THE ROLE OF NON-FORMAL EDUCATION AS A MECHANISM FOR REDUCING POVERTY IN THE ASHANTI REGION OF GHANA

BY

DUODU-ANTWI, ANTHONY BOASIAKO

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DECLARATION

I hereby declare that this submission is my own work towards the MSc and that to the best of my knowledge it contains neither materials previously published by another person or materials that have been accepted for award of any other degree by the university or any other university except where due acknowledgement has been made in the text.

Anthony Duodu-Antwi Boasiako (PG3283009)   ………………............. …………………..

(Name of Student)   (Signature)   (Date)

Certified By:

Mrs.G.Adom-Asamoah   ……………………………….. ….……………………

(Supervisor)   (Signature)   (Date)

Certified By:

Dr. Daniel Inkoom   …………………………….. …………………………

(Head of Department)   (Signature)   (Date)

ABSTRACT

Illiteracy not only limits the full development of individuals and their participation in society, but also has repercussions throughout life, affecting a person's family, environment, restricting access to the benefits of development, and hindering the enjoyment of other human rights. Adult illiteracy not only affects income and awareness of rights, but also leads to poor nutrition and health, due to illiterates' lack of knowledge regarding their own health and hygiene and that of their families. Thus, the more illiterate people there are in a country, the more difficult it will be for the country to develop. In view of the above, the study assessed the role of NFE as a mechanism of reducing poverty.

Specifically, it assessed the services of NFE and its benefits to learners and its impacts on poverty reduction, implementation challenges and how their services can be improved. The study used the purposive and simple random sampling techniques with focus group discussions; it selected and collected data from 120 learners, 9 facilitators, 4 supervisors and 2 municipal coordinators of the NFED of Offinso South and Ejisu-Juaben Municipalities in the Ashanti Region. It was revealed that the study districts run universal programme (NFLP) which has the following services; literacy and numeracy, IGA/Occupational skills, health/life skills and civic awareness, however, the IGA training differ from one zone to another.

Literacy has improved among learners, while about 88.7 percent of them have seen improvement in their lives in areas such as literacy, numeracy, health and civic awareness. Despite the above, challenges such as inadequate funding, infrastructure and logistics, irregularity in attendance and others militate against the NFE programme in the study areas. Thus, the study recommended that the government of Ghana should ensure increased and regular flow of funds to the programme. Thus, the GET fund Act 2000 (Act 581) must have a closer look at NFE to provide adequate support to the programme. In addition, the NFED should provide learning materials and furniture for the use of the adults. Moreover, it was recommended that awards should be given to deserving learners periodically to motivate regular attendance.

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ADRA	Adventist Development and Relief Agency
AIDS	Acquired Immured Deficiency Syndrome
CBO	Community-Based Organizations
CPRC	Chronic Poverty Research Centre
DACF	District Assembly Common Fund
DVV	German Adult Education Association
ECLAC	Economic Commission for Latin America and the Caribbean
EFA	Education for All
FAL	Functional Adult Literacy (Functional Adult Learning in ADRA)
FCUBE	Free Compulsory Universal Basic Education
GHACOE	Ghana Congress on Evangelism
GILLBT	Ghana Institute of Linguistics, Literacy and Bible Translation
GLSS	Ghana living standard surveys
GOG	Government of Ghana
GSS	Ghana statistical service
HIV	Human Immune Virus
IDS	Institute of Development Studies
IFAD	International Fund for Agricultural Development
IGA	Income Generating Activity
ISSER	Institute of Statistical, Social and Economic Research
JHS	Junior High School
MDG	Millennium Development Goals
MLGRD	Ministry Of Local Government and Rural Development
MOE	Ministry of Education
MOFEP	Ministry of Finance and Economic Planning
MTEF	Medium Term Expenditure Framework

NAADs	National Agricultural Advisory Services
NBSSI	National Board for Small Scale Industries
NFE	Non Formal Education
NFED	Non Formal Education Division
NFEP	Non Formal Education Programme
NFL	National Functional Literacy
NFLP	National Functional Literacy Programme
NGO	Non-Governmental Organisation
ODA	Organisations Department and Agencies
PACE	Parliamentary Assembly of the Council of Europe
PMA	Plan for Modernisation of Agriculture
PNDC	People National Defense Council
PPAG	Planned Parenthood Association in Ghana
SHS	Senior High School
SPSS	Statistical Package for the Social Sciences
UGAADEN	Uganda Adult Education Network
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UPLIFT	Uganda Programme of Literacy for Transformation
US	United States
WHO	World Health Organisation

THE ROLE OF NON-FORMAL EDUCATION AS A MECHANISM FOR REDUCING POVERTY IN THE ASHANTI REGION OF GHANA

1.1 Background to the study

Global poverty rates are expected to fall in the next five years compared to 1990, according to the Millennium Development Goals MDG, (2010), launched by UN Secretary-General. The report stated that the number of people living on less than 1.25 dollars a day fell from 1.8 billion in 1990 to 1.4 billion in 2005, and the poverty rate dropped from 46 percent to 27 percent. These advances were partly driven by India and China, along with countries in Eastern Asia, which experienced sharp reductions in poverty. However, progress remains uneven in sub-Saharan Africa, Western Asia and parts of Eastern Europe (U N, 2010).

Poverty is evidently pervasive in Africa despite the implementation of a number of poverty reduction programs. For example, out of the 20 countries classified by the United Nations Development Programme (UNDP) as possessing the lowest human development index, 19 are in Africa (UNDP, 2001 cited in Braima and Obeng, 2009). Moreover, out of the world's 1.169 billion people living in extreme poverty (defined as having less than US$1 a day to survive), 49 percent are in Sub-Saharan Africa (Braima and Obeng, 2009).

Based on the Ghana Living Standards Surveys GLSS 3/4/5, Ghana's population below national poverty line in 2005/2006 was 28.5 percent (GLSS 3/4/5, cited in MOFEP, 2007). These surveys posit that economic progress has all, but halved national poverty rates, which have fallen from 51.7 percent in 1992 to 28.5 percent in 2006.

There is growing recognition that realisation of a wide range of poverty reduction and development goals depend on making significant progress towards adult literacy for all (Wolfensohn,2000). Despite that, Education for All Global Monitoring Report affirms that in most countries, adult literacy has suffered from years of under investment and poor quality provision. This may explain why the number of illiterates worldwide reached 862 million in 2000 and is still increasing (UNESCO, 2003).

Education plays a vital role in both poverty reduction and economic growth. Thus, the more illiterate people there are in a country, the harder it will be for the country to develop (Opara, 2010). The fact could be clarified with an example of America and Canada with literacy rate of 99.0 percent are developed countries, where as countries like Ghana and Benin have literacy rates of 67 percent and 42 percent respectively as at 2009, are underdeveloped (World Bank, 2011).

Education For All (EFA) is among the MDG's adopted at world level in the year 2000, and to be attained by 2015. Unfortunately, EFA is mostly understood in terms of formal education and measured mainly by quantitative parameters of access and attendance. The purpose of World Declaration on EFA was to make the right to education, a right enshrined in the Universal Declaration of Human Rights, a reality for every person- child, youth and adult.

According to Ghana's population census2000, GSS (2002) , 45.9 percent of the people cannot read and write because they did not get access or the opportunity to formal education which is the major means of addressing illiteracy in Ghana to enhance poverty reduction (GSS, 2002). Governments had spent a lot of resources in the formal way of education yet, the literacy rate stood at 67percentin 2009, which needs improvement (World Bank, 2011). NFE, like any other organised systematic educational activity provides selective type of learning to particular groups of learners (both adults as well as children) outside the framework of the formal school system. It is a flexible and organised learning activity, which takes place at the learners place, pace and time. It is also need-oriented and interest based. It provides a second chance to dropouts and enables the under-privileged sections of society to acquire relevant knowledge and skills (Koul, 2011).

The provision of NFE in Ghana has been the responsibility of the NFED of the Ministry of Education. The NFED was established in 1991 with the task of eradicating illiteracy in Ghana by the year 2015. "Eradication of illiteracy in Ghana has been considered as a strategy for sustainable development through empowering people to develop themselves, participate in the process of development and enjoy the benefits thereof" (Aryeetey and Kwakye, 2004). The main objective of the NFED is to 'make the poorest Ghanaians especially those living in the rural communities functionally literate with emphasis on women' (NFED, 1999 p3).

Despite the Non formal education intervention in the country, literacy rate of 67 percent as at 2009 is still not the best compared to 89 percent in South Africa (World Bank, 2011).

Therefore, the observation is that the Non Formal Education delivery in Ghana has not been effective and not well packaged in reducing illiteracy as well as poverty due to a number of problems. It is in this regard that, the researcher intends to undertake this study to uncover the root causes of these problems so that conscious efforts can be made to address them and the outcome may guide the development of strategies for national policy intervention and direction for the provision of NFE as a means of reducing poverty.

1.2   Problem Statement

Most people in Ghana, especially the rural areas continued to experience high illiteracy rate with its associated problem of poverty. Literacy rate of Ghana stands at 67percentin 2009, which means illiteracy rate is 33percent (World Bank, 2011). The major system that seeks to address illiteracy problem and make people functional literates which leads to poverty reduction is the formal education. Unfortunately, many Ghanaians, especially the rural folks did not have the opportunity to access formal education and are engulfed in numerous social, economic, political and cultural problems that make them live below the international poverty line of 1.25 US dollars a day (World Bank, 2008). Ghana's population below the poverty line in 2005/06 was 28.5 percent (World Bank 2008, GSS 2006, and GLSS 3/4/5, cited in MOFEP, 2007).

Since 1948, the basic skills such as reading and writing have been considered an inalienable human right. Nevertheless, the persistence of illiteracy remains one of society's greatest shortcomings (Martinez and Fernandez 2010). This could be solved if NFED of Ministry of Education is able to repackage their activities and create awareness for people to see the need for their services as means of reducing illiteracy and hence poverty reduction.

The causes of illiteracy include financial problems, broken homes, death of parents, inadequate teachers, lack of adequate facilities especiallyin the rural areas, and parental illiteracy. In addition, cultural issues, where a person may come from a home where schooling is not a priority, that person will be at risk of illiteracy. Many people were used by their parents as labourers in their farming activities such as cocoa farming. Others also did not see the need for education, because they saw traditional occupation as ready source of employment and systems of inheritance cannot be over emphasized. NFED of the Ministry of Education therefore plays an important role in reducing illiteracy and then contributes to improving the living conditions of the poor (Barry, 2006).

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Illiterate persons face greater obstacles in terms of social insertion, not only on a personal level (social inclusion difficulties, precarious work, high rates of disease, etc.), but also within the family (child nutrition, hygiene, health and schooling, among others) and at a societal level (lower productivity, high health care costs). The effects of adult illiteracy can be divided into the following categories: health, education, economics and social integration and cohesion. This has a negative impact on household health, hygiene and nutrition (UNESCO, 2006).

In terms of health, effects of illiteracy can be divided into the following categories: consequences in the home, sexual and reproductive behaviour. Indeed, illiterate persons, particularly, mothers are more likely to adopt inadequate nutritional and hygiene practices in their homes. Literate women, or women who are participating in literacy programmes, possess better skills and follow better health practices than their illiterate counterparts.(Sandiford et al, 1995). Moses Yacoobo and Gladys live in Kalangalo (Rural Uganda) attributed their large family size (11 children) and poverty to lack of education (CPRC, 2009)

In addition, illiterates suffer from a high occupational accident rate, since they do not understand written instructions for the operation of machinery which puts their own health and that of co-workers at risk (ECLAC, 2005, cited inUnited Nations, 2010). Among other things, illiteracy increases the likelihood of high-risk sexual behaviour, due to lack of awareness regarding sexual and reproductive health, as well as inadequate use of contraceptives (United Nations, 2010).

With regard to children's education, illiteracy of parents affects their children's education. Carneiro, et al (2007) noted that, the greater a mother's schooling, the fewer behavioural problems her children will exhibit, and the lower their repetition rate will be. Comings, et al (1992) and Shultz (1993), cited in UNESCO (2006) have revealed that literate parents are more likely to be able to help their children in concrete terms, for example, by meeting with their teachers and talking to their children about their academic performance.

Education is one of the key determinants of individual income, not only because it naturally improves or increases personal productivity, but also because it improves the information available to individuals regarding the challenges they must face in society (the marketplace). It also increases social mobility (Riveros, 2005, cited in United Nations,2010). Hence,

education influences a worker's standing in the occupational hierarchy and the ability to find employment.

In the spheres of social cohesion literacy plays a key role. The links between education and society are strong and mutually reinforcing (UNESCO, 2005). Illiterate persons suffer from low self-esteem, are less autonomous and have less ability for critical reflection (UNESCO, 2006).Illiteracy also restricts people's ability to carry out their everyday activities such as read signposts, understand medicine labels and machinery instructions, confirm commercial transactions and avoid being cheated (IDS, 2005).

According to Oxenham et al 2002, cited in Cameron and Cameron (2006) revealed that, there was virtual unanimity that people who had completed literacy courses tended to be more confident and more willing to take initiatives in developing their livelihoods.

Both governmental and non-governmental organisations have put in place a number of interventions to address illiteracy situation in Ghana with the sole aim of improving the living standard of the people. This challenge is being addressed by the government through the promotion of NFE in literacy drives, FCUBE, capitation grants and the school feeding programme to entice more children into the basic level and to support them to complete schooling. For instance, the NFED has consistently over the past ten years annually enrolled 8,000 literacy classes all over the country, which translates into about 13,300 learners annually (MOE, 2008). The World Vision International has 254 classes with 7,565 adult learners (World Vision 2006 Report, cited in MOE, 2008). The Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT) also promote mother-tongue literacy in the reading of the Bible and adult learning in rural communities of Ghana.

Regardless of government intervention, the problem of illiteracy exists. Yet people do not see the importance of the NFE programmes as a means of improving literacy to enhance poverty reduction. It is against this background that the researcher wants to find out the actual problems hampering Non Formal Education in the provision of services aimed at improving literacy rate as a means reducing poverty in Ghana generally and the study areas specifically.

1.3   Research Questions

In line with the problem of the study, the researcher seeks to find answers to the following questions:

➢ What services do NFED of the MOE currently provide in the Ashanti Region?

- What are the institutional arrangements for the implementation of the NFE services in the districts?
- What have been the benefits of the NFE services to learners and its impact on poverty reduction in the Ashanti Region?
- What are the challenges in the successful implementation of NFE programmes in reducing poverty in Ashanti Region?
- What policy intervention and direction will be recommended for NFE services for improvement towards poverty reduction?

1.4   Objective of the Study

The aim of the study is to examine the services provided by NFE and their potentials for poverty reduction.

The specific objectives of the study are to:

- Identify the NFE services of the MOE currently in operation in Ashanti Region.
- Identify the institutional arrangements for the implementation of the NFE services in Ashanti Region.
- Assess the benefits of the NFE to learners and its impact on poverty reduction in the Ashanti Region.
- Examine the challenges hindering the successful implementation of NFE services in reducing poverty in Ashanti Region.
- Suggest policy intervention and direction of NFE delivery for improvement towards poverty reduction

1.5   Scope of the Study

1.5.1 Geographical Scope

The research was conducted in the Ashanti Region of Ghana. However, due to resource and time constraints, two districts were selected to form part of the study based on purposive sampling. They are Offinso and Ejisu-Juaben Municipal Assemblies. These districts were selected to form part of the study because of proximity and their sustainable operation over the years (2000-2011) of the NFE programmes.

1.5.2 Contextual Scope

The study is focused on NFE services and its impact on poverty reduction. Provision of Adult literacy/Numeracy service such as reading, writing, and numeracy, life skills such as Family Planning, Teenage Pregnancy, Nutrition, Community Empowerment, Safe Drinking Water, Community Development, Safe Motherhood and Child Care, Immunisation, Drug Abuse, AIDS and Environmental Hygiene. It also considered income generating activities such as Traditional and Modern Farming, Farm Extension Services, Borrowing Money for Work, Food Preservation, Animal Husbandry, Soap Making, Edible Oil Extraction and Tree Growing among others.

1.5.3 Time Scope

The NFEP runs in batches. Batches 13 and 16 were selected from the two districts. The study was thus, restricted to the period from 2005 to 2011 due to difficulty in retrieving data and also issues relating to the NFE programme cannot be remembered by learners who have graduated from the programme over long period of time.

1.6 Relevance of the Study to Development

At the moment, activities of Non Formal Education seem to be dwindling in the Ashanti Region. However, their contribution to development cannot be overemphasized. There is therefore a need to study NFE operations in Ashanti to unearth its potential in poverty reduction, its challenges and how it can be improved. The study is significant because it will contribute to the body of knowledge relating to NFE in the Ashanti Region in particular and adult education in Ghana generally. Understanding the perspectives of the learners may also contribute to the process of making changes for improving its provision.

The research will therefore, unveil whether NFE has the potential of poverty reduction. It examines the potentials of functional literacy for poverty reduction and also identifies the challenges faced by the NFED of the Ministry of Education in executing their duties. The research will also help policy makers to get indepth knowledge about the impact of NFE services on poverty reduction and the challenges faced by the implementers of the NFEP for the needed recommendation for improvement.

The study will also attract Non-Governmental Organizations to invest in the adult literacy programmes or provide funds to support the government' vision of reducing poverty in Ghana through NFE. The Ministry of Education will be the main user of the result of this

work, especially the NFED at the district levels. The identification of implementation challenges will help the NFED of the Ministry of Education, to revise their strategies and approaches to bring the impact expected from the programme. The policy guidelines will enrich the available literature on poverty in Ghana .This research is relevant due to the fact that, it is going to bring out the effectiveness and challenges of the Non Formal Education and suggest policy guide lines to ensure achievement of its goal of poverty reduction in the country.

1.7   Organization of the Study

The study is presented in five chapters. Chapter one is the introductory part of the study and made up of the general introduction, problem statement, objectives of the research, and scope of the research under study. This chapter also covers the relevance of the whole research work. The second chapter comprises the review of literature on Non formal Education and poverty reduction. Based on the literature review, the researcher would craft a conceptual framework to exhibit the link between Non Formal Education and the measure that would be used for poverty reduction.

The third chapter focuses on the methodology of the study. Issues such as research design, study variables, data sources and data collection instruments and data analysis methods would be discussed. Chapter four presents the data gathered from the field, their analyses, discussion and conclusion. Chapter five forms the final part of the report. It would look at the summary of the findings, conclusions, recommendations for future policy implementation and then suggests areas for further research.

The organization of the study ends chapter one and literature review follows in the next chapter.

CHAPTERTWO

NON–FORMAL EDUCATION AND POVERTY REDUCTION

2.1   Introduction

The chapter reviews the various authoritative definitions of the key terminologies contained in the research such as poverty, education, NFE and illiteracy and carves out working definition for them. It as well looks at causes and effects of poverty and interventions made in Ghana to address poverty. The chapter again, discusses a case of NFE for poverty reduction.

2.2   The Concept of Poverty

Poverty is a multi-dimensional concept, which can be defined both in income and more directly, in non-income terms. According to Nnadozie (2003), income poverty is lack of minimum financial resources to satisfy basic needs. This minimum level is usually called "poverty line" which currently stands as US$1.25 a day (World Bank, 2008).

For Todaro (2006) poverty is defined as the inability of people to command sufficient resources to satisfy basic needs. This definition is skewed to commanding enough resources mostly financial, to access one's basic needs.

Poverty is where people have unreasonably low living standards compared with others; cannot afford to buy necessities and experience real deprivation and hardship in everyday life (McClelland, 2000).This definition like the others is skewed relative poverty by way of comparison. This definition is overly concerned over income poverty to the neglect of other dimensions of poverty, accessibility and vulnerability.

The definitions of poverty above depended heavily on income levels as the basic measure of poverty. However, there is now universal agreement that dimensions of poverty far transcend this traditional definition. This has made the World Bank to redefine the concept of poverty. According to the World Bank (2000), "poverty is pronounced deprivation in well-being", where well-being can be measured by an individual's possession of income, health, nutrition, education, assets, housing, and certain rights in a society such as freedom of speech. Also poverty is a lack of opportunities, powerlessness, and vulnerability. The World Bank definition covers income and basic needs perspectives of poverty.

The works of Sen (1999) elaborated well on human development perspective of poverty. Sen understood poverty as deprivation of basic capabilities, rather than merely as low income. He posited that deprivation in elementary capabilities can be reflected in premature mortality, significant undernourishment (especially children) and persistent morbidity, widespread illiteracy and other failures and therefore his idea on poverty can be summed up as an absence of or inadequate realization of certain basic freedoms to avoid hunger, disease, illiteracy among others. Thus, capability approach to poverty holds that poverty is as a result of capability failure and brings out the idea that poverty impedes people's fundamental right to development.

