

**THE ROLE OF NON-GOVERNMENTAL ORGANIZATIONS IN THE
ATTAINMENT OF SDG FOUR**

University of Ghana



BY

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**This dissertation is submitted to the university of ghana, legon in partial
fulfillment of the requirements for the award of MA in INTERNATIONAL
AFFAIRS AND DIPLOMACY Degree**

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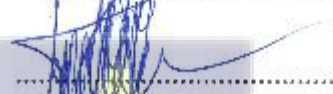
November, 2021

DECLARATION

I, **SARAPHINA ABILA ABAGI**, declare that this dissertation is an original research I conducted under the supervision of **DR. FREDERICK BOAMAH** and that, all other works cited in the dissertation have been duly acknowledged.

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DATE: 8th November, 2021

DATE: 08/11/2021



DEDICATION

I dedicate this work to God, and to all young people especially females in rural and sub-urban Ghana who may never be able to construct a full grammatical sentence nor experience the advantage of good quality education unless an intervention is brought. It is my hope that this work will inform government action to implement recommendations made in order to change the imminent future of illiteracy and poverty which saddles them by virtue of the fact that, they were born in communities of poor soci-economic standings.



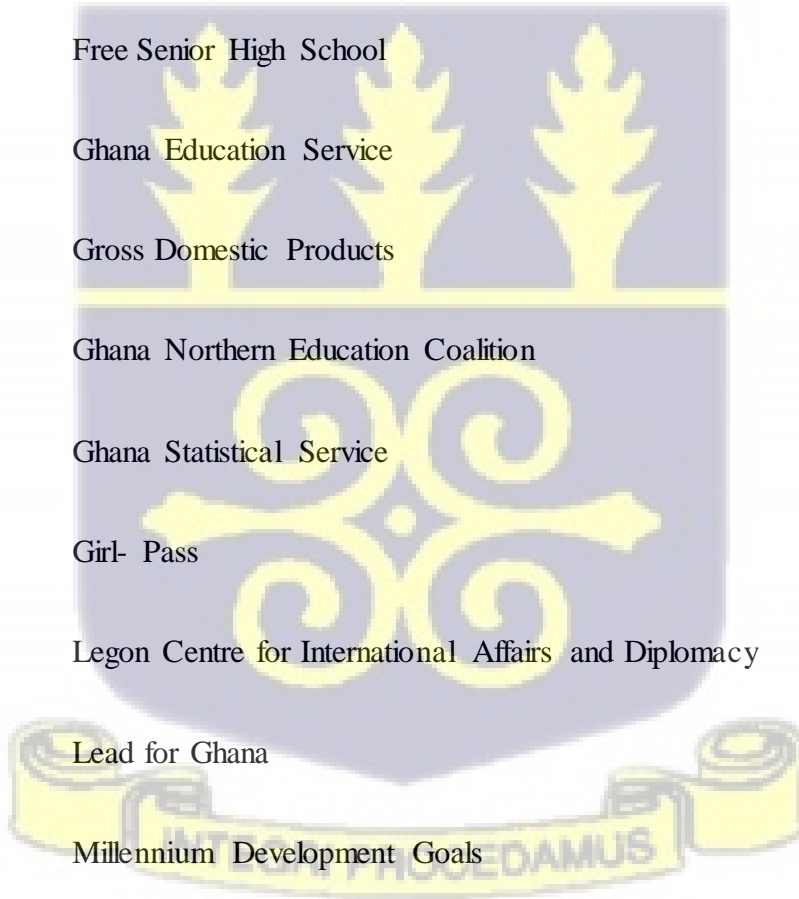
ACKNOWLEDGEMENT

My utmost appreciation goes to my brother, Julius for encouraging me to pursue post graduate studies and funding my education. I also wish to express my gratitude to my supervisor, Dr. Frederick Boamah, for his kind words, strict discipline, and critical review of this research. His valuable contributions were instrumental to the successful completion of this dissertation. I also want to thank my husband, my colleague; Abdul Aziz, and all the respondents who assisted me with data to complete this dissertation.



LIST OF ABBREVIATIONS

AU	African Union
CAMFED	Campaign for Female Education
CoE	College of Education
EGMA	Early Grade Math Assessment
FCUBE	Free Compulsory Universal Basic Education
Free SHS	Free Senior High School
GES	Ghana Education Service
GDP	Gross Domestic Products
GNEC	Ghana Northern Education Coalition
GSS	Ghana Statistical Service
G-Pass	Girl- Pass
LECIAD	Legon Centre for International Affairs and Diplomacy
LFG	Lead for Ghana
MDG	Millennium Development Goals
MOE	Ministry of Education
NEPAD	New Partnership for Africa's Development



NEC National Education Coalition

NGO Non – Governmental Organisation

NPP New Patriotic Party

PNDC Provisional National Defence Council

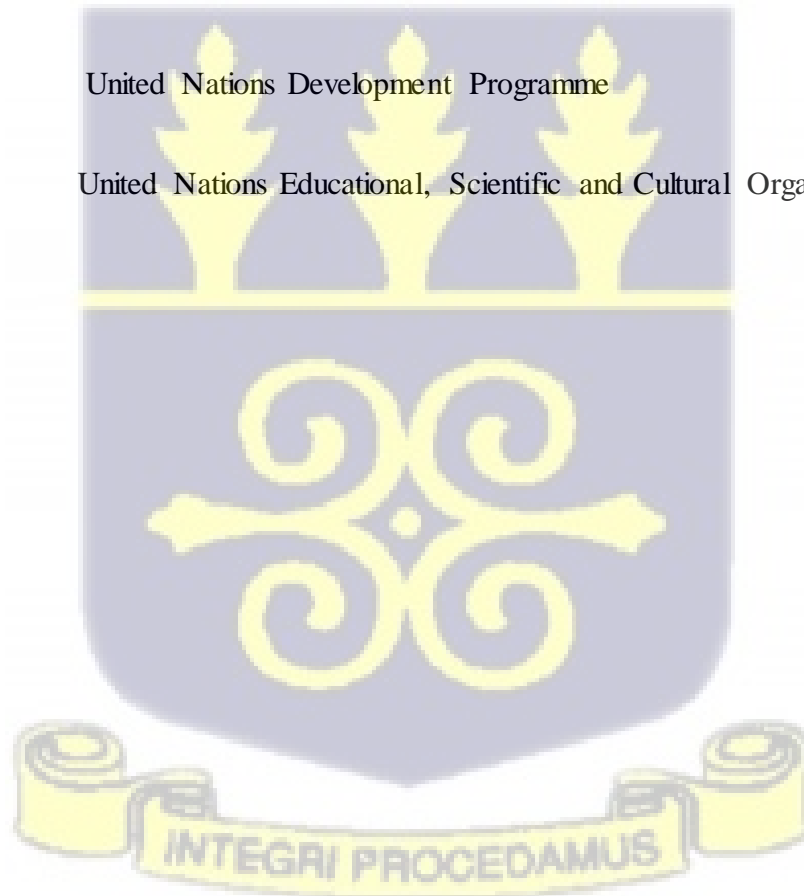
PTA Parent-Teacher Association

SDG Sustainable Development Goals

UN United Nations

UNDP United Nations Development Programme

UNESCO United Nations Educational, Scientific and Cultural Organisation



ABSTRACT

This research assesses the role of Non-Governmental Organizations in the attainment of SDG four. In a country which is largely polarized politically, governments in power have over the years taken to capitalization of social interventions and developments to garner political credits for elections. The phenomena, among other things has led to a situation where other contributors of the nation's developments are often not seen nor given the necessary regard to motivate their efforts in improving the development of the country. To this end, this research sort to look at Non-Governmental Organizations in the education sector of Ghana, and ascertain their contributions to the development of the sector in line with Sustainable Development Goal 4. The research aims at making a modest contribution in highlighting their roles and functions in society. Situated in the Pluralism theory of State Development, the research aimed at discovering what the contributions of NGOs are, in improving education in Ghana, what impact these NGOs have had in attaining SDG four in Ghana and whether or not, the perceived non-recognition of their work has any impact on the discharge of their mandate. Using interviews as the main tool for data gathering, primary data was sourced from officers of Lead for Ghana, CAMFED, Ghana Education Service, Ministry of Education and the Northern Association of Non-Governmental Organizations in Education. Secondary sources of information included internet sources, journal articles, books, reports, and others. The study revealed that these NGOs are contributing significantly to increasing access to education and improving on the quality of education in the country. The study also revealed that aside from governments' initiatives to provide physical educational structures, there is a more significant challenge to improving quality of teachers to schools especially in rural Ghana. NGOs like Lead for Ghana have challenged the Status Quo in improving the caliber of teachers recruited to deprived communities in the country. The study also revealed that to attain the targets of SDG four, NGOs have an important role acting as checks and pressure groups for the Ministry of Education in the formulation of Education policies to attain the targets of SDG four in Ghana. In order to continue making contributions to the development of education in the country and attaining SDG four, the study recommends an implementation of a structure by government to appreciate the efforts of these NGOs. It is recommended that the Ministry of education put in place a system that allows for NGOs to detail their work structure and focus areas in order to avoid concertation of NGOs in particular regions. Results from the study also reveals that, NGOs and their work in education is so crucial to the overall development of the nation hence, the need to strategicall harness the resources possessed by these NGOs to the benefit of the nation.



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CHAPTER ONE

1.0 Introduction

Since its inception in the 1940s, the United Nations (UN) and its member institutions have actively pursued the agenda of Global Peace and development (UNESCO, 2018). As part of its core mandate, the UN initiated and sought developmental tools to aid and assist member nations in attaining certain critical developmental milestones (ibid). Into the 21st Century, the body saw the need to have a certain uniform global milestones which member states can adopt to deal with the many challenges facing the globe. This desire of the United Nations led to the formation of the Millennium Development Goals (MDG).

The MDGs spelled out 8 International goals with 18 targets and 48 indicators that states pledged to attain by 2015 (Inoue & Oketch, 2008). They committed to eradicating extreme poverty, achieving Universal Primary education, promoting gender equality, and empowering women. To reduce child mortality, improve maternal health care, combat HIV/AIDS, ensure environmental sustainability and promote global partnerships for development. (ibid)

Towards the end of 2014, the 8-goal agenda and its targets had not been met (United Nations, 2015). These included Eradicate extreme poverty and hunger, achieve universal primary education, promote gender equality and empower women, Reduce child mortality. Improve maternal health. Combat HIV/AIDS, malaria, and other diseases and ensure environmental sustainability. The United Nations and world leaders remained committed to shaping global development standards and attaining the set goals. Attaining the MDGs required a global repositioning and adjustment to attain the set goals. On September 15th. 2015, the UN General Assembly formally adopted 17 Sustainable Development Goals (SDGs) as a successor to the millennium development goals. (Darvas & Balwanz, 2014) The SDGs formed an expansion of the

MDGs and included a more comprehensive approach to attaining the goals. The 17 goals, among other things, were aimed at restructuring the Global systems to meet the holistic needs of the ordinary person. Addressing pressing issues including poverty, access to quality education, equal opportunity, and the right to be free from oppression. (United Nations, 2015)

In Africa, the implementation of the SDGs has primarily been directed towards structural change and developing the human capacity of the African (Sinha, Sengupta, & Alvarado, 2020). Building Africa's human capacity includes a pronounced agenda to stimulate the educational frontiers of the continent. The UNs report on education revealed that 55% of the adult population lacks essential reading and writing skills(United Nations, 2015). Research showed that the low levels of education and the high illiteracy levels have direct and indirect consequences on the continent's overall development (Jogwu, 2010). The level education in the continent implied that, people will be employed in low income earning jobs. This, in turn affect the level of mass mechnaized production that can take place, rippling into depreciating export value in raw materials because they are unprocessed productions, profit margins are reduced, standard of living decreased and eventually a pitiful GDP of the continent.

In the case of Ghana, education has been a primary function of government. Over the years, education has gradually shifted from equipping the illiterate adult population to grooming and educating the younger generations. (Amenorhu, 2018). Statistics, however, show that nearly 623,500 children of primary school age are still not enrolled in primary school, and one out of four children in the kindergarten age range (from four to five years of age) are not in pre-school (UNESCO, 2020). Only 2.4 % of students enroll in a secondary school and gain vocational or technical education by age 25 (UNESCO, 2020). The challenges facing education have been blamed on the limited resources available to the state to implement the needed change in education.

The consequences of the limited resources have been that some geographical areas receive the required attention to the neglect of others. The report on the challenges of the MDGs reveals that the scarcity of resources by the government posed a more significant challenge of unequal development in education. Metropolitan areas and the big cities of Ghana like Accra and Cape Coast received more significant growth in education, leaving out the rural settlements, especially in the country's Northern regions (Amenorhu, 2018). The uneven distribution of educational resources has resulted in low level of literacy in the deprived areas; early marriages, school dropouts, unemployment, rural-urban migration, and high poverty rates(United Nations, 2015).

Ensuring equal access to quality education is an integral aspect of sustainable development goals. SDG four specifically stipulates ***"an inclusive and equitable quality education. Promote lifelong learning opportunities for all irrespective of background, race, geography religion or gender"***. Identifying the need for a collective approach to reaching goal 4 of agenda 2030, calls have been made to NGOs and Civil Society organizations to mobilize resources towards attaining the SDG (Banks & Hulme, 2013). As major stakeholders in the development, NGOs, in particular, have risen to the task of mobilizing funds and address the disparity and inequality to access to quality education in Ghana (Boasu & Asenso, 2020).

Praised for their strengths and innovation in grassroots-driven initiatives and the championing of diversified developmental projects, NGOs have gained prominence in delivering service to deprived communities and rural areas (Banks & Hulme, 2013). NGOs have taken the lead in sending educational infrastructure to Places that hitherto were in educational deficit. Additionally, NGOs have had to step in places where the governmental efforts have been lacking to fill the gaps in education. These have included, replacing schools under trees, providing desks, classroom boards, books, teaching materials, paying school fees, and even staffing schools with teachers.

(Kieu & Singer, 2017). They have extended community support to train women in vocational skills to enjoy better employment opportunities and have led civil advocacies to draw the attention of governments to improve educational standards in some deprived communities (Brehm & Silova, 2019)

1.1 Research problem

Education has been one of the significant contributors in the development of every nation. In developing countries like Ghana, education has been one of the pivotal issues of national development. Over the past decade, significant improvement has been made in promoting education in the country. Pursuant to article 38 of the 1992 constitution of Ghana, Primary education has been made compulsory for all children of school-going age in Ghana. Teacher training schools have been expanded to complement the increased number of pupils, and meals have been made available in some schools for pupils to benefit. Despite all these efforts to improve education, the pursuit has been fraught with challenges. Over 300,000 school-age children in Ghana are not in school. While a small number of children perform well, an estimated 350,000–400,000 students (65 percent of sixth-grade students) leave primary school without becoming proficient in English or mathematics. The statistics show that about 8% of schools operating under trees and deplorable shed (Gyimah-Brempong, 2017).

