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THE ROLE OF CORPORATE SOCIAL RESPONSIBILITY IN PROMOTING QUALITY
EDUCATION IN GHANA; THE CASE OF PLAN INTERNATIONAL GHANA.

BY

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DEDICATION

I am very much thankful to God for his traveling mercies and faithfulness to and from Koforidua to Accra every weekend during the pursuit of this Master's Degree. I will like to dedicate this whole work to Ms. Patience Sedem Alagbo for the love and support she gave me that made this academic dream a fulfilment.

STUDENT'S DECLARATION

I do hereby declare that this dissertation is the result of my original research, and that no part of it has been presented for another degree in this institute or elsewhere. All references used in the work have been fully acknowledged.

I bear sole responsibility for any shortcomings.

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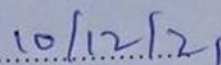
SUPERVISOR'S DECLARATION

I hereby declare that the preparation of this dissertation was supervised by me in accordance with the guidelines of supervision of dissertation laid down by the Ghana Institute of Journalism (GIJ).


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DR. MRS. MAVIS ESSANDOH

(SUPERVISOR)


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DATE

LIST OF ACRONYMS

CSR	Corporate Social Responsibility
FCUBE	Free Compulsory Basic Education
FGM	Focus Group Member
GES	Ghana Education Service
ICT	Information Communication Technology
MDG	Millennium Development Goal
NGO	Non-Governmental Organization
RTP	Right To Play
STEM	Science, Technology, English and Mathematics
SDG	Sustainable Development Goal
SISO	School Improvement Support Officers
SFP	School Feeding Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN	United Nations
UNDP	United Nations Development Planning
WASH	Water Sanitation and Hygiene
WBCSD	World Business Council for Sustainable Development

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ABSTRACT

Plan International Ghana is a non-profit making organization which was established for the past years been contributing to bridging the social amenities gap in rural communities across world with the aim of promoting inclusive and equitable quality education and ensuring peaceful and just societies. This dissertation tried to find out the role Non-Governmental Organizations play towards achieving the global 2030 Sustainable Development Goal Four (SDG4) in Ghana.

The study is underpinned by the stakeholder theory and the Carroll's (1991) Model of Corporate Social Responsibility were relevant theories for this study because of their ability in explaining the capabilities of non-state actors, such as Plan International Ghana to influence and contribute significantly to the educational development of several states including Ghana.

The dissertation is a case study research and it adopts the qualitative research approach, using both secondary and primary data. The researcher used semi-structured interview guides and Focus Group Discussion (FGD) to collect the requisite primary data from the selected population in the Eastern Region of Ghana.

The study found out that, Plan International contributed significantly to the attainment of the Sustainable Development Goal Four, which respectively measured the enrolment rate in primary schools and the literacy rate of youth in the said region.

The study recommended that; the Government of Ghana should enact a Legislative Instrument to compel Non-Governmental Organizations (NGOs) to provide educational support to basic schools in the communities in which they operate. It is envisaged that this will enable children from typically difficult-to-reach groups such as those from disadvantaged economic and ethnic groups;

those with disabilities; and those of nomadic origin within the rural areas of the Eastern Region and other rural areas of the country to have access to inclusive and equitable quality education.

CHAPTER ONE

INTRODUCTION

1.1. Background and context of the study.

Education is a key to escaping poverty and socioeconomic empowerment (www.un.org). The past years, significant progress has been made in boosting access to education and school enrolment rates at all levels, especially for girls (www.un.org). The value of equal and inclusive high-quality education is reflected in people's quality of life (<https://unstats.un.org/sdgs>) Generally, people can be inspired, empowered, and given chances if they receive an adequate education. All of these elements are critical to people's psychological, social, and economic well-being. (www.un.org).

Education according to the United Nations (UN), is a fundamental human right that can enable people minimize economic disparities by fostering employable skills (www.un.org). These skills help underprivileged persons improve their social and economic situations. Education, special education, and employment that improves vocation skills, notably among children, women, the elderly, are all permissible Corporate Social Responsibility (CSR) activities under the Act, as are livelihood development programs.

Inclusive and equitable quality education are central concerns in the new sustainable development agenda (<https://sdg4education2030.org>). According to <http://uis.unesco.org>, the 2030 Incheon Declaration and Framework for Action, agreed upon by the global education community in November 2015 to accompany the Sustainable Development Goals (SDGs) agenda, recognizes that inclusive and equitable quality education is inextricably linked to the right to education for all, and that, achieving this requires an approach that ensures that all people who attend educational institutions have equal access to learning, achievements, and the pursuit of excellence in all aspects

of their education; and which goes beyond the concept of geographic location to include the fundamental ideals that encourage involvement, camaraderie, and contact (Act 778 of Education Act 2008).

According to the 2015, United Nations Development Planning (UNDP) Sustainable Development Goal (SDG) report on Ghana, the net enrolment ratio and the completion rate as of 2013/2014 were 89.3 percent and 97 percent respectively. Also, youth literacy was 81 percent. Evaluating the performance of Ghana, as far as SDG4 was concerned, the 2015 report indicated that, Ghana performed very well. The performance of Ghana was very significant in the net enrolment ratio, which moved from 45.2 percent in the 1990's to 89.3 percent in the 2013/2014 academic year (<https://www.gh.undp.org>)

The appreciable progress made by Ghana in universal primary education through the SDG's was not only through the efforts of the government, but in collaboration with other non-governmental organizations, and this was confirmed in the 2015 United Nations Development Planning (UNDP) report on Ghana which indicated that NGOs contributed immensely to the progress made by Ghana in universal primary education.

Corporate Social Responsibility (CSR) was implemented to encourage industry participation in achieving the Sustainable Development Goals (SDGs). The CSR activities are therefore aligned to the Sustainable Development Goals (SDGs).

Both Governmental and Non-governmental Organizations in the 21st century have become very active in their contribution to society than was the case in the past. Companies and Non-Governmental Organizations have been directing their Corporate Social Responsibility (CSR) activities into education and this has been reflected greatly in their visions, missions, and value statements. Admittedly, over the past ten years some countries in Africa have experienced

significant progress in the area of human rights and Corporate Social Responsibility (CSR)- South Africa (Visser, 2005) and Kenya (Mwaura, 2004) can be singled out as two cases in point. However, the spread is not as encouraging as it is expected considering the abuse and neglect that characterize most regions that harbor natural resources and being exploited by many companies

The World Business Council for Sustainable Development (WBCSD, 2000, p. 6), defined CSR as the continuing commitment by business to behave ethically and contribute to sustainable economic development while improving the quality of life of the workforce and their families as well as of the local community and society.

Corporate Social Responsibility is becoming more and more common as it tends to echo changing social stances concerning the tasks that firms have towards the societies in which they operate. More than before, firms at the moment are expected to account openly for all aspects of their performance (Elkington, 1997).

CSR activities continue to make a significant contribution to sustainable economic development (World Bank, 2003). CSR in Africa is a response to socioeconomic, education, sanitation, health, or other crises and a call on organizations to partner with the government to contribute to development where government gaps exist. It is common in Ghana for organizations to say they are engaged in one CSR activity or the other in line with the sustainable development goals (SDGs), or in partnership with the government to meet some of the development goals same as Plan International Ghana. This signals the intention that organizations do not seek to engage in CSR in a vacuum, but try to contribute meaningfully to society.

The benefits linked with investment in socially responsible practices compensate for the costs of doing so (Waddock and Graves, 1997). Corporate Social Responsibility plays a positive role in boosting the profits of companies as in most cases these efforts are acknowledged and rewarded

by relevant stakeholders in the form of higher demand for the company's products or higher worker productivity (Waddock and Graves, 1997).

1.2. Statement of the problem and context

The 1992 Constitution of Ghana provided for educational rights and freedoms for various categories of citizens in the country; Article 25 and 38 as well as the Education Act, 2008 (Act 778) respectively make provisions for the right to equal educational opportunities and facilities for all citizens and achieving this, basic education shall be free, compulsory and available to all (Republic of Ghana, 2005 p.5).

The government of Ghana through the Ministry of Education and the Ghana Education Service has put in place several interventions to make education accessible for all.

Among the interventions include the implementation of the Free Compulsory Basic Education (FCUBE), the introduction of the School Feeding Program (SFP), the Free Senior High School flagship program as well as the construction of many classroom infrastructures across the country (Amenorhu, 2018).

Other non-governmental organizations for example Plan International Ghana have also for the past years worked in Ghana to help children, particularly the vulnerable within the rural areas enjoy equal access to education. Its efforts have influenced the lives of around 480,000 children in 637 villages, the bulk of which are rurally contributing their quota to promote education in Ghana (www.plan-international.org).

For many years, Plan International Ghana has been constructing classroom blocks for many rural communities, giving scholarships to brilliant but underprivileged students, held several girl

empowerments programs among others, all to ensure equal and inclusive excellent education for all students.

However, despite the massive investments by the government and these non-governmental organizations in the educational sector, access to quality education remains a challenge in Ghana, as many school children continue to study in dilapidated structures and some also learn under trees exposing them to harsh weather conditions.

The 2015 UNDP report on Ghana revealed the regional discrepancies in the quantity and quality of education outcomes in Ghana, with the northern regions and rural areas being the worst affected. This statement indicates that the delivery of inclusive and equitable quality education in Ghanaian basic schools remains a challenge in many rural communities across the Country. While some regions benefit from the provision of high-quality education, which is reflected in their educational outcomes, others, such as the rural communities, continue to lag in this regard (www.gh.undp.org).

