

GHANA INSTITUTE OF JOURNALISM

**ASSESSING THE IMPACT OF SCHOLARSHIPS IN PROVIDING ACCESS TO
QUALITY UNIVERSITY EDUCATION: A CASE STUDY OF THE LEBANESE
COMMUNITY IN GHANA SCHOLARSHIP**

BY

ASOMANI EMMANUEL KORANTENG

NOVEMBER, 2021.

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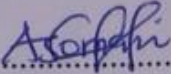
**A DISSERTATION SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
AND RESEARCH, GHANA INSTITUTE OF JOURNALISM IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF
ARTS (M.A) DEGREE IN DEVELOPMENT COMMUNICATION.**

NOVEMBER, 2021.

DECLARATION

Student's Declaration

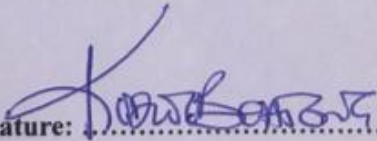
I hereby declare that this dissertation is wholly my own work and that no part of it has been presented for another degree in this University or elsewhere with the exception of references to other people's works, which have been duly acknowledged.

Candidate's Signature: ..... Date: 2/12/2021.....

Name: ASOMANI EMMANUEL KORANTENG

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. This research project is submitted for examination with my approval as university supervisor.

Supervisor's signature: ..... Date: 2/12/2021.....

Name: DR. KODWO JONAS ANSON BOATENG

DEDICATION

I dedicate this piece of work to my family, particularly my mother, Ernestina Marfo, and the wonderful Lebanese community in Ghana, for their continuous support, motivation, and trust offered me throughout this course.

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My profound gratitude goes to my supervisor, Dr. Kodwo Jonas Anson Boateng, for his time, patience, and advice, as well as his significant contributions towards the successful completion of this dissertation. A liberal gentleman who has no bounds when it comes to expressing his love and unwavering support for his students. His depth of knowledge, especially in research, is unrivaled. Sir, I am forever grateful.

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TABLE OF CONTENTS

DECLARATION	I
DEDICATION	II
ACKNOWLEDGEMENTS	III
LIST OF ACRONYMS	VIII
ABSTRACT.....	IX
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.1.1 Lebanese Community in Ghana Scholarship.....	3
1.2 Problem Statement	5
1.3 Research Objectives	6
1.4 Research Questions	7
1.5 Relevance of the Study.....	7
1.6 Scope of Study.....	8
1.7 Research Design and Method of Analysis	8
1.8 Organization of the Study.....	9
CHAPTER TWO	11
LITERATURE REVIEW	11
2.0 Introduction	11
2.1 Conceptual Review.....	11
2.1.1 The Definition of Impact and Assessment.....	11
2.1.2 The Intersection between Impact and Assessment.	13
2.2 Theoretical Review.....	16
2.2.1 The Human Capital Theory	16
2.2.1.1 Strengths of the Human Capital Theory	17
2.2.1.2 Weaknesses of the Human Capital Theory	18
2.2.2 The Input-Processes-Output System Theory	19
2.2.2.1 Strengths of Inputs-Processes-Output System Theory	22
2.2.2.2 Weaknesses of Inputs-Processes-Output System Theory	22
2.2.3 The Synergy between the Human Capital Theory and the Input-Processes-Output System theory.....	22
2.2.4 Communication Strategy	23
2.2.4.1 How Advocacy Communication Strategy Strengthens the Effective Construction	

of Human Capital in the Education Sector.	25
2.3 How the Lebanese Community in Ghana Scholarship Scheme Operates.....	26
2.3.1 Achievements of the Scholarship Scheme.....	28
2.3.2 Historical background of the Lebanese Community in Ghana.....	28
2.3.3 Criticisms leveled against the Lebanese Community in Ghana.....	31
CHAPTER THREE	33
METHODOLOGY	33
3.0 Introduction	33
3.1 Research Design.....	33
3.2 Sampling.....	34
3.3 Sample Size.....	34
3.4 Data Collection.....	35
3.5 Data Analysis	36
CHAPTER FOUR.....	41
FINDINGS AND DISCUSSIONS	41
4.0 Introduction	41
4.1 Demography of Participants (Beneficiaries)	42
4.2 Research Question 1: How is the Lebanese Community Scholarship improving access to high-quality university education in Ghana?	43
4.3 Research Question 2: What has been the impact of the Lebanese Scholarship Program on past beneficiaries?	45
4.3.1 Improved Academic Life of Beneficiaries.....	45
4.3.2 Employment and internship opportunities.....	46
4.3.3 Networking opportunities	47
4.3.4 Opportunity to pursue further studies.	49
4.4 Research Question 3: What are the challenges limiting the successful implementation of the scholarship program?	50
4.4.1 Delay in disbursement of funds to students.	50
4.4.2 Change in ambassadors worried the progressive plan for scholars	51
4.4.3 The scholarship scheme not covering for other incentives such as accommodation on campus and monthly stipends.	51
4.5 Research Question 4: What measures can aid the scholarship agency to successfully implement the scholarship program and achieve real impact?.....	52
4.5.1 Clear policy for the scholarship program.....	53

4.5.2 Networking should be intensified	54
4.5.3 Expanding Coverage of the Scholarship Scheme to cover other incentives such as on-campus accommodation and monthly stipends.	54
CHAPTER FIVE	55
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	55
5.0 Introduction	55
5.1 Summary	55
5.2 Key Findings	58
5.3 Study Limitations	62
5.4 Conclusion.....	63
REFERENCES	65
APPENDIX 1.....	73
APPENDIX 2.....	76

LIST OF TABLES

Table 2.1 The Logic Model of Assessment.....	13
Table 3.1 Respondents' Demographic Characteristics.....	37
Table 4.1 Demography of Participants (Beneficiaries)	44

LIST OF FIGURES

Figure 2.1 Human Capital Theory Model.....	18
Figure 2.2 Theoretical Framework of Input-Process-Output System Theory.....	20
Figure 5.1 A Pictorial Representation on Suggestions Made to Improve the Scholarship Program's Present Strategy.....	63

LIST OF ACRONYMS

GER - Gross Enrollment Rate

GIJ- Ghana Institute of Journalism

GSL- Ghana School of Law

KNUST- Kwame Nkrumah University of Science and Technology

LCGS- Lebanese Community in Ghana Scholarship

LLB – Bachelor of Laws

LLM- Master of Laws

OECD- Organization for Economic Co-operation and Development

SLTF- Student Loan Trust Fund

STEM- Science Technology Engineering Mathematics

UEW- University of Education, Winneba

UG - University of Ghana

UNESCO- United Nations Educational Scientific and Cultural Organizations

ABSTRACT

With the renewed emphasis on university education as an agent for development and economic growth, the Lebanese Community in Ghana, through the Embassy of Lebanon, has joined other organizations in contributing to the intellectual workforce of Ghana. While the Lebanese Community in Ghana Scholarship has granted scholarships to about a hundred individuals to pursue various undergraduate programs for nearly a decade since 2013, no research has been conducted to assess the impact of the scholarship. The study used a qualitative research method in which in-depth interviews were used to collect and analyze data from respondents. The data was processed using thematic analysis, and major recommendations were made to improve the scholarship program's present strategy. Overall, the findings reveal that the Lebanese Community in Ghana Scholarship has enhanced the quality of life of its recipients greatly. However, there are some challenges which are impeding the success of the scholarship. The constant delays in releasing funds to students at the start of an academic year and the change in ambassadors by the Embassy of Lebanon worried the progressive plan for beneficiaries. The study recommended that a responsive and clear policy is needed as well as a strong alumni network to empower and strengthen the alumni's resilience, allowing beneficiaries to continue to lead and change their circumstances on their own terms.

Keywords: Beneficiaries; impact; challenges; Lebanese community in Ghana; suggestions for improving the Lebanese scholarship program's present strategy.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Over the past 25 years, global demand for postsecondary education has risen rapidly as a result of rising population, rising wages, and the increasing emphasis placed on tertiary education as a driver of individual and national economic progress (Going Global 2014). In today's society, education is widely considered as the foundation for progress (UNESCO 2014). Quality education, according to UNESCO (2014), contributes significantly to a well-structured and well-informed society as well as individuals with the relevant knowledge, skills, attitude, and values that enable them to live and contribute effectively to national development in social, political, and economic terms. Similarly, UNICEF (2015) asserts that quality education is the most important tool for producing productive workers, eradicating illiteracy, and breaking the cycle of poverty.

Higher education in Ghana has grown significantly in recent years on a number of fronts, including increased access and participation, expansion of academic facilities, a transformative policy environment that has resulted in increased private sector participation, innovative funding, and approaches to increase institution financial sustainability (Atuahene and Owusu-Ansah 2016). According to a Ministry of Education report, the tertiary sector's Gross Enrollment Rate (GER) has been increasing since 2010/2011, when it was 8.8% (Ministry of Education, 2018). According to the National Council for Tertiary Education (2018), the number of students enrolled in various tertiary institutions increased by 5.18 percent in the 2016/2017 academic year compared to the previous academic year. In the 2016/2017 academic year, a total of 443,978 students were enrolled in various programs, compared to 422,122 students in the 2015/2016 academic year (National Council for Tertiary

Education 2018).

Ghana's accomplishments in advancing access to quality university education over the past decades have certainly been impressive. However, significant problems persist in the form of access where individuals are unable to attain higher education, particularly, university, due to lack of finances. As Acheampong and Kayange (2016) put it, the high cost of higher education has rendered most economically disadvantaged students incapable of accessing university education. This has created a huge gap between the rich and the poor, making education more of a privilege than a right (Acheampong and Kayange 2016). This situation has placed pressure not only on individual households but also on the government and public resources.

In Ghana, the Scholarship Secretariat, an organization under the Office of the President established in 1950 is mandated to handle and award scholarships for human resource development and growth of the country (Ghana Scholarship Secretariat 2020). The Ghana Scholarship Secretariat's objectives include: awarding scholarships to needy but brilliant students in second cycle institutions based on merit and hardship, offering scholarships training in government priority areas for qualified Ghanaians workers in foreign tertiary institutions, offering bursaries for post graduate training locally in public tertiary institutions, strengthening human resource capacity, and providing a conducive environment. Although government financial support programs for disadvantaged students, such as the Student Loan Trust Fund (SLTF), have been evident in addressing various difficulties faced by students, this financial aid comes with its own set of challenges that make it more difficult to acquire (Dary and James 2019).

Apart from the government's efforts in the educational sector, several organizations have played an important role in fostering the academic growth of young undergraduate and

postgraduate students in Ghana by investing large sums of money. Local, international, and donor organizations that formerly concentrated on primary and secondary education are now giving higher education more attention (Bloom et al. 2006). These organizations offer grants in the form of scholarship to young individuals to further their education at the university level.

Scholarship programs, according to Dary and James (2019), have been used to create human capital for a long time, mostly in underdeveloped countries. The United Nations has set a target for 2020 to “substantially increase the number of scholarships available to developing countries, in particular least developed countries, Small Island developing States, and African countries, for enrolment in higher education,” as part of the Sustainable Development Goals (UNESCO 2020). Governments, corporate organizations, and other groups have all made efforts to attain this goal so far. According to Ghana Scholarship Secretariat (2020), there are numerous scholarships available for Ghanaian undergraduate students who require financial aid to fund their postsecondary studies in Ghana. MTN Ghana Foundation Scholarship, Ghana National Petroleum Corporation-GNPC Scholarship, Ashesi University College MasterCard Foundation Scholarship Program, Tullow Oil Postgraduate Scholarships, David Oyedepo Foundation Scholarships for African Students, Vodafone Ghana Foundation Scholarship in STEM, and many more (Ghana Scholarship Secretariat 2020).

Aside from the aforementioned scholarships, the Lebanese Community in Ghana Scholarship is another scholarship initiative that has influenced the lives of many young people.

1.1.1 Lebanese Community in Ghana Scholarship

The Lebanese Community in Ghana is a major player in driving the development of the Ghanaian economy through their involvement and investment in major areas such as education, health, infrastructure, trade and industry (Special Report Ghana-Lebanon 2011).

The Lebanese Community in Ghana has proved its dedication to advancing higher education in Ghana over the years, driven by Lebanon's belief in variety, multiculturalism, educational, and human rights (Obour 2015). The Lebanese Community in Ghana in 2013 launched the scholarship program under the leadership of Former Lebanon Ambassador to Ghana, Ali H. Halabi, to demonstrate Lebanon's appreciation to Ghanaians for their hospitality to Lebanese migrants who arrived in the country in the second half of the nineteenth century, allowing them to contribute their fair share to the country's development (Obour 2015).

