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# BRIDGING THE PARTICIPATION GAP: A CITIZENS' SATISFACTION REPORT ON GOVERNANCE AND EDUCATION IN THE KARAGA DISTRICT



An IAA Citizens' Satisfaction Survey Report

COMPILED BY:  
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## EXECUTIVE SUMMARY

This report presents the findings of the Annual Citizen Service Satisfaction Survey conducted in the Karaga District of Ghana's Northern Region. Initiated under the *I Am Aware (IAA) Project* by Simba Ghana and supported by CDD-Ghana. With funding from the Flora Williams and Hewlett Foundation, the survey establishes a quantitative baseline to evaluate the impact of the IAA project's interventions and SAG-led advocacy efforts in 2025. The primary objective is to provide a data-driven foundation for improving local governance and the delivery of education services through enhanced accountability and stakeholder engagement.

The study employed a multistage sampling approach across 10 selected communities, collecting data from 100 households via face-to-face interviews to ensure representativeness and data quality.

### Key Findings

#### I. Local Governance and Transparency

1. 59% of respondents believe the District Assembly makes decisions in the public interest.
2. Another 75% of citizens expressed dissatisfaction with their level of involvement in the Medium-Term Development Plan (MTDP) and other decision-making processes.
3. An overwhelming 65% of households did not attend any town hall meetings in 2025, and a significant 60% felt that Assembly officials failed to respond promptly to reported community problems.
4. Despite governance concerns, 45% of respondents agree that the Assembly successfully provides key social infrastructure such as health and education facilities, as well as electricity.

#### II. Education Service Delivery

While access to education is high, quality is hampered by resource shortages and infrastructure deficits. The findings indicate that:

1. 81% of households have children in school, and 96% of those children are enrolled in public institutions.
2. There is a notable improvement in teacher attendance, with 66% reporting that teachers now attend to their duties regularly.
3. A whopping 79% of parents feel involved in school decisions, highlighting a strong functional link between Parent-Teacher Associations (PTAs) and school governance. An observed significant improvement relative to the earlier January 2025 data, which indicated that PTAs and SMCs were dysfunctional.

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## 1.0 INTRODUCTION

### 1.1 BACKGROUND

The I Am Aware (IAA) project, implemented in the Karaga District by Simba Ghana with support from CDD-Ghana, is a nonpartisan citizen empowerment initiative. It is designed to provide accessible data on public service delivery to strengthen accountability, improve duty-bearers' responsiveness, and enhance service quality in key sectors such as governance and education.

#### 1.1.1 CONTEXTUAL PERSPECTIVES ON PUBLIC SERVICE DELIVERY

Public service delivery in Ghana is shaped by a decentralized framework intended to bring governance closer to the people, yet nationwide challenges persist in ensuring equitable access to quality education and transparent local governance.<sup>1</sup> At the national level, Ghana has made strides in increasing school enrollment through various social interventions, yet it struggles with systemic infrastructure gaps and a perceived lack of transparency in local government budgeting and grievance redress. In the Northern Region, these challenges are often magnified by geographical disparities and higher poverty levels, leading to significant rural-urban divides in service quality, particularly concerning teacher distribution and the functionality of district-level oversight committees. Within the Karaga District, a predominantly rural enclave, service delivery is characterized by high community trust in the Assembly's intent at 59% but is significantly hampered by a "participation gap" where 75% of citizens feel excluded from decision-making processes. While teacher attendance has improved to 66% due to interventions by a local NGO, Simba Ghana, the district continues to face a "hard" infrastructure crisis, with 61% of residents reporting that school buildings are in poor or unsafe condition.

#### 1.2.0 IAA PROJECT EVOLUTION AND INTERVENTIONS

The IAA project's interventions are rooted in evidence-based assessments. In January 2025, Simba Ghana conducted a study on education service delivery, revealing a nuanced landscape of progress and systemic challenges. While enrollment levels were encouraging in accessible schools such as Karaga M/A Primary and Nuri-Islam Primary, demonstrating notable gender balance, smaller, remote schools continued to experience critically low enrollment, particularly among girls. Furthermore, teacher absenteeism was identified as a major barrier to instructional quality, exacerbated by inconsistent record-keeping and supervision. While governance structures such as Parent-Teacher Associations (PTAs) and School Management Committees (SMCs) were in place, their operations were inconsistent, with irregular meetings and weak oversight.<sup>2</sup>

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<sup>1</sup> <https://www.google.com/search?q=https://www.lgs.gov.gh/wp-content/uploads/2021/01/Local-Governance-Act-2016-Act-936.pdf>

<sup>2</sup>SCHOOL GOVERNANCE AND TEACHER ACCOUNTABILITY DEFICITS: FINDINGS FROM BASIC SCHOOL MONITORING IN KARAGA DISTRICT (2025)

In response to these findings, Simba Ghana implemented targeted interventions throughout 2025:

- Collaborated with the District Development Planning and Coordinating Unit to facilitate town hall meetings and the validation of Community Action Plans (CAPs).<sup>3</sup>
- Supported the preparation of the Medium-Term Development Plan (MTDP) 2026–2029 to promote citizen participation.
- Collaborated with the District Assembly and supported the reconstitution of the District Education Oversight Committee (DEOC) <sup>4</sup>and provided capacity-building training for the Public Relations and Complaints Committee (PRCC) to improve their mandate and functionality.<sup>5</sup>
- Strengthened SAGs' capacities on Social Accountability and Social Accountability Tools.
- Partnered with local media and increased advocacy efforts
- Organized community durbars to create awareness about communities and citizens' participation in education service delivery and improving learning outcomes.

Despite these efforts, a data gap remained regarding whether these interventions translated into improved citizen satisfaction. Building on the foundational interventions initiated in 2025, this survey assessed the tangible impact of Simba Ghana's advocacy on local education and governance service delivery. By gathering direct feedback from citizens, the study aims to close the accountability loop regarding specific milestones, including the successful reconstitution of the District Education Oversight Committee (DEOC) and the capacity-building training provided to the Public Relations and Complaints Committee (PRCC).

Furthermore, the assessment serves as a critical measure of how participatory efforts, such as facilitating Community Action Plan (CAP) validations and preparing the Medium-Term Development Plan, have translated into perceived improvements for citizens. This data-driven approach ensures that community voices inform benchmarking of Simba Ghana's effectiveness in supporting district-level governance and education oversight. The findings serve as a guide for evidence-based planning and follow-up actions for the IAA project, the district assembly authorities, and other stakeholders in 2026.

## 1.2 GOAL AND OBJECTIVES OF THE SURVEY

### 1.2.1 GOAL OF SURVEY

To establish a quantitative baseline of citizen satisfaction with governance and education services in the Karaga District by measuring the perceived impact of the 2025 IAA project interventions to inform evidence-based planning for the 2026 project cycle and subsequent years.

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<sup>3</sup> SIMBA GHANA, EMPOWERING COMMUNITIES THROUGH PARTICIPATORY PLANNING, FACEBOOK POST, JULY 2025.