Generally, in literature, three perspectives to the definition of poverty exist: These are the income perspective, the basic needs perspective, and the capability perspective. The income perspective posits that a person is poor if and only if his/her income level is below the defined poverty line of US$1.25 a day. The basic needs perspective defines poverty as a deprivation of material requirements for minimally acceptable fulfilment of human needs, including food. The capability perspective explains that poverty represents the absence of capability to function, i.e how well a person can do the things he or she has value for. For instance, how well a person can be free from hunger or how well a person can take part in the life of the community.

From the fore going, poverty can be considered as *"the state of insufficient purchasing power to meet minimum consumption needs and absence of ones ability to be healthy or participate in society among others"* Based on this working definition the researcher wants to find out how the NFEP is used as a tool to reduce illiteracy and aid to improve the living standard of people described above as poor. Having discussed the concept of poverty, the researcher wants to find out the causes and effects of poverty.

2.2.1   Causes and Effects of Poverty

In the early post war literature on development widespread poverty was considered essentially a reflection of the low level of national income relative to population so that the solution was seen almost entirely in terms of overall economic growth. But since the mid-1960s, doubts began to set in as to whether accelerated economic growth of national income alone could solve the problem of widespread poverty.

Mass poverty is a multi-dimensional problem and cannot be attributed to a single cause. However, if mass poverty is to be eliminated its causes must be recognized and purposively eradicated. Poverty can be traced to aggregation of various factors. According to IFAD (2010), poverty results from lack of assets, limited economic opportunities and poor education and capabilities, as well as disadvantages rooted in social and political inequalities. Other causes include; economic policies that discriminate against or exclude the poor from the development process and accentuate the effects of other poverty-creating processes; large and rapidly growing families with high dependency burden and systemic discrimination on the basis of gender, race, ethnicity, religion, or caste (IMF,2001). Bennell (2007) also observed that public and private providers of education and training poorly serve rural youth especially in comparing opportunities available to urban youth. The extent of 'urban bias' in the provision of publicly funded education and training services is large in most low income developing countries.

The above causes of poverty are interconnected. Poor education coupled with large and rapidly growing families with high dependency burden leads to poverty. The situation is exacerbated by social and political inequalities and economic policies biased against the rural poor. Systematic discrimination on the basis of gender, ethnicity, religion or caste leads to lack of assets and limited economic opportunities and therefore poverty. These causes of poverty lead to a certain consequences which make poverty the greatest problem facing the world today. Some of the effects of poverty are broken homes, child labour, teenage pregnancy, school dropout, child neglect, street children, disabilities and drug abuse which have the most severe impact on children, youth and women.

2.2.2 Manifestations of Poverty

Poverty has various manifestations, including lack of income and productive resources sufficient to ensure sustainable livelihoods; hunger and malnutrition; ill health; limited or lack of access to education and other basic services; increased morbidity and mortality from illness; homelessness and inadequate housing; unsafe environments; and social discrimination and exclusion. It is also characterized by a lack of participation in decision-making and in civil, social and cultural life (UN, 2000).

According to the World Bank (2001), poor people live without fundamental freedoms of action and choice that the better-off take for granted. They often lack adequate food and shelter, education and health, deprivations that keep them from leading the kind of life that

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everyone values. They also face extreme vulnerability to ill health, economic dislocation, and natural disasters. In addition, they are often exposed to ill treatment by institutions of the state and society and are powerless to influence key decisions affecting their lives.

The manifestations stated by the above institutions show that poverty is an enemy for national development and needs good policies and programmes to arrest it. NFE has been identified as one of the means of reducing illiteracy which can improve standard of living of the people. This is supported by Strawn (2004), cited in Bernstein, 2007), of the Centre for Law and Social Policy, reviewing an extensive sample of basic education and training programmes, concluded that education alone is much less successful in raising employment and earnings prospects than education combined with a strategy of focused job training (with an eye on local demand), "soft skills," and holding out for quality job. This assertion therefore justifies the role of NFE in poverty reduction. The question one may ask is −whether NFE has potential for reducing illiteracy for poverty reduction?

2.2.3   Poverty in Ghana

Based on the Ghana living standard surveys (GLSS3/4/5, cited in MOFEP, 2007) results and GSS (2006), it is clearly stated that at the national level of has reduced from 51.7 percent in the 1991/92 to 28.5 percent in 2005/06. Ghana Statistical Service (GSS) publication titled Poverty Trends in Ghana in the 1990s indicates that the contribution of Accra to the total poverty using the poverty line of ¢900,000 is only 0.8 percent (16.3 percent for all urban centres) and 83.7 percent for all rural areas (GSS, 2000). Clearly the focus of attention should be on addressing rural poverty. In general terms there is a general decline in poverty level in Ghana (except the Urban Savannah). It, however, added that poverty is still substantially higher in rural areas than urban areas, so that poverty in Ghana is disproportionately a rural phenomenon (GSS, 2000; ISSER, 2004; World Bank, 2005).

2.2.4. Dimensions of Poverty in Ghana

Poverty has many dimensions. Therefore, a range of indicators is needed to inform the range of policies to tackle the causes and mitigate the consequences of poverty. Households and communities may be characterised as poor based on lowness of income, malnutrition, ill health, illiteracy, lack of access to safe water and sanitation facilities, and general insecurity. These conditions combine to keep households and whole communities in persistent poverty.

Poverty here therefore focuses on three dimensions: income or consumption poverty, lack of access to basic services, and deprivations in human development (GSS, 2000).

2.2.5   Interventions to Address Poverty

The nature of poverty is complex and its causes diverse but there is an urgent need to launch an assault on rural poverty in Ghana. This is because most people in rural Ghana are living with poverty. There is no other part of the country where the need to address poverty is as urgent as in the rural areas (Ofosu-Appiah, 2008).

To address this problem, the government has embark on robust and sustained, pro poor growth that aims at sustaining basic services to the poor, like provision of good drinking water, electricity and primary health care in the short term. There are also programmes to encourage poor children to go to school and stay in school. In the medium term, targeted interventions like offering micro credit financing to help people set up their own businesses, and increased rural credit facilities for cash starved farmers to expand their farms with improved farming techniques and fertilizers (UNDP-Ghana, 2009).

These pro-poor programmes are strategies put forward by government on poverty reduction, especially in rural areas. These included National Health Insurance, Rural Electrification, Capitation Grant, Free Uniforms and Exercise Books, National Youth Employment Programme, Livelihood Empowerment Against Poverty (LEAP), School Feeding Programme, and mass cocoa spraying, NFEP among others. These initiatives have had positive impact on the health conditions, gross enrolment, and gender parity which are all signs of poverty reduction. To achieve the goals of these interventions, education is paramount and for that matter NFE which concentrates on adult illiterate poor especially in the rural areas.

2.3   The Concept of Education

Education is said to be very difficult to define because of what it connotes and also, because it depends upon the particular culture in which it occurs. Education therefore is bound to the culture of the society it serves and therefore has different meanings to different communities. Notwithstanding, all education has in common is teaching and learning.

Education, or being educated, involves all senses being exposed to a series of stimulae, which will enhance and grow the mental capacity of someone, to achieve a set of, or a specific objective (Rhodes, 2010).

Education is also seen as an act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life. It could be a certain degree, level or kind of schooling. It is training which imply a discipline and development by means of the special and general abilities of the mind or a training by which people learn to develop and use their mental, moral, and physical power or skill to solve their personal and societal problems (Hamilton E. (1992).

According to Farrant (2002), there are two implicit ideals in the word education. One is that of leading out into a new knowledge and experience. The other is that feeding and thereby growing and developing. Both are helpful in understanding what education is and point to the fact that education is an essential process in human development. He further argued that education is a universal practice engaged in by all societies at all stages of development. However, one might ask," How can education possibly be said to be universal when there are so many people in the world who have never been to school?" the confusion lies in equating education with schooling. The two are not the same. Education describes the total process of human learning by which knowledge is imparted, faculties trained, and skills developed. Schooling is only one form in which education is provided. Schooling therefore, is the process of being taught such as in school or a formal form of education where students are taught in classroom about subject based on a curriculum (Watkins, 2006).

Education is an infinite process that knows no barriers, age, creed, colour or race. For any society, be it simple or complex, the transmitting of knowledge, skills and attitudes to the young is an important activity for the sustainability of community living. Adult members of the society also continue to learn through various rituals, ceremonies and activities. This learning can be delivered informally, non-formally or formally. Broadly conceived, NFE is not a new concept but an educative phenomenon integrally incorporated in even pre-literate societies. Increasing evidence exists to substantiate the claim that NFE is an old concept with a new name (Akanisi, 2002).

From the above meanings of education, the researcher defines education *as a means of exposing the individual to the environment and guiding him/her to develop the capabilities*

needed to utilise the resources available in the environment. However, education may therefore be of different types but all are geared towards the improvement of an individual's welfare and the entire development of the nation.

2.3.1   Types of Education

Education, as a lifelong process which enables the continuous development of a person's capabilities as an individual and as a member of society, can take three different forms: Formal, Non formal and Informal. Etlinget al (2000) clarified the differences among informal, formal and non-formal education, as follows:

Formal education refers to the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training.

They identified Informal education to be the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment - from family and neighbours, from work and play, from the market place, the library and the mass media.

Finally, NFE to them is any organised educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives.

The distinction made is largely administrative. Formal education is linked with schools and training institutions; Non-Formal with community groups and other organizations; and informal covers daily experience, from family, friends, peer groups, the media and other influences in a person's environment.

Farrant (2002) identified informal education as completely unstructured learning which individuals are free to follow according to their own interests and mostly provided by family members, peer groups, mass media, religious groups, societies and associations. Formal education to him is learning process in which what is taught is carefully structured by means of syllabuses and time tables, thus it is highly structured programme with perspective content to the curriculum. It is normally carried out by government schools. Non Formal is also characterised loosely structured programmes in which the public is free to participate or not

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as they wish and it is normally provided by examples such as extension services, rural development programmes, government literacy programmes and teachers' centres.

2.3.2 Meaning of Non Formal Education

NFE has been a significant component of education policies and programmes in developing countries for the past nearly three decades. UNESCO (2006) defines Non Formal education as "any organised and sustained activity that does not correspond exactly to the definition of formal education. Non Formal education may therefore take place both within and outside educational institutions and cater for persons of all ages. Depending on the country contexts, it may cover educational programmes to impart adult literacy, basic education for out of school children, life skills, work skills, and general culture. NFE programmes do not necessary follow the 'ladder' system (Formal Education), and may have differing durations and may or may not confer certification of the learning achieved."

Non-formal education like any other organised systematic educational activity provides selective type of learning to particular groups of learners (both adults as well as children) outside the framework of the formal school system. It is a flexible and organised learning activity which takes place at the learners place, pace and time. It is also need-oriented and interest based. It provides a second chance to dropouts and enables the under-privileged sections of society to acquire relevant knowledge and skills (Koul, 2011).

Farrant (2002) also defines NFE as any organised learning activity outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of particular groups of children, youths or adults in a community. It includes various kinds of educational activity such as agricultural extension, skills training, health and family planning, educational work among the youth and women and functional literacy.

The word "organised" appearing in the definitions connote that NFE is planned in a pattern of sequence with established aim, a curriculum and specific outcome. Thus, it is structured and systematic. At the same time, these definitions strongly point out the fact that NFE is not standard in its delivery or facilitation methods, approaches and techniques. Thus it embraced programmes designed both for broad national goals and individual learner's development objectives as well as academic ones. The emphasis of all definitions is on non-conventional delivery or facilitation methods, approaches and techniques.

Thus, drawing knowledge from the above definitions, NFE can be operationally defined by the researcher *as an organised, structured or systematic learning activity that provides selective type of learning to a specific group [s] of people for a specific objective, at low cost in terms of both time and resources.* By nature and process it is supposed to be learner–centred and provides learning by objective.

2.4 Strategies and approaches used in Adult Literacy Programme

According to Oxenham (2004) there are two strategies used in adult Literacy programmes. He described the first as "literacy second" which is livelihood led and the second as "literacy first" which is literacy led. In the former the organisations engaged in variety of activities and realized that some members of their target were constrained by lack of literacy skills and therefore start literacy classes for them. In the latter, the organisations start literacy programmes first with the premise that new literates, once they have gained functional knowledge and skills can then use them in their everyday lives including starting development projects. According to Duke (2004), 'livelihood-led' or 'literacy second strategy' programmes stand a stronger chance of success than the 'literacy-led'. They argue that most of the learners are poor and they need economic skills which should be concurrent with literacy.

2.5   Non-Formal Education and Poverty Reduction-Case Study of Uganda

2.5.1   Background

A commitment to poverty eradication is one of the most important plans of Uganda Government for Social Development under the prosperity for all programmes, where abject poverty is considered a severe injustice and an abuse of human rights. Its action programme proposes to support livelihood systems and survival skills to help poor people to combat poverty (Kiira, 2010). Poverty in Uganda is an important issue as about 31.1 percent of Ugandan population were below national poverty line in 2005 (World Bank 2011). Women in Uganda are the poorest of the poor and 92 percent of the poor live in the countryside, although 89 percent of the population is classified as rural (World Bank. 2011).

According to Namiremba (2005), the National Literacy rate estimated at 68 percent in 2002. This shows that about 32 percent of the national populations were illiterates in 2002. The literacy rate has increased to73 percent in 2010 (World Bank, 2011). However, there is a

glaring gap between rural and urban areas in adult literacy with northern Uganda lagging behind at 47 percent and the highest in the central region at 77 percent and hence the need for Non Formal Education which has the sole aim of improving the lives of the rural poor especially women (Nawaguna, 2007).

The NFE programmes target both men and women who missed the opportunity of formal learning in their childhood school going years. Whatever category, they must be above 15 years of age; there is no upper limit (Nawaguna, 2007).

2.5.2 Services and policy objectives used in Uganda for NFE

The services provided by NFE in Uganda include; literacy and numeracy, skills training, development and management of income generating activities and provision of micro finance. Ugandan Non Formal Education with specific references to adult literacy provides the following objectives:

➢ To empower adults with reading, writing and numeracy skills and raise literacy rate of 68 percent in 2005 to a projected percentage of 82 percent by the year 2015, depending on the literacy levels in different areas;

➢ Acquisition of functional skills relevant to life in the community;

➢ Development of national awareness of individuals by building social, political and civic competencies, including instructions on national and international issues;

➢ Promotion of lifelong learning in the community in order to update professional competencies required by the world of work;

➢ Basic of fundamental education so as to make good the deficiencies many people experience because of curtailed education or non-existent period of formal schooling;

➢ Vocational and technical education necessary for the acquisition of certain specific skills needed for the improvement of job performance.

2.5.2.1 Implementing Agencies of NFE in Uganda

There are a number of agencies responsible for providing adult literacy programmes in Uganda and four will be used for this work. These agencies include;

➢ The government's National Functional Adult literacy Agency

➢ The Adventist Relief and Development Agency's (ADRA) functional adult literacy

➢ Literacy Aid Uganda

➤ Uganda Programme of Literacy for Transformation (UPLIFT UGANDA)

2.5.2.2   Content of the Services to Achieve the Desired Objectives

The Uganda Adult Education Network (UGAADEN), a network of non-governmental organisations and persons in the field of Adult Education have discussed two major programmes of Non Formal Education which seek to address illiteracy and poverty situation in Uganda. These are discussed below;

➤ National Agricultural Advisory Services (NAADS).

The National Agricultural Advisory Services (NAADS) is a national programme created under the Plan for Modernization of Agriculture as one of the Government of Uganda adult education programmes to eradicate poverty from the rural communities. It involves new approaches to agricultural extension service delivery where services are privately delivered but funded by public resources. NAADS is an example of several adult education-oriented programmes which are not identified as such by both the implementers and beneficiaries. NAADS's mission is to increase farmer access to information, knowledge and technology for profitable agricultural production. Thus, agricultural extension services are provided by extension officers to farmers to allow them to accept modern farming practices to increase agricultural productivity and improve the socio economic life of the rural farmers (Jjuuko, 2007).

➤ ADRA Uganda Functional Adult Learning

ADRA Uganda has since 1997 been involved in the implementation of Functional Adult Literacy programmes designed in line with the government Functional Adult Literacy (FAL) Policy Guidelines and strategic investment plan. ADRA Uganda's Functional Adult Learning is an expansion of the government FAL curriculum, which basically aims at community literacy. The programme is fully functional and it involves practical application of class theories. According to the approach used by ADRA Uganda, learners are given the opportunity to apply their knowledge by financially being supported through the provision of micro loans to start Income Generating Activities (IGAs). The organisation adapted Functional Adult Learning as a broader concept that takes into account many components, the major ones being adult literacy, skills training and development and management of income generating projects and the provision of micro finance services among others. ADRA Uganda believes that sustainable social, economic, political, environmental and cultural development

cannot meaningfully take place unless the population is literate, has livelihood skills and has access to affordable micro finance services. ADRA Functional Adult Learning programme is categorised into two; functional adult literacy and Functional Skills enhancement and Development (Okech et al 2005)

❖ Functional Adult Literacy

This refers to a system of learning whereby adult learners undergo basic training in reading, writing and arithmetic in a language most appropriate to them and in this case, "mother tongue". The topics are progressively set up in the learner's books called primers. The intention here is to enable the individual learner becomes literate which is demonstrated by their ability to read, write and manipulate figures. This is a form of capacity building because the average man is empowered to read instructions, write, record his activities and count his money with confidence. At this level, the learners self-esteem and confidence are enhanced and boosted (Archer, 2008).

❖ Functional Skills enhancement and Development

Having gone through the literacy and numeracy to empower learners in reading, writing and calculation, the adult learner needs to have a livelihood strategy that is viable and sustainable in order to make him/her self-reliant. Since sustainable livelihoods involve a complex network of socio-cultural, economic and political components, learners are trained in essential life skills activities which enhance productivity, social and environmental health and social and civic responsibility. In addition to these essential life skills training, the learners choose those activities in which they have a competitive niche and comparative advantage and receive training that makes them master such livelihood strategies. These include improved agricultural methods, income generating activities (animal rearing, oil extraction, etc) its identification and management. At this stage, the learners' capacity to be more productive and self-reliant is built. From 1997 to 2004, ADRA Uganda has implemented integrated FAL projects in different regions of Uganda, reaching a total of 56,581 learners.(Okech et al, 2005),

➢ Literacy Aid Uganda

Literacy Aid Uganda uses the Functional Adult Literacy Curriculum developed by the Ministry of Gender, Labour and Social development. They also developed their own

curriculum based on a participatory approach where they inquire from the learners what they really want to learn. Apart from literacy education they also provide training in carpentry, tailoring and knitting. The organisation is located at Mukono District in Uganda. A total number of 796 learners have benefited from the programme from 2002-2005.

> ➢ Uganda Programme of Literacy for Transformation (UPLIFT UGANDA)

The literacy rate in Nebbi district in Uganda is about 58 percent, which is less than the national literacy rate of 68percent. The objective of the organisation, UPLIFT UGANDA is to achieve Millennium goals in basic Literacy for Nebbi district with related goals of Education for All, Gender balance and empowerment for community development. The programme laid emphasis on reading and writing curriculum around issues of local concern and interest. This gives the programme a context that goes beyond simply learning to read and write. Information in literacy workbooks covers issues such as malaria prevention and treatment, composting and other simple agricultural improvement techniques, and basic health and sanitation. Total number of learners who have benefited from the organisation's literacy activities is 8,682 between 2001 and 2007(Bahá'í International Community, 2004).

2.5.2.3   Impact of Non Formal Education on learners

NFE has helped poverty reduction in so many ways. It has contributed a lot in increasing the household income of the poor by educating them on income generating activities like formation of community saving schemes, business skills, and agribusiness skills. It has also played key role in social, political and health issues of individual, household and community levels. The following are results of intervention of NFE programmes on learners.

(a) Agriculture is the backbone of Uganda's economy, but it has been practiced in a subsistence way which culminates to ever increasing poverty among illiterate farmers. Uganda government has come up with modalities of modernizing agriculture under various programmes in order to improve productivity for quality agricultural products. For example, the Plan for modernisation of Agriculture (PMA), the National Agricultural Advisory Services (NAADS) are programmes aimed at modernising agriculture. For instance, Kisoro (district in Uganda) FAL IV had trained 5200 learners in modern methods of farming which had doubled their yield and hence increases their incomes (NAADS, 2003).

