Pushing the Frontiers of African Development in Public Health, Education, and Agriculture through the Multimodal NGO Approach

Olaleye O. N.^{1,2*}; Adedeji, A. A.³; Akinsanya M. A.⁴ Olakunle B. T.⁵; Aina O. R.¹; Olaleye A. O.²

¹Department of Biological Sciences, Lagos State University of Science and Technology,
Ikorodu, Lagos State, Nigeria.

²Safe-Revive Africa for Health and Education, Lagos, Nigeria

³Department of Pharmacology and Toxicology, University of Rwanda, Kigali, Rwanda

⁴Department of Medical Biochemistry, Lagos State University, College of Medicine,
Ikeja, Lagos State, Nigeria

⁵Talkworld Foundation, Lagos, Nigeria

Corresponding Author: Olaleye, Oluremi Nurudeen*

Publication Date: 2025/11/19

Abstract: Development interventions in Africa often operate within sector-specific silos, resulting in fragmented outcomes and limited sustainability. This paper examines the potential of multimodal Non-Governmental Organisations that integrate interventions across public health, education, and agriculture to address poverty and underdevelopment in a coordinated manner. Using a structured desk review of literature, policy documents, and case examples from organisations operating in sub-Saharan Africa, findings show that multimodal NGOs leverage inter-sectoral synergies to maximise developmental impact. However, funding silos, measurement complexities, and cross-sectoral capacity gaps remain major barriers. The paper recommends flexible funding mechanisms, integrated monitoring, and capacity building to sustain multimodal approaches.

Keywords: Multimodal Ngos, Integrated Development, Cross-Sectoral Interventions, Sub- Saharan Africa, Community Development, Sustainable Development.

How to Cite: Olaleye O. N.; Adedeji, A. A.; Akinsanya M. A.; Olakunle B. T.; Aina O. R.; Olaleye A. O. (2025) Pushing the Frontiers of African Development in Public Health, Education, and Agriculture through the Multimodal NGO Approach. *International Journal of Innovative Science and Research Technology*, 10(10), 3295-3303. https://doi.org/10.38124/ijisrt/25oct1299

I. INTRODUCTION

Africa's development trajectory illustrates a paradox of substantial opportunities constrained by persistent, interconnected challenges. Despite progress in areas such as poverty reduction and improved health indicators, the continent continues to grapple with high burdens of preventable diseases, educational inequities, and chronic food insecurity (World Bank 2023; WHO 2022). These deficits reinforce one another: poor health undermines educational attainment, weak education limits agricultural innovation, and food insecurity perpetuates cycles of poverty and disease.

Non-Governmental Organisations have long played critical roles in complementing government-led development. Yet most continue to operate within narrow

sectoral silos, delivering programmes in either health, education, or agriculture. While such specialisation yields technical depth, it often fails to capture the cross-sectoral dynamics of poverty (Hulme 2013; Efevbera 2020) as well as the overlapping synergistic effects. Evidence increasingly shows that integrated, multi-sectoral interventions achieve more sustainable outcomes than isolated approaches (Bennett *et al.* 2018). However, coordinated strategies remain scarce across much of sub-Saharan Africa.

This paper advances the argument for multimodal NGOs, organisations that deliberately design and implement interventions spanning health, education, and agriculture within a unified framework. By leveraging synergies across these sectors, multimodal NGOs aim to address root causes of underdevelopment rather than its symptoms, thereby

https://doi.org/10.38124/ijisrt/25oct1299

fostering more resilient communities.

Drawing on a structured review of literature and illustrative African case studies, this paper defines the concept of multimodal NGOs, analyses their contributions in public health, education, and agriculture, identifies challenges inherent in multi-sectoral coordination, and proposes strategies to strengthen their impact. In doing so, the study contributes both to development practice and theory, positioning multimodal NGOs as critical actors in advancing comprehensive, equitable, and sustainable African development.

➤ Methodology Research Design

This study employs a qualitative, structured desk review design aimed at analyzing the operational models, synergies, and challenges of multimodal NGOs integrating public health, education, and agriculture interventions in sub-Saharan Africa. The research adopts a systems perspective aligned with the multimodal approach to development, seeking to understand the interconnected impacts across these sectors through a comprehensive synthesis of existing literature, policy documents, and illustrative case studies.

➤ Data Sources and Selection

Data sources include published academic literature, grey literature such as NGO reports, evaluation studies, policy frameworks, and organizational case examples from multimodal NGOs operating in Africa. Key sources include programmatic documents from BRAC, One Acre Fund, Safe-Revive Africa, World Vision, and other organizations implementing integrated interventions.

Selection criteria prioritized materials published within the last 15 years to ensure contemporary relevance, sources highlighting integrated programming outcomes and crosssectoral synergies, regional focus on sub-Saharan Africa, and evidence of operational strategies and capacity development.