<sup>4</sup> DEOC RECONSTITUTION MEETING ACTIVITY REPORT

<sup>5</sup> PRCC TRAINING REPORT

## 1.2.2 SPECIFIC OBJECTIVES

Specifically, the survey sought to:

1. To quantify the current satisfaction levels of citizens and communities regarding the transparency of the Karaga District Assembly and the quality of education service delivery by February 2026.
2. To assess the perceived effectiveness of the reconstituted DEOC and trained PRCC by measuring the percentage of citizens who report improved teacher attendance and better responsiveness to Assembly officials compared to the January 2025 data.
3. To assess the reach of the 2025 town hall meetings and CAP validations by determining the percentage of households that actively participated in these forums.
4. To produce a comprehensive data report and policy/advocacy brief by the end of the first quarter of 2026 to serve as a primary advocacy tool for the District Assembly's Annual Action Plan.

## 2.0 METHODOLOGY

This section outlines the approach and processes used to conduct the study.

### 2.1 SURVEY AREA

The survey was strategically conducted in the Karaga District, a key administrative jurisdiction in Ghana's Northern Region, to gather community perceptions on governance and education service delivery, thereby informing district planning and advocacy efforts. Geographically, the district is bordered by the Gushegu Municipality to the west, the Savelugu Municipality to the south, and the North East Region to the east. As a predominantly rural enclave, the district operates under a decentralized local government framework, with the town of Karaga serving as the primary administrative hub. This setting provides a critical lens for examining the dynamics of rural service delivery and the effectiveness of decentralized governance in one of the region's vital development zones.

To ensure the study effectively addressed its core objectives and captured diverse community perceptions, 10 communities were purposively selected based on geographic diversity, involvement in the 'I Am Aware' project interventions, and their relevance to governance and education issues. These communities: **Binduli, Dagbambinaa Fong, Karaga, Kpasablo, Kuduli, Kupali, Nangung, Shebo, Shelilanyili, and Tong**, represent a mix of central and remote localities. This selection criterion enabled the Simba Ghana team to capture a comprehensive spectrum of citizens' experiences, from the district capital to hard-to-reach rural settlements, thereby providing a holistic baseline of the state of education and governance service delivery across the district.

## 2.2 SAMPLE SIZE DETERMINATION

The research design for this study utilized a total sample of **100 households** across the Karaga District. This sample size was selected to align with the survey's core objectives and accommodate the exploratory nature of assessing citizen satisfaction.

Using a sample of 100 households, the study established a robust quantitative baseline that provides a statistically significant tool for community advocacy and district-level planning. This sample size was deemed sufficient to generate reliable descriptive insights into citizen perceptions of local governance and education service delivery. To ensure the dataset was locally representative and to mitigate bias, the sample was systematically distributed across 10 purposively selected communities, with exactly 10 households interviewed per location. This standardized approach ensured that voices from both urban and remote service delivery points were equally represented and prevented findings from being skewed by larger population centers. Furthermore, maintaining 10 households per community allowed Social Action Group (SAG) to conduct in-depth, face-to-face interviews via KoboToolbox, capturing nuanced feedback on "I Am Aware" (IAA) project interventions while remaining logistically feasible.

## 2.3 SAMPLE SIZE AND TECHNIQUE

The survey employed a targeted sample of 100 households in the Karaga District to ensure a locally representative dataset of citizens' perspectives. This sample was systematically distributed across 10 purposively selected communities, with 10 households selected from each location to ensure uniformity in data collection. By standardizing the number of respondents per community, the methodology ensured that findings would not be skewed by larger population centers, enabling a balanced assessment of both urban and remote service delivery points.

This intentional distribution of the 100-household sample provides a cross-sectional view of the district's governance and education landscape. Selecting 10 households per community allowed the Social Action Group (SAG) members to conduct in-depth, face-to-face interviews that captured nuanced feedback on the effectiveness of the I Am Aware (IAA) project's interventions. This structure not only enabled a manageable data-collection timeframe in KoboToolbox but also established a robust, statistically significant quantitative baseline for community-level advocacy and district-level planning.

A multistage sampling approach was employed to select communities and households for the study:

Stage 1 – Community selection: 10 communities were purposively selected based on geographic location and proximity to schools that were included in the previous IAA project interventions. This ensured contextual relevance and enabled the survey to capture citizens' experiences.

Stage 2 – Household selection: Within each selected community, 10 households were chosen using convenience sampling. The enumerators collected data from households that were readily available and with citizens willing to participate. When household members were unavailable

or declined to participate, enumerators proceeded to the next accessible household. The household head, or an adult capable of responding to the questionnaire, was interviewed in each household.

## 2.5 DATA COLLECTION

Data were collected by trained Social Action Group (SAG) members selected for their strong community ties and familiarity with the local context. Prior to the fieldwork, SAG members received training on the survey tool, ethical considerations, and practical guidance on questionnaire administration.

The data collection tool was a self-developed, structured questionnaire comprising three sections. **Section One** focused on demographic information and contained six (6) questions. **Section Two** covered effective governance service delivery, with twelve (12) questions examining issues such as accessibility, responsiveness, and accountability. **Section Three** focused on education-related services, including school infrastructure, teacher attendance, student performance, and school governance, and comprised thirteen (13) questions.

Data collection involved structured household interviews using the pre-tested questionnaire. A total of ten (10) questionnaires were administered in each community across ten (10) communities, resulting in one hundred (100) completed questionnaires for Karaga District. Responses captured citizens' satisfaction with public services, experiences with service accessibility and responsiveness, perceived gaps in service delivery, and community engagement and accountability mechanisms. All data were collected directly from household respondents and recorded electronically using KoboToolbox to enhance accuracy, efficiency, and ease of analysis.

## 2.6 DATA ANALYSIS

Following data collection, responses were cleaned, coded, and analyzed using SPSS (version 2021). The analysis focused primarily on descriptive statistics, using frequencies and percentages to summarize responses across all variables and present overall levels of citizen satisfaction with public service delivery.

Pie charts were used to visually represent the proportions of responses for each indicator, while 100% stacked bar charts illustrated the distribution of responses across categories, facilitating interpretation of comparisons and patterns.

The analyzed results were then organized to highlight key trends and priority areas for attention. These findings provide a quantitative baseline to inform interventions for the I Am Aware (IAA) project and to support stakeholder engagement and planning in Karaga District.

### 3.0 RESULTS AND FINDINGS

This section presents the survey findings and provides a critical assessment of progress following Simba Ghana’s 2025 interventions. Consequently, this survey was conducted to close the accountability loop by measuring how specific interventions, such as the reconstitution of the DEOC, capacity-building for the PRCC, and the facilitation of Community Action Plan (CAP) validations, have impacted public service delivery from the perspective of the citizenry.

The findings were synthesized using frequency and percentage distributions and presented in tables and charts to highlight key trends in governance and education across the ten selected communities.

#### 3.1 DEMOGRAPHIC DATA

The demographic profile provides a foundation for understanding the representative voice of the Karaga District:

1. A significant majority of respondents, 60%, fall within the 36–59 age bracket.
2. The sample is predominantly male, accounting for 64% of participants.
3. 66% of respondents reported having no formal education.
4. Farming remains the primary livelihood, representing 71% of the surveyed population.

