

Development of Education in Ghana: The China Impact

Dominic Winston Kaku^{1*}

¹Renmin University of China, 59 Zhongguancun St, Haidian District, Beijing, China, 100872

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*Corresponding author: Dominic Winston Kaku

Renmin University of China, 59 Zhongguancun St, Haidian District, Beijing, China, 100872

Abstract

Original Research Article

Ghana's efforts towards educational development over the years have received supports from her cooperative nations. China is noted as one country that has in recent times helped significantly in the global development of the Africa region through its Belt and Road Initiative (BRI), Forum on China-Africa Cooperation (FOCAC), and through other international relations. China has increased its support to other nation's development of education that includes Ghana. In the light of this, the study examined the China's impact in Ghana's efforts towards development. The research employed a descriptive survey design. Specifically, it adopted qualitative approach for conducting the research. The study's data was mostly gathered from secondary sources, and it covered the years 1992 to 2022. Content qualitative analysis was used to examine the data to provide answers the research questions. The study found that China has positively impacted educational development in Ghana in the forms of educational infrastructural support, vocational and technical educational support, strengthening of the human resource of education in Ghana, promotion of girl-child education, promotion of ICT education, and several others. It is recommended that Ghana must esteem and protect its bilateral relationship with China owing to the value that comes out of their relationship.

Keywords: Education, Development, Ghana, China, Impact, Aid, Infrastructure.

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INTRODUCTION

Education is a fundamental human right, a catalyst for growth, and one of the most effective means of eradicating poverty and advancing gender equality, health, peace, and stability. It provides significant, regular rewards in terms of income and is crucial for ensuring opportunity equality. In view of that, Todaro and Smith (2011) opined that education can be seen as both an objective and component of development, as well as "fundamental to the broader notion of expanded human capabilities that lie at the heart of the meaning of development." It is therefore a step in the right direction that both international bodies and individual countries who attach importance to worldwide and national level development esteem so high the development of education.

Amundsen & Wilson (2012) defines educational development as actions "aimed at enhancing teaching." Also, the United Nation (UN) in ensuring that a sustainable development is attained in the field of education said that "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development

and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development." To achieve educational development, the international community has never given up on ensuring the sector of education is developed. Therefore, it is not surprising that the provision of quality education is the number four goal of the United Nations (UN) Sustainable Developmental Goals (SDGs) for the UN 2030 Agenda for Sustainable Development. The world made an earnest promise by adopting of this Sustainable Developmental Goal (SDG) to provide quality education for students by 2030. Sustainable Development Goal 4 (SDG 4) is the education goal. It aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

Ghana as a nation and a member country of the United Nations has made development efforts in the sector of education over the past decades. Ghana's educational heritage stretches back to 1592. The objectives of education have changed over time, ranging from the dissemination of the Gospel to the development of an elite class to rule the colony.

Following Ghana's 1957 declaration of independence, the British-inspired education system underwent a number of adjustments. Particularly in the 1980s, changes were made to the educational system to make it more in line with the demands of the country in terms of labor force. Education's primary objective was to make civilization and evangelization go hand in hand, as was the case in many early colonial societies. This claim explains precisely how education was carried out in Ghana. The first people to establish schools in their forts to teach their mulatto children by native women were the Danish, Dutch, and English merchants (Christiansburg Castle in Accra was built by the Danish, Elmina Castle by the Portuguese, and Cape Coast Castle by the British). The Christian missionaries, who understood they required educated local help to spread the message of God, are inextricably related to the introduction of formal education in Ghana.