A systematic search strategy was employed, including electronic databases such as PubMed, Scopus, and Web of Science, grey literature repositories, and official NGO websites. Keywords included combinations of multimodal NGOs, integrated development, cross-sectoral interventions, health education agriculture, and sub-Saharan Africa.

> Analytical Framework

The analysis is structured around five thematic dimensions reflecting the multimodal paradigm: operational models of multimodal NGOs integrating health, education, and agriculture; cross- sectoral synergies manifesting as reinforcing impacts among the sectors; challenges and limitations inhibiting effective multi-sector coordination; strategic directions for enhancing impact and sustainability; and policy and funding implications supporting integrated programming.

The study leverages systems theory and complexity science to interpret observed dynamics, emphasizing feedback loops, virtuous cycles, and interdependencies created through tri- sectoral integration.

➤ Data Analysis

A thematic content analysis approach was applied to synthesize findings from diverse data sources. Documents were reviewed, coded, and categorized according to the predefined analytical framework. Cross-case comparisons enabled the identification of common synergy patterns and recurring barriers. Evidence was triangulated between literature, NGO-reported outcomes, and policy frameworks to enhance validity.

Coding procedures involved iterative reading, development of a thematic codebook, and categorization of findings under the five analytical dimensions. Where possible, inter-coder reliability was ensured through independent review of a subset of documents by multiple researchers.

> Case Study Integration

Selected case studies served as both exemplars and empirical evidence for the multimodal approach. Cases were purposively selected based on demonstrated integration of health, education, and agriculture interventions, evidence of cross-sectoral synergies and measurable outcomes, and availability of detailed programmatic documentation. Each case was analyzed to illustrate how integrated programming advances development outcomes, with attention to contextual adaptations and operational tactics that generate synergy.

> Ethical Considerations

All data used in this study were publicly available or obtained from organizational documents with permission. No primary human subjects were involved, and confidentiality was maintained for sensitive organizational information.

II. RESULTS

➤ Background and Context of African Development

Africa's development landscape is shaped by a complex interplay of economic, social, and environmental factors. Despite vast natural resources, a growing youth population, and the world's largest free-trade area, the continent remains burdened by sluggish economic growth, high poverty, and persistent structural vulnerabilities (World Bank 2024).

As of 2024, approximately 464 million people in Sub-Saharan Africa live in extreme poverty, below US \$2.15 per day, with nearly 120 million experiencing acute food insecurity, 80 percent of whom are in conflict-affected countries (World Bank 2024; Le Monde 2024). Growth projections are modest: per capita growth is expected to rise marginally to 3.5 percent in 2025, reaching 4.3 percent by 2027, still insufficient to significantly narrow entrenched poverty (World Bank 2024).

Conflict, fragility, and violence continue to hamper progress. Over two-thirds of Sub-Saharan countries have been classified as fragile, conflict-affected, or violent, at least once since 1998, undermining poverty reduction and developmental budgets (World Bank 2024). Furthermore, the Multidimensional Poverty Index data reveal that more than 1 billion people worldwide live in acute poverty, with sub-

ISSN No:-2456-2165

https://doi.org/10.38124/ijisrt/25oct1299

Saharan Africa disproportionately represented, including 317 million children under age 18 (UNDP 2024).

➤ Sectoral Challenges: Health, Education and Agriculture

Malnutrition remains a crisis, particularly for children under five. In Sub-Saharan Africa, malnutrition rates span 26 to 38 percent, and the past decade saw malnourished children increase from 5.5 million to 30 million, contributing to over 3.5 million under-five deaths annually (Ayelign and Mekonen 2022; WHO 2022). Childhood stunting persists in more than one-third of young children, severely constraining cognitive development and educational outcomes (WHO 2022).

Gains in school enrolment have been significant, yet learning remains low. Between 1999 and 2011, primary school enrolment rose from 82 million to 136 million children, yet literacy rates and learning quality remain very low, especially in conflict zones where admission rates can be nearly 30 percent lower than in peaceful areas (UNESCO 2022). COVID-19 further disrupted education. Sub-Saharan Africa experienced prolonged closures, exacerbating learning deficits and potentially increasing dropout rates (Azevedo *et al.* 2021).

In respect of agriculture and food security, sub-Saharan agriculture remains heavily rain- dependent and underinvested. Only 5 percent of irrigable land is equipped for irrigation, compared to 37 percent in Asia (FAO 2022). Climate change amplifies vulnerabilities, projected yield reductions reach up to 50 percent in some countries, directly threatening food security and livelihoods (Niang *et al.* 2014; Singh *et al.* 2024).

This trisectoral analysis underscores the multidimensional, interlinked nature of Africa's development challenges. Contemporary research on integrated systems approaches to rural development demonstrates the critical need for a comprehensive understanding of interconnections among various systems within development ecosystems (Dube and Telukdarie 2025).

