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Non-governmental Organisations' Impact on Educational Policy in Rural Ghana

Sarah Ayikai Okine
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Walden University

College of Social and Behavioral Sciences

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Sarah Okine

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Walden University
2021

Abstract

Non-Governmental Organizations' Impact on Educational Policy in Rural Ghana

by

Sarah Okine

MA, Ghana Institute of Management and Public Administration, 2014

BA, Methodist University, 2011

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Law and Public Policy

Walden University

February 2021

Abstract

Non-governmental organizations (NGOs) have become an increasingly important factor in education globally. The social structure in developing countries such as Ghana has created a need for government to work with NGOs in the educational system to reach out to children and provide quality basic, primary education, especially in rural communities. However, there are still challenges in the discharge of their duties due to challenges in collaboration with all stakeholders. This case study addressed the perception of stakeholders regarding NGOs' influence on Ghana's educational system to better understand the influence and impact of NGOs on education in Ghana's rural communities. The advocacy coalition theory was employed. Ten volunteers participated in the interview regarding the perception of NGOs' influence on the education system in rural districts. The findings established that NGOs are perceived as complementary agents to the Ministry of Education (MoE) and partner leaders, but their objectives are dependent on the intentional coalition of stakeholders. NGOs' support to MoE and partner leaders is crucial because it helps provide quality teaching and learning to the children. Decision-making bodies of MoE and partner leaders may be the beneficiaries of this study for positive social change through policymaking, supervision on implementation, monitoring, and evaluation of NGOs interventions for early child development, and free compulsory universal primary education.

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Dedication

First and foremost, I dedicate this project to God Almighty my creator and pillar. He has been my source of strength and on His wings I have soared.

Without the first support system that was established by God Almighty in Christ Jesus this journey would have been impossible. A feeling of special gratitude to my husband, Frederick Edward Nii Ayikai Okine and daughter, Marjorie Mellisa Boateng.

To my husband, thank you for your leadership, your unwavering support and love to me. You availed yourself to me throughout this journey.

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Chapter 1: Introduction to the Study

Ghana's record of educational ordinances acts, and policies over decades illustrate the importance and benefits of education. Stakeholders like World Bank, United Nations Children's Fund (UNICEF), United Nations Educational, Scientific, and Cultural Organization (UNESCO) have also designed policies and actions (e.g., millennium development goals [MDGs] and sustainable development goals (SDGs) to provide primary education to children worldwide. Policies and regulations ensure that children have access to education and serve as benchmark tools for the nation to rely on to establish sustainable economic and development growth for families and communities (Fraussen, 2014). Ghana's policy initiatives and action including MDGs and SDGs have been embraced worldwide to ensure that a child's rights to education are fulfilled. The goal is to have an educated community that will resolve its challenges such as teenage pregnancy, poor health, low agricultural produce, and low standard of living to overcome the poverty that is mainly caused by illiteracy (Rose, 2006; Dzidza, Jackson, Normanyo, Walsh, & Ikejiaku, 2018).

Ghana has taken advantage of international and national declarations, ordinances, and policies to formulate appropriate educational policies. The Ministry of Education (MoE) and Ghana Education Service (GES) have implemented various initiatives such as providing free uniforms, sandals, hot meals and textbooks to respond to the need to educate every child. The MoE and GES meet the goals of giving universal primary education to the children with assistance, and partnership from donors, philanthropists, and non-governmental organizations (NGOs) to ensure that the sector supported with

adequate resources to supply education, primary and quality primary education to reach every child in the regions of Ghana. However, there are still challenges faced by stakeholders in an attempt to achieve universal education. Though Ghana has seen significant development in the educational sector, there are still issues of teenage pregnancy, children working in the streets, low standard of living and poverty in urban and rural areas. Further, the children's difficulty in rural communities accessing and receiving basic and quality primary education still persists.

Background of the Study

In Ghana, local government laws enacted to facilitate development in communities. The MoE and GES have focused on policies and regulations to achieve universal primary education before the 2000 and 2001 MDGs declarations for providing free primary education. Existing policies and regulations for education have played a key role in poverty reduction and sustainable economic and development growth in the country (Fraussen, 2014). The school feeding program, capitation grant, and free school uniforms, including, sandals are policies implemented to ensure primary education access. However, there remains a challenge with low school attendance and low reading and writing skills among children in communities, children who are not in school and instead are on the streets and farms. Available literature stated some of the challenges stemming from inadequate funds from MoE and GES, and lack of providing resources to support urban and rural communities; therefore, NGOs' help the sector in various ways to enable provision of primary education to children, (Agesinyale, & Aikins, 2016).

NGOs work with the education sector to provide funds, policy directions, and human resource capacity as partners to achieve the objectives and goals of universal primary education (Anu, 2014; Enslin, & Tjiattas, 2017; Angtana-Ondoa, 2018). This relationship exists in order to accomplish the goal of primary education for every child. NGOs establish themselves within the laws and work on existing mainly for public primary schools (Tallon, & McGregor, 2014; Chapman, 2018). They expend their resources at primary education level to build infrastructure, provide textbooks and assist MoE in teacher's training. Over the years, NGOs' have attempted to empower MoE with financial ability, human resource capacity or policy need awareness to accomplish educational goals (Staiculescu, & Lacatus, 2013). The aims and objectives for NGOs and non-profits are directed by what they want to do and what is available in terms of projects and the sector they desire to partner with to ensure development (Geiger, & Beric, 2014; Christie, 2015; MacNaughton, 2015). Formation of the relationship as stakeholders is an agreement with key players; therefore, a collaborative relationship is dependent on the area of interest and the resources that NGOs have (Noh, 2019; Boyer, Kolpakov, & Schmitz, 2019). This study focused on NGOs who partner with the MoE and GES to support quality basic education.

Ghana is one of the developing countries that has achieved impressive results in education of Millennium Development Goals (Durokifa, & Ijeoma, 2018; Pather, 2019). Ghana reached and accomplished the Millennium Development Goals Item two well ahead and over the initiative's deadline for 2015 (World Bank, 2012). Nevertheless, although reports and records have shown that Ghana has achieved the expectation of

universal primary education, children in rural communities such as Bole, Akatsi, Lower Denkyira, and many more are unable to access and receive quality primary education, hence the need for this research. Rapid growth in population has necessitated expansions in policies, infrastructure, learning materials and other resources to accomplish Ghana's educational goals. It has become impossible for MoE and GES to meet the institutions' demands to provide for all schools in the nation. Thus, NGOs have supported MoE and GES to provide basic education to create a good living standard.

Problem Statement

Accessing primary education remains a challenge in many parts of the world; Ghana is no exception. Basic education for every child is one of the MDGs' item two and SDGs' item four key objectives to achieve world poverty reduction through education, (World Bank & International Monetary Fund, 2011). Ghana has enacted laws, policies, and regulations to mitigate the challenges that prevent universal primary education. Policies and regulations are put in place to support initiatives and programs of Ghana MoE and the GES and partners, including NGOs. Girls Education Units (GEU), Northern Centre on Action Awareness (NCAA), Pencil to Promise, Right to Play (PR) Child Rights International, (CRI), World Vision (WV), and School for Life (SoL) are NGOs that play a key role in supporting MoE and GES to provide quality education. Reports also show 748 NGOs working and operating in the country's regions (Education Service, 2016; Teegen, Doh, & Vachani, 2004).

Further, the Ghana Education Strategy Plan (ESP) 2010-2020 was a strategic plan developed by the MoE to address the country's inability to ensure that children access

and receive quality primary education. However, in 2018, a new ESP 2018-2030 emerged to replace ESP 2010-2020. The claims and practices before the public indicate that NGOs are stakeholders and are required to align with the strategic planning of the MoE to mitigate the challenge of providing basic and quality primary education. Therefore, NGOs are regarded as stakeholders providing support to MoE and GES and assisting the institutions to provide quality education. MoE and NGOs as stakeholders, serve as a united force (Coupet, Albrecht, & Farruggia, 2019; Rafi, Kazmi, & Latif, 2005). They present themselves as reliant bodies or forces assisting in allocating infrastructure, learning materials, and other resources to help MoE and GES, (Willems, Jegers, & Faulk, 2016). However, despite NGOs' presence in the communities and their contributions, there were no adequate literature that recorded the impact of their contributions and accountabilities in collaborative policy domain.

Purpose of the Study

This study aimed to examine and understand the perception of the impact of WV, SoL and GEU operations on the educational (K11) system in Ghana. Ten volunteers were participants in the interviews. The individual selection for recruitment included leaders whose decision-making influenced basic education. Data collection occurred in a natural and constructive setting to allow flexibility to participants to tell their true stories, with no manipulation of their responses (Rubin, & Rubin, 2012). The goal was to collect and analyze the participant's experiences to understand the role that NGOs played in the education (K11) system in Ghana. This study will help MoE, GES, partner leaders, and NGOs in policymaking, sparking efforts for collaborative policy to promote coalition

between the education sector stakeholders. In other words, this study will create awareness to policymakers to see the need for formulation of partnership, or collaboration policy between MoE and partners. Democracy is essential economic and development growth. However, achievement depends on stakeholders who serve as integral collaborators (Milenković, 2011; PĂCEȘILĂ, 2016).

Research Questions

How do the MoE and partner leaders perceive the influence of NGOs on the K-11 education system in Ghana.

Theoretical Foundation

This study utilized the advocacy coalition framework (ACF) to understand the relationship between MoE and working partners within the policy domain in providing quality education to rural communities that also impact decision-making in economic and development growth. The framework was developed by Sabatier and Jenkins-Smith (1988) and involves individuals and actors in subsystems with interest in calling the attention of political leaders and civil society for political negotiations to formulate policy and address public issues concerns. The coalition allows a group of actors to interact with consistency and transparency to affect policy functionally.. It also facilitates resource utilization in the process of engagement and agreement to respond to the social needs to promote positive social change. The ACF is designed to allow groups to widen their subsystems when the need arises to influence policy analysis to obtain and utilize resources for changes in policy change programs (Weible, & Sabatier, 2005). Interest groups are also crucial in coalitions to ensure that the individual group beliefs are handled

and allowed contributions from each group in the coalition that confront critical issues (Klimovich, & Thomas, 2014). The necessity to create reliance and influence on one another in the subsystem is vital within the institutionalized or non-institutionalized interest groups to create a vital pathway that affects policy (Sabatier, & Weible, 2014).

The framework has three principal theoretical domains: advocacy coalition, policy system and policy change. The theory suggests that advocacy coalition and subsystems are the most effective ways of organizing policy actors interested in policy change, policy shift and new policy. Figure 1 depicts the ACF.

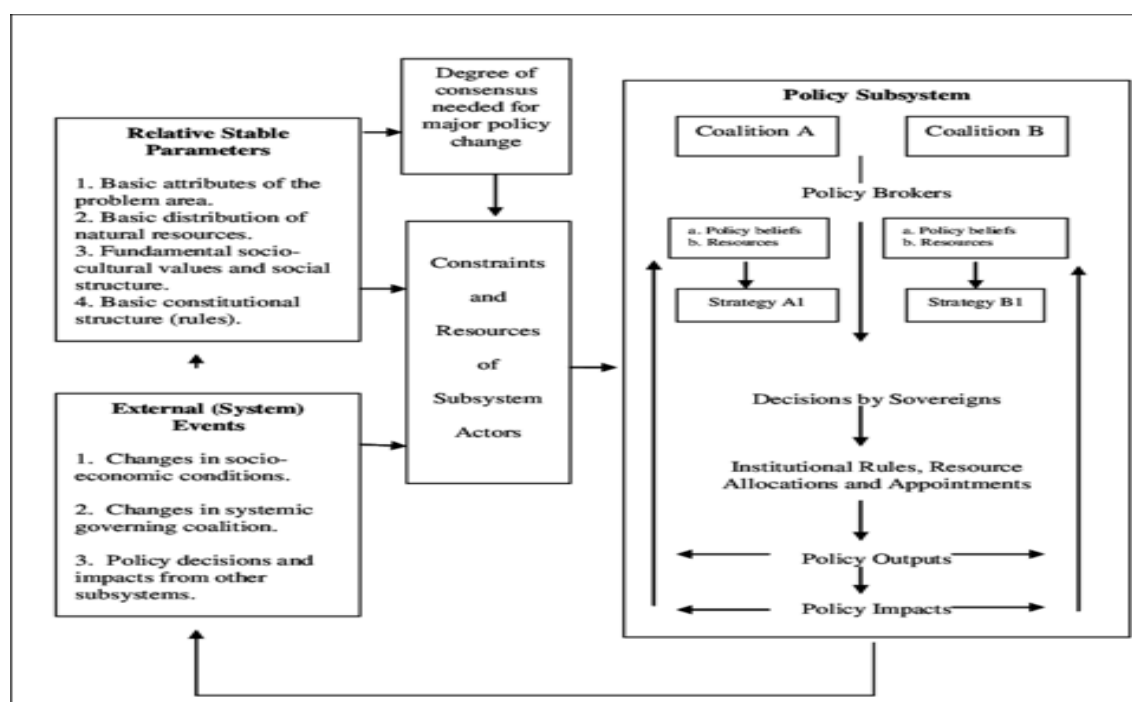


Figure 1. Advocacy coalition framework.

The elements shown in the flow chart existed in Ghana's educational system; however, though these players exist, they existed as separate entities with no flow of collaboration between them. For this reason, ACF was best-suited theory for the study

because it supported a flow among all elements without each existing as a separate entity. This study drew on ACF concepts to provide strategies to examine the actors' (e.g., MoE, GES, UNICEF, UNESCO, WV, and GEU) shared beliefs.

ACF has become a common theoretical framework for the policy change process within politicians and civil societies (Weible et al., 2011; Weible, & Nohrstedt, 2012). Successful applications of the framework in North America, Europe, and Asia, especially for environmental policy shows its competence within other theoretical frameworks, (Sabatier, & Weible, 2014). The theory has also been applied for normative policies (Sabatier, & Weible, 2014). For example, in a country like China with a large population targets the world's highest economic and development growth using collaboration policy among other policies for higher education access, growth of a small business, and enterprises to reduce unemployment and boost economic power of S&T Collaboration Platform, (Chen, Wu, Yang, & Zhang, 2013; Li, & Georghiou, 2016).

Currently, the actors in the educational system in Ghana are not working toward shared policy goals. ACF highlights the importance of actors coming together to help develop coalition and strategies that identify stakeholders' resources to address the issues and propose solutions. The advocacy coalition within ACF suited in the context of this research to locate (a) ability to change the elite and public opinion regarding the priorities that arise in the educational system, (b) combining all stakeholders several groups that have the same casual normative beliefs, and (c) the ability to ensure that all stakeholders engage in substantial coordinated activities for a long-term period of time. Using ACF to

providing an understanding of significant factors and processes affecting the overall process in the academic (basic, primary quality education) system in rural communities.

Conceptual Framework

A conceptual framework highlights the approach to mirror the cases internal idea and thinking to situate the views of stakeholders in the complex social challenge. The framework gave an in-depth understanding of the role of organizations like WV and GEU to give a logical presentation of the study (Zackoff, Real, Abramson, Su-Rinf, Klein, & Grusic, 2018). This study draws from some existing research, such as Roger Vaughan, locate and employ in case study methodology. The framework shown in Figure 2 represents the interconnection and relationship of stakeholders who provide resources for primary/basic education in Ghana. The middle demonstrates the stakeholders' intentional approach to collaborate in the relationship for positive social change, providing and giving children basic and quality primary education.

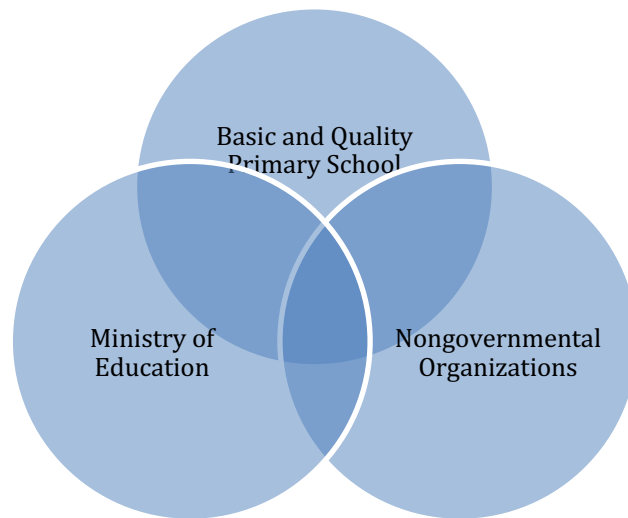


Figure 2. Conceptual framework.

Nature of the Study

The study is a qualitative case study focused primarily on participants' stories and experiences using cases to investigate and understand NGOs role in primary education in rural communities in Ghana. The multiple interviews as cases were done at different locations investigating the role that NGOs like Girls for Education and World Vision played in providing primary education to rural communities in Ghana to produce a detailed analysis from the interviews. The responses to the interview questions were coded and analyzed through an inductive process. Qualitative research involves studying cases through participants' experiences to understand interpretations of a phenomenon (Creswell, 2009; Denzin, & Lincoln, 2005). The objective of understanding the cases is to draw a scientific conclusion from the investigative responses that occurred in a natural situation without the use of experimental design but through face-to-face interviews.

Definitions

Economic growth and development: A process where a sustainable increase in the human capital structure (human development index) increase production for improvement of social provisions intended for poverty reduction (Harrison, 2017).

Community development and transformation: A community where human benefits are the focus of developmental transformation strategic programs (Harrison, 2017).

Non-governmental organizations (NGOs): `stakeholders and Institutions that government cooperates with by delegation of public tasks (Kordasiewicz, & Sadura, 2017).

Universal primary education: Promoting literacy by increasing basic school enrolment for growth and development transformation in developing countries (Lesoli, Van, Wuk, Van Der, Potgieter, & Wolhuter, 2014).

Assumptions

The first assumption was that stakeholders in education provided interventions to support quality primary education separately; therefore, universal primary education is realized. The second assumption was that the participants have experienced the challenges preventing collaborative activities in providing a system and structure to address challenges. The third assumption was that NGOs did not make the necessary impact with their activities and interventions on the educational system to address children dropping out of school. The fourth assumption was that participants would truthfully share their experiences to help improve stakeholders' activities in the rural

districts to provide of quality education for children, which would lead to children staying in class and studying harder to perform well in their final primary education compulsory education. It assumed that the findings would suggest a path to implementing policies to encourage stakeholders to form an advocacy coalition to influence public policy in the educational sector to provide quality primary education to rural communities. Further, it was assumed that the qualitative case study approach was the most appropriate design and allowed participants to tell and share their experiences from individual perceptives through interview.

Scope and Delimitations

The study's scope covers the impact on education system in Ghana between MoE and NGOs like GEU, WV and SoL. This study focused on the relationship and partnership between MoE and NGOs in providing basic education to every child in the country in rural communities within the context of collaborative policy. This study expects to inform stakeholders about the need to use collaboration and partnership policy effort to help reduce children going in the street to sell in place of choosing education. Interviews included leaders of organizations who possessed rich knowledge of the research topic. The sample size of 10 interviews, ten different locations. The interview locations of interviews were to take place in the capital city in Accra for both interviewer and interviewees. However, three of the participants' interview locations change to locations outside Accra because of social distancing order by the president of Ghana as the result of the COVID-19 pandemic. Technology bridged the distance between interviewer and interviewees who were living outside Accra. The research delimitation

focused on the partnership between stakeholders in providing quality education to rural areas in Northern, Volta, and Central regions. Accra capital city, was chosen because MoE and partner leaders including NGOs like WV, SoL and GEU head offices situated in Accra where the leaders and decision-makers executives operated.

Limitations

The COVID-19 pandemic presented a limitation for the chosen methodology. There was a delay in completing data collection. It was an impossible situation for seven of the participants and the researcher to have face-to-face interviews. An executive order regarding COVID-19 protocols including social distancing and partial lockdown. Seven volunteers canceled their consent to be participants of the study, which reduced the number of 17 volunteers to 10 participants. Some of the volunteers did not call back to schedule interview appointments. There was no control over interview appointment because participants kept changing and rescheduling interview dates. In other words, interview dates and times subjected to participants' availability. The use of articles that were within eight years of publication.

Significance of the Study

This study was important to the educational system (K11) in Ghana to examine and understand the policy relationship between MoE, partner leaders and NGOs in the sector for basic, primary and quality education accomplishment. The knowledge gained provides insight to the stakeholders of the sector to employ the use of coalition and collaboration in distributing assignments and recording contributions of stakeholders for accountability, including future planning and organization for quality teaching and

learning. This study's results to enhance stakeholders understanding the grounds for children dropping out from school at primary level to the streets and farms. Stakeholders have accused MoE of its marginal attention and resources toward schools in rural communities for quality education; therefore, it was important for the stakeholders to understand the issues causing the lack of attention and resources towards schools in rural areas to form coalition to address the issues. According to Milenković and Sabatier, & Jekin-Smith (2011, 1998), democracy and subsystem of actors rely on advocacy coalition to promote policies for change and development.

