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SCHOOL OF GRADUATE STUDIES

FACULTY OF HUMANITIES

TOPIC:

**EVALUATING PROGRAMMES OF EDUCATIONAL NON-
GOVERNMENTAL ORGANIZATIONS ON BASIC EDUCATION IN RURAL
AREAS OF GHANA, THE CASE OF AFIGYA-KWABRE DISTRICT IN
ASHANTI REGION.**

By

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Service University College in partial fulfilment of the requirements for the award of
the degree

MASTER OF SCIENCE

(MONITORING AND EVALUATION)

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DECLARATION

Candidate's Declaration

I hereby declare that this research report on evaluating programmes of Non-Governmental Organizations on Basic Education in Rural Areas of Ghana is the results of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature Date.....

Name.....

Supervisor's Declaration

I hereby declare that the preparation of the research report on evaluating programmes of Non-Governmental Organizations on Basic Education in Rural Areas of Ghana was supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature..... Date

Name:

DEDICATION

I dedicate this research project to the Glory of God through whose infinite grace and mercy, I have been able to complete this work. Also to my lovely and radiant wife, Mrs. Gladys Sarkodie-Nimo, my daughter Abena Boabemaa-Nimo and son Krah Akwasi Nhyira –Nimo.

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ABSTRACT

Fundamentally, basic education is supposed to lay the foundation for further education and training; to this end, it is crucial that it is of a high quality to achieve its purposes of preparing the young ones for further learning in the future and to equip them with relevant knowledge and skills to enable them function effectively and efficiently in society. The study examined the programmes of Educational Non-Governmental Organizations in the provision of basic education facilities and support in the Afigya-Kwebre District in the Ashanti Region. The descriptive survey design was used for the study. A total of 18 respondents, comprising 10 head teachers, 6 circuit supervisors, the district director of education and a staff of Rising Village Foundation were interviewed. These respondents were purposively sampled. Closed and open-ended questionnaires were used for the data collection. The data was analyzed with frequencies and simple percentage distributions. It was found out that NGOs contribute to the provision of borehole and sanitation equipment, conducting in-service training for teachers as well providing teaching and learning materials. The presence of NGOs has led to improvement in academic performance and enrolment compared to previous figures before the intervention. Based on the study, it was recommended that NGOs should collaborate with other development partners and GES to extend in-service training for teachers to cover more subject areas. It was also recommended that District Assemblies who have a duty to assist in providing basic education should be proactive.

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CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The essence of education and human capital formation and development in fostering economic growth and development of less developed countries cannot be overemphasized. It has been shown that, education and skills acquisition are positively related to economic growth and development (Schultz, 1961). Therefore, emphasis on an investment in children's education is the core avenue for human resource development and capital accumulation required for building long-term productive capacity of a nation. It is, therefore, essential that a country provides a perfect and conducive environment for unfettered access to knowledge and skill sets that would increase the future effectiveness and efficiency of children. Education therefore develops human resources which facilitate the management of other resources to enhance growth and development.

Basic education was understood and described during the World Conference on Education for All held in Jomtein, Thailand in 1990 as one intended to meet basic learning needs which include instruction at the first or foundation level, on which subsequent learning can be based and built. Basic Education encompasses early childhood and primary education for children, as well as education in literacy, general knowledge and life skills for youth and adults; it may extend into second cycle education in some jurisdiction (Inter-Agency Commission, 1990).

Based on the above definition, countries and educationists came up with their understanding of basic education. Rovaniemi (2006) describes basic education as the

whole range of educational activities taking place in various settings that aim at meeting basic learning needs. According to Ghana's education system, basic education comprises pre-primary education, primary education and junior secondary education. It is seen as that education which prepares the learner for real life.

Therefore, it can be argued that basic education is any educational activity that takes place either formally, informally or non-formally. The learner could be an infant, a youth or an adult. The objectives of basic education are to promote learning and acquisition of knowledge, skills and attitudes. Basic Education is able to promote the principles of national development, sustained development, rapid economic growth, economic dependence, social justice and a desire for continued learning. Research has indicated that basic education has benefited public health, demography, economy, human rights, governance and political stability through increasing people's understanding (OECD, 2001). Donker (2005) notes that the value and role of knowledge is different in every culture but good basic education is essential in every culture and at all levels of education. Dala (2012) maintains that universal basic education is the best method to deliver relevant education to all learners.

It is precisely for this reason that Harbison (1973), indicated that it is human resources rather than capital, income or material resources that constitute the wealth of nations. In his view, natural resources are passive factors of production. It takes human beings as active agents to exploit these resources for production. Harbison (1973) concluded that "a country which is unable to develop the skills and knowledge of its people and utilize them effectively in the national economy will be unable to do anything else". This observation to a large extent accounts for why the west with little

or no natural resources develop faster than countries with much resources especially countries in Africa, a situation which makes African countries dependent. The 1992 Constitution of the Republic of Ghana gives impetus to the provision of education as a basic right for all Ghanaians. However, this burning desire of the state is in the formative stage. It is in the light of this insufficiency that several organizations have emerged to complement the efforts of government in the provision of education. Non-Governmental Organizations (NGOs) today form a prominent part of the “development machine”, in the developing world and are generally seen to be playing an increasingly important role in development. They are recognized as an indispensable part of society and the economy. As part of the measures aimed at addressing the social conditions of the people, and as a means to redress the imbalances between rural and urban areas in terms of development, NGOs are playing a vital role. Many NGOs are undertaking a number of activities in agriculture, health, education, research and most importantly, gender development.

This has led many NGO’s to enter the educational sector, especially in the deprived areas of Ghana in Ashanti Region with the sole aim of helping the disadvantaged in the Region to get access to education. One of such NGO’s is Rising Village Foundation which helps to augment government efforts in the provision of Basic Education in the Kodie district within Ashanti Region.

1.1 Statement of the Problem

Ghana over the years has tried to make education accessible, especially at the basic level. Also considering the impact poverty has on access as well as quality, a system of free education was instituted at the basic level per the mandate of the 1992 constitution

of Ghana. Various reforms have been instituted in the educational sector. The Education Reform Programme introduced in 1987/88 and the free Compulsory Universal Basic Education (fCUBE) 1996 programme, has contributed immensely to the structure of Basic Education that we have today and the achievements so far made. Basic Education based on these reforms consisted of 6 years Primary Education followed by 3 years Junior Secondary. The 1987 education reforms set out to improve access to basic education but also emphasized the need to include measures that would improve quality, efficiency, and equity in the education sector. Despite these appreciable gains, analysis of access shows that there are still difficulties in reaching a significant proportion of children who do not enroll at all. In particular, gains made in enrolment have been difficult to sustain throughout the 9-year basic education cycle. Also worrying is the fact that though the 1992 constitution stipulates in article 25 (1) (a) that basic education shall be free, compulsory and available to all, it is of concern that some children seem to be cut-off from enjoying this constitutional right. More so, the enrolment rates at various levels of education vary greatly and drop sharply as one ascends the education ladder. A study by The Forum for Education Reform, IMANI-Ghana (2013) indicated that at the primary school level, the nation is achieving about 95% of enrolment which is good. At the Junior High School (JHS) level, the rate drops to about 78%. An even sharper decline occurs between the JHS and Senior High School (SHS) level where the rate of enrolment falls below 40%. At the Tertiary level, only 12% of the population of tertiary age are enrolled. This is clearly unsatisfactory. It is in light of this inability by government to fully fund education and reach out to all children of school going age at the basic level and retain more as they ascend the educational ladder that this study will seek to find out the contribution of Rising Village Foundation (RVF) in promoting basic education in the Kodie District.

