge challenges quite recently due mainly to the fallout from the global economic crisis. Consequently, some service persons have been rejected by the organizations to which they have been posted because of the limited vacancies and economic challenges which these organisations faced, whilst certain institutions have failed to accept those posted to these institutions.

The GNSS was originally meant to provide teachers for the classrooms in second- cycle institutions and also offer service persons the platform to express their gratitude to society for sponsoring their education. So when it all began, the scheme deployed graduates throughout the country to offer their services to deprived institutions and communities that cannot pay for such personnel from their own resources. In spite of these challenges, the scheme continues to assist the GES especially with personnel for classrooms in some communities which would have been empty every academic year.

KNUST

4.5.3 Annual Increases in Numbers

Presently, besides the public universities that have shot up from three (3) to six (6), with many campuses across the country, many private universities have been set up, as well as the polytechnics and other tertiary institutions whose products must be posted to institutions as service persons and volunteers.

The traditional public and private institutions cannot be relied upon to absorb the large number of service persons who are posted every year. The scheme was not conceived to send out service persons to compete for limited vacancies in the offices for clerical duties but to offer service to communities, especially deprived and very difficult to reach ones.

4.5.4 Interferences in the Posting Processes

Even as institutions such as the banks, public boards and corporations reject the service persons for lack of vacancies, our classrooms and health posts are still without teachers and health

workers. Parents and service persons would do well to help the scheme by desisting from putting undue pressure on the officials of the scheme to post service persons to the urban centres only. The exercise of doing postings is not something anyone should envy at all, as every officer of the Scheme, from the Executive Director to district directors come under severe pressure to satisfy ministers, board members, neighbours, friends, relatives, church members, party bigwigs, whose big eyes and long arms are always watching and pulling strings in the whole process. On the other hand some national service postings to certain parts of the country or institutions are perceived by a section of the people as wicked and callous acts on the part of the scheme's managers.

The scheme will achieve the desired impact if, public officials also stop influencing the postings so that the service persons will be posted to areas where their services are needed most (Daily Graphic, 22nd October, 2009).

4.5.5 Vulnerability of Personnel

Serving away from home makes the service personnel/volunteers more vulnerable to being influenced by the organization running NYS, especially if cadets live together as a group in barracks-like conditions. Such a situation facilitates political or ideological indoctrination, just as it does with boarding schools, summer youth camps and sometimes the military.

4.5.6 Legal Constraints

There is the incidence of high level of evasion by graduates from either the public or private universities springing up in the country. Inadequate facilities (legal structures) for prosecution of evaders to serve as deterrents to would-be evaders provide a leeway for them to engage in this anti-social activity. Coupled with this is the issue of higher legal cost of enforcement of the evasion laws of the scheme due to out- dated legal framework which does not follow trends of events in this country in general and NSS in particular: Archaic legislations and minimal punishment rate that is not commensurate with or to the crime of evasion is another factor which needs to be critically looked at or examined.

4.6 Summary

The chapter essentially focused on the nexus between the National Service Scheme and national development, from an empirical point of view. To give a clearer picture of this interrelationship, the chapter specifically looked at the contributions of the NSS to the state, user agencies, beneficiary communities, and the national service persons/volunteers. The chapter also looked at the challenges confronting the scheme. The analysis of the data indicates national service scheme has a positive relationship with national development.

CHAPTER FIVE

MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

In the previous chapter, a presentation and analysis of the surveyed data were made. Specific attention was on the demographic characteristics of respondents; a brief profile of Ghana; the contributions of the NSS to the state, user agencies, beneficiary communities, and service persons; and the challenges faced by the scheme. This chapter thus recaps the principal findings in relation to the set objectives for which this study was conducted and the data analyzed. This chapter also contains general conclusion of this work and recommendations which have been put forth in response to the findings.

5.2 Summary of Findings

This section of the chapter focuses on the summary of findings in relation to the set objectives of this study. The aim is to ascertain whether the objectives of this study have been met.

5.2.1 Operations and Management of National Service Scheme in Ghana

The Ghana National Service Scheme (GNSS) is a public organization currently under the Ministry of Education. The Scheme was first established under 1969 (Article 179), Republican Constitution of Ghana through an Act of Parliament. The scheme is administered through the National Service Secretariat, under the National Service Board of Directors. The Secretariat has its Head Office in the national capital headed by the Executive Director with two deputies and 15

Heads of Department. There are 10 Regional Secretariats in the regional capitals, headed by Regional Directors and 170 Metropolitan, Municipal, District Secretariats managed by Directors.

The Scheme's core business or traditional role has been limited to the registration and deployment of graduands from the country's tertiary institutions into the public and private sectors to boost the human resource shortfalls. However by nature and scope of operations, the Scheme has become a learning community for the targeted youth. The business focus has beneficially been directed to support critical areas such as education and health through programmed interventions of and for quality improvement in education and community improvement programme focusing on a number of areas notably; health (primary health care and water and sanitation Units), agriculture, small scale industries.

5.2.2 Contributions of the Ghana National Service Scheme

i) Financial Benefits to the State

The study found that, the financial benefits resulting from the engagement of service persons/volunteers are enormous. This was assessed by examining the savings by the scheme to the Government especially for the GES; other ministries, Department and Agencies; as well as the private sector.

In financial terms alone, savings made by the public sector increased significantly from GHS 8,203,502.04 to GHS 27,864,081.36 between 2003/2004 and 2007/2008 fiscal year. Similarly, as regard the private sector, from 2003 to 2008, annual savings made, increased steadily from GHS 1,500,000 to GHS 14,900,000. Organizations in the private

sector also made savings amounting to 3,910,000.00 Ghana cedis from allowances paid out for the use of personnel, while other Departments and Agencies made a net savings of 7,478,000.00 Ghana cedis which would have gone into remunerations had these organisations hired other staff.

The overall savings made by the Scheme for the country as a whole increased from 35,079,800.00 Ghana cedis for the 2006/7 to 5,925,600,000.00 Ghana cedis in 2007/8. This represents savings made on allowances for the use of both mandatory and voluntary personnel as against what would have been paid to them for personnel job position in these organisations.

ii) Benefits Derived by National Service Persons/Volunteers

The participants of the scheme, referred to as National Service Persons/Volunteers, also enjoy tremendous benefits which are more socially inclined than financial or economic. These include among others work experience, career exploration, skills acquisition, increased social maturity and self-esteem, increased awareness of the needs of others, and new understanding between ages, races, ethnic and linguistic groups. For many personnel the service experience is a rite of passage from adolescence to adulthood.

iii) Contributions to Poverty Reduction

Poverty has many roots and it is manifested in many dimensions such as malnutrition, ill health, illiteracy and difficulty in accessing essential services. Reduction in poverty therefore correlates with any attempt to improve access to the aforementioned indicators. Consequently the study examined the contributions of the scheme to poverty reduction through assessing the engagement of the National Service Persons/Volunteers to increase access to water, sanitation and health.

KNUST

The Scheme has trained service personnel in the construction of hand dug wells and borehole drilling as a good source of water. The borehole unit of the scheme has executed a number of projects in the northern sector of the country at no cost or heavily subsidized cost. It has also drilled over 17 boreholes in the Greater Accra region under the GETFUND/HIPC school drilling project and six others for Pantang Psychiatric Hospital, Adentan Municipal Assembly, Amasaman, Akuse and Awukugua. Service persons also constructed the Ventilated Improved Pit Latrines (VIP) in certain selected communities, thus providing appropriate means of disposing human and solid waste. Activities by these groups have been of benefit to rural communities in several regions in the country, as well as Government agencies and NGOs.

As regards primary health care, the PHC unit under the CIU performs a wide range of activities. It dealt with welfare of young children and expectant mothers by providing mothers with advice on the care of themselves and their children and a targeted group for immunization – teaching hygiene lessons on the importance of keeping a clean environment by cleaning surrounding choked gutters, sweeping and properly disposing of

waste-water, human and solid waste. Health education was introduced as a subject in the schools; two service personnel would normally go out into the elementary schools and teach basics and personal hygiene.

iv) Beneficiary Communities

As an intervention, the scheme established the Community Improvement Unit to use service personnel to improve the lives of rural communities. The creation of this unit has been a strategic approach to “Community Action” using teams or gangs and entering into a “Change Agent” relationship directly with rural, derived, disadvantaged or vulnerable communities and depressed urban areas.

5.2.3 Challenges of the GNSS

In spite of the numerous benefits of the Scheme towards national development, as revealed by the study, the study also identified numerous challenges, if not addressed, will undermine the importance of the GNSS. The challenges, among other things, include: Finance and Logistics; User Agencies acceptability of the programme; Annual Increases in Numbers; Interferences in the Posting Process; Vulnerability of Persons; and Legal Constraints.

5.3 Recommendations

It becomes pertinent, based upon the findings, to offer some suggestions as to how the service Scheme and voluntary programme could effectively contribute significantly towards the developmental efforts of Ghana.

It is hoped that the promise and potential of the GNSS will be realized when the nation identify its responsibility to encourage young people to serve and to support them in their service obligations, when parents, communities, educational institutions, businesses and religious bodies recognize their responsibility to foster service by young people, and when young people themselves recognize their responsibility as members of a civil society to contribute a period of meaningful and valuable service.