The Lebanese Embassy in Ghana has over the years collaborated with the Lebanese Community to promote the vision of making tertiary education accessible to many Ghanaian students (Obour 2015). The Lebanese Community in Ghana scholarship program has been designed to provide financial support to Ghanaian students across the journalistic, linguistic and legal fields (Obour 2017). The initiative forms part of measures instituted by the Embassy of Lebanon to partner with Ghana to develop educational cooperation between the two countries (Obour 2017). The scholarship program covers students in three main universities: the Ghana Institute of Journalism (GIJ), the University of Ghana and the Kwame Nkrumah University of Science and Technology (KNUST) and more recently, the Ghana School of Law (Obour 2017). Under the leadership of the current Lebanon's Ambassador to Ghana, His Excellency Maher Kheir, the Lebanese Community in Ghana has extended its scholarship program to the School of Languages, University of Ghana by awarding three distinguished students with the Lebanese Literature Prize (Agorsor 2021). The scheme also provides support to Martyrs in the Immigration, Police and Prison Services (Musbau 2021). For close to a decade of its operation, the Lebanese Community in Ghana scholarship program has supported close to one hundred students from different tertiary institutions across the country (Obour 2017). Each year, newly admitted students from the Kwame Nkrumah University of Science and Technology (KNUST), University of Ghana (UG),

Ghana Institute of Journalism (GIJ) and the Ghana School of Law (GSL) are selected based on their first-year academic performance. The Lebanese Community in Ghana Scholarship program shares the government of Ghana's vision of free and quality education for all young people and continues to support Ghanaian students who, in the long run, will contribute to the development of the country (Obour 2017).

In light of the above, this study seeks to assess the impact of scholarships in providing access to quality university education, with a special focus on the Lebanese Community in Ghana scholarship.

1.2 Problem Statement

Higher education's cost has risen in tandem with the demand for and returns on investment, putting strain on public resources and individual households (UNESCO 2020). According to the National Council for Tertiary Education (2018), demand for university education has been steadily increasing in recent years, with large numbers of students applying every year (National Council for Tertiary Education 2018). However, majority of young people are still denied access to university education due to lack of funds to sponsor their education. According to Atuahene (2012), public universities that previously provided services based on the public good have begun to provide services based on market principles such as ability to pay. Fees and charges previously paid by the government, such as academic facility user fees, residential facility user fees, registration fees and examination fees, have now become the responsibility of students and their parents (Atuahene 2012). As a result of this situation, the number of tertiary students who borrow to fund their investment in human capital development through higher education has increased (Avery and Turner 2012).

Many young individuals, particularly those from low-income families, are unable to pursue university education. As a result, countries must adopt national systems and sound policies to track progress and ensure that majority of the world's poorest people are included (UNESCO 2020). Various institutions and corporations have established scholarship systems as a means of putting many young people through education in an attempt to meet the Government halfway. However, despite the longstanding and widespread use of scholarships in public and philanthropic efforts to increase participation in tertiary education, there is very limited evidence about their impact (Martel 2018).

Since 2013, the Lebanese Community in Ghana has awarded scholarships to undergraduate and graduate students at Kwame Nkrumah University of Science and Technology, the University of Ghana, the Ghana Institute of Journalism, and the Ghana School of Law through its scholarship program (Obour 2017). Although this is a step in the right direction, for close to a decade now since the award of the scholarships to students in the aforementioned institutions, there has been little or no research conducted to assess the impact of the Lebanese Community in Ghana Scholarship in relation to providing access to quality university education in Ghana.

1.3 Research Objectives

- i. To investigate the impact of the Lebanese Scholarship program on access to undergraduate education in Ghana.
- ii. To describe the post-program outcomes of early beneficiaries of the Lebanese Scholarship program.
- iii. To identify possible challenges limiting successful implementation of the Lebanese Scholarship program.

- iv. To propose measures in aiding the scholarship agency to successfully implement the scholarship program and achieve real impact.

1.4 Research Questions

- i. How is the Lebanese Community Scholarship improving access to high-quality university education in Ghana?
- ii. What has been the impact of the Lebanese Scholarship Program on past beneficiaries?
- iii. What are the challenges limiting the successful implementation of the scholarship program?
- iv. What measures can aid the scholarship agency to successfully implement the scholarship program and achieve real impact?

1.5 Relevance of the Study

Education now occupies an important position in national debates. The debate over the right to education, which is considered a human right, is closely tied to the issue of access to higher education, particularly university education. National, regional, and international instruments have all embraced this concept during the last two decades, with the 2030 Agenda for Sustainable Development being the most prominent (UNESCO 2020). Apart from Government of Ghana's efforts in the educational sector, several organizations have played an important role in fostering the academic growth of young undergraduate and postgraduate students in Ghana by investing large sums of money.

This research will first and foremost provide evidence that will have significant ramifications for higher education institutions, public policy, and philanthropic or private sector activities to capitalize on the demographic changes sweeping the African continent.

Furthermore, this research will add to knowledge and provide instructions to organizations and development communication practitioners on how to design scholarship programs that will have a good impact on students' lives and career pathways, as well as society as a whole.

1.6 Scope of Study

The study covers the Lebanese Community in Ghana scholarship program. Beneficiaries of the Lebanese Community in Ghana Scholarship are the main participants of this study. The theories underpinning this study are the Human Capital Theory (Becker 1962) and the Input-Processes-Output System theory. The Human Capital Theory holds that money invested in an individual's education leads to positive economic growth for the individual through increased productivity, social stability, and healthier lifestyles (Becker 1962). Also, the Input-Processes-Output System theory holds that for quality education to be achieved there is the need for investment of adequate resources such as finances and infrastructure (Amaah 2019). This study is primarily limited to assessing the Lebanese Scholarship in providing access to quality university education in Ghana.

1.7 Research Design and Method of Analysis

Qualitative methodology as a research design will be employed to collect and present data. The qualitative research method investigates a contemporary phenomenon within its real-life context (Yin 2009). Purposive sampling will be employed for this study because it will enable the researcher to obtain detailed insights and understanding of the impact of the Lebanese Community in Ghana Scholarship from my respondents (beneficiaries). According

to Patton (2002), purposive sampling is an instrument which cannot be overlooked in sampling data. The Lebanese Community in Ghana Scholarship program has supported close to hundred students from different tertiary institutions across the country (Obour 2017). As such, this study seeks to gain insight from ten beneficiaries (three each from the University of Ghana, Kwame Nkrumah University of Science and Technology, Ghana Institute of Journalism and one from Ghana School of Law) for the study.

Data from the study will be collected through in-depth interviews with the ten selected participants and will be transcribed to obtain a general sense of the information as recommended by Creswell (2009). Thematic analysis will be used to analyze the interview transcripts. The inductive approach will be employed, where the researcher will allow the data collected to determine the themes to be analyzed.

1.8 Organization of the Study

The study is organized into five chapters, each of which focuses on a different area of the investigation. The first chapter presents the research by giving it a full background and placing it within a larger field of study. It contains information on the Lebanese Community Scholarship in Ghana. The problem statement, research objectives and research questions, scope of the study, relevance of the study, as well as the research design and technique of analysis are all covered in this chapter.

The study's theoretical underpinnings are discussed in Chapter 2, as well as work relevant to the study. A conceptual review on terms like 'impact' and 'assess' embedded in the research topic will also be conducted.

Chapter three details the methodology applied in the research by outlining the research design, the population and samples on which the research is conducted as well as the

instruments for data collection. This chapter also presents a detailed and accurate statement of steps to be taken in analyzing the collected data.

Chapter four focuses on data presentations, analysis, discussions and interpretations of the findings of the study in accordance with each stated objective.

Chapter five provides a summary of the study, discusses the key findings of the research and draws conclusions based on it. It concludes with recommendations for further studies based on the research findings.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on reviewing works related to the topic of study by scanning the globally scholarly field of research. The theoretical aspect focuses on the Human Capital Theory and the Input-Processes-Output Systems theory. These theories become supporting documents for advancing the argument that investment in education has the potential to produce economic and social returns at the individual and national levels, as well as address the social problems of unemployment, social exclusion, and poverty.

2.1 Conceptual Review

2.1.1 The Definition of Impact and Assessment

Since the early 2000s, the term ‘impact’ has been increasingly popular, particularly among development practitioners and agencies (Hearn 2016). According to Hearn (2016), various researchers and institutions have presented their ideas of what impact is, resulting in ambiguity and confusion regarding what ‘impact’ is, how it should be defined, how to evaluate it, and what kind of assessment is enough. As a result, the way that impact is defined and understood, therefore, has widespread implications. It affects how a program is perceived and how people will want to or are expected to be involved (Hearn 2016). The term impact is defined by the European Commission as all the changes that are expected or likely to occur as a result of the adoption and application of a given policy choice or intervention, and which may occur at different times. Impact, according to the United Nations Development Group (2011), refers to changes in people's lives that might have good or negative long-term impacts

on a specific group of people and are caused by a development intervention. Individuals or communities may experience changes in their knowledge, skills, behavior, health, or living conditions as a result of these changes (United Nations Development Group 2011). Impacts can be good or negative, primary or secondary long-term impacts caused directly or indirectly, intentional or unanticipated by a development action (Organization for Economic Co-operation and Development – Development Assistance Committee [OECD-DAC] 2002). Similarly, the United States Agency for International Development (USAID 2009) defines impact as the outcomes or effects of a project or program. Impact is often used to refer to higher level effects of a program that occur in the medium or long term, and can be intended or unintended and positive or negative.

Given the range of definitions, this study adopts the Organization for Economic Co-operation and Development – Development Assistance Committee [OECD-DAC] 2002) definition of impact because it is the broadest. The use of the term ‘impact’ by the researcher in this study is to determine to what extent the Lebanese Community in Ghana has achieved its goals, determine other effects, positive or negative, associated with one becoming a beneficiary of the Lebanese Community in Ghana Scholarship, and decide, based on the findings, whether the scholarship program should stop, continue, or be reformed, and draw lessons for other similar scholarship programs.

Kelter (2018) defines assessment as the process of determining whether program goals and objectives have been fulfilled, as well as how a program can be improved upon in order to better meet its goals and objectives. Similarly, Hearn (2016) defines assessment as to make a judgment about the value or quality of something. In order to assess the impact of the Lebanese Community in Ghana scholarship, the researcher intends to know the influence of the scholarship on recipients, how the current recipients were funding their initial studies before becoming beneficiaries and whether the scholarship has benefited recipients in terms

of employment and career, as well as their ability as beneficiaries to establish and maintain contacts with the Lebanese community in Ghana.

2.1.2 The Intersection between Impact and Assessment.

The terms ‘impact’ and ‘assessment’ are frequently used interchangeably (Onyx 2014). While assessment has grown in popularity, there is still a lot of misconception about what it does and should measure, and how these metrics connect to impact (Onyx 2014). According to Thomson (2010), a study of 237 NGOs in Chicago discovered that while the majority of organizations could identify outcomes, including long-term outcomes, only approximately half had any way of assessing these outcomes. To establish the link between impact and assessment, this study uses the logic model of assessment.

Table 2.1 The Logic Model of Assessment

Inputs	Activities	Outputs	Outcomes	Impacts
What goes in, resources	What happens, program implementation	Specific, immediate and countable products of the program	Benefits of the program as identified in the program objectives	Sustained, significant change in effects in the wider environment beyond the immediate boundaries

Source: Adopted from Onyx 2014.

According to the logic model of assessment, the process of organization's programs, and hence the assessment of these programs, has numerous distinct stages. The resources provided for the program, both material and human, are referred to as inputs. The program's implementation is referred to as activities. Outputs are the program's particular, immediate,

and countable outputs, whereas outcomes are the program's benefits to the intended beneficiaries, as defined by the program objectives (Onyx 2014). These are sometimes described as a progression of results from more specific to more generic. Within the logic model, impacts refer to all changes in the larger environment, such as the community at large that occur as a result of the program, whether they are intentional or unintended, positive or negative, short-term or long-term. Impacts are commonly defined as effects that extend beyond an organization's and its programs' immediate borders (Zappalà and Lyons 2009; Arvidson 2009).

The logic model is beneficial in measuring the impact of the Lebanese Community in Ghana scholarship program because it describes the essential components of impact and assessment. With the goal of the Lebanese Community in Ghana scholarship being to provide financial support to Ghanaian students in the fields of journalism, linguistics, and law (Obour 2017), the researcher uses the Logic model's inferences to determine whether the resources invested by the Lebanese Community in Ghana into education by supporting young individuals to pursue various undergraduate and postgraduate programs (input), networking sessions, and the conducive environment (activities) have yielded the expected outcomes of the scholarship program.