➤ Why Sectoral Silos Fall Short

Development interventions remain largely sectorspecific, limiting their systemic impact. Poverty, undernutrition, educational deficits, and agricultural inefficiencies are deeply intertwined, yet often addressed in isolation. Health interventions may neglect nutritional education, and educational programmes may overlook food insecurity, all of which undermine long-term outcomes. Evidence suggests that multisectoral, integrated strategies yield greater resilience and developmental returns (Efevbera 2020; Bennett *et al.* 2018).

> Opportunity Amidst Complexity

Despite these challenges, Africa holds unique assets. The continent is poised to experience the fastest growth in its working-age population, with an additional 740 million people entering the workforce by 2050. Yet, current formal job creation is insufficient, only about 3 million new jobs are created annually, compared to the 12 million youth entering the labor market (World Bank 2024). This demographic trend highlights a critical opportunity window to invest in human capital, aligning health, education, and agriculture to unlock collective potential (African Development Bank 2023).

Table 1 Key Development Challenges in Sub-Saharan Africa

| Sector | Key Challenges | | |
|----------------------|---|--|--|
| Poverty and Food | Approximately 464 million people in extreme poverty; approximately 120 million acutely food insecure; | | |
| Security | fragility and conflict exacerbate risks | | |
| Health and Nutrition | Child malnutrition affects 26 to 38 percent of under-fives; approximately 3.5 million annual under-five | | |
| | deaths linked to undernutrition | | |
| Education | Enrolment improved from 82 million in 1999 to 136 million in 2011, but learning outcomes remain low, | | |
| | particularly in conflict-affected zones | | |
| Agriculture and | Only 5 percent of arable land is irrigated versus 37 percent in Asia; climate change threatens yields by up | | |
| Climate | to 50 percent in some countries | | |
| Demographics | Workforce projected to grow by approximately 740 million by 2050, yet only approximately 3 million | | |
| | formal jobs created annually against 12 million youth entering the labour market | | |

Sources: World Bank 2024; Le Monde 2024; Ayelign and Mekonen 2022; WHO 2022; UNESCO 2022; Azevedo *et al.* 2021; FAO 2022; Niang *et al.* 2014; Singh *et al.* 2024

➤ Defining Multimodal NGOs

Multimodal Non-Governmental Organisations are development actors that deliberately design and implement integrated, cross-sectoral interventions in at least three foundational domains such as public health, education, and agriculture. Unlike traditional NGOs that concentrate on a single thematic area such as maternal health, school enrolment, or crop productivity, multimodal NGOs employ a tri-sectoral philosophy that recognises the interdependence of human well-being, knowledge, and livelihoods (Chambers 1997; Sachs 2005).

The defining principle is that progress in one sector reinforces outcomes in the others. Improvements in child health enhance school attendance and learning capacity. Bettereducated farmers are more likely to adopt climate-smart practices, and agricultural productivity strengthens household nutrition and income, enabling investment in education and health (Banerjee and Duflo 2011; Banerjee *et al.* 2025).

This approach reflects an understanding of poverty as multidimensional, encompassing deprivations in health, education, and livelihoods simultaneously (Alkire and Foster

https://doi.org/10.38124/ijisrt/25oct1299

2011). Multimodal NGOs therefore align closely with the United Nations Sustainable Development Goals, particularly SDG 2 on Zero Hunger, SDG 3 on Good Health and Wellbeing, SDG 4 on Quality Education, and SDG 6 on Clean Water and Sanitation, which are mutually reinforcing (United Nations 2015; UNDP 2024).

The theoretical underpinnings of multimodal approaches draw from systems theory (Bertalanffy 1998) and the big push theory of development, which posits that simultaneous, coordinated investments across multiple sectors can trigger self-sustaining growth dynamics (Rosenstein-Rodan 1943; Dube and Telukdarie 2025). In practice, multimodal NGOs establish positive feedback loops where healthier children become better learners, bettereducated households improve agricultural resilience, and higher agricultural yields enhance nutrition and income, thereby reinforcing development gains across all three sectors.

> Integrated Impact in Key Sectors Public Health: The Foundation

Public health forms the foundation of multimodal NGO programming, since no sustainable progress in education or agriculture can occur without a healthy population. Multimodal NGOs provide preventive health services, maternal and child health interventions, infectious disease control, and water, sanitation, and hygiene programmes (Coman *et al.* 2020; WHO 2022).