KNUST

5.3.1 Policy Direction

The schemes new policy direction should be to benchmark and ensure provision of total quality national and voluntary service all year round participating in the following interventions:

- Poverty reduction in rural communities and vulnerable urban societies. This will be through programmes of training service personnel and volunteers with the requisite skills and knowledge and attitudes to serve as change agents to the community based organizations or groups; particularly, to women groups. Support would be in areas of conceptual proposal development and business planning to access poverty alleviation facilities. Proper records and information keeping and management and serving in the facilitation groups;
- To play a role of training and development body that will identify training and development needs of industry and source funds for the competency enhancement of the service personnel / volunteer during service;
- Linking youth (NSP/NVP) after national service to appropriate industry;

- Expanding and reinforcing entrepreneurial skills development, nurturing youth enterprise development through the GNSS new venture-capital programme;
- An expansion and improvement of the lesser known sports for schools and communities is envisaged;
- Providing service to the private sector whose service and products will influence the lives of deprived communities positively and enhancing communities' ability to create wealth for themselves;
- Linking the youth during service to appropriate professional institutions for their continuous professional development careers;
- Creation of learning resource centres and improving information technology skills and knowledge in the regions of the industry and
- Exploring the conceptual proposal of exchange programmes for NSP to improve learning and experiences through such exposure training.

5.3.2 The New GNSS / GNVS focus on Job Placement

Finding gainful employment for certified Service personnel (GNSS/GNVS) should be a major concern of the Scheme's managers since its inception. The GNSS is employing the GNVS as an instrument for pursuing permanent gainful employment for service personnel. As a brokerage, the GNSS must seek ways to connect the two poles of unemployment service personnel looking for work, and Companies and Industries looking for good qualified personnel to work for them. The GNSS should work collaboratively with various Ministry and national institutions and private companies to develop elaborate net-work system that would create a win-win situation

for all stake-holders in the hope of facilitating employment generation mainly for certified service personnel and other unemployed youth and citizens in the country.

5.3.3 Entrepreneurial Development

The GNSS should be prepared to back up credible personnel-adventurist to try out their various dreams by working out a partnership with the banks whereby an MOU would be struck between the GNSS, banks and the personnel businesspersons, one that would enjoin the financial institutions to bank-roll credible businesses to set up with GNSS offering sureties and guarantees to the banks and taking over management control of the business until all debts are paid, then GNSS will slowly negotiate a share out of the businesses in a bid to be either a joint-owner with the personnel-partner of the business, or back out completely and hand over total ownership to the personnel-partner after all financial encumbrances are settled.

5.3.4 Inspectorate Services

The GNSS could schedule to set up an Inspectorate Services with MDAs and MMDAs and Institutions without an inspectorate division. The human resource base tapped for volunteerism will be deployed for the Inspectorate Service in the following- The Ghana Standard Authority, Ministry of Food and Agriculture- Extension Services Division, Building Inspectors with Local Authorities, and Sanitary Inspectors of Public Health Services Division of the Ministry of Health.

5.3.5 Grass-Roots work on National School Feeding Programme

A selected group of National Service Personnel could be utilized to assist the national school feeding programme for grass-roots participation and later engage to perform the functions of District Coordinating Officers after they have acquired some experience. They would report to the Chairman of the Metro /Municipal or District Implementation Committee, and submit confidential reports to the sector coordinators for monitoring and evaluation effectiveness. Their role will be to assist with local rationalization of the menu, budget preparations, procurement of food stuffs and inputs, delivery of foodstuffs and inputs to Schools, check quality standard of feeding infrastructure and security aspects, monitor quality standard of meals and feeding method, collate and submit monthly reports of accounts and recommendations to Area Coordinator and the Chairman of Metro/Municipal or District Implementation Committee.

5.3.6 Harnessing Tourism Potentials

During the posting / deployment periods, a number of service personnel / graduates in the field of tourism would be assigned to all District Assemblies, in order to help identify, explore, harness and develop the tourism potentials of these districts in the country.

5.3.7 Newly Qualified Doctors' role in the National Service Scheme

The law establishing the National Service Scheme required that anybody who passed through the country's tertiary institutions should go through the posting to do service in any part of the country. However under the current situation, it had been difficult for doctors to do national

service after their eight year training and internship, especially to communities where they were needed most.

Doctors and other health professionals who pass through the country's tertiary educational system should be asked to come on board as from this service year to perform one-year national service under the scheme. Records available indicate that some young doctors had refused posting to community and district health centres after their training and internship for various apparent reasons. The scheme could be working together with the Ghana Health Service (GHS) to ensure that doctors and nurses and other health professionals who completed their training were posted under the scheme to various communities to appreciate how urgent their services were required in these communities. This move would ensure that every community in Ghana would have access to at least a medical doctor in a year.

A group of current service personnel who lauded the idea in a discussion on this issue, claimed that if medical doctors were made to go through the national service, they would better appreciate what those (people) in the countryside had to face daily. However some doctors are also of the view that, if newly qualified doctors are posted to the communities, health facilities in the rural deprived areas would not be able to support serious cases when they come face to face with medical complications.

5.3.8 Income Generation Activities

Since resources are naturally not enough for any state institutions, Management and Board of the GNSS should never expect budgetary receipts from the central government beyond what is reasonably “manageable” to enable the Scheme pursue the core business of deploying national

service personnel to critical areas of the economy where there is difficulty in recruiting people. Management and the Board should therefore as a matter of urgency initiate new and pragmatic policies to enhance income generation activities so that the Scheme would be able to generate funds to supplement government subvention so that service personnel would be able to serve the mandatory one year period without funding difficulties.

KNUST

5.3.9 Financial Support from Businesses and Commercial Firms

Businesses and commercial firms could be convinced that support to national/voluntary service is a very good investment: such contributions and support will put them on a high moral plane by claiming “corporate social responsibility” through advertisements on the electronic and print media. One may see this on television and in publications whose time or space is devoted almost entirely to their support of some national service/voluntary activities, with only a brief mention of the company’s name and products.

Writers of National Youth Service suggests that inadequate funding may be the biggest issue with national service and voluntary programmes, and urge central Governments to allocate one percent of their national budget to fund the national service programme.

5.4 Conclusion

Many people have conceived and nurtured different views or opinions about the establishment, relevance, implementation and effectiveness of national service scheme and volunteer programme in Ghana. Whilst policymakers, implementers / managers and user agencies see this program as really developmental in nature, a section of the Ghanaian community; especially some service personnel, parents and guardians perceived it as mere punishments and exposure of these young graduates to various forms of dangers / hazards in society and at the places where they served in this nation of ours. This could be termed as over protection of the youth by their parents and unpatriotic nature of our society.

In view of this, the study was aimed at examining the contributions of the National Service Scheme and the Voluntary Programme to national development, in terms of human, material resources improvements and infrastructural provisions, among others. The study revealed that, the overall savings made by the Scheme for the country as a whole increased from 35,079,800.00 Ghana cedis for the 2006/2007 to 5,925,600,000.00 Ghana cedis in 2007/2008. The Scheme also, in its deployment of persons into the water, sanitation, and health units, has contributed to the construction of boreholes, Ventilated Improved Pits (VIPs), and cleaning up exercises towards maintaining a healthy environment, all aimed at improving access to water, sanitation, and health, and consequently helping reduce poverty in the country. In addition, the Scheme has been a strategic approach to “Community Action” using teams or gangs and entering into a “Change Agent” relationship directly with rural, deprived, disadvantaged or vulnerable communities and depressed urban areas.

It is believed that, a careful implementation of the recommendations advanced, towards resolving the identified challenges, would go a long way in improving the operations and management of the Ghana National Service Scheme, and its pursuit to national development.

KNUST



List of References

- Abt Associates (1996). *Impact of Service: Final Report on the Evaluation of American Conservation and Youth Service Corps*. Cambridge
- Aguirre International (1997). *Making a Difference: Impact of AmeriCorps State/National Direct on Members and Communities*. Corporation for National Service, Washington D.C.
- Arnett, J.J. (1998). 'Learning to stand alone: The contemporary American transition to adulthood in cultural and historical context'. *Human Development*, Vol. 41, pp. 295-315.
- Chibber M.L. (1995). *National Service for Defense, Development and National Integration of India*, Kartikeya Publications, Meerut, India.
- Corporation for National Service (1997). *Making a Difference: Impact of AmeriCorps State/National Directly on Members and Communities*. Aguirre International, San Mateo, CA.
- Danzig, R. and P. Szanton (1986). *National Service: What World It Means*. Lexington, MA. Lexington Books.
- Eberly, D.J. (1970). *The Estimated Effect of a National Service program on Public Service Manpower needs, Youth Unemployment, College Attendance and Marriage Rates*. New York: Russell Sage Foundation.
- Eberly, D. J. (1992). *National Youth Service: A Global Perspective*, Washington, D.C, National Service Secretariat.
- Eberly D.J., R. Gal and M. Sherraden (2006). *Service without Guns*. New York, Greenwood Press.
- Enegwéa, G. and G. Umoden (1993). *NYSC: Twenty Years of National Service*. Lagos, Nigeria: National Youth Service Corps Directorate Headquarters.
- Enemuo, F. (2000). 'Youth Mobilization and Nation-Building: The Case of the National Youth Service Corps scheme in Nigeria', Paper prepared for the Worldwide Workshop on Youth Involvement as a strategy for social, economic, and Democratic Development, sponsored by the Ford Foundation, San Jose, Costa Rica, January 4-7.
- Federal Ministry of Women Affairs and Youth Development (2002). *Report of the Technical Committee on the Re-Organisation of the National Youth Service Corps (NYSC)*. Abuja, Nigeria.
- Ferreira, M. (2000). *Voluntary Work as a Psycho-social Process*. Paper submitted for the 5th Global Conference of IANYS, Jerusalem, Israel.

