DECLARATION

I, Isaac Darkwah Akromah the author of this study, hereby declare that except for the references of other people"s work, which I duly acknowledged, the work presented herein titled "Evaluating The Impact of Non-Governmental Organizations On Basic Education in Rural Areas in Ghana; the case of Afigya Kwabre District" under the supervision of Emmanuel Buabeng in partial fulfillment of the requirements for the award of Master of Science in Economics and duly submit to the department. I also declare that this work has never been submitted partially or wholly to any institution for award of certificate.

Isaac Darkwah Akromah   ……….…………….. ……...……………
 (Student) (PG2724914)   Signature   Date

Emmanuel Buabeng   ………….…………….. ……...……………
 (Supervisor)   Signature   Date

Dr. Jacob Novignon   ………….…………….. ………………...
(Internal Examiner)   Signature   Date

Certified by:

Dr.Yusif Hadrat   ………….…………….. ……...……………
(Head of Department)   Signature   Date

DEDICATION

Special dedications to GOD ALMIGHTY for the Wisdom, Strength and Grace bestowed to me throughout these challenging periods.

This work is also dedicated to my parents and family whose encouragement has brought me this far. For their love and support during the pursuance of my academic work.

ACKNOWLEDGEMENT

I am grateful to God Almighty for his mercies and support through the writing of this research report.

I would also like to extend my profound gratitude to my supervisor Emmanuel Buabeng whose support, interest, encouragement and stimulating suggestions helped me during the research and writing process of this thesis.

I appreciate the tremendous contribution of Nadia Karen August during the period of research. Your impact can"t be erased. Also to Rita Effah-Kyeremeh, Bismark Amoah, staff of Rising Village Foundation, and all others who contributed one way or the other in the course of this research.
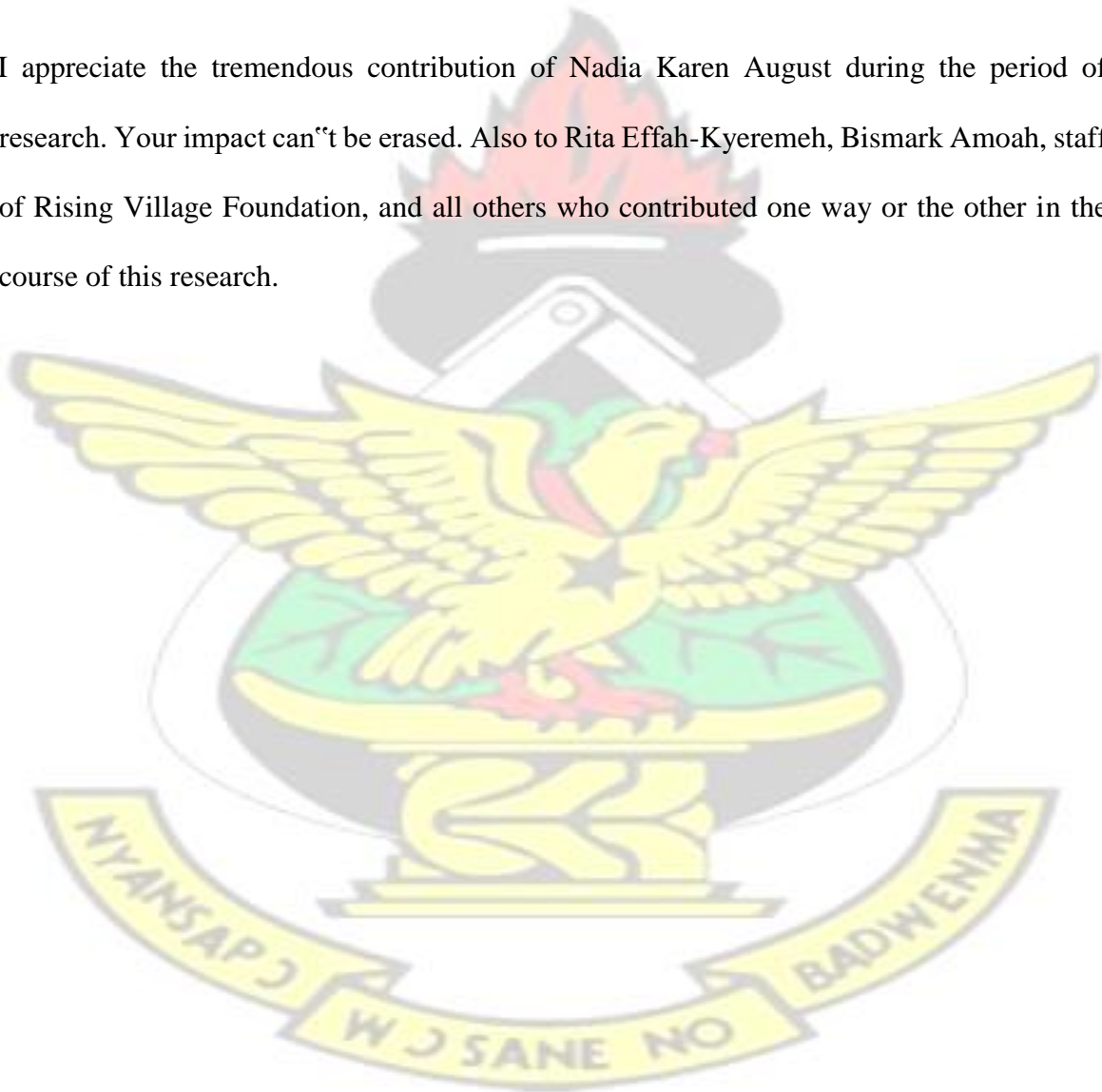
ABSTRACT

In spite of these challenges, Non-Governmental Organizations (NGOs) have significant input in the communities they serve. The most common NGOs are into Education, Health, Agriculture, ICT, sustainability programs. The need for Non-Governmental Organizations (NGOs) in Ghana is very important and needs to be encouraged. This research assesses the impact of these NGOs on education retention, enrolment, attendance and their input in the establishment of infrastructure.

The study covered communities in the Afigya-Kwabre District of Ashanti Region. The research employed both primary and secondary data. SPSS was used in the analysis of data gathered. This gave a clear understanding of the contribution of NGOs in education in the rural areas.

The outcome of this study was that, scholarships were provided for pupils in four of the schools selected as confirmed by the headmasters of the individual schools, the District Educational directorate and the focus group discussions carried out with the Parent Teacher Association and/or School Management Committees. The scholarship package included assurance for payment of school fees for the child for every term if the child continues to SHS, payment of ICT fees and some amount of money for daily up keep.

In a nut shell, it was evident from the data collected that, NGOs have positive impact on education in the rural areas through the provision of scholarships, provision of school uniforms, provision of school supplies and infrastructure.

It was therefore recommended after the study that NGOs should engage schools management in implementation and monitoring of programs to improve education.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLE

ABBREVIATIONS

WDR   -   World Development Report

USAID   -   United State Aid

NGO   -   Non-Governmental Organization

LEAP	-	Livelihood Empowerment Against Poverty
SADA	-	Savanna Accelerated Development Authority
MASLOC	-	Micro-Finance and Small Loans Center
DWM	-	31st December Women Movement
CRS	-	Catholic Relief Service
UN	-	United Nations
MDGs	-	Millennium Development Goals
CBO	-	Community Based Organization
NDPC	-	National Development Planning Commission

CHAPTER ONE

INTRODUCTION

1.0   Background of Study

The origin of Non-Governmental Organizations (NGOs) in Ghana can be traced as early as the colonial time (Bob-Milliar, 2005). Until recently, NGOs were not popular in Ghana. In today"s Ghana, there are a number of NGOs registered and operating in Ghana; most of which operate in the deprived areas in Ghana.

The development in the economy has always been focused on the government of Ghana and it is important to note that the supports of NGOs are needed to the development of the country. Through the implementation of NGO programs, they can help alleviate poverty and help in education, health, capacity building and social policies.

Activities of NGOs complement the efforts of governments in Ghana. Action Aid, USAID, 31st December Women Movement (DWM), World Vision, Rising Village Foundation, Catholic Relief Services (CRS), Africana Children Educational Fund, Adventist Development and Relief Agency are some of the NGOs engaging in activities such as Development of Small Scale Farmers, Research, Monitoring and Evaluation, Enlightenment Campaigns; Advocacy for the poor, Education, Sustainability Programs, Health Issues, Women Empowerment etc. (George, 2005). Challenges as inevitable as they seem, NGOs face challenges in setting (drawing), implementation and evaluation of their programs. These challenges include insufficient operation funds, language barriers, tribalism, inadequate logistics, governance of the organizations and the relations between board members and staff etc. These challenges do affect the NGOs from program setting, through

implementation to evaluation (Aksel and Baran, 2006). According to Aksel and Baran, problems are enormous and common among NGOs. NGOs find difficulty in sourcing for funds which is the backbone of the organization. No organization can function without funds to implement programs. Africana Children Educational Fund is currently facing challenges of inadequate funds. According to the organization, donors and sponsors have limited the amount of funds donated to the organization. This has gone a long way to affect the operations of the organization and facing a possible shut down (ACEF 2015). Rising Village Foundation in its quest to expand their operations to the Northern and Upper East Regions of Ghana face the problem of language barrier. According to the organization, an interpreter always has to be employed to assist in communicating to the village settlers in the two regions (Rising Village Foundation, 2015).

In spite of these challenges, NGOs have made significant input in the communities they serve. The most common ones undertake activities in Education, Health, Agriculture, ICT, sustainability programs. Africana Children Educational Fund in the course of improving education in the basic schools has built an ICT block with computers for the SDA Basic School in Ankaase in the Afigya Kwabre district. Through the implementation of their programs, Rising Village Foundation has implemented sustainable programs in the Afigya Kwabre District where jobs are provided to female family heads who are ready to work. The USAID has helped in the development of Ghana by supporting the health sector through the assistance in immunization and vaccination programs and also in the educational sector through the building of Educational Office Complex for the Afigya Kwabre District.

In some deprived areas in Ghana, the only common names known to dwellers is either 31st

December Women Movement, World Vision, Action Aid, Catholic Relief Services, Adventist Development and Relief Agency, USAID, because they have developed their community and also improved living standards in the village. These communities have benefited from the schools, health programs, bore holes and sustainable programs among others (George, 2005).

The activities of NGOs (local, international and multinational) have improved the living standards of communities they operate. For instance, the USAID has provided clean drinking water for some deprived communities, helped in the educational sector by building schools and educational offices. Reference can be made to the education unit office complex of the AfigyaKwabre District which helps in the administrative works of the district.

Rising Village Foundation which is an international organization has sponsored lots of children in school in Ankaase, Mpobi and Nantan; all in the Afigya Kwabre District. They have also given start-up funds to female single parents in villages who want to learn a trade through their apprentice program (Rising Village Foundation, 2014).

Nevertheless, NGOs have hybrid of programs they implement from health to education, ICT, agriculture, sports, sustainability programs, just to mention a few. Africana Educational Fund has set up an ICT block for a basic school in the Afigya-Kwabre District. Through its three hybrid programs, Rising Village Foundation help prevent malaria among the villages they work by providing bed frames, bed net and mattresses to deprived communities; the aim of malaria prevention.

Non-Governmental Organizations; though not owned by government by definition, is relevant to understand the role governments play in regulating their operations. Before an NGO is granted a

permit to work in Ghana, it should satisfy some desired requirements set out by the government via its ministries and other agencies; in Ghana, the Social Welfare, Ministry of Women and Children Affairs and National Youth Association regulate the NGO institutions in the country. These bodies have legal backing and regulate Non-Governmental Organizations in the country.

1.1   Problem Statement

According to the 1992 constitution of Ghana provision of basic education is a right for everyone. This emphasizes the role the government plays in fulfilling this right in the lives of individuals. Basic education is the foundation on which an individual builds to achieve higher educational levels and also to ensure high human capital. The success of secondary and tertiary education both depends on how effective and efficient the basic education system in a country is (Fielmua and Bandie, 2012). As a result, it is perceived as a very vital service that needs to be provided for people in a country. However, the provision of this service by the public sector alone faces some challenges which mostly affect the quality of basic education. (Lahore University of Management Sciences, 2005). This shows how important it is for the private sector; NGOs to be precise, to supplement the efforts of the government in basic education. The problem that necessitates this research is whether the NGOs who concentrate on education really have impact in the communities they serve in the promotion of high human capital through the implementation of educational projects.

Though the analysis on NGOs continues to be in its emerging section, it's been wide acclaimed that this space deserves intensive analysis. It''s been comparatively barren and underneath researched. The need for Non-Governmental Organizations (NGOs) in Ghana is very important

and needs to be encouraged. This research accessed the impact of these NGOs on basic education in Ghana; Afigya-Kwabre District, which is the first level of education.

In January 2002, the then president inaugurated a Committee to Review the Educational Reforms in Ghana. Included in the report of the committee was that, "basic education suffers from a fundamental weakness" (Ministry of Education, 2013). Many questions which have not yet been settled on is the impact of NGOs on education in improving human capital. This brings the need for this study. Inasmuch as the NGOs do good works in the deprived areas in Ghana, there are grey areas which need to be studied and brought to light. These areas have been stated in the objective of study.

It is however important to understand and investigate the educational programs undertaken by these NGOs. There are others who would ask and would want to know more about the roles NGOs play in influencing education. It is against this background that the objective of this study is formulated to appreciate the efforts by the NGOs in education in the rural areas for further improvement.

1.2   Objective of Study

This research is to find out the impact of Non-Governmental Organizations (NGO"s) on the education sector in the rural areas in Ghana using Afigya-Kwabre District in the Ashanti Region as a case study. The objective of this research is to evaluate the impact of NGOs policies;

1. On school enrollment in the Afigya-Kwabre District in Ghana.

2. On attendance of students and teachers in the district
3. On retention

5

4. On educational facilitation (construction works and school supplies)

The outline will make recommendations to the NGOs and for the purpose of using this study as a reference document.

1.3   Methodology

1.3.1 Data Type, Source and Sampling

The study employed purposive sampling to gather data from villages in the Afigya-Kwabre District under the Regional Coordinating Council (RCC) of the Ashanti Region of Ghana. Afigya-Kwabre District was chosen because it has a substantial number of its settlement to be villages and under-developed. It has most of its settlement under-developed. Most of the settlements in the district are villages and very distant from each other. The research sourced its data from primary and secondary sources. Interviews and questionnaire were the major focus in the collection of primary data. Secondary data was sought from the Social Welfare Department, published books, journals, articles, internet, and other archives from libraries.

Questionnaires/interviews were administered to community members (both beneficiaries and non-beneficiaries of NGO programs) and also staff of selected schools. Structured interview schedules and questionnaires for finding out information for the purpose of this study were employed. Focus group discussions were also held to gather data. The combination of interviews, observations, focus group discussions and questionnaires were used. Therefore the data was generated from using multiple tools.

1.3.2 Data Analysis

The need for developing associate applicable analysis style for the study was stressed to follow a coherent analysis strategy (Mason, 1996; Patton, 1980). To critically analyze the data collected, descriptive analysis was adopted. SPSS was used in the analysis of data gathered. This gave a clear understanding of the contribution of NGOs in the development of education in the rural areas. Results from SPSS was presented and analyzed both in figures and graphical presentation.

1.4   Justification of Study

In Ghana poverty is high in rural areas; according to the Ghana Statistical Service (2007), the influence of rural savannah to total poverty in Ghana has steadily been swelling. From 33% in 1991/1992, its contribution to total poverty increased to 37% in 1998/1999 and has increased further to about 50% in 2005/2006. Poverty has a lot of dimensions of which illiteracy is one, this shows the importance of education; most importantly basic education which is seen as the foundation of secondary and tertiary education.

With the increasing number of Non-Governmental Organizations in Ghana, with different forms of programs, it is mostly important to measure their impact on the society; most especially the rural areas of Ghana. The increase in the number of NGOs is not unique to Ghana but SubSahara Africa. Ghana is characterized by large number of rural settlers. (World Bank, 2013). Specifically, the role and impact NGOs play when it comes to education.