This study contributes to the existing scholarly knowledge in policy for education to enhance stakeholders' mandate, interventions, and operations to address the challenges that confront the sector in providing universal basic, primary education. This study is useful to support policymakers in formulating policies toward achieving affordable and accessible quality basic, primary education to every Ghanaian child. This study guides further studies that have not been explored in previous studies in the context of the phenomenon to help stakeholders in the education sector learn to enhance stakeholders' ability to create collaboration and coordination policies for distribution of resources to the schools in the rural areas. The result of collaboration and coordination of the policies ensure that MoE's mandate to supply education to children and the unwavering support of partner leaders will accomplish targets of the UPE and capture accountability of stakeholders in the districts, and the regions. (Haynes, Castillo-Montoya, Hailu, & Stewart, 2019; Panke, 2019).

Summary and Transition

NGOs respond to the global need for development through their efforts in supporting activities and interventions related to education. In Ghana, NGOs like GEU and WV played these roles to work with schools in communities to provide the necessary support for basic, primary education. Researchers have documented findings on NGOs operations in providing education in developing countries such as Ghana. However, the operations of NGOs vary as they draw on their capacity to address issues on education. Communities develop through education, hence the need for stakeholders in education to work collaboratively within a policy framework to accomplish the long-standing nonachievement goals of universal primary education. The study uncovered and learned the impact of NGOs interventions on rural communities to accomplish quality universal primary education.

Chapter one explained the importance of this study within the introduction to the study, including the background, the problem statement, the purpose of the study, the theoretical and conceptual framework and the research question. The following chapter two gave a comprehensive review of the literature is connected to the topic of the study. The chapter three gave the systematic layout of the methodology, the road map for data collection and the study's analysis, including the description of the study design, the participants in context of sampling and recruitment, the procedures for the data collections and the analysis. The chapter four presented the data collection findings, the analysis of the findings, and the analysis results. Chapter five stated the interpretations of

the findings and the limitations of the study; stated recommendations for future research, presentation, the implications of the findings, and the study's conclusion.

Chapter 2: Literature Review

Introduction

The socio-economic development of children is dependent on education from home training and school training. Both home and school training are tools that help shape the child's beliefs to acquire behaviors and skills to succeed in life. This study aligned with studies conducted showing the impact of primary education on the children. Previous studies done in relation to the impact on primary education explained education as the fundamental educational training for a child's development. Primary education in developing countries such as Ghana is essential to all children. The children able to access quality teaching and learning in classrooms have gone through policy reforms and transformational changes with the expectation to give knowledge and understanding to the children in fulfilling the rights of education to the children by political leaders and stakeholders, (Aurupanea, Glwweb, & Wisniewski, 2013; Jabonski, 2019).

Nigeria and Zimbabwe education policies faced enrolment and quality teaching challenges and needed attention of law and policy-makers to enact policy to motivate children to go to school. The policy reforms shaped the law and policy to encourage enrolment, (Abayasekara, & Arunatilake, 2017).

Available literature of research that has been conducted on community development have shown that low community development is attributed to the impact of lack of education. The adverse impact of illiteracy on society in developing countries such as Cambodia and Sri Lanka had been attributed to inadequate teaching at schools from early the Grades one, two, three and four (Christie, 2015; Little, Shojo, Sonnadara,

& Aturupane, 2020; Anangisye, 2020). The falling level in education in African countries demonstrates the impact on communities of low policy and inadequate teaching, and learning in classrooms, (Raju, 2017; Gariru, Howie, & Plomp, 2019; Mpaata, & Mpaata, 2019). Poor teaching and learning in developing countries tend to affect the children's interest in education and drive the children to the streets and the farms, causing an increase in child labor. Poverty is a rural phenomenon in Ghana, with most households relying on agriculture and farming for sustenance and impedes on development in the community in the long term, (Anyanwu, 2016; World Vision, 2017).

Investing in education at early childhood introduces a better quality of life in the communities, thereby reducing poverty in society, (Mtey, & Sulle, 2013). WV, SoL and GEU have played supportive roles to assist MoE in delivering quality education and playing an important role in rural communities in Ghana. They support the efforts to develop communities within which they operate by assisting MoE and partners to deliver quality education to children. NGOs like WV, SoL and GEU in Ghana help rural communities in providing infrastructure and learning resources to local governments in the regions to provide quality primary education. However, despite the surge of several NGOs in the country to support the education sector, access to quality teaching and learning in the primary education in the nation's still remains a challenge, specifically in rural communities.

The ACF for a coalition of actors is a well-cited theory provide the opportunity for politicians, agencies, and NGOs to collaborate to work in partnership to accomplish goals, (Wellstead, 2017). Public agencies and NGOs are able to work together on shared

beliefs to provide public goods to the marginalized in societies in developing countries and achieving universal primary education in Ghana is no exception. The theory presents that major shift or change in policy processes has been why coalitions are formed by actors, (Weible, & Sabatier, 2012). In 2012, Belgian political leaders and actors decided to build railways and provide electricity using coalition strategies. The success of using the coalition approach and process asserted that the collaborators under the ACF, (Sabatier, & Jerkins-Smith, 1993), worked effectively, and achieved their goals. Community development and positive impact on society using ACF was successful, and positive transformation of communities with minimum challenges. The actors engaged advocacy coalition in the ACF theory domain, and ensured that the final outcome of the collaborators are based on the process of interaction between the actors, learning experience, monitoring and evaluation of the role each actor has played for the change or the transformation, (Moyson, 2017). Besides, subsystems and actors' long-term relationships affect policy change, and transform the involving parties' relationships, meaning better understanding between them concerning project execution with minimum disputes (Leach, Weible, Vince, Siddiki, & Calanni, 2014). Changing policy for providing primary school in rural the communities government demands the attention of all stakeholders. NGOs have the power to deliberate to influence the coalition, persuading government to make policy changes in rural communities. The geographical location of a community should not pose any challenge to stakeholders. Rather, the policy should enable access to quality basic education.

The literature review was essential to discover and explain the importance of the topic, and worth of knowledge gained in this research within its stated scope of studies (Creswell, 2009). The purpose of the literature review is to position the study in the context of the topic to the existing literature of the main concepts of the study (MoE, partners, NGOs, and ACF). The focus was on the effects and impact NGOs have on primary education in rural communities to better understand to address the gap. A good standard of living is an expression and display of economic and development growth. Therefore, stakeholders should strive to have communication networks drive coalition and sustainable relationship to accomplish a purposeful outcome in education system. Effective interaction between the stakeholders establishes togetherness that forms an excellent communicative channel as subsystem members build the group belief system understanding. It clarifies misunderstanding increases productivity between MoE and its partners, learning gradually to influence the group's beliefs and behaviors.

Literature Search Strategy

The search of literature relied on several sources of information. *Millennium Development Goals* and *Sustainable Development Goals* initiatives used general term at the search's root. Other terms included *universal primary education, community building, poverty reduction, higher education, income, equality, inequality, lifestyle, partners, non-profit economic growth, development, happiness government, family, developing countries*, and *NGOs* to define the scope of the study. Walden Library databases were the central databases used to select articles for review. Additionally, Google Scholar and SAGE Journals, SocINDEX, LexisNexis were used, including books.

Theoretical Foundation

Two theories selected for this study: ACF and theories of organization, society and corporate citizenship. The theories have been successful in finding solutions through interactions or subsystems to organizations and institutions and propagating policy change. However, ACF chosen for this study. The intent of choosing ACF over theories of organization, society, and corporate citizenship was because it is applicable in addressing the problem that faces rural communities in accessing quality primary education. According to Sabatier and Jenkins-Smith (1999), the ACF handles complex and intense public policy change and shift. Advocacy coalition intends to bring diverse groups together and use purposive course of action to amplify NGOs operations for change in policy in public interest domain. It is essential to employ ACF and advocacy coalition when working to understand the belief system (Heikkila et al., 2014). The framework provides analysis of interest group's behavior, learning and policy change in issues characterized by intense political conflict.

The creed holds diverse groups power in coalition, and suggest a change on policies for positive change strategies. The group's approach issues from different point of views for a change. (Sabatier & Jenkins-Smith, 1999). The interest groups understand the need to come work together and agree on strategies to achieve the goals that bind them together focusing on public interest at all different levels as far as the coalition exists ,(McBeth, Jones, & Shanahan, 2014). Change in policy direction sometimes creates differences among interest groups, and disputes emerge at early stages when the coalition mission and goals are not clearly stated and understood by the groups. Relationships of

the groups suffer disagreement as a result of the vague mission statement and goals. This introduces stress and disputes among groups that take an undue long time to resolve, (Sabatier, & Weible, 2014).

To address the issue of diverse interests, the advocacy coalition aims (a) promote the promulgation of policy on coalition, particularly collaboration policy that brings stakeholders together to provide access to quality primary education to communities, and (b) promote the implementation of collaborative policy to stakeholders in districts particularly NGOs in Ghana. The objectives in this study were (a) facilitate co-ordination among MoE, partners, WV, PI Ghana and GEU regarding the promulgation of policy on coalition for reforms and shift in policy with direct impact on districts in Ghana, (b) engage WV, PI Ghana, and GEU in discussions on challenges that confront certain operations, (c) advocate for requisite resource and funding for implementation of collaborative policy and dialogue aimed at MoE and WV, PI Ghana, and GEU to reduce the entities working separately to accomplish the same goal, (d) monitor and evaluate the policy outcomes, (e) advocate for further research on stakeholders coalition for primary quality education and (f) actively engage policymakers to focus on an integral aspect of the implementation of the collaborative policy. The framework aims and objectives of help civil society better understand coalition of stakeholders (Jenkins-Smith, 1982; Kuhn, 1962; Lakatos, 1970). The framework served as a road map for policy change and as a tool for keeping long-lasting partnerships between stakeholders. It directs and provides available solutions for accessing quality education to children in communities in Ghana (Sabatier, & Weible, 2014).

The problem statement was a complex issue for an essential policy shift on national education, therefore, ACF was a better choice that promote long-term network relationship for management, (Shafritz, 2016). The assumption of Civil Society Responsibility/Business Society Responsibility theory carries the expectation that when organizations express interest to help the community and perform their social responsibility, that action of kindness provides an enabling environment for further action of development takes place in the location. The effect and impact on the communities and persons positively record progress in development (Shafritz, 2016). The relationship between organizations and communities requires solution based on research for a long-term solution that can handle future complex issues creating sustainable development.

The ACF was vital for this study in addressing perceived partnership between NGOs and MoE. Organizations responsibility to communities' development through the efforts of donors and charity organizations attempt to help create social equality, and strengthen economic and development growth. Necessary and formal education policy is mandatory to provide an organized system of structure with direct and intentional provision of universal education to rural communities (Aspelin, 2015). WV, PI Ghana, and GEU focus on education, their constant act of child support is one among others that seek to provide support to move relationship from simple supply of a need to partnership to provide for education with MoE and partners reliably. The stakeholders facilitate and drive the sense of coalition and network such as subsystems, attending complex issues and challenges that confront communities. World Vision's, Plan International Ghana's

and Girl's Education operations transformed from traditional concepts to business concepts over the years in certain areas and part of the world.

NGOs' activities assist in bringing solutions to formal schooling, and finding objectives that address problems, (Shafritz, 2016). Over time, the interventions of NGOs become business related with approach of corporate social responsibility visiting business organizations, and non-profit strategies to assist communities overcome inequalities. NGOs, and profit organizations respond to needs of community areas providing assistance to improve standard of living. In this context of the theory background, the connection between this study and the theory exist. Stakeholders' partnerships and resources mobilization bring a change to assist the rural communities' children access quality education.

Literature Review

Universal Primary Education and Impact

Policy for universal basic and primary education and free primary education for Sub-Sahara Africa started decades ago. National and international agenda to pursue primary education in Africa for compulsory basic and quality primary education is a mandate of 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). The policy initiatives such as school feeding and free exercise books enable quality primary education in public schools accessible and affordable.

Education is the most critical need for children (Lesoli, Van Wuk, Walt, Potgieter, & Wolhuter, 2014). Children's education in Africa is essential; even with cultural and religious differences, the child's upbringing depend on the tribe and the ethnicity the child's parents are coming from in the society. Education takes the central place in the face of the cultural and religious difference in Africa. The child's education is said to nurture and shape the child's belief and perception about life in the context of culture and religion (Petoriosis, Neophytou, & Waston, 2019). The children's upbringing helps form required discipline and respect of acceptable behaviors to the society. Public debates on quality education at primary level also point out that education is the right influencer to the child's in-depth thought process (Authur, Christofides, & Nelson, 2020). Providing children with quality primary education is setting the children's minds for positive mental progress in appreciating and analyzing socioeconomic, political and religious issues favorably and making a judgment for their well-being (Heystek, 2011). The children learning at school trains them to accept responsibility for their decisions and cultivate the attitude to adapt to the changes that emerge from of their decision. Quality education at early childhood learning in Africa, enabling access to a better future and a good standard of living, (Sitholey, Agarwal, & Vrat, 2013).

Education is a child's right (Mendenhall & Anderson, 2013); however, children in Sub-Sahara Africa have not been fortunate to be given full advantage of their basic and quality primary education. The provision of policy for quality teaching and learning at the basic, primary level is the fundamental tool to mitigate poor health and poverty in Africa. Political leaders have supported the declaration of children's rights for education

established in Geneva. The political actors ensure formulation and promulgation of policies and rules to mitigate Africa's diverse challenges. The ability to acquire quality education serves as the foundation for higher learning and reduces existing poor health, teenage pregnancy, poverty and social crimes. Keeping the interest of children in the classrooms reduces the number of school dropouts in rural communities. UNESCO statistics indicated and reported that most children are not educated at a basic level because 10 million children drop out from primary school annually in Africa (Kimani-Murage, 2013; Taylor, Laditka, Laditka, Huber, & Racine, 2016). Formal education is institutionalized to offer training to children to enable reading and writing in languages to communicate effectively. Universal primary education is a needed tool to comfort children and prepares them to hope for a bright and a better future. Education serves as a gateway to the children's future success, learning reasonable characteristics of society to support the children in Africa.

Education and Development

Education and development move in parallel. Child education is the right and dignity reserved by the Geneva Convention 1947 declaration and the child's constitutional right in developed and developing countries including under-developing nations. The MDG and SDG Items 2 and 4 respectively highlight the importance of education and primary education as one of the pillars of development, hence the universal primary education initiative and declaration. Education is fundamental to the broader notion of expanding human capabilities that lie at the heart of development, (Todaro, & Smith, 2011). Education unleashes the human mind potential that makes it possible for

developmental achievements in every sphere to take place (Halpern-Manners, Marahrens, Neiderhiser, Natsuaki, Shaw, Reisis, & Leve, 2020). Knowledge and skills acquired from educational institutions spark a life-long change and provide the life-changing opportunities to the individuals in the society.

Education has effects on critical areas in social life such as income, health, religion, and politics. Providing quality education to children has the long-term effects on increasing human capacity necessary for development. Furthermore, investment in human capacity fosters sound development, and contributes to economic growth. Promoting learned community the opportunity to contribute to community and national development; improving income, and reducing inequality (Romer, 2011).

Public and Private Education Gap

There is inequality in teaching at basic primary schools creating a knowledge gap between public and private schools in our education system. The system allows parents who have resources to pay for quality education that meets their expectations when they are dissatisfied with public primary schools. Children from rural communities are less likely to afford and access private quality education that meets the expectation. Higher earning incomes are a determiner that facilitates enrolling in private schools, (Ingersoll, 2019; Hassani, & Najjara, 2020; Huber, Gunderson, & Stephens, 2020; Touitou, Yacine, & Ahmed, 2020).

Private primary schooling in Ghana is a preserve to children from the affluent or “HAVES” in society; families can afford and pay tuition fees and other expenses of their wards. Public primary schooling education is mainly available to the less privileged or

“HAVE NOTS” in society; the children rely and depend heavily on the public good provided for by political leaders, donors, partners and non-profit organizations or non-governmental organizations, (Anshed, Anwar, Hassan, & Bukhari, 2019). Rural communities struggle to achieve socio-economic development as they struggle to maintain economic vigor to pay tuition fees or other expenses. Pritchett & Viarengo (2015) noted that there are differences and inequalities between public and private schools and a difference in how countries approached and handled public and private schools. The approach is by the country’s educational layout, system and expectations, and outcomes.

Differences in children education from public and private schools are notable and can be evaluated in children’s general performance especially in English language, mathematics and science examinations. Differences in outcomes indicate the distinction between private primary and public primary schools in Ghana. This further impacts their performance as the ‘haves’ and ‘have nots’ move further in education, (Makate, & Makate, 2018).

The social difference in the Ghanaian has its foundation in education and bears either positive or negative effects on the primary education available and accessible to the child. According to Kuhn, Brosig & Zhang (2016), there is the need for adaptation and implementation of policies that recognize urban and rural differences because community development and poverty reduction for citizens are relative. Dettrey & Campbell (2012) compared income inequality to demonstrate the differences between academic parameters

and performances, and painted the picture that exists between the 'haves' and the 'have nots' in social status.

The findings stated, "The Dance of Dance of Ideology and Unequal Riches" that the rich and poor do not have the same development opportunities. Dettery & Compbell (2012) explained the issue of the "haves and have not" with Polarization Theory to illustrate the result of decision making from two categories; the "haves and have not" according to rank and status, "the rich and the poor." Compulsory and free quality primary education is situated in the gap to address the inequality between children of the "haves and have nots". The rural communities faced with challenges such as insufficient funding, lack of technology and poor infrastructure continue to produce the "have nots" society. Quality primary education is mandatory for the Ministry of Education to ensure all children access education.

Educational System in Ghana

The structure of the educational system in Ghana follows the 2-6-3-3-4 structure. The children spend two years in kindergarten, six years obtaining primary education, three years in junior high schools, three years in senior high schools, and four years in college or university on obtaining a bachelor's degree. Primary education begins at the kindergarten through to grade nine, which is the first and second digits (6-3) of the 2-6-3-3-4. This structure systematically replaced the previous education structure in the 60s and early 70s in Ghana. Primary education is the foundation and fundamental requisite for Ghanaian children between the ages of two and 14 for further education and their future effective learning.

According to the Ghana Statistical Service, as of 2015, there were 14,405 public primary schools and 6,904 private primary schools in Ghana. The 1992 Constitution of Ghana establishes the educational objectives stating that basic primary education is compulsory and free. The educational provision for basic primary education directed in Articles 25(a), 38 (1), and 38(2) to ensure that the child receives education at the early ages. The current educational provisions for basic primary education are more elaborate and detailed than Article 13 of the 1960 Constitution of Ghana and Article 10 of the 1979 Constitution.

Chapter 6 Articles (1) and (2) assigns the principal policy directives for education. The provision conforms with the International Law Provisions on Education and aligns with the following: Universal Declaration of Human Rights, Article 6 on the right to education as standard provision; The International Covenant on Economic, Social and Cultural Rights, Articles 13 and 14; Declaration on the Rights of the Child, Principle 7; International Covenant on the Rights of the Child Articles 28 and 29; African Charter on the Rights and Welfare of the Child, Article 11; International Convention on the Elimination of All Forms of Racial Discrimination Article 5; Declaration on the Elimination of All Forms of Racial Discrimination, Article 8; Declaration on the Elimination of Discrimination Against Women, Articles 9 and 10; Convention on the Elimination of All Forms of Discrimination Against Women and Declaration on Social Progress and Development, Article 10.

Ghana Education Service (GES) Act 1995 took precedence over GES Decree, 1974 (NRCD 247) and amendment. The role of GES is the implementation of approved

national policies and programs relating to pre-tertiary education. The GES is governed and managed by GES Council with its functions being primarily agent providing, (a) basic education, and (b) teachers, and learning material. The other functions of the GES Council ensures primary education rights Ghana's citizens. However, this study focused only on the GES Council functions to support the argument of compulsory and free basic primary education of the constitutional provision, the constitutional right to the child. The above provisions and declarations are necessities for primary education.

Act 560 (1998) of Ghana is about the child's well-being in the communities of Ghana. The specific Act derived its roots from the United Nations Convention on the Rights to the child. "Every child has the right to life, dignity, respect, leisure, liberty, health, education and shelter from his parents. Section 10(1); the rights to education for the disabled, Section 59, makes it an offense for the authority and power with a mandate to provide education to fail to supply necessities of education for the child; Section 87 prohibits child labor and exploitation, depriving the child from education and development. Education stands as the basic rights for survival environment. In contemporary times, quality primary education becomes right than a privilege.

The Free Compulsory Universal Basic Education (FCUBE) policy was established to access primary education free in all public schools. Primary school education in Ghana focuses on reading, problem-solving writing and arithmetic (Nuffic, 2015; Ghana Education Service report, 2017). The objectives of the conceptual framework providing basic primary education are: (a) expand access to basic education for all Ghanaian children of school-going age and to reduce the drop-out rate, (b) to

improve quality of teaching to learn as well as raising the standard of primary education so that children acquire numeracy and literacy i.e., ability to use numbers, read, write and communicate effectively and (c) laying the foundation for the development of manipulative, inquiry and creative skills which will be the basis for scientific and technological development.