During the colonial era, the colony of the Gold Coast was completely under the control of the British Government in 1874. The education sector has already achieved a lot of progress. Now, there were several mission schools dispersed across Ghana's interior. There were 139 schools by 1881. The used educational systems, however, were rather diverse. In order to direct the growth of education, the government created its first plans in 1882. From 1887 until 1890, a School Inspector was in place. The Director of Education's office was subsequently established. Sir Hugh Clifford established the following goals for education advancement in 1918:

- Primary education for all African children, male and female
- A teacher training college in every province
- Teachers receiving more pay
- A Royal College

The current educational system, which begins at age 6, includes six years of primary education, three years in Junior High School, three years in Senior High School, and four years in university or three years in other academic studies (tertiary). The basic education and Senior High School education are free with the basic required for the first nine years. The typical academic year runs for 45 weeks in junior high school and 40 weeks in elementary and senior high schools, from August to May inclusively. The language of instruction is mostly English (NUFFIC, 2013).

As a member country of the United Nations, China offers support to other countries globally, especially giving aid to developing countries, including Ghana. On July 5, 1960, China and Ghana made formal diplomatic relations, and while China's efforts in Ghana have recently grown in importance, the China has remained in the upbringing in Ghana's development and geopolitics. The first post-colonial government in Sub-Saharan Africa (SSA) was overthrown in Ghana in

1966, according to records, in a coup several believe was orchestrated and authorized by Washington. Kwame Nkrumah, the deposed president, received word of his overthrow shortly after his plane landed in Peking. Following Nkrumah's assassination, China dispatched an estimated 200 Chinese aid workers to Ghana (Quarterly Chronicle and Documentation, 1966).

In the battle to decolonize Africa, the Nkrumah administration and the Communist Party were effective partners. Whereas Nkrumah campaigned in the United Nations, Peking erected a working out camp in Ghana to train and supply independence fighters for liberation scruffles somewhere else in Africa. The Communist Party's second-in-command, the astute Zhou Enlai, announced in Ghana's capital in 1964 that Africa was prepared for revolutionary rebellion, signalling the start of a key Chinese advance into Africa.

In 1989, just after the Tiananmen Square incident, Ghana became the foremost republic to lead a high-level official to China, underneath the military government of Jerry Rawlings, at a period when China was confronted with international criticism and isolation. In the early 1980s, Jerry Rawlings came up to Deng Xiaoping for help and advice as his communist government sought to avoid negotiating with the United States. Deng's response was straightforward: Rawlings' country could only be saved by changes. Despite the fact that the outcomes often fell short of expectations, Jerry Rawlings returned to carry out what has been called "one of Africa's most far-reaching systemic transformation reforms."

It has been proposed that the PRC built Ghana's National Theatre as a reward for Jerry Rawlings' diplomatic help during the Tiananmen Square protests. However, there is no proof that this is the situation. Since Mao, commercial motives have followed China's assistance to Ghana. Ghana has received three types of assistance from China, as have other African countries.

The Forum on China-Africa Cooperation (FOCAC), which has been highlighting China's presence in Africa since 2006, is another significant event aimed at cementing and deepening Sino-Ghana relations. With the foregoing, it is clear that China, as it has in other parts of the world, has firmly developed its presence in Ghana through increased trade, investments, and aid. Chinese relations with Africa dates back into antiquity and have grown exponentially over the past decade. Since 1949, China and Africa have had official economic and diplomatic relations.

In spite of the progress Ghana has made in developing education, there are still challenges confronting the educational sector of the country. In 2018, about 260 million children were still out of school. Worldwide, more than half of children and

adolescents do not meet the minimum standards in reading and mathematics proficiency (Todaro and Smith, 2011). According to the World Bank collection of development indicators in 2020, children out of school, primary in Ghana was reported at 265188 in 2020. This basically tells that even though some efforts towards educational development have been made, there are still a huge number of children of school going age that are still out of school.

According to World Development Report (2018), developing countries have made tremendous progress in getting children into the classroom and more children worldwide are now in school. But learning is not guaranteed. This is a canker against educational development because the availability of quality teaching and learning is part of a developed educational system.

The provision of public infrastructure and services is one of the main responsibilities of governments across the world, according to Shendy *et al.*, (2013). As a result, education which is a basic need demands the provision of infrastructure to be successful. According to UNCTAD (2013), developing nations struggle with a lack of infrastructure that slows economic progress, denies access to essential services to the most vulnerable populations worldwide, and thwarts efforts to broadly reduce poverty. In the efforts of the past and current governments of Ghana to develop education, some infrastructures are put up to aid the development of education. One of the major problems facing Ghana is the significant infrastructure deficit which stood at approximately US\$0.4 billion annually in March 2011 (Ameyaw and Chan 2015).