This study brings to light the impact NGOs have on education in the rural areas they operate in Ghana. This research brings to known the impact of NGO activities in health, education and its contribution. Also brings out some challenges faced by NGOs in the implementation and execution of their programs in rural areas of the country. Are people (NGO founders) taking advantage of

7

the poor situation of Africa (comparing Africa with other developed continents) and making money out of their core objective of helping in development?

This paper also expands on the already existing knowledge about the sector, which would lead to a further development in the social implementation of laws and also assessment of NonGovernmental Organizations. It is however important to note that, NGOs are granted permit to operate in the country. NGOs will have to register with the Ghana Registrar"s General and Social Welfare. Other registrations with other governmental organizations will be necessary based on the programs undertaken by these NGOs. This paper is available for referencing and usage by NGOs to guide them in their establishment and objectives.

1.5 Scope

The study covered a period of ten (10) years. Available data were collected from 2005 to 2015. Data collected were enrolment enrollment data, data on scholarship, drop-out rate and National Health Insurance enrolment data gathered were for ten year period from 2005 to 2014. The study had its case study to be the Afigya-Kwabre District in the Ashanti Region of Ghana. The study covered NGOs and basic schools in the district; focusing on rural areas in the district.

1.6 Limitations of Study

The area of Non-Governmental organizations in Ghana is a very wide area of study to be tackled all in its entirety. Inasmuch as it is a broader area of study, specific areas of the operations of the

NGOs can be researched into. For the purpose of this study, the research concentrated basically on

a case study; the case of Afigya Kwabre District. The research will be based on the impacts

NGOs have on education in the rural areas in Ghana.

1.7 Organization of Study

The study is organized in five chapters. Chapter One contains the background to the study, problem

statement, objective of the study, methodology, justification and scope of study as well as the

limitation of the study. Chapter two contains the review of relevant literature and empirical review.

Chapter three is the methodology and contains the strategies used in the data analyses of the study.

The strategies include, source and type of data, sampling frame and technique and method of data

analysis. Chapter four is the data presentation and analysis while the final chapter focused on the

summary of major findings, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter reviews literature on the role and impact Non-Governmental Organizations play on education in rural areas. It captures the entire concept of NGOs, its history, the general roles they play in society, their contribution to education and the challenges they face in operation. Moreover, the chapter will tackle the concept of rural development and further to the roles NGOs play on education in respect to rural development.

2.2   The Concept of NGOs

There is no generally accepted definition for what an NGO is, however many explanations have been given by different writers. It can be referred to as an organization that is free from governmental control and does not seek to challenge the government as a political body or a pressure group (Mostashari, 2005). Non-Governmental Organizations can also be defined as voluntary, non-state, non-profit, nonreligious, and non-military associations. It is an independent voluntary association of people acting together on a continuous basis for some common purpose other than achieving government office, making money or illegal activities (Iriye, 2004). At the UN, virtually all types of private bodies can be recognized as NGOs (UNDP) (2003). Usually they are non-profit organizations and not affiliated to any government. Most NGOs are like multinational companies which have their headquarters in one country and have branches and operate in a number of countries. It has been established that International NGOs are mostly sophisticated, bureaucratic and have a strong management system.

NGOs are more effective under democratic government because in authoritative societies they find it very difficult to act independently and moreover they receive little acknowledgement when they try to act independently. Research argues that, governmental funding compromises the independence of these organizations (Willets, n.d). On the other hand, the control comes in indirectly when the organization prepares its programs and consults that government sub- structure in charge of that program area. This is usually done by NGOs to prevent repetition of projects that is likely to yield the same results in order to avoid duplication of efforts.

According to Willets, NGOs are usually contrasted with social movements but this should not be the case because they are prime components of social movements. However, social movements have a lot of component; it consists of a wide range of bodies that come together for a common purpose. Globally, there are well known NGOs such as Amnesty International, Green Peace, Red Cross, Save the Children, Rising Village Foundation, CARE and Oxfarm. There are also Community Based Organizations (CBO), City wide Organizations and National NGOs. In Africa, there are well known NGOs which includes CARE, World vision, Solidaridad, LAPO, among others.

2.3   History of NGOs

The term, "non-governmental organization" or NGO, came into being when the need to differentiate United Nations" Charter between participation rights for intergovernmental specialized agencies and those for international private organizations in 1945. When 132

international NGOs decided to co-operate with each other in 1910, they did so under the label, the Union of International Associations (Ahmed and Werker, 2007).

According to Armed and Werker, the League of Nations officially referred to its "liaison with private organizations", while many of those institutions were referred to as international institutes, international unions or international organizations. The first draft of the UN Charter did not make any mention of maintaining co-operation with private bodies. Different groups from all over the world lobbied for the issue to at a conference in San Francisco which established the United Nations. This brought up the strengthening and formalization of the relations with private organization that were earlier sustained by the League of Nations.

These organizations were a feature of Western countries but in recent times NGOs have spread everywhere in the world. The remarkable growth in non-governmental organizations over the last several decades is the result of interactions between secular trends, ideas, and technology. Governments have been outsourcing more of their development aid delivery to NGOs, following a trend amongst all organizations to outsource non-core functions (Ahmed and Werker, 2007).

In the 1960s in Africa, there was a series of heart-breaking scenes of civil war in Africa. This increased the number of refugees in countries; the period saw a huge number of people with poor health, little or no access to food, medicine, potable water and other very basic necessities for life (O‟Sullivan, 2010). This led to the emergence of organized bodies which were interested in assisting the needy and vulnerable in the society, hence NGOs.

The origin of NGOs in Ghana dates far back into pre-colonial time. The emergence and growth of NGOs in Ghana was very slow at the beginning and by 1930 only three had been officially registered. The number of NGOs increased steadily in the 1960s and 1970s and by December 1996, more than 320 NGOs; both foreign and local were operating in Ghana.

2.4   Types of NGOs

NGOs have been categorized by different researchers and a number of them are explained below; they include classification according to administrative structures and activities, the social welfare and development category and the classification by orientation and co-operation (William, 1991).

2.4.1 Types of NGOs according to activities

Operational NGOs function through the mobilization of resources in the form of volunteer support, donations of money and materials to support their activities. According to Willets, obtaining these to support programs requires strategic planning, management, budgeting, accounting reporting and auditing since it is not easy to come by them. Campaigning NGOs performs the same functions but on a minimal level. They raise funds too but usually they persuade people to donate their time and resources in order to sustain their projects. Advertising is central to every nongovernmental organization. This is because it is through this that they gain support to operate. Supporters are supposed to be supplied with information on regular basis (Willets, n.d).

According to the World Association of Non-Governmental Organizations (2010), operational NGOs purpose is to design and implement development-related projects. The primary purpose of which is to defend or promote a specific cause and influence the policies and practices of NGOs. The development classification involves the NGOs who are strictly into developmental issues. They normally focus on projects like drilling boreholes, building infrastructure, community development and other projects (Rising Village, 2014).

Srinivas in his article stated that, NGOs under the orientation classification is grouped into four different groups; Charitable Orientation, Service Orientation, Participatory Orientation and Empowering Orientation.

- Charitable Orientation involves direct distribution of relief donations to the needy in the society. These include distribution of clothing, food and other relief items. It normally does not involve the participation of the beneficiaries (William 1991).

- Service Orientation deals with the provision of services. They are normally the provision of intangible and unquantifiable services. These include provision of health care, education, family planning etc. (William 1991).

- Participatory Orientation. This involves beneficiaries in the implementation of projects. This can be in the form of funds contribution, labor, materials and tools. Beneficiaries are involved throughout the implementation of the projects through to the completion (William 1991)

- Empowering Orientation aims at helping the poor in the society and making the public understand social developmental policies affecting their wellbeing. This type of orientation also involves beneficiaries in the projects. This is in the form of participation into projects and other activities (William 1991).

2.4.2 Classification by orientation and level of co-operation

Non-Governmental organizations are classified by orientation and/or level of co-operation. NGOs by orientation include charitable orientation, service orientation, participatory, professional

association, and empowering orientation. While NGO type by level of co-operation comprises of community-based organization, city wide organization, national NGO, and international non-governmental organizations (Ngeh, 2013).

2.5   Importance of NGOs

They operate individually and collectively at all levels in society and all aim at impacting their lives, socially, morally, physically and economically depending of their objectives. The general operations of NGOs as outlined by Nelson (2007) include;

- Advocacy, Analysis and raising awareness; where they serve as a voice for communities both as representatives or self-appointed individuals on issues that affect them. They also gather and analyze data on issues to gain solid grounds for influencing peoples" lives positively, they also organize public education programs and lobby policy makers (Nelson, 2007).

- Conflict Resolution; they as a mediator and facilitators in different situations. At the community level, they exist as bodies that settle issues among individuals and the various institutions amicably. Their capacities are built in a way that enables them manage conflicts constructively (Nelson, 2007).

- Brokerage; acting as an intermediary between different sectors and groups (Nelson, 2007).

- Capacity building; provides education and training programs for various groups in the society to enhance the activities they engage in as well develop their abilities (Nelson, 2007).

- Delivery of Service; they engage in operational delivery of essential humanitarian, development and /or social services. For instance, they come to the aid of people who get affected by a particular epidemic, provide social facilities for people who lack them and overall they support people who lack the very basic things in life (Nelson, 2007).
- Evaluation and monitoring; that is they serve as watchdogs on policymakers. They act as independent bodies that assess the performance and impacts of government policies on its beneficiaries hence ensuring accountability and transparency (Nelson, 2007).

In many public opinion surveys, NGOs are ranked as the most trusted institutions in the societies and they usually dominate issues such as human rights, health and the environment in terms of trust (Nelson, 2007).

According to Vakuma (2009) the work undertaken by NGOs is wide-ranging and he classified the roles into three components; implementer, catalyst, and partner (Lewis, 2007). The implementer role involves the mobilization of human and financial resources to provide goods and services to the needy. The kind of services that they provide ranges from healthcare, microfinance, agricultural extension, emergency relief, and human rights. Usually, the government of a country as well as donors contract out these roles with governance reform and privatization policies to undertake specific tasks in return for payment. It has also become key as NGOs are progressively more responding to man-made emergencies or natural disasters with humanitarian assistance.

The catalyst role can be defined as an NGO‟s capability to instigate, assist or chip in to provide goods, services or assistance to transform people‟s lives. This effort is usually geared towards

various groups, or local communities. They are able to lobby government bodies to channel resources to certain situations through them. It may include grassroots organizing and group formation, gender and empowerment work, lobbying and advocacy work, and endeavor to influence wider policy processes through innovation, and policy entrepreneurship. The role of partner deals with how NGOs are able to collaborate with various institutions to provide services to the deprived areas. They collaborate with donor agencies, governments and the private sector to solicit for support for their interventions. This stems from the fact that, NGOs are trusted institutions for handling resources to solve societal problems. As a result, it is easier for them to corporate with diverse institutions which leads to mutually beneficial relationships with these sectors.

2.6 Concept of Rural development

2.6.1 Definition of Rural areas and Development

The scope of a rural area differs from country to country; usually they are areas that are not urbanized. The term could also be used to describe areas where a majority of the residents are engaged in agriculture in a broad sense (Chamber, 1983)

On the other hand, development as defined by Hopkin (1984) is understood to be a change directed at the achievement of stated national goals or objectives. It must be noted that, after the WW 1 and 2, the concept of development has evolved into income measurement particularly due to the rise in poverty level and under development in Africa and elsewhere. Thereafter, development has been thought of principally in economic terms, the United Nations have therefore classified those

countries with an average per capita income below the equivalent of US 500 as poor and under developed. (Calhoun et al, n.d)

2.6.2 Definition of Rural Development

Rural development is thus a strategy designed to improve the economic and social well-being of a specific group of people referred to as the rural poor. It has been in this sense understood as the most effective line of attack to lessen poverty and hence the World Bank defines rural development projects as poverty-oriented projects in which 50% or more of the benefits accrue to the rural target group (IBRD, 1988). Rural development means an expansion, an investment, or an injection into the progress of areas considered rural. Investing in these areas means providing basic amenities like water and electricity and this investment is a catalyst for the development of the people. Rural development also means the action and initiatives taken to improve the standard of living in non-urban neighborhoods, countryside and remote villages.

According to Ray (1997), the basic characteristics of rural development are in threefold; first, it sets development activity within a territorial rather than sectorial framework, with the scale of territory being smaller than the nation state. Secondly, economic and other development activities are reoriented to maximize the retention of benefits within the local territory by identifying and exploiting local resources-physical and human.

Thirdly, development is contextualized by focusing on the needs-capacity and perspectives of local people. This means that a local area should acquire the capacity to assume some responsibility for bringing about its own socio-economic development.

18

2.6.3 Rural development approaches

There are a number approaches adopted by different agencies and government to develop rural areas and usually the target of these organizations have been how to reduce poverty among the said group of people. Most of the evolving trends believe that the people who experience extreme poverty live in rural areas. For instance, the World Summit for Social Development which was held in Copenhagen in 1995 was aimed at reducing absolute poverty by half through people centered development programs from 1996 to 2015.(UNDP, 1996).

Also the United Nations" general assembly promoted these efforts through its millennium development goals with support from the World Bank and IMF. The Department for International Development (DFID) in the United Kingdom adopted the Sustainable Livelihood concept as an alternative development approach to existing rural development and for effective anti-poverty programs. (DFID, 2001) Moreover, most NGOs regard rural development as effective in reducing poverty and have expanded their activities to include remote rural areas such as areas in Southeast Asia. (World Bank, 1975)

In Japan, rural development strategies in the beginning focused on agricultural development and strategies to improve agricultural productivity therefore projects were focused on construction of irrigation facilities and education on best farming techniques. However, it was realized that agricultural development alone was not enough to improve standard of living of the rural areas. In effect multi sectorial programs were introduced which included capacity building, provision of infrastructure, educational facilities and health facilities. (Asian Development Bank, 2001)

Furthermore, there is the trickle-down theory which supposes that an expanded macro economy can lead to improved living standards of the poor. The theory dwells on the fact that rural development cannot be a success without involving urban areas, in that the urban areas are the main consumers of agricultural produce. However this approach has not been very successful as many researchers have disputed it (Chambers, 1983). In Africa, majority of the population live in rural areas and it is also these areas that face seemingly intractable socio-economic challenges. Some of the farming and forestry businesses still need to build their competitiveness in both local and international front. Generally, average income per head is lower in those rural areas than the cities, the skill base is narrower comparatively and the service sector is less developed. For the period between 2007 and 2013, the EU support to agriculture in rural development aimed at securing access to land for the rural poor, reducing vulnerability to risks, strengthening veterinary in plant health service to control diseases in animals among others. The

Comprehensive Africa Agriculture Development Program forms Africa‟s framework for agriculture led development. It stimulates African countries to improve agricultural policies and a plan to step up investment in the area. It aims at reversing the situation of low productivity in rural areas, it therefore stresses on evidence-based policy making and promote the inclusion of stakeholders (Integrated Rural Development lessons).

Research shows that development activities in developing countries have been skewed towards the urban areas at the expense of the rural areas. Public policies and investments in developing countries have historically favored industrial, urban and service sectors at the expense of agricultural and other rural sector development (Anriquez and Stamoulis, 2007).

2.7 Rural development in Ghana

During the independence period, rural development focused on agricultural approach and social amenity by improving agriculture and providing infrastructure in rural areas. Between 1966 and 1992, there was a focus on increasing cocoa production, establishing local councils, rural electrification projects, construction of feeder roads, enhancing farm credit and improving farming output. The period also saw the adoption of a decentralized system and improving community participation. (NDPC, 2009). In the area of agriculture, some emerging strategies include development of appropriate irrigation schemes, dams and boreholes, establishment of agriculture development fund, initiation of agriculture insurance schemes, and creation of

District Agriculture Advisory Services to provide advice on technologies for subsistence farmers.