Implementation of policies has been to supported the mandate to ensure that all children access compulsory and free basic primary education. The power and authority of the Ministry of Education to promulgate policies give smooth advancement to compulsory and free basic primary education. The package to provide basic primary education included the availability of human capacity (trained teachers) and resources (classrooms, furniture, learning materials & a hot meal per day) to facilitate accomplishing the objectives of FCUBE. Universal primary education in Ghana in effect, needs external financial and human resource support to realize the goals of education. NGOs constitute one of the prominent supports, (Britwum et al. 2017).

Ghana has committed to interventions aligned to support the achievement of universal primary education worldwide. The challenge in keeping children of rural communities in primary schools is a burden compared children in the urban communities. Because of lack of infrastructure, learning materials and transportation. Furthermore, the internal conflict of the children attaining education, or earning income from the streets, and farms can weigh on the children's minds. NGOs' interventions in supporting MoE and GES is a need to these children, (Ministry of Gender, Children, & Social Protection, 2015).

School Feeding Program

The Ghana School feeding is a program and strategy adopted and implemented in Sub-Sahara Africa to mitigate and fight malnutrition and hunger, confronting and preventing high primary school enrollment. It was introduced in Ghana in year 2000 under the political administration of former President John Agyekum Kufuor. The School Feeding initiative was implemented in most primary schools, specifically in rural and deprived communities in the country, with the goal and objective to over-come malnutrition and hunger among children, and to encourage children's interest to attend and stay in school. The World Bank (2012) defined school feeding program as "targeted social safety nets" to provide both educational and health benefits to the most vulnerable children, thereby increasing enrollment rates, reducing absenteeism and improving food security at the household level" (Kamazem 2018; Rongen, Kleef, Sanjaya, Vingerhoeds, Buuma-Rethans, Van den, Bogaard, Van Rossum, Seidell, & Dijkstra, (2018; Mindzaeva, Neustroev, Ivanova, & Zimnyukova, 2018; Wolfe, 2020)

The School Feeding Program started and took off smoothly within President Kufuor's four-year governance until challenges such as inadequate infrastructure, lack of funds, conflicts among stakeholders, and lack of collaboration set in. Lacking of funding created an impossible situation for maximum realization of the program. Towards the end of President Kufuor's administration in his second term in the year 2008, not much was said or heard about the School Feeding Program. The intent for maximum benefits realization to accomplish the program goal and objective remains as a new administration took over the political leadership.

Gaala & Saaka (2011) explained that the importance of institutional sound planning of structure and arrangement serves as the necessary tools and pillars that hold successful running of any organization projects and programs. With careful planning and operation, the School Feeding Program would undergo a smooth chain of instructions at all levels of execution. Implementation should follow the rules and regulations designed to achieve the goal through the necessary steps to take to sustain the set obligations to satisfy stakeholders to be on board. According to stakeholders' ability, the essence of assigning responsibilities is to meet deadline for payments, terms and conditions. The lack of funds to continue programs or non-payment to suppliers was one of the challenges that crippled the School Feeding Program.

The School Feeding Program policy was among the reforms of previous programs like supply of free school uniforms and shoes jointly implemented by the political parties actors in Ghana. However, continuation of the reforms remains, and programs discontinues. Implementation of a 10-year program for free school uniforms and shoes to children in rural and deprived communities commenced in 2009. However, it was discontinued within seven years by the end of 2016 due to the lack of intended financial support.

Ghana's Educational Strategies Implementation for Primary Education

Education is the fundamental right for child development in Ghana. It is a notion in Ghana, and an indicator of growth and poverty reduction is a success, and helps educated Junior High School graduates for further learning. Ghana was the first country in Sub-Sahara to embrace the United Nation Convention on the Right of the Child and

join the World Summit for Children in 1990. Ghana enacted several policies and regulations after the World Summit for Children . “The Child Cannot Wait” drawn at the Convention on Elimination of All Forms of Discrimination against Women was established to bring the intent of compulsory basic education and another initiative to reality. The 1992 Constitution and Children’s Act, 560 1998 of Ghana is the foundation of free and compulsory primary education to Ghanaian children. The Right of the Child, and the Children’s Act initiated strategic planning and reforms in primary education towards the movement to total universal primary education in the country.

The revised National ESP 2003-2020 educational strategies was implemented in November 2012, focusing on ten years of long-term planning and execution of its objectives. In drafting ESP 2018-2030, the results and achievement of ESP2010-2020 extensively considered. The goals of the policy for basic primary education centered around (a) improving equitable access to and participation in quality education at all levels, (b) improve quality of teaching and learning, (c) bridge gender gap in access to education, (d) improve access to quality education for people with disability (e) promote science and technical education at all levels, (f) strengthen links between tertiary education and industry (g) introduce mainstream issues of population, family life, gender, health, HIV/AIDS/STI, conflicts, fire & road safety, civic responsibility, human rights and the environment in the curricula at all levels and (h) improve management of education service delivery. New educational strategies introduced in 2019 to replace ESP 2018-2030, did not focus comprehensively on basic and quality primary education.

The policy's objectives on basic primary education are aligned with the 1992 Constitution of Ghana education policy directives. It promotes and facilitates initiatives of National Poverty Reduction Strategies and Millennium Development Goals for basic education. However, educational strategies did not mention or specify the role of NGOs in strategic planning. NGO's are mentioned in some national documents and records of MoE as stakeholders without clearly defined roles and responsibilities or clear rules that will govern the relationship between the MoE and NGOs. There are short or long-term work and operating strategies that require NGOs to conform and respond to MoE planning, organization and accountability (ESP, 2018-2030)

ESP policy objectives for basic primary education in Ghana are a pathway to ensure that the education system is refined, and to deliver the quality education needed in the contemporary environment. Every child can access Information Communication Technology (ICT) in this age of technology at the primary level with NGOs assistance. NGOs as stakeholders are positive and appropriate in the evolution process to change the face of quality and access in education not achieved with previous policies.

Soliciting relationships with stakeholders will be a factor of policy accomplishment. WV, PI Ghana and GEU as NGOs constitute a body MoE can solicit partnership to assist and support the policy's execution on primary education. In that case, the policy monitoring, evaluation and review would be done in a collaborative relationship. This would help to bring the objectives of policy into fruition. There is no literature showing partnership and collaborative policy existed between MoE, GES, WV, GEU, and stakeholders' even though a semblance of a relationship existed in the aspects

of the execution of the education policy. The entities operated without clear and developed directives or legally binding rules and regulations to achieve quality primary education yielding minimum realization of the ECD and FCUBE policies.

The policy's requirement to speak to the relationship is a pre-requisite for enhancing relationship with the introduction of clarification for the partnership, assignment allocation and milestones accomplishment envisioned. Engaging NGOs and officially recognizing them as partners serves as a fundamental approach to regulate the relationship. This gives a detailed management approach and ensures inclusiveness for processing and handling projects that support the educational system. There is a need for guidelines, rules and regulations to monitor and evaluate the stakeholder's performance (Primary & Secondary Education, 2012).

According to Kerwin and Furlong (2011) agencies and organization's responsibilities to act as sources of rulemaking is constitutional in that these agencies and organizations are delegated by government to represent public interest. Agencies and organizations are political actors who provide guidelines to handle both internal, and external influences in rulemaking. Policies are needed to govern and guide the relationship between MoE, GES and NGOs. The essence of the rules established is for precise interpretation of law or policy, especially where there have been reforms frequently to streamline the action of change. The study intends to show that imperfect information and inadequate literature impact negatively on accountability. The scope does not examine the laws that guide the establishment of NGO existence and operation in Ghana.

To ensure that universal quality primary education in Ghana is achieved requires utilization of policy directives for free primary education to promote economic development and growth to end or eliminate poverty. Implementation of policies and policy strategies requires time allocation and resources, policy strategies for positive change.

Factors that Hinder Quality Education in Rural Communities

Olaniyan & Okemakinde (2008), noted that high-quality education is of great value in communities and society at large and an essential tool for development (p. 161). However, several factors hinder the development and provision of quality education in rural communities. Both MoE and NGOs face challenges in implementing policies and programs to foster education in rural communities. These internal and external factors affect the sequence of the input and measures put in place to ensure that quality education is accessible.

The obstacles confronting outcomes of the policies and regulations include lack of infrastructure, type of economic activities in rural communities, community attitude towards education, MoE and GES relationship with NGOs at the district level, and government funding. Wedgewood (2007) explained that external obstacles affect the link between the partnership and undermine projects and goal-oriented organizations to achieve their purpose. Unclear policy directives of MoE to guide the partner relationship creates obstacles that tend to hinder policies and programs at local assemblies in the districts. The imperfect policy direction, impedes the stakeholders (e.g., NGOs) from

providing education in all communities. Various programs and projects, when designed to improve access to quality education, fail or have the minimum expected impact.

Physical Infrastructure development is an integral part of education in the nation in providing classrooms, libraries, canteens, and toilets. Shelters provide safe and sound environment at schools for children to pay attention comfortably in class to grasp an understanding of what they learn. Government and stakeholders need to ensure that children are comfortable where they sit to learn at school. It is essential to provide potable water, toilets, library, and canteen in the environment for children at school. Variables that motivate are indicators to boost children's interest to desire or want to go to school. Some rural schools in Ghana are beneath trees at places designated as schools. Enrolment in remote rural communities is provided with the needed infrastructure. Most rural public-school buildings require renovation or infrastructure expansion to encourage them to attend and stay in school.

Poor economic growth in relation to the Gross Domestic Growth (GDP) affects prospect of development, and vice sis versa. Education is key in contributing to sustainable economic growth. Furthermore, national GDP improve is recognized with basic, primary education graduates for higher learning. Stakeholder's of the education sector in Ghana, can promote available resources for investment in human capital. Education plays a major role in Ghanaian economic development and productivity, market earning, increases land prosperity.

The binding policy action of collaboration demand accountability and report measuring with the expected results from the stakeholders. WV's, GEU's and PI Ghana's

relationship with MoE and GES ensured relationship subjected to checks and balances. Coupet, Albrecht, & Farruggia (2019) noted that two parties (non-profit and government) share an essential relationship to improve specific public amenities to increase society values. Combining stakeholders' resources is a better idea to ensure that the framework for instructions of activities carried out every group member in the sub-system. Stakeholders come together to form a coalition involving partners, allies and supporters; combining forces and resources to deal with the issue at stake, and the complex issues confronting actions for the provision of universal primary education. Overcoming the challenge is by facing issues head-on and confronting the issues with the coalition power. The approach allows stakeholders to work together to overcome the challenge to provide positive outcomes with NGOs.

Non-Governmental Organizations

NGOs express different meanings to different people. NGOs' functions vary in countries according to their activities or specific community needs identified in a country. For this reason, the mission and vision of NGOs' operations are dependent, and tailored to suit and address specific needs in a country. The organizations or institutions are either local or international and serve as non-commercial entities even though they focus on environmental, health, educational and other socio-cultural issues. By their actions, NGOs' attempt to give better lives to deprived persons in developing societies by playing critical roles as social workers and advocacy or human rights agents, (Sidanba, & Mtupuri, 2013).

NGOs in Ghana unlike, U.S.A., support basic primary education and do not provide financial help to tertiary or universities to aid colleges and reduction of tuition fees. This study focused on NGOs supporting MoE to realize universal primary education, taking into critical consideration the work they perceive to support the educational system at the basic primary education level in Ghana. International and local NGOs in education mainly operate in rural communities with their activities geared towards advocacy and providing resources to equip MoE and GES for universal basic primary education in their operational areas. WV, PI Ghana, and GEU are notably seen as msignificant contributors operating to align with the MoE and GEU mandate to provide education in Ghana. Basic primary education continues to witness a surge in enrolment growth, specifically in rural communities (Bole, Akasti, Gonja, Lower Denkyira, and other areas), achieving universal primary education goals.

MoE and GES collaborate to ensure the delivery of primary education is available to communities without discrimination. WV, PI Ghana, and GEU advocate on behalf of the marginalized when there is an issue of public concern that will affect or deprive children in specific communities. They draw the attention of MoE to address the issues without delay and also provide resources in such circumstances. Their role is in line with MoE, GES and partners objectives to ensure that education policies adequately make basic education accessible to communities. WV's, PI Ghana's, and GEU's existence in the nation present and introduces them as unavoidable agents in the educational system behaving equally like partners to MoE and GES to achieve successful quality basic

primary education. They exist in urban and rural areas; they speak and act specifically for the voiceless and needy in their active community.

As informal arms of government in education, WV, PI Ghana and GEU speak on behalf of the poor. They speak to political administrations to set resources adequately to address the interest of the public and the marginalized for quality basic primary education. Additionally, the representation of NGOs in Ghana demands checks and balances from the public service institutions and their leaders to promote good governance (Bradley, 2010). Sound governance principles are adhered to in the interest of the underprivileged and marginalized. NGOs provide voluntary services and rely on donors and philanthropists for financial aid to support MoE and GES to provide quality education and assistance to promote society's well-being (Sibanda, & Mtapuri, 2013).

NGOs services predominantly focus to alleviating the plight of the poor and deprived communities, specifically at the primary education level. They are facilitators and negotiators in promoting quality education to the poor and the marginalized to improve their standard of living indirectly. The intention to grant relief, and welfare in education accelerates development in the community. The most crucial service WV, PI Ghana and GEU provide is promoting sustainable development through education. They give the community the power to overcome poverty to build a autonomous system of educated persons. People in Ketu South, Akatsi, Gonja and East Maprusi are beneficiaries and proof of such development, (Weber, n.d.). BRAC, Dumibar Foundation, WV, LIVERSTRONG, Action Aid and other non-profit organizations are recognized as organizations that support sustainable development initiatives through educational

services to minimize economic hardship that enfolds the lack of education to promote happiness.

Adams & Halvorsen (2014) explained in documented qualitative research that an individual right to access public goods is right. The provision of public goods such as water and roads cannot be privatized. Privatization of water, especially in developing countries, because of economic hardship outcomes. NGOs protested vehemently against the privatization of water and clearly stated examples of health challenges that will adversely impact the people and cause severe economic downturns. The argument confirms that water privatization and other public goods pose hardship poor and marginalized communities with dramatic effects on their health and well-being.

Volunteers from NGOs who were interviewed indicated that privatizing water in Africa will be deadly and pose serious health problems to many households, particularly in rural communities. The assumption was that the poor and marginalized can never purchase water to drink or bath when privatized. Therefore, water privatization cannot take place in any part of Africa. This scenario describes the role that NGOs play positively impact sustainable economic development and happiness in our communities. The plight of the poor mostly captures the attention of NGOs however, policies that should collaborate their actions and activities not enacted.

The aim of WV, PI Ghana, and GEU to speak on behalf of the voiceless community, advocating on the behalf and providing resources to the needy community receives government attention. Sometimes the need for public goods to enable community relief in an area is overlooked and ignored by political leaders. Over long

period. NGOs' services draw energy from advocacy and they stay, and remain persistent in their fight for social fairness and equity, thus drawing the attention of other stakeholders to join in the fight for the rights of the poor in society. The provision of quality basic, primary education to communities is an important direct service to ensure equity and fairness in rural communities for universal basic, primary education benefits to reach all children in Ghana with NGO's support.

WV, U.S. States Agency for International Development, PI Ghana and GEU activities direct the lead to ensure availability, accessibility, and affordability of universal primary education in many rural communities of Ghana because of the social care drive incorporated in their objectives. The NGOs are driven to give aid to institutions where children need for basic quality education.

NGOs (WV International, PI Ghana, School for Life, Child Rights International) operate in Ghana to support the education system to provide excellent teaching and learning, which result feeds into the standard of living and sustainable development in the economic growth in the rural communities.

NGOs identify and work on the issues that confront access to quality education and then articulate the working plan and strategies to address these issues and other school's concern, which are usually in remote areas with difficult access to quality education. NGOs advocate for children in remote areas and for children who have been victims in society by bringing awareness of the children's plight to the appropriate authority for remedy. Over the years, NGOs have worked as the machinery for the voiceless and the needy in communities. Issues such as poor teaching and learning in

classrooms in Ghana and developing countries signify lack of quality education are brought authorities' attention by the effort of NGOs. The issues they present give urgent attention, which yields quick responses, and solutions from the appropriate authorities. Policy is the power tool to overcome universal primary education challenges that confront citizens to access quality teaching and learning at primary level in the rural communities. Public policy is the key to resolving the issues that attack access, and can deal with issues that tend to have adverse effects citizen's ability to access quality teaching and learning in classrooms and schools.

Quality teaching and learning directed policy governs behavior in a coalition of stakeholders to allow appropriate assignment of roles to each stakeholder, and provide and deliver resources according to laid out plans accepted by the coalition. This positively impacted socially, economically, politically and culturally on the children in the rural communities with quality education supported by WV, GEU, and PI Ghana

Srivastava & Austin (2012) explained how NGOs' activities have been necessary to the rural communities they serve and the trajectory of resources directed to users in the context of maximum benefits needed by the beneficiary. Women empowerment support , NGOs' use knowledge approach in empowering women in Africa through advocacy for women with low income. The study's findings and analysis asserted that the NGOs' defended an issue against privatization of water on behalf of a community. By their argument, water is an essential resource the women needed every day for chores. The use of water forms an integral part of women's daily activities in homes and in communities. The emphasis of this study on quality basic, primary education is necessary to rural

communities and is seen as the required tool to empower children in Ghana and Africa communities at large. Education is a necessity for children and women empowerment to encompass, and be included in comprehensive economic success. The woman in Africa needs to change her socio-economic status from an undesirable state to a desirable level. The dependence on education and quality primary education form the foundation for further study and higher intellectual and scholarly knowledge to assist children in rural communities.

Educating women with quality teaching, and learning is the mechanism that equips the women with technical know-how in science, mathematics and technology. It is sufficient for the knowledge and understanding needed for progress in all spheres of their lives. Equipping children with the classroom knowledge of teaching and learning is vital because the impact is harvested in their health and other areas positively. The role of the WV, U.S. States Agency for International Development, PI Ghana, and GEU support to provide quality education creates quality teaching and learning access to the children. NGOs' aims were to help promote an enabling quality learning environment to the villages in developing countries, promote access to quality education to equip the children for a bright future, sustain good health and a good standard of living. The benefits of quality education led to poverty reduction and overcoming poor health in order to build and develop the communities' economic power, (Nyikadzino, & Vyas-Doorgapersad, 2020).

An enlightened community means a vibrant community with the economic capacity to better run its affairs. The enlightened and vibrant environment comes when

children of the community go to school to obtain quality education (Singh, Lample, Jones, & Earnest, 2014). The children are given hope for their future through the quality education they receive, and they are encouraged with a forward-looking attitude to this bright future of hope. Education is an essential aspect in developing countries under the establishment and declared support of MDG 2. Achievement of the initiative remains successful, and hope for SDGs stipulated item 4 initiatives for 2030, universal quality basic achievement.

The SDGs aims and objectives are focused on WV, PI Ghana, GEU aligning its action plans to support primary basic education to alleviate poverty and reduce illiteracy of children in Gonja, Ketu South, Twifo-Herman and developing countries. The initiative is achievable by promulgating collaborative policy to put stakeholders' resources and expertise together to guide principles to harmonize the relationship and resources achieve quality in universal primary education. Cogent steps are required to catalogue activities, achievement and accountability in a comprehensive library database.

Community Development

It is critical to provide quality education in communities where the low- income level is prevalent. It is urgent and critical to build and develop these community. In Africa, individuals living in such communities rely mainly on agricultural farming for sustenance to maintain their livelihood. Rural poverty continues to be high in Sub-Sahara, such as in Gonja and East Mamprusi in Ghana. Therefore there is the need to accelerate economic development in those communities because of the slow pace of economic development in African villages. Green & Haines (2002) defined community

development as a planned effort to build assets that increase residents' capacity to improve their quality of life. Rural communities are unable to maintain economic vigor due to poor education and higher illiteracy. Inadequate infrastructure and policies to foster development outcomes result in a lack of access to quality education. Jim (2011) explained five main challenges that are faced by community developers in remote areas to include:

- (a) Coping with perceptions
- (b) Fostering community confidence
- (c) Changing the role of government
- (d) New Forms of Participation
- (e) Recognition of community values

The aim of NGOs operations fosters development in the community that they operate by engaging community members. Stakeholders' involvement in development is the foundation to build a stable relationship for the exchange of ideas to overcome the challenges that confront community growth. The issue that continues to impede implementation and maintenance of development attributed to the lack of quality education in community, and denying national building of production and productivity of economic equity and aspiration (Ferguson, & Dickens, 2011; Warburton, 2013). The mindset of the community members in the undeveloped environment is to accept the prevailing situation without any attempt to work to overcome the negative or undesirable situation.

Community development in Africa remains in the aspect of quality education given to children. Activities to provide quality education to rural communities continue to rely on the NGOs or non-profit organizations like WV, GEU and PI Ghana, they draw up action plans to align with the mission and vision of educational authorities for compulsory free primary education. Primary education is the requisite, and fundamental tool to facilitate a bright and meaningful future for children in the rural regions. The benefit of quality education is the key that prepares the minds of the teenagers in rural districts to work hard and believe in their potential and work even harder in school towards achieving and becoming professionals and leaders.