Health initiatives are not delivered in isolation but are integrated with education and agriculture. Prenatal care is linked with nutrition education, and communities and relevant stakeholders are taught to cultivate nutrient-rich crops to combat micronutrient deficiencies (Ruel and Alderman 2013; Fanzo *et al.* 2020). Similarly, school-based WASH interventions not only reduce diarrhoeal diseases but also improve attendance, especially among adolescent girls, thereby demonstrating a direct link between health infrastructure and education outcomes (Freeman *et al.* 2014; Garn *et al.* 2017).

Health education, when well embedded into school curricula, community meetings, and agricultural extension services, often results in multimodal NGOs creating multiplier effects that strengthen resilience at both household and community levels.

Education: The Catalyst

Education serves as the catalyst for long-term development by equipping communities as well as stakeholders with the knowledge and skills necessary to maintain health improvements and adopt sustainable

agricultural practices. Unlike traditional education programmes, multimodal NGOs explicitly connect schooling with health and agriculture (McDonnell *et al.* 2022).

Integrated models often include school feeding programmes, which improve student nutrition, reduce absenteeism, and enhance cognitive outcomes while simultaneously creating markets for local farmers (Pollitt 1990; African Union 2025). Furthermore, educational content frequently incorporates health literacy, nutrition, environmental resource management, and climate-smart agriculture, ensuring that students gain both academic knowledge and life skills relevant to their communities (Lee and Khadka 2018; UNESCO 2022). Adult and community education programmes also play a pivotal role. By combining literacy training with agricultural extension and health awareness, multimodal NGOs particularly empower women, who are both primary caregivers and key contributors to local food systems (Kabeer 2005; Ghosh and Yaya 2023).

> Agriculture: The Sustainer

Agriculture functions as the sustainer of multimodal development, providing food security, nutrition, and income that reinforce both education and health. Multimodal NGOs promote climate-resilient agricultural practices, such as conservation agriculture, drought-resistant crops, agroecology, and efficient irrigation (Lipper *et al.* 2014; Singh *et al.* 2024).

Interventions also emphasise nutrition-sensitive agriculture by promoting kitchen gardens and nutrient-dense crops, with a focus on empowering women to diversify diets and reduce household food insecurity (Ahmad *et al.* 2024; FAO 2022). Beyond primary production, multimodal NGOs support value addition, food processing, and market access, enabling farmers to capture higher returns and invest more in healthcare and education (Barrett 2008; FAO 2023).

This tri-sectoral synergy ensures that agricultural productivity not only secures livelihoods but also generates virtuous cycles: healthier, better-educated farmers are more resilient and innovative, sustaining long-term development outcomes.

> Synergies and Cross-Sectoral Impact

One of the most compelling strengths of multimodal NGOs is their ability to generate cross- sectoral synergies. Rather than producing isolated results, these organisations create reinforcing dynamics where progress in one sector strengthens outcomes in others. This systems-based integration not only maximises resource utilisation but also builds long-term community resilience (Senge 1990; Folke 2006).

ISSN No:-2456-2165

Table 2 Cross-Sectoral Synergies of Multimodal NGOs

| Synergy Dimension | Pathways of Impact | Illustrative Evidence | |
|--------------------------|--|-----------------------------------|--|
| Health to Education | Improved health reduces absenteeism; well-nourished children | Grantham-McGregor | |
| | perform better cognitively | et al. 2007 | |
| Education to Health | Schools provide health literacy; informed students | Jasper et al. 2012; | |
| | adopt preventive behaviours | Matinho et al. 2022 | |
| Education to | Literacy and vocational training enable the adoption of modern farming | Wagner 1989; Alkire | |
| Agriculture | and financial literacy | 2013, 2023 | |
| Agriculture to | School feeding from local farms increases enrolment and retention | Pollitt 1990; African | |
| Education | | Union 2025 | |
| Health to Agriculture | Healthy farmers are more productive; reduced disease burden | Strauss and Thomas 1998; Fanzo et | |
| | increases labour capacity | al. 2020 | |
| Agriculture to Health | Nutrition-sensitive farming reduces malnutrition and micronutrient | Ruel and Alderman 2013; Ahmad | |
| | deficiencies | et al. 2024 | |
| Tri-sectoral | Simultaneous progress creates virtuous cycles of resilience such as better | Folke 2006; Ngongo et al. 2024; | |
| Integration | diets leading to better learning leading to more productive farming | Kulumba et al. 2024 | |

By linking health, education, and agriculture in mutually reinforcing ways, multimodal NGOs generate compound benefits that exceed the sum of individual interventions. For example, school feeding initiatives not only improve nutrition and learning but also create stable markets for smallholder farmers. Similarly, water infrastructure benefits both household health and agricultural productivity, while also increasing school attendance (Prüss-Üstün *et al.* 2008). These interlocking synergies position multimodal NGOs as catalysts for sustainable, self- reinforcing

community development.