In the area of environmental sustainability, the NDPC embodied some strategies in its policy and it includes; building the capacity of district assemblies to better management environmental sanitation; promoting widespread use of simplified sewerage systems in poor area; sensitization of good farming and fishing methods; improving the treatment and disposal of waste water in villages and finally reviewing and enforcing by-laws for sanitation by district assemblies. Local economic development is an emerging rural development approach which focuses on enhancing competiveness, increasing sustainable growth and ensuring the growth is participatory (Decentralization policy 2011-2015). The strategies include; reviewing and streamlining target of existing pro-poor programs; development and implementation of a rural and urban entrepreneurship and artisan project to provide capital and technical support for potential businesses in villages; and increasing budgetary allocation to social protective programs such as LEAP, School feeding etc.

Infrastructure plays a vital role in propelling growth and hence the need to focus on it to develop rural areas. As a result, the rural electrification was adopted by the government to provide electricity to the rural areas especially the most deprived areas in the three northern regions. Other strategies include; use of labour-based methods in road construction, rural housing schemes, improving market infrastructure and improving transport and communication infrastructure to enhance private sector investments (NDPC, 2009). Rural development is multifaceted and hence requires some integrated approach at some point. The Hunger Project is an example of an integrated approach to rural development. It has been working in Ghana since 1995 and it is empowering partner in forty nine (49) epicenter communities to end their own hunger and poverty. Through its integrated approach the epicenters are working with partners to usefully access the basic services needed to achieve the MDGs and lead lives self-reliance (Hunger Project Ghana). The Millennium Village Project is also an approach to ending extreme poverty and meeting the MDGs. Globally endorsed targets that address problems of poverty, health, gender equality and diseases, initiating a paradigm shift. It uses evidence-based technologies with sufficient investment period of time. Moreover it combines a critical cost sharing and planning partnership with the local national government and rural African communities while focusing on capacity building and community empowerment.

2.8   Role of NGOs in Rural development

NGOs have a reputation for facilitating development in rural areas. In developing countries, where there is a general belief that the rural populations will benefit if resources are channeled through projects (Alix, 1998). These organizations intervene in agricultural issues, environmental

22

sustainability issues, local economic development, infrastructure development and integrated approaches to rural development. According to Konteh (1999) NGOs continue to play a leading role in the promotion of good government, poverty alleviation, education, health, infrastructural development, promotion and defense of human rights, peace building and conflict prevention. This is because of their recognized ability to control the power of the central government and the ability to empower people at the grass root level.

2.8.1 Human capital development and provision of technical assistance

They engage in human capital development and provide technical assistance. Omofonmwa and Odia (2009) found out in their study that NGOs in Nigeria assist women through micro credit facilities – cash loans, training, and small income yielding projects – cassava processing mills, soap making shop and cake baking. They render technical assistance to both Community Based Organizations (CBOs) and governments. Gauri and Galef (2005) noted that the implementation of micro-finance activities by Bangladeshi NGOs appear to have created spur for managers of these organizations to maximize the size of their range by targeting more affluent villages.

In India, some NGO‟s programs to develop the human resource including training program, education promotion, earn while you learn program, integrated community development projects, crèches and vocational training proved to positively influence the live of the people in the district as ninety per cent (90 %) of the beneficiaries interviewed admitted he programs that the programs were most beneficial for them. (Bhaskar and Geethakutty, 2001)

2.8.2 Advocacy and Empowerment

They serve as a mouthpiece for the voiceless. Advocacy NGOs shoulder the responsibility of defending the poor and promoting specific causes. In most cases, NGOs become spokespersons for the poor and attempt to influence government policies and program on their behalf. (Ngeh,2013). Lift Above Poverty Organization (LAPO), empowered a total of 1,483 women across Nigeria, in areas of leadership and capacity building. They organize LAPO Development

Centre (LADEC), Gender, Environment and Leadership Training (GELT), Community Sensitization Agents (CSA). Their activities were aimed at taking apart structures in African societies which promote discrimination and injustice among women; they perceive poverty far beyond financial issues but rather socio-economic practices and ignorance.

Ukpong (1993) identified that NGOs have the capacity to empower people. This role is played by assisting local people to build countervailing power structure, acquire bargaining and leadership skills and the provision of the enabling resources with which to sustain local initiatives, thereby enjoying a degree of autonomy.

2.8.3 Role of bridging rural communities to endowed ones

NGOs are noted to be institutions that serve as a link between rural and urban communities. Brown (1991) captured this role in his study; he found out that they link all actors, institutions and agencies in the development process.

Ukpong (1993) also established that they are known to link the resources poor people/communities to resources-endowed supporting agencies both locally and internationally and there are seen as the strongest bond between the world's political decision-makers, resources managers and people in the grass roots.

It can be noted form the above that the roles of NGOs are connected; this is because the bridging role is as a result of their capability to influence decisions of government as well as their ability to empower people. Another factor is that they are seen as independent from government influence and thus usually responsive to the real needs of people without an ulterior motive. Moreover their ability to mobilize resources and honest commitment to improving people‟s lives helps them to achieve his role.

2.8.4 Provision of social infrastructure

Social infrastructure is broad and they undertake programs and implement plans to cover these areas. They may include provision of water facilities, health, educational facilities, and road among others and this depends on the program areas of that particular NGOs. In the area of health it was found out that the implementation of health programs such as free medical care Safe drinking water by providing wells smokeless choola, sanitary latrines, immunization of children health education, family counseling center in a district in India showed a significant progress in the lives of the people in that district. (Bhaskar and Geethakutty, 2001). In the same study, the provision of housing, repairing of house 1RDP model village, village development project, common well, construction of house, land for landless, roofing of house and the provision of bore well led to

25

improvement in health, hygiene, and economic development. This was as a result of 73 % of the beneficiary respondents had high evaluative perception regarding the effectiveness of NGOs.

2.9   Non-Governmental Organizations and rural education

2.9.1 Introduction

Education, be it formal or formal, is the hallmark of development of individuals and societies as a whole. Inasmuch as it adds up to human knowledge, education helps in transforming the society. When larger percentage of the population is educated, it facilitates the development of the nation as a whole.

Education in Rural areas serves as a way of improving the lives of people more especially people in the rural areas. This can serve as a tool of bridging the gap between those in urban areas and those in the rural areas. A WDR report (2001) reported that, local people are themselves implementers and hence are best to cater for what they have. The report specified that, education in all forms can be seen as a good substance for sustainability of projects. This was report because, educating the people means educating program implementers and those in-charge. This develops their capabilities to facilitate development. Basic education therefore needs to be given prompt attention since it is the starting point of education.

2.9.2 Rural basic education in Ghana

According to Oduro (2000), many developing countries experience inadequate school infrastructure and teachers due to inadequate resources. This often results in employing persons without certificate as teachers resulting in low quality teaching. The situation is not very different

in Ghana where there are disparities in the quality of education with respect to whether urban or rural. There have been several educational reforms in Ghana but none has been able to bridge the gap between rural and urban areas in the area of education. A pupil in an urban area is exposed to all kinds of opportunities that help in teaching and learning whereas the rural child attends schools which are branded by inadequate teachers, poor infrastructure and sometimes schools under trees.

The condition of basic education in the country shows that much attention needs to be paid through a collective approach to rescue the situation in order to sustain rural children and teachers" interest in teaching and learning. The various NGOs identified to support basic education include Action for Rural Education, World vision, the Akaa project, Rural Education Volunteer and Social Development Program among others (Oduro, 2000).

2.9.3 Role of NGOs in Basic Education Improvement

Governments get assistance from NGOs directly or indirectly. This can be in the form of monetary support or infrastructure building. NGOs operating in the education sector engage in the provision of Teaching and Learning Materials, building of schools and additional offices, sponsoring of students, educational workshops and alike. According to a USAID (2013), NGOs who work in the educational sector strengthen civil society to improve the provision and quality of educational services. It was stated that, NGOs do so by changing the public"s attitude and expectations for a more improved education. In achieving a strong civil society, a report by the USAID (2013) stated that the best way to achieve that was through empowerment by the NGOs whose focuses are on education. There is a school of thought that civil society education strengthens democracy.

NGOs contribute to educating the civil society by organizing or involving them in institutional programs. In every event, they note that building the capacity of citizens to form networks of responsibilities and increasing local involvement in education institutions will result in stronger education systems.

2.9.4 NGOs Participation in Education Development

Changing Attitudes

NGOs provide the avenue for societies to improve itself and facilitate development. It encourages better education both formal and informal especially for girls and improved management of schools by a method in which they involve members of the society through their participatory approach. The USAID report on education in 2013 stated that, through the participatory approach, the society is able to re-organize itself and individuals in the society are able to solve their own problems and get results. Individuals are also able to get lots of people; children into school. NGOs have been successful in the educational sector by making available to societies classrooms and other educational training and also by societal involvement.

Making an Impact

Global hand indicates in an article that girls in rural areas are exposed to child trafficking, physical and emotional abuse, and child labor, just to mention a few. These deprive the girls from getting basic education. Global hand in partnership with community leaders, parents and other stakeholders empower the society to encourage and enroll their girl-child in school and also encourage retention.

Orphans are sponsored in school and given all the necessary support in their basic education through to the tertiary. Lisa (2014) indicated that, orphans who live with caretakers and other relatives are sponsored in school. According to Lisa (2014), orphans who don''t have the best of care in their homes and therefore do not get access to basic education are sponsored by the organization in basic schools. It is however imperative that NGOs operating in the education sector with their quest to develop and improve the living standard of the society do have focuses. The Campaign for Female Education provides comprehensive support to girls from the beginning of secondary education to completion. This program by CAMFED has been in operation. This program by CAMFED has been in operation since 1993 and provides bursaries to girls identified. A report by COMFED indicates that more than 90% of girls supported by the bursaries remain and complete school.

2.10 Review of the impact of NGO projects on rural education

Their projects may aim at increasing enrolment in schools, reducing absenteeism by sustaining the interest of the child in learning, providing teaching and learning material to increase retention. These can be achieved by providing training for teachers on evolving methods of teaching, proving infrastructure which motivates both the teacher and the pupil and providing scholarships for the less privileged children. An evaluation of NGOs in Kenya and India found out that they influenced educational outcomes through the provision of uniforms, textbooks, and classroom blocks (Banerjee et al, 2003). Another study confirms this, seven randomly selected schools were provided with teaching and learning materials as well as classroom blocks. This program raised

29

school enrolment and after five years, pupils in the treatment schools had completed about 15 per cent more schooling. (Kremer, 2003)

In a study by Bhaskar and Geethakutty (2001) training program, Education promotion, Earn while you learn program, integrated community development projects, Crèches proved very important to the improvement in education. This was a result of ninety percent (90 %) of the beneficiaries considering the programs as very beneficial to them. Moreover a comparison of the evaluative perception by the different categories of respondents about the effectiveness of NGOs indicated that about 73 per cent of the beneficiary respondents and 30 per cent of nonbeneficiaries and 90 per cent of NGO workers and 70 per cent of development workers had high evaluative perception regarding the effectiveness of NGOs in relation to their programs.

NGOs have different and diverse ways of raising funds to assist schools; in the form of school supplies and infrastructure. According to Joy online (2014), Ngorli Organization organized a walk for education with the motive of raising funds and logistics for a computer laboratory project for the Anunmle cluster of schools. According to a statement issued by the founder of the NGO, SSG Amexado Raymond, the school also has in its long-tern plan, a facelift of the school.

Ngorli has invested GHS 30, 000 in the computer project and is estimating to spend GHS 80, 000 (Joy online, 2015).

The quest of NGOs to support the needy in education can sometimes be skewed to be gender biased. Some NGOs concentrate on helping the girl-child. Girls Education Initiative of Ghana

(GEIG) has assisted school going females in the Ashanti and Greater Accra Region of Ghana. According to the GEIG, it has supported thirteen (13) female students who were on the verge of dropping out of school. Their intention is to assist females to move up in the educational through to the tertiary. (Joyfm online, 2015).

2.11 NGOs Influence on Educational Policies

NGOs are motivated by two main ideologies. According to the USAID (SARA Project Report), out of necessity and the quest to promote public participation in education decision making are the two motivations for their policy involvement. NGOs cannot operate in the vacuum. Their operations are governed by laws set up by the government through its agencies. In Ghana, NGOs do operate through the Social Welfare which has laws governing its establishment. For instance, the Social Welfare has regulations for the setting up of NGOs.

According to the USAID, in Mali, it wasn''t the idea of NGOs to get into education policies when they launched the Community School Concept. The Malian government however presented Community-School Students to transfer into Formal Primary or Secondary Schools did not see to the survival of NGO-Operated Schools. The involvement of NGOs however influenced the president to issue a decree that made the way for students in NGO-Operated Schools to sit for examinations under the supervision of the government.

2.12 Challenges of NGOs

It is very important to note that not all outcomes of the projects of these organizations are positive. This is not to say that they have negative influence on the lives of people in rural areas but sometimes the impact is neutral or cannot be measured. This specifies the importance of analyzing critically community needs and priorities. Similarly, a study found out that not all randomized evaluations of NGOs programs, however, find positive outcomes; some evaluations find no difference (Duflo and Kremer, 2003). Moreover, NGOs vary substantially in quality and effectiveness and hence the difference in the turn out of their programs. One challenge identified is the decentralized and multi-layered decision-making which can create inefficiencies (Wecker and Ahmed, 2007). The nature of mobilizing funds for projects within these organizations is quiet complex and because of this they are very critical in their spending and other decisions. Sometimes, they delegate the delivery of goods and services to private actors or local government bodies and also, agenda setting may be delegated which can create inefficiencies in the system of operation. Ngeh (2013) identified some challenges of NGOs in Nigeria as; financial constraints which is as a result of late payment of contributions; lack of efficient leadership which is caused inexperienced leaders who lack requisite knowledge; corruption and unprogressive activities; tribalism, nepotism and ethnicity; high level and widespread insecurity in the country.

2.13   Theoretical Framework

Generally, NGOs interventions could be said to be based on the need to build social capital which has been the concern of various development actors. Increasingly, governments, donors, NGOs and the likes deem it highly important to create social capital to increase the voice and the economic opportunities of the poor (World Bank, 2000). The emergence of a sound theoretical framework for educational development provides the knowledge needed and a clear justification

32

to address inadequacies within the sector. According to Eicher (1998) as cited by Babalola, et al. (2006), the argument in favor of the private sector especially NGOs, involvement in education hinges primarily on the theory of human capital, which states that education is an investment in human beings, which increases productivity and hence recipients" earnings

NGOs involvement in education basically centers on the theory of human capital. This theory also suggests that economic performance is determined by human performance; therefore it sees individuals as a form of capital. Proponents of the human centered development approach argue that economic growth is not an end in itself, but rather must translate into positive development of the human society that registers positive trends across all the human development indicators such as literacy rates (Nicholas and Robinson, 2012). In the 1960s, two schools of thought differentiated between acquired capacities that were classified as capital and the human beings themselves who were not. The other school of thought argued that human beings themselves were capital. (Becker, 1994)

However in modern human capital theory, all human actions are considered to be based on the self-interest of individuals operating in freely competitive markets. Modern human capital theories therefore pay attention to the benefits of education and training of all forms as a very important tool for economic development. It has been established that the entire performance of an economy increasingly depends on the knowledge stock and the learning capabilities of the populace (Lundvall, 1997).

The human capital theory indicates the importance of quality education and training in order to ensure economic growth. This therefore shows the urgent role of NGOs to assist in the achievement

of this aim. Ghana faces inadequacies in the provision of quality service for its populace and education is not an exception in this case.

The theoretical foundation of education explains the educational reforms in Ghana, where the country intended to ensure a free access to basic education. The education Act of 1987 and the 1992 constitution gave much attention to educational policies to ensure universal education in the country. The theoretical basis of education explains the various reforms within the education sector in Ghana; The Education Reform Programme introduced in 1987/88 and the free Compulsory Universal Basic Education (fCUBE) in 1996. These reforms increased primary school enrollments rates across the country, However economic difficulties and political instability slowed the achievement of the objective (Ministry of Education, 2013). Though basic education has been made free and compulsory, any massive increase in enrollment will be difficult to contain due to inadequate infrastructure and school supplies in the schools.