Quality teaching and learning in the classroom boosts morale and reinforces the requirement to work to accomplish academic success for a bright future rather than coping with the perception that they cannot excel in their prevailing circumstance. The deprived girl child as an example holds on to the conviction that getting married at early age or marriage at 16 is the best option while the male child is prepared and energized to look forward to higher education to become, for instance, contemporary mechanized farmers with ICT knowledge rather than minimizing their potentials and focusing on the mere farming techniques. Quality basic primary education serves as the fundamental source of courage to children in rural Africa districts. It helps the children overturn the mindset to cope with the perception that they cannot transform themselves beyond farming to aspire to become experts in other endeavors.

Mamba & Isabirye (2015) noted that the essence of SDGs initiative to enable global community development in every area of growth through education to translate

and describe quality education as the enabler for economic development to Africa. For this reason, the World Bank, UNICEF, and NGOs are partnering and funding projects and programs to realize the objectives. The projects introduced and implemented in primary schools in Africa are to ensure poverty tools provided; elimination of poverty is established. Poverty is reduced through education. ICT, the School Feeding Program, free school uniforms and free distribution of sanitary pads are strategies introduced to progress primary school enrollment by political leaders including, WV, PI Ghana, GEU, and U.S. States Agency leaders for International Development. However, these projects and programs are halted or discontinued due to stakeholders working as disjointed partners to achieve the goals.

Fostering confidence among community members is dependent on knowledge through quality teaching and learning. They constitute elements of the action plan to erode community underdevelopment to one of growth, and development. It requires regular engagement with parents, teachers and children (Speer, & Vasquez, 2013; Torgerson, & Edwards, 2012). Stakeholders build capacity by listening and paying attention to criticism to learn and define collaborative strategies to build the community with basic primary education.

The stakeholders' collaborative working relationship of set resources and experts to achieve greater outcomes than a single group or person working in isolation. The leaders and community executives in vulnerable communities seek help from volunteers and participants to engage in activities that improve their well-being to build positive mental attitudes to overcome their vulnerability, (Padmavathy, & Poyamoli, 2011). The

government districts at the communities capture the authorities' attentions as additional benefits of quality teaching and learning because of the representation of their needs by the stakeholders to the central government. The districts follow the progress on projects and programs initiated to enhance children's enrollment in schools since the long-term impact on development outcomes of the rural communities' project is positive. Progress activity reports constructed to elicit structures to build confidence and trust in community development actions in the system of operation, to foster participation between leadership and stakeholders for practical actions for quality education at the local levels, (France 20th–23rd November (2019; Moolla, & Lazarus, 2014).

The introduction of decentralization was to change the style, role, and ideas of central governance at the regional and district levels. This action enhances communication skills among stakeholders at the the local level in support of activities for quality education. Furthermore, the community's access to central government through the regional and district offices provides a level of comfort, confidence and trust for community members and other stakeholders. Addressing the challenges in schools through stakeholder interactions and verbal presentations organized to discuss prospects, and provisions. The regional and district officers represent the communities interest and, they have to speak to the issues affecting the communities to the central government for transformation and enhancement in the schools.

Community development and poverty reduction are the core responsibility of NGOs when they are operating in the community. The benefit of the NGOs' presence is the relationship created between the district directors, assemblies and members of the

community. The NGOs set the initiatives specific to link the education purpose established. Engaging the regional and district offices is a manifestation of the decentralization idea to devolve and delegate central power functions to the local districts to make policy for the provision of public goods and primary education. NGOs' assistance to support the schools encourage enrollment at the primary level and help sustain school attendance in the community. Notwithstanding, children from rural communities continue to abort education and migrate to urban cities for perceived economic advantages.

According to Mamba and Isabirye (2015), rural migration should not be encouraged by political leaders, and decision-makers. Migration should be discouraged, and it is the responsibility of policy-makers to promulgate policy and rules to create opportunity for the rural community children to enjoy school. Children at ideal primary school-going age with development potential who migrate to the urban city for economic opportunities end up on the streets.

Changing the role of the central government to district authority gives the ability to allow other stakeholders to take immediate action to the urgent needs of the schools. Making government react quicker to education demands of the community. Government is the lead decision making body for the new shift of policy of the subsystem. NGOs as a member of stakeholders' group and coalition demand a shift in policy areas when necessary to ensure government actions provide quality primary education (Bakir, 2017; Wellstead, 2017).

Recognizing the core values of the partnership between the stakeholders is vital to the parties in the coalition. The behavior, and idea of the partnership between stakeholders in primary school policy recognize materials and member's importance in applying ACF theoretical framework to form effective goal achievement and oriented membership. The belief system of the subsystem forms the foundation of the identity of the groups. The ability to understand the principles from the legal and economic policy perspectives helps to define the stakeholders roles. The information guidelines are clearly stated to dictate assignments to accomplish the coalition's goals to meet the expectation of each group with minimum mistakes and shortfalls. The group role of engagement needs to be clarified at the inception stage for the parameters to measure outcomes by monitoring and evaluating of individual groups as established (Jim, 2011).

NGOs are stationed in many districts in the nation to empower communities to overcome poverty especially where children drop out from schools and migrate to other cities or urban cities. NGOs' relationship should be enforced so that NGOs and public institutions' actions go to fight the challenges and the causes that arouse children's desire to drop out from schools. In a subsystem, recognition is a key each party or group relies on as its rock and strength since each group relies on inputs and efforts to combat the challenges that confront total primary school enrollment in the village. Realizing each group's strengths and weaknesses drive the need for policy to support collaboration, (Mangoyana, & Collits, 2014).

Sustainable Development Goals

Sustainable Development Goals (SDGs) is a joint agent that assists good governance for affordable and accessible public goods to break the cycle of illiteracy and enhances objectives. Education links to community development for economic growth is a continuous debate for politicians and NGOs. As defined by World Bank, NGOs are agents of peace; bringing smiles and happiness to the weary who suffer from poor governance in developing countries. The academic discourse of scholarly knowledge explains the need of NGO's in the African society and the help they give to support the marginalized and victims for poor governance. Monitoring aspects of the governments actions and behaviors in providing good governance is the reason of SDGs. SDGs item four acknowledges that NGOs' are needed for support to accomplish universal primary education. The role of NGOs promptly monitors the actions of the government. Public policy is the monitoring tool that NGOs' require to monitor the accomplishment of objectives for universal primary education and good governance outcomes in Africa to alleviate poverty.

The goals of universal primary education are promoting community knowledge; NGOs provide resources to achieve the goals. Udjo & Lalthapersad-Pillay (2015) defined SDGs' as a continuation of MDGs' well-planned goals to reduce poverty. Realizing successful goals for continuous and sustainable action planning to rescue the marginalized in rural communities demand intentional effort. The study conducted by Sessa 2015, explained and asserted that universal primary education stands as persistent key for SDGs' to succeed. Primary education provides fundamental knowledge and

understanding to reduce poverty in order to enable community development. Mukherjee, Barry, Satti, Raymonville, Marsh and Smith-Fawzi (2011) noted that education leads to community economic growth and poverty reduction. Hence, NGOs' role play achieve the objectives of SDGs equip rural communities in Africa with knowledge.

The improvement of enrolment in public primary schools was the reason for the enacting of SDGs item four; the SDGs declaration to achieve primary education access encourages global development, specifically, in the developing countries. It is a continuation of the MDGs agenda to facilitate the provision of knowledge by seeking NGOs' assistance to help encourage enrolment. Johnson (2010) analysis on Sub-Sahara African countries on political leaders' corporative action and support for compulsory education over the years connects to SDGs initiative including NGOs assistance to education; The aim of NGOs support attaches provision of protection to children and helps children to realize their potential in the face of hardship through the opportunity given in education for a better future.

Human Capacity Approach analysis explained the importance of education and why SDGs declaration for compulsory primary education is advantageous or beneficial. UNESCO reports show milestones of the achievement in the improvement of enrolment at the primary school level in Sub Sahara Africa, developing countries and the support NGOs have given over time as rewarding. However, there is a desperately crucial need to promote NGOs and government partnership and collaboration to guide policy that input structure and co-ordination to ensure that children access quality primary education.

The assistance of NGOs to provide resources to achieve universal primary education is urgent and crucial. Stakeholders' accessing financial and human resource capacity ensure primary education support to achieving an educated society to reduce poverty. SDGs 2019-2030 initiative for universal basic, primary education is the force that brings stakeholders together, focusing on the collaborative relationships in education and development.

Boeren, Lutui, Maeakafa, Elfert, Chowdhury, and Koya (2017, 2018, 2019; 2019) recorded and explained the capacity building ideology of SDGs as the intent to improve international support of stakeholders in education and to implement the improvement in developing countries to achieve and improve economic growth and development in Africa. The document focused on health, agriculture and environmental disciplines to support change in economic, and development growth. It mentioned education in passing as a tool to achieve good governance and environmental management. The ability to close inequality gaps in African societies rely on education. Johnson (2010) highlighted the importance of education in SDGs pronouncements and believed that a prosperous community owed its success to education.

The declaration of SDGs item four served as the important pronouncement of support to children in every corner of the world. It stated categorically that the acquisition of quality basic formal training to children in the world is a fundamental step the child needs to prepare to move forward to higher education. The explanation reiterated the importance of basic, quality primary education as a tool for further studies to the future economic growth and community development. According to Johnson (2010), education

serves as the most important aspect of international and national development for the world's economic growth agenda. The argument continues in several representations that provision of basic level, quality primary education in Africa is the means available for the community..

Collaboration Partnership Policy and Development

Collaboration and partnership activities thrive and work better when the policy is in place to guide the collaborators, stakeholders, or group relationship. Policy is employed to drive and develop the coalition to effectively achieve development goals in the targeted community. Collaboration demands strategic planning and management. Concerning ESP of MoE, the underlining aim and objectives to achieve basic, quality primary education require thinking, acting and learning purposively (Bryson, 2011). Additionally, to fix the challenges confronting the provision of primary education in the rural community requires purposive thinking and action of the technocrats to ensure the goals of the coalition achieved, although the process to arrive at the expected end is fraught with challenges, (Weick, Sutcliffe, & Obstfeld, 2005).

In 2011, the adoption of collaboration supported the Tswana culture of Kgotlta in South Africa. A collaboration policy was employed to fight socio-economic instability. Collaboration is a contemporary developing policy practice in the modern age. The practice ensures that both internal stakeholders and the external environment, and other key players are in coalition to work together with guiding principles towards accomplishing the common interests that brought the groups together. (Wagner, 2013; Rubin, Gendron, Wren, Ogbonna, Gonzalves, & Peron, 2015; Akpovire Oduaran, Choja

Oduaran, & Neo Maroja, 2019), stated the benefit and importance of collaboration policy as powerful in understanding the group's core values to achieve the common goal that binds the groups together. Collaboration policy also serves as the root that introduces binding friendship guidelines that help government and NGOs' with the strategy required to successfully handle the challenges of providing basic, quality primary education and to overcome the uncertainty in providing this social need to rural communities.

Policy collaboration among stakeholders in education assists providing a primary compact on quality teaching and learning in the districts and regions. Villages in Northern, Volta and Central Regions of Ghana can be selected as examples to study the impact on quality teaching specifically. The group's collaboration activities lead to the groups forming coalition to understand the importance of the partnership. Individual groups and partners need to make sure there is an interconnection between them to meet reporting and communication demands. Support institutions and financial organizations such as WV and SoL cooperate, learn, and adopt new strategic operation and management provide resources to address problems confronting the provision of quality education to the rural community. Problems include dealing with issues and changes associated with population increase, learning materials and text-books to enhance quality education initiatives to every child in the country.

The policy encourages and facilitates stakeholders and partners' systemic and purposive working relationships since members of the coalition have different views and perspectives. MoE, partners, WV, and SoL, therefore create an enabling environment within the coalition with guidelines and structures aimed at sharing information, as well

as responsibility and assignment of expertise, building trust and developing the confidence to address issues facing the education system in the country, (Zijlstra, Lo Fo Wong, Teerling, Hutschemaekers, & Lagro, 2018). Group members who identify issues and needs of a community regarding quality education facilitate collaborative efforts to combine available resources and present an appropriate framework that can issue remedies and solutions to address such needs not only for the community but also for schools in other countries. This leads to policy to collaborate and provide quality education to children in Ghana.

Universal primary education operates under a distributive policy that makes public schooling free and compulsory. However, stakeholders make sure that children benefit from the free compulsory primary education through collaboration by combining resources to systematically make universal primary education accessible and complimentary to the children. Policy collaboration connects the coalition the orientation of goals. The education sector's actions are carefully designed to accomplish specific goals with the resources of the individual groups that form the coalition. This minimizes the random behavior of stakeholders who focus on chance occurrence. Evaluating proposed policy and alternative policy suggest hypotheses that allow specific actions to take effect to achieve quality primary education (Anderson, 2011).

Making deliberate adoption of principles to support operational systems and procedures utilize courses of actions to achieve rational outcomes. Subsequent actions enforcement or implementation as a deliberate purpose in the context of addressing challenges. Promoting universal primary education is a global response to public demand

for quality education that required political leaders and all stakeholders to act to provide quality teaching and learning. Universal primary education communicated vivid rights of children; the content and direction to provide universal primary education are narrow to individual countries and their administrative rules are established and suited to provide universal primary education, (Anderson, 2011).

The education sector articulates exact courses of action required to realize quality primary education to all children without discrimination and exclusivity. The sector provides regulatory directives and courses of action necessary to respond to the children's challenges in rural communities. However, inequalities exist between urban and rural primary schools. Openness to respond to the problem or challenge of inequality affecting the equal provision of quality primary education will create a positive working environment to the stakeholders, (Anderson, 2011). The central decision-making needs to incorporate local district delegate responsibility to the regional and district officers to respond for the immediate needs and situation of the communities. This is crucial for the districts to draw support from the sector's regional point to bring effective collaboration into practice. Procedures serve as the benchmark to stakeholders to allow further long-term planning and substantive matters by following laid down instructions and courses of action to address pending issues.

The long-held axiom that education is the crucial factor to increase family and community income plays significant roles in decision-making for universal and sustainable provision of quality primary education to overcome poverty. The initiatives purported to assist countries that are developing their economic growth concepts and

ideas through political, social knowledge, and other frameworks to eradicate poverty as well as to include the focus on projects associated with universal primary education necessary to reduce and eliminate low standard of living and poverty in communities, (Perrault, Hilden-Brand, Nyaga, 2019).

Education elicits the belief that the family and the community economic standing is better when children have access to quality education. The family or community exposed to quality education are equipped with knowledge and understanding to make sound, favorable economic, and social choices to develop themselves and to minimizing poverty in their domain. The family, and community take positive decisions to improve their standard of living, their career, health and often enjoy the best of life. The choices compel the family and the community to work, create and improve their income or revenue to live above their then low standard of living. Making the right choices is a demonstration of acquired knowledge and understanding from education; thus, forging towards socio-economic well-being decisions and building on the quality education acquired at the foundation (Schwemm, 2020).

Socio-economic development and stability are dependent on a community that produces children who can read, write, apply their knowledge to increase, produce **results or for** high productivity to increase and maintain community infrastructure. These are standard systemic structured order of process for individual, and group contribution to sustain social and economic development (Sha Xie, & Hui Li, 2018). Policies create a logical environment to provide solutions to organizations and institutions within the socio-economic context and suggest administrative actions to combat challenges. The

adoption and implementation of policy enable rulemaking and regulations that ensure universal primary education, which in essence promotes poverty reduction and national development.

The policy is the guiding principle to group members in the coalition. The relationship is built and established on variables (resources, expertise, communication, and network) introduced within groups by focusing and relating collaboratively to accomplish the goals. The relationship follows the designed pattern with chains of instructions to accomplish the goals set for the partnership. The district assembly is the link between the central government and the community to support projects and programs to reduce the cost of education for children and parents. The aim to devolve responsibility to stakeholders to manage the project will benefit children and the community immensely in that the policy introduces a clean communicative structural environment to the groups (Padilla, Matiz Reyes, Connolly, Natsui, & Puello, 2012). The channel of information dissimilation described and agreed upon between the group members for practical reporting activities. For example, issues that arise within the operations, such as changes in demographics in the rural, community share to group's members. The approach to handle and deal with changes is discussed and facilitated by the groups constituting the coalition.

The success in teaching and learning institutions with collaboration policy has been evident in England. In the case of Queen Elizabeth's Girls' School, the school employed and utilized the 10-year partnership and development collaboration policy with partnership evaluation support of Anderson & Herr's five validity criteria in England,

which invites stakeholders with resources to accomplish a shift from zero achievements of quality teaching and learning to maximum quality teaching and learning (James, & Worrall, 2000; Boylan, Barblett, & Knaus, 2018)

Queen Elizabeth Girls' policy change impacted on the school positively to achieve the development goals and objectives for the school management system. The importance of the school's collaboration policy initiation and practice was for the groups to come together to have the power and means to impact change in the educational conditions to strengthen both internal and external relationships. The model is perfect and can be adopted in other educational systems in other countries by stakeholders in a coalition. The approach works with the group towards achieving the common goal in the education system. The appropriate methods and measures of operations to succeed and ensure quality education to every child in the country should be clearly defined by the education sector within the internal coalition's strength of knowledge and expertise.

MoE with the mandate to draft policy in Ghana's educational system needs to study examples of the collaborative models and validate Anderson & Herr's (1000) adoption and utilization; select the suitable model to adopt for implementation to enhance the impact on the educational system within the context of stakeholders and partnership relationship that seeks the maximum benefits in quality teaching and learning.

The introduction of collaboration policy is consistent with the impact on advocacy in groups to underpin their core values. A characteristic of collaboration is the strict demand for groups to adhere to their common interest. Actors and stakeholders are compelled to research and investigate to identify the problem, formulate ideas to handle

the problem, and suggest plans or alternatives for implementation in proposing the road map for change. MoE and partners with other stakeholders operate under their unique individual preamble to provide education at the primary education level. Even though each group may be satisfied with achieving its goals, collaborating resources is the critical strategy to accomplish more to attain maximum goals in assisting in making a greater impact on the educational system in the country (Čada, & Ptáčková, 2014; Youngs, 2017 pg 140). Stakeholders introduce new dimensions of knowledge in collaboration and provide actors with new ideas to reshape and refine the internal and external course of actions.

The stakeholder's internal working relationship to influencing first Cycle education quality universal primary for open communication, orderly follow instructions promote educated communities, and reduce, or eliminate poverty. Collaborative action introduces better opportunities for group contributions and directly impact community development, and policy to (a) leverage stakeholders' expertise, (b) open, and transparent communication and (c) foster accountable leadership.

The advantage of employing collaborative policy for stakeholders' in the education system builds internal working relationships between the stakeholders to enable effective engagement to address individual member group challenges and serves as a good strategy for motivation and consensus. The rapport between the members translates into transparent communication that yields an effective and meaningful coalition environment. Pediatric psychologists have benefited immensely from advocacy and collaboration in clinical practice in the health environment, but this idea or concept

of collaboration in advocacy coalition is not replicated in education. Introducing the collaborative idea into the education environment will create an leadership opportunities among the actors (MoE, partners, and WV) in the community. The actors will relate and discuss issues that confront their effort to provide support to MoE, which has the mandate to ensure that every child in the country accesses and receives quality primary education (Kumar, 2017).

Building strong and effective internal relationships is the remedy to address group differences and misconceptions to encourage clear pathways to organize and utilize resources. In other words, a useful resource management team emerges from harnessing sound internal relationships. The scope of knowledge to plan and organize project timelines and guidelines widen to utilize resources efficiently. The collaboration initiative will promote MoE and stakeholders' ability to plan, organize, conform and comply with models to apply, thus combining forces and resources together for distribution to communities (Campbell, 2018; Esteve, Witteloostuijn, & Boyne, 2015). The collaborative initiative has not been the traditional approach and behavior associated with the education sector's operation and practice, partners, WV, SoL and other stakeholders in the rural districts and regions. There is no literature showing that collaboration and partnership exist between MoE, partners, and other stakeholders. Stakeholders' engagement and participation to allow collaboration will ensure meaningful investment of resources towards the common interest to provide primary, quality education. The importance of this study is to examine and understand the impact of stakeholders on MoE and partners.

Policy shift and change are important factors needed in the education sector to provide quality primary education in the rural district to reduce illiteracy and poverty. The outcomes of reading and writing projects established by stakeholders early in the millennium was a brilliant strategy for early childhood education to fight community illiteracy and poverty. Making quality education accessible and complimentary is crucial on the recent political agenda. The project required changing children attitude towards reading and writing since qualified basic, primary education graduates could not read or write. Therefore, necessary to review the approach by inculcating reading and writing as a pre-requisite for 1st cycle school qualification and certificate for children in rural communities.