Unfortunately, the number of lapses in access to education has been mainly concentrated in the Northern Regions, deprived areas, and among linguistic minorities (United Nations, 2015). The call to equality of access, irrespective of demographics, seems to have eluded the government's action plan. The rippling effects of the inequality in access to education have been poverty, underdevelopment, and the social menaces of early marriages, teenage pregnancy, conflicts etc.

Goal four of the sustainable development goals aims at ensuring *inclusive and equitable quality* education and promoting lifelong learning opportunities for all ". This demands a correlative action to equality in access and the quality of education to all, a challenge that seem to have eluded government.

Brehm & Silova (2019) and Banks & Hulme (2013) indicate that NGOs have intervened on many occasions to fill in the lapses in equality of access and quality education. Most NGOs in Ghana have strategically been in the Northern regions and deprived areas of Ghana. These NGOs have actively built and renovated schools, training and staffing teachers, providing desks, textbooks, and other stationery, establishing mobile libraries, creating awareness about girl child education and early school enrollment, and awarding scholarships to hundreds of needy children. Their contributions to closing the demographic gap in education have been tremendous.

Sadly, the role of these NGOs in attaining access and quality education has not received the needed attention and recognition from the government (UNESCO, 2020). Amenorrhea 2018 reports that the scarcity of data on the contributions of NGOs towards the attainment of SDG four accounts for the perceived lack of recognition. More than ever now, the work of NGOs has reached a stage where there is the need to identify and track their development and impact in reaching the goal of equal access to quality education in Ghana.

1.2 Research questions

The research seeks to find answers to the following:

1. What have been the contributions of NGOs in improving education in Ghana?
2. What impact has these contributions had in attaining goal 4 of the SDGs?
3. Does the perceived non-recognition have any impact on their activities?

1.3 Research objectives

The main objectives of the research are;

1. To ascertain the contributions of NGOs in improving education.
2. To assess the impact, their contributions have had in reaching goal 4 of the SDGs.
3. To identify the challenges the perceived non-recognition poses to their work.

1.4 Scope of the study

This research shall analyze the role NGOs are playing in the attainment of SDG four in Ghana. It shall cover the activities of NGOs that have a direct and indirect impact in attaining access to quality education in Ghana. The NGOs to be assessed are NGOs whose primary focus and activities are centered on the educational sector of Ghana. These have been referred to as education-focused NGOs. For this research, the education-focused NGOs operating in the Northern Part of Ghana will be used. The region records the highest illiteracy rate, with about 58% of the total inhabitants having no primary education.

Furthermore, it has 6.8% of teenage girls dropping out of school at the primary level (Amenorhu, 2018). The United Nations Development Program (UNDP) office in Ghana, as cited by (Amenorhu, 2018) also reveals that the Northern Region and some rural areas in Ghana are the most affected in terms of poor education delivery. The research shall center on Lead for Ghana (LFG) activities, an NGO fronting educational development in the country, and the Campaign for Female Education (CAMFED), focusing on female education. The research shall scope the activities of these NGOs from 2015, the start year of the SDG through to 2021 to allow for the research to cover future projections of their activities

1.5 Rationale of the Study

This research aims at making a modest input in bringing the contributions of NGOs in the attainment of SDG 4 afore. As noted in the background statement, NGO contributions in the area of educational development and the promotion of quality education as enshrined in SDG 4 of Agenda 2030 have very little representation in academic literature. For the most part, the role being played by these NGOs have been sidelined and discredited. Even in instances where NGOs have championed activities aimed at attaining SDG 4, Government is seen to be taking all the accolades of their good works, often leading to a rather demotivated NGO team and Organization struggling to help sustain a country that does not recognize its efforts. This research therefore seeks to highlight the activities of these NGOs, the impact of their activities on the lives of beneficiaries and the communities in which they operate and assess the various dimensions through which they contribute to the attainment of SDG 4. Also, the research aims at contributing its widow's mite to the discussion on to quality education in Ghana.

1.6 Theoretical Framework

Pluralism is used to explain the existence and importance of non-state actors in maintaining harmony in the International system. A leading theorist of pluralism is Robert Dahl (1967). Dahl's work highlights that, even though politics and decision-making primarily rest in the government framework, non-governmental groups use their resources to influence policy adoption and implement these policies (Dahl, 1967). According to (Cox, 2001) pluralism is one of the oldest theories of International Relations, which focuses on the best way to create a just and peaceful international system through cooperation.

It is hinged on the interdependence of states and non-state actors to promote peace, stability, and development. In assessing the role of Non-Governmental Organizations in promoting SDG four,

the theory assesses the influence of these organizations on what is supposedly a government decision.

The actions and contributions of NGOs are symbolic of acceptance and the possible influence of these NGOs on the government to adopt the policy (Galston, 2009). Also, the roles of these NGOs reaffirm the theory's proposition of Non-Governmental Organizations working together with governments in harmony to promote the development and maintain peace in the system. (Galston, 1990)

In a pluralistic society, both governmental and non-governmental organizations play significant roles in the development agenda. As well, groups hold substantial amounts of power in that particular system. (Gunnell, 1995)

A significant criticism of pluralism is the theory of Realism argued by authors like Hans Morgenthau and Kenneth Waltz. Realism is defined by Jack Donnelly (2006) as a theory that "emphasizes the constraints on politics imposed by human selfishness (egoism) and the absence of international government (anarchy), which require the primacy in all political life of power and security (Donnelly, 2006). Realists argue that the International System is state-centric and that states will not relinquish power to non-state actors with the fear of being toppled over. As a matter of discussion, the realist asserts that, to accept that non-state organizations contribute to the development of states is a step to relinquishing state responsibilities to non-state parties.

Another major criticism of this theory is the elitist theory by Vilfredo Pareto (1935). The theory argues that power in decision-making and implementation does not rest in non-governmental groups and organizations but rather in the hands of the elite who control cooperation and decide what holds and what does not. The elite theory argues that democracy, a feature of pluralism, is

utopian and not realizable within capitalism, featured in most democracies. Thus, for the elitist, a pluralistic state where Non-State Actors like NGOs operate is somewhat Utopian than feasible (Burchill, 2005). The elite control power, and the power rests within the governmental body.

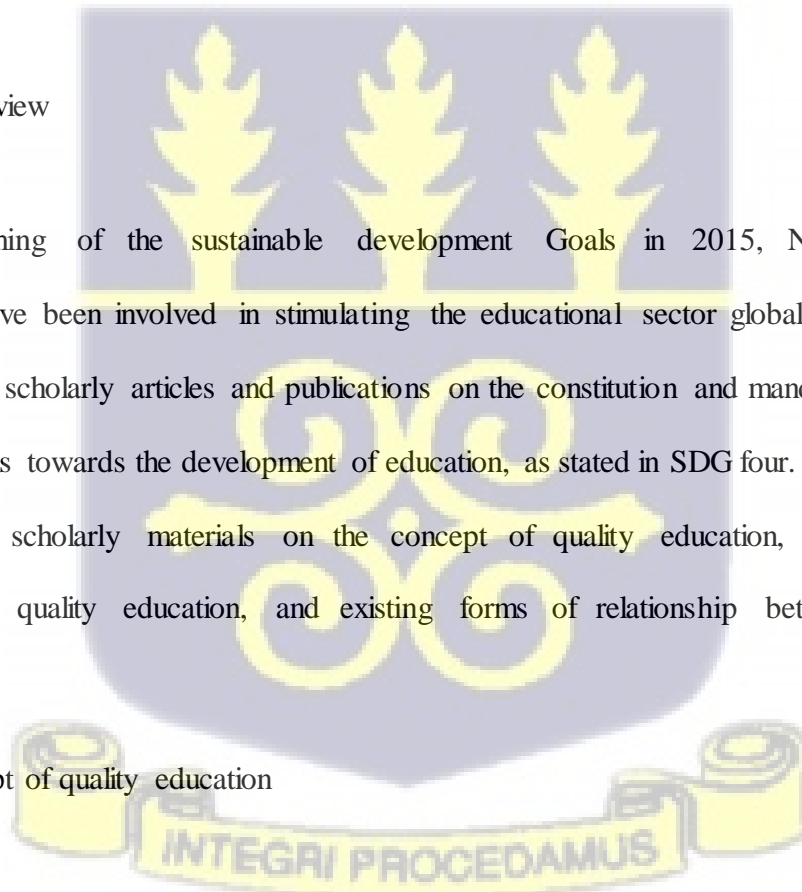
Despite the limitations and criticisms of the pluralism theory, the theory explains the existence of non-governmental organizations in the framework of governments. It allows for an in-depth appreciation for non-state actors; NGOs in the governance of a nation (Pareto, 1935). Particularly to this research, the theory of pluralism provides the theoretical foundation to juxtapose the contributions of NGOs and the Government's role towards attaining SDG four.

1.7 Literature review

Before the signing of the sustainable development Goals in 2015, Non-Governmental organizations have been involved in stimulating the educational sector globally (Keese, 2006). There have been scholarly articles and publications on the constitution and mandate of NGOs and their contributions towards the development of education, as stated in SDG four. This section looks at a review of scholarly materials on the concept of quality education, NGOs and their contributions to quality education, and existing forms of relationship between NGOs and Governments.

1.7.1 The concept of quality education

One of the earliest scholars to research education is William Drummond. The work of Drummond, (1971) resonates with the need to discuss quality education in contemporary times. The paper outlines four criteria for establishing what quality education is; firstly, the number of opportunities



given the learner to create or select objectives for himself. Secondly, the richness of the environment within which the learner lives and works, thirdly, the extent to which the learner's objectives are achieved, and finally, the quality (warmth) of personal interactions between the learner and the instructor and colleagues. The assertion of the paper implies a learner-centered approach in quality determination. Deductively, for education to be considered as a quality, its center or focus must be on the learner, his achievements, and room for progress available to him.

A more recent observation by (Camilleri & Camilleri, 2020) indicate a close semblance of quality education to Drummond's assertion. According to the paper, the recent educational reforms in pre-school education and primary education to reflect student based learning indicate the possibility of an upward rise of the competencies and skills of the work force that will be produced. The paper asserts that, the transformation to student focused learning has implications for job creation, competitiveness as well as more social cohesion due to the fact that, focus is placed on addressing skills gap to fit the labour market.

Contrary to Drummond and Camilleri's assertion, James (1971) highlights three significant indicators of what constitutes quality education. According to James, innovations in education are synonymous with their quality. These innovations he identifies as innovations in administration, innovations in Curricula, and innovations in teaching methods.

According to the paper, innovations in administration refer to easy adaption and transformations to suit times in terms of who is teaching, who directs the affairs, the number of students in the class, etc. This is centered on the administrative instruments in the education sector. The suggestion made is that class size and logistics invariably constitute determiners of quality such that a relatively small class with more significant learning logistics is of a higher quality than larger class size.

Allen (1971) described the old public-school system in Africa as psychologically and socially depressing. The description of this system inherited from colonial masters seems to her, void of anything like quality. Observations made about the system are likened to the alligator story. The pet alligators were flushed into the toilets because they were growing bigger and uncontrollable, only to resurface through utility holes destroying city property and threatening lives. (Anheier Helmut k, 1999) The symbolism of this story illustrates how merely changing names and hiding ancient books does not change the educational quality because it produces even more cantankerous students dangerous for community development because of lack of ingenuity.

To Allen, the system operated in public schools requires a complete overhaul of structure and content to get some semblance of quality. The leading factors that can influence the quality of education are political climate, community involvement, general community welfare, and a sound financial base for families of learners. Internal influences are general administrative philosophy, teacher recruiting, teacher benefits, teacher preparation and participation, and obsolescence and lack of imagination. These she considers as the internal and external factors that will commence the drive to quality education.

Not surprisingly, (Billaiya, Malaiya, & Parihar, 2017) also identify with the fact that, socio economic structures form the fundamentals of instructive assessment of quality education. Their paper opines that, the socio economic pecks and compensation of teachers, family members and other members of society directly influences the quality of education that will be received in school. They take the top down approach to social analysis, in that, quality education can be achieved if first of all the socio economic conditions in the country are favorable. There is a general community welfare and the financial situation in all the sectors are favorable.

1.7.2 NGOs and their contribution to quality education

Over the years, the fine line between profit organizations and nonprofit ones has been blurred by many issues and technicalities of operation (Boasu & Asenso, 2020). The blurred distinction between profit and non-profit organizations has made it necessary for scholars and researchers to redefine the nature of these two mutually exclusive types of organizations. Meyer, (2015) describes NGOs as voluntary organizations that are neither directed by the state nor committed to the business world's 'for-profit' ethos. NGOs, in his conceptualization, are those organizations borne out of the free will of individuals who have no semblance of authority from the state. have no semblance of authority from the state. Lewis distinguishes NGOs as the third sector of states, the state itself first, profiteering organizations as second, and NGOs as a third. Perhaps the only profit they may accrue will be the benefits their activities bring to their beneficiaries.

Generally represented as a part of a 'private' non-governmental sector, many voluntary organizations are increasingly described as becoming 'interdependent' with the government (Kieu & Singer, 2017). This interdependence most often has been linked to the service provider role that voluntary organizations play under contract to government programs (Coppola, 2015). Batley & Rose (2010) have identified the linkages created through voluntary organizations' roles as advocates for public policies and as representatives of special interests.

Although non-governmental organizations, per their mode and purpose, are mandated to be without state control, there has been a growing concern and need for some positive relationship and partnerships between NGOs and the state machinery to attain universal goals jointly. However, Fostering a relationship has been a challenge since some governments have perpetually viewed

NGOs in a contrasting viewpoint, leading to unwanted friction between the two. Kilby (2015) observes that the relationship between governments and NGOs fluctuates based on several factors. He cites that government relationship with NGOs is sour when NGOs stick to mandate and restrain from being used as puppets by governments. Rather than complementing the work and efforts of NGOs, governments are likely to cause bottlenecks for the activities of NGOs for their political interests.

Irrespective of the overlaps in NGO activities and interferences that contest the being goes NGOs, (Kucheryavaya, 2016) rightly conceptualizes NGOs as self-governing groups within which individual members associate of their own volition with others in the pursuit of common objectives, structured according to agreed norms and is usually intended for public benefit.

1.7.3 Relationship between Government and NGOs.

Wang & Yao, (2016) observes that a positive relationship between NGOs potentially contributes to the deepening of democracy and governance; the relationship he describes thrives on NGOs exercising their constitutive and operational mandates. He, however, asserts that what is supposed to be a positive relationship between that state and the NGOs is in a gradual decline. He explained that the relationship is in compromise because the government is turning sour hands in dealing with NGOs for political reasons and are steadily compromising their ability to serve as independent checkers of democracy and adjunct developers of their country.

The findings of Kim (2018) agree with that of Wang & Yao, (2016). His findings on the relationship between NGOs and the government in South Korea revealed that the once prominent

status of NGOs in Korea is in decline. This he attributes to the structural weakness of the NGOs, over-politicization by governments, and the risk of being potentially co-opted by the government to tame the practical hands of the NGOs. The two scenarios of government NGO relationship raise concerns of whether or not there needs to be a relationship between governments and NGOs.