In January 2002, the then president inaugurated a Committee to Review the Educational Reforms in Ghana. Included in the report was that, "basic education suffers from a fundamental weakness. Too many subjects are taught at the Primary and Junior Secondary School levels, and poorly taught at that, owing to shortages of qualified teachers and materials" (Ministry of Education, 2013). This necessitates for inclusion of private bodies like NGOs to intervene and rescue the situation.

There is an identified gender gap and disparities between rural and urban areas in the sector of education, these disparities have caused inequities in access to education. Ghana has an aim of reducing illiteracy rates and ensuring equitable access to education by the entire populace and hence various efforts have been made to achieve that. However these efforts are insufficient to achieve the goal (Ansah, 2013).

Education in Ghana has been divided into three phases: basic education which comprises kindergarten, primary and lower secondary school; secondary education which comprises upper secondary, vocational and technical education and then tertiary education. Education is therefore made compulsory between the ages of four and fifteen which is the age range for starting and completing basic education (Ansah, 2013). In spite of all the inadequacies the government faces in ensuring equitable access to quality basic education, it is relevant for NGOs to complement the efforts of the government in the provision of quality education to improve human capital.

CHAPTER THREE

METHODOLOGY AND STUDY AREA

3.1   Introduction

This chapter emphasizes on the various approaches or methods that were used to gather and analyze data to achieve the objectives of this thesis. Basically research methodology is the focal point of every research. In this section the conceptual framework of the research is stated, research design is explained, the sources of data, the target population, the sample frame, the sampling techniques used are explained. Design and administration of questionnaire, method of data analysis as well as the profile of the study area are clarified.

3.1.1 Conceptual Framework

In developing countries including Ghana, Non-Governmental Organizations play a very important role in the development process. Although the activities of NGOs in Ghana have received extensive recognition, the contributions of NGOs in human capital and socio-economic development have gone largely unnoticed.

For the purpose of a sound empirical analysis, a conceptual framework was developed on the identified impacts of NGOs on education. This is shown in figure 3.1

Figure 3.1 **Conceptual framework**
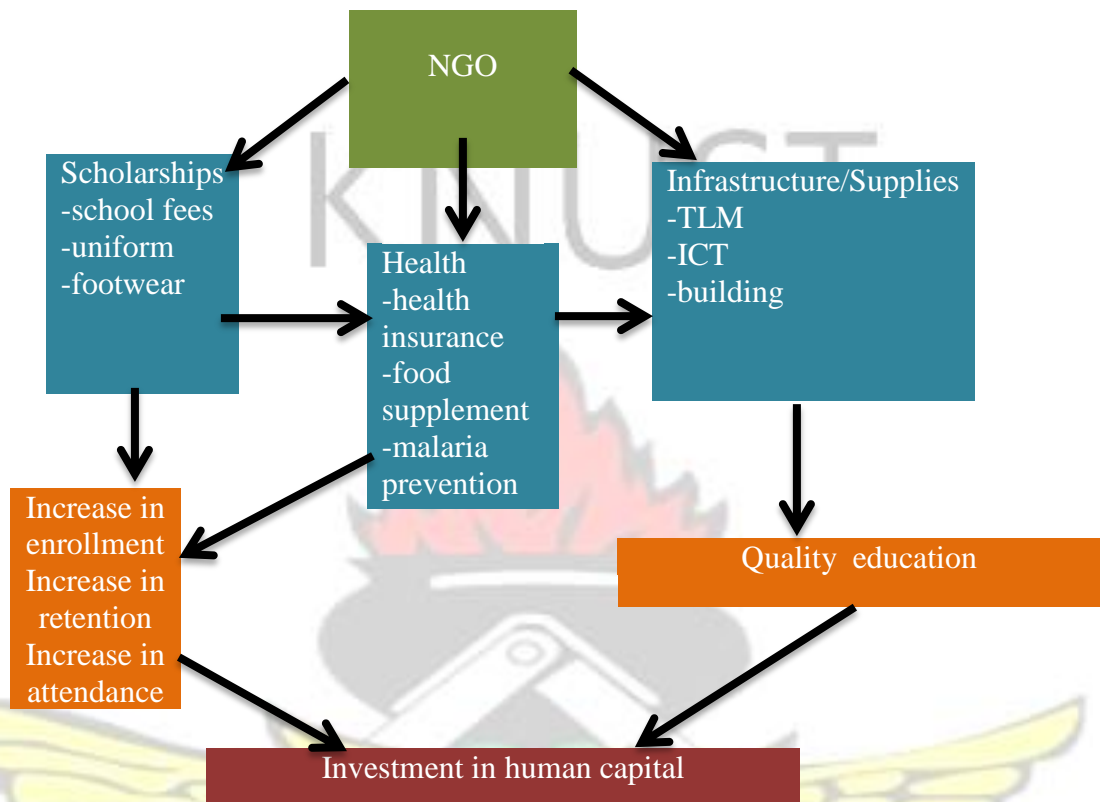
Source:Reseacher's construct

Having a good NGO board which ensures successful management and familiarization with target group is very important. Good financial management is also vital for NGOs to successfully intervene in basic education, this consist of record keeping, internal control, budgeting and financial reporting. Sustainable funding of the organizations is also important as that"s the lifeblood of that organization.

When all these are well put in place, interventions in education become successful hence increasing the quality of education and improving human capital. The interventions comes in various forms which include scholarships, health cover, provision of infrastructure, provision of teaching and learning materials, provision of school uniforms, foot wears and bags, construction of library and ICT centers to improve human capital. These interventions are all aimed at influencing education

positively by increasing enrollment, reducing drop-out rate, improving academic performance, improving reading and numeracy skills among others. The World Bank‟s assessment of its role in improving educational access and quality in Ghana through its support to both 1987 and 1995 educational reforms is generally positive. It concluded that its contributions have led to "reversing the deterioration of the educational system, the number of schools increased, from 12,997 in 1980 to 18,374 in 2000, the basic school enrolment rate increased since the beginning of the reforms by over 10 percentage points (World Bank, 2004).

Consequently, the interventions of the non-governmental organizations can be thwarted by factors such as the bureaucratic nature of the respective organizations, financial constraints, weak and ineffective leadership; political atmosphere and the lack of requisite skills by personnel.

3.2   Research design

The function of this was to provide for the collection of relevant information with minimal expenditure of effort, time and money. The research work was grouped into two main parts; the theoretical part and the empirical part. The theoretical part was basically the first and second chapters of the work. This section theoretically reviewed some of the contributions of other authors and scholars on the subject matter and gave an idea about the knowledge that already existed about the subject matter. The empirical part is also the descriptive and the analytical part of the work. These were presented in chapter four and five.

In this study, the research methodology was designed to obtain data to find out the impact on NGOs in the area of rural education, specifically, role in enrollment, attendance, retention and

infrastructure provision. The method used in this thesis is a combination of both quantitative and qualitative forms of research designs.

3.3   Data Sources

Secondary and primary data were gathered to realize the objectives of this work. Secondary data refers to data that has been processed. These were data that were sought from the Ghana Education Service on Basic District Profile, Basic District Parameters and the District Medium Term Development Plan of the Afigya-Kwabre District. This was collected from the district assembly. Primary data is data that is first hand and this was obtained through direct and indirect approaches. These comprises of the data that was obtained through interviews and questionnaires administered to staff of Rising Village Foundation, Social Welfare and Head teachers of the selected schools and focus group discussions.

3.3.1 Secondary data sources

Data was gathered from published articles by the United Nations (UN), World Bank, United Nations Development Program, Journal of Business and Economic Policy and other internet materials. Data obtained here served as a basis to envisage the likely situation on the ground and also helped in preparing the instruments used for primary data. This activity was necessary as it gave insight into the concept of NGOs, specific roles in education, and the challenges they face in operating from the perspective and outcomes of different research works. Other documents such as the baseline survey report, District Medium Term Plan and Monitoring and evaluation Plans of

the district were reviewed. The various survey reports, project reports and monitoring and evaluation plans of Rising Village Foundation were also reviewed thoroughly.

Data on school enrollment and BECE results were sought from the Ghana Education Service. This secondary data was based on enrollment of students in the district. This data was an already published data from 2005 to 2014. Data sought for the purpose of this study was for a ten year period.

3.3.2 Primary Data Sources

The primary data was gathered from the relevant institutions in the Afigya Kwabre Distrct through interviews and questionnaires.

Questionnaires were distributed by using purposive sampling. Institutions and organizations which were relevant to the subject matter were contacted for data. Through purposive sampling, schools were selected by identifying ten villages relevant to this study in the district.

Focus group discussions were organized to source for data in some of the villages relevant to the subject matter in the district.

3.4   Population

For the purpose of this research, the population comprised the number of schools in the district. This population was 233 basic schools in the Afigya-Kwabre District (source: Ghana Education service, 2013/2014)

3.5   Sample Size

The sample frame includes selected members of the population from which the sample is to be taken. Purposive sampling was used. Schools and organizations which were deemed relevant to the subject matter were chosen to gather data. The unit of analysis was the personnel in the institutions. It is from the unit of analysis that the data required for this research was gathered for analysis.

3.6   Sampling

Specifically purposive sampling method was used. It was heavily dependent on the subjective decision of the researcher. This was because of the nature of objectives to be achieved. Purposive sampling method gave the chance to target specific people within the population which the researcher perceived to possess the required information. Enrollment data, data on scholarship, drop-out rate and National Health Insurance enrolment data gathered were for ten year period; from 2005 to 2014.

3.7   Questionnaire design and Administration

Based on the literature reviewed and field observations a set of proposed questionnaires based on research questions and objectives for the study were pre tested to test validity before the survey was conducted. The pre testing helped to eliminate unnecessary and inappropriate questions and hence was very necessary. Questionnaires were designed to gather information from the district education office, the staff of the selected schools. Interviews were also conducted to gather information from the staff of the selected NGOs.

The questionnaire involved both open ended and structured questions which made it simpler to assess the impact of the NGOs on education and also to gather additional relevant information. The structured questionnaires contained responses that were supposed to be ticked and these options reflected the opinions, practices and attitudes of the respondents. The open ended ones gave opportunity for the respondents to express their personal views in plain language. The questionnaires were distributed to the various institutions and some were administered in the presence of the respondents whereas others were left to be filled and picked up later.

3.8   Method of Data Analysis

All responses were reviewed; the structured questions were coded with the use of SPSS and the open ended questions, interviews were first grouped and categorized before being coded and analyzed. Responses were then presented in the forms of descriptive statistics which gave a clear impression of the information gathered. Graphs and pie chart were also used to create pictorial view of the impacts of NGOs on education from the data gathered in the district. In some instances, age differences were identified to influence some programs of the organizations which were pictorially shown. The data was analyzed using both quantitative and qualitative methods of analysis.

3.9   Profile of Afigya Kwabre District

3.9.1 Location and Size

The Afigya Kwabre Districts is one of the twenty seven districts in the Ashanti region which was created in 2008. It is located in the central part of the region and has a land area of about 343.3 km square being 1.44% of Ashanti Region. The district is bounded to the south by the Kumasi Metropolitan Assembly, Sekyere South to the north, Offinso Municipal to the west, Kwabre district to the east. It is made up of eighty six (86) towns and has Kordie as its Administrative capital. The district has about thirty (30) NGOs in the district. These NGOs consist of both international and local organizations. Their focuses of operations are education, health, women empowerment and sustainability programs. The district is made up of primary, junior high and senior high schools. For the purpose of this study, basic education (primary and junior high schools) will be taken into consideration. There are 233 basic schools in the district (source:

Ghana Education service, 2013/2014) Figure 3.1 shows Afigya Kwabre District in national and regional context;
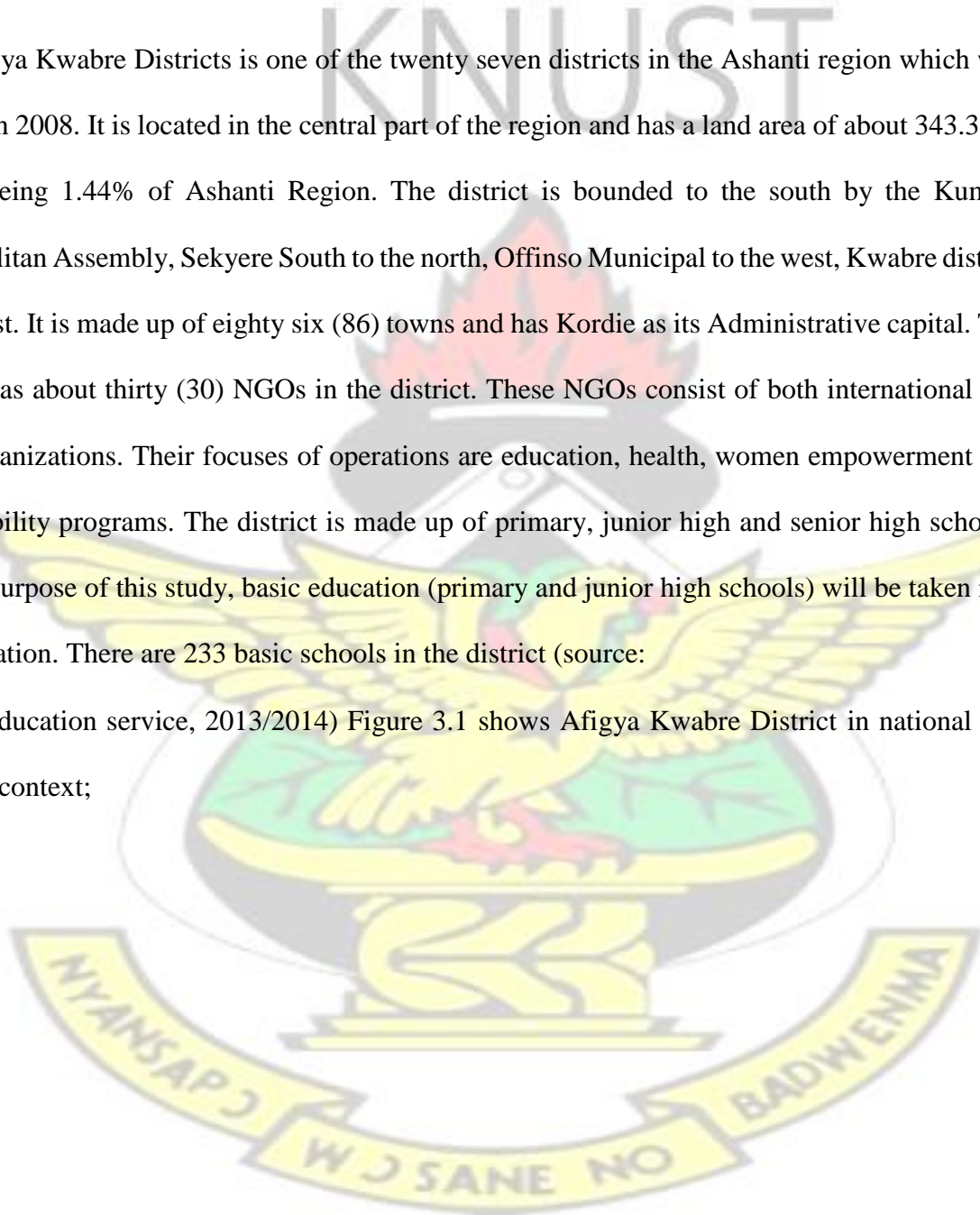
Figure 3.2 Afigya Kwabre in Regional context