**Table 1: Socio-demographic characteristics of participants**

<b>Demographic Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Communities</b>		
Binduli	10	10.0
Dagbambinaa Fong	10	10.0
Karaga	10	10.0
Kpasablo	10	10.0
Kuduli	10	10.0
Kupali	10	10.0
Nangung	10	10.0
Shebo	10	10.0
Shelilanyili	10	10.0
Tong	10	10.0
<b>Age Categories</b>		
15-35	33	33.0
36-59	60	60.0

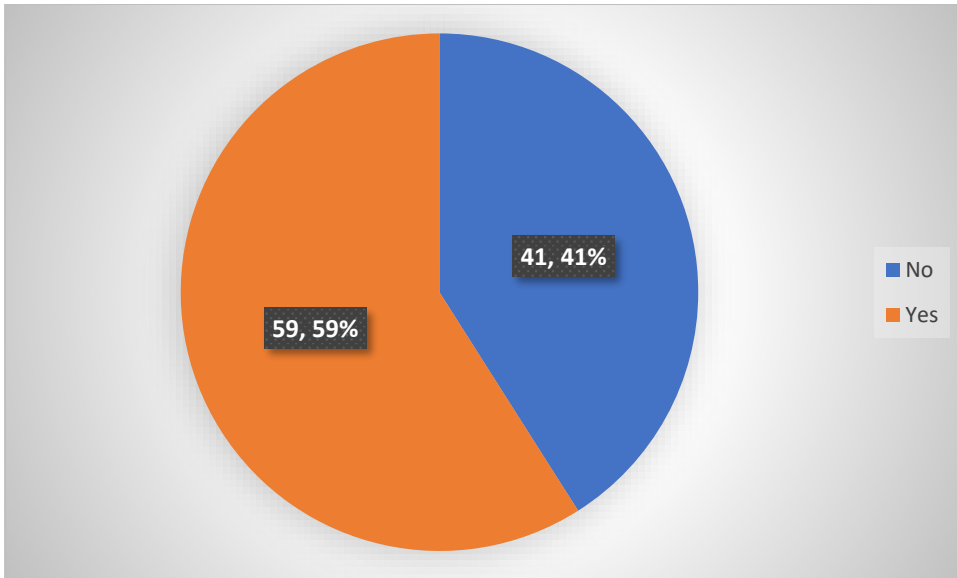
60+	7	7.0
<b>Gender</b>		
Male	64	64.0
Female	36	36.0
<b>Highest Educational level</b>		
Primary	2	2.0
JHS	6	6.0
SHS	18	18.0
Tertiary	8	8.0
None	66	66.0
<b>Occupation</b>		
Trader	9	9.0
Farmer	71	71.0
Formerly Employed	1	1.0
Student	13	13.0
Unemployed	2	2.0
Others	4	4.0

### 3.2 GOVERNANCE AND EFFECTIVE DELIVERY

#### Findings:

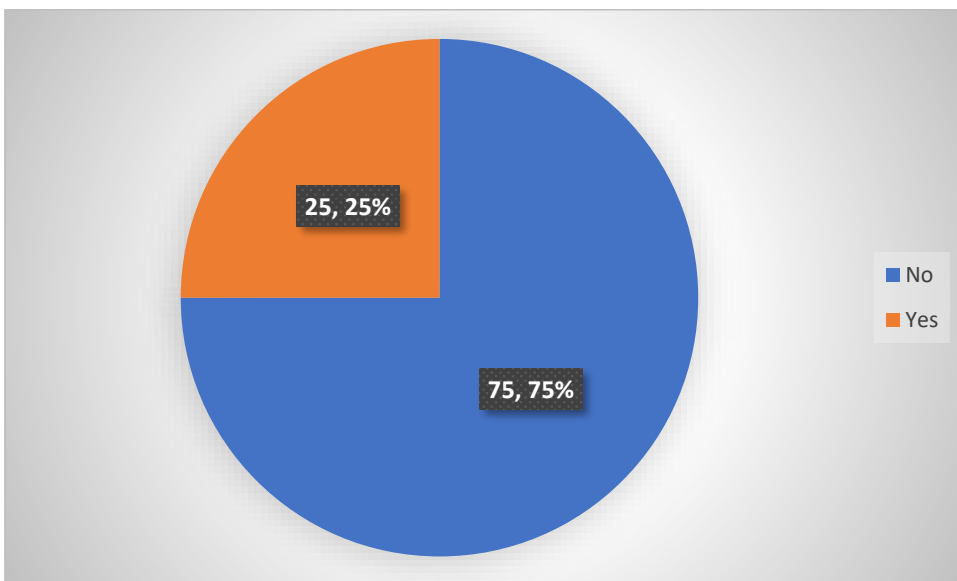
Most participants (59%) believed the district assembly makes decisions in the public interest, though a substantial minority (41%) felt otherwise. A large majority (75%) were not satisfied with the level of public participation in medium-term development planning. Participation in local governance activities was generally low: 65% reported that no one in their household attended a public meeting or town hall in the past year. Use of public services was evenly distributed, with 52% reporting use within the past year. Satisfaction with service delivery was moderate to low, with most respondents neutral (35%) or dissatisfied (32%). Perceptions of governance practices were mixed: while 40% agreed that the assembly considers citizens' views and 45% acknowledged the presence of key social infrastructure, many disagreed that the assembly is responsive to community problems (60%) or transparent in budgeting (34%).

**Figure 1** shows that **59%** of participants believe the assembly makes decisions in the public interest. While **41%** indicated that they do not think the assembly makes decisions in the public interest.



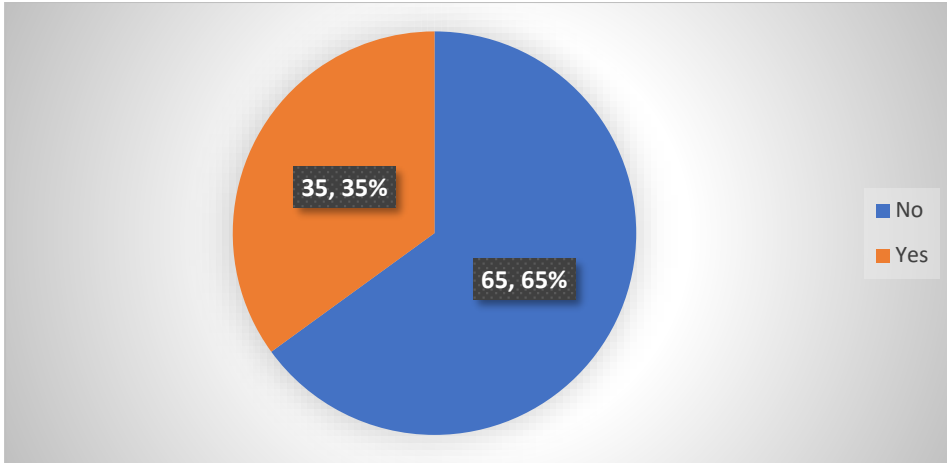
**Figure 1: Do you think that the district assembly makes decisions in the public interest?**

**Figure 2** shows that **75%** of participants are not satisfied with the level of public participation in the preparation and decision-making processes for the MTDP. At the same time, **25%** indicated that they are satisfied with the level of public participation.