1.2 Objectives

The general objective of the study was to find out whether Non-Governmental Organizations (NGOs) interventions or strategies in education have influenced the improvement of basic education in Kodie District in terms of access, quality and retention of pupils.

The study specifically sought to;

- i. Find out whether NGO's presence has increased the provision of infrastructure, teaching and learning materials in basic schools.
- ii. Find out whether NGO's interventions have increased enrolment in basic education.
- iii. To determine the impact of their intervention as there is the retention rate of pupils in schools.

1.3 Research Questions

1. Has NGO's presence and activities increased the provision of infrastructure, teaching and learning materials in basic schools in the district?
2. Has enrolment increased as a result of NGOs interventions?
3. Has their involvement retained more pupils in schools?

1.4 Significance of the study

The study will add to already existing knowledge on the contributions of NGOs to educational development. It also will bring to the fore problems hindering school enrolment as well as teaching and learning. It also will be a reference document for others who would like to contribute to the development of education in deprived areas. Government as well as district assemblies can use it to come out with measures to solve problems associated with the educational system. The study will also assist RVF, especially in the Kodie district to identify and improve on areas of their intervention activities that need improvement.

The findings will also assist NGOs to develop a better understanding of the opportunities and constraints of working in the education sector in deprived communities such as the Kodie district.

1.5 Limitations of the Study

The study encountered the following problems:

First and foremost, the study encountered the inadequacy of funds. Funds to access the internet, pay for typing as well as printing was hard to come by. Money to make photocopies also posed a challenge. The study was also impeded with inadequate access to relevant data. Though some pieces of data were accessible, much could not be found as most sources such as the libraries within the researcher's area were not well resourced. However, these challenges did not rob off the reliability and validity of the study.

1.6 Organization of the Study

The study was presented in five chapters. Chapter one presented the background of the study, stating the objectives, research problem, and relevance of the study among others. Chapter two was devoted to the literature, while chapter three concentrated on the methodology of the study. Chapter four on the other hand, dealt with the presentation and analysis of data. Finally, chapter five captured the summary of findings, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literature on the subject matter. The review covers the concept of education, a brief history of education in Ghana, meaning and importance of basic education, problems facing the educational sector in Ghana and the impact of NGO involvement in assisting providing basic education.

2.1 Concept of Education

It has not been a simple task trying to give a comprehensive definition of the concept of education. This concept comes in different forms such as formal education, informal education and indigenous education.

Different writers have variously defined the concept. Education may be defined as “a process by which individuals born into a society learn the ways of life that include knowledge, skills and attitudes of the society so that they can function effectively as members of the society” (Sarfo, 2007). According to Sandra, Lucas, Douglas and Bernstein (2005) education is a social science that encompasses teaching and learning, specific knowledge, beliefs, and skills. Licensed and practicing teachers in the field use a variety of methods and materials in order to impart a curriculum.

Formal Education consists of learning that occurs within an organized, chronologically and structured context. It may lead to a formal recognition which includes diploma, certificate and degree (Colardy & Bjornavold, 2004). Formal Education is defined as “education provided in the system of schools, colleges, Universities and other formal educational Institutions and which normally constitutes a

continuous “ladder” of full-time education for children as young people” (Organization for Economic Co-operation and Development [OECD], 2011).

Formal education is characterized by teacher-chalk (Roger, 2005).

According to OECD Non-Formal Education takes place both within and outside educational institutions and caters for individuals of all ages. Depending on the country contexts, it may cover educational programmes in adult literacy, basic education for out-of-school children, life skills, work skills and general cultures (2011). Rogers (2005) sees non-formal education as “education activities which occurs outside of any established or structured formal system of learning”.

2.2 History of educational development in Ghana

Human capital has been found to be more important today than in the past (Hilmer, 2001). Therefore, in Ghana top priority has been given to the improvement of education since independence in 1957 by the Nkrumah government. Unfortunately, it appears the numerous coup d’etats which engulfed the country between 1966 and 1982 had some negative effects on the rate of education development. Education development plans initiated by previous governments were in most cases abandoned. According to McWilliam and Kwamena -Po (1975) in 1966, total enrolment into public primary schools declined by one-third in the North of Ghana. Since 1983, there has been significant improvement in political stability, consequently, education policies have emphasized improvement at all levels, right from preschool to the university. This is to enable the government of Ghana meet the challenges of economic growth and development. Indeed, since the British colonial government’s Accelerated Development Plan for Education in 1951, several educational reforms and educational

policy documents, laws and reports have been enacted and approved from time to time to meet the educational needs and aspirations of Ghanaians. The Ghana Education Trust Fund (GETFund) is a public trust set up by an Act of parliament in the year 2000. Its core mandate is to provide funding to supplement government effort for the provision of education infrastructure and facilities within the public sector from the pre-tertiary to the tertiary level. One cannot speak of education in Ghana without speaking of the partnership that exist between Religious Bodies and the state. Since the time of Sir Gordon Guggisberg, the Governor of the Gold Coast (1919-1927), there has been an educational partnership between the Government of the day and the Religious Bodies. This partnership still exists and its main purpose is to encourage the Religious Bodies not only to establish more educational institutions but also to make education affordable to the majority of Ghanaians, especially those in the rural areas.

2.3 Meaning and importance of Basic Education

In the past few decades, the world experienced drastic changes in terms of political and socio-economic developments. The changes affected the status of human development. Some of the social services such as health and education were improved to align with the living standard.

The description of basic education as understood by nations was initiated by what transpired during the World Conference on Education for All held in Jomtein, Thailand in 1990. Basic education was described as one intended to meet basic learning needs which include instruction at the first or foundation level, on which subsequent learning can be based. It entails early childhood and primary education for children, as well as education in literacy, general knowledge and life skills for youth and adults; it

may extend into secondary education in some countries (Inter-Agency Commission, 1990). Based on the above definition countries and educationists came up with their understanding of basic education. Rovaniemi (2006) describes basic education as the whole range of educational activities taking place in various settings that aim at meeting basic learning needs. According to Ghana's education system basic education comprises pre-primary education, primary education and junior secondary education. It is seen as that education which prepares Ghana for the real life.

Therefore, basic education is any educational activity that takes place either formally, informally and non-formally. The learner could be an infant, a youth and an adult and seeks to lay foundation for further training and education.

Children are rightly at the center of the development process of many countries and institutions. Basic education has always been an important concern for society and the government. This is because universal literacy and the success of secondary and post-secondary education depend on how extensive and efficient the basic education system of a country is. As a result, basic education is viewed as a service that must be provided to the populace, irrespective of its cost to government, NGOs and other arms of civil society.

Studies have shown that of all the levels of education, it is basic education that makes the greatest contribution to development.

A study conducted by Quist (1994) in Kenya also points to the importance of quality basic education. The study revealed that farmers with seven years of primary education (both men and women) were able to observe, diagnose and correct common agricultural

problems better than farmers with fewer years of education. They actively sought to solve problems, while unschooled farmers did not. Education has also been regarded as a central human resource and one that can have particularly positive outcomes among the poor, in terms of fostering literacy, economic growth, reduction of fertility and nutrition (World Bank, 1980).

2.4 Problems facing the education sector in Ghana.

Infrastructural facilities, Classrooms, school libraries, workshops and science laboratories are very important facilities for effective teaching and learning. The lack of these facilities affects the quality of basic education in most deprived communities. At the basic level, the responsibility for the provision of school buildings lies with the District Assemblies. Religious bodies also assist in providing building for their schools.

Lack of equipment and instructional materials (textbooks, stationery, teaching aids and equipment) are another factors that affect the quality of basic education. Insufficient textbooks, teachers' reference books, workshop laboratory equipment affect the quality of teaching and learning in schools (Altbach, 1983).