> Examples of Multimodal NGOs in Africa

Across Africa, several organisations have adopted multimodal strategies integrating health, education, and agriculture. While approaches vary, they share a common philosophy: addressing interconnected challenges simultaneously to achieve more sustainable outcomes than single-sector interventions.

Table 3 Illustrative Multimodal NGOs and Their Integrated Approaches

| Integrated Approach | Reported or Observed Outcomes | |
|--|--|--|
| Combines microfinance, | Women's empowerment, higher crop yields, maternal | |
| agricultural training, health services, and | and child nutrition gains, expanded access to education | |
| community schooling | | |
| Provides seed, fertiliser, training, and market | Increased farmer productivity, improved food security, | |
| access, alongside health insurance and education | reduced health shocks, higher school enrolment | |
| scholarships | | |
| 15-year Area Development Programmes | Improved child nutrition, higher school attendance, | |
| integrating school feeding with local agriculture, | stronger community ownership | |
| WASH, and hygiene education | | |
| Integrates infectious disease prevention, | Linked health literacy to agricultural extension and | |
| agricultural awareness, and functional education | school- based nutrition education, building grassroots | |
| | resilience | |
| Combines reproductive health services with | Broader reach of health services, improved community | |
| agricultural nutrition programmes and education | diets, and stronger education outcomes, especially | |
| initiatives | among women | |
| Adult literacy linked to sustainable farming and | Increased women's participation, improved livelihoods, | |
| community health promotion | and better adoption of health-seeking behaviours | |
| Supports education, health, and economic | Effective grassroots poverty reduction, community | |
| empowerment simultaneously through faith- | health improvement, and expanded educational access | |
| based programming | _ | |
| | Combines microfinance, agricultural training, health services, and community schooling Provides seed, fertiliser, training, and market access, alongside health insurance and education scholarships 15-year Area Development Programmes integrating school feeding with local agriculture, WASH, and hygiene education Integrates infectious disease prevention, agricultural awareness, and functional education Combines reproductive health services with agricultural nutrition programmes and education initiatives Adult literacy linked to sustainable farming and community health promotion Supports education, health, and economic empowerment simultaneously through faith- | |

Sources: BRAC 2021; One Acre Fund 2023; World Vision 2022; Safe-Revive Africa 2024; ActionAid Nigeria 2023

https://doi.org/10.38124/ijisrt/25oct1299

These examples demonstrate that multimodal integration is not theoretical but already in practice across Africa. Organisations vary in size, from large transnational NGOs like BRAC and World Vision to burgeoning grassroots initiatives such as Safe-Revive Africa. Collectively, their experiences highlight both the scalability of integrated programming and its adaptability to diverse cultural, economic, and political contexts. Evidence from these organisations shows that holistic interventions optimise resources by addressing multiple needs in a single programme, strengthen community resilience through

overlapping benefits, and generate sustainable outcomes by reinforcing feedback loops across sectors.

III. CHALLENGES AND LIMITATIONS

While multimodal NGOs hold significant promise, their operations face structural and operational barriers that may limit scale and sustainability. These challenges often stem from funding structures, methodological constraints, workforce capacity, and context-specific dynamics.

Table 4 Key Challenges Facing Multimodal NGOs

| Challenge | Implication | Evidence or Examples | Recommendation |
|--------------------------------|--|---|--|
| Funding Silos | Donor mechanisms remain sector- specific, making it difficult to sustain integrated programmes | Only approximately 15 percent of development funding in Kenya in 2024 was multisectoral; majority split across health, education, and agriculture | Promote pooled funding, multi- year flexible grants, and outcome- based financing that recognises cross-sectoral benefits |
| Measuring Integrated Impact | Traditional monitoring and evaluation tools struggle to capture cross-sectoral synergies; attribution remains methodologically difficult | Multisectoral programme evaluations require longer timeframes and complex designs | Develop integrated monitoring and evaluation frameworks, using mixed-methods and participatory approaches to capture nuanced impacts |
| Capacity Building | Recruiting and retaining professionals with expertise spanning health, education, and agriculture is difficult | Interdisciplinary training opportunities remain limited across African universities | Establish cross-sectoral training, graduate programmers, and professional exchanges to build holistic NGO capacity |
| Contextual Adaptation | Programmes may not fit diverse cultural, political, or ecological contexts; one-size-fits- all approaches fail | Local communities have varying priorities; for example, drought- prone areas prioritise agriculture over education | Strengthen community consultation and adaptive programming tailored to local realities while preserving integration principles |

Sources: Lee 2024; White 2013; Badewa and Dinbabo 2023; Fowler 1997; Lah 2025; Chambers 1997; Pretty *et al.* 2019

These challenges demonstrate that while the logic of multimodal programming is sound, implementation requires significant adaptation in funding, monitoring, and capacity. The persistence of funding silos reflects the inertia of donor systems, while difficulties in impact measurement slow the recognition of holistic benefits. Moreover, building a workforce capable of thinking across sectors remains an urgent priority. Overcoming these challenges demands not only institutional reform among NGOs but also policy shifts from donors and governments to recognise that integrated approaches better reflect the real lives of African communities, where health, education, and livelihoods are inseparably linked.

