



THE STATE OF PUBLIC SERVICE DELIVERY:

HOUSEHOLD PERSPECTIVES ON GOVERNANCE AND EDUCATION IN THE GUSHEGU MUNICIPALITY



An IAA State of Public Service Delivery Report

Compiled by **Simba Ghana** and supported by:



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Contents

EXECUTIVE SUMMARY	iv
1.0 INTRODUCTION	1
1.1 Background	1
1.2 Overall Goal and Specific Objectives	2
1.2.1 Goal of Survey	2
1.2.2 Specific Objectives	2
2.0 METHODOLOGY	3
2.1 Study Area.....	3
2.2 Sample Size.....	3
2.4 Sampling Technique.....	3
2.5 Data Collection.....	4
2.5 Data Analysis	4
3.0 RESULTS AND FINDINGS	4
3.1 Section A: Demographic Data.....	5
Section B: Governance and Effective Service Delivery	5
Section C: Education (School Infrastructure, Teacher Attendance, Student Performance, and School Governance)	9
4.0 Discussion	14
4.1 Education Service Delivery.....	14
5.0 CONCLUSION AND RECOMMENDATIONS:	16
5.1 CONCLUSION:	16
5.2 RECOMMENDATIONS:	17
REFERENCES:	17
5.0 GLOSSARY OF TERMS AND ACRONYMS.....	18

List of Tables and Figures

Figure 1: Do you trust that the district assembly makes decisions honestly and in the public interest?	6
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?	7
Figure 3: Have you or anyone in your household attended a public meeting/town hall organized by the local assembly in the past year?	7
Figure 4: Have you personally used any public service in the past year?	8
Figure 5: How satisfied are you with the quality-of-service delivery by your local government?	8
Figure 6: Key areas of citizen perception regarding local governance	9
Figure 7: Do you or anyone in your household have children currently enrolled in school? .	10
Figure 8: Type of school enrolled in.....	10
Figure 9: Are there enough teachers at your community school to meet the students' needs	11
Figure 10: Do all the teachers attend to their duties regularly?	11
Figure 11: Parents and community members are involved in school decisions (for example, through Parent-Teacher Associations or meetings).....	12
Figure 12: Have you or any family member attended a parent-teacher association (PTA) or community school meeting in the past year?.....	12
Figure 13: Do all school-age children in your household attend school regularly?	13
Figure 14: Do you think the government is doing enough to improve education in your area?	13
Figure 15: Key areas of citizen perception regarding education.....	14

EXECUTIVE SUMMARY

This report presents the findings of a Citizens' Service Satisfaction Survey conducted in the Gushegu Municipality in the Northern Region, Ghana. Conducted under the *I Am Aware (IAA) Project* by Simba Ghana, with support from CDD-Ghana, the survey aimed to measure the impact of the project's interventions, including advocacy efforts in 2025, on the delivery of education and local governance services and on duty-bearers' responsiveness. Specifically, the survey establishes a data-driven baseline for tracking improvements in governance and education service delivery.

The survey covered 10 purposively selected communities in the Gushegu Municipality, informed by prior monitoring and advocacy activities in these areas. In each community, 10 households were selected using convenience sampling, yielding a total sample of 100 households. Data were collected through face-to-face household interviews conducted by trained Social Action Group (SAG) members using a self-developed, pre-tested, structured questionnaire. The questionnaire comprised three sections covering socio-demographic characteristics, governance and service delivery, and education. Responses were recorded electronically using KoboToolbox to ensure data quality and ease of analysis. The data were analyzed using SPSS version 21 and summarized using descriptive statistics (frequencies and percentages).

Overall, the findings indicate both progress and persistent challenges in governance and in the delivery of education services in the Gushegu Municipality. Most respondents were aged 36–59 years (52%) and predominantly male (54%), with farming as the main occupation (67%). In governance, while 66% of respondents reported satisfaction with their level of participation in planning processes and 63% reported household attendance at public meetings, a majority (60%) did not believe that the District Assembly makes decisions in the public interest. In the education sector, 91% of households reported having children enrolled in school, with 90% attending public schools. While 62% of respondents believed that teachers attend to their duties regularly, and community involvement in school governance was high (85%), significant challenges remain. More than half of respondents (51%) reported inadequate teacher availability.

Overall, the survey provides valuable evidence on service delivery in the Gushegu Municipality, showing improved citizen engagement alongside persistent gaps in accountability, responsiveness, teacher availability, and school infrastructure, which should guide planning and advocacy efforts.

1.0 INTRODUCTION

1.1 Background

The I Am Aware (IAA) project, implemented in Gushegu Municipality by Simba Ghana and supported by CDD-Ghana, is a nonpartisan citizen empowerment initiative that provides accessible data on public service delivery in key sectors, including governance and education. Its objective is to raise citizens' awareness, strengthen accountability, improve duty bearers' responsiveness, and enhance service delivery.

In 2025, Simba Ghana found that the Gushegu Municipality faced persistent challenges, including low pupil retention, gender disparities in enrolment, teacher shortages, high teacher absenteeism and weak school governance structures, which continued to undermine the quality of basic education¹. These challenges are reflected in the 2023 Basic Education Certificate Examination (BECE) performance rate in the municipality, where only 17.5% of candidates passed (Grade 1-6) in six subjects, including the core subjects. This extremely low pass rate raised urgent concerns and necessitated understanding the underlying factors driving these outcomes.

Under the IAA project, Simba Ghana commissioned a study that generated reliable data to inform policy dialogue among local education stakeholders, including the district education directorate, and to co-create solutions with civil society actors, including the IAA SAGs.

The exercise not only uncovered gaps in education service delivery, but also weak community ownership and accountability in the education sector.

Also, several gaps were identified at the local governance level, including limited citizen participation in the planning process, weak grievance redress mechanisms, inadequate responsiveness by duty bearers, and insufficient platforms for sustained citizen–duty-bearer dialogue.

According to a research conducted by the Ghana Center for Democratic Development, citizen awareness and participation in governance processes are essential in improving accountability and responsibility among duty bearers. When citizens are informed about government plans and budgets, as well as information regarding various developmental initiatives, they are in a position to monitor public service delivery and contribute to decision-making processes that affect their areas of residence².