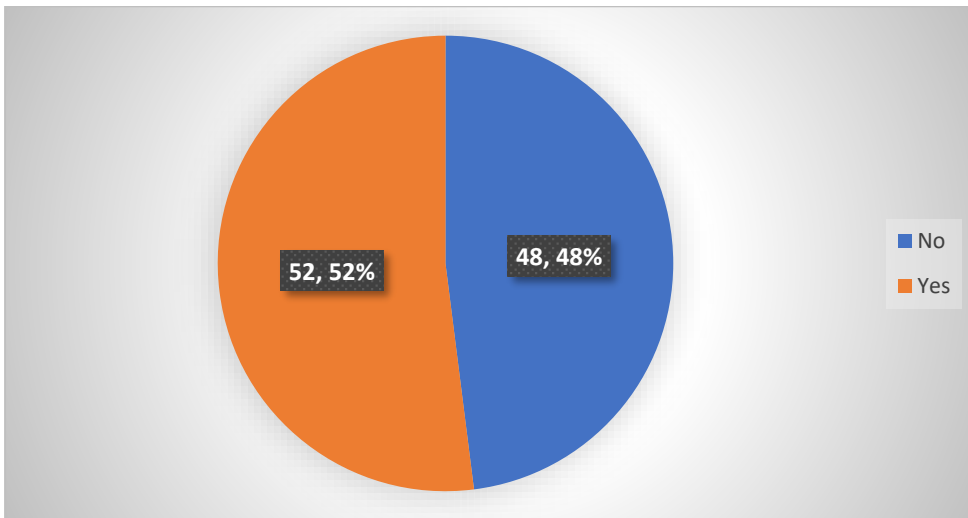
**Figure 2: Are you satisfied with the level of public participation in the medium-term development plan preparation and decision-making processes in your community?**

**Figure 3** shows that 65% of participants indicated that they or someone in their household has not attended a public meeting/town hall organized by the local assembly in the past year. At the same time, 35% indicated that they or someone in their household has attended such a meeting.



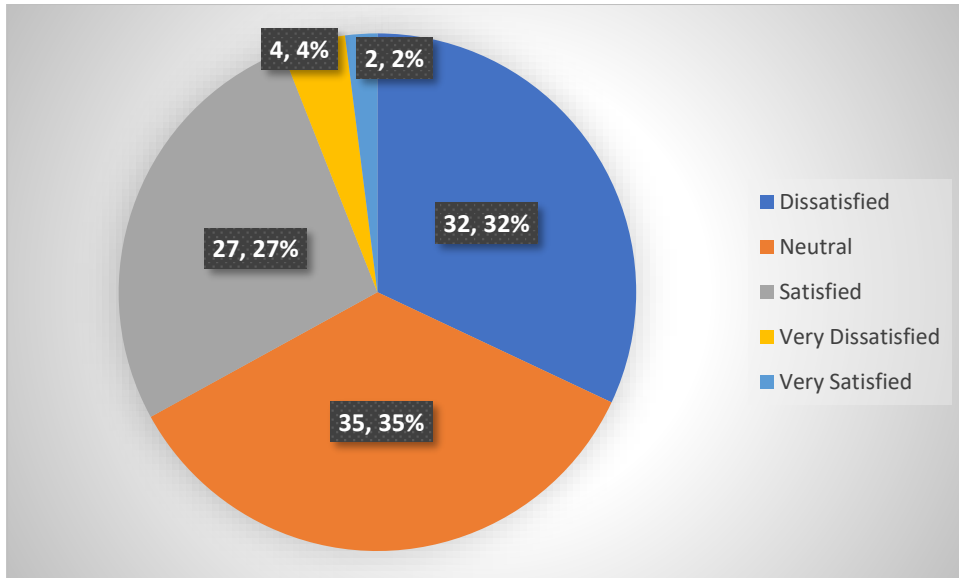
**Figure 3** Have you or anyone in your household attended a public meeting/town hall organized by the local assembly in the past year?

**Figure 4** shows that **52%** participants reported personally using a public service in the past year. At the same time, **48%** indicated that they have not personally used any public service in the past year.



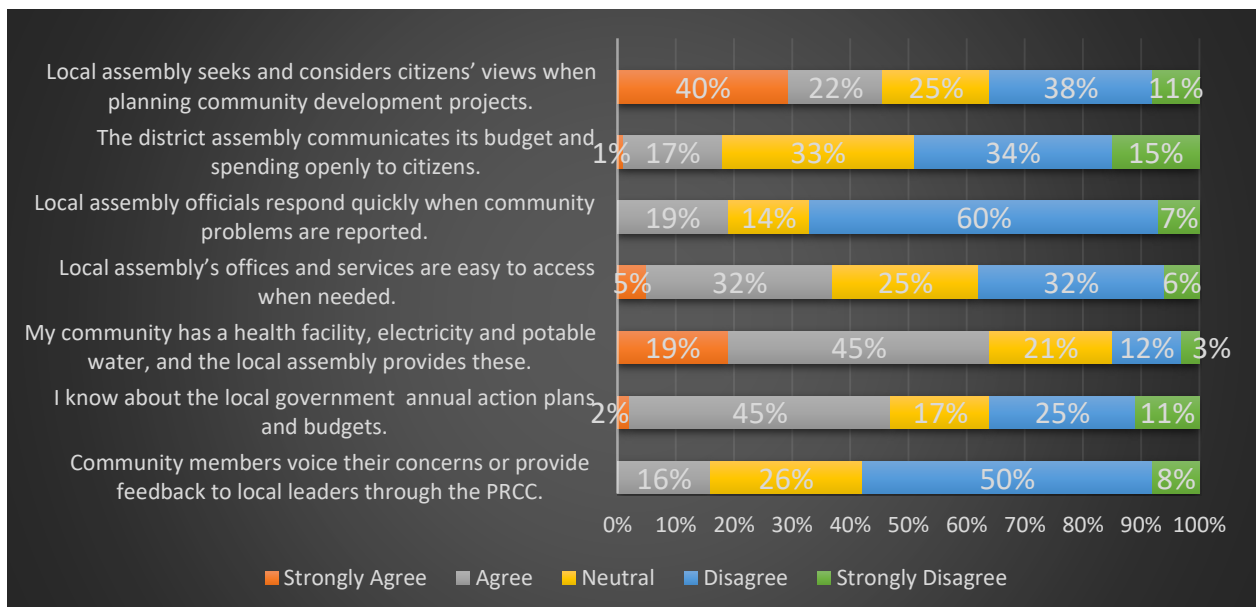
**Figure 4:** Have you personally used any public service in the past year?

**Figure 5** shows that a majority (**35%**) of participants indicated they are **Neutral** regarding the quality of service delivery by their local government. **32%** of the participants indicated they are **Dissatisfied**. A smaller group reported being Very Satisfied, representing 2% of participants.