ISSN No:-2456-2165

Table 5 Strategic Directions

| Strategic Direction | Rationale | Roadmap or Action Points | Key Stakeholders |
|-----------------------|-----------------------------|--|-----------------------|
| Flexible and | Current sector-specific | Donors provide multi-year, pooled funding and | Donors, NGOs, and |
| Multi-Year Funding | funding restricts holistic | outcome- based financing. NGOs develop | Governments |
| | programming and | integrated proposals with measurable cross-sectoral | |
| | prevents cross- sectoral | outcomes. Governments align frameworks with | |
| | synergies | donor programmes | |
| Strengthened | Integrated programmes | Universities and educational institutions establish | Universities, NGOs, |
| Capacity Building and | require staff with | interdisciplinary graduate, microcertifications, and | and Regional bodies |
| Workforce | competencies across | professional programmes. NGOs implement | |
| Development | health, education, and | cross- training, mentorship, and Knowledge | |
| | agriculture, which are | exchanges. Regional bodies facilitate workshops | |
| | currently limited | and networks for best practice sharing | |
| Robust Monitoring | Traditional monitoringand | NGOs and research institutions co-create mixed- | NGOs, Research |
| and Evaluation | evaluation fails to | method evaluation frameworks. Policy- makers | Institutions, Policy- |
| Frameworks | document cross- sectoral | standardise integrated programme indicators. | makers, Donors |
| | benefits, mitingevidence | Donors allow flexible reporting, recognising cross- | |
| | for scaling and donor | sectoral impacts | |
| | support | | |
| Policy Advocacy and | Policy and bureaucratic | NGOs engage governments in policy dialogues. | NGOs, overnments, |
| Institutional | silos impede holistic | Governments establish inter-ministerial | and Regional Bodies |
| Alignment | interventions. Aligning | committees for integrated planning. Regional | |
| | governance structures | bodies harmonise standards across countries | |
| | enhances sustainability | | |
| | and responsiveness | | |
| Technological | Non-use of digital tools | NGOs deploy mobile health apps, e-learning | NGOs, |
| Integration for | which improve | platforms, and agricultural data analytics. | Governments, |
| Scalable Impact | coordination, reduce | | 7.1 |
| | costs, and strengthen data- | Governments and private sector support | Private Sector, |
| | driven decision-making | infrastructure and training. Communities co-design | Communities |
| A.C.: | | technology solutions | NGO |
| African | Collaboration reduces | NGOs and regional bodies establish | NGOs, |
| Cooperation | duplication, Shares best | platforms for peer learning, mentoring, and joint | Regional Bodies, |
| and Knowledge | practices, and Accelerates | training. Donors support Regional workshops and | Donors, and |
| Exchange | the adoption of | conferences. Academic Institutions document and | AcademicInstitutions |
| | effectiveinterventions | publish lessons learned | |

IV. CONCLUSION AND FUTURE RESEARCH

Multimodal NGOs offer a practical and transformative approach to African development by addressing health, education, and agriculture simultaneously. Integrated interventions generate synergistic effects, optimise resources, strengthen community resilience, and foster sustainable development. Evidence from organisations like BRAC, World Vision, and Safe-Revive Africa demonstrates that trisectoral programming is both feasible and impactful.

Future research should focus on several critical areas to strengthen the evidence base and practical application of multimodal NGO programming. One key area is the measurement of cross-sectoral synergies and impacts, which require the development of standardised metrics and the use of mixed-method evaluation approaches capable of capturing the complex interactions between health, education, and agriculture interventions. Another important focus is the sustainability and scalability of integrated programmes, investigating how these models can maintain effectiveness over time and adapt across diverse cultural, ecological, and

policy contexts. Equally important is the study of workforce development, examining strategies for training interdisciplinary NGO staff who can effectively manage trisectoral programmes and support local capacity building.

Policy integration represents a further area for exploration, particularly mechanisms for interministerial coordination and institutional alignment that facilitate cross-sectoral programming. Research on technological enablers is also vital, as is assessing how mobile applications, digital platforms, and data analytics can enhance service delivery, monitoring, and overall programme efficiency.

Finally, attention must be given to community codesign, understanding how participatory approaches can strengthen ownership, adaptation, and local relevance of integrated interventions. Together, these research directions will provide the knowledge needed to optimise multimodal programming, inform policy, and guide future investment in sustainable African development.