(b) Non formal education has enhanced learner's social, political and economic life. This is evidenced in FAL in Mbale a district in Uganda had trained 780 less privileged adults in reading, writing and numeracy integrated with functional knowledge and skills. Beneficiaries had improved in basic hygiene and sanitation. In addition, more female beneficiaries had taken up political positions and leadership roles (Okech et al, 2005).

(c) Non Formal Education has been a blessing to pull learners out of ignorance and create awareness on the importance of saving. This has improved the saving culture among people and enables the existence of rural microfinance institutions and therefore reducing poverty. For example, in KisoroFal IV, the learners had been trained in affordable micro finance services from 2002-2003. 75 percent of the one hundred and thirty (130) established FAL classes had started their own micro credit schemes from their own savings (Okech et al 2005).To epitomize the impact therefore, Ms. Heidrun Siebeneiker of the German Development Service and a technical advisor to FAL projects in the Ministry of Gender, Labor and Social Development, calls the Mbale FAL a 'success' and writes in an independent evaluation that the method ADRA Uganda used to empower the community has yielded the following results;

➢ There is money to send children to school.
➢ Women have become more independent, because they earn their own money.
➢ There is less drinking abuse among the men and women, because people have an aim in life.
➢ Houses and people are cleaner.
➢ The people are healthier, because they are more hygienically aware and can afford medicine.
➢ Farming and animal husbandry are managed more successfully.
➢ People have higher self-esteem, as they can manage their own affairs.
➢ Businesses are more successful because of the new management skills
➢ Successful management of their lives has encouraged family planning
➢ Communities have become more peaceful

2.5.2.4 Challenges of implementation of Non Formal Education in Uganda

The current support by foreign sources clearly defined adult education programmes such as adult literacy is a temporary assistance due to the absence of a commensurate contribution by Government and other local stakeholders. As Okech et al (2004) correctly put it; this is not a

healthy trend because external funding is usually for a limited period of time and cannot therefore be relied on for sustainable continuity of the programme. External funding has tended to disfavour infrastructural development for obvious reasons. NAADS, (2003) also posits that, lack of a shared understanding works against efforts to attract organized funding to the field. This is compounded by the lack of a policy framework to regulate and guide service delivery. Apart from the Government White Paper on Education of 1992 and a series of sector plans and polices with elements relevant to adult education, Uganda has no clear comprehensive official policy statement on adult education. Efforts are just being made to develop one, which will most likely focus on just the adult literacy component in terms of its operations.

The question of whether a national adult literacy programme can successfully rely on volunteers is of universal interest. The Global Campaign for Education correctly states that the quality of the teacher (instructor) is probably the most critical factor in determining the quality of any learning process (GCE and Action aid International, 2005). GCE further makes a pertinent comment that the reward for facilitators is one of the most sensitive issues in the whole adult literacy programme. In many communities, it is the Functional Adult Literacy (FAL) Instructor who carries the burden of organizing and mobilizing adult learners. Since learning sessions take place in rather temporary conditions, the FAL instructor's presence and performance actually in itself substitutes the physical infrastructure that characterizes the formal school environment.

Surprisingly, many public and private decision makers continuously deny cash incentives or routine welfare benefits to FAL instructors, repeatedly citing financial constraints. It is just assumed that volunteers are always there to provide free labour; and that priority should be given to something else. Actually, many people still think that any literate person of average level can be a FAL instructor. This has reduced Adult Literacy Programmes to symbolic political statements of good intentions without tangible impact at the grassroots (Jjuuko, 2007). The FAL volunteer instructors are ill-motivated, poorly trained and irregular at work. Many FAL classes exist in the records; materials worth millions are not put to good use. National and district adult literacy managers and supervisors are often confronted with frustrating excuses from instructors and their learners in relation to attendance and regularity of classes. Some adult learners remain part of the FAL class registers just for strategic

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reasons other than learning literacy. They receive less than what they deserve; they often learn nothing but to be present whenever there are visitors (Jjuuko, 2007).

2.6   Non Formal Education in Ghana

The present Non Formal Education Division of the Ministry of Education has its root from our colonial masters. This dates back to 1948 when colonial administration embarked on experimental adult education programme in four (4) regions, namely: Ashanti, Volta, Western and Central.

In 1951 Mass Literacy and Mass Education was introduced by the Department of Social Welfare and Community Development as the implementation agency. By 1954, the adult literacy programme spread to all parts of the country using eleven (11) local languages i.e. Akuapim Twi, Asante Twi, Dagaare, Dagbani, Dangare, Ewe, Fante, Ga, Gonja, Kasem and Nzema. After short break of delivery of mass education due to economic decline which started in 1967 with successive government cutting back on financing the programme until in 1987 when the government placed Non-Formal Education programmes within the then Ministry of Education which is responsible for implementing, monitoring, directing and co-ordinating all Non-Formal Education related programmes in the country.

Having established the NFED, a Functional Literacy Programme (FLP) was launched to fill the gap created by years of neglect of the Non Formal Education sector. The major task, which saddled the young Division, was the mobilisation of public support and funding for the National Literacy Programme.

Between 1989 and 1991, the Division successfully piloted the FLP in Winneba/Apam in Central Region and Tono/Vea in Upper East Region with financial support from the British Overseas Development Agency. According to NFED (1999), as at 1984, there were 5.6 million adult illiterates and 2.5 million school dropouts in the country. Thus, more than 70 percent of the adult population in Ghana were illiterates. Illiteracy rates were much higher in Northern part of the country than the South, and much higher among women than men.

In order to meet the phenomenal demand to provide learning opportunities for the large number of the illiterates in the country the government launched the expanded phase of the FLP in January 1991.Government commitment to the FLP was heightened not only because of the need to provide learning opportunities for all Ghanaians, but also provision of literacy

would facilitate the developmental process of the country and enhance enrolment levels in the basic schools.

The Division received support from the ODA, UNFPA, UNICEF, Switzerland, Norway, Japan and WHO. The first phase of the programme was funded by Government of Ghana, IDA, Norwegian and UNICEF which commenced in July 1992 and ended in December 1997. The programme managed to provide basic literacy skills and functional knowledge in 15 local languages to nearly 1.2million people in the phase one nationwide (NFED 1999).

2.6.1. The Essence of functional literacy programme of the NFE

The essence of functional literacy of NFE is not to educate adult illiterate to compete with formal school children for white collar jobs but to make them functional literates. According to NFED/MOE (2000) the following are some benefits of functional literacy in poverty reduction.

> - Eliminate Ignorance, which is one of the ramifications of illiteracy and a bane of individual and societal development;
> - Poverty and disease will be reduced through learners' application of the functional, developmental and occupational lessons in the primer;
> - The learners' skills and self-esteem will improve and their awareness of choices in areas like family planning, personal health and hygiene will increase.

Thus the overriding objective of the programme is to build the capacity of the hitherto neglected human resources of the society to actively participate in the developmental effort and also reduce poverty among disadvantaged groups in the Ghanaian society.

2.6.2 Implementation and Organisation of the NFEP in Ghana

The NFED is the main implementing organization responsible for policy formulation, programme co-ordination, programme design and development, materials design and production, radio programme development and general supervision of programme implementation, evaluation and monitoring of the NFEP. It is organised into three main departments: logistics, materials development, and research and monitoring.

The volunteer Facilitator is the key person in the teaching and learning of literacy and is selected by community or religious groups. The Facilitator undergoes an initial training course for 14-21 days. This training is organised at the beginning of every cycle for new

facilitators, which covers class administration, pedagogy, curriculum content, testing, counselling, and community mobilization skills (NFED, 2004a).

During the NFEP cycle, facilitators undergo refresher courses. The NFEP runs in cycles of approximately 21 months. It usually begins in October/November and ends in June/July. Each cycle has a batch of learners. On average, learners meet for six hours per week. Class meeting times are decided by learners and their Facilitators. Some classes meet early in the morning while others meet in the evening. There are usually 25 learners in a class. This makes it easy for learners to get individual attention from facilitators.

Classes are assessed at the end of a cycle, and learners who complete the cycle are expected to participate in the end of cycle assessment exercise. This assessment is done in 3 stages. The first stage is the class level which will be conducted by the facilitator, follow by zonal level which conducted by supervisor/service providers and finally, the national level which is conducted by NFED. Each learner completing the literacy cycle is awarded a certificate of participation. It is estimated that between 1992 and 1998 at least one million non-literate Ghanaians became functionally literate in their mother tongue (NFED, 2004b).

The District Organiser is the chief operating officer of NFED in each district. Resources for the classes, including the Primer (textbook), Facilitators Manual for (NFLP) and other inputs such as pens, class attendance book etc. are channelled through the District Offices from the Headquarters. Classes are directly supervised by Zonal Supervisors, who are in turn supervised by District Office staff. Officers from the Regional Office and the National Office also undertake monitoring and supervision occasionally (NFED 1999).

2.6.3 Programme (NFLP) Content of the NFE

The Primer is based on three broad areas -life skills, occupational skills and civic awareness. The following themes that focus on national development are common to all the 15 language groups: Family Planning, Teenage Pregnancy, Nutrition, Community Empowerment, Safe Drinking Water, Community Development, Safe Motherhood and Child Care, Immunisation, AIDS, Environmental Hygiene, Income Generating Activities, Traditional and Modern Farming, Farm Extension Services, Borrowing Money for Work, Food Preservation, Animal Husbandry, Soap Making, Edible Oil Extraction, Drug Abuse, Tree Growing, Child Labour, Saving Energy and Intestate Succession law (NFED-MOE, 2008)

The learner is expected to go through these themes to make him or her functional in his/her community. These themes are captured in the primers of NFLP of the NFE.

2.6.4 Services Implemented under the NFLP of the NFE

The major programme under the NFED of the Ministry of Education is the National Functional Literacy Programme (NFLP). A functional literacy is a method used to teach people how to read well enough to function in a complex society. It incorporates reading materials that relate directly to community development and to teaching applicable or useful life skills (Aaron, 1999).

The functional literacy programme of the NFED has a multi-purpose curriculum. The basic goal of equipping the participants with basic reading and writing skills and also make calculations woven into a number of activities which are meant to enable these youths and adults function effectively in their communities and the society at large. These activities are grouped under three main areas which are (1) life skills and health issues (2) income-generation/occupational skills and (3) civic awareness and citizenship education (NFED, 1999). These activities would be discussed and bring out its relationship with poverty reduction.

a) Adult literacy/Numeracy

The NFED carries out its role of providing literacy and numeracy skills in Ghana through NFEP. However, there are many other non-governmental organisations (NGOs) which are also involved in adult literacy activities. They are: World Vision International, Salvation Army, the Adventist Relief Agency, TechnoServe, GHACOE women's ministry, just to mention a few, who also provide basic skills for the poor in rural communities. They are in addition engaged in other developmental activities in rural communities, using NFE services such as the income generating activities.

The literacy programmes are strategies to integrate illiterates, the majority of who are women and rural dwellers into the national developmental process. In this respect, the thrust has not only been on providing literacy and numeracy skills both the benefits thereof of improving livelihoods and living standards of the poor and excluded. Thus learners would be able to read road signs, prescription on drugs, house numbers and can also avoid being cheated with lies. This is also a prerequisite to skill training (Aryeetey and Kwakye, 2005).

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b) Life-skills Training and Health Issues

One of the major services of the NFE in Ghana is training in life-skills and is about how to keep healthy (NFED, 2008). A number of both national and international organisations are involved in this activity. Three of such organisations are the Planned Parenthood Association of Ghana (PPAG), Green Earth Organisation and the World Vision, Ghana. This service is intended to help participants maintain personal and environmental hygiene in order to have a healthy life (Blunch and Portner, 2004). The social and health issues covered under this service include: family planning, teenage pregnancy, environmental hygiene, immunisation, AIDS, safe motherhood and child care, drug abuse, traditional medicine and safe drinking water. It follows therefore that once learners are able to achieve the goal of this module of NFEP, they would be able to improve their health status and have the potential of improving their living standards. This is because they will be healthy to embark on their economic activities; their health care bills will go down and all things being equal improve their savings and also enhance economic development for poverty reduction. There is a link between poverty reduction and skills training and increased growth, productivity and innovation, in particular for the informal sector (Fluitman, 2002).

Skills development improves output, quality, diversity and occupational safety and improves health, thereby increasing incomes and livelihoods of the poor. It also helps to develop social capital and strengthens knowledge about informal sector associations, rural organizations and governance. According to human capital theory, the better educated the agricultural labour, the higher their productivity (Atchoarena and Gasperini, 2003).

c) Income Generating Activities/Occupational skills

Organisations involved in the provision of income-generation skills include World Vision, Ghana, which has included farming and food preservation in its curriculum; the National Board for Small Scale Industries (NBSSI), which is responsible for the training of learners in the formation of co-operatives, simple accounting processes and entrepreneurship and the GRATIS Foundation, which provides training entrepreneurship for income-generating activities (Blunch and Portner, 2004).

The main rationale for this service of the NFE is to equip participants with some occupational skills which will in turn help them to generate income. The topics treated under income-generation/occupational skills include cocoa farming, maize cultivation, dry season farming,

basket weaving, animal husbandry, bee-keeping, oil palm cultivation, borrowing money for work, hygienic way of preserving and selling fish, farm extension services, pottery and soap making(NFED-MOE, 2008). The participants are also taught how to access credit either from the banks or to form co-operatives to finance their economic ventures. These activities are meant for all adults and youth but have a special focus for those who are unemployed so that they will learn some of the occupational skills to make a living. Since different parts of Ghana have different economic activities, the type of occupational skills taught in a particular community reflects the economic activities dominant in that area. For example, whilst farmers in the cocoa growing areas in the forest zone learn skills associated with cocoa production, those in the coastal areas discuss how to improve skills in fishing and fish mongering as fishing and fish selling constitute the main economic activities along the coast. It could be clearly seen from the above module that Non Formal Education and rural poverty have positive relationship. This is because when the module is well operationalised it could help the rural poor to improve their living standards. Thus, they can afford to pay children school fees, drink potable water, access to quality healthcare and eat nutritional food because their income will increase.

d) Civic Awareness

Civic awareness is one of the services of the NFL of the Non Formal Education Division which also contribute significantly to rural poverty reduction. The institution noted for such activities are Action Aid and Ghana Broadcasting Corporation.

The overriding objective of the programme is to educate the participants on their civil rights and responsibilities. In order to achieve this objective, a wide range of issues are discussed during civil awareness lessons. These include taxation, bush fires, interstate succession law, child labour, chieftaincy, community empowerment and expensive funerals. These activities are targeted mainly at illiterate youth and adults who cannot read such documents as the Constitution and the Newspapers. With regard to health, research shows that illiteracy significantly limits an individual's ability to understand messages and absorb knowledge necessary for self-care particularly among women. This has a negative impact on household health, hygiene and nutrition (UNESCO, 2006).

2.6.5 Strategies used in Adult Literacy Programme in Ghana

Literacy programmes in Ghana are implemented using two approaches described by Oxenham (2004) as "literacy second" which is livelihood led and "literacy first "which is literacy led. In the former the organisations engaged in variety of activities and realized that some members of their target were constrained by lack of literacy skills and therefore start literacy classes for them. In the latter, the organisations start literacy programmes first with the premise that new literates, once they have gained functional knowledge and skills can then use them in their everyday lives including starting development projects. According to Duke (2004), 'livelihood-led' or 'literacy second strategy' programmes stand a stronger chance of success than the 'literacy-led'. They argue that most of the learners are poor and they need economic skills which should be concurrent with literacy.

2.6.6 Role of NFE in Poverty Reduction

It is clearly evident from the above discussion that Non Formal Education plays a significant role in poverty reduction. It could be seen that literacy and numeracy is the first step to guide the illiterate poor to make meaning of written documents. According to UNESCO (2006), functional literacy involves not only reading and writing, but also the acquisition of the skills necessary for effective and productive performance within society. This is strengthened by World Bank studies which confirm that what poor people learn from literacy programmes does help them to raise their income and move out of poverty (Oxenham, 2004). Acquisition of basic literacy with income generating activity, life skills and civic awareness, the illiterate poor would be strong physically, socially, economically, and politically to meet challenges that confront him/her. These recommendable roles of Non Formal Education do not manifest without challenges.

2.6.7 Challenges of the Non Formal Education in Ghana

There are a number of challenges that confront the Non Formal Education Division in their quest to work towards the achievement of their goals. The following are some of the challenges that confront the non-formal education in Ghana.

Financing NFE in Ghana is a big challenge. Funds are provided by Government and foreign donors. The Government's 1999-2001 Medium Term Expenditure Framework (MTEF) contained an allocation of about US$2 million per year for NFED, which represents 0.68 percent of the sector budget for 1999, 0.63 percent for 2000 and 0.55 percent for 2001.Total

education sector expenditure as a percentage of total discretionary public recurrent expenditures from1999-2000 was estimated between 35 percent and 40 percent(NFLP, 1999 and Aryeetey and kwakye 2005).

However, it is not enough to make the activities sustainable without donor support. In fact, delay or lack of donor support hinders effective implementation of NFE programmes. Currently, it only government who is funding the NFE programmes.

Another major challenge in the promotion of Non-Formal Education activities in poverty reduction is its lack of recognition in comparison with formal academic education. As a result, the importance of Non-Formal Education is not fully recognised in the society and the opportunities to use it are not fully realised. Many people in NFE operational Zones are not aware of the existence of the Non Formal education programmes (PACE, 1999).

One important factor behind the success of the NFEP has been the willingness of many people working voluntarily as facilitators. They are rewarded, with a bicycle, sewing machine, roofing sheets, cooking utensils or ghetto blaster, but only upon successful completion of the learning cycle (after 21 months),where 70 percent of learners and the facilitator should have spent at least 80 percent of total hours per cycle. In addition, at least 60 percent of the learners should be able to read, write, compute and also have functional knowledge (NFED, 2004). This means NFE volunteer instructors /facilitators are therefore ill-motivated and that makes some them irregular at work which affects effective implementation of the programme.

The Non Formal Education is also challenged with political interference which hinders smooth operation of their activities. This is evidenced by the frequent change of regional and district coordinators whenever there is a change in government. This situation affects the smooth operation of their services.

Figure 2:1   Linkage of Non-Formal Education as a means of Reducing Poverty
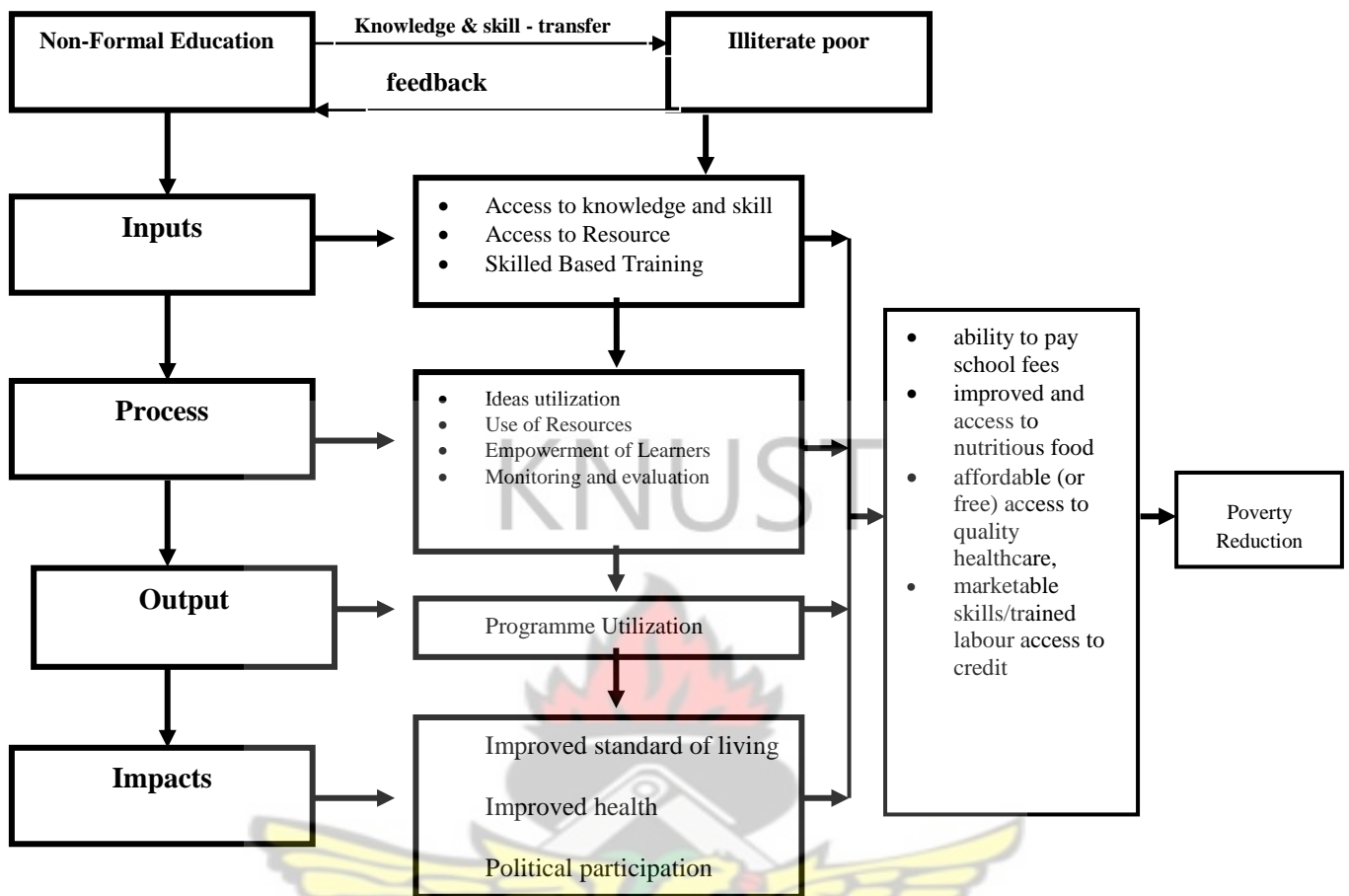
Source: Author's construct, 2011

From Figure 2:1, Non Formal Education transfer technology in the form of knowledge, skills and how these are applied to the illiterate poor and in return illiterate poor also give feed back to the Non Formal Education. The Non Formal Education provides the inputs in the form of information, resources and skilled based training to the illiterate poor. Thus, the illiterate poor also get access to technology. The skill based training is designed to advance individuals' general proficiency, especially in relation to their present or future occupations. Skill training prepares learners for jobs that are based on manual or practical activities, traditionally non-academic and totally related to a specific trade or occupation. Access to resources refers to learner's participation in saving and credit groups, savings mobilization, loan provision, material support. Access to information refers to knowledge about the various agencies in their community and their ability to read and write.