- Fleischer, N. (2004). *National Youth Service in Israel: A Summary of research*. The Carmel Institute for Social Studies, Israel.
- Friedman, M. (1979). Universal National Service, Newsweek, May 14, 2001
- Furtado, C. (1977). The Concept of Economic Development (a published article)
- Ghana National Service Act 426 (1980)
- Ghana National Service Scheme (GNSS) Country Report, 2003, 2004, 2005, 2006, 2007 & 2008.
- Johnson, L. (1966). National Service Newsletter. No. 3, National Service Secretariat, Washington, D.C.
- Kappa Systems, Inc. (1975). The Impact of Participation in the Programme for Local Service. Kappa Systems Inc., Arlington, Virginia.
- Nagar, M. (2004). 'Youth for Nation Building', Report presented to the 7th Global Conference of IANYS, Accra, Ghana.
- National Redemption Council Decree (NRCD) 208 (1973).
- Oki, W. (2004). 'Country Update: The National Youth Service Corps- Nigeria', Report presented to the 7th Global Conference of IANYS, Accra, Ghana.
- Peace Corps Annual Reports (from 2004 - 2010), accessed online on May, 2011, from www.peacecorps.gov.
- Pinkau, I. (1979). *Service for Development*. Dayton, Ohio: Charles F. Kettering Foundation.
- Putnam, R. (2000). Youth Service and Social Capital, opening plenary of the worldwide Workshop on Youth Involvement as a strategy for Social, Economic, and Democratic Development, sponsored by the Ford Foundation, San Jose, Costa Rica.
- Republican Constitution of Ghana, 1969, 1979, 1992
- Sani, A.G. (1998). 'Young People's Experiences and views, National Youth Service into the 21st Century', *The report of the 4th Global Conference on National Youth Service*.
- Sherraden, M. W. and D. J. Eberly (1982). *The Economic Value of Service Project, National Service: Social, Economic and Military Impacts*, New York, Pergamon Press.
- Sikah V. P.K, (2000). 'The Ghana National Service Scheme: Perceptions of former educational personnel, students and guardians'. *ETD Collection for Florida International University*. Paper AAI9991554.

Stringham, J. (2004). International Voluntary Service in Europe – National and EU Policies. Association of Voluntary Service Organisations.

Tarmolinsky, A. (1977). National Service Program, Final Report of the Senior Conference on National Compulsory Service. West Point, New York: U.S. Military Academy.

White, G. (1978). National Youth Service and Higher Education. Boston: Sloan Commission on Government and Higher Education.

KNUST



APPENDICES

APPENDIX A: TABLES

Table 1: National deployment and cost analysis of NSP posted to public sector – 2003/2004 service year.

REGIONS	NSP PROVIDED	REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP's JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPEREAST	326	175,037.88	391,200.00	663.07	216,162.12
UPPER WEST	175	93,962.05	210,000.00	663.07	116,037.95
NORTHERN	1115	598,672.49	1,338,000.00	663.07	737,327.51
BRONG AHAFO	1146	615,317.20	1,375,200.00	663.07	759,882.80
ASHANTI	1873	1,005,662.40	2,247,600.00	663.07	1,241,937.60
EASTERN	1411	757,602.59	1,693,200.00	663.07	935,597.41
VOLTA	1025	550,349.15	1,230,000.00	663.07	679,650.85
GREATER ACCRA	3335	1,792,258.99	4,005,600.00	663.07	2,213,341.01
CENTRAL	981	526,724.41	1,177,200.00	663.07	650,475.59
WESTERN	982	527,261.33	178,400.00	663.07	651,138.67
TOTAL	12372	6,642,848.47	14,86,400.00		8,203,502.04

NSP ALLOWANCE 53.69
 DURATION 10 MONTHS
 SALARY OF FRESH GRADUATE IN GES 120.00

(Source: GNSS Country Report, 2004)

Table 2: National deployment and cost analysis of NSP posted to public sector – 2004/2005 service year.

REGIONS	NSP PROVIDED	REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP's JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPEREAST	294	172,028.92	404,226.19	789.79	232,197.27
UPPER WEST	161	94,206.31	221,361.96	789.79	127,155.65
NORTHERN	1748	1,022,811.38	24,033,558.41	789.79	1,380,547.03
BRONG AHAFO	1640	964,883.2	2,267,241.43	789.79	1,302,358.15
ASHANTI	2063	1,207,128.08	2,836,457.90	789.79	1,629,329.82
EASTERN	1937	1,133,401.40	2,663,218.10	789.79	1,529,816.70
VOLTA	1331	778,811.18	1,830,017.19	789.79	1,051,206.00
GREATER ACCRA	3678	2,152,116.86	5,056,952.08	789.79	2,904,835.23
CENTRAL	1116	653,007.72	1,534,409.60	789.79	881,401.88
WESTERN	1657	969,564.34	2,278,240.78	789.79	130,8676.45
TOTAL	15,634	9,147,959.47	21,495,483.65		12,347,524.17

NSP ALLOWANCE 58.51
 DURATION 10 MONTHS
 SALARY TO FRESH GRADUATES IN GES 137.49
 TOTAL SAVINGS FOR SERVICE YEAR
 PRIVATE 2,784,476.60
 PUBLIC 12,347,524.17

15,132,000.78

(Source: GNSS Country Report, 2005)

Table 3: National deployment and cost analysis of NSP posted to public sector – 2005/2006 service year.

REGIONS	NSP PROVIDED	REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP's JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPER EAST	275	160,911.40	430,160.29	1041.40	286,411.87
UPPER WEST	202	118,196.74	315,972.29	1041.40	210,382.54
NORTERN	1760	1,029,832.97	2,753,025.88	1041.40	1,833,035.95
BRONG AHAFO	1752	1,025,151.91	2,740,512.13	1041.40	1,824,703.97
ASHANTI	2567	1,502,034.79	4,015,350.81	1041.40	2,673,524.60
EASTERN	2097	1,227,022.58	3,280,167.77	1041.40	2,184,020.68
VOLTA	1200	702,158.84	1,877,063.10	1041.40	1,249,797.24
GT. ACCRA	5800	3,393,767.75	9,072,471.65	1041.40	6,040,686.66
CENTRAL	1060	620,240.31	1,658,072.41	1041.40	1,103,987.56
WESTERN	1611	942,648.25	2,519,957.21	1041.40	1,677,852.79
TOTAL	18324	10,721,965.55	28662753.54		19,082,613.60

NSP ALLOWANCE 69.63
DURATION 10 MONTHS
SALARY OF FRESH GRADUATE IN GES 156.42
TOTAL SAVINGS FOR SERVICE YEAR
PRIVATE 4,467,906.78
PUBLIC 19,084,403.85
23,552,318.63

(Source: GNSS Country Report, 2005)

Table 4: National deployment and cost analysis of NSP posted to public sector – 2006/2007 service year.

REGIONS	NSP PROVIDED	TOTAL REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP's JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPER EAST	531	536,859.11	10,513.800	968.97	514,521.13
UPPER WEST	257	259,835.76	508,860.00	968.97	249,024.35
NORTHERN	1601	161,865.60	3,169,980.00	968.97	1,551,315.13
BRONG AHAFO	1548	1,565,080.79	3,065,040.00	968.97	1,499,959.91
ASHANTI	3027	3,060,400.22	5,993,460.00	968.97	2,933,061.14
EASTERN	1608	1,625,742.83	3,183,840.00	968.97	1,558,097.89
VOLTA	721	728,955.59	1,427,580.00	968.97	698,624.74
GT. ACCRA	6415	6,485,783.76	12,701,700.00	968.97	6,215,919.14
CENRAL	764	772,430.05	1,512,720.00	968.97	740,290.29
WESTERN	1398	1,413,425.67	2,768,040.00	968.97	1,354,614.96
TOTAL	17,870	18,067,179.38	35,382,600.00		17,315,493.90

NATIONAL SERVICE PERSONNEL ALLOWANCE - 91.91
DURATION (MONTHS) - 11 MONTHS
SALARY OF FRESH GRADUATE IN GES - 180.00
TOTAL SAVINGS FOR THE YEAR
PRIVATE - 4,201,054.75
VOLUNTEER SERVICE - 13,563,396.90
PUBLIC - 17,315,428.67

35,079,880.32

(Source: GNSS Country Report, 2006)

Table 5: National deployment and cost analysis NSP posted to MDA's – 2007/2008 service year.