1.2. The rationale of the study

Though (Uduji, 2020) conducted a study on the impact of Corporate Social Responsibility interventions on female education development in the rural Niger Delta Region of Nigeria, and (Amenorhu, 2018) study on the transition from MDG 2 to SDG 4: a study of the contributions of the Right To Play in promoting quality education in Ghana, no study have been done to assess the contribution of non-governmental organizations towards the attainment of the 2030 Sustainable development Goal 4 which with all the components under inclusive and equitable quality education.

It is against the premise of limited number of researches conducted in this area here in Ghana, it has become relevant for this study to assess the role of Corporate Social Responsibility in

promoting Sustainable Development Goal Four (SDG4) (equitable, inclusive, and quality education) and also pave way for further studies.

1.4. Research objective

The general objective of this study was to assess the role of non-state organizations' Corporate Social Responsibility initiatives towards the attainment of Sustainable Development Goal 4.

Specifically, this study seeks to;

1. Investigate the contribution of non-governmental organizations CSR initiatives towards Sustainable Development Goal Four (SDG4)
2. Find out how Plan International Ghana have used their CSR initiatives to promote inclusive and equitable quality education.
3. Ascertain the role Plan International Ghana play in school enrolment in the rural areas.
4. To find out the benefits Non-Governmental Organizations get after investing in CRS activities.

1.5. Research question

1. What contribution has None-Governmental Organizations (NGOs) Corporate Social Responsibility (CSR) initiatives played to promote SDG4?
2. How have the CSR activities of Plan International Ghana helped to promote inclusive and equitable quality education?
3. How did the CRS activities help to increase enrolment in the rural areas?
4. Generally, what benefits do organizations get from investing in CSR activities?

1.6 Significance of the study

This is an important study and will provide invaluable insights on CSR activities of NGO's in Ghana. The findings of the study will shine a light on the significance for the state and other NGOs to incorporate their Corporate Social Responsibility activities into the educational sector for the promotion of inclusive and equitable quality education in Ghana. This is important to close the disparities in education in Ghana. Finally, the findings of the study will also contribute to the existing literature on the pedagogy of CSR activities in education in Ghana.

1.7 Proposed research methodology

This study uses a qualitative approach. The qualitative research approach is constructivist and inductive (Creswell, 2003). This research approach enables social science researchers to study a particular phenomenon or culture in-depth because it is flexible and offers an opportunity for a deeper understanding of the issues under investigation (Yin, 2012).

The qualitative approach helps a researcher to gain understanding into opinions, underlying reasons, motivations, and trends of thoughts of people within a social setting. With this understanding, a researcher then developed ideas, hypotheses, or theories that serve as stimuli for qualitative analysis (Creswell, 2003).

According to Creswell (2013), the qualitative approach helps a researcher to identify, explore, and explain the attitudes, actions, and perceptions of people within a social setting as well as the meanings they make of their actions.

The researcher will rely on semi-structured interviews to gather and collect data for the study

The above has therefore influenced the choice of qualitative approach for this study.

1.8. Scope of the study

The focus of this study is to assess the impact of Corporate Social Responsibility activities by NGOs towards the attainment of the 2030 Sustainable Development Goal 4. As such, the study was limited to CSR activities of Plan International Ghana in the areas of education. Plan International is a Non-Governmental Organization which has for the past 25 years been working in Ghana to ensure children in rural communities have the opportunity to learn through quality, basic, inclusive education program and also support children, particularly the most marginalized, to exercise their rights (<https://plan-international.org/ghana>)

The study will also collect data from the Ghana Education Service and some beneficiary communities.

1.9. Organization of the study

The study will be organized in five chapters.

Chapter one is the introductory part of the study and it includes: the background of the study, statement of the problem, objectives of the study, research questions, and significance of the study, scope and limitation as well as organization of the study.

Chapter two is the literature review and looks at related research work about the topic. Chapter three is the research methodology while chapter four focuses on data presentation and analysis. Chapter five presents the summary of findings, conclusion and recommendations from the findings of the study.

1.9. Chapter summary

This chapter defined the background and context of the study and also elucidated the statement of the research problem. It also explained the rationale of the study and its objectives, the research questions, outlined the significance of the study, the proposed research methodology as well as the scope of the study.

The next chapter will give a thorough review of journal articles, books, and other literature relevant to the study. The review will include the theoretical framework of the study, the concept of Corporate Social Responsibility, the contribution of non-governmental organizations' CSR initiatives towards SDG4, how CSR initiatives have helped to promote inclusive and equitable quality education as well as contributing to increasing enrolment in schools; and the existing research gaps.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Introduction

This chapter provides a review of journal articles, books, and other literature relevant pertinent to this study. The review covers the theoretical framework of the study, the concept of Corporate Social Responsibility, the contribution of non-governmental organizations' Corporate Social Responsibility (CSR) initiatives towards Sustainable Development Goal Four (SDG4), how Corporate Social Responsibility (CSR) initiatives have helped to promote inclusive and equitable quality education as well as contributing to increasing enrolment in schools; and the existing research gaps.

2.2. Empirical Review

To achieve the 2030 target of Sustainable Development Goal 4, the Ghanaian government and other non-governmental organizations must collaborate and incorporate the contribution of companies. It is also necessary for both profit and non-profit making organizations to contribute significantly to educational development through corporate social responsibility that enhances the education condition of the country. This section provides an account of a review of some research works that have been done in the field of government and Non-Governmental Organizations Corporate Social Responsibility activities and the roles in promoting equitable and quality education in Ghana and abroad.

Though most of the case studies were profit-making organizations, they are general and as such perform the same role in promoting education. The case studies selected however shed light on the roles of NGOs' different forms of intervention in improving access to quality education and their

contributions towards the attainment of the United States Sustainable Development Goal four (4) target by 2030.

2.2.1 Contributions of CSR in education

A dissertation by Amenorhu (2018) on a study of the contributions by Right to Play (RTP) in promoting equitable and quality education, discussed contributions that the play-based approach is likely to make towards the attainment of SDG 4 in Ghana. The findings revealed that the play-based approach contributed significantly increased the enrolment rate in primary schools and the literacy rate of youth who fall within the age bracket of 15-24 years in Ghana. It added that apart from SDG 4, the approach will also make significant contributions to “achieve gender equality and empower all women and girls;” reduce inequality within and among countries;” and promote just peaceful and inclusive societies.”, thus SDGs 5, 10 and 16 respectively. The study further posited the problem of disparity or inequality in quality education outcomes between the Northern Region and other regions situated in the southern part of Ghana is partly a result of the importance attached to formal education by the people in the southern part of Ghana.

Amenorhu (2018) recommended that integrating the play-based approach by the Ministry of Education and the Ghana Education Service into the complete curriculum of basic schools could enhance the possibility for many children from typically difficult-to-reach groups. This includes children from disadvantaged economic and ethnic groups, children with disabilities, and children of nomadic people within the rural areas and other rural areas in Ghana who could not access inclusive and equitable quality education.

Furthermore, Philip, (2017) studied the role of Corporate Multilateral Agencies in Education: The Case of Literacy Projects in Tanzania recounted on the review of selected literacy projects in Tanzania funded through the support of Corporate Multilateral Agencies.

The researcher discussed the world conferences on education for all which resulted in the Millennium Development Goals (MDGs) challenging African governments to focus on access, equity, and quality education for all. Many African governments the study testified have over the last decade invested hugely in education resulting in many more children accessing basic education than ever before.

According to the study, in Tanzania, the 1995 and 2014 Education and Training policies with emphasis on quality education, and the introduction of fee-free basic education provision were consistent with the global agenda such as United Nations Sustainable Development Goals (SDGs). However, despite the numerical and infrastructural achievements in education in Tanzania, the study stated that several study reports have continued to show low learning outcomes especially in basic literacy and numeracy among Tanzanian children.

Given the limitations of the government in delivering quality education and providing sustainable solutions to literacy challenges in Tanzania, the researcher however proposed the Corporate Multilateral Agencies should play a crucial role in offering sustainable solutions to the literacy achievement crisis by either direct funding of the projects or mobilizing others to direct different types of literacy innovation projects.

The researcher's finding indicated that reading instruction, culture, and learning outcomes of primary school children have improved as a result of the literacy projects which exposed children to grade level and age-appropriate reading resources.

However, it observed that sustainability of the projects, policy gaps, and ideological differences of multilateral agencies stand out as challenges facing the literacy projects.

The study further recommended that the Ministry of Education and Training should streamline, and coordinate any literacy projects funded by multilateral agencies, scale up the innovations and with time integrate literacy innovations into the national curriculum, plans, and budgets for sustained results, and replication of best practices.

2.2.2 Roles of CSR initiatives in promoting SDG4

In a study on the Impact of CSR interventions on female education in Nigeria, Uduji (2020) found large gender disparities. Results from a sample of 800 rural women across the region disclosed that rural women rely on CSR interventions to address some of the logistical and cultural challenges associated with women's access to post-secondary education in local communities. The study also showed that, despite the significant success in supporting education initiatives generally, none of the scholarships target females specifically, and compared to men, the low level of human capital in rural women has persisted.

This indicates that, if CSR interventions are not tailored to enhance gender diversity and promote economic opportunities for women alongside education, they may perpetuate the obstruction of women's participation in economic, political, and social development.