Through the procedure given by the NFE, the illiterate poor are empowered to use the resources, knowledge and skills acquired. The process of the Non Formal Education is expected to yield output which is programme utilisation by the illiterate poor. The expected

impact of the NFE is the increased income of the illiterate poor, improved health and political participation.

To epitomize therefore, NFE will provide inputs and take learners through a process, which also results in an output. The output is expected to bring about impact on the standard of living of the illiterate poor. It also follows that when the illiterate poor get access to the inputs provided by NFE, they are empowered to apply these input in a procedure provided by the Non Formal. They therefore utilise the technology and the result is improvement of their standard of living which is manifested in their ability to pay school fees, eat nutritious food, honour social obligations and afford quality health care.

2.7   Lessons learned

➢ The NFE lacks adequate capital needed to implement their programmes effectively.

➢ The NFE has the potential of reducing illiteracy and improving the standard of living of the illiterate poor.

➢ There are three perspectives to the definition of poverty. These are the income perspective, the basic needs perspective, and the capability perspective.

➢ It has also been seen that NFE like any other organised systematic educational activity provides selective type of learning to particular groups of learners (both adults as well as children) outside the framework of the formal school system.

➢ NFE depends on volunteers as instructors/facilitators

2.8.   Conclusion

The review of literature suggests that poverty is of different forms, but in one sense, it is inability to meet the basic needs of life, which can be measured by income. A general picture of the poor or under-developed countries is that the majority of populations live with inadequate income, which hinders them from meeting their needs of life. There are various interventions to poverty mitigation to build capacity of the people. Illiteracy in Ghana, particularly in the rural areas, negatively affects the economic activities of the illiterates and this remains a contributing factor to poverty of most of the rural folks. Poverty alleviation targeted through NFE to the illiterates in the rural areas especially women is one of the ways for improving their standard of living.

Their economic and social development is not possible unless employment creation, resource generation and economic self-dependency activities are implemented. One approach suggests that if the skills of human resources could be enhanced, the resources would have to be used in a productive way. The government of Ghana has put in place a number of interventions for poverty reduction which Non Formal Education division of MOE is involved in literacy and numeracy modules, income generating activities such as gari processing, kente weaving, smock weaving, palm oil extraction, snail farming, bee keeping and baking . They also aid in access to resources. The study further counts that poverty reduction leads to a host of opportunities, ability to pay school fees , Improved and access to nutritious food, ability to use potable water , affordable or free access to quality healthcare, marketable skills/trained labour and access to credit among others.

In this study, the conceptual suppositions, NFLP through the NFE leads to income generating opportunities combined with skills, access to resources leads to increase income and poverty reduction/improved standard of living. In the next chapter the researcher will look at the trajectory and the source of information that would be needed to answer the research question.

CHAPTER THREE

PROFILE OF THE STUDY AREAS AND RESEARCH METHODOLOGY

3.1   Introduction

This chapter details the techniques and procedures that were employed to carry out the research. It therefore explains the research design that was adopted and identifies the data required as well as the sampling procedure for data collection and analysis. However, the profiles of the two study areas were looked at first and that gave vivid picture of the area and also helped in selection of the methodology used in the study.

3.2   Profile of the Study Areas

This discusses the geographical locations, literacy levels, economic situations and poverty situations of the study areas.

3.2.1 Offinso South Municipalility

- **Location and Size**

Offinso South Municipality is one of the new Municipalities created in Ashanti Region in 2007. The Municipality shares common boundaries with Offinso North in the North, AfigyaKwabre in the East and South and AtwimaNwabiagya and AhafoAno South District Assemblies in the West. The Municipal capital is New Offinso which comprises about 22 suburbs. The Municipal lies within latitude 7º15N and 6º95S and longitude 1º35E and 1º50W (as shown in Figure 3.2) with a total land area of about 600km^2.

- **Demographic Characteristics**

The population of the district is 138,190 comprising 68,712 males and 69,477 females. The population density of the area is 63.5 persons/km^2. There are about 126 settlements in the District. Out of these settlements, five (5) could be described as urban. These are New Offinso (36,190), Akomadan (14,018), Abofour (11,177), Nkenkaasu (10,014) and Afrancho (7,727). The average household size is 5.5. Children under 15 years account for about 46.6 percent. The economical active population (15-64 years) accounts for 49 percent and the elderly (65 years and above) account for 1.5 percent of the total population. There are three

main religious groups in the district. These are Christians (75.6 percent), Islam (15.9 percent) and Traditional Religion (8.5 percent) (Offinso South District Profile, 2010).

According to (GSS, 2002), the population of the district depicts a rural-urban split of 57.8:42.2 for the Municipality as compared to 56.2:43.8 for the nation. However, with about 60 percent of the settlements of the settlements in the Municipality being rural, the situation poses a problem for the distribution of high order services and functions in the Municipality. Services must have the required threshold population before they are provided. The implication therefore is that theoretically many of the settlements may not qualify for higher order services.

- **Economic Characteristics**

Offinso Municipality being an agrarian economy employs as much as 62 percent of the labour force ((MLGRD, 2006). The Municipality abounds in diverse agricultural produce. To achieve a sustainable development, it is very imperative that the industrial sector is improved to add value to the agricultural produce.

The major crops produced in the district are vegetables, oil palm, yam, cocoa and some citrus. Commerce follows by 21 percent with services and industries 15 percent and 4 percent respectively. Employment in the services sector is rapidly expanding in the district. The proportion engaged in the services sector (excluding wholesale and retail trading) more than doubled between 2000 and 2007. There has been a doubling of the proportion of the adult population employed in wholesale and retail trade. Manufacturing activities are not as important in the district as agriculture. There has not been much growth in employment in the sector in the period since 2000.

The informal sector remains the largest sector of employment of most workers in Offinso District. The public and private formal sector together employ less than a fifth of the workers in Offinso.

- **Poverty in the Offinso South Municipality**

The adult unemployment rate has increased between 2000 and now, from 4.9 percent to an estimated 13.4 percent. About 40 percent of the persons aged 15-24 years are in the labour force, either working or not working but looking for a job. Of the proportion in the labour force, 30 percent are unemployed. The incidence of underemployment in the district is estimated at about 24 percent. The incidence of underemployment is higher among men than

among women and is higher among urban than among rural workers, although the difference does not appear to be significant

The incidence of child labour is higher in rural communities estimated to be 4.3 percent, which over and above that of the whole district is 2.9 percent. The proportion of girls that work tends to be higher than the proportion of boys. The majority of working children are to be found in agriculture. It is estimated that 88 percent of working children were employed in agriculture.

The average annual income of the municipality is estimated as GH¢126.52. The municipal poverty is estimated at twenty percent (20 percent) of the population. Those found below the hardcore poverty line is estimated at 8.5 percent. There is therefore the need for the Municipal Assembly, the private sectors, NGOs, CBOs, Donors and all major stakeholders in the municipality to evolve policies, programmes and projects that are geared towards poverty alleviation in the municipality, especially in the rural areas. It is against this background that the researcher selected this district for the study.

- **Literacy**

The proportion of the population aged 15 years and above that can read and write in any language is approximately 55 percent. The gap in the literacy rate between men and women has widened between 2000 and now. Literacy rate among men is stated as 71.5 percent whiles that of women is 43.8 percent (MLGRD, 2006). The literacy rate is higher among the urban population. It is estimated that the literacy among urban dwellers is 58.9 percent whiles that of the rural folks is estimated to be 53.1 percent. Similarly the literacy rate among the population aged 15-24 years is higher than it is for the entire adult population.

The above clearly indicates that adult literacy programmes should be intensified in the Offinso Municipality to improve upon the literacy situation in the district.

3.2.2   Ejisu-Juaben Municipal Assembly

- **Location, size and vegetation**

The Ejisu-Juaben District lies within latitude 1° 15' N and 1° 45' N and longitude 6° 15' West and 7° 00' West and stretches over an area of 637.2 square kilometers The lands rise from about 240 metres to 300 metres above sea level and experiences tropical rainfall and wet semi-equitorial climate marked by a double maxima rainfall. To the North East and North West of the Municipal are Sekyere East and Kwabre Districts respectively, to the South are

Bosomtwe-Atwirna-Kwanwoma and Asante -Akim South Districts, to the East is the Asante-Akim North Municipal and to the West is the Kumasi Metropolitan as shown in Figure 3.2.

- **Demographic Characteristics**

The district capital is Ejisu with a total population of 124,176 (GSS, 2000) and an annual growth rate of 2.5 percent. The female population represents 52.5 percent of the population whiles the male population constitutes 47.5 percent. The working age is about 64 percent of the population whilst the dependant age forms about 36 percent of the population.

Out of the 84 settlements, the district has only five (5) urban centers namely Ejisu, Juaben, Bonwire, Fumesua and Kwamo. These five towns account for 30.18 percent of the total population in the district with the district capital covering 9.2 percent.

The above implies that the district is basically rural with the rural settlements accounting for 69.82 percent. Thus rural development efforts must be geared towards the development of the agricultural sector as the main livelihood of the people.

- **Economic Characteristics**

The structure of the Municipality's economy remains an agrarian one. This shows that the agriculture sector dominate in terms of employment. Agriculture is the leading employer of the working population employing 68.2 percent of the people whiles the industrial sector is the least employer of the working population employing 8.0 percent of the populace. The service sector also employs 23.8 percent of the population. It could therefore be said that, there is less emphasis on diversification in the Municipality since there is a great percentage difference between the leading employer of the population and the other sectors.

- **Poverty in the Ejisu-Juaben Municipality**

The Ejisu-Juaben Municipality has an economic dependency ratio of 1:0.9 (100:90). This implies one person in the district takes care of an additional person apart from himself. However, unemployment defers in terms of the sexes. There is a high female unemployment rate of 62.5percent as against a male unemployment rate of 37.5 percent (MLGRD, 2006). It could therefore be said that, there is the existence of female vulnerability since the number of females who are unemployed far exceed the number of males who are unemployed. Planning efforts could therefore be made in line with the GSGDA theme of reducing women vulnerability.

Using the Ghana Living Standard (1999) consumption expenditure model, overall poverty is based on an upper poverty line of 900,000 cedis per adult per year. Extreme poverty is based on a poverty line of 700,000 cedis per adult per year. Thus the district has about 49.3 percent of the districts population considered not to be poor by the Ghana Living standard, 15.6 percent are poor and 35.1 percent are very poor. This means that about five out of every ten people in the district are poor/very poor. This is slightly higher than the regional figures where 30 percent or three out of every ten people are poor/very poor ((MLGRD, 2006).

- **Literacy level**

The district has literacy rate of about 72.3 percent whilst the illiteracy rate is about 27.3 percent with regards to population 6 years and above. It is estimated that the literacy among urban dwellers is 78.9 percent of the urban population whiles that of the rural folks is estimated to be 57.3 percent. Similarly the literacy rate among the population aged 15-24 years is higher than it is for the entire adult population ((MLGRD, 2006).

The above clearly indicates that adult literacy programmes should be intensified in the Ejisu-Juaben municipal especially the rural communities to improve upon the literacy situation in the district to enhance national development.

Figure 3.2: The Study Districts in National Context
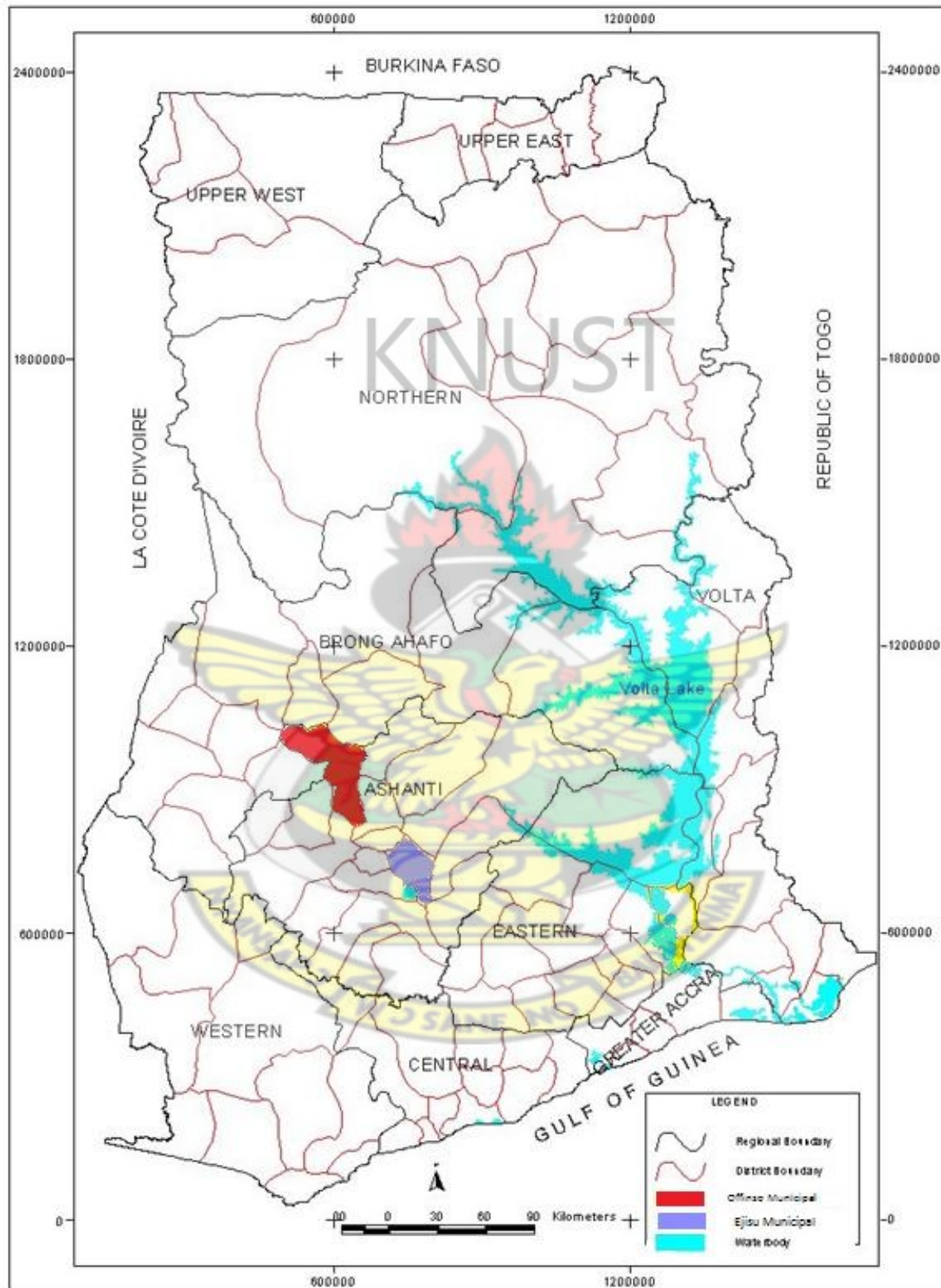
Source: Geography Department, University of Ghana, Legon

3.3   Research Design

Yin (2003) explains a research design as a "blueprint of research that spells out the logical sequence that connects the empirical data to a study's initial research questions and, ultimately, to its conclusions". He argues that the design should deal with at least four problems: what questions to study, what data are relevant, what data to collect, and how to analyse the results.

Both qualitative and quantitative Research Approaches were used to give strong underpinning of illiteracy and poverty situation in the study areas relating to NFE programmes.

In line with the research questions and accompanying objectives, the study adopted the case study research method. A case study is an empirical study that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident (Yin, 2003). Thus, the adoption of the case study method will make the researcher do an in-depth study into activities of NFE which are related to the people as a means of improving their standard of living.

The notion of the adoption of case study method to carry out the research is that the phenomenon under investigation is a contemporary one and the study is conducted within its real life situation. In addition, the case study brings the investigator and the case being investigated into direct contact. This leads to a better understanding of the circumstances of a case and helps to assess the reactions of a group to questions and issues raised in the course of the investigation (Kumekpor, 2002). He added that the case study is an explanatory method that enables the investigator to ask and seek answers to the "how" and "why" questions associated with the research. It also allows the investigator to pose questions, record intuitive hunches, testimonies, stories and illustrations from clients which can be used in later reports.

One of the limitations of case study is the difficulty involved in generalising from one case to another (Naeleet al, 2006). Critics say that case studies provide no grounds for establishing generality of findings (Soy, 1997). For this reason, detailed research has been done from secondary sources on Non-Formal Education and Poverty Reduction in this study. Thus, findings from this study were supported with literature to make it viable and reliable for generalisation. Another criticism is that case studies lack rigour (Naeleet al, 2006), that is,

they are unscientific and bias in findings. However, this study relied on scientific processes for data collection and analysis. Scientific Sampling was adopted whiles data was collected with maximum accuracy. Again, the SPSS and EXCEL were adopted for data analysis to reduce manual errors. Other limitations were related to the nature of the case being studied such as refusal of some selected learners to cooperate (Kumekpor, 2002). In addressing this limitation, the researcher respected the general principles of procedures, justice, fairness, objectivity in observation and recording, and weighing of evidence. The researcher organized the learners through the facilitators.

3.4   Unit of Analysis of the study

The units of analysis constitute the most elementary part of the phenomenon. They are the basic unit of investigation. According to Kumekpor (2002), the unit of analysis of any investigation refers to the actual empirical units, objects, occurrences which must be observed or measured in order to study the phenomena. In this regard, NFE learners (those who have graduated and those currently in the programme), supervisors and facilitators of the 7 selected communities and the coordinators of NFED of the two selected municipalities constitute the unit of analysis.

3.5   Data Types and Sources

Secondary data

Both primary and secondary data were employed for the study. Journals, publications, books and internet materials were the major secondary data that helped in understanding concepts of poverty, education, types of education and key activities of NFED of MOE. About 70 percent of these journals and publications were collected from the Ashanti Regional Office of the Non Formal Education and Offinso South and Ejisu –Juaben Municipal Assemblies.

Primary data

The primary data types and their modes of collection are summarized in Table 3.1.