AFIGYA KWABRE DISTRICT IN REGIONAL CONTEXT, 2015
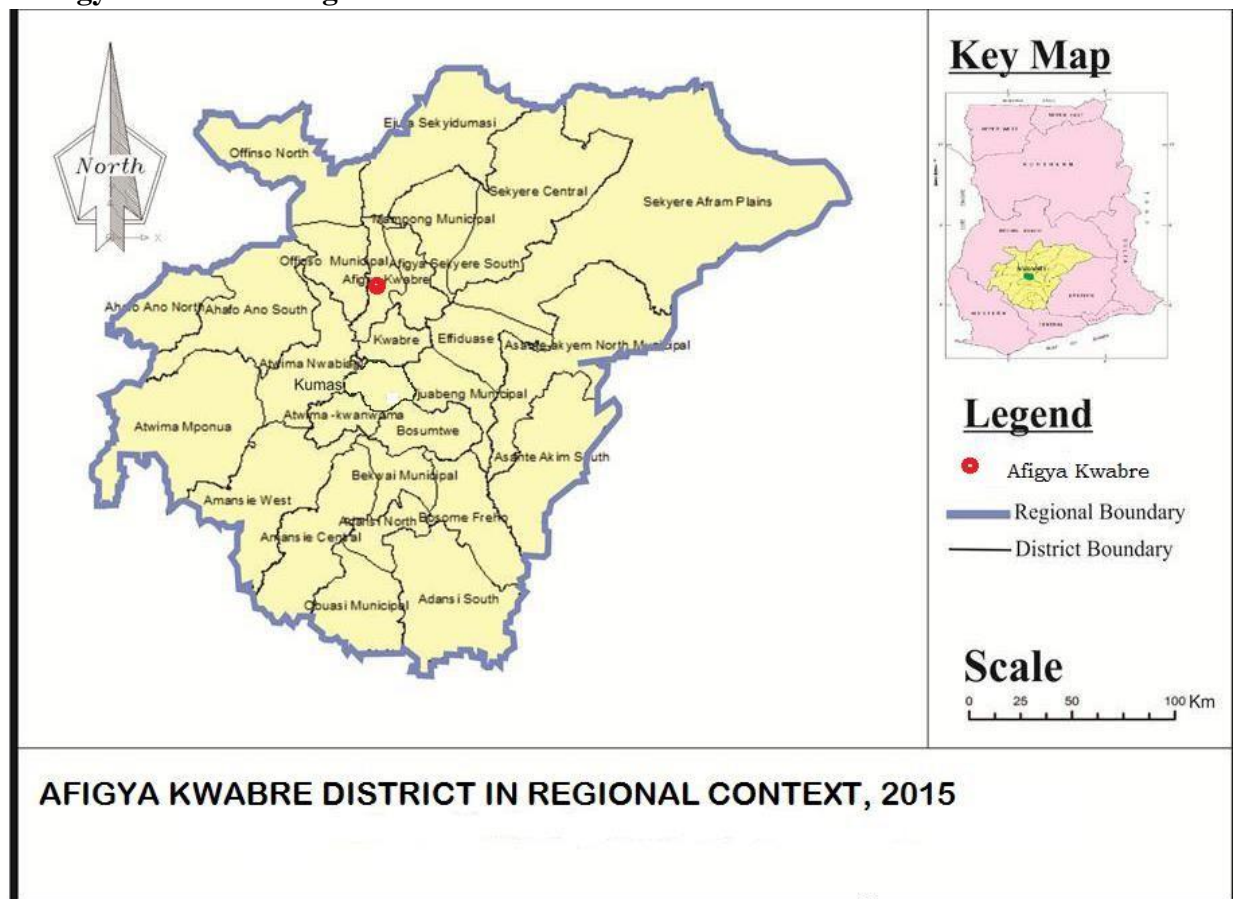
Source: Researcher's Construct, 2015

3.9.2 Population

The population of the district according to the 2010 Population and Housing Census was 136,140 with 66350 males and 69790 females. The district is noted for a high population growth and its fast growth in human settlements. Moreover it can be noticed that the district has more females than males and this can be a reason for its high population growth rate.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1   Introduction

This section presents data collected from the various departments and organizations relevant to the study. It outlines the individual projects in the districts, the impacts of those projects on basic school enrollment, school attendance, retention and also quantifies the physical projects implemented by the NGOs and how they improved infrastructure and level of facilities in schools in the district.

4.2   Enrollment levels

This section quantified the effects that the various NGO projects particularly the scholarship programs have had on school enrollment from kindergarten to junior high school. Enrollment rate in the district were presented and analyzed under KG, primary and JHS. Enrollment of pupils on scholarships base on the age intervals for various stages of basic education were presented to support the identified positive impacts.

4.2.1 Enrollment rates in Kindergarten, Primary and JHS

Figure 4.1 depicts the insignificant rise in KG school enrollment between 2006 and 2010, this was because at that time NGOs had started springing up in the district and had provided support to vulnerable children in order to improve their lives. However no significant increase enrollment could be recorded within this period.

Figure 4.1 Enrollment rate of KG
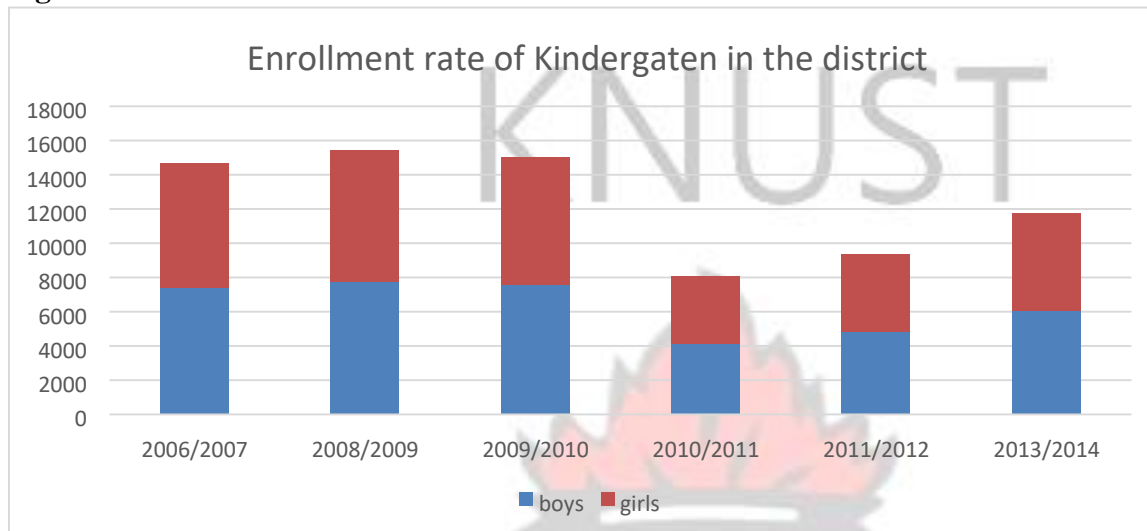
Source: Data collected, 2015

From 2010, NGOs in the district had challenges with sourcing for funds. This was as a result of diversion of some significant funds into other programs like health, sustainability programs and women empowerment; which one way or the other affected funds allocated for education hence the drastic decrease in enrollment rate.

Another reason for this drop in 2010 was attributed to school dropout. NGOs did record low enrollment because students did not have any motivation to stay in school. Especially when funds for education sponsorship reduced, students could not afford school. After intervening twenty students, it was found out that, in 2010, students left school to engage in other activities to earn income to pursue their education but that was not sustainable so they ended up dropping out. Upon an interview with some of the NGOs, students complained of going hungry in school and fallen

sick and not getting medication. This was solved by some NGOs such as Rising Village Foundation, Africana Children Educational Fund, by the implementation of the provision of food supplement and the issuing of National Health Insurance to the beneficiaries. It can however be noted that, the figures doubled up through to 2014 which was attributed to increase in scholarship by Rising Village Foundation and Africana Children Educational Fund, awareness created by these organizations for the need of basic education, the support they gave.

The enrollment rate of primary education is presented in Figure 4.2. Enrollment in primary school in the district experienced a slight increase during the 2008/2009 academic year.

Figure 4.2 Enrollment rates of primary

enrollment rates of primary in the district

	2006/2007	2008/2009	2009/2010	2010/2011	2011/2012	2013/2014
girls	18837	20618	19678	10927	13513	15011
boys	18686	20773	19723	11180	13807	15272
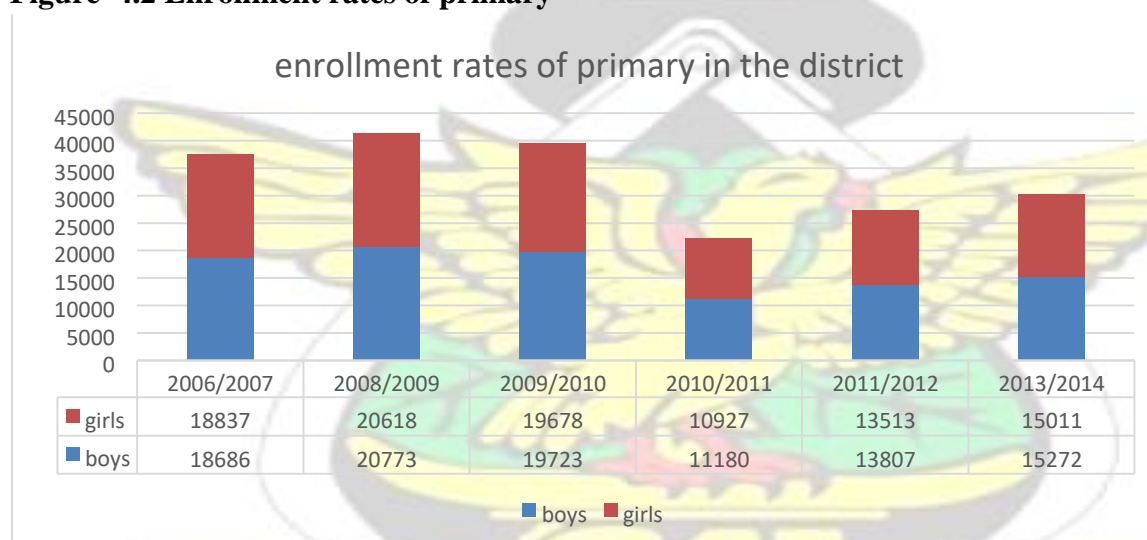
Source: Data collected, 2015

In 2009/2010 academic year, the figure dropped again and it was as a result of the fact that some children lacked the basic necessities which could facilitate their education and the reason mentioned earlier. Also, at that time the supports that NGOs dedicated to education were few hence, few children were supported in school. The figure kept increasing between 2010 and 2014

47

which was highly accounted for by the increase in the number of children provided with scholarships by NGOs in the district.

Figure 4.3 shows the enrollment rate of Junior High School. Enrollment rates in JHS also saw no substantial increase over the period.

Figure 4.3 Enrollment rates of JHS
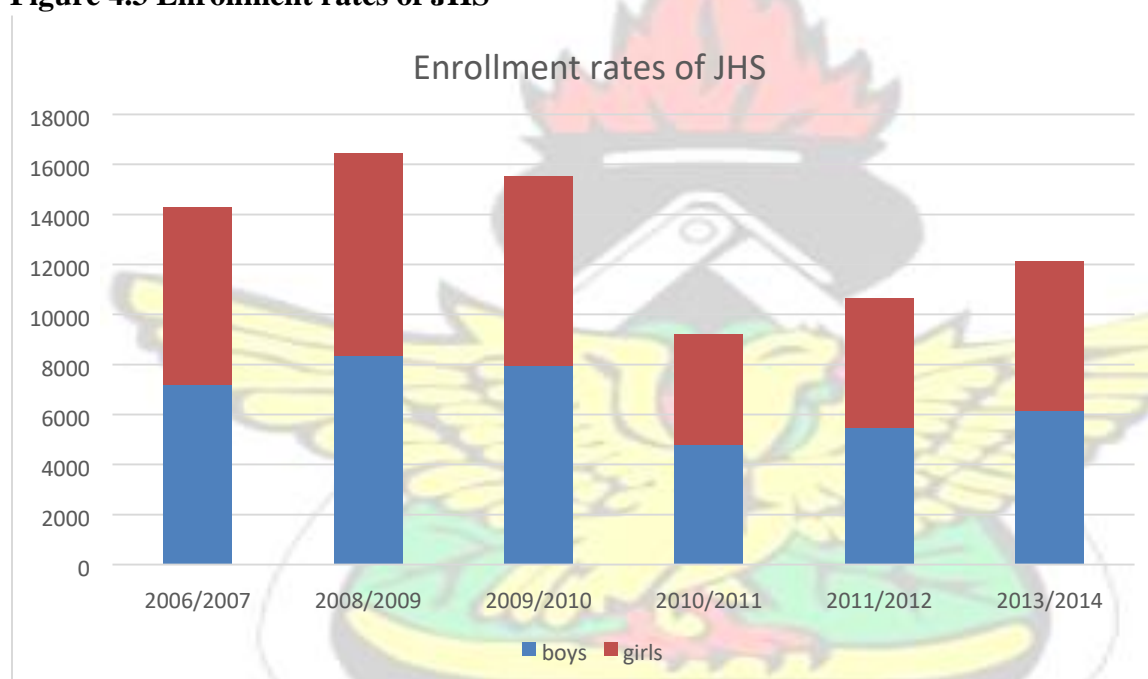
Source: Data collected, 2015

Comparatively, the highest enrollment recorded from the chart is 2008/2009 which was attributed to the increase in the number of pupils enrolled on NGO scholarship as shown in Figure 4.4. Students were encouraged to complete school, According to Rising Village Foundation, students were given a monthly mentoring program to encourage and educate students.

4.2.2 Age structure and NGO scholarships

The age structure in relation to NGO scholarships showed that the project had a substantial positive effect on enrollment in the stages of basic education. Figure 4.4 illustrates the number of children between the ages of 4 to 5 years enrolled in kindergarten; which is the average age of KG (Ghana Statistical Service, 2010). It further shows the number of children enrolled on scholarships who were between the ages of 6 and 12 years which is also the average age for primary education. Lastly, the number of children between 13 and 16 years enrolled in JHS by scholarships were illustrated.

Figure 4.4 Age intervals and number of children under scholarships

	2009	2010	2011	2012	2013	2014
age 13-15	7	21	44	14	40	97
age 6-12	15	18	60	92	38	25
age 4-5	3	7	8	10	12	3
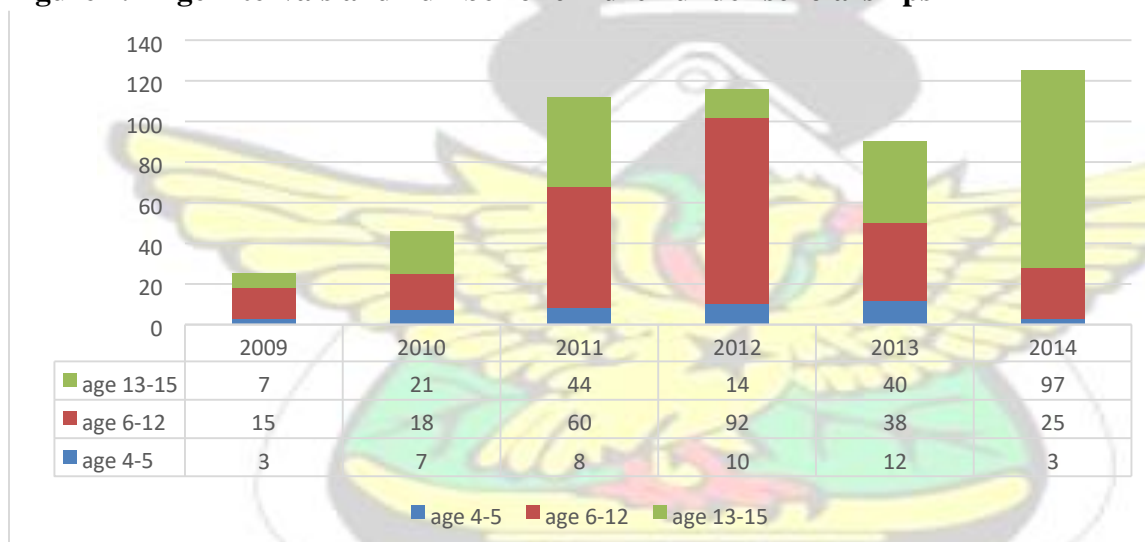
Source: Data collected, 2015

From the figure, enrollment of children in kindergarten on scholarships were the lowest because most of the parents were not ready to allow their wards to start schooling at that age and hence were not ready for support from the organizations. The district (as it was said in the previous chapters) is dominated by farming and trading. Most parents preferred taking their children to the farm and market area as they work. Enrollment in primary school was high because the NGOs

49

realized most of the children within that age group were not in school, also most of the children dropped out after primary education due to financial problems and their desire to work instead of schooling and hence the high number of scholarships in JHS. This illustration shows how much NGOs have increased school enrollment in all three stages of basic education in the district. In conclusion it can be noted that contributions of NGOs to increases in basic school enrolment was as a result of the significant impacts of Scholarship projects. Interviews with headmasters and District Educational Unit revealed that an increase in enrollment was as a result of the contributions made by NGOs. The district education office could not provide disaggregated data on enrollment such that concrete figures on the scholarship project alone could be obtained. Enrollment data from schools could also not be used because some of the schools did not provide comprehensive information therefore data for the entire district was used.