**Figure 5: How satisfied are you with the quality of service delivery by your local government?**

**Figure 6** shows citizens' perception regarding local governance. Regarding whether the local assembly seeks and considers citizens' views when planning projects, 40% **agree**. Regarding responsiveness, if local assembly officials respond quickly when community problems are reported, the overwhelming majority (60%) disagree. Regarding accountability and transparency in budgeting, 34% disagree that the district assembly communicates its budget and spending openly to citizens, while 1% strongly disagree. Regarding the availability of key social infrastructure (health facilities, education facilities, electricity, and potable water), 45% agree that the local assembly provides these services.



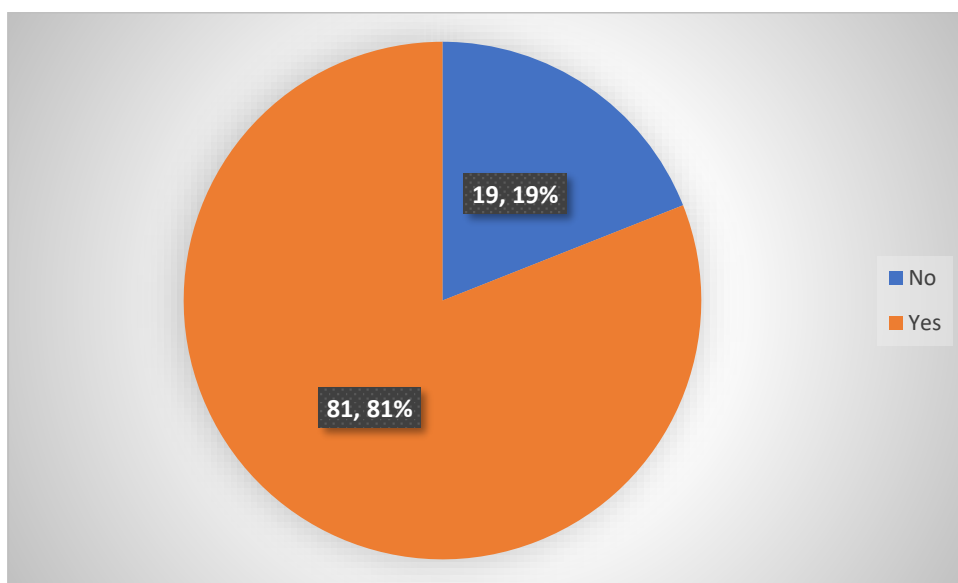
**Figure 6: Key areas of citizen perception regarding local governance.**

### 3.3 EDUCATION (SCHOOL INFRASTRUCTURE, TEACHER ATTENDANCE, AND SCHOOL GOVERNANCE)

#### Findings:

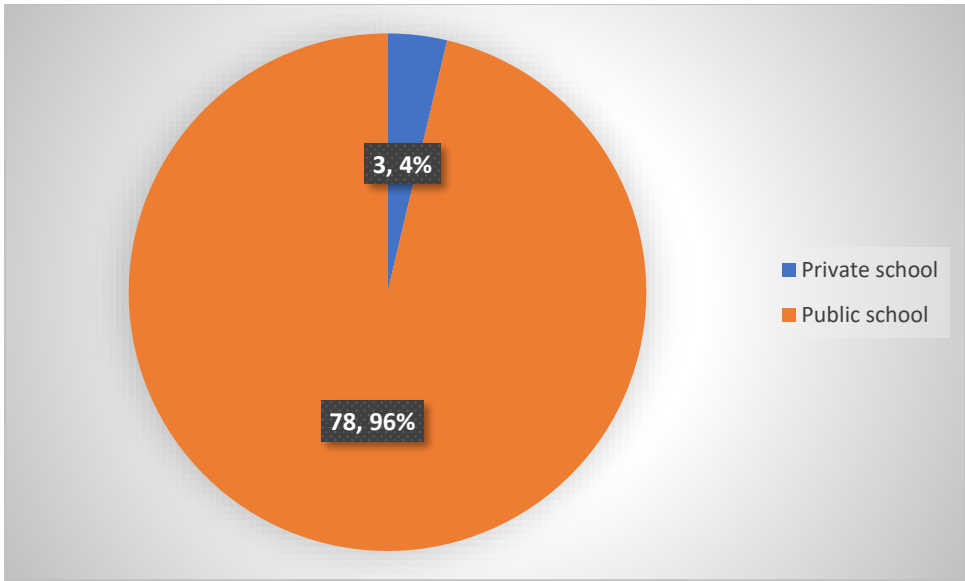
Most households had children enrolled in school (81%), and almost all of these children attended public schools 96%. A majority of respondents (59%) felt that their community school has insufficient teachers, though many also reported that teachers regularly perform their duties (66%). Parental and community involvement in school governance appeared strong, with 79% indicating participation in school decisions and 75% reporting attendance at PTA or community school meetings. Most households reported that school-age children attend school regularly (89%). Views on government efforts to improve education were nearly evenly divided. Perceptions of school infrastructure were mixed: while many agreed that parents are informed about children’s progress and that basic furniture and other learning materials are available, most respondents disagreed that school buildings are in good condition (61%). Many were neutral about the adequacy of desks and classroom space.

**Figure 7** shows that **81%** of participants indicated that they or someone in their household **has** children currently enrolled in school. In contrast, **19%** indicated that they or someone in their household **does not** have children currently enrolled in school.



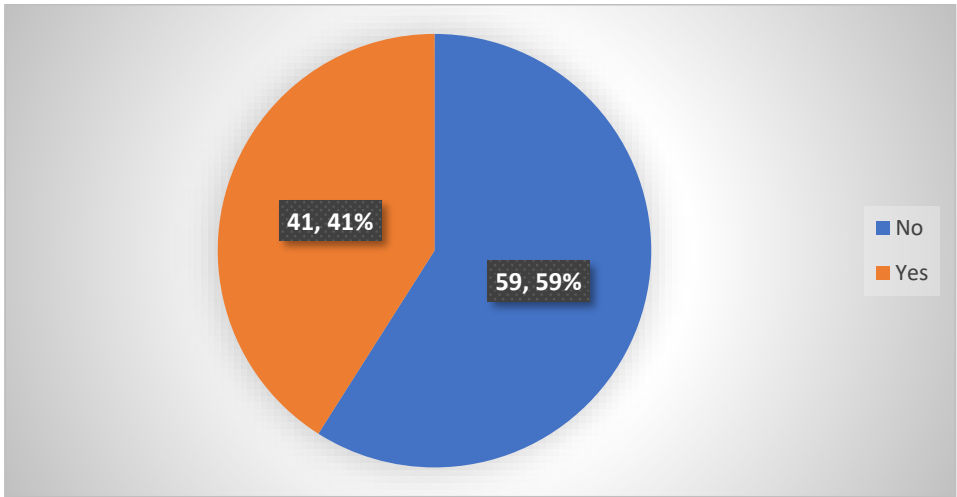
**Figure 7: Do you or anyone in your household have children currently enrolled in school?**

The figure below shows that **96%** of participants with children enrolled in school reported that their children attend public schools. 4% of participants indicated that the children are enrolled in private schools.