By extension, this could delay the reduction of poverty and attainment of the Sustainable Development Goals (SDGs) in the Niger Delta region. The researcher, therefore, recommended the need to support education initiatives that focus on empowering rural women through scholarships that facilitate knowledge creation and, by extension, gender diversity for economic opportunities in the Niger Delt (Uduji, 2020). This according to the study will require intensified efforts to eliminate discrimination and promote equalities.

The researcher further recommended that the private sector, generally, must play an important role in addressing some of the logistical and cultural challenges that face women's access to higher education in Nigeria.

Another study by Bello (2020) on Sustainable Development Goals (SDGs) for education in Nigeria: an examination of Etisalat corporate social responsibility in Nigeria's post-basic education sector revealed the post-basic education sector is critical to the achievement of the SDGs because it increases employability, helps build life skills, and most importantly, improves youth development.

The study was positive if post-basic education improves, it will help in the actualization of the seventeen goals of SDG.

The researcher's findings disclosed that Etisalat intervention in post-basic education includes "Adopt a school program", STEM camps for girls to promote knowledge of science education, career-counseling session serves as an opportunity for students to learn about career opportunities that they could select as they proceed to tertiary institutions.

The study admitted the adoption has led to improvements in infrastructure and learning outputs in the post-basic sector geared towards the attainment of the SDG4.

Bello's (2020) study adds to the literature on the role of non-state actors especially Multinational Corporations towards developing the education sector in Nigeria and the achievement of sustainable development goals around the globe which is significant to my research topic.

2.2.3. Contribution of non-governmental organizations to school enrolment

Regarding the contributions of NGOs and other private institutions, Abubakari (2009) studied the food-for-education program in the West Mamprusi District in Northern Ghana. It was found that

apart from NGOs using various strategies, including the donation of teaching and learning materials, construction of classroom blocks, and the training of teachers to support primary education in Northern Ghana, the Catholic Relief Service (CRS) (an international NGO active in the education sector in Northern Ghana) adopted the food-for-education program. The program provided hot lunch for pupils in rural communities as well as 'take-home ration for girls in upper primary classes to encourage regular attendance at school. Based on the empirical analysis, it was established that the food-for-education program increased attendance in the schools where it operated, and in areas where the CRS had terminated the program, school attendance dropped significantly.

The study indicated that the provision of a hot lunch to school pupils daily as well as a monthly grain ration to girls had a tremendous impact on enrolment and attendance at school. Enrolment, particularly for girls, increased considerably with the provision of meals and food ration in the schools. The author underlined the significant contributions of the community, parents, pupils, and teachers not only to the success of the program but to its sustainability.

Also, Fusheini's (2020) dissertation on the contribution of corporate social responsibility (CSR) initiatives to student enrollment and performance in Ghana, shows that organizations CSR interventions have contributed immensely to student enrollment in beneficiary schools, improved academic and core-curricular performances of students.

2.2.4 Benefits of Corporate Social Responsibility

Geethamani (2017) argued in his examination of the advantages and disadvantages of corporate social responsibility that CSR is aimed at contributing to sustainable development by delivering economic, social, and environmental benefits to all stakeholders. The author identified that CSR activities help to avoid the excessive exploitation of labor, bribery, and corruption. In addition, it

helps companies know what is expected of them, thereby promoting a level playing field; help businesses to manage reputation, human resources, branding and making it easier to locate new communities; could help improve profitability, growth, and sustainability; and help address key issues of underdevelopment around the world.

Geethamani observed that CSR has the following disadvantages: additional bureaucracy, with rising costs for observance; costs of operation could rise above those required for continued profitability and sustainability; and reporting criteria may vary so much by company, sector, and country, and they are in constant evolution (p.374). Despite the identified disadvantages of CSR, Geethamani asserts that “successful CSR initiatives take organizations beyond compliance with legislation and lead them to honor ethical values and respect people, communities and the natural environment.

This article is relevant to the study because it suggests some of the effects in terms of advantages and disadvantages that the CSR activities may pose to beneficiaries and how beneficiaries may perceive the projects.

Another dissertation by (Ellen 2019) on the study of the benefits of Airtel Ghana’s corporate social responsibility on the beneficiaries, a case study of a la-wireless cluster of schools examined the perceptions of beneficiaries about Corporate Social Responsibility (CSR) performed by corporate entities in general, identify the benefits of Airtel Ghana’s CSR projects in La-Wireless Cluster of Schools and explore the ways that the project can be sustained.

The study observed that the respondents believed organizations are obliged to undertake CSR activities. According to them, implementing CSR gives more public recognition for companies doing a lot of CSR projects, companies show they are more concerned about the community rather

than their profit when they carry out CSR projects, and business engagement in social issues is an effective and constructive way of addressing social needs.

The study also gathered from the respondents that the motivations of companies for undertaking CSR activities are the ethical motivation of top management, promotion of corporate image towards positive and to gain commercial advantage to new markets.

On the benefits of Airtel Ghana's CSR projects at La-Wireless Cluster of Schools, the researcher found out that respondents believed the Airtel Ghana CSR projects namely the Coderdojo, state of the art library, and ICT center, evolve with STEM, connected classroom, back to school initiative, and capacity building for teachers are helping improve teaching and learning especially in the areas of Science Technology, Engineering, and Mathematics and also equipping pupils and teachers with lifelong skills.

Also, on the issue of sustainability of the CSR projects by Airtel Ghana, the respondents believed that the best body to maintain the projects to ensure its sustainability was Airtel Ghana itself, and the least was for a fund to be created so that members of the beneficiary communities contribute toward the maintenance of the project.

Based on the findings, the researcher recommended that Airtel Ghana should expand some of the CSR initiatives such as the back to school and connect classrooms to other deplorable areas to enable poor but needy students to acquire the basic thing they need for school and to help deprived schools take advantage of schools that have facilities to share.

2.3. Theoretical Framework

Theoretical framework as defined by Eisenhart (1991, p.205) is "a structure that guides research by relying on a formal theory built based on a well-established, logical explanation of specific

events and relationships”. Theories help improve the research such that the phenomenon essential to the research gets explained, clarified, and hypothesized. To provide better knowledge about this research, the CSR pyramid model and the Stakeholder theory of Corporate Social Responsibility theorized by and Carroll (1991) and Freeman (1984) serve as the theoretical frameworks for this research.

2.3.1. The CSR Pyramid

Carroll (1991) proposed the Corporate Social Responsibility (CSR) pyramid, which states that a firm must evaluate four different components of CSR to meet its societal commitments.

Economic, legal, ethical, and philanthropic duties are among them.

According to Carroll (1991), the economic responsibility component of the pyramid is the primary motivation for corporate existence. That is, they want to maximize shareholder wealth while remaining competitive in their market. As a result, without earnings, a company cannot and will not endure (Carroll, 1991). The legal and ethical responsibility followed the economic responsibility. Carroll (1991) notes that, while corporations strive to maximize shareholder wealth, they must also follow the rules and regulations of their host countries.

Making a distinction between the legal and ethical aspects Carroll (1991) attributed legal and ethical duty to written laws and consumer, shareholder, and community norms, standards, and expectations. He did say, however, that legal requirements are frequently derived from the ethical side of CSR, which subsequently becomes codified legislation. Philanthropic responsibility is the final tier of the CSR pyramid. These are primary activities that corporations engage in to be seen as good corporate citizens. Laws however do not demand philanthropic duty.

Corporate philanthropy includes all forms of giving in conformity with the activities and practices of businesses. The model clarified that though corporate philanthropy by organizations is not a legal obligation, they are however expected to participate in such activities by society. The essence and scope of these activities are entirely voluntary and are motivated by businesses' willingness to participate in social activities that are not commonly required of them in an ethical sense (Carroll 1991)

Meanwhile, organizations are motivated by the desire to engage in social activities that are not mandated, controlled, or requested of businesses in an ethical sense though some companies offer partly for ethical reasons, but also because they want to do the right thing for society.

As a result, organizations engage in various forms of charity, including offering community assistance, grants, voluntary service, community advancement, and all other discretionary contributions to the community or groups of members that make up the community (Carroll 1991).

2.3.2. The stakeholder theory

The stakeholder theory of Corporate Social Responsibility (CSR) which was developed by Edward R. Freeman (1984) explains, to some extent, why firms should engage in CSR activities targeted at long-term sustainability. It is on the belief that businesses exist to please not only their shareholders but also other stakeholders (Branco and Rodrigues, 2007).

According to the stakeholder theory, an organization's goal should be to fulfill the interests of all of its stakeholders. As a result, because a country is a stakeholder in an organization, the organization has a social duty to consider the country's interests in its overall activities and seek to meet those interests (Werhane and Freeman, 1999). Organizations are required to conduct themselves responsibly, perform as decent corporate citizens, and contribute to the progress of the

country in which they operate. CSR proponents claim that, in addition to the government's role in national development, CSR is an effective vehicle for businesses to develop a large number of people while also assisting countries in achieving sustainable development (Whellams, 2007). The World Bank and the United Nations view CSR as a means for bringing about development in countries (Frynas, 2005). Conclusively, the stakeholder theory of CSR urges organizations to engage in CSR activities that benefit the country in which they operate by contributing to national development.

2.3.2.1 The present study and the stakeholder theory

This theory is also important to the study because an organization's stakeholders include employees, financiers, customers, communities, and other groups who would be affected or whose activities would affect or be affected by the organization (Freeman, 1984). Therefore, since the community and the Ghana Education Service (GES) form part of the stakeholders of an organization, the use of the stakeholder's theory in the study will help clearly find out if Plan International Ghana considered their interests before embarking on the CSR activities in the communities.