4.3   Absenteeism levels

In terms of absenteeism, an average of 24.8% of pupils absents themselves from school at least once in a month (schools interviewed). However comprehensive data on the absenteeism levels of the previous years could not be captured. Reasons identified for absenteeism were; some parents sending their children on errands; inability of some parents to provide the basic educational needs of their children like money for food, exercise books and school uniforms and indiscipline among pupils. Discussions with headmasters and some members of the Parent/Teacher Association (PTA) disclosed that these levels recorded were on the lower side compared to time periods where NGOs were not in the educational scene in the district.

The information from the interviews indicated that the decrease in absenteeism levels was as a result of the capacity building programs NGOs in the district conducted for the various PTAs and students in the district. They believed that strict monitoring of pupils by both parents and teachers has reduced absenteeism levels. Furthermore, interviews with headmasters showed that children were motivated not to stay away from school due the assistance these organizations provide for them; they admitted that pupils are more comfortable and well-motivated in their teaching and learning activities. This was confirmed by a focus group discussion with some pupils who agreed that they felt motivated to attend school regularly because of the scholarships, uniforms and school infrastructure they have been provided with. It should however be noted that, in 2010/2011, NGOs recorded fallen figures and therefore high absenteeism as mentioned earlier. This also affected the rate of retention.

Data on attendance were not available. This was due to the inability of head teachers to compile attendance from their various class registers. Inference on attendance was therefore drawn from the rate of absenteeism.

4.4 Retention of pupils in schools

The impact of the projects on retention was considered by looking at the drop-out rate in the various schools. The reasons identified were that most of the children got pregnant at some point and had to quit schooling and even after birth they could not come back to school. Also high percentage was attributed to poor parental control and inadequate support from parents in fulfilling their

child‟s educational needs. Table 4.1 shows the responses of interviewees on the major causes of drop-out.

Table 4.1 Reasons for school drop-out

Reasons	Yes (%)	No (%)
Financial problems	80	20
Teenage pregnancy	50	50
Transfer of parents	10	90

Source: field survey, 2015

From Table 4.1, eighty percent of the respondents agreed to financial problems being the main cause of drop-out and the remaining twenty percent disagreed. Teenage pregnancy was the second major cause identified. However, information gathered showed that both reasons were the main cause. Ten percent agreed that transferring parents of those pupils to different districts or regions was a cause.

The dropout rate in the district is presented in Figure 4.5. The trend for drop-out rates in the schools were analyzed from 2009 to 2014 because that was the data available. The information indicated that there was a steady fall in the rate between 2009 and 2012 as shown in Figure 4.5 and this was attributed to financial problems and teenage pregnancy as well. From 2013 to 2014, the figure decreased significantly indicating a positive impact of the scholarships given by the NGOs in the district. As shown above the highest cause of drop-out was financial problems therefore supporting children by enrolling them in schools and paying their fees had improved retention in the district.

Figure 4.5 Dropout rate in the district

Drop-out rate in the district

	2009	2010	2011	2012	2013	2014
no. of pupils	81	76	65	47	34	28
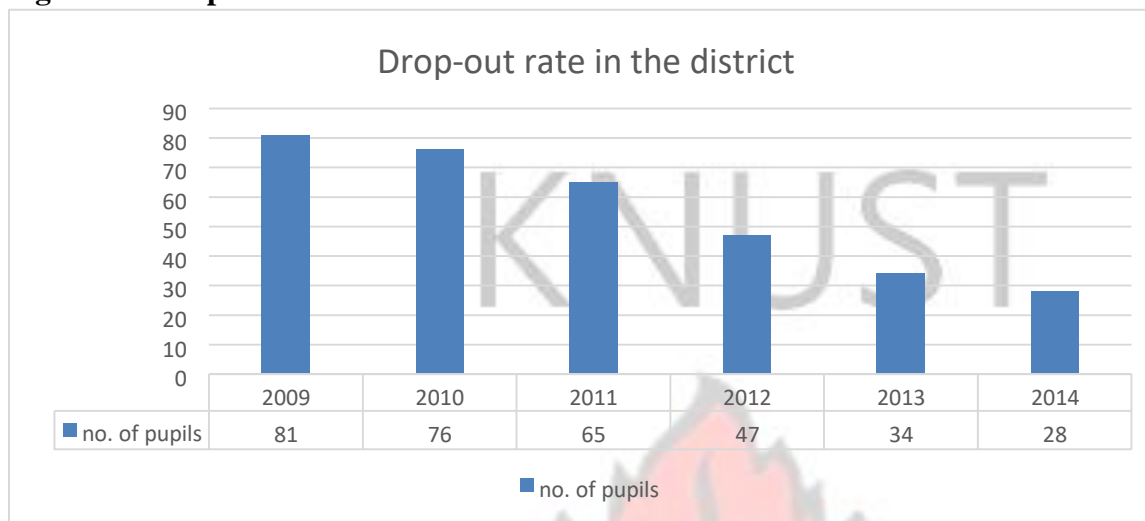
Source: Data collected, 2015

Re-enrollment of drop outs in the district accounted for 17% of the number of children enrolled in the schools in the district which is 84 out of the 514 children benefitting from NGO scholarships between 2009 and 2014. Moreover, it can be noted that the provision of school uniforms, sports kits and teaching and learning materials had contributed to the retention of pupils. This was confirmed by the headmasters of the various schools as well as the pupils who had benefitted from this project. In a focus group discussion, a pupil from Ankaase Methodist School admitted that he felt motivated to come to school because he had a neat school uniform and also he had access to study from textbooks provided by NGOS.

4.5   Parent Teacher Associations and School Management Committees

The PTAs and School Management Committee (SMCs) of the various schools mostly contribute to school management in the district however, some PTAs and SMCs were inactive. All the PTAs executives that were interviewed indicated that they meet at least once every term to discuss issues

53

affecting the school. The SMC executives also met at least once a term to also discuss issues affecting the school. The issues discussed include; ways of improving teaching and learning; ways of ensuring regular attendance of school by pupils; school infrastructure provisions and discussions on the performance of children.

According to the executives of these bodies, involving parents in meetings were high as attendance recorded for every meeting was fairly high. The activeness of the PTA and SMC was attributed to the kind of training they have been given by NGOs and other institutions like GES. They were trained in various ways which was aimed at improving attendance, retention level and performance of pupils by closely monitoring their wards to ensure discipline among them. They indicated that the trainings had helped them to know their specific duties, meet regularly, check performance of teachers, and have proper approach to child welfare issues.

4.6   Education infrastructure

From the research findings, most NGOs do not go into building of educational infrastructure. The only funded project from the sample space was the District Educational Unit which was built by USAID (see Appendix 5). This is an educational complex which houses all the administrative offices of the district. Meanwhile, religious bodies (for the purpose of this study will be called Mission Schools) have established schools in the district. To complement the provision of education (through the building of schools) it was found out that, Mission Schools constitute 50% of the schools in the district. These include Methodist Schools, SDA Schools and

Roman Catholic Schools. Aside these also has schools which are under the supervision of the

Local Authority of the towns they are located; this is 2%. Schools provided by the District Assembly constitute 48% of educational provision. Educational infrastructure in the district is presented in Figure 4.6.

Figure 4.6 Educational Infrastructure
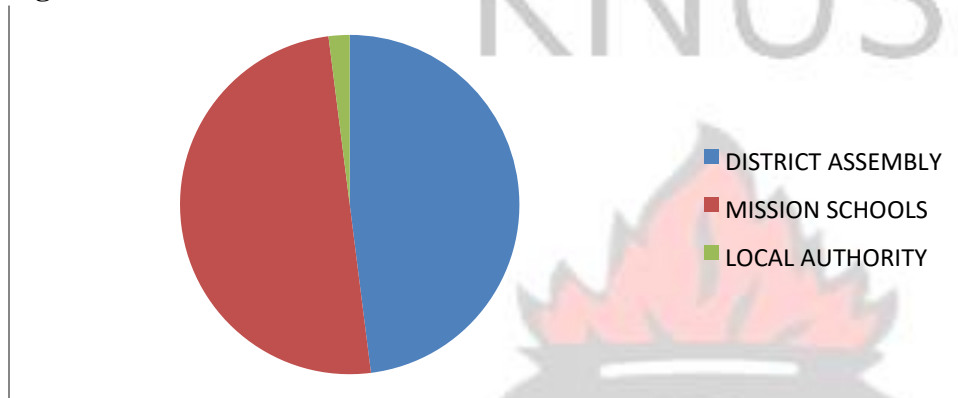
Source: Researcher's Construct, 2015

Figure 4.6 shows the distribution of educational infrastructure between religious bodies, local authorities and the district assembly. The Mission Schools had a larger contribution to educational infrastructure. This comprises of the involvement of churches in the building of schools.

4.7   Overview of educational projects of NGOs in Afigya Kwabre district

The impact of NGOs on education was found out to improve human capital. Development of human capital increases knowledge which in turn increases productivity. The following projects are undertaken by NGOs to improve human capital.

4.7.1 Awarding of scholarships

Scholarships have been provided for pupils in four of the schools interviewed; Ankaase Methodist basic school, Dumakyi D/A, Mpobi D/A and SDA basic school, as confirmed by the headmasters

of the individual schools, the District Educational directorate and the focus group discussions carried out with the Parent Teacher Association and/or School Management Committees. The number of children who benefited from scholarship is shown in Figure 4.7. The scholarship package included assurance of payment of school fees for the child for every term if the child continues to SHS, payment of ICT fees and some amount of money for daily up keep. Amount involved in scholarships given to students were difficult to specify. From the information gathered, students given scholarships are taken care of in school so long as they stay in the School Sponsorship Programs of the organizations. It was therefore difficult for the organizations to specify how much goes into each student. Payments of fees and other suppliers are paid and supplied on demand.

It was however found out that Rising Village Foundation provides full scholarship for students and amount spent on students is over GHS 1000.00 per school term.

Figure 4.7 Number of children benefitting from NGO scholarship in the district

Number of children benefitting from NGO scholarship

	2009	2010	2011	2012	2013	2014
Number of children benefitting from NGO scholarship	25	46	112	116	90	125
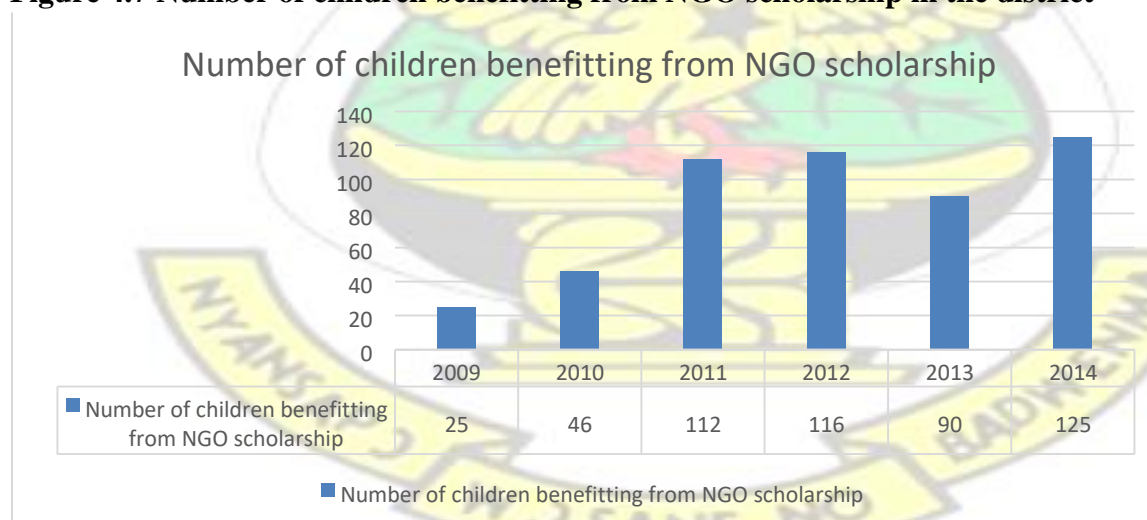
Source: Data Collected, 2015

Extent of the impact of scholarship

Scholarships given to students have increased enrollment in the various schools. Information from interviews conducted for some students and head teachers indicated that, some students were sporadic in attending school. Others had stopped schooling and for reasons of financial problems. Twenty (20) beneficiaries of scholarships given by Rising Village Foundation and Africana Children Educational Fund were interviewed.

4.7.2 Provision of school uniforms

From the field survey, about 45% of the schools in the district have benefitted from these projects. Pupils from these schools who benefit from NGO programs are provided with school uniforms as well as foot wears. The beneficiaries of school uniforms as it was found out during the survey were those who are being sponsored by the NGOs. Rising Village Foundation in 2013 and 2014 distributed school uniforms to 25 students in Ankaase. The organization continues to supply uniforms to students in their education program. Africana Children Educational Fund from the year 2006 to 2014 has been providing uniforms to students in their education program. The number of uniforms distributed could not be specified.

Extent of the impact of school uniform provision

Twenty (20) pupils who are beneficiaries of NGO programs were interviewed and the results were that, the school uniforms helped them to stay in school. Results from the interview were that, students were sporadic in school because they were teased at by their mates for being poor. Most of the students dropped out of school because their parents could not afford for them school

uniforms and hence resulted to engage in petty trading and driver‟s „mate‟. The supply of the uniforms by the organization has helped reduce sporadic nature of students.

4.7.3 Provision of teaching and learning materials *(TLM)*

Teaching and learning materials such as textbooks, exercise books, notebooks, pens, pencils and school bags have been provided by Rising Village Foundation. This project was implemented in all ten schools surveyed and this was confirmed by the information given by the headmasters of the various schools. Another intervention identified from the data collected was that Rising Village Foundation has provided first aid boxes to five out of the ten schools selected from the district. This support from the organization is in support of sporting activities and health needs of students during school hours.

Extent of the impact of TLM provision

In 2013, Rising Village Foundation supplied 300 boxes of chalks to Ankaase Methodist Primary and JHS, Ankaase D/A, Mpobi D/A and Dumakyi D/A schools. This according to head teachers in the mentioned schools has been of a great help to the schools. Head teachers admitted that government should provide for these suppliers but they are not forth coming. The supply of the chalks was a relief to the schools. Head teachers complained that before the supply of the chalks by the NGO, teachers had to contribute to buy chalks to teach students. In 2014 and 2015, the mentioned organization supplied charts, books and other suppliers to the mentioned schools. The provision of first aid box has also improved the health of students.

4.7.4 Provision of desks

Teaching and learning activities were poor because most schools had inadequate desks, some of the desks had also broken down and Rising Village Foundation saw the need to support these schools with desks to improve teaching and learning. About 67% of the schools in the district benefitted from this project.

Extent of the impact of providing desks

From the research, it was brought to bear that, students used to sit in pairs on one desk in the schools. Rising Village Foundation in 2012, 2013 and 2014 supplied 10, 15 and 12 desks respectively to the Ankaase Methodist and D/A schools. This has helped in the provision of adequate desks in the schools.

4.7.5 Construction of ICT Centre

Out of the ten schools interviewed and also information gathered from the district assembly, Ankaase SDA School had an ICT block (see Appendix 5). Africana Children Educational Fund supplied computers and its accessories and also provided a generator for the SDA School in Ankaase. However, in the quest to assist schools and students in the district, Rising Village Foundation do provide for students by paying ICT fees for the students to engage in Computer Lessons in the available library which has an ICT room to facilitate computer studies. Source (Rising Village Foundation, 2014).