However, the public budgets are overstretched with little room for additional spending on infrastructure (UNCTAD 2013). Notwithstanding, educational infrastructures are still in huge demand. Both past and present governments therefore resort to seeking of support from countries that Ghana share bilateral relations with. This is because, a good infrastructure promotes learning; and financing educational infrastructure is paramount to quality education in the country (Ministry of Education, 2011).

Ghana has established ties with China since 1960, the bilateral relations between the two countries have been solid. Ghana has received external supports from China. With China coming into the limelight of the world's strong economies, China has increased its support to other nation's development that includes Ghana. In the space of educational development efforts in Ghana, the support from China cannot be write off. Strikingly, there appears not to be enough academic research that have thrown more light on the efforts of China in the development of education in Ghana. This study examines the level of assistance that China in various ways have offered Ghana in the efforts to develop the educational sector.

The study's foremost purpose was to examine China's impact on Ghana's educational development. Specifically, the study arrived at the following specific purposes:

1. To identify the specific assistances have been offered to Ghana by China that has contributed to Ghana's educational development.
2. To examine the extent to which Chinese assistances have impacted educational development in Ghana.

The following questions guided the study to help in achieving the research objectives:

1. What specific assistances have been offered to Ghana by China that has contributed to Ghana's educational development?
2. To what extent has the Chinese assistances impacted educational development in Ghana?

MATERIALS AND METHODS

According to Emory, Cooper, and Schindler (2002), a research design is the path researchers follow in their study. The thesis employed a descriptive survey design. Descriptive survey design aids in dealing with concerns about what happens in terms of factors or current circumstances in a situation (Ary, Jacobs and Razavieh, 990). Hence, the design aided in understanding the impact China has made in Ghana's efforts towards educational development. Quantitative and qualitative techniques are the two primary types of research methods (Yates, 2004). The qualitative approach is characterized as an investigation into a social or human problem that is focused on constructing a dynamic, holistic image with words, documenting detailed views of informants, and taking place in a natural environment (Creswell, 2009). As a result, it is employed when a deeper understanding of a given situation is desired. The study adopted the qualitative approach to conduct the research.

The analysis was carried out using data from the Department of African Affairs of the Ministry of Foreign Affairs of People's Republic of China, the Chinese Embassy in Ghana, the Ministry of Foreign Affairs and Regional Integration of Ghana, the Ghana Embassy in China and critical analysis of existing literature. The study's data were obtained from secondary sources. The sample period for the study spans from the beginning of the fourth republic of Ghana, that is, the year 1992, up till date. The period for the study was chosen because the current governance system of Ghana, which began in 1992, is the most recent governance practice of the Republic of Ghana, and that was the beginning of Ghana's fourth republic after the nation had transited through other governance systems. Although Ghana's bilateral relationship with China dates as far back as 1960, focusing on the period from the fourth republic to now gives a clear picture of the recent supports that China has offered Ghana in the fight against poverty.

The data was analysed using content qualitative analysis to answer the research questions. Content analysis of the qualitative research approach is a research tool for validating main inferences from verbal, visual, or written data in order to explain and measure particular phenomena (Downe-Wambolt, 1992). The analysis involved; preparation and organization of data by combing through the data, analysing the results and drawing conclusions. The literally analysis was also used to analyse relevant literatures to achieve the objectives of the study.

RESULTS AND DISCUSSION

China's Assurances to Ghana in Educational Development

China is counted among the countries that have offered a lot of resources to assist in the development of Ghana in which the efforts to educational development are not ruled out. Ghana and China have had a long-lasting bilateral relation which dates as far back as the 1960. This long-standing bilateral relationship has been accompanied with mutual benefits which has in recent years heightened. From the camp of China, Ghana has received numerous assurances from China in the form of aids. Chinese assistance is usually provided in grant aid, interest-free loans, and concessional loans. The Paris Declaration on Aid Effectiveness encourages aid to be development-oriented rather than sectoral or program-based.

