

UNIVERSITY OF GHANA
COLLEGE OF HUMANITIES
(CENTRE FOR SOCIAL POLICY STUDIES)



**NON-STATE ACTORS (NSAs) AND BASIC EDUCATION DEVELOPMENT IN
RURAL GHANA: THE CASE OF NGOs IN NKWANTA SOUTH DISTRICT IN OTI
REGION.**

BY
AMOS QUARSHIE AHIKU
(10806277)

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF THE DEGREE OF MASTER OF RESEARCH AND PUBLIC
POLICY**



DECEMBER, 2021

DECLARATION

I, Amos Quarshie Ahiaku, do hereby declare that except for references to other scholarly work which have been duly acknowledged, this dissertation is the result of my own research work carried out at the Centre for Social Policy Studies of the University of Ghana under the supervision of Dr. Stephen Afranie. This work has not been presented in whole or part elsewhere for any other purpose.

STUDENT: AMOS QUARSHIE AHIAKU

Signature  Date 

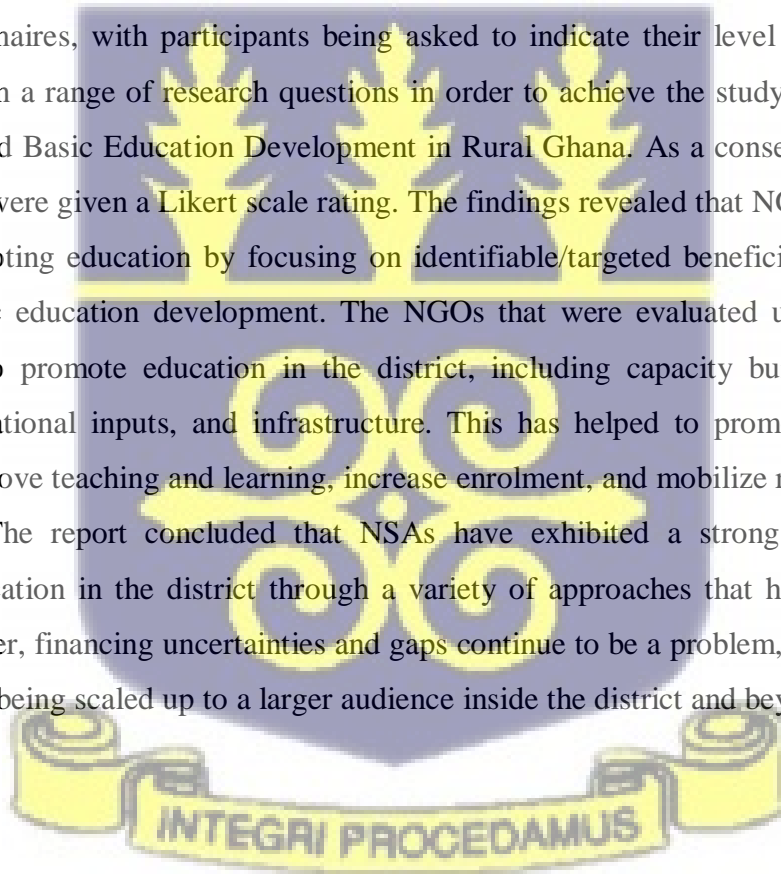
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ABSTRACT

Non-State Actors have played a vital role in delivering different interventions to support the government's effort in the context of alternative development in all sectors, including education, during the last several years. The efforts of non-state actors, particularly NGOs, have become increasingly important in attaining universal education. Thus, the goal of this research is to identify and analyze non-state actors and basic education development in rural Ghana, specifically in the Nkwanta South District of Ghana's Oti Region. The study used a descriptive research design with a mixed methods approach and a sample size of 107 people. The descriptive survey designs are aimed at determining the nature of the interventions offered by the NSAs and as they exist at the time of the study, by revealing how things are in their current state. The leaders and personnel of institutions (NGOs, GES-District Directorate, DA, and Traditional Authorities) as well as parents were chosen using both purposive and random sampling procedures. Furthermore, data was collected using interviews, both open and close ended questionnaires, with participants being asked to indicate their level of agreement or disagreement on a range of research questions in order to achieve the study's goals — Non-State Actors and Basic Education Development in Rural Ghana. As a consequence, some of the statements were given a Likert scale rating. The findings revealed that NGOs' efforts were aimed at promoting education by focusing on identifiable/targeted beneficiaries in order to achieve holistic education development. The NGOs that were evaluated used a variety of interventions to promote education in the district, including capacity building, monetary transfers, educational inputs, and infrastructure. This has helped to promote female child education, improve teaching and learning, increase enrolment, and mobilize resources, among other things. The report concluded that NSAs have exhibited a strong commitment to advancing education in the district through a variety of approaches that have had a major impact. However, financing uncertainties and gaps continue to be a problem, preventing most programs from being scaled up to a larger audience inside the district and beyond.



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Glory be to God the, most high, for his mercies and goodness throughout the entire period of study.

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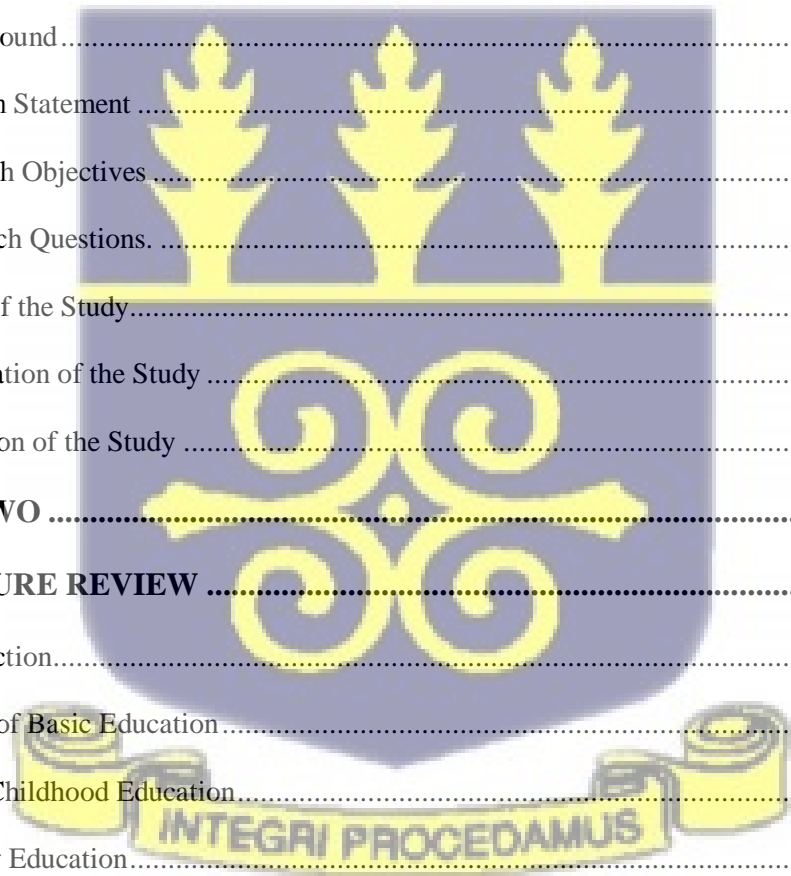
DEDICATION

This work is dedicated to my lovely children Kekeli Mamavi and Selikem Fiavi as well as my dear wife Makafui

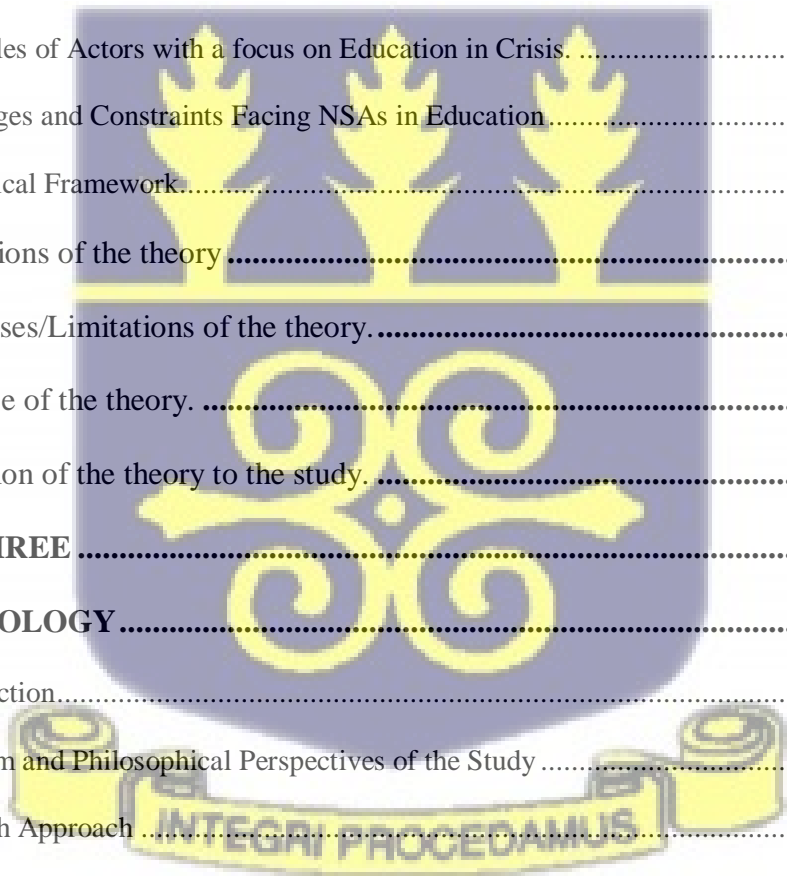


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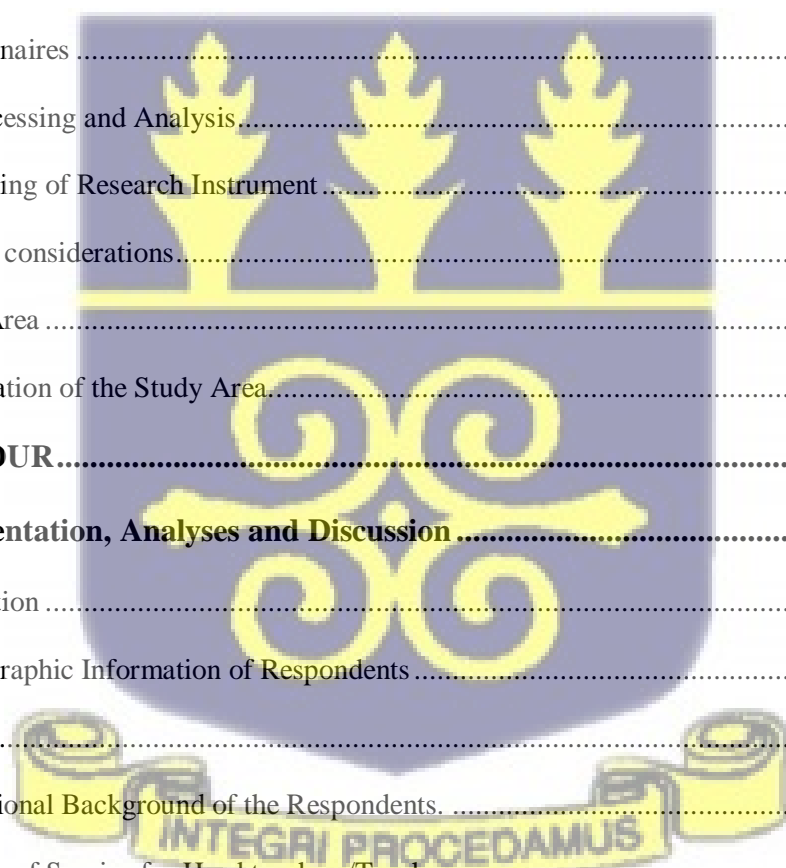
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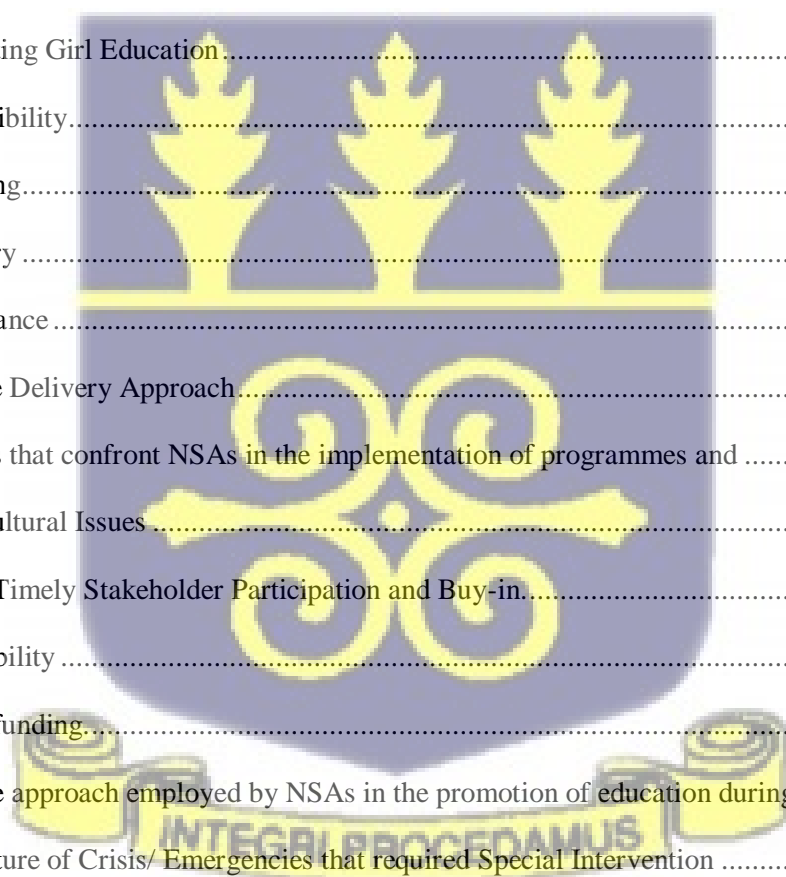
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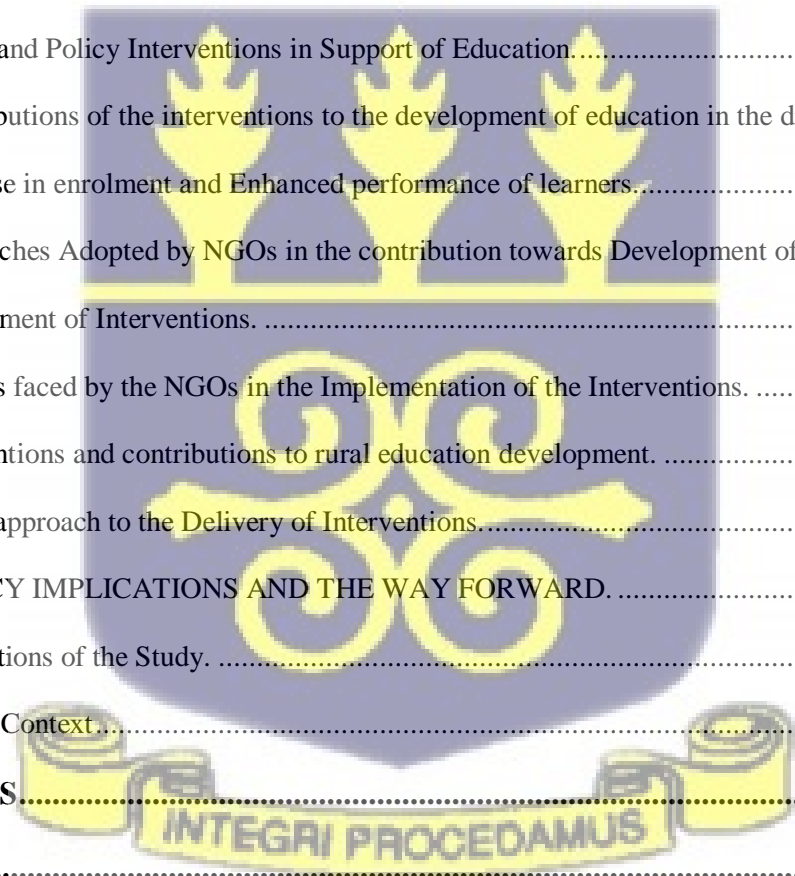
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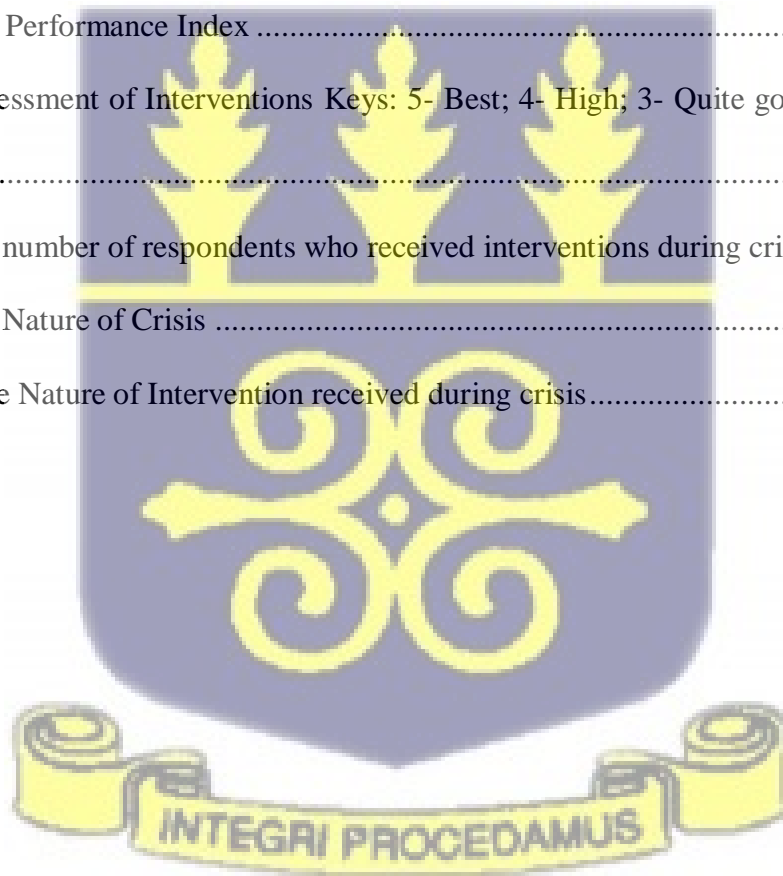


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ABBREVIATIONS

CBOs	Community-Based Organisation
CMM	Conflict Management and Mitigation
CRS	Catholic Relief Agency
CSO	Civil Society Organisation
DA	District Assembly
DFID	Department for International Development
DP	Development Partners
ECD	Early Childhood Development
ECE	Early Childhood Education
EfA	Education for All
EI	Education International
GES	Ghana Education Service
GNA	Ghana News Agency
GoG	Government of Ghana
IDI	Indepth Interview
IMF	International Monetary Fund
KPI	Key performance Index
MoE	Ministry of Education
MOESS	Ministry of Education Science and Sports
NGO	Non- Governmental Organisation
NSA	Non-State Actors
OECD	Organisation for Economic Cooperation and Development
PHC	Population and Housing Census
WVI	World Vision International



CHAPTER ONE

1.0 INTRODUCTION

1.1 Background

Education, undisputedly, is one of the major driving forces of development in the world over. Countries across the world contend that development of a nation depends largely on the human resource base. Shepard (1987) observed that a nation's economic development thrives not solely on its raw materials or industrial facilities but rather in people's knowledge and skills which contribute to turning resources around for maximum productivity.

The impact of education on national development is multidimensional. Apart from its contribution to the economic development, it also plays significant role in the socio-cultural and political development of a nation. Education helps to build literacy and numeracy capacity of the citizenry, shape social and cultural lives of people and equip them with skills that enable citizens to take advantage of social services available to them as well as helping to improve same. Lockheed and Verspoor (1991) argued that the future of the world as well as the development of individual nations hinges more on the countries human resource development- thus ability of the citizens to acquire, apply and advance knowledge towards the development of its nation. It is therefore indicative that progress of developing nations especially depends enormously on the quality and improved education and training of its labour force. This explains the global attention towards education with diverse policy interventions and programmes.

Notwithstanding the global efforts towards advancing access to [quality] education, there still exist about 60 million children of school-going age in developing nations that remain out of school (UNESCO, 2015a). Although many countries have government as the main policy actor in the provision of education, it has become obvious that central government alone is unlikely

to succeed in meeting the country's entire educational needs. Hence, the existence of Non-State Actors to complement the effort of the state.

Over the past years, government (State) and Private (Non-State Actors) partnership continues to evolve across the developing nations in the world over. This arrangement which cuts across all the sectors of the economy has seen its share in the education sector as well. External donors, through Non-State Actors such as NGOs and Development Partners, initiate vital educational interventions in both formal and informal contexts. In all African countries including Ghana, the activities of these Non-State Actors in education include lobbying and advocating for educational reforms, participating in policy dialogues, provision of tangible educational interventions among others.

It is therefore important to note that, Non-State Actors (NSAs) in education which include; Non-Governmental Organizations (NGOs), Faith-Based Organizations (FBOs) Community-Based Organizations (CBOs), Multinational Corporations (MNCs), Civil Society Organisations, the Media, Multilateral Organisations, individual/ private actors and Development Partners (DPs) (Dhliwayo,2007) fill the gaps in government's weakened education system and advance access to those unable to access the government provided education services (Miller-Grandvaux & Welmond, 2002). As posited by Steer, et al. (2015), these NSAs have played significant roles in expanding educational access, especially in developing countries.

Indeed, many non-state educational agencies have had special focus on rural and underserved communities, where access to government educational services are lacking or are woefully inadequate (Ulleberg, 2009; Rose, 2009). Their participation is visible in areas such as slums and shanty towns in urban areas, conflict-affected communities and marginalized populations. While these non-state educational service providers have focused on social impact, and/or contributing efforts to alleviate poverty especially in rural areas, others render their services

for fees. This is common in urban areas because, these areas normally host families that can afford private school fees (Tooley, Dixon, & Amuah, 2007).

NSAs have had a long history of educational and social service delivery in Ghana. For instance, the activities of mostly missionaries (faith-based organizations) in the colonial era established the basis for the educational development in the country today. In recent times and in the deprived areas including communities in the Nkwanta South district, some NGOs such as World Vision, Varkey Foundation, Plan International, among others have become household names.

1.2 Problem Statement

Alcock (2012) argued that NSAs remain a significant channel through which diverse social interventions are delivered in the global south. Increasingly, in the context of alternative development, the NSAs have been argued to be the major means through which the gaps in terms of citizens' needs and services are bridged. The work of the NSAs spans across the sectors of governance particularly in the areas where the states, limited by resources, poor governance and corruption (Blanks & Hulme, 2012), are unable to provide adequate social services (including education) to address all forms of exclusions. It is in this regards that the NSAs have had their existence neatly fitted. For instance, the NSAs particularly the NGOs have, in partnerships with the local stakeholders in Cameroon, mobilized resources as well as contributed towards gender mainstreaming and women economic empowerment in the country (Tanga & Fonchingong, 2009).

Similarly, in Ghana, the contributions of the NGOs towards socio-economic development cannot be overemphasized. Studies show that NSAs have performed varied functions in the areas of advocacy, peace building, human rights, income generations and other social protection services in such areas as water and sanitation, health, women and children, agriculture and education and training (Bortei-Doku Aryeetey, Sackey & Afranie, 2017).

According to Bob-Miller (2005), NSAs have provided several rural communities with drinking water, health centre, credit facilities, extension services, school infrastructure and many other interventions. The NSAs particularly the NGOs have endeared themselves to the community and have thus become household names in these areas. Amongst the areas of interventions (Bortei-Doku Aryeetey, Sackey & Afranie, 2017) stated that education and training remain the most popular function of the NSAs. Reports indicate that there are about 748 NGOs that work and operate to deliver education in the country's regions (Ghana Education Service, 2016; Tengeen, Doh and Vachani, 2004).

Again, in Ghana, the main barrier to access in deprived areas is lack of schools; even in the instances where the school structures exist, there is no or inadequate trained teachers to facilitate teaching and learning (SN V/1131S/UNICEPWFP, 2009; IBIS, 2009). These NGOs serve to fill the gaps in education services which are left as a result of inadequate governmental interventions (Nordtveit, 2008) and advocate for the development and promotion of education for all as a priority. MOESS (2008) indicates that NSAs, since 1980s, has, in collaboration with the GoG (Government of Ghana), been focused on expanding the educational system in order to provide access. The records according to MOE (2012) data state that the initiatives of non-state provision led to a 3.4% increase of primary schools over the 2010/2012 figure. This is in sharp contrast with the public primary which decreased at 0.3% at the same period.

In spite of these complementary roles played by the NSAs in bridging the gaps in basic education development, the sector has not been largely researched and recognized. In many instances, reports from EfA do not place emphasis on the role of Non-State Actors in the provision of education. UNESCO (2007) argued that the closer these reports have come to recognizing the role of the NSAs is at the appendices column after the compilation of the bulky reports. Again, UNESCO (2007) pointed out inadequacies in the 2007 EfA Global Monitoring Report even in an attempt to acknowledge the work of the non-State education providers. The

inadequacies according to UNESCO (2006) include insignificant narrations in columns of the report which only provided information regarding the percentage points of the total pre-primary, primary and secondary school enrolments that are “private” initiatives without further disaggregation of the data. This provides difficulty in making meaningful understanding of the data along the line of the type of the NSA and the nature of the interventions provided to develop education. Literature indicates that fewer countries report data on the non-state education development in Africa.

Evidently, lack of sufficient and robust data on the work of the NSAs hinders analysis to promote their interventions for wider recognition (Lewis, 2007). The works of the NSAs and the NGOs for that matter have not been well understood and researched.

In the area of research, the focus has been on the “hard-to-generalise” case studies thus evaluation reports sanctioned by the NGOs or such studies undertaken on quasi-consultancy based for the NGOs which ignites debate on the issues of positionality and reflexivity of the researchers (Clark 1998; Bebbington 2004; Lewis 2005; Barr et al 2005; Tvedt 2006; Hulme 2008; Harsh et al 2010). Addressing this therefore requires adequate empirical research independent of the NSAs to better understand the contributions of their interventions to the development of the nation.

Besides, in view of establishing the ideological emphasis for the growing debate in that area, the limited research had been focused on descriptive analysis with little or no efforts to produce conceptual framework for the sector (Lewis, 2005). This has led to the difficulty in understanding the NGOs/NSAs in terms of theory and practice; bringing out the challenges of projecting the interventions of the NSAs in broader perspective in all forms.

Apparently, due to the absence of enough research to analyse the NSAs/NGOs as institutions and social structures (Bebbington 2004; Tvedt 2006) with the focus on alternative development agenda, the sector is viewed with mixed feelings and suspicion, including the suspicion that

public goods do not constitute their primary motivation (Barr et al 2005). Rather, political agenda are ascribed as a strong motivation for the NGOs in Africa (Brass, 2012).

Though NSAs have contributed significantly to the development of education across the country, the empirical evidence is rather unconvincing as compared to the normative arguments. It is the limited empirical research or narrative reports at both national and the international levels with respect to the NSAs and contributions towards education that remain the gap (Ibrahim, 2017 & Okine, 2021). This is the reason Ibrahim (2017) in his conclusion stated that given the comparatively few studies on the NSAs and their development works in the developing countries, there is a need for adequate empirical studies to explore the contributions of the NSAs to development.

Currently, there is no visible study on NGOs and their contributions to basic education development in the Oti Region and the Nkwanta South in particular. In order to address the inadequacies, the study views it crucial to provide informed analysis of the NSAs, the nature of their work and general contributions to the development of education based on local evidence. Thus, the present study seeks to provide a solid body of knowledge that can be stripped down into persuasive policy narrative that addresses the gap in literature in, among other things, relation to lack of independent research, and other socio-political narrowed view of the NSAs. The study seeks to address the gaps in the literature (Andoh, Doh and Afranie, 2017; Okine, 2021) in the following ways: provide a body of knowledge that would reveal comprehensive understanding of the NSAs and their interventions in the area of basic education for the benefits of stakeholders in the development field, the government and the public as a whole; produce empirical evidence that clears or otherwise the suspicions revealed in the literature and to finally provide impetus for policies and policy formulation processes.