The disjointed relationship between MoE, partners, and NGOs (WV and SoL) describes the challenge confronting universal quality primary education. There is no set agenda to introduce a systemic process to deal with the challenge in offering quality primary education to children. The aspect of the stakeholders' contributions that advocate for policy shift and change for the coalition to be the official decision-making body and instrument for primary education in the education sector to review or introduce a policy for the appropriate shift and change will tremendously enhance the impact on quality (Lucas, & Smith, 2019). NGOs, by their actions attempt to influence change indirectly without any developed and formulated policy. An example in point is the improvement of education and health in the community ensuring good governance. NGOs encourage the mandate to make laws and rules that develop and formulate policy for positive change

such as equity in the distribution of resources, quality teaching and learning in schools in Africa (Sapeha, Wellstead, & Evans, 2019; Čada, & Ptáčková, 2014).

The 1992 Constitution of Ghana pronouncement on education for children influences the lines of actions for free education strategies at primary level. The strategies are intentional and designed to help enhance enrolment at basic school. The central principle guiding Ghana's primary education for every child to access and receive education relies on the 1992 Constitution, Session 5, Article 6. The stated structure for basic education policy and strategies provide the source for ESP 2010-2020; 2018-2030; therefore ESP is derived from the Constitution of Ghana. The structure constitutes two years of kindergarten, six years of primary and three years of junior high school (K-11). The importance of collaboration policy organizes the stakeholders to operate within the parameters of ESP to offer quality education at the three levels of primary education (McLoughlin, Patel, O'Callaghan, & Reeves, 2018; Stewart, & Abidi, 2012).

In order to ensure (a) children access to quality education, (b) children happiness to look forward to going to school every day and (c) conducive teaching and learning environment; promoting stakeholders' collaboration policy is necessary for accomplishing quality teaching and learning that in turn reduces some children's desire to go on the streets to sell or to the farms in the community. A communication strategy for stakeholders employing collaboration policy must be proposed by asking stakeholders to adopt meaningful structure for their investment with positive expected outcomes.

Providing universal primary education and reducing poverty in Africa form the sense for collaborative efforts, therefore, making sure that means are available to provide quality

education to the children in the communities by taking into consideration different needs of resources in the districts (Noble, Charles, & Keast, 2018; The Practice and Science of Social Good, 2020)

Different resources provide different needs. Trained teachers, classroom blocks and learning materials are resources NGOs supply to support MoE and partner leaders. NGOs and other stakeholders supply resources individually to assist schools in the districts in support of poverty reduction through the provision of a sound education foundation. The requirement for collaborative efforts brings all stakeholders in unison for deliberation, co-ordination, and cooperation in the hope that such engagement and participation will foster quick responses to the district and community needs to reduce the number of children who drift to the streets. Children who join their parents to farm need to read and write to convince their parents to continue going to school instead of going to work on farms.

The role of stakeholders in a collaborative relationship examines the groups and the coalition's strengths and weaknesses in the context of the coalition's mission and vision. The consideration of each stakeholder's mission and vision prior to joining the coalition helps establish each participant's aims and objectives a group members. The coalition's mission and vision serve as the key factor to allow the formation of a coalition with an achievable common goal. Building and promoting the values of the relationship by considering elements that each group brings to the table will not jeopardize the core values of the coalition working and operating values for achievement, (Tiongson, 2018; Lunde, 2020).

Building an organizational, communicative chain of instructions is an advantage that allows the flow of information within the groups to promote opportunity and alleviate the weaknesses among groups. The opportunity introduces reliable updates of information to keep members abreast with events and activities as projects unfold. The culture of a flow of information serves as the strength as an aspect of the partnership. Strength is the cord binding to each member. MoE of Ghana, partners, WV, SoL, and other non-profit organizations together minimize partnership's weaknesses resulting from their commonality of purpose.

Sharing information enables communicative flexibility and structure to promote needed attitudes and responses between the coalition to enhance cooperation and coordination. The acquired culture minimizes group weakness by reducing channels of conflict and misunderstanding. Remarkable examples are disintegration or the lack of interest in the future courses of actions. The sense of professionalism in the execution of projects fostering progression towards completion of tasks and projects assigned to groups are realized, (Torfing, & Ansell, 2017; Noble et al., 2018).

Effective communication strategies encourage a good working relationships. All activities and actions are structured and coordinated orderly to overcome the risks and weaknesses of the coalition. Teamwork is achieved as a means of effective resource management since the members' expectations on the team are broadcast. Ineffective and poor resource management minimized. Disjointed procedures and processes, and the high risk of mismanagement of the leadership is curtailed to prevent discouragement. Jing, & Li, 2019; Bussu, & Tullia Galanti, 2018; Sha Xie, & Hui Li, 2018, explained that

China and other Asian countries used collaborative effort and interactions to overcome socio-economic challenges. The outcome from the use of policy by Asian countries accounted for general implementation of strategies to directly address the prevailing issues that impeded economic growth and development in the region.

WV, SoL, and other non-profit organizations assist MoE to provide quality education formed through effective operation strategies, including planning distribution of resources to help realize the aims and objectives of MoE's mandate to ensure admission, attendance, and completion of the child's elementary education in every community in Ghana, (Bussu, & Tullia Galanti, 2018; Jing, & Li, 2019), when government resources are inadequate to provide attendance and completion of elementary education. Compulsory education for children obliges the government to provide classrooms, trained teachers and learning materials to the districts effectively enable the MoE carry out its functions and duties.

WV, School of Life and other NGOs operating in the communities and the communities themselves are working to meet the core values of the operations with chains of instructions that ensure the public's value and interest are met in reducing poverty. (O'Brennan, Furlong, & Yang, 2019; Romich & Fentress, 2019) noted that strategies that govern and control partnerships in keeping the focus on the relationship aims, and objectives are guided with policies to bring flair, energy and knowledge required of WV and School for Life to cope with changing circumstances in the partnership. More importantly, it presents the ability to develop a coherent and systematic working environment to handle challenges in providing quality education.

What would be beneficial for MoE, partners, WV and School for Life to implement rules and regulation is collaborative policy. Policy forms the pathway for easy access, decisions, and selection of reasonable processes for deliberation as a team by group members. It also encourages clear procedures to influence decision making processes to resolve issues or situations that confront each group member to enhance teamwork. It promotes a better alternative for designing and constructing working documents for the members. Understanding the situations and issues at stake regarding children accessing quality teaching and learning in the rural communities generates strategies to deal with these issues (Prentice, Imperial, & Brudney, 2019; O'Brennan, Furlong, & Yang, 2019; Romich & Fentress, 2019)

The deliberation objective is to address distinct points that arouse emotions, passions, and bias that may inhibit the groups from accomplishing the defined common interest goals by adopting an open policy to control the partnership. Dialog within the groups is encouraged emphasize on logic and reasoning for creativity and innovation in opposition to the elements of dictatorship and power struggle in the relationship. Scotland, one of the developed countries, among others, employed collaborative policy measures to construct a teamwork environment between schools and agencies to overcome exclusion. Scotland's decision-making bodies realized that to combat social exclusion in high schools and colleges in the communities, the schools, communities and agencies mandated to collaborate work and effort to overcome social exclusion. Promulgating collaborative policy achieves partnership confidence and overcomes differences that emerge in partnership to attend to issues.

The institutions were able to address any perception and other non-affirmative issues within the groups. Developing countries, struggling to achieve SDGs' item 4 and making the attempts to sustain middle-class economy is better when they embrace strategies to collaborate with unconnected groups that have common interest to come together to set or formulate collaborative policy agenda by placing structure and order to achieve the common goals instead of approaching issues separately and randomly. Organizations and institutions should form partnerships or relationships when their interests and goals are common on specific projects (Hafer, 2018; Sugimoto-Matsuda & Braun, 2014). Even though WV, School for Life and other non-profit organizations are operating to ensure that children in rural communities have access to quality education, each works, and operates as individual entities. Working together as a team goes a long way to chock significant achievements

Perception and non-affirmative beliefs drive non-achieving purpose-preventing stakeholders the opportunity from partnering with one another to form a relationship of common interest principles to collaborate resources and expertise. There is no single answer or way to achieve common goals and interests between the stakeholders other than for groups to have deliberate and set guidelines of policy in place to accomplish the targets and goals. Institutions and organizations succeed when practices and processes are policy guided (Koski, Siddiki, Sadiq, & Carboni, 2018; Achim, 2019). Processes and structures follow principles to support the work and the activities of the relationship against perceptions and retrospective behaviors that do not allow the realization of goals and accountability.

Strategic planning can be challenging. Defining appropriate boundaries to follow the right way and style to implement rules and regulations can be difficult. However, as Kerwin, & Furlong, (2012), highlighted, when strategies not properly carved and designed to define methods and guidelines to address situations and issues clearly, ambiguity is presented. Therefore, it is right to ensure that measures are put in place to achieve the desired purposes and goals. Attempting to accomplish desired purposes and goals are better outlined with policy to collaborate activities and actions to avoid compounded or unresolved situations and issues.

The strategies are extensively designed directly to address situations, and issues internally and externally. Universal primary education in Ghana aims to provide children education to higher education for developing national economic growth and development in every aspect. Strategies designed to achieve national growth and development strengthen science education in all aspects from the primary level all through to senior secondary. The objective of providing quality, primary education is to strengthen and provide high-quality knowledge base from the primary level to higher levels in education. Children gain admission into tertiary education in order to produce an educated society in the nation - children with competent ability to handle economic growth and development.

MoE of Ghana, partners, WV and School for Life and other non-profit organizations through their discipline and core values accomplish their strategic aim when stakeholder's opinion is deliberated and factored into planning for definition and strategy. Overcoming fundamental barriers to achieve set goals to require collaborative

decisions and actions to address issues that confront provision for quality primary education to shape and guide the ability of stakeholders' help.

Information and Communication Technology – Collaboration

The use of ICT introduces modernization into the educational system to improve development to build competence and confidence using technology as pronounced in the ESP document. Children will acquire basic knowledge and skills from daily training to prepare them to play their role in the global era of technological advancement. Children acquire knowledge about computer system hardware, software applications, and networks for communication. Stakeholders will achieve ICT provision to the children quicker when they collaborate to locate resources within the coalition to provide and implement the long-term use of ICT in strategic plans to achieve these ICT objectives for basic education (ESP 2010-2020; ESP 2018-2030).

The purpose of the collaborative policy to ensure that ICT primary knowledge achieved forms the structure and procedure to guide, and direct actors and stakeholders in the group with a common interest to achieve the common goals of the ESP. Collaborative policies used in several health organizations and institutions to accomplish goals in developed countries explain why partnership exists. The trend for non-profit organizations has shifted to give and take the relationship in the 21st century with a demand for accountability; it is a pure business-oriented relationship. MoE of Ghana, which had initiated several policies to ensure that quality education reached every child in the country, tend to accept the 21st-century operation style by NGOs. The ministry allows and gives WV, School for Life and other NGOs opportunity to give every child

the right of enrolment and completion. This support and operation have not been collaborative but rather at an individual operational level. Challenges may exist between actors and stakeholders, but the road to mark understanding is to have collaborative guidelines for achievement. The ability to achieve this may stem from the abject lack of policy to collaborate resources and ideas to give children basic ICT knowledge in rural communities in the country. Computer training is essential and urgent in the 21st century. Collaboration, which allows the policy to direct the path of the partnership between MoE, WV and other NGOs affairs, operations and activities is also urgent for the generation in rural communities to access ICT.

Collaborative effort is examining other policies or existing policies within the environment to define the strategy to connect to those policies to find solutions to the issues, and situations that confront the achievement of the use of technology in quality education in the country. For example, African Union, AU, adopted collaborative effort and policy to create peace and security in African countries at war over a long time in Djibouti, Eritrea, Ethiopia, and Kenya, (Rose, 2006). Countries that were notable for a violent conflict, political, corruption and ethnic to embraced peace and stability through collaborative effort and policy. Their differences explained. Perception of collaboration stated, including the values inherited for such perception. The condition for the countries to share ideas and work together in collaboration established to respond to complex situations.

Collaboration fostered the promotion of democracy, good governance, peace, security, stability, and justice between organizations and countries. Collaborating effort

then became the focus and essential factor for organizations and countries to accommodate one another and respect their differences. In the case of the education case, little has been done on collaboration between NGOs' and governments or public institutions regarding to actors and stakeholders providing education at the primary level to children specifically, in Ghana as the case study. Available literature shows that works done in the health sector with policies for collaboration, but nothing, or little recorded for universal primary education and education as a whole, (Kumar, 2012; Kumar, 2013; Kumar, 2014; Kumar, 2018).

Importance of Collaboration

According to Makoba, (2002) “many organizations are driven by strong values and interests geared towards empowering communities that have traditionally disempowered. However, many researchers have argued that there exists challenges in collaboration between governments and NGOs for effective service delivery. Bratton, (1986) argued that the “administrative” capacity plays a role in determining the extent to which NGOs are free to operate from political and other state restrictions. For example, while political leaders may want to regulate the NGO sector, they may find it challenging to do so because NGO activities are small in scale and geographically scattered such that weak governments will find it too costly to track their activities closely.”

NGOs can only be effective and efficient when they operate within the existing structures Government has in place for socio-economic development. The Pan American Health Organization 2000 noted NGOs work is sustainable when they complement public services. In developing countries, the public generally has positive perceptions of NGOs

due to the many developments they implement within communities in which they operate. Collaboration would allow NGO's to integrate with both existing policies and structures effectively. When the work of NGOs is rooted in public services provided by government, development is sustainable. Therefore, in the implementation of NGOs' services in the communities it is essential to focus on sustainability (Obiyan, 2005).

A complicated relationship exists between NGOs and the governmental entities in developing countries. In Ghana, NGOs tend to exist as separate entities without collaboration with the government to ensure sustainability. Although they seem effective as compelling entities, there is a need for collaboration so as to fit within policies that support long term growth. Sink, (1998) defined collaboration as “the process by which organizations with a stake in a problem seek mutually determining solutions to pursue objectives they could not achieve working alone . Collaboration is supported by entities with similar objectives and a stake in a problem. In the context of government and NGOs collaboration, both stakeholders need to understand the need for dependency to support development in the communities within which they operate.

In developing countries like Ghana, NGOs are perceived as neutral and independent agencies that promote accountability and transparency. The challenge NGOs face having to operate effectively and efficiently without interference from external entities. However, establishing an effective working relationship with the government of Ghana is necessary and very much needed to provide resources in all rural communities. In the light of the many constraints on both government and NGOs' collaborative working relationship would be most effective.

Literature Summary

A literature review is critical in research to impact on scholarly discourse in the academic domain. The articles selected and cited in this study are from peer-reviewed databases of Walden University's library and other library sources. Literature review illustrates the existing gap from existing literature which, this study sought to address. Education is the key taking children from the field of uneducated society to an educated society of development in the family, community, society and the nation. Education creates an environment of socio-economic growth, political awareness, and spiritual growth. Emancipation is the summary of benefits or outcomes of education in critical thought process for scholarly analysis. Education drives income equality and social justice, and builds economic development to create an enabling environment for individual members or inhabitants in the community to strive. The need for collaboration between stakeholders would drive actions to achieve universal quality, primary education successfully.

Availability of quality education to children is determinant for a successful future, which closes the gap and differences between the "HAVES and HAVE NOTS" in academic, economic, social, political, and religious environments. The right to child quality primary education, and school training require structure to overcome the differences that predominantly occur in low and low-income societies. The lack of rural communities' school infrastructure, and poor teaching and learning affected the quality of education provided in rural areas. Availability of quality primary education is a right and a tool that children from either public or private schools should receive without

discrimination. Accessing and receiving quality primary education should be affordable to the communities in order to produce and nurture an educated society.

The aims and objectives of NGOs' existence in Africa essentially have an actual responsibility to assist education and join other stakeholders providing education for rural community poverty reduction. The drawback facing government, NGOs and stakeholders providing of quality education through lack of programs set the community up for failure in economic growth and development and affects funds required for community economic and development progress. The sector's clear strategy consisting of planning and implementation required collaboration as its hallmark to execute the stakeholders' interventions, and programs successfully to completion. Even though NGOs' the existence is laudable to assist pupils in Ghana, projects designed to provide quality education are not realized in the country.

SDGs item four initiatives for universal primary education identified political leaders in Ghana to provide quality primary education through various means, including previous attempts for access or complimentary education for decades pro and post-independence. Education is the tool to fight income inequalities, poor rural development, community poor health, decreased productivity and low generation of local and district's revenue. Primary education policy decision-making practitioners and authors of policies and regulations affirmed and supported primary education. Sustainable policies grew or developed communities positively and systematically to raise educated citizens for the district benefit in economic development. Political leaders and decision making bodies for the provision of quality primary education had the responsibility to provide education

necessary for children in Ghana by reducing challenges that continued to create drawback to accomplish a high standard of living, poverty reduction and higher learning in education.

Basic, quality primary education is a right and an opportunity drive for the cultivation of the spirit to climb the academic ladder by encouraging the children to desire to climb this educational ladder to shine higher as well as form a sense of responsibility for the community to accomplish good health care management, modernized farming, higher agriculture produce, and good environmental care management. The dependency on quality education is a panacea for a good standard of living. Collaborating stakeholder's action sought to address the gap between children of the "Haves and Have nots." In education, research revealed the reasonable truth of interdependency between education, economic growth, and development which demonstrated clearly that collaboration policy is critical.

Chapter 3: Research Method

Compulsory essential primary education in Ghana is the children's right to personal development. Despite the attention of stakeholders for the MoE to achieve universal primary education in the country, children not accessing and receiving quality teaching and learning persists. The children loiter on streets and farms during schooling hours in urban and rural communities. In order to address this issue, The Millenium Development Goals s and Sustainable Development Goals initiatives with the support of UNICEF, UNESCO, Department for International Development and World Bank and NGOs (e.g., World Vision), donors, and non-profit efforts (World Bank & International Monetary Fund, 2011) provide resources for universal primary education in the communities, specifically the rural communities. NGOs as the stakeholders in the education system operate along with government (MoE) in education to help realize quality primary education.

Previous studies focused on the increase in enrolment and higher enrolment in the schools of urban and rural communities, but none of the studies included an investigation into NGOs' impact on the country's educational system, specifically in rural areas. Policy for collaboration between MoE and NGOs, ensuring that programs aligned for education is vital to harmonize projects in the process to work together (Cascio, & Reber, 2013).

This study aimed to examine and understand the perception of MoE and partner leaders on NGOs' role in the educational system. This is to better understand the role NGOs play and the impact on the educational system in the country. This chapter discusses the study methodology, the research design, and its justification and the

research question. I further discuss the study population and sampling strategy, data collection, and analysis.

Research Design and Rationale

This qualitative study aimed to examine and understand the role NGOs played in the education system. The research question was formulated based on the study's purpose to address the research question: How do MoE and leaders perceive NGOs' influence on the K-11 education system in Ghana? Qualitative studies allow researchers to collect data in the form of observation, interview, or narration to use the data collected as the basis to draw generalization and conclusion, (Silverman, 2011). Choosing a case study design to address the research question. The use of a case study allowed the phenomenon under research within the context that each participant's case occurred, (Thomas, & Magilvy, 2011; Yin, 2009). This study explored of MoE and partner leader's perception of NGOs' influence on education system in Ghana, specifically, on K11. Multiple cases used in this study, aligned with the case method's requirement, (Stake, 2010; Chorba, 2011). This study employed interview data from participants with diverse perceptions and experiences to examine and understand NGOs' influence on the education system as education plays a vital role in the community's social quality.

Productivity with creativity results from the quality foundation in compulsory education for the community while facilitating future potential through education. Universal primary education is the means for the child to advance to higher education. Community progress and its ability to develop from poverty rely on the fundamental basic, quality primary education (Wang, 2019; Zivkovic, 2019). The foundation for

building a better society is reliant on the quality of education. Quality teaching and learning will necessitate reading and writing of quality education to children.

Role of the Researcher

As the interviewer and the primary instrument of the interviews, the most crucial aim in conducting the interview was obtaining comprehensive and credible responses. This study utilized the knowledge gained from the courses took to conduct rigorous interviews from sources with rich information to address the research question. The translation was not necessary because the interviews were conducted in English. The participants were proficient in English, as it has been the official language of Ghana.

This study was conducted in Ghana. There are three government branches in Ghana, the executive branch, legislative branch and judicial branch. Ghana operates a central government with local government representation in 216 districts within its 16 regions (Aikins, 2016). Regional ministers govern the regions, metropolitan, municipal, or district chief executives, and assembly members. The regional ministers and metropolitan, municipal, or district chief executives are central government appointees while the assembly members of the metropolis, municipals, or districts represent the voices of the members of the communities they operate, (Aikins, 2016). This study's population included leading members of public institutions, private organizations, and leaders of NGOs. Officials from the public institutions were not political appointees. Public service officials occupy positions that do not change with new political administrations; however, their positions change subject to promotion, demotion,

dismissal, or retirement. There was no secondary data collection in this study. The researcher had no personal relationship with any prospective participants in the study.