Table 3.1: Primary Data Sources, Requirement and method of collection

Unit of analysis	Type(s) of data required	Method of collection
Learners (those who have graduated)	Socio-economic, what motivated them to enroll, programmes of study, impact of programmes on learners life, participating problems and how the programme can be improved.	Interview; questionnaire administration and focus group discussion guide
Learners (currently in the programme)	Socio-economic, what motivated them to enroll, programmes of study, benefits of the programme, participating problems and how the programme can be improved.	Interview and questionnaire administration
Supervisors	Socio-economic, programmes of study, benefits of the programmes to learners, implementation challenges and how the programme can be improved	Questionnaire administration
Facilitators	Socio-economic, programmes of study, benefits of the programme to learners, implementation challenges and how the programme can be improved.	Questionnaire administration
Coordinators of NFED of two study districts	Source of funding, programmes of study, benefits of the programme to learners, implementation challenges and how the programme can be improved.	Questionnaire

Source: Author's Construct, March 2011

3.6   Data Collection Methods

There are several methods of data collection in research. However, in this study, data were collected using instruments such as questionnaire, interview guide and focus group discussion guide and the reasons for these methods are discussed below.

3.6.1 Interviewing

The researcher used interviewing to source information from the learners for the study. This data collection tool was chosen because it gave the researcher opportunity to extract in-depth information from the respondents (Kumar, 1999). Interviews can also bring out views and opinions especially of those who are uncomfortable giving them in a group. The interview schedule has both closed and open ended questions. Close ended questions are asked in cases where there are only a limited number of possible answers while open ended questions are used in cases where there are many possible answers.

The researcher used questionnaires to collect information from the Non Formal Education Zonal Supervisors, Facilitators and the co-ordinators of NFED of the two districts on the current programme of study, benefits to learners, funding, challenges and how the NFE programme can be improved in the two districts without the help of the researcher.

3.6.2 Focus Group Discussion Guide

Focus Group Discussion guide was also used to collect information from the income generating groups to fill the gaps that were left by the individual learners. Focus Group discussion guide is a flexible strategy for gathering data because it is an interview with a whole group of people at the same time (Monette et al, 2008). They added that this approach will allow the group members free expression of thoughts and feelings about the NFE programme provided to them and would provide the most effective mechanism to probe for more and real information. The following communities were purposively selected for the focus group discussions because of their active involvement in the NFE programme, Ejisu Zongo (Ejisu zone), Sakamkrom (Samproso zone), Onwe (Onwe zone), Bonsua (Kokote zone), Besease (Besease zone), Baworo (Atwima Mponua zone) and Asamankama (New Offinso)

3.7   Key Data Variables for the Study

Since constructs are not directly observable, researchers use indicators or variables as a way of measuring or classifying most of the particulars of the construct. A variable is a concept or construct that can vary or have more than one value (Price, 2000). A construct is also a complex abstraction that is not directly observable. Southard (2006), simplify defined variable as any observation that can take different values. In order to move from the conceptual to the empirical level, concepts are converted into variables.

The key data variables for the research are the socio-economic characteristics of learners such as their occupation, income level and literacy level. Other key variables include learner's perception about the NFE services taken into consideration the content of NFE progammes and its impact on poverty reduction, programme relevance and institutions access to financial resources. In addition, the following key variables would be considered. These include; what motivated learners to enroll into the programme, delivery challenges and relevance of curriculum to learners and the institution access to funding.

3.8   Sampling Design

NFE programmes are run in batches starting from batch 1. During the reconnaissance survey batches 16 and 17 were on the programme and batches13, 14 and 15 were the most recent faced out batches in the two districts. In view of this, purposive sampling was used to select batches 13 and 16 to represent the sample frame for the two districts. Purposive sampling helps researchers to focus on particular characteristics of a population that are of interest, which will best enable them to answer research questions (Patton, 1990). The purposive sampling is challenged in terms of generalization, however, the use of mixed methods for data collection, this is not considered to be a weakness. The selected units of the study were based on learners having similar characteristics such illiteracy and poverty. Proportional random sampling was used to select learners in each community. This is shown in Table 3.2

Table 3.2: Statistics of the selected zones of Ejisu-Juaben and Offinso South Municipal Assemblies

District	Zone	Learners			Supervisors	Facilitators
		Batch (13)	Batch (16)	Total		
EjisuJuaben Municipal	Besease	28	26	54	1	2
	Ejisu	32	28	60	1	2
	Onwe	39	35	74	1	2
	Kwabre Mponua	40	33	73	1	2
Offinso South Municipal	Samproso	30	30	60	1	2
	New Offinso	60	50	110	1	2
	Kokote	26	26	52	1	1
Total		**228**	**255**	**483**	**7**	**14**

Source: Offinso South and Ejisu-Juaben Municipal Assemblies. March, 2011

Having selected the batches and their total as the sampling frame, the sample size was determined by a mathematical formula given by Miller et al (2003) as; $n = \dfrac{N}{1+N(\alpha)^2}$

Where **N** is the sample frame, **n** is the sample size and **α** is the margin of error (fixed at 8%). The sample size becomes;

$$n = \frac{483}{1+483(0.08)^2} = 120$$

$$n = 120$$

A simple proportion formula was used to calculate for the number of learners that were interviewed in each selected district. The number of learners selected from each district was calculated as; x=y/N (sample size for the two districts), where x is the sample size for each district, y is sample frame for each district and N is the sample frame for both districts.

Offinso South Municipal Assembly $\dfrac{222}{483} \times 120 = 55$

Ejisu-Juaben Disrict Assembly $\dfrac{261}{483} \times 120 = 65$

Table 3.3: shows the sample frame and sample sizes and of total sample frame of each district.

Districts	Sample Frame	Sample Size (Proportion)	Sample Size (Percentage)
OffinsoSouth Municipal	222	55	45.8
Ejisu-Juaben	261	65	54.2
Total	**483**	**120**	**100**

Source: Author's Construct, March 2011

A simple proportion formula was also used to calculate the number of learners that were interviewed in each selected zone. The number of learners selected from each zone was calculated as; x=y/N (sample size for the two districts), where x is the sample size for each zone, y is total number of learners of each zone and N is the sample frame for the two zone.

Table 3.4: shows learners from each zone and their sample sizes

District	Zone	Learners			Sample Size Proportion			Sample Size Percentage on Total
		Batch (13)	Batch (16)	Total	Batch (13)	Batch (16)	Total	
EjisuJuaben Municipal	Besease	28	26	54	7	7	14	11.2
	Ejisu	32	28	60	8	7	15	12.4
	Onwe	39	35	74	9	9	18	15.3
	KwabreMponua	40	33	73	10	8	18	15.1
Offinso South Municipal	Samproso	35	25	60	9	6	15	12.4
	New Offinso	57	53	110	14	13	27	22.8
	Kokote	22	30	52	5	8	13	10.7
Total				483	62	58	120	100.0

Source: Author's Construct, March 2011

The facilitators in each operational zone organized the learners from the communities. Thereafter, the researcher interviewed the learners up to the number of sample size for each of the purposively selected operational zones. All facilitators, supervisors and district coordinators were interviewed.

3.9   Data Processing, Analysis and Reporting Framework

Data were processed and analyzed based on the understanding of the key concepts of the study, namely; learners' access to NFE programmes, benefits of the NFE programme to learners, mode of NFE and service delivery.

The data collected were processed through editing, coding and tabulation. In the editing, the researcher checked the data collected for their completeness, accuracy and uniformity. Deductive and inductive coding were used. With the deductive coding, the researcher classified the responses into pre-established categories, as in the case with close-ended questions. With the inductive coding, the responses mentioned most frequently are included in a coding scheme to analyze the data (Nachmias, 1992). By way of tabulation, the data processed through editing and coding were transformed into tables which were further summarized into frequencies, means and percentages.

Analysis of the data was done using both quantitative and qualitative analytical techniques. Tables, charts, percentages and graphs were used in the case of the quantitative technique, while description of tables and graphs were used in the case of the qualitative analysis. The

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findings from the analysis helped the researcher to make conclusions based on it policy recommendations were suggested. Figure 3.4 therefore gives a summary of the research process and analytical techniques adapted from Babbie (2007) for the study.

Figure 3.1: The research process-Analytical Framework
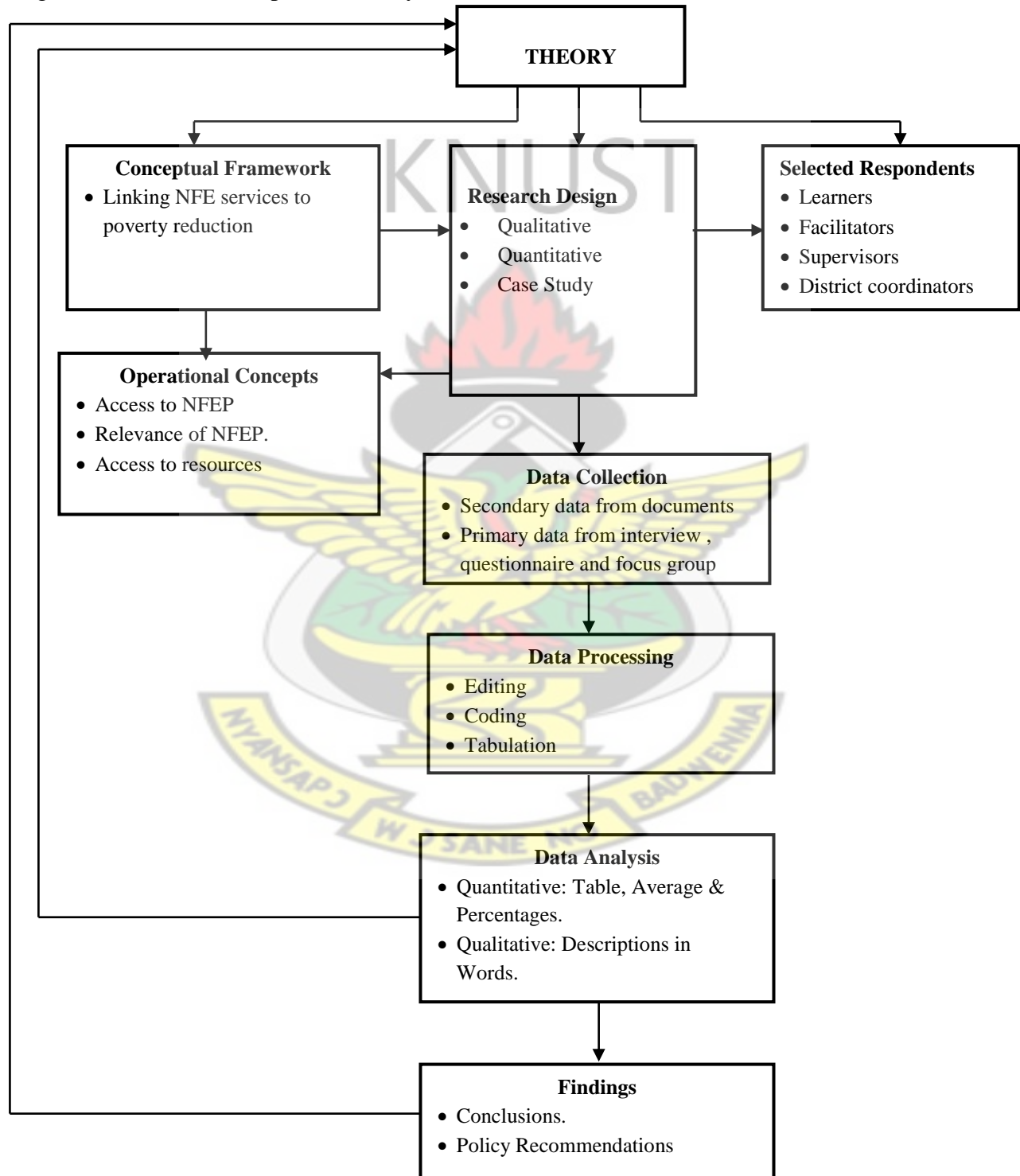
Source: Adapted from Babbie, (2007, P 108)

From Figure 3.1, the theory behind the objective of the study, the extent to which NFE services have improved the standard of living of the illiterate poor informs the choice of qualitative and quantitative research design and a case study method. Again, the theory behind the objective of the study has influenced the conceptual framework of the impacts of NFEP on poverty reduction as a major component of the literature review.

The figure also shows that the theory or objectives of the study and the case study method have warranted the selection of the main respondents of learners, supervisors and facilitators to take part in the investigation. Also, the conceptual framework and the case study method have determined the operational concepts or key variables for the study, including access to NFE services, relevance of NFEP to learners and funding, policy and institutional framework of NFEP the two districts.

Furthermore, from the figure, the operational concepts or key variables for the study, the case study adopted and the main respondents of the study have influenced the choice of the collection of both secondary data from documents and primary data gathered mainly from interview, questionnaire and focus group discussion.

Lastly, the figure indicates that these data collected have resulted in the data processing methods of editing, coding and tabulation, quantitative and qualitative data analysis of the use of tables, charts and description in words respectively as well as coming out with findings based on the analysis to make conclusions and policy recommendations to inform the theory.
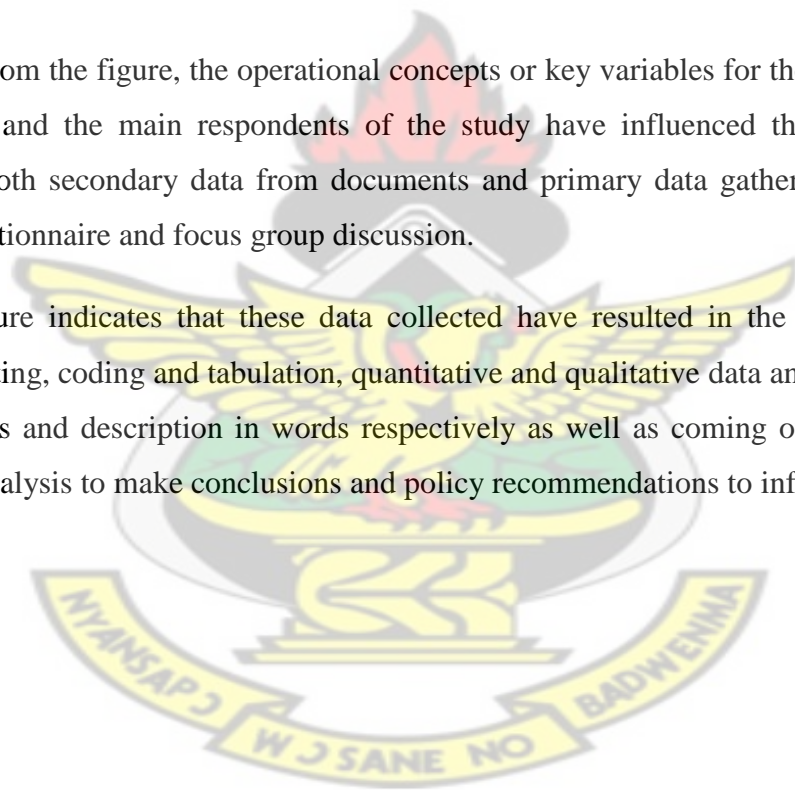
CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS OF THE STUDY

4.1   Introduction

This chapter narrows the discussion of issues in community participation using data from the field. This helped to ascertain the validity of the theoretical underpinnings discussed in chapter two. The major components of the chapter include NFE services and its benefits to learners, impact on learners after utilising the NFE services, delivery strategies and approaches, implementation challenges and how the programme can be improved This chapter thus provides findings for the next chapter which gives a summary of findings and policy recommendations.

4.2   Background Information

This section is a presentation of the NFE study districts, names of zones selected from each district and number of learners interviewed from each zone at the time of data collection. The age and sex characteristics of respondents are also presented.

4.2.1   Overview of Respondents

The study involved two districts Offinso South and Ejisu-Juaben Municipal Assemblies. A total of one hundred and twenty learners were interviewed. Fifty-eight were currently in the NFE programmes (batch 16) and sixty-two had completed/graduated (batch 13). Those who had graduated were included to help get the impact of the NFE services in reducing poverty.

Table 4.1: Districts and Zones of Learners Who Participated in the Study

Districts	Zones	Batch 16 (currently in the programme)	Batch 13 (graduated from the programme	Total
Ejisu-Juaben Municipal	Besease	4	9	13
	Ejisu	11	5	16
	Onwe	10	8	18
	Kabre Mponua	5	13	18
Offinso Municipal	Samproso	6	9	15
	New Offinso	17	10	27
	Kokote	5	8	13
Total		**58**	**62**	**120**

Source: Field Survey, May 2011.

Table 4.1 shows the seven selected zones of the two districts for the learners who participated in the study. Ejisu-Juaben had four zones and Offinso South Municipal three zones. The zones run same programmes with different income generating activities. The learners of all the zones are taken through the same literacy and numeracy, life skills/health issues and civic awareness. Table 4.2 shows the total number of people who participated in the study, their status in the NFE programme and the data obtained from them

Table 4.2: Units of Enquiry, Number of Respondents and Data Obtained.

Unit of enquiry/analysis	Number of respondents	Data obtained
Learners (currently in the programme)	58	Socio economic, NFE services and its benefits to learners, delivery strategies and approaches of NFE and how the programme can be improved
Learners (graduated from the programme)	62	Socio economic, NFE services and its benefits to learners, delivery strategies and approaches of NFE, impact of the programme on learners, implementation challenges and how the programme can be improved.
Facilitators	9	Socio economic, NFE services and its benefits to learners, delivery strategies and approaches of NFE, implementation challenges and how the programme can be improved.
Supervisors	4	Socio economic, NFE services and its benefits to learners, delivery strategies and approaches, implementation challenges and how the programme can be improved.
Coordinators of NFED of the selected districts	2	Source of funding for NFE programmes, services provided benefits of NFE services to learners, implementation challenges and how the programme can be improved.

Source: Field Survey, May 2011.

4.2.2   Sex Characteristics of Respondents (learners)

The study revealed that females dominated the learning programme as indicated in Table 4.3. The females who participated in the study constituted 77.5 percent while males accounted for 22.5 percent.

Table 4.3: Sex characteristics of respondents from each zone

District	Name of zones	Male		Female		Total	
		No	%	No	%	No	%
Ejisu-Juaben	BESEASE	4	3.3	9	7.5	13	10.8
	EJISU	6	5.0	10	8.3	16	13.3
	ONW E	3	2.5	15	12.5	18	15.0
	KABRE MPONUA	3	2.5	15	12	18	15.0
Offinso Municipal	SAMPROSO	3	2.5	12	10	15	12.5
	NEW OFFINSO	3	2.5	24	20.0	27	22.5
	KOKOTE	5	4.2	8	6.7	13	10.8
Total		**27**	**22.5**	**93**	**77.5**	**120**	**100**

Source**:** Field Survey, May 2011.

The above goes to confirm the assertion by Aryeetey and Kwakye (2005) that "literacy programmes are strategies to integrate illiterates' majority of who are women into national development process". It also supports the assertion that the NFE programmes aimed at addressing illiteracy to bring about poverty reduction but target more women than men.

Although we do not know precisely how many of the world's women are poor, there is considerable evidence that women tend to be at greater risk of falling into or remaining in poverty than men are (World Bank, 2001). Therefore, the dominance of women in the NFE is in the right direction. This implies that, if more women are put into the NFE programme they will have knowledge about nutrition, family hygiene, and civic awareness, importance of education and also acquire occupational skills which are necessary for personal, family and national development. For instance, they can provide balanced diet for the family, guide family against diseases such as malaria, help children in their studies, help husbands in up keep of their families and also participate in political discussions that will bring about community and national development.

4.2.3 Age characteristics of respondents

The study found out that the participants of the programme were mostly adults as indicated in Figure 4.1. It was found out that only 1.7 percent of the respondents were below 20 years. This youth are taken interest in formal education especially tertiary which is nonexistent in these communities. The NFE programmes target 15 years and above with the notion that those below 15 years may be advised to take advantage of basic education and 40 percent of the respondents aged between 20 and 39. This is because many of them are school drop outs and illiterates who are apprentices in hairdressing and tailoring. They need numeracy and literacy skills to enhance their training. 29 percent was captured for ages between 40-49. This group like ages 20-39 fall in the productive age where functional skills are required for the proper functioning of an illiterate environment. The last two groups (60 and above) constitute 7 percent and was attributed to symbolic reasons which was put forward by Rogers (2004). This means people join literacy programme not because they want to use their new literacy skills but because they want to join the "literacy set" and acquire social status.