1.3 Research Objectives

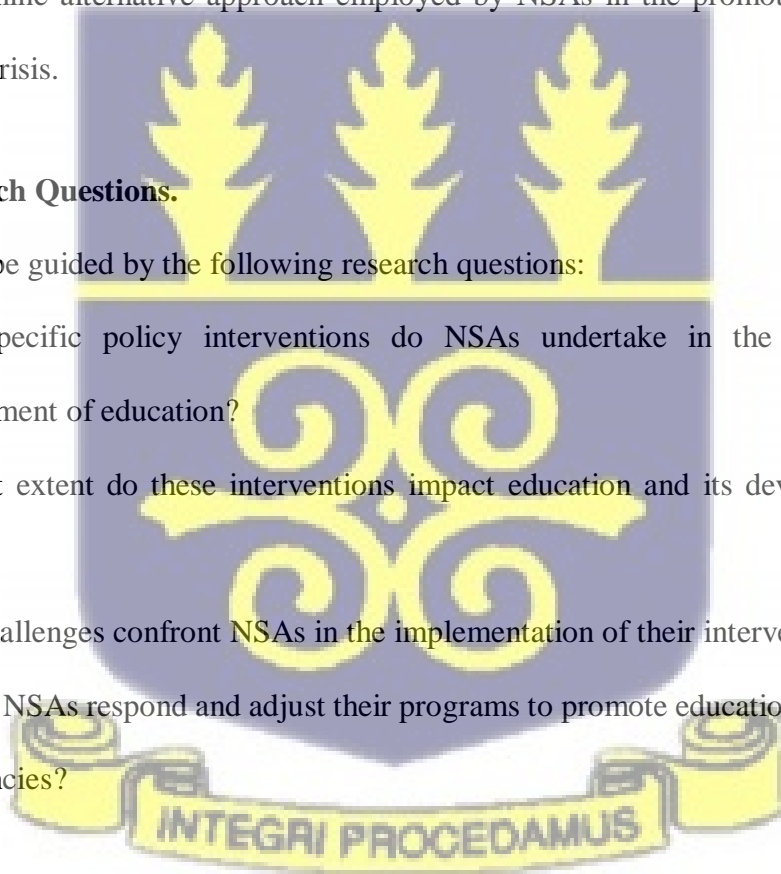
The overall objective of the research is to assess the contribution of NSAs towards the development of education in the Oti Region. Specifically, the study seeks to:

- ❖ Map out NSAs and examine their specific policy interventions undertaken to support education in the district.
- ❖ Assess the specific contributions of the interventions to the development of education in the district.
- ❖ Examine the challenges faced by the NSAs in the implementation of programmes and interventions.
- ❖ To examine alternative approach employed by NSAs in the promotion of education during crisis.

1.4 Research Questions.

The study will be guided by the following research questions:

- ✓ What specific policy interventions do NSAs undertake in the district for the development of education?
- ✓ To what extent do these interventions impact education and its development in the district?
- ✓ What challenges confront NSAs in the implementation of their interventions?
- ✓ How do NSAs respond and adjust their programs to promote education during crisis or emergencies?



1.5 Scope of the Study

The study was conducted in the Nkwanta South in the Oti Region of Ghana to look at the roles, contributions of NSAs towards the development of education in the area.

1.6 Justification of the Study

The role of education in eradicating poverty is phenomenal. It does not only prevent it but also fight it. The annual poverty rate reduction slowed substantially from an average of 1.8 percentage points per year in the 1990s to 1.1 percentage point per year since 2006 (Cooke, Hague, Mckay, 2016). It is also contained in their report (Cooke, Hague, Mckay, 2016) that rural poverty has doubled and stood at 4 times higher than urban poverty. The rural- urban inequality rate is one other factor that needs to be addressed.

The inequality is seen in various forms such as access to quality healthcare, education, and all other social exclusion parameters. Both poverty and inequality have diverse dimensions. One of such dimensions is illiteracy and lack of quality education. Access to quality education in the rural areas is critical especially at the basic level which is the strong foundation for personal and human capital development. To this end, as concentration of educational interventions at the rural communities by the Non-State Actors continues, it is also imperative to assess and understand their activities in order to reveal their contributions to the development of education in the country— the focus of the study.

The study will provide relevant information on the nature and level of policy interventions undertaken by the NGOs in the area. It would among other things reveal the areas that would need more attention in order to help future NGOs and Development Partners to redirect their focus. The information revealed in the study would afford the NGOs and DPs operating in the area the opportunity to have additional empirical detailed assessment of their programs.

The study will also be useful to all other stakeholders in the educational sector and interested in the development of education in the district for proper and effective policy formulation and implementation.

Finally, it would provide handy evidence for further research in the area as well as lasting documentation of the contributions of NGOs and Development Partners to the development of education in the country.

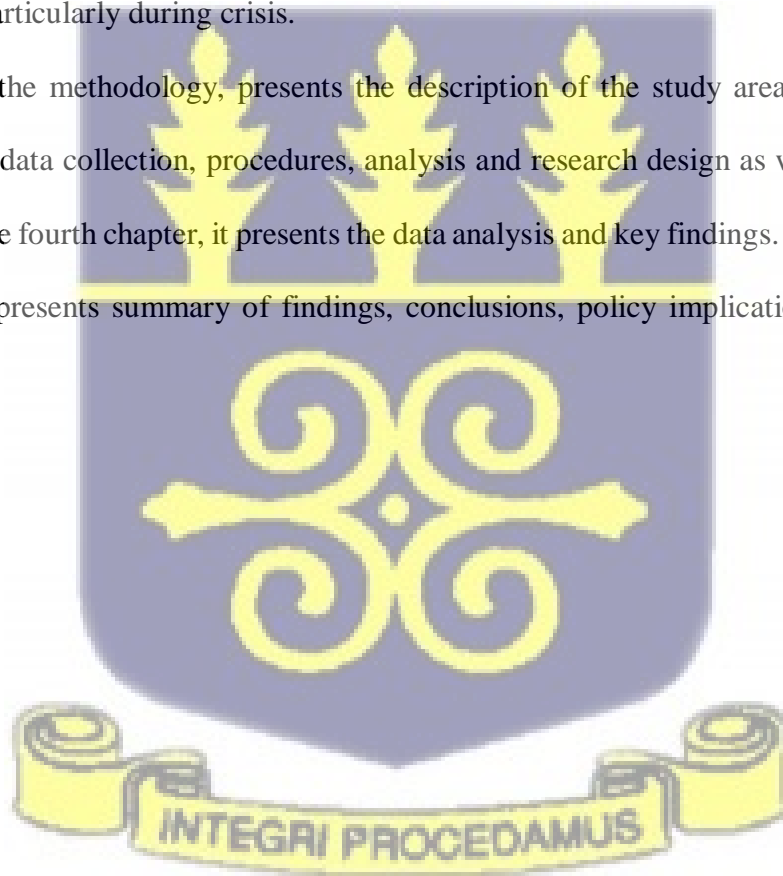
1.7 Organization of the Study

The dissertation is organized into five chapters. Chapter one, which is the introduction, presents the background of the study. It also entails the statement of the problem, objectives of the study, research questions, and scope of the study and justification of the study.

The second chapter focuses on the review of the related literatures on non-state actors and development of education, challenges and approaches adopted by the NSAs in delivery of interventions particularly during crisis.

Chapter three, the methodology, presents the description of the study area, the methodical presentation of data collection, procedures, analysis and research design as well as approach.

In the case of the fourth chapter, it presents the data analysis and key findings. The final chapter (Chapter five) presents summary of findings, conclusions, policy implications and the way forward.



CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews existing and related works that are relevant to the present study. A literature review helps the researcher in obtaining enough knowledge on the subject pertaining to what has been done by previous scholars, the methodologies they used and their findings (Saunders & Thornhill, 2009). It is therefore essential in research since it is used to gather information that will serve as a road map in directing one's study. According to Saunders and Thornhill (2009), a critical evaluation of the literature will serve as the foundation for one's study. The review is organized into two folds: theoretical review explores the theory that underpins the study and can be used to explain views and occurrences in the sector; conceptual analysis explores concepts that are vital to the understanding of the study. It is centered on similar studies that have been done relative to the Non-State Actors and development of basic education, particularly in the rural areas. It captures the concept of NSAs and examples, the NGOs, their history, roles, contributions and the operational challenges of the NSAs. Furthermore, the chapter also looks at NSAs and their educational interventions during crisis.

2.2 Overview of Basic Education

The term basic education is widely used to denote the type of education that is considered necessary for attaining the minimum knowledge, skills and values that a person in any society needs (UNESCO, 2002; 2005). It comprises the first nine years of formal education (Marishane, 2017). This is usually composed of primary education (first stage of basic education) and lower secondary education (second stage). Basic education is a move towards a more integral view of education, which may include pre-primary to secondary education programmes and may take place in formal and non-formal sectors (UNESCO, 2009).

The World Conference on Education for All (1990) also defined basic education as education designed to meet basic learning needs. These basic learning needs according to the conference comprises essential tools (such as literacy, oral expression, numeracy and problem solving) and basic learning content (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning.

2.2.1 Early Childhood Education

UNESCO (2009) refers to early childhood education as Early Childhood Care and Education (ECCE), whereas the World Bank and UNICEF call it Early Child Development (ECD) and Early Childhood Development (ECD) respectively. The Education International (EI), (2010) refers to services for young children as Early Childhood Education (ECE). This includes all kinds of education taking place before compulsory schooling and is provided in different kinds of settings. They are nurseries, crèches, childcare centres, kindergartens and other similar institutions. There are several benefits that have been associated with early childhood education. UNESCO (2007) argues that early childhood education programmes result in easier transition to primary school, better completion rates, reduced poverty and social equality.

In a similar vein the Organisation for Economic and Co-operation and Development (OECD) (2006) further argues that early childhood education enables women to participate in the labour market, thereby contributing to economic growth. These benefits emphasise the need for investing in early childhood education

2.2.2 Primary Education

This is the next stage of formal education after early childhood education which is also known as pre-school education. It usually lasts for between six to eleven years. In the industrialized

countries primary schooling is usually compulsory and free, but it is not only the first stage of a free and compulsory education (Government of Ghana, 2008). In some developing countries, by contrast, it has not yet proved possible to guarantee four or five years of primary schooling for everybody (Kavaarpuo, 2019). In Ghana, primary school education last for a period of six years and is free and compulsory. Children usually enter primary school at age six and complete by age twelve after which they proceed to junior high school (GoG, 2008).

2.2.3 Junior High School

Middle school and junior high school are intermediate levels of education between elementary and high school. When demographic factors increase in the number of younger students, middle school is frequently used instead of junior high school. Whereas junior high schools typically only include grades 7 and 8, middle schools typically include grades 6, 7, and 8 (i.e., ages 11-14), though this varies by area and also according to population versus building capacity. There are also other popular models for grades 5 to 8 and grades 7 to 9 (Kavaarpuo, 2019).

According to Kavaarpuo (2019), most school systems use only one of the terms. In other words, the terms Middle School and Junior High School are not interchangeable. Middle school is synonymous with secondary school in Chinese culture, particularly in China, Taiwan, and Hong Kong. In Tunisia, a middle school consists of grades 7 through 9, with students ranging in age from 12 to 15.

In Ghana, the middle school system had been converted into junior secondary school system in line with the recommendations of the Dzobo committee's report (Nii Moi & Casely-Hayford, 2008). This was due to the virtual disintegration of the Ghanaian economy from the mid-1970s to the early 1980s and the consequent decline in government's ability to finance education sector. Currently, the structure of the basic education system is the Pre-School, Primary Education and Junior High School system.

2.3 Conceptualising NSA

The concept of Non-State Actors (NSAs) is a relatively new and emerging concept, though existed over decades, in the framework of the already known civil society organisations (CSOs) or Non-Governmental organisations (NGOs). Abutudu (1995) justified that the term NSA is a concept that emerged from the 2000 Cotonou Agreement—an agreement which seeks to regulate the cooperation mechanism between the two groups of countries as well as making effort to provide some level of expansion in the scope and coverage of definitions of CSOs and/or NGOs.

The Cotonou Agreement (2000) refers to the term Non-State Actors (NSAs) as a varied group of actors that focus on development aside or outside government. Signed in 2000, the agreement further explains the Non-Sate Actors as the category of players from the private sector, economic and social partners –including trade unions- and civil society in all its diversity according to national characteristics. Their common characteristics is seen as operating independently from the state as well as voluntary basis upon which they cooperatively undertake activities for the purposes of promoting public and common interest. In essence, the Cotonou Agreement establishes the NSAs as diverse groups of actors of development that operate outside governments. Specifically, the Article 6 of the Agreements sates NSAs, unequivocally, as “the private sector and all social and economic partners, including trade union organisations, the civil society of all ramifications and its diversity according to national characteristics”. Oguyemi, Tella and Venditto (2005) throwing more light on the article, define the NSAs as a concept that comprises actors such as Community-Based Organisations (CBOs), Women’s Groups, Human Right Associations, Non-Governmental Organisations, Religious groups/organisations, farmers’ cooperatives, trade unions, the private sector among others. Dhliwayo (2007) in the similar line, categorises NSAs to include Non-Governmental Orgnisations (NGOs), Multinational Corporations (NtMCs), Religious

Organisations, Private Individuals, Civil Society Organisations (CSOs), the media, as well as the multilateral organisations like the World Bank and the International Monetary Fund (IMF). In practice, this goes to emphasise the point that the participation in this regard is open to varied kinds of actors as described by Oguymi, Tella and Venditto (2005) and Dhliwayo (2007) in the domain of development. It can, from the foregoing definitions, be established that civil society organisations and other categories of non-governmental organisations are seen as the subset of non-state actors.

In this study, however, the NGO sector is the focus. This is mainly because of the huge representation and impressive proliferation of the subsector and its activities in development cooperation in the last two decades across the world especially the global south (Rodger, 1993). It is further emphasised by records that a staggering 748 NGOs operate in the area of education in Ghana (Ghana Education Service, 2016; Tengeen, Doh and Vachani, 2004). Again, records at the Nkwanta South District also indicate that majority of the NSAs that particularly focus on the area of education are NGOs.

2.4 Conceptual Review of Non-State Actors (NSAs)

Njuguna (1989) observes that knowledge about NSAs remain murkier and clouded. This, the scholar believes is as a result of inadequate empirical evidence about their work. The research gap, according to Njuguna (1989), emanates from two distinct contributing factors: the perception about the NSAs and their specific roles in the development of communities. First, the author submits that the NSAs have perceived themselves as apolitical, non-governmental and not for profits—an assertion which is contested by other agencies and individuals. Second, since the inception of the NSAs, they project themselves as organisations ready to transform societies and change lives particularly in the deprived and marginalized communities. In his evaluative studies, Njuguna critiqued the roles of the NSAs and arrived at the conclusions that cities and societies in the global south where the activities of the NSAs have been concentrated

over the years have not seen any marginal development. He argued that IMF and World Bank policies for instance have rather crippled the economies of these countries. Inasmuch as the author provided in-depth analysis of the issue, the study does not focus on particular non-state actor(s) in the global south to better provide basis for the contentions raised. This brings to light the relevance of this study as it seeks to better understand the roles of the identified NSAs in the global south in order to bring clarity to the work of the NSAs.

Clayton (1996) conducted studies on non-state actors viz a viz civil society and the state. In his view, it is increasingly becoming untenable to assume that non-state actors provide substantial benefits to the society particularly the deprived and marginalized. In his conclusion, the presumption that NSAs makes immediate “angel” to deliver the society should be debunked.

To him, the actions and inactions of the various NSAs perpetuates bias, discrimination and injustice. This implies that the work of the NSAs is viewed with diverse lenses. Clayton, for instance, in his work, attempts lumping the NSAs together without further disaggregation, to better understand the specific agencies and their shortcomings. It is obvious that the blurry line between the NSAs and cross sections of the public needs to be redrawn. This is where the relevance of this study has been neatly defined.

The view of the Hancock (1991) does not depart largely from Clayton. Hancock (1991) in his critique of the work of the NSAs sheds lights on multilateral organisations like IMF and WB as well as bilateral agencies such as USAID. His assessment of these agencies established that the agencies are involuntarily financed by the taxpayer. In his views, taxpayers whose contributions fund the activities of the agencies are not given the opportunity to understand how their money is spent. Thus, raises the issue of accountability to the public. Hancock (1991) further argues that most of the NSAs have, over the years, been elevated above public scrutiny particularly with regards to financial scrutiny and political debate. These misgivings expressed by Hancock demonstrate that there is either inadequate or contradictory knowledge of the

activities on the NSAs across the globe. Though Hancock admits that aid provides relief to people and that, largely, NSAs provide such relieves through their activities, he believes that the intended purpose of the activities could only be served if the poor remains the beneficiaries. Understandably, this raises concerns about whether or not the interventions of the NSAs benefits the deprived as targeted.

Clark (1990) views NSAs particularly the NGOs as organizations that respond directly to the specific needs of the society. To him, given the fact that these NSAs address only specific needs, they should not be construed to be taking care of the society as a whole. While his assertion may be quite simplistic, enough data to prove the nature of the work of NSAs is required to clear all doubts.

Clark (1990) further argued that majority of the non-state actors operate at the behest of the mainstream development agencies— the IMF and WB. The argument advanced in this direction projects the NSAs as implementers of already designed projects handed to them by the multilateral agencies rather than designing the project themselves. This implies that the NSAs interventions may not necessarily address the prevailing circumstances in the context they occur since the projects are not designed with regards to specific geographical and societal dynamics. Clark again indicates that some NSAs, most often, feel reluctant to be involved in official aid projects. Understandably, this may be as a result of inadequate or limited capacity. Again, referencing the IMF and the WB, Clark observes that the activities of the NSAs do not entirely inure to the benefit of the global south; it is an avenue by the multilaterals to exploit the developing nations.

In view of this, Clark, drawing on his conclusions, recommends a range of steps to NSAs to help improve their activities. First, the NSAs ought to strengthen their research and evaluation capacity both to their programs and to their micro context. Second, the mainstream

development agencies should have a delegated authority with the NSAs to help evolve policy and project design so that the NSAs do not merely become sub-contractors. Third, discourse on recruitment and training as well as management of NSAs should be done within the local context. He emphasized the point that in order to maximise the impact of the NSAs, there is the need to ensure that the NSAs recognize their roles as agents of change. The way NSAs think, plan and network with others should be part of the discourse and the processes to reinforce their agency role.

It is significant to glean from Clark's critiques that it is largely focused on the NSAs at the North particularly the multilaterals. He systematically evaluates the activities of the NSAs operating in other continents other than the African sub-region. Given that the dynamics are not the same, it is quite unhealthy to generalize his findings without necessarily extricating other counterfactuals. This present study sought to fill this knowledge gap as it focuses its investigation on the global south relative to development of education.

Odinga (1990) studied the NSAs and their contributions to health development in Nairobi from 1899 to 1963. His work contributes largely to the role of non-state actors in the transformation of livelihoods.

The foregoing literature review demonstrates clear gaps in the production of knowledge with regards to NSAs that requires to be bridged. Apparently, the works reviewed have a generation orientation, thus does not sufficiently explore the contributions of NSAs to the development of education particularly in the deprived communities of the global south as this study seeks to do. In other words, literatures reviewed relative to the NSAs do not relate to the specific areas of interest as the study investigates. It is against this backdrop that the present study is relevant.

2.5 NGOs AS NON- STATE ACTORS

The activities of the Non-Governmental Organisations (NGOs) have been on the increase over the past decades. Miller-Grandvaux, Welmond and Wolf (2002) establish that the NGOs have, over the years, been increasingly engaged to initiate and implement development programs. They further argue that NGOs have been the conduit for the growing number of development and resources in all sectors. Classified under the NSAs (Cotonou Agreement, 2000), the NGOs direct their focus on working to improving lives of individuals, alleviate poverty, promote social welfare.

Characteristically, the NGOs depend more on the international donor funding for most of their interventions— an action that helps in the exponential growth of these NGOs over the years. The concept “Non-Governmental Organisation” has no definitive, common and universally agreed definition by scholars. Literatures reveal that the concept is defined according to the diverse perspectives of each scholar based on a certain form of orientation or background of the scholar.

Salamon and Anheier (1997) noted that this seeming lack of uniformity in the definition of the rather increasing concept is multifaceted. Firstly, they, asserted, unlike the government and market sectors, there is no distinct definition of the third sector or not-for-profit sector. Secondly, the sector has not been neatly conceptualized. This according to them (Salamon and Anheier, 1997) is as a result of data deficit on the sector which culminates also into lack of precise depiction of the sector boundaries. Also, there are distinctions between philanthropic organisations (grant- making thus foundations) and not-for-profits organisations— program delivery focused organisations. In view of this, Salamon and Anheier (1997) argued in their work: *Defining the Nonprofit Sector: A cross-sector analysis*, that arriving at a clear sector boundary remains challenging and murkier until further data is collected for better understanding of the sector (Light, 2008). Agreeably, the concept NGO has to move away from

theory to practice; that requires a lot more of studies in the sector to better provide operational understanding of the sector.

With such challenges in the definition, however, several scholars have attempted to define the concept. Lindenberg and Bryant (2001) define NGO as organisations that deliver or provide essential goods and services to the general public; do not engage in the distribution of profits to person in the capacity as individual; voluntarily created and operated. This definition is quite well situated in the functional operation of the NSAs across varied fields. It can be referred to as an organization that is free from Governmental control and does not seek to challenge the government as a political body or a pressure group (Mostashari, 2005).

This study considers NGOs as voluntary and transnational organisations as well as Non-State Actors that independently operate without direct involvement of the national governments to roll out useful interventions towards achievement of set goals through routine partnerships and engagements with the states (governments).

2.6 Concept of Development

The focus of the NSAs is to largely drive development in all forms. Non-State Actors play an essential role in the development landscape where they have demonstrated in-depth experience and knowledge in the context of complementary and alternative development programmes. By their structure, the NSAs focus their development on deprived and disadvantaged communities or individuals (Cotonou Agreement, 2000) with the aim of improving community development through education, technical assistance, experience sharing, research and policy advocacy. Nonetheless, there is some level of dissatisfaction with their activities, interventions, impact and intentions (Phiri, 2021) for which reason their development agenda has been in controversy within sections of the public.

Rabie (2016) defines the concept “development” as an economic concept that projects positive connotations. It involves application of technical and economic tools to leverage available resources in order to activate economic growth and to improve the quality of life of the populace. In the past, scholars viewed development as economic growth and seemed to explain it from the angle of quantitative rather than qualitative change in people. Consequently, the narratives begin to change with much focus on driving economic growth through diverse means and to particularly measure development qualitatively.

Deley (2021) explains development as initiatives that result in social change through which people achieve their human potential. His view represents development from the angle of human capital and social development. It is appropriate to emphasise that development has a range of meaning which meaning varies according to context. Human Capital advocates see the concept of development as providing individuals the necessary support so that they can progress on their path to self-sufficiency (New Brunswick, Canada, 2021)

From the angle of social development, World Bank (2005) looks at it as activities that involve restructuring of institutions in order to empower individuals. Fundamentally, the World Bank’s view identifies the existence of institutions as relevant in the scheme of development. Thus, for societal transformation and change in lives, institutions need refocus and to be intentional in their activities.

2.6.1 Community Development

According to the United Nations (1956), community development involves the process of ensuring citizen participation in governance; working together with relevant government actors in order to improve economic, social and cultural conditions of the society. This kind of participation enables the citizens to fully contribute to the national progress and societal

development. Jones (1982) sharing similar view explained the term “community development” as process that encompasses community participation, empowerment and capacity. There are two fundamental facets that underpin the concept— individual participation in an effort to improve their standard of living; providing technical and social services in a manner that fosters initiative, self – reliance and mutual understanding (Kenny, 1946)

Pearce (2000) sees community development as a strategy that integrates three critical components: unified empowerment, unified leadership and revolutionising through discourse. Rural communities ought to get involved in all the stages of the development processes— needs assessment, planning and implementation. In this context, community development can be used for a variety of purposes: (1) improving health; (2) improving education; (3) improving recreation and housing; (4) developing community leaders; (5) motivating communities to organise community-based plans to solve their problems; (6) strengthening local communities’ capacities to identify their incomes and interests; (7) establishing clear support among the community; and (8) enhancing operational community grunt. To ensure sustainable community development, the communities need to demonstrate manifestations of environment that is sustainable in all forms including social and economic sustainability.

In other words, sustainable community adapts endlessly to meet social and economic needs of its members while preserving the enabling environment to provide them the needed support (Roseland, 2000). It is therefore important for the NSAs to mobilise communities to become conscious of these nuances of community development and leverage on same to become self-sufficient. Nikkiah and Redzuan (2010) submit that potential discovery and relying on local resources are key to the development of communities. That is the role and relevance of quality basic education in the scheme of community development.

Green and Haines (2002) sees community development as intentional and planned effort to invest in people in a way that increases their capacity to improve their quality of lives. Education provides the opportunity to invest in the human capital of the nation. Therefore, it is critical to pay attention to education provision in the rural communities with a particular focus on quality and access. Okine (2021) maintained that rural communities lack economic capacity and are unable to live above the poverty line due to poor education. For a community to develop, education plays a pivotal role. It is a fulcrum on which sound policies and relevant infrastructures that foster development revolves.

The rural communities lack economic vigour most at times for personal and community development. Most of these communities depend largely on subsistence farming to eke out a living and maintain their livelihood. Rural poverty continues to be on the increase (Cooke, Hague, Mckay, 2016). The Ghana Statistical Service (2000) observes that rural poverty is high in the northern parts of the country. There is the need therefore to direct interventions at those communities in order to elevate the pace of economic development in those areas. Doing so however requires exploring the dynamics, challenges and options of development with respect to rural development.

Jim (2011) explained five key challenges that confronts community development especially in the deprived areas: coping with perception, fostering community confidence, changing the role of the government, new forms of participation and recognition of community values. The focus of the NSAs has been to foster community development through volunteerism, philanthropy (Bortei-Doku Aryetey and Opai-Tetteh (2012) in a way that engages key stakeholders in the community. NSAs deploying stakeholder participation defuse perception of development as a complex issue to be directed at the state only.

In Ghana and most of the African countries, education remains the relevant tool necessary to solving rural poverty. This is premised on the evidence that lack of education impedes and stagnate growth and community development (Ferguson, & Dickens, 2011; Warburton, 2013). Absence of quality education denies the community of productivity, skilled labour and economic equity and aspiration.

Community development in the global south therefore remains the focus of education delivery. The Non- State Actors design their educational interventions with the aim to providing access and quality education in the rural areas. In Ghana for instance, NGOs such as World vision, Plan International, Nneka, Global Communities, Pro link, International Needs among others design their programs towards achievement of universal and free primary education. Primary education remains the fundamental tool that promotes rural development as a result of its focus on investing in children in the rural communities. Apart from its key benefit as developing positive mindset, quality primary education identifies and unearths potentials among the young children which eventually prepares the stage for them to assume leadership roles.

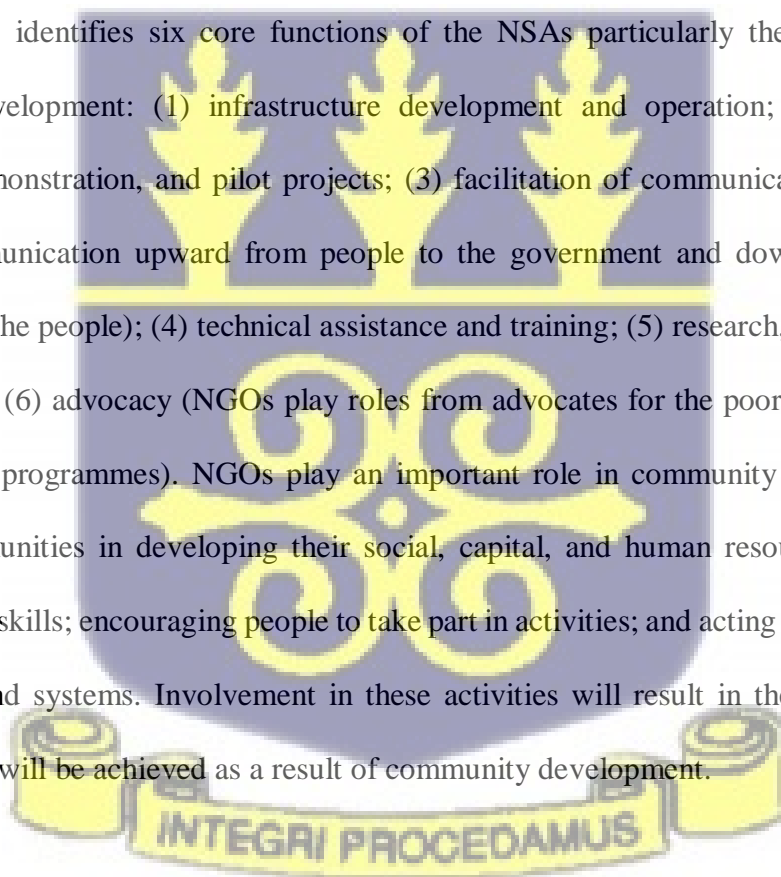
Mamba and Isabirye (2015) noted that the essence of the SDGs is to promote global community development. Relevant goals demonstrate the use of education as a tool to address several challenges that confront community development. That explains the involvement of key non-state actors providing partnership, funding projects and rolling out programmes with respects to education to achieve the SD goals. These projects, among other things, target eradication of rural poverty using quality education as a tool.

Promoting community development involves fostering confidence among community members. This is largely by deepening knowledge through quality teaching and learning. It therefore requires effective engagement with teachers, parents, children (Speer, & Vasquez, 2013; Torgerson, & Edwards, 2012) and other stakeholders in the education ecosystem.

Stakeholder engagement leads to buy-in, knowledge sharing and collaborative strategizing to build the community using the tool of quality basic education. The NSAs in the engagement process either through coalition or network demand policy shifts and focus to ensure that government policies are directed at quality education (Bakir, 2017; Wellstead, 2017).

The foregoing discussion established the growing relationship between NSAs and community development on one hand and education and community development on the other hand. The NSAs particularly the NGOs, which are common in the rural communities, are essential in the promotion of sustainable community development that strike the balance between educational concerns and development goals while also strengthening the social ties.