Contrary to Salamon and Kim's research, Kang (2020), asserts that collaboration between governments and non-state providers of essential services can be successful. They observe that NGOs do not depend on limited sources for their funding and invest time in building an informal relationship with government officials. They recognize from data from Bangladesh, India, and Pakistan that NGOs and governments can have a working collaboration or relationship that supports common goals for achieving universal provision, including education. However, this is chiefly attainable when the laws of income and funding are distinguished, with NGOs not depending heavily on outsourced funding or government funds. They note that the critical role played by NGOs in providing basic needs such as food, education, water, and good healthcare cannot be compromised because of funding deficiencies. Thus, the ideal collaboration between government and NGOs is attainable when NGOs are independently financed.

However, the research reveals a consistent collision between these two entities; the government and the NGOs. NGOs often consider government organizations inherently unsuited to community-based development work. Governments are typically perceived as bureaucratic and inflexible, using inappropriate working practices and lacking empathy with poor communities. Similarly, governments are frequently frustrated by NGOs, finding them uncooperative, amateurish, and anarchic.

The relationships between government and NGOs have taken different forms and shapes in various parts of the world. The consequences of the relationships, as has been seen, vary per geography.

What exists in Ghana, especially in NGO-Government cooperation in education, seems to be under-researched. Literature exists on NGO activities in Ghana, but not much has been done on the existing relationship between government and NGOs, nor has the impact of such a relationship on NGOs' contributions and effectiveness been explored.

Therefore, this research aims to investigate the role NGOs are contributing to education and the impact of the government-NGO relationship on the contribution of these NGOs.

1.8 Sources of data

This research will employ both primary and secondary data. The primary data will be sourced from CAMFED and Lead for Ghana in the Northern Region of Ghana. Primary data will also be sourced from beneficiaries of their operations as well the Ghana Education services. Secondary data will be utilized from peer-reviewed articles, books, online sources, and publications on education and sustainable developments in Ghana. Data from these secondary sources will be subjected to a critical review.

1.9 Research methodology

1.9.0 Research Design

This research shall employ the qualitative approach. As Huberman & Miles(1983) posited, a qualitative research design is most suited when the researcher's experience and connection of the natural environment plays a vital role in the data analysis. The measure of roles and impact requires the researcher to pay close observatory attention to the unsaid, the body language, and the unintended answers. This heavily depends on the researcher's skill set (analytic, integrative, and personal knowledge) of the social context (Bhattacharjee, 2012). The qualitative approach to data

analysis is most suited for this research because, data gathered from the research are not quantifiable. They are largely based on facts presented by respondents in the Education sector of Ghana, hence an appreciation of the content rather than numerical frequency is needed in a successful conduct of this research. Based on these assertions, the qualitative research approach best suits this research.

1.9.1 Sampling method

Purposive sampling shall be employed, as the researcher's judgment on the specific participants is critical. Purposive sampling is a non-probability sampling method, and it occurs when "elements selected for the sample are chosen by the researcher's judgment (Black, 2010). The key institutional respondents for this research are Lead for Ghana, CAMFED, the Ministry of Education, the National Education Coalition, and the Ghana Northern Education Coalition.

Due to the specificity of the target of the primary source of data, purposive sampling suits this research best. It will enable the researcher to focus on the primary targets to elicit data needed for the research.

1.9.2 Study population

The research targeted education-focused Non-Governmental Organizations, namely, Lead for Ghana and the Campaign for Female Education (CAMFED). Both organizations operate in different towns in the Northern Region of Ghana. Within the NGOs, data was gathered from the leaders, staff, and beneficiaries of NGOs. Additional Data was sourced from government representatives in the education sector specifically, from the Ministry of Education and the Ghana

Education Service, as well as the National Education Coalition, and the Ghana Northern Education Coalition.

The above population has been selected because they constitute a relevant source of data for the research.

1.9.3 Sample size

A total of 20 participants participated in this research. The number was anticipated to have a diversified range of respondents for the research. 6 respondents came from Lead for Ghana. These included 1 directors /senior officials and five beneficiaries. 6 respondents also from CAMFED, i.e., 1 senior officials/staff, and five beneficiaries. From the Ministry of Education and the Ghana education service, six officials were sought to participate in the research, collectively. Data was also be collected from representatives of the Coalition of NGOs in Education as well as other available stakeholders in the sector.

1.9.4 Method of data collection

Semi-structured questionnaires with both open-ended and close-ended questions were administered in interview sessions with the respondents. Questionnaires were administered to beneficiaries of the NGOs while the Interviews were administered to the other respondents in the population. This granted the opportunity to obtain non-verbal cues and also ask further questions and follow-ups. Interview sessions with the respondents were conducted at the convenience of the respondents. The interviews were recorded electronically concurrently with handwritten notes of extra cues and responses observed by the interviewer. Data/records of their activities were collected from the leaders of the organizations.

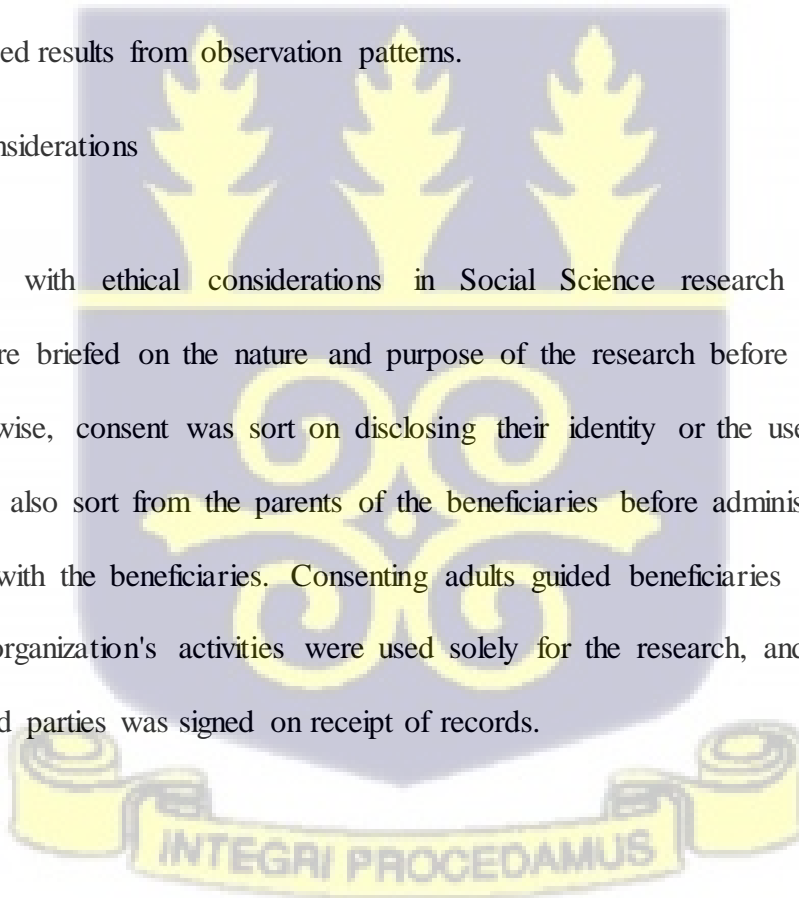
1.9.5 Data analysis

The data collected from the interviews were transcribed. A comparison was made with the hand notes before it was grouped into themes for analysis. According to Virginia & Clarke (2012), thematic analysis is a method of pinpointing, examining, and recording patterns in data. It is flexible and allows for a detailed and complex description of patterns in data. The significant themes were put in alignment with the targets of SDG 4 to show patterns of convergence and divergence and establish proof of whether their activities are in line with the SDG four or not.

Applying the themes will allow for flexible sub-categorization of the patterns to draw scientifically based results from observation patterns.

1.9.6 Ethical considerations

Full compliance with ethical considerations in Social Science research was adhered to. Respondents were briefed on the nature and purpose of the research before administering the interviews. Likewise, consent was sought on disclosing their identity or the use of Pseudonyms. Permissions were also sought from the parents of the beneficiaries before administering interviews and discussions with the beneficiaries. Consenting adults guided beneficiaries who were minors. Records of the organization's activities were used solely for the research, and a non-disclosure agreement to third parties was signed on receipt of records.



1.10 Arrangement of Chapters

This research comprises four chapters. The first chapter is the research design. The second chapter focuses on an overview of SDG four. The third chapter looks at an analysis of the contributions of NGOs in Ghana towards the attainment of SDG four. The final chapter contains the conclusions, findings and recommendations of the study.



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CHAPTER TWO

AN OVERVIEW OF SUSTAINABLE DEVELOPMENT GOAL 4 AND EDUCATION IN GHANA

2.0 Introduction

This chapter gives an overview of the Sustainable Development Goals (SDGs). It highlights the Millennium Development Goals (MDGs) transition to the SDGs, analyzing the targets and indicators of SDG 4; quality education. It ends with a summary of education in Ghana.

2.1 Moving from the MDGs

The Millennium Development Goals (MDGs) were adopted in September 2000 (Haines & Andrew, 2004). They marked a historical and symbolic global mobilization to achieve critical social priorities worldwide (Sachs, 2012). They expressed widespread global concern about poverty, hunger, disease, unmet schooling needs, gender inequality, environmental degradation, etc. The MDGs also served as a significant device for measuring development across the Globe. The agreement to the 8-goal plan was to serve as targets of development across all continents.

According to the United Nations (UN), MDG Report as cited by (Fehling, Nelson, & Venkapuram, 2013), the MDGs as of 2013 had chalked some successes. The proportion of people living on less than \$1.25 per day had decreased from 47% in 1990 to 24% in 2008 (Goal 1), Child mortality (Goal 4) had decreased globally, and immunization rates had reached over 90% in all countries. Enrolment rates in primary schools increased from 58% to 76% in sub-Saharan Africa between 1999 and 2010, professional assistance during childbirth had improved from 55% in 1990 to 65%

in 2010 (Indicator 5.2), and the reduction of slum dwellers by 100 million (Target 7.D) was already achieved.

Despite all the successes, the MDGs Goals had not been met as anticipated by the end of 2015. Progress on the goals showed an uneven distribution of attainment across continents (Fehling, Nelson, & Venkapuram, 2013). For instance, in Sub-Saharan Africa and South Asia, 80% of the population still lived in extreme poverty (Overseas Development Institute, 2010). The targeted two-thirds reduction in infant mortality was still not met in the African continent (United Nations, 2012). Furthermore, approximately 15.5 % of the global population still lived in hunger. (United Nations, 2012). The problem was devastating and action needed to be taken.

A myriad of reasons has been attributed to why some countries, especially countries in Sub-Saharan African countries, failed to attain the universal MDGs. The then UN Secretary-General, Ban Ki-Moon, linked the lack of fulfillment of the MGDs to 'unmet commitments, inadequate resources, lack of focus and accountability, and insufficient interest in sustainable development (Fehling, Nelson, & Venkapuram, 2013). Hulme & Scott (2010) attribute the inability of states to realize the full potential of the MDGs to the lack of political concern to end poverty and the lack of social and community push of the MDGs across states. Oleribe & Robinson, (2016) assess that, while the MDGs might not have been fully met globally, the index shows that a more significant majority of states were sub-Saharan African countries. Stating the Nigerian case, he cites unnecessary politicization of the MDGs as a major reason for its failure. Systematic bureaucracy, poor resource management, unclear tools for measuring success, and inadequate stakeholder consultation in drafting the MDGs all contributed to the failure of states to attain the total goals of MDGs by 2015 (Oleribe & Robinson, 2016).

The resolve to find a workable development agenda did not die with the challenges the MDGs faced. By the end of 2015, the United Nations, through further stakeholder consultation and an assessment of the MDGs' challenges, began to champion the course to look beyond the MDGs (Haines & Andrew, 2004). Significant stakeholders and leaders in the world were consulted to devise a more sustainable approach to developing states, considering the challenges faced with the MDGs and their implementation. The results of the broad stakeholder consultation led to the drafting of a renewed resolution in the Sustainable Development Goals (SDGs) (Sachs, 2012).

2.2 The sustainable development goals

The Sustainable Development Goals (SDGs) succeeded the MDGs. The SDGs were drafted to include a broader implementation plan and build on the successes and failures of the MDGs (Sachs, 2012). It included the application and involvement of innovation, scientific and technical know-how from academia, civil society groups, representatives of member states, and other significant stakeholders in the world. On the 25th of September 2015, the General Assembly of the United Nations finalized the Sustainable Development Goals to be achieved by the year 2030 (UN, 2015). The main point of the 17 SDGs is to secure a feasible, quiet, prosperous, and fair life on earth. At the heart of it was the call to have a global partnership for development. To end poverty and eradicate the suffering of all kinds (Nazar et al., 2018).

The Sustainable Development Goals were built on the principle of leaving no one behind. The 2030 agenda provides a holistic approach to attain the goals by the target date. The goals include; eradicating poverty, achieving zero hunger globally, attaining global good health and well-being, Quality Education, Gender Equality, Clean Water and Sanitation, Affordable and Clean Energy, Decent Work and Economic growth, Industry Innovation and Infrastructure, Reduced inequality,

Sustainable cities and communities, Responsible consumption and production, Climate Action, Protecting life below, Life on land, ensuring vital peace and Justice institutions, and global partnerships to achieve the goals. (Oleribe & Robinson, 2016)

The 17 goals are backed with 168 targets to streamline the attainment of each goal. The SDGs are woven to have reliable interconnectivity and interdependence for holistic global development. Translating that the proper implementation of SDG 4, quality education for all gender goes a long way to augment goal 5 to ensure gender equality. Likewise, quality education widens the chances of developing economic capacity, leading to the drive to end extreme poverty and hunger as envisioned by goals one and two. In effect, the overarching aims of the goals will be driven by joint initiatives for sustainability

2.3 Sustainable Development Goal 4

Education has been known to be a significant springboard for development across the globe. Goal four of the SDGs focuses on attaining inclusive and equitable quality education and promote lifelong learning opportunities for all. SDG four shifts focus from attaining Universal Primary education as stipulated by MDG 2 to an inclusive, equitable universal education for all. The baseline for the discussions of SDG four has been that of its inclusiveness and equity (Unterhalter, 2019).