Human Resource Training and Capacity Building Assistance to Ghana

It is on record that Ghana tops the number of African students studying in China. Chinese educational institutions offer admissions to students from countries of the world every academic year. On 27th of June 2019, the Chinese ambassador to Ghana, Wang Shiting alluded to the fact that there are 6,500 Ghanaian students in China pursuing their studies, which makes them the largest group of Africans schooling in China. This ranks first among all African countries for four consecutive years (Xinhua, 2019).

Apart from the fact that Ghana tops the number of students studying in China among Africa countries, a lot of these students are studying on the ticket of scholarships, either fully funded or partially funded, offered by Chinese government's agencies and institutions. On August 29, 2017, the Registrar of the Ghana Scholarship Secretariat, Mr. Kingsley

Agyemang expressed thanks to the Chinese government for supporting the development of education in Ghana for many years and expressed his appreciation for the reception held by the Chinese Embassy for Ghanaian students who earned the 2017 Chinese Government Scholarship. China is also one of the main countries offering human resource training and capacity building support to Ghana, according to China's ambassador to Ghana, Wang Shiting, with 1,000 scholarships for mutually short-term and long-term training (Xinhua, 2019). Ambassador Wang said at a ceremony that there are 1076 Ghanaian students who have won the Chinese Government Scholarship. He again said that nearly 1,000 Ghanaian professionals were trained in China the previous year, 2017 (China Embassy – Ghana, 2018). The Chinese Ambassador in Ghana also offer some scholarships to students in Ghana to study Chinese language at Confucius Institutes in Ghana.

China has made footprints in the development of talents in Information Communication Technology (ICT) in Ghana. China through its institutions, agencies and Chinese-owned business have made severak efforts to assist in developing talents in Information Communication Technology (ICT) in order for Ghanaians who are up and coming to get themselves abreast with the current technological drive of the society. On that note, Huawei Global ICT Competition was held in Ghana to help develop talents. Ten Ghanaian students won awards in this competition, three of whom went on to represent Ghana at the Huawei Global ICT Competition in South Africa (China Embassy – Ghana, 2019). An awarding ceremony was held on 13th February 2019 in honour of the best talents.

Still on the development of ICT talents, China-Ghana Friendship ICT Center was built at Adeiso Junior High School in the Eastern Region, which was aided by the Chinese side. On 19th January 2017, a handing-over ceremony was held (China Embassy – Ghana, 2017). It is worth noting that the Adeiso Junior High School, built in the era of Dr. Kwame Nkrumah, has never received any rehabilitation in the following years. In 2016, the Embassy, together with Ghana-China Friendship Association (GHACHIFA), built an ICT center for this school, rehabilitated all classrooms, and equip the school with new desks and chairs. A simple canteen was also built for the good of teachers and students. Below are pictures of the event.



Photos 1: Handing-Over of China-Ghana Friendship ICT Center to Adeiso Junior High School
 Source: The Website of the Embassy of China at Ghana

Also, on 13th January 2016, Chinese Ambassador to Ghana, H.E. Mdm. Sun Baohong handed-over a China-aided ICT Lab to Garu-Tempene Senior High School of Upper East Region. H.E Sun said in her speech that the Project of China-Ghana Friendship ICT Lab is a brand project carried out under the Forum on China-Africa Cooperation's "China-Africa People-to-People Friendly Action" (FOCAC) (China Embassy – Ghana, 2016).

Lastly but not the least on the development of ICT talents is a Chinese-aided China-Ghana Friendship ICT Laboratory built for Philip Akpo Memorial School and handed-over by the Chinese Ambassador Ms. Sun Baohong on 24th June 2014 at the City of Ho, Volta Region. The ICT Lab in Philip Akpo Memorial School aided by the Chinese side is the first project in the execution of the "China-Africa People-to-people Friendly Action" in Ghana (China Embassy – Ghana, 2014).