Methodology

Participant Selection Logic

This study's recruitment strategy was purposive sampling because representatives selected from MoE, partner leaders and NGO's for recruitment. The purposive sampling strategy was used to serve a specific purpose based on this study's objectives (Barratt, Ferris, & Lenton, 2015; Barratt & Lenton, 2015; Petty, Thomson, & Stew, 2012). The snowball technique was also engaged for some of the NGO's leaders to support the purposive sampling technique and identify participants. Snowball strategy was necessary because of the travel ban and social distance in force following the directives of the Ghana's president due to the COVID-19 pandemic. The volunteers who met the criteria to be part of the study, selected as participants of this research, (Goodman, 2011; Heckathorn, 2011; Petty et al. 2012). The purposive sampling strategies ensured that individuals with requisite rich information, experience, and knowledge were selected to confidently respond to the interview questions to address the topic under the investigation (Mason, 2010).

The target sampling of participants was determined between a minimum of five and a maximum of 30 participants to address the research question. The targeted size comprised of decision-making officials and leaders of the public service, private organizations, and NGOs as the focus. This helped with selecting volunteers with rich information needed to address the topic and avoiding the situation of minimum

participants with inadequate knowledge to answer the research questions. Sampling within five and 30 participants was determined to target the appropriate population size with knowledge and experiences whose responses directly addressed the research questions, (Silverman, 2011). In a qualitative inquiry, a researcher may conduct maximum data collection; however, the participants' answers only assert the meaning of the same responses that have collected from the minimum population size. Therefore, avoiding, reaffirmation of information to reduce data cost, time and most importantly avoid data saturation, (Mason, 2010).

Instrumentation

The interview questions were composed of adopting a semi-structured interview guide concerning the topic under the investigation, connecting specific literature relating to the influence of NGO's in the education system in Ghana, specifically, the rural communities. The selected semi-structured questions allowed participants the opportunity to tell their stories from their viewpoints in their own choice of words. Open-ended interviews were the appropriate choice for this study in that the interviewees and the interviewer were allowed space and time for in-depth and probing questions to clarify answers at any point in time a statement was unclear in the conversation. The responses were vital to this study and directly addressed the research problem and answered the main research question. The open-ended questions allowed me to discuss the areas of the interview question that were salient and important to the topic, (Rubin, & Rubin, 2012).

Data Collection

Before conducting this research, I obtained IRB approval because the study data collection followed scientific and scholarly data collection procedures and requirements. The IRB's objective was centered on the interest and well-being of research participants to reduce and minimize risk and stress on participants. This requirement was under U.S. research federal regulations for research institutions.

This study also adopted the institutional steps designed to seek informed consent from participants before the interview. The procedure for selecting volunteers to participate in the study included phone calls to numbers obtained in the public domain or by letters of invitation as approved by IRB, to specific individuals. I received responses from the volunteers and booked appointments to meet with them. The meeting with them involved discussions about the research. At the end of the discussions, some volunteers signed the consent form, and received duplicated for each party to keep a copy with an arranged date and time for the interview. There was no exertion of any form of pressure or coercion in asking volunteers to be part of the study; there was no undue pressure on volunteers.

Telephone conversations made other interviews and data collection, including WhatsApp messaging, and e-mail because of social distancing regulation resulting from directives given with regard to the COVID-19 pandemic. To comply with the new procedures, I called via telephone or sent a WhatsApp message to the participant, then e-mailed the consent form. The responses I received included the signed consent form with an interview date and time. The consent form explained in detail their rights as

participants, the policies and procedures that implemented to protect their privacy, the nature of the interview, and the confidentiality of the interview conversation. The consent form also included telephone numbers and e-mail addresses to the participant reverting for further explanations or clarifications regarding the interview.

Telephone call to individuals to remind them of their interview appointment, and reiterate the nature of participation procedures and expectations required as a member of this study. Information for the participants of the use of audio recording during the interview communicated, and explained that the use of audio recording was confidential and solely for data collection and analysis. This study addressed all preliminary procedures.

Data Analysis Plan

The goal of data analysis is to transcribe participant responses to a meaningful statement to address the research question, but in order to achieve this, there was the need to identify patterns and themes at the second cycle coding stage from the first cycle coding of participants' responses. Participant's responses representing their personal views on the issue of the roles played by NGOs like WV and GEU in Ghana's education system as perceived coded at first and second cycles coding.

Smith (2011) suggested that qualitative research data analysis explores complex information from the participant's experiences and knowledge. Analysis of data involves case management of a theme-based approach which includes identifying and testing thematic frameworks to meet the study's goals and objectives.

A coding matrix developed from a range of experiences gathered from the interviews to understand the meaning each participant ascribed to their situation. In developing and analyzing these themes stated in Saldana (2016), explored data, paying attention salient words, and highlight key words and phrases. Short phrases and words salient and symbolic in the analysis highlighted. Labeling words and short phrases that occurred more than once placed in groups at first cycle coding. The NVivo software for qualitative data analysis was used to aid data analysis processes at the second cycle coding to facilitate data process.

According to Saldana (2016), coding is the representation of a short phrase or word that captures the attention of the researcher from an interview, transcripts, participant observation, field notes, journal document, open-ended survey responses, drawings, artifacts, photographs, video, internet sites, e-mail correspondence as well as academic and fictional literature that are symbolic or salient to the subject matter. Saldana (2016), explained that the first cycle coding of an interview transcript is a single word that is enlarged to a complete sentence. At this stage, the data analysis process is set to locate and identify initial codes. The second cycle of coding is complex and challenging in that there are reconfiguration, and reorganization of codes by synthesizing, abstracting or conceptualizing the theory defining the meaning of specific codes.

According to Patton (2015), the importance of data analysis in qualitative research is to locate items that belong to specific sets of labeled themes. Locating items and placing these items in different set themes is dependent on the purpose and the primary

instrument of a study. The second cycle coding would advance further by reconfiguration, synthesizing and re-analyzing codes.

Issues of Trustworthiness

Trustworthiness is an essential aspect in qualitative research. It is to validate data collection and analysis. Trustworthiness is set to validate research investigators; which presents accurate and authentic without using a generalization. There are four elements when focusing on trustworthiness in qualitative research. These elements of qualitative trustworthiness are (a), transferability (b), credibility (c), dependability and (d) confirmability to validate data analysis. The evidence is based on the rigors of scholarly work associated with truth. When trustworthiness is carried-out in a study, it means that the study analysis is truthful to prompt attention and approval. Qualitative research findings strengthened through trustworthiness Therefore, any scholarly study needs to go through cogent steps to subject the research to trustworthiness as established by (Lincoln, & Guba, 1985; Amankwaa, 2016).

Credibility

According to Guba, (1981) & Lincoln, (1995), qualitative research credibility is an integral part of data analysis and an aspect that establishes trustworthiness for internal validity. Procedures selected for data collection should be standard qualitative procedures that test the approach credibly and establish trustworthiness without any difficulties (Connelly, 2016). It is intended to report and clearly describe detailed participant responses in this study, including the method used and how the process was carried out. This study would be credible for future research study settings designed to adopt simple

and truthful steps interview for analysis by probing to elicit detailed responses through iterative questioning. Strategies to ensure credibility includes: (a) prolonged engagement in interviews (b) clear, sensitive, gentle, balanced, knowledgeable, open, steering, a critical and ethically sensible process to equip and aid to generate detail descriptive reports in order to prevent lies and (c) frequent debriefing of sessions.

Transferability

Transferability is an element of qualitative research that agrees in principle with quantitative external validation. The purpose of an external validation is to ensure that a study findings could apply in another research environment. Transferability would ensure that the data analysis process would be familiar to a future study by giving adequate contextual information about data collection sites to encourage readers to transfer the findings. The strategies required to assure readers to transfer data analysis for future studies include: (a) mentioning the number of departments of MoE selected for an interview and their locations (b) provide information about any influence in selecting participants for data collection (c) submit the number of participants who were involved in the research (d) provide information on data collection method (e) provide the duration of data collection and (f) provide information over the entire period of data collection for the study.

These steps would is taken to avoid elements of generalization since participant selection was a unique in each case. Data collection was unique from one participant to another as different research settings created their own unique environment. Data collection and analysis were in unique context to each individual depending on the

relevance of their perceptions. Findings of data collection and analysis of the phenomenon would be applicable and useful to another research environment (Sharon, & Ravitch, 2016).

Dependability

Dependability verifies the reliability of a qualitative study. The processes within data collection reported in detail. Changes that occur or take place through data collection reported without manipulation. Strategies undertaken to ensure dependability include: (a) description of the design and implementation of the study assisted in collecting data and analysis (b) reporting on activities in detail with regards to data collection at interview sites, artifacts, and texts and (c) report on the process of recording, writing memos and journal to accomplish the inquiry. The reports from interview sites would focus on changes in conversation, participants' attitudes or behaviors. Variations that occurred at data collection sites is reported in detail. Changes and variations stated accurately and coherently for readers to follow and understand the analysis process and appreciate inquiry analysis inquiry.

Kornbluh (2015) noted that checks and balances are necessary to account for minute changes in detail. This is to address potential barriers in communication that occur in data collection. The detailed reporting of changes would ensure transparency to enable review of data collection memories with the interviewer accepting the changes that would occur in the process. The process of ensuring dependability requires the interviewer to exclude personal interests and bias.

Confirmability

Confirmability is a process by which the study goes through steps to ensure that responses represent participants' experiences and ideas to establish objectivity. The nature of the data collection seeks to unravel intrusion by the researcher to eliminate bias. Patton (2015) noted that data triangulation locates and expresses convergence and divergence to provide adequate details and vivid pictures of the qualitative inquiry to assist future research and application of the process at different research sites. This concept is similar to the quantitative concepts of objectivity. However, the role of triangulation in a qualitative inquiry is to eliminate the researcher's bias and to refrain from manipulation. The study ensured that my understanding or interpretation of responses imposed by seeking permission from the participants to allow the presence of a research assistant during the interviews. The researcher plays a role in ensuring that rich information on location and setting are described clearly. Presentation of concrete pictures for readers to capture the idea of information analysis processes would be available or presented to them (Amankwaa, 2016). The intention was to use electronic and manual methods to conduct and collect the data by recording and journaling in order to provide adequate and truthful information on participants' attitudes in the step-by-step process.

Ethical Procedures

The ethical responsibility underpinning this study in collecting and conducting data was the researcher's role in adhering to the laid-down procedures and the obligation to consider participants' confidentiality and protection to avoid risks and stress. The Institute of Review Board (IRB) set of rules and regulations in data collection activities

as stated in 45 CFR 46.111 and 21 CFR 56.111 were obeyed to erase actions that were possible to cause harm the participants human objects. This study followed the ethical procedures laid by IRB to protect participant's safety, and well-being and ensured adherence to ethical values and principles. The rules of the procedure are expected to be adhered by the researcher by giving assurance to the interviewees that they would be protected from any harm and the researcher making sure to keep the assurance as stated by IRB. This action by the researcher created an atmosphere of encouragement to motivate participants. It also served as a tool that took away the fear and doubts that participants may have entertained. The intent to build participants' trust and confidence is a core value of Research Ethics & Compliance under IRB. (Rubin, & Rubin, 2012).

Ethical procedures carried out promoted the participants' confidence that harm was at a minimum level as prescribed by the IRB, which allowed mutual respect, order, and protection from the study's risk. It was also important to ensure that their personal information was kept confidential during and after interviews such that their stories were handled with decorum to avoid betrayal and mistrust, (Rubin, & Rubin, 2012).

This study kept to the required codes of ethics from the beginning of data collection and analysis processes to the end. Respect towards interviewees and protection of their personal stories was maintained. Participants received narration of steps on how their information or responses are protected from the public (Gelinas., Pierce, Winkler, Cohen., Lynch, & Bierer, 2017).

My personal interest in pressure participants for responses did not arise because IRB required that eliminating of the researcher's bias should be mandatory and not

introduce any form of duress on participants for answers. This study did not deceive or take advantage of them as mere pieces for informational material for the research by marginalizing them when data collection and analysis periods were over.

Summary

This chapter outlined the methodology for data collection and analysis. This research relied on a qualitative design to raise argument from the data analysis to examine and understand MoE executives and partner leaders perception about NGOs' like GEU and WV influences on education system of Ghana. Data collection processes and analysis abided by the rules and regulations of qualitative case study design. IRB approval was sought and adhered to significantly. This study addressed the issues of trustworthiness and ethical matters. Chapter four documented the findings and analysis of the data collected.

Chapter 4: Results

This chapter presented the thematic data analysis of a qualitative inquiry and a case study design. There were interviews with 10 participants who had rich information to share in the context of their perceptions and experiences working with the Ministry of Education, Ghana Education Service, partner leaders of the education sector and NGOs. The participants responses were analyzed to address the research question. The partner leaders of MoE have been providing resources to support the mandate of MoE to provide education to the citizens of Ghana. NGOs provide interventions that support the mandate of MoE and partner leaders. The research question responding to the investigation stated, “ How do the MoE and partner leaders perceive the influence of NGOs on the K-11 education system in Ghana”. 10 volunteers responded to the invitation; were interviewed from the 17 volunteers. seven volunteers declined to participate due to the COVID-19 pandemic; the national lockdown and social distancing regulations.

These volunteers explained that the use of technology was a challenge to them. They were faced with an unavailable internet connection to have access to their e-mail inboxes and WhatsApp from their homes to enable them to be part of the study. Therefore, the challenge to use technology affected their interest to participate in this study. The participants who were interviewed were officials of public and private sectors who had knowledge of the operations of the MoE and GES mandate to provide education to Ghana’s citizens. Manual coding and NVivo 12 of QSR were used to present the final themes and codes to offer systematic organization and tabulation to discover the perceived knowledge of MoE and partner leaders of the influence of NGOs in the

education system (K11) in the rural area. ” The presentations of the themes obtained from the analysis of the interview responses displayed the settings of MoE, partner leaders of MoE, NGOs, data collection, data analysis, data findings, data result, demographics, strategies of trustworthiness, and the chapter summary of this chapter.

Demographics

The 10 participants constituted the national, district, international and national NGOs and leaders of the education stakeholder community. Face-to-face data collection was carried out with three participants before the COVID-19 pandemic and social distancing regulations. The seven remaining participants data collections were done through telephone, WhatsApp or e-mail. Of these, the original plan included telephone conversations. The new and adjusted setting in conducting this research from the initial data collection setting approved by IRB was in line with Ghana’s regulation to reduce the spread of the COVID-19 virus by contact. The COVID-19 pandemic caused and affected the study interview locations and denied a face-to-face meeting of both the interviewer and the interviewees. The situation of social distancing activities aborted the face-to-face interaction as the initial data collection method of the study and introduced the use of technology. The use of technology was the reliable data collection method for the interview of this study.

The ages of the participants ranged from 33 years and above, with the oldest being about 66 years. Nine of the participants were male, and one was female. The participants were official public and private sectors in higher managerial positions (public

makers, project executive managers, etc.). See Table 1 for a summary of the participants' demographics.

Table 1

Demographics of Participants

	Age	Sex	Occupation
Participant 1	32 Years and Above	Male	Project Manager
Participant 2	42 Years and Above	Male	Project Coordinator
Participant 3	42 Years and Above	Male	Project Coordinator
Participant 4	42 Years and Above	Female	Policy Department
Participant 5	42 Years and Above	Male	Project Department
Participant 6	42 Years and above	Male	Project Department
Participant 7	42 Years and Above	Male	Public Servant
Participant 8	42 Years and Above	Male	Public Servant
Participant 9	42 Years and Above	Male	Civil Servant
Participant 10	42 Years and Above	Male	Civil Servant

Data Collection

I achieved interviews by making calls to partner leaders (both international and local NGOs) and visiting the education sector offices to invite volunteers. Formal invitation letters containing my contact information for any potential participants sent and distributed to organizations affiliated to education. A total of 10 participants were actively involved in this study. I scheduled interviews following participant's availability. Participants who could not meet at the initial interview date and time called to reschedule the date and time.

Three volunteers were given consent forms for execution at interview locations as soon as they communicated and confirmed their willingness to participate in this study, while seven volunteers received the consent form by e-mail. Out of these seven, two

volunteers filled, signed, and e-mailed the form back to me. The other five volunteers filled the consent form and e-mailed it back to me with additional written statements in place of an electronic signature to confirm their participation. Some of the volunteers called for a verbal reaffirmation of confidentiality for participating in this study. I reaffirmed the confidential protection clause to these volunteers that each volunteer would follow the consent form's stipulation. I reassured participants that I would not disclose their identities; would keep their data for five years in secured areas; would keep electronic data with a passcode on electronic storage devices.

Data Analysis

The data analysis followed a thematic analysis in this qualitative case study; employed Saldana's (2009, 2012, 2016) coding strategies for first and second cycle coding. The aim of the cycles was to enable data breakdown of the participants' responses into specific grouping and classification to ascribe meaning to the answers in line with addressing the research question. The need for the first cycle of coding was to manually organize and structure data for analysis before using NVivo 12 QSR. The second cycle coding allowed the first coded information to be uploaded into NVivo 12 by QSR for analysis. Word frequency was created from participants' responses to review the initial interviews (see Figure 3). The QSR process aided in gaining in-depth insights into the data, allowing for a clearer understanding in addressing this study's phenomenon. Table 2 contains the breakdown of the presentation of the word frequency from NVivo 12, choosing the 16 most frequent words in the data codes.



Figure 3. NVivo word cloud.

Table 2

Word Frequency Count Breakdown

Word	Length	Count	Weighted Percentage
Education	9	302	3.80%
Projects	8	202	2.54%
Children	8	174	2.19%
NGOs	4	140	1.76%
MOE	3	139	1.75%
Quality	7	124	1.56%
Policy	6	105	1.32%
Project	7	96	1.21%
GES	3	90	1.13%
Organization	12	85	1.07%
Schools	7	84	1.06%
Rural	5	79	1.00%
Primary	7	73	0.92%
Resources	9	71	0.89%
Teachers	8	68	0.86%
School	6	64	0.81%

The manual and NVivo coding brought up the thematic analysis of the interviews to identify the pattern and the position of the respondents. The interview responses were read several times to enable selection of codes relating and responding to the research question. The cluster of similar ideas generated from the coding was orderly organized within the process upon constant review of the data. Additionally, the codes were sorted and assigned names for description; used the names to transform themes to address the research question of the study.

The themes developed from the responses were sorted and labeled into primary and secondary themes. The themes were initially developed manually at the first process before uploaded the entire document into NVivo 12 QSR to allow software assistance as

the method for coding individual participant responses into meaningful data based on the derived meaning of the conversations in the interviews. The number of sources and references generated from the software process established each theme's importance and significance as Figure 1 shows. The themes that had maximum occurrence and presented a greater considerable extent of sources from the respondents' answers labeled as the primary theme and those that had occurred fewer times were labelled as the secondary themes. The primary theme showed greater significance in addressing, the research question followed by the secondary themes of the participants' perceptions and experiences as recorded in the data.

Discrepant cases considered and included in the analysis. The discrepant theme represented the perception of NGO existence and provision as mandatory in response to the perception of NGOs MoE and partner leaders. The importance of including the discrepant case allowed this study the key inquiry to establish individual perception from the participant's responses. Furthermore, the significance of the discrepant case presentation was addressing the reflexivity and unbiased reports of the data collection. The following sections contained verbatim responses of the participants that support the findings and the discussions.

Evidence of Trustworthiness

Credibility, transferability, dependability, and confirmability were ensured in the data collection (see Lincoln & Guba, 1985) as stated in Chapter three. The credibility of the study established in performing member checking with the 10 participants. The individual participants reviewed their voices transcription to confirm the meanings and

interpretations of the statements. Transferability ensured that the data collected from the interviews represented the study accordingly and transfer of the data could be guaranteed to apply the same data collection to another research study. Dependability occurred through reporting to participants changes of interview locations as the result of COVID-19 pandemic and social distancing regulation. The continued member checking encouraged deep insight and in-depth data discovery, maximizing the data meaning. The final element was data confirmability, which was done to ensure that the findings represented respondent's perceptions and ideas to establish the objectivity of the study and certify the internal process.

Study Results

The research question stated, "How do MoE and partner leaders perceive the influence of NGOs on the education (K11) system in Ghana?" Ninety percent reported that NGO influence played an important role in supporting MoE and partner leaders for providing primary education to the children, specifically in the rural district schools. The secondary themes identified how NGOs' influence was crucial for the education system (see Table 3). NGOs' influence was a significant tool in education because of the MoE's inability in providing adequate teaching and learning materials to the schools, failure to train and deploy teachers to the rural district schools, higher percentage of primary schools located in rural communities, and 80-90% of the education budget is used for payment of salaries. Three participants reported that NGOs advocate and campaign for the rights of education on behalf of the children to effect policy and positive change. The other participants affirmed that NGOs served as the complementary agent to the GES to

implement a policy of MoE in the provision of education. Despite the confirmation of nine participants that NGO's influence was important to support MoE and partner leaders in provision of primary education, a participant reported that NGO's had equal mandate as MoE and partner leaders in supplying education to the children; therefore, their existence and provision was not extraordinary.