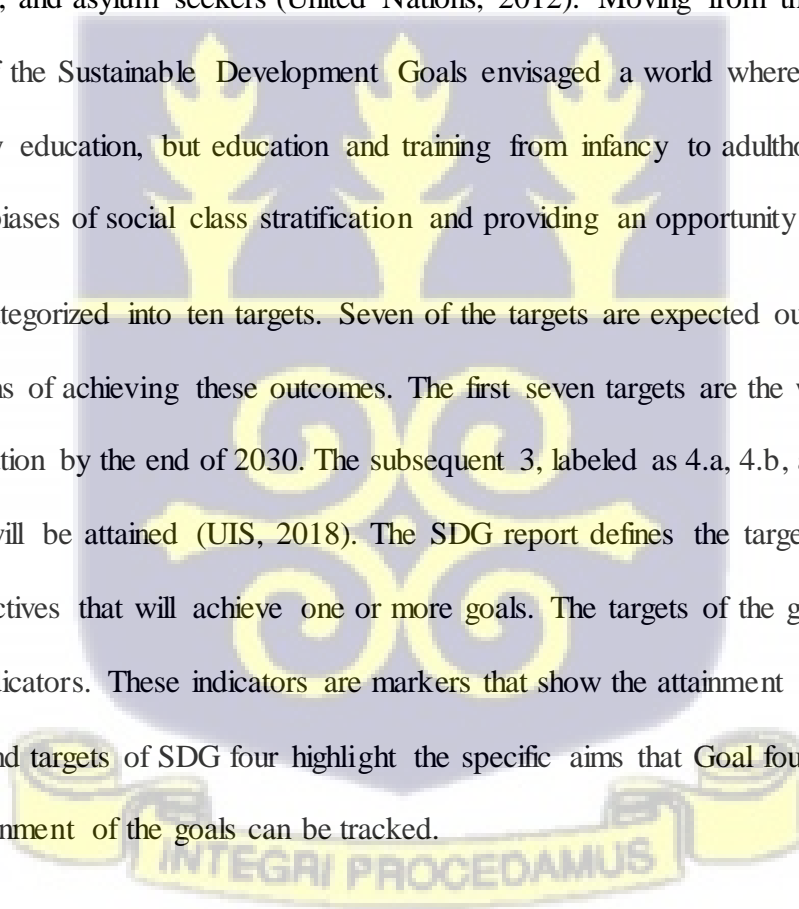
The notion of equality in education has often been limited to access to educational facilities and participation. The most general way of defining equality is simply to say that it is the belief that people should be as equal as possible to the central conditions of their lives (Lynch & Baker, 2005).

It is not about making inequalities fairer or giving people an equal opportunity to become unequal, but about ensuring that everyone has roughly equal prospects for a good life. (Lynch & Baker,

2005). In education, equal opportunities relate to having equal access to educational resources, emotional and psychological support, and equal access to prospects of development and growth. (Ball, 2003). Lynch and Baker (2005) sum it up as having equal enabling empowerment for all individuals.

As stipulated by SDG four, inclusiveness in education brings the disadvantaged into society (Oleribe & Robinson, 2016). It sets out to bring parity between males and females, children of people at both the top and bottom of the wealth quartile, people with disabilities, indigenous children, and the vulnerable. It also sets out to include children of rural settlers, people affected by war, poor people, and asylum seekers (United Nations, 2012). Moving from the MDG 2 to SDG 4, the drafters of the Sustainable Development Goals envisaged a world where everyone did not have just primary education, but education and training from infancy to adulthood, which aimed at removing all biases of social class stratification and providing an opportunity for all.

The SDG 4 is categorized into ten targets. Seven of the targets are expected outcomes, and three of them are means of achieving these outcomes. The first seven targets are the world's milestones to attain in education by the end of 2030. The subsequent 3, labeled as 4.a, 4.b, and 4.c, represents how the seven will be attained (UIS, 2018). The SDG report defines the targets as specific and measurable objectives that will achieve one or more goals. The targets of the goals are measured using specific indicators. These indicators are markers that show the attainment of specific targets. The indicators and targets of SDG four highlight the specific aims that Goal four seeks to achieve and how the attainment of the goals can be tracked.



2.2.1 Indicators of Sustainable Development Goal 4

The table below is adopted from the quick guide to education Indicators for SDG 4 jointly prepared by the United Nations Educational, Scientific and Cultural Organization (UNESCO), The UNESCO Institute for Statistics, and the UN sustainable development Goals Project. It describes goal four, its targets, and the indicators of progress for the targets by 2030. The indicators of goal four highlight the milestones that correlate with the attainment of each of the targets. For each target, the indicators show the actions and things that translate to attaining the goals. The indicators have also served as a benchmark for rating progress on the agenda.

Table 1

<u>Target 4.1 By 2030</u> , ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes	
<u>Ind. 1</u>	The proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and(c) at the end of lower secondary education achieving at least a minimum proficiency level in (I) reading and (ii) mathematics, by sex
<u>Ind. 2</u>	Administration of a nationally representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education
<u>Ind. 3</u>	Gross intake ratio to the last grade (primary education, lower secondary education)
<u>Ind. 4</u>	Completion rate (primary education, lower secondary education, upper secondary education)

<u>Ind. 5</u>	Out-of-school rate (primary education, lower secondary education, upper secondary education)
<u>Ind 6</u>	Percentage of children over-age for a grade (primary education, lower secondary education)
<u>Ind 7</u>	7 Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal Frameworks

Table 2

<u>Target 4.2 By 2030,</u> ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education	
<u>Ind. 1</u>	The proportion of children under five years of age who are developmentally on track in health, learning, and psychosocial well-being, by sex
<u>Ind. 2</u>	Participation rate in organized learning (one year before the official primary entry age), by sex
<u>Ind. 3</u>	Percentage of children under five years experiencing positive and stimulating home learning environments
<u>Ind. 4</u>	Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development

<u>Ind. 5</u>	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks
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Table 3

<u>Target 4.3 By 2030</u> , ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university	
<u>Ind. 1</u>	The participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
<u>Ind. 2</u>	Gross enrolment ratio for tertiary education by sex
<u>Ind. 3</u>	Participation rate in the technical-vocational program (15- to 24-year-olds) by sex

Table 4

<u>Target 4.4 By 2030</u> , substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship	
<u>Ind. 1</u>	The proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
<u>Ind. 2</u>	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills

<u>Ind. 3</u>	Youth/adult educational attainment rates by age group, economic activity status, levels of education, and program orientation
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Table 5

<u>Target 4.5 By 2030</u> , eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations	
<u>Ind. 1</u>	Parity indices (female/male, rural/urban, bottom/top wealth quintile, and others such as disability status, indigenous peoples, and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated
<u>Ind. 2</u>	Percentage of students in primary education whose first or home language is the language of instruction
<u>Ind. 3</u>	The extent to which explicit formula-based policies reallocate education resources to disadvantaged populations
<u>Ind. 4</u>	Education expenditure per student by level of education and source of funding
<u>Ind. 5</u>	Percentage of total aid to education allocated to least developed countries

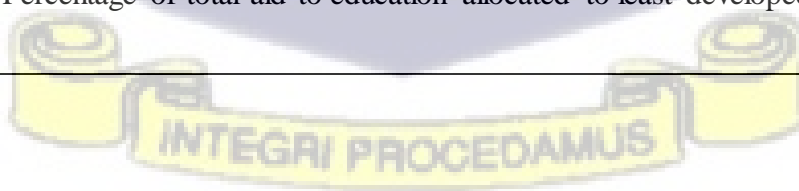


Table 6

<u>Target 4.6. By 2030,</u> ensure that all youth and a substantial proportion of adults, both men, and women, achieve literacy and numeracy	
<u>Ind. 1</u>	The proportion of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills by sex
<u>Ind. 2</u>	Youth/adult literacy rate
<u>Ind. 3</u>	The participation rate of illiterate youth/adults in literacy programs

Table 7

<u>Target 4.7 By 2030,</u> ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development	
<u>Ind. 1</u>	The extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessment
<u>Ind. 2</u>	Percentage of schools that provide life skills-based HIV and sexuality education

<u>Ind. 3</u>	The extent to which the framework on the World Program on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)
<u>Ind. 4</u>	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability
<u>Ind. 5</u>	Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience

Table 8

Target 4. a Build and upgrade education facilities that are child, disability, and gender-sensitive and provide safe, non-violent, inclusive, and effective learning environments for all	
<u>Ind.1</u>	1 Proportion of schools with access to (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)
<u>Ind. 2</u>	Percentage of students experiencing bullying in the last 12 months
<u>Ind. 3</u>	Number of attacks on students, personnel, and institutions

Table 9

<p>Target 4.b: substantially expand globally the number of scholarships available to developing countries, in particular, least developed countries, small island developing States, and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering, and scientific programs in developed countries and other developing countries</p>	
<p><u>Ind. 1</u></p>	<p>The volume of official development assistance flows for scholarships by sector and type of study</p>
<p><u>Ind. 2</u></p>	<p>Number of higher education scholarships awarded by the beneficiary country</p>

Table 10

<p>Target 4.c: substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States</p>	
<p>Ind. 1</p>	<p>The proportion of teachers in (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex</p>

Ind. 2	Pupil-trained teacher ratio by education level
Ind. 3	Percentage of teachers qualified according to national standards by education level and type of institution
Ind. 4	Pupil-qualified teacher ratio by education level
Ind. 5	Average teacher salary relative to other professions requiring a comparable level of qualification
Ind. 6	Teacher attrition rate by education level
Ind. 7	Percentage of teachers who received in-service training in the last 12 months by type of training

As mentioned earlier, Target 4.a, 4b, and 4 c summarize how the seven other targets of SDG four can be attained. In measuring the work of the attainment of SDG four in Ghana, there is the need to track the efforts and contribution of the nation and civil society organizations in fulfilling the targets.

2.4 The Structure of Education in Ghana

Ghana is among the pioneering nations in Africa to start modern European education (Darvas & Balwanz, 2014). Beginning in the late 1860s, formal European style education was introduced during the British colonization period. Mission schools were set up to train children of the colonialists and children of elites. Pre-independence, the Ghanaian Education System consisted of six years of primary education, followed by four years of secondary education (Era et al., 1980).

At the end of the four-year, students who passed their form, four exams went on to do a two-year sixth form course that could lead to a three-year University course. Students who could not continue completed two years of vocational classes to qualify as specialized artisans. With time and change in governance and the country's administration, the schooling system for 12 or 13 years underwent several reforms, including change in curricula, the number of years in school and the structure of the educational system, etc. (Era et al., 1980). Presently Ghana operates a 6-3-3-4 educational structure. This represents six years of primary basic education, three years of junior high school, and another three years of senior high school, then four years post-high school to obtain a bachelor's degree. The current educational system also provides other tertiary education like teacher training colleges, nursing training colleges, and polytechnics.

2.4.1 Basic Education

Primary education forms the foundations of a child's educational journey. Ideally, all Ghanaian children begin their primary education by age 6 (Inoue & Oketch, 2008). The foundation of primary education in Ghana is to provide literacy and numeracy (Darvas & Balwanz, 2014). Recently, through the Ghana education system, the Ministry of education reviewed the curricula for primary education to include Ghanaian languages as a medium for instruction in primary schools aside from the English Language, which serves as the official language of instruction (Gyimah-Brempong, 2017). Aside from primary school, there is the option to start children off in pre-schools. The pre-schooling years usually include crèche /daycare centers for infants between 2-3 years and kindergarten from 4 to 6 years. However, the option of pre-schooling has been for children whose parents are high- or medium-income earners.

2.4.2 Junior High Education

Junior High education is a natural progression from primary schools (Gyimah-Brempong, 2017). It forms part of the primary education for all Ghanaians. Following the Free Compulsory Universal Basic Education (FCUBE) implementation in Ghana, Primary school and junior high school education have been made compulsory. Junior high education builds on the knowledge acquired in primary school (Adu-Agyem & Osei-Poku, 2012). Junior High education aims at training school children with vocational skills and advanced literacy. It is perceived that after Junior high school, children who drop out ought to have acquired some basic practical knowledge to enter the world of work. At the end of the Junior High education, a compulsory final exam, the Basic Education Certificate Examination, is administered by the Ghana Education Service.

2.4.3 Senior High Education

After the Basic Education Certificate Examination, students proceed to Senior High school. Typically, the Senior high schools are separated from the Junior High stream. Unlike the progression from primary school to Junior high school, which is a direct continuum, entering into senior high school is slightly different (Atuahene & Owusu-Ansah, 2013). After the BECE, a computerized school -selection system places qualified students into different senior high schools based on merit and jurisdiction (Gyimah-Brempong, 2017) Students are allowed to select a maximum of 6 schools of their choice in order of preference and based on the category of the school. Based on the results from the BECE, students are placed in their choice schools in order of merit. Thus, to merit a senior high school from which progression to tertiary is possible is dependent on the grades made at the Junior high school level.

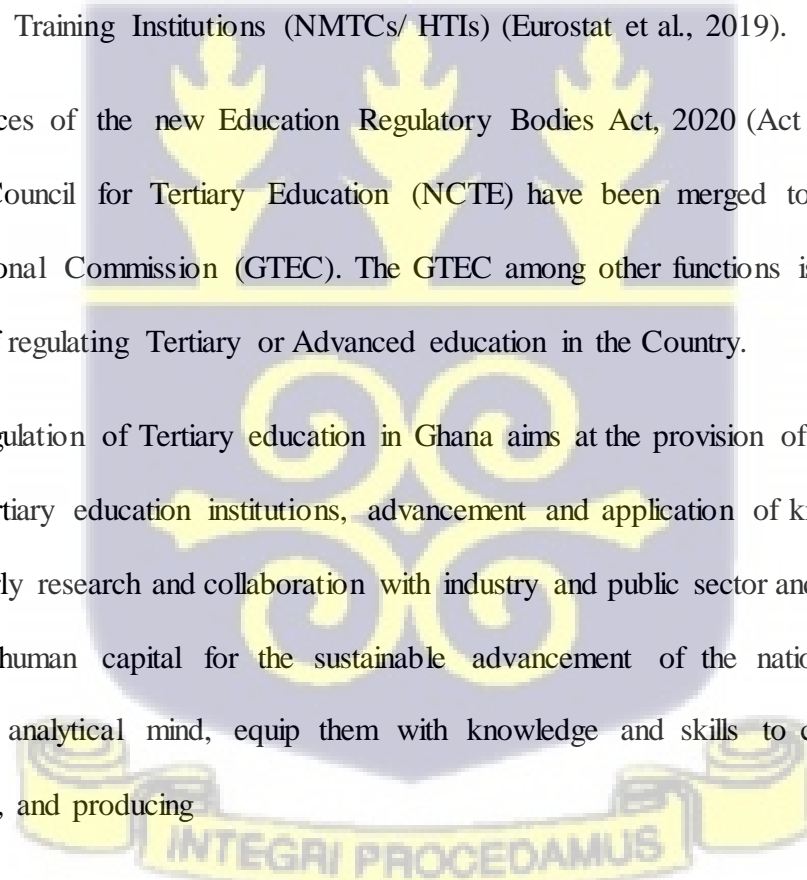
2.4.3 Tertiary Education

Tertiary education in Ghana dates back to the early 1940s (Atuahene & Owusu-Ansah, 2013). Beginning with the University College of Gold Coast in 1948, which was later named the University of Ghana, the number of tertiary institutions in Ghana has grown over the past few decades. The National Accreditation Board (NAB) recognized 252 Tertiary Educational Institutions (TEIs) in Ghana (Eurostat et al., 2019). These include; Public and Private Universities, University Colleges, Specialized/Professional Institutions, Technical Universities/ Polytechnics, Colleges of Agriculture (CoA), Colleges of Education (CoE), and Nursing and Midwifery Training Colleges/ Health Training Institutions (NMTCs/ HTIs) (Eurostat et al., 2019).