Insufficient qualified teachers resulting in poor quality of teaching and learning; high pupil/teacher ratio, especially in rural and sub-urban areas also contribute to poor quality of education. Generally, it has been observed that most professional teachers refuse posting to teach in rural schools in most developing countries and this affects the quality of basic education in rural schools (World Bank, 2004).

Ineffective use of contact hours also affects quality of basic education. Some teachers use official teaching time to do their private business. It is not uncommon to

see teachers selling all manner of items in school when they should actually be teaching. In Ghana, Some teachers even use their pupils on their private farms during school hours, especially in rural areas (World Bank, 2004).

Mass or wholesale promotion also affects the quality of education in the sense that it does not encourage most pupils to learn. When pupils are promoted from one grade level to another regardless of their performance, it affects their motivation to learn. Unmotivated and non-committed teachers is another factor that affects the quality of basic education in most countries. Generally, teachers compare their salaries and conditions with those of their counterparts with similar qualifications and responsibilities in other organizations. They often abandoned the teaching profession for other jobs they perceived to be more lucrative.

2.5. The Nature of Non-Governmental Organizations

NGOs take different forms and play different roles in different geographical regions. The roots of NGOs are therefore different in the geographical and historical context. As a result there are many concepts and definitions of the term NGO. This section looks at the concepts and definitions of NGOs.

2.5.1 Concept of Non-Governmental Organizations

NGO sector has become a worldwide explosion which is increasingly responding to the social, political, environmental and economic needs of the vulnerable and disadvantaged nations. The worldwide recession, political instability, poverty and disease, natural disasters are some of the changes in the world which have made the activities of NGOs possible.

According to Lekorwe (2007, p. 3), the term NGO is broad and ambiguous and covers a range of organizations within civil society, from political action groups to sports clubs. The concept of NGO came into use in 1945 following the establishment of the United Nations Organizations which recognized the need to give a consultative role to organizations which were classified as neither government nor member states (Willet, 2002, p.37). Lekorwe (2007, p. 3), argues that the clear definition of NGO still remains contested. However, it can be argued that all NGO's can be regarded as civil society organizations though not all civil society organizations are NGO's (Lekorwe 2007, p. 3). Despite the difficulty of defining NGO, attempts have been made by various authors to define the term.

2.5.2 Definition of Non-Governmental Organizations

Although there are variations in terms of the definitions of NGOs, for the purpose of this study, NGO are organizations which are not for profit and complement government efforts to relieve the suffering, promote interests of the poor and provide basic social services to vulnerable communities and individuals (Adopted from World Bank, 1995).

In the view of Schiavo-Campo and Sandaram (2001, p.54) for NGO to be classified as non-for-profit, it should satisfy the following criteria:

- First, an NGO should be privately set up and sufficiently autonomous in its activity, that is independent of direct governmental control;
- Secondly, an NGO should clearly define its voluntary character;

- Thirdly, it cannot be considered as a political party with an aim of attaining political power; and
- Fourthly, an NGO should support development which demonstrates its public interest character.

2.5.3 Legal Framework of NGOs in Ghana

Prior to the drafting of National Policy on NGOs in Ghana in 2004, the 1992 Republican Constitution of Ghana provided for the freedom of association (section 21(i) and the companies code of 1963 (Act 179) required NGOs to register as companies limited by guarantee and this regulated the formation of NGOs in Ghana (Ansah, 2008 p.38).

The requirements then were for the NGOs to first register with the Registrar General's Department in accordance with Act 179 and then apply to the Department of Social Welfare. The National Policy on NGOs in Ghana 2004 gives the legal framework which defines NGOs and their activities and also stipulates the condition for their registration as legal entities and attendant privileges under the law.

The legal framework as given by the National Policy is summarized below:

1. Registration and Accreditation

- a. Civil society organization seeking to be recognized as NGOs and operate as such shall first register with the Registrar General Department. The NGO may then apply for accreditation from the Ministry of Manpower Development and Employment through the National Commission on NGOs. This is expected to

place the ministry in a better position to recommend an NGO for the employment of any of the benefits that the government may confer on NGOs.

- b. To qualify for accreditation with the Ministry of Manpower Development and Employment, the NGO is expected to meet certain requirement including certificate of registration from the Registrar General Department, a written constitution and contact person(s).
- c. In the district, district assemblies may be authorized to give accreditation to NGOs on behalf of the National Commission of NGOs.

➤ Taxation and Exemption

Registered and accredited NGOs may qualify for privileges such as tax relief and customs duties exemption. Such privileges may be granted by the state as indirect funding aimed at lowering the transaction costs of NGOs. However, taxes shall be paid on:

- i. Incomes of NGOs employees
- ii. Substantial profit generated from commercial activities undertaken by NGOs.

➤ Funding and Accountability

Government is expected to support philanthropy, fundraising and grants by international development partners to sustain effective and efficient operation of NGOs in the long term. It is therefore expected that individuals, groups and corporate firms that contribute to this course shall be granted tax relief. According to the National Consultative Group (2004 cited in Ansah, 2008 p.40) these privileges would be granted under conditions of strict accountability. NGOs shall be transparent and accountable in

their utilization of public funds deriving under the privileges granted them as non-profit sharing organization.

NGOs having this legal backing now play very important roles in the socio-economic and political development of many nations particularly the developing countries.

2.5.4 NGOs Methods of Resource Mobilization and Sustainability

NGOs resource mobilization is generally considered to be a non-profit, altruistic activity carried out for the benefit of a particular cause. However, among the most pressing questions facing the NGO sectors is financial sustainability. To appreciate the challenge of financial sustainability, it is necessary to understand the potential methods of resource mobilization for the NGO sector. This is because NGOs obtain their funds through a variety of methods. Among the methods include the following:

Direct mail-outs: These are a common fundraising strategy that can also be expensive if the cost of sending out the mail-outs far exceeds the expected return. To minimize the cost of mail-outs, smaller NGOs only mail out letters to members and at advantageous times of the year, such as Christmas appeals, and end-of-financial year mail outs (AID/WATCH (2008).

Strategic Donor Fundraising/Grant Writing/Proposal:

This fundraising method is from international donors and/or foundations. Private foundations, multi-lateral institutions and government agencies are some of the main funding sources of NGOs (Lotsmart, 2007 .23). Most of these organizations require a formal grant proposal in order to consider a request from potential applicant (Kavita, n.d, p. 9). The first step before an organization contacts these institutions is to learn

about their specific criteria and grant proposal procedures. Understanding their unique funding processes will help the organization target its fundraising efforts. The underlining factor of this method is that local funders are generally more open to supporting emerging or grassroots groups, while larger international funders tend to focus on well-established mid-sized or large organizations. Examples of local funders include religious organizations, foreign embassies or consulates, or local branches of government. Larger funders include donors like UNICEF, the European Union (EU) or the United States Agency for International Development (USAID). Securing grants from institutional donors is very challenging, especially for small organizations, but the task is not impossible (Kavita n.d. 9).

Government funding: This is another potential source of funds for International Development NGOs as well as private funds through investments and corporate grants. Government funding can affect an organization's independence and the flexibility of operations if it must answer to the government, potentially limiting its commitment to poverty reduction as well as its accountability to the public (AID/WATCH (2008)).

An obvious consideration when an NGO receives corporate or government funding is how this affects their ability to be critical of, either government policy or corporate interests and practices. For this reason, organizations that wish to be wholly independent will refuse such funding. However, even an NGO which receives a grant from a philanthropic organization is not immune to the interests of its funders. In this case, limitations can exist in terms of how NGO project funding needs relate to the funders expressed priorities. Ultimately, NGOs must be accountable to their funders.

