

**SURVEY OF  
NON-GOVERNMENTAL  
ORGANIZATIONS PROVIDING  
SERVICES FOR BASIC EDUCATION**

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### List of Acronyms and Abbreviations

AA/G	Action Aid/Ghana
ADF	African Development Foundation
ADP	African Development Programme
ADRA	Adventist Development Relief Agency
AGDRS	Assemblies of God Development and Relief Services
A/R	Ashanti Region
B-A/R	Brong-Ahafo Region
CAFOD	Catholic Fund for Overseas Development
CBO	Community-Based Organisation
CEDEP	Centre for the Development of People
CENCOSAD	Centre for Community Studies and Development
CIDA	Canadian International Development Agency
CI/G	Childcare International/Ghana
CLF	Children's Literature Foundation
CMA	Christian Mothers' Association
CODE	Canadian Organisation for Development through Education
COWAP	Community Water Project
C/R	Central Region
CRS	Catholic Relief Services
CUSO	Canadian Universities Service Overseas
DANIDA	Danish International Development Agency
DWM	31st December Women's Movement
E/R	Eastern Region
ESP	Educational Sponsorship Programme
EU	European Union
FAWE	Federation of African Women Educationalists
FFH/G	Freedom from Hunger/Ghana
FIDA	International Federation of Women Lawyers
FN	Friends of the Nation
GAPVOD	Ghana Association of Private Voluntary Organisations in Development
G-A/R	Greater Accra Region
GBT	Ghana Book Trust
GC/G	Global Community/Ghana
GDCA	Ghana-Danish Communities Association

GDCP	Ghana-Danish Community Project
GEO	Green Earth Organisation
GES	Ghana Education Service
GILLBT	Ghana Institute of Linguistics, Literacy and Bible Translation
GIWC	Ghana International Women's Club
GMLA	Ghana Muslim Ladies' Association
GNAT	Ghana National Association of Teachers
GNCC	Ghana National Commission on Children
GOG	Government of Ghana
GSB	Ghana Society for the Blind
GSMF	Ghana Social Marketing Foundation
GWSC	Ghana Water and Sewerage Corporation
IAE	Institute of Adult Education
IAS	Institute of African Studies
ISODEC	Integrated Social Development Centre
IUCN	World Conservation Union (formerly International Union for the Conservation of Nature and Natural Resources)
JA	Junior Achievement
LMK	La Mansaamo Kpee (La Town Development Association)
MESW	Ministry of Employment and Social Welfare
MFEP	Ministry of Finance and Economic Planning
MRP	Mayday Rural Project
MOE	Ministry of Education
MOFA	Ministry of Food and Agriculture
MOH	Ministry of Health
MOWH	Ministry of Works and Housing
NCWD	National Council for Women in Development
NGO	Non-Governmental Organisation
NFED	Non-Formal Education Division
NUENGO	National Union of Environmental NGOs
ODA	Overseas Development Agency
OIC/G	Opportunities Industrialisation Centre/Ghana
ORPED	Organisation of Rural Primary Education Developers
PENTSOS	Pentecost Social Services
PI/G	Plan International/Ghana

PPAG	Planned Parenthood Association of Ghana
PRA	Participatory Rural Appraisal
ProNet	Professional Network Association
PTA	Parent/Teacher Association
N/R	Northern Region
RDRO	Remnant Development and Relief Organisation
SCF	Save the Children Fund
SFL	School for Life
SIDA	Swedish International Development Agency
SIL	Summer Institute of Linguistics
SNV	Netherlands Development Organisation
STME	Science, Technology and Mathematics Education for Girls
TOPS	Task Oriented Physical Science Learning Systems
TOYACE	Tongu Youth and Children Evangel
TTC	Teacher Training College
U.E/R	Upper East Region
UNDP	United Nations Development Programme
UNESCO	United Nations Education, Science and Culture Organisation
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations International Children's Fund
USAID	United States Agency for International Development
UST	University of Science and Technology
U.W/R	Upper West Region
VORANGO	Volta Region Association of NGOs
V/R	Volta Region
VSO/G	Voluntary Service Overseas, Ghana
WB	World Bank
WCV	Westphalian Children's Village
WID	Women in Development
WILDAF	Women in Law and Development in Africa
W/R	Western Region
WVI/G	World Vision International, Ghana
YPIC	Youth for Population, Information and Communication
YWCA	Young Women's Christian Association

## Executive Summary

USAID/Ghana is pleased to present a "Survey of NGO's providing services to the basic education sector". The survey is an information resource for governmental and non-governmental organizations and bi-lateral and multi-lateral development agencies working on programs to improve the quality of basic education services in Ghana.

The survey illustrates the wide range of services currently being provided by NGO's including infrastructure development; the provision of school materials, including furniture, books and other specialized learning materials; school feeding programs; and strengthening school management. A common theme throughout the survey is the various strategies NGO's use to promote community and beneficiary participation in the development process.

More specifically, each NGO profile in the survey includes information on administration and management, major services to education, sources of funding, coordination with government agencies, as well as illustrative constraints and successes.

We appreciate the time and effort put into this survey by the Ministry of Education, Ministry of Employment and Social Welfare, the Ghana Association of Private Voluntary Organization in Development(GAPVOD), and NGO representatives. The state of NGO's in the education sector is changing, so it is likely that information in the survey will change as well. The overall usefulness of the survey however, will be measured by the extent to which meaningful partnerships, between governmental and non-governmental organizations, can be formed in pursuit of a common goal - to improve the quality of basic education in Ghana.

USAID/Ghana  
Office of Education and Human Resources Development

## **Chapter 1. Introduction**

### **1.1. Purpose**

The purpose of the NGO Survey is to provide a reference resource that will inform governmental, non-governmental and donor organizations on the services NGOs can provide to the education sector in Ghana. The survey was undertaken as part of USAID/Ghana's support to the Ministry of Education's Programme for Free, Compulsory Universal Basic Education (FCUBE). The main elements of the survey are

- to identify the major NGOs that support primary and Junior Secondary education, or that have a successful record of community mobilisation in Ghana
- to identify the constraints faced by such NGOs
- to determine the success of their approaches
- to give an account of the legislative framework within which NGOs work
- to provide a matrix summarising the main activities for each NGO

### **1.2. Survey Scope**

This study is not an exhaustive list of NGOs providing services to the formal basic education sector in Ghana. The study provides profiles of the major NGOs providing services to the formal education sector. There are informal CBOs, church groups and social clubs all over the country, which give small donations to education in one form or another, paying children's school fees, raising funds for provision of school equipment etc. Covering all such organisations was beyond the scope of this study.

For the section on NGOs providing other community services, a sample of local NGOs and international organisations was given. This section is representational of the numerous NGOs providing different forms of community assistance, and it gives a selection of some of the more active grassroots organisations formally operating in different regions in Ghana. There are many more such organisations both formal and informal, throughout the country. All NGOs listed in this survey are registered with the Ministry of Social Welfare, unless otherwise stated.

Further information about NGOs in Ghana is available from the Department of Social Welfare, which has a database on all registered NGOs in Ghana, and from GAPVOD. In addition, a number of other surveys on NGOs have been undertaken by various organisations. These are as follows:

'Non-Governmental Organisations in Ghana': a review prepared for CIDA in April 1992, to assess the NGO sector's potential contribution to the national development effort and to propose ways in which CIDA could contribute to the strengthening of NGOs.

'Ghana Rural Institutions Sector Study' - a report produced by Technoserve/Ghana for the Ministry of Agriculture in September 1995. This study assesses the capability of NGOs to contribute to agricultural growth and to rural development in Ghana and gives a list of all the NGOs in Ghana.

A directory of all the NGOs in Ghana compiled by Save the Children/UK/Ghana in September 1995, as an annex to the Project Appraisal for their Family Reproductive Health Programme.

'Survey of participatory methodologies in Ghana' - a study currently being conducted by ISODEC (see 2.6.6. for profile), to assess the scope of participatory methodologies used by NGOs, government and quasi government institutions in enhancing the capacities of the poor to control their own resources and development.

NGO Directory - GAPVOD has recently completed a proposal for the compilation of such a directory.

### **1.3. Methodology**

NGOs relevant to the study were identified through consultation with the Ministry of Employment and Social Welfare (MESW), the Ministry of Education (MOE), the Ghana Association of Private Voluntary Organisations in Development (GAPVOD) and various donor agencies. A semi-structured qualitative survey instrument was prepared. Field research was carried out in a total of 8 regions - the Northern, Brong-Ahafo, Ashanti, Western, Central, Eastern, Volta and Greater Accra Regions. Regional Departments of Social Welfare were consulted and interviews were conducted with staff from relevant NGOs in each region. Further discussions were held with staff from the MESW and from GAPVOD about the legislative framework within which NGOs work in Ghana, with particular emphasis on the 1993 Parliamentary Bill on NGOs.

For the purposes of this study, the Ministry of Employment and Social Welfare's definition of non-governmental organisations will be adopted. This describes an NGO as "an organisation which is voluntary, non-partisan, non-political, non-profit making and which aims to improve the quality of life of people".

### **1.4. Findings**

#### **NGOs identified by the survey**

The survey includes 55 NGOs, 40 of which provide services to the education sector. Profiles are given for each NGO, containing details about the background, major areas of assistance, successes and constraints of each organisation. For the sake of clarity, NGOs are categorised as follows:

- (1) Ghanaian chapters of international NGOs
- (2) Ghanaian NGOs in partnership with international organisations
- (3) Local NGOs
- (4) Denominational religious mission development agencies
- (5) Religious Education Units
- (6) NGOs providing other community services

The NGOs identified for this study are listed below by category:

(1) Ghanaian chapters of international NGOs:

1. Action Aid/Ghana (AA/G)
2. World Vision International/Ghana (WVI/G)
3. Plan International/Ghana (PI/G)
4. Voluntary Service Overseas/Ghana (VSO/G)
5. Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT)
6. Childcare International/Ghana (CI/G)
7. Forum of African Women Educationalists (FAWE)

(2) Ghanaian NGOs in partnership with international organisations

1. School for Life (SFL)
2. Ghana-Danish Community Project (GDGP)
3. Ghana Book Trust (GBT)
4. Educational Sponsorship Programme (ESP)
5. Task-Oriented Physical Science Learning Systems (TOPS)
6. Westphalian Children's Village (WCV)
7. Global Community/Ghana GC/G)

(3) Local NGOs

1. African Development Programme (ADP)
2. Children's Literature Foundation (CLF)
3. La Mansaamo Kpee (La Town Development Association) (LMK)
4. Organisation of Rural Primary Education Developers (ORPED)
5. Mayday Rural Project (MRP)
6. Ghana Society for the Blind (GSB)
7. Ghana National Association of Teachers (GNAT)

(4) Denominational religious mission development agencies

1. Adventist Development Relief Agency (ADRA)
2. Catholic Relief Services (CRS)
3. Pentecost Social Services (PENTSOS)
4. Assemblies of God Development and Relief Services (AGDRS)
5. AGAPE Fellowship International
6. Remnant Development and Relief Organisation (RDRO)
7. Ghana Muslim Ladies' Association (GMLA)
8. Evangelical Bible Mission

(5) Religious Educational Units

1. Catholic Educational Unit
2. Presbyterian Educational Unit
3. Evangelical Presbyterian Church of Ghana
4. Evangelical Presbyterian Church, Ghana - Educational Unit
5. Seventh-Day Adventist Educational Unit
6. F'Eden Mission Church
7. Salvation Army Educational Unit

8. Ahmadiyya Muslim Educational Unit
9. Methodist Educational Unit
10. Anglican Educational Unit
11. Orthodox Muslim Educational Unit

(6) NGOs providing other community services

1. Save the Children Fund UK/Ghana (SCF/G)
2. SNV - Netherlands Development Organisation/Ghana
3. Oxfam/Ghana
4. ProNet
5. Freedom from Hunger/Ghana (FFH/G)
6. Integrated Social Development Centre (ISODEC)
7. Centre for the Development of People (CEDEP)
8. Centre for Community Studies, Action and Development (CENCOSAD)
9. Nima 441 Welfare Association
10. Friends of the Nation
11. Tongu Youth and Children Evangel (TOYACE)
12. Amasachina Self-Help Association
13. Opportunities Industrialisation Centre/Ghana (OIC/G)
14. Junior Achievement/Ghana (JA/G)
15. Green Earth Organisation (GEO)

**Advantages and successful approaches of NGOs**

Some of the main advantages and successful approaches of the NGOs in the survey are:

1. ***Participatory approaches to community projects***

Participatory approaches for NGOs working with local communities are becoming more widely adopted, and are used to good effect by a large number of the organisations in this study. Under current government policy local communities are being given more responsibility for schools. Thus the co-operation of target communities is important for education-related NGO programmes.

2. ***Good linkages with government agencies***

NGOs cannot have any significant impact on formal basic education without the co-operation of the Government through the GES and the Ministry of Local Government. Recognition by the Government legitimises an NGO in the eyes of the general public, and collaboration with government agencies provides the additional benefit of access to trained resource people from the relevant ministries. Many of the NGOs in the study have good links with government agencies, particularly the larger organisations.

3. ***Flexibility, adaptability and low levels of bureaucracy***

NGOs which are able to vary their approach to suit the particular needs of their target communities have good results with their programmes. Keeping administrative bureaucracy to a minimum also enhances the efficiency of project planning and implementation.

#### 4. *Religious affiliation*

Though not a requirement for NGOs operating in the formal education sector, a religious background can be a significant advantage. Organisations with religious backgrounds have access to additional sources of funding and of human resources. Religion is an efficient mobiliser of people and of financial resources. Also, the PTAs of religious unit schools tend to be stronger because their members are brought together through church activities.

#### Constraints faced by NGOs

The many different types of constraints faced by the NGOs in this study are given in the NGO profiles. The most frequently cited fall under the following broad areas:

##### 1. *Financial constraints*

This is the greatest problem for the majority of the organisations in the study, but more so for the local ones which do not have easy access to international funding sources. For these organisations, financial constraints impede access to human resources and hamper the establishment of an efficient administrative system.

##### 2. *Poverty and low education levels of target communities*

These often hinder participatory approaches by NGOs. For example, poor management skills of PTAs and of local project committees set up by NGOs can seriously hamper project development. Poverty of local communities also makes it difficult for them to contribute their cash percentage of project costs.

##### 3. *Lack of co-operation from Government agencies*

Some NGOs have encountered a lack of co-operation from line ministries. This is more the case for the smaller organisations. It is also difficult for NGOs to have any involvement at the policy-making level.

#### Umbrella organisations and Networks for NGOs

The main coordinating umbrella organisations identified in the survey are:

*The Ghana Association of Private Voluntary Organisations in Development (GAPVOD)* - GAPVOD was established in 1980 and now has 127 member NGOs, mostly in the south of Ghana. Its objective is to enhance the development of NGOs and the private development sector in which they operate. GAPVOD offers various services to its member organisations such as training, networking and support services. The organisation went through a period of crisis in 1992-94 which resulted in the breakdown of its administrative structure. A new executive was elected in 1995 and is currently in the process of reviving the organisation.

*The Inter-NGO Consortium for Relief and Rehabilitation* - This consortium was established by NGOs working in the Northern Region of Ghana, in response to the ethnic conflict of 1994. Since the conflict subsided some of the NGOs have become inactive members, however a hard core element remains, represented in the Northern Region as well as in Accra. The focus of the Consortium is on developing emergency preparedness capacity and on facilitating peace and reconciliation.

*The Participatory Methods, Training and Information Facility (PMTIF) and the Northern Ghana Network for Development (NGND)* - The Participatory Methods, Training and Information Facility is a country-wide network currently being set up to promote the methodological development and capacity-building of NGOs through inter-NGO networking. The process was initiated in 1993 by SNV, AA/G, Oxfam, WaterAid and ISODEC. ISODEC is currently setting up the PMTIF in Accra, and has organised workshops for the establishment of a counterpart PMTIF in northern Ghana, named the Northern Ghana Network for Development (NGND).

### **The Legislative Framework within which NGOs operate in Ghana**

#### *Current registration procedure*

NGOs in Ghana are required to register as a companies limited by guarantee under the Companies Code, Act 179 of 1963. In addition to this they are required to register with the Department of Social Welfare. This requires the satisfaction of a number of conditions including a written approval of the NGO by the sector ministry relevant to the scope of its activities. Upon registration, NGOs are granted certain tax exemptions and reductions. The registration procedure is somewhat cumbersome particularly at the second stage, and can be off-putting to small local organisations.

#### *The Bill on the proposed Non-Governmental Organisations Act 1993*

In 1993 the Government drafted a parliamentary bill proposing a Non-Governmental Organisations Act which would add a third stage the registration process. The bill proposed the establishment of an Advisory Council which would register NGOs, co-ordinate governmental activities related to NGOs and advise on NGO policy formation. The Council would have the power to cancel or suspend the certificate of recognition of registered NGOs. The response of NGOs to the bill was negative principally on the grounds of the government-majority composition of the proposed advisory council, and the significant powers of the Council over NGOs. GAPVOD was instrumental in mobilising NGO support against the Bill and it was ultimately withdrawn. The Ministry of Social Welfare is currently seeking technical support in order to re-initiate the dialogue on how best to create collaborative links between NGOs and government.

### **1.5. Content and Organization of the Study**

*Chapter 1* states the purpose of the survey and summarizes some of the key findings.

*Chapter 2* presents the profiles of the NGOs included in the survey. NGOs are grouped into categories, as follows: (1) Ghanaian chapters of international NGOs; (2) Ghanaian NGOs in partnership with international organisations; (3) local NGOs; (4) Denominational religious mission development agencies; (5) Religious Education Units; and (6) NGOs providing other community services. The NGO profiles include background, administration, funding, major services to education, community participation in projects and progress towards objectives.

*Chapter 3* looks at the main umbrella organisations for NGOs in Ghana. These are GAPVOD, the Inter-NGO Consortium for Relief and Rehabilitation, the PMTIF/Northern Ghana Network for Development, the Volta Region Association of NGOs (VORANGO) and the International NGOs Consortium.

*Chapter 4* outlines the legislative framework within which NGOs operate in Ghana, with particular reference to the parliamentary Bill proposing the Non-Governmental Organisations Act 1993. The registration procedure for NGOs is summarised and discussed, as is the content of the NGO Bill.

*Appendix 1* provides a matrix summarising information about the NGOs included in the survey.

## Chapter 2: NGO Profiles

### 2.1. Ghanaian chapters of international NGOs

#### 2.1.1. Action Aid/Ghana (AA/G)

##### Background

Action Aid/Ghana is a chapter of the international NGO, Action Aid International. AA/G was established in 1990. It is based in Accra with a support office in Tamale and field offices in Bawku (U.W/R) and Chereponi (N/R). The stated objective of AA/G is to work in partnership with poor rural people and to improve upon their quality of life through support of long-term sustainable, integrated and participatory development initiatives which make maximum use of local resources. AA/G's programmes focus on food security, health, education and income-generation. Its target area comprises the three regions of Northern Ghana.

##### Administration/management

Management is decentralised, with all programming activities in Northern Ghana handled by the Tamale office where administration/finance are based. The Country Director sits in Accra for liaison, lobbying and local fund-raising purposes. Each programme area has its own management systems, co-ordinated by a Programme Manager. The Deputy Director (based in Tamale) oversees all programme development. AA/G programmes are continually monitored to assess impact. Activity outputs are monitored on a monthly basis, objective outcomes are evaluated annually, and impact is evaluated on a mid-termly and annual basis. There are regular programme reviews/evaluations at the end of each cycle and mid-term reviews of the country programme. There is extensive use of PRA techniques in monitoring activities by all staff. AA/G is run by a total of 18 staff in its Accra and Tamale offices, 36 in Bawku and 16 in Chereponi. AA/G's target community is 4 chiefdoms in the Bawku West District and the Chereponi Sub-district, covering a total population of 106,000 people.

##### Major services to Education

- School renovation and construction including teachers' quarters;
- Provision of educational materials;
- In-service upgrading of teachers' skills;
- Capacity building of PTAs;
- Functional Literacy classes with the Non-Formal Education Division (NFED). In Bawku, children who have dropped out of school have been joining these classes. AAG is training its facilitators to accommodate these children.

##### Sources of funding and budget

AA/G's funding comes from Action Aid International's sponsorship income (UK and Italy), from an EU Grant (Brussels), an ODA grant (UK) and from Trade and Aid, a British charity organisation. Its programme budgets for education since 1993 have been as follows: 1993: £40,000; 1994: £42,000; 1995: £100,000; 1996: £93,000.

##### Community involvement in projects

All projects are designed based on community demand, and are developed through community planning sessions using PRA techniques. Community groups - especially PTAs - are at the centre of implementation. AA/G's input consists of technical support and materials not locally available (cement, roofing materials etc.), for which communities pay a percentage. AA/G's target community has a more active role than usual in the management of schools, due to the weakness of

government services in that part of the country. In Chereponi two-thirds of the schools are run entirely by the community. AA/G gained much experience from the Northern conflict in 1994, and has now developed a community-based monitoring system to monitor stress in the community to allow pro-active development interventions, in order to divert future emergencies.

#### Co-ordination with Government Agencies

AA/G collaborates closely with line government ministries for the implementation of projects, in particular MESW, GES, MOH and MOFA. Annual plans are discussed with these line ministries and with District Assemblies. Many of AA/G's programme activities are implemented through line ministry staff, e.g. health, water and some of the education programme activities. In addition to this, district NFED co-ordinators work in AA/G's Functional Literacy programme.

#### Progress towards objectives

AA/G has close links with its target community, with its actual headquarters in the Northern Region where its target communities are based. AA/G staff have a good awareness of the cultural background and history of the Northern conflict, and in fact AA/G was one of the founding members of the Inter-NGO Consortium for Relief and Rehabilitation formed in response to the Northern Conflict (see chapter 4). AA/G's highly participatory approach, actively involving beneficiaries in the planning and implementation phases of their programmes has contributed to the success of its projects. Specific indicators of progress for AA/G are as follows:

#### **Success**

- The sustained increase in enrolment and attendance in schools in their target area from less than 4% in 1991, to 43% in 1995;
- The increase in literacy learners from 100 in 1991 to 1,800 in 1995, rising to 3,370 in 1996;
- 38 classrooms built/renovated in Bawku and 2 schools in Chereponi (all JSS);
- Re-orientation/revision of NFED literacy materials to appropriate content and local language.

#### **Problems:**

- Poor management skills of PTAs;
- High school dropout rates due to poverty in target areas;
- Difficulty of attracting teachers to remote stations;
- MOE failure to recognise volunteer pupil teachers who have a commitment to the schools.

#### Links with other organisations

AA/G has working links with Kusaal Literacy Programme, a local NGO in Bawku, and with the Ghana Institute for Linguistics, Literacy and Bible Translation (GILLBT) in Chereponi. It has provided financial support for the establishment of the Northern Ghana Network for Development (NGND), and is a member of GAPVOD, of the Inter-NGO Consortium for Relief and Rehabilitation for Relief and Rehabilitation and of the Consortium for International NGOs.

#### Future Plans for education

Development of a Street Children Project as part of an urban programme in Tamale. This will include an educational component.

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## 2.1.2. World Vision International/Ghana (WVI/G)

### Background

World Vision International/Ghana is a branch of the international non-denominational Christian NGO, World Vision International. WVI/G was established in 1979. Its headquarters is in Accra with regional offices in all the other regions of Ghana except the Upper East Region, where projects falls under the management of the Northern Region office in Tamale. WVI/G's stated objective is "to follow our Lord and Saviour Jesus Christ in working with the poor and oppressed to promote human transformation, seek justice and bear witness to the good news of the Kingdom of God". The organisation has a holistic view of human development, seeking to address both the physical and spiritual needs of the poor. Their integrated development projects focus on health, nutrition, water and sanitation; formal and non-formal education; women in development and leadership; evangelism and leadership training; income-generating activities; and emergency relief and rehabilitation.

### Administration/management

At the head of the organisation is the advisory council. The National Director is a member of this council, and heads the Executive together with the Associate Directors at the senior management level. At the middle management level are the Heads of Departments. The management of field operations is headed by Sector Managers who supervise the activities of Area Development Programme Managers, who in turn supervise Area Development Facilitators. The organisation is run by a total of 65 staff at headquarters and over 130 in its regional offices and in field locations. WVI/G produces monthly project reports and holds quarterly and annual review workshops. External evaluations are carried out by donors for the big programmes.

### Major services to Education

The target community for WVI/G integrated projects is approximately 140,000 people in all regions of Ghana. In terms of education, WVI/G provides school infrastructure at pre-school, basic, secondary and vocational levels. To date, WVI/G has constructed 117 three-classroom day-care centres, 110 six-classroom blocks for primary schools, 64 JSS blocks with workshops, 5 Senior Secondary School blocks and 30 teachers' houses.

### Sources of funding and budget

WVI/G is funded by World Vision International support offices, which raise funds from foundations, church missions, multi- and bi-lateral donors, individuals and various other donors. In addition, all community development projects require a percentage contribution from the project community. WVI/G's total expenditure on development programmes from 1979-94 was US\$35,600,000. The organisation's annual expenditure on projects related to basic education is estimated at US\$1,000,000.

### Community involvement in projects

The choice of project areas, the planning and the implementation of projects are all carried out with significant participation of stakeholders in the local communities, particularly PTA members, District Assembly members and church leaders. Communities must provide a certain percentage of project costs which varies in each case. This usually entails the provision of all communal labour necessary for the project, cash donations and material donations e.g. water, wood and sand, as accessible in the location. Cash donations often amount to 10-15% of project costs and material and labour contributions can reach up to 50% of requirements. Upon completion of the projects, communities are responsible for their day-to-day management. In the case of schools, WVI/G's contribution extends no further than the provision of infrastructure - the rest is up to the Government and the local community.

### Co-ordination with Government Agencies

Project areas are chosen in collaboration with regional and district government administration authorities. When areas are selected planning meetings are held with the participation of District Assembly members, district MOE representatives, local NGOs, local churches and other stakeholders. WVI/G liaises closely with regional line ministries for collaboration on workshops and other outreach programmes.

### Progress towards objectives

WVI/G is well grounded in its target communities, having offices in almost all regions of Ghana. Although an international organisation, WVI/G is headed by Ghana at the directorship level. This enhances its links to its local context. Another favourable factor for WVI/G is its religious background, which tends to be a good foundation for commitment to voluntary and charitable work. Specific progress indicators for WVI/G are as follows:

**Success:** WVI/G's success is demonstrated by the growth of its operations since its establishment. The organisation started out in 1979 with 6 staff and a yearly projects budget of US\$125,726. By 1994 the staffing level had risen to 195 and the projects budget to US\$4,443,647. Some indicators of the success of WVI/G's educational programmes are:

- The enhanced enrolment of pupils due to the provision of educational infrastructure;
- The attraction of teachers to rural areas by the provision of housing for them;

**Problems:** some of the problems faced by WVI/G are as follows:

- The difficulty of finding field staff for posting to remote rural areas;
- The lack of commitment from certain local line ministries, their high expectations when called upon to facilitate workshops etc., and their lack of co-operation when they are informed of problems with community projects;
- The difficulties of adequate project management by illiterate community members;
- In some instances, lack of co-operation from certain community members, seriously hindering the progress of a project.