The shift from fragmented, single-sector programmes to integrated, multimodal approaches represents a promising

pathway for sustainable African development. Success depends on coordinated action by policymakers, donors, NGOs, stakeholders, and communities to embrace complexity and implement solutions reflecting the interconnected nature of people's lives.

REFERENCES

- [1]. ActionAid Nigeria 2023, Empowerment and literacy programmes report 2023, Lagos, Nigeria.
- [2]. African Development Bank 2023, Africa's demographic transition: dividend or disaster?, Abidjan: AfDB.
- [3]. African Union 2025, Promoting Health and Nutrition, Retrieved from https://au.int/en/promoting-health-nutrition.
- [4]. Ahmad F, Mustafa M, Khan Z 2024, Nutrition-sensitive agriculture interventions in low-income countries, Journal of Agricultural Science, 16, 1:11-27.
- [5]. Alkire S, Foster J 2011, Counting and multidimensional poverty measurement, Journal of Public Economics, 95, 7-8:476-487.
- [6]. Alkire S, Meinzen-Dick R, Peterman A, *et al.* 2013, The women's empowerment in agriculture index, World Development, 52:71-91.
- [7]. Ayelign B, Mekonen A 2022, Child malnutrition and under-five mortality in Africa: A regional analysis, International Journal of Nutrition and Food Sciences, 11, 3:144-153.
- [8]. Azevedo JP, Hasan A, Goldemberg D, *et al.* 2021, Simulating the potential impacts of COVID- 19 school closures on schooling and learning outcomes, World Bank Economic Review, 35, 1:1-40.
- [9]. Badewa AS, Dinbabo MF 2023, Multisectoral intervention on food security in complex emergencies: a discourse on regional resilience praxis in Northeast Nigeria, GeoJournal, 88:1231-1250.
- [10]. Banerjee AV, Duflo E 2011, Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty, New York: Public Affairs.
- [11]. Banerjee AV, Duflo E, Sharma G 2025, Long-term effects of the targeting the ultra poor program, American Economic Review, 115, 1:1-48.
- [12]. Barrett CB 2008, Smallholder market participation: Evidence from eastern and southern Africa, Food Policy, 33, 4:299-317.
- [13]. Bennett S, Glandon D, Rasanathan K 2018, Governing multisectoral action for health in low- income and middle-income countries, BMJ Global Health, 3:e000880.
- [14]. Bertalanffy LV 1998, General system theory: Foundations, development, applications, George Braziller.
- [15]. BRAC 2021, Annual report of BRAC Uganda and Tanzania programs, Dhaka, Bangladesh.
- [16]. Chambers R 1997, Whose Reality Counts?: Putting the First Last, London: Intermediate Technology Publications.
- [17]. Coman EN, Iordache AM, Chereches RM, *et al.* 2020, Educational intervention in health promotion, Journal of Medical Life, 13, 1:39-44.

- [18]. Dube T, Telukdarie A 2025, Integrated systems approach to enhance rural development: word2vec analysis, Cogent Social Sciences, 11, 1.
- [19]. Efevbera Y 2020, Understanding multisectoral approaches in development programming, Development Studies Review, 12, 3:124-142.
- [20]. FAO 2022, The state of food and agriculture 2022, Rome, Italy: Food and Agriculture Organization.
- [21]. FAO 2023, Agriculture value chain development in Africa, Rome, Italy: Food and Agriculture Organization.
- [22]. Fanzo J, Covic N, Dobermann A, *et al.* 2020, A research vision for food systems in the 2020s: Defying the status quo, Global Food Security, 26:100397.
- [23]. Folke C 2006, Resilience: The emergence of a perspective for social-ecological systems analyses, Global Environmental Change, 16, 3:253-267.
- [24]. Fowler A 1997, Striking a Balance: A Guide to Enhancing the Effectiveness of Non- Governmental Organisations in International Development, London: Earthscan.
- [25]. Freeman MC, Stocks ME, Cumming O, *et al.* 2014, Hygiene and health: systematic review of handwashing practices worldwide and update of health effects, Tropical Medicine and International Health, 19, 8:906-916.
- [26]. Garn JV, Sclar GD, Freeman MC, *et al.* 2017, The impact of sanitation interventions on latrine coverage and use: a systematic review and meta-analysis, International Journal of Hygiene and Environmental Health, 220, 2:329-340.
- [27]. Ghosh S, Yaya S 2023, Adult literacy programs and women's empowerment in developing countries, Adult Education Quarterly, 73, 2:156-174.
- [28]. Grantham-McGregor S, Cheung YB, Cueto S, *et al.* 2007, Developmental potential in the first 5 years for children in developing countries, Lancet, 369, 9555:60-70.
- [29]. Hulme D 2013, The role of NGOs in poverty reduction, Development Practice, 23, 1:45-56.
- [30]. Jasper C, Le TT, Bartram J 2012, Water and sanitation in schools: a systematic review of the health and educational outcomes, International Journal of Environmental Research and Public Health, 9, 8:2772-87.
- [31]. Kabeer N 2005, Women's economic empowerment and inclusive growth: Labor markets and enterprise development, SIGISEE.
- [32]. Kulumba R, Thompson A, Williams J 2024, Climate change and human health in Africa in relation to opportunities to strengthen mitigating potential and adaptive capacity: Strategies to inform an African brains trust, Annals of Global Health, 90, 1:15.
- [33]. Lah O 2025, Breaking the silos: integrated approaches to foster sustainable development and climate action, Sustainable Earth Reviews, 8:1.
- [34]. Le Monde 2024, Food insecurity in conflict zones: African perspectives, Le Monde.
- [35]. Lee JH 2024, Multisectoral funding trends in Kenya: Analysis 2024, Development Finance Report, Nairobi, Kenya.