REGIONS	NSP PROVIDED	TOTAL REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP's JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPER EAST	293	439,500.00	1,158,240.72	2,453.04	718,740.72
UPPER WEST	252	378,000.00	996,166.08	2,453.04	618,166.08
NORTHERN	259	388,500.00	1,023,837.36	2,453.04	635,337.36
BRONG AHAFO	950	1,425,000.00	3,755,388.00	2,453.04	2,330,388.00
ASHANTI	3034	4,551,000.00	11,993,523.36	2,453.04	7442,523.36
EASTERN	1151	1,726,000.00	4,549,949.04	2,453.04	2,823,449.04
VOLTA	347	520,500.00	1,371,704.88	2,453.04	851,204.88
GT. ACCRA	4266	6,399,000.00	16,863,668.64	2,453.04	10,464,668.64
CENTRAL	703	1,054,500.00	2,778,987.12	2,453.04	1,724,487.12
WESTERN	104	156,000.00	411,116.16	2,453.04	255,116.12
TOTAL	11359	-	44,902,581.36	2,453.04	27,864,081.36

NSP ALLOWANCE 125
 DURATION (MONTHS) 12
 SALARY OF FRESH GRADUATE IN GES 329.42
 AMOUNT SAVED 27,864,081.36
 TOTALS FOR THE YEAR **104,150,243.40**

(Source: GNSS Country Report, 2007)

Table 6: National deployment and cost analysis of NSP posted to private sector – 2003/2004 service year.

REGIONS	NSP PROVIDED	REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP's JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPEREAST	-	-	-	-	-
UPPER WEST	-	-	-	-	-
NORTHERN	19	10,201.59	30,400.00	1,063.07	20,198.41
BRONG AHAFO	-	-	-	-	-
ASHANTI	205	110,069.83	328,000.00	1,063.07	21,7930.17
EASTERN	11	5906.19	17,600.00	1,063.07	11,693.81
VOLTA	13	6,980.04	20,800.00	1,063.07	13,819.96
GREATER ACCRA	1072	575,584.67	1,715,200.00	1,063.07	1,139,615.33
CENTRAL	-	-	-	-	-
WESTERN	122	65,505.97	195,200.00	1,063.07	129,695.03
TOTAL	1,442	774,247.29	2,307,200.00	6,378.44	1,532,952.21

NSP ALLOWANCE 53.69
 DURATION 10 MONTHS
 SALARY OF FRESH GRADUATE IN GES 160.00
 TOTAL SAVINGS (PUBLIC AND PRIVATE) 9,736,504.23

(Source: GNSS Country Report, 2004)

Table 7: National deployment and cost analysis of NSP posted to private sector – 2004/2005 service year.

REGIONS	NSP PROVIDED	REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP's JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPEREAST	-	-	-	-	-
UPPER WEST	-	-	-	-	-
NORTHERN	108	63,194.30	194,400.00	1,214.87	131,205.70
BRONG AHAFO	22	12,872.91	39,600.00	1,214.87	26,727.09
ASHANTI	240	140,431.77	432,000.00	1,214.87	291,568.23
EASTERN	49	28,671.49	8,8200.00	1,214.87	59,528.51
VOLTA	28	16,383.71	50,400.00	1,214.87	34,016.29
GREATER ACCRA	1641	960,202.22	2,953,800.00	1,214.87	1,993,601.67
CENTRAL	23	13,458.04	41,400.00	1,214.87	27,941.96
WESTERN	181	10,508.96	325,800.00	1,214.87	219,891.04
TOTAL	2,292	1,341,123.39	4,125,600.00		2,784,482.04

NSP ALLOWANCE

58.51

DURATION

10 MONTHS

SALARY TO FRESH GRADUATES IN GES

180.00

(Source: GNSS Country Report, 2005)

Table 8: National deployment and cost analysis of NSP posted to private sector – 2005/2006 service year.

REGIONS	NSP PROVIDED	REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP's JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPEREAST	21	14,622.39	41,790.00	1552.43	32,601.13
UPPER WEST	6	4,177.83	11,940.00	1552.43	9,314.61
NORTHERN	62	43,170.88	123,380.00	1552.43	96,250.95
BRONG AHAFO	31	21,585.44	61,690.00	1552.43	48,125.47
ASHANTI	310	215,854.40	616,900.00	1552.43	481,254.73
EASTERN	47	32,726.31	92,726.31	1552.43	72,964.43
VOLTA	21	14,622.39	417,900.00	1552.43	32,601.13
GREATER ACCRA	2080	1,448,313.36	4,139,200.00	1552.43	3,229,063.97
CENTRAL	0	0.00	0.00		0.00
WESTERN	300	208,891.35	597,000.00	1552.43	465,730.38
TOTAL	2,878	2,003,964.35	5,727,220.00		4,467,906.78

NSP ALLOWANCE

69.63

DURATION

10 MONTHS

SALARY OF FRESH GRADUATE IN GES

190.00

(Source: GNSS Country Report, 2006)

Table 9: National deployment and cost analysis of NSP posted to private sector – 2006/2007 service year.

REGIONS	NSP PROVIDED (SUPPLIED)	REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP'S JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPER EAST	1	1,011.03	2,189.00	1,070.88	1,070.8
UPPER WEST	16	16,176.55	35,024.00	1,070.88	17,134.05
NORTHERN		0.00	0.00		0.00
BRONG AHAFO	41	41,452.40	89,749.00	1,070.88	43,906.00
ASHANTI	330	333,641.25	722,370.00	1,070.88	353,389.77
EASTERN	24	24,264.82	52,536.00		0.00
VOLTA		0.00	0.00		0.00
GT. ACCRA	3198	3,233,287.05	7,000,422.0	1,070.88	3,424,668.13
CENTRAL	1	1,011.03	2,189.00	1,070.88	1,070.88
WESTERN	336	339,707.46	735,504.00	1,070.88	359,815.04
TOTAL	3947	3,990,551.60	8,639,983.00		4,226,763.36

NATIONAL SERVICE PERSONNEL ALLOWANCE – 91.91
 DURATION (MONTHS) – 11 MONTHS
 SALARY OF FRESH GRADUATE IN GES – 199.00

Source: (GNSS Country Report, 2007)

Table 10: National deployment and cost analysis of NSP posted to private sector – 2007/2008 service year.

REGIONS	NSP PROVIDED	TOTAL REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP'S JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPER EAST	16	24,000.00	78,783.36	3,423.96	54,783.36
UPPER WEST	14	21,000.00	68,935.44	3,423.96	47,935.44
NORTHERN	65	97,500.00	320,057.40	3,423.96	222,557.40
BRONG AHAFO	100	150,000.00	492,396.00	3,423.96	342,396.00
ASHANTI	352	528,000.00	1,733,233.92	3,423.96	1,205,233.92
EASTERN	36	54,000.00	177,262.56	3,423.96	123,262.52
VOLTA	12	18,000.00	59,087.52	3,423.96	41,087.52
GT. ACCRA	3335	5,002,500.00	16,421,406.60	3,423.96	11,418,906.60
CENTRAL	23	34,500.00	113,251.08	3,423.96	78,751.08
WESTERN	411	616,500.00	2,023,747.56	3,423.96	1,407,247.56
TOTAL	4364	6,546,000.00	21,488,161.44	3,423.96	14,942,161.44

NATIONAL SERVICE ALLOWANCES 125.00
 DURATION 12 (MONTHS)
 SALARY OF FRESH GRADUATE IN PRIVATE CO. 410.33
 AMOUNT SAVED 14,942,161.44

(Source: GNSS Country Report, 2008)

Table 11: National deployment and cost analysis of Volunteers posted to Ghana Education Service – 2003/2004 service year.

REGIONS	NSP PROVIDED	REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP'S JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPEREAST	172	110,821.53	247,680.00	795.69	136,858.47
UPPER WEST	133	85,693.39	191,520.00	795.69	105,826.61
NORTHERN	200	128,862.24	288,000.00	795.69	159,137.76
BRONG AHAFO	-	-	-	-	-
ASHANTI	-	-	-	-	-
EASTERN	150	96,646.68	216,000.00	795.69	119,353.32
VOLTA	200	128,862.24	288,000.00	795.69	159,137.76
GREATER ACCRA	-	-	-	-	-
CENTRAL	150	96,646.68	216,000.00	795.69	119,353.32
WESTERN	200	128,862.24	288,000.00	795.69	159,137.76
TOTAL	1205	776,395.00	1,735,235,200.00	7956.89	958,805.00

NVS ALLOWANCE 53.69
 DURATION 12 MONTHS
 SALARY OF FRESH GRADUATE IN GES 120.00

Source: (GNSS Country Report, 2004)

Table 12: National deployment and cost analysis of Volunteers posted to Ghana Education Service – 2004/2005 service year.