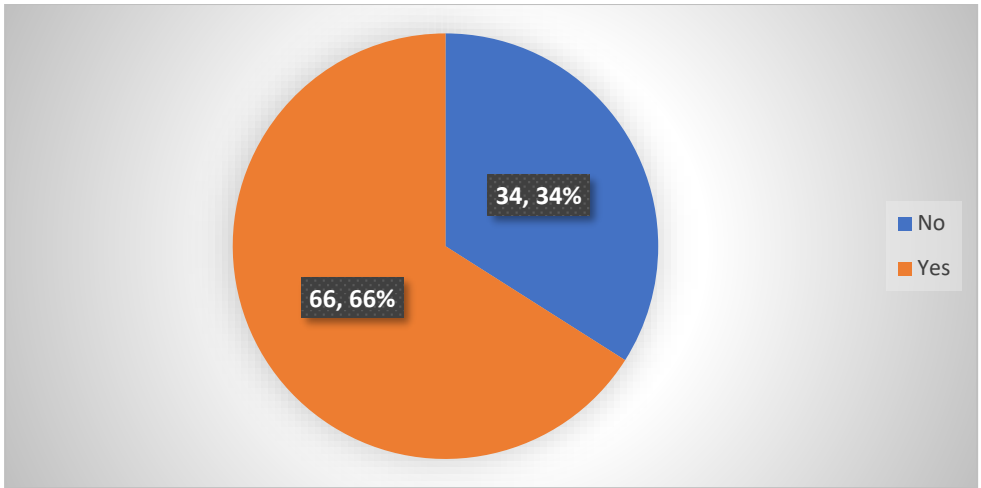
**Figure 8: Type of School**

**Figure 9** shows that **59%** of participants indicated that there are **insufficient teachers at their community school to meet** students' needs. In contrast, **41%** indicated that there **are** enough teachers.



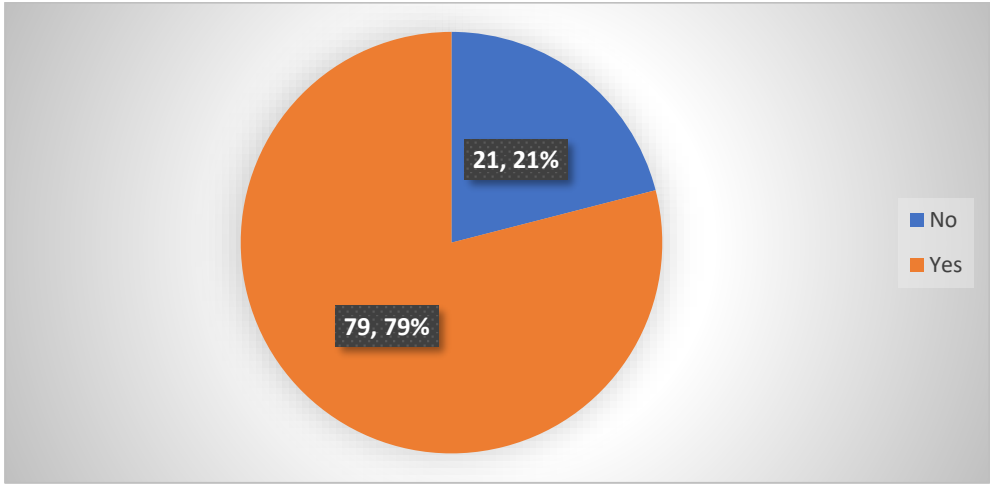
**Figure 9: Are there enough teachers at your community school to meet the students' needs?**

**Figure 10** shows that 66% participants indicated that teachers attend to their duties regularly. At the same time, 34% indicated that teachers do not perform their duties regularly.



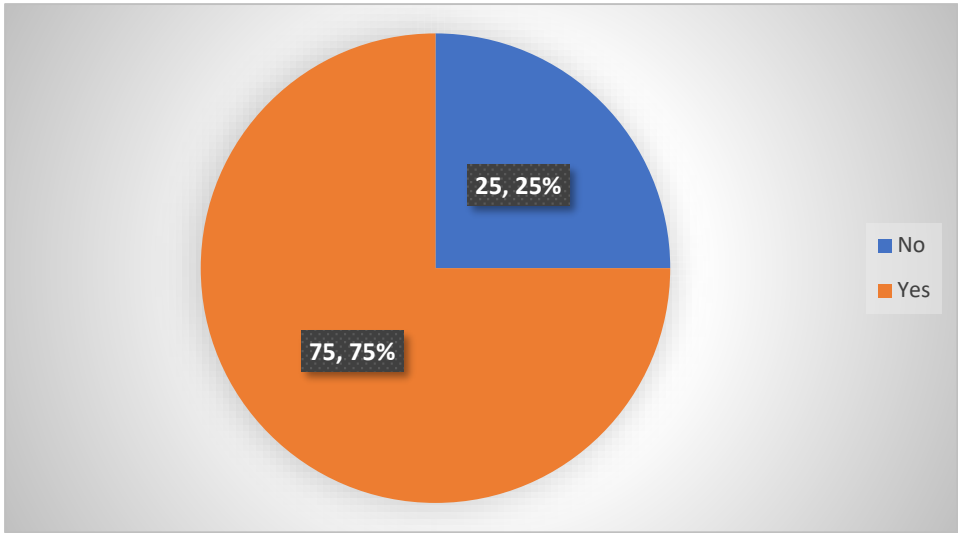
**Figure 10: Do all the teachers attend to their duties regularly?**

The figure below shows that **79%** of participants indicated that parents and community members **are** involved in school decisions. In contrast, **21%** indicated that parents and community members **are not** involved in school decisions.



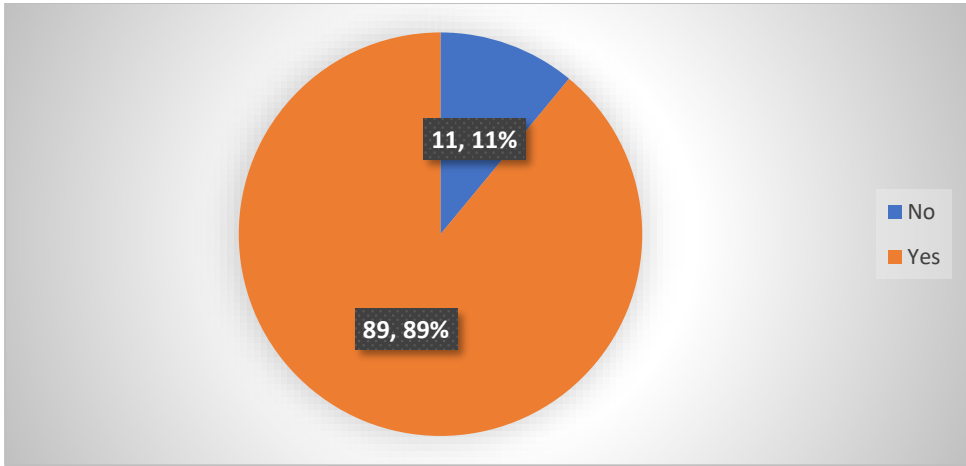
**Figure 11: Parents and community members are involved in school decision-making (through Parent-Teacher Associations or SMC meetings).**

**Figure 12** shows that **75%** of participants reported attending a PTA or community school meeting in the past year. In comparison, **25%** indicated that they or a family member has not attended such a meeting.