Under the auspices of the new Education Regulatory Bodies Act, 2020 (Act 1023), NAB and The National Council for Tertiary Education (NCTE) have been merged to form the Ghana Tertiary Educational Commission (GTEC). The GTEC among other functions is charged with the responsibility of regulating Tertiary or Advanced education in the Country.

The GTEC's regulation of Tertiary education in Ghana aims at the provision of consistent quality of service by tertiary education institutions, advancement and application of knowledge through teaching, scholarly research and collaboration with industry and public sector and the development of appropriate human capital for the sustainable advancement of the national economy an intellectual and analytical mind, equip them with knowledge and skills to conduct basic and applied research, and producing

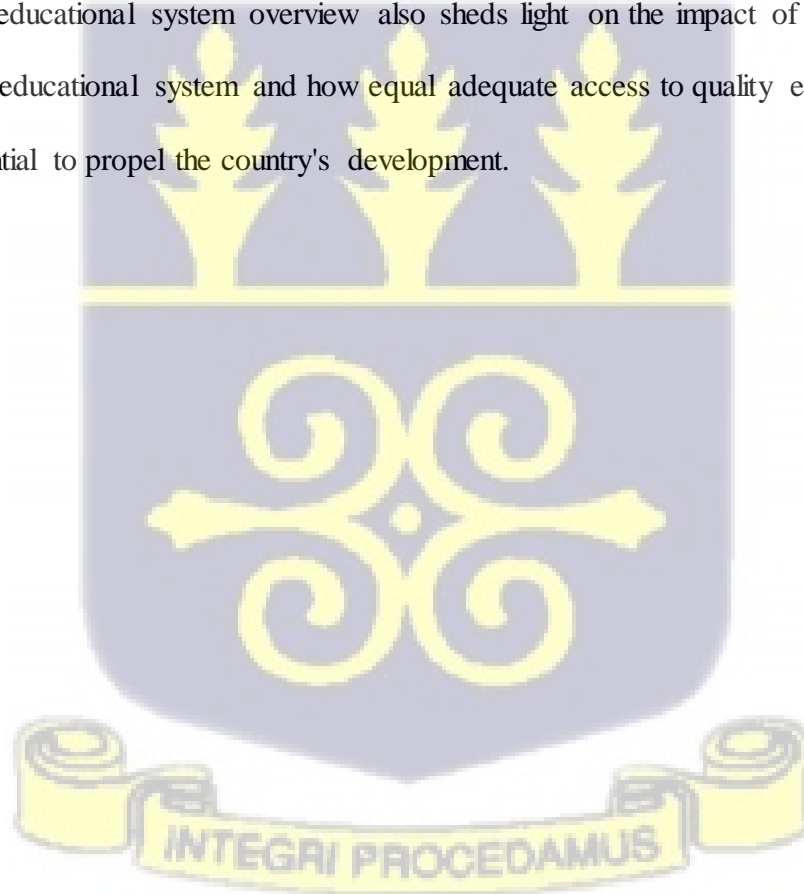
high and middle-level human capital for the various sectors of the economy. (Ghana Tertiary Education Commission, 2021)



2.5 Conclusion

The chapter discussed the overview of the SDGs. It highlighted the transitioning from the Millennium development goals to the current 17 Sustainable Development Goals. In discussing the goals, Goal four of the SDGs enumerates education as becoming a fulcrum of development globally. Of the ten targets of SDG four, the center of implementation ensures equal access to quality education by distributing resources and structural changes in educational delivery.

The chapter also reviewed the current educational structure in Ghana. It highlighted the core capacities developed in the various stages and the process involved in transitioning from one stage to another. The educational system overview also sheds light on the impact of each of the stages in the Ghanaian educational system and how equal adequate access to quality education has more significant potential to propel the country's development.



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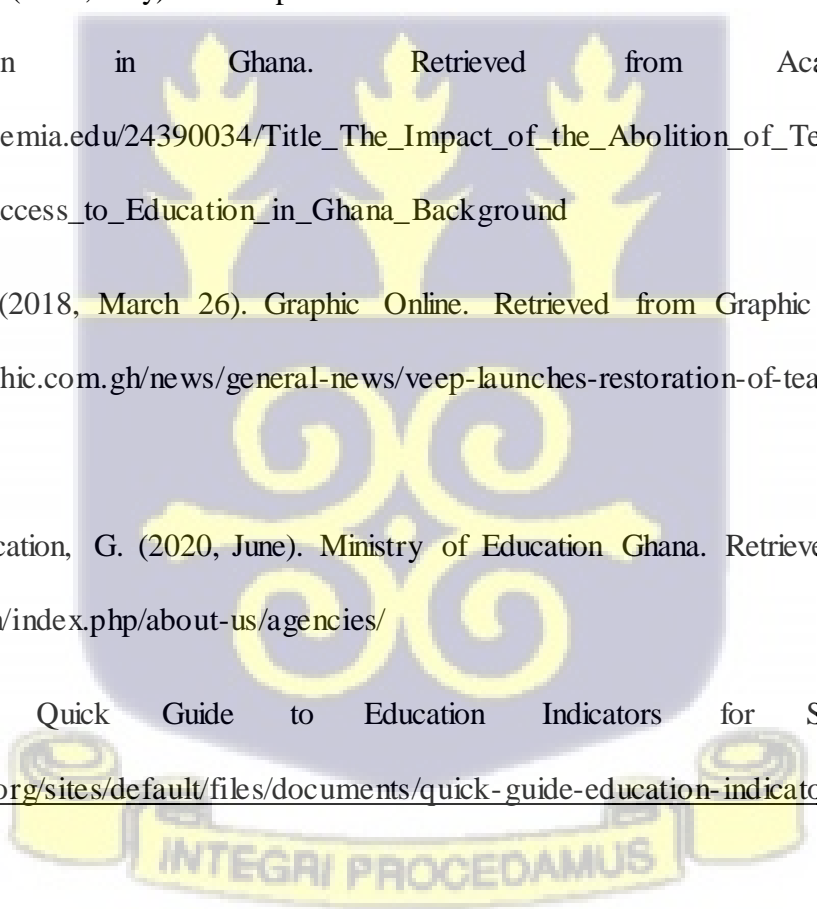
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CHAPTER THREE

DATA ANALYSIS AND DISCUSSION OF FINDINGS.

2.0 Introduction

This chapter analyzes relevant data gathered on the contributions of Non-Governmental organizations in the attainment of SDG four. The data are in answer to the research questions posed by the researcher. i.e.

1. What have been the contributions of NGOs in improving education in Ghana?
2. What impact have these contributions had in attaining goal 4 of the SDGs?
3. Does the perceived non-recognition have any impact on their activities

The data was gathered primarily from interviews with the Lead for Ghana office in Accra with the assistance and contribution from fellows of Lead for Ghana in the Northern regions of Ghana and some section of beneficiaries of the NGO. Further data was collected in interviews with officers of CAMFED Ghana and past beneficiaries of the program. The chapter also presents data received from the Ministry of education in Ghana, the National Education Coalition, and the Ghana Northern Education Coalition, a cooperative of Non-Governmental organizations working in the Northern regions of Ghana to improve the educational standards in the regions.

3.1 Background to Analysis

Globally, the approaches to state development have been evolving to include other stakeholders than the state itself (Dugle et al., 2015). The evolution has been more critical in having an

integrated development that shifts from state dominance to an approach that relies heavily on non-state actors in the policy setting, implementation, and development within states. The Machiavellian and Thucydides theory of centralized government development is being probed and shrouded away to a more integrated approach to the development of idealism. (ibid). Springing from idealism, key actors such as Non-Governmental organizations, civil society groups, and International organizations have metamorphosed to recognizable positions in the International system as contributors to the agenda of safe human interactions, elimination of war, inequality, despotism, and tyranny in the International System. (Fernandez, 2016) This is the ever-growing influence of International organizations and Non-Governmental organizations in the policy implementation direction and development of what was formerly considered state affairs (Wright, 2011).

In Ghana, it is estimated that NGOs contribute significantly to the socio-economic development of deprived rural communities (A. Arhin, 2016). Their operations have traversed various sectors of the economy, including education and educational development. Arhin et al. (2018) argues that, while NGOs in education reach out to build educational amenities, provide access to potable water in schools, advocating for and distributing study materials, and even work on the psychology of students in deprived communities, scholarly literature on the operations and impact of these NGOs are underrepresented. Like the theory of pluralism, Arhin et al admit to the fact that, Non Governmental organizations play an active role in the development of a nation, hence their usefulness in every society.

3.2 Contributions of Lead for Ghana in improving Education in Ghana

The Lead for Ghana (LFG) initiative is a subsidiary of the Teach for All; a global network of organizations that aim at tackling the complex challenges facing children in disadvantaged

communities through the development of a coalition of leaders to address the problem in all of its complexities (Teach for All, 2021).

LFG is a leadership organization focused on nurturing a nationwide movement of leaders expanding educational opportunities to all children in Ghana. It was formally introduced in Ghana in 2013 but began full operation in 2016 after receiving certification to operate (Lead for Ghana, 2021).

3.2.1 Training teaching staff

LFG's mission is to recruit graduates with promising leadership capabilities and young professionals to teach Science, Mathematics, Information Technology, and English in challenging environments in Ghana through a two-year leadership development fellowship.

According to the director for the Alumni network, the graduates are trained to teach the core subjects because they form the basis for which students can proceed to the next stage of their academics. The training of the graduates is done by a team of pedagogy instructors from the Lead for All initiative in collaboration with professionals from the Ashesi University in Ghana. According to fellows from Cohort 2 of the program, they are taken through a master class that involves leadership training, dealing with unconventional attitudes, child motivation, and dispute resolution mechanisms to help them make an impact in their communities. Unlike the regular teacher trainee schools, which churn out unmotivated teachers year after year (Bright, 2013), the lead for Ghana initiative, according to its management, specifically dedicates a portion of their training to increase the motivation of their trainees. This is against the backdrop of reports that many Northern regions have low motivation for their work due to teaching conditions and other external socio-economic factors. The LFG haven identified low teacher motivation in the

classroom took the step to avert similar situations. According to most of the fellows, they were confronted by GES teachers to disclose what their source of motivation is, with some teachers going the extra mile to discourage the fellows from assuming such positive attitudes. These GES teachers assumed that the LFG fellows were better remunerated, hence their high motivation.

The director for the Alumni network disclosed that the salaries of fellows are pegged at the same rate as GES teachers. The differing factor is that LFG is strict on enrolling high-performing graduates who demonstrate good enough passion for the country's development. This assertion only affirms the recommendations by Amenorhu (2018) that the criteria used in selecting teachers ought to be upscale to admit high-class teachers in the training of the future generation. Teaching ought not to be the last resort for failed Senior High School graduates.

3.2.2 Psychological Development of Beneficiaries

As part of its activities, the Lead for Ghana Initiative, through its fellows, encourages and influences the psychological development of students of their beneficiary schools. This mandate stems from the stereotypes present in the educational structure in the Northern Regions. As have been a major challenge of government to ensure access for both girls and boys, the custom of child marriages, poverty which persists in the region, posed a more significant challenge to young girls to stay in school (Kaye, 2011). According to Fellow one, her primary challenge was first to surmount the students' mentality to school. In the interview, she disclosed that the girls in Zayiri Anglican frequently absented themselves from class during their time of the month. Though most of them used the excuse of not having money to purchase sanitary pads, they stayed away from school, and she discovered the true source of the issue. Initially, *"I thought it was because they did not have sanitary towels, so I started helping some out with pads on an individual request basis.*

Even when I did, only a few reported to the school. It was later that one of the girls opened up that the boys had been mocking them and refused to play or interact openly with them when it got to their time of the month. I probed further and concluded that the mindset with which these boys acted against the girls during their menstrual cycle resulted from their cultural orientation. I immediately started the girls club and the all-boys affair club. The boys' affair club targeted disabusing the minds of the boys from their perception about menstruation. The club engaged in activities and talks that consciously challenged what they had been oriented with regarding the female gender, her menstrual cycle, and her role as an individual”.

The boys were not sweeping the classroom because it was the duty of girls to do so, and doing so meant they were not man enough. The shock was inexplicable.

According to Fellow 3, his psychological challenge was with child marriage. Although the laws of the town had banned child marriages, families still practiced it in secret. *It took a fight with a family and a threat to arrange them before the court to reach a consensus on allowing my student to complete at least her Junior High school education. Even though the actual marriage was not terminated, the assurance of allowing the girl to finish her Junior High school education under her own fathers' watch and not in with her betrothed husband was a first step to retaining this female student and several others like her in school.*

As a way of helping the students appreciate the education they are receiving, fellows across have the singular challenge of injecting the right perspectives of life and a positive influence from traditions and customs to keep the beneficiaries in school and to bridge the economic disparity between Northern Regions and the South of Ghana through education

3.2.2 Infrastructure Development

Although the Initiative does not have budgetary allocations for building infrastructure from the ground up, the Lead for Ghana Initiative through the Capstone projects has contributed to raising structures, refurbishing facilities, and providing logistics to aid teaching and learning. According to the director for the Alumni network, the Capstone project continues to pioneer several infrastructure developments in their beneficiary communities using resources in the communities and by mobilizing funds from individuals and stakeholders within that same community. The idea of using community resources stems from their understanding that government resources are limited, and as such, the development and maintenance of community resources ought to be mobilized internally. A sense of community ownership is developed by mobilizing from within, which the people to maintain appropriately. The lead for Ghana initiative drives the infrastructure agenda through the rigorous training of its fellows to be community champions in mobilizing and campaigning for the common good of the community and country they serve. The director for Lead for Ghana highlighted infrastructure projects such as raising a library for pupils in the Northern region. Students from Gbanyame primary school in the Northern region have joined forces to paint and convert one of their empty classrooms into an ICT Lab and purchased some desktops with the help of individuals from the community.

3.3 Contributions of CAMFED in Education in Ghana

The Campaign for Female Education (CAMFED) is a Pan-African movement revolutionizing how girls' education is delivered on the continent. Its operations are currently in Malawi, Tanzania, Zimbabwe the Zambia, and Ghana. All-female educational support started in Ghana in 1998 in Tamale. It started as an advocacy group championing the clarion call for stakeholders to invest in

female education across the then 3 Northern regions of Ghana. According to the Senior Director of Communications for CAMFED, operation in Ghana was centralized in the three Northern regions because they recorded the lowest female enrollment in junior high schools and senior high schools. As confirmed by the Ministry of Education's short-term educational plan (Ministry of Education [MoE], 2019), education in the Northern regions is significantly low in the country. The education of the girl child was gradually moving into extinction with the practices of early marriages and rural-urban migration. The support of CAMFED in the Northern regions became a necessity to increase access to education for young girls in the region towards a systematic change of the narrative about girl child education

Presently, the organization has expanded from the three northern regions to include the central region, which also suffers significantly from child marriages. As part of its development, CAMFED has now added to its advocacy drive financial support in the form of scholarships to females who hitherto had no access to education. The scholarships are awarded based on a need to girls in Junior High Schools and Senior High schools with funding from the Department for International Development (DFID) and the Master Card Foundation.