Although there are other scholarship programs similar to the Lebanese Community in Ghana scholarship, the lack of proof on their impact is noteworthy (Annan 2014). In the year 2000, Gajigo (2012) evaluated the educational impact of a scholarship program supported by the Gambia's government, UNICEF, the World Bank, and the HIPC for females in Gambian areas. The difference-in-difference technique was used to examine the scholarship program's educational impact. The scholarship program had a strong enrolment effect for female students of all ages, according to the study. Specifically, the scholarship program led to 9 percentage point increase in enrollment rates, and 0.3 to 0.4 increases in years of schooling

attained for female school-aged students. According to Gajigo (2012), the successful implementation of the scholarship program revealed that barriers in education in the form of direct costs are still significant in the Gambia.

Similarly, the Commonwealth Scholarship Commission in the UK also conducted a survey which sought to assess the impact of Commonwealth Scholarships on higher education and development. Through case studies and quantitative analysis, the findings of the research indicated that Commonwealth Scholarships provided opportunities for study and research which otherwise might not have been available to the beneficiaries. The report also revealed that scholarship has had a vast impact on communities and societies by creating an environment which creates room for the exchange of ideas and practices and inspires individuals' academic and leadership experience, while at the same time equipping students with the relevant tools in their various institutions.

Annan (2014) investigated the challenges confronting the beneficiaries of the Vodafone/UEW educational fund pursuing their studies at the University of Education, Winneba. The results revealed that the beneficiaries of the Vodafone/UEW Educational Fund were experiencing various forms of challenges which adversely impacted on their academic work. The challenges were categorized into academic, psychological, and domestic problems. According to the researcher, the academic challenges included lack of concentration, a desire to have higher grades, and the lack of a personal computer. The psychological challenges highlighted issues such as lack of confidence to speak in public and forgetfulness during exams. The domestic challenges included various pressures from home. Annan (2014) recommended that there was a need to constantly monitor beneficiaries' academic progress so as to ensure that they lived up to the expectations of the fund.

These researchers point out that scholarships to a considerable extent, have a substantial

impact on their recipients. From building an environment that encourages the exchange of ideas and practices while also inspiring individuals' academic and leadership experiences, to providing students with the skills they need to succeed in their various institutions, and so on. However, it is not without the absence of challenges. These researchers recommended that efforts be focused on tackling the many problems that scholarship recipients face, particularly those that have a negative influence on their academic careers. Failure to address these issues, according to these experts, will stymie the scholarship's ability to bring about the transformation it envisions.

2.2 Theoretical Review

2.2.1 The Human Capital Theory

The Human Capital Theory (HCT) was propounded by Adam Smith in the 18th century and was popularized by Schultz in 1961 (Becker 1994). The human capital theory examines how education, economic growth, and social well-being are linked. The theory posits that spending on education, job training, and health is a capital investment that generates economic and social returns at both the individual and national levels. In simple terms, the theory states that the more educated people are, the higher their financial returns are, and the more the national economy thrives. The premise of this theory is that by investing in education, a productive workforce can be generated to man a nation and enhance people's lives. According to Adedeji and Bamidele (2003), as referenced by Adedeji and Campbell (2013), education has three distinct characteristics that can lead to economic growth: educational content, educational availability and educational receptivity to labor market demand. The Lebanese Community in Ghana having been exposed to the value of education for individuals and the country as a whole, has proved its dedication to extending access to

university education through its scholarship program. Ionescu et al. (2013), citing the relevance of the human capital theory, stated that investing in education in the form of money, energy, and time allows individuals to secure a better job and increase lifetime earnings – exactly what the Lebanese Community in Ghana Scholarship aims to achieve. According to Babalola (2003), the reason for investing in human capital is based on three key factors: a) the new generation must be provided with the appropriate parts of the knowledge, skills, and values accumulated by previous generations; b) the new generation should be taught how existing knowledge and skills should be used to develop new products, introduce new processes and production methods, and provide special services; and c) people must be taught how to use existing knowledge and skills to develop new products, introduce new processes and production methods through creative approaches.

2.2.1.1 Strengths of the Human Capital Theory

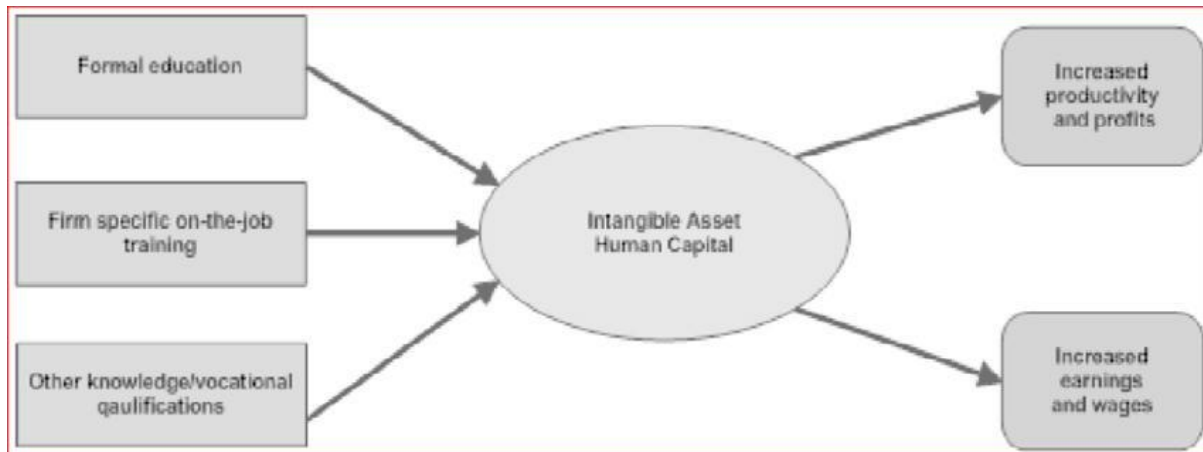
The human capital theory has the advantage of assisting policymakers and researchers in examining, evaluating, and assessing the relationship between education and training as inputs and economic and social benefits as outputs. At the individual level, an investment in education results in increased employment and income. At the societal level, human capital investment is a critical component of economic growth, as technological advancements need the hiring of more skilled and qualified individuals (Ionescu and Jaba 2013).

Another strength of the human capital theory is that it offers individuals with a useful perspective and knowledge to encourage them to invest more in their education. It informs individuals, families, government, NGOs, and corporations about the costs and benefits of pursuing education at any level (Derkong- Dery and Agbaley 2021).

Furthermore, the human capital theory framework aids policymakers in determining the amount and qualities of high-quality education and training required to achieve desirable

outcomes such as high literacy, a high-demand workforce, economic growth, and civic participation (Derkong-Dery and Agbaley 2021).

Figure 2.1 Human Capital Theory Model



Source: Adopted from Reed and Wolniak 2005.

Figure 2.1 explains that individuals who receive formal education, job and skills training create economic and social rewards at both the individual and national levels. The model shows that the more educated people are, the greater their financial returns are, and the more prosperous the national economy is. An investment in education leads in greater employment and income at the individual level. At the societal level, human capital investment is a critical component of economic growth.

2.2.1.2 Weaknesses of the Human Capital Theory

The human capital theory has been criticized for failing to explain the mechanisms by which education and training can lead to high pay. Individuals' incomes and wages improve as a result of their education, according to this theory. Humans are viewed as merely capital goods in this idea, which ignores much of what it means to be a person (Derkong-Dery and Agbaley 2021).

Another flaw in the human capital theory is that it uses a universal framework to solve educational problems. The human capital approach ignores the fact that different communities face different issues, have different demands, and have distinct viewpoints. Because diverse groups have distinct educational obstacles, the universalistic approach is incorrect. The theory fails to address the fact that approaches to obtaining great education varies from one geographical location to the next (Derkong-Dery and Agbaley 2021).

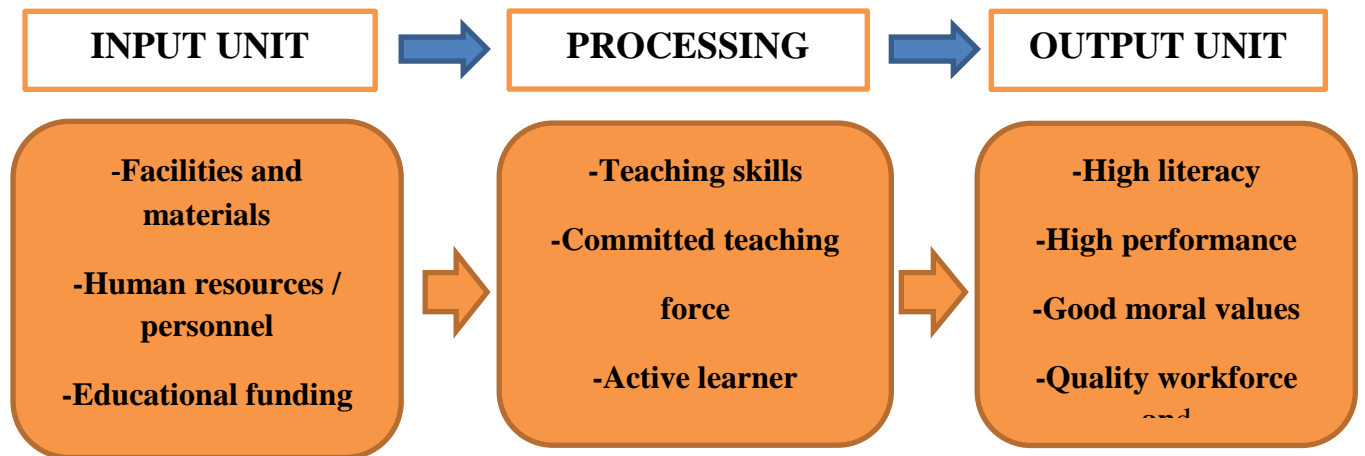
2.2.2 The Input-Processes-Output System Theory

Ludwig von Bertalanffy proposed the input-processes-output system theory in Austria in the 1940s (Haque and Rehman 2014). According to the input-processes-output system theory, enough resources, such as funds, infrastructure, instructional materials, qualified teachers, technology, time, and motivation, are required to achieve quality education (Amaah 2019). An organization, according to the input-processes-output system theory, does not exist in a vacuum and is reliant on external resources to function. As a result, the outputs are directly proportional to the inputs and processes (Haque and Rehman 2014). According to the input-processes-output system theory, quality education is interconnected, requiring adequate inputs, effective processes, and outputs. According to the theory, education is an investment, and as a result, parents, teachers, the government, and non-governmental organizations (NGOs) must invest resources in young people's education. According to this theory of production, the quantity and quality of productivity or outcome in any organization is determined by the inputs of resources such as human capital, finance, technology, time, and other material resources from the environment, as well as the processes. In other words, the various components or subsystems are interwoven in a very complex manner such that everything in the organization depends on everything.

The input-process-output system theory is depicted in a rectangular form consisting of three interconnected units. These include the input unit, the processing unit, and the output unit.

Figure 2.2 shows the input-process-output system theoretical framework.

Figure 2.2 Theoretical Framework of Input-Process-Output System Theory



Source: Adopted from Weirich 1993

From the figure above, the first unit of the input-processes-output system theory is the critical enabling input unit. The critical enabling input unit comprises the resources available to achieve the goal of education. The critical enabling unit emanated from the environment. These resources include the government, family, non-governmental organizations, and society. It is the responsibility of these resources: government, family, non-governmental organizations (NGOs), and society to provide educational resources such as infrastructure, scholarships, finances, teachers, incentives, and instructional materials. The aforementioned resources, which make up the critical input unit, constitute the foundation upon which quality education can be achieved. The Lebanese community in Ghana has provided many young people with the opportunity to receive formal education through their scholarship program. The lack of or scarcity of resources like these will limit access to high-quality education.

The processing unit is the second unit in the input-processes-output system theory. The processing unit is an important part of the production process since it encompasses all actions and procedures aimed at accomplishing educational objectives. This unit is in charge of converting raw materials from the crucial enabling input unit into finished commodities. According to the input-processes-output system theory, financial aid in the form of scholarships, as well as other resources such as instructional materials, are insufficient to transform students into desired goods. Teachers and students are essential components of education, and they must possess particular skills and attributes to ensure efficient teaching and learning. As result, the teacher who is the processor must demonstrate and exhibit high proficiency, professionalism and commitment.

The final unit of the input-processes-output system theory is the output unit. The output unit reveals the outcomes of the products. The outputs of quality education include indicators such as acquisition of knowledge, skills and values, high literacy, quality workforce and high demand for work. The outcomes from the system inform investors whether they are making gains or losses from education. The feedback from society enables relevant stakeholders as well as NGOs to modify themselves and their operations in order to guarantee quality learning for all. These products are exported back into society for consumption. The Lebanese Community in Ghana Scholarship is expected to impact positively on the lives of beneficiaries. The goal of the scheme is to ensure among other things that students perform well academically and bring improvements in their life. The Lebanese Community in Ghana through the Embassy of Lebanon needs feedback from the environment which will serve as a guide or an indicator to enable it to closely monitor its progress, successes and challenges. A negative feedback may mean the scholarship which forms part of the input unit is not functioning properly as expected and, as such, may call for reform.