2.4. Concept of Corporate Social Responsibility

The concept of Corporate Social Responsibility (CSR) was borne out of the concept of social responsibility. Organizations saw their existence as a chance to contribute to society's well-being, therefore they reformed their operations and behavior to correspond to society's shared norms and ideals (Bowen, 1953). In the 1950s, corporate social responsibility (CSR) was defined as an organizational phenomenon in which businessmen implemented policies, activities, and decisions that were in good taste or aligned with societal goals and ideals (Bowen, 1953). Although social

responsibility was not a universal solution to societal issues, it may be a solid foundation and guidance for future company actions (Bowen, 1953).

In the 1950s, much emphasis was placed on the doctrine of social responsibility to the neglect of the challenges it posed to organizations and stakeholders in their attempts to implement or act in a socially responsible way (Bowen, 1953). Though strongly based on societal norms and values, the concept of social responsibility has been modernized and inculcated into the administrative settings of enterprises, where managers make decisions linked to social responsibility that benefit their firms in the long run (Bowen, 1953). Organizations were rewarded for being socially responsible with economic rewards in the form of profit maximization. As a result, there is a strong link between social responsibility and business all over the world Friedman (2006). For businessmen to be able to exercise social power or gain economic benefits, their implementation of social responsibility activities was strongly linked with the kind of benefits or social power they derived (Davis, 1960).

The existence of corporate organizations was hypothesized in their interest to serve the requirements of society through Corporate Social Responsibility in the areas of job creation, economic growth, and environmental conservation, according to the Committee for Economic Development (1970). Saiia (2001) argued that large organizations with higher exposure are more inclined to make larger philanthropic gifts and more likely to be strategically motivated to carry out Corporate Social Responsibility than smaller organizations.

However, (Mezner & Nigh, 1995), posits the size of an organization is a good measure of organizational power and a powerful organization can use that as an opportunity to resist external pressure from stakeholders to embark on Corporate Social Responsibility. The degree to which the

entire notion of Corporate Social Responsibility has been inculcated into the company's culture is largely what determines a company's ability to promote it (Mezner & Nigh, 1995).

When Corporate Social Responsibility becomes an integral part of the company's culture, stakeholders within the company are more receptive to the concept as it becomes a shared value and norm (Mezner & Nigh 1995). Failure on the part of top management to institutionalize the concept of Corporate Social Responsibility made it even more difficult for middle managers to take the lead (Mezner & Nigh 1995). Stakeholders within the organization are more responsive to the concept of Corporate Social Responsibility when it becomes a shared value and norm. Top management's failure to institutionalize the concept of CSR made it even more difficult for intermediate managers to take the lead (Mezner & Nigh 1995). Aside from that, the effectiveness of Corporate Social Responsibility is determined not just by internal learning processes, but also by how well internal and external stakeholders are integrated into the process. The importance of stakeholder communication has been suggested as a way to improve the process (Cramer, 2005).

2.5. Chapter summary

This chapter discussed theory, its importance and the theoretical framework adopted for this study. The Hierarchical Pyramid of Carroll (1999) was discussed as the theoretical framework for the work. Some studies on benefits of CSR both to communities were also reviewed to aid the discussion of findings in this study.

The next chapter will present the methodology used to conduct the study. This will include information on the research design, sampling technique, and the data collection and analysis procedures among others.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology used to conduct the study. This includes information on the research design, sampling technique, and the data collection and analysis procedures among others. This is in line with the thoughts of Powell and Connaway (2004) who urged that a research methodology is an aggregation of multiple steps a researcher employs in a study with the aim of attaining higher levels of validity and reliability.

3.2. Research Design

Research design is the detailed overall blueprint or structure chosen and used by the researcher to integrate the different components of the study in a coherent, and logical way, thereby, ensuring that the research problem will be well addressed. (William M. K. Trochim, 2006)

This study adopted the qualitative approach. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. (Creswell & Creswell, 2018)

According to (Creswell, 2003), the qualitative research approach is constructivist and inductive in nature. The approach enables social science researchers to study a particular phenomenon or culture in-depth because it is flexible and offers an opportunity for a deeper understanding of the issues under investigation (Yin, 2012).

The study used the single case qualitative research approach. Single case study design was suitable for this study because the detailed qualitative accounts often produced in case of studies not only

help to explore the phenomena in a real-life environment, but also help to explain the nature of Corporate Social Responsibilities by organizations (Yin, 2002).

This offered a unique opportunity to assess and explain how Plan International Ghana has contributed towards enhancing the Sustainable Development Goal 4.

The case study design allowed the researcher to obtain useful information from respondents in their natural setting, covering situations that could not have been captured through experimental or survey research (Creswell, 2014).

The design facilitated the thorough gathering of detailed information in the field using a combination of tools. This significantly contributed to the accuracy and reliability of the research as the different data collection techniques augmented the weaknesses inherent in the individual techniques (Yin, 2012).

3.3. Study Area

Plan International Ghana was established in Ghana 1992 reaching only 20 communities in the Awutu-Senya District in the Central Region at the time of establishment. Today the organization now reaches over 637 communities in 47 districts which are spread across 8 regions of Ghana including Eastern, Central, Volta, Upper West, Northern, Greater Accra, Ashanti, and Brong-Ahafo. (www.plan-gh.org)

Plan International Ghana has for the past years contributed to bridging the social amenities gap in rural communities' first in terms of education, health/ hygiene, and the provision of safe drinking water (www.plan-gh.org).

As a community development non-profit making organization, Plan International Ghana execute their activities through advocacy, community mobilization, and participation aimed at contributing to the social development of all the Eastern Region (www.plan-gh.org).

Plan International Ghana uniquely works in most deprived rural communities, focusing on the marginalized and vulnerable segments of the population. In all, 28,700 sponsored children have directly benefitted from their sponsorship program, while over 450,000 children were reached indirectly by various development interventions (www.plan-gh.org).

The independent development and humanitarian non-profit organization work to advance children's rights, equality for girls, and community development. It has no religious, political, and government affiliations (www.plan-gh.org).

The NGO provides supports children right from birth until they reach adulthood, and enable children to prepare for and respond to crises and adversity. Plan Ghana therefore believed in the power and potential of every child, but know this is often suppressed by poverty, violence, exclusivity, and discrimination.

Working together with children, supporters, and partners, Plan Ghana strives for a just world, tackling the root causes of the challenge's girls and vulnerable children face (www.plan-gh.org).

The organization has been building a powerful partnership for children for over 80 years and is now active in more than 75 countries, driving changes in practice and policy at local, national, and global levels using our reach, experience, and knowledge. (www.plan-gh.org).

Plan International, is an international development and humanitarian non-profit organization founded in 1937 by British journalist John Langdon-Davies and refugee worker Eric Muggeridge (www.plan-gh.org).

Originally named ‘Foster Parents Plan for Children in Spain’ the main aim was to provide food, accommodation, and education to children whose lives had been disrupted by the Spanish civil war. Langdon-Davies conceived the idea of a personal relationship between a child and a sponsor—a model that puts the child at the center of their work. (www.plan-gh.org).

The idea that problems faced by many children can be reflected in the story of one child’s life helps people to see the human face of poverty and, more importantly, see how they can help. Over the years, our approach to humanitarian assistance has evolved from wartime relief activities to post-war support, to long-term community development and emergency assistance that helps children, their families, and their communities in developing countries.

In line with our global purpose Plan international is committed to ensuring that 100 million girls around the world LEARN, LEAD, DECIDE, and THRIVE by 2022. (www.plan-gh.org).

3.4. Population of the study

The population of a study refers to the entire group of individuals, subjects, or elements to whom the findings of a specific study apply (Polit and Hungler, 1999:37).

According to (Nworgu, 2006), there are two types of population in research namely; the target population and accessible population. The target population is the sum of all elements of the group that the researcher seeks to investigate. On the other hand, the accessible population also refers to the portion of the population that is within the reach of the research. This study however used accessible population because it will be impractical to recruit a larger population due to restrictions such as limited time frame, lack of financial resources and the geographical location of the population.

The research population of this study would be the Director of Plan Ghana Eastern Program Unit, Regional Development Coordinator of Plan Ghana, Eastern Regional Directorate of Ghana Education Service, a District Director of GES, and Regional Director of Girls Education Unit, head teachers, beneficiary students, and some beneficiary communities in the region

3.5. Sampling

Sampling is the process of selecting a sub-group from the entire population from which the researcher collects data for the purpose of analyzing the data and generalization the research result over the target population (Kusi, 2012).

Sampling in research is important because it is impractical and impossible to cover the entire population due to budget or time availability (Kusi, 2012). When conducting qualitative research, convenience is always a principle in sampling. Following this, a non-probability sampling technique was used to select respondents who were readily available and had the required information to contribute to the study. Non-probability sampling is the process of selecting samples where the chance or probability of selecting a member or case is not known. Marshall, (1996) explains that non-random sampling strategies are suitable for qualitative studies because such studies do not seek to generalize but to develop an understanding of complex issues relating to human behavior.

In all, 19 respondents were selected using different sampling strategies. A purposive sampling technique was used to select five (5) respondents to participate in the study. Freedman (2007), indicated that purposive sampling belongs to the category of the non-probability sampling technique, where samples members are selected based on their knowledge, relationship expertise of the study subject therefore this method is a conviction that the participants selected have knowledge about the study. Purposive sampling also referred to as judgmental sampling, is the

process where members of the population are considered or judged to be typical or representatives are selected to participate in the research (Lewis & Sheppard 2006). Here, the researcher uses purposive sampling because it allows to select people who can respond to the objectives of the study.