REGIONS	NSP PROVIDED	REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP'S JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPEREAST	91	76,675.75	15,0141.15	807.31	73,465.41
UPPER WEST	68	57,296.16	112,193.39	807.31	54,897.23
NORTHERN	274	23,0869.83	452,073.37	807.31	221,203.54
BRONG AHAFO	83	69,935.02	136,941.93	807.31	67,006.91
ASHANTI	77	6,4879.48	127,042.52	807.31	62,163.04
EASTERN	82	6,909.43	135,292.03	807.31	66,199.60
VOLTA	120	101,110.87	197,988.34	807.31	96,877.46
GREATER ACCRA	69	58,138.75	113,843.29	807.31	55,704.54
CENTRAL	76	64,036.89	125,392.61	807.31	61,355.56
WESTERN	86	72,462.79	141,891.64	807.31	69,428.85
TOTAL	1026	864,497.96	1,692,800.27		828,302.31

NVS ALLOWANCE 53.69
 DURATION 12 MONTHS
 SALARY OF FRESH GRADUATE IN GES 137.49
 TOTAL SAVINGS FOR VOLUNTARY SERVICE 828,302.31

(Source: GNSS Country Report, 2004)

Table 13: National deployment and cost analysis of Volunteers posted to Ghana Education Service – 2005/2006 service year.

REGIONS	NSP PROVIDED	REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP's JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPEREAST	250	250,669.62	469,265.78	874.38	218,596.16
UPPER WEST	111	111,297.31	208,354.00	874.38	97,056.69
NORTHERN	548	549,467.81	1028,630.58	874.38	479,162.77
BRONG AHAFO	185	185,495.52	347,256.67	874.38	161,761.15
ASHANTI	184	184,492.84	3,45,379.61	874.38	160,886.77
EASTERN	170	170,455.34	319,100.73	874.38	148,645.39
VOLTA	149	149,399.09	279,682.40	874.38	130,283.31
GREATER ACCRA	133	133,356.24	249,649.39	874.38	11,693.15
CENTRAL	181	181,484.80	339,748.42	874.38	158,263.62
WESTERN	128	128,342.85	240,264.08	874.38	111,921.23
TOTAL	2,039	2,044,461.42	3,827,331.66	-	1,782,870.24

NVS ALLOWANCE 83.55
 DURATION 12 MONTHS
 SALARY OF FRESH GRADUATE IN GES 156.42
 TOTAL SAVINGS FOR VOUNTEER SERVICE 1,782,870.24

(Source: GNSS Country Report, 2006)

Table 14: National deployment and cost analysis of Volunteers Ghana Education Service– 2006/2007 service year.

REGIONS	NSP PROVIDED	REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP's JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPER EAST	529	69,549.60	1,587,000.00	1,677.60	887,450.40
UPPER WEST	258	341,179.20	774,000.00	1,677.60	432,820.80
NORTHERN	1209	1,598,781.60	3,627,000.00	1,677.60	2,028,218.40
BRONG AHAFO	1142	1,510,180.80	3,426,000.00	1,677.60	1,915,819.20
ASHANTI	1209	1,598,781.60	3,627,000.00	1,677.60	2,028,218.40
EASTERN	836	1,105,526.40	2,508,000.00	1,677.60	1,402,473.60
VOLTA	697	921,712.80	2,091,000.00	1,677.60	11,169,287.20
GT. ACCRA	628	830,467.20	1,884,000.00	1,677.60	1,053,532.80
CENTRAL	726	960,062.40	2,178,000.00	1,677.60	1,217,937.60
WESTERN	851	1,125,362.40	2,553,000.00	1,677.60	1,427,637.60
TOTAL	8,085	10,691,604.00	24,255,000.00		13,563,369.00

SALARY OF FRESH GRADUATE IN GES – 250.00
 NATIONAL VOLUNTEER ALLOWANCE – 110.20
 DURATION 12 MONTHS
 TOTAL SAVINGS FOR VOLUNTEER SERVICE – 13,563,396.00

(Source: GNSS Country Report, 2007)

Table 15: National deployment and cost analysis of NSP posted to Ghana Education service – 2007/2008 service year

REGIONS	NSP PROVIDED	TOTAL REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP's JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPER EAST	162	--	640,392.48		397,392.48
UPPER WEST	157	235,500.00	620,453.28	2,453.04	385,127.28
NORTHERN	1802	2,703,000.00	7,123,378.08	2,453.04	4,420,378.08
BRONG AHAFO	809	1,213,500.00	3,198,009.36	2,453.04	1,984,509.36
ASHANTI	2039	3,058,500.00	8,060,248.56	2,453.04	5,001,748.56
EASTERN	1556	2,334,000.00	6,150,930.24	2,453.04	3,816,930.24
VOLTA	1549	2,323,500.00	6,123,258.96	2,453.04	3,799,758.96
GT. ACCRA	1791	2,686,500.00	7,078,987.12	2,453.04	4,393,394.64
CENRAL	703	1,054,500.00	2,778,987.12	2,453.04	1,724,487.12
WESTERN	2731	4,096,500.00	10,795,752.24	2,453.04	6,699,252.24
TOTAL	13299	--	52,571,478.96	2,453.04	32,622,978.96

NSP ALLOWANCE 125.00
 DURATION (MONTHS) 12
 SALARY FOR FRESH GRADUATE IN GES 329.42
 AMOUNT SAVED 32,622,447.00

(Source: GNSS Country Report, 2008)

Table 16: National deployment and cost analysis Volunteers posted – 2007/2008 service year.

REGIONS	NSP NUMBER PROVIDED	TOTAL REMUNERATION PAID TO VOLUNTEERS IN A YEAR	ACTUAL REMUNERATION FOR NSP's JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPER EAST	643	1,157,400.00	2,541,804.72	2,153.04	1,384,404.72
UPPER WEST	425	765,000.00	1,680,042.00	2,153.04	915,042.00
NORTHERN	2450	4,410,000.00	9,684,948.00	2,153.04	5,274,948.00
BRONG AHAFO	1669	3,004,200.00	6,597,623.76	2,153.04	3,593,423.76
ASHANTI	2257	4,062,600.00	8,922,011.28	2,153.04	4,859,411.28
EASTERN	1569	2,824,200.00	6,202,319.76	2,153.04	3,378,119.76
VOLTA	976	1,756,800.00	3,858,167.04	2,153.04	2,101,367.04
GT. ACCRA	900	1,620,000.00	3,557,736.00	2,153.04	1,937,736.00
CENTRAL	1058	1,904,400.00	4,182,316.32	2,153.04	2,977,916.00
WESTERN	1383	2,507,400.00	5,506,584.72	2,153.04	2,999,184.72
TOTAL	13340	24,012,000.00	52,733,533.60		28,721,553.60

NATIONAL VOLUNTEERSERVICE ALLOWANCE 150.00
 DURATION (MONTHS) 12
 SALARY OF FRESH GRADUATE IN GES 329.42
 AMOUNT SAVED 28,721,553.60

(Source: GNSS Country Report, 2008)

Table 17: National deployment and cost analysis of volunteers posted to local government (civil service) – 2003/2004 service year.

REGIONS	NSP PROVIDED	REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP's JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPEREAST	28	18,040.71	26.88	315.69	8,839.29
UPPER WEST	22	14,174.85	21.12	315.69	6,945.15
NORTHERN	52	33,504.18	49.92	315.69	16,415.82
BRONG AHAFO	70	45,101.78	67.20	315.69	22,098.22
ASHANTI	33	21,262.27	31.68	315.69	10,417.73
EASTERN	33	21,262.27	31.68	315.69	10,417.73
VOLTA	33	21,262.27	31.68	315.69	10,417.73
GREATER ACCRA	14	9,020.36	13.44	315.69	4,419.64
CENTRAL	12	7,731.73	11.15	315.69	378.27
WESTERN	33	21,262.30	31.68	315.69	10,417.73
TOTAL	330	2,122,622.70	316.80	3156.89	104,117.30

NVS ALLOWANCE	53.69
DURATION	12 MONTHS
SALARY OF FRESH GRADUATE IN CIVIL SERVICE	80.00
GRAND TOTAL	1,062,982.31

(Source: GNSS Country Report, 2003)

Table 18: National deployment and cost analysis of Volunteers posted to local government (civil service) – 2005/2006 service year.