### Links with other organisations

WVI/G has working links with ADRA, COWAP (DANIDA-funded), and the Luke Society Mission in Germany, among other NGOs and mission groups. It is a member of GAPVOD and of the Inter-NGO Consortium for Relief and Rehabilitation for Relief and Rehabilitation .

### Future Plans

WVI/G is in the process of implementing a major change to its development approach. This involves shifting from the sponsorship of scattered individual communities to the Area Development Programme (ADP) which will concentrate activities within a clearly defined geographical area in each region for a period of 10-15 years. Areas selected under the programme will fall within the neediest in the region. The new approach will involve total collaboration with all stakeholders including District Assemblies and Traditional Councils, and is aimed at improving the sustainability of WVI/G's programmes.

### 2.1.3. Plan International/ Ghana (PI/G)

#### Background

Plan International/Ghana was established in 1993 as a branch of the international NGO, Plan International, formerly known as Foster Parents' Plan International. Its stated purpose is "to help deprived children realise their full potential and dignity by enabling them, their families and their communities meet their basic needs, thus empowering them to participate in and benefit from their societies". Plan International matches children from a particular community with "foster parents" abroad. The money is then used collectively for development projects within the community which are directly beneficial to the children. This translates into health, education, income-generation and environmental projects.

#### Administration/management

PI/G is headed by a Country Director under whom there are four major administrative divisions, namely Programme, Sponsorship, Management Information Systems, Accounts and Administration. The Programme Division has a Programme Director and a Training Co-ordinator, and plans to hire a Health and Education Expert. Community Facilitators are appointed to each project in the field. PI/G has a monthly/quarterly reporting system, and is at present in the process of setting up a formal Monitoring/Evaluation system. The organisation is run by 14 staff at the headquarters in Accra, and 7 in the field. The recruitment of 17 additional headquarters staff and 11 field staff is projected.

#### Major services to Education

- Provision of school infrastructure and equipment such as furniture - To date PI/G has constructed 28 primary schools and 21 day care centres. 13 of these buildings are currently in the final stages of construction;
- Provision of educational materials and school uniforms;
- Sponsorship of in-service training for teachers.

#### Sources of funding and budget

Funding comes from child sponsorships in Japan, Australia, Canada, Netherlands, The United States, Britain, France, Belgium and Germany. PI/G's FY 96 budget is US\$849,606. 41% of this figure - \$348,338, is designated for education.

#### Community involvement in projects

Beneficiary communities have to contribute roughly a third of the cost of building schools in the form of communal labour and materials (sand, stone, water). The implementation of PI/G projects is managed by local Community Development Committees who are also members of the PTAs. After completion of school structures, the Community Development Committees are responsible for dealing with any problems that arise in the school.

#### Co-ordination with Government Agencies

PI/G continues to play a role in schools after construction is complete. They liaise with the MOE regarding the staffing of the schools, and they request a Circuit Supervisor (CS) for routine inspections if one is not already assigned to that area. If it is necessary, PI/G provides the CS with support for the accomplishment of his/her duties. Copies of Circuit Supervisor reports for their schools are requested by PI/G. Any problems with the schools are referred to the Community Development Committees. In addition, PI/G's Community Facilitators sit on the District Education Committees for Co-ordination.

### Progress towards objectives

#### **Success:**

PI/G is still a new organisation thus it is too early to identify any reliable indicators of success. PI/G staff feel however that in some instances, community contributions to the construction of school buildings and community management of these projects have been particularly successful.

#### **Problems:**

- The poor quality of education in the schools;
- Lack of teachers to staff schools;
- Lack of parental interest in children's education;
- Financial mismanagement of projects by community members.

### Links with other organisations

PI/G has working links with Response, an NGO working with street children, and with the Planned Parenthood Association of Ghana (PPAG). It is a member of the Consortium of International NGOs.

### Future plans for education

PI/G's major plans for the future are:

- To enhance the sustainability of its projects by making it necessary for communities to meet certain requirements in order to qualify for assistance. For example, communities will be required to provide teachers' accommodation and to form PTAs or school management committees;
- To phase out the provision of school uniforms, a programme regarded as financially unsustainable. The payment of school fees of children in project areas by PI/G, also regarded as unsustainable, was phased out in 1995;
- To recruit staff with expertise in education and health, to enhance PI/G's planning and monitoring of educational activities;
- To give more support to pre-school education as a prerequisite for primary education;
- To place more emphasis on the training of teachers.

### 2.1.4. Voluntary Service Overseas/Ghana (VSO/G)

#### Background

Voluntary Service Overseas is an independent British NGO which has been working in Ghana since 1958. It is committed to assisting communities to achieve their development aims by providing long-term practical assistance in the form of volunteers. Volunteers are skilled in the fields of education, natural resources, health, social/community development and technical assistance. They are posted to government institutions, mission projects, women's groups and other NGOs. As of October 95 there were 68 VSO volunteers at post in Ghana. VSO/G is based in Accra.

#### Administration/management

VSO/G has two co-directors on a job-share basis, 3 programme officers and 6 administrative/support staff. The co-directors report to the West Africa Regional Programme Manager based in London. The organisation is run by a total of 11 staff.

### Major services to Education

VSO/G's main assistance to education is targeted at Senior Secondary schools and Vocational and Technical colleges. However there is some assistance to the Basic Education sector through the posting of 7 volunteers at 6 Primary/JSS Teacher Training Colleges, teaching English and Mathematics with an emphasis on methodology. The methodology introduced by volunteers is more participatory with creative teaching methods.

### Sources of funding and budget

VSO/G is funded by a block grant from the ODA and by charitable donations from the public through VSO/UK. VSO/G Volunteers working in education are in effect GES employees. They have their salaries paid and their accommodation provided by the GES. VSO/G supplements salaries and provide small project funds to support volunteers' work.

### Progress towards objectives

#### **Success:**

- Motivating and encouraging students with a serious commitment to teaching careers;
- Influencing other tutors to improve their approach.

#### **Problems:**

- It is difficult for a single person to influence significant change in teaching methodology;
- The syllabus is unrealistically large and the standard is too high for many students;
- Many students are not motivated to become teachers but see their teaching qualification as a ticket to a place at university.

### Links with other organisations

VSO/G has working links with all the organisations which employ their volunteers. This encompasses a range of government agencies, religious education units, local NGOs, international NGOs, subvented organisations and EU funded projects.

### Future Plans for education

VSO/G would like to use the skills of volunteers in as productive a way as possible. However the organisation's mandate does not allow it to initiate projects, but only to respond to requests for employers for skilled personnel. Thus VSO/G's future plans tend to be determined by the organisations which employ their volunteers.

## 2.1.5. Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT)

### Background

The Ghana Institute of Linguistics, Literacy and Bible Translation was established in 1962 in Ghana as a chapter of the Summer Institute of Linguistics International. It went under the name of 'Summer Institute of Linguistics' (SIL) until 1980, when its name was changed to GILLBT. GILLBT is affiliated to the University of Ghana by written agreement with the Institute of African Studies (IAS). It also co-operates with the Language Centre, the Department of Linguistics and the Institute of Adult Education (IAE). GILLBT's main objectives are to provide written materials for Ghanaian languages which have not been adequately transcribed, to prepare literacy materials and translate the Bible and other Christian books in these languages, and to co-operate with other individuals and organisations engaged in similar linguistic and charitable activities. As illiteracy rates are highest in the Northern part of Ghana, GILLBT's work is concentrated in the Northern, Upper East and Upper West Regions.

### Administration/management

GILLBT is headed by an Advisory Council and a Board of Trustees. The Executive Committee consists of a Director and 3 Associate Directors, who manage five technical units, namely Linguistics and Research, Literacy and Development, Translation and Scripture in-use, Resource Development and Support Services. Reporting to the Directors are the Project Managers of Language projects. The organisation is run by a total of 172 staff of which 121 are Ghanaians and 51 are expatriates. 65 of them are based at the headquarters. 100% of the expatriate staff and about 30% of the Ghanaian staff are not paid and have to raise their own funds for their fieldwork and their upkeep. Regular internal evaluations are carried out with the input of regional co-ordinators, and initial, mid-term and final external evaluations are carried out for every block of funding received.

### Major services to Education

For the purposes of this study it is GILLBT's Literacy and Development unit which is of the most interest. GILLBT has developed functional literacy programmes in all its areas of operation, which are open to everyone, and not only to the religious community. Although GILLBT's literacy programme is targeted at adults, certain developments are of particular interest to education at the basic level:

- Under its literacy programme, GILLBT has developed teaching materials in Northern Ghanaian languages which are being used on the GES curriculum at P1-P3 levels. These materials are in languages such as Leleme and Bimoba which are not catered for by the GES.
- materials developed by GILLBT have been modified and used by other NGOs - e.g. School for Life in children's educational programmes.
- GILLBT runs special classes for children who come to their adult literacy classes. Particularly in the Northern and Upper East Regions, many children of school-going age are part of the family workforce and cannot be spared during the day to attend formal school. GILLBT decided to separate these children from the adults and to run special classes for them because the content of the adult literacy course is oriented towards providing functional skills for adults. In addition to this, they found that the children were quicker at learning than the adults. Through this programme GILLBT has been able to convince many rural parents to let their children continue their education in formal schools.
- Adult graduates of GILLBT's literacy classes have set up 3 'primary schools' for adults. The first was started by Dagbanis who had finished literacy classes and wanted to pursue further learning. The schools are seasonal, so as not to conflict with peak farming seasons. The adults who complete their studies at these primary schools enter formal JSS schools, and attend classes together with the children. These schools are currently the topic of French Government-sponsored research by the IAE.

### Sources of funding and budget

GILLBT's funding comes from SIL International, churches, religious organisations, individual donations and various NGOs. Funding for their literacy programme comes mainly from EZE - a German Protestant development organisation, and from CIDA, Canada. Funds from SIL International are principally for Bible translation. Expatriate workers come from church missions and are seconded by SIL International. GILLBT's overall annual budget is estimated at US\$100,000.

### Community involvement in projects

The five phases of GILLBT's Literacy and Development Programme are as follows: (1) Beginning Literacy; (2) Training and Ongoing Literacy; (3) Towards Self-Management; (4) Towards Self-Financing; (5) Autonomy/Maturity. Under this programme, GILLBT establishes a Literacy Committee in each project area, consisting of community members who gradually take complete responsibility for the project. This Committee is responsible for raising funds to sustain the project after GILLBT has withdrawn. To this end GILLBT assists such committees in obtaining loans to start up Income-Generating Projects (IGPs). Profits from these projects sustain the local literacy programme and are used for community development purposes. For instance, under the IGP programme one literacy group has set up a grain storage project, a bee keeping project and a library. In GILLBT's experience, women are more trustworthy in handling the accounts of the IGPs, thus these projects are often headed by women.

### Co-ordination with Government Agencies

GILLBT has working links with the various government bodies which are relevant to the nature of its work. The Universities of Legon and Cape Coast are represented on GILLBT's advisory board and various other government agencies such as the GES, the NFED, the National Council on Adult Education, the Christian Council and the University of Development Studies (Tamale), have also been invited to sit on the Board. GILLBT staff attend regional and district advisory committee meetings for NFED, particularly for the languages which overlap in their programmes. GILLBT has enjoyed much support from the Government. The NFED has contributed a number of motorcycles, bicycles and radios to GILLBT in addition to sending a member of GILLBT's staff to the UK for training. GILLBT in turn has given assistance in computer desktop publishing to IAS and NFED. NFED has commissioned GILLBT to write rural newspapers in two Northern languages.

### Progress towards objectives

With 34 years of experience in Ghana, GILLBT is an extremely well established organisation. GILLBT staff feel that the organisation's success is due to its foundation on a solid base of linguistic research, and to the commitment of the Christians in the organisation and the resulting pool of committed voluntary labour. Specific progress indicators for GILLBT are as follows.

#### **Success:**

- A large number of children from GILLBT's children's literacy classes have entered formal basic education. For example in GILLBT's Bimoba Literacy Programme, 58 children between the ages of 6-18 entered formal primary schools between 1982-94, and 4 adults between the ages of 22-27 entered formal primary and JSS schools in the same period. This is only one of over 20 Literacy Programmes;
- GILLBT has literacy programmes in 26 Ghanaian languages, as against the NFED's 15. Between 1985-90 alone, 48,188 adults have graduated with certificates from GILLBT's Literacy Programme;
- GILLBT programmes have brought Northern Ghanaian women into the decision-making arena, traditionally inaccessible to them, by giving them an important role on most of their community Literacy Committees;
- Many GILLBT literacy graduates have gone on to further education or to professions such as nursing.

### **Problems:**

- Inadequate funds, particularly for mobilisation, transport and publication;
- In some cases NFED co-ordinators have tried to take over GILLBT's Literacy Programmes, and to introduce southern Ghanaian languages into the programmes. This interference has caused GILLBT problems with sustaining the level of interest by participants. GILLBT has attempted - so far unsuccessfully - to interest the NFED in signing a joint protocol agreement with them.

### Links with other organisations

In addition to the organisations already mentioned in the background and funding sections, GILLBT has working links with Action Aid, CUSO, ODA, World Vision, CRS and School for Life among other NGOs, various church groups and various local community organisations. GILLBT also has a working relationship with the Inter-NGO Consortium for Relief and Rehabilitation for Relief and Rehabilitation, but is not yet a formal member.

### Future Plans for education

GILLBT's plans for the future are to continue with their present strategies which are evidently successful. The financial independence of literacy groups are an area of priority for future plans, as is the continuation of review and strategic planning to meet the needs of learners as closely as possible.

### 2.1.6. Childcare International/Ghana (CI/G)

#### Background

Childcare International/Ghana is a chapter of Childcare International, a Christian NGO with the stated objective of "Meeting the needs of the poor with emphasis on children through a medical, social, educational and spiritual ministry based upon the Gospel of Jesus Christ" The organisation was established in 1992 in Cape Coast.

#### Administration/management

CI/G is headed by a Board of Advisors. A National Director who also plays the role of Project Director runs the Executive and supervises an Administrative Officer, a Sponsorship Co-ordinator and a Ministry Co-ordinator. The Sponsorship Co-ordinator monitors the activities of teachers involved in the programme. CI/G is run by a total of 4 staff.

#### Major services to Education

- CI/G offers sponsorship to needy children through their Educational Sponsorship Programme. The target community for the programme are fishing communities, where a number of schools are selected;
- CI/G runs a pre-school in Cape Coast town which is attended by some of their sponsored children and is open to the public.

#### Sources of funding and budget

CI/G's funding comes from Childcare International, Germany and from other benefactors.

#### Community involvement in projects

CI/G involves community opinion leaders and in particular, the PTAs of their target schools in their Educational Sponsorship Programme.

### Co-ordination with Government Agencies

CI/G does not have any formal relationships with government agencies beyond the annual submission of information required by MESW.

### Progress towards objectives

#### **Problems:**

- The generation of interest in children's education among the fishing communities has been problematic - CI/G enlists the help of opinion leaders and PTA members to try to raise more interest;
- CI/G lacks human resource training of its staff, as well as efficient monitoring and evaluation systems.

### Links with other organisations

CI/G has working links with Child Evangelism Fellowship, with World Vision International and with Childcare International, Germany, its main sponsors.

### Future Plans for education

- To expand their pre-school;
- To improve upon human resource training;
- To improve on the Monitoring and Evaluation System.

## **2.1.7. Forum for African Women Educationalists/Ghana (FAWE)**

### Background

FAWE/Ghana was established in 1992 as a chapter of the international organisation FAWE which has 28 members from 23 countries, and has its headquarters in Nairobi, Kenya. FAWE as a Regional Association, brings together a group of Women Ministers in Education, University Vice-Chancellors, Permanent Secretaries and other prominent women educationalists, for the purpose of promoting the education of girls and women in Africa by initiating appropriate policy debates, advocating for and promoting female education, and mobilising internal and external resources in support of female education in Africa. FAWE/Ghana's President is the former Deputy Minister of Education, Vida Yeboah another former Deputy Minister of Education, Patience Addow, is on FAWE's Executive Committee. The organisation comprises a core group of women from across the Education Sector as well as from other associations and organisations directly involved in promoting women's social status. FAWE/Ghana is based in Accra and has projects in 7 districts in 3 regions.

### Administration/management

FAWE has a General Assembly, an Executive Committee and a secretariat of 11 staff based in Accra.

### Major services to Education

As a pressure group for girls' education in Africa, FAWE engages in the following activities:

- Organisation of advocacy, awareness and sensitisation programmes through workshops, the media, and the FAWE newsletter. These are aimed at educating parents, educators, policy-

makers and the general public about the need to promote the participation of girls at all levels of the education system as well as in the informal education sector;

- Collation and circulation to all stakeholders of education, appropriate existing data on matters relating to participation of girls, to reinforce concerns raised about the low levels of girls' enrolment. To this end FAWE has set up an information and documentation centre at its headquarters, with a reference library,
- Selection of specific areas for intervention and research with a view to minimising the problems militating against the improved participation of girls in education;
- Fund-raising and mobilisation of appropriate resources required for specific interventions;
- Sharing of experiences through networking with other FAWE member countries as well as other organisations engaged in activities relating to girls' education.

#### Sources of Funding

FAWE/Kenya and UNICEF

#### Progress towards objectives

FAWE's direct access to the central government policy-making arena give it an advantage over other NGOs. It also provides it with a high level of legitimacy both nationally and internationally. Specific indicators of progress are as follows:

#### **Success:**

- FAWE/Ghana is among 4 countries chosen by FAWE/ Kenya for the pilot phase of the Agathe Award Competition Project, an award which honours innovative strategies employed by African countries to improve girls' access to, and performance in school;
- FAWE has been very active in forming new partnerships which enables it to play its advocacy role at the District level. Through this the organisation has been able to reach the grassroots level, bringing people from that level into contact with the policy-making level.

**Problems:-** Resource constraints are the main problem for FAWE.

#### Links with other organisations

FAWE has initiated networking meetings with NGOs with mandates similar or relevant to theirs. These include FIDA, the 31st December Women's Movement (DWM) and PRONET.

#### Future Plans

FAWE plans to broaden the scope of its activities and to identify new areas of activity where intervention programmes will be identified.

## 2.2. Ghanaian NGOs in partnership with international organisations

### 2.2.1. School for Life (SFL)

#### Background

The School for Life is a Ghanaian NGO working in partnership with the Ghanaian-Danish Communities Association (GDCA), its sister organisation. GDCA is a Ghanaian/Danish friendship organisation established in 1981, which fosters friendship ties between groups in Denmark and communities in the Tolon-Kumbungu District of Northern Ghana. SFL was established in late 1994, in response to a request by the Dagbon Traditional Council for assistance from the Danish Government to support an educational programme with the aim of reducing child-illiteracy. The Danish Government agreed to provide funds if the Dagbon Traditional Council would set up an organisation to manage the programme. With the assistance of GDCA the Dagbon Traditional Council established SFL. The organisation's objective is to bring functional literacy to children who do not attend formal school due to their commitments as part of the family labour force. SFL's ultimate aim is for the children who have completed their courses to enter formal schools. The organisation also aspires to give pedagogical inspiration to the formal school system through its functional teaching methods. So far SFL's target community consists of two districts in the Northern Region.

#### Administration/management

There is a 'School for Life Committee' in the GDCA in Denmark, which formulated the SFL programme and monitors SFL's progress. There is also a local Board of Directors in Ghana which is composed of representatives from the Dagbon Traditional Council, from GDCA, and from a wide range of government agencies. The organisation is managed by an executive of 5 people at the headquarters in Tamale, and there is an SFL Membership Association which guides the Board of Directors at Annual General Meetings.

#### Major services to Education

SFL is running a 3-year pilot programme featuring the following components:

- Running of afternoon classes in functional literacy and basic numeracy for children in 100 communities in the Yendi and Gushiegu/Karaga districts - 50 in each district. The estimated population of these districts combined is 180,000 people. Classes are held in existing school facilities and each contain 25 pupils. The curriculum is taught exclusively in the mother tongue and was designed with much input from the GES. There was also collaboration with GILLBT on the production of primers in Dagbani and Konkomba. All the class facilitators are volunteers trained by SFL in functional literacy and participatory teaching methodology. They are all locals from the project area, chosen by the communities themselves. These volunteers are rewarded with incentives linked to the duration of their services such as bicycles and radios. The SFL curriculum focuses on functional literacy and life skills dealing with recognisable aspects of everyday life for the children in the communities;
- Provision of funds and technical support for basic rehabilitation of dilapidated school structures in the target area. This is a self-help programme which communities apply for, on their own initiative. Communities contribute 25% of the costs - half in cash and half in labour.
- Provision of teaching materials - these include reading and writing materials, tape recorders for the radio component of the teaching course, furniture, blackboards etc.

### Sources of funding and budget

SFL's funding comes primarily from DANIDA. The budget for the 3 year programme is 8.7 million Danish Kroner, roughly equivalent to US\$1.2 million. About 50% of this amount has been generated through the Christmas Calendar Fund. Calendars are produced by Denmark Radio and the fund is administered by DANIDA and awarded for 3 year periods to different countries. In 1994 SFL applied for the fund and won. This fund will last three years. A small amount of additional funding comes through the GDCA. The Danish Government will also provide 10 school pavilions for 10 communities in the conflict area, outside of SFL's budget.

### Community involvement in projects

In every project village the community must supply the class facilitator, and the local people form a School for Life Committee responsible for the school. The SFL Committee opens an account and calls in a technical manager to draw up a budget. Each SFL Committee has five members out of which SFL requires at least 2 to be women. The local chief must send his own representative to be a committee member and the local Assemblyman is encouraged to attend committee meetings. The SFL Committee always confers with PTAs in the running of the schools, and the SFL Committee chairman is frequently also a PTA Chairman. In some cases communities give additional assistance by providing incentives for voluntary facilitators.

### Co-ordination with Government Agencies

8 of the 13 places on the SFL Board of Directors are held by representatives from government agencies, namely the NFED, the Ministry of Education, the Department of Community Development, the NCWD, the Ghana National Commission on Children, the Bureau of Ghana Languages, the Yendi District Assembly and the Gushiegu-Karaga District Assembly. The NFED are SFL's consultative advisors and have appointed a senior officer as SFL's main advisor. SFL has a budget item to sustain this relationship, a strategy encouraged by DANIDA in order to prolong the life of the programme after the funding term runs out. There has even been the hope that NFED might absorb SFL if no funding is available after the pilot programme, however SFL realises that NFED's resources are limited.

### Progress towards objectives

SFL is well rooted in its target community, having actually been set up by the Dagbon Traditional Council. SFL staff feel that one of their strengths is the lack of bureaucracy within the organisation and the empowerment within the project itself, stemming from the fact that the Executive has the freedom to act without "waiting for approval at every step". The main worry for SFL is financial sustainability. Further details on SFL's progress are given below.

#### **Success:**

SFL is still a very new organisation, however its programme is operating successfully so far, and communities are enthusiastic and willing to contribute what they can. Morale is high among SFL teachers and this tends to rub off on the formal public school teachers whose motivation is low. District GES officials are very positive about the programme, and communities are pleased with the progress of the children. There is even pressure for SFL to accept more than the stipulated 25 children per class.

### **Problems:**

- Lack of enough resources to cope with the demand - funding constraints force SFL to adhere to its capacity of 25 children per class despite its long waiting list. The continuous motivation of volunteer facilitators is also problematic due to budgetary constraints. Existing funds for transport and communication are inadequate;
- The organisation is not financially self-sustaining and will have to seek new sources of funding when its present funding phase is over.

### Links with other organisations

In addition to the organisations already mentioned in this context, SFL has close working links with the Ghana-Danish Community Programme(GDCP). It has also recently initiated a relationship with UNICEF and with the Business and Development Consultancy Centre (BAADEC) in Tamale. SFL is a member of the Inter-NGO Consortium for Relief and Rehabilitation for Relief and Rehabilitation .

### Future Plans

SFL hopes to extend its programme to other districts in the Northern Region. It has recently approached the World Bank for funding and plans to send additional proposals to UNICEF and World Vision. SFL hopes that in time their programme will influence GES methodology.

## 2.2.2. Ghana-Danish Community Programme (GDCP)

### Background

The GDCP was established in 1983, and like the School for Life (see above), is a sister organisation to the Ghana-Danish Communities Association. GDCP's objective is to promote friendship, co-operation and the socio-economic development of the Tolon-Kumbungu District through infrastructure provision (schools and clinics), functional literacy for adults, and loan schemes for women. GDCP is based in Dalun, a small town about 30km from Tamale. GDCP's target area, the Tolon-Kumbungu District, has a population of 151,796 people (1994 census figures).

### Administration/management

GDCP has an Executive Council on the GDCA in Denmark, as well as a local Executive Council in Ghana. This Council supervises 4 committees namely the Executive Committee, the Projects Committee, the Board of the Adult Education Centre and the Committee on Friendship. The President and Vice are part of the Executive Committee. There is a local GDCP Project Committee in each of the 17 chiefdoms of the district, each including a representative of the Chief and a women's leader. Each of these committees has 3 representatives on the Executive Council of GDCP. In total GDCP is run by 27 staff - 10 senior staff at headquarters and 17 junior staff in the field. GDCP carries out monthly internal evaluations of which reports are sent to the Executive Committee in Denmark. A report is sent to DANIDA every 6 months. DANIDA will carry out a mid-term appraisal of GDCP's current programme in October 1996, and a final appraisal at the end of the programme in 1998.

### Major services to Education

Since 1994 GDCP has commissioned 8 schools which have either been built or rehabilitated by the organisation. Another 4 will be commissioned in 1996. All the schools built from scratch are primary schools and a few of the ones which have been rehabilitated are JSS schools. After completion of a school building, GDCP pays 10% of the value of the structure into an account operated by the local GDCP Project Committee, for the maintenance of the building.

### Sources of funding and budget

GDCP's funding comes from DANIDA and from friendship groups in Denmark through the GDCA. GDCP is itself supposed to generate 30% of the running costs of its educational centre (for adult literacy), so it hires out the centre's accommodation facilities for conferences in order to generate income. Its radio station project currently in the planning stages under the adult literacy programme, is also projected to generate income in the future. GDCP's first spurt of major funding came in 1993, when DANIDA started funding after carrying out a full-scale appraisal which significantly re-oriented and extended the scope of GDCP's activities. Its current programme is a 5-year one, going from '94 to '98, and it has a total budget of US\$2.6 million. Its FY96 programme budget for infrastructure is ø85 million, designated for the construction of 4 schools, a pipe-borne water project for one village, and a nurses' quarters.