Table 3

Breakdown of Results

Themes	# of Participants	% of Participants
Children's ability to read and write	9	90%
Majority of schools are located in rural districts	6	60%
NGOs influence on education is important	6	60%
MOE and GES operate with limited resources	6	60%
NGO interventions are necessary	5	50%
NGOs use interventions fill resource gap	4	40%
NGOs initiate Projects	4	40%
NGOs intervention connect to ESP	3	30%

Primary Theme

Primary theme: Children's ability to read and write to demonstrate basic intellect and skill knowledge as quality education. Participant 1 explained that quality education provides individual intellectual capacity and skills. The FCUBE policy has been enacted to provide quality teaching and learning to the children to nurture reading and writing abilities, helping them transition to higher learning. Participant 2 stated that quality education involves quality teachers, a clean learning environment, teaching materials, and classrooms for all the children without exception to rural communities. According to Participant 3, quality education is also the situation where resources are

available to support quality teaching and learning at any given time in all the schools.

Participant 4 stated that quality education is access, schools' availability to the children with disability, accessible environment and friendly school space for girls, and teaching and learning without interruption.

Participant 5 further said that quality education has the outcome of children being able to express knowledge and understanding, and make value decisions. Quality education has double meanings such as intellectual or social aspects; the best skills and knowledge given to a child to demonstrate intellectual or academic and social knowledge and understanding in every environment. Participant 6 explained that quality education is about the children accessing quality teaching and learning to accomplish needed learning outcomes, and improve learning outcomes. Participant 7 stated that quality education remains in children's ability to read and write at basic or primary level. Participant 8 explained that quality education as children's willingness to learn, teachers availability to manage the classrooms, and availability of teaching and learning materials. Finally, Participant 9 stated the importance of education addressing all teaching domain and learning in the schools. Education is the leading tool for children's intellectual ability, vocational skills, good behavior, and good values.

Secondary Theme 1: The majority of primary schools located in rural districts.

The schools located in rural districts and hinter lands, whereas urban schools receive the necessary attentions, tools, and resources for quality teaching and learning. Participant 1 explained that MoE and GES do not treat urban and rural education separately; however, certain communities geographical locations makes it impossible for those communities to

have adequate resources of the schools from MoE and GES. Participant 2 indicated that availability of resources to the children in urban and rural communities seems different.

End of the children's academic year performance in urban and rural areas speaks to the situation of inequality in the system. NGOs do not receive needed support from the MoE and GES to address challenges to support quality education clearly. Participant 4 stated, that separation should not exist between urban and rural communities, as inadequate teaching and learning materials and poor infrastructure introduce separation. Participant 3 also said that teaching and learning should be equal at both urban and rural communities. Further, Participant 5 indicated that environmental and social reasons impede quality and present differences in the system. Participant 6 stated there are factors that lead in differences in the provision of quality education; rural communities suffer the challenges of teachers' non-availability; teachers do not show up in classroom in many of the rural the districts and those who show up do not engage the children in academic learning. Poor management at districts level in monitoring, evaluation, and lack of resources to equip the district directors and circuit supervisors to operate and serve the schools.

Secondary Theme 2: Non-governmental organizations' influence on education is vital to support the Ministry of Education and partner leaders in provision of education. Nine of the 10 participants or 90% of the total sample of the research population cited several examples sharing experiences of how important the support of NGOs assist MoE and partner leaders to help the ability of children to read and write at the end of their primary and basic education. The participants explained that for quality

education to be accomplished in rural areas, the NGOs role is vital. NGOs have supported MoE and partner leaders in providing quality education through infrastructure, teaching and learning materials, teachers' training, and water and sanitation. Schools in Palika, Yendi, Central Gonja, East and West Mamprusi including the other region and district directorates benefit from NGOs' interventions, and the impact of the role NGOs play in assisting the government in providing basic education to the schools in the rural districts in the areas is needed.

Participant 1 expressed the importance of NGOs' existence as crucial and vital, though they do not have the mandate but are serving as volunteers. NGOs assist MoE and partner leaders to achieve basic education, specifically, universal primary education and FCUBE. It has been very beneficial working with NGOs because MoE and partner leaders cannot provide adequate resources to every community in the country for primary education, specially in rural areas. NGOs interventions complement the government in providing quality primary education to the schools. Furthermore, NGOs' influence other areas such as policy through advocacy, infrastructure resources for developing classrooms, and addressing short fall in curriculum for achieving quality education. NGOs provide resources to create balance by correcting the imbalances in the distribution of resources from GES to the schools.

Participant 2 stated that NGOs support MoE and partner leaders with projects and interventions. UNESCO, UNICEF and other stakeholders work with NGOs to ensure that funding and human resources are available to execute the interventions supporting the schools. For example, the ongoing five-year projects with MoE partner leaders, UNICEF,

Innovation for Poverty Action, and Quality Pre-School Education in Ghana. The interventions are tools to motivate teachers' attendance in class and classroom management and provision of teaching and learning materials. NGOs also support School Health International projects and, provide of boreholes to schools in Asesewa, Manya Krobo, and other schools in the rural areas.

Participant 5 explained that the MoE and partner leaders alone could not implement projects and programs to achieve universal primary education and FCUBE. Therefore, MoE and partner leaders allow NGOs to play a positive role in achieving universal primary education. MoE and partner leaders cannot do without NGOs. NGOs complement the government's effort and develop joint actions using the Educational Strategic Plan. NGOs support the government by going to the rural places where the government cannot reach to provide primary education. Upon research on the needs of the rural community schools, they can intervene and help.

Participant 6 expressed the need and importance of NGOs' interventions in supporting MoE and partner leaders in providing quality education to the children. MoE receives financial aid from the British government through Crown Agent, which is a representative of the British government for supporting interventions to promote quality primary education.

MoE partnered with Crown Agent for a five-year project in the district communities to mobilize primary school children who had dropped out from school. The intervention was an internal initiative and mechanism to bring the children who were out of school back to school through an intensive nine months of teaching for reintegration.

400 children were reintegrated, a higher percentage of the 400 were girls. The NGOs' involvement in education is beneficial to MoE and partner leaders in that NGOs hold the government accountable and advocate the children's rights to decision-making agencies.

Participant 7 stated that the role of NGOs' is critical in providing basic education in the rural areas of Ghana, in that most primary schools in Ghana located in rural communities calls for recruiting staff to provide services in the rural communities. MoE and partner leaders are not well organized in providing resources to access quality basic education in rural areas and the hinterlands. NGOs have special skills to engage and mobilize the communities to discuss the issues on improving the teachers' skills providing teaching and learning materials and other resources to ensure provision of the quality primary education. NGOs bring quality in primary schools teaching and learning by advocating for quality and access and provide resources to support education. NGOs help in programming curriculum to enable quality education. The role of NGOs brings quality awareness in education to the rural communities. NGOs and other developing partners must play a role in education in Ghana because of the government's limited resources.

Finally, participant 8 shared the perception and experience of NGOs in the education system in the country. In his view, there are 2 main reasons NGOs play a role in influencing the education system in Ghana. Supporting the sector financially because the government spends close to 95% of the educational budget on salaries. Therefore, the balance is not enough to pay for the deliverables and services of education. The second main reason is the technical aspect, NGOs support the sector with technical tools needed

to assist provide needed technical expertise to the sector. MoE and partner leaders require technical experts to serve the sector at the national, regional and district levels and NGOs are there to provide or support. Policies seem to change in different directions based on the political administration that is in power or office. The need for advocacy on the children's right of education is essential, and NGOs ensure to advocate for a policy and policy stability.

Secondary Theme 3: The Ministry of Education and Ghana Education Service operate with limited funding and resources. The MoE serves the nation as a policy-making body and GES implements policy in the education sector. The two institutions have the mandate to provide school admission to the children and to see to it that the children complete their curriculum to write the final examination. Participant 2 expressed a perception about the limitation of funding in rural district schools. 80% of the annual budget for the sector earmarked for salary. The remaining 20% used to supply resources to the children for education in urban and rural communities. Participant 4 indicated that, the ESP is used to solicit funding for the rural district schools to have teaching and learning resources that enabled them to excel in their academic work. GES has high quality and trained teachers. The primary issue is the lack of systemic order and structure for stakeholders, acknowledging the stakeholders efforts, lack of advocacy coalition, and poor social system impeding the effort of the stakeholders to provide quality education. Participant 5 stated that the ESP provided the government with opportunity to invite development partners and NGOs to contribute resources to support quality education because of their limited resources. Appropriation of about 80% of the sector funds is

applied to salaries, thus creating inequality between urban and rural primary schools. This inequality occurred because by the time resources are provided to urban schools very little remained to service the rural schools in the districts.

Participant 7 stated that ; NGOs influenced budgets by considering the implementation of FCUBE and Early Childhood Development under the ESP. MoE's mandate to supply education to urban and rural districts equally remain. Participant 8 explained that the sector budget supported MoE and GES only since salaries took a chunk of the money allocated. Finally, participant 9 stated 20% of the country's budget channeled provision of education. However, the remaining 80% is spent on salaries hence the need for partner leaders and NGOs to assist the government to provide education.

Secondary Theme 4: Non-governmental organizations interventions to Ghana Education Service are necessary to the rural district schools. This secondary theme indicated the necessary interventions of NGOs in influencing education which perceived as a complementary role in supporting stakeholders to provide primary education to the districts, specifically, the rural areas. The participants noted that NGOs' interventions are necessary in supporting MoE and partner leaders. Participant 3 stated that several actions of stakeholders such as school feeding and free uniform in supporting parents to allow their children to go to school have come to pass. Encouraging female education in the rural districts was crucial including mobilization of the nine months intervention in training teenage mothers for reintegration in school. Engagement of community leaders to help improve school enrolment was a vital intervention as the input of NGOs' was in achieving a positive change in the communities.

The FCUBE policy in Ghana ensured that every child has access to formal education aside informal training the child received from home could not be over emphasized. Government provision of basic education to children regardless of Ghana's geographical location is mandated by the law in Article (26) of 1992 Constitution. Therefore, it is a responsibility of MoE, partner leaders and decision-makers to ensure that the law is enforced to support the policy that it is mandatory for children at primary school going ages to be in classrooms. NGOs drive the advocacy coalition in this context.

NGOs mobilized communities in the rural districts, specifically, parents and encouraged them to ensure that their children go to school. Community mobilization is one of the interventions NGOs have employed to encourage family participation in training teachers and contributing resources to assist them. The Complementary Basic Education program is another project that NGO had established to bring back girls who dropped out from school to give birth for reintegration into the schools.

Participant 4 stated that, yes, NGO interventions were necessary to the district directorates of GES in the rural areas, considering the need for construction of classrooms, provision of teachers, learning material, and school management, supply of water and sanitation. NGOs helped to enhance education access for children with disabilities and those with special needs, as well as encouraged high enrolment for girls' in the schools. Children with disabilities needed special attention to be able to learn and absorb teaching in the classroom. NGOs assisted MoE and the partner leaders to focus on these children by providing extra resources for teaching in the classroom in that FCUBE policy includes children with or without special needs.

Participant 6 explained that, NGOs organized participatory activities with the community. Some of the discussion topics were giving the parents information about the importance of education by letting the parents know the need for education and how education necessitate economic growth in the environment, and advised the girls to acquire education.

NGOs used the right tools such as local languages and symbols to communicate with community members and the parents who could not speak any language other than their local language to allow the children to go to school. NGOs worked with the schools in the community to mobilize resources to manage the schools resources. Yes, NGOs must come to support the government to deliver quality education, looking at the percentage of the education budget that goes to pay salaries. Participant 10 stated that NGOs engaged the teachers and children before providing interventions in order to know their needs within the context of teaching and learning. NGOs had created an advocacy platform for the teachers, the children, and the parents by allowing individual contributions speaking schools' issues. Suggestions and possible resolutions to the issues using advocacy coalition platform to find the solution to address the issues. Additionally cases such as teachers transfer after a relatively short stay in the schools or after every three or four years in the community introduced inconsistencies. NGOs advocated and presented some of these cases to MoE and partner leaders as the perceived challenge that confronted classroom management, caused instability in classroom and delivered poor quality teaching and learning. NGOs also ensured stakeholders motivation of

stakeholders was carried out and ensured that the benefit of the impact of stakeholders' interventions to the schools were inherited by the schools.

Participant 7 reiterated it has been necessary for NGOs to support MoE and the partner leaders in providing resources to the schools in the rural districts. Projects were supposed to be carried out following ESP and aligning with the objectives of the ESP. However, implementation of ESP had been lacking at the rural district level and this had been why NGOs came in to advocate for appropriate ESP implementation in the schools. NGOs always said that approaches in resource delivery should not be the same in the urban and rural areas because of different geographical locations in the two settings.

Secondary Theme 5: Non-governmental organization use interventions to fill the resources gap to benefit rural district schools. Participant 1 stated that NGOs collected information from the rural district assemblies upon research and discussion with the district directors for the interventions, or sometimes the NGOs approached the rural school headteachers to find out the needs of the schools. Supply of necessary items such as tables, chairs, textbooks, exercise books, buckets, bowls, water, toilet rolls, soap, and sweeping brushes aside infrastructure, advocacy, building a library and rubbish collection were given to the schools by the NGOs.

Participant 5 explained that the availability of resources to the children in urban and rural communities seemed different. Some NGOs contacted the headteachers directly to work with them. MoE coordination of activities with NGOs was critical, yet there was no collaboration. The organizations engaged social mobilization strategies that involved the National Commission for Civic Education, Social Welfare, and community members.

What was required was approaching primary education policies that gave special attention to rural communities. The NGO's ensured capacity building and development at different the rural districts was established to provide water and sanitation, school buildings and health education. NGOs such as Savana Signatures, NOR SAC, and Curious Minds advocated and assisted the communities through mobilization to ensure that quality education was accessible.

Participant 8 explained that the partners invited to join the sector to propose projects that provided a quality education. NGOs worked to encourage the mobilization of resources, approached voluntary donors to fund the interventions to fulfill the resources gap in the villages and the schools in the hinterland. NGOs went as far as the hinterland schools. Specifically, schools under trees, to provide textbooks and exercise books to the children; volunteers were then trained as teachers to help the children read and write. Participant 2 noted that NGOs came in and supported MoE and partner leaders, based on the research they did, and identified that some schools in the rural communities had urgent needs and demands. In some situations, the GES district offices, and schools were so far apart and the districts had no vehicle and other resources to go to those places. However, NGOs went to those areas to serve the teachers and the children with pencils, pens, crayons, text and exercise books, chairs, tables, toilet facilities, and clean drinking water. Participant 7 said, at the moment, there were ongoing three-year interventions at Fanteakwa. It involved training teachers and volunteers for the community schools, monitoring, funding, and technical training in conjunction with

detailed implementation planning, including project costing and, budgeting to ensure that quality education is accessible to the children.

Secondary Theme 6: Individual stakeholder initiates and carries out interventions and projects. Individual stakeholders carried out interventions and projects. The stakeholders were independent of interventions and, execution. However, ESP guidelines and timelines directed the initiation and execution of the interventions and projects.

Participant 2 indicated that NGOs initiated projects. These projects were taken and guided by the ESP document. The organization's first step was to contact the GES district director, or beneficiary school's headteachers to introduce the interventions before a presentation of proposal for acceptance or approval. In the process, GES at the regional and district levels ensured that whatever interventions were done, were needed and suitable for the selected schools. Participant 4 shared the perception of NGO's interventions and projects that corresponded with the ESP. NGOs aligned the interventions with GES projects and initiated projects. The regional and district directorates input was the secondary step of the guideline in the process using the ESP. Participant 8 stated that NGOs' approached the ministry to introduce themselves to have capacity and resources that could support the sector on issues that needed immediate attention in the districts. The new ESP, 2018-2030, focused on enrolment for children. Participant 10 indicated that NGOs identified areas that needed intervention and offered their support.

Summary

This chapter presented the findings in the analysis of the interviews of the 10 participants of the study. The purpose of this study examined the role of NGOs in Ghana's education system in order to provide a better understanding of how their contributions impacted K11 education. The data analysis employed a thematic coding strategy to discover themes in addressing the research question (Saldana 2012 & 2016). The research question was: How do MoE and partner leaders perceive NGOs influence in the Education system in Ghana? According to the analysis the research question had been addressed. The primary theme and seven secondary themes established in the analysis. The analysis results indicated that NGOs' influence was important in the educational system in Ghana; the MoE and partner leaders asserted that existence and provision of interventions by NGOs like WV, SoL and GEU assisted immensely in the rural district schools. The shortfall in budgetary allocation, which required NGOs funded interventions lacked accountability due to stakeholders' inability to collaborate to establish form and structure to address preventable future funding gaps and duplicate efforts in the supply of resources to schools in the rural districts.

There were two significant reasons for NGOs' influence in the educational system: the majority of primary schools located in rural districts; MoE and GES operate with limited resources in that 80% of the sector budget, and funds used for payment of salaries. The other themes that followed established how the influence of NGOs was perceived by MoE and partner leaders. The following chapter five contains discussion of

the literature review; theoretical framework; limitations and recommendation, implication of the findings and the conclusion.

Chapter 5: Discussion, Conclusions, and Recommendations

Formal education in Ghana is an essential tool for economic development. First cycle learning is the basic primary education children benefit from the government as an academic foundation for the second and third cycles. Basic primary education is free following 1992 Constitution, Article 25, supported by Early Childhood Development (ECD) and FCUBE policies in Ghana. The government has delegated its mandate to MoE to provide free compulsory education in urban and rural districts for children. Most primary schools are located and built in the rural communities of the 16 regions in the country, but the funding provided by the government to MoE and GES for quality education is inadequate.

The NGOs that operate in Ghana as non-profit organizations aid initiatives and policies in the education sector to enhance the provision of education, especially in the rural districts, are crucial (Cochrane, McGilloway, & Donnelly, 2018; BurLacu, 2015; Qun Wang, 2020 & Katz, 2014). UNESCO, UNICEF, World Bank, and the Department for International Development are partner leaders to MoE and GES, unlike U.S. States Agency for International Development, WV, PI Ghana, Curious Mind, School of Life, and Crown Agent. They are NGOs but not partner leaders (Helmut, 2013). The MoE, GES, partner leaders, and NGOs bring their actions, resources, and efforts together in ensuring that necessary quality primary education is accessible.

This study employed an advocacy coalition from ACF to explain the importance of stakeholders and NGOs forming an alliance to supply the demand for education. There are five hypotheses of the ACF: (a) creating stability of the alliance over time (b) actors

showing substantial consensus on issues pertaining policy (c) actors giving up secondary aspects of their belief system (d) coalition administrative agencies advocating more moderate positions and (e) actors within the purposive group constrained in the expression of beliefs and positions than actors from material groups.

The findings of the study show that stakeholders perceive the role of NGOs as impactful. The results suggest that NGOs, MoE, and partner leaders are involved in education activities as actors in an informal coalition in realizing ECD, universal primary education, and FCUBE policies. The actors are perceived to be in an informal coalition in the absence of an intentional partnership or team as they are providing resources to support education individually. The purposeful union or team introduces the structure and helps to establish effective strategies for resource distribution and accountability. Even though the stakeholders work toward achieving the same education objectives of the ECD, universal primary education, and FCUBE policies, each stakeholder operates separately. The findings also indicate that NGOs interventions linked to the ESP of the sector, and cannot over emphasize the importance of the stakeholders' contributions in providing education. However, interventions lack effective collaboration.

Interpretation of the Findings

Primary Findings: Children ability to Read and Write

The primary theme of the findings was that the participants perceived provision of quality education and the benefits of primary education to children, specifically rural communities, as the core belief of NGOs existence and interventions to support MoE,

GES, and partner leaders to provide teaching and learning in the schools (Nowell, Norris, White, & Moules, 2017).

Previous studies support these findings. For example, Dalziel, Halliday, & Segal (2015); Van Luit & Toll (2015) claimed that classroom education is the formal training a child received from the schools. It is an early academic development tool and training that could impact a child, developing countries to accomplish quality primary education, NGOs provided assistance to government to do so. Cochrane, McGilloway, & Donnelly (2018); Farooq, & Rafiq (2019), also stated that giving quality education by facilitating inclusive actions and activities of stakeholders presented social opportunities learners. Further, Baharun and Ulla (2015, 2017), explained that the appropriate curriculum for teaching and active learning are fundamentals of quality education. The learners absorbed teaching when there is participation in the classroom with guiding principles' that are derived from the curriculum.

Quality basic education in developing countries such as Ghana is the fundamental need given by stakeholders to children in Ghana rural districts. The ACF best explained that the ECD and FCUBE policies are prompts for stakeholders' actions to provide resources to enable quality teaching and to learning in the schools. Individual stakeholders are actors expected to connect to other actors in forming a coalition to work toward a stable relationship that works together to achieve maximum benefit of these policies' goals MoE, partner leaders and NGOs need to form an intentional advocacy coalition.

Children from both urban and rural areas take the same final national essential examination to progress to high school. Demand on the children in both urban and rural to progress to high school explains that stakeholders should give resources for quality teaching and learning to every school in Ghana. A child who is not being equipped with the skill to learn to read and write from the classroom at the end of fundamental learning impacts parents' decision making to send the child to school.