The purposive technique was used to select the Eastern Regional Manager of Plan International Ghana, the Regional Development Coordinator of Plan International Ghana, the District Director and the Regional Director for Girl Child Education because they have more knowledge about the research.

Convenience sampling was also used to select two (2) head teachers within the beneficiary schools, four (4) teaching staff in some beneficiary schools, four (4) beneficiary students, and four (4) residents from the beneficiary communities.

Convenience sampling in research involves selecting respondents who are readily available and assessable to participate in a study (Kusi, 2012). The convenience sampling technique was used to select respondents to participate in focus group discussions because of their availability considering the limited time frame for the studies. This technique was used to select the participant for the focus Group Discussion because the people selected were readily available and easily associable and are in the capacity to provide the needed data for the study.

3.6. Data collection method.

The method of data collection used to gather relevant information from the above respondents were interview sessions and focus group discussions using semi-structured interview guides. This helped the researcher to probe issues related to the objectives of the study.

3.6.1 Interview

The researcher conducted a face-to-face interviews to obtain data from the officials of the Eastern regional unit of the Plan International Ghana, and the officials of the Eastern Regional Directorate of Ghana Education Service.

According to Lindlof and Taylor (2002), the interpretivist tradition in which qualitative studies are situated is mainly concerned with oral discourse or interviews. Interviews were suitable because the intent was to obtain detailed information about how Plan International Ghana has been contributing to promoting quality education from the respondents. The interviews session also encourages respondents to freely express their experiences. The researcher developed interview guides based on the objectives of the study. A digital recorder was used to record both interviews which both lasted for about 15 to 20 minutes.

Before the interview was conducted, the researcher first sought the consent of the interviewees before he started the recording.

King (2018) also discussed the need for researcher's researcher should ensure that participants are fully informed about the research procedure and give their consent to participate in the research before data collection takes place.

Ethical considerations are very important in any kind of research. The ultimate aim is to protect the participants of any form of problem that may arise due to their participation in the research. Bryman and Bell (2007) also stated some ethical principles that are important for any research. They include respect for dignity of research participants; obtaining full consent from participants; protection of the privacy of participants; confidentiality of research data; ensuring anonymity of individuals participating in the study; declaration of affiliations in any forms, sources of funding

and possible conflicts of interest; and acknowledgement of the works of other authors used in any part of the study.

3.6.2. Focus group discussion

Focus group discussion is a qualitative research method of data collection where the researcher leads a group discussion to generate data for the study (Criswell 2014). The focus group discussion may involve 6-12 members (Criswell 2014). According to O'Brien (2013), a focus group discussion is a group interview on a particular topic, led by a trained moderator with the goal to provide useful insights on a particular topic. The type and range of data generated through the social interaction of the groups often deeper and richer than those obtained from one-on-one interview (Thomas et al 1995). A good preparation on the part of the researcher helps to collect the appropriate and elaborated data related to the intended topic. The focus group discussion is considered an integral qualitative method of data collection because of its flexibility, richness and different advantage in collecting data (Collins and O'Brien 2003).

This technique was used for data collection because it is suitable for gaining a deeper understanding of the data provided by the respondents. Two focus group discussions were conducted at the beneficiary community and among some selected past beneficiary students. The participants include both male and female, mostly youth.

3.7 Data analysis procedure

The researcher analyzed the interviews and focus group discussion sessions using the thematic analysis technique. The interviews and focus group sessions were recorded with a digital recorder and transcribed. After the transcription, the researcher did a close reading of the text paying

attention to issues that border on the research questions and objectives. The dominant issues identified were collapsed into themes, and the themes were used for the analysis.

Braun and Clarke Braun (2006), define thematic analysis as a method for pinpointing, examining, and recording patterns or themes within data. According to Braun and Clarke (2006), thematic analysis is very flexible and allows for rich, detailed and complex description of data. This therefore influenced the choice of thematic analysis as a tool to analyses the data in this study.

The analysis was also linked to the literature through discussions to confirm or challenge the findings of related studies. The discussions helped to establish new findings that were brought to bear by the study.

3.8. Chapter summary

This chapter discussed the research design, discussed the background of the research study area, the population of the study, and the sampling technique. It also explained the data collection method as well as the data analysis procedure.

The next chapter, thus, chapter four however gives a detailed presentation and analysis of findings of the data gathered at the Plan International Ghana Eastern Regional Unit, the eastern regional directorate of the Ghana Education Service, beneficiary students, and parents in the Eastern Region.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1. Introduction.

This chapter presents the research findings and offers discussions on the data collected in a detailed and in-depth manner. This chapter presents findings of the data gathered at the Plan International Ghana Eastern Regional Unit, the eastern regional directorate of the Ghana Education Service, beneficiary students, and parents in the Eastern Region. The interview and focus group discussion results were analyzed using thematic analysis.

Allen (2017) defines anonymity in research as a data set that is devoid of personal information about the participants. This gives credence to the fact that researchers should not state and identify personal information about participants when presenting a collected data set such as names, contacts, and residential details. As a result, pseudonyms had been assigned to the participants as a way of identification for the Focus group Discussion. FGM-1 indicating Focus Group Member - 1, FGM-2, FGM-3, FGM-4 in that order were the names assigned to the participants.

This aligns with Bremen's (2017) position that qualitative studies offer researcher's opportunity to explain and discuss data collected in a way that is profound and meticulous.

The findings presented are arranged based on the research questions of the study, and verbatim responses are quoted to buttress the discussion of findings. The following research questions guided the analysis;

1. What contribution has NGO's CSR initiatives played to promote SDG4?

2. How have the CSR activities of Plan International Ghana helped to promote inclusive and equitable quality education?
3. How did the CRS activities help to increase enrolment in the rural areas?
4. What benefits do organizations get from investing in CSR activities?

4.2. Demographic characteristics of respondents.

In all, 13 respondents participated in the study. Two separate Focus Group Discussions were held. They consist of seven students who had benefited from Plan International Ghana's educational interventions in the eastern region, four parents. The eastern regional director of Plan International Ghana and the Head of Public Affairs of the Ghana Education Service in the Eastern Region was also interviewed.

The majority of the Focus Group Discussants were male. There were nine males and four females of which most of them are youth between the age of 25-35 and four also within the age between 35- 48. The highest educational level for the respondents is post-graduate and the lowest among were Senior High School Junior High School graduates.

The male participants were more than the female because the female participants later declined their interest from taking part in the focus group discussion.

4.2. Research question one: What contribution have NGO's CSR initiatives played to promote SDG4?

The first research question sought to find out how Ghanaian NGOs have contributed through Corporate Social Responsibilities activities to help promote the 2030 global Sustainable Development Goal 4 target.

This involves the activities they execute to support and strengthen the Ghana Education Service and the Education Ministry at large aimed at achieving the SDG4 global target of inclusive equitable quality education.

This research question was addressed through interviews conducted with the Eastern Regional Manager of Plan International Ghana as well as the Head of Public Affairs of the Ghana Education Service, Eastern Region.

Both interviews revealed that Plan International Ghana has been a major stakeholder in Ghana's Basic Education system in ensuring that the government's subscription to the sustainable development goal of inclusive education for all is well achieved.

The interview with the Eastern Regional Manager of Plan International Ghana and the Public Affairs Director of the Ghana Education Service corroborated with the assertion made by the focus group members.

It was found out that NGO's support the Ghana Education Service through the provision of amenities such as classroom blocks, washrooms, school uniforms, and scholarships for brilliant but needy students, toilet facilities for schools, school bags and sandals, menstrual hygiene facilities for the female teenagers and builds the capacity of teachers.

Through the coding process of the data collected to find answers for the research questions on the roles played by Plan International Ghana in the eastern region, the following themes such as; infrastructure, Water Sanitation and Hygiene (WASH), School feeding, scholarships, youth, and adult literacy were generated. The generated themes were used to answer the research question one.

In qualitative research, (Gibbs, 2007) posits that coding is how you define what the data you are analyzing are about. According to (Gibbs, 2007), themes are features of participants' accounts characterizing particular perceptions and/or experiences that the researcher sees as relevant to the research question.

As a result, the findings for the study were gleaned from the themes of the data set from both the interviews and the Focus Group Discussions are explained in the subsequent section.

4.2.1. Social infrastructure

The interview with the Eastern Regional Manager of Plan International Ghana revealed that the NGO has played a major role in the provision of classroom blocks to many districts in the rural areas across the region. This was in line with the NGO's mission of bridging the educational disparity among school children in the rural and the urban areas from Kindergarten through to the basic level.

The Eastern Regional Manager of Plan International Ghana puts it this way;

Let me put it on record that before the government accepted that under former President J. A Kuffour accepted pre-school to be part of basic education, Plan International believed entirely that Preschool was important. Basically, because Plans International Ghana's interest is in children development.

The Pre-school affords the child the opportunity to prepare adequately to come to the primary school so that by the time the child comes to primary school, the child knows something already and it becomes easier for the child to integrate to the primary system". The Eastern Regional Manager of Plan International Ghana added.