Figure 4.1: Age of Respondents

53
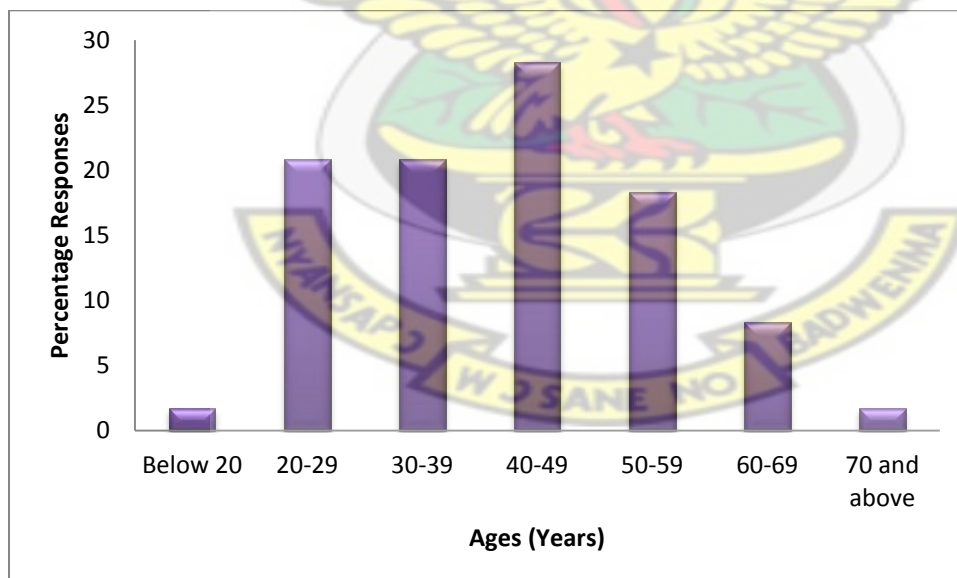
4.2.4 Level of education of respondents

Most of the participants of the programme do not have educational qualifications higher than Second-cycle education. The survey revealed that 53 percent of the learners in NFE programmes mentioned they had at one time attended school while 47 percent had never attended school. Those who had been up to primary school were the majority among those who had been to school before followed by those who reached middle/JHS. However, only 2 percent had completed post secondary/senior high school as depicted by Figure 4.2.

Figure 4.2: Educational Levels of Respondents
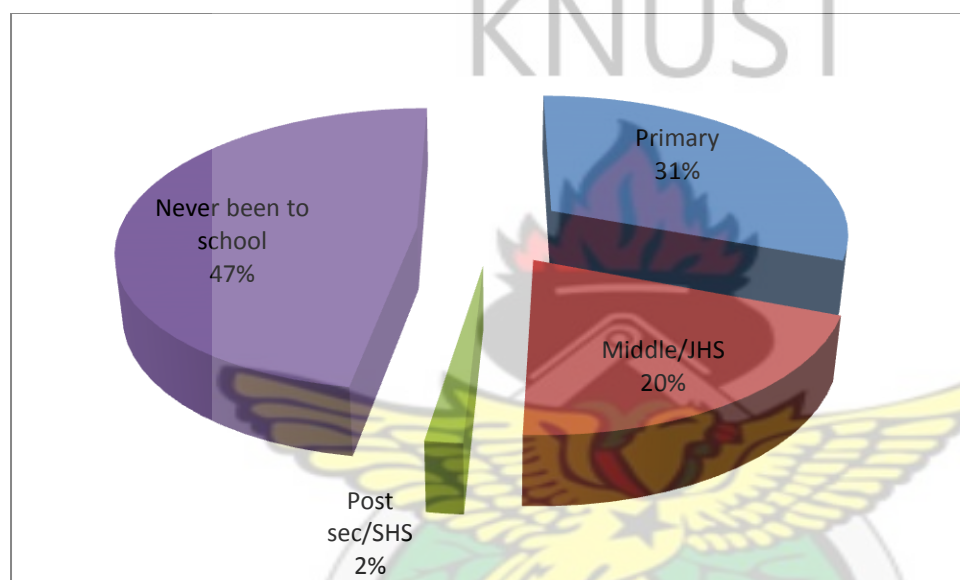
Source: Field Survey, May 2011.

This suggests that those who had reached upper primary and are therefore expected to be proficient in reading and writing have relapsed into illiteracy as some of them mentioned learning how to read and write when they were asked why they joined the classes. The fact that the programmes were being attended by those who have also attended primary school and even JHS level indicates that providers use parameters that do not only target illiterates while enrolling learners. Enrolment of more illiterates than those literates who have relapsed into illiteracy justifies the mission statement of NFE which aims at improving the life of illiterate especially the rural poor and women by providing quality functional literacy (NFED 1999).

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Table 4.4 Age / Level Of Education of learners Cross Tabulation

Age	level of education				Total
	never	primary	middle/JHS	post sec./SHS	
below 20	1	1	0	0	2
20-29	7	6	12	0	25
30-39	9	10	5	1	25
40-59	19	8	5	1	33
50-59	11	9	2	0	22
60-69	8	2	0	0	10
70 and above	2	1	0	0	3
Total	**57**	**37**	**24**	**2**	**120**

Source: Field Survey, May 2011.

Table 4.4 confirms the problem of illiteracy among the adults and its associated problems such as poverty, malnutrition etc. in the country, since 86 percent of those who never attended school fell within the ages 30 and 70. This is so in the country since the compulsory education concept started just about 20 years ago. The high illiteracy among the adult learners supports the operation of the NFE programmes which is geared towards reducing illiteracy to improve the quality of life of adult learners in terms of health, economic and participation in governance.

4.2.5   Factors influencing enrolment

The study revealed that several factors influenced the enrolment of participants in the Non-Formal Education programme. As indicated in Table 4.5, the primary motivator for enrolment is the zeal to read and write the local language (Twi) and English Language.

Table 4.5: Learners' Reasons for Joining the NFE Classes

Reasons	Frequency	Rank
Zeal to read and write Twi and English	72	1st
To obtain job	27	2nd
Learn basic mathematics	8	3rd
Zeal to acquire confidence in public	6	4th
Self-development	4	5th
Others (as a self-reminder)	3	6th

Source: Field Survey, May 2011.

From Table 4.5, there is clear indication that learners lack the basic skills that serve as a catalyst for development. Out of the 120 covered learners, 89 percent stated issues related to numeracy and literacy such as "wanted to read Twi and English, learn basic mathematics and wanted to get confidence to speak in public." Only 27 percent specifically stated income related issues which justify the integration of income generating activities. The findings confirm the assertion by Probak (2004) that adult learners join NFE programmes for reasons such as reading road sign and addresses, measurement and calculations relating to jobs and read labels on drugs among others.

4.3 Strategies and Approaches of NFE in the Transfer of Knowledge and Skills to Learners

Results from supervisors, facilitators and learners revealed that facilitators start with literacy which then would be used to improve their livelihood. This is what Oxenham (2004) termed "*literacy first strategy*". The results from learners are shown in Table 4.6.

Table 4.6: Strategies for transfer of knowledge to learners

Strategy	Frequency	Percentage
Literacy first strategy	106	88.3
Literacy second strategy	14	11.7
Total	**120**	**100.0**

Source: Field Survey, May 2011.

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In terms of the suitability of the strategy, 88.3 percent of the respondents indicated that the literacy first strategy is helpful and suitable to their learning needs. Learners mentioned that they had come to the classes in order to acquire literacy skills which they would go and utilize in their day to day activities. The summary of the reasons given by learners mean that one cannot run a business effectively if he/she does not have literacy skills especially those related to their needs such as reading, writing and manipulating numbers. This understanding was also supported by facilitators. The facilitators added that the basis of all knowledge is literacy and numeracy without which learning becomes difficult, therefore the strategy is strongly helpful.

However, the literature suggest that 'livelihood-led' or 'literacy second strategy' programmes stand a stronger chance of success than the 'literacy-led'. They argue that most of the learners are poor and they need economic skills which should be concurrent with literacy (Duke 2004).The major advantage of "literacy first strategy" is that, it gives the basic knowledge and skills necessary for livelihood skills training and day to day activities of learners. However, when more emphasis is put on the "literacy first strategy" it impedes retention as most of the learners have more interest in the skill training.

4.4   Services under the NFLP of the Non-Formal Education

One of the focus areas of the study was to find out the services provided to learners under the NFLP at study areas. The NFLP provides universal services to learners at each centre. These services include; literacy and numeracy, life skills and health issues, civic awareness and the income generating activities (IGAs). This means that the functional literacy programme of the NFED has an integrated curriculum and the basic goal is to equip the participants with basic reading and writing skills and also make calculation woven into the number of activities which are meant to enable learners function effectively in their communities and the society at large. Table 4.7 shows the services covered at the time of study.

Table 4.7: Services Provided To Learners y he Two Districts at the Period of Study

Services	Frequency			Percentage on total
	Batch 13	Batch 16	Total	
Literacy, numeracy, health issues and civic awareness	-	16	16	13.3
Literacy and numeracy, occupational skills, health issues and civic awareness	-	42	42	35.0
All services	62	-	62	51.7
Total	**62**	**58**	**120**	**100.0**

Source; Field Survey, May 2011.

Table 4.7 indicates that 51.7 percent of learners who represent those who had completed their cycle covered all the services under the NFLP of the NFE. The remaining 48.3 percent, 13 .3 had covered all except occupational skills/IGAs while 35.0 percent had done all except the IGAs.

The programme has two primers (textbooks), primer 1 and 2, with selected topics grouped under life skills/health issues, income generating activities/occupational skills and civic awareness/citizenship education. Thus, in helping learners in reading, writing and calculations they also acquire knowledge and skills in health, civic education and income generating activities. The topics treated under the various programmes are indicated in Table 4.8.

Table 4.8: Selected Topics and Their Groupings

Groups	Topics
Life skills/health issues	potable water (nsupa),breast feeding (nufoma), hygiene (ahotee)
Occupational skills/IGAs	Farming (kuayo), animal rearing (mmoayen), gari processing (garikyee), fish smoking (twokosumoka)
Civic education	Bush fire (gyahyehyee), tree planting (nnuadua), funerals(ayiyo)

Source: NFED, 2004.

Facilitators use topics such as those in Table 4.8 in teaching the reading and writing and at the same time providing knowledge and skills in health, occupation and civic related issues. In addition, basic mathematics is added to each topic. For instance, addition is a section of

chapter 3, (adesua3) with the topic potable water (nsupa). See appendix II for the chapter 3 (adesua 3) of primer 1(nwoma a edikan 1)

Though 51.7 percent of the respondents mentioned that they were provided with all the services stated by the two districts, the study revealed that all the learners in the two districts who are currently going through the NFE programme have not been trained in any Income Generating Activity (IGA) which will generate income for them thereby affecting retention. Thus, all the learners study the same occupational skills in their primers (textbooks) such as farming, animal rearing, oil extraction, gari processing and soap making among others. After the theoretical aspect in classroom, the learners in each centre choose an IGA that they prefer for practical work to be done.

4.4.1 Focus Group Discussions

Results from focus group discussions conducted in each zone for batch 13 showed that these learners were indeed taught IGAs which have been summarized in Table 4.9. Table 4.9 indicates that soap making and gari processing were studied by many communities which were due to the availability of raw materials such as empty cocoa pods, palm kernel oil, cassava and low capital needed for its investment.

Table 4.9: IGA Groups ForVarious Communities In Offinso SouthAnd Ejisu-Juaben Municipal

Districts	Zones	Communities	Income generating activities
Ejisu-Juaben Municipal	AtwimaMponuah	Baworo	Gari processing
	Onwe	Onwe	Soap making
	Ejisu	Ejisu-Zongo	Pasteries,gari processing
	Besease	Besease	Maize farming
Offinso Municipal	Samproso	Sakamkrom	Gari processing
	New Offinso	Asamankama	Oil extraction
	Kokote	Bonsua	Soap making

Sources: Field Survey, May 2011.

4.5   Benefits of the NFE services to learners.

The NFEP has benefited a lot of learners from the study districts. The study revealed that 77.5 percent of learners have benefited from the programme as depicted by Figure 4.3.

Figure 4.3: Learners who have benefited from the NFEP
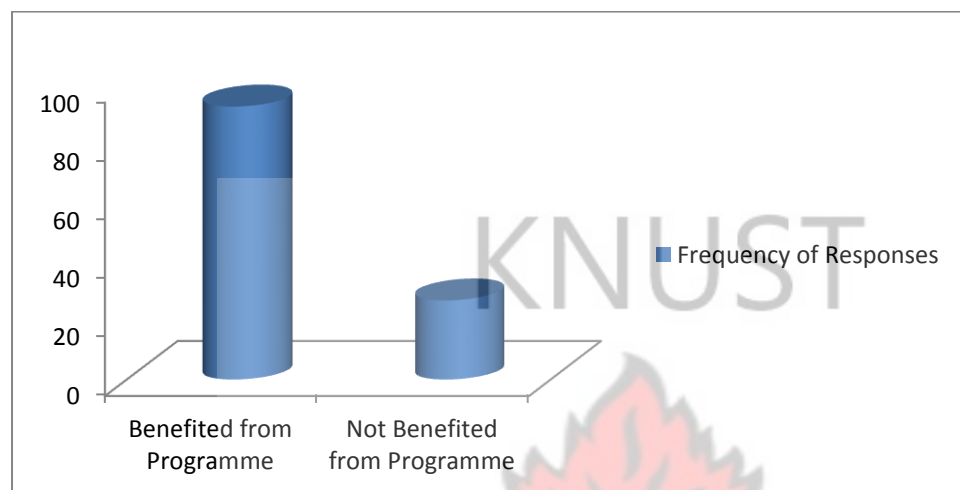
Source; Field Survey, May 2011.

The main reason given by those who indicated that they have not derived any benefit from the NFEP was that, the services provided by the NFE could not help them to get jobs. Those who have benefited from the NFEP project did so in areas shown in Figure 4.4. The survey unravelled that 51.6 percent of learners who had graduated from NFE mentioned they have benefited from the NFE programme can read and write Twi and English whereas 32.3 percent also benefited in areas like health, life skills and civic awareness.

Figure 4.4: Areas of benefit from the NFEP
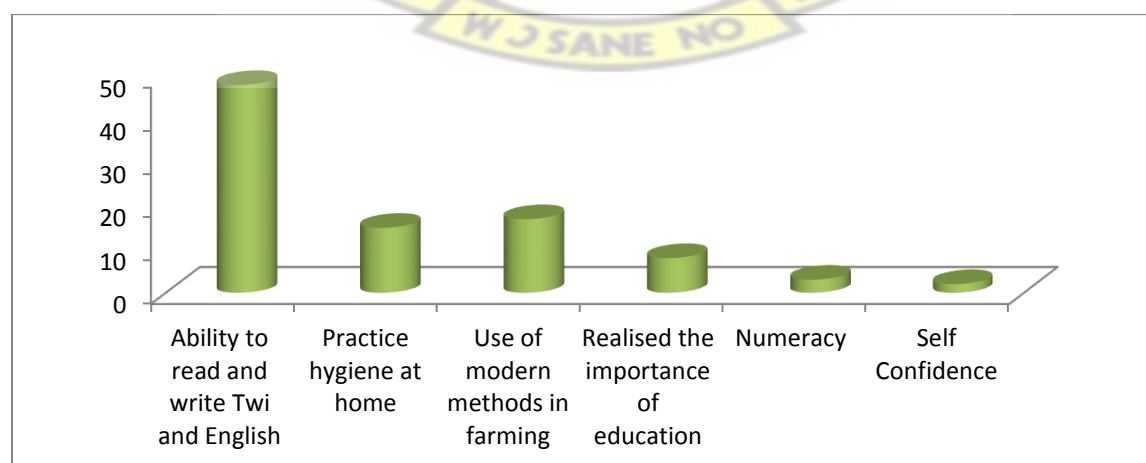
Source: Field Survey, May 2011.

In addition to the above, the facilitators, supervisors and the Municipal coordinators confirmed that the NFEP has made the learners functional literates. This is because the literacy and numeracy has empowered those who did not have formal education in the following ways;

➤ helped learners in their trading activities;

➤ improved their farming operations;

➤ provided them skills on health issues; and

➤ helped them to participate in decision making at the grassroots' level.

The above discussion confirms the essence of NFE programme in Ghana posited by NFED/MOE (2000) in literature.

4.6   The Impact of NFE on Learners who have Graduated from the Programme.

4.6.1   Utilization of Skills and Knowledge

There has been an improvement in the occupation of learners after going through the NFE programmes as depicted in Table 4.10.
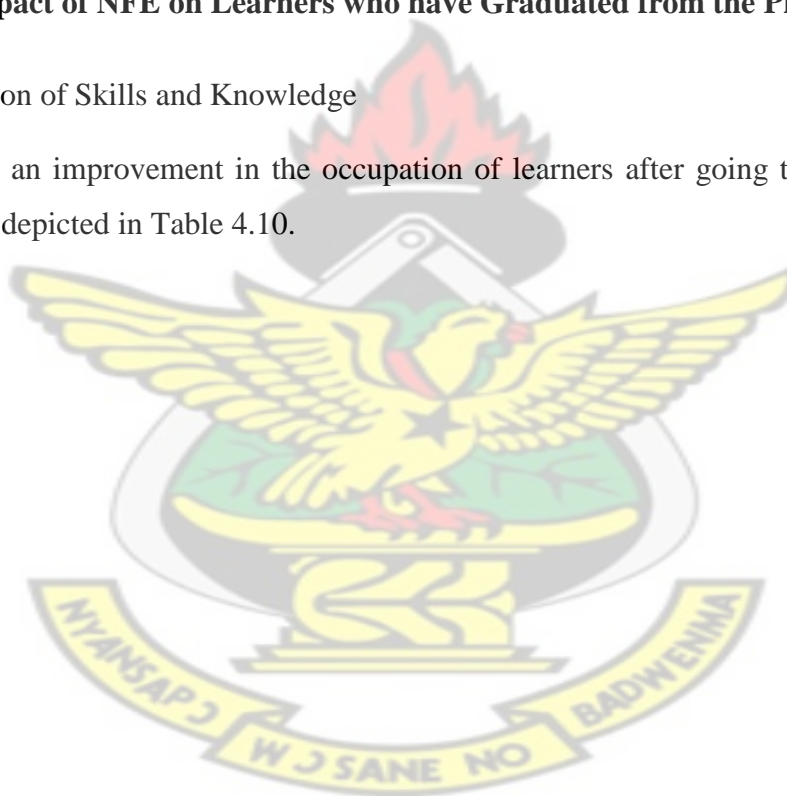
Total 4.10: Occupations of Learners who have completed the programme *before* and *after* the NFEP.

BEFORE THE NFEP			AFTER THE NFEP		
Occupation	**Percentage**	**Knowledge/Skills/Situation of leaner's who have completed the programme**	**Occupation**	**Percentage**	**Knowledge/Skills/Situation of leaner's who have completed the programme**
Farming	73	Use of traditional methods of farming, 2 maxi bags of maize per acre of land, 2 maxi bags of cowpea per acre, 2 $\frac{1}{2}$ half maxi bags of cassava per acre of land, difficult to farm all year round, cannot read labels on drugs, no application of fertilizer.	Farming	79	Use of modern methods of farming such as the use improved varieties of seed, correct spacing, and correct use of fertilizer. They also farm all year round and the use of extension officers for guidelines.
Trading	7	Do not keep proper records, no access to credit from banks; merge business profit and capital of the business, keep all income at home and poor customer service.	Trading	4	They keep business records, separate business profit and business capital, they also save part of their incomes at banks and have access to credit.
Animal Rearing(hen)	4	Do not keep records, use of traditional feed, birds sleep on trees, keep all income at home, no access to credit from banks, low output between 20-30 birds with 6 months.	Animal Rearing(hen)	**4**	They keep records, use the services of vetenary, save money at bank, know how to access bank loan, hen sleep in hen coops, increased output ranging between 40-50 hens within 6 months.
Apprentice-seam stress /hairdressing	13	Cannot take good measurement, poor customer care, poor record keeping, cannot use calculator.	Apprentice-seam stress /hairdressing	**13**	Good measurement skills, They have developed cordial relations with their customers, more serious than before. Thus, enhanced work.
No employment	3	Do not do any work.			

From Table 4.10, there was improvement in farmers output after acquiring skills and knowledge from NFE programme. For instances, 3 cocoa farmers at Bonsua Offinso South Municipal had witnessed an improvement in their annual income from an average of GH¢ 900 to a level ranging between GH¢1150- GH¢1400 between 2008-2010.In addition, 3 percent of the learners who were traders and 3 percent unemployed shifted to farming after completion of the programme. The implication is that government can make NFE more functional in order to attract more people into the agricultural sector to increase agricultural production. This agrees with Jjuuko, (2007), who stated that through NFE agricultural extension services are provided by extension officers to the farmers to allow them to accept modern farming practices to increase agricultural productivity and improve the socio economic life of the rural farmers. Moreover, the output of animal rearing increased by 20 percent on the average after the learners had gone through the NFE programme. This means that, NFE programme is used as an avenue to improve standard of living of the people especially the rural folks. Notwithstanding, there may be other factors such good roads, availability of market, availability of extension and vetinary officers, etc that might have contributed to the improvement of their standard of living.