2.5.5 Role of NGOs in basic education

NGOs provide an umbrella of services including the promotion of equality and human rights, legal services, education and training programmes. They fill development gaps where government fall short. They therefore complement and supplement the state's efforts in providing sustainable development. According to Lekorwe (2007, p. 7) it is through the complementary efforts of NGOs and interest groups that good governance can be promoted. These same efforts also help to ensure that government goods and services reach the grassroots, the poor, the marginalized, the disadvantaged in society, both fairly and equitably.

The provision of basic education, like most other services delivered by the public sector, suffers from severe deficiencies in its coverage, effectiveness and quality. Since the mid-19th Century, Ghana's education and training system has been repeatedly reformed in various attempts to solve the problem of illiteracy, unemployment / underemployment. Commissions after commissions have recommended that the education and training system should be more orientated towards work. According to King and Palmer (2005) as cited by Palmer (2007), there is long-standing evidence that the effects of schooling on productivity (and hence incomes and poverty reduction) is much more marked when there is a dynamic, supportive environment surrounding schools. Government has a major role to play in the delivery of social services and formal education in particular. In a developing country like Ghana, the state will inevitably have to be the largest provider of education. Recognizing, however, that its resources are inadequate to the task, there is obvious need to complement this with resources from the private sector, NGOs, and other arms of civil society. This has led

to many NGO's to enter the educational sector, especially in the deprived areas with the sole aim of helping the disadvantaged in those areas to get access to education.

NGO intervention in education is not a recent phenomenon, following the FCUBE reform in 1996, a number of donor agencies contributed substantial funds for primary education projects in Ghana. These included the United Nations International Children's Emergency Fund (UNICEF), the Department for International Development (DFID) of the United Kingdom, the World Bank, the European Union, and the Swedish International

Development Agency (SIDA), the United States Agency for International Development (USAID) and the Danish International Development Agency (DANIDA) among others. The involvement of these agencies resulted in a range of intervention strategies. A major donor was USAID, which introduced a range of initiatives aimed at rebuilding Ghana education system. Among these, the so-called Primary Education Programme (PREP), introduced in 1990, provided essential inputs such as textbooks, in-service teacher training courses and national assessment systems to re-build an education system that had nearly collapsed during the 1980s. Its strategic objective was to assist the Government of Ghana to increase the 'effectiveness' of the primary education system. It aimed to do this through the establishment of 330 'Model Schools', with at least one 'Model School' in each district;

In promoting effective teaching, USAID pledged to assist the Government of Ghana to train teachers to use pupil-centered instructional practices and assessment techniques and to improve school supervision by both circuit supervisors and school headmasters. Plans were made to create a sustainable in-service professional

development system and to develop and test distance-learning technologies for teacher training and classroom instruction (USAID/GHANA, 1995). Success was to be measured by a specified increase in achievements of pupils in Model Schools, and a specified increase in enrolment and retention rates.

Some NGOs are primarily involved in advocacy aimed at putting pressure on governments to fulfill their commitment to Education for All (Mundy and Murphy 2001). Some provide support to improving the quality of government provision. Others are involved directly in education provision, primarily with the aim of providing educational opportunities to those children excluded from government schooling. Educational exclusion that such provision intends to address can take many multidimensional forms.

It is often associated with being 'hard-to-reach' in terms of where children live as well as who they are. Street children, orphans, child soldiers, demobilized children in post conflict areas, pastoralists, indigenous groups, ethnic, religious and language minority groups, the disabled, refugees, and child labourers are often amongst those identified as being most excluded from government provision (UNESCO 2004). These children are amongst those targeted by NGO education providers.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presented the methods used in conducting the research. It covered the research design, population of the study, sample and sampling techniques, data collection procedure, instrumentation of the study, validation of instrument and data analysis.

3.1 Research Design

Research design according to Jahoda et'al (1962) is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. A descriptive survey design was employed to investigate the variables in the study. It involved the organizing, collection and analysis of data to fulfil the purpose of the research. According to Fraenkel & Wallen (2000), survey research involves researchers asking usually a large group of people questions about a particular topic or issue. This method was conducive because it is a method of asking particular questions that apply to a given topic and provides information which is sought. It involves a clear definition of the problem and requires planned collection of data, careful analysis and interpretation of the data and skillful reporting of the findings.

A descriptive survey is directed towards determining the nature of a situation, as it exists at the time of the study (Ary, Jacobs & Razavieh, 1990).

3.2 Population of the Study

Kumar (1999) defines population as relatively large collection of individuals or objects that is the main focus of a scientific inquiry. The accessible population for the study was made up of:

- a. 10 Head teachers of the beneficiary schools
- b. The district director of education
- c. 6 Circuit supervisors of the beneficiary schools
- d. Staff of Rising Village Foundation Ghana

3.3 Sampling and Sampling Techniques

Purposive sampling was used to select all the 10 head teachers in the intervention schools, the District Social Welfare Department, the 6 circuit supervisors and the staff of Rising Village Foundation. The purposive sampling was used to select these respondents because of their unique positions which make them well acquainted with NGOs interventions and operations in the various schools. This method involves selecting people with specialized knowledge about the issues under consideration. Sample according to Kumar (1999) is a sub-group of the population on whom the research is being conducted on. A sample size of 18 respondents were used. This was made up of 10 head teachers of the beneficiary schools, the district Social Welfare Department, 6 circuit supervisors and a staff of Rising Village Foundation in Afigya-Kwabre.

3.4 Instrumentation

The instruments used for data collection was the questionnaire and observation schedule. A questionnaire is very useful in soliciting information without the actual presence of the researcher as respondents are required to answer the questions themselves (Kumar, 1999). Questionnaire was useful because it helped to reach a larger audience, was inexpensive and saved time. Questionnaire ensured greater anonymity as there was no face-to-face interaction; hence respondents were able to discuss sensitive issues which they otherwise would not have done in an interview situation. The questionnaire comprised both open ended questions and closed ended questions.

The observation schedule helped to triangulate the responses obtained from the questionnaire. The schedule was used by the researcher personally to confirm the existence of many of the physical and material contributions of NGOs in support of basic education.

3.5 Data collection procedures

Data collection procedure describes the methods and procedures used to gather data to achieve the objectives of the study. Both primary and secondary data were used for the study. In obtaining primary data, questionnaires were given to respondents to complete. These questionnaires were later collected and analyzed. Also primary data was sourced from observing to confirm the existence of the physical and material contributions made by NGOs. Secondary data was obtained from books, articles, journals and writings of experts on the educational system. Secondary data on school statistics was also obtained from the District Education Office. Statistics on intervention

programmes in schools was obtained from Social Welfare Department of the district and the District Education Office.

3.6 Validation of instrument

Validity is defined as the degree to which the researcher has measured what he has set out to measure (Smith, 1991). The validity of the instrument was established because there was a link between the questions and the research objectives being sought. Ten questionnaires were piloted, tested with some of the respondents with the aim of fine tuning the items covered by the research instrument. The respondents in the pilot test were asked to share their opinion on the strengths and short-comings of the questionnaire, clarity of the instrument, how long it took to complete the questionnaire, respondents were asked to state if there were omissions of very important areas, and where respondents found uncomfortable in answering questions.

3.7 Data Analysis

The data gathered were edited to detect and correct possible errors and omissions that occurred as to ensure consistency of responses of respondents. Coding of the data to enable respondents to be grouped into limited number of categories was also undertaken. The Statistical Package for Social Scientists (SPSS version 21) software was used for the analysis. The software allows data to be presented in tabular, graphical and descriptive forms. In analyzing the processed data, descriptive statistics, frequencies and percentages were computed. Through content analyses the qualitative data were classified, summarized and tabulated

3.8 PHYSICAL PROFILE OF THE STUDY AREA

3.8.1 LOCATION AND SIZE OF AFIGYA KWABRE

Afigya-Kwabre District is located in the central part of Ashanti Region of Ghana and has an area of about 342.3km being 1.44% of the land area of Ashanti Region. The District is bounded by Kumasi Metropolitan Assembly to the South, Sekyere South and Ejura to the North, Offinso Municipal to the West, Atwima to the South-West and Kwabre East District to the East. The location of the district in the central part of Ghana and also, along the highway which runs from the south to the north makes it easily accessible. Its closeness to the second largest city in Ghana, that is Kumasi, makes it a dormitory district and as well has a high population growth rate and fast growth of settlements. This has resulted in intense pressures on socioeconomic facilities as well as increase in waste generation.