The assertion addresses the need for adequate physical infrastructure and safe, inclusive environments that nurture learning for all, regardless of background or disability status

The response also indicated Plan International Ghana's contribution towards the attainment of the second indicator of the Sustainable Development Goal four which seek to ensure that all girls and boys by 2030 must have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

The Regional Manager further stated that until the government adopted the pre-school to be part of the basic school structure in Ghana, Plan International Ghana who is the pioneer of pre-school had been constructing classroom infrastructure with modern toilets facility to augment the existing structures at the various rural communities in the Eastern region.

The Public Affairs Director of the Ghana Education Service, Eastern Region also agreed that Plan International Ghana was known for the construction of classroom infrastructure for rural communities across the region. He stated that Plan international Ghana provides social amenities like classroom blocks, toilets, and urinals to schools subject to the problem a particular school is confronted with.

One focus group respondent also stated that his former school benefited from a complete six-unit classroom block with offices and toilet facilities.

He put it this way;

In my village at Sawa, a suburb of Asesewa in the Upper Manya Krobo District when I was in primary, we had only four classrooms that house primary one to six. Both primary two and three were studying the same subject in one room while primary five and six were also in a joint classroom studying the same thing. We had no KG until Plan International Ghana came to construct ultra-modern classrooms for us". (FGM-1).

This assertion also confirms that a conducive learning environment for all students is important to enhance inclusive and equity access to education across board in conformity with the indicator

five of the Sustainable Development Goal Four which target all people, irrespective of sex, age, race, color, ethnicity, language, religion, political or other opinion, national or social origin, property or birth, as well as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations or other status, should have access to inclusive, equitable quality education and lifelong learning opportunities.

One of the parents also made a similar remark during the second focus group discussion. He stated that;

Some years ago, where when my daughter was in primary school, his father will have to run to the school to pick him home whenever clouds of rain begin to form in the sky because their school was leaking. Plan International Ghana came to snap pictures of the school children in my community and in less than six months, they came to construct a complete classroom facility for the school. (FGM-5).

These assertions by respondents of the Focus Group discussants corroborate with the two interviews with the Regional Manager of Plan International Ghana and the head of Public Affairs Unit of the Ghana Education Service in the region.

It is evident that Plan International's provision of infrastructure will ensure that all children have equal access to quality tuition and bridge the infrastructural gap between the contribute to the attainment of the second target of SDG 4.

The findings of the study concerning the first research question shows that Plan International Ghana has invested immensely towards bridging the infrastructural gaps in the Ghanaian educational system. Where necessary, Plan International Ghana provides a completed infrastructure from pre-school to the basic level.

This confirms Abubakari (2009) that apart from NGOs using various strategies, including the donation of teaching and learning materials, construction of classroom blocks, and the training of teachers to support primary education in Northern Ghana, the Catholic Relief Service (CRS) (an international NGO active in the education sector in Northern Ghana) adopted the food-for-education program.

The study also tallies with (Bello 2020) which admitted the adoption has led to improvements in infrastructure and learning outputs in the post-basic sector geared towards the attainment of the SDG4.

It is apparent that findings to this research question also conform to the UNESCO's SDG4, indicator two of quality early childhood development, care, and pre-primary education which sought to ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education by 2030.

4.2.2. Water Sanitation and Hygiene (WASH)

The interview with the Regional Manager revealed Plan International Ghana, a non-governmental organization (NGO) interested in the promotion of girls' education and women empowerment. He explained that Plan International Ghana has invested over 2 million euros in a Menstrual Hygiene integrated project under Water Sanitation and Hygiene (WASH) in the Akuapim North districts in the Eastern Region.

The project, he stated were being implemented in 12 communities in Okere and Akuapem North districts for three years and comprises the provision of 'Girl friendly' toilet facilities in all the schools in the 12 communities as well as distribution of sanitary pads and education on menstrual hygiene.

The girl-friendly facilities, he mentioned were institutional KVIP toilets complex that comes with urinals and a changing room stocked with sanitary pads, tissues, and handwashing facilities including water and soap for girls to use in times of their menstrual flow.

He puts it this way;

During the needs assessments, we found out that most of the girls had to go home with the excuse of going to change and never come back considering the long distances they trek to school and some did not even attend school at all during their periods “and that usually give the boys advantage over the girls leading to most girls dropping out or not attending school at all.

Another issue we found out in the study was that, due to poverty and lack of parental care, most girls in the rural communities were not using sanitary pads, instead were using pieces of cloth, cotton wool, and toilet rolls among others affected their health and confidence.

This assertion was confirmed by the Public Affairs Director of the Ghana Education Service and responses by the Focus Group Discussants.

The Head of Public Affairs of the Ghana Education Service in the region stated that with the timely intervention of Plan International Ghana, girls in the rural areas in the region can stay in school and their level of concentration has rapidly improved.

He puts it this way.

The girl-friendly facilities, which have to change rooms to enable the girls to have the privacy to change during their menstrual flows, have helped the girls.

Girls who stay 3 kilometers away from school had to go farming to plug garden eggs and labor in people’s farms just to raise money to buy sanitary pads but with the initiative of Plan Ghana, these girls are now staying in school during the menses.

The findings of this study confirm Fusheini's (2020) report conducted in Ghana on the contribution of corporate social responsibility (CSR) initiatives to student enrollment and performance which

shows that organizations CSR interventions have contributed immensely to student enrollment in beneficiary schools, improved academic and core-curricular performances of students.

It is apparent from the findings that, NGOs are major stakeholders in the development agenda of Ghana's education system and need for a partnership with the government.

Certainly, Plan International Ghana and the other Non-Governmental Organizations that are intervening in menstrual hygiene education are supporting a sensitive development agenda to move the education sector close to gender parity and women empowerment relevant to the fifth target of Sustainable Development Goal Four Gender equality and inclusion which aimed at eliminating gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

4.2.3 Awards of scholarships

The Regional Manager of Plan International Ghana had revealed until the government had rolled out the free Senior high School policy Plan International Ghana in an attempt to include the excluded poor in the financially competitive higher education system, instituted a Scholarship Scheme for brilliant but needy boys and girls from the rural areas to enter second cycle schools in Ghana.

The program started on a modest note in 1997 with 10 students. Over 500 students completed secondary education, through this scheme and proceeded to various tertiary institutions. He mentioned that as of 2008 a total of 1,609 students are benefiting from Plan Ghana scholarship nationwide, with 1,464 in Secondary schools, 100 in Vocational schools, and 45 (42 are girls) in the Universities.

Each award he said covers full payment of boarding and lodging as well as tuition for 4 years. Plan Ghana had spent GHC 500,000.00 on scholarships annually.

Again, to ensure gender equity, over 60% of beneficiaries of the secondary scholarships are medical girls, Mechanical Engineering, and Mathematics students.

It was also found out that as part of the vocational scholarship scheme package, Plan Ghana supported three Vocational schools, namely St Claires Vocational in Tumu, Panfokrom Vocational School, and St Anne's Vocational at Nuaso. The support was in the form of training equipment to enhance effective practical training of the scholarship beneficiaries. The equipment includes Electric Sewing Machines, Industrial Knitting machines, Gas Cookers, Deep freezers, and deep fryers. A total of \$38,000 was spent on this equipment. A girl's dormitory was also provided for St Claires Vocational to create a conducive atmosphere for teaching and learning in the school.

The interview with the regional manager of Plan International Ghana corroborates with the assertions made by the Focus Group Discussants.

One of the respondents put it this way;

I was awarded a scholarship by Plan international Ghana in 2005 which enabled me to pursue my Secondary Education. I could have dropped out of school because my father died when I was in SHS form one. Today I have completed my Master Degree (*FGM-3*).

Another respondent also stated that;

I emerged the best student in my school after our BECE results were released but my mother was not in the capacity to send me to school. My head teacher helped write a letter to the office of Plan International Ghana and they awarded me a scholarship to further my education (*FGM-4*).

The awards of scholarships to brilliant but needy students with disadvantaged background from the rural communities is in line with the Sustainable Development Goal Four (SDG4)-Education 2030 focus on equity, inclusion and quality access to education by all.

The assertions by the focus Group Discussants and the interviews were in line with the report by Bello (2020).

Bello (2020) on Sustainable Development Goals (SDGs) for education in Nigeria: an examination of Etisalat corporate social responsibility in Nigeria's post-basic education sector revealed the post-basic education sector is critical to the achievement of the SDGs because it increases employability, helps build life skills, and most importantly, improves youth development.

Results obtained from this study also conforms with the

4.2.4. Youth and adult literacy

The findings from the study found that Plan International Ghana introduced a literacy education program in the Kwahu Afram Plains North District for individuals who have dropped out of school or did not have the opportunity to access any formal education.

He stated that;

Plan international Ghana gives nine months tuition for the under this initiative, after which they are made to write the examination and based on their intelligence, we absorb them into the mainstream education system at different levels.

The initiative by Plan International Ghana underpinned the Global 2030 universal youth literacy target by ensuring that may young people and adults across communities in Ghana would have achieved relevant and recognized proficiency levels in functional

literacy and numeracy skills that are equivalent to levels achieved at successful completion of basic education.

Findings to this theme tally with Philip, (2017) report conducted in Tanzania on the role of Corporate Multilateral Agencies in Education: The Case of Literacy Projects in Tanzania recounted on the review of selected literacy projects in Tanzania funded through the support of Corporate Multilateral Agencies.

Given the limitations of the government in delivering quality education and providing sustainable solutions to literacy challenges in Tanzania, the researcher however proposed the Corporate Multilateral Agencies should play a crucial role in offering sustainable solutions to the literacy achievement crisis by either direct funding of the projects or mobilizing others to direct different types of literacy innovation projects.