Extent of the impact of providing ICT

Before the provision of ICT by Africana Children Educational Fund Rising Village Foundation, students found it difficult to learn ICT. Many students from the interviewed schools had never seen a computer. The support of the two NGOs has helped students learn ICT and its practicalities.

4.7.6 Enrollment of students on National Health Insurance Scheme and provision of quarterly food supplements to beneficiaries

Rising Village Foundation when interviewed did bring to the known that they do provide for the health needs of the students they sponsor. They provide for the students Health Insurance, Food Supplements and also an insurance cap to take care of hospital bills which are not covered by the health insurance.

Extent of Impact

Twenty students were interviewed in relation to this and all the twenty testified that the food supplements and health insurance cover given to them by Rising Village Foundation really helps them. They testified that, before that, they hardly went for medical care when they were sick and that affected their attendance in school. The food supplement also helped students improve upon their nutrition.

4.8   Health programs

NGOs in the district believe that ensuring that children are healthy will promote basic education. They have therefore included health related projects in their programs and this consist of enrolling children on the NHIS and the provision of quarterly food supplements to beneficiaries. Other projects were aimed at controlling malaria hence mosquito nets, mattresses and bed frames were provided to students. Focus group discussion with the beneficiaries showed that, these projects have increased their school attendance as well as their performance because they were being monitored closely in order to sustain the support from the NGOs. Figure 4.8 indicates the number of children enrolled on NHIS by NGOs from 2010 to 2014.
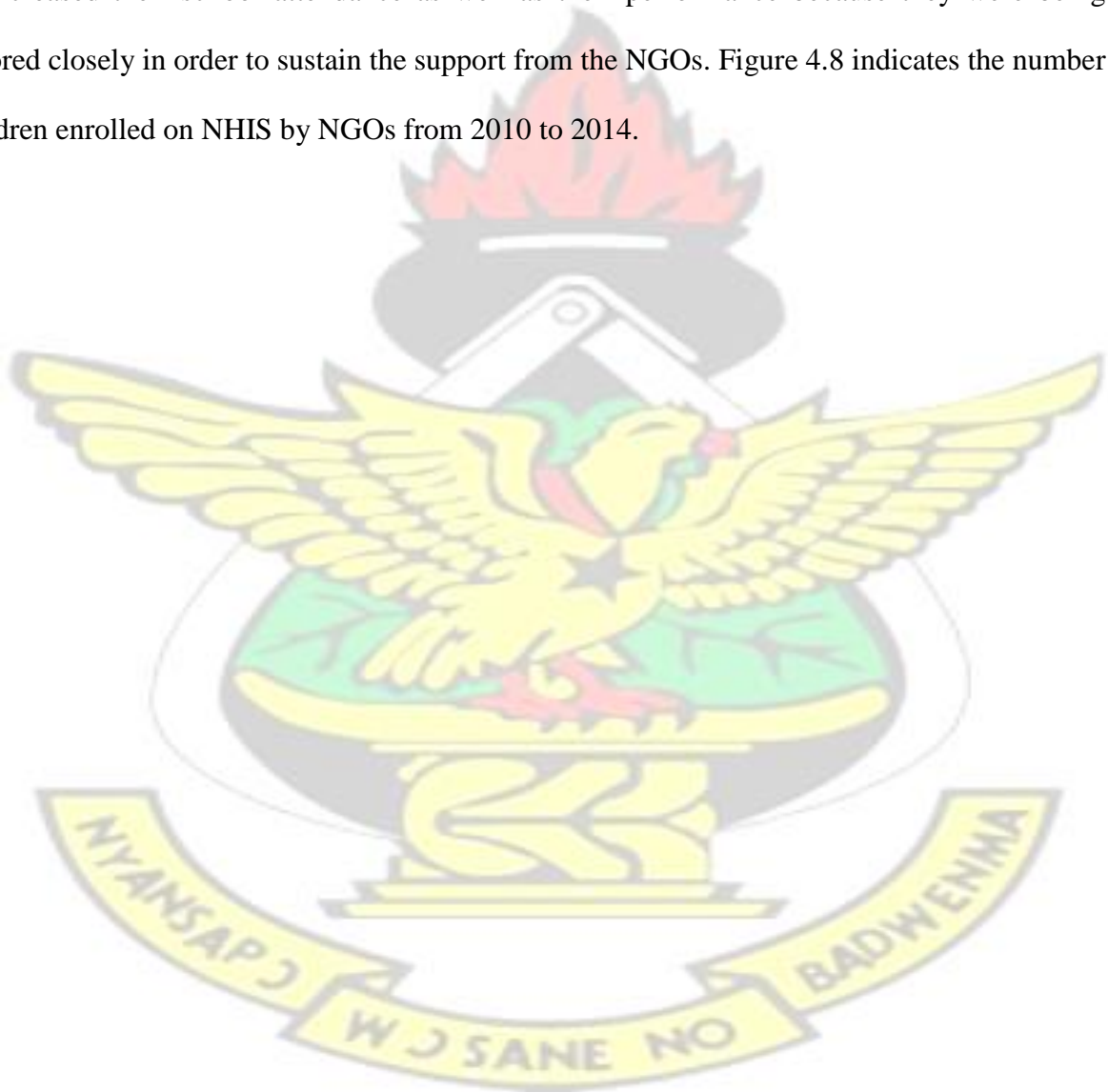
Figure 4.8 NHIS enrollment by NGOs in the district

NHIS Enrollment

	2010	2011	2012	2013	2014
number of children	189	672	800	1079	1419
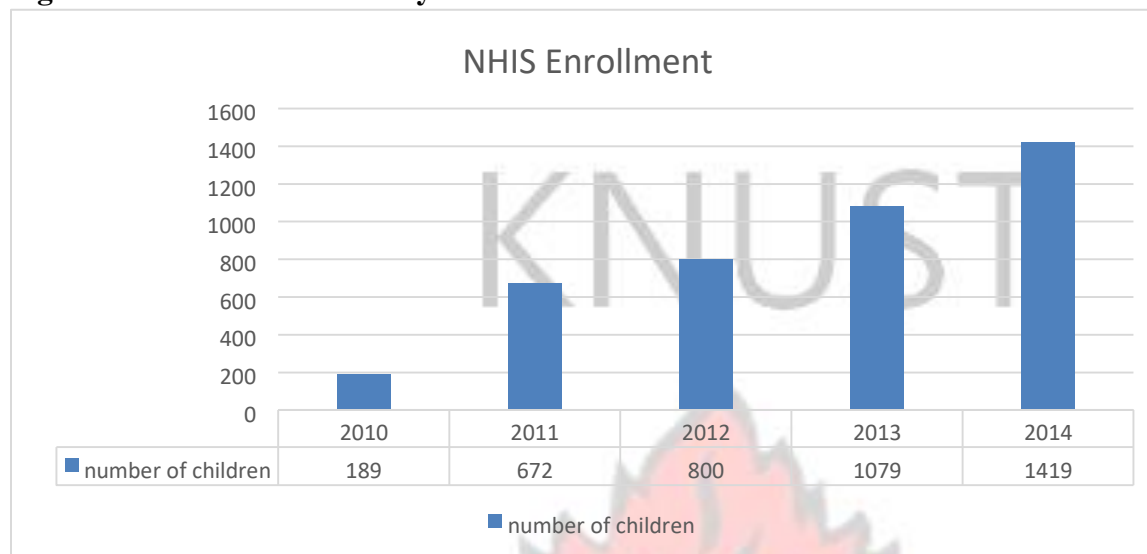
Source: Data collected, 2015

About 189 pupils were enrolled on the scheme to enable them visit the hospital regularly as possible. The figure increased to 679 and kept increasing rapidly till 2014 where 1419 have been enrolled on the scheme, the quarterly food supplements were also provided to the children enrolled on the scheme. This project has made significant impacts on basic education enrollment, retention, attendance and performance because a child must have been in school in order to qualify to be selected for the project. This criterion has helped many children to gain interest in schooling as well as attending school regularly and being retained.

Another finding was the support of NGO"s in school hygiene and sanitation. The UNDP and Rising Village Foundation have helped schools in the district by providing hand-washing buckets to schools in the district. It was however found out from the research that, this supply to schools is a one-time supply (Rising Village Foundation, 2014).

4.9 Capacity building

Capacity building programs were organized for teachers in order to help them improve on their teaching skills and also how to engage the children to make teaching and learning effective. From the survey, NGOs have organized capacity building programs for 55 % of the basic schools in the district as at 2014 which is impressive since the figure is a little over half of the schools in the district. The program concentrated on frequency of preparation and quality of lesson notes prepared by teachers, good teacher-community relation and general teaching and learning methodologies. The frequency of these training sections was however not definite but the headmasters admitted that it was conducted from time to time. Headmasters of the beneficiary schools admitted that these programs have promoted effective teaching and learning. They mentioned that lesson notes preparation had improved among teachers and hence pupils interest in learning had been heightened which had further led to increased school attendance and retention in pupils.

CHAPTER FIVE

SUMMARY OF FINDINGS AND CONCLUSION

5.1   Introduction

This chapter summarizes the research findings under the objectives of the study for easy understanding. It also outlines some recommendations based on the findings on how to improve NGO programs to improve basic education in the district as well as the conclusion on the entire study.

5.2   Summary of findings

●   NGO Projects identified includes scholarship programs, provision of teaching and learning materials, first aid boxes, provision of uniforms, construction of ICT centers, construction of district educational complex, enrollment of NHIS and provision of food supplements

●   Number of pupils benefitting from NGO scholarships in the district has been increasing over the past five years. This had a positive impact on enrollment since parents who were financially crippled are now being assisted to educate their children. Within that period enrollment rates in primary and JHS increased rapidly.

Some scholarships were also identified as partial scholarships. The NGOs do give partial scholarship to students whose parents already benefit from the NGOs. For instance, an interview with Rising Village Foundation brought to known that, the NGO do provide start-up funds for

single female family heads to start a trade. During this time, their children are given a partial scholarship in school and also their health needs taken care of.

● Enrollment of pupils in junior high school on scholarships was the highest because, it was identified that most of the pupils drop out after primary due to financial issues or the desire to work instead of schooling. Scholarships helped students to stay in school. There was a positive relationship between the provision of scholarship to students and enrollment, attendance and retention.

● An average of 24.8% of pupils absent themselves from school at least once in a month for the schools interviewed. Focus group discussions showed that with this figure, absenteeism levels were on the lower side compared to time periods where NGOs were not in the educational scene in the district.

● The highest cause of drop-out was financial problems therefore supporting children to enroll in schools and paying their fees had improved retention in the district. Also re-enrollment of drop outs in the district accounted about 17% of the number of children enrolled in the schools under scholarships which is 84 out of the 514 children benefitting from NGO scholarships between 2009 and 2014. Moreover, it can be noted that the provision of school uniforms and teaching and learning materials had contributed positively to the retention of pupils

● As at 2014, 1419 pupils had been enrolled on NHIS and were being supplied with food supplements too. This is believed to have improved retention as well as performance because a child has to be in school in order to be a sustained beneficiary of the project; also they are able to study on a sound mind with this project in place.

● Capacity building programs organized for teachers covered 55% of the basic schools in the district, and the project has helped improve lesson note preparation and general teaching and learning methodologies. This has helped sustain the interest of learning among pupils in school which further led to increased attendance and retention levels.

● The PTAs and SMCs of the various schools had received trainings which had helped them know their responsibilities and this in turn helped in monitoring school attendance and ensuring discipline among children.

It was however noted that, NGOs do not provide construction of educational infrastructure. The identifiable structure in the district was the District Educational Unit which was built by the USAID to support education in the district. Most NGOs go into direct sponsorship of students and supplies to schools in the form of Teaching and Learning Materials. Construction of schools was also identified to be one of the roles of the religious bodies.

3.3   Recommendations

● As NGOs are focusing on increasing enrollments in basic schools, they should also focus on improving infrastructure in the schools in order to match up with the increasing number of peoples.

● NGOs should focus on the role PTAs and SMCs play in improving basic education because from the research findings, it was noted that they are very critical when it comes to dealing with issues of discipline which goes a long way to improve education. They should therefore revive PTAs and SMCs that are inactive in the district.

● NGOs in the district should focus on capacity building for teachers since it was identified to be on the lower side. From the study, it was noted that more attention was on increasing enrollment and retention but very little focus on projects that will increase teacher pupil ratio. It is therefore recommended that, more teachers should be trained in order to match up with increasing levels of enrollment and retention.

● Programs aimed at improving early childhood reading skills should be focused on as well since the foundation is very important. This improves reading habit as the child grows up and such a child is likely to perform well in class. It was very important to note that, children if kept in school at a tender age will grow up to like schooling. It was found out that, parents are always late in sending their children to school and this has a greater impact on their education. From a focus discussion with some students, those who start school at a later stage face the problem of intimidation. They are intimidated by their pears and it goes a long way to affect their attendance and retention in school.

A report from the NGOs confirmed that, some students drop out from school because they started school late. They were mostly intimidated and another compelling factor was the desire of the students to engage in a form of trade to earn income.

From the research findings, children of school going age engaged in activities such as being driver"s mate, operating mobile money and transfer and some social vices.

● Strict monitoring mechanisms should be put in place in order to ensure the effectiveness of these programs as well as the sustainability of these priceless efforts.

It was also found out that, NGOs sometimes do divert funds meant for their specific purposes into funding other programs. This goes a long way to affect their objectives and operations. It is therefore recommended that NGOs should be focused on the allocation of funds. Government assistance is also needed; through the provision of a good political atmosphere to encourage donors and sponsors who support NGOs.

5.4   Conclusion

The establishment of NGOs in the country is a very important issue which needs to be encouraged. Non-Governmental Organizations do complement the efforts of the government. It is important to know that the government cannot provide for all the needs in the society and the presence of NGOs add up to this effort. For the purpose of this research, NGOs involvement in Education was the subject matter. The research noted that, NGOs do a lot to improve on education not only in the case study but the nation at a whole. It is however important for the recognition of the efforts by these NGOs and commended as such.

The government being a major stakeholder should encourage the establishment of NGOs in the country. Other stakeholders like the Regional Coordinating Councils and the District Assembly should help facilitate the operations of NGOs by working together.

REFERENCES

Adler, S.P. and Kwon, S.K. (2002) "Social capital: Prospects for a new concept", Academy of Management Review vol. 27 page 17-40

Anríquez, G and Stamoulis, K (2007) Rural Development and Poverty Reduction: Is Agriculture Still the Key? *The Food and Agriculture Organization of the United Nations ESA Working Paper No. 07-02.*

Ansah, A. (2013) "A Descriptive Assessment of Higher Education Access, Participation, Equity and Disparity in Ghana" Sage open retrieved on 25th November, 2015.

Asian Development Bank (ADB) (2001) *Growth and Change in Asia and the Pacific Key Indicators 2001*

Babalola, J.B., Tayo, A.S., Okerdiran, A., Ayeni, A.O. and Adedeji, S.O. (2006). *Economic Thought About Private Sector Education: Policy Implications for Management of Universities In Africa*. Turkish Online Journal of Distance Education-TOJDE Vol. 7 No. 2 Article: 13 page 139152

Banerjee A, Cole S, Duflo, E and Linden L. 2003. "Improving the Quality of Education in India: Evidence from Three Randomized Experiments." Mimeo, MIT.

Becker. G. (1994) *Human Capital; A Theoretical and Empirical Analysis with Special Reference to Education.* Chicago; The University of Chicago Press.

Bhaskar I and Geethakutty, P.S (2001) Role of Non-Governmental Organizations In Rural Development: A Case Study, Journal of Tropical Agriculture 39 (2001): page 52-54

British Journal of Arts and Social Sciences. Vol.4 No.1 (2012) page 48.

Brown L D (1992) "The NGO as Bridge: Dealing with Multiple Constituencies" in *Development Forum* page 19,5,21.

Chambers, R. (1983) *Rural Development*, Longman Scientific & Technical (1997) *Whose Reality Counts?* Intermediate Technology Publications

David, L. and Nazneen, K. (2009), Non-Governmental Organizations and Development. New York: Rutledge.