Learners who have completed a circle of the NFE programme applied their skill and knowledge acquired. It was realized that 92.6 percent of the learners who have graduated from the programme indicated that they utilized their skills in the ways indicated in Table 4.11.
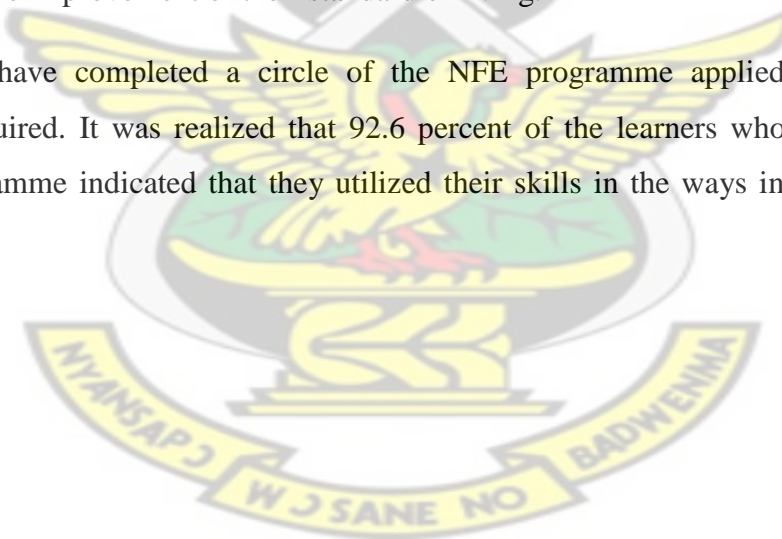
Table 4.11: How Learners Utilize NFE Programmes

How the skills and knowledge acquired being utilized	Frequency	percentage	Rank
• Reading Signposts on roads ,shops, taxis, cars and buses to identify where one is going; Twi bible; letters(Twi); phone numbers; car numbers and test messages on phones(Twi) ;read labels on agricultural chemicals; read measurement of tapes.	11	17.7	3rd
• Writing Items purchased for my shop, my name and other people's names; phone numbers; letters in Twi; songs for training children at church; deposit and withdrawal slips; keep business records and car numbers.	7	11.3	4th
• Income generating activities/occupational skills Making and selling pastries, gari, , palm oil, ;running business; using modern techniques of farming; separating business profit from capital used in my business .	23	37.1	1st
• Health/life skills Safeguarding oneself against diseases such as malaria and HIV/AIDS; preparing balanced diet for my children; maintaining both personal and family hygiene; practicing family planning; using rubbish pit; drinking boiled water.	17	27.4	2nd
• Civic awareness Participating in political discussion, participating in communal activities, making learners aware of rights and responsibilities.	2	3.2	5th
Others • Empowerment-being no longer shy; confidently speaking in public; communication in simple English. • Assisting children in studies-helping primary school going children to read and write Twi, teaching children how to behave, and guiding children social life.	2	3.2	6th

Source: Field Survey, 2011.

Table 4.11 shows that 65 percent of the people are utilising the occupational skills and life skills more than the literacy and the numeracy. The reason is that occupational skills and the life skills/health issues are used every day in their lives.For instance, 79 percent of the learners (Batch 13) who had completed the NFEP are farmers and therefore use the modern methods in farming in their farming activities. They also cook and eat every day and therefore apply the life skills regularly.

Focus group discussions held at all the selected communities shown that only three (Ejisu-Zongo, Sakamkrom and Onwe) were utilising the knowledge and skills acquired from the programmes within the group. For insistence, at Ejisu and Sakamkrom the learners were given gari processing machines by their District Assembly for the production of the gari. At Onwe, the group was able to obtain loan from the Atwima Mponua Rural Bank at Ejisu as initial capital. All the other four communities (Baworo, Besease, Asamankama, and Bonsua) could not sustain their operations within the group due to lack of capital to acquire processing machine, market and mistrust among others. For example, it was revealed during the focus group discussion at Baworo in the Atwima Mponuazone that the Ejisu- Juaben District Assembly failed to provide them with the gari processing machine because they could not source it from headquarters due to financial constraints. It also came up at Asamankama in the Offinso South District that the leader of their group could not account for 10 barrels of palm kernel oil which cost GH¢600 and collapsed the operations of the group. However, members continue to produce on individual basis.

The study revealed that these income-generating activities are attractive to learners and help keep them in classes. However, they are not sustainable after the programme which contradicts the goal of incorporating the IGA into the programme.

4.6.2   Improvement in the Welfare of Learners after Utilizing Skills

Respondents were made to indicate whether there has been improvement in their welfare after utilising what they had learnt from the programme. It was revealed that 88.7 percent of the people have seen improvement in their lives. The areas of improvement included the ability to read and write, general improvement in health status, ability to understand and participate in decision making at the grassroots level.

4.6.3 Impact of NFE Services on Respondents (Batch 13)

The annual output and income levels of 45 farmers had improved after the NFE services, as shown in Table 4.12 and Table 4.13 but the remaining 13 out of the 58 respondents of the batch group could not provide data on their income and output levels but did indicate that there has been an improvement in their output. The 45 were made up of 22 cassava farmers and 23 maize farmers.

Table 4.12: Annual Output and Income levels of 22 cassava farmers Before and After NFE Services (batch 13)

District	Before NFEP (2008)				After NFEP (2010)				
	No of farmers	Qty (Maxi Bag)	Unit price /Maxi Bag (GH ¢)	Total Income (GH ¢)	No of farmers	Qty (Maxi Bag)	Unit price / Maxi Bag (GH ¢)	Total inflated Income (GH¢)	Total Deflated income (GH¢)
Ejisu-Juaben	9	301	8	2408	9	489	20	9780	3912
Offinso-South	13	350	9	3150	13	495	22	10890	4463
Total	22	651	17	5558	22	984	42	20690	8375

Source: field survey May, 2011

Table 4.13: Annual Output and income levels of 23 Maize farmers Before and After NFEP (batch 13)

Districts	Before NFEP (2008)				After NFEP (2010)				
	No. of farmers	Qty (Maxi Bag)	Unit price / Maxi Bag (GH¢)	Total Income (GH¢)	No. of farmers	Qty (Maxi Bag)	Unit price / Maxi Bag (GH¢)	Total inflated Income (GH ¢)	Total Deflated income (GH ¢)
Ejisu-Juaben	17	105	22	2310	17	164	110	18040	3608
Offinso-South	6	42	20	840	6	89	100	6600	1320
Total	23	147	42	3150	23	253	210	24640	4928

Source: field survey May, 2011

In terms of output, Table 4.12 depicts that 22 cassava farmers interviewed in the study area harvested 651 maxi bags of cassava before the intervention and a total of 984 maxi bags of cassava after the intervention. This shows a total percentage increase of 51.1percent. However, Ejisu-Juaben district recorded highest increase in output than Offinso- South with percentage increases of 62.5 and 41.5 respectively. Similarly, Table 4.13 exhibits that 23 maize farmers interviewed in the study area harvested a total of 147 maxi bags of maize in 2008 and 253 maxi bags in 2010 that is, after the intervention. This shows a total percentage increase of 71.1 percent. Offinso South recorded high percentage increase of 111.9 percent compared to 56.1 percent for Ejiso-Juaben.

In terms of income, the inflated figures for 2010 were deflated using the formula; inflated income / CPI * 100. CPI= Current price/previous price * 100.

Based on the deflated incomes, table 4.12 shows a total income of the 22 cassava farmers before the NFEP as GH¢ 5558 and GH 8375 after the intervention. This shows a percentage increase in total income of 50.7 percent. With regards to individual districts, Ejisu-Juaben recorded the highest increase in income as compared to Offinso South. The percentage increase for Ejisu-Juaben and Offinso South are 62.6 and 41.7 percent respectively. In the same way, table 4.13 also shows a total income of 23 maize farmers before the intervention as GH¢ 3150 and GH¢ 4928 after the NFEP, which gives percentage increase in total revenue of 56 percent. Both districts recorded increase in revenue after the intervention. Ejisu-Juaben recorded percentage increase of 56.2 percent while Offinso South recoded 57.0 percent.

The respondents for both maize and cassava attributed the increase in output as well as the revenue to the knowledge acquired in modern farming practices such as the proper use of agro-chemicals, use of improved seedlings, organic farming etc. and formation of groups to access credit from financial institutions. They did indicate that as results of the improvement in income through the NFEP they are able to send their children to school, register for National Health Insurance Scheme, eat balanced diet, able to meet their social obligations such as paying funeral, church and community dues for development.

4.7   Implementation Agents of the NFE Programmes

The implementation agents of the NFE programmes are the facilitators, supervisors and district and national coordinators. Figure 4.5 shows the organizational structure of the NFE programme in Ghana.

Figure 4.5: Organizational structure of NFE programme.

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┌─────────────────────────────┐
│     National  coordinator    │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│     Regional coordinators    │
└─────────────────────────────┘
              │
              ▼
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│     District Coordinators    │
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│      Zonal Supervisors       │
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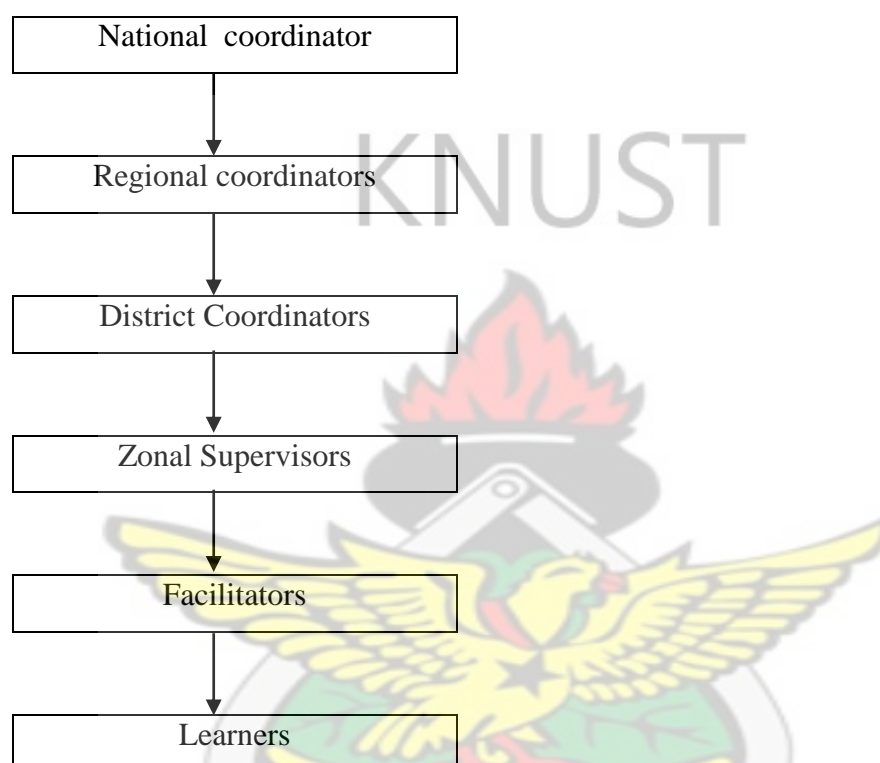
Source: NFED/MOE (2000).

National coordinator

The national coordinator is responsible for coordinating the activities of the NFE programmes. At the headquarters, NFED has put in place an administrative structure consisting of three broad sections namely; Finance and Administration, Field Operations and Material Development.

The finance and administrative section is responsible for providing a structured environment for programme activities. It recruits and maintains the requisite skilled persons to run the programme at various levels. It is also responsible for procuring and distributing logistics and ensuring that funds are provided at the right time for their operations. Finally, it sees to it that funds are responsibly disbursed and accounted for.

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The task for the field operations section is the recruitment of learners and facilitators based on the demands and the target set for each region. It also ensures that all aspects of the programme are subject to frequent monitoring and evaluation and that research becomes a key input in the development of any new initiative. Technical support on income generating activities of the literacy classes are also the responsibility of this section.

Materials development section is responsible for the development and production of all teaching and learning materials like the basic primer, follow up readers, post-literacy reading materials and manuals for facilitators. It is also responsible for trainer of trainee at regional level.

The national coordinator ensures that all these sections are up to task and then up with the district coordinators through the regional coordinators.

Regional coordinators

They are responsible for monitoring the performance of district officers and coordinate all the activities at the regional level and report to the national office. The regional offices have four schedule officers. They are district organizers, media and training officer, income generation and gender officer, monitoring and logistics officer. The regional coordinators serve as a link between the national office and the district office

District coordinators/Officers

They are responsible for monitoring the performance of supervisors and coordinate all the activities at the district level and report to the regional office. The district officers like the regional officer's work with four schedule officers. They are the district organizer, media and training officers, income generation and gender officer, monitoring and logistics officer. They work with the district coordinator to ensure effective implementation of the NFE programme at the district level.

Zonal supervisors

The zonal supervisors provide the critical link between the NFED districts officers and literacy classes controlled by the facilitators. They are responsible for supervising classes in their respective zones. They are to verify whether classes have been formed and learners are attending the classes. They will also ensure distribution of materials to the classes and are trained in using the same materials as facilitators including how to monitor the progress of

facilitators and learners, and how to assist facilitators to be more effective. In zonal supervision, the supervisor visits classes and observes the operations and work of facilitators. He/she assesses situations and makes suggestions that improve the quality of performance of facilitators. Thus, supervisors check whether the facilitators follow the guidelines (see Appendix 6 for content of the guidelines) on how to facilitate a lesson in the facilitator's manual. Monitoring is done by zonal supervisors and facilitator in gathering information from the learners which is geared towards measuring the internal consistencies of the programme (NFED, 2008).

Facilitators

A facilitator is a person who has acquired knowledge and skills on how to facilitate or guide a group of learners to achieve a goal and is committed to doing so over a period of 21 months. The facilitator is to organize the learning, monitor the progress of learners, motivate and counsel learners and facilitate learning by making learning more interesting and relevant to learners so that the learner will acquire the interest to continue learning.

Learners

An adult learner is an illiterate/school dropout aged 15 to 45 years and above who enrols in literacy class. They are the people who are ready to learn so as to function effectively in their communities. These are the beneficiaries of the NFE programme in the districts.

4.8   Problems of the NFEP in the Case Districts

Despite the positive impact of NFE programmes on learners discussed above, the NFE programmes are bedevilled with a number of challenges discussed under learners and the implementation agents.

4.8.1   Problems faced by Learners of the NFE programmes/services

The success of the NFE services depend largely on the full participation of the learners, however, they face a number of problems whiles participating in the programme. These problems are categorized under Infrastructure/logistical constraint, low motivation and encouragement, irregular attendance and institutional/administrative problems.

- Irregularity in attendance

Irregularity in attendance was identified as one of the major problems of NFE programmes. Learners mentioned that they have very little time for studies and attendance because they become tired after the day's work and even cannot attend classes especially during farming seasons. Female respondents also mentioned that their husbands were not helpful, no caretaker at home when they were attending classes and responsibilities on the part of females contributed to their inability to attend regular classes. It can be deduced from the above problem that learners have problem of balancing studies with work and social responsibilities.

- Infrastructure/Logistical constraint

In communities without electricity, learners cannot afford the purchasing of kerosene for their lanterns to study at home. The use of children desk for classes and poor quality supply of lanterns also hamper the effectiveness of the programme. Classrooms purposely designed for school pupils are used for NFE classes. Learners find it difficult to use these desks during class's hours thus reducing their interest for the programme. Focus group discussion held at Baworo in Kwabre Mponua zone revealed that the IGA group collapsed because of the inability of the Ejisu-Juaben Municipality to supply gari processing machine to the zone.

- Institutional and Administrative problems

Delay and insufficient time for IGA training, insufficient commitment to the work on the part of facilitators, limited financial support for the IGA's, delay in giving certificates to learners and inability to provide post literacy classes were also identified as problems militating against the success of the NFE education programmes in the study area. The learners cherished the IGA's more than the literacy and numeracy because they believe that the IGA's can give them additional income. The study revealed that 92 percent of those who are currently in the programme have not started the IGA's. The focus group discussion with those who had completed the programme also lamented on insufficient support after the programme to start the income generating activity studied.

4.8.2   Problems faced by Implementing Agents

The implementation agents of NFE at the study area also faced problems/challenges in performing their duties and these problems are categorized under logistical constraint, low motivation and remuneration, irregular attendance and institutional/administrative problems.

- Logistical constraint

Facilitators complained on lack of means of transport to their respective centres and for visiting learners. They stated that they had to go round sometimes to visit learners who put up lackadaisical attitude towards classes during meeting days. Lack of means of transport hampers effective implementation of the programme because they are not able to regularly visit learners and many are unable to finish the cycle. Another problem is delay in supply of the primers which affects effective work of facilitators because the programme is designed for a period of 21 months and therefore had to skip some important topics. Supervisors also lamented on bad condition of motor bikes and lack of motor bike maintenance allowances which hinder them from regular supervision of the programme in their respective zones. The result is the irregularity on the part of facilitators which affects the programme negatively. Similarly, district coordinators also have problem of funds for maintenance of vehicles and motor bikes of their field supervisors which strongly affects regular supervision of their zones.

- Low motivation and remuneration

Facilitators are not paid any monthly salary and are given some incentive after the completion of the programme. This means they are not given any thing within the 21 month cycle as form of motivation, which is also a contribution to the apathetic attitude of the facilitators. In the case of supervisors, they are paid salary but it is woefully adequate. In view of this they are not able to regularly fuel and maintain the motor bike given to them which weigh down regular supervision and hence effective implementation of the NFE programmes. On the part of the district coordinators the operational fund is irregular and insufficient and has made their work difficult. In view of this it becomes difficult to get resource persons for the training of the occupational skills and where they are available they are not able to train the learners the number of days that will help learners to get the needed skills for IGA. This is a clear manifestation of the inability of learners who are currently in the programme to have training in IGA.

- Institutional/administrative problems

The major administrative problem has to do with funding. The study revealed that the sources of their operational funds include GOG and donor support. According to them the donor support is not reliable and the GOG is also inadequate. As Okech et al (2004) correctly put it; this is not a healthy trend because external funding is usually for a limited period of time and cannot therefore be relied on for sustainable continuity of the programme.

- Loan recovery problems

The study divulged that Loan recovery also remained a challenge to the smooth operation of the NFEP especially, the operation of the IGAs. District co coordinators and supervisors stated that many learners and IGA Groups were given micro loans to start their own businesses but about 70 percent did not pay back. This has been a bad precedent in accessing loans for learner to start their own businesses from financial institutions.

Having done the analysis and the discussions of findings of the study the next and the last chapter will unearth the major findings and also suggest recommendations and draw conclusion to the entire work.

CHAPTER FIVE

SUMMARYOF MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1   Introduction

The chapter contains the principal issues addressed in the study. It gives the major findings, conclusions and recommendations as suggested by the researcher. The findings cover the summary of core issues of the study. Based on the findings, recommendations are made for the improvement of the programme and conclusions drawn from the entire work.

5.2   Summary of the Findings

5.2.1   NFE Programmes Currently in Operation in the Districts

- The study indicated that both districts studied universal programmes which include; literacy and numeracy, IGA/Occupational skills, health/life skills and civic awareness, however, the IGA training differs from one community to another. Thus, some train in soap making, gari processing, pastries and oil extraction.

- It was also found out that generally, adult learners were motivated to join the NFE programme mainly to learn how to read, write and acquire livelihood skills.

- The outcomes also suggested that currently, the programme focus more on literacy, numeracy and health/life skills than the IGAs which helps the participated learners to improve their income levels. This is due to insufficient funds as the programme currently depends on only government for its operations.

5.2.2   Institutional Arrangements for the Implementation of the NFE Programmes

The agents of the NFE programmes include:

- *National coordinator:* The national coordinator is responsible for the activities of the NFE programmes and monitors the activities of sections at the national level. They also coordinate with the regional coordinators.

- *Regional coordinators:* They are responsible for monitoring the performance of district officers and coordinate all the activities at the regional level and report to the national office.