Again, the central location of the district within the Ashanti Region coupled with accessibility to most of the areas make interaction among the populace very easy.

3.9 RELIGIOUS COMPOSITION

The people in the District are segmented into three main religious groups namely:

- Christians 76%
- Moslems 21%
- Traditionalists 3%

The Christians dominate the grouping with the Methodist and Adventist leading in the group (Ghana Statistical Service,2010). The religious composition is not too many, in

the sense that it has three main compositions, hence, can be tapped for the development of the various communities.

3.10 SEX COMPOSITION OF AFIGYA KWABRE DISTRICT

The sex structure of the District population indicates 48.3% males and 51.7% females (Ghana Statistical Service, 2010). This phenomenon is a true reflection of the national situation. This situation shows the need for effective policies and strategies on gender issues.

The age structure at the District is that of a typical developing economy. The broad base age structure of the District shows that 36.4% of the population is within 0-14 age bracket, 60.7% for 15-64 bracket and 2.9% for age above 65. The structure of the population in terms of percentages helps planners and policy implementers in developmental decisions. As this has potentials of informing the civil society, the government and developmental partners in the form of NGOs to formulate and implement educational policies among others that is tailor made to suit the demands for the district.

3.11 OCCUPATIONAL DISTRIBUTION

A survey by the District Planning Co-ordinating Unit (DPCU) showed that people in the District are engaged in three major sectors. That is:

- | | | |
|--------------------------|---|-----|
| • Agriculture | – | 61% |
| • Industry (small scale) | – | 9% |
| • Service/commerce | – | 30% |

In reference to the past, it seems that agriculture is losing grounds to service and commerce while industry remains static.

3.12 DEPENDENCY RATIO

The dependency ratio of the district is 1:1.06. This by implication indicates that, on the average, one economically active individual takes care of an adult and a child in the district. Even though the ratio does not show a heavy burden on the active population, efforts should be made towards the formulation of policies to reduce the burden on the active population as this can affect the extent to which the active population can fully shoulder the burden of taking care of dependents in school.

DISTRICT ECONOMY

3.13 THE STRUCTURE OF THE LOCAL ECONOMY

The economy of the district is mainly agrarian employing about 61% of the total workforce as revealed by the 2011 sample survey which was undertaken by the DPCU. Industrial and service sectors on the other hand employs 9% and 28% respectively. It is critical to note that industry employs the lowest percentage of people in the district and conscious effort should be made by the District Assembly to promote industrial activities, especially Small Scale Enterprises. Table below shows the employment level in the three major sectors of the economy.

Structure of the economy by employment.

Table 3.1 Structure of the economy by employment

SECTOR	PERCENTAGE EMPLOYED (2011)
Primary Production	61%
Industry/Manufacturing	9%
Service/Commerce	30%
TOTAL	100%

Source: DPCU, 2011

The increase in the employment situation of commerce/service over the years indicates the understanding of the importance of sector to the overall development of the district.

MAJOR ECONOMIC ACTIVITIES

3.14 AGRICULTURE

Afigya-Kwabre District has a total cultivable land of about 53,250 hectares excluding pastures and forest reserves (MOFA 2011). Major food crops grown by farmers are plantain, cassava, cocoyam and maize. Cocoa is the main cash crop cultivated in the district. Vegetables such as tomatoes, garden eggs, pepper and onions are also cultivated. Others like rice and cocoyam are grown on a smaller scale. Generally, agricultural activities are done on subsistence basis with limited technology. Farmers largely do not have alternative means of livelihood and hence depend on meagre income.

SOCIAL SERVICES

3.15 EDUCATION

3.16 EDUCATIONAL FACILITIES

The day to day administration of education in the District is the responsibility of the Ghana Education Service. The District Assembly is basically responsible for the provision of infrastructure and creation of enabling environment for the progress of education in the District, Additionally, there are a number of basic mission schools in the district. However, these schools are managed by the District Assembly through the District Education Unit.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter consists of the analysis of data collected from both primary and secondary sources. The items discussed include the background of respondents as well as their views or perceptions on the influence of Non-Governmental Organizations on basic education in Kodie District relative to enrolment, academic performance and retention of pupils. The respondents included head teachers of beneficiary schools, district Social Welfare, staff of Non-Governmental Organizations in the district and some section of circuit supervisors.

The Afigya-Kwabre District is one of the five Districts created in 2008 in the Ashanti Region. Since its creation, a lot of efforts have been made to enhance the living standards of the people in the District. These steps include programmes and projects which cut across physical, social and economic spectrum.

DATA ANALYSES AND PRESENTATION OF RESULTS

4.1 Demographic characteristics of respondents

The table below consists of the background of various head teachers' in Afigya Kwabre district. The items captured includes the Bio data, level of education and marital status of the various head teachers in the aforementioned district.

Table 4.1: Bio data of respondents of various headmasters.

Variable	Frequency	Percentage (%)
Sex		
Male	7	70
Female	3	30
Total	10	100
Age		
18 – 29	2	20
30 –39	1	10
40–49	5	50
50 –59	2	20
60 +	0	0
Total	10	100
Level of Education		
Diploma	3	30
Degree	7	70
Total	10	100
Marital status		
Married	9	90
Single	1	10
Divorced	0	0
Widow/Widower	0	0
Total	10	100

Out of a total of 10 head teachers interviewed, 70% percent were males while 30% percent were females. With regards to the age range, it was realized majority of head teachers were between the ages of 40-49, accounting for 50 percent of the total number of head teachers, while non- accounting for at the age of 60years. Majority of

head teachers fall within the age of 40-49, this may be due to probably the time taken to finish tertiary education and also of the fact that experience must be acquired on the job before one can qualify for such a position.

Of a total of 6 Circuit supervisors interviewed, it was realized that 17% were females while 83% were males. Regarding age, it was realized 50% percent were between the ages of 40-49, while 33 percent were between the ages 30-39 while 17 percent were between the age group 50-59 years. A woman holding such a position in the district ascribed the pattern of the distribution to the fact that the nature of the circuit supervisors work is tedious vis-a vis riding to areas with bad roads network to supervise schools, women find it difficult to cope, hence the reliance on men. Also many are within the age of 40-49 as a result of the experience one must accumulate before being given that position. Conversely, only 1 Circuit Supervisor was between the ages of 50-59, this is the case because at that age, it becomes unbearable to cope with the tediousness of the circuit supervisor's job.

It was found that 70% of the entire head teachers had tertiary education, particularly degree and above. This phenomenon is attributed to the fact that a head teacher is entitled to responsibility allowance, and per the Ghana Education Service directives, only those with degrees qualify to receive such allowances. Therefore, it will be out of place to make one a head teacher with all the tedious duties attached to the position without the opportunity to receive an allowance.

All the 6 Circuit Supervisors whose views were sought had tertiary education, particularly degree and above. This phenomenon is attributed to the fact that a Circuit Supervisor like a head teacher is entitled to responsibility allowance, and per the Ghana

Education Service directives, only those with degrees qualify to receive such allowances, hence, there is no motivation going for such position without its attendant benefits.