4.3. Research question two: How did the CSR activities of Plan International Ghana help to promote inclusive and equitable quality education?

This research question was purposed to explore how CSR activities of Non-Governmental Organizations which has helped to promote inclusive education in the eastern region. It also to find out whether the education system has existing laws and mechanisms that regulate the activities of the NGOs to ensure that their interventions correlated with the rules of the Ghana Education Service.

It was found out that Plan International Ghana's Corporate Social Responsibility activities such as the construction of classroom blocks, construction of teacher bungalows, constructions of washrooms, provisions of sanitary pads for female students, motivating teachers have increased school retention in the rural areas.

This was confirmed by the Director of Public Affairs of the Ghana Education service. He indicated that the school dropout rate in the rural areas has reduced due to the interventions by Plan International Ghana.

In our sector here at the regional level cascading down to the district level, we have the School Improvement Support Officers (SISO) formally called Circuit Supervisors responsible to monitor the activities of the NGO's. The regional Inspectorates department also goes around to monitor and supervise the activities of the NGOs"

This is because all NGO's that are supposed to be working with the Ghana Education Service is scrutinized by examining their activities and objectives to see if it is intended with the GES goals and objectives.

Findings from this study also tally with Amenorhu's (2018) report on a study of the contributions by Right to Play (RTP) in promoting equitable and quality education, discussed contributions that the play-based approach is likely to make towards the attainment of SDG 4 in Ghana.

Amenorrhea (2018) recommended that integrating the play-based approach by the Ministry of Education and the Ghana Education Service into the complete curriculum of basic schools could enhance the possibility for many children from typically difficult-to-reach groups. This includes children from disadvantaged economic and ethnic groups, children with disabilities, and children of nomadic people within the rural areas and other rural areas in Ghana who could not access inclusive and equitable quality education.

4.4 Research question three. How did the CRS activities help to increase enrolment in the rural areas?

This research question was purposed to ascertain how the Corporate Social Responsibility activities of the Plan International Ghana have affected school enrolment in the beneficiary schools. It was also to explore the enrolment rate in other schools at communities in the region where there were no Plan International Ghana CSR activities.

To do a comparative study of the enrolment rates of schools within communities which has benefited from Plan International Ghana and the schools in communities that have not had any intervention, the approach head of Public Affairs of the Ghana Education Service in the Eastern Region was interviewed.

Although the study also sought to get responses from persons who attended basic schools that did not benefit from any Plan International Ghana interventions, all two participants were absent on the day of conducting the Focus Group discussion. As a result, the Regional Public Affairs director was the only one interviewed.

The theme below was generated to answer the research question on how Corporate Social Responsibility initiatives by Non-Governmental Organizations has helped increase school enrollments in the catchment areas.

4.4.1. Distribution of teaching and learning materials

Findings from this study reveal that Plan International Ghana's aside from the provision of infrastructure, WASH, and scholarship for students, has also supplied school uniforms, school bags, learning materials and had a school feeding initiative for some selected schools in the rural communities within the region until the government began the implementation of the School Feeding Program.

It was found out that these initiatives have led to the enrollment of more girls because parents who could not afford the needs of their wards had withdrawn their wards from the other schools which had not benefited from Plan international Ghana's initiatives though could not provide the enrolment list.

This was confirmed by the director of public affairs of the Ghana Education Service in the region who said;

Providing infrastructure and other students needs mean that now children will have a sound mind to study. More importantly, support retention of the girl child in school while the other activities like the provision of amenities like washrooms, water, etc. for the schools go a long way to augment the effort of the government.

This study corroborates with the report by Amenorhu (2018) conducted in the Northern Region in Ghana on a study of the contributions by Right to Play (RTP) in promoting equitable and quality education, discussed contributions that the play-based approach is likely to make towards the attainment of SDG 4 in Ghana.

Amenorhu's (2018) report revealed that the play-based approach contributed significantly to increasing the enrolment rate in primary schools and the literacy rate of youth. It added that apart from SDG 4, the approach will also make significant contributions to “achieve gender equality and empower all women and girls;” reduce inequality within and among countries;” and promote just peaceful and inclusive societies.”, thus SDGs 5, 10 and 16 respectively.

4.5. Research question four. What benefits do organizations get from investing in CSR activities?

This research question sought to find out the benefits available for Non-Governmental Organizations who invest in Corporate Social Responsibility activities. It sought to gain insight into how the non-Profit making organizations benefit from the many CSR activities they undertake in Ghanaian Societies.

This research question was addressed through an interview by the Eastern Regional Manager of Plan International Ghana. The theme below was generated to answer the research question on the benefits organizations obtain from Corporate Social Responsibility initiatives.

4.5.1. Donor support

Finding from this study revealed that, though Plan International is a non-profit making organization, the number of educational interventions undertaken in the rural communities in Africa has helped the organization to receive more donors which assisted the organization to expand its mode of operation.

He puts it this way;

The benefit we gain from our Corporate Social Responsibility activities is that it helps get donor support from them which enables us to expand our scope of operation to other parts of the world.

The findings tally with the report conducted in by Geethamani (2017) in his examination of the advantages and disadvantages of corporate social responsibility that CSR is aimed at contributing to sustainable development by delivering economic, social, and environmental benefits to all stakeholders.

It is also important to know that organizations, whether profit or non-profit making, frequently reap free advertising as a result of CSR. It is quite common for organizations' good deeds to receive coverage on local and national radio and television, and be the subject of articles in newspapers, trade journals, and magazines.

By tracking media hits and tallying the costs associated with "equivalent" adverts, companies might reasonably estimate the benefits of such publicity.

4.6. Chapter Summary

This section discussed the research findings that were analyzed from the data set collected from the interviews conducted with the Eastern Regional Manager of Plan International Ghana, and the Director of Public Affairs of the Ghana Education Service in the eastern region and also data gathered from the two Focus Group Discussions. The research findings were analyzed and discussed under the three research questions set out in chapter one to help achieve the aims of this study.

The next chapter, summarizes some of the major findings, makes recommendations and concludes the study.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This is the concluding chapter of the study. It summarizes some of the major findings, makes recommendations for policymaking, further studies and concludes the entire study.

5.2 Summary of some major findings

This study examined the role of non-state organizations' Corporate Social Responsibility (CSR) initiatives towards the attainment of Sustainable Development Goal Four (4) by focusing on Plan International Ghana, Eastern Regional Unit as a case for detailed exploration. The study specifically investigated the contribution of non-governmental organizations' CSR initiatives towards attainment of Sustainable Development Goal four (SDG4).

The study found out how Plan International Ghana had used its Corporate Social responsibility (CSR) initiatives to promote inclusive and equitable quality education, the role Plan International Ghana plays in school enrolment, and the benefits organizations obtain after investing in Corporate Social responsibility (CSR) activities.

A single case study design was used for the study. This study explored interviews and focus group discussion (FGD) to obtain data from Plan International Eastern Regional Unit, the Ghana Education Service, beneficiary students, and parents in some of the beneficiary communities.

The beneficiary students and the parents were purposively selected through the convenience sampling strategy and the Regional Manager of Plan International Ghana and the Director of

Public Affairs were identified also using the purposive sampling strategy. Data obtained was analyzed using the thematic analysis technique.

It was found that, Plan International Ghana just like any other None-Governmental Organization is a major stakeholder commanding the implementation of the Universal Sustainable Development Goal four (4) key indicators. Findings indicate that Plan International Ghana even before the government adopted the Early Childhood Education into the Ghana Education System had been leading its implementation.

With its focus on schools in the rural communities, Plan International Ghana has been striving to bridge the education gap between school-going children in the rural areas and their counterpart in urban areas. To this effect, several rural communities in the eastern region have benefited from Plan International Ghana's educational interventions such as classroom blocks, toilets facilities, water, sanitation, and hygiene projects, scholarships for brilliant but needy students, distribution of sanitary pads to teenage girls, championing girl child education, youth, and adult literacy education, training and motivating teachers and provision of teaching and learning materials to school pupils in the rural communities.

These initiatives were performed in collaboration with the Regional Directorate of the Ghana Education Service (GES) under the supervision of the regional inspectorate department and the School Improvement Support Officers (SISO's).

Regarding social infrastructure, it emerged that though Plan international Ghana provides diverse amenities through CSR initiatives to the education sector. This critical support came in the form of provision of classroom blocks, science research centers, library buildings, textbooks, and uniforms. Provision of infrastructural facilities, teaching and learning materials, Water, Sanitation,

and Hygiene as Corporate Social Responsibility to schools attracts both teachers and students to beneficiary institutions.

Regarding literacy education, it was also found out that several residents in the *Afram Plains* North District in the Eastern Region who had dropped out of schools due to unforeseen circumstances had been enrolled on a literacy education program geared towards achieving the indicator six (6) of the SDG4 which seeks to ensure that that all youth and a substantial proportion of adults, both men, and women, achieve literacy and numeracy by 2030.

5.3 Recommendations for policy and further study

The following recommendations are made based on the findings of the study and the conclusions drawn from the analysis. It also identifies some CSR issues which policymakers and corporations should consider and also make way for further studies.

5.3.1. Recommendations for policy

First, the government should as a matter of urgency provide equal distribution of resources to support education by expanding infrastructure and other educational needs of schools in all areas to ensure that school-going children have equal access to education.

There must be transparency in defining the exchange relationship between informal resource controllers and school administrators, thus ensuring that corporate assistance to education sectors is fit for purpose and the betterment of the recipient and their communities.