2.2.2.1 Strengths of Inputs-Processes-Output System Theory

The input-processes-output theory has the advantage of informing stakeholders about the need to invest more resources in education. Quality education is built on a foundation of resources invested in education (Derkong-Dery and Agbaley 2018).

Furthermore, the theory offers policymakers with a framework for developing policies that assure enough investment and successful teaching and learning processes in education (Derkong-Dery and Agbaley 2018).

2.2.2.2 Weaknesses of Inputs-Processes-Output System Theory

The input-process-output theory, on the other hand, fails to explain how inputs, processes, and outputs are linked, or how one stage translates to the next. The assertion that knowledge, attitudes, and behaviors are outputs is inaccurate, according to Moreland (1996), because knowledge, attitudes, and behaviors can all be inputs and processes.

2.2.3 The Synergy between the Human Capital Theory and the Input-Processes-Output System theory.

The human capital theory and input-processes-output system theory both emphasize the need for investing in education. According to proponents of the aforementioned theories, quality education requires enough resources such as finances, infrastructure, instructional materials, qualified teachers, technology, time, and motivation (Amaah 2019). Education is viewed as an investment in the human capital theory and the input-processes-output theory, thus governments, NGOs, and corporations must invest in young people's education. According to the beliefs, investing in your people's education will yield economic and social benefits at the individual and community levels.

At the individual level, when young people obtain awards in the form of scholarships, they will be able to receive higher-level training. This means that after getting various forms of training and skills from higher educational institutions, individuals would have the potential to secure better positions and increase their lifetime earnings—exactly what the Lebanese Community in Ghana Scholarship aims to achieve. Investment in education at the national level guarantees that an efficient workforce is generated to man the nation and enhance people's lives. Investment in human capital, according to Babalola (2003), ensures that the new generation receives the relevant knowledge, skills, and values accumulated by previous generations, allowing them to develop new ideas, processes, new production methods, new products, and social services through creative approaches.

2.2.4 Communication Strategy

Although there is no universal agreement on what constitutes a communication strategy, it is widely acknowledged that their principal function is to deal with communication breakdowns or hurdles (Arini 2017). Communication strategies, according to Wahyuningsih (2018), are plans for communicating information about a certain topic, event, or circumstance. An organization's communication strategy helps them design out a sequence of actions and programs that enable them communicate with important stakeholders in an efficient and successful manner (Partnership in Statistic for Development in the 21st Century 2019). An organization cannot operate effectively in the open unless it has a comprehensive strategy for informing the public about its activities. This implies that an organization like the Lebanese community cannot effectively communicate with the rest of the world unless it has a good communication plan in place that effectively informs its target audience about projects like the scholarship program. That is to say, if the Lebanese community is going to devote time to

identifying their key messaging, it is best to develop an effective communication strategy with its stakeholders. The Embassy of Lebanon, as the implementing agency for the Lebanese Community in Ghana scholarship, employs advocacy communication as their communication strategy.

According to the Bill and Melinda Gates Foundation (2009), advocacy is the act or process of advocating an agenda, a movement, or a proposition. Advocacy is a sort of communication with the goal of influencing public policy or resource management in political, economic, and social systems and organizations (Global Shelter Cluster 2014). Advocacy is sometimes lumped in with other activities, but to realize its full tactical potential, it must have defined and unambiguous aims, be segmented by audiences, and be supported by coordinated events among stakeholders (Alive and Thrive Organization 2018). The advocacy framework include activities such as raising awareness about social concerns, influencing and persuading legislators on the need for policy changes, and helping policy implementation (Nordbäck 2020). In general, advocacy is addressed at politicians, authorities, and decision-makers at various phases of a policy, law, or initiative in order to affect change.

The advocacy communication strategy aims to help the Lebanese community in Ghana ensure that their messages reach the target audience (students) as efficiently as possible, mobilize and engage beneficiaries in decision-making processes, and ensure transparency, accountability, improved ownership, and management of expectations in development processes (Medium-Term National Development Policy Framework: Ghana Shared Growth and Development Agenda 2010-2013). Because advocacy entails persuading influential actors (ranging from governments to corporations) to change policies and alter decisions, it necessitates the creation of communities of interest and the identification of stakeholders who share common goals (UNICEF 2019).

2.2.4.1 How Advocacy Communication Strategy Strengthens the Effective Construction of Human Capital in the Education Sector.

Economists and educators have defined human capital in a variety of ways. Human capital, according to Todaro and Smith (2003), refers to education, health, and other human characteristics that increase production when they are improved. Dees and Picken (2000) defined human capital as individual capabilities, knowledge, skills, and experience that are relevant to the development of a nation's resources. In order to progress economically, human links between communities and nations must be strengthened. This will necessitate deliberate efforts as well as huge investments. Babalola proposed some reasons for the huge investment in human capital development in Olaniyan and Okemakinde (2008). Namely: a) the appropriate elements of the information collected by previous generations must be passed on to the present generation. b) Existing knowledge must be imparted to the new generation in order to develop new ideas and introduce new products, processes, and production methods, as well as social services. And c) People must be encouraged to use creative approaches to produce wholly new ideas, products, processes, and processes.

Many scholars have discovered the significance of investing in human capital as a good foundation for socioeconomic success. Psacharopoulo and Woodall in Olaniyi and Okmakinde (2008; 158) summarized the importance of this research as follows:

Human resources are the ultimate source of a nation's riches. Capital and natural resources are both passive production inputs. Human beings are the active agents who amass wealth, exploit natural resources, construct social, economic, and political institutions, and drive national progress ahead.

The Lebanese community in Ghana through the Embassy of Lebanon has over the years mapped out a sequence of actions and programs that enable them to communicate with key

stakeholders in the education sector in an efficient and effective manner. Because advocacy communication has a bearing on participatory communication, the Embassy of Lebanon is able to collaborate with relevant education stakeholders to examine, evaluate, and assess the challenges that individuals and institutions face, as well as how these challenges can be addressed to ensure more investment in the sector. According to Hunt (2007), the use of advocacy communication strategies enables communities and civil society to engage with educational issues at the school level, raise issues with educational providers, and promote public engagement on issues relating to education with policy makers. For instance, through the use of advocacy communication, the Lebanese community in Ghana and the Embassy of Lebanon are to engage with policymakers at the university level, raise issues with educational providers, increase public awareness of educational rights and make the uptake of educational services more likely, both for children and adults, as well as empower people to make decisions and develop ownership of educational processes.

2.3 How the Lebanese Community in Ghana Scholarship Scheme Operates

In 2013, the Embassy of Lebanon, in collaboration with the Lebanese Community in Ghana, established the Lebanese Scholarship as part of initiatives to foster cultural and educational cooperation between Lebanon and Ghana (Obour 2013). For nearly a decade, the scholarship program has allowed numerous young people to attend the Ghana Institute of Journalism, University of Ghana, Kwame Nkrumah University of Science and Technology, and, most recently, the Ghana School of Law to pursue various undergraduate and postgraduate degrees. New students are enrolled on the scholarship each academic year based on their first-year academic performance and are advised to improve or maintain a Cumulative Grade Point Average (CGPA) of 3.0 or a Cumulative Weighted Average of 60 in order to profit from the award (Obour 2013). Students who match the aforementioned criteria are shortlisted

for the scholarship scheme each year, and this is carefully regulated by the Academic Units of the individual universities. The Lebanese Community in Ghana scholarship covers the full tuition of beneficiaries (Obour 2013).

At the Ghana Institute of Journalism, the scholarship only acknowledges journalism students because of the crucial role the media plays in national development (Obour 2013). The Lebanese Community in Ghana believes that the promotion of freedom of speech is crucial in strengthening Ghana's growing democracy (Obour 2013). The media, which is increasingly becoming vibrant, is the catalyst for social stability and economic growth, and, as such, it was the motivating factor for the Lebanese community's continuous support for students pursuing journalism. In a news story published in the Daily Graphic in October 2013, the former Lebanon Ambassador to Ghana, Ali H. Halabi, is quoted saying:

“the media is a very powerful institution and, therefore, must be handled by responsible and professional journalists who have the nation at heart. This is why the Lebanese Community in Ghana is helping to raise a core of such professionals at the Ghana Institute of Journalism through the Lebanese Community in Ghana annual scholarship programme”.

At Kwame Nkrumah University of Science and Technology and the University of Ghana, students pursuing law are those who stand a chance of benefiting from the scholarship scheme (Obour 2013). The legal profession, according to the Lebanese Community in Ghana, pervades all sectors of society and serves as the foundation upon which any society is built. For these reasons, the Lebanese community has chosen to grant scholarships to future legislators who will advocate the country's progress. The Lebanese Community in Ghana believes that a stable legal environment in Ghana is essential, and that this can only be achieved through investing in legal education.

2.3.1 Achievements of the Scholarship Scheme

In addition to the scholarships, the Lebanese community has enrolled some of the scholarship recipients at the Alliance Francaise, a French learning center of excellence, in order to strategically position the students for the job market following graduation (Obour 2013). Many young people's lives have been changed as a result of the Lebanese Community in Ghana Scholarship program. Many beneficiaries continue to use the scholarship program as a stepping stone to realizing their full potential (Halabi 2020). According to Halabi (2021), Prosper Senyo, a past beneficiary of the scholarship scheme, has won a full scholarship for doctoral studies at Michigan State University. Similarly, in 2020, Ohenewa Nsiah Boateng was admitted to Nottingham Trent University for her LLM in Health Law and Ethics (Halabi 2020). Some beneficiaries have also risen through the ranks of the media industry and now hold important positions; Eugenia Kumi is currently the Presidential Correspondent for Metro Television. Also, in 2019, Kabu Nartey, a past beneficiary of the scholarship scheme, was adjudged the Ghana Journalist Association (GJA) Best Student Journalist for 2018 (Halabi 2019).

2.3.2 Historical background of the Lebanese Community in Ghana

The Lebanese who migrated to West Africa were like no other non-African racial migrants in that they were looking for a place to call home and a sense of belonging. According to Akyeampong 2006, they came to settle, not to sojourn. Sojourning demands a transition between host society and home, and the first generation of Lebanese who arrived in West Africa were penniless and unable to do so. They quickly established a bond with their host country and showed evidence of long-term settlement (Akyeampong 2006). Today, Lebanese can be found in the United States, Canada, Mexico, the Caribbean islands, Brazil, Argentina,

and other Latin American countries, Saudi Arabia, Kuwait, and other Gulf countries, Australia, and Senegal, Sierra Leone, Liberia, Côte d'Ivoire, Ghana, and Nigeria in West Africa (Hourani 1992 cited by Akyeampong 2006). This dispersion gathered momentum in the mid-nineteenth century as a result of fast population growth in Lebanon's mountain districts, an increase in the number of mission educated Lebanese, and a search for greener pastures, as well as religious and political persecution especially during the Lebanese civil war of 1860 (Akyeampong 2006).

Lebanese migration to West Africa has been mainly a post-1914 phenomenon with Shi'ite Muslims from south Lebanon predominating. Lebanese migration followed a path from Beirut to Marseilles, then the preferred trans-Atlantic route to North and South America (Akyeampong 2006). The first Lebanese to arrive in West Africa in the 1860s in Dakar appear to have done so in ignorance or through the deceit of ship owners (Leighton 1979: 86). 'Amerka' (America) was a broad geographic name that encompassed the Americas, West Africa, and even Australia. Outside of Lebanon, it symbolized economic and social opportunities (Akyeampong 2006). As a result, some Lebanese who arrived in West Africa thought they were on their way to the Americas, while others who arrived in Marseilles but had the financial means to cross the Atlantic to the Americas may have chosen West Africa. The Lebanese traveled south along the coast from Dakar in quest of economic opportunity. They were well established in Guinea by the 1890s, providing fierce competition to French traders during the 1900 rubber boom (Akyeampong 2006). The French government retaliated by levying a high tariff on the Lebanese, driving some of them into neighboring countries such as Sierra Leone (Van der Laan 1992). The Lebanese had settled in Côte d'Ivoire, the Gold Coast, and Nigeria by the early twentieth century (Akyeampong 2006).

Lebanese accounts in Ghana cite William Ibrahim Chebib as the earliest Lebanese to have arrived in Ghana in 1884 (Akyeampong 2006). As Akyeampong (2006) puts it, unlike other

immigrant groups, the Lebanese arrived in Ghana as settlers, not as sojourners. The Lebanese arrived in search of a home and a nationality after fleeing a fragile and dangerous homeland. For over one hundred and thirty years, Ghana and Lebanon have had long-standing relations. According to the Ministry of Foreign Affairs, a substantial number of Lebanese nationals have lived in Ghana for a long time and have successfully blended into Ghanaian society. Over ten thousand Lebanese nationals are reported to live in Ghana, with many of them having earned Ghanaian citizenship (Ghana-Lebanon Report 2011). After more than one-hundred and thirty years in Ghana, the Lebanese community has made significant contributions to the country's economic development. This dates back to the early 1980s, when most of the Lebanese shielded towards various industries in conformity with the policy of the then government (Ghana-Lebanon Report 2011).