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1. [1 Teacher Absenteeism and Weak Governance Key Challenges Undermining Learning Outcomes in The Gushegu Municipality, Northern Ghana \(2025\)](#)
 2. [2 https://cddgh.org/wp-content/uploads/2023/03/RP.-25-A-Survey-on-Citizen-Participation-in-Local-Governance.pdf](https://cddgh.org/wp-content/uploads/2023/03/RP.-25-A-Survey-on-Citizen-Participation-in-Local-Governance.pdf)

Research indicates that community participation in local governance has the potential to improve the governance and oversight role of local authorities over schools, infrastructure development, and teacher accountability. In most communities, these structures are instrumental in addressing challenges such as inadequate classroom infrastructure, lack of furniture, and teacher absenteeism.

In response to these challenges, Simba Ghana implemented targeted interventions, including advocacy and awareness-raising efforts, to strengthen local governance and improve the delivery of education services in the district. Among others, the District Education Directorate was empowered and resourced to conduct quarterly monitoring visits to assess teacher attendance and address other education sector challenges; The Municipal Education Oversight Committee (MEOC) was reconstituted and supported to hold regular quarterly meetings; Dissemination platforms, such as radio and community interface meetings were provided for both the Municipal Education Directorate and the IAA SAGs for awareness creation and advocacy. In the same vein, the IAA project collaborated with the Municipal Planning and Coordination Unit (MPCU). It supported the Medium-Term Development Plan (MTDP) 2026 -2029 by facilitating the preparation of Community Action Plans (CAPs) in 15 communities in the Gushegu Municipality³.

However, despite these efforts, no recent citizen satisfaction data were available to assess whether the interventions had translated into perceived improvements in public service delivery among the general population.

Hence, this survey was conducted to assess the impact of the project's efforts in addressing these gaps. In this context, the survey also gathers citizens' perspectives to support local dialogue and planning among stakeholders, including district authorities, community leaders, and project-level planners, for 2026. The IAA SAGs collected data using a structured survey instrument.

1.2 Overall Goal and Specific Objectives

1.2.1 Goal of Survey

The primary goal of this survey is to establish a quantitative baseline to measure the impact, gather direct citizen perspectives on public service delivery, and assess whether targeted interventions under the IAA Project have translated into perceived improvements in governance and education services in the Gushegu Municipality.

1.2.2 Specific Objectives

1. To conduct a service satisfaction assessment that provides a reliable baseline for tracking future improvements in local governance and public service delivery within the Gushegu Municipality.

³ <https://www.facebook.com/share/p/1Su2gBWQXd/?mibextid=wwXlfr>

2. To evaluate the effectiveness of IAA project activities, such as community sensitizations and stakeholder engagements, in improving teacher accountability, school governance, and citizen participation.
3. To share survey findings in accessible formats, such as community scorecards, to foster transparency, encourage data utilization, and strengthen the dialogue between citizens and district authorities.
4. To provide district authorities, community leaders, and project planners with a foundation of evidence to guide priority-setting and advocacy efforts for the 2026 planning cycle.

2.0 METHODOLOGY

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

2.1 Study Area

The study was conducted in ten communities within the Gushegu Municipality in the Northern Region. These included: Bogu, Gbambu, Kpana Fong, Kpatili, Nakogu, Nalogu, Nasiria, Nyensung, Pulo, and Watania.

2.2 Sample Size

The survey targeted 100 households in the Gushegu Municipality, with 10 households selected from each of 10 communities.

2.4 Sampling Technique

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

Stage 1 – Community selection: Ten communities were purposively selected based on geographic location and their proximity to schools included in previous SAGs basic school service monitoring exercises and advocacy efforts. This ensured contextual relevance and enabled the survey to capture citizens' experiences in monitored service delivery areas and related advocacy efforts.

Stage 2 – Household selection: Within each selected community, 10 households were chosen using convenience sampling. SAG enumerators collected data from households that were readily available and with citizens willing to participate. In cases where citizens in a household were unavailable or declined participation, enumerators moved to the next accessible household. The household head, or an adult capable of responding to the questionnaire, was interviewed in each household.

This multistage sampling strategy ensured that the survey captured a diverse range of citizen perspectives while maintaining logistical feasibility.

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. Before fieldwork, SAG members received training on the survey tool, ethical considerations, and practical guidance on questionnaire administration by the Monitoring, Evaluation, Research, and Learning (MERL) department of Simba Ghana.

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 governance and effective 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 Gushegu Municipality. 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.

2.5 Data Analysis

Following data collection, responses were cleaned, coded, and analyzed using SPSS (version 2021). The analysis primarily used descriptive statistical techniques, with frequencies and percentages computed 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 some responses, while 100-percent stacked-bar charts illustrated the distribution of responses across categories, making comparisons and patterns easier to interpret.

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

3.0 RESULTS AND FINDINGS

This section presents the key findings of the study based on data collected from respondents in the selected communities. The results are summarized using frequencies and percentages and are presented through tables, charts, and 100% stacked bars.

3.1 Section A: Demographic Data

Findings: Most respondents (71%) in the survey were aged 36–59 years and predominantly male (54%). Over half had no formal education (55%), and farming was the main occupation (67%). The sample was evenly distributed across the ten surveyed communities.

Table 1 presents the socio-demographic characteristics profile of respondents across the ten surveyed communities in the Gushegu municipality. The majority of participants were aged 36–59 years (52%), with males constituting the larger proportion of the sample (54%). Most respondents had no formal education (55%), and farming was the predominant occupation (67%).

Table 1: Socio-demographic characteristics of participants

Variables	Frequencies	Percentages
Communities		
Bogu	10	10
Gbambu	10	10
Kpana Fong	10	10
Kpatili	10	10
Nakogu	10	10
Nalogu	10	10
Nasiria	10	10
Nyensung	10	10
Pulo	10	10
Watania	10	10
Gender		
Female	46	46.0
Male	54	54.0
Age Categories		
15-35	43	43.0
36-59	52	52.0
60+	5	5.0
Educational Level		
Primary	16	16.0
JHS	4	4.0
SHS	16	16.0
Tertiary	9	9.0
None	55	55.0
Occupation		
Unemployed	4	4.0
Farmer	67	67.0
Formerly Employed	4	4.0
Student	7	7.0
Trader	18	18.0

Section B: Governance and Effective Service Delivery

Findings: Most respondents do not believe the district assembly makes decisions in the public interest (60%), although a majority feel satisfied with their level of participation in planning processes (66%). Attendance at public meetings was relatively high, with 63% reporting that someone in their household attended a meeting in the past year. About 67% had used a public service in the past year. Satisfaction with overall service quality was mixed, with most respondents either neutral (32%) or dissatisfied (26%). Perceptions of local governance were generally negative: many disagreed that the assembly considers citizens' views (35%), responds promptly to community issues (48%), or communicates its budget transparently (47%). However, over half (53%) agreed that key social infrastructure is available in their communities.