Out of a total of 10 head teachers, it was realized 90 percent were married, while 10 percent were single and none was either a divorce or widow/widower. The high percentage of married people can be attributed to the fact that majority of those interviewed were between the ages of 40-49 years. This phenomenon can also be traced to our traditional settings where it is virtually “unseen” and to a large extent pressure and social stigmatization mounted on one of such age bracket to marry. None was recorded for both divorce and widow/widower. This may be due to the fact that majority of the despondence esteem and have it ingrained in their believe system that God abhors divorce and the society too frown on its practice. The case of widowhood also recorded zero percent, this to a large extent is expected because the headship at the district level was male dominated and at the age bracket of 40-49, most men prefer to marry younger ages than their ages due to high fertility of women at that younger age.

4.2 NGO's areas of intervention

NGOs in the Afigya Kwabre District are mostly engaged in the provision of these items, in the quest to help needy school children in the various communities.

Table 4.2: Areas of intervention by NGO's

Areas of intervention	Frequency	Percent	Valid Percent
Payment of fees	3	12	12
Provision of bore hole	1	4	4
provision of books	6	24	24
conducting in-service training	3	12	12
provision of teaching and learning materials	1	4	4
provision of uniforms	5	20	20
Infrastructure provision	2	8	8
Provision of first aid box	1	4	4
Supply of tables and chairs	2	8	8
Supply of sports equipment	1	4	4
Total	25	100	100

Source: Field Survey, June, 2018

Considering the purposive nature of the study at targeting beneficiary schools, different and varied answers were given. Of the 10 head teachers interviewed, they all conceded among others, the common help NGO's gave in the form of providing them with books, provision of borehole and sanitation equipment, conducting in-service training for teachers, provision of uniforms for pupils as well providing teaching and learning materials. This same view was shared by all the 6 circuit supervisors used in the study as well as the district social welfare.

It is worthy of note to emphasize that these interventions are laudable as Altbach (1983) sees the problems confronting basic education as consisting of lack of equipment and instructional materials (textbooks, stationery, teaching aids and equipment), insufficient textbooks, teachers' reference books, workshop laboratory equipment as factors that affect the quality of basic education and affect the quality of teaching and learning process in schools.

In the area of training teachers, evidence exist to the fact that lack of qualified and trained teachers' hampers education (Ghana Education Service,1998). Insufficient qualified teachers resulting in poor quality of teaching and learning; high pupil/teacher ratio, especially in rural and suburban areas also contribute to poor quality of education. Generally, it has been observed that most professional teachers refuse posting to teach in rural schools in most developing countries and this affects the quality of basic education in rural schools (World Bank, 2004). Therefore, these interventions from NGOs go a long way to effect evenly distribution of basic facilities to promote teaching and learning process.

4.3 School Enrolment figures before and after the NGOs intervention

It would be an arduous task to list the enrolment of each and every school as they gave differing figures. However, this part will be analyzed taking into consideration whether the intervention did increase enrolment in the various schools. Of the 10 head teachers used in the survey, 90 percent contended the intervention had led to an increase in enrolment while 10 percent thought otherwise.

Of the 6 circuit supervisors used in the study, all contended the intervention had led to an increase in enrolment in their various circuits. Report from the district social welfare

attested and confirmed same aside the positive effects these NGOs officials claim their interventions has had on school enrolment in the district.

Table 4.3: Enrolment before and after NGOs intervention

Schools	Before intervention	After intervention
Mpobi R/C primary 'B'	223	330
Ejuratia D/A JHS	230	276
Ankaase Methodist JHS	397	460
Dumakyi Basic School	285	280
Ankaase Methodist primary	270	333
Mpobi D/AJHS	486	486
Hemang Methodist Model Sch	535	750
Mpobi R/C primary 'A'	255	382
Ejuratia Methodist primary	325	650
A. B. Mensah SDA Model JHS	421	611

Source: Field Survey, June 2018

This increase in enrolment of NGOs intervention can be attributed to the rural nature of the district concerned. By its nature, majority of inhabitants are peasant farmers and petty traders who by their nature cannot afford the resources to fully finance the education of their wards, hence they see this intervention as a “divine” one which should not be let to slip by.

Upon further request to provide evidence as to the margin of increase in enrolment and vice versa if there is no increase, the following was detected. Of the 10

head teachers who admitted they had an increase, some gave the margin of increase as about 20%, others gave 25%, one gave an answer as an increase from 397 to 460, and one also gave an increase of 421 to 611. Others also gave figures of an increase of 35% and 50% respectively. Two (2) head teachers intimated the interventions had not led to an increase in enrolment and the two ascribed the reasons to the distortions in the free lunch provided to pupils and the fact that some of the pupils had left to newly opened schools.

4.4 Assistance and impact on improving performance and reasons

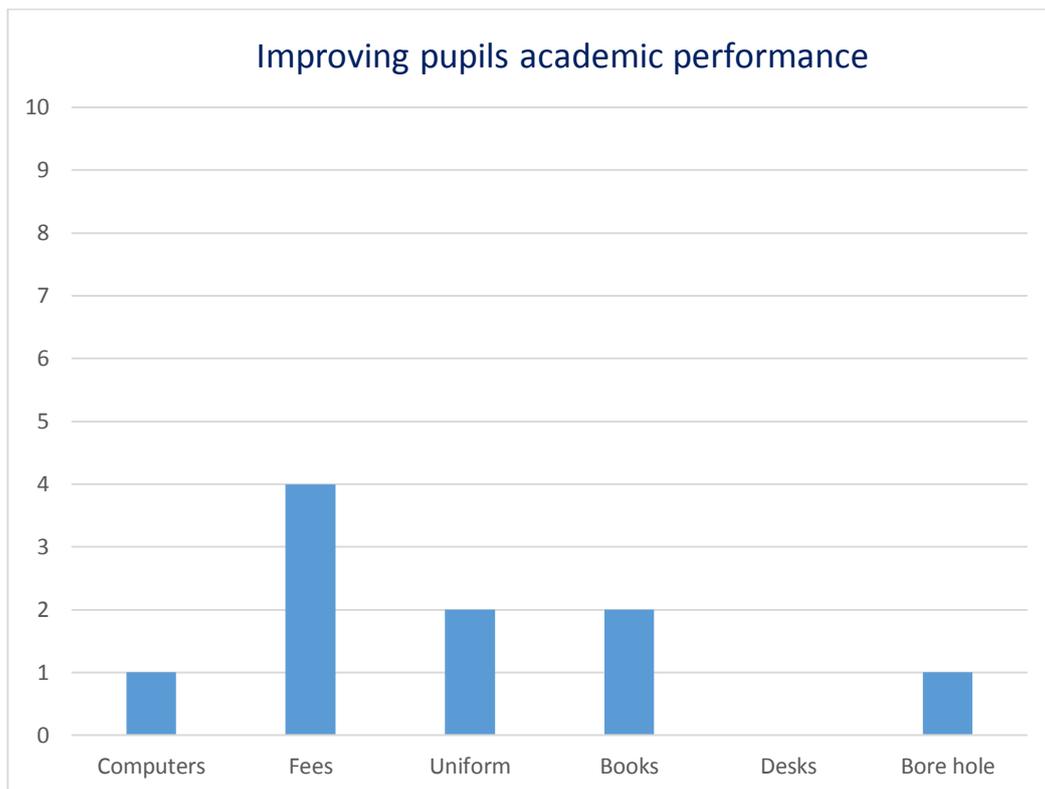


Figure 4.1: Reasons for increase in pupils' performance

Source: Field Survey, June 2018

From the Figure, 40% of head teachers were of the view that the provision of scholarship in the form of payment of fees has had impact in the academic performance of pupils in the various schools in the project district. This provision serves as a major source of relief for parents and guidance who have the mandates to cater for the academic prowess of their children. Indeed, the population rate in the district is around 3.7% per the report of Ghana Statistics Service 2010 which makes the district a highly populace and hence any intervention in the form of financial relief is highly esteem by parents. Story books and others related materials have increased the reading skills of the pupils while 20% were of the view that due to the provision of uniforms to pupils, those who absented themselves from school due to lack of uniforms now frequented school and took part in classes actively.