Aside from its contribution to Ghana's human resource development through the provision of high-quality education at all levels, the Lebanese community in Ghana has made significant contributions to the country's economic development (Musbau 2021). Various Lebanese-owned businesses in Ghana, such as Mansell Ghana Limited, Japan Motors Group of Companies, Dream Reality, Rana Motors, and others, hire Ghanaians year after year (Ghana-Lebanon Report, 2011).). This goes a very long to reduce the unemployment rate in the country. Additionally, these Lebanese-owned companies, through their corporate social responsibility activities, help in the construction of boreholes and the provision of hospital equipment to deprived communities (Ghana-Lebanon Report 2011). For instance, as part of efforts to help the government of Ghana support the needy and vulnerable that were most affected by the COVID-19 pandemic, the Lebanese Community in Ghana donated two million one hundred and fifty thousand (GHS 2,150,000) to the COVID-19 National Trust Fund (Philanthropy Space 2020).

The Lebanese's stay in Ghana, on the other hand, has not been without its difficulties.

Various objections have been leveled about the Lebanese presence in Ghana.

2.3.3 Criticisms leveled against the Lebanese Community in Ghana

According to Akyeampong (2006), during the Busia government, the passing of the Aliens Compliance Order and the enactment of the Ghana Business Promotion Act number 334 on August 1, 1970 (Anarfi, et al. 2000) led to a decline in the commercial activity of immigrants, particularly the Lebanese. In recent times, Lebanese nationals have been in the news for various reasons. Although the Lebanese community in Ghana has contributed immensely to the growth of the Ghanaian economy, various news reports have led to the tarnishing of the image of the Lebanese in Ghana and have called into question their contribution to the Ghanaian economy. For instance, a newspaper piece from August 2010 by the Daily Graphic exemplifies a negative reaction to the Lebanese presence in Ghana. The paper published a story about some Ghanaian traders near the Elubo border who are threatening "fire and brimstone" if the country's authorities does not block a Lebanese company from building a shop that will cause their businesses to fail. This is because the Lebanese are more likely to sell their items at a lesser price than Ghanaian dealers, causing these traders' consumers to buy from the Lebanese rather than their typical clients.

In addition, in December 2017, the Daily Graphic published a story of a Lebanese man arrested for allegedly raping a 19-year old house help. Similarly, the Daily Graphic published another story in April 2010 about a prominent Lebanese-owned company that has been spotted by the Electricity Company of Ghana for illegal power connections since 2005, leading to a loss of revenue to the state.

Moreover, on April 7, 2021, Ghana Web, an online news portal, published a story about a group of Lebanese businessmen based in Accra who were arrested for smuggling thousands of dollars in cash back to their country in order to avoid paying tax to the government of

Ghana. The same news portal published another story in December 2015 of four Lebanese nationals arrested by the Bureau of National Investigation for alleged forgery. The four were arrested at the Kotoka International Airport in Accra with different names in their passport

Another instance was in June 2011 when the Daily Graphic carried a story about two Lebanese men who attempted to rob a major bank in Ghana and were apprehended by the Ghana Police Service's Criminal Investigations Department (CID). In April 2010, the same publication reported another article about a prominent Lebanese-owned company that had been identified by the Ghanaian Electricity Company for unauthorized electricity connections since 2005, resulting in revenue loss to the government.

Furthermore, the National Insurance Commission (NIC) in a joint operation with the Ghana Police Service in August 2021 arrested a Lebanese, Gabriel Medawar for operating an unlicensed Insurance broking firm contrary to section 109 of the Insurance Act 2021 (Act 1061). According to reports, the unlicensed organization known as Harmonia Insurance Group operated out of a private premises near the West African Examination Council (WAEC) office in North Ridge, Accra (Ghana News Agency 2021).

All of the above-mentioned examples demonstrate that, while the Lebanese Community in Ghana has contributed to Ghana's growth, actions of some Lebanese nationals in Ghana illustrates otherwise.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focuses on detailing how the research will be conducted. Emphasis is laid on the research methods and procedures by discussing the sampling and sample size of the respondents, the data collection instrument and the research administration processes which will be used to obtain data from the respondents and how such data will subsequently be analyzed for this study.

3.1 Research Design

According to Creswell (2014), research design is the blueprint for connecting conceptual research problems to pertinent and achievable empirical research. It is an overall plan which provides detailed direction for procedures in research (Creswell 2014). Similarly, Kerlinger (1986) explains research design as a plan, structure and strategy of investigation that is adopted with an aim of obtaining answers to research questions with optimal control of variables. The importance of a research design is to convert a research problem into data for analysis in order to provide relevant answers to research questions. Yin (2009) adds that research design is the logic that connects the data to be collected and the conclusions to be drawn to the research questions of the study.

A qualitative research design is used in this study. Qualitative research is concerned with uncovering and comprehending the meaning that an individual or group of individuals ascribes to a social or human situation (Creswell 2014). Through interviews, the researcher is intended to engage 10 beneficiaries of the Lebanese Community in Ghana Scholarship Scheme. Interviews will help the researcher to obtain richer source of information from the

respondents (beneficiaries) since they will explain, and provide their understanding and experiences they have had with the Lebanese Community in Ghana Scholarship Scheme. A qualitative approach is best suited for this study because it aims to understand the data gathered. As such, the purpose of the study is not to specifically look at numbers in terms of how many people the scholarship program has helped put through school, but rather, as the research objective indicates, the aim of the study is to assess the impact of the Lebanese Community in Ghana Scholarship with a special focus on access to university education. According to Walker and Myrick (2006), the qualitative method best suits research studies which focus on the interpretation of data.

3.2 Sampling

According to Adwok (2015), sampling is the act or process of selecting a smaller group of participants for the purpose of determining the characteristics of the entire population. This study employed purposive sampling for this study. This is because the researcher intends to gather data from beneficiaries who are knowledgeable of the research issue under study. According to Oliver (2011), with purposive sampling, the decision concerning who to include in the sample is dependent on the researcher based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research. As such, the essential requirements of key personalities relevant to the study will be requested.

3.3 Sample Size

Sample size is defined as a group of relatively smaller number of individuals selected from a larger population for investigation purpose (Orbhabor and Anyanwu 2019). According to Orbhabor and Anyanwu (2019), to make a research to be effective and plausible, a reasonable portion of the population should be sampled. Although Patton (2002) asserts that, there are

no rules for sample size in the qualitative inquiry, according to Ommana (2013), a sample size should not be too large or too small. Too small sample makes it difficult for the researcher to achieve saturation while too large makes it difficult to make deep, case-oriented analysis (Sandelowski 1995 as cited in Ommana 2013). The sample size of the study was 10 participants. According to Obour (2017), the Lebanese Community in Ghana scholarship program has supported close to hundred students from different tertiary institutions across the country. As such, the sample size for the interview involved ten beneficiaries (three each from the University of Ghana, Kwame Nkrumah University of Science and Technology (KNUST), Ghana Institute of Journalism (GIJ) and one from Ghana School of Law for the study. Ten beneficiaries were selected as an average representation of the entire population of the beneficiaries using purposive sampling. This is because according to Ommana (2013), a sample size should not be too large or too small. Hence, ten is an average representation of the total population of the beneficiaries.

3.4 Data Collection

Data for this study will be collected based on the objectives of the study. The data collection method employed for this study is the semi-structured interview. The semi-structured interview approach was selected since it provides room for flexibility in the composition and process of interviewing (Gall, Gall and Borg 2003). Therefore, the study employed the semi-structured interview to allow for flexibility in the interview process of the participants while at the same time enabling the researchers to obtain rich insights from participants in the scholarship schemes on how they have impacted on access to quality university education, with a special focus on the Lebanese Community in Ghana Scholarship.

3.5 Data Analysis

Data gathered for this study will be analyzed using thematic analysis. According to Braun and Clarke (2012), thematic analysis is a step-by-step method for identifying, organizing and offering insight into patterns of meaning (called themes) across a data set. This study assesses the impact of the Lebanese Community in Ghana scholarship towards access to quality university education. According to Ibrahim (2012), thematic analysis enables the researcher to critically examine the data set in order to discover common themes from more than one respondent. The rationale for using thematic analysis for this study is to enable the researchers to draw conclusions and offer recommendations based on the data gathered as to whether the Lebanese Community in Ghana Scholarship has significantly affected the lives of its beneficiaries.

Table 3.1 Respondents' Demographic Characteristics

Special Tag	Gender	Age	Nationality	Institution of Study	Programme of Study	Year of Completion of School	Number of years benefited from the Scholarship
RB1	Female	20-25	Ghanaian	GIJ	B.A Journalism	2020	4
RB2	Male	20-25	Ghanaian	GIJ	B.A Journalism	2019	4
RB3	Female	26-30	Ghanaian	GIJ	B.A Journalism	2016	4
RB4	Male	26-30	Ghanaian	KNUST	Law	2016	3
RB5	Male	26-30	Ghanaian	KNUST	Law	2017	3
RB6	Female	20-25	Ghanaian	KNUST	Law	2018	3
RB7	Male	26-30	Ghanaian	UG	Law	2021	3
RB8	Male	20-25	Ghanaian	UG	Law	2020	3
RB9	Female	20-25	Ghanaian	UG	Law	2018	3
RB10	Male	26-30	Ghanaian	GSL	Law	2021	4

Table 3.1 shows the demographic characteristics of the respondents (Lebanese Community in Ghana Scholarship recipients) in this study. Three of the beneficiaries received their degrees from the Ghana Institute of Journalism, Kwame Nkrumah University of Science and Technology, and the University of Ghana, respectively, and one from the Ghana School of Law, according to the table. Four of the ten recipients are females, accounting for 40% of the total, while the remaining six are males, accounting for 60%. . Five of out of the ten beneficiaries are between the ages of 25-30 with the remaining five being 50% between the ages of 26-30. These participants pursued degrees in either Journalism or Law as clearly indicated in the table.

Many scholars have theorized on how to conduct thematic analysis (Alhojailan, 2012; Javadi and Zarea, 2016). However, the analysis of data for this study follows the steps espoused by Braun and Clarke (2006). According to Braun and Clarke (2006), thematic analysis involves a six-phase process, namely, becoming familiar with the data, generating initial codes, searching for themes, reviewing themes, defining themes, and the write-up phase. Below is discussion on how the researcher conducted the analysis using the stages espoused by Braun and Clark (2006).

Step 1: Becoming familiar with the data

This is the first stage in conducting thematic analysis. It involves immersing yourself in the data by reading and re-reading transcripts of interviews. The researcher transcribes the audios, reads the text, and takes preliminary notes. The goal of this stage is to become familiar with one's dataset's content and to notice things that might be relevant to the research question.

At this stage, the researcher listened to the audio recordings of all the ten participants (beneficiaries) who were engaged in the study. Each audio recording from the participants

was listened to on four occasions to give the researcher a feel of the data and a clearer understanding of the issues. The researcher proceeded to transcribe the audio recordings. Notes were made during the transcription stage by highlighting portions of the data that were potentially of interest. According to Braun and Clarke (2012), note-making does not only enable one to read the data beyond the surface meaning of words on the page but also allows the researcher to read the words actively, analytically, and begin to think about what the words mean. The first pass through the data set revealed that beneficiaries of the Lebanese Community in Ghana Scholarship were generally thankful to the Lebanese Community in Ghana for producing such an initiative. Notes were made on the entire dataset as well as individual transcripts. Note making at this stage was observational and casual rather than systematic and inclusive as suggested by Braun and Clarke (2012).

Step 2: Generating initial codes

The second step according to Braun and Clarke (2006) is to code the data. Gibbs (2007) defines coding as a way of categorizing the data set to establish a framework of thematic ideas

At this stage, the researcher went through the transcribed interviews, highlighted words and phrases that were relevant in helping to answer the various research questions. Codes which were generated were all relevant in answering the research questions. Before coding, each data was thoroughly read again. Each data was coded in its entirety before I proceeding to the next data. With each data, the codes were highlighted with unique colors. Afterwards, the coded texts were cut and pasted into a new word-processing file which was created for this purpose. The process was repeated for each data item and the entire dataset.

This stage of the process ended when the data gathered from each of the ten (10) beneficiaries were fully coded and the data relevant to each code had been collated.

The coding mechanism has been attached as appendix 2.