Figure 1 shows that **40%** of participants believe the assembly makes decisions in the public interest. While **60%** indicated that they do not think the assembly makes decisions in the public interest.

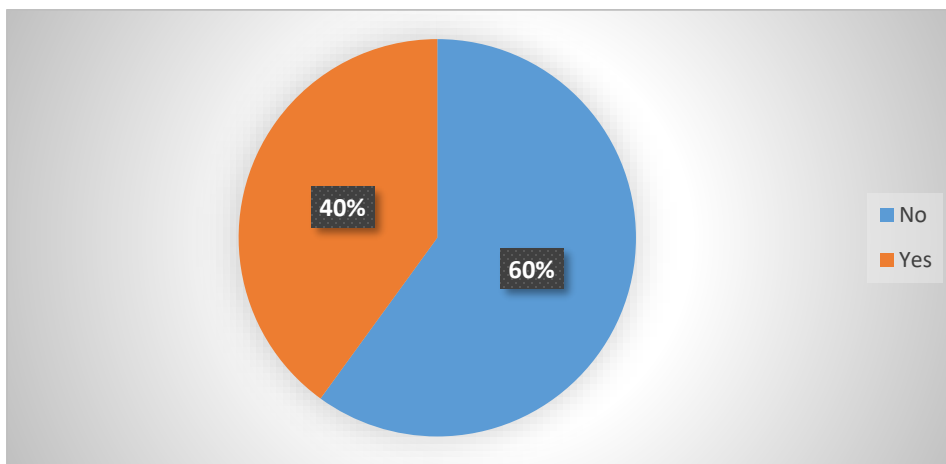


Figure 1: Do you trust that the district assembly makes decisions honestly and in the public interest?

Figure 2 shows that **34%** of participants indicated that they are not satisfied with the level of public participation in the medium-term development plan preparation and decision-making processes in their community. At the same time, **66%** indicated that they are satisfied with the level of public participation.

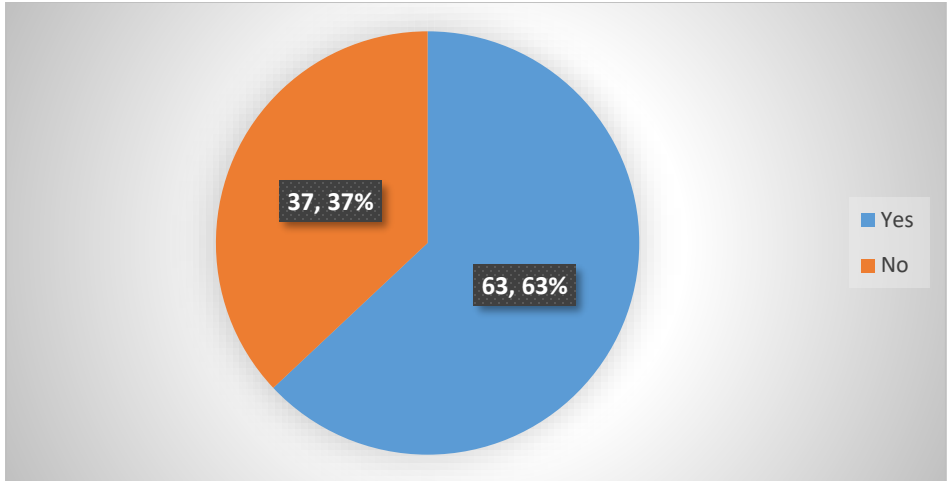


Figure 2: Are you satisfied with the level of public participation in the medium-term development plan preparation and decision-making processes in your community?

Figure 3 shows that 37% 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. In contrast, 63% indicated that they or someone in their household has attended such a meeting.

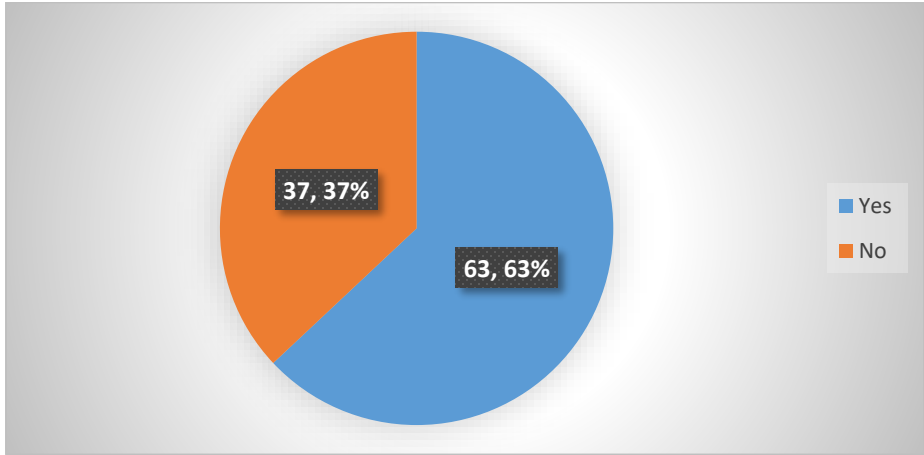


Figure 3 Have you or anyone in your household attended a public meeting/town hall organized by the local assembly in the past year?

Figure 4 shows that 67% of participants reported having personally used a public service in the past year. At the same time, 33% indicated that they have not personally used any public service in the past year.

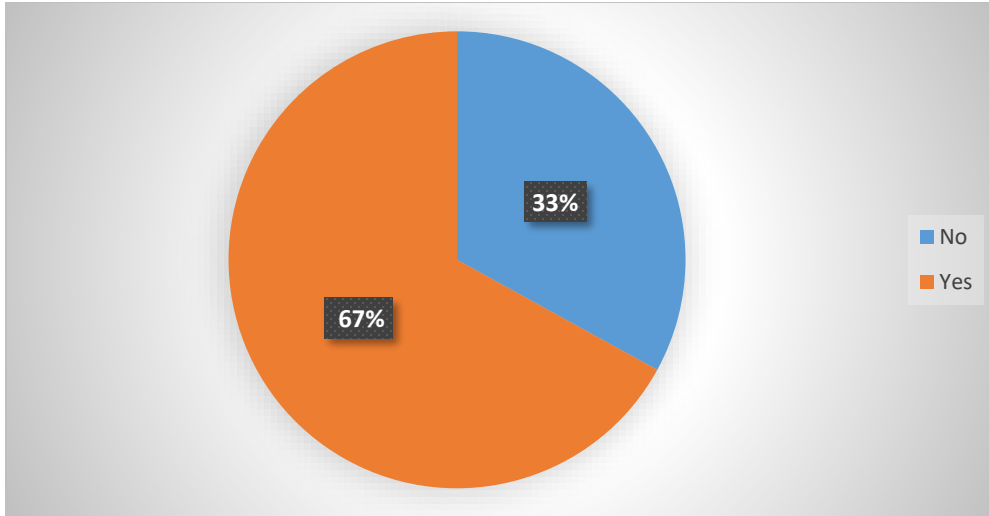


Figure 4: Have you personally used any public service in the past year?