### Community involvement in projects

GDCP pays only 50% of the cost of its school infrastructure projects. The community is required to provide the remaining 50% - 10% in cash and 40% in labour. As mentioned above, the local GDCP Project Committee is also responsible for the maintenance of the structure after its completion. The Project Co-ordinator and the Chairman of the Committee are signatories to the account set up for maintenance. The Committee members are expected to form a PTA for the school, and are sent to the GDCP headquarters for training. Thereafter GDCP hands the school over to the GES and to the community. Although friends in Denmark send books for the schools, GDCP does not play any further role in the management of the school.

### Co-ordination with Government Agencies

GDCP collaborates with front-line government agencies in the implementation of its programmes. These agencies are: MOE, MOH, MOFA, MESW and the local District Assembly. The monitoring of GDCP women's loan groups is carried out by MESW, MOE staff are used as resource people for GDCP's adult literacy courses, and MOH staff for their health education and immunisation programmes. GDCP sometimes organises 'training of trainers' courses for capacity-building of front-line government staff, under their educational unit and community projects. Finally, GDCP liaises with MOE and MOH for the staffing of its schools and clinics.

### Progress towards objectives

GDCP feels that the way in which communities are integrated into their activities is an important factor of their success. It's initial steps towards supplementing its income enhance its financial sustainability. Specific progress indicators are as follows:

#### **Success:**

- GDCP have improved the infrastructure in the Tolon-Kumbungu District dramatically;
- GDCP loan schemes to women have led directly to improved opportunities for children's education. An appraisal mission using PRA methods found that most of the women in the project were spending the money they earned on health and education for their children. In GDCP's experience, women are significantly more trustworthy in running project accounts and repaying loans than men. Furthermore, while men tend to spend their extra cash on funerals and material things which have prestige value, women spend it on their children;
- Through the insistence that women join the GDCP Project Committees they have empowered women and made them more outspoken;

- Functional literacy has had a direct impact on improved farming methods, esp. the adoption of bullock ploughing.

#### **Problems:**

- GDCP's 'training of trainers' programme has not been successful because most of the time front-line government staff cannot meet the collaborative agreements upon which the programme is based. They expect GDCP to cover all their costs;
- GDCP does not get the support it requires from government agencies in staffing its schools and clinics. This is seen as the fault of both the government agencies and the local communities. In some cases - particularly in remote rural villages - schools constructed by GDCP have become white elephants because no teachers are sent by the GES. This is a major headache for the project. GDCP feels that it is taking over the functions of the central government in the district;
- The poverty of some communities makes it problematic for them to raise the 10% cash contribution for infrastructure projects;
- In some cases community attitudes towards maintenance leave much to be desired.

#### Links with other organisations

GDCP has a close working relationship with School for Life which shares its sister organisation, GDCA. It also has working links with UNICEF. GDCP is an active member of the Inter-NGO Consortium for Relief and Rehabilitation and plans to become a member of GAPVOD.

#### Future Plans for education

GDCP's future plans will be consolidated after DANIDA's mid-term appraisal mission in October 96. The organisation may possibly want to phase out its community infrastructural projects, with the hope that community income levels and awareness will have improved enough for the communities to take over.

### **2.2.3. Ghana Book Trust (GBT)**

#### Background

Ghana Book Trust was established in 1990 by The Canadian Organisation for Development through Education (CODE), to serve as its national counterpart. Its mission statement is 'to assist in the promotion of a literate environment in Ghana through the provision of books'. Its objectives are to enhance Ghanaians' access to books through support to libraries and the national publishing industry, to help promote the Ghana Publishing Industry through the purchase of books, to distribute books in support of literacy and post-literacy programmes, to co-operate with other bodies engaged in library development in Ghana, to support the programmes of CODE in promoting indigenous publishing and to co-ordinate other CODE projects in Ghana. GBT is based in Accra.

#### Administration/management

GBT is governed by a 7-member local board of Trustees which supervises and determines the policies of the Trust. It is administered by an Executive Director who is the head of administration. The administration consists of 5 staff. GBT reports to the CODE Regional Director for West Africa who is resident in Bamako, Mali. GBT has a full time project monitor who goes round to schools and

rural libraries to ensure that they are well supplied. Follow-up visits are sometimes also made by CODE officials. In addition, evaluation forms are sent out to all members. Their response forms the basis for the evaluation of the programme.

#### Major services to Education

Provision of books free of charge for library development in schools and rural libraries. Membership of GBT is open to schools, public, special and University Libraries. GBT has 350 Primary and JSS member schools in all regions of Ghana. Members are invited to the two book depots in Accra and Kumasi to select appropriate titles in conjunction with GBT staff. Each school receives 50 local books and 200 imported ones selected by the head of the school. In planning the allocation of books, GBT gives special attention to the most needy institutions in Ghana, particularly those in the rural areas. Children are the chief concern of GBT and receive 60% of all books distributed.

#### Sources of funding and budget

CODE supplies all the imported books to GBT as well as funds for the purchase of appropriate Ghanaian books. CODE obtains the books through donations from publishers, universities and school boards in Canada and the US. CODE itself receives funding from the Canadian public, from private corporations and other institutions, CIDA and a range of national and international donor agencies. GBT selects books from an annotated list of titles supplied by CODE and its affiliate, the International Book Bank and other donors. GBT takes responsibility for the clearance of the containers of books when they arrive at Tema Port. GBT obtains income for its administrative expenses through charging a membership fee from which any surplus retained is recycled into the fund used to purchase local books. The membership fee for basic level schools is ₵30,000 per year at current rates. The cost of supplying the 250 books to each school is estimated at ₵500,000 per school.

#### Community involvement in projects

Where schools find it difficult to pay their membership fees, PTAs and District Assemblies are contacted to pay the local contribution. District Assemblies provide the buildings and furniture for community libraries supported by GBT, and identify and train local librarians. They also pay annual subscription fees for the rural libraries.

#### Progress towards objectives

GBT is providing a valuable supplement to the reading materials available to Ghanaian school children. Some indicators of GBT's progress are:

##### **Success:**

- Many schools libraries and rural libraries have developed and expanded as a direct result of GBT's assistance.

##### **Problems:**

- The available supply of books cannot cater for the numerous applicants;
- Access to rural schools is sometimes problematic;
- There is the need for training of GBT staff.

#### Links with other organisations

GBT has links with Books for Africa (US), Ghana Educational Assistance Forum/Australia and Book Aid International/Britain. It is a member of GAPVOD.

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## Future Plans

GBT plans to open depots in the Northern part of the country in order to reduce costs and time for rural schools, in collecting donated books.

### **2.2.4. The Educational Sponsorship Programme (ESP)**

#### Background

The Educational Sponsorship Programme was established in December 1992 by African American settlers in Ghana. It is thus not an easy organisation to categorise. ESP's main purpose is to improve the conditions of Ghanaian communities through education and health assistance targeted at children. ESP also aims to increase understanding and knowledge between Africans, African Americans and other Africans of the Diaspora. ESP is based in Elmina and its target community so far, is the Central Region of Ghana.

#### Administration/management

ESP is headed by an Administrator and an Assistant Administrator, who supervise the activities of the Educator/Advisor, the Treasurer, the Chaplain, the Health Officer, the secretaries and the volunteer staff. The ESP administration also supervises the international membership of the Sponsorship Programme. ESP is in the process of setting up a formal evaluation system whereby questionnaires will be sent to schools, sponsors, and other contributors.

#### Major services to Education

Provision of funds for children to attend school, receive medical care, extra tuition and personal care. At present, ESP is sponsoring 10 children in 3 towns of the Central Region. 4 of these are in primary schools and the rest in pre-school, secondary school and technical college. Children are individually sponsored by donors abroad who communicate with them by letter. Sponsors may choose to continue sponsoring their wards through secondary school and vocational/technical training. Sponsorship payments furnish tuition, books, uniforms and medical and nutritional assistance. In addition, ESP provides building materials to delapidated schools in the target area.

#### Sources of funding and budget

ESP is funded by donations sent by the children's sponsors and by donations obtained through solicitation. Sponsorship of a child for one year costs US\$252.00 at current rates. 80% of this amount goes to the child sponsored, and the remaining 20% to cover administrative and fund-raising costs. Additional funds are raised through solicitation for specific purposes - e.g. ESP has secured emergency surgical treatment in the US for one of its students, amounting to US\$275,000. This money was raised through solicitation with a minimal cost to the programme.

#### Community involvement in projects

ESP involves local communities - families, school staff and PTAs, in the sponsorship of individual children. Sponsors are encouraged to find out as much as possible about the community in which the child lives.

#### Co-ordination with Government Agencies

ESP liaises with the government line agencies relevant to its programme as the need arises.

### Progress towards objectives

#### **Success:**

Some indicators of the programme's success so far are as follows:

- ESP arranged for a US volunteer medical team to come to Ghana and provide dental treatment to 300 children at 3 schools in Cape Coast and Elmina;
- ESP provides on-going tutorial classes for their school children;
- ESP succeeded in getting one of their children who has learning disabilities enrolled in the Child Development Research and Referral Unit at Cape Coast University;
- ESP has secured textbooks and teaching aids for several schools in Cape Coast and Elmina;
- ESP has secured building supplies (cement and roofing sheets) for several schools in Cape Coast and Elmina.

#### **Problems:**

Lack of resources - particularly funds, office equipment and a vehicle.

### Links with other organisations

ESP has links with the Bereshith Cultural Institute, Freedom Funds United Foundation Inc., Library on Wheels, the Imani School in Detroit and several New York City Public Schools.

### Future Plans

ESP's future plans are to expand the services it provides, to expand the scope of its advertising/fund-raising campaign, and to secure other funding sources.

## **2.2.5. Task-Oriented Physical Science Learning Systems (TOPS)**

### Background

Task-Oriented Physical Science Learning Systems (TOPS) was established in Ghana in 1990. It is affiliated with the US branch of TOPS Learning Systems in Portland, Oregon, US. The purpose of TOPS Learning Systems is "the creation, development, distribution and promotion of creative and innovative hands-on Science and Mathematics activities for basic school children and teacher training college students in Ghana and elsewhere". TOPS is mainly active in Accra but provides materials to all the Teacher Training Colleges in the country, through ODA's JUSSTEP programme.

### Administration/management

The founder and President of TOPS is an American national based in the US. One other member of the organisation is based in the US. In Ghana, TOPS has a 7-member Board of Directors and a 2-member Executive.

### Major services to Education

- TOPS supplements Ghanaian primary and JSS Science curricula with the simple hands-on science activity lessons they create and develop. Students follow their instructional manuals and use everyday local materials such as paper clips, rubber bands and aluminium foil to perform simple science experiments and activities through processes that give them the required results. The TOPS methodology uses a Teacher Resource Manual, a Students' Reference Book and a

Students Cut-out Booklet. TOPS books are sold at a heavily subsidised rate to private schools - government schools have not been authorised to purchase these books;

- TOPS pairs up with science teaching bodies or school authorities to organise workshops and in-service training for primary and JSS teachers on how to engage their students in creative and hands-on practical science activities using the simplest materials. This is done through workshops and in-service training;
- TOPS sustains the interest in science, mathematics and environmental studies in children by forming and re-activating science clubs in basic schools in Accra with their practical activity lessons in science.

#### Sources of funding and budget

TOPS is funded primarily through money raised by its counterpart in the US. The same books which are sold at a subsidised rate in Ghana are sold at profit in the US to schools and Teacher Training Colleges. Some are sold through mail order. The Teacher Resource Manuals are priced at US\$100 each in US - in Ghana the same books are sold for ₵8,000 per copy. The revenue from the sale of books in Ghana is used to cover administrative costs - if the number of books sold does not provide enough funds, TOPS' US counterpart makes up the difference. Another source has been the ODA which has pre-financed the production of TOPS teaching materials to the tune of £2,000. The annual budget for TOPS is approximately ₵10 million per year excluding the cost of printing of TOPS manuals which is borne by TOPS, US.

#### Co-ordination with Government Agencies

TOPS has close links with the Department of Teacher Education - in particular the MOE/GES 'Training of Trainers' Programme for primary and JSS schools -, the Ghana Association of Science Teachers (GAST), the Ghana Science Association (GSA), the MOE's Science, Technology and Mathematics Education for Girls (STME), the University College of Education, Winneba and certain Regional and District Education offices. In the past four years 10 District Education Offices including Ada, Dodowa and Tamale have organised seminars for teachers in TOPS methodology. The response is always most enthusiastic.

#### Progress towards objectives

TOPS science teaching manuals are of a high quality and represent a valuable resource to science pupils. The organisation is currently in crisis however, because it has not been able to gain the support of the Government in marketing its manuals. Further details about TOPS' progress are given below.

#### **Success:**

Some indicators of success are as follows:

- TOPS has been contracted by the ODA to train science teachers in TOPS methodology, as part of their JUSSTEP programme which is aimed at re-organising teacher education to make it more practically oriented and more relevant to primary and JSS levels. Under ODA's programme the GES has purchased TOPS manuals and boxes of materials for use in all Ghana's Teacher Training Colleges;

- TOPS has been running a very successful annual 'Girls' Clinic' for the La Town Development Association (La Mansaamo Kpee) since 1994. The 'Clinic' is a workshop held during school vacations, in which girls from primary and JSS schools are introduced to simple science, mathematical and technical activities. It is financed by the La Town Development Association with a grant from the Rockefeller Foundation

**Problems:**

- Lack of Government co-operation. TOPS' initial hope that within at most five years the Government would give them support and promote their teaching materials in government schools, has not been realised. TOPS has made several overtures to the MOE to interest them in their programme, but has been met with lack of interest, and reluctance on the government's part to make any kind of commitment to the programme;
- Funding constraints are a serious problem for TOPS. The restriction of TOPS' school market to private schools as a result of the MOE's lack of co-operation, represents a major financial problem for the organisation. Without ODA's promotion of their materials through their JUSSTEP programme TOPS may already have collapsed. If TOPS' funding from the US runs out, they plan to continue activities in Ghana by raising funds from donors and setting up a revolving fund;
- Some private schools buy TOPS books but stop using them after a while. In some cases they complain that not all the topics on the science syllabus are contained in the manuals. TOPS is addressing this problem by producing a new manual.

Links with other organisations

TOPS has working links with ODA and with La Town Development Council. It is a member of GAPVOD.

Future Plans for education

- TOPS plans to make some revisions to its manuals in order to synchronise them more closely with the GES science syllabus.
- TOPS has obtained land for more spacious office facilities and plans to build a new office with a small science centre attached, if funds can be raised.
- TOPS plans to find a new Director to replace the former Director who died in September 95.

**2.2.6. Westphalian Children's Village (WCV)**

Background

The Westphalian Children's Village was established in Ghana in 1984, as a sister organisation of the International Union of Westphalian Children's Villages (IUWCV), a philanthropic organisation in Germany. The purpose of (WCV) is to give parental care and education to orphans and needy and abandoned children. WCV is based in the Ashanti Region with its headquarters in Kumasi and its orphanage in Oyoko, Effiduase. At present the orphanage cares for 48 children. The children come from all over Ghana, and a few even from other African countries.

Administration/management

WCV has a 7-member board of governors, an Executive Director and Assistant Director, a Project Supervisor and a matron for the orphanage. In total there are 6 staff running the organisation and 8 foster parents at the orphanage.

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### Major services to Education

- WCV sponsors the education of all its children. At present 15 of the children are in primary schools, 25 in JSS and the rest in technical and vocational schools;
- WCV runs its own vocational school.

### Sources of funding and budget

About 50% of WCV's funding comes from the IUWCV in Germany. In addition to this, WCV solicits funds every year from donors in Ghana. Donations have come from a range of different sources including World Vision, Christo Asafo Mission, Barclays Bank, the German Embassy, VALCO fund (which donated a bus) and the Ghana Government which donates ₵390,000 per quarter through the National Trust Fund. CRS makes food donations 3 times a year. Donations also come from individuals. WCV estimates its yearly budget at about ₵80 million. WCV supplements its resources by engaging in self supporting and income-generating activities. It runs a poultry farm, a corn mill and has just established a commercial printing press. In addition, each of the orphanage's houses has its own farm which provides vegetables for their food.

### Community involvement in projects/Co-ordination with Government Agencies

WCV's Board of Directors has representatives from the District Assembly, the District Medical Office and the local Traditional Council. WCV staff are members of all the PTAs of the schools that their children attend. In addition, their corn mill and poultry farm are patronised by the local community. Their vocational school is open to the public and WCV has just begun construction of a large hospital which will also be open to the community when completed. Foster parents are recruited from the local community - WCV supports 3 of their own children and finds paid employment within the project for the father if he is unemployed.

### Progress towards objectives

WCV strengthens its financial situation through its active fund-raising among local and international corporate and benevolent organisations, and through its own income-generating strategies. Its orphanage is well integrated into the local community. Specific progress indicators are as follows:

#### **Success:**

- Many of the children have completed JSS and SSS and are learning trades such as hairdressing, dressmaking, bricklaying and printing (at WCV's press). One SSS graduate is hoping to enter an institution of higher learning. WCV has resettled the first girl to have completed her vocational training and has set up and equipped a hair-dressing salon for her.

#### **Problems:**

- Funding constraints are the main problem for WCV which has a long waiting list. The payment of teachers for the vocational school is particularly expensive for them. A major expense is the resettlement of grown-up orphans.

### Links with other organisations

WCV has links with all the organisations mentioned in the funding section and with a number of church missions and ladies' associations which donate items for the orphanage.

### Future Plans for education

WCV plans to build a school complex with money sent from Germany. This will include a pre-school and possibly a primary/JSS school.

## 2.2.7. Global Community Ghana (GCG)

### Background

Global Community Ghana was established in 1993 and has since initiated a partnership with Global Community in the US. The organisation's stated purpose is "to promote the concept of realising the entire human race as one global community, irrespective of nationality, race, colour, sex or social status". To this end GCG engages in community development projects, particularly in the areas of basic education and health. GCG is based in Accra and is run by 20 staff in total. Global Community is not yet registered as an NGO with the Ministry of Social Welfare, but its application is currently in process.

### Administration/management

GCG's administration is headed by an Executive Director and an Assistant Director who supervise the activities of the Headmaster, National Co-ordinator, Treasurer, Organising Secretary and Public Relations Officer.

### Major services to Education

- Establishment of a primary school in the North Kwashieman area of the Greater Accra Region. This school is not yet registered with the GES and is run by GCG which has hired retired teachers and secondary school teachers who are given in-service training, to staff the school. All expenses of running the school are covered by GCG and the GES curriculum and prescribed readings are used. School fees are charged at a subsidised rate. The budget for this programme so far is ₵51,595,000.

### Sources of funding and budget

Funding comes from children's school fees, donations and voluntary contributions from members of the organisation. Land for the school and labour for its construction was donated by Christ Preachers' Church. So far no funding has been provided by the partner organisation in the US, however a member of Global Community US has recently arrived in Ghana to volunteer teaching services in the school for some months.

### Community involvement in projects

GCG involves the community through the school's PTA.

### Co-ordination with Government Agencies

GCG co-ordinates its activities with the GES by following the prescribed Curriculum, Personnel requirements, the academic calendar and the provision of amenities.

### Progress towards objectives

GCG is still a fairly new organisation and has only established one school so far. Problems faced by the organisation are:

- Resource constraints;
- Poor water and electricity supply services in their target area;
- Discouraging response to the PTA by parents.

### Links with other organisations

GCG has links with Global Community/US, its partner organisation, and is a member of GAPVOD.

### Future Plans for education

- to expand the education programme to JSS and SSS levels;
- to solicit funds from international foundations and donor agencies.

## 2.3. Local NGOs

### 2.3.1. African Development Programme (ADP)

#### Background

The African Development Programme came into existence in 1991 and was formally registered in 1993. The organisation's objective is to promote human development through integrated development programmes targeted at rural and peri-urban communities and community-based organisations. ADP focuses primarily on reproductive health and education, but also gives support to self-help groups and provides humanitarian assistance mainly in the form of disaster relief. More recently ADP has started to provide training and capacity-building for CBOs. So far ADP's assistance focuses on 4 districts in the Greater Accra and Eastern Regions.

#### Administration/management

ADP has a 5-member Board of Directors and a 5-member Executive headed by the Executive Director who simultaneously serves as Secretary to the Board. The organisation also recruits volunteers in its target areas who are given a stipend and some token cash incentives. In total there are 13 staff at the headquarters in Accra, and 28 volunteers in the field.

#### Major services to Education

- Educational sponsorship for needy children - ADP is sponsoring about 50 children at pre-school and primary levels. Sponsorship includes payment of school fees and purchase of textbooks and school uniforms. About a third of these children are sponsored through ADP's own resources and the others are linked up with sponsors through ADP. Sometimes ADP procures bursaries for needy children from the Ministry of Education;
- Infrastructural development and provision of furniture - ADP mobilises communities through PTAs and District Assemblies, to generate resources for construction and equipment of schools. ADP also appeals to other organisations to contribute such resources. For example, ADP has secured a donation of furniture for one school from the Ghana Commercial Bank Ladies' Association;
- Supplementary feeding in schools - over the past year ADP has organised supplementary feeding for about 5 schools. This acts as an incentive for enrolment. The food is donated by Feed the Hungry/Ghana, a Ghanaian organisation in partnership with a US counterpart.

#### Sources of funding and budget

ADP is funded exclusively through the private financial resources of its board members and its executive staff. In 1994 USAID made a donation to ADP by sponsoring its Executive Director to attend a course on Management of NGOs in Swaziland. ADP has applied for funding to various bodies including the National Population Council, Population Concern/UK, Mothercare/UK, and USAID. Approximate yearly project expenditure for ADP has been as follows: \$10 million in FY 93, \$13 million in FY 94, and \$29 million in FY 95.

### Community involvement in projects

ADP links up with local opinion leaders and identifies the relevant community members who will be of assistance in their projects, such as teachers, PTA members and nurses. These people are given an active and responsible role in the projects. In addition, volunteers with useful skills are identified, e.g. carpenters and masons, who can provide services in construction work. For the health projects, Community Management Committees are appointed to supervise projects and to mobilise the community for workshops etc., and for education projects, existing PTAs are used as Management Committees.

### Co-ordination with Government Agencies

ADP has links with National Aids Control, a department of the MOH. It also has links with the relevant District Assemblies in its target areas. ADP plans to start sending its yearly reports not only to MESW but also to the MOH.

### Progress towards objectives

There is a high level of motivation among ADP staff, which they feel stems from two factors. One is that as a local organisation they identify with their target communities. The other is that they feel they are fulfilling a divine commission. All ADP staff are strong church-goers from a variety of different Christian denominations. Their religion plays an important role in their dedication to voluntary work. Specific progress indicators are as follows:

#### **Success:**

- ADP has successfully mobilised the Dangme West District Assembly in the Greater Accra Region to establish a new primary and JSS school at Doryumu;
- ADP's CBO training programme has been successful with about 10 organisations showing particular progress since they received training;
- ADP has received letters of appreciation from the National Disaster Relief Committee and from the Inter-NGO Consortium for Relief and Rehabilitation, for its relief work during the Accra floods of 1995.

#### **Problems:**

- ADP's primary constraint is funding. Maintaining the organisation through the private resources of its members is becoming a strain, and ADP is currently facing major financial difficulties. The organisation is in danger of losing its current office premises if funding is not obtained soon;
- Additional resource constraints for ADP are inadequate office equipment and the lack of a vehicle. ADP also lacks funds for human resource development;
- ADP's community work is sometimes affected by factional disputes among communities, e.g. over chieftancy.

### Links with other organisations

ADP is a member of the Inter-NGO Consortium for Relief and Rehabilitation and the International Council for Voluntary Agencies (ICVA) in Switzerland. It is also in the process of establishing links with the General Union of Voluntary Societies (GUVS) in Jordan, and 'El Taller', an international umbrella organisation for NGOs in Tunisia. ADP has working links with a large number of Ghanaian CBOs including the Doryumu Town Development Committee, the Obooma Rural Action Project Mpraeso and the Ghana Hairdressers and Beauticians Association. In 1994, ADP registered with

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USAID/Washington as an indigenous PVO. ADP also has working links with Save the Children Fund/UK/Ghana and Save the Children Fund in Sweden.

#### Future Plans

- ADP plans to enhance its self sustainability by generating income from various sources. Some of these are poultry farming, investment in stocks and treasury bills, and the establishment of private schools. ADP may also begin to charge CBOs for its training services;
- The ADP Executive Director plans to study disaster management.

### 2.3.2. Children's Literature Foundation (CLF)

#### Background

The Children's Literature Foundation is a voluntary non-governmental organisation established in 1978 under the auspices of the Ghana Book Development Council (GBDC). Its objective is the production and use of good quality books for children and young people both in and out of school. Although CLF is an NGO, it is located at GBDC premises and enjoys some administrative support from GBDC. Since 1991 CLF has extended its activities to children in the regions and district capitals, covering a total of 6 regions.

#### Administration/management

CLF has a Council of 12 members headed by a President who is assisted by a Vice President, a secretary and a treasurer. Secretarial assistance is provided by GBDC staff. There are no permanent staff in CLF because all its staff work on a voluntary basis.

#### Major services to Education

CLF promotes books for children mainly at the basic education level through the following activities:

- Organisation of children's book clubs;
- Book fairs - so far CLF has held book fairs in 6 regions, and within the past year, 3 book fairs have been organised. The book fairs are held in both urban and rural areas. During the fairs, up to 600 books are distributed to schools and to individual children. Those given to schools are intended to initiate the establishment of libraries;
- Children's Literature Days - during the yearly National Book Week held by GBDC, CLF organises a day of special literary activities for children. These include book quiz competitions, dramatic performances, poetry recitals, storytelling, meeting the authors etc.;
- Collaboration with GBDC on seminars and workshops on Children's Literature.

#### Sources of funding and budget

CLF was funded by CODE in 94-95. In the past they have also received small grants from UNICEF and USAID and sponsorships from the corporate sector - e.g. GHAMOT and Astek Co. Ltd. GBDC also helps with little grants. CLF's books are donated by the Ghana Book Trust (see 2.2.3.), and by different publishers such as E.P.P. Books. Some of the books are purchased from publishers by CLF, and during the book fair publishers give a discount of 20-30%. CLF also appeals to beneficiary communities for donations. CLF's yearly overall budget is \$2.3 million.

### Community involvement in projects

CLF works with District Assembly members, traditional councils, school staff and parents and guardians of school children, in their target communities.

### Co-ordination with Government Agencies

CLF has strong working links with GBDC, its parent organisation, and collaborates with the GES through the District Education Offices in its target communities. This is important for the mobilisation of children for book fairs etc.

### Progress towards objectives

CLF is an active organisation with good potential in the promotion of children's literature. As a voluntary organisation however, it is still weak in terms of its administrative structure and its financial stability. Specific progress indicators are as follows:

#### **Success:**

- CLF has created awareness in communities which have benefited from its programmes, on the need to buy books for children. This is demonstrated by the fact that some communities have requested an on-going programme of book fairs;
- Successful sales during CLF's programmes have given publishers the incentive to go to rural areas independently of CLF;
- CLF has heightened awareness of the books which are available locally.