Step 3: Searching for themes

This is the stage where the analysis began to take shape as the researcher shifted from codes to themes. A theme "captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set" (Braun & Clarke, 2006, p.6). During this stage, the researcher reviewed the coded data in order to identify areas of similarity and connection between codes as well as codes which were overlapping. Codes that were similar and seemed to share some unifying features were given the same theme so that they reflected and described a coherent and meaningful pattern in the data.

Step 4: Reviewing themes

This stage is essentially about quality-checking (Braun & Clarke, 2006). Firstly, the researcher juxtaposed the potential themes against the collated extracts of data in order to establish whether the themes 'work' in relation to the data. Some codes which did not match or fit into a particular theme were either discarded or moved under another theme where it fitted better.

Also, the researcher ensured that each theme that was generated had enough data (meaningful) to support it. A number of potential themes were collapsed, while others that were seen to be a bit broad were split. For instance, the researcher collapsed the theme "Key benefits obtained from the Scholarship" upon realizing that the codes under the mentioned theme could fit perfectly under the theme "Impact of the Scholarship".

After having a distinctive and coherent set of themes in relation to the coded data extracts, the themes were again reviewed in relation to the entire dataset. A final re-read of my entire data

was done to ensure that the themes meaningfully captured the entire dataset or an aspect thereof.

Step 5: Defining themes

This phase involves the deep analytic work involved in thematic analysis, the crucial shaping up of analysis into its fine-grained detail (Braun & Clarke, 2006). At this stage, the researcher identified the ‘essence’ of what each theme was about, what they were communicating and how the themes related to each other. Additionally, the researcher at this phase worked on what to call each theme. The researcher ensured that the themes formulated were informative, concise and catchy. Examples of developed themes include, but are not limited to, the scholarship's impact, recommendations for improving the scholarship, and challenges with the scholarship scheme.

Step 6: Write-up.

This is the final stage in conducting thematic analysis according to Braun and Clarke (2006). Here, the researcher presents his or her findings in a report, mostly a journal article or dissertation. The purpose of the report is to enable the researcher to produce a detailed ‘story’ about the data gathered based on the analysis (Braun and Clarke, 2006).

The findings of this study have been presented in Chapter four of this document.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

The researcher embarked on this research to thoroughly examine the results of interviews conducted on ten (10) respondents (beneficiaries of the Lebanese Community in Ghana Scholarship) on “*Assessing the Impact of Scholarships In Providing Access To Quality University Education: A Study Of The Lebanese Community In Ghana Scholarship.*”

In order to ensure the anonymity of the research participants, the researcher assigned special tags to the interview participants. The first interviewee is referred to as RB1, the second is referred to as RB2, the third is referred to as RB3, the fourth is referred to as RB4, the fifth is referred to as RB5, the sixth is referred to as RB6, the seventh is referred to as RB7, the eighth is referred to as RB8, the ninth is referred to as RB9 and the tenth participant is referred to as RB10.

The research questions for the study were as follows:

1. How is the Lebanese Community in Ghana Scholarship improving access to high-quality university education in Ghana?
2. What has been the impact of the Lebanese Scholarship Program on past beneficiaries?
3. What are the challenges limiting the successful implementation of the scholarship program?
4. What measures can aid the scholarship agency to successfully implement the scholarship program and achieve real impact?

4.1 Demography of Participants (Beneficiaries)

Special Tag	Gender	Age	Nationality	Institution of Study	Programme of Study	Year of Completion of School	Number of years benefited from the Scholarship
RB1	Female	20-25	Ghanaian	GIJ	B.A Journalism	2020	4
RB2	Male	20-25	Ghanaian	GIJ	B.A Journalism	2019	4
RB3	Female	26-30	Ghanaian	GIJ	B.A Journalism	2016	4
RB4	Male	26-30	Ghanaian	KNUST	Law	2016	3
RB5	Male	26-30	Ghanaian	KNUST	Law	2017	3
RB6	Female	20-25	Ghanaian	KNUST	Law	2018	3
RB7	Male	26-30	Ghanaian	UG	Law	2021	3
RB8	Male	20-25	Ghanaian	UG	Law	2020	3
RB9	Female	20-25	Ghanaian	UG	Law	2018	3
RB10	Male	26-30	Ghanaian	GSL	Law	2021	4

Table 1 above shows the demography of the interviewees. The table indicates that three of the beneficiaries graduated from the Ghana Institute of Journalism, Kwame Nkrumah University of Science and Technology, and University of Ghana, respectively, and one from the Ghana School of Law. Four out of the ten beneficiaries are females, with the remaining six being males. Five out of ten beneficiaries are between the ages of 25-30, with the remaining five being 50% between the ages of 26-30. These participants pursued degrees in either journalism or law, as clearly indicated in the table.

4.2 Research Question 1: How is the Lebanese Community Scholarship improving access to high-quality university education in Ghana?

According to Acheampong and Kayange (2016), the high cost of higher education has rendered most economically disadvantaged students incapable of accessing university education. This has created a huge gap between the rich and the poor, making education more of a privilege than a right (Acheampong and Kayange 2016). This situation has placed pressure not only on individual households but also on the government and public resources.

Per this research question, the researcher sought to find out from beneficiaries of the Lebanese Community in Ghana Scholarship if their ability to gain admission into the university and subsequently pursuing their various programmes through to completion was as a result of the scholarship. From the analysis of data gathered, the following themes were identified to answer the research question: Access to university as a result of the LCGS and Percentage the LCGS has contributed to beneficiaries' tertiary education.

On access to university because of the Lebanese Community in Ghana Scholarship, analysis of data gathered established that beneficiaries of the LCGS did not primarily gain access to university because of the scholarship. Majority of the beneficiaries opined that they became beneficiaries of the Lebanese Community in Ghana Scholarship when they were in their second year (level 200) at the university. All ten beneficiaries of the LCGS admitted that they became beneficiaries of the scholarship based on merit. Students who had excelled in their first academic year (level 100) in university were shortlisted based on their academic performance. The shortlisted students later went for interviews. The interview process was to help management of the various institutions and the Embassy of Lebanon in Ghana to find the needy status of the shortlisted students.

For instance, RB1 who was a female journalism student at the Ghana Institute of Journalism notes in the interview:

For me, when I was in level 200 after the final exams, I received a call from the Office of the Rector saying that I have been selected to benefit from a scholarship scheme, but I needed to go through an interview process first with the school and second, with the then Ambassador, Ali H Halabi, for them to really know that I needed the financial support. I was made to understand that myself and six other students have been awarded the scholarship based on our academic record for the first academic year.

Similarly, RB7, a law student from the Kwame Nkrumah University of Science and Technology notes:

When our level 100 results were released, I was part of the top students in my class. I was shortlisted, attended an interview, and became a beneficiary.

Another discovery from the analysis of the data gathered was that although access to university was not based on the Lebanese Community in Ghana Scholarship, beneficiaries of the scholarship scheme were quick to add that it was the scholarship that helped sustain them throughout their stay at university.

RB8, a law student from the University of Ghana asserts in the interview:

I was able to complete my first degree because of the scholarship. There was no plan financially as to how I was going to pay my fees. As far as my school fees were concerned, it was 100% scholarship. I did not pay a penny, the scholarship covered for all of my tuition. All that I had to do was to turn-up for class and study hard.

According to RB6 from the Kwame Nkrumah University of Science and Technology:

I honestly did not think I will be able to complete university because along the line my dad lost his job. It helped my parents save and channel the money they might have used for my fees into something else.

Out of the 10 beneficiaries interviewed, eight (8) representing 80% of the beneficiaries admitted that the Lebanese Community in Ghana Scholarship played a pivotal role in their pursuit for university education.

4.3 Research Question 2: What has been the impact of the Lebanese Scholarship Program on past beneficiaries?

Apart from efforts been made by Government in the educational sector, many organizations offer grants in the form of scholarship to young individuals to further their education at the university level (ghanascholarship.net). According to ghanascholarship.net, there are many scholarships available for undergraduate Ghanaian students who need aid to finance their tertiary education in Ghana and abroad. However, little is known about the impact of these scholarships on its beneficiaries. This research question investigates what the impact of the Lebanese Community in Ghana Scholarship has been on past beneficiaries after close to a decade since its implementation. Data gathered revealed that the impacts of the LCGS are:

4.3.1 Improved Academic Life of Beneficiaries

A discovery made from the analysis of the data was that the scholarship had a positive impact on the academic lives of the majority of the beneficiaries. Out of the ten (10) beneficiaries interviewed, seven (7) of them admitted that the Lebanese Community in Ghana Scholarship massively impacted on their academic life. Hence, a participant posits that:

The scholarship has really impacted on my academic life. It sort of gave me the impetus to perform better because when you recognize that you performed well in your first year, I think it was such a motivation to continue to perform to the highest level. It really did impact me in terms of motivating me to learn harder.

Also, RB2 from the Ghana Institute of Journalism asserts:

The scholarship caused me to work harder to stay within its conditions. Consequently, I became the Best Student in Print Journalism and the Most Promising Student Journalist. I moved to be awarded by the Ghana Journalist Association as the Best Student Journalist of the Year, the first category ever to be included in the GJA Awards

Another beneficiary notes:

The scholarship made me focused on my academics and stayed determined because I never wanted to miss the scholarship because of drop in performance.

During the interview with participants, the researcher probed further to investigate whether there are some key benefits of the Lebanese Community in Ghana Scholarship. From the analysis of data gathered from the ten beneficiaries, there are three main benefits obtained by the beneficiaries. They are employment and internship opportunities, networking opportunities, and the opportunity to pursue further studies.

4.3.2 Employment and internship opportunities.

Four representing forty percent (40%) of the participants mentioned that becoming beneficiaries of the Lebanese Community in Ghana Scholarship offered them the opportunities to intern and work with some companies.

RB3 asserts that:

At the moment I am working. This particular employment was largely due to the influence of the Former Lebanon Ambassador to Ghana, Ali H Halabi because he paved the way for me do my internship with the same organization somewhere in 2014 when I was in my third year at G.I.J. Afterwards, during my National Service, he facilitated my enrollment onto the scheme . Originally, I was not posted to the organization I work with now, but through his influence, he managed to secure a spot for me. And since 2016, I have been here working with this organization and this was largely due to the support of the ambassador.

Again, RB5 made this comments to the researcher:

Because of the scholarship, I got an opportunity to intern with a Law firm. Also, after law exams I got the opportunity to work with a Lebanese Company at the Tema Port all through contacts with the Lebanese Community. These opportunities would not have been possible if I was not a beneficiary of the scholarship scheme.

The findings from the data gathered indicates that, aside the four beneficiaries whose employment was largely influenced by the Embassy of Lebanon and the Lebanese Community in Ghana, two other beneficiaries are working (but their employments were not influenced by the scheme) with the remaining four currently not employed.

4.3.3 Networking opportunities

Networking is the exchange of information and ideas among people with a common profession or special interest, usually in an informal social setting (Kagan 2020). Networking is a technique for career growth, according to Forret and Dougherty (2004). They defined networking as "individuals' attempts to build and maintain ties with those who might be able

to aid them in their profession or career" (Forret and Dougherty 2004, p.420). Similarly, Wolff and Moser (2009, p. 196) described networking as "behaviors aimed at forming, maintaining, and leveraging informal relationships with the (possible) benefit of facilitating individual work-related activities by freely allowing access to resources and maximizing collective advantages" . According to Sharma (2021), there is much importance of networking. Sharma (2021) asserts that networking has the potential to increase one's confidence level and self-esteem. Networking also helps to establish and maintain long-term associations for the mutual benefit of people and provides an avenue for the sharing of ideas among groups of people, which can likely open doors to other opportunities. The researcher during the interview process asked participants if there were some key benefits that they had obtained because of being beneficiaries of the Lebanese Community in Ghana Scholarship.

In response, 8 out of 10 participants said that being a beneficiary of the LCGS had allowed them to make contacts with people they would not have met otherwise. In support of this claim, RB9, a female law student at the University of Ghana, said:

As a beneficiary of the Lebanese Community in Ghana scholarship, one benefit I have received is connection. I was able to meet with people who are knowledgeable, willing to share their knowledge, willing to impact me, and willing to guide me in the proper direction.

Similarly, a colleague beneficiary from KNUST states:

Some of the key benefits I had got to do with networking. I remember during the tenure of the Former Ambassador, Ali Halabi, in every three months, he organizes for all beneficiaries from all the three campuses to meet at the Embassy of Lebanon. We met to just talk about our lives, our academics, about plans. Those were small things that yielded big results. The ambassador will allow a beneficiary to choose a topic and presentation to give to the group. I remember, I gave a presentation on how we as

upcoming leaders can challenge the status-quo, another beneficiary gave a presentation on the constitutional law journey that Ghana has gone through since the fourth republican constitution came.