Figure 5 shows that a majority (**32%**) of participants indicated they are **Neutral** regarding the quality of service delivery by their local government. **26%** of the participants indicated they are **Dissatisfied**. A smaller group (6%), however indicated they are **Very Satisfied**.

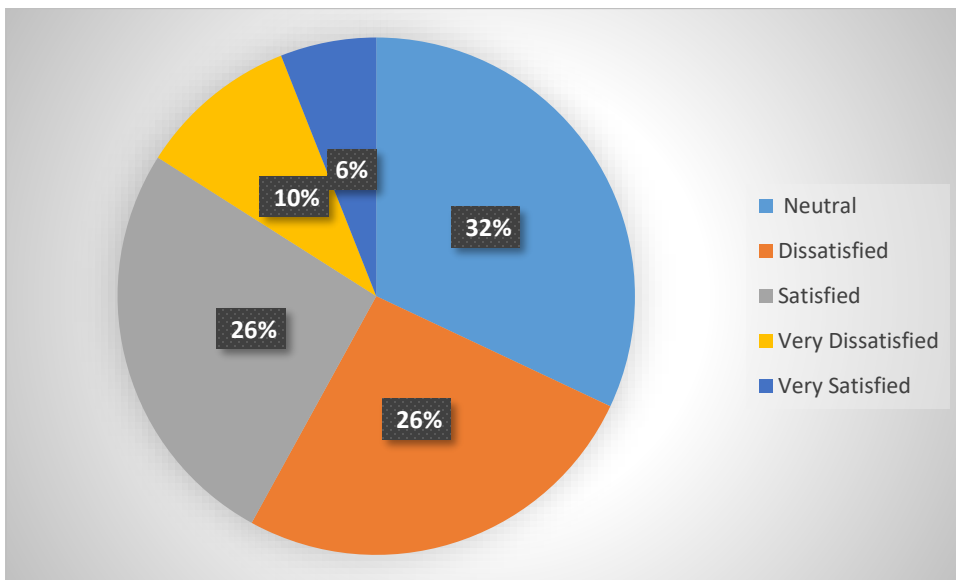


Figure 5: How satisfied are you with the quality of service delivery by your local government?

Figure 6 shows citizens' perception regarding local governance; For the question on whether the local assembly seeks and considers citizens' views when planning projects, the majority (35%) **Disagree**. Concerning **responsiveness**, that is, if local assembly officials respond quickly when community problems are reported, the overwhelming majority (48%) Disagree.

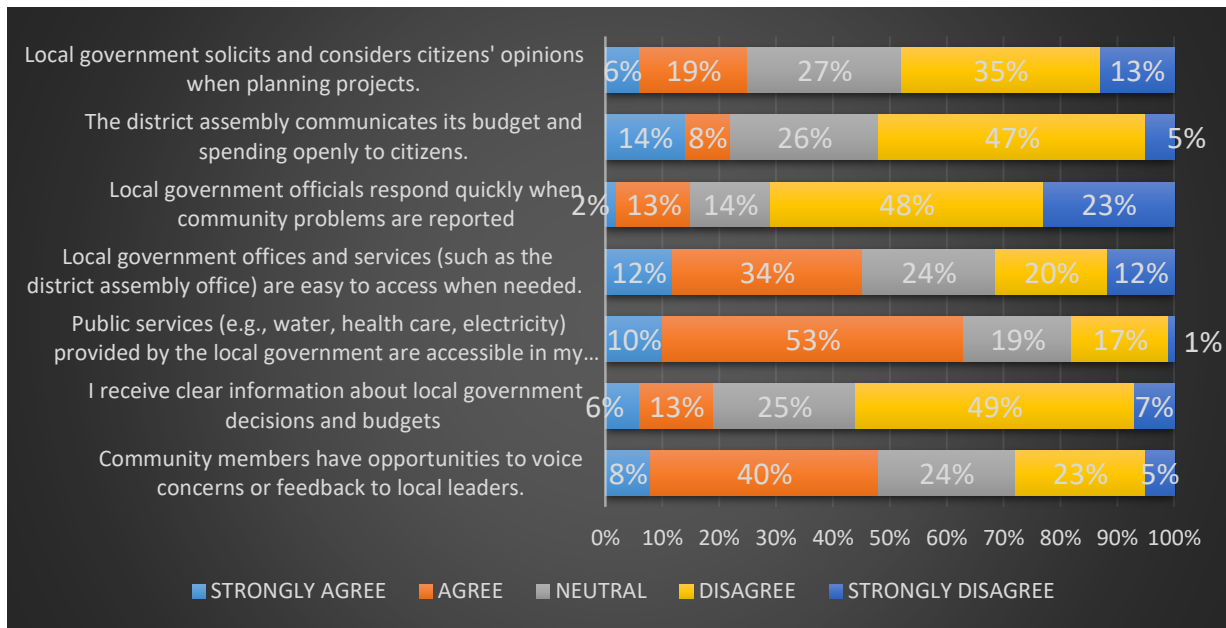


Figure 6: Key areas of citizen perception regarding local governance

Section C: Education (School Infrastructure, Teacher Attendance, Student Performance, and School Governance)

Findings: Most households had children enrolled in school (91%), and nearly all of these children attended public schools (90%). Views on teacher availability were divided, with just over half (51%), reporting that there were no enough teachers, though a majority (62%) believed that teachers attend to their duties regularly. Parental and community involvement in school governance appeared strong: 85% felt parents are involved in school decisions, and 89% reported attending a PTA or school meeting in the past year. Most households (68%) also indicated that their school-age children attend school regularly. Perceptions of government efforts in improving education were mixed, with respondents almost evenly split. Regarding school infrastructure and service conditions, many respondents expressed concerns, most disagreed that teachers are available throughout the week, many were neutral about the adequacy of desks and basic utilities, and a majority disagreed that school buildings and classroom spaces are in good condition.

Figure 7 shows that **91%** of participants indicated that they or someone in their household **has** children currently enrolled in school. At the same time, **9%** indicated that they or someone in **their household does not** have children currently enrolled in school.