Secondary Findings

Most basic schools are located in the rural districts. Over 12,300 basic schools in Ghana are in urban and rural districts, but most schools were in the rural districts. This finding is consistent with previous studies (Anderson, & Mensell, 2012; Burton, Lichter, Baker, & Eason, 2013). Rural geographical location was described as the distance between the capital city to its village or area with low population density with the larger parts of the sites undeveloped (Constantino et al., 2012). MoE and GES district directorates in the areas for rural communities are in the capital of the regions. The low population density increased as the distance from the capital widens; the population reduces to a minimum number, and basic amenities such as clean water, electricity, sanitation, hospitals, and clinics are scarce or unavailable.

Rural sites and schools in Ghana are marked with lack of basic amenities, poor and low standard of living. Poor roads with broken bridges to schools such that when it rains it is impossible for the children to go to school. Children walk at least 3 miles to school. The rural sites are faced with limited access to information and communication technology, availability of internet connection including poor electricity supply. Poor

health care to the parents and the children are also identified with rural communities, and low educational facilities in schools creating poor environment for the children to study hard for lifelong opportunities or yearn for good standard of living. Parents were also unable to serve breakfast to their children before they left for school or pay for any educational resources (Hlalele, 2012), which shows poverty in Ghana rural communities. Further, the schools without infrastructure suspend teaching and learning in the rainy season. When the rains are over, the schools then faced reduced enrolment, especially with girls due to teenage pregnancy. Some of them migrate to the urban cities to go into trading, selling on the streets, join gangs of robbers, and others worked as manservants or maidservants. Those who stayed either went back to school to continue their education or working on farms of their parents. Most of the girls, on the other hand, do not go back to school.

The importance of non-governmental organizations' roles that they play in education in supporting Ministry of Education and partner leaders. The NGOs played an important role in complementing MoE and partner leaders to provide resources to the children to accomplish quality teaching and learning. Acquisition of necessary school certificates promoted quality teaching and learning at the primary level or first cycle schooling in Ghana. This finding is consistent with previous research (Ah, Zakki, Jauharoti, Fauzan, Sri Astutik, & Binar, 2019; Anheier, 2014; Buyruk, 2020; De Marco & Vernon-Feagans, 2013; Hsu, Hsu, & Hasmath, 2017), noting the importance of NGOs' contributions in rural education in developing countries. For instance, the U.S. Agency for International Development has supported the sector with infrastructure and other

needed resources. It has recently established reading projects in some of the districts, specifically the Northern region, towards improving the children's ability to read their local language before introducing the skill to read and write in English language (Rivera Franco, & Leon Rodriguez, 2018; Ministry of Education, 2018).

Additionally, NGOs like WV has an ongoing reading intervention in 12 regions in Ghana for children between kindergarten and Primary 3, mainly in the hinterlands in the Central, Eastern, Northern, Volta regions (Ministry of Education, 2018). The organization continues to provide learning materials to the schools and organize community participation in educating parents to ensure that they allow their children to take advantage of resources that they provide by sending the children to school. School for Life provides infrastructure, teaching, and learning material to schools in districts. NORSAC provides text and exercise books, pencils, and crayons to the children to participate in classroom exercises and homework (De-Marco & Venon-Feagans, 2015).

NGOs like Afram Plain Organization also continue to build KVIP toilets, boreholes, classroom blocks, library, and canteens in addition to organizing teacher training workshops, seminars, providing teaching and learning materials, and advocating the education right of children for decision making, (Sadick, Musah, Akeji, & Khan, 2019; Jootaek, 2020). Over 50 rural districts benefited from the interventions and projects providing academic knowledge and skill to the marginalized children at Afram Plains. Some of the children received school uniforms, sandals, and bags from the interventions. The organization advocates for MoE and partner leaders' to assist in achieving equal readiness for final examination like most of their counterparts in the urban areas.

Further, the existing project for girls' education funded by NGOs to help to build girls interest in science courses. For instance, Savana Signatures and Curious Mind ensure capacity building and development at different rural district schools in areas like water and sanitation, classroom blocks, health education, and advocacy to assist the communities in mobilizing resources for quality teaching and learning in the schools.

NGOs' interventions contribute, enhance and encourage enrolment, and attendance in the schools. The national or the local NGOs provide material resources from the revenue that they received philanthropists. Their revenue are generated from proposals that they present to MoE for interventions for approval. They use the approved proposal to appeal to philanthropists for funding to execute the interventions. Unlike the international NGOs who may have reliable sources of funding for projects and interventions execution and are able to forecast or project future interventions and expenditure for accountability. The role of international and national NGOs as non-profit organizations is to provide resources to assist MoE and partner leaders in communities.

Ministry of Education and Ghana Education Service operate with limited resources. The sector policy-making and implementing bodies work with minimum funding to equip the schools with teaching and learning and infrastructure to realize ECD and FCUBE guidelines. This finding is in line with previous research (Akyeampong, 2009; Ghanaweb, 2011; UNESCO, 2018; UNICEF, 2018; World Bank, 2017). The national sector budget for the year was for the provision of salaries and resources to schools. However, a maximum of 80% is used for salaries, and minimum of 20% is used to pay for resources to attend to the schools' challenges, (Ghana Education Service, 2018;

Yang, 2018; Jootaek, 2020). This presents ECD and FCUBE partially free and not free as pronounced by the 1992 Constitution and the policies.

MoE and GES were unable to sufficiently equip the schools with text and exercise books, book cupboards, clean water and sanitation, dustbins, schools' attendance books, tables, chairs, chalk and white or blackboards. Therefore, some of the parents and philanthropists mobilized funding to complete these projects and, other projects such as classroom blocks, libraries, KVIP toilets and boreholes that were pending due to inadequate funding. Many years ago, library buildings that commenced MoE and NGOs were incomplete, awaiting for the funds to complete and furnish them for the children to have access. Some of the parents pay for the printing cost of terminal examination papers because GES is unable to pay for the printing cost for the children to have the examination papers to write their end of the term test

The COVID-19 pandemic and social distancing regulation in Ghana required and demanded the children stay at home to reduce spreading of the virus. The government provided interim source of teaching through live coverage. Teaching and learning are telecast on television for which a higher percentage of children in urban cities can access and receive the telecast because their parents, guardians or relatives have television available that they can use. However, most of the children in the rural areas and the hinterlands cannot access or receive the telecast for lack of internet access, electricity, or television. The sector resources are limited to provide vehicles or fuel to enable supervisors to commune and transport educational materials to the communities. Lack of funding of MoE and GES makes it impossible to purchase fuel to send materials to the

schools for the children to collect the materials not to mention poor the roads and broken bridges.

Non-Governmental Organization intervention to the Ministry of Education and partner leaders are necessary to the rural district schools. NGOs' interventions are essential for MoE and partner leaders. There are different kinds of interventions that NGOs' use to support education. Advocacy is one of the kinds of interventions NGOs' engage in to help the situation to bring issues that confront the schools to the attention of MoE and partner leaders, previous research studies support this intervention. Farid (2019) stated that NGOs can exert influence on policymaking through advocacy. Alfaro-Trujillo, B., Valles-Medina, A. M., Vargas-Ojeda, A. C., 2012, indicated that it does not matter whether the NGO organization is international or national; they have the capacity to influence top institutions to act. NGOs in Ghana have used social media, television, and protest to bring government attention to public issues and interests about education, providing clean water and sanitation in public schools in the rural districts, specifically, the Northern, and Volta regions.

The CBE project was initiated by a group of NGOs in Ghana through advocacy for young mothers to have access to continue school after giving birth. The process and arrangement were difficult to implement; however, reintegration after nine months of intensive tuition is ongoing through the effort of NGOs, including creating awareness on the need for preventive education to eliminate adolescent pregnancy due to the high dropouts incidents from teenage pregnancy.

Koster, Simaens, and Vos, (2019) stated that NGOs advocacy for accountability from government and civil servants is necessary to help reduce corruption. NGOs have been successful in holding governments accountable to their public offices. The rural district schools have received attention from MoE and partner leaders by meeting the schools' demands through advocacy and accountability. Head of institutions, chief directors, and district officers have been held accountable for their actions, including misappropriation of schools' funds. The rural districts schools have received infrastructure, teaching and learning materials, roads and rebuilding broken bridges to the schools through NGOs' efforts. However, the converse for accountability from the NGOs was not captured due to lack of coalition of the actors or stakeholder to show the accountability framework within which the sector operates to address the shortfalls left preventable funding gaps to establish the true nature of the shortfalls and duplication in their efforts.

Non-Governmental Organizations use interventions to fill resources gap to benefit the rural district schools. NGOs provide resources to complement MoE and partner leaders' resources to the rural district schools to fill the gap of resources; this finding is consistent with previous studies. Sriharini, Izudin, & Amilia, (2018) explained that NGOs' provide assistance and resources to fill the gap the government and other private institutions cannot give or sustain. In Ghana, NGOs support the rural district schools with infrastructure, teaching and learning materials and workshop for training teachers and volunteers. NGOs organize community mobilization and participation to

discuss and resolve issues that confront poor attendance at the schools, teenage pregnancy and crime.

Individual stakeholder initiates and carries out interventions and projects.

Individual stakeholder carries out projects and interventions. These findings are in line with previous studies. Alfaro-Trujillo, Valles-Medina, & Vargas-Ojeda, (2012) stated that, many communities have benefited from NGOs initiative from NGOs identifying a need of people in an organization, or a community and respond to the condition as soon as possible. The rural district schools benefit from NGOs initiative and immediate response in providing actions and interventions to address situations. Some of the children who progressed to higher schooling or vocational schools lived in rural communities where NGOs' operate. Children are able to read and write as the result of reading projects and furnished library facilities funded by NGOs.

Non-Governmental Organization interventions connect education strategy plan of the Ministry of Education. The interventions and projects executed were aligned with MoE and ESP. According to participants 3, 7 & 8, NGOs contact the rural district directorate for interventions and projects to support the schools. They sometimes go to the schools to speak to the headteachers for project alignment. ESP directives meet the needs of the education system in Ghana starting from 1st cycle school to higher learning or tertiary education. NGOs ensure that the resources they provide are needed to serve the children to acquire quality teaching and learning.

Limitation of the Study

The selected research methodology for the study presented some limitations. The first limitation was the participant's background; the participants were policymaking officers and decision-making officials of institutions; therefore, responding to the invitation to participate took a while with rescheduled of interview date and time a couple of times (Stake, 2005; Baxter; Jack, 2008, & Creswell, 2016). The second limitation was the sample population size. Seven volunteers withdrew their interest because of COVID-19 as they communicated to me that they had been affected by the situation. This study included 10 participants. The sample size experiences may not present the entire perception of NGO influence on education in Ghana. The third limitation was that NGOs existence and contributions are towards KG and primary education, therefore. The impact captured is not speaking on the entire educational system in Ghana. Researchers and reader can only apply the result and the interpretation of this study. The fourth limitation was the method of data collection. COVID-19 and social distancing regulation affected the intended face-to-face interview after collected the initial 3 participants data. I collected the seven remaining seven via email, telephone, google meeting and WhatsApp conversation. The final limitation was the use of the interview. Participants answers based on experiences and rich knowledge about the phenomenon from the context of understanding of this study.

Recommendation for Future Research

The validity of this study supports previous research of NGOs' shaping the interest and devotion of stakeholder in education of Ghana, Nigeria, China, and other

parts of the world, (Akyeampong, 2009; Tao, & Chunhua, 2012; Katz, 2014; Nudzor, 2012; Awofala, 2012; Nudzor, 2017; Matthew, 2015; Wu, 2018; Farid, 2019). Future research could be explored with quantitative study using ACF theory, qualitative phenomenology, ethnography, or narrative to examine the sample population's experiences and rich knowledge. Further research could use quantitative method to investigate the perception influence of the variables discovered from the result of this study

Future study could increase population with qualitative, phenomenology, ethnography, or narrative research. The qualitative research could use different samples and locations, including more females with different backgrounds to improve the study's generalizability. Data research saturation observed after the 8th participant but, I kept going with the hope to find new information (Mason, 2012). However, the COVID-19 pandemic denied the research-rich information and experiences from the seven volunteers who dropped out due to instituted national protocols and the lack of internet access to use during the intended interview for data collection for this research. Therefore, this study recommends future analysis on the effect on a face-to-face research data collection during the pandemic and the impact on the use of technology for data collection during the pandemic.

Future research could use focus group and observations method of data collection. A questionnaire in a case study could be used to conduct quantitative research or may develop a valid survey instrument according to the study. A study can be done on document or archival records of the sector that can establish budget allocation to the

urban and rural schools and NGOs' annual investment to the sector to support quality basic, primary education to assist in developing policy that will govern accountability in a coalition. Furthermore, a study is suggested on urban districts or specific rural districts that NGOs support MoE and partner leaders through projects and interventions. A further study could explore similarities and differences between urban areas and specific rural districts.

This study provides insights on how to employ ACF on the education system in Ghana between stakeholders to accomplish maximum objectives and goals to introduce form and structure in the distribution of financial and material resources for quality teaching and learning in the urban and rural primary schools.

Implications of the Findings

Positive Social Change

This study gave the participants the platform and opportunity to share their perceptions and experiences. Each participant expressed his or her perception and experience with deep emotion about the plight of the children in the rural district schools and the lack of acknowledgment of NGOs presence in assisting to achieve goals that the government was unable to accomplish. They also expressed the lack of monitoring and evaluation from the education sector including the lack of a mechanism to maintain and sustain the stakeholder's projects and interventions resulting from established non-intentional formation of coalition and advocacy. Children in rural district schools were dropping out of schools to the streets, and the girls among them were becoming mothers prematurely. The participants presented deep concern about how the children's access to

basic, quality primary education is compromised by the perennial lack of form and structure that would provide regular and sufficient resources. The positive social change begun at the point when the participants appreciated the importance of this study; happy to share their perceptions and experiences, knowing at least, for once, this study would record scholarly work concerning the phenomenon to inform and shape the actions of future leaders, decision-makers and generations.

The primary finding was the ability of the children to read and write to demonstrate quality education. Achievement of essential, quality education was an integral aspect of NGOs' existence and their support to the sector. This was the participant's primary concern amongst other factors that were identifying NGOs existence, and the essence of NGO projects and interventions as a complement to MoE and partner leaders in enhancing the sector mandate to provide education. This indicated that quality teaching and learning were perceived as NGOs' connection to MoE and partner leaders. For this reason, MoE and partner leaders should create the mandate to establish a formal and intentional advocacy coalition to introduce form and structure to assist in harmonizing projects and interventions of NGOs and all other stakeholders. The ESP was the fundraising document to governments which covered the general aspect of education in Ghana. However, there is the need for specific education strategic planning for each community in guiding EDC and FCUBE in the districts as the study has discovered to respond to needs of each community appropriately. As the analysis presented, the individual approach of providing for the schools in a disjointed manner did not benefit the children.

One of the secondary findings was the number of primary schools in rural communities. The schools in rural areas were more than the schools in urban areas. The support by NGOs to rural districts significant and critical. Stakeholders need to collaborate with other public institutions such as Roads and Highway Authority for internal road construction, Volta River Authority to ensure constant supply of good roads, or electricity to the schools. MoE, partner leaders and NGOs could ensure flow of clean water to school, finally, stakeholders could ensure availability of classrooms and apartments to children and the teachers.

Recommendation for Practice

The researcher would share this study findings with participants and stakeholders to learn lessons to inspire and encourage review of the existing projects and interventions to adjust to learning to collaborate and follow communicative structure and method for future projects and interventions in meeting the needs of education in the rural districts. The other prospect was stakeholder's relationship, collaboration, cooperation, and coordination. There would be the need for MoE and partner leaders to form an advocacy coalition to gather and harness resources to achieve maximum objectives of ECD and FCUBE in the rural districts. The need for mobilization and participation of stakeholders through the intentional effort for regular meetings and discussion between MoE and partner leaders with NGOs would be urgent, as has been expressed in this study. Collaborate is key and necessary in achieving a maximum outcome in providing for the schools in the rural districts. The collaboration policy recommendation for stakeholders in creating reliable environment to stabilize relationship between the stakeholders over

time could serve as an improving tool, or a channel to introduce form and structure for contributions of resources to the schools. This study would be published for readers to access for future scholarly work. Presentation of the results to appropriate stakeholders would be done and continue to take place as the need arises.

Conclusion

NGOs are complementary agents to MoE and partner leaders in Ghana. NGOs exist to ensure that the marginalized and victims of low-income earners in society are cared for, specifically in the rural districts and communities in Ghana. NGOs present unwavering support to MoE and partner leaders to provide services and resources to ensure children access and receive quality formal teaching and learning. Stakeholder's contribution would be acknowledged through a collaboration policy, promoting accountability.

This qualitative case study aimed to examine and understand the influence of NGOs on the education system in Ghana, analyzing MoE and partner leaders' perceived influence of NGOs' in rural schools. Previous studies show that even though NGOs have impacted education in Ghana and other developing countries (MDGs, SDGs, World Bank, UNESCO, UNICEF & Department for International Development, 2018), teenage pregnancy and school dropout were on the increase. Availability of NGOs to support the developing countries and Ghana in assisting primary education for a nation's growth and development was essential. The data analysis in this study revealed this expectation in the findings. However, the research also revealed that there was a lack of advocacy coalition practice to form an intentional partnership for achieving maximum outcomes of the goals

of the actors. This study is adding to scholarly knowledge of the existing works that have been done relating to the research topic. It is important for the stakeholders in Ghana to see the need to apply theoretical framework in accomplishing universal primary education, specifically ACF and the hypothesis of the theory. The first hypothesis stated requirement for constant and reliable relationship between actors and stakeholders. The need for MoE, partner leaders, NGOs and other stakeholders of the sector to use the first hypothesis for maximum outcomes and achievement of universal primary education goals is crucial. This study's use of advocacy coalition of ACF was the key to set guiding principles to stakeholders in Ghana's education system (Sabatier & Jenkin-Smith, 1980 & 1990; Bolaji, Campbell-Evans, & Gray, 2016).

The primary finding showed and demonstrated the importance of education for the children in the rural districts and communities, indicating the need for children to have the ability to read and write at the end of their primary education. The secondary findings underpinned need of NGOs' and the essential NGOs played through projects and interventions to complement MoE and partner leaders in education. NGOs supportive projects and interventions suggest close-up and filling in the resources gap that existed between the urban and the rural districts to achieve universal quality primary education in through collaboration policy for accountability in Ghana.

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Appendix: Interview Questions

INTERVIEW QUESTIONS

1. Why is it important for NGOs to play a role in achieving universal primary education in developing countries, such as Ghana.
 - a. is it necessary for NGOs to play a role in universal primary education
 - b. Is it beneficial to the developing countries for NGOs to play a role in universal primary education

2. What is quality education to you
 - a. Why should urban education separately be treated from rural community education.
 - b. Should MoE treat urban education differently from rural community education

3. For basic education how are projects introduced by MoE and GES to provide to support APDO for providing quality education to schools in rural communities.
 - a. What ways can MoE and GES ensure that projects are linked and managed by NGOs.
 - b. Are there specific type of projects that are tailored for only you
 - c. Are there mechanism to determine the outcomes in terms of guidelines and timelines of activities in your view.
 - d. Are there mechanism to address the challenges face by operations and activities of NGOs in your view.
 - e. Are there separate mechanisms MoE and GES use to determine outcomes and also to address challenges face by the institution operations to support the following categories:
 - i. 2 years kindergarten
 - ii. 6 years primary and
 - iii. 3 years junior secondary

4. What do you know about strategic plan of MoE that govern projects for basic education
5. What policy or policy framework do you apply in operating to ensure quality education
 - a. Is the policy framework harmonized or disjointed
 - b. What mechanism can be used to review these policy cycles
6. How does the policy cycle and management assist you to influence, review and revise projects annually
 - a. How is the policy cycle deficient or impediment to assist refine project annually
7. What do you know about educational budget provisions made by MoE to assist the execution of projects
 - a. How are these provisions of projects are employed to achieve completion of the projects
8. How does the educational budget of the MoE assist the resources of your organization to accomplish and complete project goals
9. In the course of the projects execution how are financial strategies review to ensuring that projects achieve milestone.
10. In the course of the projects execution how do your operational strategies are reviewed to ensure that projects achieve their milestone.
11. How are children perceived as stakeholders in the development objectives
 - a. How can NGOs and MoE inculcate the interest or ideas of children in your projects
 - b. Do you perceive the input of teachers and children in your projects as tools that will help participation in the developmental drive to enhance learning

- c. How do you perceive the interest of the teachers and children towards projects such that the projects will encourage the children staying in classrooms.

12. In your view can you briefly state the;

- a. strengths
- b. weakness
- c. opportunities
- d. threats

that the current policy on education present

13. What control measures in your view can enhance development of the policy to enhance quality education

14. In view of all these contributions by you there are children loitering the streets and farms who are not benefitting or having other challenges that prevent them from being in the classroom: How are all these policies, projects and efforts coordinated to ensure that free quality basic education or primary education is an enforced right for every Ghanaian child.

15. What would you say are the:

- a. strengths
- b. weaknesses
- c. opportunities and
- d. threats

of the policies in Ghana that affect the children from taking advantage of the free quality basic primary education.