3.3.1 The G-Pass project

The G-pass project is the flagship scholarship scheme of CAMFED to support female education. The project has funding from the Department for International Development to support girls in Northern Ghana in school. A scholarship including tuition, stipend for food, school logistics, and accommodation provisions are made for young girls who qualify for the funding. According to the director of Communications for CAMFED, the girls sponsored are often those who, without the support, may end their education prematurely to marriage, trading, and migrating to the south to

serve as head porters. The foundation grants scholarships on a need basis, and this is done through both a formal and informal application process. The student in need may apply by picking and filling an application form for need assessment to become a beneficiary. To reach out to as many girls in deprived communities as possible, the director stated that, Alumnae of the program now serve as official ambassadors of the program in their communities. These young girls who were once beneficiaries of the program voluntarily share the good news of CAMFED by word of mouth. Often Alumnae of the foundation move from radio station to radio station to tell of the activities of CAMFED and how it has helped the course as young women. As of the time of gathering data, the G-Pass has supported a total of 123,042 girls in 34 districts with logistics and tuition fees to prevent them from dropping out of school to complete their junior high school education (CAMFED, 2021). Ninety thousand four hundred forty-nine girls have been supported to complete their senior high school education. The support covered needs, including school or exam fees, uniforms, sanitary wear, books, pens, bikes, boarding fees, or disability aids (CAMFED, 2021).

3.3.2 CAMFED Master Card Foundation Scholars Program

The MasterCard Foundation Scholars allows students whose talent and promise exceed their financial resources to complete their education. The program is built on the vision that education is a catalyst for social and economic change, hence developing transformative leaders through the provision of assistance to complete their education and become leading contributors in their communities (MasterCard Foundation Scholars Program, 2021). In Partnership with CAMFED, young girls who exhibit exceptional academic potential and demonstrate the desire to lead and change society are sponsored to pursue fields of their choice in higher educational institutions. CAMFED's role in the program includes but is not limited to providing resourceful use of the

funding by CAMFED to cater to the needs of young girls who meet the criteria in Ghana. As part of its efforts to ensure equitable distribution of resources, the program does not only cater to brilliant girls in need of financial support but also girls with solid academic potential who may not need financial support but mentoring and psychological assistance to reach the pinnacle of their dreams (MasterCard Foundation Scholars Program, 2021). The support of CAMFED in the scholars' program brings the diversity of women inclusion, especially in modeling young girls to diversify their fields of interest to include Science, Technology, Engineering, and Mathematics studies. Beneficiaries of the program are enrolled into institutes of higher education and given the appropriate assistance on an individual basis to pursue the Goal of inclusive education and opportunity for all (MasterCard Foundation Scholars Program, 2021)

Like governments Cocoa-Board Scholarship and the Get fund scholarship, the point of distribution is that CAMFED has institutionalized non-biased means of granting these scholarships to students who truly merit it. Unfortunately for the government, the Get-Fund, which was instituted to serve a similar purpose, has now been used as a politicking tool to amass votes and serve members of the ruling political party who can already afford it (Bokpe, 2020)

3 3.3 MasterCard Young Africa Works Program

The MasterCard Foundation's Young Africa works are part of Masters Cards' vision to create employment opportunities for young people across the continent. In reaching this vision by 2030, the MasterCard Foundation has partnered with several Visionary NGOs to support this vision. The Campaign for Female Education is one of such NGOs MasterCard has Partnered with to execute this vision. CAMFED's role as a partner NGO on the Young Africa Works Program is to create and train young girls in employable skills. In attaining this goal, CAMFED, with funding from the

MasterCard Foundation, advertises to support young girls within the age bracket of employability; 18 years and above but below 35 years who are interested in beginning or expanding their trade skills to be a significant source of income to them. Applicants are put through a selection process, after which they go through a formal orientation about the project and the end goal. After this, training is given to those who desire a startup skill through apprenticeships and seek expansion through further courses to advance their skill set and improve their resources management abilities. After the program, the young girls are assisted with seed funding to create employment for themselves and others in their communities. According to the respondent from the foundation, beneficiaries of the CAMFED- MasterCard foundation Young Africa Works program are monitored over a long period and given periodic assistance to ensure the viability of their businesses.

3.3.4 CAMFED Transition

The CAMFED Transition program supports final-year students in senior high schools' transition into meaningful careers and higher education pursuit. The program is tailor-made with topics ranging from adulthood, career opportunities, and emotional intelligence, designed to pre-equip these young girls to face the world outside the watchful eyes of the foundation (CAMFED, 2021). The CAMFED foundation recognizes that the lapse of adequate preparation outside the classroom has been a major contributing factor to the country's increasing unemployment. The design and application of the transition program affirm the thesis that the educational system in Ghana does not necessarily equip graduates to enter into the job market seamlessly as found in other parts of the world (A. Arhin, 2016). Before completing their senior high school education, CAMFED organizes a boot camp to orient these young women to the real world. The director for communications at CAMFED

However, it acknowledged that the one-week post-high school transition program is insufficient to fully achieve the goal of a seamless transition as they envision. However, it does not fail to wet the young girls' feet to brace themselves for real life. He said; as a matter of fact, we know it is not enough; that is why we strive to improve the content of our transition course at each given opportunity. However, this boils down to the content of our curricula to develop the minds and hearts of students to be daring and innovative as members of the economy. The rote learning system does not allow these young girls to think outside the blackboard and textbook. It is fascinating that there is an ongoing reform in the curriculum, but that alone cannot be sufficient. The teachers are the “input machine for education” if their content is not up to date, you do not expect any better from the students. As this new curriculum is being implemented, the focus should be given to teachers to ensure their mindset and mentality to teaching and learning are also pruned, especially in rural communities.

3.3.5 Teacher Mentoring Program

As Aboagye et al. (2001) discussed from the National Teacher Education forum's proceeding in 2001, not much has changed regarding the approach to teacher education in Ghana. Teacher Training Schools continue to be the last resort to senior high school graduates who do not make high enough grades to enter universities and polytechnics (Lynch & Baker, 2005). The results; poorly motivated teachers. While a conglomerate of factors accounts for this phenomenon, it does not dispute the fact that some teachers will always stand out from the masses. The teachers are passionate and concerned about the welfare of their students and are willing to go the extra mile to give the needed support to their students. These are the category of teachers that CAMFED has taken an interest in. CAMFED instituted the Teacher mentoring program to engage highly

motivated teachers in their beneficiary schools to serve as mentors and guardians for the beneficiaries of CAMFED in the schools. As part of the Teacher mentoring program, these teachers are resourced to take effective mentoring of the Academic and socio-psychological needs of CAMFED beneficiaries.

Teachers on the program are taken through seasoned lectures to increase their know-how in handling the beneficiaries and improve themselves as individuals. A respondent from CAMFED highlighted that, although the teachers are not remunerated, the wealth of training and exposure they receive as CAMFED teacher mentors serve as good motivation to be ideal role models for the girls in their care. He also highlighted that, although the position of teacher mentors is open to all teachers in the beneficiary schools, a significant 90% of the Teachers who become part of the program are women.

3.4 Contributions of Lead for Ghana to SDG 4

As an organization that thrives on leadership development to influence the equal distribution of education, the Senior Director for Leadership and Alumni Network of Impact argued that its exact contribution cuts across several of the targets enumerated in SDG four. Nevertheless, their focus is primarily on targets 4.3 and 4.7 of the SDG 4, i.e., equal access to technical and vocational education and education for development and Global citizenship.

3.4.1 Developing Global Citizens (Target 4.7)

Fellows of LFG are recruited from tertiary schools across the country. According to the director, this is to ensure that the leaders they are recruiting are of diverse cultures. As a matter of necessity, the fellows who are recruited are placed in communities with which they have little familiarity

with. This is intended to increase fellows' adaptability to diverse cultures and increase tolerance for different opinions and lifestyles. As a direct way of championing the course to develop Global citizens, fellows are introduced to different communities such that circumventing those environments become preparation grounds to deal with Global differences. Training for the fellows is provided by faculty from Ashesi University in 6 weeks of Comprehensive Pedagogy training and leadership training.

In addition to training in pedagogy and leadership, the fellows are motivated to complete at least one development project in their communities. This Community Development project, also known as CAPSTONE, is an avenue where the fellows can manage a development project from start to finish. The advantage of this is that it allows fellows an opportunity to build the critical skill of jump-starting initiatives in their communities using the little resources available. For most of the CAPSTONE projects, LFG refrains from doting out financial support but instead focuses and guiding fellows to source resources within the remits of their environment. This challenges the fellows to look within for the answers to the challenges their community faces. The Target 4.7 of the SDG goal four, in its estimation, seeks to develop such global minds to identify problems and solve them using the available resources. Citizens require these knowledge, skills, values, and attitudes to lead productive lives, make informed decisions, and assume active roles locally and globally in facing and resolving global challenges (Global Education Monitoring Report, 2021).

3.4.2 Increasing equitable access to education (target 4.5)

Regarding equal access to education, the LFG appreciates a vast disparity in educational resource distribution in-country. According to the Ghana Statistical Service, Ghana's education sector, especially in the north and Volta Region, is plagued by a plethora of demand and supply-related

issues, which adversely impact the primary school-age population (Ghana Statistical Service, 2021). A 2012 UNICEF study found that the regions mentioned above have an exceptionally high incidence of child labor among adolescents ages 5-14. Teacher absenteeism in Upper East and Northern alone is estimated at 30 percent and significantly higher in rural areas (Unicef/CDD, 2019). The statistics show the Upper East, Upper West, and Volta region recording the least performance in the Basic Education Certificate examination revealing an obvious need for educational development. As part of Lead for Ghana's drive to close the existing gap between the north and south, it has adopted the USAID league Table on education to distribute its resources. Fellows of LFG are currently placed across districts in the Volta, Northern, Western, Ahafo, and Northwest Regions of Ghana. Following data from the league table, these regions present the most educational under-development and lack of resources.

The first cohorts of LFG were placed in the Volta region to augment the teacher-student ratio in the region. At the time of placement, the student-teacher ratio hovered around 1:100 in primary school and 1: 80 in Junior High School in some schools. Twenty-six fellows were trained to go and support the affected schools, teaching Math English, Science, and ICT. The Second Cohort, 38 in number, was trained to provide teaching support in the Northern Region. At the gathering of Data, 104 fellows had been spread across the Volta, Northern, Western, Ahafo, and Western North Regions of the Country.

Central to the distribution across these regions is the idea of providing access to education. Before we decided on the schools to divert resources to, we sat with the Ministry of Education, and their database revealed that the supply of teachers to the schools was deficient. According to the Ministry, the schools record a high level of teacher absenteeism and low motivation. This caused

most school children to either drop out or go through the system to acquire little knowledge and skills from the classroom.

Target 4.5 of Goal 4 states that:

“the All people, irrespective of sex, age, race, color, ethnicity, language, religion, political or another opinion, national or social origin, property or birth, as well as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations or another status, should have access to inclusive, equitable quality education and lifelong learning opportunities. Vulnerable groups that require particular attention and are targeted include poor communities and under-resourced minorities (Global Education Monitoring Report, 2021).

Targeting the lowest performing regions in education is LFG’s strategy to resolve access to quality education.

3.4.3 Building and Upgrading Safe Space Schools –Target 4.A

As part of its program, the Lead for Ghana initiative charges fellows to initiate and complete development projects in their respective communities. These projects, as explained, allow the allows identify specific problems in the communities to solve. This fellow-led approach to solving issues has, in the period, promoted the infrastructure and learning environment in these regions. In the Takuve Basic school in the Volta Region, the fellows and the students identified the cultural weight of discussing reproductive health as one of the significant issues hampering attendance to school. In resolving the issues,

“We consulted the Headmaster who permitted us to engage the children on their reproductive health progressively. Many of the young girls suffered in silence whenever it was the time of the month. Unavailability of sanitary pads and the reactions from their male colleagues forced them to stay out of school in their time of the month- Fellow 1

We took the pain to start with the boys in the school. From the information gathered, the girls were perceived as ‘unclean’ when menstruating. So when they came to school, no one wanted to play with them. Not even to sit by them on the same desk. The girls saw no reason to come to school and feel alone, hence their staying at home. Fellow 1

Within a matter of days, the GEDAPO club, Girls Club and Boys Club were formed. First of all, to have extensive resocialization of both the girls and boys on their reproductive health at the GEDAPO club. After that, the boys and Girls Club had separate sessions for the children to discuss the changes in their bodies.

Establishing the congenial atmosphere in which the children can share their worries, especially reproductive health, improved attendance, and participation massively in the region.

According to the Director of Fellow, The GEDAPO concept has been transported to almost all the beneficiary communities that face similar challenges to help demystify the myths and provide the right ambiance to seek help.

Also, fellows are trained to be exceptionally amiable and welcoming. This aims to allow students to have direct access to the fellows for help and assistance they will typically not get from the regular teaching staff.

Building and creating safe avenues for learning, fellows in the Ahafo region, identifying the gap in IT education, have built and renovated ICT and Library facilities across the regions. More and

more, fellows make time off the teaching hours to engage students on teenage pregnancy and prevailing adolescent vices in their communities. Target 4.6 of the SDG 4 addresses the need for adequate physical infrastructure and safe, inclusive environments that nurture learning for all, regardless of background or disability status. (Global Education Monitoring Report, 2021). It includes the upgrade of education facilities to be child, disability friendly, and educators to provide gender-sensitive education and safe, non-violent, inclusive, and effective learning environments for all. Lead for Ghana through its COPART advances this course.

3.4.4 Improving literacy. Target 4.6

Another area of significant contribution is lead for Ghana's agenda to improve literacy. The Education Sector Short-Medium Term development plan indicates that learning outcomes are an area of concern, with wide variations in Basic Education Certificate Examination (BECE) results across regions and gender (MOE -Short Medium-term development plan, 2019). In particular, the three northern regions perform poorly, especially compared to Greater Accra, and these effects are exacerbated when looking at gender disparities by region, where results are skewed against girls in all four core subjects; English, Mathematics, Science and Social Studies (Inoue & Oketch, 2008). Early Grade Reading Assessment (EGRA) results show that in both 2013 and 2015, only 2% of pupils in Primary 2 could read at grade level, with 50% of those tested unable to recognize a single word ((Moe -Short Medium-term development plan, 2019).). The 2015 Early Grade Math's Assessment (EGMA) found that while 46–72% of pupils scored well on procedural knowledge subtasks, conceptual knowledge subtasks were much more challenging: sometimes nearly 75% of pupils could not answer a single question correctly. These assessments also show

that urban areas significantly outperform rural areas in reading and mathematics ((Moe -Short Medium-term development plan, 2019).).