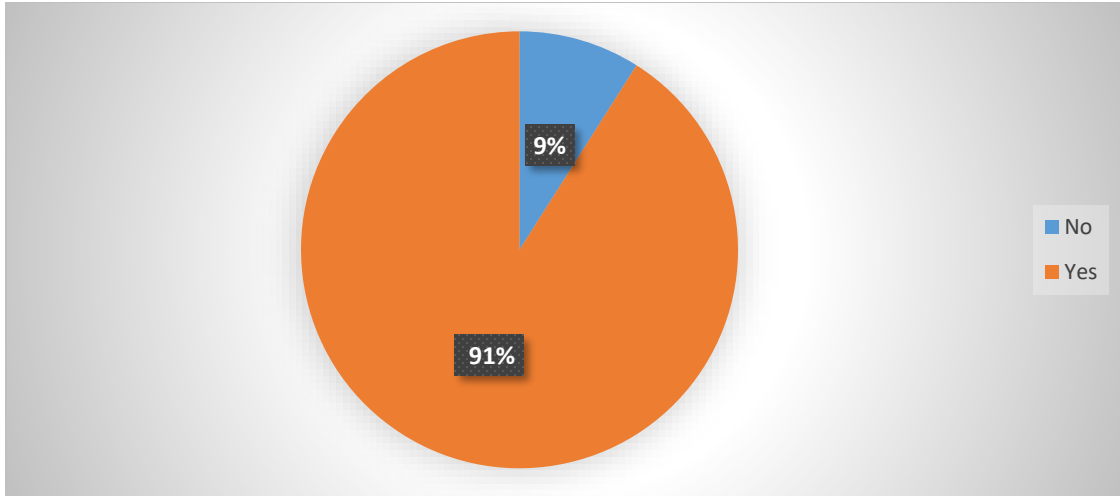


Figure 7: Do you or anyone in your household have children currently enrolled in school?

The figure below shows that 90% of participants with children enrolled in school indicated that their children attend public schools. At the same time, 10% of the participants indicated that the children are enrolled in a private school.

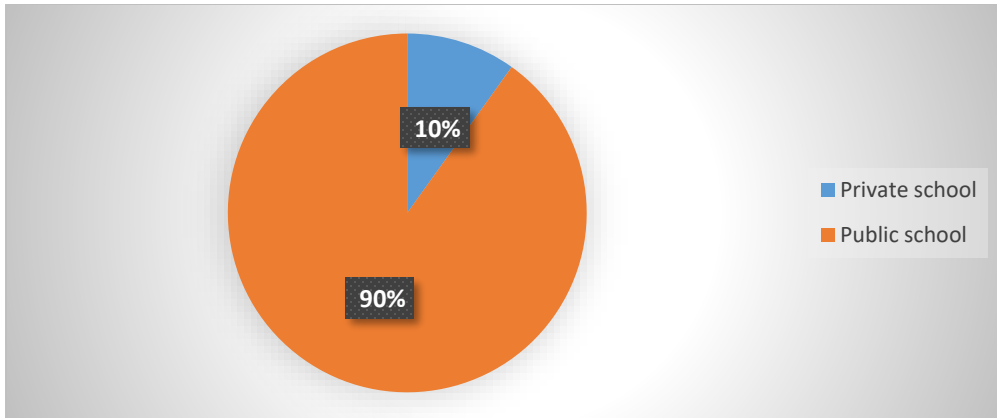


Figure 8: Type of school enrolled in

Figure 9 shows that **51%** of participants indicated that there are **not** enough teachers at their community school to meet the students' needs.

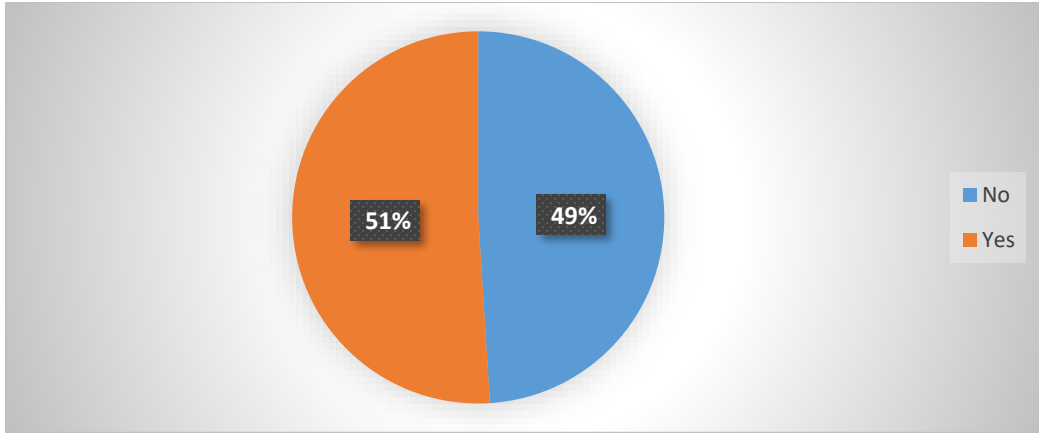


Figure 9: Are there enough teachers at your community school to meet the students' needs

Figure 10 shows that 62% of participants indicated that the teachers do attend to their duties regularly. At the same time, 38% indicated that teachers do not regularly fulfill their duties.

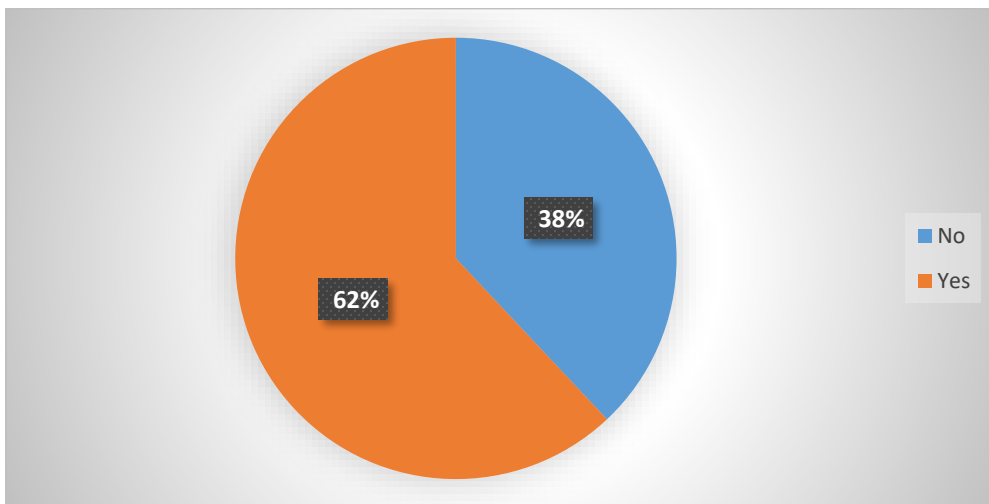


Figure 10 Do all the teachers attend to their duties regularly?