William (1991) identifies six core functions of the NSAs particularly the NGOs towards community development: (1) infrastructure development and operation; (2) support for innovation, demonstration, and pilot projects; (3) facilitation of communication (NGOs can facilitate communication upward from people to the government and downward from the government to the people); (4) technical assistance and training; (5) research, monitoring, and evaluation; and (6) advocacy (NGOs play roles from advocates for the poor to implementers of government programmes). NGOs play an important role in community development by assisting communities in developing their social, capital, and human resources; enhancing knowledge and skills; encouraging people to take part in activities; and acting as a link between communities and systems. Involvement in these activities will result in their strengthening capacity which will be achieved as a result of community development.



2.7 NSAs and Development

According to the European Commission (2011), governments or state actors do not have the capacity to be sole agent of development. The commission holds the view that development is a concerted effort that should involve the engagement with the larger society with the active

participation of the citizenry. This extended participation in the development aside the government which is established in the Cotonou Agreement is what the European Commission (2011) espoused— thus the role of NSAs in development.

The NSAs, given their composition, direction, focus, multiple roles, related and unrelated tasks (Oguyemi, Tella and Venditto, 2005), are considered as the main drivers of development in all sectors. They offer both technical expertise as well as material resources in varied and diverse forms to ameliorate the plight of the marginalised specifically and the society at large.

It is observed by Andoh, Doh & Afranie (2017) that NSAs and the concept of social protection became more pronounced in 1990s as a result of development deficit being experienced in many sectors of the developing countries. These challenges, according to Andoh, Doh & Afranie, (2017), included poverty, vulnerability, economic mismanagement among others.

As result of the Structural Adjustment Programmes imposed by the World Bank and the IMF to help salvage the economies of these developing countries, the state's role and active involvement in providing basic but essential social services such as education was hugely affected (Ellis, Devereux & White, 2009). Since that period, NSAs have complemented the effort of the government in many areas to help formulate and implement policies in various sectors— social protection strategies.

These NSAs play diverse roles including affecting policies not only through imposition of conditionalities as espoused in (Noorbakhsh, & Paloni, 2001; Abrahamsen, 2000; Robinson, 1993; Riddell, 1992; Havnevik, 1987) but also through very healthy political and government engagement in recent times.

Accordingly, NSAs and specifically the Trans National Actors take active participation in the development of policies and push forward policies that interest them through various agenda setting platforms such as sponsorship of conferences, seminars, trainings, workshops as well as funding of programs and reforms (Orenstein, 2008). For instance, a number of NSAs (JICA,

UNICEF, CIDA, USAID, UNESCO and DANIDA) have played critical roles in the socio-economic development of Africa including Ghana where they set policy agenda using means of knowledge creation and expert as well as moral authority (Orenstein, 2008). In many cases, the influences of these NSAs are exerted through memberships and signatories, bi and multilateral networks, or engaging in various forms of lobbying and funding modules to get their development targets achieved.

Obviously, the importance of Non-State Actors (NSAs) cannot be overemphasized. The importance of these non-state actors in policy design and change has been enhanced with the global adoption of the Millennium Development Goals (MDGs) in 2000 and subsequently the Sustainable Development Goals in 2015. With this approach, the NSAs' work further placed more emphasis on the eradication of poverty, diseases, hunger and improving education. While some NSAs directly complement the efforts of African governments with regards to policy development and change, several of them, recognizing the role of traditional institutions, partner with them to bring about interventions and policy change (Keating, 2011; Ray & Eizlin, 2011).

In the context of Ghana, NSAs have had both direct government and partnerships with traditional institutions to roll out interventions. With regards to education reforms in Ghana, non-state actors had been significantly active in employing paradigms and programs as their major means of influencing education reforms— with 1987 and 2007 education reforms as major point of reference. This was largely through the provision of financial resources. Recent literatures make copious reference to the financial challenges that developing countries face in their efforts to ensuring pre-tertiary education is provided (Global Education Monitoring Report, 2016; Omwami & Keller, 2010; UNESCO, 2015; UNICEF, 2019).

2.8 Basic Education and Development

There is an apparent correlation between education and development. Okine (2021) asserts that education and development are in a parallel motion. It depicts the reason why Geneva convention 1947 declaration as well as the child's constitutional right are developed as a blue print to guide both developed and developing countries. The MDG 2 and the SDG 4 have demonstrably established the need and importance of education to the development of societies. Targets in the SDGs emphasized the primary education as bedrock of development. It feeds into policies initiatives that seek to expand primary education and make it accessible to all children across the globe. Education remains fundamental to the discourse of development and to the broader discussion of expanding human skills or capabilities that lie at the heart of development (Todaro & Smith, 2011). Significantly, education unearths human potentials and skills that affords individuals to contribute tremendously to the development of the society; education enables development to thrive and flourish (Halpern-Manners, Marahrens, Neiderhiser, Natsuaki, Shaw, Reisis, & Leve, 2020).

As a result of knowledge and skills acquired through education, individuals are better positioned to impact society positively. It sparks a life-long change and provide the life-changing opportunities to the individuals in the society. Education affects and impacts key areas in both personal and societal development: income, health, economics, religion and politics. As a tool of change, education bridges the inequality gap and engenders cohesion, tolerance, diversity, social justice, among others.

Making quality and inclusive education available to children is a way to increasing human resource and capacity which are essential for development. Education provides a long-term revolution, change in thinking and leapfrog communities unto an arena of transformation. All these summed up explains that education is an investment in human capital that fosters sound

development and contributes to economic growth. This culminates into producing educated and transformed communities, trained minds with the opportunity to immensely contribute to community and national development; improve income and reduce poverty (Romer, 2011).

Policies, over several decades, have been consciously targeted at promoting basic education across the sub-Saharan Africa. Okine (2021) submits that policy targeting free and universal basic and primary education in the subregion have begun over a decade. Intentional policy making in the area of free, compulsory, quality and accessible basic education has, over the years, been the focus of both state and non-state actors.

Both national and international agenda to push primary education to the level of accessibility and inclusivity has the mandate of various political leaders pro-independence and post-independence in Ghana, but challenges with access to quality primary education in Africa continues despite reforms (Minde, Terblanche, Bashaasha, Ignacio, Synder, & Mugisha, 2015).

In Ghana, policy initiatives such as capitation grants, school feeding and free exercise books, uniforms were interventions that were aimed at ensuring quality primary education in public schools is accessible and affordable. Like many African and other countries across the world, Ghana recognizes the contributions of education to the development of the child and the society.

Education is critical to the developmental needs of the children (Lesoli, Van Wuk, Walt, Potgieter, & Wolhuter, 2014). Towards holistic development of the child, education targets various domains such as affective, cognitive and psychomotor. In most cases, African education integrates cultural, religious and moral development. Petorious, Neophytou, & Waston (2019) emphasized that child's education takes into consideration cultural and religious difference; it nurtures and shapes the child's belief and perception about human life in the context of culture and religion. Given the diverse nature of the society, it is key to understand

whether or not the educational interventions the state and non-state actors embark on address all forms of inclusion and diversity.

One other critical area of focus of primary education development is foundational thinking. Providing quality and accessible primary education to all children prepares the mind of the child towards growth, positivity, progression in the mental cognition to appreciate and analyse socio-economic, political and religious issues objectively and without prejudice (Heystek, 2011).

Education affords children the opportunity to develop at a tender age and accept responsibility for their decisions. Quality education at early childhood learning stage of the African education provides better understanding of the present, future, responsibility and good standard of living. At the heart of African education is preparing the child to adapt to variations and embrace changes that arise from their decision (Sitholey, Agarwal, & Vrat, 2013).

Several literatures relate poverty to lack of targeted and/or quality education. Okine (2021) sees primary education as a vital tool to help mitigate poor health and poverty in Africa. It goes to the core of redefining poverty as deficiency in acquisition of skills and knowledge necessitated by lack of quality education particularly at the primary level. Therefore, education is the right of a child (Mendenhall & Anderson, 2013)

However, access to basic and quality education in the sub-Saharan African remains a challenge. Though leaders/countries over the years have subscribed and signed unto several declarations, formulated policies and are mandated by constitutional provisions to enforce children's right for education, access, retention and transition, quality education continue to be a challenge in the global south particularly in the rural communities. UNESCO data reported that children are unable to have complete cycle of basic education because a staggering 10 million of children

drop out from primary school every year in Africa (Kimani-Murage, 2013; Taylor, Laditka, Laditka, Huber, & Racine, 2016).

This denies the African child an opportunity to develop holistically and to transform the society. Formal universal basic education is designed to offer training and prepares the child's mind towards the future. Education provides gateway for the career success and community development across the world. It explains the spirited effort by non-state actors to provide quality education to children in the deprived or rural communities.

2.9 NSAs and Social Intervention Delivery in Ghana.

Like many other developing countries, the traditional motive of the NSAs is to focus on social interventions with the aim to improving the welfare of individuals and communities by means of voluntarism and philanthropy (Andoh, Doh & Afranie, 2017)

In the records of the Registrar-General's Department, evidence on NGOs registration shows the following areas of activity as the main focus of the NSAs in Ghana: (a) Education and Training; (b) Women and Children; (c) Health; (d) Community Development; (e) Advocacy; (f) Research; (g) Peace Building; (h) Environmental protection; (i) Water and Sanitation; (j) Agriculture and food security; (k) Religious Development; (l) Human Rights; (m) Income Generation; (n) Financial Services.

Further analysis, according to Andoh, Doh & Afranie, (2017) points to the fact that the most popular function and the activity by NSAs is education and training. With the spirit of philanthropic and partnerships, the NSAs deploy their resources to serving communities in the above key functional areas for which education and training remain the topmost area of focus.

Bortei-Doku Aryetey and Opai-Tetteh (2012) note that the tool of volunteerism has been the traditional key strategy of deployment for international cooperation for development.

In Ghana, and in the entire sub-regions, this cooperation has been effectively leveraged on by NSAs such as Volunteers Services Organisations (VSO) of the United Kingdom, Japan International Cooperation and Agreement (JICA), USAID, DFID among others.

DFID (2015) elaborates the motive for this cooperation with an assertion that United Kingdom's Department for International Development (DFID) established the DFID Impact Programme with the aim of ensuring the opening up of the market for the purposes of rolling out impact investments in South Asia and sub-Saharan Africa through support to the broader eco-system and the creation of an impact fund that supports businesses that reach low-income individuals.

2.10 Non-State Policy Programmes and Interventions to Support Education.

2.10.1 Capacity Building and Improved Quality

Langran (2012) focusing on NSAs, defined capacity building as the ability of the NGOs to strengthen the development abilities of other group of people, particularly the local communities through education, skill training and organization support. UNDP (2017) explained capacity building as an all-inclusive process that gives individuals, groups and organisations to increase their abilities to: perform core functions, solve problems, define and achieve objectives and understand and deal with their development needs in a broad context but in significantly sustainable manner.

As a result of knowledge gap and deficit, NGOs, over the years have become more implicated in improving the capacity of stakeholders and provide institutions the needed skills to able to respond to the needs of the people (MacAbbey, 2007). Arguments, however, are that this kind of consensual, joint partnerships between governments and NGOs to improve capacity are generally not efficient in the education sector. Rose (2006 and 2007) asserted that in order to verify such arguments, practitioners commenced investigations to establish state and non-state

partnership in capacity building of stakeholders. The Centre for International Education's (University of Sussex), for instance, carried out research on non-state providers in the water, sanitation, education and health sectors, commissioned by the UK Government's Department for International Development (DFID) with respect to capacity building in these sectors. It is however obvious that the literature that focuses on the NGOs and capacity building is fairly recent Rodriguez-Carmona (2004), which therefore send signals that the academic literature in this area is beginning to "catch up" and needs to be explored more particularly with regards to the education sector.

Some scholars argued that in catching up, NSAs engage in varied capacity building strategies in order to, largely, contribute towards realization of sustainable development. To ensure quality and accessible education as well as holistic sustainable development across the world, NGOs specifically carried out interventions that provide education, develop skills and knowledge of stakeholders in the educational ecosystem. Fowler (2000) explains that NGOs undertake new activities in the form of building negotiation skills, validation of actors' compliance with rights, innovation and general capacity building among stakeholders. The study emphasized that these strategies were aimed at building the capacities of government and its stakeholders in the education sector.

Ulleberg (2009) explains that disengagement and lack in capacity are still issues in many countries especially in the marginalised and deprived communities. It is argued that lack of capacity and weak nature of the state were the reasons the NGOs have directed their focus and involvement at the education sector. Citing Uganda as an example Ibembe (2007) argued that NGOs provide interventions to help build capacities and reinforce government efforts towards achieving universal primary education.

In Ghana, IBIS (2009) states that UNICEF provides both technical and financial supports to the Ghana Education Service in the area of capacity building. The report indicates that UNICEF

among other things provides assistance in the area of planning and capacity of GES as well as relevant stakeholders. As part of this support system, the organization also provides equipment directly to the Ghana Education Service, sponsored the capacity building and training workshops of the GES staff and extends financial supports to promote effective supervision among schools. The general deductions are that the NGOs focusing on the bottom-up approach to the delivery of interventions advocated for decentralization. NGO like Plan International has increasingly been involved in research on decentralization in education (Lugaz and De Grauwe, 2009). The focus is to effectively build the capacity of stakeholders in the ecosystem.

2.10.2 Providing Access and reaching the Marginalized.

It is revealed from the literatures that NSAs per structures exist to serve populations that are deprived and have little or no access to government educational interventions/facility. UNESCO (2007) explains that NSAs by design direct their programmes at marginalized children using innovative approach that enable majority of the beneficiaries to have equal access and to overcome challenges that contribute to their accessibility of interventions. Drawing on the activities of the School for Life and Action Aid, Mfum-Mensah (2003) asserts that their interventions is a complementary education programme that enables children age between 8 and 14 years in the Northern regions to have access to primary education. In his view, Mfum-Mensah (2003) indicates that but for these interventions, (Action Shepherd School Programme and the EQUALL Project) these children could not have had primary education. He finally observes that NSAs engaging in complementary education approaches is not only an effective strategy but also provides an opportunity for children who otherwise may not have access to formal education (Mfum-Mensah, 2003). Similarly, Adamu-Issah (2007) also argues that NSAs complementary educational programmes help the country to get access to hard-to-reach children with effective strategies that ensure that these children acquire universal primary education.

2.10.3 Educational Resource Mobilization

Non-state actors especially Non-Governmental Organizations (NGOs) in education delivery as part of their strategies deploy resources to communities to aid effective teaching and learning. Groundwork Inc (2002) reported in their Bangladesh Education Sector Review that NGOs in Bangladesh reacted positively and quickly to the Education for All (EFA) proclamation by providing educational materials to deprived areas.

These NGOs have also aided in the production of additional reading resources for primary school students. The Bangladesh government in recognition of these roles has handed over some challenging and ineffective state-funded public schools to some well-known NGOs to help resurrect them in order to serve the government's goal of providing quality basic education (Roy, Al Raquib & Sarker, 2017).

According to Frempong (2011), insufficient study resources, are a major contributor to pupils' poor performance in the Basic Education Certificate Examination. Furthermore, Okyerefo, Fiave, and Lamptey (2011) conducted a comparative analysis of selected high-performing private schools and public schools in Ghana's Greater Accra Region that are noted for their low performance. The study found that in public elementary schools, adequate teaching and learning tools are rarely available which affected performance. As a result, it was recognized that NSAs contribute largely to improving education through various ways of making teaching and learning resources available to children particularly those in the deprived communities.

A number of international NSAs have introduced more groundbreaking and judicious approaches and prudent techniques to providing strategic development in educational structure.

Brohy (2020) identified that Save the Children Alliance is aimed to support Early Childhood Development (ECD) through diverse infrastructural arrangements. Roy et al. (2017), in their study also indicated that PLAN International has created a Community Learning Assistance

Programme (CLAP) to boost school-based education through community involvement to increase contact time and assist quality improvement in education.

2.11 Empirical Studies

2.11.1 Impact of NSAs Projects on Education in Rural Areas

Mohamed (2011) carried out a study on the contributions of the NSAs—NGOs in promoting girl child education in the public primary sector in the Garissa District, Kenya. The study was guided by four research questions: to what extent is girl child participation in public primary school enhanced by community sensitization of the NGOs; how has facilities provided by the NGOs promoted girl child participation in the school; how has the teaching learning materials provided by the NGOs contributed to girl child education and in what ways has the provision of basic needs for the girls enhanced their participation in the school? With the sample size of 15 head teachers of 15 primary schools, 21 management team members of NGOs, the study revealed the following: that the NGOs deployed community sensitization strategy to improve girl child education; that the attitude of the girl child towards education after the intervention was positive and the NGOs also provided basic needs such as food, sanitary materials and sponsorships for needy girls which led to improved girl child education. The study further concluded that, among other things, the NGOs also provided school infrastructure such as toilets for girls and teaching learning materials.

Rose (2009) conducted a study on the relevance of the NGOs and their educational interventions for children that are not enrolled in schools. The research was conducted in India, Bangladesh, Ethiopia and Ghana. The premise of the study was that the selected NGOs deployed a common strategy which includes the use of alternative schooling plan. The study was guided by two research questions: whether or not the beneficiary receives the same education as those in the government school and whether it is the government school or schools

run by the NGOs that provide better education. Based on her findings, the study concluded that there is no sufficient evidence to support whether or not interventions provided by NGOs are beneficial.

Iqbal (2009) initiated a study to examine the role of NGO in the development of basic education in Pakistan. The study employed the sample size of 25 NGOs, 200 teachers, 50 parents and 25 educational experts — all selected through cluster random sampling method. Statistical analysis by chi-square technique was used to analyse the quantitative data at significant level of $P < 0.05$. From the findings, all the participants acknowledged the impact of the interventions. However, the study established that the interventions were inadequate especially school buildings, furniture for teachers, playgrounds and other teaching and learning resources. The study therefore recommends that both the community and the government should collaborate to make up for the deficit.

Akromah (2018) in a study conducted to examine the impact of NSAs programme on the development of education, it was established that NSA programmes sought to enhance school enrollment, reduce absenteeism by maintaining the child's enthusiasm in studying, and provide teaching and learning materials to improve retention. This can be enhanced by providing teachers with continuing education in innovative teaching methods, creating infrastructure that encourages both the teacher and the student, and offering scholarships for underprivileged learners.

Banerjee et al. (2003) conducted a two-year randomised evaluation study in Kenya and India on a remedial education program implemented by NGO in collaboration with the government. The program which was implemented in 20 cities with a reach of tens of thousands of children focused on promoting literacy and numeracy among children whose competencies in the area were low at standards three and four. The study found the programme to be effective: on the

average, the programme increased learning by 0.15 and 0.39 standard deviations in the first and second years respectively.

Kremer (2003) in his paper reviewed randomized evaluations of educational programmes implemented by NSAs in developing countries. The evaluation considered programmes along the line of contributions towards increase in school participation, educational reform and provision of school inputs. The paper established that the programme raised school enrollment and after five years, pupils in the treatment schools had completed about 15 per cent more schooling

The study found that NSAs especially NGOs influenced educational outcomes through the provision of uniforms, textbooks, and classroom blocks.

Bhaskar and Geethakutty (2001) carried out a study on the role of NGOs in rural development of India with a case study of two NGOs in Kerala. The study found that majority of the beneficiaries considered the programmes beneficial as it has led to the progress in health, education, technology transfers, self-reliance among others. It was revealed that the training programmes, education promotion, earn while you learn programmes, and integrated community development projects, crèche interventions were found to be very important to the improvement of education. This was due to ninety percent (90%) of the beneficiaries viewing the programs as extremely beneficial to them. Furthermore, a comparison of the evaluative perceptions of different categories of respondents about the effectiveness of NGOs revealed that approximately 73% of beneficiary respondents and 30% of non-beneficiaries, as well as 90% of NGO workers and 70% of development workers, had high evaluative perceptions about the effectiveness of NGOs.

Okine (2021) did research on the impact of non-governmental organizations on educational policy in rural Ghana. Okine (2021) explored stakeholders' perceptions of NGOs' influence on Ghana's educational system in order to better understand the influence and impact of NGOs on

education in Ghana's rural communities. The theory of advocacy coalitions was used. Ten volunteers took part in an interview about NGOs' influence on the education system in rural districts. Okine (2021) discovered that non-governmental organizations (NGOs) are viewed as complementing agents to the Ministry of Education (MoE) and partner leaders, but their objectives are dependent on a purposeful coalition of stakeholders. The support of non-governmental organizations (NGOs) to the Ministry of Education and partner leaders is critical because it allows for effective teaching and learning for children. This study sought to benefit MoE decision-making bodies and partner leaders by promoting positive social change through policymaking, oversight of implementation, monitoring, and evaluation of NGOs initiatives for early child development, and free obligatory universal primary education.

Rose (2007) investigated the contributions of non-state providers in basic education service delivery with special focus on service delivery to 'underserved groups,' defined as those who have the most difficulty accessing affordable government services of adequate quality. In some circumstances, this refers to specific sub-groups of a country's population. In other circumstances (particularly in fragile states), it might refer to huge segments of the population. According to Rose (2007), there is a diverse spectrum of NSPs available to address various underprivileged groups. It observes that NSPs are often regarded as having a comparative advantage over state service in terms of quality, cost-effectiveness, choice, public accountability, and so on. However, there is very little strong analysis to back up some of these statements.

The study next examines how non-state providers collaborate with the state in education service delivery, including contracting, policy discussion, and regulation, as well as the role that donors play in this relationship. Rose (2007) concludes that given the variety of providers participating in education service delivery, relationships between NSPs and the state are not clear, with those serving the better-off preferring to dominate contact with government.

It was however found that service delivery to underserved groups through NGO provision has been the most effective in situations such as Bangladesh, where there is a relatively weak state and a strong civil society, allowing NGOs to operate relatively free of interference but with some level of common understanding between the government and the NGOs. Alternatively, in countries such as Malawi, which has a relatively weak civil society, international NGO efforts to support provision to hard-to-reach children have proven unsustainable in the context of a dominant, centralised ministry keen to ensure control over the sector. As a result, the study argues that there is a need for 'real' ongoing conversation that recognizes the diversity of NSPs in order to ensure that partnership between NSPs and government helps the underserved and so contributes to the attainment of EFA goals.

2.12 NSAS and Development of Education During Crisis.

Burde (2005) holds the view that the start of the new millennium marks the renewed focus on the issues that border on international development, crisis and education. The death as a result of pandemics, the surge in infections and death rates resulting from the HIV/AIDS coupled with global communication and awareness creation from the Non –State Actors on the incidents of violence have shaped the global view, direction as well as concept of development significantly in a way that since the end of the second world war, has not been seen (Natsios, 2004). There have been several engagements, communiqués and conversations around the ways to promote prosperous lives in the wake of emergencies and crisis. Around the table of discussion, reports from UNICEF (2004) and USAID/Conflict Management and Mitigation – CMM (2004) indicated that stakeholders have all called for enhanced development by paying attention to political, economic and health crises and deliberately integrate same into foreign assistance component. At the centre of the discussion according to the reports, is the need to protect, safeguard and strengthen the educational institutions and the systems in order to provide quality and accessible education to all children.

Non state Actors— multilateral and bilateral agencies have all agreed that education needs not to be sacrificed or compromised under any circumstance. That emphasises the reasons why the world leaders adopted MDG in 2000 with a call to ensure that all children—boys and girls worldwide are able to complete a full course of primary education, thus making sure children are enrolled in school (Burde, 2005). Over the years, since the time of establishment of the Bretton Woods institutions (World Bank and International Monetary Funds (IMF), education in across the world particularly the developing countries has received varied levels of support. However, according to Burde (2005), most NSAs—bilateral donors failed to articulate expressively support for education as a deliberate policy intervention during crisis. He argued, though, some level of attention has been received recently; some are yet to have separate policy on education in crisis aside the global education for development policy. Yet, World Bank (2005) noted, crises remain the significant impediment towards achieving Education for All (EfA) and the MDGs.

2.12.1 The Concept “Crisis”

Crisis is an unexpected situation or event that has the tendency of disintegrating an organization, causing harm to it, its staff, property, stakeholders and bringing its operation to a halt (Javed & Niazi, 2015). These come in various forms that if not dealt with affect the future and progress of the organisations and its stakeholders. Various organisations experience devastating effects of crisis. In the context of this study, crisis in educational situation underpins the review.

Coombs (2000), defining the crisis with respect to schools stated that crises have the quality of: being sudden in nature, unexpected to occur and having potential to affect the whole school community. Decker (2007) also explained crisis as “a sudden, unanticipated event that profoundly and negatively affects a significant segment of the school population and often

involves serious injury or death.” (p.116). In these definitions crises are unexpected and therefore affect education in diverse forms.

Among the scholarly definitions of crisis with respect to education, USAID provides three definitions of crises that the study considers relevant. First, they see crisis, as a wide range of situations and circumstances where children’s access to education is in serious danger. These circumstances include political, health, economic and environmental (UNICEF, CMM, 2004). In the case of political crisis, (Harwood & Anis 2001) cites social unrest and violent conflict as some examples. The economic crises come in forms of critical poverty that leads to a significant number of children dropping out of school, living on the street and being exploited as child labourers. Health crisis encompasses epidemic and pandemics such as HIV/AIDS, the current and recent ebola and Covid -19 whereas the environmental crises include natural disasters such as floods, drought, earthquakes among others.

The second definition according to USAID looks at crisis along continuum of four different dimensions of governance and its corresponding phases in terms of educational activities: a) no government and education emergencies, b) interim government and recovery, c) new government and rehabilitation and the d) established government and reconstruction. This continuum dimension is what Miller & Affolter, (2002) simplified to include emergency, recovery, rehabilitation and reconstruction. The third and final definition of Crisis according to USAID is describing crisis as conditions that deny the public an opportunity meet its basic needs such as shelter, water, health and nutrition. In all these conceptual building of crisis in the foregoing definitions, it is instructive to understand that each of the crises denies children’s access to education in one way or the other.

Owing to this, international agencies have taken series of initiatives to mitigate the impact of the crisis on children’s education. NSAs through several engagements and networks have put together approaches that can help deal with crisis and lessen its impact on children’s education.

The Development Approach: this approach considers crisis a phenomenon that immediately put on hold development in various sectors. It recognizes that education is a long-term social investment; its continuity irrespective of crisis has the potency to reverse “backward development”, promote stability and rebuild the economy (Bensalah et al, 2000). The key takeaways from this approach are that there should be educational content immediately reconsidered, community participation, and government –NSAs partnerships with the aim to rolling out activities that can promote sustainability and transitions.

The Humanitarian Approach: In this approach, crisis is viewed as a temporary set of circumstances which requires education services and structures to help provide immediate support for children as well as preventing human right abuses. Practically, this approach directs its focus on safe spaces, educational activities as a stop-gap measure until regular services is made to resume, and community participation as a practical way to deliver and manage services. This approach may include working with government to ensure that effective engagement is secured for partnerships in delivery of services.

The human right approach emphasizes the importance of education as strategies to dealing with human right issues and uses same for peace building strategies. This approach contends that crises in any country is a contributing factor to underdevelopment and therefore interferes with the right of children to education. Many agencies have aligned their programs and goals along the dimensions with these approaches in order to remain relevant during crises.

2.12.2 Key Roles of Actors with a focus on Education in Crisis.

Several groups of NSAs have continuously played key roles in ensuring education does not suffer a great deal in the circumstances of crisis and emergencies. Burde (2005) underscores the most common levels and categories of NSAs that are involved in providing education in era of crisis to include bilateral aid agencies, multilateral organisations, local and International

NGOs and many others. This, Ogunyemi, Tella and Venditto (2005) argues, is as a result of the interrelated functions of the various NSAs, their ability to vary their scope and operations within and under the prevailing circumstances and the readiness of most these NSAs to undertake unrelated task at the same time depending on the source of the funding and the focus of the donors. They, inter alia provide the following interventions usually depending on their levels of formation and operation:

Teacher Training

World Bank (2005) argues that teachers remain the most critical and vital tool in education reconstruction. The relevance of teachers in rebuilding education during crisis has been emphasised by several scholars in literatures. Teacher training and retention have significant correlation with educational quality (Bethke, 2004; UNESCO, 2005; Winthrop & Kirk, 2005) as well as contributing to the psychological well-being of children. The literatures reveal that teacher training is one of the packages NSAs roll out during education in crisis. The case of UNESCO's Programme for Education in Emergencies and Reconstruction (PEER), a Nairobi based intervention; PEER produced Teacher Emergency Packages in Somalia are some examples of such packages. Payne & Fraser (2004) in their assessment of the Somalia package provide evidence that the intervention has resulted in the environmental education kits and enhance regional awareness of environmental issues among refugees.

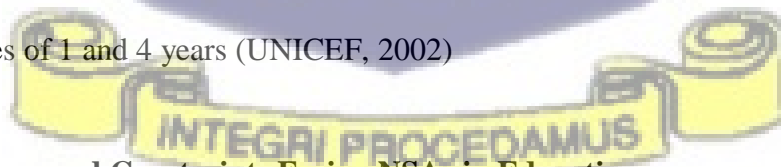
Accelerated Learning:

In a study conducted by Burde (2005) for the USAID in the area of education in crisis situation, the study employed both open-source research tool and academic data base to gather data on selected NSAs. He established in its findings that the Catholic Relief Service (CRS) intervention on accelerated learning programme in two provinces in Afghanistan's north of Kabul: Kapisa and Parwan has yielded enough results. According to the findings in 2004, there

were approximately 1400 students enrolled with gender percentage points of 50% each of male and female. However, the intervention placed more emphasis on the girls' education and teacher training. Similarly, Smith & Vaux (2003) provides that one component of the UNESCO's response towards affected persons during crisis is hinged on five principles which include decentralization, information, cooperation, capacity-building and prevention.