Target 6.1 of the SDG four aims to ensure that all youth and a substantial proportion of adults in a given age group achieve at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills. This is measured as the literacy rate (the share of the population with at least functional literacy) for youth and adults, differentiated by sex. (Global Education Monitoring Report, 2021)

LFG fellows reported that 70 % of students in J.H.S 1 and 2 unable to read whole paragraphs fluently. A reported 5 % could barely identify words in isolation. This, they explained to mean the children were merely memorizing passages without being given the appropriate literacy education to read meaningfully. To understand the phonics of the English language and pronounce sound sequences and construe their meaning. The inability of the children to read reveals that the ROTE system used in teaching and learning English Language and Mathematics was ineffective. To correct this, Lead for Ghana has introduced an advanced pedagogy to teach English and Arithmetic (Lead for Ghana, 2021). The system was developed with the help of tutors and researchers from Ashesi University in Ghana and leading educationists, who are a partner to the LFG community. Rather than the teacher-centered style adopted in most rural classrooms, Lead for Ghana fellows adopt a pupil-centered approach in teaching literacy. The pedagogy employed creates symmetrical connections with the phonetics of the English Language to that of the native language of the community. They identify the sound structure and relate them to the alphabet letters before transitioning to sound combinations to form words then sentences. By this approach, LFG has contributed immensely to reduction the literacy rate in their target communities by significant margins (Lead for Ghana, 2021).

3.5 Contributions of CAMFED to SDG 4

The Campaign for Female Education (CAMFED) has situated its activities primarily to address gender disparity concerns in the education sector. Towards attaining SDG four, CAMFED mainly works to ensure equitable access to educational resources and facilities to minorities and disadvantaged girls. The activities of CAMFED fall in line with SDG 4.1,4.3,4.4, and 4.5. The subsequent paragraphs describe how the activities of CAMFED contribute to the attainment of these targets in attaining SDG four.

3.5.1 Providing access to affordable vocational training –Target 4.3

Target 4.3 of the SDGs aim to ensure equal access for all women and men to affordable quality technical, vocational, and tertiary education, including university. CAMFED, as through its CAMFED MasterCard young Africa works program, works directly in attaining this target of the SDG four. The young Africa works program accepts applications from young women and girls trained in vocations that will make them employable. Speaking to one of the program beneficiaries, she disclosed that she had been an apprentice with a seamstress for two years before joining Young Africa works program. What she needed was a more viable start to set up her shop and also train other people. Upon completing the three months' program with CAMFED, she was given an electronic sewing machine and a small loan to start her business. This program's impact was the fact that she acquired fast skills in modern trends in sewing and equally learned basic English expressions alongside help with clients who spoke mainly English. Young Africa works program provides a substitute to the long term apprenticeships that youth have a go through before they are taught a skill, and as a way of making it affordable, beneficiaries are placed under the supervision of experienced artisans at the cost of CAMFED

3.5.2 Improving youth Employability Target 4.4

The employability of graduates has been a perennial challenge for the youth in Ghana (Adu-Agyem & Osei-Poku, 2012). Unemployment has not only been an issue for graduates of tertiary institutions but also from Senior High schools. Working on ensuring that goal 4.4, which aims at substantially increasing the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship; CAMFED Ghana instituted the Transition program in Senior High Schools. Indicator three of the Goal points using program orientation in schools to prepare the youth into entering into their desired fields. AS highlighted in previous paragraphs, the transition program provides a blueprint to prepare these young girls for gaining employable skills. One of the Beneficiaries and members of the CAMFED Alumnae association spoke of the fact that her current job as front desk assistance was due to the skills she picked up from the boot camp after graduating from Senior High School. The boot camp provided them the opportunity to choose a field of interest, after which resource persons were brought in to train them on those skills. While she chose to learn bead making, accepting the responsibility as her group secretary taught her the basics of administrative work, from which she now gets her daily bread.

3.5.3 Providing access to education for vulnerable female minorities –Target 4.5

The statistics in Ghana show that over 26% of girls nationwide are married before their 18th birthday (Ghana Maternal Health Survey, 2017), and in northern Ghana, rates can be as high as 40%, as recorded by UNICEF (Unicef/CDD, 2019). As an organization, CAMFED stepped into the educational scene to salvage the educational dream of poor girls within the region, who hitherto would have left the region to the urban cities searching for greener pastures that do not exist.

According to the National Director of CAMFED Ghana, CAMFED has supported the education of 90,449 marginalized and vulnerable poor girls to complete their secondary education over the past years. The effect is the reeducation in rural-urban migration due to abject poverty; the restraint on early marriages of girls because they now stayed longer in school and the ripple effect on the reduction of overpopulation which would have happened if these girls married early and started having children of their own at an early age.

The G-Pass project's unique impact, which supports the education of such vulnerable girls, is felt in the story of Anastasia, who shared how CAMFED made an impact in her life.

“Even though my parents are both alive, things had not been easy for us. My dad kept losing his crops and livestock, and my mother was not helping in any way. When I completed Junior High School, I moved to Accra to help a lady who was supposed to be my relative. Fast forward, I had to go home to see my father because admissions to secondary schools were out, and I badly wanted to further, only to be arranged to marry a young guy who had come to seek my hand in Marriage from Bawku. I would have ended up a wife at 16 years if not for the intervention of CAMFED after I reported to Bolgatanga Girls on my own with not chop box and trunk, and was assisted by one of the teachers there to gain the scholarship. Thankfully, I have now finished secondary school and intend to go to the nursing training school.”

Similar stories run through most of the young girls enrolled under the G-Pass project. Even though the government has provided school structures, several of them could not afford to stay in school due to abject poverty and lack of information.

As advanced by (Amenorhu 2018), the argument is not just a matter of physical school structures but equally with the methods of teaching and provision of economically viable trades for parents

to afford the education of the female wards. Sadly, this has been an aspect that seems to be at the blind spot of government. It has taken the intervention of NGOs such as CAMFED to provide the needed support to retain these minorities in schools.

The Spokesperson for the Ghana Northern Education Coalition equally identified that the interest of CAMFED and other similar NGOs has been central in promoting Education in the Northern Regions, especially in diffusing the mentality that girls are only good enough as wives and at home.

3.5.4 Scholarships for Global development –Target 4.b

Through its partnership with the MasterCard Foundation, the scholars' program contributes significantly in promoting target 4.b of goal 4. Target 4.b highlights a substantial global expansion in the number of scholarships available to developing countries, particularly in the least developed countries, small island developing States, and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programs in developed countries and other developing countries (UIS, 2018). The Scholars program run by CAMFED targets young girls with solid academic potentials, granting them scholarships to pursue fields of their interest but focusing on Science, Technology, Engineering, and Mathematics programs at the tertiary level. The program has partnered with the Kwame Nkrumah University of Science and Technology and the University for Development Studies to train scholars in STEM programs specifically. While the award scheme may not have grants to sponsor all the female potentials, its minor contributions have impacted the attainment of the said target. Anissa, a graduate of the University of Development Studies, expressed gratitude for the direction and scholarship CAMFED gave her to pursue a BSC in Medical Laboratory Science at the University instead of settling to enter the teacher training college as she had intended to do. Without prejudice to the teacher training colleges, the intent of young Anise to enroll in the

Teacher training program was not out of a desire to do so, but of necessity considering the stipend given at the training school, which she envisaged to use as her money for upkeep. Getting enrolled on the scholarship redirected her path to pursue a course in the medical sciences, an option she hitherto considered far-fetched.

3.6 The relationship between Government and NGOs towards SDG 4

It is apparent that Non-Governmental Organizations do not operate in a vacuum (Shandra, 2008) as some have thought it to be. Rationalizing the operations of NGOs and the responsibility of the Government, the understanding is reached that, while the government has the greater responsibility in addressing the societal challenges that these NGOs are addressing, the NGOs work cannot be functional without sometimes the permission of the Government to operate in its territories. The ideal situation is that government forms a formidable joint relationship that recognizes the magnitude of responsibility NGOs lift from the government's shoulders.

According to the lead respondent for Lead for Ghana, the relationship between government-NGO needs improvement. Currently, the government through its Ministry of Education controls the activities of the NGOs, in terms of registration, operations and representations for public policy purposes. This makes it relatively difficult for NGOs especially in education to fully roll out some of their projects.

There have been pockets of incidents where government has manipulated the operation areas of NGOs to satisfy political promises. Aside that, the process of registering NGOs has become so bureaucratic to an extent that, some smaller NGOs are forced to violate processes to implement beneficial projects in deprived communities.

When it comes to ceding the overflows of successful projects, it is common to find government delegations at commemorations, whose speeches to communities always end up with undesired political notes. While the NGOs acknowledge that, politicians will always be politicians and cannot be stopped, there is an outcry to limit politicization of projects that are solely run and executed by NGOs. The NGOs hope that by so doing, the usual erroneous thought that the projects are politically fueled will be dismissed among beneficiary communities.

Contrary opinion was given by a respondent from the Ministry of education stating that, while most of the NGOs whip government to their toes with regards to policy formation and implementation in the education sector, a lot more of mushroom NGOs only take advantage of their license to secure funding without actually helping in the course they set out to do. The Ministry of Education and the Ghana Education recognizes the need to regulate the operations of NGOs to ensure proper distributions of the resources. For this reason, the Ministry is forced to stifle the uncontrolled upspringing of these NGOs. For the Ministry, the percentage of resources received by these NGOs that go into actual community development are minute. So small and insignificant relative to the actual funding for their projects that, they deem it an obligation to stop the extortion of funds from foreign donors.

From Lead for Ghana, even though the relationship with government and NGOs have had their rough patches, continued engagement and restructuring is ameliorating the situation. The “The lead for Ghana Initiative” relies on Government through the ministry to select schools etc. Because of this reliance, there seems to be somewhat a fair interaction between the bodies, however it cannot be disputed the fact that, government in for some time, especially in election years, have taken absolute credit of initiatives driven by their scholars.

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CHAPTER FOUR

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

4.0 Introduction

This research assessed the contributions of Lead for Ghana and the Campaign for Female Education NGOs to attain SDG four. The theory of pluralism constituted the foundation on which the research was conducted. According to the theory of Pluralism, as advanced by scholars like Robert Dahl (2016), disparities exist in the distribution of wealth between individuals and groups in a state. Contrary to the anarchical state of nature that promotes total state control on matters of state development and distribution of resources, the pluralism theory proposes the inclusion and joint contribution of all non-state groups within the state to work towards bridging the gaps of development created by the disproportionate distribution of wealth and resources in the hitherto anarchical state. The pluralism theory explains that, for parity in development, the central government must collaborate with non-governmental entities to advance the cause of development (Rengger, 2015). Against this theoretical background, this research was conducted to ascertain the contributions of NGOs in the development of education in Ghana, using the Sustainable Development Goal Four as a yardstick of measurement.

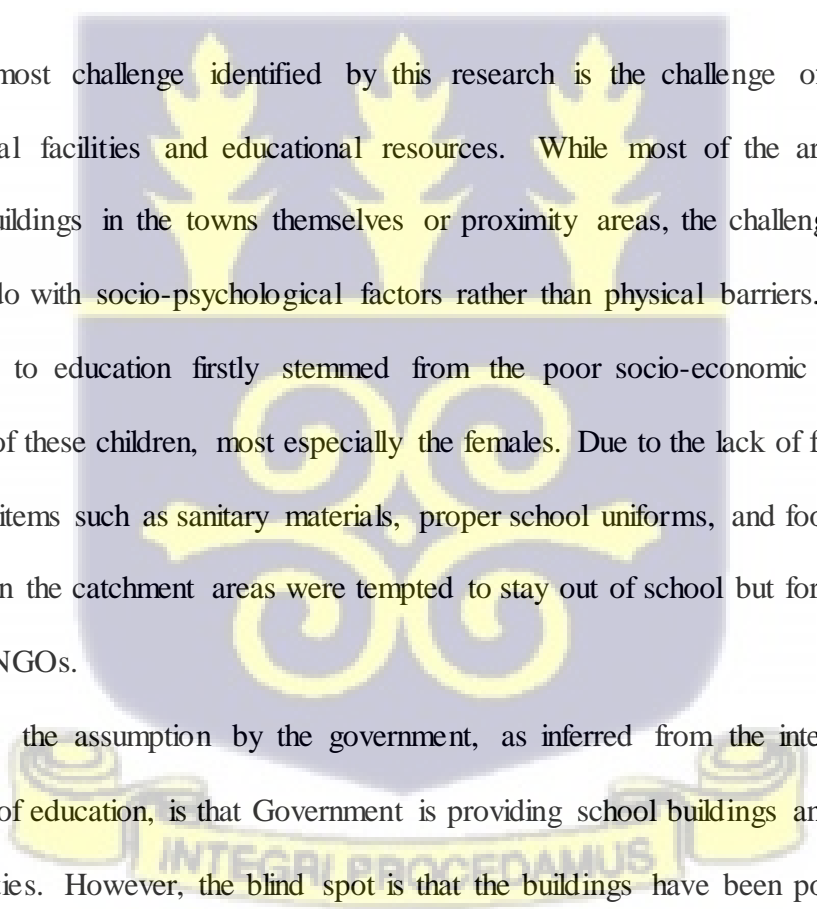
The research adopted a qualitative approach in gathering and analyzing data. Data was gathered primarily through interviews with personnel and senior management of the NGOs, some beneficiaries of the activities of these NGOs, and Government officials from the Ministry of Education and the National Education Coalition. Secondary resources were gathered from online materials, books, and peer-reviewed publications. The scope of the research spanned operations of the NGOs in the Northern regions of Ghana, given the statistics by Unesco Ghana, which indicates

the region to have the lowest primary and secondary education completion rate. (Eurostat et al., 2019) This chapter presents findings from the research conducted, a summary for conclusions made, and recommendations to improve NGOs' participation and contribution towards attaining equitable education in Ghana.

This chapter summarizes the findings of the research, a conclusion, and recommendations on issues identified from the research.

4.1 Findings

4.1.1 Accessing Quality Education

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- The foremost challenge identified by this research is the challenge of access to both educational facilities and educational resources. While most of the areas visited have school buildings in the towns themselves or proximity areas, the challenge to access had more to do with socio-psychological factors rather than physical barriers. The hindrances to access to education firstly stemmed from the poor socio-economic standing of the families of these children, most especially the females. Due to the lack of funds to purchase essential items such as sanitary materials, proper school uniforms, and food to eat, most of the girls in the catchment areas were tempted to stay out of school but for the intervention of these NGOs.
 - Logically, the assumption by the government, as inferred from the interviews with the Ministry of education, is that Government is providing school buildings and sheds for these communities. However, the blind spot is that the buildings have been poorly constructed or outdated and deserve reconstruction. To add to this, the school children in these communities did not have the suitable educational materials to be taught with. As gleaned

from the Lead for Ghana initiative, teachers in these communities are poorly motivated, thereby affecting the quality of their delivery as leaders and mentors for these children. The results are dropouts who can barely spell their names.