REGIONS	NSP PROVIDED	REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP's JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPER EAST	28	28,075.00	52,557.77	874.38	24,482.76
UPPER WEST	22	22,058.93	41,295.39	874.38	19,236.46
NORTHERN	52	52,139.29	97,607.28	874.38	45,467.99
BRONG AHAFO	70	70,187.51	131,394.42	874.38	61,206.91
ASHANTI	33	33,088.40	61,943.08	874.38	28,854.68
EASTERN	33	33,088.40	61,943.08	874.38	28,854.68
VOLTA	33	33,088.40	61,943.08	874.38	28,854.68
GREATER ACCRA	14	14,037.50	26,278.88	874.38	12,241.38
CENTRAL	12	12,032.14	22,524.76	874.38	10,492.61
WESTERN	33	33,088.40	61,943.08	874.38	28,854.68
SUB-METROS	132	132,353.59	24,772.33	874.38	115,418.74
TOTAL	462	463,237.57	867,203.15		403,966.59

NVS ALLOWANCE	53.69
DURATION	12 MONTHS
SALARY OF FRESH GRADUATE IN CIVIL SERVICE	156.64

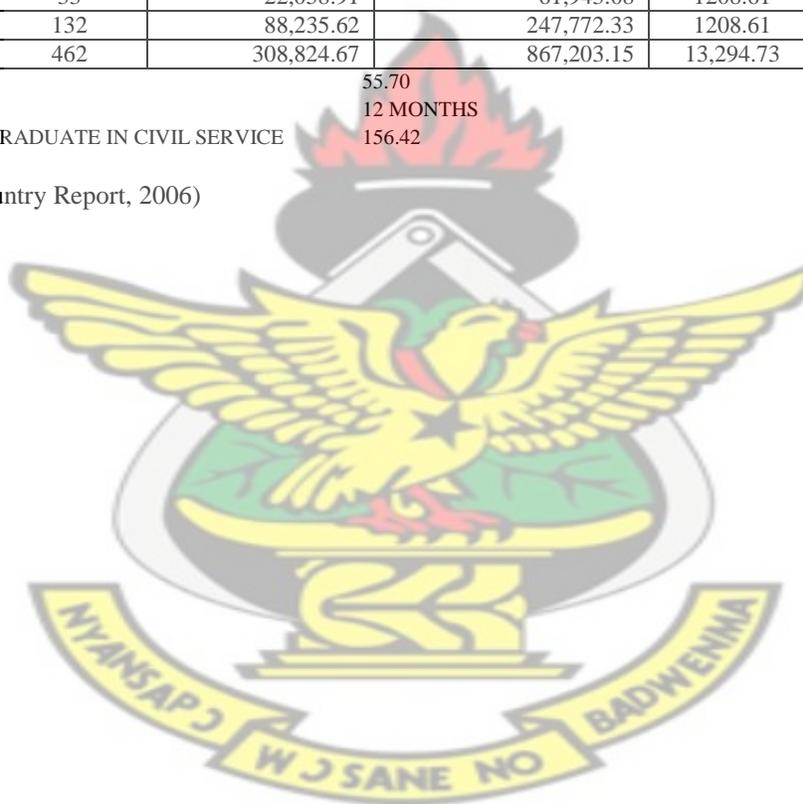
(Source: GNSS Country Report, 2006)

Table 19: National deployment and cost analysis of Non- Graduate Secretaries posted to local government – 2005/2006 service year.

REGIONS	NSP PROVIDED	REMUNERATION PAID TO NSP IN A YEAR	ACTUAL REMUNERATION FOR NSP's JOB POSITION IN AN ORGANISATION	UNIT SAVINGS (ANNUAL)	TOTAL SAVINGS (ANNUAL)
UPPER EAST	28	18,716.65	52,557.77	1208.61	33,841.12
UPPER WEST	22	14,705.94	41,295.39	1208.61	26,589.45
NORTHERN	52	34,759.49	97,607.28	1208.61	62,847.79
BRONG AHAFO	70	46,791.62	131,394.42	1208.61	84,602.80
ASHANTI	33	22,058.91	61,943.08	1208.61	39,884.18
EASTERN	33	22,058.91	61,943.08	1208.61	39,884.18
VOLTA	33	22,058.91	61,943.08	1208.61	39,884.18
GREATER ACCRA	14	9,358.32	26,278.88	1208.61	16,920.56
CENTRAL	12	8,021.42	22,524.76	1208.61	14,503.34
WESTERN	33	22,058.91	61,943.08	1208.61	39,884.18
SUB-METROS	132	88,235.62	247,772.33	1208.61	159,536.71
TOTAL	462	308,824.67	867,203.15	13,294.73	558,378.48

NVS ALLOWANCE 55.70
 DURATION 12 MONTHS
 SALARY TO FRESH GRADUATE IN CIVIL SERVICE 156.42

(Source: GNSS Country Report, 2006)



APPENDIX B – RESEARCH INSTRUMENT

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI
COLLEGE OF ARCHITECTURE AND PLANNING
DEPARTMENT OF PLANNING**

INTERVIEW SCHEDULE (QUESTIONNAIRE) FOR THE STAFF OF NSS

I am conducting a survey on *THE CONTRIBUTION OF NATIONAL SERVICE AND VOLUNTARY PROGRAMME TO NATIONAL DEVELOPMENTAL EFFORTS*, Purely for academic purposes.

Please, kindly answer all the following as accurate as possible for the purpose stated above. Tick () where appropriate.

I wish to assure you that information provided here will be treated with confidentiality.

1. PLACE OF INTERVIEW:.....
2. DATE OF INTERVIEW:.....
3. MARITAL STATUS : Single () Married () Divorced () Widowed ()
4. GENDER: MALE () FEMALE ()
5. AGE : 20- 29 () 30- 39 () 40 -49 () 50- 59 () 60 and above
6. POSITION WITHIN THE SCHEME:.....
7. For how long have you been with the Scheme?
1 – 10years () 11- 20years () 21 – 30years () 31 – 40years ()
8. How do you see the mandatory service and voluntary programme as a developmental tool or means?
.....
.....
9. (a) Have you had any active involvement with some of the national service activities in your locality? Yes () No ()
(b) If yes, please state them.
.....
.....

10. What do you identify as differences between the enthusiasms with which the Ghanaian youth embrace national service obligation as compared to our counterparts in other parts of the world?

.....
.....

11. Give your impressions about the Ghana National and voluntary service programme as a whole

.....

12. In your estimation, what do think could be done or which policies should be put in place in order to improve upon the performance of the programme for the country to derive the maximum benefits?

.....
.....

13. One of the aims for instituting Ghana National Service Scheme (GNSS) was to provide trained manpower to supplement and improve existing levels of performance in mainly the public sector, to what extent has this been achieved?

Greatly () Fairly () Not much () None of these ()

Explain your answer

.....
.....

14. To provide personnel for rural development and community action is NSS's prime concern.

Yes () No () Don't know () Give your reasons

.....
.....

15. Do you agree with the assertion that National Mandatory and Voluntary Service is to promote the identification and creating awareness of national and social problems requiring urgent attention?

Yes () No () state your reasons for this.

.....
.....

16. In your candid opinion, do you think the institution or establishment of the scheme/programme was justifiable? Yes () No ()

Give reason(s)

.....

KNUST

17. National Service has been described by a section of Ghanaians as “national suffering” how do you see this assertion?

.....

18. What do you think are some of the challenges faced by GNSS and suggest means or ways to surmount them?

.....
.....

19. In your opinion, what are the overall impact of national mandatory service and volunteer programme on the Ghanaian Economy?

a. Positively () b. Negatively () c. No impact at all () d. None of them.

20. Comment on the influence (if any) the scheme has had on the private sector

.....
.....

21. What are some of the benefits you as an individual have derived from the service scheme / voluntary programme?

.....
.....

22. Will you want the mandatory and voluntary service to be maintained or scraped?
a. Maintained () b. Scraped ()

Give reasons for your choice

.....
.....

23. Do you think the GNSS has successfully been useful by organizing the educated youth in achieving any meaningful development of this country?
Yes () No () Don't know ()

24. The GNSS is committed to deploying young graduates to offer services countrywide to supplement manpower shortfalls and to provide re-orientation and entrepreneurial skills for post service employment, through Community Development Programmes, in your candid opinion, do you think this has been fulfilled?

Yes () No ()

Explain your answer

.....
.....

25. In what ways do you think the scheme has promoted self development cross- cultural exposure and strengthening national unity in the country?

.....
.....
.....

26. A section of Ghanaians perceived the GNSS programme as a mere punishments and exposure of young graduates to various forms of dangers / hazards. What is/are your response to this?

.....

.....
.....
27. What do you think has been a major breakthrough or developmental activities of the GNSS?
.....
.....

Thank you.

KNUST



KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI
COLLEGE OF ARCHITECTURE AND PLANNING
DEPARTMENT OF PLANNING

QUESTIONNAIRE (INTERVIEW SCHEDULE) FOR NATIONAL SERVICE PERSONNEL (NSP) AND NATIONAL VOLUNTARY PERSONNEL (NVP).

I am conducting a survey on *THE CONTRIBUTION OF NATIONAL SERVICE AND VOLUNTARY PROGRAMME TO NATIONAL DEVELOPMENTAL EFFORTS*, purely for academic purposes.

Please, kindly answer all the following as accurate as possible for the purpose stated above. Tick () where appropriate.

I wish to assure you that information provided here will be treated with confidentiality.

1. PLACE OF INTERVIEW:.....
2. DATE OF INTERVIEW:.....
3. MARITAL STATUS: Married () Not Married () Divorced
4. GENDER: MALE () FEMALE ()
5. AGE: 20- 25 () 26- 30 () 31- 40 () 41 -49 () 50 - 60
6. PROFESSION / QUALIFICATION:.....

7. For how long have you been aware of the existence of National and Voluntary Service activities in Ghana?
1 – 10years () 11- 20years () 21 – 30years () 31 – 40years

8. How do you see the Mandatory and Voluntary service as a developmental tool or means?
.....
.....

9. Give comments on the whole service postings and how you find yours to this particular District or station.
.....
.....
.....

10. Have you had any serious involvement with some of the service activities in your locality? If yes, please state them.

.....
.....

11. How was / is your working relationship with the user agency where you served?

.....

12. How was / is your working relationship with your district secretariat?

.....

13. How was / is your working relationship with your colleagues personnel and volunteers?

.....
.....

14. What do you identify as differences between the enthusiasms with which the Ghanaian youth embrace national service as compared to our Nigerian counterpart?