Department of International Development (DFID) (2001) *Department Report 2001 Statistics on International Development 2001*

Duflo, Esther and Michael Kremer. 2003. "Use of Randomization in the Evaluation of Development Effectiveness." Paper prepared for the World Bank Operations Evaluation Department (OED) Conference on Evaluation and Development Effectiveness in Washington, D.C. 15-16 July, 2003.

Fielmua, N and Bandie, R.D.B (2012) The role of Non-Governmental Organizations in basic education in the Nadowli district of Ghana *British journal of Arts and Sciences vol. 4 page 1*

Gauri, V. and J. Galef. 2005. "NGOs in Bangladesh: Activities, Resources, and Governance." World Development, vol. 2 page 12:

Ghana Statistical Service (2007). Patterns and Trends of Poverty in Ghana, 1991 – 2006. Accra – Ghana: Ghana Statistical Service.

Ibrahim, A and Muhtesem, B (2006) Organizational Problems of Non-Governmental Organizations (NGOs), page 9

Joy Fm, Ghana|Myjoyonline.com, www.myjoyonline.com accessed on November, 2015.

Kremer, Michael. 2003. "Randomized Evaluations of Educational Programs in Developing Countries: Some Lessons," *American Economic Review Papers and Proceedings*, vol. 2 page 102-115.

Lahore University of Management Sciences (2005). The Role of NGOs in Basic and Primary Education in Pakistan. NGO Pulse Report, LUMS-McGill Social Enterprise Development Programme, Pakistan. Retrieved from www.lums.edu.pk. (April 24, 2010).

Lundvall. F (1997) ""the knowledge-based economy; form the economics of knowledge to the learning economy"".in employment and growth in knowledge-based economy OECD documents, Paris: OECD.

Ministry of Education (2013) "Education Sector Performance Report" Ministry of Education, Republic of Ghana.

Nelson, P.J (1995), *The World Bank and Non-Governmental Organizations. The Limits of Apolitical Development*, (New York: St. Martin's Press and Houndmills: Macmillan Press).

Ngeh, D.B (2013) Non-Governmental Organizations (NGOS) and Rural Development in Nigeria *Mediterranean Journal of Social Sciences vol 4 page 5*

Omofonmwan, S.L and Odia, L.O (2009) Role of Non-Governmental Organizations in Community Development: Focus on Edo State–Nigeria, *Anthropologist, vol. 4 page 247-254*

O"Sulllivan, K (2010) It began in Africa: A brief history of NGOs, the media and emergency aid accessed from http://www.puesoccurrences.com on 23rd July, 2015 at 13:18pm

Ray, C. (1997) *'Towards a theory of the dialectic of rural development* Sociologia Ruralis vol. 3 page 345-362

Ukpong E. A (1993) The Constraints of NGOs' Operational Flaws on Rural Development Initiatives in Nigeria- *Journal of Social Development in Africa* (1993), vol. 1, page 8, 51 and 72

United Nations Development Programme (UNDP) (2003) *Human Development Report page 125*

Werker, E and Ahmed, F.Z, (2007) What Do Non-Governmental Organizations Do? *Journal of Economic Perspectives (May)* vol 2 page 20-29

World Bank (1975, 2000) *World Development Report 1974/75*

Oduro, A.D, (2000) Basic Education in Ghana in the past reform period, Centre for Policy

Analysis (CEPA)

William, C (1991) "Non-Governmental Initiatives" in ADB, *The Urban Poor and Basic Infrastructure Services in Asia and the Pacific*" Asian Development Bank, Manila

World Association of Non-Governmental Organizations (2010) "*What are Non-Governmental Organizations (NGOs)*"page 25.

APPENDIX 1

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
DEPARTMENT OF ECONOMICS

This questionnaire is to gather information to assess the impact of Non-Governmental Organizations on basic education in the Afigya Kwabre District The information is for academic purposes only and will be treated with the strictest confidentiality. Please, answer the questions that follow by ticking the appropriate option (if provided) or writing unrestrictedly for openended questions.

QUESTIONNAIRE FOR THE DISTRICT EDUCATIONAL UNIT

1. What educational interventions have NGOs undertaken in this district within the past ten year (list as many as applicable)
   a) Awarding of scholarship
   b) Provision of school uniforms
   c) Provision of TLM
   d) Provision of tables and chairs
   e) Construction of school facilities

………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

2. Which of these are the direct benefits from the NGO's interventions? (Please tick)

Impact levels	Positive/Yes	Negative/No	None
Improved daily school attendance			
Reduction in the school drop-out rate			
Improved retention and completion of school by children			
Increase in the total enrolment of pupils in the school			

Increase in the enrolment of girls			
Increase in the enrolment of boys			
Improved teaching and delivery of lessons			
Improved academic performance of pupils at the BECE			
Improved reading and writing skills			
Improved retention rate of teachers in the school			
Adequate supply of teaching and learning materials			
Adequate classroom facilities			
Available improved and gender friendly toilet and urinal facilities			
Regular supply of potable water			
Increased hand washing among pupils			
Improved hygiene			

3. How do you think you can contribute to the sustainability of these programs/ projects?

i.	
ii.	
iii.	
iv.	
v.	
vi.	
vii.	
viii.	

4. What is the enrolment level of students in the district over the past 10years on yearly basis?

    (i)   KINDERGATEN

YEAR   boys   girls

2006/2007

2008/2009

2009/2010

2010/2011

2011/2012

2013/2014

(ii)   PRIMARY

YEAR   boys   girls

2006/2007

2008/2009

2009/2010

2010/2011

2011/2012

2013/2014

(iii)   JHS

YEAR   boys   girls

2006/2007

2008/2009

2009/2010

2010/2011

2011/2012

2013/2014

75
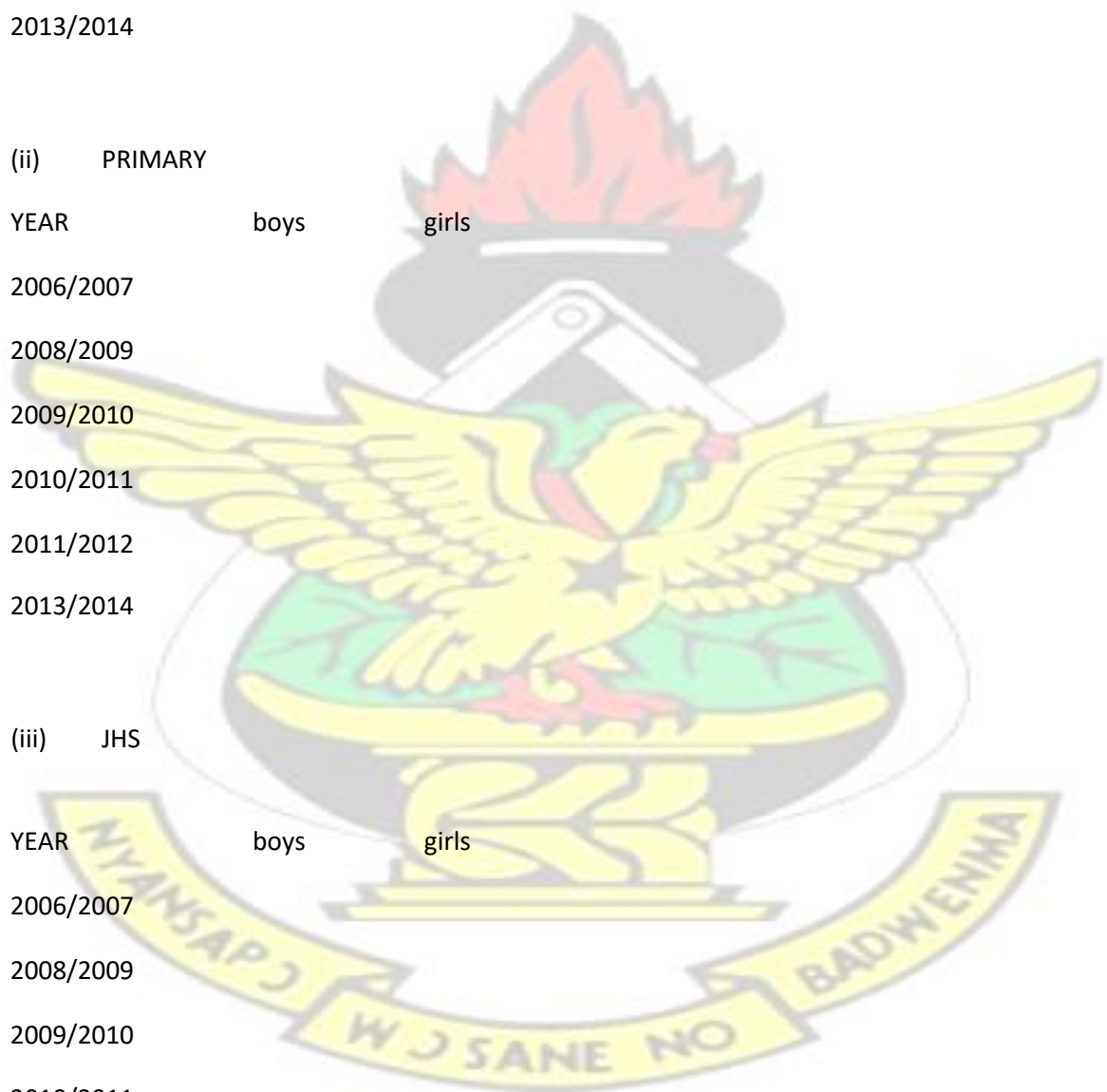
5. How many students dropped out of school in this district over the past 10years on yearly basis?

2005   2009

2006   2010

2007   2011

2008   2012

2013   2014

6. What reasons account for the dropout rates in this school?

....

....

....

7. What is the BECE pass rate of this district over the past 10years?

2005   2009

2006   2010

2007   2011

2008   2012

2013   2014

THANK YOU.
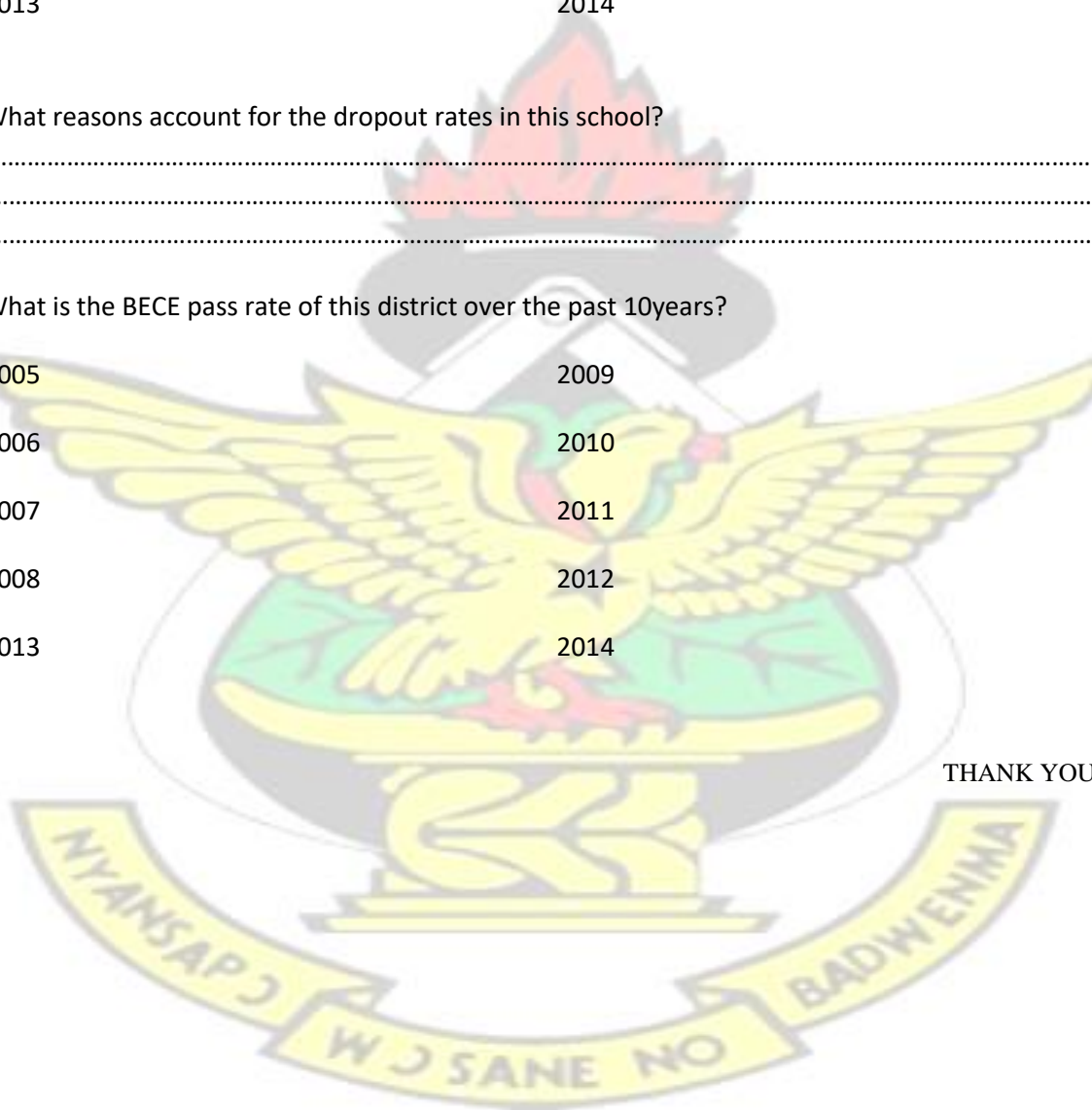
KNUST

APPENDIX 2

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
DEPARTMENT OF ECONOMICS

QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is to gather information to assess the impact of Non-Governmental Organizations on basic education in the Afigya Kwabre District The information is for academic purposes only and will be treated with the strictest confidentiality. Please, answer the questions that follow by ticking the appropriate option (if provided) or writing unrestrictedly for openended questions.

1. Over the past 10years has this school benefited/received any form of support from NGOs?(please tick)

   YES   NO

2. What educational interventions did NGO(s) undertake in your school over the past 10years?

i.	ii.
iii.	iv.
v.	vi.
vii.	viii.
ix.	x.

3. Which of these are the direct benefits from the NGO's interventions? (Please tick)

Impact levels	Positive	Intended	Unintended
Improved daily school attendance			

Reduction in the school drop-out rate			
Improved retention and completion of school by children			
Increase in the total enrolment of pupils in the school			
Increase in the enrolment of girls			
Increase in the enrolment of boys			
Improved teaching and delivery of lessons			
Improved academic performance of pupils at the BECE			
Improved reading and writing skills			
Improved retention rate of teachers in the school			
Adequatesupply of teaching and learning materials			
Adequate classroom facilities			
Available improved and gender friendly toilet and urinal facilities			
Regular supply of potable water			
Increased hand washing among pupils			
Improved hygiene			

4. Are there any negative impacts of NGOs projects on school enrollment, attendance and retention? If yes please specify.

....

....

5. What is the enrolment level of students in the school over the past 10years on yearly basis?

2005   2009

2006   2010

2007   2011

2008   2012

2013   2014

6. How many students dropped out of school in this school over the past 10years on yearly basis?

2005   2009

2006   2010

2007   2011

2008   2012

2013   2014

KNUST

7. What reasons account for the dropout rates in school?

………

………

8. What is the BECE pass rate of this school over the years?
    2005   2009

    2006   2010

    2007   2011

    2008   2012

    2013   2014

9. Are Teaching and Learning Materials adequate in your school?   YES   NO

10. What school sanitation facilities do you have and who provided them?

Facility/equipment	Provider	Benefit of facility/equipment

79

11. *Do NGOs facilitate in staff capacity building?   YES   NO   If yes please*
    specify……..……………………
    ………
    ………
    ………

END OF INTERVIEW

THANK YOU

APPENDIX 3

APPENDIX 4

MAP OF AFIGYA-KWABRE DISTRICT

AFIGYA KWABRE DISTRICT IN REGIONAL CONTEXT, 2015

APPENDIX 5