Another way by which China is contributing to Human Resource Training and Capacity Building of Ghana is the provision of financial support to girls' education and fighting against school drop-outs among girls. On May 28th, 2015, H.E. Ms. Sun Baohong went to the capital of the Eastern Region, Koforidua to make donations on behalf of the Chinese Embassy in Ghana

to some school girls in the Eastern Region. Ambassador Sun granted 10 drop-out girls scholarship to support them to return to school, donated schoolbags filled with study and life materials to 100 school girls, and 2 computers to the education departments in the Upper Manya Krobo District and Birim North District (China Embassy – Ghana, 2015).

Provision of Infrastructural Assistance to Meet Societal Needs

China has been a major development partner for Ghana since 2001, focusing its aid primarily on infrastructure development.

In 2013, Professor Naana Jane Opoku-Agyemang, Minister of Education, ordered two six-unit classroom blocks value 1.7 million dollars from China for the Ekumfi District's Otum and Arkra. In May 2012, the two decrepit blocks were demolished to make space for the new ones, which included a library, a 12-person office, a head teacher's office, washrooms, a leisure activity, and a fence wall (China.aiddata.org). The schools were built at Assin Nkran, Weijia and Mpochor, all in the Central Region, Greater Accra Region and Western Region correspondingly (China.aiddata.org). Below are pictures of the sod-cutting ceremony at Assin Nkran and the completed school building project at Mpochor.



Photos 2: 3 Built China-Ghana Friendship Basic Schools
 Source: Graphiconline.com

China-Awutu Model High School is one educational infrastructure project which is aided by the Chinese government (China Embassy – Ghana, 2016). The handing-over ceremony for phase II of the China-

Awutu Model High School extension project was done on September 14, 2016. Below are pictures of the project and the handing-over ceremony.



Photos 3: Handing-Over of Phase 2 of the China-Awutu Model High School
Source: The Embassy of China at Ghana

Another educational infrastructure project is the construction of the School of Biomedical Science, University of Health and Allied Sciences building project. On 18th September 2015, the Ceremony of

Signing of Handing-over and Acceptance Certificate of the Project of School of Biomedical Science, University of Health and Allied Sciences assisted by China was held in the Ministry of Education of Ghana.



Photos 4: Handing Over of Certificates
Source: The Embassy of China at Ghana

China has supported Ghana in boosting vocational education in Ghana. A Chinese-built vocational institutions upgrade project in Ghana has been completed, injecting a new impetus to the development of vocational education in Ghana. The project includes the building of a new examination center for Ghana's Ministry of Education, as well as training centers for 15 vocational institutions (Xinhua, 2022). AVIC International Holding Corporation, the

Chinese contractor who commenced the project in November 2019 has also provided 69 sets of modern training equipment for 23 vocational institutions that will be used to train local teachers and students in relevant majors, ranging from machinery processing, electrical works, welding, auto repair, to civil engineering (Xinhua, 2022). This project had a funding support in the form of a concessional loan from China (Xinhua, 2022).



Photos 5: Vocational Training Equipment
Source: Xinhua 2022-04-13 01:04:16 Editor: huaxia

As part of the project, China's Rizhao Polytechnic, together with the Kumasi Technical University (KsTU) have collaborated to set up a campus in Kumasi, the second-largest city in Ghana, to help cultivate more vocational talents in the West African country. China's Rizhao Polytechnic, together with the Kumasi Technical University (KsTU) where the new campus will be located, have affirmed that the cooperation will further help boost the vocational education between China and Ghana (Xinhua, 2022).