The figure shows that **85%** of participants indicated that parents and community members **are** involved in school decisions, emphasizing strong community engagement that can inspire continued support and collaboration.

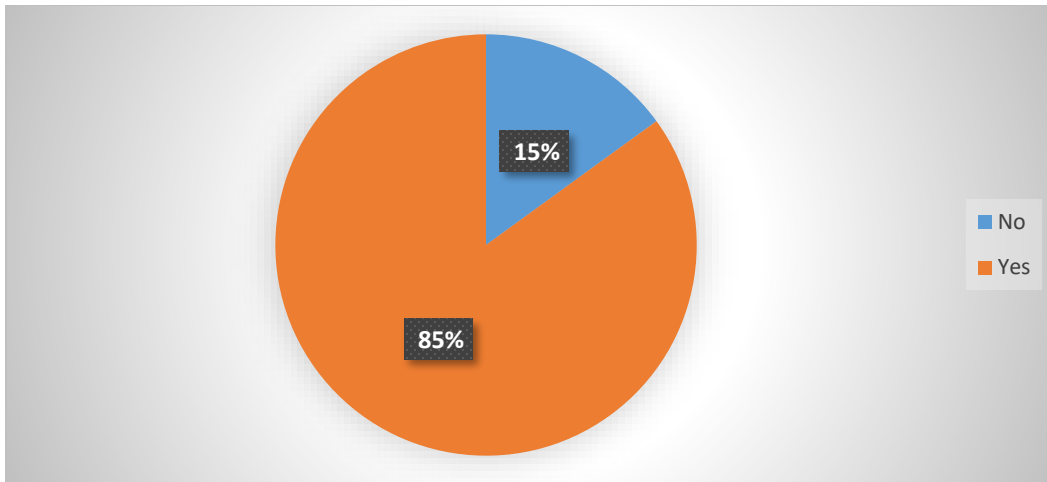


Figure 11: Parents and community members are involved in school decisions (for example, through Parent-Teacher Associations or meetings)

Figure 12 shows that **89%** of participants indicated that they or a family member had attended a PTA or community school meeting in the past year. At the same time, **11%** indicated that they or a family member had not attended such a meeting.

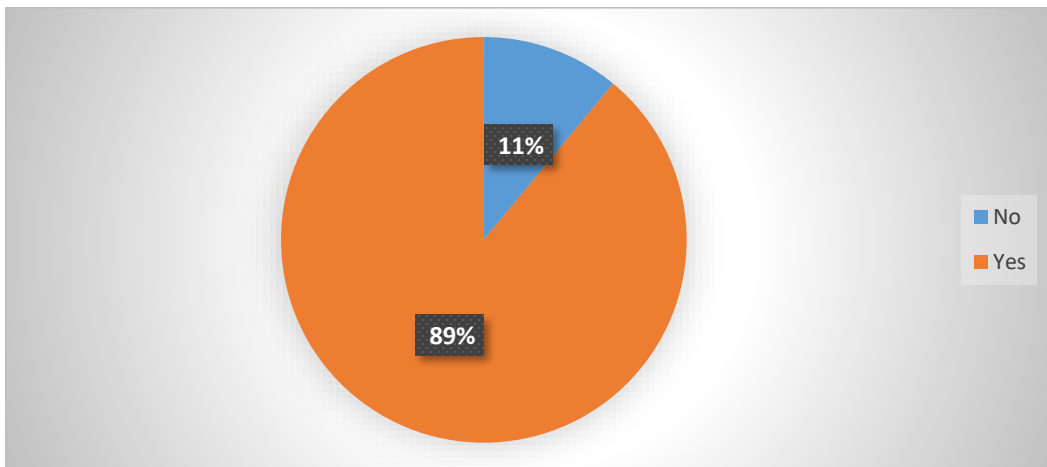


Figure 12: Have you or any family member attended a parent-teacher association (PTA) or community school meeting in the past year?

The figure shows that **68%** of participants indicated that all school-age children in their household attend school regularly. At the same time, **32%** indicated that all school-age children in their household **do not** attend school regularly.

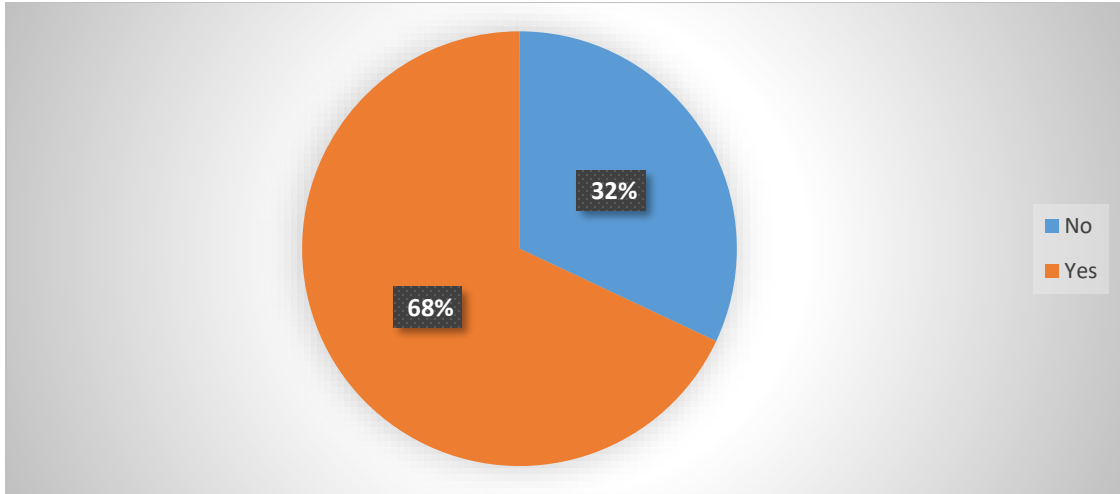


Figure 13: Do all school-age children in your household attend school regularly?

The figure shows that 49% of participants think the government is doing enough to improve education, highlighting areas where building trust and responsiveness can foster greater confidence among citizens.

