**INTRODUCTION**

One of the greatest challenges Ghana faces is rural poverty and education. Rural school face a number of challenges that are unique to their environment. These challenges stem from a number of sources, from within the school division structure, community perspective and from the school setting. After 63 years of independence, rural schooling has shown little improvement. Rural areas are characterized by various factors that negatively influence that delivery of quality education. Typically, rural areas are remote and relatively underdeveloped. As a result, many rural communities and their schools are poor and disadvantaged, lacking basic infrastructure for sanitation, water, roads, electricity and information and technology. The socio-economic realities of rural areas put learners in rural schools at a great disadvantage as compared to those in the urban areas.

**AIM/OBJECTIVE**

The mission of our Non-Governmental Organization is to assist as many rural schools in Ghana as possible with

* Solar energy as a source of cheap electricity
* Provide computers which will play a significant role in to improve the learning outcomes at schools, develop IT skills and build a career in IT
* The creative and open mindset for new innovations and inventions

We are also a gender-based organization; we work towards Gender empowerment and Resilience of Women and especially Widows within the Northern savannah ecological zone of Ghana. We are engaged in the mobilization of young women and widows in the above-mentioned zones as part of the strategy to reach out to re-orient them into engagements that are beneficial to them and their families and their communities as a whole. Our goals are to mobilize young women and widows, empower them and increase their resilience through moral support, helping to build their capacities on how to develop themselves.

Our vision is to become effective, efficient self-sustaining and focused-based organization, which formulates gender-based strategies to make young women and widows economically active through various initiatives.

**PROBLEM DESCRIPTION**

The advancement in accomplishing the goals of Education for all programs and the Millennium Sustainable Development Goals is very slow. Promoting rural development and schooling must go beyond deficit approaches. From the second half of the twentieth century, the literature on rural education tends to emphasize histories and structures that have created conditions and circumstances of oppression”, depravation, disadvantage and deficit. In similar deficit terminology, people in rural areas are often stereotyped in ways that emphasizes their powerlessness. Subsequently some other problems affecting the development of schools in the rural areas are as follows

* Rural areas are not attractive for teachers
* Disregarding of school principals
* Constraints of role diversity;
* Problems of access of educational resources in rural schools
* Challenges in the access and use of technology
* Educational curriculum challenges
* Challenges of poverty which restricts lots of students to having access to quality education

About 80% of schools in the rural communities in Ghana do not have access to affordable electricity, ICT and basic accessories for learning. Despite the obvious connection between electricity, ICT and educational achievement, major steps have to be taken to provide a cheaper source of energy and ICT for educational purposes. Such an absence of focus is detrimental because, as another study put it, “education is also widely recognized as one of the most essential components for poverty reduction.”  Lack of electricity and the absence of ICT at primary and secondary schools, therefore, creates considerable obstacles towards escaping poverty and correlates with many factors that contribute directly towards it.

**SOLUTION**

Our project is designed to help school children in rural Ghana receive solar energy systems that will provide electricity for lighting, which will enable classes to be taught early in the morning or late at night. Electricity access will facilitate the introduction of ICTs into the classroom such as computers. We also hope to seek assistance and funding to provide technical assistance for solar lights to these needy schoolchildren. However, **The SEED Project** is not in the position to finance such a project. This is because of the low financial capacity of our organization, and our inability to raise substantial funding for rural development interventions locally. The project will reach out to schoolchildren in rural areas all over Ghana. We intend targeting all schools lacking electricity for this intervention. We can ascertain at least five positive benefits related to the electrification of schools:

* Lighting and extended studying hours
* Facilitation of ICT in the classroom
* Enhanced staff retention and teacher training
* Better school performance based on attendance, completion rates, and Energy and Education test scores
* Co-benefits such as improved sanitation and health, gender empowerment, and community resilience
* Gender empowerment and Resilience of Women

**CONCLUSION**

Rural schools institute a noteworthy share of Ghanaian schools and schools. It is imperative that their requirements are taken into account. The government cannot singlehandedly solve every educational problem in rural settings. But it can leverage its role in ways that improve outcomes for the nation’s learners in rural geographic areas.

The potential of education law is to ensure that all learners have equal access to a high quality of education. That potential cannot materialize if certain geographic segments of the country are not fairly served by the education system. If we do not take a step up, Education for All and the Millennium Sustainable Development Goals, will only remain a dream.