#### **Problems:**

- Financial resources to maintain a full-time secretariat;
- Because CLF's staff work on a voluntary basis, all programmes are planned and executed on a part-time basis. Thus project planning, fund-raising and implementation take a considerable amount of time;
- Lack of means of transport for outreach programmes in rural communities.

### Future Plans

- To apply to CODE for funding for 96-97;
- To establish a secretariat and have a skeleton staff;
- To have regional and district representatives for community outreach;
- To establish a Young Literary Critics circle;

### 2.3.3. La Mansaamo Kpee (LMK) - La Town Development Association

#### Background

La Mansaamo Kpee was founded in 1979 in the La town of Accra by members of the Presbyterian Church. Its is a community-based organisation with the objective of mobilising grassroots support for self-reliant and sustainable development in the town of La, through the following services: providing a forum for free discussion of all matters promoting the development of La Traditional area, raising the standard of living of the inhabitants by improving public health, sanitation, educational and

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recreational facilities in the area through self-help and voluntary service, and mobilising indigenous and human resources for community development. Since its establishment the organisation has carved a formidable role for itself in the development of the La Traditional area, which has a population of approximately 49,000 people.

#### Administration/management

LMK has a Council of Patrons, an Executive Council and a General Assembly. It also has a Secretariat manned by an Administrative/Accounting Officer and a Secretary. There are 6 Committees in charge of Agriculture, Public Relations, Technical and Project, Property, Finance and Market. There is also a Women's Association. In addition, LMK has a Management Committee of 3 people who oversee the day-to-day operations of the Association. The Accounting/Administrative Officer and the secretary report to the Management Committee which in turn sends recommendations to the Executive Council. In total, LMK has an Executive staff of 9 and a total membership of between 1500-2000 people, of whom about 50 participate actively in the Association's programmes. There are weekly meetings for the Executive, the Women's Association and for the general membership of the Association. The Technical and Project Committee is in charge of monitoring and evaluation. All the executives of the organisation work on a voluntary basis, while office administrators are paid an allowance.

#### Major services to Education

- Running of yearly 'Girls' Clinic' since 1994, facilitated by TOPS Learning Systems (see 2.2.5.). The Girls' Clinic is a workshop run during the school vacation in which girls from primary and JSS schools are introduced to simple science, mathematical and technical activities;
- Pilot scholarship of 2 local boys - one at the primary level and the other at JSS level. The scholarship includes the payment of boarding school fees and the purchase of school books. These boys have now completed SSS and are waiting to enter university or technical college;
- Construction of a 3-storey building for a JSS school currently in progress;
- Completion of the first floor of a girls' JSS school;
- Management of a school canteen serving a cluster of primary/JSS schools - food is sold at subsidised rates;
- Construction of KVIP toilets for 2 schools and 3 clusters of schools;
- Establishment of the La Vocational and Technical Training Centre.

#### Sources of funding and budget

LMK has received funds and donations in kind from numerous sources over the years. Some of these are various local and international church organisations, ADF, GTZ, Womankind (a British NGO), PAMSCAD, ADRA and the Rockefeller Foundation. The latter two in particular have given donations specifically for education - ADRA for school construction supplies and Rockefeller Foundation for the Girls' Clinic. LMK itself raises a significant proportion of its own funds through the following sources:

- the profits of LMK's Community Bank - the bank's profit for FY94 was ₦154 million;
- dividends on shares at the Community Bank - LMK has 15% preference shares;
- charging of a user toll for the 108 community toilets and numerous bath houses which LMK has constructed;

- charging community members a fee for use of the Cesspit Emptier vehicle donated to LMK by GTZ;
- donations at monthly general meetings from representatives of the 56 Clan houses of the community.

#### Co-ordination with Government Agencies

LMK maintains close contact with members of the District Assembly and works hand-in-hand with the Town Development Committee. Although LMK feels that the Town Development Committee does not fulfil its maintenance duties, there is a good collaborative relationship between the two organisations, and they are mutually represented on each others' Boards. LMK also has strong links with the MOE, MOH and the Ministry of the Environment. In 1996 the MOE will use LMK's vocational school for a project. LMK also wants to establish links with the MFEP and the Ministry for Youth and Sports.

#### Progress towards objectives

LMK's firm and long-term establishment as a strong development force in the community make it one of the most successful CBOs in Ghana. Some of the factors behind its success are its capacity to raise a significant proportion of its own funding, and the fact that it is 100% community based. Other successful factors identified by LMK staff are that the organisation is non-denominational in religion and does not get involved in partisan politics, thereby enjoying the patronage of different religious affiliations and political persuasions, and that it does not get involved in land disputes. Specific progress indicators are given below.

#### **Success:**

- The vocational school which has given the youth employable skills - for example, the local church building was constructed by graduates from the school;
- The Community Bank which earns money for the association while providing loans at soft interest rates to the community;
- The toilet facilities which have improved sanitation in La town.

#### **Problems:**

- Funding constraints especially with education projects which are the most expensive;
- Lack of co-operation from community members who suspect the association of having a religious or political agenda, or of being only interested in the educated elite;
- Lack of enthusiasm from the community for communal projects;
- Lack of patronage of the vocational school, making it difficult to pay teaching staff - LMK staff feel that the community does not respect services provided free or cheap or free of charge.

#### Links with other organisations

LMK has links with the Presbyterian Church of Ghana, the Presbyterian Church of the US, the Anglican Church of Canada, a Dutch church mission called ICCO and CRS, Ghana. It also has links with all the funding bodies mentioned above, and is a member of GAPVOD.

## Future Plans

- completion of the JSS school currently under construction;
- improvement of vocational school.

## **2.3.4. Organisation of Rural Primary Education Developers (ORPED)**

### Background

ORPED was established in mid 1995 by a number of individuals concerned about school attendance rates in their area. The stated purpose of the organisation is to give rural children access to education, and ultimately to eradicate non school going by children of school-going age. ORPED sees this approach as a vital part of grassroots development at the community level. ORPED is based in Takoradi in the Western Region, where its target communities are located. Its programmes are still very much in the formulation and experimental stages. ORPED is not yet registered with the MESW, but its application is in process.

### Administration/management

ORPED has a 7-member Executive Council. Its Executive Secretariat is run by an Executive Director, a Deputy Director, an Executive Secretary and a National Co-ordinator. There are 3 Regional Co-ordinators so far. ORPED also has a membership body of about 50 people.

### Major services to Education

ORPED targets children not in school through a special mobilisation strategy. ORPED staff go to a village with a film projector-equipped van, and screen programmes which attract the attention of the villagers. A large crowd gathers, and after the film is over, the ORPED staff talk to the local people and find out how many children are in school. They talk to them about the importance of education. Informal discussions are subsequently held with the chief and Assemblyman and a forum for parents is also held to further convince the parents of the importance of education. ORPED also screens films separately for women and then holds discussions with them about their children's education. In addition, discussions are held with the teachers of the community on ways to attract the children to the schools. Follow-up visits are made to monitor enrolment and to provide further stimulus. ORPED is currently working with 2 villages in the Western Region as a pilot project.

### Sources of funding and budget

So far all ORPED's funding has come from the private resources of its founder, the Executive Director, who uses money from his business company to sponsor ORPED's activities. Funds expended on ORPED in its first 8 months of operation amount to approximately ₵500,000. ORPED also receives donations in kind from individuals.

### Co-ordination with Government Agencies

ORPED staff have discussed their programme with MOE staff from the Science, Technology and Mathematics Education for Girls (STME) department, who responded favourably. MOE may provide resource people for workshops/seminars organised by ORPED in the future.

### Progress towards objectives

ORPED is a new and struggling local NGO, with a financially unstable future. The organisation will not be able to develop properly under its current financial limitations. However the level of commitment of the people who have founded it may indicate good development potential if proper funding sources are found. Further details on ORPED's progress are given below.

#### **Success:**

ORPED's establishment is still too recent to identify any significant indicators of success, however communities' responses have been very favourable so far.

#### **Problems:**

- Funding constraints are the main problem for ORPED, which is as yet to set up a formal, functioning secretariat;
- Sometimes people in target communities are suspicious of their motives or do not take them seriously.

### Links with other organisations

ORPED does not yet have any formal links with any other organisations, however they plan to establish contact with NGOs working in similar areas and with donor agencies.

### Future Plans

- To hold formal workshops and seminars on issues of children's education;
- To compile a database on school attendance in the target areas;
- To establish community projects which would raise funds for schools, e.g. farms and woodlots;
- To approach more donors for funding.

## **2.3.5. Mayday Rural Project (MRP)**

### Background

Mayday Rura! Project was established in 1983. It's objective is to empower rural communities through health and education to realise their own development. The organisation is based in Accra with its target communities in 3 districts in the Greater Accra and Eastern Regions. Health programmes are the primary focus of the organisation, however there is some assistance to education.

### Administration/management

MRP has a 7-member Board of Trustees and a 14-member Management Committee. 6 of these staff are based at the headquarters in Accra, and the other 8 in the field. In addition, MRP has project management teams in the field for each of its projects.

### Major services to Education

- Construction of educational infrastructure - as part of a sister city project with the Frey Foundation in Michigan, MRP has recently completed the construction of a primary school in the Ga District. Two-thirds of the cost was provided by the District Assembly and one-third by MRP. The organisation is currently facilitating the construction of another primary school;

- Establishment of a Teachers' resource centre - this is also part of the sister city project. The centre consists of a reading library and a centre for remedial classes. These classes are given by teachers hired by the district directorate;
- Health education in schools - under this programme teachers involved in MRP's community projects are trained to give instruction to the school children in basic health issues.

#### Sources of funding and budget

MRP has received funding from a range of different sources including the UNFPA, USAID, EMI (a French health organisation), and JICA. In addition, MRP raises its own funds through the clinic it has established, and through charging tolls for public toilets it has constructed.

#### Community Involvement in projects

MRP adopts a participatory approach in all its projects. Its field-based Project Management Teams include representatives of beneficiary communities.

#### Co-ordination with Government Agencies

MRP liaises with government authorities at the district level through social sector committees, at the regional level through the regional directorate of health, and at the national level mainly with the MOH.

#### Progress towards objectives

##### **Success:**

- MRP's main successes relate to its health programme, for instance the adoption of its participatory "District-centred approach strategy" by the National Population Council;

##### **Problems:**

- Apathy from communities. This problem is usually addressed through beneficiary assessments.

#### Links with other organisations

MRP has working links with CENCOSAD, GSMF, PPAG and the John Hopkins university in the US. It is a member of GAPVOD.

#### Future Plans

- To develop sectoral units including an Education and Training Unit;
- To run computer courses for primary and JSS schools;
- To reconstitute their Board of Trustees to include women.

### **2.3.6. Ghana Society for the Blind (GSB)**

#### Background

The Ghana Society for the Blind was established in 1951. Its purpose is "to provide services to individuals across Ghana to whom loss of vision is a central problem in personal and social adjustment". GSB is based in Accra but runs a project in the Eastern Region.

### Administration/management

GSB has an Executive Council of 9 members including a Chairman and a Vice-Treasurer. There is an Executive secretariat consisting of the Executive Director, a Deputy, a PRO, an Accounts section and Project Officers. There are also field staff and volunteers. In total there are 12 staff at the headquarters and 12 in the field.

### Major services to Education

- GSB organises workshops and training programmes for teachers in schools for the blind;
- GSB provides Braille materials and other educational materials to institutions and individuals to facilitate teaching for the blind;
- GSB provides consultancy services to schools that take in blind pupils;
- GSB runs a pilot Pre-School Integrated Education Programme for two blind children in schools in Accra;
- GSB runs a pilot Itinerant Education System for 17 blind children at a school for the blind in the Eastern Region.

### Sources of funding and budget

GSB's funds come from the Christoffel Blindenmission abroad, the Ghana National Trust Fund, and from donations solicited locally. The Pre-School Integrated Programme is budgeted at ¢1 million and the Itinerant Education System Programme at ¢10 million.

### Community involvement in projects and Co-ordination with Government Agencies

GSB involves local PTAs, District Assembly members, chiefs and parents in their programmes. The organisation involves representatives from government agencies, particularly from MOH, MESW and MOFA in seminars, workshops and occasional briefings.

### Progress towards objectives

#### **Success:**

- GSB feels that community awareness about blindness in general and education of blind children is on the increase as a result of their activities;
- GSB has successfully integrated blind children into mainstream schools at the pre-school and basic education levels;
- GSB has helped to improve the lives of blind individuals through its assistance.

#### **Problems:**

- GSB faces financial constraints and human resource constraints. The Society would like to have more training for their staff in planning, monitoring and evaluation.

### Links with other organisations

GSB has links with the funding sources mentioned above, and is a member of GAPVOD.

### Future Plans

GSB hopes to decentralise its operations by using District Assemblies, and by getting local communities to be directly responsible and involved in the rehabilitation and education of the blind. The Society will then co-ordinate and provide special technical services.

### 2.3.7. Ghana National Association of Teachers (GNAT)

#### Background

GNAT was established in 1930 for the purpose of improving the conditions of teachers and supporting educational advancement. As a national trade union it does not fit easily into the traditional concept of an NGO. As a non-government entity however, it plays an important role in supporting educational development projects usually in conjunction with foreign donors.

#### Administration/management

GNAT is headed by a General Secretary who has four Deputies. At the next level are the Heads of Departments and then the Regional Heads and the District Heads. GNAT is run by 15 staff at its headquarters in Accra and 100 in its regional and district offices all over the country. It has a special wing for WID projects, known as NATLAS (National Association of Teachers' Ladies' Association)

#### Major services to Education

The main educational projects in which GNAT is engaged are as follows:

- Book Development Project in conjunction with the Canadian Organisation for Development through Education (CODE). This project will provide 5000 copies each of 20 educational books for primary and JSS schools. Some of these books are distributed to schools and Teacher Training Colleges at a subsidised price, and some are sold on the open market;
- Furniture Project in conjunction with the Swedish Teachers' Union. This project supplies furniture to 30 primary schools in deprived areas. The second phase of the project has just been completed;
- Seminars for women science teachers in Kumasi District, organised in conjunction with ODA;
- Women's empowerment programmes organised in conjunction with Education International;
- Seminars for all the 20 Subject Teachers' Associations;
- Seminars for Headteachers in school administration.

GNAT has also worked with the ODA developing a Headteachers' manual, with Cooperazione Italiano on their Afram Plains Project, and with certain religious education units. For example, GNAT staff have assisted the Anglican Education Unit in staff recruitment.

#### Sources of funding and budget

GNAT's funds are made up of dues paid by teachers. Links with sister teachers' unions abroad lead to the joint funding of projects. The Furniture project is funded by GNAT and the Swedish Teachers' Association on a 1:2 basis respectively. Budgets for the other projects are as follows:

Book Development Project - GNAT/CODE: ₵40 million

Furniture Project - GNAT/STU: ₵160 million

Seminars for women science teachers - GNAT/ODA: ₵12 million, 95 - 96

Seminars for Subject Teachers' Associations - GNAT - ₵40 million, 95-96

Seminars for Headteachers - GNAT - ₵12 million, 95-96

Seminars for women teachers - GNAT - ₵5 million, 95-96

### Community involvement in projects

In project implementation GNAT liaises with local headteachers, community stakeholders and District Assembly members.

### Co-ordination with Government Agencies

GNAT has representatives at all the government line ministries except the MFEP, and serves on many committees at the Ministry of Education. GNAT was represented on the Education Reform Committee of 1986/7. Ministry officials are often appointed to GNAT project committees.

### Progress towards objectives

#### **Success:**

- Raising awareness about teachers' working conditions;
- The creation of a pool of resource persons including female teachers;
- The increase in the number of teachers going on to further education, particularly women.

#### **Problems:**

- Lack of co-operation from the MOE. In particular, GNAT feels that the MOE does not involve it sufficiently in the development of educational policy;
- Inadequate training of GNAT staff, particularly in human resource development;
- Inadequate funds.

### Links with other organisations

GNAT has working links with The Swedish and Danish Teachers' Unions, Education International, WILDAF, NCWD, YWCA, UNICEF, ODA and CODE.

### Future Plans

- Further training of staff on professional development and Monitoring and Evaluation;
- Introduction of a comprehensive systematic development programme for all teachers;
- more emphasis on women teachers in all future projects.

## **2.4. Denominational Religious Mission Development/Relief Organisations**

### **2.4.1. Adventist Development Relief Agency/Ghana (ADRA)**

#### Background

ADRA/Ghana was established in March 1985. It is affiliated to ADRA International and to the Seventh-Day Adventist Church in Ghana. ADRA's purpose is to improve the living conditions of vulnerable human groups particularly rural women and children, and the victims of disasters. ADRA's main areas of assistance are education, agro-forestry, water and sanitation, and refugee support. The agency has projects in all 10 regions of Ghana.

#### Administration/management

ADRA has a Board of Directors which formulates its policies. The Administrative Committee is headed by the Country Director assisted by a Programmes Manager and a Financial Controller. There is also a Management Committee made up of senior headquarters and field supervisory staff.

At the field level ADRA has Area Project Supervisors and Field Project Officers. ADRA has a total staff of 34 at headquarters and 40 in the field.

#### Major services to Education

- 3-year education infrastructure programme providing building inputs for the construction of about 55 community-initiated school buildings (six-classroom blocks) for primary/JSS schools in all regions of Ghana. Each school project is in a rural community numbering on average 3000 people.
- After school construction is completed, ADRA monitors the strength of the teaching staff appointed to the schools in conjunction with the local Management Committee which was appointed to supervise the school construction project (see community involvement section below). ADRA addresses school management problems through the Management Committees.

#### Sources of funding and budget

ADRA's sources of funding are the Seventh-Day Adventist Church, USAID, UNHCR, SIDA, CIDA, UNFPA and the GOG through tax exemptions.

#### Involvement of Community in projects

Target communities are required to begin the construction of the school building before ADRA assistance is given. Communities provide 40% of project costs in labour, materials and hire of building technicians. Management Committees consisting of community members are set up to supervise the projects and to monitor subsequent progress of the schools. These Management Committees usually include PTA members.

#### Co-ordination with Government Agencies

ADRA works in collaboration with MESW, MOE, MOFA, MOH and the Department of Forestry. ADRA uses resource people from these front-line government agencies as technical resource people for their projects. For educational infrastructure projects, the active collaboration of District Education Authorities is required - all application forms from communities for ADRA assistance must have a section completed by the local District Director of Education, committing to the provision of teachers for the school. District Assemblies often help out with the 40% contribution that communities have to make, and assist in the hire of building technicians.

#### Progress towards objectives

Some of the strengths of ADRA's programmes are a high level of community participation and strong links with the government agencies relevant to its work. Specific progress indicators for ADRA are as follows:

##### **Success:**

- Between 1993 and 1995, 226 school buildings have been constructed with assistance from ADRA, leading to increased enrolment rates in the target areas;
- Community involvement in ADRA's education infrastructure projects and in particular the setting up of Project Management Committees, leads to the establishment of a local development force in the community. For many of these Management Committee members it is their first time working as a team and with an NGO. Some ADRA Project Management Committees have initiated other community development projects independently of ADRA, after the school construction project is completed;

- Many of the schools buildings constructed with ADRA assistance are used for adult literacy classes in the evenings.

#### **Problems:**

- Sometimes donor-stipulated project schedules do not take farming seasons into account, with the result that project implementation lags behind schedule;
- Some communities are too poor to provide their 40% contribution, so ADRA has to cover 80% of costs.

#### Links with other organisations

ADRA has links with all the organisations previously mentioned, and is a member of GAPVOD, of the Inter-NGO Consortium for Relief and Rehabilitation and of the Consortium of International NGOs.

#### Future Plans for education

ADRA's 3-year education infrastructure programme was funded by USAID and was concluded at the end of 1995. ADRA plans to raise funds for another education programme which would expand the scope of assistance to include provision of furniture, educational materials, audio-visual aids and computers to schools. These items would be provided on a situational basis after studying the requirements of communities.

### **2.4.2. Catholic Relief Services (CRS)**

#### Background

Catholic Relief Services, Ghana was established in 1958 as a chapter of CRS/US. Its purpose is to alleviate human suffering, to assist in the development of poor and disadvantaged people and to foster charity and justice in the world. The policies and programmes of the agency reflect and express the teaching of the Catholic Church, however the agency extends its assistance to all needy people regardless of religious denomination. CRS works in the areas of disaster relief, education and self-help community development. The organisation is based in Tamale with a support office in Accra.

#### Administration/management

The Resident Representative is supported by his Deputy and Heads of the Logistics, Administration, Programming and Finance Departments which constitute the management team. Departmental meetings and management meetings are held weekly. The Resident Representative is based in Tamale, and the Deputy Resident Representative at the support office in Accra. CRS has a total staff of 25 at its headquarters and support office, and 20 in the field. CRS monitors its programmes with the help of GES staff who supervise all CRS' feeding programmes. CRS also has 3 full-time monitors who travel to centres to check on receipt, storage, record-keeping and use of commodities at all schools.

#### Major Services to Education

- Food assistance to rural primary schools and pre-schools in the 3 Northern Regions. Daily lunch is provided to 40,000 pupils at school, and take-home rations to 15,000 girl pupils as an incentive to meet minimum attendance requirements;
- Educational materials are provided to teach good eating habits and personal hygiene;

- Mozambique slabs and PVC vents are provided for toilet construction in schools;
- Building materials are provided for the rehabilitation of schools and addition of new primary units.

#### Sources of funding and budget

Funding comes from CRS in the US, from USAID and from private donations. The food for the school feeding programme is donated by the US Government.

#### Involvement of Community in projects

PTAs are encouraged to become involved in proper storage of donated food, distribution of food and collection and use of canteen fees. The practice of providing take-home rations as an incentive to promote school attendance heightens parents' awareness about education.

#### Co-ordination with Government Agencies

CRS co-ordinates its activities with government authorities through regular informal meetings and information sharing at district levels, in the schools between GES supervisors and CRS staff, and through formal workshops/meetings held for review, planning and implementation. In addition, CRS has organised the monitoring of its school feeding programme through 13 government supervisors at regional and district levels with motorcycles provided by CRS.

#### Links with other organisations

CRS is a member of GAPVOD and of the Consortium of International NGOs.

#### Progress towards objectives

##### **Success:**

- School feeding programmes have improved enrolment and school attendance rates in rural areas;
- Feeding at school draws siblings not enrolled in school to come to the schools to share the food. This leads to increased enrolment;
- Girls receiving take-home rations have demonstrated reduced drop-out rates.

##### **Problems:**

- Low motivation of teachers and headteachers, and lack of teacher co-operation in complying with regulations of food distribution;
- Inadequate record-keeping by teachers, making it difficult to monitor attendance;
- Lack of continuity in procedures due to staff transfers from schools;
- Water problems in dry season hindering regular cooking and feeding of children.

#### Future Plans for education

CRS plans to expand their programme to more rural schools in the poorest districts of the 3 northern regions.

### 2.4.3. Pentecost Social Services (PENTSOS)

#### Background

Pentecost Social Services was established in 1980 under the Church of Pentecost, Ghana. Its purpose is to assist and empower poor communities in Ghana to initiate socio-economic development activities and to operate under an integrated development approach, using the natural and human resources of the target population in order to ensure sustainable growth. PENTSOS is based in Accra and is run by 6 staff. It co-ordinates the activities of the schools it runs through about 60 headteachers.

#### Administration/management

PENTSOS has a 5-member Social Services Committee with operational managers as co-opted members. There is also a working committee and a policy-making body. However implementation of policies are subject to approval by the Executive Council of the Church of Pentecost. The administration of PENTSOS is headed by the Schools Manager/PENTSOS Co-ordinator who is based at the headquarters in Accra but supervises Pentecostal schools all over Ghana.

#### Major services to Education

- Construction of 64 primary and JSS schools;
- Provision of furniture and equipment to schools;
- Payment of teachers in most of their schools;
- Supervision of schools and regular inspection of staff and pupil performance by inspection teams organised by the Schools Manager.

#### Sources of funding and budget

PENTSOS is funded by the Pentecostal Mission and by individual donations from local churches and church members. Budgetary allocations for the type of assistance they give for a single primary/JSS school range between ₵20-60 million a year.

#### Community involvement in projects

All schools are community-based with PTAs, and the private ones have Boards of Governors drawn from the communities. Schools are open to all children in the community regardless of religious affiliation.

#### Co-ordination with Government Agencies

The School Manager ensures that the curriculum of the schools that are run by the church conform to that of the GES. Salaries and allowances payable, promotion of staff etc., are all based on GES conditions of service.

#### Progress towards objectives

##### **Success:**

- Many of the Pentecostal schools are counted among the best in their respective regions, in terms of infrastructural development, moral training and academic excellence.

##### **Problems:**

- Resource constraints;
- Procurement of trained teachers - there is no guarantee that pupil teachers trained by the church will come back to teach after training.

### Links with other organisations

PENTSOS has links with The Links International/UK and Elim Pentecostal/UK. It is a member of GAPVOD.

### Future Plans for education

To create a Directorate for PENTSOS with a Director who would take over the co-ordination of all social services including health, education and welfare from the Schools Manager, who is currently playing this role.

## **2.4.4. Assemblies of God Development and Relief Services (AGDRS)**

### Background

Assemblies of God Development and Relief Services was established in Ghana in 1990 under the Assemblies of God Mission in Ghana. The agency works in health, emergency relief, community development and education. As the AG church has so far been unable to register an Education Unit, the AGDRS is in charge of all Assemblies of God schools in Ghana. AGDRS is based in Accra but co-ordinates the AG church's school projects in different parts of the country. It is run by 11 staff at its headquarters and 147 field staff for its different projects.

### Major services to Education

AGDRS has provided resources for 35 primary and JSS schools built by Assemblies of God Churches in different parts of the country. This includes furniture and educational materials. AGDRS also provides housing for teachers, particularly in areas where poor infrastructure makes it difficult to attract and retain teachers. In some of the larger towns the AG church pays the teachers' salaries but in the poorer communities they are paid by the GES. The AG church and the AGDRS concentrate their assistance on the poorer areas of the country, in particular, northern Ghana.

### Sources of funding and budget

AGDRS is funded through the AG church and through other Christian donor organisations like the Tear Fund in Britain and Holland, World Servants Europe and Association of Christian Schools, Holland.

### Community involvement in projects

AG church members are the main community members to be involved in AGDRS' work. AGDRS plans to involve the District Assemblies more in its projects in future.

### Co-ordination with Government Agencies

The AG church and AGDRS have been trying since 1990 to register an education unit with the MOE, but have been unsuccessful due to the current freeze on the registration of new religious education units.

### Progress towards objectives

The inability to register an education unit has set back the development of AGDRS' educational activities. Other problems are inadequate funds, the difficulty of staffing schools in remote rural areas, and in some cases, lack of co-operation from District Education Office staff of different religious persuasions.