Distance Learning

Moore & Kearsely (2012) describes Distance education as a process of arranged teaching and learning that occurs in an environment different from the usual and normal settings. In their view, this approach to learning requires special way of communication and organization via technology. The concept is premised on four components: corporate basis; interactive communication; data, sound and video sharing and finally separation of teacher and students (Simonson, Smaldino, Albright & Zvacek, 2008). According to UNICEF (2002), this intervention is one of the packages relevant to managing education during crisis. In Hebron, in the Occupied Palestinian Territories, UNICEF reports (2002) asserts that distance learning programme which was rolled out engaged 30 schools in its Community-Based Programme with the view of reducing the impact of conflict in learning. The program included 600 teachers, parents, local TV networks and the district directorate. It is established in the report that, in all, 232 "self-learning sheets" were developed and 20 lessons were broadcast on local television stations. The intervention provided an impactful 40 hours remedial education for the children between the ages of 1 and 4 years (UNICEF, 2002)



2.13 Challenges and Constraints Facing NSAs in Education

2.13.1 Funding Difficulties

Agere (2014) argued that availability of funding is fundamental to continuous operations and service delivery of the NGOs. This implies that unavailability of funds adversely affects the

survival and sustainability of programmes of the NGOs. In the scheme of funding, most of or all the NGOs are donor funded and are not-for-profit. As a result, the cases of market fluctuations and economic recessions in the donor countries affect the funding opportunities of the NGOs (Agere, 2014). Davis (2013) in his explanations indicated that donors normally halt their funding when they run into economic difficulty. This perhaps explains the reasons why the operations of the NGOs are seen as unsustainable and their survival unpredictable.

Ghana Campaign Coalition (2010) for instance indicated that Donor funding was reduced from GH265, 000.00 to GH127, 000.00 at the start of the programme year between 2008 and 2009. The coalition cited the closure of OXFAM GB's office in Accra, as well as the organization's withdrawal from mainstream basic education as a major reason for this funding gap.

The finances of both domestic and international NSAs have been adversely affected by the financial crisis. The Social Enterprise Network Foundation (SEND) is a major non-governmental organization (NGO) in Ghana that works in education, governance, and sustainable livelihood. SEND Foundation, for example, is working on the monitoring of the Capitation Grant, the utilization of Highly Indebted Poor Country (HIPC) funds in education, and the implementation of the Ghana School Feeding Programme through its Grassroots Economic Literacy and Advocacy Programme in the education sector (GELA). The organization had to shut down two of its provincial offices in the Volta and Central Regions in Ghana as a result of funding cuts in 2008 (Kavaarpuo, 2019).

2.13.2 Ineffective stakeholder cooperation

Notably, the implementation of the NGO programmes thrives on the effective collaboration among the stakeholders. Ineffective or lack of collaboration among the stakeholders at both micro and macro levels (especially the government) poses a serious threat to the timely and efficient delivery or implementation of interventions (Kang'ethe, 2010). In many cases, NGOs tend to face bureaucratic and laborious administrative challenges in the course of seeking

stakeholder cooperation for their programmes (African Commission on People's and Human Rights, 2009). The commission further argued that in countries where democracy remains fragile, the NGOs are viewed to be sympathizing with political opponents. In view of this, governments use both bureaucratic and other administrative conditions to frustrate the NGOs. For instance, Kang'ethe and Serima (2014) cited the case of Zimbabwe and Kenya as countries where these scenarios could be common. Citing the example of Zimbabwe, Kang'ethe and Serima (2014) argued that NGOs that were not seen to be supporting the ruling government have had diverse operational or implementation challenges due to deliberate bureaucratic or administrative impediments.

2.14 Theoretical Framework

2.14.1 Human Capital Theory: Proponents and Purpose

This section of the study discusses the human capital theory as an essential lens through which NSAs' involvement in basic education can be analyzed. It is based on the works of Becker (1993) and Woodwall (1997). The Human Capital theory was first formulated by Becker (1962) and was further expanded by Rosen (1976) on the argument that individual workers have been deposited with a set of skills and/or abilities which are further improved or accumulated through training and education. The theory was purposed to look at education from the angle of economics.

In the past, tangible physical assets in the forms of factories and equipment were the main measure of economic strength (Almendarez, 2011). Though labour was a key component of economic strength, it was presumed that investment in the capital equipment accounts largely for productive business performance. Modern economists, however, in their works concur that education and health remain the key elements that improve human capital which ultimately leads to increase in the economic outputs of a country (Becker, 1993). The economic prosperity

as well as positive economic outlook of a nation depends on its physical and human capital stock. In economic research, physical capital has constantly been the research focus. However, factors affecting the enhancement of human skills and potentials increasingly feature in the research of social and behavioural sciences. Human capital generally implies the investment individuals make in themselves that boost their economic output or productivity. Therefore, the theoretical framework that has a direct focus on holistic adoption of education and development policies has come to be known as human capital theory.

2.14.2 Assumptions of the theory

Human capital theory is premised on the assumption that formal education plays instrumental role in the improvement of the productive capacity of a population. The fundamental argument of the human capital theorists and proponents is that educated population remains the productive population. The theory emphasises how education promotes productivity and efficiency of workers by way of enhancing the cognitive capability of the human resource which largely represents the product of investment made in the people. Thus, the provision of education is an investment in human capital which output is fundamental to the economic development of a nation. The proponents of this theory, in view of this, consider such investment as equally or even more worthwhile than that of the physical capital (Woodhall, 1997).

From the assumption, it was obvious that the Human Capital theorists view education as economic good. With this, investment in human leads to greater economic output. Education provides an input to develop human resources critical for both economic and social transformation. That explains the reason why the NSAs direct their interventions at the area of education. It is in response to the trend of the new global economy where premium is placed on investing in human capital than hard tangible assets.

Babalola (2003) justifies the need and the rationale for investing in human capital with three arguments:

- That the appropriate thing to do is to provide the new generation with the requisite and relevant knowledge that has been accumulated by previous generation.
- That new generation ought to be shown the way to apply the existing knowledge to develop new things: new products, processes, production methods and social services.
- That it is necessary to encourage people to come out with entirely new ideas, products, processes and methods through creative approaches.

Education having been re-theorised under this theory (human capital theory) as primarily an economic tool for societal transformation, it is important to provide the generation with quality education and training in order to equip them to participate in the global economy. The Organization of Economic Cooperation and Development (OECD, 1997) recommends internationalism of education as a way to ensuring active participation in the global economy and globalization. The OECD profoundly asserts that internationalism remains the means to improving the quality of education. In keeping with the human capital theory, the NSAs have directed focus on the global south with diverse educational interventions deploying best practices and globally tested approach to deliver education in the rural communities.

From the perspective of the theory from which the development of education is based, the key arguments are that the overall economic performance of countries particularly the OECD countries is increasingly more directly based on the knowledge stock and the learning capabilities of the country's population. It reinforces the position of the NSAs who believe the way to transforming the society is through educational interventions.

Fagerlind and Saha (1997) submit that human capital theory provides sound justification for large public expenditure on education in both developed and developing countries. The theory is in consistence with the ideologies of the NSAs which are manifested in their activities in the global south. It was based on the presumed economic return of investment in education at both the micro and macro levels. The dividend of investing in the human capital is the economic growth of the society. This is because, besides the individual success and achievements, human resource constitutes the ultimate drive for wealth of the nations. Humans, participating in all sectors of the economy, become active agents to accumulate capital, exploit natural resources, build social, economic and political institutions and to ultimately advance the progress of the national development.

2.14.3 Weaknesses/Limitations of the theory.

Despite the solid and sound arguments advanced in this theory, it is undoubtedly fraught with some weaknesses. These weaknesses form the grounds for other scholars to launch several criticisms against the theory:

It is quite controversial and blanket to state that investment in humans directly promote economic growth. The theory failed to unambiguously argue out the extent to which education or other forms of human investments directly impact occupation, income or the growth of the economy in its strictest sense. Given that other factors, apart from human capital may be responsible for societal transformation and economic growth, the theory failed to extricate the counterfactuals.

Another major limitation of the theory is its failure to take cognizance and account of the growing gap between knowledge and skills base of the population, the increasing learning efforts and the diminishing number of corresponding jobs to apply these increasing knowledge

investments, particularly in the developing countries. In view of this, some scholars (Bronchi, 2003; Castronova, 2002; Crepaz and Moser, 2004) argue that increases in learning effort as a product of education have not led to commensurate economic gains because of the increasing unemployment rate, lopsided and politically motivated system of education.

The theory also failed to make reference to shortage and surplus supply of educated human resource and how it impacts the economy. Such analysis in the theory could have helped to better situate these two positions in the theory: that a shortage of educated manpower might limit growth likewise excess supply of same might create unemployment and thus limit economic growth and development.

Finally, the theory remained silent on other structural and political problems that would always affect growth regardless of investment made in human capital. Fagerlind and Saha (1997) argue that government and other non-governmental agencies may adopt varied interventions targeted at development but the outcome may not correspond to its original intent as the more political the focus the more problematic the outcome may be. In view of this, fixating on education as panacea for economic growth and community development remains problematic.

Albeit these limitations, there are evidential basis for situating HCT in the development of education. Based on the significance of education, human capital has occupied the discursive focus in the area of economic growth and development. Studies have shown that investments in education accelerate productivity and growth. World Bank (1993) found that education is a significant explanatory variable that accounts for East Asian economic growth. There are other country-specific evidence that demonstrate the appropriateness of human capital model in measuring accelerated growth. Countries such as Hong Kong, Korea, Singapore and Taiwan have achieved significant economic growth as a result of investments made in education (Almendarez, 2011).

2.14.4 Relevance of the theory.

The Human Capital Theory (HCT) is relevant to the study due to its ability to provide profound explanations to the rationale behind significant investment in education by the NSAs in the global south. Regardless of the limitations as discussed in the preceding paragraphs, the HCT possesses key strengths that place it relevant for this work.

The development of human capital constitutes the core of economics of education and it remains relevant as well as key concept in the theory of growth and broad-based participatory development. The key stakeholders in the education ecosystem are the state and non-state actors. Therefore, the HCT is relevant in analysing the influence of the theory over the design and nature of the NSAs interventions as well as policies with regards to education development in the global south particularly the rural Ghana.

Chattopadhyay (2021) asserts that for policy making, much emphasis is placed on equitable access to education with social rate of return being regarded as a measure of the investment on economic growth in a broader sense. From the lenses of the human capital theory, the study subjects the work of the NSAs to the scrutiny of, among other things, access, equity, equality and social inclusion.

2.14.5 Application of the theory to the study.

The study relied on the Becker (1993); Psacharopoulos and Woodhall (1997); Fagerlind and Saha (1997) construction, typology and retheorization of education under the human capital theory. According to Psacharopoulos and Woodhall (1997) economic evaluation of the education investment projects should take into account certain key criteria:

- Direct economic returns to investment, in terms of the balance between the opportunity cost of resources and the expected future benefits
- Indirect economic returns, in terms of external benefits affecting other members of the society.
- The private demand for education and other factors determining individual demand for education
- The geographical and social distribution of educational opportunities.
- The distribution of financial benefits and burdens of education.

Relying on this theory, the study evaluates the activities of the NSAs according to the various criteria established by Psacharopoulos and Woodhall (1997). The study analyses the target beneficiaries of the interventions; what informs the selection of beneficiary communities and individuals; the consideration of gender equity and social inclusion, geographical balance and equal distribution of resources. It among other things assesses the nature of the interventions and contributions of same to the development of education and as an investment in human capital towards economic and societal growth.

In the context of alternative development, NSAs provide complementary programmes to extend services and interventions to areas where such services are in short supply. The study provides microscopic platform to better appreciate the demand for state-non-state partnerships in the provision of education as well as how access features in the design of activities and programmes of NSAs.

The theory situates education as key inputs towards economic development of the nation; thus, educational expenditures are found to constitute a significant form of investment. The study relies on this and key assumptions of the theory to unravel how the activities of the NSAs augment individual human capital and lead to greater output for the society. Education is

argued from the perspective of the proponents and scholars of the HCT as a source of economic growth and development; it increases the chances of the beneficiaries to employment in the labour market and allows them to reap both pecuniary and non-pecuniary returns as well as the opportunities to the job mobility. The issue however is the extent to which the NSAs position their activities to promote sustainable growth from the perspectives of both macro and microeconomics targets.

Olaniyan and Okemakinde (2008) posit that the basic implication of the human capital model is that resource allocation towards education should be expanded to the level where the present value of the streams of returns to marginal investment is equal or greater than the marginal cost. There are several ways of modelling the investment with regards to how the huge expansion of education accelerated economic growth and development. First, to view education as human capital and the second to consider the role of education in economic growth through the lens of positive externalities; educate part of the community and the whole stands to benefit.

The overarching position of the human capital theory and the development of education is that the two are beautifully interwoven to promote growth and development, particularly in the developing countries. The human capital theory as this study is based on, emphasizes the need for policy actors to allocate significant resources to the expansion of education at all levels. However, in the developing countries including Ghana, the challenge of funding education has created several inequality gaps with regards to access as well as infrastructural development. The economic pressures as well as several competing demands even in the education sector create dilemma for state actors to continuously and sometimes realistically assess and determine priorities areas to direct the scarce resources which sometimes affect investment in education.

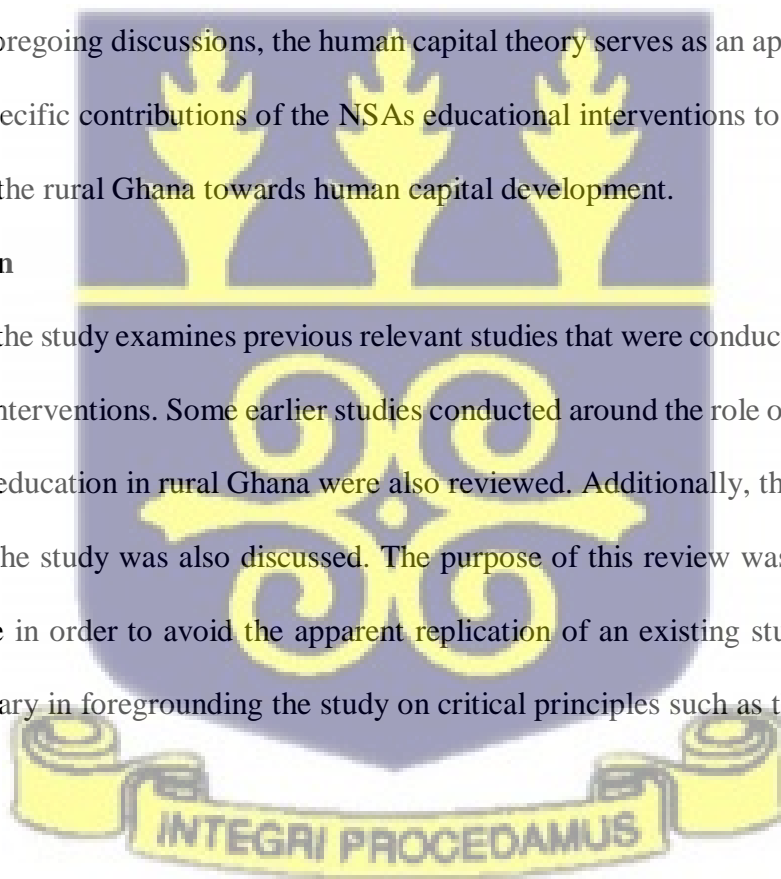
Adopting a position based on the human capital theory and taking cognizance of these challenges, Fagerlind and Saha (1997) argue that developing countries should consider cost sharing models and approaches in the delivery of education. They among other things recommend that the cost of education should not be solely borne by the state. Governments, donors, non-governmental organizations (NGOs), and others are increasingly emphasizing the importance of building social capital in order to strengthen the poor's voice and economic opportunities (World Bank, 2000)

This brings to the fore the role of the non-state actors. Thus, this study relied on this position to explore the role of the non-state actors, in this case, the NGOs in the development of education within the context of alternative development and complementary programmes.

In view of the foregoing discussions, the human capital theory serves as an appropriate lens for assessing the specific contributions of the NSAs educational interventions to the development of education in the rural Ghana towards human capital development.

2.15 Conclusion

This chapter of the study examines previous relevant studies that were conducted in the domain of educational interventions. Some earlier studies conducted around the role of non-state actors with respect to education in rural Ghana were also reviewed. Additionally, the relevant theory that underpins the study was also discussed. The purpose of this review was to tease out the gap in literature in order to avoid the apparent replication of an existing study. This chapter was also necessary in foregrounding the study on critical principles such as the human capital theory.



CHAPTER THREE

3.0 Methodology

3.1 Introduction

This section presented the many approaches and methods used to collect and evaluate data in order to meet the study's objectives. The research methodology, as the study's focal point, describes the study's research design, approach, data collection—sources and tools, target population, sample frame, and sampling methodologies. It also discusses the data analysis procedure as well as the research area's characteristics.

3.2 Paradigm and Philosophical Perspectives of the Study

How and what knowledge one gains is essential in scientific studies. Creswell (2003) posits that philosophical perspectives are world views of how and what knowledge is gained. These perspectives are dedicated in pursuit of wisdom through a systematic inquiry into the nature and meaning of the universe and of human life (Tan, 2007). This implies that in stating a knowledge claim, researchers need to start with certain assumptions about how they would learn and what they would learn during their inquiry. Broido and Manning (2016) alluded that research cannot be conducted without the conscious or unconscious use of underlying philosophical and theoretical perspectives. This according to Broido and Manning (2016) informs methodology, questions asked and conclusions drawn among others.

The philosophical perspective of this study was drawn from the interpretive paradigm. The adoption of the interpretive ideology is premised on the philosophical assumption that knowledge is socially constructed which requires interpretation and explanation from the point of view of social actors (Denzin, 2001; Flick, 2014; Marshall and Rossman, 2010; Smith, 2007). From the perspective of ontology, the interpretivism comes at the back of a belief that what is termed reality is a social construction (Blaike, 2000; Holloway and Wheeler, 2013).

The epistemological stance, however, is that the world is better understood by conducting a study among people, and not objects, performing their roles as social actors (Potter, 2013).

The study in line with the above arguments adopted the interpretive paradigm for the following reasons: First, the researcher views the reality about NGOs and their contributions towards development of education to exist in the minds of social actors thus key stakeholders in the sector: staff of NGOs, and targeted beneficiaries. This implies that knowledge on this subject can be socially constructed from the actors' experiences, understanding and expectations through interpretive medium. In order to get the needed knowledge, the researcher regarded himself as part of the wider spectrum of the social world in order to build relationships with these actors (participants/respondents) to have understanding of the NGOs and their contributions in practical terms (Punch, 2013). Essentially, the adoption of this paradigm paved way for the researcher to analyse, interpret and provide exact reports as contained in the responses and experiences from the view point of the stakeholders involved.

3.3 Research Approach

In the case of this study, both quantitative and qualitative methodologies were used to gather and analyze data. This established the mixed methods approach's application in this investigation. The following is an explanation of the method and the criteria used to pick it:

3.3.1 Mixed Research/Methods

A mixed-methods approach involves the use of both quantitative and qualitative means to collect and analyse data in a single study in which the data collected either concurrently or sequentially are integrated at one or more stages of the research. This research employed a mixed-methods research of the pragmatic research paradigm (Creswell and Clark, 2007). It is based on the assumptions of pragmatism that quantitative and qualitative paradigms can be effectively blended to produce results. According to Creswell (2009) using the mixed-methods

design allowed for concurrent triangulation; that is utilized to measure the strengths of both qualitative and quantitative techniques to verify, confirm or disconfirm research findings. Teddlie and Yu (2007); Teddlie and Tashakkori, 2003 note that mixed designs often involve combining well-established qualitative and quantitative techniques in ways that will adequately answer research questions posed in the study particularly in situations where one design will be unable to render an appropriate appreciation of the subject matter being studied.

Johnson and Onwuegbuzie, (2004) also states that the use of mixed-methods proves to be appropriate in conducting policy research of this kind. The rationale behind the choice of the mixed-methods in this study is to unravel the complexity of challenges in educational development in the rural areas and the work of NSAs in general to resolve them. In this study, a quantitative approach was applied using the questionnaire survey after which the data was analysed using the Statistical Package for Social Sciences (SPSS). On the other hand, the qualitative data was collected using semi-structured interviews and data analysed using thematic analysis and comparing the cause and effects relationships thus the NSAs activities and its contributions to the development of education in the rural areas. The findings on the quantitative research are supplemented by a qualitative approach that seeks to produce an in-depth explanation to the numbers and figures (quantitative) on the NSAs interventions in the beneficiary communities. Each phase of the stated approach is explained below:

3.3.2 Quantitative Phase

The quantitative approach is underpinned by a philosophical assumption known as positivism. The positivists assert that the reality exists on its own and therefore considers social world as originally created and existed on its own without mutations and alterations from humans (Miller and Brewer, 2003).

The quantitative approach was used to measure the particular indicators in the research questions in this study. The quantitative method was designed to quantify the impact of NSA interventions on schooling in key educational development metrics. In other words, the quantitative method answered the question of whether and to what extent particular educational indicators in communities are connected to the actions of NSAs. To accomplish so, descriptive data like frequency and percentages are calculated with the goal of determining the effectiveness of NSA operations, their unique impact and contributions, and the prevailing method employed by NSAs in the community.

3.3.3 Qualitative Phase

Qualitative research, on the other hand, is defined as "the interpretation of data in which the researcher examines situations in their social and cultural context across time" (Baabereyir, 2009 p.107). In this method, the researcher may develop ideas that reveal how events unfold through time in a specific region under investigation (Grix, 20004). According to Bryman (2008), the focus of qualitative research is on people's experiences; the way individuals view their reality as shaped by their social values and cultural background. The interpretivism philosophical assumptions underpin the qualitative research technique.

In-depth interviews with NSA focus individuals (Project officers, District field officers), District Education Directorate staff, traditional authorities and parents are part of the qualitative component of this study. It included extensive reactions to the nature of the NSA's activities in the district, as well as plans, alternate ways during emergencies, and obstacles to the interventions' execution.

In order to supplement the quantitative data, the qualitative technique was employed to conduct interviews with District Education Directorate officials and other recipient beneficiaries to gain a full understanding of the NSAs as well as lived experience of the work of NSAs and its impact.

3.4 Research Design

Research design, according to Denzin and Lincoln (2011) involves the strategy of the enquiry or the logical structure of the research enquiry. Descriptive research design was adopted for the research. It involves the collection of data in view of answering the questions that concern the current status of the issue under investigation. Descriptive Survey, according to Mugenda and Mugenda (2003), is a design that seeks to obtain information that describes the existing phenomena by eliciting from individuals, information about their perceptions, attitudes, views, behavior and values.

The descriptive survey involves the method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be employed in the instances of collecting information about the attitude, opinions, habits or any variety of educational or social issues (Orodho & Kombo, 2002). This authority confirms and emphasises the choice of the design as the issue under study relates to both social and educational intervention programs. Fraenkel and Wallen (2009) in corroboration of Orodho and Kombo (2002) posited that descriptive survey remains the most recommended design for collecting data relative to behavioural investigations with regards to academic studies. In view of this, descriptive research design is considered suitable for the study given the focus of the study as interventions geared towards behavioural and social changes for academic purposes.

The mixed-methods research approach which the study adopted alongside the descriptive design is a convergent parallel mixed-methods design. This, according to Creswell and Plano (2006), refers to the research design that merges quantitative and qualitative data in a manner that provides a holistic view, information and understanding of the issue under investigation. To this end, the researcher collects both the quantitative and qualitative data at the same time which is then merged and interpreted at the reporting stage for effective analysis and inferences (Creswell and Plano 2006). The study began with a mapping of NSAs in the Nkwanta South

District of the Oti Region of Ghana. This was followed by selecting NSAs (NGOs) that provide educational interventions in the area. It included beneficiary assessment of the services provided for better understanding of their contributions towards development of education in the district.

3.5 Population Sample

Burns and Grove (2005) explain population as a large collection of individuals or objects with similar characteristics that form the main focus of a scientific query. Fox and Bayat (2007) also noted that a population consists of a group that share common characteristics from which individuals or units of analysis are then chosen out of the population for the study.

The population of the study comprises staff of selected NGOs involved in educational interventions, District Directorate of Education, staff of District Assembly, and head teachers in communities which have been beneficiaries for at least one year. It included 104 basic schools in the district. (Source: Ghana Education service, 2019/2020)

3.5.1 Sampling Method and Sample Determination

In the view of Sidhu (2003), sampling is the process of selecting a representative unit from a population. For this study, both Probability and non-probability sampling techniques were employed. With regards to the selection of the basic schools, stratified sampling technique was employed to divide the district into strata- circuits in the district according to the Ghana Education Service. The district has a total of 8 circuits.

Thereafter, a random sampling was used to select the number of schools per circuit that is required for the study. All basic schools in each circuit where the interventions were being undertaken were labeled and lottery method was applied in the selection processes. The researcher developed a selection strategy which contained YES and NO to select the schools. The Yes and No were written on small pieces of paper, folded and dropped in an empty

container for the school heads to pick. Those who picked YES were selected for the study. The process resulted in the selection of 83 beneficiary schools of different communities.

In the case of NSAs thus NGOs, census approach with purposive sampling technique was used to sample NGOs which were involved in education. This was as a result of small number of NSAs operating in the area of education in the district— 4 NSAs as at 2021 (Source: NSMA, 2021)

Purposive technique was as well adopted to sample relevant stakeholders with key information (Staff of the District Directorate, Traditional Authorities) in relation to the educational activities and the work of NSAs in the district. Table 3.1 depicts the summary of the population sample size used.

3.5.2 Sample Size and Determination

The Nkwanta South has 104 public basic schools in the district. This comprises Kindergartens, Primary and Junior High Schools. Since the study wished to focus on the interventions of the NASs in the development of public basic schools in the district, it deems it appropriate to use the existing number of schools as the sampling frame for the determination of the sample size for the study. It was obtained using the formula: $n = \frac{N}{1+N(e)^2}$ (See Israel, 1992). The determination was based on 95% confidence level leaving the margin of error at 0.05; confidence interval of ± 5 and a level of precision of ± 5 . The level of precision is the range in which “the true value of the population is estimated” Israel, 1992: 1); while the confidence interval estimates the extent to which the attribute of the sample represents the true population. Israel (1992) indicates that the higher the level of precision and confidence interval i.e., ± 5 , the higher the sample is representative of the actual population. This is therefore a representative of schools in the district. Using the formula: $n = \frac{N}{1+N(e)^2}$ where n is the sample size; N is the

target population (total number of schools) and e (5%) is the precision level (also known margin of error).

e (5%) is the precision level (also known margin of error).

$$n = \frac{104}{1+104(.05)^2}$$

$n = 83$. Therefore, 83 schools were selected for the study.

3.6 Selection of NSAs and Other Institutions

Currently, there are about 10 NSAs working in the district. Selection was done using two sets of criteria: core mandate of the NSAs- thus the NGO and areas of operation in the district. Out of the 10 NSAs identified, 4 of them have their functional activities related to education in the basic school. All the four (Plan International, Prolink, World Vision and Nnenka) were selected for the study.

Purposive approach was used to sample the District assembly and the District education Directorate. This is because the District assembly has in its custody information regarding NSAs that operate within the jurisdiction while the District Education Directorate is the sole institution that has the ability and responsibility to provide accurate information on the status on basic education in the district as well as the activities of the NSAs regarding education in the district.