10% contended the provision of computers has helped increase performance as it made work easier for both instructors and pupils. This is as a result of the fact that these computers are installed with soft wares to aid pupils easily find information of importance to them. This supports the view shared by Altbach (1983) that insufficient textbooks, teachers' reference books, workshop laboratory equipment affect the quality of teaching and learning in schools. Additionally, instructional hours are not lost as pupils do not go far in search of water due to the provision of boreholes in the schools and also due to the provision of sanitation equipment, incidents of pupils falling sick had reduced hence a reduction in absenteeism.

Officials of NGOs, especially, Rising Village Foundation and Africana Children Educational Funds and the District Social Welfare also postulated that evidence of performance could be seen in the recent increase in the academic performance of pupils in the Basic Education Certificate Examination (BECE). For instance, Hemang

Methodist Model School for the past six years have been getting 100% in their BECE results. Frobisher’s International, an NGO in the district claimed the outcome of the results is ascribed to the extra-classes they organized for final year students prior to the (BECE) examination. With regards to provision of desks, NGOs were not much into that, simply because the assembly, individuals, cooperate organizations, Member of Parliament, PTA, SMCs and new entrance in basic schools are made to provide such courtesies as and when necessary and the district to some extent was doing exactly that although at times there are pockets of deficits in some schools.

4.5 Intervention and impact on retention of pupils

Of the 10 head teachers, 90 percent were of the view the interventions of NGOs had led to retaining pupils in school while 10 percent thought otherwise. When pressed further, the following reasons were given as evident in the figure below:

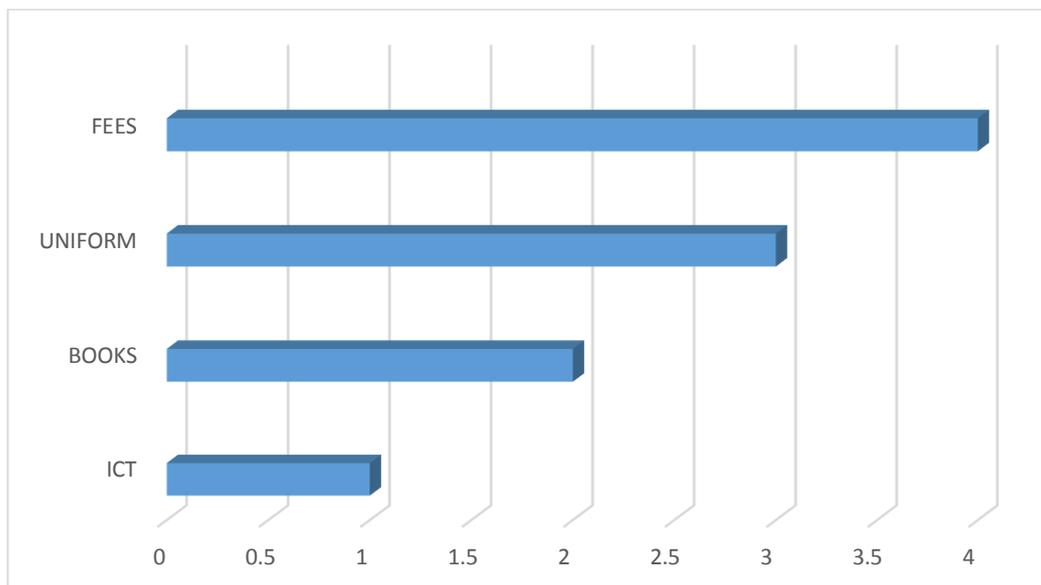


Figure 4.2: Reasons for increase or decrease in retention of pupils

Source: Field Survey, June 2018

From figure 4.2, it can be seen four head teachers were of the view that due to the reduction in the financial burden on parents due to the interventions, more children now could come to school as provisions which their parents could not meet was to a large extent met by these NGOs. In effect, this relief becomes a source of motivation for pupils to attend and remain in their various school. Per the figure above, 40% of the interviewed head teachers confirmed the intervention relative to payment of fees was making real time impact. Another view shared was that, the teaching of ICT and the provision of computers had retained a lot of the pupils considering the rural nature of the district as it constituted an incentive to stay in school. Provision of school uniform in the view of various head teachers also constituted major incentive to ensure and sustain the interest of pupils to stay and complete their basic education. Few pupils we interacted with who stand to benefit from such intervention said it was a morale booster to them and gave them a sense of joy. Story books and other stationeries provided propelled pupils to enrich their reading skills and confidence to stay in school. Head teachers of various schools also said, during ICT period, pupils happily attend classes as they had a glimpse and a feel of the computers provided by the NGOs in the district.

The district education directorate attributed the level of retention to the fact that sponsorship programme ensures monitoring of pupils and their attendance in schools. Also the capacity building of school management committees and parent teacher association executives organized by Rising Village Foundation on their roles was instrumental in increasing the retention rates as regular visits were carried out to ensure absenteeism was minimal and also such bodies helped to provide certain developments to the schools which attract and retained pupils. As opined by Opare (1999) poor

supervision in schools, including weak management capacity is also a factor that affects quality basic education especially in public schools.

Officials of Rising Village Foundation attributed the increase in retention to the fact that as teachers applied the new methods of teaching imparted to them, it attracted children to school. PTA/SMC also undertook enrolment and retention activities in their communities seriously.

4.6 Summary of Chapter four

This chapter comprises data analysis and discussions. Through purposive sampling, the researcher sought the views of key stakeholders in the project district. It was established that, most of the respondents, especially the head teachers and circuit supervisors are first degree holders and above and predominantly males. This is so because per the policy of Ghana Education Service, a head teacher or a circuit supervisor with a qualification below first degree is not entitled to allowances that come with the responsibilities of such position. Also, the tedious nature of the position discourages females for opting such office. To further validate the study, other key stakeholders like District Social welfare, teachers, staff of some NGOs among others views were captured.

Indeed, a number of NGOs operate in Afigya Kwabre district. However, the researcher thoughtfully considered Rising Village Foundation (RVF) as the focal NGO to study the operations of the various NGOs relative to education in the project district. Areas of intervention by NGOs in the district include; scholarships, provision of bore holes, teaching and learning materials, library, conducting in-service training among others. These noble efforts of the NGOs go a long way to compliment what has already been

provided by the government through the District Assembly and the education office. Per the report of World Bank, most rural communities in developing countries like Ghana suffer the phenomenon of qualified teachers accepting post at less privileged communities (World Bank,2004). Therefore, these interventions from NGOs positively affect the evenly distribution of basic facilities that promote teaching and learning process in such under privileged communities. It was established and confirmed by various head teachers that before the advent of NGOs, school enrolment was poor but now improved tremendously due to such interventions from these NGOs. This feat may have attributions though but the fact still remains that the coming into force of NGOs has greatly helped to attain this noble achievement in the district.

Academic performance of pupils has largely increased in the district. This was also partly attributed to the intervention of the NGOs operation in the district. Frobisher's international, an NGO in the district claimed the outcome of the (BECE) results was partly ascribed to the extra classes organized by them for the final year candidates in the district.

Finally, pupils' retention was also a subject of consideration. The NGOs sought to retain pupils in the school through scholarship schemes, provision of school uniforms, text books and ICT center to foster effective teaching and learning environment. This was also achieved by the NGOs through their operations in the district.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.0 Introduction

This section discusses the summary of findings, recommendations and conclusions drawn from the findings. It is a highlight of issues that were revealed during the research. It also involves recommendations that can help management of education unit to overcome the challenges faced in the provision of basic education. The study examined programmes of Educational NGOs in the provision of basic education in the Afigya-Kwabre District in Ashanti Region.