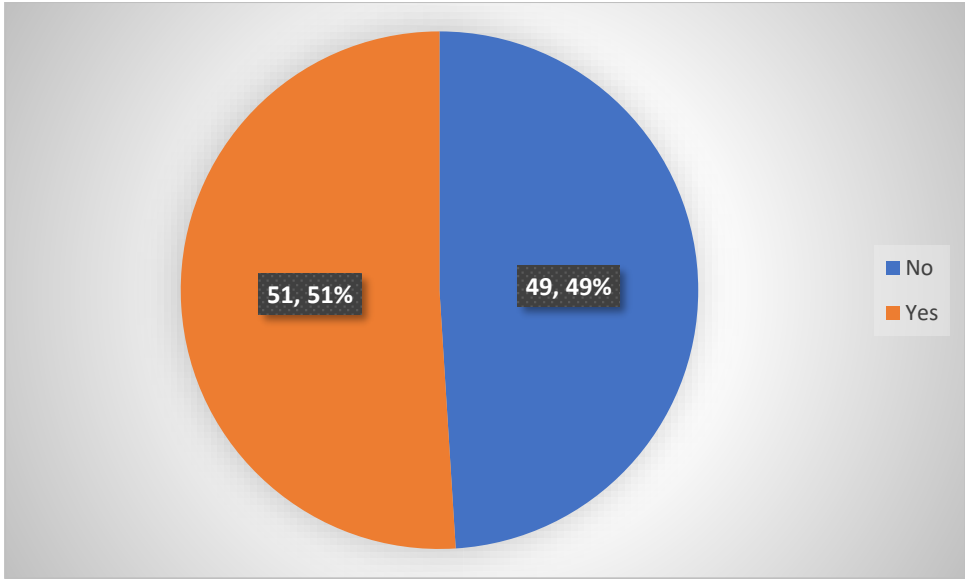
**Figure 12: Have you or any family member attended a parent-teacher association (PTA) or community school meeting in the past year?**

The figure below shows that **89%** of participants indicated that all school-age children in their household attend school regularly. In contrast, **only 11%** indicated that all school-age children in their household **do not** attend school regularly.



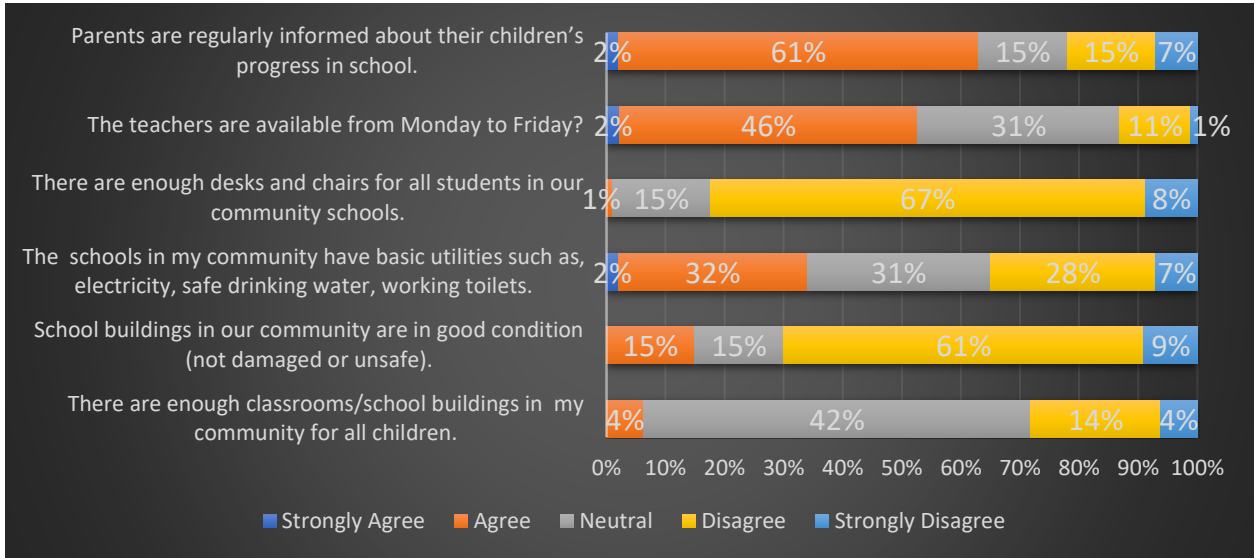
**Figure 13: Do all school-age children in your household attend school regularly?**

**Figure 14** shows that **51%** of participants believe the government **is** doing enough to improve education in their area. 49% indicated they believe the government **is not** doing enough to improve education in their area.



**Figure 14: Do you think the government is doing enough to improve education in your area?**

**Figure 15** shows citizens' perception regarding education and infrastructure. Regarding the statement that Parents are regularly informed about their children's progress in school, 61% agreed. Regarding teachers' availability **Monday to Friday**, 46% of respondents indicated that teachers are available. Regarding the sufficiency of desks and chairs for all students in community schools, the overwhelming majority (67%) indicated they are **Neutral**. Regarding the availability of basic utilities (electricity, safe drinking water, working toilets) in schools, the majority (32%) agreed, and another significant majority (31%) were **Neutral**. Regarding the statement that School buildings in our community are in good condition (not damaged or unsafe), 61% disagreed. Finally, regarding the statement "There are enough classrooms/school buildings in my community for all children," the majority (42%) indicated they were neutral.



**Figure 15: Key areas of citizen perception regarding education**

## 4.0 DISCUSSION

This section analyzes the survey findings in the context of Simba Ghana's 2025 interventions, specifically examining how these efforts align with current citizen perceptions of governance and education.

### 4.1 GOVERNANCE AND THE PARTICIPATION GAP

A primary objective of the IAA project was to bridge the gap between duty-bearers and citizens through town hall meetings and capacity-building for the Public Relations and Complaints Committee (PRCC). However, the survey reveals a significant disconnect:

Despite efforts to promote participation through Community Action Plan (CAP) validations, 75% of respondents remain dissatisfied with the level of public participation in decision-making and development planning. While Simba Ghana supported town hall meetings, 65% of households reported no attendance at such meetings in the past year. This suggests that although dialogue platforms have been established, they may not yet be sufficiently accessible or widely used by the general population. Although capacity-building was provided for the PRCC, 60% of citizens disagree that assembly officials respond quickly to community problems. This is consistent with project assessments indicating that the PRCC remains largely nonfunctional,<sup>6</sup> thereby hindering its effectiveness as a grievance redress mechanism.