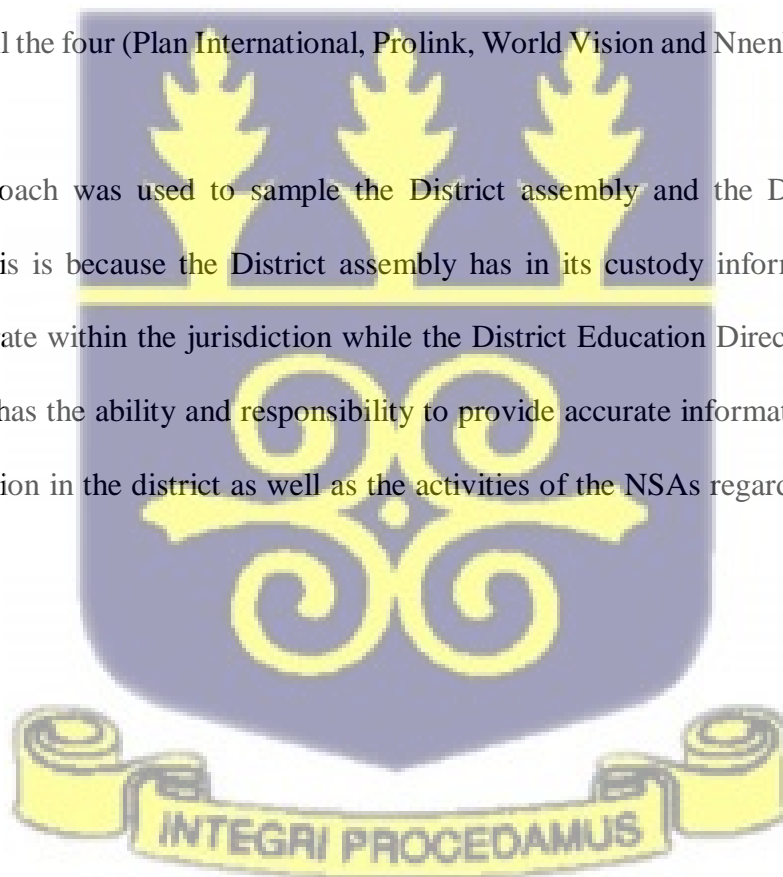


Table 3. 1: The Breakdown of Respondents and Data Collection Framework

<i>Type of Data</i>	<i>Method of Collection</i>	<i>Category of Respondents</i>	<i>No. of Respondents</i>	
<i>Total</i>				
Quantitative	Questionnaire	Headteachers/Teachers	83	83
Qualitative	In-depth Interview	GES, DA, NSAs		
		Parents, Traditional Leaders	24	24
Total			107	107

Source: (Field Survey, 2021)

3.7 Data Collection Instrument

3.7.1 Interview Guide

The interview schedule with the District Directorate (Staff), NSAs Focal Persons, parents and the District Assembly staff was a semi-structured one. The use of interview guide granted the researcher enough freedom to formulate questions and decide the order of questions. Although interviews are more time consuming costly and offers less anonymity than other methods, the researcher’s choice of interview guide stems from the fact that, respondents had the opportunity to react verbally to items of particular interest: there was flexibility in it because the interviews were adjusted to meet diverse situations; it was easy to administer because it does not require respondents to have the ability to read. It also offered the ability to analyze respondents' non-verbal behavior. Lastly, the capacity for correcting misunderstanding of respondents was assured since the presence of the interviewer assisted in correcting misunderstanding as well as assisted in answering questions. The interview guide was used to collect data from District Directorate (Staff), NSAs Focal Persons, Parents, Traditional Authorities and the District

Assembly staff to supplement the questionnaire because interviews help the researcher to reach the point of view of another person to better understand his / her viewpoints (Iphofen & Tolich, 2018).

Interviews often allow the interpretation of a wide variety of participants to be examined, and may expose significant aspects of the phenomenon under study. Semi-structured interviews allow the interviewer to concentrate on research questions, while opening up new opportunities for further questions (Ary et al., 2006). Ary and colleagues proposed that respondents should be asked the same questions, albeit in a more conversational way, in a semi-structured interview. They, however, remember that there is more flexibility for the interviewer to organize or even rephrase the order of the questions.

3.7.2 Questionnaires

Questionnaires were employed during data collection on Head teachers and teachers. According to Leedy and Ormrod (2010), questionnaire is characterized as a survey tool that tends to be more accurate, while its anonymity promotes a greater degree of honesty. Based on the literature review for this study, a questionnaire was created by the researcher. Additionally, the use of the questionnaire appears to be more accurate because it guarantees anonymity that facilitates greater authenticity. This is possible because the use of questionnaire does not require the respondents to indicate their details which the researcher can use to trace them. Again, the questionnaire gives a reasonably simple approach to the study of behaviors, values, beliefs, and motives. It may also be adapted to collect generalized information from any human population. Similarly, considering the large number of respondents, it would be impractical to interview all of them. I have chosen the characteristics and behaviors (strategies, behaviours, attitudes and objectives) of successful NSA and educational development (Creswell, 2016) and other references derived from the literature for the creation of the items in the questionnaire.

Much attention was given to ensuring that the intent of the study was addressed in the design of the questionnaire in order to make the research successful. To help the researcher collect as accurate information as possible from the respondents, the questionnaire consisted of a mixture of open and close-ended items. Open-ended items, which allow more freedom of response, are easy for the researcher to construct and allow for follow-up questions. Close-ended items on the other hand enhance consistency of responses across respondents, easier and faster to tabulate and analyse (Fraenkel & Wallen, 2018).

3.8 Data Collection Techniques

The study relied on both primary and secondary data to gather relevant information for processing towards the achievement of the objectives.

3.8.1 Secondary Data Collection

The secondary data collection process involved reviewing literature, journals, articles, reports, and policy frameworks) on NSAs (NGOs and DPs) in parts of the world, Africa and Ghana.

The secondary data was collected through diverse means such as desk review and content analysis of relevant published as well as gray materials (unpublished studies), policy documents and regulations of selected non-state actors (NSAs). The review revolves around global and national studies undertaken on varied social and educational interventions by NSAs with respect to the marginalized and rural communities.

Data obtained using this approach was used as a basis to anticipate the situation on the ground and for the purposes of preparing the instruments for the primary data. Through this data collection activity, insights into the concepts of NSAs (NGOs) were obtained; specific contributions of the NSAs, challenges of NSAs, alternative approach during crisis were all unraveled. In addition, other documents such as baseline and end-line survey reports as well as monitoring reports of the various policy interventions were reviewed.

3.8.2 Primary Data Collection

According to Derek, et al (1978), Primary data constitutes data that are original and have not yet (previously) been published. It is also derived from a new or original research study collected at source for purposes for which an enquiry has been commenced.

Primary data collection in this study was carried out in two phases. Each phase has systematic approach with series of activities that helped in collecting a particular set of data.

Phase 1

This phase began with the mapping of the NSAs and their policy interventions in the district. The process in this phase typically included, first, contacting relevant agencies thus the District Assembly and Education Directorate as well as individual key stakeholders who were in custody of important information about NSAs in their respective localities and could provide same for use in the research. Individual relevant stakeholders contacted in this phase included the headteachers, caregivers, district coordinators (field officers), and offices of the individual NSAs. All the relevant stakeholders identified were contacted and requested to provide information relative to type of NSA and their focus. In all, a total of 4 NSAs were identified and various key persons interviewed.

Phase 2

The initial process involved making contact with relevant agencies such as the District Assemblies (DA) and the Department of Social Welfare, and individuals who could provide information about NSAs in their respective localities. Individuals contacted included individuals from the district education directorate, assembly members, chiefs, and other community level power brokers. All NSAs identified through these institutions or community experts were contacted. Upon contact with an NSA, the leader was requested to respond to a survey questionnaire seeking information on full registered name, year of establishment, type

of NSA, areas of operation, nature of intervention and its contribution to development, funding, collaborators/partners, and information on beneficiaries among others. In this phase, questionnaires, interview guides were used to collect the data for the study.

3.9 Data Representation and Analysis

3.9.1) Interview

The interview schedule with the District Directorate (Staff), NSAs Focal Persons, Parents, Community leaders (Chief) and the District Assembly staff contained five items with subsections. This gave rise to knowledge on the main areas of: the specific policy interventions undertaken by NSA to support education in the district, the specific contributions of the interventions to the development of education in the district, the challenges faced by the NSAs in the implementation of programmes and interventions and finally the alternative approach employed by NSAs in the promotion of education during crisis in the Nkwanta South District.

Summary of Respondents captured under this category

Table 3. 2: Category of Respondents for Qualitative Data

Category of Respondents	Female	Male	Total
GES Directorate	1	1	2
Traditional Leaders	2	3	5
District Assembly	-	1	1
Parents	4	4	8
NSAs Focal Persons	4	4	8
Total	11	13	24

Source: Field Survey, 2021

3.9.2 Questionnaires

The questionnaire consisted of both open and close ended questions. It included the likert Scale of five points. The rationale for using the Likert Scale is that it allowed researchers to achieve a high degree of validity, tolerated the ranking of respondents and was reasonably easy to construct. Nonetheless, this type of scaling has received some drawbacks which have been pointed by Leedy and Ormrod (2010). Thus, total scores relating to several and varied things say nothing about the reaction of an individual to the different aspects of the study object, and it is also hard to have equal things on the scale.

Section A demanded personal information of the respondents which focused on their biographic data concerning their sex, age range, work experience and qualification. Section B also demanded answers to questions on the specific policy interventions undertaken by NSAs to support education in the district. Further, Section C also sought answers to questions on the specific contributions of the interventions to the development of education in the district. Also, Section D demanded answers to questions on the challenges faced by the NSAs in the implementation of programmes and interventions. Finally, Section E polled the views of respondents on the alternative approach employed by NSAs in the promotion of education during crisis.

Summary of Respondents captured under this category

Table 3. 3: Category of Respondents for Quantitative Data

Category of Respondents	Female	Male	Total
Headteachers/Teachers	30	53	83
Total	30	53	83

Source: Field Survey, 2021

3.10 Data Processing and Analysis

Quantitative Data Analysis

The questionnaire data collected was analyzed using Statistical Package for Social Sciences (SPSS) version 21.0. Each questionnaire was given a serial number for easy identification before scoring the responses. The variables were decoded and interpreted. Descriptive statistics was used and that gave the researcher the opportunity to make precise statements and describe things in a more precise manner. All data was subjected to frequency counts to verify and correct errors in coding where possible.

In analyzing the collected data, frequencies and percentages were used. This was aimed at making the data more comprehensive. Percentage analysis was used to draw the views of the respondents. This presented a clear picture of the responses of the respondents. Responses from all the sections were analyzed using descriptive statistics like frequencies and percentages and presented in frequency tables.

Qualitative Data Analysis

Regarding the analysis of the interview with the various selected participants both manual and Nvivo coding were carried out. It followed a thematic analysis in the qualitative case study and employed Saldana's (2009, 2016) coding strategies— first and second cycles coding. First, interview transcripts were reviewed several times, searching for “recurring regularities” (Adèr & Adèr, 2008). The researcher highlighted quotes and phrases from the interview that were significant to the study. Using the constant comparative method (Green, 2019), the researcher went back and forth among transcripts until categories emerged consistent, yet distinct (Maxwell and Mutawalli, 2012). The researcher named these categories, coded the transcripts, and placed sections in labeled folders representing each category (Wax, 2019). Secondly, the researcher brought together the coded interviews and field notes and looked for relationships within and across the data sources. To compare different coded interviews, a table was created.

As tentative categories emerged, the researcher tested them against the data (Bell, Bryman & Harley, 2018). The researcher also checked data from the interview against the mental model. Finally, before the themes solidified, the researcher incorporated and refined the categories (Chambers & Nimon, 2019).

The second cycle coding allowed for the first coded information to be uploaded into the Nvivo. The manual and the NVivo coding generated thematic analysis of the interviews and for possible identification of patterns and positions of the respondents. It resulted in generating global, emerging and basic themes.

3.11 Pilot -testing of Research Instrument

In order to ensure suitability of the instrument for the data collection, it was prudent to pre-test same. The rationale for the pre-test was to achieve high level of reliability and validity of the instruments. In view of this, the researcher conducted the pre-test activity on some selected participants in the Kadjebi District of the Oti region. The choice of the District was largely as a result of similar characteristics it has with the study area (Nkwanta South).

3.12 Ethical considerations

The study was conducted with regards to ethical principles in research. As part of ethical considerations in research, the researcher is required to demonstrate attention to confidentiality, anonymity and safety of the participants. In this study, the researcher employed codes and identifiers instead of real names of the participants in order to ensure anonymity. The respondents were not required to provide their names on the questionnaires and were allowed ample time to complete them. Data collected was stored in private and protected storage device to ensure no third party has access.

Informed consent and voluntariness were highly considered throughout the conduct of the study. The participants were all provided sufficient background information on the study to

which they consented before participation in the study. Also, the participants were encouraged to exercise their rights to withdraw at any point they feel uncomfortable without necessarily giving reasons. Before the data collection, the researcher sought and obtained introductory letter from the Centre for Social Policy Studies (CSPS) which helped in assuring the participants of the purpose of the study.

3.13 Study Area

3.13.1 Justification of the Study Area.

The Nkwanta South District was purposively selected for the study. This was largely due to my work experience as well as fair knowledge about the area for the past years. Besides, I have built personal and relational networks with relevant stakeholders in the NGO sector and the community that enhanced data collection processes for the study.

More importantly, the area is disadvantaged with regards to educational achievement. In most cases, educational indicators point to the fact that much more inputs are required to help the district improve in education. Moreover, the District apart from the high level of poverty is also described as one of the deprived in the country. One other significant phenomenon is the dropout rate in the District. A large number of children girls particularly of school going age are not in school due to varied reasons. It is envisaged that the current situations could have dire consequences on the country's move to achieve education for all (EfA). It is as a result of these that a number of non-state actors (NSAs) have directed their focus to the district with diverse educational interventions, justifying the need to assess the contributions of non-state actors to development of education in the area.

3.13.2 Location

Nkwanta South District is one of the 9 districts in the Oti Region- a region which was recently created out of the Volta region in 2018. The District was carved out of Kete Krachi District in 1989. Following the passage of the Legislative Instrument (L.I.) 1892 in 2007, the Nkwanta District was divided into two (Nkwanta South and Nkwanta North Districts).

The District is located in the northern part of the Region and lies between latitudes 7° 30' and 8° 45' North and longitude 0° 10' and 0° 45' East. It is bounded to the North by Nkwanta North District, to the South by Kadjebi District, to the East by the Republic of Togo and to the West by Krachi East District. Its total land area is around 2, 733km² thereby making it the largest District in the Region (GSS, 2014).

3.13.3 Demographics and Social Characteristics

According to the 2010 Population and Housing Census, the population of the District (Nkwanta South, stood at 117, 878. Out of the total population, according to GSS (2014), 58, 482 representing 49.6% are males whereas female constitutes 50.4%. This demonstrates that females are more than the males in the district which requires that any policy targeted at the district should take critical cognizance of gender diversity in its formulation.

3.13.4 Education

There are 69 pre-schools, 87 primary schools, 37 Junior High schools and 3 Senior High schools in the district. Out of the 69 pre-schools, 61 of them are public whereas 8 are privately owned. In the case primary school, 80 are public while 7 are private. At the JHS level, there are 36 public and one privately owned. This is an indication that non-state participation in building and operating educational facility is key in the promotion of education in the area and the country at large.

The district is confronted with several challenges in providing education to its children. Educational facilities such as school buildings, libraries, furniture and teaching and learning resources are in short supply among the schools (NSMA, 2020). Though there has been some level of improvement over the years, there are still schools “under sheds”

Trained teacher retention and availability is another challenge in the district. Nearly, half of the teachers in the district are untrained. There are also a number of schools that have inadequate teaching staff.

3.13. 5 School attendance and level of education

The 2010 Population and Housing Census indicates that the number of people aged 3 years and older stands at 106,236. This constituted about 90.2% of the total population of the District.

Out of this, 62,982 representing 59.3 percent of the population age 3 years and older either are currently in school or ever attended school. This indicates that nearly 41% of the population has never attended school. Also, about 80% of the number of those who have had some form of education did not go beyond the basic education. This is more pronounced in females than the males (2010 PHC). According to the 2010 Population and Housing Census, there are more males in school (22,978) than females. There are slightly more than half (51.0%) of those in school being in primary while 22.1 percent attained only primary in the past. With English language literacy, only 39.5% are literate in English language in the district.

This data paints a gloomy picture for the district which therefore requires additional attention hence the NSAs involvement in diverse activities in the area.

3.13.6 Economic Activities

The main occupation in Nkwanta South District is skilled agricultural, forestry and fishery workers constituting (71.2%) of the population. This is higher than the national figure of 41.7% and the regional 50.1%. It is an indication that the District economics is generally agrarian.

However, there about 11.2% and 8.7% crafts/trade and service workers respectively. The agriculture, fishing and forestry sectors remain the largest sector in the district with employing capacity of 71.1% of the economically active population— 15 years and older.

The other two major sectors are manufacturing which constitutes 9.7% and retail trade, repair of motor cycles and vehicles (6.5%). The informal sector is the largest in the district with an ability to employ 93.8%, followed the government sector which employed 6.2% of the economically active population. The rest are the employees in the semi-public/NGO sector/other international organisations with 0.3%.

3.13.7 Agriculture Activities.

The agriculture sector is the predominant sector in the district. The sector is divided into three main sub-sectors: crop, livestock and fisheries. The district has a vast stretch of arable lands with suitable vegetation and climate that support effective crop production (yam, cassava and cereal). Crop farming is the most engaged in subsector with about 98.0% of the population in the agriculture sector. However, fishing activities are also carried out on the Oti arm of the Volta Lake in the district particularly at Kabiti.

There are about 44.6% of the urban households that engage in agriculture whereas the rural households that engage in agriculture constitute about 90.9%. Largely, the farming activity in

the district is subsistence farming. It is predominantly characterized by traditional farming methods where hoes and cutlasses are the main farm implements. The main challenge apart from mechanized or modernized system of farming is lack of storage facility which contributes to significant post-harvest losses.

3.13.8 Chapter Summary

This chapter described the methods and procedures used to collect data from the participants. The descriptive study design was used to allow the researcher to interpret the findings in various ways. This chapter also defines the population, the sample and sampling methods, the research instruments, the data collection procedures and the data analysis procedures and the profile of the study area. The chapter also addressed the ethics considered in ensuring that the individual in the study is handled humanely.



CHAPTER FOUR

4.0) Data Presentation, Analyses and Discussion

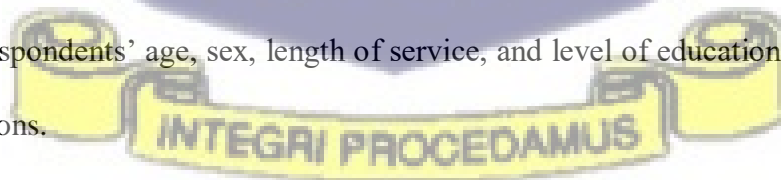
4.1 Introduction

This chapter is the presentation of data collected from schools (teachers and headteachers), NGOs, community leaders, parents, GES Directorate and the Assembly. The ensuing sections and subsections present data that are in relation to the objectives of the study triangulating the quantitative and qualitative data. In this chapter, the first section presents data on socio-demographic characteristics of the respondents. The remaining sections focus on other thematic areas: the NGOs and their specific interventions— focus and beneficiaries, assessment of their interventions based on four criteria, the contributions of the interventions to the development of education in the communities paying attention to some key indicators, challenges that confront the NSAs in the implementation processes and the alternative approach of the NGOs during crisis.

4.2 Demographic Information of Respondents

UNDP (2013) describes demographic characteristics as traits that include gender, generation, race and ethnicity, education, geographic region and marital status. In research, several of these demographic and background characteristics are drawn upon in the course of the analysis in order to provide comparisons among the respondents and draw certain conclusions.

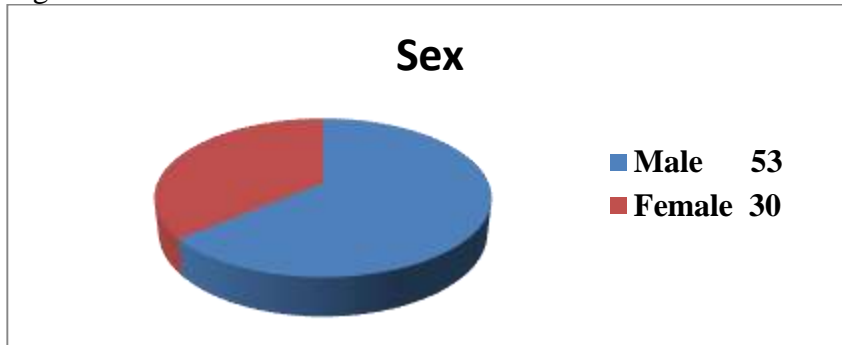
In this study, respondents' age, sex, length of service, and level of education were considered for various reasons.



4.1.1 Gender

Figure 4. 1: Gender Distribution of Respondents

Figure 4.1



Source: Field Survey, 2021

The illustration in the figure 1.1 shows the gender representation of the respondents. The distribution demonstrates that males made up the bulk of respondents, accounting for 53 (63.9%) in the study. Females made up the remaining 30 (36.1%) of those polled. The finding suggests that males were sampled at a higher rate than females.

This gender composition of the respondents may therefore indicate that the results are more likely to reflect the opinions of males than of females. Nonetheless, the study's findings are valid for making relevant inferences.

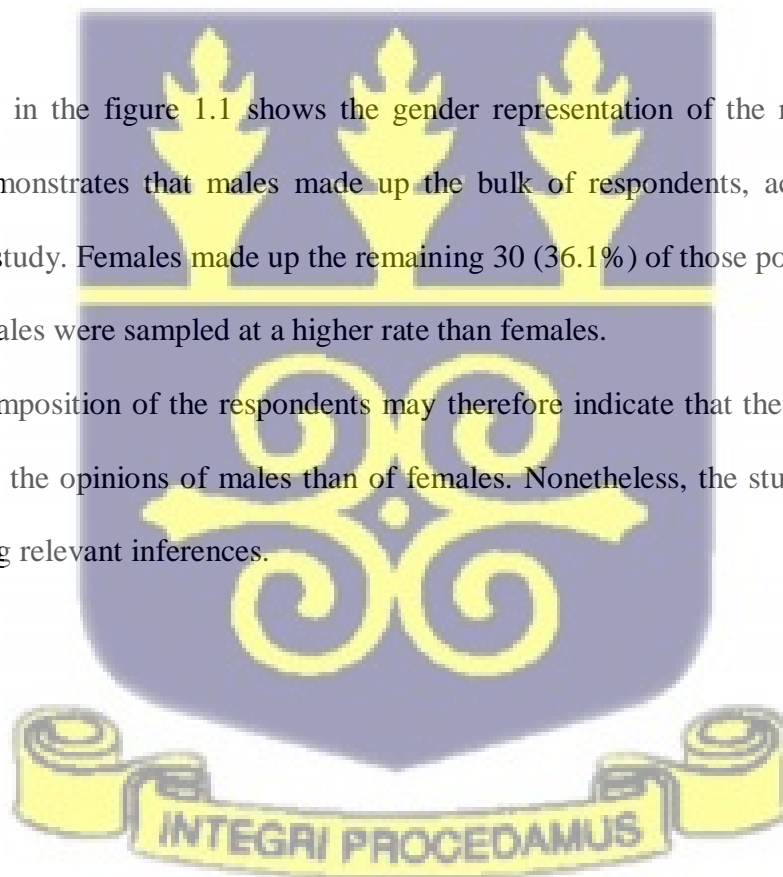


Table 4. 1: Socio-Demographic Characteristics of Respondents

Demographic Characteristic	Description	Frequency	Percentage%
Age	25 and below	21	25.3
	26 – 30	25	30.1
	31 – 40	22	26.5
	41 – 50	10	12.0
	51 – 59	5	6.1
Education	Undergraduate	25	30.1
	Masters	11	13.3
	Diploma	36	43.4
	Certificate	11	13.2
Years of Service	Below 5 years	31	37.3
	5 – 10	25	30.1
	11 – 20	12	14.5
	21 – 30	10	12.0
	Above 30	5	6.1
N=83			

Source: Field Survey, 2021

The findings reported in Table 4.1 show that 26.5% of the respondents were between the ages of 31 and 40. This is followed by the age groups 25 years and above and 26-30, which both accounted for 25.3% and 30.1% of the respondents respectively. This provides a youthful representation of the respondents.

4.2.2 Educational Background of the Respondents.

Establishing and determining the educational level of the respondents remain critical to the study in varied ways: it determines the level of appreciation of educational issues, policy issues, the work of NSAs as well as ability to efficiently respond to issues. Besides, respondents' education level is an important aspect of demographic characteristics since it informs the researcher about the respondent's capacity to understand the aim of the questionnaire.

The data collected on this level revealed that the respondents had a minimum of a certificate in education. Twenty- Five (25) respondents had a first degree, accounting for 30.1 %, whereas eleven (11) respondents had masters, accounting for 13.3 %; thirty-Six (36) respondents had diploma, representing 43.4 % while the least minimum was ten (11) persons with certificate in education accounting for 13.2% of respondents. According to the findings, all of the respondents in the study had a formal education. This also implies that the respondents understood the goal of the study and the questionnaire items on their own. This contributed significantly to the fact that none of the surveys were rejected.

4.2.3 Years of Service for Head teachers/Teachers

The number of respondents with the least years of service constitutes 31 (37.3%). They have served for about 5 years in the Ghana Education Service. It is followed by 25 (30.1) of the respondents who had in the service between 5-10 years.

Furthermore, 14.4% of them had been in the service for 11-20 years while 12.0% has taught for 21-30 years. The longest service came from those above 30 years of teaching which represents 4.8% of the total respondents. These findings are sufficient to say that majority of the respondents have spent adequate years in their current station and therefore are able to provide accurate information or status on the intervention and its contribution to education development over the years.

4.2.4 The Period of Operations of the NGOs in the District.

This characteristic sought to determine how long the NGOs have been operating in the district. The findings helped to shape the report on the level of sustainability as well as the depth of improvement in Key Performance Indicators (KPIs) in the development of education. It shaped the study with regards to the experiences of the NGOs and its implications on education delivery in the district.

Table 4. 2: The Period of operations of the NGOs

Number of Years	Frequencies
5 years and below	1
6-10 years	2
11- 20 years	1
Total	4

Source: Field Survey, 2021

The number of years the four NGOs has been operating in the district ranges from 5 years to 20 years. For instance, the World Vision, as the longest serving NGO in the district, has been operating for close to two decades followed by the MGCubed Project (now ran by Plan International) which has been running since 2013. The rest, Nneka and prolink, have all been providing interventions in the district between 3 and 5 years. The period of operations revealed in the findings underscored the point that these NGOs have had enough years of operation and their contributions should be identifiable, observable and quantifiable. It is enough to assess their development to education in the district.

4.3 Non- State Actors (NGOs) and Policy Intervention to support Education in the District

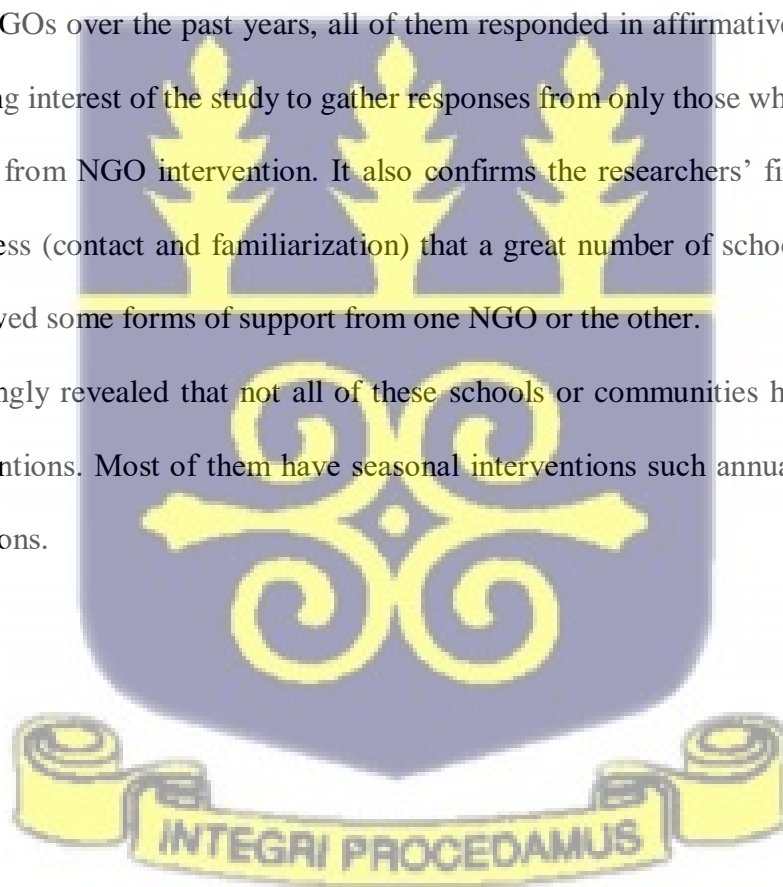
This section presents mapping of NGOs and their specific interventions in the area of education in the district. It captures responses with respect to information on NGOs and their respective interventions deployed to support education in the district.

4.3.1 NGO Support

This sub-section sought to establish from the respondents whether or not they have ever benefitted or still benefit from the NGOs.

When respondents were asked whether their school ever benefitted or received any form of support from NGOs over the past years, all of them responded in affirmative. This finding is in the convincing interest of the study to gather responses from only those who benefit or have ever benefitted from NGO intervention. It also confirms the researchers' first phase of data collection process (contact and familiarization) that a great number of schools in the district have ever received some forms of support from one NGO or the other.