### Links with other organisations

AGDRS has links with the funding sources mentioned above and is a member of GAPVOD and of the Inter-NGO Consortium for Relief and Rehabilitation .

### Future Plans for education

AGDRS plans to persevere in its efforts to register an education unit.

## **2.4.5. AGAPE Relief Fellowship International**

### Background

AGAPE Relief Fellowship International is a Christian NGO affiliated to the Life Church International which gives assistance to rural communities with an emphasis on education and health. AGAPE was established in Ghana in 1994, and is affiliated to Life Church International. AGAPE is based in the Western Region of Ghana, and its target community for its educational programme consists of three village schools in the region with a combined studentship of 133 pupils.

### Administration/management

AGAPE has a Board of Directors and an Executive. The Executive is the sole decision-making body of the organisation. The organisation is run by 6 staff at the headquarters in Takoradi and 5 in the field.

### Major services to Education

- provision of textbooks, stationery and books for libraries, to 3 village schools.
- provision of scholarships to children in 3 village schools.

### Sources of funding and budget

AGAPE's sources of funding are the Life Church International/US; Life Church International/Ghana and Great Commission International. The budgetary allocation for AGAPE's education programme is ₵1.5 million a year.

### Community involvement in projects

AGAPE involves local community members, in particular chiefs, elders and District Assembly members in its village educational programmes.

### Co-ordination with Government Agencies

AGAPE involves staff from government agencies - mainly MOH, MESW and District Education Offices - as advisors to its projects.

### Progress towards objectives

#### **Success:**

- AGAPE's scholarship programme has enabled most of the children from poor homes in the target villages to attend school.

**Problems:**

- In some cases, lack of co-operation from village communities;
- Any financial problems faced by the Life Church, Ghana have a direct effect on AGAPE.

Future Plans for education

AGAPE plans to establish vocational centres to train village youths, particularly JSS graduates and school dropouts in carpentry, dressmaking and brickwork.

**2.4.6. Remnant Development and Relief Organisation (RDRO)**

Background

Remnant Development and Relief Organisation was established in 1991 in Berekum, Brong-Ahafo Region. It is affiliated to the Seventh Day Adventist Church to which most of its members belong. RDRO is a grassroots community development organisation with three districts in the Brong-Ahafo region as its target community. RDRO provides the following services: health education, sanitation (digging of boreholes), care and education of orphaned or abandoned children, organisation of computer courses for the community and provision of clothing to the poor and to prisoners.

Administration/management

RDRO has a 3-member Board of Directors and a 9-member Executive headed by an Executive Chairman. All the Executive staff work on a voluntary basis except the secretary. The organisation has an additional membership of 58 people. The Executive Committee meets once a month and there are general meetings on a quarterly basis. An external audit is carried out every year.

Major services to Education

RDRO sponsors the education of the 25 children under its care. Some of these children live with their parents but are supported by RDRO, and some live with RDRO members and are supported by the organisation. All these children have their school fees and all additional schooling expenses such as books and uniforms paid for by the organisation. The children are at different stages of their education, from primary to vocational/technical. A few children are from outside the main target area - RDRO is sponsoring one child in the Volta Region who applied to them for sponsorship.

Sources of funding and budget

RDRO is funded through its members' donations with the highest of these coming from Ghanaian RDRO members living abroad. RDRO has also received donations mainly in kind from 2 German Adventist church organisations, the Advent-Wohlfahrts Werk E.V. and the Verband Adventists Basis. RDRO's vehicle, computer, P.A. system for the health education programme and shipments of second-hand clothes were donated by these organisations. RDRO's annual budget is approximately ₵3 million.

Co-ordination with Government Agencies

RDRO collaborates with the regional health authorities and the District Assembly on its health education programme. It uses resource people from MOH and MESW for the programme.

### Progress towards objectives

RDRO is a successful organisation within its narrow scale of operation because it draws on both the religious affiliations and the strong community links of its members, both of which are a source of much voluntary service. RDRO feels that the church affiliation of its members has been a significant source of commitment and support for the organisation. Although RDRO lacks human resource development and is yet to establish a formal and efficient administrative structure, the attributes outlined above give it good potential for development. Specific progress indicators are given below.

#### **Success:**

- The education sponsorship programme has been successful with 2 of RDRO's wards recently qualifying as teachers;
- RDRO's health education programme has heightened awareness about health issues and the provision of boreholes has eradicated guinea-worm in the target area.

#### **Problems:**

- Resource constraints make it impossible for RDRO to respond to all the requests for assistance;
- Resource constraints have also hampered the development of an efficient administrative system.
- The recent re-location of the RDRO office however, will improve this situation.

### Future Plans for education

- to build a vocational school in the target community for JSS dropouts/graduates - RDRO is in the process of acquiring a plot of land for this project;
- to sponsor furniture for schools in the target community;
- to widen the scope of their target community to other districts and even to other regions.

## **2.4.7. Ghana Muslim Ladies' Association (GMLA)**

### Background

The Ghana Muslim Ladies' Association was established in 1993 in Accra. Its purpose is to conscientise Muslims and Muslim women in particular on the need for them to contribute and participate in the political and socio-economic development of the country. Projects focus on education and health. The education programmes aim to make secular education more accessible to Muslim children.

### Administration/management

GMLA has a National Executive Committee which includes the President, Vice President and representatives from the different regions of Ghana. There is also an informal board of patrons. The association is run by a total of 7 staff who all work on a voluntary basis.

### Major services to Education

Being a new organisation, GMLA is still in the formative and initial stages of its projects. These are as follows:

- Construction and management of schools - so far two schools are under construction - one at Teshie-Nungua in Accra and another at Ho. Although GMLA aims to attract Muslim children to these schools, the schools will be open to the general public. GMLA will finance every aspect of

the schools and manage them completely. They will however use the GES curriculum in their schools;

- Organisation of vacation classes free of charge for primary and JSS pupils;
- Guidance and counselling services for the youth;
- Functional literacy for adults.

#### Sources of funding and budget

So far all GMLA's funds have come from the appeal made at their inauguration. Some of the association's patrons have also given donations in kind. The association has also applied for assistance to the US Ambassador's self-help fund.

#### Involvement of Community in projects

GMLA staff always begins their projects by introducing themselves to the chiefs, assemblymen, ullama (Muslim leaders) and community development officers. Obtaining the blessing of these opinion leaders ensures their maximum co-operation with the project.

#### Co-ordination with Government Agencies

The president of GMLA is employed by the Ministry of Education as an Assistant Director in the Manpower and Training Department. Thus the association has strong links with the MOE. In addition to this, GMLA is registered with the NCWD and participates actively in all its activities. The association has represented Muslim women at various workshops organised by the MOE/GES.

#### Links with other organisations

GMLA has links with the Federation of Muslim Women's Associations (FOMWAN) in Nigeria, the International League of Muslim Women in the US, ADP, the Muslim Family Counselling Services and the Planned Parenthood Association of Ghana (PPAG). GMLA is spearheading the formation of a proposed Federation of Muslim Women's Associations in Ghana (FOMWAG) as part of a programme towards the formation of a sub-regional Muslim Women's Association in West Africa. GMLA also participated in the preparatory workshop for the Beijing Women's Conference of 1995, organised by FIDA, Ghana.

#### Progress towards objectives

The fact that GMLA has not raised any funds since its initial launching has slowed down its development and that of its projects. One factor in its favour however, its strong links with the government, in particular the GES, due to the fact that GMLA's senior staff are GES employees. Further details on GMLA's progress are given below.

#### **Success:**

- GMLA staff feel that their organisation has already raised awareness about the importance of secular education for Muslim children. As a result certain members of the Muslim community have become less sceptical about secular education and are sending their children - including the girls - to school, and allowing them to stay in schools and complete their courses.

**Problems:**

- The difficulty of changing Muslim traditions;
- Financial constraints;
- Human resources - executive members all combine the administration of the association with their own professional occupations;
- The process for obtaining permission to build schools has been tedious and frustrating.

Future Plans for education

- To establish schools in all regions of Ghana from pre-school to secondary level.

**2.4.8. Evangelical Bible Mission**

The Evangelical Bible Mission was established in 1991. Its aims to establish primary and JSS schools, technical and vocational centres and a health centre. So far one primary school has been established at Kasoa in the Greater Accra Region.

**2.5. Religious Educational Units****2.5.1. Background**

Religious Educational Units are not NGOs in the sense in which NGOs are defined in this study. They are integral parts of non-governmental bodies, namely religious missions, but as education units in charge of public schools, they are also part of the GES and as such receive grants from the Government. Religious Educational Units are established and funded by their churches and by the GES. They run all the schools established by their missions. These usually include both public and private schools, with the public ones by far in the majority.

Each Educational Unit is headed by a General Manager or Director of Education who is based at the Unit headquarters. The General Manager is the bridge between the Ministry of Education, Ghana Education Service and the Church. He/she is presented by the Church for appointment by the Director General of the GES, and ensures the implementation of Government policies on education in all Unit Schools. He/she safeguards the church's character in all the schools and liaises between the church and the Government on all educational matters. He/she co-ordinates the activities of all the Regional Managers, keeps records of all teaching and non-teaching personnel in the unit and recommends the appointment of headteachers and Principals to head the church's educational institutions. The General Manager's office usually comprises departments of Manpower, Personnel, Statistics, Finance, Inspection and Teaching.

The Regional Manager of schools heads the Regional Education Unit. He/she manages the personnel and schools in all the Districts of the Region, liaising between the church and the GES at the Regional and District levels. This entails close working relations with Regional and District Education Offices, and the Regional Educational Unit sends copies of its inspection schedules to the District Education Offices. Most Education Units also have Local Managers who manage the schools in their districts. They are responsible to the Regional Managers and the Head of the Religious body. They also carry out pastoral duties. The local churches of the particular religious mission are usually involved in welfare and management of the church schools, particularly through PTAs. Funds are raised for educational projects through local churches. Local communities in general also contribute to the upkeep of church schools.

Education Units manage both private and public schools established by their churches. Supervision of public schools is carried out by the Church Education Unit side by side with the Government inspection system. The decentralisation of the Education System along with the Government decentralisation of the mid 1980s has taken the Government inspectorate system to the District level,

encroaching more on the traditional managerial territory of the Religious Educational Units. There have also been concurrent cuts in Government grants to Educational Units. This situation has led to some tension between the Units and the GES, and a kind of tug-of-war over the responsibility for school management and inspection.

All Religious Education Units work together through their association, the Conference of Managers of Educational Units (COMEU). This Association includes the Police Educational Unit, the Armed Forces Educational Unit, the Prisons Educational Unit and heads of some private schools.

### **2.5.2. Catholic Educational Unit**

#### **Background**

The Education Unit of the Catholic Church of Ghana was established in 1930. Its purpose is to implement the Church's programme for education by supplementing the Government's efforts. The unit supervises all the Catholic schools in Ghana, and in addition, organises seminars and short regular religious courses for the teachers and pupils based on moral education.

#### **Functions of Unit**

The Catholic Educational Unit manages 571 pre-schools, 1,445 primary schools, 562 JSS schools, 32 SSS schools, 8 TTCs and 46 technical/vocational schools in all regions of Ghana. The unit is non-discriminatory in the appointment of teachers and the enrolment of pupils to schools supervised by the Unit. Its mandate includes:

- Provision of school infrastructure and teachers' accommodation;
- Supervision of both public and private schools on behalf of the Church and the Government;
- Organisation of personnel involved in the educational programme to ensure that they conform to educational regulations laid down by the Government, and follow the Government's educational syllabus;
- Insistence on moral education based on Christian values - to this end a special examination is conducted for the final year students to test their knowledge on Christian values;
- Provision of in-service training programmes for teachers.

#### **Problems:**

- Funding constraints;
- Land litigation and encroachment of lands owned by the Catholic Church.

### **2.5.3. Presbyterian Church of Ghana Educational Unit**

#### **Background**

The Educational Unit of the Presbyterian Church of Ghana was established in 1946. Its purpose is to provide religious and moral education in schools and to promote Basic, Secondary, Vocational/Technical Education and Teacher Training. The Unit manages 1,420 primary schools (many with pre-schools attached), 352 JSS schools, 27 SSS schools, 6 TTCs and 8 Vocational/Technical/Commercial schools. It is based in Accra with regional units in all 10 regions. The Unit has a total of 13 staff at headquarters and 156 in the regions.

#### **Functions of Unit**

- The Education Unit works closely with the local churches. Each local Presbyterian church is in charge of the schools in the town. The church maintains the buildings and provides new infrastructure and equipment;

- At the Headquarters the church has instituted a fund known as the National Education Foundation which is managed by a Board of Trustees. The Board uses the interest accrued from the money invested to help schools, particularly those in impoverished or disaster-struck areas;
- The Presbyterian schools are open to the general public and follow the standard GES curriculum. In addition, they hold school worship where moral lessons are given. These are conducted by the teachers, the local pastors and the Catechists of the church.

#### **2.5.4. Evangelical Presbyterian Church of Ghana**

##### Background

The Evangelical Presbyterian Mission was established in Ghana by German missionaries in 1847. The Accra-based EP Church of Ghana is distinct from the Evangelical Presbyterian Church, Ghana which is based in the Volta Region (see next profile). This is the result of a split in the original Evangelical Presbyterian mission which happened in 1991 due to internal disagreement. The Educational Unit of the original EP church is now under the Volta Region based EP Church, Ghana. The Accra-based EP Church of Ghana has not yet established a new Educational Unit, but manages its educational programme through its decentralised church administration. The Church administration is run by 16 staff at the Headquarters and 105 in the regions. The Church administration is currently putting together a centralised Education Committee to take over the management of schools from local congregations. The Church plans eventually to register its own Education Unit.

##### Educational activities

- provision and management of 6 schools in 3 regions of Ghana. One of these is a JSS school and the rest are primary. Teacher salaries are paid by the GES. Management of the schools by the Church is decentralised - each local congregation has a School Committee which administers the local school(s). The activities of these committees comprise the provision of school equipment including furniture, the maintenance of school facilities and the organisation of PTAs;
- production of adult literacy materials.

#### **2.5.5. Evangelical Presbyterian Church, Ghana - Educational Unit**

##### Background

The Educational Unit of the Evangelical Presbyterian Church was established in 1946 and came under the administration of the EP Church, Ghana after the 1991 split from the original EP mission. The Education Unit Headquarters is based in Ho with Regional Units in most other regions of Ghana. The Regions which are not covered by the Unit have their schools managed by the local District Directorates. Staff at the Headquarters in Ho number 35 and in the regions, 68. In addition to the funding it receives from the EP Church, Ghana and the GES, this Unit receives significant funding from partner churches abroad.

##### Functions of Unit

- Provision and management of over 600 primary and JSS schools all over Ghana. The Unit also manages 3 secondary schools, 2 TTCs and 2 vocational/technical schools. The Volta Region has the largest number of the Unit's educational institutions;

- Management of a scholarship scheme for rehabilitating government schools in deprived areas. Scholarships for 1995 amounted to ₵30 million. 50% of these funds are for the rehabilitation of the schools and the rest of the money is for bursaries to children from needy families, regardless of religious affiliations;
- The Unit does not add any extra religious teaching to the standard GES curriculum, however it encourages extra-curricular Christian activities, such as the Christian Youth Builders (CYB) - a Christian school club.

#### Progress towards objectives

##### **Success:**

- In 1995 many of the Unit's teachers won awards at the Best Teacher Awards ceremony. Many of their schools are renowned for their high academic standards.

##### **Problems:**

- with the decentralisation of the Government education system, the MOE wants all the public schools to be under the umbrella of the District Directorate. This means that grants due the Educational Unit are not forthcoming;
- the government school supervision system does not cover the moral life extra-curricular activities, and the GES does not allow the church to recruit staff for this type of supervision.

#### **2.5.6. Seventh-Day Adventist Educational Unit**

##### Background

The Educational Unit of the Seventh-Day Adventist Church was established in 1950. Its objective is to provide education to children at both basic and second cycle schools, and to emphasize the teaching of religious and moral education. The Unit is funded mainly by the SDA church and the Government. It also raises funds for its schools through PTAs. It incorporates special moral and religious instruction in the schools through extra-curricular activities.

##### Functions of the Unit

- To manage and supervise all Seventh-Day Adventist Schools in Ghana - the SDA church has about 300 primary schools, 54 JSS schools, 4 SSS schools, one private teacher training college and one private vocational institute - these are located in all regions of Ghana;
- To assist communities in the construction and rehabilitation of schools;
- To provide disaster relief and rehabilitation to schools;
- To provide furniture and equipment for schools;
- To co-ordinate book donations from school libraries from individuals and organs of the church.

##### Problems

- Financial constraints;
- Lack of vehicles for Regional Managers.

##### Future Plans

- To establish senior secondary schools in the regions;
- To renovate existing basic schools and construct new ones in needy areas;
- To improve library facilities in SDA schools;
- To equip the science laboratories of second cycle schools;
- To establish a technical/vocational school for JSS/SSS dropouts.

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## 2.5.7. F'Eden Mission Church

### Background

The F'Eden Mission Church was established in 1963, and began setting up schools in 1967. Its Headquarters is based in Accra and is run by 20 staff. The church does not have an Educational Unit but manages its schools through the church administration. It has 7 branches of its church in different regions of Ghana, each with a school. Each of these churches has its own administration through which the school is managed, and which is accountable to the Headquarters in Accra. The local church ensures that a PTA is established and the Chairman and Vice are charged with monitoring the performance of the school staff and sending monthly reports to the Headquarters. F'Eden Mission Church counts some important Government officials among its board membership, and is the only locally established church to become a member of the Christian Council of Ghana.

### Educational Activities

- Building, maintenance and management of 6 primary and JSS schools in 4 regions and a secretarial school in Accra;
- Recruitment of teachers from TTCs and universities to staff schools. The Church pays the teachers' salaries and accommodation expenses. Staff appointments must be channelled through the GES and GES carries out inspections for the schools;
- Community outreach to encourage families to register their children in the schools;
- Supplementing of textbooks provided by GES;
- Assistance with school fees for poor families. Payment of school fees is determined according to parents' resources and can range from full payment by parents to full payment by the Church. In addition, children from remote rural areas are placed with host families from the church to enable them to attend the schools which are all in towns. These forms of assistance are available to all needy children regardless of religious affiliation.

### Problems:

- Resource constraints;
- The primary schools in particular are controlled by the Government in terms of inspection - this makes it difficult for the Church to monitor them and in cases where the GES inspection is inadequate, the Church has even less control;
- The Church is currently battling to retrieve a plot of land it acquired in 1972 to build a school complex, but which was taken over by the Government for the State Housing Corporation. The land was never used and after 20 years should by law revert to its owner. The problem has been compounded by people encroaching on the land.

### Future Plans

- The Church plans to put up a 2-storey school complex at its Headquarters. It also plans to construct headteachers' bungalows and 1-bedroom flats for all teachers;
- The Church plans to establish schools in the remote cocoa-growing areas of Ghana where children live out of the reach of schools.

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### **2.5.8. Salvation Army Educational Unit**

#### Background

The Salvation Army was established in Ghana in 1922 as a chapter of the Salvation Army originally founded in England and now an international Christian Church and charitable organisation. Its objectives are the advancement of the Christian Religion, education, poverty relief and other charitable activities. It is funded through the Salvation Army International Headquarters in London and through contributions from its local church in Ghana. The Salvation Army Educational Unit has the objectives of establishing educational institutions, providing structures, and managing and supervising the Salvation Army schools to ensure that spiritual and moral training is given. It is run by 8 people at its headquarters in Accra, and 8 in the field, and its activities encompass four regions. In 1994 the Unit received a grant of \$40,000 from the Salvation Army International Headquarters in London, for the rehabilitation of some old school buildings and the cladding of pavilions.

#### Functions of the Unit

- Supervision and management of Salvation Army schools - the Salvation Army has 70 pre-schools, 81 primary schools, 22 JSS schools and 1 SSS school. It also has 4 private vocational institutes and 2 rehabilitation centres for handicapped people. The Salvation Army schools are spread around 6 regions of Ghana with the bulk of them in the Eastern Region. There are none in the Northern part of Ghana.
- Establishment of an Integrated School for the Handicapped at Agona Swedru;
- Construction of new school buildings for two communities in the Central and Volta Regions;
- Cladding of 4 school pavilions and plans to clad 14 more. Resources for these pavilions are provided by the church with assistance and participation from the local communities.

#### Problems

Lack of financial resources for administrative expenses. Government grants to the Educational Unit are inadequate. Lack of transport is also a particular problem.

### **2.5.9. Ahmadiyya Muslim Educational Unit**

#### Background

The Ahmadiyya Muslim Mission was established in Ghana in 1921, and its Educational Unit was set up in 1927 when it first started building schools. The Unit is based in Saltpond in the Central Region and is headed by the General Manager with 4 other staff. Also based at the Headquarters in the Regional Manager for the Central Region and his directorate of 10 staff. There are Regional Managers in all other regions of the country.

#### Functions of the Unit

The Unit manages over 150 Ahmadiyya Muslim primary and JSS schools, 6 secondary schools and one TTC. These institutions are built by branches of the Ahmadiyya Mission in all regions of Ghana. The Education Unit functions in the same way as the Christian Church Mission Education Units, has the same type of relationship with the GES and also promotes the moral standards of its Mission in the schools. Its teachers are paid by the GES. The Ahmadiyya schools unlike the Orthodox Muslim schools are open to the general public regardless of religious affiliation, and in many of their schools the children from Ahmadi Muslim homes are in the minority. In their Saltpond Primary School for

example there are only 46 Ahmadi children out of a total of 284. The Ahmadi children are segregated from the other children for special religious instruction. The Ahmadiyya schools enjoy the support of strong PTAs.

#### **2.5.10. Other Religious Educational Units**

Methodist Educational Unit  
Anglican Educational Unit  
Orthodox Muslim Educational Unit

### **2.6. NGOs providing other community services**

#### **2.6.1. Save the Children Fund (UK), Ghana (SCF)**

##### Background

Save the Children Fund (UK) Ghana (SCF/G), was established in 1990 in Ghana as a chapter of Save the Children Fund UK. Its mission statement is to "achieve lasting benefits for children within communities in which they live, by influencing policy and practice based on its experience and study in different parts of the world...making a reality of children's rights". SCF/G works in 3 regions and is based in Accra. It is run by 6 staff at its headquarters and 9 in the field. SCF/G is funded by Save the Children in the UK, by the ODA, and by voluntary donations from the UK. It has a total annual budget of approximately £700,000. The organisation is a member of GAPVOD and of the Consortium of International NGOs.

##### Main Programmes

- Support to MESW at the national level, identifying training needs and supporting policy development. SCF/G has a sub-office at the Department of Social Welfare and runs a research and information unit for the Department;
- Management capacity-building of Eastern Regional MOH staff to strengthen support services to the Districts and to support information dissemination in the region through the improvement of Health Management Information systems;
- Support and training for juvenile probation officers to provide counselling to juvenile offenders to prevent them from being sent to juvenile institutions;
- Support in policy formation for transport management within the MOH;
- Training of District Social Welfare officers to interact with District Assemblies to put together child survival and development action plans;
- Capacity-building programme for the Ghana National Commission on Children - strengthening GNCC's capacity for advocacy. SCF/G has supported GNCC in putting together a child law reform programme which UNICEF is interested in supporting. SCF/G has also set up a Research, Information, Monitoring and Evaluation Unit at the GNCC;
- Family and Reproductive Health Programme - SCF/G gives support to local NGOs and CBOs to identify family planning interventions in communities. SCF/G will work with ISODEC, CEDEP and CENCOSAD to identify suitable NGOs for this programme, and to provide capacity-building for them.

### Progress towards objectives

- SCF/G has been able to influence policy pertaining to transport management within the MOH;
- SCF/G has been able to influence policy on community-supported probation service for juveniles as opposed to institutions.

### Future Plans

SCF/G may become involved in early child development programmes - these will involve training people to manage community-based pre-schools. There is some interest from ODA in funding an educational programme for SCF/G.

## 2.6.2. SNV-Netherlands Development Organisation, Ghana

### Background

SNV/G was established in 1962 as a chapter of SNV in the Netherlands. The purpose of the organisation is to support target groups of poor and disadvantaged people in order to strengthen their influence on the social, economical and political environment. Particular emphasis is placed on gender issues and institutional strengthening. SNV/G is funded by the development agency of the Dutch government, the DGIS. Its FY 1996 budget totals NGL2,083,508. SNV is based in Accra and runs programmes in the Volta, Western, Ashanti, Central and Greater Accra Regions. There are 10 staff at the Headquarters and 15 in the field. SNV has field offices in Takoradi and in Ho. SNV is a member of GAPVOD and of the Consortium of International NGOs.

### Main Programmes

- Rural and urban integrated projects at district and sub-urban levels - one aspect of this programme is a project with street children which is still in the research stages;
- Institutional strengthening and capacity-building of local CBOs - in the Western Region this involves holding workshops which bring together local government representatives and members of CBOs such as the local Market Queens' Association. SNV has also played a major role in the establishment of the Participatory Methodologies Training Information Facility (PMTIF). This represents the southern contingent of the network of NGOs still in formulation, which is represented by the Northern Ghana Network for Development (NGND) in the Northern zone of the country (see chapter 4);
- Support to local and international organisations which play a collaborative part in the SNV/G programme.

### Progress towards objectives

SNV/G is still a new organisation in Ghana and is not yet ready to identify reliable progress indicators.

### Future Plans

To make projects more situationally focused, basing intervention on the local needs.

### 2.6.3. Oxfam/Ghana

#### Background

Oxfam/Ghana is the local chapter of the international relief organisation Oxfam which is based in the UK. The organisation's objective is to alleviate poverty and to remove the obstacles to a more equitable distribution of resources. Oxfam/Ghana was established in 1985 as a sub-office of Oxfam's chapter in Burkina Faso, and was made an autonomous country office in 1992. It is funded by Oxfam/UK and by the ODA. Oxfam/Ghana is based in Tamale in the Northern Region, and runs projects in the Northern, Upper East and Upper West Regions. There are 5 staff at the headquarters in Tamale and 8 more in the field.

#### Main objectives

- Disaster relief and conflict resolution - Oxfam/Ghana has been one of the most active members of the Inter-NGO Consortium for Relief and Rehabilitation. In 1994 Oxfam/Ghana with funding from ODA provided farming equipment, seeds, saucepans and buckets worth US\$270,000 for victims of the Northern Conflict. At present Oxfam is the chair organisation for the Northern sector of the Consortium (see 3.2.)
- NGO capacity-building and networking- Oxfam/Ghana works in partnership with local NGOs which it funds to provide capacity-building for community-based women's groups engaged in income-generating activities such as shea-butter extraction and soap making. Under this project Oxfam works with local NGOs BACH in the Upper East Region and SOFIDEP in the Upper West Region. In the Tolon-Kumbungu District of the Northern Region, Oxfam operates a fund through the NGO Village Water Reservoirs, for which women's income-generating groups can apply. Oxfam also provides funding to ISODEC's Tamale office for its work on capacity-building of CBOs through the Northern Ghana Network for Development (see 3.3.)
- Water and sanitation - Oxfam/Ghana is funding a hand-dug well project in the West Mamprussi District of the Northern Region.