The following research objectives were used to guide the study;

1. To find out whether NGOs presence have increased the provision of infrastructure, teaching and learning materials in schools.
2. To find out whether NGOs interventions have increased enrolment in basic education.
3. To determine whether their intervention has led to the retention of more pupils in school.

The information gathered was both primary and secondary sources where the primary source was gathered from questionnaire issued to respondents while the secondary source was from books, articles, journals and reports relevant to the study.

A descriptive research was used for the study. Questionnaire was the main instrument used for the study.

5.1 Summary of the Findings

- The interventions of NGOs had led to an improvement in enrolment compared to previous figures before the interventions. However, there are a number of attributions which culminated into such feat.
- Interventions provided by Non-Governmental Organizations have increased the academic performance of pupils as a result of the provision of reading materials and other necessities needed by pupils. Additionally, extra-classes organized for Pupils especially the final year pupils prior to the examination has also improved their performance. District Inspectorate and circuit supervisors monitoring team have enhanced teaching and learning process in schools through their monitoring and inspection of teachers' notes, output of work, punctuality to school among others.
- School Management Committees (SMCs) and Parent Teacher Associations (PTAs) contributed to the retention of students as regular visits were carried out to ensure absenteeism was minimal and also such bodies helped to provide certain developments such as: ICT centres, sports kits and reading materials among others to the schools which attracted and retained pupils.

5.2 Conclusion

The general conclusion that can be drawn from the findings is that Non-Governmental Organizations have made significant contributions to improve on the quality of basic education in the Afigya-Kwabre district. It has this generally through the provision of basic school infrastructure and furniture, teaching/learning materials, capacity building of head teachers, teachers, PTAs and SMCs. That is, through the

intervention of NGOs, a number of suitable classrooms, toilets facilities, pupils' and teachers' tables and chairs and staffing for both the primary and JHS levels have improved considerably. It also provided schools relevant teaching/learning materials and supplied schools with boreholes, ICT equipment and so on. Generally, most NGOs do not go into the provision of infrastructures except under extreme circumstances. For instance, Hemang Methodist Model School has had the privilege to enjoy almost every infrastructure provided for by Nachiaa Construction Company. This was revealed by the headmistress of the school during a discussion section. This was possible because the owner of the company is a member of the Methodist church and also happen to be a native of the district.

NGOs have addressed the problem of teaching by organizing in-service training courses to build the capacities of head teachers, teachers, PTAs and SMCs. These contributions of NGOs to quality basic education are in tune with their objectives. NGOs focus their work on projects that assist deprived communities to address the root causes of poverty. NGOs basic philosophy is to target operations and activities which have a long term benefit and impact on children and vulnerable in society. Afigya-Kwabre District in the Ashanti Region is one of the most deprived districts in the country and in the region. One of the most viable projects to assist the people minimize or eliminate poverty with long term benefits to children is provision of education. Therefore, contributing to quality basic education, NGO is empowering the children of today to address the root causes of poverty in the district in the foreseeable future.

5.3 Recommendations

The following recommendations are made based on the research findings;

a) **Government expenditure**

It is recommended government tries to increase the budgets allocated to the education sector to achieve its purposes and reduce the dependence on outside bodies like NGOs. Also District Assemblies who have a duty to assist in providing basic education should be proactive and not wait always for help from outside. They can do this by allocating part of their internally generated funds or common fund for that purpose. It is also recommended the district education office provide the needed support to supervisors, especially the circuit supervisors to adequately carry out their duties.

b) **Construction of infrastructure**

It is recommended to NGOs to consider providing libraries, ICT laboratories, and class rooms for basic schools so as to adequately preserve the books they give them. Where it has no funding to do so, it could collaborate with other private bodies, individuals and philanthropies to secure funding for the construction of such facilities.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR HEAD TEACHERS

CHRISTIAN SERVICE UNIVERSITY COLLEGE FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF PLANNING AND DEVELOPMENT

QUESTIONNAIRE FOR HEAD TEACHERS

My name is Nimoh, Peter, a final year student pursuing a programme in MSc.in Monitoring and Evaluation. I am conducting a survey on the topic “Evaluating the impact of Non-Governmental Organizations on Basic Education in Rural Areas of Ghana, the case of Afigya-Kwabre District in Ashanti Region”.

I would be very happy if you would answer this questionnaire honestly and to the best of your ability. Any information provided would be kept confidential and would not be used outside the context of this study. The information that will be gathered will be used solely for academic purposes.

Thank you.

Background of the school.

Name of your school.....

Location of the school.....

Year of establishment of the school.....

Number of classes of the school.....

Pupils enrolment from 2006 to date.....

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

Number of teachers in the school.....

Teachers academic background

.....
.....

Please tick in appropriate box.

School/Circuit.....

1. Sex

- a) Female [] b) Male []

2. Age Group in years

- a) Less than 18 [] b) 18-29 [] c) 30-39 [] d) 40-49 []
e) 50-59 [] f) More than 60 []

3. Level of Education attained

- a) Primary [] b) Secondary [] c) Tertiary [] d) A' level []
e) other [] please specify -----

4. Martial Statuses

- a) Married [] b) Single [] c) Divorced [] d) Widow []

5. In which areas has world vision Ghana assisted your school/circuit/district?

i.....

ii.....

iii.....

iv.....

v.

6. What was the enrolment of your school before NGOs assistance and after?

(Provide data to support your claim)

.....

.....

7. With this assistance, has the number who attend school increased?

a) Yes []

b) No []

8. Please provide evidence.....

.....

..

9. Has the assistance improved the academic performance of pupils in your school?

Yes [] No []

10. If yes, give evidence?

.....

.....

.....

11. Has the intervention led to retention of pupils in school?

a) Yes []

b) No []

12. Provide reasons for your answer above

.....

.....

Thank you for making time to respond to the questionnaire



APPENDIX B

QUESTIONNAIRE FOR RISING VILLAGE FOUNDATION STAFF

CHRISTIAN SERVICE UNIVERSITY COLLEGE

FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF PLANNING AND DEVELOPMENT

My name is Nimoh, Peter, a final year student pursuing a programme in MSc.in Monitoring and Evaluation. I am conducting a survey on the topic “Evaluating the impact of Non-Governmental Organizations on Basic Education in Rural Areas of Ghana, the case of Afigya-Kwabre District in Ashanti Region”.

I would be very happy if you would answer this questionnaire honestly and to the best of your ability. Any information provided would be kept confidential and would not be used outside the context of this study. The information that will be gathered will be used solely for academic purposes.

Thank you.

Please tick in the appropriate box.

1. Sex

- (a) Female [] b) Male []

2. Age Group in years

- (a) Less than 18 [] b) 18-29 [] c) 30-39 [] d) 40-49 []
] e) 50-59 [] f) More than 60 []

3. Level of Education attained

- (a) Primary [] b) Secondary [] c) Tertiary [] d) A' level

e) Other please specify

.....

4. Martial Statuses

(a) Married b) Single c) Divorced d) Widow

5. What is your position/status in Rising Village Ghana?

.....

6. What are your duties.....

.....

7. How long has Rising Village Foundation been operating in Afigya-Kwabre district?

a) Less than 1 year

b) 1 to 3 years

c) 3 to 5 years

d) Others specify.....

8. What activities does Rising Village Ghana undertake in Afigya-Kwabre? List

I.

II.

III.....

IV.

9. In the area of education, what activities does Rising Village engage in? list

I.

II.....

III.

IV.