- [36]. Lee S, Khadka R 2018, Contextually relevant curricula in rural education, Educational Development Review, 25, 3:201-218.
- [37]. Lipper L, Thornton P, Campbell BM, *et al.* 2014, Climate-smart agriculture for food security, Nature Climate Change, 4, 12:1068-1072.
- [38]. Matinho D, Pietrandrea M, Echeverria C, *et al.* 2022, A systematic review of integrated learning definitions, frameworks, and practices in recent health professions education literature, Education Sciences, 12, 3:165.
- [39]. McDonnell A, Lloyd D, Read S 2022, Practical considerations for nutrition education intervention design, International Journal of Environmental Research and Public Health, 19, 8:4569.
- [40]. Ngongo P, Maleta C, Davis R 2024, Reinforcing community health workers program in Africa for universal health coverage and global health security: A call for concerted efforts, PLOS Global Public Health, 4, 9:e0003727.
- [41]. Niang I, Ruppel OC, Abdrabo MA, *et al.* 2014, Africa. In: Climate Change 2014: Impacts, Adaptation, and Vulnerability, Cambridge: Cambridge University Press.
- [42]. One Acre Fund 2023, Impact report East Africa 2023, Nairobi, Kenya.
- [43]. Pollitt E 1990, Malnutrition and Infection in the Classroom, Paris: UNESCO.
- [44]. Pretty J, Guijt I, Scoones I, Thompson J 2019, Regenerating agriculture: the Agroecology of low-external input and community-based development. In: Policies for a small planet, pp. 91- 123, Routledge.
- [45]. Prüss-Üstün A, Bos R, Gore F, Bartram J 2008, Safer Water, Better Health: Costs, Benefits and Sustainability of Interventions to Protect and Promote Health, Geneva: World Health Organization.
- [46]. Rosenstein-Rodan PN 1943, Problems of industrialisation of eastern and south-eastern Europe, Economic Journal, 53, 210/211:202-211.
- [47]. Ruel MT, Alderman H 2013, Nutrition-sensitive interventions and programmes: How can they help to accelerate progress in improving maternal and child nutrition?, Lancet, 382, 9891:536-551.
- [48]. Sachs J 2005, The End of Poverty, New York: Penguin
- [49]. Safe-Revive Africa 2024, Integrated health, agriculture and education annual report 2024, Lagos, Nigeria.
- [50]. Senge PM 1990, The Fifth Discipline: The Art and Practice of the Learning Organization, New York: Doubleday.
- [51]. Singh C, Dorward P, Osbahr H 2024, Developing a holistic approach to the analysis of farmer decision-making, Frontiers in Psychology, 7:432.
- [52]. Strauss J, Thomas D 1998, Health, nutrition, and economic development, Journal of Economic Literature, 36, 2:766-817.
- [53]. UNESCO 2022, Education for all: Global monitoring report 2022, Paris, France: UNESCO.
- [54]. UNDP 2024, Multidimensional poverty index report 2024, United Nations Development Programme.

- [55]. United Nations 2015, Transforming our world: the 2030 Agenda for Sustainable Development, New York: UN
- [56]. Wagner DA 1989, Literacy Campaigns: Past, Present, and Future, Comparative Education Review, 33, 2:256-260.
- [57]. White H 2013, An introduction to the use of randomised control trials to evaluate development interventions, Journal of Development Effectiveness, 5, 1:30-49.
- [58]. WHO 2022, World Health Statistics, Geneva, Switzerland: WHO.
- [59]. World Bank 2023, Africa Development Indicators 2023, Washington, DC: World Bank Group.
- [60]. World Bank 2024a, Sub-Saharan Africa economic outlook 2024, Washington, DC: World Bank Group.
- [61]. World Bank 2024b, Fragile States Report 2024, Washington, DC: World Bank Group.
- [62]. World Vision 2022, Area development programmes 2022 annual review, Monrovia, Liberia: World Vision International.