### 2.6.4. Professional Network Association (ProNet)

#### Background

ProNet was established in 1994. Its purpose is the provision of services to meet national needs in the Water and Sanitation Sector, in the areas of training, resource development, monitoring, evaluation, research, health education and enterprise development. ProNet is a Ghanaian NGO which works in partnership with WaterAid, a British NGO, from which it receives its funding. ProNet also receives funding from UNICEF and the United States Peace Corps. The organisation is based in Accra with 8 staff at its Headquarters and 12 in the field. ProNet works in close collaboration with the Ghana Water and Sewerage Corporation (GWSC) and has working links with ADRA and PI/G. ProNet's main activity is its collaboration on 'Childscope' (Child School Community Programme), an educational programme run by the GES and supported by UNICEF, with an annual budgetary allocation of about \$28,000.

#### Main Programmes

ProNet's major programme is the Childscope project in the Afram Plains, on which it works in conjunction with the local NGO, Afram Plains Development Organisation (APDO). ProNet's role in the programme is as follows:

- provision of water and sanitation facilities and boreholes to the target communities in the Afram Plains;
- Training of village health co-ordinators in the operation and maintenance of these facilities;
- workshops to train teachers, headteachers and community members to sustain the Childscope project;
- production of health education materials and training manuals;

ProNet also provides in-house training on water and sanitation for other organisations such as the Peace Corps;

Every year WaterAid requests for National Service Personnel to work with them on their projects. These National Service Personnel are given training by ProNet in water and sanitation, and health education.

#### Progress towards objectives

ProNet is particularly active in its production of educational materials on water and sanitation. So far it has produced tens of thousands of copies of different training manuals. Problems it faces are financial constraints and difficulty with the co-ordination of the roles and responsibilities of all the different organisations involved in the Childscope programme.

### **2.6.5. Freedom from Hunger/Ghana (FFH/G)**

#### Background

Freedom from Hunger/Ghana is a chapter of the international NGO, International Support Centre of Freedom from Hunger which was established in 1946. The purpose of the organisation is to assist people to have access to the resources they need to develop the capacity to deal with the causes of poverty, hunger and malnutrition. Their main target is poor rural and urban women. FFH/G is funded by UNICEF and USAID; UNICEF is funding a one-year programme in the Western and Ashanti Regions with a budget of US\$200,000 and USAID is funding a 5 year programme in the Upper West Region with a budget of US\$146,075. FFH/G is based in Accra with 9 staff at its Headquarters and 18 project staff employed from partner organisations, in the field. The organisation circulates its quarterly report among key government ministries, and liaises with MOH in particular, to ensure that its health messages are in line with those of the Ministry. FFH/G is a member of GAPVOD.

#### Main Programmes

- Assisting local groups of women to procure loans for their individual economic activities;
- Members of the organisation are provided with health and nutrition education and training in enterprise development and institutional strengthening;

#### Progress towards objectives

FFH/G's programmes have enhanced women's self-confidence. Their main problem is that the nature of the programme makes the rate of expansion slow.

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### Future Plans

- Strengthening networks with current partners;
- Opening of another regional office in the Northern Region;
- Stepping up of training activities.

### 2.6.6. Integrated Social Development Centre (ISODEC)

#### Background

ISODEC was established in 1987 with the purpose of helping local and underprivileged communities to take part in development issues through the provision of capacity-building and empowerment. ISODEC started out as a programme support unit to the British NGO Water Aid (mentioned under ProNet, section 2.6.3.). At that time its projects related mainly to water, micro-credit and health. The organisation went through a phase of difficulties culminating in the termination of its relationship with WaterAid in March 1994. This was a period of crisis after which ISODEC was re-organised, revitalised and refocussed. ISODEC now has a strong administrative set-up headed by highly qualified professionals, and its main activities are in training, research and advocacy. It is moving into the policy domain, investigating the relationship between macro-policy and poverty, developing an informed opinion of the role of policies in poverty alleviation, and seeking to make those opinions heard. The organisation has a firm commitment to the strengthening of the NGO forum and also has a policy of ensuring gender sensitivity in both its project and policy work.

ISODEC is based in Accra with 50 staff at its Headquarters. It has three field offices in Kumasi, Sunyani and Tamale. The first two are engaged mainly in water and sanitation activities, while the Tamale office is involved in NGO capacity-building and in Health. In addition to the organisations mentioned above, ISODEC has working links with the GWSC, the Development Planning Commission, the NFED, the IAE, SNV, CEDEP, CENCOSAD, Christian Aid and the different member organisations of the NGND. ISODEC is a very active member of GAPVOD and was recently elected a member of the World Bank's NGO working group.

#### Funding and budget

ISODEC generates most of its own funding through its water and sanitation services and its production of training and resource materials for other organisations, for which it has its own desktop publishing unit. ISODEC also hosts the Africa Secretariat for the Third World Network - this attracts a fee of US\$20,000 per year for administrative services. ISODEC collaborates with other NGOs on projects funded by them. In addition, the organisation publishes a weekly newspaper which is self-financing. ISODEC's FY '96 budget for personnel was c70 million.

#### Main Programmes

- Water and Sanitation - ISODEC designs, trains and supervises the construction of appropriate facilities for low-income urban communities as well as the rural sector. ISODEC has a contractual relationship with the GWSC, acting as the intermediate body - the Small Business Development Unit (SBDU) - under the new National Water and Sanitation Strategy, responsible for identifying and assisting community-based groups to develop the capacity to participate in the provision and management of water and sanitation facilities. Under this programme, ISODEC produces training and resource materials for the community groups and hand-dug well contractors, trains them and monitors their work. This programme targets parts of the Brong-Ahafo, Northern and Western Regions.

- Capacity-building for NGOs. ISODEC has played an active role in the setting up of a Participatory Methods, Training and Information Facility (PMTIF) to enhance capacity-building for CBOs particularly in participatory methodologies. The PMTIF is currently carrying out a survey to assess the scope of participatory methodologies used by NGOs, government and quasi government institutions in enhancing the capacities of the poor to control their own resources and development. A northern PMTIF has been set up under the name 'Northern Ghana Network for Development' (NGND). ISODEC has facilitated workshops for the establishment of the NGND, helping participating NGOs to define Northern Ghanaian issues and to voice opinions that could influence policy;
- ISODEC's information systems include various data-bases, electronic communication and a geographic information system;
- Publications Unit - this is used for the publishing of newspapers, in-house reports and documents for other organisations e.g. baseline surveys.
- ISODEC's Gender Unit makes its own programmes gender-sensitive and also undertakes gender training workshops and seminars for other organisations. This unit produced pre- and post-Beijing Conference reports in 1995;
- Establishment of a training unit consisting of a resource pool of NGOs that can be contracted to provide training services;
- Communication of ISODEC's views and those of the communities with which it works through publication of a weekly independent newspaper called the Public Agenda;
- Community education and training on public health issues - ISODEC is currently collaborating with Save the Children (UK) on a Family and Reproductive Health Programme, through its Tamale office;
- Preparation of an NGO directory;
- Micro-enterprise support and institutional strengthening for small CBOs such as the Islamic Women's Association in Accra and the Poultry Women's Association in the Central Region, both sponsored by the Ghana International Women's Club (GIWC);
- Preparation of a 10-country study on the implementation of national machineries such as the NCWD.

#### Progress towards objectives

##### **Success:**

Some indications of ISODEC's success are as follows:

- ISODEC is the first NGO contracted by the government to support a community-based water and sanitation programme. Implementation of ISODEC's SBDU programme has been successful;
- ISODEC has been extremely successful in increasing its potential for self-financing;
- ISODEC has undertaken consultancy services for a wide range of clients including the Ministry of Works and Housing (MOWH), GWSC, the American Peace Corps, Water Aid and the GIWC;
- ISODEC has a very professional image;

### **Problems:**

Some of the problems faced by ISODEC are as follows:

- ISODEC has grown fast and some of its management systems are not yet streamlined enough; it also faces certain logistical problems, such as the acquisition and/or training of qualified personnel;
- ISODEC is seen by some as 'political' because of its activities in advocacy. This was one of the stated reasons behind WaterAid's termination of relations with ISODEC.

### Future Plans

- To consolidate the programmes launched since 1994;
- To extend water sector training to the three Northern Regions;
- To conduct research on the power relations involved in water and sanitation projects - ISODEC has approached GWSC to discuss the privatisation of the water system;
- To produce a social development manual;
- To begin publishing resources for various international NGOs;
- Establishment of a new micro-credit and saving programme - two international universities have expressed an interest in this programme.

### 2.6.7. Centre for the Development of People (CEDEP)

#### Background

CEDEP was established in 1983 in Kumasi with the aim of supporting the initiatives of community-spirited individuals and groups in the development of their communities. CEDEP's approach is underpinned by the principles of equality, mutual respect and co-operation. CEDEP was founded in response to the hardships of the mid 1980s in Ghana. The organisation wanted to use local skills rather than international ones to help people cope with the problems of the time. CEDEP started out with a few individual volunteers and only began functioning as a formal organisation in 1991. Since then, CEDEP has gained considerably in strength and is now run by 14 paid staff at its headquarters in Kumasi, and 5 at its regional office in Wa, Upper West Region. In addition, it has a pool of resource people including university lecturers, community workers and a gamut of other professionals which it draws upon for its community resource development programme and its consultancy services. Membership of CEDEP is open to anyone who shares the organisation's aspirations. Although not a lobbying organisation, CEDEP does seek to influence policy-makers, funders, individuals and communities, in line with its approach. CEDEP has working links with numerous local, international, governmental and non-governmental organisations, including the MOH, the University of Science and Technology (UST) in Kumasi, DANIDA, and the Milton Keynes World Education Centre (MKWEC) in the UK. It is a member of GAPVOD, NCWD and the Catholic Secretariat.

#### Funding and Budget

CEDEP is mainly self-financing and generates income through its consultancy services to local and international agencies. It has also received donations from certain organisations such as CAFOD (Catholic Fund for Overseas Development) which donated £10,000 and TROCKE - also a Catholic organisation. CEDEP also has a UK link group of about 100 people who have at some point been involved in the organisation, or have received its services. This group raises funds and in-kind donations (such as a video camera) for CEDEP in the UK. CEDEP's overall FY95 budget was approximately \$100 million.

## Main Programmes

- Development Education Programme - this programme works with about 8 secondary schools, providing an audio-visual library and reading room which is available to pupils and students to help widen their access to reading materials and to develop their ideas, energies and talents. CEDEP also provides development education seminars to secondary schools and universities. The organisation has had requests from JSS schools but cannot respond to them due to lack of teachers and resources;
- Community Resource Development Programme (CORD) - through this programme CEDEP identifies and establishes networks of individuals and communities for the purpose of sharing experiences, ideas and resources. CEDEP also provides training in such areas as group dynamics, leadership techniques, community animation and facilitation. So far CEDEP works with about 10 groups in the Ashanti, Eastern and Brong-Ahafo Regions. Also under the CORD programme, CEDEP publishes materials on development issues: 'Search', a magazine for people in development, 'Reflections', a leaflet on development issues that seeks to provoke individual reflections, group discussions and possibly, action, and 'Ghana Newsbrief', a bulletin of news about Ghana for citizens abroad;
- Consultancy and Training Services - CEDEP assists organisations to improve their effectiveness through tailor-made seminars, workshops, in-house consultancy and practical training courses. For example, CEDEP has been contracted to provide in-country orientation for volunteers by the American Peace Corps, VSO and the Japanese voluntary service overseas. CEDEP also undertakes research and survey work for other organisations such as the World Bank, USAID, UNICEF and DANIDA;
- CEDEP Women's Forum - This forum was launched in 1995 as part of CEDEP's activities towards the UN Women's conference in Beijing. It consists of a group of about 52 women including a number of NCWD members who meet once a month to exchange information on matters affecting women and to provide a network of support for women workers in the Ashanti Region.

## Progress towards objectives

### **Success:**

- The agencies to which CEDEP provides consultancy services keep coming back to CEDEP for further contracts;
- Community groups have been empowered through the CORD programme and are initiating their own development programmes. For example, one oil palm processing group used the money they generated to build a school;
- The women's forum has been effective in bringing together women from across the board to talk about issues of concern to women.

### **Problems:**

- In working with community groups it can be difficult to achieve consensus between the different voices in the community - there are always tensions. CEDEP's practice of have a resident resource person locally in each of the communities helps with this problem;
- CEDEP faces resource constraints - its needs are mainly for more staff and more office space.

## Future Plans

CEDEP's vision statement is to be established as an organisation of both national and international repute with extensive international links by the year 2000;

CEDEP aims to build a multi-purpose centre for re-location of its administration. This centre will have staff residential accommodation, conference facilities and audio-visual resources as well as full training and consultancy facilities;

- CEDEP aims to establish a Gender and Development Unit by the end of 1996;
- CEDEP will soon start to conduct open courses in management, communication skills and personal development skills;
- CEDEP is preparing to collaborate with Save the Children on its Family and Reproductive Health programme.

## 2.6.8. Centre for Community Studies, Action and Development (CENCOSAD)

### Background

CENCOSAD started functioning in 1977 but was not formally registered until 1987. The organisation's objective is to promote participatory processes of development. This is done through training, action research, networking, consultancy etc. CENCOSAD is run by a 7-member Board of Directors, a 3-member Executive and 10 office staff, 6 of whom are junior staff in the field. In addition, CENCOSAD has 23 Associate members from different backgrounds. These associates are called upon for consulting purposes. CENCOSAD is a member of GAPVOD and an associate of the International Development Exchange (IDEX) in the US. CENCOSAD has so far worked in 8 regions of Ghana.

### Funding and budget

CENCOSAD funds itself through the provision of professional consultancy services to other organisations. It also undertakes projects funded by donors such as UNICEF. CENCOSAD's estimated annual budget is well over \$15 million.

### Main Programmes

- Training and capacity-building - this has included training of Local Government officials, and institutional strengthening of CBOs. Training has also covered health and nutrition, micro-enterprise development and project evaluation. In addition, CENCOSAD engages in training on a consultancy basis for larger local and international organisations. Some of its clients have been YWCA, CRS, CMA, ADF, United States Peace Corps, VSO, UNHCR, UNICEF and UNDP;
- Research - Social baseline research, feasibility studies etc. are undertaken by CENCOSAD on a consultancy basis for other organisations. For example, CENCOSAD has carried out feasibility studies for both AGDRS and La Mansaamo Kpee for the establishment of vocational schools. CENCOSAD is currently working on a poverty study commissioned by UNICEF on the Ga Mashie area. Some of the issues covered by the study are demographics, education, health and sanitation and potential interventions. CENCOSAD is involving children in the data collection process by administering questionnaires to children in school, not in school and school dropouts. A pictorial presentation of children's perceptions of their communities was organised by CENCOSAD as part of the study;
- Networking - CENCOSAD has always had a strong interest in networking amongst NGOs, and played an instrumental role in the initiation and establishment of GAPVOD. CENCOSAD has also been involved in the co-ordination of the PMTIF (see 2.6.5.).

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### Progress towards objectives

CENCOSAD, like ISODEC and CEDEP, has a solid, self-sustaining financial base and a good grounding in its local context. Some indicators of progress are as follows.

#### **Success:**

- CENCOSAD's clients tend to recommend their services to other organisations. As a result of this CENCOSAD has recently been called upon to organise strategic planning workshops for CRS, CMA and AA/G. The organisation has also been contracted by the Noguchi Institute to carry out research on urban 'market gardening'.

#### **Problems:**

- Co-ordination with government agencies can be problematic as these agencies sometimes feel that the NGOs are taking over their responsibilities. CENCOSAD addresses this problem by liaising constantly with government authorities particularly at the sub-district level, inviting them to workshops etc.;
- There is apathy and low morale among some beneficiary communities. CENCOSAD addresses this problem by holding awareness-building and sensitisation workshops.

### Future Plans

- To open branches in other regions;
- To expand capacity-building efforts to respond to increasing demand;
- To expand the organisation's management information systems;
- To further develop staff capacity through refresher courses.

### **2.6.9. Nima 441 Welfare Association**

#### Background

The Nima 441 Welfare Association is a grassroots community development organisation. It was established in 1982 with the following purposes: "to educate the people of the Nima 441 area on basic health, to inculcate in the youth the spirit of self-reliance and community discipline, and to seek help from members and other organisations in promoting co-operation and communalism to build, clean and maintain a healthy township". Nima 441 Welfare Association is headed by a council of chiefs and elders from the community. It is funded through membership dues, tolls from communal KVIP toilets it has built, dues from its clinic and voluntary contributions. It has links with La Mansaamo Kpee, the 31st December Women's Movement (DWM), ISODEC, UNICEF, NOVID/Holland and Sherwood Andreas Schullengemein in Germany. It is also a member of GAPVOD. The organisation's headquarters is in Nima and is run by 15 staff.

#### Main Programmes

- Running of a Public Welfare Centre Clinic;
- Training of the youth of the community in Vocational/Technical skills;
- Providing support to the aged;
- Building and maintenance of KVIP toilets.

### Progress towards objectives

#### **Success:**

- 441 Welfare Association has produced skilled carpenters, masons and seamstresses from among the youth of the area;

- 441 Welfare Association's health programme has reduced the incidence of the 7 childhood killer diseases in the community.

**Problems:**

- Resource constraints - finance, equipment for technical training, means of transport.

Future Plans

- building of schools;
- mass education of residents of the community;
- fund-raising from other NGOs and donors.

**2.6.10. Friends of the Nation (FN)**

Background

Friends of the Nation is a completely locally established NGO. It was founded in late 1993 in Takoradi in the Western Region with the purpose of "making people aware of the deplorable state of the environment and organising them in a co-operative manner to rejuvenate and maintain it". The organisation is run by 8 volunteers at its Headquarters in Takoradi and has two other branches in the Upper East Region and the Western Region. Its full membership however, numbers about 100 people. FN is funded through the private resources of its Council of Directors and by 2 private patrons. Since its establishment it has spent roughly ø8 million on its operations. It has working links with the National Union of Environmental NGOs (NUENGO) and the Ecumenical Association for Sustainable Agriculture and Rural Development (ECASARD). It is also a member of GAPVOD.

Main Programmes

- Environmental safety and disaster prevention - FN sent 80 people from Takoradi for fire-training at Sekondi, to form a "disaster alert". They have also acquired 4 plots of land to build a training centre for training children on environmental matters - this will include establishing clubs in JSS and SSS schools and running classes for them during vacations;
- Agric, agroforestry and food security; - FN have established tree nurseries and planted 200 trees so far;
- Health, disease and birth control - FN has been running seminar and lectures on AIDS, and had a candlelight procession for World Aids Day.

Progress towards objectives

FN is still a young organisation and has had a limited impact so far. Some of the problems it faces are:

- Resource constraints - these constraints have hampered the setting up of an efficient functioning secretariat;
- In some cases, poor attendance of lectures;
- Sometimes resource people for lectures from MOH, Metropolitan Assembly etc. do not fulfil commitments;
- Membership mobilisation is difficult. FN is often mistaken for a religious organisation because of its name. Some people are also suspicious that it is a cover up for a political agenda.

### Future Plans

- FN will have a role in SNV's projected programme for street children;
- To establish programmes on Women and Children's advancement, Human Rights and Peace and small-scale enterprise development;
- To train small-scale enterprises whose activities damage the environment in more environmentally-friendly practices;
- To train counsellors to provide education about AIDS in schools and communities;
- To move into a new office.

### 2.6.11. Tongu Youth and Children Evangel (TOYACE)

#### Background

TOYACE is a grassroots community development organisation in Sogakope, Volta Region. It was established in 1988 and its purpose is "to improve upon the socio-economic, health and spiritual status of the people of the Tongu District who are impoverished in every way as a result of the damming of the Volta River, through an integrated development approach". The organisation's target community is the Tongu District which numbers about 120,000 people scattered in small communities all over the district. TOYACE is run by 5 staff at its Headquarters in Sogakope and has 5 field staff and 45 community-based facilitators. TOYACE's sources of funding are Partnership Africa Canada (PAC) and the Tear Fund, both international NGOs. PAC has donated US\$207,483 since 1989, and the Tear Fund has donated US\$20,000 since 1994. TOYACE's estimated budget from 1989-92 was US\$350,000. TOYACE has working links with Green Earth Organisation, Environmental Liaison Centre International (ELCI), DANIDA and Municipal Action Foundation, another Volta-region based NGO. It is a member of GAPVOD and of the Volta Region Association of NGOs (VORANGO).

#### Main Programmes

- Functional Adult Literacy - TOYACE has established 32 adult literacy classes in 27 communities with women in the majority;
- Community income-generating activities - 2 communities are undertaking piggery and sheep rearing projects;
- Small enterprise women's groups - 9 of these groups are being organised in 9 communities and are undertaking income-generating projects geared towards their economic empowerment and enhancement of their health and social status;
- Running of a centre for youth skills training;
- Provision of library services to the whole district.

#### Progress towards objectives

##### **Problems:**

- Failure of some income-generating projects which were heavily weather-dependent;
- Delays in the release of funds by donors resulting in delays of project implementation;

- Failure to procure more funding since 1994, which has resulted in the laying-off of already inadequate staff and suspension of some projects;
- Lack of human resource training.

**Success:**

- Over 1000 learners have graduated and much awareness has been created in the area;
- Sinking of hand-dug wells has provided clean water for 4 communities;
- 5 young women graduated from the skills training centre in 1994 as dressmakers and batik fabric producers, and 10 more men and women will graduate from the centre in 1996;

Future Plans

- To raise more funds to support current projects, in particular the women's groups, the library services and the youth skills training programme;
- To become involved in environmental protection activities;
- To train staff in relevant areas for capacity-building;
- To find support to undertake commercial activities to support the organisation, e.g. crop farming through irrigation along the Volta River - land has already been procured for this project.

**2.6.12. Amasachina Self-Help Association**

Background

Amasachina Self-Help Association was established in 1967 in Tamale, Northern Region for the purpose of promoting communal participation in development through self-help by communities, especially in the rural areas. The organisation is based in Tamale and co-ordinates a network of community groups in all 13 districts of the northern Region. Amasachina has an 11-member Board of Directors, a 6-member executive based at its Headquarters in Tamale, and a field staff of 11 people based in the target communities. Amasachina is funded by external donors namely the World Bank, UNDP, USAID, Village Aid (UK), IDEX (US), DANIDA and the Embassies of Japan, the US, Britain and the Netherlands. It has links with German Agro Action, the African Centre for Human Development in Accra and African Initiatives, UK. It is a member of GAPVOD.

Main Programmes

- Village Development Projects in the Gushiegu/Karaga and Zabzugu Districts - budgetary allocation: £100,000;
- Tree planting in Tolon and Tamale Districts - budgetary allocation: ₵80 million;
- Labour mobilisation in road and well projects - budgetary allocation: US\$200,000;
- Family Planning and Health Programme in 12 districts - budgetary allocation: ₵94 million.

Progress towards objectives

**Success:**

- Amasachina staff feel that their programmes have raised the awareness levels and the conscientisation of their target communities;

- Amasachina projects have achieved the construction of feeder roads, hand-dug wells, dug-outs and schools. They have also promoted adult literacy and maternal and child health.

**Problems:**

- Sometimes the traditional concepts and attitudes of communities towards projects hinder progress;
- Inadequate participation of women;
- Project failure due to incompetent or apathetic village level implementation committees;
- Financial constraints.

Future Plans

- To consolidate their work in all the districts of the Northern Region, and to expand their projects to the Upper East, West and Brong-Ahafo Regions;
- To strengthen the institutional capacity of members through training.

**2.6.13. Opportunities Industrialisation Centre, Ghana (OICG)**

Background

OICG was established in 1971. Its purpose is to offer free skills training, counselling, job placement and follow-up services to the unskilled, unemployed, school drop-outs and disadvantaged youth between the ages of 16 and 25 years. OICG is based in Accra with 22 staff at its Headquarters and 89 at its training centres in Accra, Sekondi/Takoradi and Kumasi. OICG is funded by the GOG, the Ghanaian public and local and international donors. It is a member of GAPVOD.

Main Programmes

- OICG offers training in 11 skills, and then counselling, job-placement and follow-up services to its clients, to ensure job retention. The three training centres serve the towns in which they are located, as well as their surrounding towns and villages. The annual budgetary allocations for the centres are as follows:
  - OICG Accra Programme- ₵101,981,600
  - OICG Sekondi/Takoradi Programme - ₵44,293,900
  - OICG Kumasi Programme- ₵41,554,500

Progress towards objectives

**Success:**

Since its establishment in 1971, OICG has trained about 7,000 youth and has placed about 80% of them in gainful employment. About 5% of the unplaced have created their own jobs, offering employment to others.

**Problems:**

- Financial constraints, scant donor support;
- Declining placement rates.

Future Plans

- To replicate its programmes in the remaining regions of Ghana, as and when donor funding is available.

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- OICG has embarked on programme expansion beginning with the relocation of its Accra Programme. This was made possible through the provision of permanent facilities for the Accra Programme by EZE of Germany.

#### **2.6.14. Junior Achievement/Ghana (JA/G)**

##### Background

Junior Achievement/Ghana was established in 1994 as a chapter of Junior Achievement International. Its aim is to promote a new generation of business leaders in Ghana by providing skills and employment for young people. It is funded by a grant from USAID and a recent sponsorship from Barclays Bank. It has working links with Junior Achievement International, Youth Enterprises International, The Duke of Edinburgh Award International Association, the Head of State Award Scheme/Ghana and the Princes' Youth Business Trust, UK. JA/G is based in Accra with 4 staff at its Headquarters and 2 staff in the field.

##### Main Programmes

- Provision of business education to students;
- Teaching students how to form and operate companies through practical classroom experience;
- Provision of employment for school leavers;
- Establishment of a link and collaboration between the business and the education sectors.

##### Progress towards objectives

JA/G has trained 7,000 students as entrepreneurs. Its main problem is resource constraints - in particular, finance, transportation, office space and office equipment.

#### **2.6.15. Green Earth Organisation (GEO)**

##### Background

Green Earth Organisation was established in 1989 for the purpose of protecting and conserving the environment through projects and education. GEO is funded by the Dutch Government, UNDP, IUCN and a number of local sources. It is run by 10 staff at its Headquarters in Accra, and an additional 10 staff in the field. It has links with numerous local and international organisations including NUENGO, Youth Development Co-operation, International Peace Bureau and Centre for our Common Future. GEO also has a role as a Public Affairs Trust, mainly by providing a forum for the activities of GAPVOD. GEO and GAPVOD share the same Executive Director, and GEO's Director of Programmes is also a senior member of GAPVOD. Thus GEO and GAPVOD activities are much interlinked.