Ghana's Nuclear Reactor was converted from a Highly Enriched Uranium (HEU) reactor to a Low Enriched Uranium (LEU) reactor in 2017 by the China Institute of Atomic Energy (CIAE) (Xinhua, 2017) [1]. The International Atomic Energy Agency (IAEA) funded the change of Ghana's HEU facility, which was fixed in 1994, in rejoinder to the United States' Global Threat Reduction Initiative (GTRI). Since the original HEU reactor was built in China, the IAEA chose China to put in place more than \$20 million renovation project. The procedure entailed replacing the reactor's original core, which had a uranium enrichment of 90.2 percent, with one that had a uranium enrichment of less than 20%. On the technical anterior, as well as financial help for the entire project, we've been working closely with China. According to Francis Oforu, Director of Ghana's Nuclear Research Institute, the nuclear reactor has been very beneficial to the country because it has been used by a large number of students for their Masters and PhD research work over the past two decades. Below are pictures of the opening ceremony.



Photos 6: Opening Ceremony of the conversion of Ghana's Nuclear Reactor from a Highly Enriched Uranium (HEU) reactor to a Low Enriched Uranium (LEU)

Source: Xinhuanet

China's Impact on Educational Development in Ghana

Inferring from the numerous assistances that China has offered Ghana in the quest to develop education in Ghana, it could be clearly seen that China has contributed much to the development of education in Ghana. The assistances have been in the form of aids, soft and hard infrastructure.

For Ghana to have ranked first among all African countries for four consecutive years as the country with number of students studying in China tells how extensive China has contributed in offering tertiary education to Ghanaians. The majority of these Ghanaian students have studied under scholarships, either fully funded or partially funded. Thousands of scholarships are offered annually for mutually short-term and long-term trainings. It therefore suffices to say that China is also one of the main countries offering human resource training and capacity building support to Ghana. The greater number of these Ghanaian students who graduates from the Chinese universities return home to work in public service initiations in Ghana. Many of the PhD returnees end up becoming lecturers in both public and private tertiary institutions in Ghana to pass on the knowledge gained in China to Ghanaian tertiary education students. They help to beef up the staff strength and research strength of the tertiary institutions in Ghana.

As technology has become the order of today, stakeholders of education in Ghana have in their quest to develop education in Ghana began to pay attention to Information Communication Technology (ICT). China has offered assistances to the development of talents in Information Communication Technology (ICT) in Ghana. China through its institutions, agencies and Chinese-owned business have made severak efforts to assist in developing talents in Information

Communication Technology (ICT) in order for Ghanaians who are up and coming to get themselves abreast with the current technological drive of the society. Notable are; the Huawei Global ICT Competition that helps develop talents; the China-Ghana Friendship ICT Center built at Adeiso Junior High School in the Eastern Region and rehabilitation of all classrooms, and equipping the school with new desks and chairs, provision of a simple canteen for the good of teachers and students; a China-aided ICT Lab built at Garu-Tempene Senior High School of Upper East Region; a Chinese-aided China-Ghana Friendship ICT Laboratory built for Philip Akpo Memorial School at the City of Ho, Volta Region. These have extensively promoted Information Communication Technology (ICT) education in Ghana, a huge impact made by China.

Girl-child education promotion has over the years been part of the educational development plan of Ghana. China made provision of financial support to girls' education and fighting against school drop-outs among girls. On May 28th, 2015, H.E. Ms. Sun Baohong went to the capital of the Eastern Region, Koforidua to make donations on behalf of the Chinese Embassy in Ghana to some school girls in the Eastern Region. Ambassador Sun granted 10 drop-out girls a scholarship to support them to return to school, donated schoolbags filled with study and life materials to 100 school girls, and 2 computers to the education departments in the Upper Manya Krobo District and Birim North District.

Infrastructure cannot be taken out of educational developmental journey. China has positively impacted Ghana's educational development by offering a number of infrastructures to the different levels of education in Ghana. In 2013, Professor Naana Jane Opoku-Agyemang, Minister of Education, ordered two six-unit classroom blocks value 1.7 million dollars from China for the Ekumfi District's Otum and Arkra. The facility included a library, a 12-person office, a head teacher's office, washrooms, a leisure activity, and a fence wall. The schools were built at Assin Nkran, Weijia and Mpohor, all in the Central Region, Greater Accra Region and Western Region correspondingly. The China-Awutu Model High School is one educational infrastructure project which is aided by the Chinese government. Another educational infrastructure project is the construction of the School of Biomedical Science, University of Health and Allied Sciences building project.