RB 10 from Ghana School of Law notes:

You get to consult with other law students in Legon, KNUST, and also be in contact with journalism students. Because of that networking, myself and two other beneficiaries have been able to start a non-profit.

These assertions indicate that majority of the beneficiaries of the Lebanese Community in Ghana Scholarship benefited from many networking opportunities.

4.3.4 Opportunity to pursue further studies.

Four being forty percent (40%) of the beneficiaries mentioned that they were able to pursue further studies after their first degrees due to support received from the Lebanese Community in Ghana. From the explanations given by these beneficiaries, it could be concluded that the Lebanese Community in Ghana Scholarship afforded these beneficiaries the opportunity to pursue further studies immediately after their first degree.

RB 3 recounts:

I don't think I would have been able to do my master's immediately after completing my first degree if not for the support of the scholarship scheme. Had it not been the scholarship, I wouldn't have been able to do my master's programme.....perhaps not as immediately as I did it.

4.4 Research Question 3: What are the challenges limiting the successful implementation of the scholarship program?

This research question sought to find out from beneficiaries' the challenges they encountered (if any) with the Lebanese Community in Ghana Scholarship during their studies in the university. From the analysis of data gathered from the 10 beneficiaries, 7 being 70% had no challenges with the scholarship program. The remaining three beneficiaries representing 30% alluded to the fact that, there are some challenges with the scholarship program which ought to be addressed. These challenges are: Delay in disbursement of funds to students, Change in ambassadors worried the progressive plan for scholars, and the scholarship scheme not covering for other incentives such as accommodation on campus and monthly stipends. These challenges are further discussed below:

4.4.1 Delay in disbursement of funds to students.

From the explanations given by a beneficiary from the Kwame Nkrumah University of Science and Technology (RB4), the constant delay in the release of funds to students during the start of an academic year sometimes leads to frustration. He notes:

At the LLB level, it takes quite some time before the money is disbursed to the school and takes so long before cheques will be given to students.

Another beneficiary from the Ghana Institute of Journalism remarked:

The only challenge I faced sometimes got to do with the delay in the release of funds by the Embassy of Lebanon to students. In G.I.J for instance, although I am on scholarship, I am unable to access my results on time due to the delay. I had to go through a lot of processes before I could access my results. And not seeing my grades

on time became an issue because I could not lodge complaints on time to get them rectified.

4.4.2 Change in ambassadors worried the progressive plan for scholars

Another insight gathered from the interview with beneficiaries of the Lebanese Community in Ghana Scholarship revealed that, the change in ambassadors worried the progressive plan the Embassy of Lebanon had for the beneficiaries.

RB1, a law student from University of Ghana asserts:

Change in ambassadors has worried the progressive plan for beneficiaries. I quite remember, when the former Ambassador, Ali H. Halabi was there, beneficiaries who had interest in learning French were given the opportunity to enroll at the Alliance Française. However, under the current Ambassador Maher Kheir, nothing of such exists for beneficiaries.

4.4.3 The scholarship scheme not covering for other incentives such as accommodation on campus and monthly stipends.

Forty percent (40%) of the beneficiaries expressed concern about the scholarship package not covering for other incentives such as accommodation on campus and monthly stipends. Analysis of data gathered revealed that, although beneficiaries had their tuition fees fully covered for, the high cost involved in securing hostels was a challenge affecting their academic work. These beneficiaries mentioned it had a heavy tow on their academics. The statements below expatiate on some few:

One beneficiary indicated that:

I think the challenge I faced as a beneficiary was that, there were not much incentives aside the tuition fee which was paid.

RB1, a female journalism student with the Ghana Institute of Journalism recounts:

Because my dad could not afford hostel fees, I live at home and attend lectures. I find it very difficult to concentrate on my learning sometimes. My mother often interrupts with errands anytime I sit to study.

Domestic problems have been highlighted as challenges thought to have an impact on scholarship recipients' academic achievement, according to Ahimbisibwe and Muhwezi (2002).

4.5 Research Question 4: What measures can aid the scholarship agency to successfully implement the scholarship program and achieve real impact?

On behalf of the Lebanese Community in Ghana, the Embassy of Lebanon, currently led by His Excellency Maher Kheir (Ambassador of Lebanon to Ghana), is facilitating the Lebanese Community in Ghana Scholarship (Obour 2013). Over the years, prominent Lebanese individuals and firms in Ghana have contributed a portion of their earnings to help outstanding students studying journalism at the Ghana Institute of Journalism and law at the Kwame Nkrumah University of Science and Technology and the University of Ghana (Obour 2013). The goal of this research question sought to solicit views from beneficiaries on what measures could help the facilitators to successfully implement the scholarship program and achieve real impact.

Ten beneficiaries were engaged to provide responses to the aforementioned research question. From the analysis of data gathered from the ten beneficiaries, there are four main

recommendations offered by the beneficiaries of the Lebanese Community in Ghana Scholarship. They are: Clear policy for the scholarship program, Networking should be intensified, employment and internship opportunities for beneficiaries should be expanded, and the scholarship scheme's coverage should be expanded as well. These recommendations are further discussed below.

4.5.1 Clear policy for the scholarship program

The success of scholarship programs is determined by a clear and transparent policy and process that is responsive, targeted towards beneficiaries and ensures effective collaboration between key stakeholders (The African Dream Foundation 2018). Six of the beneficiaries representing 60% recommended that there should be a clear policy detailing the operations of the Lebanese Community in Ghana Scholarship program.

RB2 from the Ghana Institute of Journalism notes:

Change in ambassadors has worried the progressive plan for the scholars by the Embassy. I think if a policy is in place, it will help ensure the smooth running of the scholarship program.

Similarly, RB8 from University of Ghana asserts:

I would recommend that leadership of the scholarship program come-up with a policy to help streamline its operations.

Policies can aid with specifics on how to manage the scholarship selection and awarding procedure (The African Dream Foundation 2018).

4.5.2 Networking should be intensified

Four (4) out of the ten (10) beneficiaries representing 40% recommended that networking should be intensified among beneficiaries and the Lebanese Community in Ghana.

RB 9 said:

I think the previous ambassador one of the things he did best was keeping in contact with beneficiaries. I believe the current ambassador should do same. Also, avenues should be created for us to establish contact with members of the community. This will help open many opportunities for the beneficiaries.

4.5.3 Expanding Coverage of the Scholarship Scheme to cover other incentives such as on-campus accommodation and monthly stipends.

Five of the beneficiaries, representing fifty percent (50%) of those engaged in this study, recommended that the scholarship package should extend beyond the tuition fee to cover other incentives such as hostel fees, laptops, and stipends. RB10 asserts:

Not much incentive, only fees and a onetime Christmas bonus. I think the Embassy of Lebanon should look at how best they can improve upon the current package for beneficiaries.

Another beneficiary recounts:

Although the Lebanese Community in Ghana Scholarship helped sustain my university education, I would recommend that the welfare of beneficiaries is also taken into consideration. I think hostel fee should be factored into the package.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the entire study and, more significantly, draws inferences from the major findings revealed by the research. Based on the observations and research findings that have developed from the data obtained, the chapter also seeks to give some recommendations to the Embassy of Lebanon in Ghana (the major organization responsible for executing the scholarship). The conclusions and recommendations are hinged on the issues relating to the Lebanese Community in Ghana Scholarship and university education.

5.1 Summary

Year-in-year-out, demand for access to university education keeps rising, so has its cost, putting pressure on public resources and individual households (UNESCO 2020). Many young individuals who gain admission into the various tertiary institutions in Ghana are either unable to pay the required fees or eventually drop-out owing to a lack of funds to sponsor their education till completion (National Council for Tertiary Education 2018). Despite the fact that the Ghanaian government has put in place mechanisms and sound strategies, such as the Ghana Scholarship Secretariat, to handle and award scholarships to deserving but brilliant students for human resource development and the country's growth, university education remains a challenge. In an attempt to meet the government halfway, the Lebanese Community in Ghana has run a scholarship program since 2013 to help many young people complete their education. Through its scholarship program, the Lebanese Community in Ghana has awarded scholarships to nearly a hundred tertiary students at Kwame Nkrumah University of Science and Technology, the University of Ghana, the Ghana

Institute of Journalism, and the Ghana School of Law to pursue various undergraduate and graduate programs (Obour 2017). However, according to Martel (2018), despite the longstanding and widespread use of scholarships in public and philanthropic efforts to increase participation in tertiary education, there is very limited evidence about their impact. Therefore, the researcher undertook this study to assess the impact of the Lebanese Community in Ghana Scholarship in relation to providing access to quality university education in Ghana after close to a decade since its establishment. To help achieve the objectives of the study as set out by the researcher, four major research questions were posed. Namely:

- i. How is the Lebanese Community Scholarship improving access to high-quality university education in Ghana?
- ii. What has been the impact of the Lebanese Scholarship Program on past beneficiaries?
- iii. What are the challenges limiting the successful implementation of the scholarship program?
- iv. What measures can aid the scholarship agency to successfully implement the scholarship program and achieve real impact?

In addition, the research was underpinned by two major theories. The human capital theory and the input-processes-output system theory are two such theories. According to the human capital theory, spending on education, job training, and health is a capital investment that will provide economic and social returns at both the individual and national levels. Similarly, the input-processes-output system theory asserts that enough resources, such as finances, infrastructure, instructional materials, qualified teachers, technology, time, and motivation, are required to produce quality education (Amaah 2019). Both theories, the human capital

theory and the input-processes-output system theory, emphasize the need for investment in education. The theories explain that investment in young people's education will produce economic and social returns at the individual and national level. Supporting the relevance of the human capital theory, Ionescu et al. (2013) noted that an investment in education in the form of money, energy, and time offers individuals the opportunity to secure a better job and enhance lifetime earnings, and this explains exactly what the Lebanese Community in Ghana scholarship seeks to achieve.

Also, the study employed a qualitative research approach in gathering data. The study was best suited to a qualitative approach because the goal was to assess the impact of the Lebanese Community in Ghana Scholarship with a special focus on access to university education, rather than looking at numbers in terms of how many people the scholarship program had helped put through school. Purposive sampling was used in this study by the researcher. This was because the researcher intended to gather data from beneficiaries who were knowledgeable of the research issue under study. The researcher through interviews gathered data from ten beneficiaries of the Lebanese Community in Ghana Scholarship.

Afterwards, the data collected were thematically analyzed. The analysis of data for this study followed the steps espoused by Braun and Clarke (2006). According to Braun and Clarke (2006), thematic analysis involves a six-phase process namely; Becoming familiar with the data, Generating initial codes, Searching for themes, Reviewing themes, Defining themes, and the Write-up phase.

5.2 Key Findings

As stated earlier, data was collected to answer four major research questions. In response to research question 1 which was to determine how the Lebanese Community in Ghana Scholarship was improving access to high-quality university education, the study found that beneficiaries did not gain access to university education as a result of the Lebanese Community in Ghana Scholarship . According to Acheampong and Kayange (2016), the high cost of higher education has rendered most economically disadvantaged students incapable of accessing university education. This has created a huge gap between the rich and the poor, making education more of a privilege than a right (Acheampong and Kayange 2016. All ten beneficiaries of the Lebanese Community in Ghana Scholarship admitted that they became beneficiaries of the scholarship when they were in their second year (level 200) in the university. However, majority of the beneficiaries interviewed indicated that, although access to university education was not based on the Lebanese Community in Ghana Scholarship, it was the scholarship which sustained them through till completion. Again, some beneficiaries mentioned that, they stood a higher chance of dropping-out of university if not for the intervention of the scholarship.

In response to research question 2, the study revealed that the Lebanese Community in Ghana Scholarship has had a significant impact on beneficiaries' lives. According to Commonwealth Scholarship Commission (2012), scholarships can have a vast impact on communities and societies by creating an environment which creates room for the exchange of ideas and practices and inspires individuals' academic and leadership experience, while at the same time equipping students with the relevant tools in their various institutions. Majority of recipients' of the Lebanese Community in Ghana scholarship stated that being beneficiaries

of the scholarship motivated them to work harder in order to stay within the terms of the scholarship and avoid losing it due to a drop in performance. In addition, some beneficiaries who were interviewed stated that receiving the Lebanese Community in Ghana Scholarship provided them with possibilities to intern and work with various organizations, particularly Lebanese businesses in Ghana. Again, majority of the participants added that they benefited from many networking opportunities. Sharma (2021) asserts that networking has the potential to increase one's confidence level and self-esteem. Networking also helps to establish and maintain long-term associations for the mutual benefit of people and provides an avenue for the sharing of ideas among groups of people, which can likely open doors to other opportunities (Sharma 2021). The study also revealed that the Lebanese Community in Ghana Scholarship afforded many beneficiaries the opportunity to pursue further studies immediately after their first degree.