##### Main Programmes

- Environmental education in JSS and SSS schools in the Brong-Ahafo, Eastern and Greater Accra Regions. This programme is funded by the UNDP with a budget of ₵18,000;
- Publication of the "Green Dove", a bi-monthly magazine on environmental issues. This magazine is targeted at schools, universities, development agencies, NGOs, UN agencies and the general public. The production of the magazine is budgeted at ₵2 million per issue.

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Progress towards objectives

**Success:**

- A 40 hectare woodlot has been established to contribute towards checking global warming;
- Awareness about environmental degradation has been planted in school children in the target regions.

**Problems:**

- Funding and human resource development constraints;
- The difficulty of putting the message across to poor and illiterate people about the need to conserve the environment.

Future Plans

- To expand the environmental education programme to more regions of Ghana;
- To improve staff capacity.

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## Chapter 3: Umbrella Organisations and Networks for NGOs

### 3.1. The Ghana Association of Private Voluntary Organisations in Development (GAPVOD)

#### Background and purpose:

GAPVOD is an umbrella organisation for Non-Governmental Organisations in Ghana. It was established in 1980 by a handful of NGOs operating in Ghana and has since grown into a coalition of 127 national and international NGOs. The main aim of GAPVOD is to enhance the development of NGOs and the private development sector in which they operate. GAPVOD's full range of activities is as follows:

- (1) provision of training, evaluation and other consultancy services - this includes the organisation of periodic training of NGO personnel through workshops, seminars and overseas scholarships;
- (2) collection and dissemination of information relevant to the development process in Ghana. This includes production of a monthly newsletter and a quarterly magazine to link members with news on NGOs and development;
- (3) co-ordination and liaison between member organisations, the government and the business sectors - this includes the provision of a forum for NGOs to interact and share ideas and information, and the organisation of seminars and roundtable discussions which bring together representatives of the GOG, the international aid agencies and local NGOs.
- (4) seeking of funding for NGOs from both local and international organisations - this includes linking NGOs to donors both within and outside the country.
- (5) provision of support services to member NGOs, such as information, communication and secretarial services.

GAPVOD has a Board of Directors, an Executive Committee, two Functional Committees, namely Finance and Public Affairs/Editorial, and 9 Sector Committees, (not all of which are functioning at present), which between them cover the schedules of most NGOs. Membership of the Sector Committees is open to all members of the Association, depending on their area of operation. GAPVOD holds an Annual General Meeting every year for its general membership.

#### Current status of GAPVOD:

GAPVOD depended on grants from foundations abroad for its funding in the initial stages of its establishment. In the late 80s it began to receive funding and capacity-building from UNDP. In 1992 however, institutional malpractice, lack of transparency and internal divisions brought about a crisis for GAPVOD which was to last for two years. The Ministry for Social Welfare set up a committee to carry out a probe into GAPVOD and recommended the election of an interim executive. The case went to court, which generated much tension. During this period the UNDP stopped funding GAPVOD. Financial misappropriations had led to the accumulation of debt. This affected rent payments as a consequence of which GAPVOD lost its office. The financial crisis led to the breakdown of the whole administrative structure.

In 1995 a new executive was elected and set about re-organising GAPVOD. The new executive is now working to restore the stability and credibility required to attract donor funding once again. This is a slow process, as GAPVOD currently faces severe financial and human resource constraints. Its only source of funding is its membership dues. It has not yet been able to establish a new secretariat, and is currently functioning through the offices of the Green Earth Organisation, an NGO which is also under the directorship of the GAPVOD chairman. The response of the freshly elected GAPVOD Executive to the Government's attempt to introduce a Bill on NGOs in 1995, however, showed that the organisation was still quite capable of carrying out its intermediary role between the Government and the NGO community. This went far towards restoring GAPVOD's credibility.

GAPVOD has approached various donor agencies including the UNDP, the World Bank and USAID for support. The UNDP is collaborating with GOG on its Poverty Reduction Programme, through the Ministry for Local Government. This programme has a component for NGOs which is to be executed by GAPVOD. The programme has been delayed by almost four years but should begin within the next few months. The World Bank has also held a series of meetings to work out an assistance strategy for GAPVOD. GAPVOD submitted a US\$37,000 proposal to WB in January 1996, for provision of institutional support and equipment. GAPVOD has also completed a US\$23,000 proposal for the compilation of an NGO directory and the printing of 2,000 copies. This proposal is directed at SNV, UNICEF, AA/G, The British Council, Save the Children (UK) and GTZ.

GAPVOD's members are mostly located in southern Ghana. In the Brong-Ahafo, Ashanti and 3 Northern Regions, many NGOs have not even heard of GAPVOD. The organisation is at present unable to offer its members the full range of its former services. However it does hold regular meetings for its membership, and it does fulfil its representational role in Government/NGO matters. GAPVOD has arranged to re-locate to its old office premises and is trying to raise the money for the rent advance. GAPVOD staff expect that their secretariat will be re-established at its former premises by June 1996. In the interim, letters are received at the office by a caretaker. GAPVOD's future plans include much awareness creation about the organisation, to bring it to the attention of NGOs all over Ghana, and to enlist the membership of NGOs which have emerged since the GAPVOD crisis. GAPVOD also plans to identify NGOs which can represent the organisation in each region.

GAPVOD has strong links with the Ministry of Social Welfare. MESW assisted in the establishment of GAPVOD and in soliciting funding for the organisation from MFEP and UNDP. MESW is an ex-officio member of GAPVOD. Although the relationship between the two organisations is a cordial one, it inevitably has potential for confrontation.

### **3.2. The Inter-NGO Consortium for Relief and Rehabilitation**

The Inter-NGO Consortium for Relief and Rehabilitation was established by NGOs working in the Northern Region of Ghana, in response to the ethnic conflict which took place in that region in early 1994. Factors leading to the establishment of the organisation were as follows:

- NGOs wanting to provide assistance to refugees of the conflict sheltered at the army barracks were denied access. This made them realise the need for a louder collective voice in order to have any dialogue with the government, which had become a military operation at that time;
- NGO staff who were natives of the tribes involved in the conflict were in danger, and some NGOs and religious missions were accused of partisanship in the conflict, also putting them in danger. The creation of a collective identity protected individual NGOs from these dangers;

Although the Consortium enjoyed the participation of a large number of NGOs for the duration of the conflict, many of these organisations have become inactive members with the quietening of the situation in the Northern Region. However a hard core element remains in both the Northern Region and the South of Ghana. The Consortium has a Chair which rotates every three months. At present Oxfam is the chair organisation for the Northern sector of the Consortium, and World Vision is the chair organisation in Accra. The focus of the Consortium is on developing emergency preparedness capacity. During the Accra floods of 95, the Consortium gave some assistance to flood victims.

The Consortium has lead agencies which manage resources on its behalf. For example, AA/G distributed seeds for planting to 200,000 people displaced by the Northern Conflict. The Consortium receives funding from bilaterals such as USAID. The Consortium has not yet gained legal status and it operates informally, but it is recognised by the government. Some members feel that its informal status works to its advantage. A current focus of the Consortium's activities is Peace and Reconciliation work with the Permanent Peace Negotiating Team (PPNT), a government body.

Some of the members of the Consortium are: AA/G, Oxfam, ADRA, African Development Programme (ADP), AGDRS, CRS, CUSO, Worldwide Evangelization Crusade Mission, Sudan Interior Mission (SIM), Feed the Hungry/Ghana, Christian Council of Ghana, Ghana Red Cross, National Catholic Secretariat, the Presbyterian Church of Ghana, SCF/UK and WWI/G.

### **3.3. The Participatory Methods, Training and Information Facility (PMTIF) and the Northern Ghana Network for Development (NGND)**

The Participatory Methods, Training and Information Facility is a country-wide network currently being set up by NGOs. Its objective is to promote the methodological development and capacity-building of NGOs through inter-NGO networking. The process was initiated in 1993 by SNV, AA/G, Oxfam, WaterAid and ISODEC and in August 1994, a workshop was organised by ISODEC, CEDEP and CENCOSAD with financial support from SNV and Oxfam, with the purpose of identifying NGOs using participatory methods, and the ways in which they were applied. The conclusion of that workshop was the articulation of the need to establish a Participatory Methods, Training and Information Facility (PMTIF) in Ghana which would be decentralised into the three zones (northern, central and southern) of Ghana. Since this workshop ISODEC with the support of SNV, has taken steps to establish the southern PMTIF. One of the main objectives of the PMTIF is to address the implementation of participatory methods in the development work of NGOs, and in particular, local NGOs.

In February-March 1995, a workshop was held to start the process of formulation of the northern PMTIF, named the Northern Ghana Network for Development. This workshop was attended by 58 representatives from both local and international NGOs as well as CBOs and government departments. A second workshop was held in June 95 to set up a draft Constitution for the Network, to elect officers and to discuss the proposed NGO Bill. This workshop was attended by 44 representatives from 29 NGOs, CBOs and government departments. The NGND is being supported mainly by Oxfam and AA/G. The central PMTIF has not yet been established but will likely be undertaken by CEDEP at some point. For information about the Southern PMTIF see the profile on ISODEC in Chapter 3.

### **3.4. Volta Region Association of NGOs (VORANGO)**

The Volta Region Association of NGOs is an umbrella organisation for NGOs in the Volta Region of Ghana. It is still in the formulation process and has 43 member organisations so far. It does not yet have a secretariat, but uses the offices of the regional administration and the District Assembly halls for its meetings. Its objectives are:

- to organise education and training programmes for members towards capacity-building and institutional development;
- to co-ordinate the activities of member organisations;
- to liaise with the regional co-ordinating councils in equitable distribution of NGO projects in the district;
- to collate and disseminate information which will benefit NGOs operating at the grassroots level;
- to collaborate with external NGOs and other donors executing development projects in the region.

### **3.5. The Consortium of International NGOs**

This is an informal group of 19 international NGOs operating in Ghana, which holds regular meetings at Technoserve. Members include SCF(UK), SNV, PI/G, AA/G, ADRA, CRS, VSO, IESC and the Frederich Ebert Foundation.

## Chapter 4: The Legislative Framework within which NGOs operate in Ghana

### 4.1. A Brief History of NGOs in Ghana

The history of voluntary effort in Ghana goes back to the past century with the advent of the European missions such as the Basel Mission from Switzerland. These missions established the first schools and began rudimentary medical services in the remote rural and overcrowded urban areas. However the real beginning of Voluntary Social Welfare work came about 60 years ago when a branch of the Red Cross Society was started in Accra. This triggered the establishment of other humanitarian services. Political independence in the 1960s brought a gradual shift towards development aimed at promoting social change. Voluntary organisations thus became involved in development with a bias to rural areas and the problems of poverty. These NGOs began to mobilise communities and encourage them to take an active part in their own development.

### 4.2. Government Registration of NGOs

The growth in number of NGOs and the Government's recognition of their activities made it necessary for them to be accepted as partners in socio-economic development. The Government therefore identified its own definition of NGOs, categorised them by origin and activity into four main groups and drew up a procedure for their registration. As given in Chapter 1 of this report, the Government's definition of an NGO is "an organisation which is voluntary, non-partisan, non-political, non-profit making and which aims at improving the quality of life of people". The four groups into which NGOs were categorised are as follows:

1. Indigenous i.e. community organisations without external affiliation;
2. National organisations without external affiliation;
3. National affiliate of an International Organisation with indigenous leadership;
4. International organisations operating locally.

The first step in establishing an NGO in Ghana requires the registration of the organisation at the office of the Registrar General as a company limited by guarantee under the Companies Code, Act 179 of 1963. This process requires the presentation of a Constitution and Bye-Laws regulating the organisation, the names, addresses and signatures of all officers and members of the Board of Directors of the organisation, and a signed copy of the minutes with a motion for the establishment of the organisation by the Board of Directors. Upon approval a certificate is issued to the NGO.

The second step in establishing an NGO requires the registration of the organisation with the Department of Social Welfare. This Department registers NGOs in Ghana in concurrence with their relevant professional and technical bodies, irrespective of their registration with the Registrar General's Department or other agencies. At the district level, preliminary investigations are conducted by the Department of Social Welfare into the organisation's background and activities, to determine its suitability to operate as an NGO. Findings are sent to the Head Office through the Regional Office. To qualify for registration an NGO must satisfy the following conditions:

- (a) It must be voluntary, independent and not for profit, and it must be working to improve the circumstances and prospects of disadvantaged people who are unable to realise their full potential or achieve their full rights in society;
- (b) Though independent of government control, it must operate within the confines of the framework of National Development Policy and Fundamental Liberties in the Laws of Ghana;
- (c) It must not be used to shield private for-profit enterprise;

- (d) It must state its objectives clearly and concisely;
- (e) It must state the manner in which it is governed, in a constitution or bye-law or memorandum according to the law under which NGOs are incorporated, i.e. the Companies Code, Act 179 of 1963.
- (f) It must provide a general account of its work method and activities and scope (i.e. local, national or international) and links to other organisations;
- (g) It must provide a statement of sources of income and fields of expenditure;
- (h) It must be managed and controlled by its members. Directors or trustees should be independent of external influence;
- (i) It must submit reports by March of every year to the Department of Social Welfare structured on a pre-specified format. This format includes an account of the activities carried out during the reporting year, total expenditure for the year, the number of people employed and future plans.

NGOs must additionally present the following:

- copies of the Registrar General's certificate of Incorporation via the Companies Code Act 179 of 1963;
- copies of their Constitution or Bye Laws;
- completed copies of the Department of Social Welfare's Investigation report;
- any brochures or newspaper reports on their activities;
- a written approval from the Sector Ministry relevant to the scope of their activities.

Foreign/International NGOs are defined by MESW as organisations which are originally incorporated in one or more countries other than Ghana, but operating in any part of Ghana. These organisations have a slightly different format of registration, for which the main additional requirement is an agreement between the international NGO and the GOG.

The principal benefits granted to NGOs by the Government after their registration are:

- (i) Granting of exemption and reduction in taxes and duties to be paid by NGOs on donated items from abroad;
- (ii) Providing tax reliefs to donors for donations made to NGOs;
- (iii) Providing support to facilitate NGO activities.

The existing legal registration process for NGOs requires a twofold registration procedure. Registration under the Companies' Code though bureaucratically onerous, is reasonably straightforward. Registration with the Department of Social Welfare requires the application to go through several stages of processing within the Department of Social Welfare. This is cumbersome and time-consuming. Indeed, many small NGOs in Ghana fail to register with the Department because they are discouraged by the complicated procedure. In addition to this, monitoring and

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evaluation of NGO activity on the part of the Department is sometimes inadequate due to resource constraints, which hamper its capacity to ensure that NGOs submit annual reports as required by the existing registration process. In 1993 the Government drafted a parliamentary bill proposing a Non-Governmental Organisations Act which would add a third stage to this already complex registration process.

#### **4.3. The Bill on the proposed Non-Governmental Organisations Act 1993**

##### Brief Background to the Bill

During the late 1980s GAPVOD felt that there was the need for formal NGO/government collaboration. A proposal was made to the Government, requesting such a forum. This proposal was accepted and the Government set up an NGO/Government Committee to review the recommendations of the NGOs themselves. Workshops were held involving both government and NGO representatives. As a result of these workshops, the Committee drew up the framework for a Bill for further action. However, the period between 1989-92 was one of turmoil and change. During this period the Department of Social Welfare - which had come under the directorship of the Ministry of Local Government with the decentralisation of government around 1986 - was returned to the directorship of the Ministry of Social Welfare. In the same period the GAPVOD crisis began. According to government sources, due to the time lapse and the human resource changes that had occurred during this period, when the Bill was finally drafted, there were some oversights regarding recommendations made by NGOs.

##### Content of the Bill

The Bill proposing 'The Non-Governmental Organisations Act 1993 is a 10-page document which outlines the establishment of an NGO Advisory Council through which NGOs would be registered. As written, the proposed Bill would not have superseded existing enactments requiring NGO registration. As a result this Bill would have added a third process of registration to the two already cumbersome registration procedures. Thus any new NGO would have had to go through 3 registration steps before being accepted as a legally operating NGO in Ghana.

##### Composition of the proposed Advisory Council

The Advisory Council would be appointed by the President in consultation with the Council of State. Its would have a membership of 23 people. The chairman of the Council would be the Minister or Deputy Minister of Social Welfare, the Executive Secretary would be appointed by the President, and there would be 12 more government representatives mainly from the sector Ministries. 3 other people "with knowledge and experience in the work of NGOs" would be appointed by the Government, and there would be 7 places for non-governmental bodies. These would be the Christian Council, the Catholic Secretariat, the Ghana Red Cross, the Federation of Muslim Council, the Ahmadiyya Movement, the National House of Chiefs and GAPVOD.

The Advisory Council would establish Regional Advisory Committees in each region, and District Advisory Committees in each district for the performance of its functions. The Regional Council would be headed by the Regional Minister or Deputy and the District Council would be headed by the District Chief Executive. Both Regional and District Councils would have 19 members with a composition reflecting that of the central Council. The same non-governmental bodies would be represented with the exception of the Ghana Red Cross and GAPVOD.

### Functions of the Advisory Council

The main functions of the Advisory Council would be to:

- register NGOs;
- advise the Minister on NGO policy formation;
- promote effective government-NGO collaboration;
- co-ordinate governmental activities related to NGOs;
- monitor and evaluate NGO activity for effective development;
- provide a forum for the discussion of NGO related issues.

### Powers of the Advisory Council

The powers of the Advisory Council would be:

- to judge according to conditions specified in the Act whether NGOs qualify for registration. One of these conditions is that the NGO be willing to work in co-operation with any agency of State that the Minister may direct;
- to cancel or suspend the certificate of recognition of a registered NGO if its activities are subsequently considered by the Council to be in contravention of its stated objectives;
- to prescribe further conditions for the registration of NGOs or for the activities of NGOs.

### Implications of the Bill and reactions to it

This Bill was circulated to all NGOs with a questionnaire attached for comment. There was an outraged reaction from NGOs and the Bill was challenged by GAPVOD on the grounds that it was unconstitutional, going against the provisions of the 1992 Constitution relating to freedom of association and other human rights principles. GAPVOD was instrumental in mobilising support against the Bill principally through the organisation of a press conference, workshops and a televised debate. The Green Earth Organisation magazine 'Green Dove' carried articles denouncing the Bill.

International NGOs also found the conditions of the Bill unacceptable, and threatened to withdraw their services from Ghana if the Act were passed. This threat was made at a forum organised by the Institute of Economic Affairs (IEA) for international NGOs. These NGOs felt that the Act might have hidden motives, and that too much governmental control over NGOs would interfere with the delivery of their services, with detrimental consequences to the beneficiaries of their programmes. International NGOs present at this forum included Technoserve, ADRA, CRS and GEO.

Aspects of the Bill which both local and international NGOs found particularly unacceptable were as follows:

- the government-majority composition of the advisory council and the minimal NGO representation;
- the significant discretionary powers of the Minister at the central level and the Regional Ministers and District Chief Executives at the other levels.
- the absolute right of the Council to deny, cancel or suspend any NGO.

The two main changes that this Act would make to the existing legislative framework for NGOs would be to make the registration procedure significantly more complex with an apparent duplication of process, and to put NGOs in a much more vulnerable position with regard to the Government's power over them and control over their activities. The second of these changes was however, considered to be the major threat for NGOs. NGOs felt that the existing registration structure was more than adequate in keeping the Government abreast of their activities. The implications of the Bill as perceived by the NGOs themselves are illustrated by some of the comments on the Bill made by NGOs in this study:

*"...NGO activities would be unduly subjected to excessive political interference..."*

*"...Government bureaucracy should not be introduced into NGOs - we see our effectiveness in being able to take decisions and work freely..."*

*"...Greater government involvement in NGOs would make some communities less accepting of NGOs..."*

*"...The moment the Government starts controlling NGOs, the idea of NGOs is gone..."*

*"...It could turn into something else - it could be used politically to get at individuals..."*

*"...If the Government interferes in the finances of NGOs it will cripple all NGOs in Ghana..."*

*"...Further dangers of patronage and corruption..."*

*"...It would be a duplication of functions..."*

#### Current situation regarding the Bill

The outcry by NGOs against the Bill, and the vigorous mobilisation of support against it by GAPVOD, led to the withdrawal of the Bill by the Government. The viewpoint of the Ministry of Social Welfare is that the NGOs misunderstood the Government's intentions. MESW staff indicate that the Bill was designed to facilitate the monitoring of NGO activities, and that as the Government supports them with tax exemptions, they have a right to know how the money is spent, and to ensure that it is not used for improper purposes. The Government's position is that as they eventually get the blame for NGO lapses, they should be well informed about NGO activity.

The viewpoint of GAPVOD is that the Government wishes to control NGOs, and that making the registration system more difficult would allow them to turn away genuine grassroots organisations and replace them with NGOs over which the Government has more control. In GAPVOD's opinion, NGO/government collaboration is not about drawing up parliamentary Bills, but about providing a forum for meetings and discussions. GAPVOD also feels that the MESW does not accord enough recognition to genuine NGOs and regards them as "a bunch of unemployed people" rather than an emerging sector with a growing human resource base of highly qualified, professional people. It also feels that the lack of recognition of the Government keeps the smaller grassroots organisations in a weak position, and that it is high time that NGOs were incorporated into the national budget, particularly in terms of seconding staff to them, providing space for their secretariats etc.

According to GAPVOD there is some division within the Ministry of Social Welfare itself on the Bill, with some radicals still wanting to see the Act passed. Ministry staff have indicated their intention to carry out background research on the regulatory framework for NGOs in other countries. They feel that the existing legislative framework for NGOs in Ghana is not well defined and does not create a collaborative framework for government/NGO relations. MESW is currently seeking technical support from the World Bank's NGO desk, in order to re-initiate the dialogue on how best to revitalise the NGO sector and to create collaborative links between NGOs and government. This process will incorporate the participation of select, successful NGOs, both local and international. MESW also wants to procure World Bank assistance to re-organise and revitalise GAPVOD. It would like to see GAPVOD develop an extensive umbrella programme with regional satellites, so that monitoring carried out by GAPVOD will reduce the Ministry's workload.

GAPVOD's opinion is that any future agreement or act for government/NGO relations will have to be drawn up collaboratively by the Government **and** the NGOs. Thus far GAPVOD has not been approached by MESW to participate in re-initiating the government/NGO dialogue.

## Appendix 1 - Matrix of NGOs in the Study

Name of NGO	Geographic Location	Main Programmes	Programme Budget	Target Community	Staffing level	Contact people
<i>Ghanaian chapters of international NGOs</i>						
Action Aid/Ghana	Accra (HQ), Tamale, Bawku, Chereponi	Education, healthcare, water, income-generation	Education programme: FY 95: £100,000	2 districts in Northern and Upper West Regions: 106,000 people	70	Nigel Ede (Country Dir) George Nyakara (Dep. Dir, Tamale)
World Vision International/ Ghana	Accra (with regional offices in all other regions except U/E)	Health, education, WID, income-generation, evangelism, relief.	Education programme: ca. US\$ 1 million p/a	approx. 140,000 people in all regions	130	Dr. Joe Riverson (Nat. Dir) Ted Opare Saforo (Associate Dir)
Plan International/ Ghana	Accra	Child sponsorship, education, health, income-generation	Education programme: FY 96: ca. US\$348,000	2 districts in Central and Eastern Regions	21	Diane Everaert (Country Dir) Frances Hagan (Prog. Dir)
Voluntary Service Overseas/Ghana	Accra	Education, health, natural resources, community development, technical assistance	n/a	approx. 70 institutions in all regions of Ghana	11	Ruth M'Quillan (Co-Field Dir) Mark Hazelwood (Co-Field Dir)
Ghana Institute of Literacy, Linguistics and Bible Translation, Ghana (GILLBT)	Tamale (HQ), Accra	Production of literacy/educational materials in Ghanaian langs, Bible translation.	overall budget- ca. US \$ 100,000 p/a	Upper East, Upper West and Northern Regions	160	Grace Adjekum (Dir.) Kombian G. Maalug (Senior Literacy & Devpt Co-ordinator)

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Name of NGO	Geographic Location	Main Programmes	Programme Budget	Target Community	Staffing Level	Contact people
Childcare International	Cape Coast	Sponsorship of education for needy children	n/a	fishing communities in the Central Region	4	Victor Eghan (National Dir.) Emmanuel Coffie (Board Chairman)
Forum for African Women Educationalists/ Ghana (FAWE)	Accra	Increasing female participation in education through policy intervention, dissemination of information etc.	n/a	girls all over the country	n/a	Hon. Vida Yeboah (Director)
<i>Ghanaian NGOs in partnership with international organisations</i>						
School for Life	Tamale	Functional Literacy for children not in school	current 4-yr prog: US \$1.2 million	2 districts in the Northern Region	12	Adisa Munkaila (Prog. Co-ordinator) Lis Brandt (Prog. Adviser)
Ghana-Danish Community Programme	Dalun, Northern Region	Community infrastructure including schools, adult education	current 5-yr prog: US \$2.6 million	1 district: ca.152,000 people	27	Amidu Ihbrahim Tanko (Administrator) Thomas Sayibu Imoro (Community C'dinator)
Ghana Book Trust	Accra	Provision of books for school libraries	n/a	all regions	5	Robert K. Amoako (Exec. Dir.) John Budu-Smith (Board Chairman)
The Educational Sponsorship Programme	Cape Coast	Sponsorship of children's education, fostering Africa-Diaspora relationships	n/a	1 region	4	Imahkūs Nzingah Okofu (Aministrator) Nana' Okofu Iture Kwaku 1 (VP/ Treasurer)

Name of NGO	Geographic Location	Main Programmes	Programme Budget	Target Community	Staffing Level	Contact people
Mayday Rural Project	Accra	Rural development through health and education.	ca. \$200,000 p/a	3 districts in southern Ghana	14	Emmanuel Laryea (Project Dir.) Harry Dodoo (Board Chairman)
Ghana Society for the Blind	Accra	Services to the blind and blind children's education	1996 - ₵11 million	mainly 2 regions	24	Victoria D. Bonsu (Exec. Dir) Stephen Nketia (Dep.Exec. Dir)
Ghana National Association of Teachers	Accra	Improving conditions of teachers, supporting educational advancement	n/a	all regions	115	Paul Osei Mensah (Gen. Sec) Kofi Nyiaye (Head, Professional Devpt. Div)
<i>Denominational Religious Mission Development/Relief Organisations</i>						
Adventist Development Relief Agency (ADRA)	Accra	Educational infrastructure, agro-forestry, water, food storage, refugee assistance	n/a	all regions	74	George Baiden (Country Dir.) Paul Sono (Asst. Dir, Planning & Evaluation)
Catholic Relief Services (CRS)	Tamale (HQ) Accra (Support office)	Relief/development, school infrastructure, educational materials, food assistance to schools	n/a	mainly 3 Northern Regions	45	Nelson Cronyn (Resident Representative) Hannah Evans-Lutterodt (Deputy Res. Rep)
Pentecost Social Services (PENTSOS)	Accra	Community development, sch. infrastructure, educ materials, supervision of 66 schools & a commercial college	eg. 4 of their school projects: ca. ₵170 million p/a	all regions	6	John Adom-Yeboah (Manager of Schools) E.Z. Boate (Chairman, Pentsos Committee)
Assemblies of God Development and Relief Services (AGDRS)	Accra	Relief, community devpt, school infrastructure and supervision	n/a	Upper East, Northern and Ashanti Regions	11	J.K. Wumbée (Exec. Dir.) James Hottor (Administrator)