One another area that stakeholders of education in Ghana have in recent times shifted developmental efforts to is technical and vocational education. In terms of vocational education, a Chinese funding support in the form of a concessional loan was used for Chinese-built vocational institutions upgrade project in Ghana, injecting a new impetus to the

development of vocational education in Ghana. The project includes the building of a new examination center for Ghana's Ministry of Education, as well as training centers for 15 vocational institutions (Xinhua, 2022). A provision of 69 sets of modern training equipment for 23 vocational institutions that will be used to train local teachers and students in relevant majors, ranging from machinery processing, electrical works, welding, auto repair, to civil engineering was made (Xinhua, 2022). As part of the project, China's Rizhao Polytechnic, together with the Kumasi Technical University (KsTU) have collaborated to set up a campus in Kumasi, the second-largest city in Ghana, to help cultivate more vocational talents in the West African country.

Ghana's Nuclear Reactor was converted from a Highly Enriched Uranium (HEU) reactor to a Low Enriched Uranium (LEU) reactor in 2017 by the China Institute of Atomic Energy (CIAE). The nuclear reactor has been very beneficial to the country because it has been used by a large number of students for their Masters and PhD research work over the past two decades.

CONCLUSION

The study was meant to find out China's impact on educational development in Ghana. The findings of the study indicated that China has made a lot of impact on educational development in Ghana in several ways. Specifically, it was revealed that infrastructural development in the forms of different classroom blocks at different locations in Ghana, the School of Biomedical Science building at the University of Health and Allied Sciences, and a new examination center for Ghana's Ministry of Education are some of the notable infrastructure impact China has made in the development of education in Ghana.

The study found that China has made a very good impact on the promotion of Information Communication Technology (ICT) education in Ghana. China through its institutions, agencies and Chinese-owned business have made several efforts to assist in developing talents in Information Communication Technology (ICT) in through the Huawei Global ICT Competition that helps develop talents and the China-Ghana Friendship ICT Centers built and equipped with relevant resources at different locations in Ghana such as Adeiso Junior High School in the Eastern Region, Garu-Tempene Senior High School of Upper East Region, Philip Akpo Memorial School at the City of Ho, Volta Region.

Also, it was revealed that vocational and technological educational impact have been made by China in developing education at Ghana. These were in the forms of a Chinese funding support in the form of a concessional loan used for a Chinese-built 15

vocational institutions, a provision of 69 sets of modern training equipment for 23 vocational institutions that are used to train local teachers and students in relevant majors, ranging from machinery processing, electrical works, welding, auto repair, to civil engineering, and besides, a China's Rizhao Polytechnic-Kumasi Technical University (KsTU) campus has been set up in Kumasi to help cultivate more vocational talents in Ghana.

Moreso, the study found that China has positively impacted Girl-child education promotion through the provision of financial support to girls' education, fighting against school drop-outs among girls, and the offering of teaching and learning resources to promote Girl-child education.

Finally, the study showed that China has to some extent impacted the development of human resource in education in Ghana. Ghana has ranked first among all African countries for four consecutive years as the country with number of students studying in China. China has contributed in offering tertiary education to Ghanaians. The majority of these Ghanaian students have studied under scholarships. Many of the PhD graduates return to Ghana to serve as lecturers in both public and private tertiary institutions in Ghana. Through this, they pass on the knowledge gained in China to Ghanaian tertiary education students. They help to beef up the staff strength and research strength of the tertiary institutions in Ghana.

It is recommended that Ghana must esteem and protect its bilateral relationship with China owing to the value that comes out of their relationship. The bilateral relationship between Ghana and China provides a lot of mutual benefits to the two parties. China has provided a lot of assistances to Ghana and that has contributed greatly to Ghana's efforts towards educational development. In view of that, Ghana needs to continue to uphold the relationship, so do China.

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