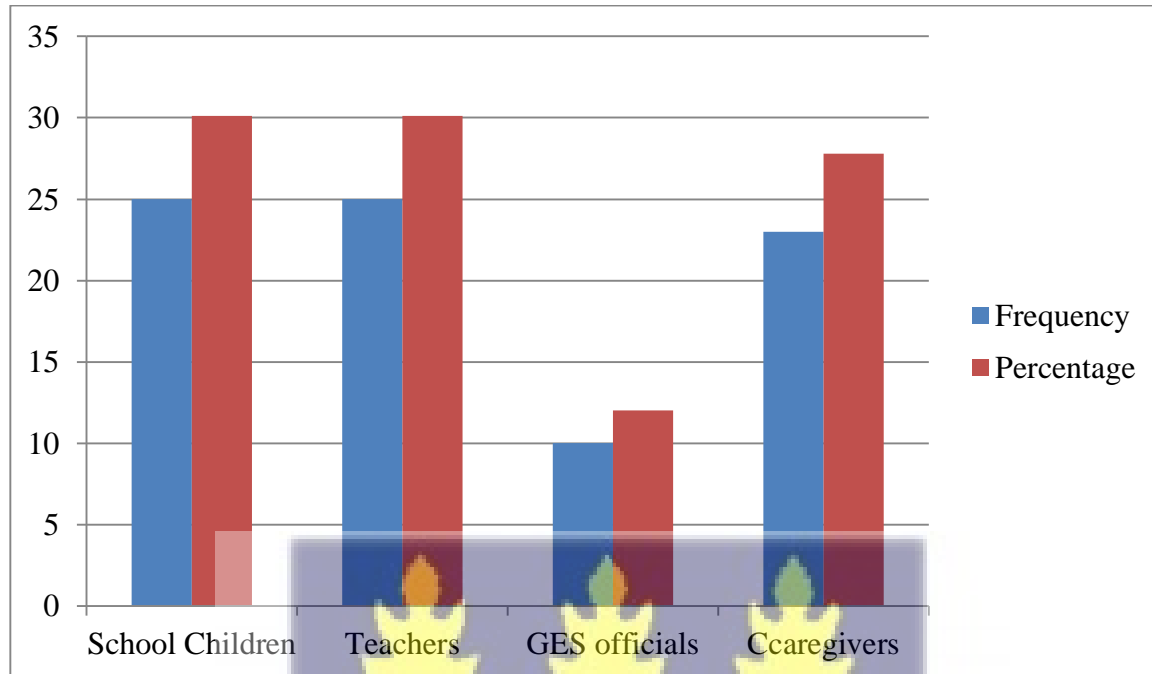
It was interestingly revealed that not all of these schools or communities have permanently situated interventions. Most of them have seasonal interventions such annual camps or “one shot” interventions.



4.3.2 Beneficiaries of NGOs Interventions in the District.

The graph represents the target beneficiaries for the interventions in the District.

Figure 4. 2: Target Beneficiaries



Source: Field Survey, 2021

The target beneficiaries for the NGO programmes were School children and Teachers with 30.1 percentage points apiece followed by the caregivers and GES officials with 27.7% and 12% respectively.

It was revealed that NGOs focus on more than one beneficiary group. This, participants noted was to provide intervention to relevant stakeholders in the value chain in order to deliver holistic development of education in the district.

One participant explained: *We identified relevant stakeholders focus our interventions on. The baseline normally gives us an overview of the problem and the key stakeholders to be targeted in order to address the problem (IDI, 2021)*

Another participant noted that: *A holistic approach in addressing the problem requires that we target all stakeholders in the chain. That's why our interventions focus on diverse beneficiaries to holistically address the problem (IDI, 2021)*

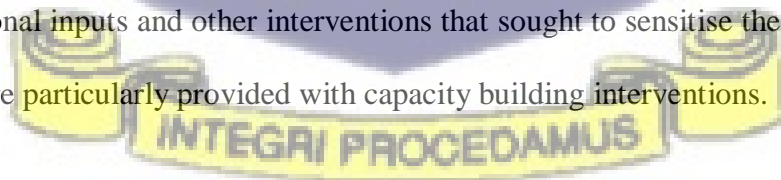
4.3.3 Description of Interventions against the Target Groups

Table 4. 3: Interventions and their Target Group

Target Group	Interventions
Teachers	Capacity Building, TLMs, Stipends (Facilitators and Volunteers)
School Children	School Inputs, Sensitisation, Life Skills and Vocational Training, Camp Exposure, Bicycle Intervention, Quality Teaching, Cash Transfers, Furniture and School Infrastructure, Girl Education, Literacy and Numeracy Skills development, Campaign and Advocacy structures
GES Officials	Capacity Building
Caregivers/Parents	Capacity Building, Sensitisation, Vocational and Life Skills Training

Source: Field Survey, 2021

The findings from the table 4.3 gave an indication that each target group with corresponding interventions. The study noted that while the intended beneficiaries (school children) received mainly educational inputs and other interventions that sought to sensitise them, other relevant stakeholder were particularly provided with capacity building interventions.



4.3.4 NGOs and the nature of Educational Interventions

Table 4. 4: NGOs and their Interventions.

NGO	Kind of Support	Frequency	Percentage
<i>PLAN</i>	Teaching learning resource and Girl child education Campaign, Online Education advocacy role, Community and Teacher Training	25	36.2%
<i>World vision</i>	School infrastructure, Furniture Teaching learning resource and Girl child education, Bicycle Education Project, advocacy role, Training/workshops, sensitisation,	16	23.2%
<i>Prolink</i>	Teaching learning resource and Girl child education	15	21.7%
<i>Nneka</i>	Educational Materials, Teaching learning resource and Girl child education, Education Camp, advocacy role, Keeping children in school Project	13	18.8%

Source: Field Survey, 2021

Out of the 80.7% of respondents who have received some form of support from NGOs ranging from 1-6 years, 36.2% of schools in the district receive support from Plan Ghana, followed by World Vision (23.2%) on school infrastructure, furniture's, teaching learning resource and girl

child education. However, 21.7% of the support came through Nneka and Prolink on; teaching learning resource and Girl child education, camp, WASH interventions among others.

Commenting further, GES official noted:

To me, all these NGOs have provided valuable interventions. Their activities range from teaching learning resources, school furniture and infrastructure to even financial support in some instances. I don't want to single out any NGO but MGcubed (Making Ghanaian Girls Great Project) started by Varkey and now Plan International has provided a lot in recent times (IDI, 2021)

But for these NGOs, access to education would have suffered a great deal. When we talk about equitable access, it is relatively the work of these NGOs. I have seen the work of these NGOs like World Vision, Varkey now Plan and I can say they have provided school buildings, furniture and many more (IDI, 2021)

4.3.5 NGO Intervention

As part of the confirmation of the NSAs interventions provided in the district, the respondents (the beneficiaries) were asked to indicate their level of agreement to some stated interventions. Their responses are tabulated below.

Table 4. 5: Respondents' Confirmation of NGOs intervention.

Interventions	Agreed	Disagreed	Somewhat
School infrastructure	58	19	6
	68.2%	22.4%	7.1%
Provision of teaching resources	78	3	2
	94.0%	3.6%	2.4%

Educational campaigns/sensitization	68	13	2
	81.9%	15.7%	2.4%
Cash transfers	23	51	9
	27.7%	61.4%	10.8%
Entertainment/WASH facility	10	62	11
	12.0%	74.6%	13.5%
Teacher training and capacity building	73	5	5
	88.0%	6.0%	6.0%

Source: Field Survey, 2021

4.3.5.1 School Infrastructure and other Teaching and learning facilities.

One of the interventions the respondents were asked to respond to by stating their level of agreement is school infrastructure. From table 4.5 above, 68.2% agreed that they received support in the form of school infrastructure whereas 22.4% disagreed. However, 6% of respondents responded ‘somewhat’, that is they agree and disagree. On the intervention on provision of teaching resources to schools, majority (94.0%) of the respondent agreed while 3.6% disagreed that NGOs provided such interventions. Minimum percentage of respondents (2.4%) said somewhat.

The NGOs in addition to other interventions provide school infrastructure and other facilities to aid accessibility as well as conducive environment for teaching and learning. In attempts to extend development of education to several communities, NGOs put up modern educational facilities or rehabilitate dilapidated structures in order to ensure that children have access. The findings revealed that this type of intervention was in response to access deficit, long distance from communities to the school and deplorable state of school structures.

As noted by participants:

I'm sure you can confirm some of these interventions yourself. They are dotted around the communities in the district. World Vision and others have given us school building, Plan International has provided us a lot of teaching learning resources. All these help to make education accessible and effective. (IDI, 2021)

Let's not belittle the work of these NGOs; in terms of infrastructure, they have provided enough. In community B for instance, the children used to sit on blocks as chairs; no exercise books and textbooks. Through the interventions of these NGOs, these schools now have desks, some children have exercise books and many others (IDI, 2021)

4.3.5.2 Educational Campaigns and Sensitization.

On educational campaign and sensitization, majority 81.9% agreed while 15.7% disagreed that NGOs support in this instance. On the point of indifference, 2.4% of respondents indicated “somewhat” to the statement. The quotation below lends credence to the quantitative data.

We realize they are dropping out of from school in an alarming rate....where there is too much of lack of information., they don't seem to believe in themselves, and so we try to give them the mindset to know they can become future leaders and world changers.... through education (IDI, 2021)

It was revealed that NGOs leveraged on the international days to sensitise the communities and individuals on the need of education. On such days, children were involved in various programmes and activities as a way of sensitising them as well as providing them the platform to motivate other individuals to buy into the concept of education and nurture their confidence skills.

We use these international and national days as a tool to carry out our campaign and sensitization in some instances (IDI, 2021)

4.3.5.3 Training and Capacity Building

With respect to teacher training and capacity building, majority of the teachers 88% agreed whilst 6.0 % of them disagreed that NGOs support teacher training and capacity building. The remaining 6.0 % of the respondents however said “somewhat” to the statement to indicate some level of indifferent.

The findings indicate that NSAs through their interventions have provided workshops and capacity building for teachers, caregivers, educational leaders as well as PTAs/SMC executives in the district. In various interviews, it was evident that training and capacity building was different in scope and coverage depending on the target beneficiary, the aim of the interventions and the gap identified during baseline or midline assessments. The study, in further discussions with the participants, found that there was the need to have PTA and SMC effectively exposed to their respective roles hence the training and capacity building.

In their view, the training ensured that conflicts in roles were managed and parents were prepared to have interest in school management which led to effective management. The quote below highlights the rationale behind training and capacity building for parents (PTA and SMC)

You know, we were doing so having in mind that where schools are effectively managed, it has a corresponding effect on quality education. Our concern is for everybody to get involved so that these young ones can have tomorrow (IDI, 2021)

From our perspectives, our training was geared towards introducing a particular, in fact, modern instructional practices for teachers. So, our workshops and seminars were to train teachers to be able to implement those strategies to improve quality of education (IDI, 2021)

Others were of the view that parental participation in academic issues of their wards leaves much to be desired. In their opinions, parents were not playing active roles in matters relating

to school management. All the four NGOs identified community training or caregivers training as mode of improving parental participation in the school management.

In confirming this, one parent stated: *we have had trainings over the years from the NGOs on vocational and life skills development, and parental role in children's education. Through this, I learnt to manage my finances and how to identify whether my child is doing well in school or not (IDI, 2021)*

I have an opportunity to attend a lot of training programmes organized for teachers in this district. The trainings were both virtual and in person; and it was centred around phonics, numeracy class management etc. Some of these NGOs transported the teachers and volunteers to Accra, trained them and equipped with them resources to deliver in the classroom (GES official, 2022)

4.4 Contributions of the interventions to the development of education in the district.

The focus of this objective was to explore, in specific terms, the strides of the interventions in relation to promoting education in the district. It among other things assesses the successes achieved with the deployment of the interventions particularly looking at indicators of education development in rural Ghana. The responses from the questionnaires are presented in Table 4.6 below

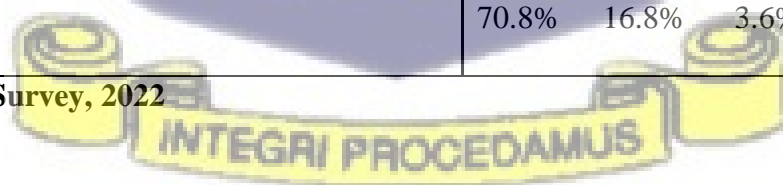
In varied interviews, participants across the communities and institutions rated the programmes as impactful and beneficial. With a round endorsement, all the respondents (100%) alluded to the fact that various activities contained in the interventions were directed at promoting education directly or indirectly in the district; these activities, without doubt, they emphasized, contributed largely to promoting education in the district. The interview responses are discussed alongside the quantitative data presented herein.

Table 4. 6: Key Performance Index

Key: SA= Strongly agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree

Benefits	SA	A	N	SD	D
Increase in enrolment	23 27.7%	25 30.1%	11 13.3%	14 16.9%	10 12.0%
Improved quality of teaching and learning	63 75.9%	10 12.0%	4 4.81%	3 3.6%	1 1.2%
Enhancing teaching skills of teachers	54 65.1%	16 19.3%	2 2.4%	6 7.2%	5 6.0%
Enhanced performance of learners	49 58.8%	18 21.6%	8 9.6%	5 6.0%	3 3.6%
Adequacy of teaching and learning resources	39 46.8%	35 42.0%	2 2.4%	4 4.8%	3 3.6%
A change of infrastructure situations in the school	51 61.2%	17 20.4%	9 10.8%	4 4.8%	2 2.4%
Effective promotion of diversity	45 54.0%	20 24.0%	5 6.0%	7 8.4%	5 6.0%
Promotion of Girl Child education	59 70.8%	14 16.8%	3 3.6%	5 6.0%	2 2.4%

Source: Field Survey, 2022



4.4.1 Increase in Enrolment

From the Table 4.6 above, majority of the respondents constituting 57.8% [SA+ A] strongly agreed and 28.9% [SD + D] disagreed that NGOs interventions increase enrolment. However, 13.3% of the respondents were neutral to the statement.

In support of the data in the table above, majority of the participants noted that the NGOs interventions have contributed positively to building the spirit of relevance of education in the children. Parents have stated that the interventions have created enough realization of the importance of education among the children in the community.

Nowadays, it is even difficult to convince your child to absent him/herself to help you on the farm. For you to say, stop schooling or do not go to school at all, is a no no no for that child. My friend, now when we go to PTA meetings, the number is high; children are in school (Parent, IDI, 2021)

There were varied views from the District Directorate and the NSAs that suggest that the interventions significantly contribute to enrolment.

Indeed, we are not yet there, my brother. But I can say that the interventions have created enough realization in the children to see the beauty and relevance of education. This has contributed to the reduction of school dropout leading to high enrolment in schools. (IDI, 2021)

As posited by NGO focal persons, the activities in the various complementary programmes were full of fun, interesting and motivating to keep children in school. The club activities and camp programmes by the NGOs (Plan International, World Vision and Nneka) were significant to incentivize children to enroll in school as well as for retention and attendance.

Our programmes have created enough awareness among the school children and their caregiver which result in high school enrolment, attendance and significant reduction drop-out rate (IDI, 2021)

It was further established that drop-out rate in the communities was hugely affected by extensive NGO's educational campaign and sensitisation, supply of school materials, some form of cash transfers (from one NGO) which all translated into enrolment rate as well as retention.

An Officer explained: *We live in a community where apart from economic challenges (poverty and all that), the cultural issues are high. Therefore, the education campaign and advocacy have helped to correct some of these misconceptions and put students back to the class (IDI, 2021).*

Also, on the quality of teaching and learning, the findings revealed that majority of the respondents 75.9% strongly agreed and 12.0% of them agreed that the interventions have led to improved quality teaching and learning. The remaining 4.8 % of the respondents, however, were neutral to the phrase.

As provided by the GES officials: *You know, quality teaching is enhanced by resources and teacher capacity. To be sincere, the teaching and learning resources, technology use and capacity training (teacher training, facilitator training) provided by the NGOs have led significantly to improvement in delivery (IDI, 2021).*

Other participants intimated: *Teachers continuous to receive training on modernized teaching and learning. Most of the teachers did not understand the new curriculum until the NGOs began their training and it has “wowed” everybody. They started implementing all the strategies and it’s working. Learners who could not read, can now read because of these new strategies the teachers acquired from their trainings and are implementing in the class (IDI, 2021).*

4.4.2 Enhancing Skills of Teachers

Regarding the enhancement of teaching skills of teachers, 65.1% strongly agreed while 19.3% agreed. On the same subject, 13.3% strongly disagreed and disagreed while 2.4% remained neutral to the assertion.

The pedagogical content knowledge as well as strategies of teachers has presumably been enhanced. Although, this has not been the prime focus of the study in order to get in-depth perspective, the study learnt from the NGOs that several activities have been channeled to training teachers. It was found that several workshops relative to technologically –driven

teaching methodologies (Plan international's MGCUBED Project), learner-centred approach, differentiated teaching skills, games-centred approach, Jolly phonics teaching approach among others were significant enough to enhance teaching skills of teachers. These qualitative responses from the NGOs focal persons were used to consolidate the quantitative responses from the respondents.

Per our own evaluations, we have seen that these workshops and trainings have led to increased number of teachers adopting diverse teaching strategies; they use a lot of gender-sensitive approaches to deliver. (GES official, IDI, 2021).

Oh yes, it is obvious that teaching skills have been improved over the years. Ermmm not only that, there is improved governance in schools because the training is extended to officials of GES in the district, so monitoring and evaluation is also improved largely. (GES, 2021).

It was noted that one of the teachers from the rural community leveraged on the training and workshops provided by these NGOs to becoming one of the runner ups in the Ghana Teacher Prize.

4.4.3 Enhanced Performance of learners

The study also showed that majority (58.8%) of respondents strongly agreed followed by 21.6% 'agreed' to the statement "Enhanced performance of learners" whereas 9.6 % of respondents strongly disagreed and disagreed. This indicates that the interventions largely improve performance of learners in the beneficiary communities. As the provided in the quotes below, the interventions largely contribute to enhancing the performance of learners.

The fact that teachers played their roles using effective interactive teaching strategies as they were exposed, the fact that resources were made available as indicated by the findings, the fact

that parents have now understood their roles and could offer to support their wards to learn at home are enough to enhance performance of the learners

Citing from the various evaluation reports to explain how the performance of children were enhanced, the NGO focal persons indicated the ability to read and do simple arithmetic as some key indicators.

Our baseline for instance identified inability of the children to identify sounds, letters and to even read three-letter words. I can tell you that external evaluations give us positive outcomes regarding performance (IDI, 2021)

From the perspective of the GES, *let's not mince words, but for the interventions of these NGOs, performance in some or most of these schools would have been nothing to write home about. A lot reading activities, phonics activities, club activities have helped to improve performance. I monitored some schools, a lot of these children made good attempts especially in numeracy and literacy which are foundational (IDI, 2022)*

4.4.4 Adequacy of Teaching and Learning Resources

For the expression "Adequacy of teaching and learning resources," it was indicated that 46.8% of the respondents strongly agreed and 42.0% of them agreed together constituting 88.8 % while few respondents 8.4 % disagreed and strongly disagreed. However, 2.4 % of respondents were neutral to that.

The qualitative data corroborated these findings. Majority of the of the participants agreed that the schools in the district have enough teaching resources through the interventions of the NGOs. Though they contend that it is not sufficient and with more they district would be in a better position to deliver to meet the required standards.

From one Participant:

I can confidently say that but for the NGOs schools in the circuit, my school and many other schools in the district would have been teaching without TLMs. There are lot of resources we

have now, hitherto we didn't even know they exist, let alone their usage. We have resources now, and we are using them (IDI, 2021)

To determine a change of infrastructure situations in the school, 81.6% [SA + A] majority agree with the verdict that NGOs support infrastructure situations; 7.2% disagree with the verdict while 10.8% remain neutral in the thought. From the interviews, it was gathered that NGOs have over the years directed their focus on infrastructural development in most cases to ensure access in some communities. The data revealed some NGOs have built schools and provided furniture to support education delivery in schools where these resources were in short supply. For effective promotion of diversity, 54.0% strongly agreed, 24.0% agreed whereas 6.0% were neutral. It was refreshing to note that the interventions were design with inclusion and diversity approaches. The interventions were non-discriminatory and were geared towards gender equality and social inclusion.

As I said before, here in this community, we are fortunate to have NGOs who are promoting equity and all-inclusive agenda. There are programmes for girls and boys alike. The sensitization programmes enhance diversity differentiations (IDI, 2021).

4.4.5 Promoting Girl Education

The study found out that 70.8% of respondents strongly agreed and 16.8% of respondents agreed that the interventions have led to the promotion of girl education in the district. However, 3.6% of respondents responded neutrally. Only few 8.4% strongly disagreed and disagreed with the assertion.

In an interview to further clarify this assertion, majority of the respondents revealed that the interventions have contributed to girl child education among the beneficiary communities. In an interview with traditional leaders across the beneficiary communities, the study found that parents have developed positive attitude and mindset towards girl child education. They explained that more parents are willing to enroll their girl child in school.

According to the District Education Directorate and the Assembly, hitherto there were high levels of hesitancy as well as reluctance to enroll and retain girl child in school due to lack of education. However, they asserted that, the work of the NGOs through wide range interventions led to some level of change in attitudes as parents are willingly supporting girls in education.

She noted:

We have a programme, Making Ghanaian Girls Great from an NGO in the district which is whipping up interest in girl child education. This and many other projects like bicycle intervention, cash transfers and advocacy have significantly promoted girls' education (IDI, 2021).

In the views of parents, they have had enough education and sensitisation on girl child education through NGOs programmes. In varied interviews, majority, over 80% of parents across the communities mentioned that they have changed positively towards girls' education. This finding affirms a study conducted by Mensah (1992) which findings established correlation between parental level of education and attitudes towards girls' education. In his (Mensah 1992) study parents with little or no education tend not to appreciate the essence of girl child education.

A lot of us have now changed. Our girls are in school, NGOs are supporting them and us, so we can't keep them in the house or force them into marriage as we used to do (IDI, 2021)

In affirmation, the NSAs focal persons explained that level of acceptance of Girl Education interventions is increasingly encouraging among the communities.

In their view, the Key Performance Indicators (KPIS) point to significant achievement with respect to the concept of girl child education in the district. The participants made reference to attendance rate, appreciable increase in girl enrollment, increased girl leadership skills, increase in level of confidence and assertiveness among girls as pointers indicative of policy success. Similarly, the study found that teachers adopt more gender responsive approach to

delivery of lessons and other engagements which was a good sign of promoting diversity as well as inclusiveness in education.

With regards to specific activities to promoting girl education, the study found multi and interrelated interventions: provision of access through convenient means of transport—bicycles, caregivers' economic empowerment, sensitisation and education, cash transfers, school uniforms and other educational materials. In an interview with one of the NGOs for instance, it was revealed that distance was a barrier to access especially for learners who would have to commute daily for unreasonable distance and minutes to get to school. In their view, participants posited, this was particularly affecting girl education which required NGOs attention such as provision of bicycles.

Special programmes were designed to particularly encourage girl child education in the district though such programmes did not exclude the boys completely. For instance, it was found that MGcubed (Making Ghanaian Girls Great) is one of the interventions in the district that has a particular focus on the development of girl education.

The study also found that caregivers were provided skills and vocational training to better empower them economically in order to provide the children basic necessities including educational materials. Participants explained, the move was to reduce force marriage, child labour or using children for economic activities and particularly to reduce the case of citing economic reasons as excuses for not enrolling their girls in school.

4.4.6 Accessibility

The findings revealed that the interventions have largely contributed to bridging accessibility gap in the communities. According to the participants across the NGOs, some of the criteria for selection of the beneficiaries were hard-to-reach, distance to school and lack of facility.

We consider a lot of things in the selection of beneficiaries. Some of them were remoteness, distance covered to reach the next educational facility among others. So, when you examine our interventions, they were geared towards accessibility and inclusion in many forms. (IDI, 2020).

It is in the interest of addressing these gaps that the interventions were focused on reducing these educational exclusions thus directing the interventions at the excluded. Therefore, “provision of bicycles (Bicycle for education project), school infrastructure, operating in the remotest communities” were interventions fashioned out that helped to address the accessibility gap.

The table 4.7 below summarises the key performance indicators of the NGOs. On the average, about 58 percent of the respondents agreed that the interventions by the NGOs led to increases in enrolment (Mean = 2.49; SD = 1.22). Also, with a mean of 1.46 (SD = 1.23), about 88 percent of the respondents concurred that the interventions by NGOs have resulted in improvement in the quality of teaching and learning. With a similar percentage (87.6%), of respondents strongly agreed that the interventions by NGOs have brought about promotion of girl child education (Mean = 1.49; SD = 1.23).

In addition, between 80-89 percent of the respondents agreed that the various interventions by the NGOs have enhanced teaching skills of teachers (Mean = 1.97; SD = 1.17), enhanced performance of learners (Mean = 2.43; SD = 1.09), brought about adequacy of teaching and learning resources (Mean = 2.26; SD = 1.33), and a change of infrastructure situations in the school (Mean = 1.90; SD = 1.24).

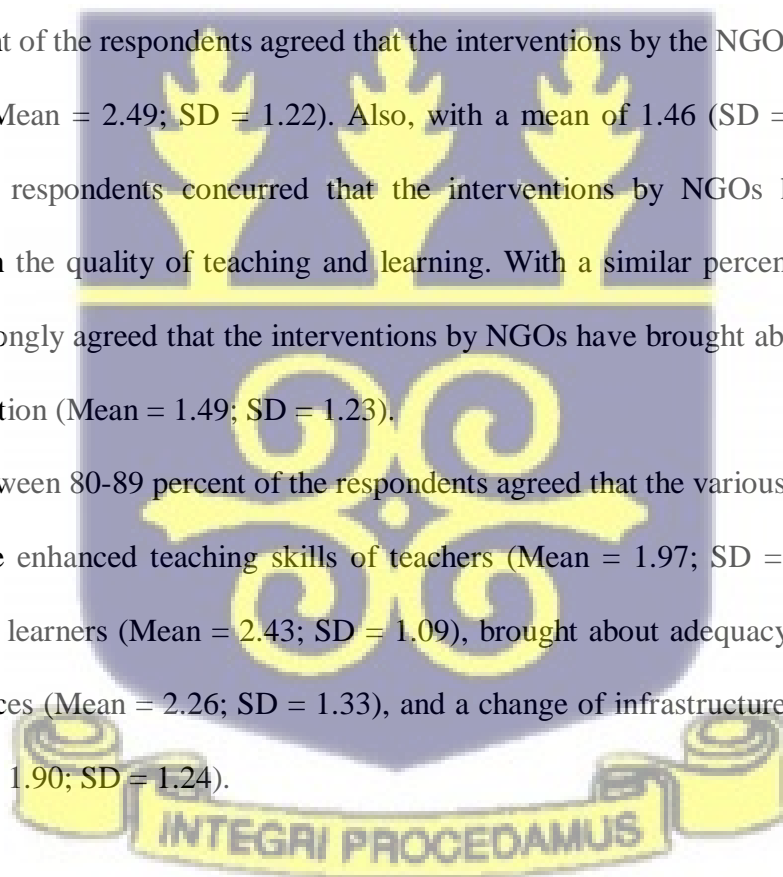


Table: 4.7: Means and Standard Deviation of Key Performance Indicators of the NGOs

Benefits	% Agreement	Mean	Std. deviation
Increase in enrolment	57.8	2.49	1.22
Improved quality of teaching and learning	87.9	1.46	1.23
Enhancing teaching skills of teachers	84.4	1.97	1.17
Enhanced performance of learners	80.4	2.43	1.09
Adequacy of teaching and learning resources	88.8	2.26	1.33
A change of infrastructure situations in the school	81.6	1.90	1.24
Effective promotion of diversity	78.0	2.48	1.14
Promotion of girl child education	87.6	1.49	1.23

Scale: 1.0-1.49 = Strongly agree; 1.50-2.49 = Agree; 2.50-3.49 = Neutral; 3.50-4.49 = Disagree; 4.50-5.0 = Strongly disagree

Approaches Adopted by the NGOs

4.4.7 Lobbying

The NGOs lobby policy actors that are influential for effective policy formulation and legislation on accessible as well as quality education. This is highlighted in the quotes below:

As an NGO, we don't only work at the local levels ooo; we sometimes lobby the higher powers; I mean the political authorities, the MPs, Ministers. We do this through series of engagements, as I said, with Government officials to contribute to policies that are directed at child

protection and rural education. We normally use several channels to achieve this: visitations, meeting, brief, emails etc.

Well..., lobby is one way we contribute to improving education. It is part of strategies. Our lobbies have yielded results in so many ways thus support for reforms in the education policies over the years (IDI-NGO, 2021).

NSAs generally either lobby influential policy actors such as District Chief Executives, MPs to undertake other advocacy activities around an issue for policy.

It is however revealed that only few (2 out of the 5 NGOs) play effective policy advocacy and influence at the national level. The findings pointed out that majority of the NGOs concentrate their advocacy roles at the local governance level thus the district or the communities where their interventions are situated.

4.4.8 Advisory

Experts' advice forms part of national policy making. NGOs make available their expertise on specific areas on education that eventually get into government's policy for implementation. It was evident from the NGOs focal person's perspective that their research and analysis on education find expressions in the education policy in the country. In varied interviews references were made to the standard base curricular and the online digital intervention for schools during the covid-19 era.

4.4.9 Governance

As part of the NGOs contributions to the development, the study found that all the NSAs employed governance approach. From the findings, the NGOs embark on capacity building for the community members, PTA and SMC to expose them to their roles in school management, whip up their interest in decision making in the school. This, the participants explained, aimed

at equipping these stakeholders to demand accountability and quality education service delivery from the local government.

4.4.10 Service Delivery Approach

All the four NGOs (Plan International, Nneka, Prolink and World Vision) were found to be employing this approach in the delivery of interventions in the Nkwanta South district. This, as gathered from discussions, was to provide direct services to the communities/schools to fill the resource gap that militate against the effective delivery of education in the district. These services normally include educational inputs such as teaching learning resources, school uniforms, writing and reading materials, infrastructure among others. Under this approach, Plan International, Ghana for instance provided Television sets to aid virtual learning; World Vision over the years has been providing school infrastructures (building and furniture) as well as “bicycle education project” which supplies bicycles to school children especially girls to aid their movement from remote residence to the schools.