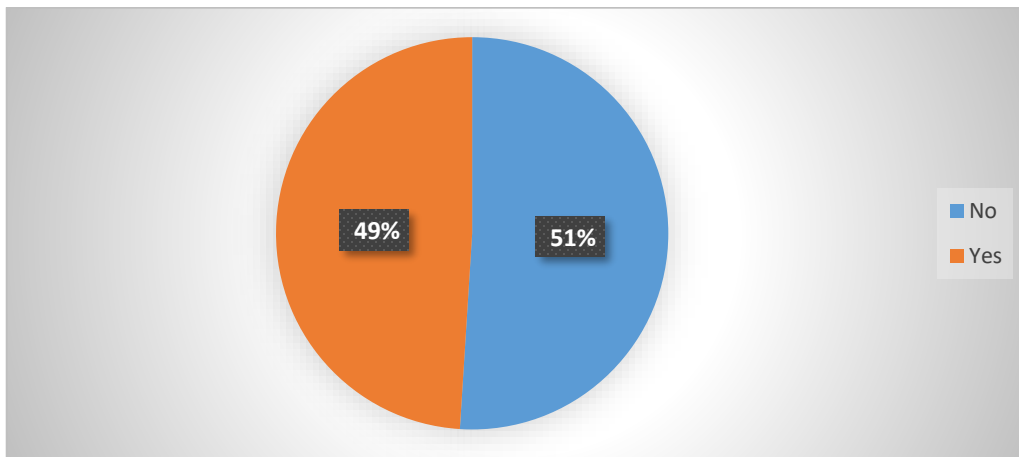


Figure 14: Do you think the government is doing enough to improve education in your area?

Figure 15 shows citizens' perception regarding education and infrastructure; For the statement that Parents are regularly informed about their children's progress in school, the majority (30%) agreed. Regarding the availability of teachers from Monday to Friday, the majority, 29%, disagreed that teachers are available. Concerning the sufficiency of desks and chairs for all students in community schools, the overwhelming majority (49%) indicated they are Neutral. Regarding the availability of basic utilities (electricity, safe drinking water, working toilets) in schools, the majority, (35%), were Neutral, while 35% Disagreed. For the statement that School buildings in our community are in good condition (not damaged or unsafe), the majority (41%) disagreed. Finally, regarding the statement that "There are enough classrooms/school buildings in my community for all children," the majority (33%) Disagreed.

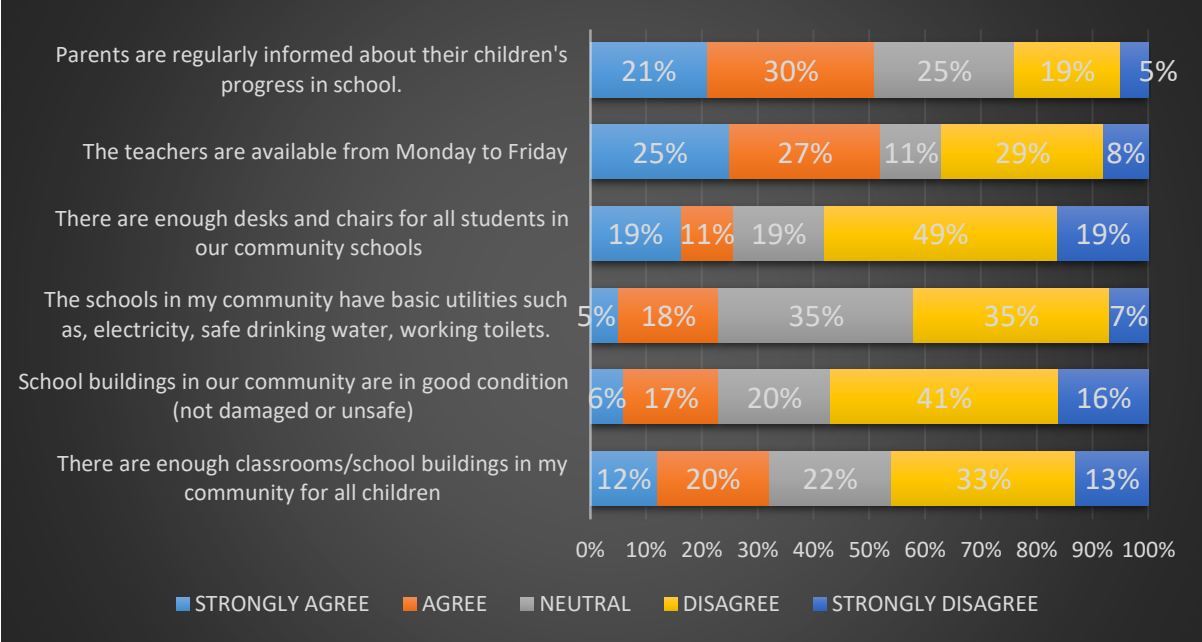


Figure 15: Key areas of citizen perception regarding education

4.0 Discussion

This section discusses the household survey findings and interprets them in relation to earlier monitoring results and interventions implemented under the I Am Aware (IAA) Project in Gushegu Municipal. The discussion focuses on how citizens perceive governance and education service delivery, the extent to which accountability mechanisms are functioning, and whether project efforts appear to be influencing citizen experiences.

4.1 Education Service Delivery

Findings from the household citizen satisfaction survey indicate that education service delivery remains a major concern for citizens in the Gushegu Municipality. However, the findings also revealed some positive outcomes, particularly in community participation and teacher accountability. The results reflect both improvements and persistent challenges. The improvements can be linked to interventions under the IAA project.

While a majority (91%) of households have children currently enrolled in school, with nearly all of those children (90%) attending public schools, only 68% indicated regular attendance. Although, the central role of strengthening public education service or systems to meet community needs, the 68% regular attendance rate highlights retention challenges.

Teacher availability emerged as a key concern; More than half (51%) of respondents reported that schools in their communities do not have enough teachers to meet students' needs. This finding aligns with the basic school monitoring exercise conducted by the SAGs, which revealed significant gaps in teacher adequacy in some schools in the municipality. The SAGs also observed

widespread teacher absenteeism in several schools. Some schools recorded cumulative absent days as high as 133 absent days. While this was a huge challenge, this survey finds out that the majority (62%) of teachers now regularly attend to their duties. This finding indicates a significant improvement in teacher attendance, directly addressing the widespread of teacher absenteeism in the municipality.