Secondly, school administrators must endeavor to bring together both government and corporations when establishing exchange relationships with resources providers.

Lastly, although the governance system requires that the government of Ghana is responsible for the provision of infrastructure and other educational needs for schools to properly function, in its quest to attain the Sustainable development Goal Four (4) target, it is recommended that the state enacts a Legislative Instrument (LI) binding all both profit and non-profit making organizations to mandatorily provide some level of assistance to schools within the catchment areas of their operations.

5.3.2. Recommendation for further study / research of the topic under study

The study covered only a non-profit making organization. Future researchers may open up the study by using multiple- cases to explore both profit-making organizations and non-profit making organizations to enable a fair comparison of the phenomenon under study.

It is also recommended for future researchers to employ mix-method techniques to determine which factors are the strongest in determining the role of Corporate Social Responsibility in promoting quality education in Ghana since the results obtained from this qualitative method of the study cannot be generalized.

Also, all qualitative research findings are often challenged with external validity issues as qualitative designs are deemed to be context-specific by nature (Criswell 2003). Nonetheless, the transferability of these research findings is achievable. Comparing subsequent findings of similar qualitative studies helps establish or reject the external validity of single qualitative research (Criswell 2003). Researchers must, therefore, consider relying on the conclusions from the extant study when designing future quantitative and qualitative studies that relate to the contribution of CSR initiatives to school infrastructure development, student enrollment, and performance in emerging economies such as Ghana.

5.4. Limitations of the study

Access to information for the study was a major challenge that confronted the study. Access to data of school enrollment in the catchment areas where Plan International Ghana deployed its Corporate Social Responsibility interventions were not provided by the Regional Directorate of the Ghana Education Service (GES) as they were either unavailable or deemed to be sensitive information which could not be readily provided for this research.

The next challenge had to do with the withdrawal of some parents and beneficiaries who had earlier on agreed to participate in the focus group discussions. As a result, only 10 out of the total 19 estimated respondents participated in the study which may have affected the findings of this study, which may have affected the findings of this study.

The head teachers at the various beneficiary schools were unwilling to participate because they were afraid of being reprimanded by their District Directors of Education. Others also declined because there were no financial incentives for participation and the researcher had no other option than to reduce the number of participants for the discussion. The participants who changed their decision from taking part in the interview and the Focus Group Discussions were not pressured into responding and participating in the discussion. They willingly engaged in the discussion and responded to question they were comfortable in answering.

The research is also limited by its scope as it is a single case study, is limited to an international non-profit making organization in one region. All these challenges limited the extent to which the results generated can be generalized and applied to different geographic locations of the country and others elsewhere.

5.5. Conclusion

Based on juxtaposition of the findings of the study, empirical literature some theoretical perspectives, the study draws the following conclusion.

Overall, education has proved to be the bedrock of every country's human capital. It also brings about literacy and the ability for individuals to make informed decisions hence, efforts must be made to ensure it is adequately funded by government and other stakeholders.

This study assessed the role of Corporate Social Responsibility in promoting quality education in Ghana using Plan International as a case study. The study found that CSR initiatives are pivotal in improving school teaching and learning environments resulting in increasing students' enrollment, increasing student attendance, minimizing lecture hour losses, improving students' performance in academic and extra-curricular activities.

The results, therefore, underscore the key role CSR initiatives play in aiding the government to deliver free, equitable, and quality education in Ghana. Therefore, the results suggest that Non-Governmental Organizations' support to schools in Ghana appears to be fit for purpose which in turn will contribute to attain the 2030 global Sustainable Development Goal Four (4), thus ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

First, the outcomes of the study regarding the contributions of NGO's CSR initiatives in promoting SDG4 confirms the report of Amenorhu (2018) that demonstrated that CSR interventions contribute significantly to increasing the enrolment rate in primary schools in Ghana.

Amenorhu (2018) studied the contributions of Right to Play (RTP), a Non-Governmental Organization in promoting equitable and quality education and found that apart from SDG 4, it

also makes significant contributions to achieve gender equality and empower women and girls, reduce inequality within and among countries and promote just peaceful and inclusive societies.

These findings also corroborate with the assertion by Philip, (2017) that reading, culture, and learning outcomes of basic school children had improved as a result of the literacy projects which exposed children to grade level and age-appropriate reading resources.

Also, the findings of the study are in line with similar works conducted in Nigeria and Tanzania. In Nigeria, Bello (2020) reported that that CSR interventions by NGO's in post-basic education include "adopt a school program", Science, Technology English and Mathematics (STEM) camps for girls to promote knowledge of science education, career-counseling session serves as an opportunity for students to learn about career opportunities they could select as they proceeded to tertiary institutions. The current study also confirms Philip, (2017) report that Corporate Social Responsibility initiatives has led to improvements in infrastructure and learning outputs in the post-basic sector geared towards the attainment of the SDG4.

However, unlike Uduji (2020) report which found out that none of the scholarships target females specifically, and compared to men, the low level of human capital in rural women has persisted despite the significant success in supporting education initiatives generally in Niger, this study found that Plan International Ghana has made its scholarship scheme accessible by both males and females.

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APPENDIX I

Interview guide

THE ROLE OF CSR IN PROMOTING QUALITY EDUCATION IN GHANA; THE CASE OF PLAN INTERNATIONAL GHANA.

My name is David Kodjo Bismark, an MA Student from the Ghana Institute of Journalism (GIJ). I am conducting a research on the above topic as part of the requirements for my postgraduate study. Kindly assist me by providing responses to each question. All responses will be treated with the strictest confidence and used for academic research purposes only. No particular individual(s) or address will be identified in the results. Kindly respond as sincerely as possible.

Thank you for agreeing to participate.

INTERVIEW GUIDE FOR STAFF OF PLAN INTERNATIONAL GHANA.

SECTION A. Plan International Ghana contributions towards education

Introduce yourself indicating your name, designation and the number of years you have work in your current capacity

1. What is Plan International Ghana's assessment of Ghana's basic education system?
2. Are there any disparity between students in rural and urban communities?
3. Can you please mention with figures some interventions implemented by your NGO in the education sector

4. How do you think these interventions has contributed to promoting quality education in Ghana?
5. How effective has your educational interventions contributed towards school enrollment?
6. What benefits do your NGO get in return from these CSR interventions?

APENDIX II

INTERVIEW GUIDE FOR EASTERN REGIONAL DIRECTORATE OF GHANA EDUCATION SERVICE.

SECTION B. Benefits of Plan Ghana interventions on education

Introduce yourself indicating your name, designation and the number of years you have work in your current capacity

1. Plan International Ghana, an NGO, which is the case study of my dissertation has been playing a crucial role in educating students in Ghana. Please what do you know about their approach to education?
2. Which mechanism(s) do you have to monitor NGOs which contribute to the education sector in Ghana?
3. Is there any rule that guides NGOs which are into investing in education in Ghana?, If any what are they?
4. In your opinion, how did Plan International Ghana affect the enrolment rate of students in your district/ School/ Region? Can you please specify with figures?
5. The 2030 UNDP global target for the education sector is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (SDG 4).
6. In your opinion, how will Plan Ghana interventions contribute to the attainment of this target in Ghana?
7. In your opinion, what benefits do you gain from the Plan Ghana CSR interventions in your region?

8. Do you have anything else to say?

Thank you for your views and your time.

APPENDIX III

INTERVIEW GUIDE FOR BENEFICIARY STUDENTS FROM PLAN INTERNATIONAL GHANA INTERVENTION SCHOOLS

SECTION C: Role of Plan Ghana’s CSR activities on school enrolment.

1. What benefits did your school had from Plan international Ghana when you were growing up? Can you please specify those benefits (if any)?
2. How have these benefits from Plan International Ghana motivated your educational life?
3. If you had the opportunity, will you have left your former school to another school that did not received any intervention from Plan International Ghana? Why?
4. What were the things you achieved in your education which you could not have achieved using the intervention from Plan International Ghana?
5. The 2030 UNDP global target for the education sector is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (SDG 4). In your opinion, how will Plan Ghana interventions contribute to the attainment of this target in Ghana?

APPENDIX IV

INTERVIEW GUIDE: PARENTS IN PLAN INTERNATIONAL GHANA INTERVENTION COMMUNITIES

SECTION D: How Plan Ghana CSR activities help promote inclusive, equitable and quality education.

1. What specific benefits does the community gain from Plan international Ghana in this community? Can you please specify those benefits (if any)?
2. How positive has the interventions impacted on girls' education in the community?
3. Did the Plan Ghana education programs influence your choice to enroll your ward in that school?
4. Will you want our child to continue his education in a different school which does not get any help from plan International Ghana?
5. How does Plan Ghana affect the way the youth read and write in this community (literacy rate)?
6. The 2030 UNDP global target for the education sector is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (SDG 4).
7. In your opinion, how will Plan Ghana's interventions contribute to the attainment of this target in Ghana?

Thank you for your views and time

APPENDIX V



INSERT: THE BENEFICIARIES IN A GROUP PICTURE AFTER THE FOCUS GROUP DISCUSSION

APPENDIX VI



INSERT: A FEMALE STUDENT OF SAWA MA BASIC SCHOOL USING THE WASH FACILITY PROVIDED BY PLAN INTERNATIONAL GHANA.

APPENDIX VII



INSERT: SOME STUDENTS SHOWCASING THEIR SANITARY PADS PROVIDED BY
PLAN INTERNATIONAL GHANA