For the third research question, which sought to find out from beneficiaries the challenges they encountered with the Lebanese Community in Ghana Scholarship program, it emerged that the majority of the beneficiaries had no challenges with the scholarship program. However, delays in disbursement of funds to students, changes in ambassadors worried the progressive plan for scholars, and the scholarship scheme not covering other incentives such as accommodation on campus and monthly stipends were some of the challenges mentioned by the remaining beneficiaries. Beneficiaries stated that the constant delay in the release of funds to students during the start of an academic year sometimes leads to frustration and to a very large extent impacts negatively on their academic lives. Beneficiaries expressed a preference for funding to be distributed to them individually at the start of each school year.

In relation to the fourth research question, which aimed at obtaining responses from beneficiaries on what measures could aid the scholarship agency to successfully implement the scholarship program and achieve real impact, four main suggestions were made by the beneficiaries engaged in this study. These are:

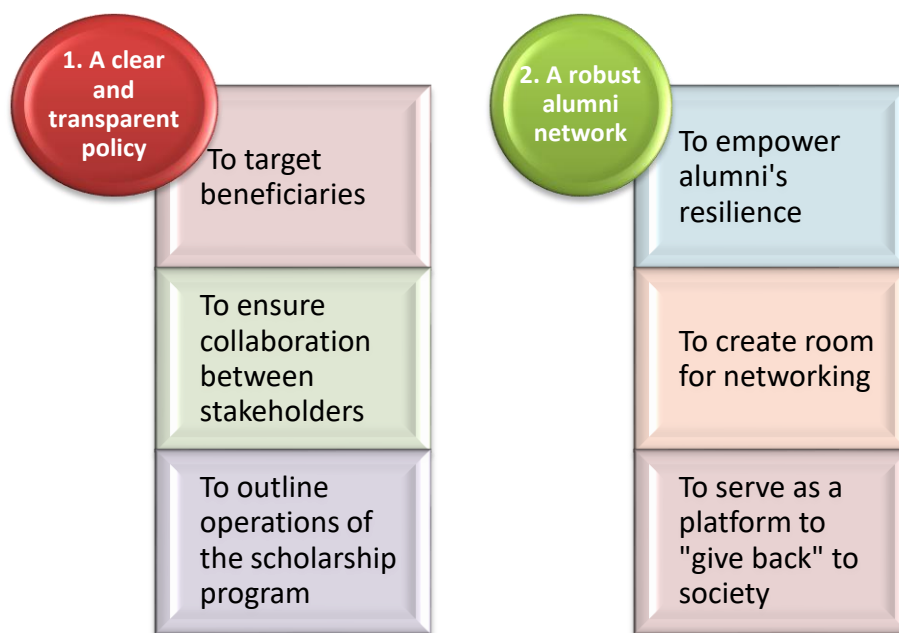
Firstly, as was determined by research question 4, some beneficiaries suggested that a responsive, clear, and transparent policy and process are needed to target scholarship beneficiaries in order to ensure effective collaboration between the Lebanese Community in Ghana and scholarship beneficiaries. The African Dream Foundation (2018) posits that the success of scholarship programs is underpinned by effective collaboration with key stakeholders. It is therefore important that the Embassy of Lebanon in Ghana, which is the implementing agency of the scholarship, begins to initiate steps to develop a policy which outlines the operations of the Lebanese Community in Ghana scholarship program.

In addition, it was suggested that a robust alumni network is needed which can be used to empower and strengthen alumni's resilience, allowing beneficiaries of the Lebanese Community in Ghana scholarship to continue to lead and change their circumstances on their own terms. An alumni network, according to Campbell (2016), is crucial because it allows past beneficiaries to communicate with one another and build a better sense of possible collaborators and teams, thereby strengthening the network. Although the beneficiaries of the Lebanese Community in Ghana scholarship face numerous barriers and problems on a regular basis, they need a strong alumni network to know that they are not alone and that others are fighting the same fight. The alumni network could also serve as a platform for past beneficiaries to “give back” to their societies. In summary, committed individuals seeking to change their societies often seek out the support and collaboration of scholarship alumni to help them promote and implement their ideas (Campbell 2016).

Furthermore, the study suggested that the scholarship package should extend beyond the tuition fee to cover other incentives such as hostel fees, laptops, and monthly stipends for beneficiaries. This can assist alleviate domestic issues that have been identified as potential barriers to scholarship recipients' academic success (Ahimbisibwe and Muhwezi 2002).

Finally, due of the high prevalence of youth unemployment in Ghana, majority of the beneficiaries in the study proposed that beneficiaries be given opportunities to intern and work with Lebanese enterprises in Ghana. Youth unemployment is defined by the International Labour Organization (ILO) as those who are not working, available to work, and engaging in activities to find work during a certain time period. Ghana has a youth unemployment rate of 12 percent and a rate of underemployment of more than 50 percent, both of which are higher than the overall rates in Sub-Saharan African countries (World Bank 2020). The findings of the data gathered indicate that, while some beneficiaries' employment is stable, others' employment is not.

Figure 5.1. A pictorial representation on major suggestions made to improve the scholarship program's present strategy (research question 4).





Source: Asomani, 2021

Figure 5.1 depicts four main suggestions given by beneficiaries of the Lebanese Community in Ghana Scholarship targeted at strengthening the scholarship program's present strategy. These ideas were summarized in an oval shape with their respective corresponding effects (provided they are being implemented) in a rectangular box.

5.3 Study Limitations

The difficulty in getting responses from respondents was a key limitation of this study. The interviews were not conducted face-to-face due to the beneficiaries' different geographic locations. The researcher had to conduct the interview over the phone, which was then recorded and transcribed in order to make sense of the information acquired. The researcher had to phone the respondents on a regular basis to get their responses to the interview questions that were supplied to them. Although some beneficiaries initially consented to participate in the study, they later had to decline due to reasons of busy schedules.

Another major challenge faced by the researcher was the difficulty in obtaining information from the Embassy of Lebanon in Ghana on the Lebanese Community in Ghana and the scholarship program. The researcher's ability to meet some critical deadlines was hampered by the Embassy's bureaucratic nature.

Nonetheless, these limitations, though challenging to an extent, did not in any way invalidate findings of the study.

5.4 Conclusion

In general terms, the Lebanese Community in Ghana scholarship has had a positive impact on the lives of its recipients. Majority of the beneficiaries were able to continue their studies after completing their undergraduate education, obtain employment, and exposed to possibilities that they would not have had otherwise if they had not been beneficiaries of the Lebanese Community in Ghana scholarship. Scholarships, according to the Commonwealth Scholarship Commission (2012), can have a significant impact on communities and societies by creating an environment that encourages the exchange of ideas and practices and inspires individuals' academic and leadership experiences, while also providing students with the necessary tools in their respective institutions. Almost all of the scholarship recipients who took part in this study said that the scholarship had a major impact on their academic lives and had affected their perspectives on life. There is substantial evidence that the Lebanese Community in Ghana scholarship program contributes to a shift in participants' perspectives in both their professional and social lives.

The main challenges faced by beneficiaries included the constant delay in the release of funds to students at the start of the academic year, which can be frustrating; the change in ambassadors, which worried the Embassy of Lebanon's progressive plan for the beneficiaries; the scholarship package not covering other incentives such as on-campus housing and monthly stipends; and difficulties in finding a job where they can use their knowledge and skills acquired after school. This can help mitigate domestic problems that have been highlighted as challenges thought to have an impact on scholarship recipients' academic

achievement. According to Ahimbisibwe and Muhwezi (2002), failure to address challenges such as these can have an impact on scholarship recipients' academic achievement.

Overall, the beneficiaries in this study firmly believe that the Lebanese Community in Ghana scholarship significantly improved the quality of their lives. However, it is debatable whether the Lebanese Community in Ghana scholarship increased access to students who would not otherwise have been able to study at the university. Without a doubt, there are numerous advantages to offering scholarships to university students. However, the fact that many graduates have difficulty finding work in their field is a problem that must be addressed, as the scholarship's major purpose is to train students to become responsible journalists and lawyers who will contribute meaningfully to the growth of the country (Obour 2013). It is easy to say that beneficiaries attribute their accomplishments or successes directly to receiving the Lebanese Community in Ghana Scholarship. However, in terms of access, most of the scholarship beneficiaries received the scholarship in their second year of university, and it is impossible to determine the amount to which the scholarship is assisting in this regard. Nonetheless, this does not negate the concept of scholarships in general.

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APPENDIX 1

GHANA INSTITUTE OF JOURNALISM

SCHOOL OF GRADUATE STUDIES AND RESEARCH

Research Topic: Assessing the Impact of Scholarships in Providing Access to Quality

University Education: A Study of the Lebanese Community in Ghana Scholarship.

INTERVIEW GUIDE

This interview guide is intended for gathering information on the mentioned topic towards the award of M.A Development Communication by the Ghana Institute of Journalism. Your support and cooperation in this regard will be very much appreciated. Please be assured information provided will be treated as confidential and targeted for this educational purpose only.

SECTION A

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. What is your gender?
 - a. Male
 - b. Female

2. How old are you?
 - a. 19 or under
 - b. 20-25
 - c. 26-30
 - d. 31- 35
 - e. 36 or above

3. What is your nationality?

4. Name of institution:

5. Programme of study:

6. Year of completion of University

7. Number of years benefited from the Scholarship

Section B

1.0	The Lebanese Community in Ghana Scholarship and access to high-quality university education in Ghana
1.1	What can you tell me about the Lebanese Community in Ghana Scholarship?
1.2	Has attaining university education been as a result of the Lebanese Community in Ghana Scholarship? Yes/No
1.3	If yes, what percentage has the L.C.G.S contributed to your tertiary education?
2.0	Impact of the Lebanese Scholarship Program on beneficiaries
2.1	How has the scholarship scheme impacted on your life?
2.2	If working currently, state how the L.C.G.S has influenced your career choice and access to jobs since completing your tertiary education.
2.3	What are some of the key benefits that you have obtained from the Lebanese Community in Ghana Scholarship?
3.0	Challenges limiting the successful implementation of the scholarship program
3.1	What are the challenges you encountered before gaining access to L.C.G.S?
3.2	What are some of the challenges you have faced since obtaining the scholarship?
3.3	What measure (s) is/ are been put in place to address those challenges?
4.0	Measures aimed at improving the scheme.
4.1	Do you have any recommendations for improving the current strategy of the Scholarship program? Yes /No? If yes continue with question (4.2).
4.2	Please suggest improvements on the scholarship program.

Thank you for your time.

APPENDIX 2

CODING EXTRACT

<p>Theme: Scholarship's impact</p> <p>Codes Significantly impacted on my academic life. For example: Graduated with First Class Honors and was awarded as the Best Student in Print Journalism and Most Promising Student Journalist</p> <p>The scholarship did not really influence my current career choices.</p> <p>Immense contribution of the LCGS to Ghana's education.</p> <p>LCGS increasing the rate of literacy in the country</p> <p>Sub-theme : Key benefits obtained from being a beneficiary</p>	<p>Theme: Challenges with the Scholarship Scheme</p> <p>Codes Change in ambassadors have worried the progressive plan for scholars by the Embassy</p> <p>Delay in disbursement of funds</p> <p>Becoming a beneficiary puts pressure on you to deliver. For example: Pressure to continue working hard to avoid a drop in performance</p> <p>Not much incentive. Only academic facility user fee was paid</p> <p>Little knowledge about the Lebanese Community in Ghana and Lebanon at large</p>	<p>Theme: Recommendations for improving the scholarship program.</p> <p>Codes Clear policy for the scholarship program even in the face of change of Ambassadors</p> <p>Internship opportunities should be made available for beneficiaries in Lebanese Companies</p> <p>Empowered Alumni network</p> <p>Students should be made aware of the scholarship from scratch</p> <p>Improve networking between beneficiaries and the Lebanese Community in Ghana</p> <p>Increase incentives. Examples Laptops, stipends.</p>
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<p>Codes Ability to pursue university education especially with master's programme immediately after undergraduate studies.</p> <p>Opportunity to network with members of the Lebanese Community in Ghana and other beneficiaries from other institutions</p> <p>Employment after school was largely due to the influence of the Lebanese Ambassador</p> <p>Internship opportunities</p>	<p>Theme : Access to university as a result of the Scholarship</p> <p>Codes I was already in school</p> <p>Would have dropped-out had it not been the scholarship</p> <p>I was in level 200 before becoming a beneficiary</p> <p>It sustained my university education</p> <p>Awarded the scholarship based on our record for the first year</p> <p>Sub-theme: Percentage the Scholarship has contributed to beneficiaries' tertiary education.</p> <p>Codes: It covered fully an average 70% of the tuition</p> <p>25-30% of the fees at the School of Law</p> <p>Yes/65%</p> <p>100% payment of fees.</p> <p>About 80%</p>	<p>Frequent exchange trips to Lebanon</p>
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