Notably, 59% of citizens believe the assembly acts in the public interest, yet 49% report a lack of transparency regarding budgets and spending. This indicates that while the community trusts the local government's intent, they remain dissatisfied with the process and the information disclosure.

### 4.2 EDUCATION SERVICE DELIVERY

The interventions in the education sector show a more direct correlation between the IAA project interventions and improved outcomes, though structural challenges remain:

Following the IAA project's interventions, 66% of respondents now report that teachers perform their duties regularly. This is a positive shift from earlier findings of significant teacher absenteeism. The facilitation and reconstitution of the District Education Oversight Committee (DEOC), along with PTA/SMC sensitization, appear to have had an impact. 79% of parents report being involved in school decisions, and 75% report attending school-related meetings.

However, despite improved school governance, infrastructure remains the most significant pain point. 61% of respondents report that school buildings are in poor condition, and a staggering 75% disagree that schools have sufficient desks and chairs. This confirms that while "soft"

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1. <sup>6</sup> RESULTS OF PRCC STATUS ASSESSMENT-KARAGA AND GUSHEGU

interventions (governance and attendance) are succeeding, "hard" interventions (infrastructure and staffing) require urgent attention from district authorities.

## 5.0 CONCLUSION AND RECOMMENDATIONS

### 5.1 CONCLUSION:

The citizens' satisfaction survey highlights a critical juncture in the Karaga District's development trajectory. The findings demonstrate that while Simba Ghana's interventions have successfully improved "soft" service delivery metrics, most notably in teacher attendance and the functional involvement of parents in school-level decision-making, there remains a profound gap in "hard" infrastructure and systemic district-level transparency. The high level of citizen trust in the Assembly's intent (59%) provides a strong foundation, but this is currently undermined by a 75% dissatisfaction rate regarding actual participation in decision-making processes.

The evidence suggests that institutional strengthening efforts, such as capacity-building for the PRCC and the reconstitution of the DEOC, have created the necessary frameworks for accountability. Yet, these structures have not yet been fully felt by the average citizen. The disconnect between the Assembly's planning activities and the general population's awareness is evidenced by low attendance at town hall meetings and a prevailing sense of nonresponsiveness among district officials. This indicates that while the "supply side" of governance is being reinforced, the "demand side", where citizens actively use these channels, requires more intensive engagement.

In conclusion, the survey confirms that the January 2025 baseline<sup>7</sup> of poor education infrastructure remains a valid concern that necessitates a shift in strategy for the 2026 advocacy cycle. To effectively close the accountability gap, efforts must move beyond institutional training and ensure that the District Assembly's budget allocations directly reflect the Community Action Plans (CAPs). Success in the coming year will be defined by the Assembly's ability to translate citizen feedback into visible improvements in classroom conditions and a more transparent, responsive grievance redress system.

### 5.2 RECOMMENDATIONS:

To align with the survey objectives and address the identified gaps in governance and education service delivery, the following recommendations are proposed:

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2. <sup>7</sup> SCHOOL GOVERNANCE AND TEACHER ACCOUNTABILITY DEFICITS: FINDINGS FROM BASIC SCHOOL MONITORING IN KARAGA DISTRICT (2025)

#### FOR THE DISTRICT ASSEMBLY (LOCAL GOVERNANCE ACCOUNTABILITY)

1. The District Assembly should transform the Public Relations and Complaints Committee (PRCC) from a trained body into a functional office with a clear, publicized protocol for receiving and resolving citizen grievances to improve the 60% dissatisfaction rate regarding official responsiveness.
2. The Budget Unit and DPCU should leverage community radio to address the 49% transparency deficit, explicitly creating awareness about AAPs and how community-level projects have been funded.
3. To overcome the 65% non-attendance rate at town hall meetings, the Assembly should employ diverse communication channels (community radio, mobile van announcements) to ensure broader awareness of participatory planning events.

#### FOR EDUCATION SERVICE DELIVERY (DEOC & DISTRICT DIRECTORATE)

1. The DEOC should prioritize a "Furniture and Facility Audit" to direct District Assembly Common Fund (DACF) allocations toward the 61% of schools reported to be in poor condition, moving beyond attendance monitoring to infrastructure improvement.
2. To address the teacher shortage reported by 59% of households, the District Education Directorate should collaborate with the Assembly to provide local incentives, such as bungalows for teachers in remote communities.
3. Building on the 79% parental involvement rate, provide standardized reporting templates in sync with the new PTA guidelines to formalize the PTAs/SMCs oversight and ensure their recommendations are captured in the District Education Action Plan.

#### FOR PROJECT LEVEL (SIMBA GHANA & PARTNERS)

1. Simba Ghana should translate this survey into simplified, pictorial community scorecards for the 66% of respondents with no formal education, empowering them to advocate for their specific community needs during the 2026 town hall meetings.
2. Simba Ghana should facilitate a direct interface between the Social Action Groups (SAGs) and the District Budget Committee to track the inclusion of CAP priorities in the 2026–2029 Medium-Term Development Plan.
3. Simba Ghana should continue to support the PRCC beyond the capacity-building training activities.
4. Simba Ghana should support the District Assembly to organize a District Chief Executive (DCE) Accountability Forum; a forum between the Assembly and citizens. These engagements will provide a platform for the DCE and Assembly officials to account for their performance, respond to citizens' concerns, and promote dialogue aimed at addressing existing gaps between the Assembly and community members.

## REFERENCES:

1. [Results of PRCC Status Assessment- Karaga & Gushegu](#)
2. [School Governance and Teacher Accountability Deficits: Findings from Basic School Monitoring in Karaga District \(2025\)](#)

## 6.0 GLOSSARY

IAA – I Am Aware: A citizen empowerment project aimed at improving accountability and service delivery.

PTA – Parent-Teacher Association: A school-level body engaging parents in governance and oversight.

SMC – School Management Committee: A governance committee at the school level responsible for oversight of administration and resource use.

SAG – Social Action Group: Community-based teams trained to collect data and monitor service delivery.

DEOC – District Education Oversight Committee: A district-level body supervising education quality and accountability.

AAP – Annual Action Plan: A yearly plan prepared by the District Assembly outlining priority projects and activities for implementation.

CAP – Community Action Plan: A participatory planning document developed with community members to identify and prioritize local development needs.

CDD-Ghana – Center for Democratic Development Ghana: A civil society organization supporting democratic governance, accountability, and policy engagement.

DACF – District Assembly Common Fund: A statutory fund allocated by the Government of Ghana to support development projects at the district level.

DPCU – District Planning and Coordinating Unit: A technical unit within the District Assembly responsible for coordinating development planning and monitoring activities.

KoboToolbox: A digital data collection platform used for administering surveys and recording responses electronically.

MTDP – Medium-Term Development Plan: A multi-year strategic development plan (typically four years) prepared by the District Assembly to guide local development priorities and budgeting.

PRCC – Public Relations and Complaints Committee: A committee within the District Assembly mandated to receive, address, and resolve public complaints and grievances.

SPSS (Statistical Package for the Social Sciences): A statistical software used for data cleaning, coding, and analysis.