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Name of NGO	Geographic Location	Main Programmes	Programme Budget	Target Community	Staffing Level	Contact people
Task Oriented Physical Science (TOPS) Learning Systems	Accra	Specialized teaching materials for basic level science	ca. ₵10 million p/a	basic schools and teacher training colleges in general	4	Elisha Fiador (Project Coordinator) Rebecca Aryee (Vice Chairperson)
Westphalian Children's Village	Effiduase, Ashanti Region	Parental care and educational sponsorship for orphaned children	ca ₵700 million p/a	48 children (but intake is increasing all the time)	14	S. Owusu-Boampong (Executive Director) Mary Osei-Tutu (Orphanage supervisor)
Global Community/Ghana	Accra	Building and running a school	₵51,595,000	130 children	20	Pastor J. Armah (Exec. Dir.) Joe Appiah (Asst. Director)
<i>Local NGOs</i>						
African Development Programme	Accra	Reproductive health, educational infrastructure and sponsorship, disaster relief	1995 - ₵29 million	4 districts	13	Charles Abbey (Exec. Director) Jacob Ahatame (Accountant)
Children's Literature Foundation	Accra	Production and use of quality books for children	total budget: ₵2.3 million p/a	6 regions so far	n/a	Mary Boye (President) Ewura-Abena Ahwoi (Vice Pres)
La Mansaamo Kpee (La Town Devpt Association)	La (Labadi), Accra	Community devpt: health, sanitation, school infrastructure, credit	n/a	La town, Accra	5	Tabitha Agyei (Administrative Sec) T.K. Ollenu (Chairman)
Org. of Rural Primary Education Developers (ORPED)	Takoradi	Increase school enrollment for rural children	1995 - ca ₵600,000	2 villages in Western Region	8	Charles Cobbina (Executive Director) Ekow Bartels (Exec. Sec)

Name of NGO	Geographic Location	Main Programmes	Programme Budget	Target Community	Staffing Level	Contact people
Evangelical Presbyterian Church of Ghana	Accra	School infrastructure provision	¢1,400,000	all regions	16 (staff of church HQ)	Kofi Mawuli Awutor (Administrative Manager) Rev. F.F.K. Abotchie (Progs & inter church secretary)
Evangelical Presbyterian Church, Ghana - Educational Unit	Ho (HQ) ; regional units in all other 9 regions	Basic, secondary, voc/tech. education, teacher training; religious/ moral education	n/a	all regions	68	P.W.K. Anewu (General Manager, Educ. Unit) E.K. Gzikunu (Head of Supervision)
Seventh-Day Adventist Church - Educational Unit	Accra	Basic, secondary, voc/tech. education, teacher training; religious/ moral education	n/a	all regions	5 at HQ	Samuel Antwi (General Manager) B. Sarkodie (Reg. Mger, A/R)
F'Eden Mission Church (Education Division)	Accra	Provision of school infrastructure, educ. materials; subsidy of children's fees, payment of teachers	n/a	4 regions	20	Rev. Brother Yeboah-Koree (President) John Agbokpey (Exec. Sec, educational establishments)
The Salvation Army Educational Unit	Accra	Basic, secondary, voc/tech. education, rehab. centres for the handicapped	n/a	6 regions	16	Gordon Simpson (Gen. M'ger) Joseph Sintim-Gyimah (Stats/Welfare Officer)
Ahmadiyya Muslim Educational Unit	Saltpond, Central Region	Basic, secondary education, teacher training; religious/ moral education	n/a	all regions	16	Ishaque Kojo Essel (General Manager) Masood Jemal Johnston (Regional M'gr, C/R)

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Name of NGO	Geographic Location	Main Programmes	Programme Budget	Target Community	Staffing Level	Contact people
AGAPE Relief Fellowship International	Takoradi	Education and health assistance to rural communities	FY 95: ¢1.5 million	133 pupils	11	Esther Ansah (Gen. Secretary) Rev. Joshua Holder (Chairman)
Remnant Development and Relief Organisation (RDRO)	Berekum, Brong-Ahafo Region	Community development, sponsorship and education of orphaned/needy children	ca. ¢3 million p/a	3 districts in Brong-Ahafo Region	9	Paul Osei-Agyeman (Executive Chairman) Augustine Adei (Exec. Member)
Ghana Muslim Ladies' Association	Accra	Girls'/women's education; promoting co-existence between religions	n/a	Accra	7	Hajia Katumi Mahama (President) Hajia Ayisha L. Futa (Vice President)
Evangelical Bible Mission	Kasoa, G.A/R	Running a school and providing support to Primary and JSS schools	n/a	n/a	n/a	Rev. D. Decker (President) Rev. E. Quarshie-Konuah (Sec./Treasurer)
<i>Religious Mission Education Units</i>						
Roman Catholic Church of Ghana, Educational Unit	Accra	Basic, secondary, voc/tech. education, teacher training; religious/ moral education	n/a	all regions	18	Rev. Mgr. J. B. Eleeza (General Manager) Iris Beatrice Asamoah (Reg. Mgr of Cath. Schools, G-A/R)
Presbyterian Church of Ghana, Educational Unit	Accra (HQ) ; regional units in all other 9 regions	Basic, secondary, voc/tech. education, teacher training; religious/ moral education	n/a	all regions	169	Rev. Bruce Asare (General Manager of Schools) Rev. Samuel Mensah (Regional Manager, Ashanti Region)

Organisations providing other forms of community assistance

Name of NGO	Geographic Location	Main Programmes	Programme Budget	Target Community	Staffing Level	Contact people
<i>Community Development/ capacity building</i>						
Save the Children Fund (UK)	Accra	Supporting policy development, capacity building of govt. staff, health and population	total budget: ca. £700,000 p/a	Ghanaian children in general	15	Nigel Nicholson (Field Dir.) Dedo W. Nortey (Asst. Field Director)
SNV - Netherlands Development Organisation	Accra	Integrated community development, capacity-building of local orgs.	1996: NGL2,083,508	5 regions	25	Biki Seriese (Field Dir.) Frema Osei-Opere (Prog. Co-ordinator)
Oxfam/Ghana	Tamale	Poverty relief, conflict resolution, women's empowerment, water and sanitation	n/a	3 regions	13	Michael Butcher (Country Dir.) Ben Pugansoa (Prog. Officer)
Professional Network Association (ProNet)	Accra	Water and sanitation, training, research, health education, enterprise development	n/a	1 district in the Afram Plains, E/R	20	Evlyn J. Thompson (Exec. Dir.) Ronald C. Bannerman (Ops Mgr)
Freedom from Hunger	Accra	Relief/community devpt.: health, enterprise devpt for women	US\$346,075 over 5 years	3 districts	9	Francis Beinpuo (Country Director) V.T. Okiwe (Training Co-ordinator)
Integrated Social Development Centre (ISODEC)	Accra, Tamale	Capacity-building of CBOs, advocacy, water and sanitation	FY '96 personnel budget: ₵70 million	whole country	35 (Accra)	Charles Abuge (Exec. Director) Yao Graham (Deputy Director)

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Name of NGO	Geographic Location	Main Programmes	Programme Budget	Target Community	Staffing Level	Contact people
Centre for the Development of People (CEDEP)	Kumasi (A/R), Wa (U.W/R)	Community development through capacity-building	1995: ca. ₵100 million	whole country	19	Tony Dogbe (Exec. Sec) Salome Ahenkorah (Progs. Co-ordinator, consultancy & training)
Centre for Community Studies, Action and Development (CENCOSAD)	Accra	Training, capacity-building, health, income-generation	over ₵15 million p/a	8 regions	13	James Annorbah-Sarpei (President) Maxwell Bediako (Proj. Officer)
Nima 441 Welfare Association	Nima, Accra	Community devpt: health, voc./skills training	n/a	Nima town, Accra	15	Chief Zakari Abubakar (Chairman) Yosha T. Kuta (Vice-Chairman)
Friends of the Nation	Takoradi (W/R)	Community development, environmental education	94-95: ca. ₵8 million	2 districts in the Western Region	8	Donkris Mevuta (Exec. Dir) Steven Hayfron (Chairman)
Tongu Youth and Children Evangel (TOYACE)	Sogakope (V/R)	Integrated community devpt: literacy, small enterprise devpt., vocational skill training	1989-92: US\$350,000	Tongu District, Volta Region	10 (+ 45 facilitators)	Ernest Agbodeka (Gen. Dir.) J.A.K. Kaleku (Board Chairman)
Amasachina Self-Help Association	Tamale (N/R)	Self-help community development	n/a	Northern Region	17	Issah Salifu (Exec. Sec) Mahama Zibilila (Deputy Exec. Sec)

Name of NGO	Geographic Location	Main Programmes	Programme Budget	Target Community	Staffing Level	Contact people
<i>Other forms of education</i>						
Opportunities Industrialization Centre (OIC)	Accra	Skills training/ counselling/ employment	¢187,830,000	whole country	111	K.A. Keelson (Executive Director) E.K. Sambah (C'dinator, Training/Student Svces)
Junior Achievement, Ghana	Accra	Business training/ employment	n/a	whole country	6	Paul Clifford Yeboah (Chief Operating Officer) K.A. Kato (Board Chairman)
Green Earth Organisation	Accra	Environmental education, hosting of GAPVOD	n/a	3 regions	20	George Ahadzie (Exec. Director) Lambert Okrah (Dir. progs)

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## Appendix 2: Contact Details for NGOs in the Study

Name of NGO	Contact People	Tel./Fax number	Office Location	Postal Address
Action Aid/Ghana	Nigel Ede (Country Director) George Nyakara (D. Dir Tamale) Mahmud David (Prog. Manager, Bawku)	224788 fax: 021-230321	Hse no. 222/3, 4th Ringway Estates, Accra (near Country Kitchen Restaurant and GNTC Supermarket)	P.O. Box 19083, Accra North
World Vision International/Ghana	Dr. Joe Riverson (National Dir) Ted Opere Saforo (Associate Dir) John Quaisie (Associate Dir)	226643	North Kaneshie Industrial Area, Accra	Private Mail Bag, Accra North
Plan International/ Ghana	Diane Everaert (Country Dir.) Frances Minnow Hagan (Prog. Dir) John Mahama (Trg. C'dinator)	778039	Anchor House, Osu RE, Accra - opposite CITI savings and Loans Company/Watson Services on the main Osu road leading to the Castle.	Private Mail Bag, Osu, Accra
Voluntary Service Overseas/Ghana (VSO)	Ruth M'Quillan (Co-Field Dir.) Mark Hazelwood (Co-Field Dir.) Dorothy Prah (Prog. Officer)	220471	Wawa Road, Kokomlemle, Accra	P.O. Box 6526, Accra North
Ghana Institute of Linguistics, Literacy and Bible Translation	Grace Adjekum (Director) Kombian G. Maalug (Senior Literacy & Devpt Co-ordinator) Collin Davies (Assoc. Dir, Lang Projects)	Tamale: 071-22143 (tel & fax) 071-22349 Acc :227549 (office) 772074 (guesthouse)	Russia Bungalows, Link Road, Tamale Accra: South Labadi, behind Home School	P.O. Box 378, Tamale, N/R
Childcare International/Ghana	Victor Eghan (National Director) Emmanuel Coffie (Board Chairman) Juliana Brown (Board Member)	042-33146	H/No. G39/2 Tantri Street, Opposite Accra Station, Cape Coast	P.O. Box A232, Cape Coast, C/R

Name of NGO	Contact People	Tel./Fax number	Office Location	Postal Address
FAWE/Ghana	Vida Yeboah (President) Camilla Haldane-Lutterodt (Dir., Research, Stats. and Information) Charlotte Ayisi (Projects & PR)	231092, 027-557428 fax: 231823	Accra New Town, next to Oxford Cinema	P.O. Box C1217, Cantonments, Accra
School for Life, Ghana	Adisa Munkaila (Prog. Co- ordinator) Lis Brandt (Prog. Adviser)	071-22023	No. 602, Kalpohim Estates, Tamale	P.O. Box 787, Tamale, N/R
Ghana-Danish Community Programme	Amidu Ihbrahim Tanko (Administrator) Thomas Sayibu Imoro (Community C'dinator)	071-2776	Dalun, 30km from Tamale	P.O. Box 764, Tamale, N/R
Ghana Book Trust	Robert K. Amoako (Exec. Dir.) John Budu-Smith (Board Chairman) Stephen Manu (Board Vice- Chairman)	772349 (messages)	Accra Training College, near IPS, Madina, Accra	P.O. Box 9866, Airport, Accra
The Educational Sponsorship Programme	Imahküs Nzingah Okofu (Aministrator) Nana Okofu Iture Kwaku I (VP/Treasurer) Leon G. Morrison (Chaplain)	042-33598	Iture, Elmina - behind the Harmony Beach Hotel, off the Accra-Takoradi road. A round white house with a bamboo gate.	P.O. Box 1251, Cape Coast, C/R
Task-Oriented Physical Science Learning Systems (TOPS)	Elisha Fiador (Project Co-ordinator) Rebecca Aryee (Vice Chairperson)	301204 (messages)	No. A 314/4, Danso Street, Lartebikorshie, Accra.	P.O. Box 6759, Accra North

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Name of NGO	Contact People	Tel./Fax number	Office Location	Postal Address
Westphalian Children's Village	S. Owusu-Boampong (Exec. Dir) F.K. Adu-Boffor (Asst. Director) Mary Osei-Tutu (Orphanage supervisor)	051-25778	Office: Near Deeper Life Church, Santase, Kumasi. Village: Effiduase	P.O. Box 106, Effiduase, A/R
Global Community/Ghana	Pastor J. B. Armah (Exec. Dir) Joe Appia (Asst. Director) Daniel Azaglo (PRO)	773515	Opposite St. Lawrence Hotel, New Achimota, on Nsawam Rd, Accra	P.O. Box 359, Accra New Town, Accra
African Development Programme	Charles Abbey (Exec. Director) Jacob Ahatame (Accountant) Ernest Omaboe (Asst. Acc'tant)	773878/ 662035	H/No. C112/21 Shika-Shika St., Abelenkpe, Accra - adjacent to UN/FAO Residences	P.O. Box 3424, Accra
Children's Literature Foundation (CLF)	Mary Boye (President) Ewura-Abena Ahwoi (Vice Pres) Hanna Dankwa-Smith (Secretary)	229178	Ghana Book Development Council (GBDC), 3rd floor, Workers' College. Education Loop, off Barnes Rd, Accra	P.O. Box M.430, Accra
La Mansaamo Kpee (La Town Development Association)	Tabitha Agyei (Admin. Sec) T.K. Ollennu (Chairman) S.S. Oblejumah (Sec., PRO Committee)	Cable: LMK, La, Accra	La Town, near La Community Bank	P.O. Box A92, Accra
Organisation of Rural Primary Education Developers (ORPED)	Charles Cobbina (Exec. Director) Ekow Bartels (Exec. Sec) Ferdinand Aggrey-Fynn (Dep. Exec. Dir)	Accra: 301514, fax: 229618. Takoradi: 031- 46926	Takoradi	P.O. Box 785, Kaneshie, Accra and P.O. Box 0725, Takoradi, W/R
Mayday Rural Project	Emmanuel Laryea (Project Dir.) Harry Doodoo (Board Chairman) E.R.A. Botchway (Administrative Co-ordinator)	228855	10, Abeka Rd, Tesano, Accra	P.O. Box 13923, Accra

Name of NGO	Contact People	Tel./Fax number	Office Location	Postal Address
Ghana Society for the Blind	Victoria D. Bonsu (Exec. Dir) Stephen Nketia (Dep.Exec. Dir) Alex. W. Kala (PRO)	221614	Head Office: Accra Rehabilitation Centre, Barnes Road. Opposite Ghana Museums, Accra	P.O. Box 3065, Accra
Ghana National Association of Teachers (GNAT)	Paul Osei-Mensah (Gen. Sec) Paul Kofi Nyiaye (Head, Prof. Devpt Division) Eleanor Ohene (WID)	221515	Teachers' Hall, near Workers' College, behind Information Service, Adabraka Education Loop, Accra	P.O. Box 209, Accra
Adventist Development Relief Agency (ADRA)	George Baiden (Country Director) Paul Sono (Asst. Dir, Planning & Evaluation) Christian Quarcoo, Dir. Fin & Admin.	220779	Osu, Accra - near SSNIT guesthouse	P.O. Box 1435, Accra
Catholic Relief Services (CRS)	Nelson Cronyn (Res. Rep) Hannah-Evans Lutterodt (Dep. Res. Rep) Hippolyt Pul (Head of Progs.)	Tamale: 071-22646 Accra: 776188/ 776735	Tamale (HQ) - near NORRIP office on Bolgatanga road; Accra: The road behind SSNIT Hospital, Osu RE	P.O. Box 334, Tamale, N/R P.O. Box 6333, Accra-North
Pentecost Social Service (PENTSOS)	John Adom-Yeboah (School Manager/Pentsos Co-ordinator) E.A. Boate (C'tee Chairman) J. A. Larkai (Legal Officer)	777611	200m from La Police Station, behind an old BP filling station, Accra	P.O. Box 2194, Accra
Assemblies of God Development and Relief Services	J.K. Wumbee, Exec. Dir James Hottor (Administrator) Jack Botchway (Dir., Relief)	229062 Fax: via 777525	Osu, Accra	P.O. Box C482, Accra
AGAPE Relief Fellowship International	Esther Ansah (Gen. Secretary) Rev. Joshua Holder (Chairman) Yaw A. Dwaah (Vice Chairman)	(Takoradi) 22688	House no. 15/4, Liberation Rd, Takoradi (near Dompee Motors)	P.O. Box 01106, Takoradi, W/R

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BEST AVAILABLE DOCUMENT

Name of Org.	Contact Points	Telephone number	Office Location	Postal Address
Romnant Development and Relief Association	Paul Osei-Agyeman (Executive Chairman) Augustine Ajei (Exec. Membr.) Thomas Ayeman (Ag. Sec)	0642-22035	Victor Ankwa Street near Omanhson's palace, Berekum	P.O. Box 388, Berekum, B- VR
Ghana Muslim Ladies' Association	Hajia Katumi Mahama (Pres.) Hajia Ayisha L. Futa (V. Pres.) Hajia Zenabu Yakubu (PRO)	223030/ 774739	Chadwick House (behind Total filling station near Iran Clinic), Accra	P.O. Box 12299, Accra- North
Evangelical Bible Mission	Rev. D. Decker (President) Rev. E. Ocran (V. Pres.) (Secretary/Treasurer)	027-556383	Mile 18, Accra/Winnedan Road on the premises of the Evangelical College of Theology	P.O. Box 8297, Accra-North
Roman Catholic Church of Ghana - Educational Unit	Rev. Mgr. J. B. Eleza (General Manager of Schools, Bishops, and Apostles, Accra, Ghana)	235461	100, 101, 102, 103, 104, 105, 106, 107, Asylum Down, Accra	P.O. Box 1544, Asylum Down
Presbyterian Church of Ghana - Educational Unit	Rev. Bruce Asare (Gen. Manager of Schools) Rev. Samuel K. Mensah (Reg. Mgr. A/R)	662511	Presbyterian Church of Ghana Office, Accra (near Makola Market, opposite Rawlings park)	P.O. Box 111, Accra
Evangelical Presbyterian Church of Ghana	E.M.K. Awonor (Admin Mgr.) Rev. F.F.K. Abochie (Prngs and Inter-Church Rel. Sec.)	220381 fax: 232173	No. 19, Main Street, Tesano, Accra (behind Police Depot, near Theresita Hotel)	Private Mail Bag, Accra- North
Evangelical Presbyterian Church, Ghana - Educational Unit	P.K. Anewu (General Manager) E.K. Gzikun (Head of Supervision)	091-411	Ho-Kpodzi	P.O. Box 78, Ho, VR

Name of NGO	Contact People	Tel./Fax number	Office Location	Postal Address
Seventh-Day Adventist Church Educational Unit	Samuel Antwi (General Manager) B.E. Sarkodie (Reg. Mger, A/R) F.W. Ayi (Reg. Mger, B-A/R)	224821	Kokomlemle, Accra - immediately after the second traffic light on the way to Malam Ata market.	P.O. Box 19319, Accra-North
F'Eden Mission Church	Rev. Brother Yeboa-Koree (Pres.) John Agbokpey (Exec. Sec for Educational Establishments)	223830	Kokomlemle, Accra (near C'est Si Bon Hotel)	P.O. Box 6757, Accra-North
The Salvation Army - Educational Unit	Gordon Simpson (Gen. Manager) Joseph Gyimah (Welfare Officer) Felicia Apetor (Accountant)	224705	4, Osu Avenue, Ridge, Accra (near British High Commission, off the road in front of G.I.J)	P.O. Box 320, Accra
Ahmadiyya Muslim Educational Unit	Ishaque K. Essel (Gen. Manager) Masood Jemal Johnston (Regional Manager, C/R)	Saltpond 41 (through exchange)	Top floor, Juaso House 1938, opposite Saltpond Catholic JSS Boys' School, Cape Coast Road	P.O. Box 177, Saltpond C/R
Save the Children Fund (UK), Ghana	Nigel Nicholson (Field Director) Dedo W. Nortey (Asst. Field Dir) Andrew Dunn (Soc. W'fare Advisor)	772600, 772601	Dadwem House, 18, Senchi St., Airport Residential Area (near Minerals Commission and Ghana Tourist Devpt. Corporation), Accra	P.O. Box C976, Cantonments, Accra
SNV - Netherlands Development Organisation	Biki Seriese (Field Director) Frema Osei-Opere (Prog. Co-ord) Therese Ravry (Vol Admin Asst)	776198	6th Street, Airport Residential Area, Accra (near Save the Children UK and Ghana Tourist Devp. Corp.)	P.O. Box 3248, Accra
Oxfam/Ghana	Michael Butcher (Country Dir.) Ben Pugansoa (Prog. Officer) Sulemana Ishaque (Admin. Asst.)	071-22849	Chorgu Residential Area, off Agric Ridge Rd, near the Archbishop's house, Tamale	P.O. Box 432, Tamale, N/R
Professional Network Association (ProNet)	Evlyn J. Thompson (Exec. Dir.) Ronald C. Bannerman (Ops Mgr) Benjamin Arthur (Training Mgr)	228206	Asylum Down, Accra (on the same street as Korkdam Hotel, along the road adjacent to Spicy Chicken)	Private Mail Bag, Kotoka Int. Airport, Accra

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Name of NGO	Contact People	Tel./Fax number	Office Location	Postal Address
Amasachina Self-Help Association	Issah Salifu (Executive Sec) Mahama Zibilla (Dep. Exec. Sec) Mohammed Mumuni (Board Chairman)	071-22323	Agic Ridge, Tamale - offices of MOFA, near ASIP.	P.O. Box 798, Tamale
Opportunities Industrialization Centre	K.A. Keelson (Exec. Dir) E.K. Sambah (Co-ordinator, Training/Student Services) Theresa Mensah (Resource Mob.)	500164	Opposite the Secaps Hotel is the OICG signboard (near Tetteh Quarshie Circle), Accra	P.O. Box 6241, Accra-North
Junior Achievement, Ghana	Paul Clifford Yeboah (Chief Operating Officer) K.A. Cato (Board Chairman) Alex Tetteh-Enyo (Bd member)	227155	GNAT Hall Premises, Workers' College, Accra	P.O. Box 13539, Accra
Green Earth Organisation	George Ahadzie (Exec Director) Joshua Awuku-Apaw (Dir Info) Lambert Okrah (Dir. progs)	232762	Akpakpa Road, Kokomlemle, Accra	P.O. Box 16641, Accra North
GAPVOD	George Ahadzie (Exec. Secretary) Lambert Okrah	232762 fax: 230455	at present, c/o Green Earth Organisation, see above. GAPVOD Office: North Labone, Accra, near the Labone Coffee Shop	P.O. Box A17, La, Accra.

Name of NGO	Contact People	Tel./Fax number	Office Location	Postal Address
Freedom from Hunger	Francis Beinpuo (Country Dir.) V.T. Okine (Trg. Co-ordinator) David Sabbah (Accountant)	774828	20 Blohum St., Dzorwulu (5km on the right of the main Dzorwulu road going to Sid Theatre), Accra	P.O. Box 01705, Osu, Accra
Integrated Social Development Centre (ISODEC)	Charles Abugre (Exec. Director) Yao Graham (Deputy Director) Delasi Amable (Prog. Officer, Research and Training)	224069/ 301064	4th Sakumo Close, Laterbiokorshie (behind Video City), Accra	P.O. Box 8604
Centre for the Development of People (CEDEP)	Tony Dogbe (Executive Sec.) Salome Ahenkorah (Progs. Co-ordinator, Consultancy and Trg.) Ama Prempreh (Co-ordinator, Women's Forum)	051-24581 tel/fax: 051-26026	Top floor, Kumasi Home Stores building, Prempreh II street, Adum, Kumasi, A/R	P.O. Box 5601, Kumasi
Centre for Community Studies, Action and Development (CENCOSAD)	James Annorbah-Sarpei (President) Maxwell Bediako (Proj. Officer) Gideon Lamptey (Research Officer)	233637/ 300070 fax: 669060/ 662680 Email: CENCOSAD @ foe ghana, gn. apc. org.	Suite 1-2, D856-3, Gye Nyame Hse, Opera Square, James Town, Accra Central	P.O. Box X22, James Town, Accra
Nima 441 Welfare Association	Chief Zakari Abubakar (Chair) Yosha T. Kuta (Vice Chairman) David A.M. Alhassan (Sec.)	n/a	Nima 441 area, P.H.C.C., Accra	P.O. Box 318, Nima, Accra
Friends of the Nation	Donkris Mevuta (Exec. Dir.) Steven Hayfrom (Chairman) Cecilia Sagoe (Vice-chairperson)	Takoradi 23283	House no. 16/8, Old John Sarbah Rd., Takoradi	P.O. Box 011, Takoradi
Tongu Youth and Children Evangel (TOYACE)	Ernest Agbodeka (Gen. Director) J.A.K. Kaleku (Board Chairman) Margaret Adrah (Secretary)	n/a	Sogakope, V/R - between Sogakope market and Lowcost Residential Area along Sogakope Sec. School road	P.O. Box 91, Sogakope

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