- On the contributions of NGOs, this research discovered that the Lead for Ghana Initiative and CAMFED both assessed the lapses in educational delivery in the catchment area and have been working to fill in those lapses. Regarding the issue of poverty, before governments free senior high school policy, the foundation had funded over 30 % of students from deprived families to continue their education from primary school through to the University. Even with the inception of the Free Senior High School Policy, the Campaign for Female Education continues to make provisions for the basic starter pack necessities required for a smooth transition into senior high school. While the government assumes that providing tuition-free senior high school education solves the challenge of access to secondary school, the real challenge still rests with providing trained teachers and positive motivation to encourage and reassure these children that education is the Universal leveler of people.

4.1.2 Quality education

- Findings from this research further assert that the quality for teachers dispatched to communities in the Northern regions is generally not the best. While there are no hard figures to buttress the findings, observations from the field indicate that the teachers in the target schools lack the needed motivation to impart knowledge in the children as desired. The approach to teaching is nonchalant and unguided by a passion for change. This very character is what NGOs like The Lead for Ghana initiative strive to do a turnaround with. By selecting the best of graduates and change-makers and deploying them into classrooms,

the initiative has set a rolling ball of fire to impact the children and equally impart some resilience and exemplary passion for the GES teachers to emulate.

4.1.3 Government NGO relationship

- On the issue of Government NGO relations, the research showed that all the NGOs are in good standing with the Ministry of Education and the Ghana Education service. Although not expressly stated by either of the NGOs, the challenge has been the unwinding bureaucracy associated with working with the government. They acknowledged that the government views their work as contributing significantly to their work but did so only by responding to civil pressure on policies that the NGOs fight and advocate against. The argument of credit taking as raised by this research was, however, disregarded. The NGOs advanced that, Government gives credit to the NGOs for helping with specific projects during inaugurations and durbars organized by the NGOs; however, the overall attribution of progress in education, especially with the Sustainable Development Goals, are always not mentioned as NGOs engineered.
- Another finding worth noting is that NGOs are significantly pushing and directing governmental policies on education to suit global trends in development. They advanced this usually through the joint stakeholder policy meetings on education organized by the Ministry of education. Representatives from major NGOs and the National Coalition on Education have pushed to oust policies that they assume to be contra beneficial to the progress of education in Ghana. Notable amongst such is the policy by the government to introduce a public-private accountability project as explained by the representative of the Ministry of Education, the policy aimed at paying headteachers of poorly performing schools to proprietors of high performing schools to understudy how the later managers

churn out high performing students, year after year. While it seems a laudable idea on the face value, Secretary to the National Coalition on Education explained that the overall challenge of education in Ghana was not a problem of poor management or administration. Rather than committing considerable resources in the name of helping headteachers learn better school administration, the government was better off channeling the resources to providing teaching and learning materials for the schools. He hinted that the project was potentially a money-making machine for private school owners who did nothing but charge high, exorbitant fees to procure decent learning materials in their schools. If anything close to the model of administration by these NGOs is to be used, it should be a massive investment in resources for education.

4.2 Conclusions

Based on the findings of this research, the conclusion is made that, Non-Governmental organizations are working assiduously to improve education in Ghana. On their contributions to SDG four, the NGOs in scope significantly contribute their quota to attaining goal four by 2030. The Campaign for Female education on its own is championing the call for equitable access to education by both genders, focusing on giving access to females to reach parity with the male gender as stipulated in Target 4.5 of which states that:

“All people, irrespective of sex, age, race, color, ethnicity, language, religion, political or other opinions, national or social origin, property or birth, as well as persons with disabilities, migrants, indigenous peoples, and children and youth shall gain access to basic education...”.

Similarly, the lead for Ghana initiative in fulfillment of Target 4.7, the Initiative continues to train and nurture academic leaders who are equally capable of handling the affairs of the state and becoming global citizens for development. It also fulfills the mandates of targets of 4.5 and 4.6 of increasing equitable access to education and improving children's overall literacy in primary school by 2030, respectively.

If only these two NGOs in perspective are doing this much towards attaining SDG four, then the assertion made by (Brehm & Silova, 2019)) that NGOs are a challenging part of development in low and middle-income-earning countries stands valid. By proportion, if little is much, then much is better. And that is the role NGOs are playing in the attainment of SDG four.

4.3 Recommendations

The following recommendations are made to empower NGOs to improve in their contributions towards the attainment of SDG four,

1. Reducing bureaucracy to NGO registration and operation

The foremost recommendation is for the Ministry of Education and the Ghana Education Service to minimize the bureaucracy and long list of offices an NGO ought to visit before gaining the proper documentation to operate. While it is understandable that political governments are bureaucratic, ease of registration for NGOs will contribute significantly to the development of education in Ghana. As assessed by this research, NGOs in Education are doing tremendous work when it comes to educational growth. Corresponding ease of documentation will make way for more NGOs with funding to join in, in championing this growth. The call is not to flood the nation with looting and exploitative NGOs but rather to facilitate their documentation process. NGO registration forms ought to be made readily available at regional and district offices of the Ghana

Education Service to cut down unnecessary time spent to come to Accra to access the form. Electronic data collection systems should be put in place to receive the initial documents submitted by these NGOs and reduce missing files during the registration process.

2. Alignment and organization of NGO activities to reduce redundancy

Having a heavy paper inundated registration process is the difficulty organizing and sorting out the mandates individual NGOs present as their missions. The consequence of this system has been the growing redundancy of the work of some NGOs. The challenge has been that; some particular communities receive more aid than needed because there is no system tracking the activities of NGOs in communities to prevent multiple NGOs from expanding resources on the same communities. Credit is given to the Ministry of Education for launching a new NGO management system to reduce this sort of occurrence. However, the call gathered from NGOs in this research is that it is not enough to Launch the system. The system ought to be operationalized to achieve optimum results in reducing redundancy of activities and aiding to spread resources across communities for even growth

3. Government acknowledgment and recognition

The third recommendation is for the Ministry of Education and the Ghana Education Service to upgrade their style of recognition and acknowledgment of the work these NGOs are doing. This can be done by publishing periodic newsletters and articles on the work of these NGOs on their website. It is acknowledged that these NGOs could use the open acknowledgment to seek unmerited funds. However, If the electronic systems are well in place, and the monitoring and evaluation team of the Ministry of Education are constantly doing their work, eventually only

deserving NGOs will enjoy this benefit, and even if they still use it to their advantage, it will be to secure more funds to push their missions as NGOs and help the attainment of SDG 4 by 2030.

4. Restructuring the recruitment process for Government paid teachers

This research recommends that Government restructures its teacher recruitment process to filter the caliber of people accepted into teacher training colleges to be trained as teachers. This is required to ensure high grade teachers in the classroom to impact knowledge. Observations from Lead for Ghana insicate that, the graduate teachers offered better and deeper insights for the consumption of the students. Implicately, it is gleaned that, the current recruitment structure , which largely accepts Senior High School graduates with low performance is a setback to the growth of education in Ghana. By way of recommendation, this research suggests two selction criteria into teacher training schools. 1. Senior High school graduates with an average aggregate of 12 or better ,to be trained for a period of not less than 4 years, qualifying them for graduate degrees in education. 2. The second group should be graduates from recognized universities who have attained an average of 2nd class lower or better to be trained in practical teaching strategies and student development. Gradually, the old teachers will phase out leaving the more skilled and educated teachers to run the education system in Ghana.

It is also worth mentioning that, the current standardized teacher certification examination instituted by the Ghana Education Service is a laudable strategy to filter teachers in the system. Aside the fact that it offers a fair assessment of trained teachers from various colleges, it offers a proof of knolwegdge and vestedness in subject areas for teachers in the system to upgrade and update themselves to suit modern standards.

5. Improving NGO interactivity

The final recommendation is a wake-up call to all NGOs in the education sector to rise above expectations in the discharge of their duties. Most especially to NGOs with relatively lower budgets, this research has revealed that it is not enough to merely donate items and leave the scene as some have been doing. Instead, it will be more beneficial to Ghana and education in Ghana if these NGOs can merge to increase their financial capacities and provide sustainable and continuous services to the communities they serve.



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Salome, Personal Interview, CAMFED Beneficiary, March 10, 2021

Senyo, Personal Interview, Alumni fellow, Lead for Ghana



APPENDIX I



Appendix I: Interview Guide

Informed Consent

LEGON CENTRE FOR INTERNATIONAL AFFAIRS AND DIPLOMACY

TOPIC: The role of Non-Governmental Organizations in the attainment of SDG four in Ghana.

Dear Sir/Madam

I am conducting research that aims to assess the role of Non-Governmental Organizations in the attainment of SDG four (Quality Education).

I am seeking your consent for the interview and counting on your cooperation and assistance in answering the interview questions. All information given is for academic purposes only, and your responses and information would be treated with utmost confidentiality and anonymity.

Thanks in advance for your cooperation.

.....
SARAPHINA ABILA ABAGI

MA INTERNATIONAL AFFAIRS STUDENT

UNIVERSITY OF GHANA, LEGON

APPENDIX II

LEGON CENTRE FOR INTERNATIONAL AFFAIRS AND DIPLOMACY

UNIVERSITY OF GHANA

LEGON

INTERVIEW GUIDE

This interview aims to obtain relevant data on the *contribution of NGOs in the educational sector of Ghana*. The specific target is to obtain their impact in attaining SDG four; accessible quality education for all.

All data gathered is strictly for academic purposes in obtaining a Master of International Affairs and Diplomacy from the University of Ghana.

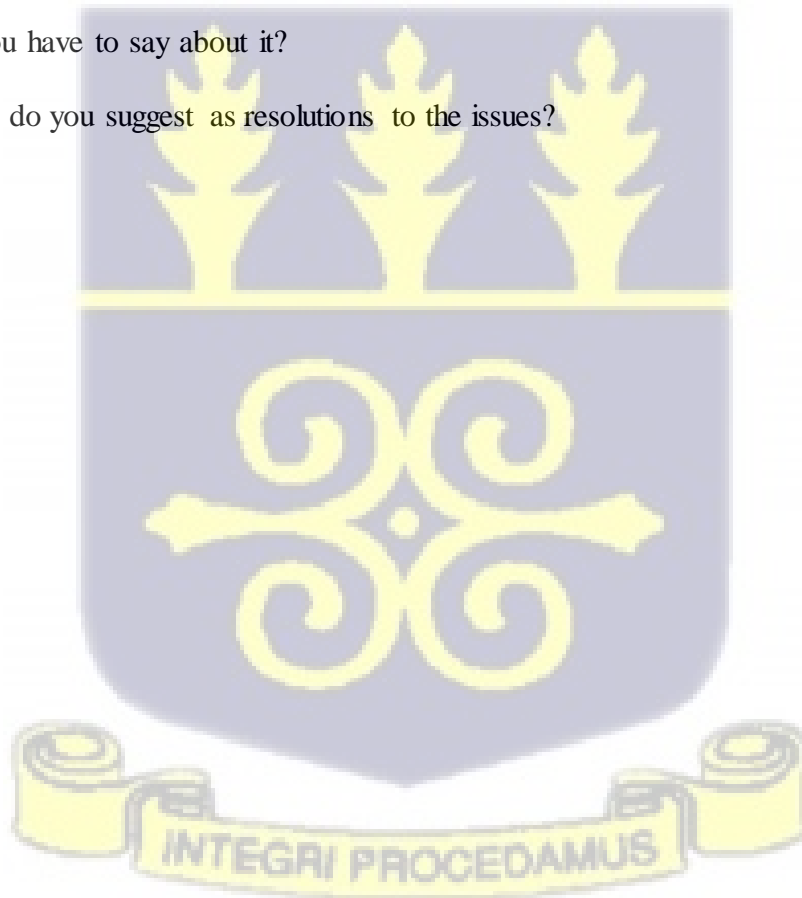
Institution:

Designation:

SPECIFIC QUESTIONS- MINISTRY OF EDUCATION/ GHANA EDUCATION SERVICE

1. What are governments' initiatives in meeting SDG four?
2. What has the execution strategy been so far?
3. Aside from the government, what other entities have been contributing to attaining SDG four?
4. What have the contributions of NGOs been?

5. Can a measurement be put on the impact their activities are having in attaining SDG four?
6. How has the interaction of government with these NGOs been like?
7. Has the relationship between NGOs and government been strained in any way?
8. In the discharge of their duties, have there been instances when NGOs have claimed ownership of spearheading the SDG four agenda in the country?
9. What happened?
10. What have the consequences of the strain been?
11. There have been allegations of non-recognition of government by these NGOs; what do you have to say about it?
12. What do you suggest as resolutions to the issues?



APPENDIX III

LEGON CENTRE FOR INTERNATIONAL AFFAIRS AND DIPLOMACY

UNIVERSITY OF GHANA LEGON

INTERVIEW GUIDE

This interview aims to obtain relevant data on the contribution of NGOs in the educational sector of Ghana. The specific target is to obtain their impact in attaining SDG four; accessible quality education for all.

All data gathered is strictly for academic purposes in obtaining a Master of International Affairs and Diplomacy from the University of Ghana.

BIODATA

Gender: Male Female

Institution:

Designation:

SPECIFIC QUESTIONS – NGOs

1. How long has the NGO been in operation?

2. How many regions do you operate in?
3. Is there a reason for the choice of target communities?
4. What projects in education are being run currently
5. What contributions are being made towards the attainment of SDG four?
6. Have there been any roadblocks?
7. What is/are the primary influencers of these roadblocks?
8. What is the position of the government on the activities of the NGO?
9. Have you received the needed attention and support from the government?
10. Are the contributions of the NGOs towards education given the needed recognition?
11. Why? (refer to question 10)



APPENDIX IV

LEGON CENTRE FOR INTERNATIONAL AFFAIRS AND DIPLOMACY

UNIVERSITY OF GHANA LEGON

INTERVIEW GUIDE

This interview aims to obtain relevant data on the contribution of NGOs in the educational sector of Ghana. The specific target is to obtain their impact in attaining SDG four; accessible quality education for all.

All data gathered is strictly for academic purposes in obtaining a Master of International Affairs and Diplomacy from the University of Ghana.

BIODATA

Gender: Male Female

Institution:

Designation:

BENEFICIARIES

1. How has the NGO helped you
2. What program were you enrolled in?

3. Would your education have been any different without the NGO?
4. What have been your experiences so far?
5. What is the current financial situation of your family?
6. Are they able to fully cater to your education?
7. Do you know anything about Sustainable Development Goals and Goal four in particular?
8. Do you think the education you were receiving is any different from those in the Southern Part of Ghana?
9. If yes, how different?
10. What do you have to say about the program and activities of the NGO in your community?