4.5 Respondents Assessment of the Interventions

Table 4:8: Assessment of Interventions

Keys: 5- Best; 4- High; 3- Quite good; 2-low and 1-lowest

Parameters	1	2	3	4	5
Timeliness of projects/interventions	7 8.4%	6 7.2%	15 18.1%	35 42.2%	20 24.1%
Sufficiency of the interventions	3 3.6%	8 9.6%	34 40.9%	15 18.1%	23 27.7%
Relevance of the interventions	2 2.4%	10 12.0%	20 24.1%	24 28.9%	27 32.5%

Effectiveness of the interventions	1	13	26	19	24
	1.2%	15.7%	31.3%	22.9%	28.9%

Source: Field Survey, 2021

The extent to which the respondents rated and viewed the interventions in their schools has implications on the contributions of the interventions to the development of education in the district. The study examined how the respondents rated these interventions in terms of effectiveness, relevance, sufficiency and timeliness. The respondents were asked to rate the interventions provided by the NGOs on the scale of 1-5 with the scale of 5 being the highest.

For the timeliness, it was noted that 42.2% of respondents graded it on the scale of 4 thus timeliness of the projects or interventions were high, followed by 24.1% (scale of 5) agree that timeliness is the best.

On the assessment of sufficiency of the intervention, 40.9% of respondents scaled on the level of 3 thus quite good while only 27.7% rated the sufficiency on the scale of 5.

With respect to the relevance of the interventions, majority of respondents, 32.5% (scale of 5) said it is the best, followed by 28.9% (scale of 4). However, 2.4% of respondents believe relevance of intervention is low. The study also shown that majority of 28.9% agreed, followed by 22.9% (scale of 4) that effectiveness of interventions was high whereas 1.2% said it is low.

From the table 10, it could be observed that the high scores assigned to each of the criterion in relation to the assessment of the interventions clustered around the scales of 3 and 4.

This implies that on the average, the respondents acknowledged the contributions of NGOs interventions to the development of education. However, the criterion, “sufficiency” of the interventions has received the fewer score in ranking which therefore means that NGOs may have to increase the reach, scope or coverage of their interventions.

The results on respondents' assessment of interventions are further summarised into means and standard deviations as presented in Table 4.9. On the average, the respondents rated the timeliness of projects/interventions as high (Mean = 3.71; SD = 1.17). Similarly, with a mean of 3.53 (SD = 1.25), the relevance of the interventions was rated as high. On the other hand, the sufficiency of interventions (Mean = 2.92; SD = 1.42) and effectiveness of the interventions (Mean = 3.46; SD = 1.27) were averagely rated as quite good. These are shown in Table 4.9 below.

Table: 4.9: Means and Standard Deviations of Respondents' Assessment of the Interventions.

<i>Parameters</i>	<i>Mean</i>	<i>Standard deviation</i>
<i>Timeliness of projects/interventions</i>	3.71	1.17
<i>Sufficiency of the interventions</i>	2.92	1.42
<i>Relevance of the interventions</i>	3.53	1.25
<i>Effectiveness of the interventions</i>	3.46	1.27

Scale: 1.0-1.49 = Lowest; 1.50-2.49 = Low; 2.50-3.49 = Quite good; 3.50-4.49 = High; 4.50-5.0 = Best

4.6 Challenges that confront NSAs in the implementation of programmes and intervention

With regards to the challenges that NSAs are confronted with, the results indicated that the challenges are multidimensional. The responses across the selected participants— communities and institutions provided varied views that impede timely and successful implementation of the programmes. Over 80% of the respondents cited socio-cultural practices, sustainability

issues, lack of stakeholder engagement, participation and buy-in, funding gaps, as major challenges affecting the programme.

4.6.1 Socio-Cultural Issues

Interview with officials of GES and the Municipal Assembly emphasise that cultural conservatism and stringent stance of community members relative to certain cultural practices stampede the needed impact of the interventions. The idea of force marriage and hesitation to enroll girl child in school due to several cultural perceptions still undermine successful implementation of the programme.

We cannot rule out the cultural factors in this case. These NGOs struggle a lot to penetrate some socio-cultural fabrics of the communities that hinder education and for that matter their programmes. There are still some communities that do not believe in education or modernization and therefore do not support these programmes. (IDI, 2021)

Holding a contrary view, the traditional leaders asserted that the cultural practices in themselves were not necessarily inimical to the implementation of the programmes. They argued that every society exists with its cultural values; these values were the fabrics holding society together. In their opinion, however, societies have evolved which required that some ways of living be reviewed but not abandoned. Therefore, as traditional leaders, revealed by majority 80%, they provided full support to these interventions except in extreme cases where some parents were hesitant to change.

Well.... Our cultural values are necessary. We hold them dearly but do not oppose these good programmes. Our children must go to school. In some cases, we hear of some parents not supporting the programmes especially sending their girls to school..... We call such parents and advise them.... (IDI, 2021)

4.6.2 Lack of Timely Stakeholder Participation and Buy-in.

The seeming bureaucracy and tiring administrative mechanisms at both national and local levels of governance were identified to be challenging situations that affect rolling out of interventions in the district and across the country. In an interview with the NSAs focal persons, over 80% revealed that getting timely, adequate and effective stakeholder participation at varied levels for the programmes is tiring and sometimes frustrating. The participants further indicated that the overarching challenge after securing participation at some levels is the stakeholder buy-in. They contend that delays in paper work, changing positions, cultural values of communities and the people hinder implementation processes.

Hmmmm, there are a lot bureaucracies in Ghana. One, the levels of engagements are in themselves laborious and too much (so to say). Scheduling and rescheduling appointments and in some case trying to frustrate the process for whatever reasons....not a good experience (IDI, 2021)

Well, let us face, it takes a lot of frustrations to get to the community itself. And in the community, you are likely to face these same issues (IDI, 2022)

4.6.3 Sustainability

Survival of the NGOs and their ability to maintain programme viability to a longer period for the benefits of succeeding beneficiaries was revealed as one of the fundamental challenges of the NSAs especially the NGOs. Interviews with the District Directorate of Ghana Education Service indicate that NGOs and their interventions suffer sustainability capacity. In the view of the participants, there were other several Non- State Actors before the current ones whose interventions were equally promoting education but had to fold up or close their operations for reasons. It, in their view, does not promote policy consistency and progressiveness in the delivery of services or interventions.

Before these current NGOs, we have had several others. Indeed, their interventions were equally good and children as well as the community were comfortable with them. Unfortunately, they stayed for some period and close their operations. Things like that affect emotions and mindset of the children. By the time others come in a lot of things might have been forgotten. In some cases, the community becomes skeptical in engaging them.

On their part, the Circuit Supervisors revealed that programme closure, some of which were unexpected, affect planning and school administration.

We have most of the schools in the circuit depending on NGOs for resources; I am talking about various materials for teaching and learning. Teachers acquire skills through NGOs refresher programmes or training workshops. In schools where there are inadequate trained teachers, NGOs help to recruit volunteers, train them and get them fill those gaps. And teaching and learning progresses in those communities.

Confirming the sustainability issues, majority of the NSAs indicated it as a challenge to certain levels. In their view, “sustainability and continuous existence of the NGOs largely depend on several indicators including donors’ satisfaction or funding”

However, a section of the NSAs focal persons provided that sustainability strategies were always factored into the design of the interventions. In view of this, closure of programs and interventions should not affect the strides gained or the needed impact

4.6.4 Lack of funding.

The findings revealed that funding mechanism for the NGOs poses a tremendous challenge to their survival. All the NSAs focal persons (100%) believed that continuous operation and implementation of interventions is largely dependent on funding (donor funding). Fundamentally, they provided, since almost all the NGOs operate not-for-profit agenda and therefore rely on the donors; their implementation period and survival remain always unpredictable.

In recent times, according to the participants, global economic recessions especially as occasioned by the Covid-19 pandemic had serious debilitating effect on the NGOs and their programme operations. A section of the focal persons indicated that in the case of the Covid-19 and its consequences on most economies, most of the donors were confronted with financial challenges and therefore could not renew some projects that were due to end.

The thing is that we are not-for-profit and donor funded. So, in the case of funding challenges, it affects our programmes. Sometimes, it leads to restructuring and non-renewal of contracts and programmes to the next phases. (IDI, 2021)

Funding is a big challenge. It makes us uncertain with the implementation. When funding period of the project comes to an end, you are not sure of continuity because that is the decision of donors, satisfaction and KPIs. It is not surprising to see an impactful project coming to an unexpected closure; the funding for it is no longer available. (IDI, 2021)

In essence, the participants revealed that availability of funding is critical in running and operation of NGOs. Lack of same affects implementation in several ways: inability to cascade or escalate the programmes, difficulty in renewing contracts and restructuring of the programmes with its consequences.

4.7 Alternative approach employed by NSAs in the promotion of education during crisis.

The crux of this objective was to determine the extent to which NSAs make provisions for crisis and emergency situation in the design of their programmes. It sought to, inter alia, examine whether or not these NSAs adopt alternative approaches during crisis situation that help to mitigate vulnerability or unnecessary disruptions of their operations in the district. The responses are presented in the table below.

4.7.1 Special interventions in era of crisis

Here, the aim was to establish whether or not the respondents received some form of interventions during crisis or emergency situations.

Table 4. 10: The number of respondents who received interventions during crisis.

Responses	Frequency	Percentage
Yes	65	78.3
No	18	21.7
Total	83	100.0

Source: Field Survey, 2021

From the table 4.8, 78.3 % did receive special interventions from NGOs during crisis. However, minimum percentage (21.7%) did not receive any special intervention in times of crisis.

4.7.2 The Nature of Crisis/ Emergencies that required Special Intervention

The sub-section was aimed at getting information on the kind or nature of crisis the communities ever experienced. The responses are in the table below presented

Table 4. 11: The Nature of Crisis

Crisis	Frequencies	Percentage
Ethnic Conflict	20	24.0
Pandemic (Covid)	50	60.3
Forms of abuse	13	15.7
Total	83	100

Source: Field Survey, 2021

From the table, three major emergency situations were identified as having been experienced in the communities in the district. A majority cited pandemic as crisis while a good number of respondents also pointed out ethnic conflict as another type of crisis

4.8 Kind of Intervention

Table 4. 12: The Nature of Intervention received during crisis

Interventions	Agreed	Disagreed	Somewhat
Online education/Teaching	55 66.3%	21 25.3%	7 8.4%
Home learning support	43 51.8%	39 46.9%	1 1.2%
Education and sensitization	71 85.5%	8 9.6%	4 4.8%
Provision of PPEs	77 92.8%	5 6.0%	1 1.2%
Learning resources	77 92.8%	3 3.6%	3 3.6%
Teacher training and capacity building	67 80.7%	10 12.0%	6 7.2%

Source: Field Survey, 2021

4.8.1 Online Education/Virtual Approach/Teaching

The findings revealed that 66.3% agreed to have received support in the form of online education/teaching while 25.3% disagreed with same. However, 8.4% of respondents responded 'somewhat', that is they neither agreed nor disagreed.

In the midst of crisis, it was noted that NGOs adapted their programmes to meet the exigencies of the time. Interviews revealed that a number of different interventions were deployed by NGOs to address crisis situations as and when they arose in the communities. All the participants in response provided that most of their interventions in such situations they operated remotely or with social/physical distancing.

Again, reference was made to radio lessons, lessons broadcast through community information centres. The quote below throws more light on the findings.

Whenever we have issues, fights or diseases and our children are not to go school, they (NGOs) teach them on radios, "announcement centres" or TV. The recent one, Covid-19, my child was given a Television with decoders and she was learning on the TV (Parent, IDI, 2021).

On the part of Plan International, their main intervention in crisis situation had to do with Ghana Learning Television (GLTV) programme during the Covid-19 Pandemic. Findings revealed that through partnership with the Ghana Education Service, Plan International's MGCubed programme (funded by DFID) provided broadcast TV lessons for all basic schools across the country. It was further noted that in order to bridge the gap of access (rural-urban inequality) to the lesson on the TVs especially with regards to their beneficiary in the rural NKwanta south District, the programmes had distributed 1000s of Television sets together with decoders to the beneficiaries in order aid access to these lessons during "lockdown" while at home.

We have distributed about 2500 TV sets and 2600 decoders across our beneficiary communities to aid the GLTV programme. In partnership with GES, we produced more than 400 contents currently being broadcast on TV (IDI,2021)

4.8.2 Home Learning Support.

On the intervention regarding home learning support, majority (51.8%) of the respondent agreed while 46.9% disagreed that NGOs provided such interventions during crisis. Minimum percentage of respondents (1.2%) said somewhat.

It was gathered through interviews with Parents and NGO focal persons that much had not been done with regards to home learning support during crisis situation. This was hinged on the assertion that much of the situations required physical and social distancing in order not to exacerbate the situations.

However, about 50% of the participants intimated the use of specially designed materials to provide home support with little or no physical presence of a third party.

Yes, we deployed home learning mechanisms especially during covid-19 pandemic. We had our facilitators providing support to beneficiaries at home. We had also designed what we call “Learning Pack”, interactive and self-instructive materials that learners made use of with little or no support from teachers. (Plan International, MGcubed, IDI, 2021)

4.8.3 Educational Campaign and Sensitisation

On educational campaign and sensitization, majority 85.5% agreed whereas 9.6 % disagreed that NGOs provided this kind of intervention. However, 4.8 % of respondents are “somewhat” with the expression. Interview findings in support of the quantitative data indicated that NGOs play unique and critical role in educating and sensitizing the public about crisis or emergencies.

It was noted that carrying out such intervention was as a result of their (NGOs) established presence, cordiality, networking, social capital, access and trust within the communities.

Further findings provided that the NGOs made use of community information centres, community radios, and home visits to reach to the masses.

For us the major crisis has been the Covid-19, though we have had intermittent ethnic conflicts in certain communities. In such instances we make use of virtual medium. For instance, we provided sensitisation using radio and information centres. (IDI, 2021).

The study also showed that majority (92.8%) agreed, followed by 6.0 % who disagreed to the statement NGOs provide PPEs, whereas 1.2 % of teachers responded ‘somewhat’.

4.8.4 Learning Resources

On the statement ‘Learning resources’ 92.8% of the respondents agreed to have had resources during crisis situations whereas 3.6% (apiece) of the respondents indicated their disagreement and indifference.

Findings from the interviews across the participants (parents and education directorate) revealed resources such as “Learning Pack” for home learning, Television sets and decoders (Ghana Learning Television Programme) were provided to support learning especially during the covid crisis.

4.8.5 Teacher Training and Capacity Building.

Majority of the teachers 80.7% agreed to the assertion that they were provided targeted training and capacity building during crisis situations. Holding a contrary view, 12.0 % of them disagreed that NGOs provided that kind of support while 7.2 % of the respondents remained indifferent.

Going with the majority view, the NSAs explained that teachers remain critical in crisis situation in the sector of education. They revealed that in circumstances where crisis became a disruptive factor, they tailored their interventions to training teachers on their roles as well as ways to handling situations. It was noted by one NGO that the training normally focused on

Psychological First Aid (PFA) and Preventing Sexual Harassment Exploitation and Abuse (PSHEA). In furtherance, the findings pointed out the need to retrain teachers on providing alternative approaches such as adapting resources in various ways to limit “face-to-face” meetings which could not be applicable under the circumstance.

4.9 Discussion of Findings

This section provides expatiations on the findings of the study. The section provides discussions on the results drawing on both the theoretical framework and the literature. The section is essential to the study as it sought to make sense out of the findings of the study. The first part of the discussion captured the implications of the findings within the context of literature while the second part provides the theoretical explanations to the observed contributions of the NGOs to the development of education in terms of the specific interventions

4.9.1 Nature of NGOs interventions

The nature of NGOs interventions/work has attracted the attention and suspicions of varied stakeholders for various reasons. The study assessed the nature and kind of interventions of the NGOs to contribute to the debate of either self-seeking or rural community development. The study identified that all NGOs interventions provided in the community over a decade are associated with educational development and in extension towards social transformation and improvements in the quality of education and life of the rural people. This supports the position of Andoh, Doh & Afranie, (2017) that the traditional motive of the NSAs is to focus on social interventions with the aim to improving the welfare of individuals and communities by means of voluntarism and philanthropy (Andoh, Doh & Afranie, 2017). It therefore defeats the arguments that public goods do not constitute the primary motivation of the NGOs (Barr et al 2005) and that their activities are politically motivated (Brass, 2012). There is therefore the

need to conduct enough research in the area to expose the works of the NGOs in order to settle the debate and for wider recognition of their activities.

Generally, the NGOs, whether or not multi-purpose or single-purpose in terms of their activities, have directed their focus on providing educational inputs, training and sensitisation programmes across different communities. The activities of the NGOs are independent of the government thus donor funded and is entirely charitable. This is well situated in the definitions of NSAs and NGOs as organisations that deliver or provide essential goods and services to the general public; do not engage in the distribution of profits to person in the capacity as individual; voluntarily created and operated (Lindenberg and Bryant, 2001) and as an organization that is free from governmental control and which purpose does not seek to challenge the government as a political body or a pressure group (Mostashari, 2005; Cotonou Agreement, 2000). As stated in the beginning of the study, the findings confirm the operational assumption of the NSAs as organisations that operate independently without direct involvement of the government in their operational activities but through engagement and partnerships roll out useful interventions to support education.

The following interventions were provided across the communities and schools:

Cash transfers were provided by an NGO to enhance the transition of students from the primary levels to the junior high levels. Financial support by the NGOs/NSAs remain crucial at both micro and macro level. In this context, it is a factor in determining the extent to which marginalized children can access basic education given the socio-economic status of these communities. In support of this, Ibembe (2007) asserts that as part of the NGOs effort to deliver education for all, bursary, sponsorships and payment of fees are some complementary programmes.

Capacity building and training is one of the, established in the literature, non-state policy programmes and interventions to support education. The study does not depart from this assertion. Amongst the intervention, teacher training, workshops, capacity building, sensitisation programmes, life skills and vocational trainings were used to promote education through diverse beneficiary groups. As revealed in the study, one of NGOs provided various assistance including technical and training aids to the GES staff for the online education programme (Ghana Learning Television Programme for Basic schools and Senior High School Digital Intervention programmes) during the covid-19 pandemic. IBIS (2009) whose work provides literature support for these finding states that NSAs such as UNICEF provides both technical and financial supports to the Ghana Education Service in the area of capacity building.

Depending on the focus of the NGOs, diverse educational resources were incorporated into the design of the interventions. Understandably, resource mobilization was one of the core mandates of the NSAs. Per their nature, they sought to provide enough resources, in this context, educational resources to promote education in the rural communities where lack of resources affects education. This is not different from what is reported in Bangladesh Educational Sector Review where NGOs deploy resources to help drive the goal of education for all agenda or resurrect government schools that were at the verge of collapsing due to reasons including resource gap (Groundwork Inc, 2002; Roy, Al Raquib & Sarker, 2017)

Obviously, the NGOs undertake several and multiple activities to promote education in the community. These activities comprise both technical and material assistance targeted at identifiable stakeholders of education in the community to ensure that there is holistic approach towards addressing of the gap. This is in conformity with (Oguyemi, Tella and Venditto, 2005; Orenstein, 2008) who emphasise the point that in the context of alternative development, NSAs are structured to focus on multiple roles, related and unrelated tasks. These include offering

technical expertise (capacity building) and material resources (educational inputs) to promote rural development.

4.9.2 Contributions of the interventions to the development of education in the district.

The evidence from the study established enough relationship between the NGOs interventions and the school enrolment. Though this has not been the sole focus on the study and that other counterfactuals were not extricated, activities of the NGO were particularly directed at promoting school enrolment, retention and completion. This is because among the gaps identified, lack of interest in education, absenteeism and truancy played major roles in educational deprivation in the area. The findings support Kremer (2003) which randomized study using control and treatment found that NSAs programmes raised school enrollment and after five years, pupils in the treatment schools had completed about 15 per cent more schooling. It aligns also with Akromah (2018) who stated that NSA programmes contributed to enhancing school enrollment, reduce absenteeism by maintaining the child's enthusiasm in studying.

As a result of well-targeted capacity building, teacher training and workshops, it was evident that teachers' skills were enhanced. This implies that teachers adopted desired approaches in teaching and learning which had contributed to improved performance of learners in the beneficiary schools. In a similar study conducted by Banerjee et al. (2003) in Kenya and India, the remedial education programmes implemented by the NGOs have led to improved literacy and numeracy competencies among the learners. This is also in consonance with one of the NGOs evaluation reports which established their remedial interventions in the area (Nkwanta South) to have promoted reading and mathematical skills among the beneficiaries in comparison with the control schools (Midline Report, Plan International).

Majority of the NGOs have their interventions specifically designed to promote girl child education. Evidence on the tendency of NGOs interventions to promoting girl child education

exists in the literature (Roy et al, 2017; Mfum-Mensah, 2003). For instance, Roy et al (2017) revealed innovative programmes of Action Aid International, Ghana dubbed Shepherd Schools and Rural Education programme as key interventions that helped to promote girl education particularly leadership skills in adolescent girls. Similarly, Mfum-Mensah (2003) cited programmes undertaken by key NGOs in the Northern regions that have contributed to education access to the girl child. Although some of these were unintended outcomes, it can be said that in the case of the Nkwanta South, some NGOs strategically designed the programmes to address the gender gap in terms of school attendance, socio-cultural attachments to girl education and the general disinterest in the girl education in the communities.

Providing access and reaching the marginalised as a way to bridging the inequality gap was found to be one significant contribution of the interventions. Evidence gathered suggested that varied interventions were deployed to ensure that communities which otherwise could not have had access to education and its inputs had an appreciable means to do so. Similar evidences are established elsewhere in the literatures where NGOs programmes were targeted at providing access thus “hard-to-reach” communities (UNESCO, 2007; Adana-Issah, 2007).

UNESCO (2007) for instance which corroborates these findings explains that NSAs design their programmes having in mind marginalized children using innovative approach that enable majority of the beneficiaries to have equal access and to overcome challenges that contribute to their accessibility of interventions. Indeed, in the spirit of rural community development, access to social services plays crucial role in the selection of beneficiaries in order to ensure equity and social justice.

It became evidently clear in this study that the NGOs adopted varied policy approaches to undertake their activities. In the context of reducing socio-cultural practices that hinder education especially the girl child education, the NGOs deployed agenda setting tools such as

sensitisation, campaigns, engagements and education to get the relevant stakeholders appreciate the issues. The NGOs organized workshops and training to push forward their agenda of enrolling children especially the girl child in school; provided economic empowerment training to reduce the tendencies of the caregivers using their wards for economic activities while they should be in school. This approach is perhaps the reason Orenstein (2008) argued that NSAs provide platforms to push forward policies through various agenda setting platforms such as seminars, training, workshops and funding of programmes. For instance, Orenstein (2008) explained that NSAs like JICA, UNICEF, USAID, UNESCO among others contribute to the socio-economic development of Ghana by means of agenda setting through knowledge creation and transfer of expertise.

Evidence from the interviews provided that the NGOs made use of policy advocacy and research, lobbying, governance, advisory and service delivery approaches to undertake their complementary programmes. The approach that was however predominantly deployed is the service delivery. In effect, as observed in the literatures (Igbal, 2009; Mohammed, 2011; Kremer, 2003), the interventions have had the needed impact. From the interviews, the participants generally acknowledged the impact of the interventions and rated them as relevant, timely and effective.

4.9.3 Challenges faced by the NGOs in the Implementation of the Interventions.

It is evident that NGOs rely heavily on the donor support for their continuous operations and existence. Accordingly, a withdrawal or decline in donor funding poses adverse effect to the implementation process of the interventions. There are also uncertainties in the sustainability of the programmes. This is because programme implementation could suffer unexpected change in design or closure if funding is affected from the donor regions. This finding corroborates Agere (2014) which findings established that NGOs survival remains

unpredictable especially in the wake of global economic recessions and market fluctuations which affect their donors as well as funding modules.

4.9.4 Alternative approach employed by NSAs in the promotion of education during crisis.

Evidence gathered demonstrates that the participants' experiences of crisis were pandemic, ethnic conflict and forms of abuse. To their understanding these were phenomena that temporary halted the activities of "usual" classroom education. UNICEF, CMM, 2004; Harwood & Anis (2001) provide the same understanding of crisis that affects education. For instance, UNICEF (2004) identifies political, health, environmental and economic crisis that put children's education in danger whereas Harwood & Anis (2001) cites social unrest and violent conflict as major crisis. Interestingly, the participants failed to identify economic issues as crisis despite having agreed that poverty level affects children education.

In the midst of crisis, evidence in the literature (Bensalah et al, 2000) explains the use of humanitarian and development approaches. It therefore explains why, the study revealed there were several adaptations in the interventions (reconsideration of the content, government partnerships, provision of temporary structures, human right recognition) to meet the exigencies of the circumstances. For instance, the aspect of training of stakeholders that focuses on Psychological First Aid (PFA) and Preventing Sexual Harassment Exploitation and Abuse (PSHEA) are well situated in the humanitarian approach of managing crisis (Bensalah et al, 2000)

Arguments from (Bethke, 2004; UNESCO, 2005; Winthrop & Kirk, 2005; World Bank, 2005) placed teacher training at the centre of the reconstruction processes during and after crisis. In line with the findings, majority of the NGOs cited teacher training as one key intervention deployed during crisis in order to help teachers adapt the teaching strategies to meet current

circumstances. Established elsewhere in the literature (Burde, 2005; Smith and Vaux, 2003), in the case of Afghanistan's north of Kabul, Catholic Relief Services and UNESCO varied accelerated learning programmes focus more on teacher training and girl education.

Most often crisis situation affects normal operation of the school (Javed and Niazi, 2015) thus requires "out of the norm" operations of the school system. That is why even long before covid-19, the NGOs deployed virtual learning approach thus the use of community centres and other cluster forms of learning to limit gathering of learners at places where there were some levels of upheavals. However, the study established vigorous use of online education during the recent pandemic (Covid). The forms of radio broadcast of lessons and television lessons were all deployed by the NGOs to fill the void of "face-to-face" classroom activities which were put on hold. This fits into the arguments by UNICEF (2002) that this kind of intervention is what is required during crisis to ensure continuity of education. Similar evidence is available in the UNICEF (2002) reports where distance learning programme was rolled out in 30 schools in Hebron to reduce the impact of the "occupied Palestinian Territories" conflict on learning.

4.9.5 Theoretical Explanations of the NSAs and Basic Education Development.

Human capital theory was the framework adopted to explain and analyse the findings of the study. The theory is premised on the assumption that formal education remains crucial to improving the productive capacity of a country's population. In the view of the proponents, the provision of education is an investment in human capital which is equally, if not more, worthwhile than the physical capital (Woodhall, 1997). The theory emphasizes the point that the economic growth of a country heavily depends on the accumulation of its human capital. Again, gleaned from the key takeaways from the theory, human capital correlates positively with economic growth and poverty reduction (Almendarez, 2016). Viewing it from the angle of macroeconomics, development of human capital contributes to labour productivity,

enhances technological innovations, brings in capital returns, promotes sustainable growth and then to poverty reduction. From the microeconomic perspective, education increases employability chances and creates earnings opportunities. In effect, the theory posits that human capital involves the ability and efficiency of the country's population to transform its raw materials to finished products and capital into goods and services. Doing this requires skills that can be acquired through educational systems.

In this study, it was evident that school dropout, lack of interest in education, children not being in school because economic or socio-cultural factors were issues the NGOs sought to address. It should be emphasized that these young adults would be the labour force to produce goods and services for the society towards economic development of the country. In view of this, the theory positioned the findings from the standpoint of the product of education—through inputs to desirable outputs.

It can be recalled that NGOs seeking to promote human capital in the district, undertook the service delivery, governance, advocacy approaches to bridge the inequality gap of education in the district. This has led to empowerment, redefinition of poverty as a technical problem to be solved with education, the use of advocacy tools such as training and capacity building to promote education across the gender.

Also, the findings from the study explain conceptualization of education from the angle of inputs investments. That is why the NGOs have deployed inputs such as teaching and learning resources, teacher capacity development, school infrastructure, governance, technology integration to promote education. The effects of these inputs on learning outcomes were to enhance economic growth using education as a tool.

Again, it is noteworthy that it is based on the strength of the arguments of the human capital theory that the NSAs prioritise deprived communities and less privileged people as key

beneficiaries for social development. Given that inequality gap in terms of access to education is prevalent in the district, the study is relevant in looking at the NSAs, one of the key actors that closes the gap and contributes social development as well as human capital development. In essence, the findings of the study explain the relevance of the human capital theory— thus investing in the children in order to enhance human capital development in the NKwanta South District towards transformative national development.



CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSIONS, POLICY IMPLICATIONS AND THE WAY FORWARD

5.1 Introduction

This chapter presents the summary of the findings, conclusions, policy implications and recommendations. The summary captures various sections of this study: NGOs and their specific interventions, contributions of these interventions to the development of education, challenges faced by the NGOs in the implementation processes and alternative approaches adopted by the NGOs during crisis towards promotion of education. Finally in this chapter, conclusions drawn based on the findings, policy implications resulting from the study and recommendations are presented.