.....
.....

15. Give your impressions about the Ghana National Mandatory and Voluntary service / programme as a whole

.....

16. In your estimation, what do think could be done or which policies should be put in place in order to improve upon the performance of the programme for the country to derive the maximum benefits?

.....
.....

17. One of the aims for instituting Ghana National Service Scheme (GNSS) was to provide trained manpower to supplement and improve existing levels of performance in mainly the public sector, to what extent has this been achieved?

Greatly () Fairly () Not much () None of these ()

18. To provide personnel for rural development and community action is NSS's prime concern.

Yes () No () Don't know () Give your reasons

.....
.....
.....

19. Do you agree with the assertion that National Mandatory and Voluntary Service is to promote the identification and creating awareness of national and social problems requiring urgent attention?

Yes () No () state your reasons for this.

.....
.....

20. In your candid opinion, do you think the institution or establishment of the scheme/programme was justifiable? Yes () No ()

Give reason(s)

.....
.....

21. National service has been described by a section of Ghanaians, especially students as "national suffering", how do you see this assertion?

.....

22. What do you think are some of the challenges faced by (GNSS) Ghana National Service Scheme's establishment and suggest mean or ways to surmount them?

.....
.....

23. In your opinion, what are the overall impact of national Mandatory and Voluntary service/ programme on the Ghanaian Economy?

Positively () Negatively () No impact at all () None of them ()

24. Comment on the influence (if any) has the scheme on the private sector

25. What are some of the benefits you as an individual have derived from the Mandatory and Voluntary service / programme?

.....
.....

26. Will you want the mandatory and voluntary service to be maintained or scraped?

a. Maintained () b. Scraped ()

Give reasons for your choice

.....
.....

KNUST

27. Do you think the GNSS has successfully been useful by organizing the educated youth in achieving any meaningful development of this country?

Yes () No () Don't know ()

28. NASPA was/is the most vibrant youth Association in Ghana, Do you agree with this assertion, are you aware of the existence of some of its activities with the GNSS? If yes, state some of them.

Yes () No ()

29. The GNSS is committed to deploying young graduates to offer services countrywide to supplement manpower shortfalls and to provide re-orientation and entrepreneurial skills for post service employment, through Community Development Programmes, in your candid opinion, do you think this has been fulfilled?

Yes () No ()

Explain your answer

.....
.....

30. In what ways do you think the scheme has promoted self development cross-cultural exposure and strengthening national unity in this country?

.....
.....

31. A section of Ghanaians perceived the GNSS programme as a mere punishments and exposure of young graduates to various forms of dangers / hazards. What is/are your response to this?

32. What do you think has been a major breakthrough or developmental activities of the GNSS?

.....

Thank you.

KNUST



**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI
COLLEGE OF ARCHITECTURE AND PLANNING
DEPARTMENT OF PLANNING**

*INTERVIEW SCHEDULE (QUESTIONNAIRE) FOR USER AGENCIES IN THE PUBLIC
SECTOR.*

I am conducting a survey on *THE CONTRIBUTION OF NATIONAL SERVICE AND VOLUNTARY PROGRAMME TO NATIONAL DEVELOPMENTAL EFFORTS*. Purely for academic purposes.

Please, kindly answer all the following as accurate as possible for the purpose stated above. Tick () where appropriate.

I wish to assure you that information provided here will be treated with confidentiality.

1. Name of Institution or Organisation
2. Position of respondent within the Institution
3. For how long has your Institution been in existence?
4. For how long have your Institution been using the services of national service personnel and Volunteers in Ghana?
1 – 10years () 11- 20years () 21 – 30years () 31 – 40years ()
5. How do you see the Mandatory and voluntary programme as a developmental tool or means?.....
6. Is there any kind(s) of special assistance that your organization / institution do give to the service scheme over the years?
.....
.....
7. What do you identify as differences between the enthusiasms with which the Ghanaian youth embrace national service as compared to our counterpart in other countries?
.....

8. Give your impressions about the Ghana National Mandatory and voluntary service programme as a whole.

.....
.....

9. In your estimation, what do think could be done or which policies should be put in place in order to improve upon the performance of the programme for the country to derive the maximum benefits?

.....
.....

KNUST

10. One of the aims for instituting Ghana National Service Scheme (GNSS) was to provide trained manpower to supplement and improve existing levels of performance in mainly the public sector, to what extent has this been achieved?

Greatly () Fairly () Not much () None of these ()

11. To provide personnel for rural development and community action is Ghana National Service Scheme's prime concern.

Yes () No () Don't know () Give your reasons.....

.....
.....

12. Do you agree with the assertion that National Mandatory and Voluntary Service is to promote the Identification and creating awareness of national and social problems requiring urgent attention?

Yes () No () state your reasons for this.....

.....
.....

13. In your candid opinion, do you think the institution or establishment of the scheme/ programme was justifiable?, give reason(s)

.....
.....

14. National service has been described by a section of Ghanaians as “national suffering”, how do you see this assertion?

.....

15. What do you think are some of the challenges faced by GNSS’s establishment and suggest mean or ways to surmount them?

.....

.....

KNUST

16. In your opinion, what are the overall impact of National Mandatory and Voluntary service on the Ghanaian Economy?

Positively () Negatively () No impact at all () None of them ().

17. Comment on the influence (if any) has the scheme on the private sector

.....

18. What are some of the benefits that you have as an Institution / Organisation derived from the scheme / programme?

.....

.....

19. Will you want the mandatory and voluntary service to be maintained or scraped?

c. Maintained () b. Scraped ()

Give reasons for your choice

20. Do you think the GNSS has successfully been useful by organizing the educated youth in achieving any meaningful development of this country?

Yes () No () Don’t know ()

21. National Service Personnel Association was/is the most vibrant youth Association in Ghana, Do you agree with this assertion, are you aware of the existence of some of its activities with the GNSS? If yes, state some of them.

Yes () No ()

22. The GNSS is committed to deploying young graduates to offer services countrywide to supplement manpower shortfalls and to provide re-orientation and entrepreneurial skills for post service employment, through Community Development Programmes, in your candid opinion, do you think this has been fulfilled?

Yes () No ()

Explain your answer

.....
.....

KNUST

23. In what ways do you think the scheme has promoted self development, cross- cultural exposure and strengthening national unity in the country?

.....
.....

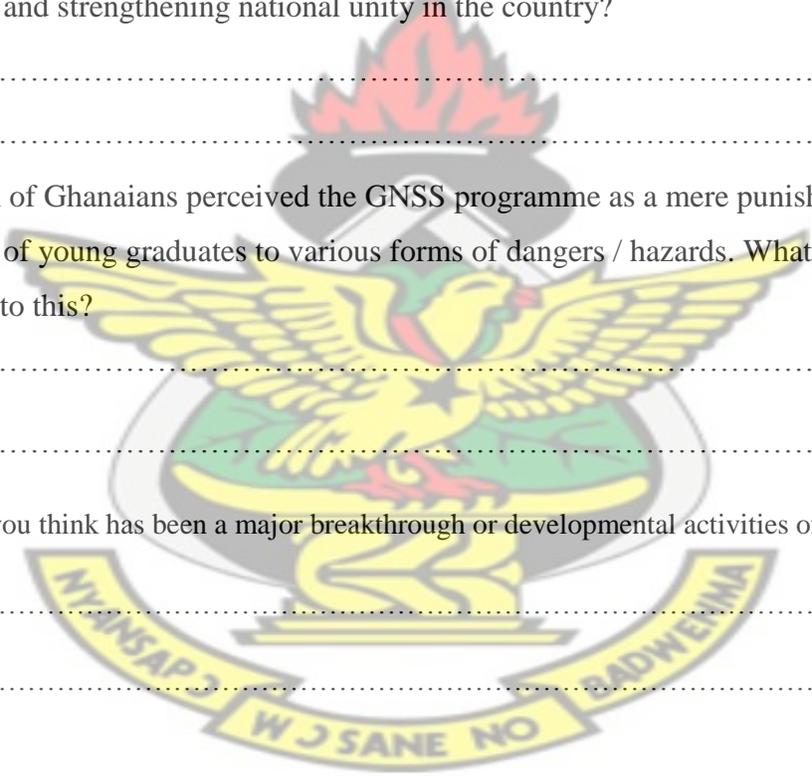
24. A section of Ghanaians perceived the GNSS programme as a mere punishments and exposure of young graduates to various forms of dangers / hazards. What is/are your response to this?

.....
.....

25. What do you think has been a major breakthrough or developmental activities of the GNSS?

.....
.....

Thank you.



**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI
COLLEGE OF ARCHITECTURE AND PLANNING
DEPARTMENT OF PLANNING**

INTERVIEW SCHEDULE (QUESTIONNAIRE) FOR COMMUNITY (USER AGENCIES).

I am conducting a survey on *THE CONTRIBUTION OF NATIONAL SERVICE AND VOLUNTARY PROGRAMME TO NATIONAL DEVELOPMENTAL EFFORTS*. Purely for academic purposes.

Please, kindly answer all the following as accurate as possible for the purpose stated above. Tick () where appropriate.

I wish to assure you that information provided here will be treated with confidentiality.