Community and parental involvement in school governance was seen as a significant area of progress. A large majority (85%) of respondents reported that parents and community members are now involved in school decision-making, and another 89% have attended PTA in 2025. This improvement also be linked to IAA project-supported interventions, such as community radio sensitizations, public hearings, and dissemination of findings, which have significantly strengthened school governance structures (PTAs and SMCs).

School infrastructure remains a significant challenge; A significant proportion (57%) of respondents disagreed and strongly disagreed that school buildings are in good condition, while (46%) respondent also disagreed and strongly disagreed that there are enough classrooms to accommodate all children. Many respondents (68%) disagreed and strongly disagreed with the adequacy of desks, chairs, and basic utilities such as electricity, water, and sanitation. These perceptions are consistent with observations from the SAGs basic school monitoring exercise, which documented dilapidated classrooms, lack of furniture, inadequate learning materials, and poor sanitation facilities in several schools⁴.

Overall, the findings show progress in school governance and community engagement in Gushegu Municipality. However, gaps in teacher availability, school infrastructure, furniture and pupil retention remain significant challenges yet to be addressed.

Governance and Effective Service Delivery

The survey findings indicate a mixed of positive and negative perceptions of governance and service delivery in the Gushegu Municipality, despite relatively high levels of citizen engagement with local government activities. A majority (60%) of respondents indicated that they do not trust the District Assembly makes decisions in the public interest, reflecting low trust in local governance outcomes.

However, a significant majority (66%) reported satisfaction with public participation the in planning processes (MTDP preparation and decision-making), and another 63% indicated that someone in their household had attended a public meeting or town hall meeting in 2025. These positive findings can be tied to the multiple interventions under the IAA project; 1. supporting the Gushegu Municipal Assembly in the preparation of Community Action Plans in some communities in the municipality, 2. Efforts by the district assembly to decentralize the planning

3. ⁴ [Teacher Absenteeism and Weak Governance Key Challenges Undermining Learning Outcomes in The Gushegu Municipality, Northern Ghana \(2025\)](#)

process by extending planning activities to the community level, 3. Support for a Zonal Council-level validation and public hearing on the draft MTDP (2026–2029)⁵.

Accountability and responsiveness emerged as major gaps; A significant majority (71%) of respondents strongly disagreed and disagreed that Assembly officials respond promptly when community problems are reported. In comparison, more than half 52% disagreed that the Assembly communicates its budget and spending openly to citizens. These findings are reinforced by a PRCC status assessment, which found out that the Public Relations and Complaints Committee (PRCC) was dysfunctional and lacks the capacity to effectively address citizens grievances or process petitions and complaints ⁶.

Overall, the findings regarding citizens’ satisfaction with governance and service delivery indicate that, while IAA Project activities have significantly contributed to improved citizens’ participation in local governance decision making, significant gaps such as public trust in the local assembly; duty bearers responsiveness and grievances redress, as well as governance transparency remain a huge concern for quality public service delivery.

5.0 CONCLUSION AND RECOMMENDATIONS:

5.1 CONCLUSION:

The 2025 Household Citizen Satisfaction Survey reveals a landscape of both notable progress and deeply rooted systemic challenges in the Gushegu Municipality. On a positive note, interventions under the "I Am Aware" (IAA) project have successfully fostered high levels of community engagement, with 66% of citizens satisfied with their participation in planning processes and 85% involved in school decision-making. Teacher attendance is also perceived favorably by 62% of the population, suggesting that advocacy and monitoring efforts are beginning to instill greater professional accountability. These milestones indicate that the foundations for active citizenship and improved school governance have been strengthened through targeted project activities and decentralized planning efforts.

However, these gains are tempered by persistent gaps in resource allocation and institutional responsiveness that undermine overall public trust. A significant 60% of respondents do not believe the District Assembly makes decisions in the public interest, a sentiment fueled by a lack of budget transparency and the perceived failure of officials to respond promptly to community grievances. In the education sector, while governance has improved, the physical and human resource requirements remain unmet; 51% of households report inadequate teacher availability, and a majority express dissatisfaction with the dilapidated state of school buildings and the lack of basic furniture. Ultimately, while the IAA project has empowered citizens to participate, the findings underscore an urgent need for duty-bearers to translate this engagement into tangible improvements in infrastructure, accountability, and essential service delivery.

⁵ <https://www.facebook.com/share/p/1FKUb9uKhN/?mibextid=wwXlfr>

1.⁶ [Results of PRCC Status Assessment- Karaga & Gushegu](#)

5.2 RECOMMENDATIONS:

Based on the key findings and identified gaps, the following recommendations are proposed:

EDUCATION SERVICE DELIVERY

1. The District Education Directorate should work with relevant authorities to address teacher shortages in schools, particularly in underserved communities.
2. Regular school monitoring and continued engagement of PTAs, SMCs, and community members should be sustained to maintain improvements in teacher accountability and school governance.
3. Promote pupil retention and regular attendance through community-level advocacy and collaboration with school authorities to address barriers to consistent school attendance.
4. The municipal assembly, education director, GES, and other authorities should improve school infrastructure and learning conditions through targeted investments in classrooms, furniture, sanitation facilities, and teaching and learning materials, particularly in schools identified through monitoring as most deprived.

GOVERNANCE AND SERVICE DELIVERY

1. The municipal assembly should provide the needed support to the PRCC to ensure it effectively receives, processes, and responds to citizen grievances and petitions, with clear procedures and response timelines.
2. The municipal assembly should enhance transparency in budget communication by simplifying and regularly disseminating information on municipal budgets and expenditures to citizens through radio or community forums.
3. The municipal assembly should sustain inclusive planning and dialogue platforms to build trust and ensure that citizen participation translates into tangible governance and service delivery outcomes

PROJECT LEVEL

1. Simba Ghana should use findings from this survey to inform 2026 planning, targeted advocacy, and follow-up actions aimed at improving governance and education service delivery under the IAA project.

REFERENCES:

1. [Results of PRCC Status Assessment- Karaga & Gushegu](#)
2. [Teacher Absenteeism and Weak Governance Key Challenges Undermining Learning Outcomes in The Gushegu Municipality, Northern Ghana \(2025\)](#)
3. <https://cddgh.org/wp-content/uploads/2023/03/RP.-25-A-Survey-on-Citizen-Participation-in-Local-Governance.pdf>
4. Facebook Post: <https://www.facebook.com/share/p/1FKUb9uKhN/?mibextid=wwXlfr>
5. Facebook Post: <https://www.facebook.com/share/p/1Su2gBWQXd/?mibextid=wwXlfr>

5.0 GLOSSARY OF TERMS AND ACRONYMS

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.

MEOC – Municipal 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.

MPCU – Municipal 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.