5.2 Key Findings

5.2.1 NSAs and Policy Interventions in Support of Education.

The findings indicated that there are varied Non-State Actors notably NGOs contributing to the development of education in the district. Plan International Ghana, World Vision International, Nneka, Global Communities and Prolink are the main NGOs identified to be providing educational interventions in the district. Over the past decade, schools and communities have been benefitting from the interventions of the NGOs in the district. The findings revealed that 100% of the school sampled confirmed their beneficiary status of the NGOs interventions in the district. However, only few of these schools have NGOs interventions permanently situated and operated in the school for certain period. Others have experienced seasonal or one-shot interventions from the NGOs.

From the findings, 100% of the participants (NGOs) argued that they provide intervention independent of government— thus donor funded. The following interventions were provided across the communities and schools: School infrastructure (School building, furniture), Teaching and learning resources, Girl child Education Programme, Bicycle Education Project, Educational Campaign and sensitization programme, Training and Capacity Building, life skills and vocational training, cash transfers, Literacy and Numeracy Programmes and Digital Interventions.

5.2.2 Contributions of the interventions to the development of education in the district.

The results established that 78.0% of the respondents (quantitative data) have stated that the interventions have led to significant improvement of education among girls. The study further found that projects were specifically designed and targeted at girl child in the communities. For instance, Making Ghanaian Girls Great (MGCubed project by Plan International), Bicycle project for Girls (World Visions), Education Camps (Nneka) among others were interventions that led to girl child education development in the district.

It is clear on the strength of the findings that all these programmes have variously contributed to improve access, create awareness on the relevance of education, improve literacy and numeracy skills, build life and vocational skills among the girls as well as helping to acquire educational materials.

Again, the findings revealed that the confidence level and assertiveness of the girl child has been greatly improved due to series of camp activities and exposures which now make girls assume leadership positions with ease.

5.2.3 Increase in enrolment and Enhanced performance of learners.

Over 80% of the respondents had posited that the interventions had led to increase in enrolment, retention and completion rate among children. Participants argued, scholarships, cash transfers

(an intervention from Plan International) promote transitioning of girls especially from Primary 6 to JHS, a programme that, among other things, led to an appreciable completion rate

It was further revealed that performance had been greatly affected by the interventions. This was evident in the majority 58.8% of the respondents and was ably supported by GES officials using the BECE records of 2020 to support the argument.

5.3 Approaches Adopted by NGOs in the contribution towards Development of education.

On the approach of the NGOs, majority of the participants have strongly argued the use of advisory, governance, service delivery, advocacy and research as approaches deployed to affect policy formulation or development of education in the country.

The findings revealed that at least 50% of the NGOs deployed some level of lobby, advocacy and research to influence policy. However, policy influence is mostly done at the micro levels since these NGOs seem to concentrate their works more at the district levels.

5.4 Assessment of Interventions.

As part of assessing the contributions of the study to the development of education, the study gauged the thought of the beneficiaries with regards to the interventions they received. The study employed four criteria: relevance, timely, sufficiency and effectiveness along the scale of 1-5 where 5 represents the highest score. Per the findings, the high scores were found to cluster around 3, 4 and 5. This therefore implies that averagely, the beneficiaries acknowledged the contributions of the interventions. However, the respondents noted the interventions to be inadequate in scope, reach or coverage.

5.5 Challenges faced by the NGOs in the Implementation of the Interventions.

Timely and effective Stakeholder participation as well as buy-in was found to be major challenges confronting the operation and implementation of the NGOs interventions. These challenges were identified to be in form of bureaucratic and laborious administrative processes, difficulty in getting stakeholder buy-in at various levels of programme implementations and some socio-cultural perceptions that impede initial understanding of the interventions.

Funding uncertainties and unsustainability were yet another challenge revealed in this study. All the NGOs, as revealed in the study, largely depend on donor funding for all aspects of their operations. As a result, the instances of funding cut, gap, delay or withdrawal of donor support affect the NGOs in several ways: closure of aspects or entire programmes, restructuring and focus.

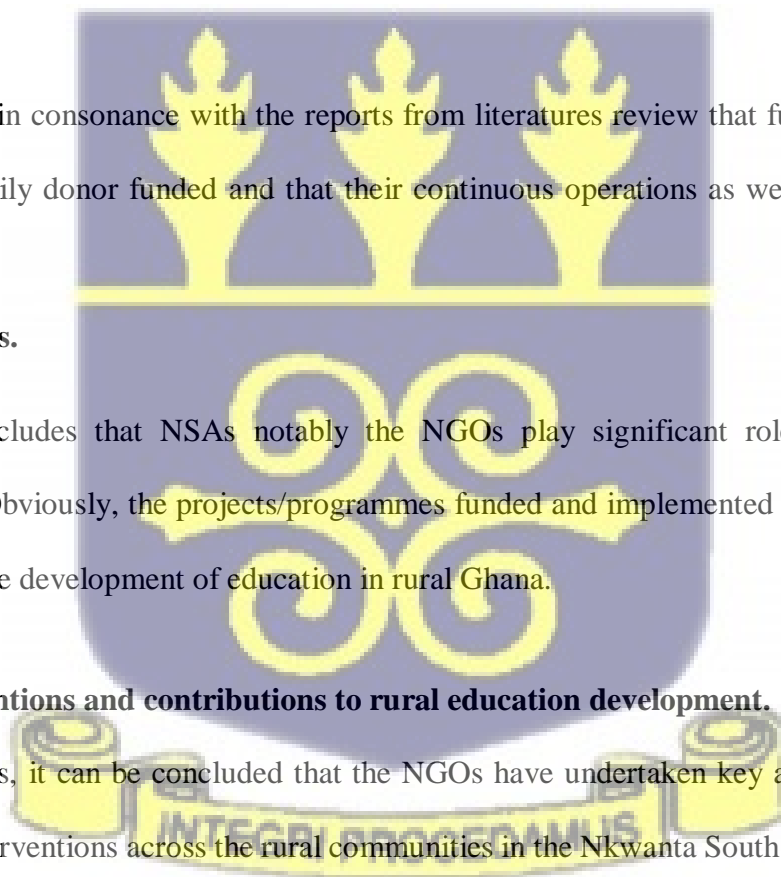
This finding is in consonance with the reports from literatures review that fundamentally the NGOs are heavily donor funded and that their continuous operations as well as existence is unpredictable.

5.6 Conclusions.

The study concludes that NSAs notably the NGOs play significant role in community development. Obviously, the projects/programmes funded and implemented by the NGOs are significant in the development of education in rural Ghana.

5.6.1 Interventions and contributions to rural education development.

From the results, it can be concluded that the NGOs have undertaken key and well-targeted educational interventions across the rural communities in the Nkwanta South District. In order to provide a holistic development, the programmes target relevant stakeholders such as the children, Teachers, GES officials, caregivers and community leaders. This arrangement was to



get all stakeholders in the value chain involved in the policy process towards effective provision of education in the district.

On the average, the interventions are roundly acclaimed beneficial and impactful. These interventions which were in the areas of cash transfers, Capacity building, Educational inputs, school infrastructure (Buildings and furniture), bicycles, life skills and vocational training, among others had contributed to the development of education in the district. Inter alia, there were significant improvements in the KPIs: girl child education, enrolment, retention and completion rate, reduction in drop-out rate, modernized teaching strategies, deployment of teaching and learning resources among the beneficiary schools.

The focus of the interventions is to create access and to bridge the inequality gaps. Besides the access, the interventions were geared towards providing quality education through which they can invest in the young adults to become youth citizens. This conclusion affirms the ideological assumptions of the human capital theory, the theory that underpins the study.

5.6.2 NGOs approach to the Delivery of Interventions.

NGOs employ largely service delivery approach as well as some level of governance and advocacy and research in the delivery of interventions. However, most of the NGOs have limited policy influence at the national level. Service delivery approach is much more deployed because their interventions are directly focused on the beneficiaries at the community level.

5.6.3 Challenges faced by NGOs.

Another significant conclusion drawn from the findings is the sustainability uncertainties. The study concludes that given the reliance on donor funding, the continuous presence of the NGOs in the communities remain unpredictable. This is due to unexpected funding cut or gap and market fluctuations in certain circumstances which may have dire implications on the operations (scope and structure) of the projects. Generally, the key actors were not oblivious

of this particular challenge. However, some NGOs provided sustainability structures for the interventions to continue to have their intended impact not immediately eroded after their exits. To conclude, in so far as the government support to the development of education is limited in terms of resources (budgetary allocations), the role of NGOs in extending education to the rural communities cannot be underestimated. In view of this, NSAs remain the major partner in the rural education development and would therefore need to be studied for effective collaborative policy making—hence this study. Apparently, as the study established, the inequality gap in education with regards to access and education inputs would have been much more wider had it not been the complementary programmes and interventions from the NGOs in the district. Largely, this study has contributed to exposing NSAs and their contributions towards development of education in rural Ghana, particularly as a major stakeholder in complementary education service delivery in the country.

5.8 POLICY IMPLICATIONS AND THE WAY FORWARD.

Based on the key findings and conclusions, the study provides the following policy implications and the way forward to strengthening the work of NSAs and development of the rural Ghana.

Interventions, Scope and Targets: Thinking about the future.

It is obvious that NSAs are vital components of development in the country especially in the rural Ghana. However, due to funding uncertainties as well as inadequacy, most of these relevant interventions remain at “pilot stages” unable to be escalated to cover wider spectrum of the rural communities. As we move towards Ghana Beyond Aid Agenda, self-support becomes consequential. It is important for the country to tap into NSAs community development agenda. With this, social service department of the MMDAs should collaborate with the NSAs especially those that operate at the micro level to extend similar or same

interventions to cover more areas. These collaborations should also focus on partnerships, sharing experiences, best practices, monitoring and evaluation and accountability mechanisms towards self-support and continuity of the interventions after the exit of the NSAs.

Gender Equity and Social Inclusion

Gender Equity, Social Justice and Inclusion is critical in policy making. In this study, it has not been an issue of much concern as most of the interventions were gender focused and equality oriented. However, much is needed to be done especially in the area of socio-cultural practices that impede NSAs work towards achieving gender equality and inclusiveness in education. It is therefore important for the policy actors (especially the micro level actors) to strengthen policy making having regards to GESI in both formulation and implementation stages.

Also, policy actors at that level should make GESI condition precedent in granting entry of NSAs into the community for their operations.

NSAs Collaborations and Networking

From the findings, it is obvious that NGOs undertake similar interventions in the same communities while other communities in need of same are left uncovered. It is important for NGOs to network through sharing of research reports (baseline, mid-line, and end-line reports), exchange of ideas, best practices, scope and reach of their interventions to enable wider coverage for effective community development. This would reduce duplication of interventions or programmes in the same community or school.

To do this effectively, the District Assembly should provide NSAs coordination desk in the assembly to coordinate the activities of all the NSAs, their interventions, programmes, scope and reach.

5.9 Limitations of the Study.

The fluid access to the study site was the first limitation. Though the researcher had obtained introductory letter and had done the necessary arrangements formally and informally to contact the key stakeholders, the issue of covid-19 pandemic had led to several challenges in getting access to some organisations.

The second limitation had to do with challenges in making appointments with participants for interview sessions. Some of the participants could not keep to the initially agreed time schedule; they had to reschedule to latter dates citing other pressing commitments. All these notwithstanding, the researcher was able to navigate the processes through perseverance, patience and dialogue in a way that none of this could have any effect on the findings. However, it has marginally contributed to the delay in data collection and compilation of this report.

5.10 Policy Context

In the context of policy, development of education particularly the basic education remains crucial to the countries in the global south including Ghana. It is crucial in policy domain because Ghana as a developing country with limited resources is unable to single handedly provide resources or initiate policies without external budgetary support. In view of this, the NSAs especially the NGOs have, over the years, played diverse roles in complementing the effort of the country through the provision of goods and services to bridge the inequality gap in the deprived areas (Yarrow, 2011; Weger, 2012).

On policy relevance, the study lends credence to the NSAs as key development actors whose policy initiative and interventions cannot be overemphasized especially in promoting education in the rural Ghana for human capital development. It is therefore significant for both state and non-state actors to leverage on this relationship to formulate policies that promote equity and social justice.



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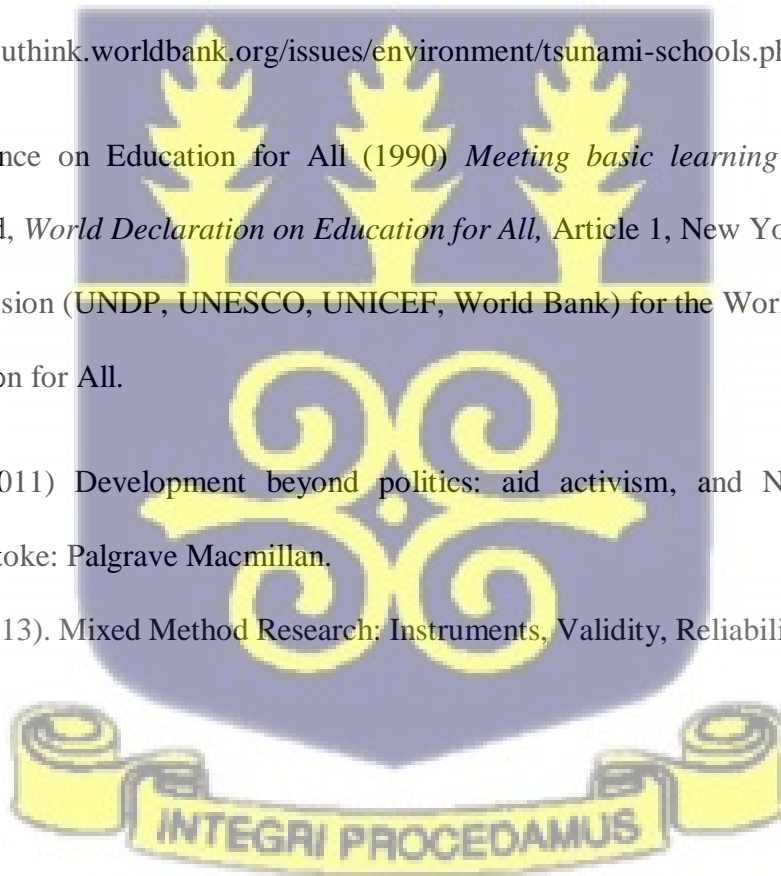
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APPENDIX I

QUESTIONNAIRE FOR HEADTEACHERS/TEACHERS

The study seeks to explore the Non-State Actors (NGOs) and their contributions towards development of Education in rural Ghana, Nkwanta South as the Study Area. In view of this, this questionnaire aims at soliciting information for the purposes to conducting this research. I would therefore be grateful if could respond to these questions as frankly as you can. It is purely an academic research and the information provided would be treated as such. Be assured that any information provided here would be treated as strictly confidential. Your anonymity is highly guaranteed.

SECTION A: Socio-Demographic Data

Please tick [] where appropriate or provide responses in the space provided for each question

- a) Age: 25 and below [] 26 – 30 [] 31—40 [] 41—50 [] 51—59 []
- b) Sex: Male [] Female []
- c) Level of Education: Masters [] Bachelor Degree [] Diploma [] Certificate []
- d) Length of Service: Below 5 years [] 5—10 [] 11— 20 [] 21— 30 [] Above 30 years []

SECTION B: Information on NGOs (NSAs) and the nature of education interventions

NGOs (NSAs)

1. Has your school ever benefitted/received any form of support from NGOs over the past years? a. Yes b. No
2. If yes, mention the names of the NGOs, indicate how long the school has received support from NGO in the past....., and the kinds of support

NGO	Kind of Support	Number of years of support

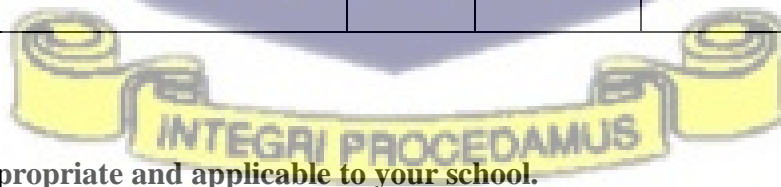
3. Does your school still receive support from NGOs? a. Yes b. No

4. If yes, can you mention the names of the NGOs or Organisations that provide you with support and the kinds of support they provide?

NGO	Support/Interventions
1	
2	
3.	
4.	
5.	
6.	

5. Which of these do the NGOs provide for your school? Tick as many as applicable to your school.

Interventions	Agreed	Disagreed	Somewhat
School infrastructure			
Provision of Teaching resources			
Educational campaigns/sensitization			
Cash transfers			
Entertainment facility			
Teacher Training and capacity building			



Tick as it is appropriate and applicable to your school.

These interventions have contributed to improving education in my school

Strongly Agreed [] Agreed [] Neutral Strongly Disagreed [] Disagreed []

Specific Benefits Derived from the Interventions

Kindly indicate your level of agreement with the following phrases (indicators)

1. Increase in enrolment

Strongly Agree [] Agree [] Neutral [] Strongly Disagree [] Disagree []

2. Improved quality of teaching and learning

Strongly Agree [] Agree [] Neutral [] Strongly Disagree [] Disagree []

3. Enhanced teaching skills of teachers

Strongly Agree [] Agree [] Neutral [] Strongly Disagree [] Disagree []

4. Enhanced performance of learners

Strongly Agreed [] Agreed [] Neutral [] Strongly Disagree [] Disagree []

5. Adequacy of teaching and learning resources

Strongly Agree [] Agree [] Neutral [] Strongly Disagree [] Disagree []

6. A change in infrastructural situations in the school

Strongly Agree [] Agree [] Neutral [] Strongly Disagree [] Disagree []

7. Effective promotion of diversity

Strongly Agree [] Agree [] Neutral [] Strongly Disagree [] Disagree []

8. State any other contributions the interventions have made to improving education in your school.

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

9. There are unintended benefits that my school obtains from intervention.

Strongly Agree [] Agree [] Neutral [] Strongly Disagree [] Disagree []

What are some of the unintended benefits your school has derived from these projects/interventions?

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

10. Do you think the intervention/support received from the NGOs is significant enough to help improve performance in your school? Yes/No Give reasons to your answer

.....

11. Rate the programmes/Projects/interventions of which your school has been a beneficiary according to the following parameters:

On the scale of 5 where 5 is the highest, tick the appropriate box.

Parameters	1	2	3	4	5
Timeliness of the projects/interventions					
Sufficiency of the interventions					
Relevance of the interventions					
Effectiveness of the interventions					

Challenges

12. State some challenges that confront the implementation in your school

.....

13. How did these challenges affect the implementation of the programme?

Alternative Approach

14. My school received(s) special interventions during in the era of crisis Yes [] No []

15. Mention some crisis situations that required the support of NGOs



16. Indicate interventions received during crisis by ticking your level of agreement with these indicators

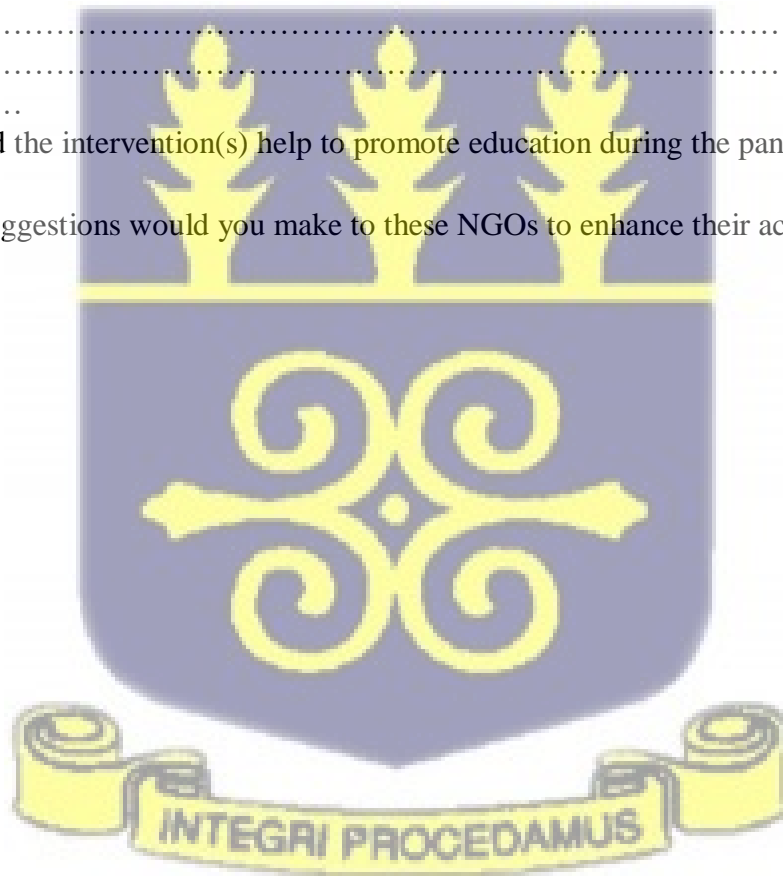
Interventions	Agreed	Disagreed	Somewhat
Online Education/Teaching			
Home Learning Support			
Education and Sensitisation			
Provision of PPEs			
Learning resources			
Teacher Training and capacity building			

17. What is/are the most significant intervention(s) received during covid-19?

.....

18. How did the intervention(s) help to promote education during the pandemic?

19. What suggestions would you make to these NGOs to enhance their activities?



APPENDIX II

Interview Guide for NGO Focal Persons (Project Managers and District Coordinators)

I am Amos Quarshie Ahiaku, Master of Research and Public Policy (M.RPP) student from the University of Ghana. As part of my course, I am conducting a research on the contribution of NSAs to the Development of Basic Education in the Rural Ghana with a focus on the NGO sector. This is completely an academic research and the responses gathered would be treated as such. I would therefore ask you to feel comfortable and be frank as you can. Be assured also that information provided herein would be treated with uttermost confidentiality. Your anonymity is highly guaranteed.

Participation in this interview is however voluntary and you can opt out any time you feel uncomfortable.

Please tick [] where appropriate or provide responses in the space provided for each question

1. Personal Data

- a) Age: 25 and below [] 26 – 30 [] 31—40 [] 41—50 [] 51—59 []
- b) Sex : Male [] Female []
- c) Level of Education: Masters [] Bachelor Degree [] Diploma [] Certificate []
- d) How long have you been with this organization? Below 5 years [] 5—10 [] 11 years and above []
- a) What is your position in the organization?/ What is your role in the organization particularly with regards to the project in the district?

2. NGOs (NSAs)

- b) What is the name of your organization?
- c) What kind of support/assistance does your organization (NGO) provide to schools?
- d) How long has the organization be providing these supports to the schools in the district?
- e) How many schools fall within your operational areas in the district? (How many schools are beneficiaries of your programme)?
- f) In which communities/towns does your NGO operate? Kindly list them.....
- g) What informs the selection of the schools and even the district as beneficiaries?

h) Tell us a bit more about the project: its focus and target beneficiaries.

3. Contributions of the interventions to the development of Education in the district

- a. How would you rate the general impact of your interventions on the improvement of education in the district?
- b. What specific benefits have the schools/ communities derived from your interventions thus far?
- c. What is your assessment of school enrolment and retention as you roll out the interventions
- d. How does your intervention contribute to bridging inequality gap in the delivery of education in the country?
- e. In what particular ways would you say your interventions take into consideration GESI in both design and implementation? Give examples
- f. Would you say the interventions so far implemented have helped to address the problems identified during your baseline assessment?
- g. What were some of the gaps identified?
- h. Explain how each of these were tackled and with what particular activity in the project
- i. Kindly provide an overview of the status of the gaps as at now?

4. Challenges that confront Implementation of the Programme

- a. Briefly explain three major challenges that impede successful implementation of your educational interventions.
- b. In what specific ways did the challenges affect the implementation of the interventions?
- c. How are the challenges identified being addressed?
- d. Do you consider the issue of sustainability as a challenge?

5. NSAs Alternative Approach During Crisis

- a. How does covid-19 affect implementation of your interventions?
- b. Apart from covid, which other crisis did your programme contribute to providing educational interventions?
- c. Does your NGO provide mechanisms in the design of the project for the purposes of crisis?
- d. How does your NGO respond to crisis in the implementation of interventions?
- e. With regards to covid-19, what are some of the approaches aside your intended/normal activities you have adopted to ensure your project runs?

- f. What approach(s) do/does the NGO use in promoting basic education in the district
Please explain how you adopt these approaches:
(a) Advisory (b) Service delivery (c) Governance approach (d) Policy advocacy and research
- g. How successful were these approaches?
- h. What is the form of cooperation between the state and your organization for successful programme in the period of covid-19?
- 6. Sustainability**
- a. How do you rate the level of sustainability of NGOs interventions
- b. How do you factor in the issue of sustainability in the design of the programme?
- c. What structures have you put in place to ensure the project is sustained in the communities?

APPENDIX III

INTERVIEW GUIDE FOR THE STAFF OF THE EDUCATION DIRECTORATE.

I am Amos Quarshie Ahiaku, an MRPP student from the University of Ghana. As part of my course, I am conducting research on NSAs and the Development of Basic Education in the Rural Ghana with a focus on the NGO sector. This is completely an academic research and the responses gathered would be treated as such. I would therefore ask to feel comfortable and be frank as you can. Be assured also that information provided herein would be treated with uttermost confidentiality. Your anonymity is highly guaranteed.

Participation in this interview is however voluntary and you can opt out any time you feel uncomfortable.

Demographic Data

Sex

Position (Designation)

Length of service:

NGOs and Nature of Interventions



How many NGOs are delivering Educational Interventions in the District?

List them.....

What approaches do these NGOs employ in the delivery of interventions?

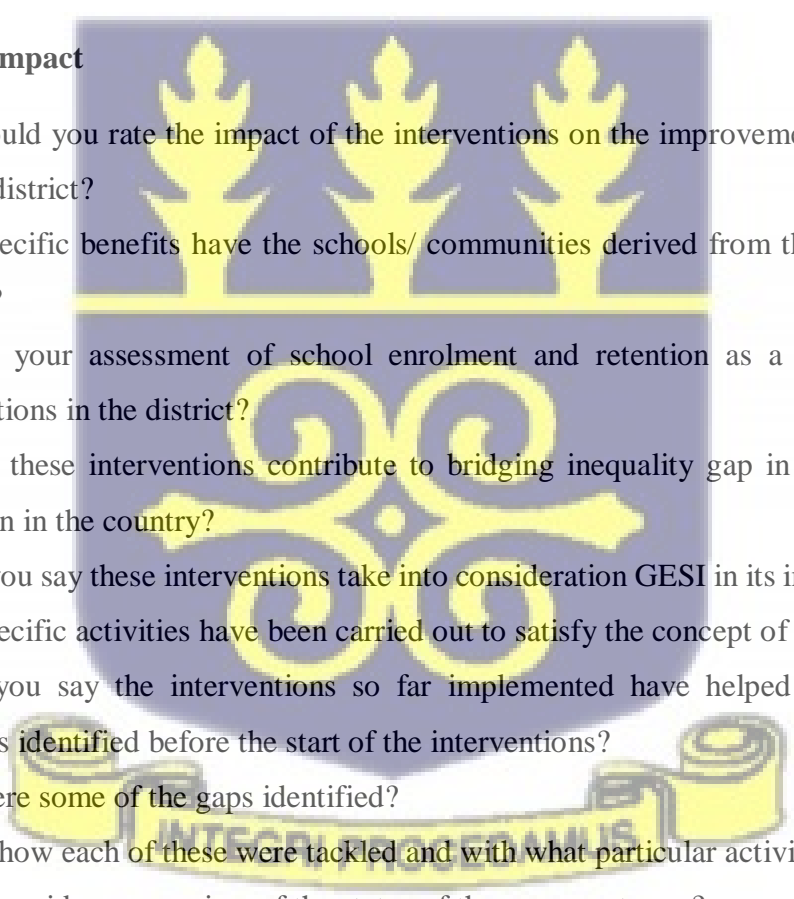
Explain some of the interventions undertaken by these NGOs in your district.

Who are the targeted beneficiaries of the interventions?

How are these beneficiaries selected? Tell us more on the criteria employed to select these beneficiaries

So far how many schools in the district currently benefit from NGO Interventions?

Benefits/Impact

- 
- a. How would you rate the impact of the interventions on the improvement of education in your district?
 - b. What specific benefits have the schools/ communities derived from the interventions thus far?
 - c. What is your assessment of school enrolment and retention as a result of NGO interventions in the district?
 - d. How do these interventions contribute to bridging inequality gap in the delivery of education in the country?
 - e. Would you say these interventions take into consideration GESI in its implementation?
 - f. What specific activities have been carried out to satisfy the concept of GESI?
 - g. Would you say the interventions so far implemented have helped to address the problems identified before the start of the interventions?
 - h. What were some of the gaps identified?
 - i. Explain how each of these were tackled and with what particular activity in the project
 - j. Kindly provide an overview of the status of the gaps as at now?
 - k. What is the level of coordination between your office and the NGOs?
 - l. Have your staff received any form of training. Please tell us nature of the training.
 - m. In your own assessment, rate the interventions with regards to the following indicators:
Timeliness of the interventions

Adequacy of the interventions

Relevance of the interventions

Challenges

- a. What do you think are the major challenges that confront the NGOs in the operation of their interventions in the district?
- b. How do you think these problems can be addressed?

Alternative Approach During Crisis

- a. What are NGOs doing differently in this era of Covid-19?
- b. Identify specific interventions that NGOs engage in address crisis situations in your district?

Sustainability

How would you rate sustainability strategies adopted by NGOs in the operation of their interventions?

Do you think these interventions have made the need impact and can therefore be sustained if NGOs have withdrawn their activities?