1. Name of Town or Settlement / Community
2. Position of respondent within the Town / Community
3. For how long has your Town / Community been in existence?
4. For how long have your Town / Community been using the services of national service personnel and Volunteers in Ghana?
1 – 10years () 11- 20years () 21 – 30years () 31 – 40years ()
5. How do you see the Mandatory service and voluntary programme as a developmental tool or means?.....
6. Is there any kind(s) of special assistance that your Town / Community do give to the service scheme over the years?
.....
.....
7. What do you identify as differences between the enthusiasms with which the Ghanaian youth embrace national service as compared to their counterparts in other countries?
.....

8. Give your impressions about the Ghana National Mandatory service and voluntary programme as a whole.

.....
.....

9. In your estimation, what do think could be done or which policies should be put in place in order to improve upon the performance of the programme for the country to derive the maximum benefits?

.....
.....

KNUST

10. One of the aims for instituting Ghana National Service Scheme (GNSS) was to provide trained manpower to supplement and improve existing levels of performance in mainly the public sector, to what extent has this been achieved?

Greatly () Fairly () Not much () None of these ()

11. To provide personnel for rural development and community action is Ghana National Service Scheme's prime concern.

Yes () No () Don't know () Give your reasons.....

.....
.....

12. Do you agree with the assertion that National Mandatory and Voluntary Service is to promote the Identification and creating awareness of national and social problems requiring urgent attention?

Yes () No () state your reasons for this.....

.....

13. In your candid opinion, do you think the institution or establishment of the scheme/ programme was justifiable?, give reason(s)

.....
.....

14. National service has been described by a section of Ghanaians as “national suffering”, how do you see this assertion?

.....

15. What do you think are some of the challenges faced by GNSS’s establishment and suggest mean or ways to surmount them?

.....

.....

KNUST

16. In your opinion, what are the overall impact of National Mandatory and Voluntary service on the Ghanaian Economy?

Positively () Negatively () No impact at all () None of them ().

17. What are some of the benefits that you have as an Institution / Community derived from the scheme / programme?

.....

.....

18. Will you want the mandatory and voluntary service to be maintained or scraped?
d. Maintained () b. Scraped ()

Give reasons for your choice

19. Do you think the GNSS has successfully been useful by organizing the educated youth in achieving any meaningful development of this country?

Yes () No () Don’t know ()

20. The GNSS is committed to deploying young graduates to offer services countrywide to supplement manpower shortfalls and to provide re-orientation and entrepreneurial skills for post service employment, through Community Development Programmes, in your candid opinion, do you think this has been fulfilled?

Yes () No ()
Explain your answer

.....
.....

21. In what ways do you think the scheme has promoted self development, cross- cultural exposure and strengthening national unity in the country?

.....
.....

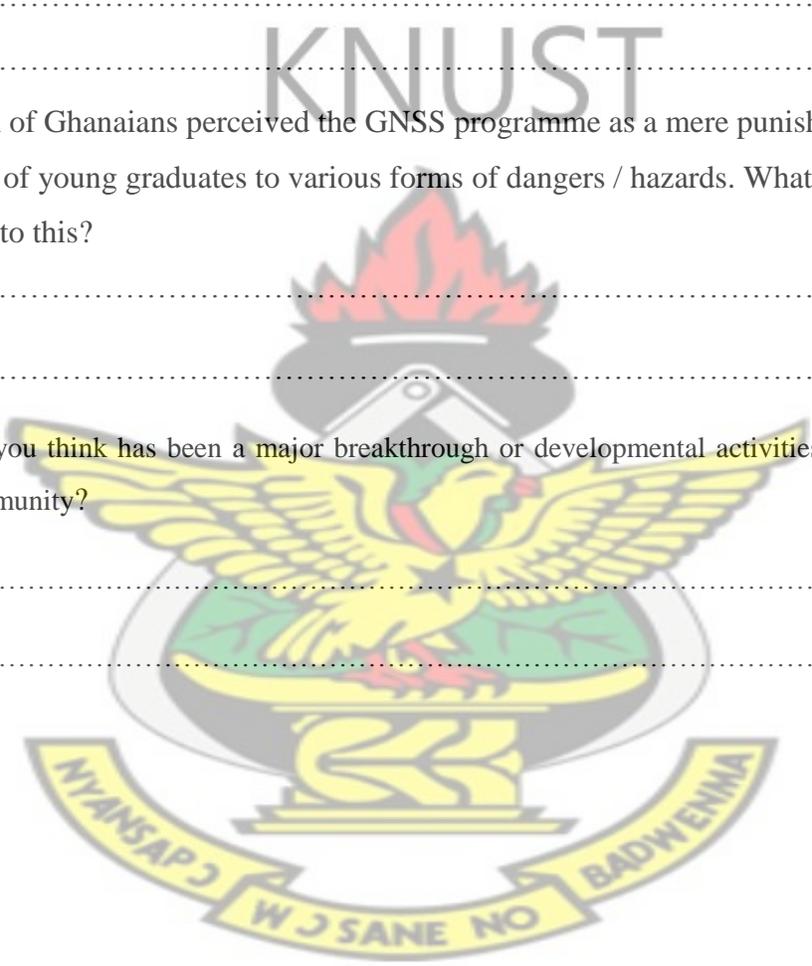
22. A section of Ghanaians perceived the GNSS programme as a mere punishment and exposure of young graduates to various forms of dangers / hazards. What is/are your response to this?

.....
.....

23. What do you think has been a major breakthrough or developmental activities of the GNSS on your community?

.....
.....

Thank you.



**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI
COLLEGE OF ARCHITECTURE AND PLANNING
DEPARTMENT OF PLANNING**

*INTERVIEW SCHEDULE (QUESTIONNAIRE) FOR USER AGENCIES IN THE PRIVATE
SECTOR.*

I am conducting a survey on *THE CONTRIBUTION OF NATIONAL SERVICE AND VOLUNTARY PROGRAMME TO NATIONAL DEVELOPMENTAL EFFORTS*. Purely for academic purposes.

Please, kindly answer all the following as accurate as possible for the purpose stated above. Tick () where appropriate.

I wish to assure you that information provided here will be treated with confidentiality.

1. Name of Institution or Organisation
2. Position of respondent within the Institution / Organisation
3. For how long has your Institution / Organisation been in existence?
4. For how long have your Institution / Organisation been using the services of national service personnel and Volunteers in Ghana?
1 – 10years () 11- 20years () 21 – 30years () 31 – 40years ()
5. How do you see the Mandatory service and voluntary programme as a developmental tool or means?.....
6. Is there any kind(s) of special assistance that your organization / institution do give to the service personnel or scheme over the years?
.....
7. What do you identify as differences between the enthusiasms with which the Ghanaian youth embrace national service as compared to their counterparts in other countries?

8. Give your impressions about the Ghana National Mandatory service and voluntary programme as a whole.

.....
.....

9. In your estimation, what do think could be done or which policies should be put in place in order to improve upon the performance of the programme for the country to derive the maximum benefits?

.....
.....

KNUST

10. One of the aims for instituting Ghana National Service Scheme (GNSS) was to provide trained manpower to supplement and improve existing levels of performance in mainly the public sector, to what extent has this been achieved?

Greatly () Fairly () Not much () None of these ()

11. To provide personnel for rural development and community action is Ghana National Service Scheme's prime concern.

Yes () No () Don't know () Give your reasons.....

.....
.....

12. Do you agree with the assertion that National Mandatory and Voluntary Service is to promote the Identification and creating awareness of national and social problems requiring urgent attention?

Yes () No () state your reasons for this.....

.....
.....

13. In your candid opinion, do you think the institution or establishment of the scheme/ programme was justifiable?, give reason(s)

.....
.....

14. National service has been described by a section of Ghanaians as “national suffering”, how do you see this assertion?

.....

15. What do you think are some of the challenges faced by GNSS’s establishment and suggest mean or ways to surmount them?

.....

.....

16. In your opinion, what are the overall impact of National Mandatory and Voluntary service on the Ghanaian Economy?

Positively () Negatively () No impact at all () None of them ().

17. Comment on the influence (if any) has the scheme on the private sector

.....

18. What are some of the benefits that you have as an Institution / Organisation derived from the scheme / programme?

.....

.....

19. Will you want the mandatory and voluntary service to be maintained or scraped?

e. Maintained () b. Scraped ()

Give reasons for your choice

.....

20. Do you think the GNSS has successfully been useful by organizing the educated youth in achieving any meaningful development of this country?

Yes () No () Don’t know ()

21. The GNSS is committed to deploying young graduates to offer services countrywide to supplement manpower shortfalls and to provide re-orientation and entrepreneurial skills for post service employment, through Community Development Programmes, in your candid opinion, do you think this has been fulfilled?

Yes () No ()

Explain your answer

.....
.....

22. In what ways do you think the scheme has promoted self development, cross- cultural exposure and strengthening national unity in the country?

.....
.....

23. A section of Ghanaians perceived the GNSS programme as a mere punishments and exposure of young graduates to various forms of dangers / hazards. What is/are your response to this?

.....
.....

24. What do you think has been a major breakthrough or developmental activities of the GNSS as far as the private sector concerned?

.....
.....

Thank you.