- *District coordinators/Officers:* They are responsible for monitoring the performance of supervisors and coordinate all the activities at the district level and report to the regional office. The district officers work with the district coordinator to ensure effective implementation of the NFE programme at the district level.

- *Zonal supervisors:* They are responsible for supervising classes in their respective zones; verify whether classes have been formed and learners are attending the classes; ensure distribution of materials to the classes; monitor the progress of facilitators and learners.

- *Facilitators:* The facilitator organizes the learning, monitor the progress of learners, motivate and counsel learners and facilitate learning in the various communities.

- *Learners:* These are the beneficiaries of the NFE programmes in the districts. They are the people who learn so as to function effectively in their communities.

5.2.3 Benefit and Impact of NFE on Learners and Poverty Reduction

- With regard to the impact of NFE on learners, respondents stated that they are using the skills acquired and knowledge gained in their everyday life such as reading the Bible, keeping business records, practice personal hygiene, and compute simple mathematics.

- Learners have gained occupational skills such as soap making, oil extraction, gari processing, modern methods of farming which they did not have before joining NFE programme.

- Learners are capable of giving balanced diet to their families; appreciate the need to take children to clinics when they are sick instead of self-medication, drink potable water which they were not doing before.

- The zonal supervisor at Samproso stated that one of those who graduated four years ago had established a day care centre at Abofour Offinso. This means that the programme has empowered people to self-employment.

- Gari processing group at Samproso (Offinso South Municipal) is an IGA group made up of ten females and one male. They were trained by the NFE in Offinso South Municipal and were given gari processing machine by the district assembly with each gaining additional incomes from the proceeds of the sale ofgari between GH¢ 30 and GH¢ 40 a month aside what they earn from their farming activities. Unfortunately, there is no regular market for the gari.

- Regarding the use of modern methods of farming, three (3) farmers who are cocoa farmers at Bonsua- Kokote zone in Offinso South Municipal have also seen improvement in their annual income levels from an average of GH¢ 900 to a level ranging between GH¢ 1150 – GH¢1400.

5.2.4   Implementation Challenges of NFE Programmes in Poverty Reduction

- The major problem of the NFED of the districts is untimely release of the quarterly operational funds which they describe as insufficient. Though, they could not give fixed figure for the operational funds for a quarter but it was revealed that it ranges between GH¢500 and GH¢1000 depending on number of classes created in a district. It was established from the district coordinators that, sometimes they use part of their salaries for maintenance and supervision when the funds delay.

- There is the problem of insufficient funds and support for the programme. Facilitators are not paid; Supervisors are paid ranging betweenGH¢290-GH¢ 300 a month and receive GH¢30 every month for fuel and motorbike maintenance. Currently, learners also do not get financial support for IGA training and operation because their operations depend solely on GoG. It was revealed that, hitherto, the effective operations of NFE programmes depend largely on external funds (about three-fifth of total funds) but currently; the donor funds are not forth coming.

- Loan recovery has also remained a challenge to the smooth operations of the programme. Past experience show that many learners who were given micro loans to start their own businesses did not pay back. This has been a bad precedent in accessing loans for learners to start their own businesses from rural banks.

- Due to unavailability of well-structured system of marketing, IGA groups and individuals are not able to market their products without exploitation. This limited the gains from the IGAs.

- There is also irregularity in attendance among the learners due to the combination of other activities with the programme. Thus learners have the problem of balancing studies with work.

- The NFE programmes also face infrastructural and logistic constraints. Learners have to use children desks for classes. Moreover, IGAs are on hold due to lack of logistics and equipments. For example, the IGA group in Baworo collapsed because of the inability of the Ejisu-Juaben Municipality to supply gari processing machine to the

zone. Facilitators, supervisors and coordinators lack facilities such as motorbikes for their activities.

5.3   Recommendations

The recommendations based on findings of the study are presented below.

- Increased and Regular Provision of Funds for the NFEP

In the short term, the government should endeavour to increase its yearly budgetary allocations for the division and also try to release the quarterly operational funds to the districts on time. The District Assemblies should also allocate part of the DACF and IGF to the NFED to aid their operations.Operational policies of NFE should be strictly followed in the communities. In the long term, District Coordinators may write proposals to source funds from international institutions and donor Agencies like IFAD, DVV, UNESCO e.t.c.

- Suggested Policy Direction Towards Funding

To help achieve the MDG 1 & 2, the GET fund Act 2000 (Act 581) must have a closer look at NFE. Thus, if the GET fund establishment is to support education at all levels the NFE must also be considered in that direction.

- Provision of Infrastructure and Logistics

The NFE should provide adult furniture to be used by the adult learners since; the use of the children desk and benches do not give the learners a good learning environment. Moreover, part of the fund discussed above should be dedicated to procuring equipments to help graduates from the programme practice the IGAs learnt. Where communities lack electricity, adequate lamps should be provided and where possible, generators in the short term and solar lamps in the long term should be procured by the District Assemblies to create a very conducive atmosphere for teaching and learning.

- Improving attendance

It was realised from the field that attendance was poor on the part of the learners. The major cause of the above problem is the inability to train the learners the livelihood skills. To address the programme should focus more on the IGA which improves their living standards.

This is what Duke (2004), argued in the literature as "literacy second". Again, learners who attend classes regularly should be motivated periodically, which will encourage others to be regular. A bar of key soap may be given to such people.

- Creating ready market (trade show) for IGA products

District assemblies should organise periodic trade shows at some selected centres to bring IGA groups together so as to market their products, share ideas and also learn from each other.

- Loan repayment plan

Financial institutions are reluctant to give credit facilities to graduates from the NFE programmes due to loan defaults. Thus the financial institutions should use legal mechanisms to recoup their loans. When a legal action is taken against defaulters, other IGA groups will be deterred from non-payment of loans. Daily repayment schedule should be designed and implemented to arrest the repayment problem.

- Motivating Operational agents and learners

The NFED should train facilitators and pay them allowances to make them more committed to the work. In addition to the normal incentives, facilitators should be given monthly allowance of at least GH¢ 50to entice them to work as expected of them. NFE providers should also provide recognised and accredited certificates promptly to learners immediately they complete the cycle which they can use to apply for jobs or contest leadership positions in politics. The above will attract more learners into the programme as well as making facilitators up to task, thereby helping the Non-Formal education to achieve its goal of making learners functional literates and improve their standards of living.

5.4 Conclusion

From the above discussions, it could be seen explicitly that, NFLP of NFE has the potential of reducing illiteracy and improving the standard of living of the people, if their programmes are well organized and implemented. Thus, the activities of NFE have the potential to make the illiterate poor to become functional literate which is a necessary condition for poverty reduction and hence national development. Providing skill training is one of the major ways of improving the livelihood of poor people. Based on the impact of NFE activities on those

who had graduated from the programme in Ejisu-Juaben and Offinso South Municipal, the researcher can say that NFEP of NFE has the potential of reducing illiteracy and improving the standard of living of the people. These impacts have been felt in areas like literacy and numeracy, economic, social and political empowerment of learners in the two districts studied.

However, the programme needs to be strengthened to address the issue of funding which has become a major challenge for the NFE. Facilitators and supervisors need enough motivation to commit them fully to the task and learners need support to start their own business to bring about meaningful poverty reduction.

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SAMPLE OF RESEARCH INSTRUMENTS

DEPARTMENT OF PLANNING

COLLEGE OF ARCHITECTURE AND PLANNING

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

TOPIC: The Role of Non Formal Education as a mechanism for Rural Poverty Reduction in the Ashanti Region

APPENDIX I :INTERVIEW GUIDE FOR LEARNERS WHO HAVE GRADUATED FROM THE PROGRAMME

(Tick the Appropriate Option or Write the Response where Applicable at the Space Provided)

Name of Respondent..

Name of Community..

Date of Interview..

Background Information (socio-economic)

1. Sex of the respondent

    Male [ ]   Female [ ]

2. Age groups   below 20[ ]   20 – 29 [ ]   30 – 39[ ]   40 – 49[ ]

    50 – 59[ ]   60 – 69[ ]   70 and above [ ]

3. Marital Status;

    Single [ ] Married [ ]   Widowed   [ ]   Divorced [ ]

    Separated [ ]   other (specify)……………

4. Level of Education;

    Never   [ ]   Primary [ ]   Middle/JSS [ ] Post Sec/SHS [ ] Tertiary [ ]

5. No. of persons in household..

6. Which batch did you belong? 13 [ ]   14 [ ]   15 [ ]   16 [ ]   17[ ]

7. Did you have any occupation before joining the NFE programme? Yes [ ] No   [ ]

8. If yes, what was the occupation?

     Farming [ ]   Masonry [ ]   Carpentry [ ]   Other (specify) ………………

9. What is your level income from the work/occupation?

    GH¢10-50   [ ]   GH¢51-100   [ ]   GH¢101-150   [   ]

    GH¢161-200 [ ]   GH¢201-250 [ ]   GH¢251 and above   [   ]

10. How much did you spend on your household per day before joining the programme?

GH¢ 1-2.9 [ ] GH¢3-4.9 [ ] GH¢5-6.9 [ ] GH¢7-8.9 [ ]   GH¢9 and above

11. How many children do you have?

None [ ]   one [ ]   two [ ]   three [ ]   four [ ] five or more [ ]

12. How many were in basic school before joining the NFE programme?

None [ ] One [ ]   two [ ]   three [ ]   four [ ] five or more [ ]

13. How many had finished basic school before joining the NFE programme?

None [ ] One [ ]   two [ ]   three [ ]   four [ ] five or more [ ]

14. Were you able to read and write in your local dialect before joining the programme?

Yes [ ]   No [ ]

15. State whether **you have** or **do not have** knowledge about the following activities before joining the NFE   programme?

No		Knowledge	
	Activities	**Do have**	**Do not have**
	Modern method of farming		
	Teenage pregnancy		
	Breast feeding		
	Family and personal hygiene		
	Child immunisation		
	Animal rearing		
	Potable water		
	Family planning		
	Child nutrition		
	How to use calculator		

What motivated learners to enroll

16. What was/were your reason(s) for joining the NFE programme?

No	Reason(s)	Tick
1	Wanted to read and write Twi and English	
2	Wanted to remind myself what I had learned earlier	
3	Because NFE programmes were free	
4	Learn how to use calculator	
5	Wanted to get confidence to speak in public	
6	Learning things I did not know	
7	Wanted to develop myself	
8	Wanted to get job	
9	Wanted read and write Twi	
10	Wanted read and write English	
11	Wanted to keep my secrets	
12	Wanted to learn a trade	
13	Other (specify)	

Programmes of Non Formal Education and Poverty reduction

17. Which of the following services were provided by the Non Formal Education, at your centre/class?

	Services/Programmes	Tick
1	Literacy and numeracy	
2	Income generating activities/occupational skills	
3	Life skills and health issues	
4	Civic awareness	
5	Other(specify)	

18. What did you learn under each of the programmes stated above?

	Services/programmes	Tick
1	**1. Literacy and numeracy**	
	Reading	
	Writing	
	Basic mathematics(addition, subtraction and multiplication)	
	Other (specify)	
2	**2. Income generating activities/occupational skills**	
	Modern techniques of farming	
	Animal rearing	
	Oil extraction	
	Bookkeeping	
	Soap making	
	Savings	
	Pomade making	
	Poultry	
	Other (specify)	
3	**3. Life skills and health issues**	
	Child immunization	
	Breast feeding	
	Family and personal hygiene	
	Drinking potable water	
	Child nutrition	
	Teenage pregnancy	
	Family planning	
	Drug abuse	
	Other(specify)	

4	**4. Civic awareness**	
	Inheritance	
	Expensive funerals	
	Tree plating	
	Chieftaincy dispute	
	Bush fires	
	Other (specify)	

19. Did you benefit from the class or lessons provided? Yes [ ]   No [ ]

20. Give reasons for your answer?

no	Reasons	Tick
	It helped me to read and write in Twi	
	Practice hygiene at home	
	It assisted me to grow varieties of crops all year round	
	It helped me to read and write Twi and English than before	
	feed children with balanced diet	
	Boiling water before drinking	
	Guarding myself and children against diseases	
	Urging my children to study because of having realised the importance of education	
	Have developed confidence and can speak in public	
	Other (specify)	

Strategies and approaches of Non Formal Education for rural poverty reduction

21. What strategy did facilitators use in the transfer of knowledge and skills to you?

"Literacy first strategy" [   ]   *"Literacy second* strategy" [   ]

Other (specify)…………………………………………………………………..

22. Was the strategy helpful to you?   Yes [ ]   No [   ]

23. Give reason for your answer………………………………………………………

……………………………………………………………………………………..

……………………………………………………………………………………..

24. Which of the following approaches do(es) the Non Formal education adopt(s) for literacy programme?

   i. The radical approach (literacy for empowerment),   [ ]

   ii. The functional approach (literacy for modernization and development) [ ]

   iii the missionary approach (literacy for salvation).   [ ]

   iv. other (specify) ……………………………………………………………

25. Was the approach used helpful for the achievement of the goals of NFE programmes?

Yes [ ]   No [ ]

26 Give reason(s) for your answer…………………………………………………………..

   …………………………………………………………………………………………

   …………………………………………………………………………………………

   …………………………………………………………………………………………

The use of the knowledge and skills by those who have completed the NFE programme circle (IMPACT)

27. Are the skills acquired and knowledge gained in the NFE programmes utilized in your every day life?   Yes [ ]   No [ ]

28. How do you utilise the skills acquired and knowledge learned in the NFE programmes in your every day life?

No	How the knowledge and skills are utilised	
1	• Reading	
	Read Twi Bible	
	Read signpost on cars , roads and Buses to identify where one is going	
	Read simple sms messages and car numbers	
	Other(specify)	
2	• Writing	
	Write my name and other people's name	
	Write phone numbers	
	Write letters to people	
	Other(specify)	

3	• Income generating/skill acquisition	
	Use of modern techniques for farming	
	Rear hen at home	
	Making and selling kenkey	
	Other(specify)	
4	• Health/life skills	
	Use mosquito net to protect my family against malaria	
	Applying family planning methods	
	Drinking boiled water	
	Provide balance for my family	
	Maintaining both family and personal hygiene	
	Other(specify)	
5	• Civic awareness	
	Participate in political discussions	
	Interstate succession law	
	Taxation	
	Other(specify)	

29. Has there been any improvement in your life after utilizing what you learnt and acquired form NFE programmes?   Yes [   ]   No [   ]

30. Give reasons for your answer

…………………………………………………………………………………..

…………………………………………………………………………………..

31. Do you agree or disagree that the Non Formal Education programmes have the potential of reducing rural   poverty?   Agree [   ]   Disagree [   ]

32. Give reasons for your answer …………………………………….………..

…………………………………………………………………………………..

…………………………………………………………………………………..

33. What problems did you face while participating in the adult literacy programme?

no	Problems	tick
1	**No problem**	
2	**Personal**	
	Very little time for studies	
	Irregular attendance	
	Balancing time between study and farm activities	
	Reading and writing Twi when belongs to another tribe	
	Unfavourable meeting time	
	Other (specify)	
3	**Domestic**	
	Husband not supportive enough	
	Wife not supportive enough	
	No caretaker at home while I am away	
	Responsibilities at home	
	Other (specify)	
4	**Administrative**	
	No adult tables and chairs	
	Supply of bad lanterns which hampers studies	
	Typographical error in primers	
	Insufficient time IGA training	
	Poor market for IGA products	
	Facilitators are not thrust worthy	
	Delay in supply of incentives to facilitators	
	Delay in given certificates to grandaunts	
	Others (specify)	

34. In your opinion, how can NFE programmes in your community be improved?

	Opinion	Tick
	Facilitators should be well trained and paid	
	More IGA's should be integrated into the programme	
	Quality materials should be provided to learner	
	Class rooms for adult learners should be constructed	
	Recognised certificates should be provided those who finish the programme	
	Govern must provide support to the learning centres	
	Program should provide post literacy	
	People should be sensitized on the importance of the programme	
	Others (specify)	
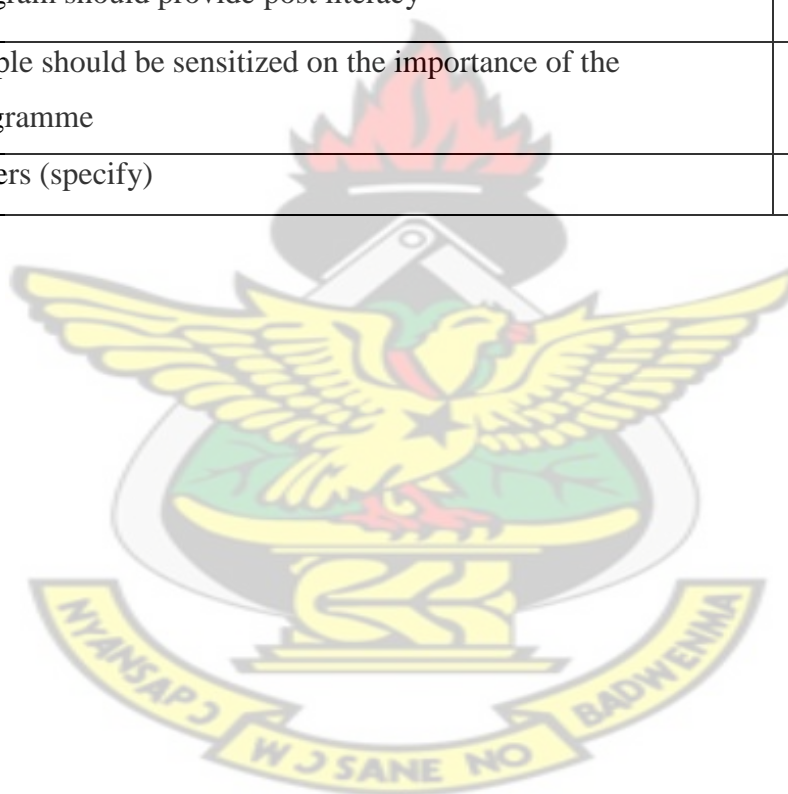
DEPARTMENT OF PLANNING

COLLEGE OF ARCHITECTURE AND PLANNING

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

TOPIC: **The Role of Non Formal Education as a mechanism for Rural Poverty Reduction in the Ashanti Region**

APPENDIX2 :INTERVIEW GUIDE FOR LEARNERS WHO ARE CURRENTLY IN THE PROGRAMME

(Tick the Appropriate Option or Write the Response where Applicable at the Space Provided)

Name of learner …………………………………………………………………………..

Name of Community..

Date of Interview...

Background information

1. Sex of the respondent

    Male [ ]   Female [ ]

2. Age groups   below 20[ ]   20 – 29 [ ]   30 – 39[ ]   40 – 49[ ]

    50 – 59[ ]   60 – 69[ ]   70 and above [ ]

3. Marital Status;

    Single [ ] Married [ ] Widowed [ ] Divorced [ ] Separated other (specify)…………

4. Level of Education;

    Never   [ ]   Primary [ ]   Middle/JSS [ ] Post Sec/SHS [ ] Tertiary [ ]

6. Where did you hear of the NFE programme?

    …………………………………………………………………………………..

    …………………………………………………………………………………..

What motivated learners to enroll

7. What was/were your reason(s) for joining the NFE programme?

No	Reason(s)	Tick
1	Wanted to read and write Twi and English	
2	Wanted to remind myself what I had learned earlier	
3	Because NFE programmes were free	
4	Learn how to use calculator	
5	Wanted to get confidence to speak in public	
6	Learning things I did not know	
7	Wanted to develop myself	
8	Wanted to get job	
9	Wanted read and write Twi	
10	Wanted read and write English	
11	Wanted to keep my secrets	
12	Wanted to learn a trade	
13	Other (specify)	

8. Which of the following services are provided by the Non Formal Education, at your centre/class?

	Services/Programmes	Tick
1	Literacy and numeracy	
2	Income generating activities/occupational skills	
3	Life skills and health issues	
4	Civic awareness	
5	Other(specify)	

9. What do you learn under each of the programmes stated above?

		Services/programmes	Tick
1		**5. Literacy and numeracy**	
		Reading	
		Writing	
		Basic mathematics(addition, subtraction and multiplication)	
		Other (specify)	
2		**6. Income generating activities/occupational skills**	
		Modern techniques of farming	
		Animal rearing	
		Oil extraction	
		Bookkeeping	
		Soap making	
		Savings	
		Pomade making	
		Poultry	
		Other (specify)	
3		**7. Life skills and health issues**	
		Child immunization	
		Breast feeding	
		Family and personal hygiene	
		Drinking potable water	
		Child nutrition	
		Teenage pregnancy	
		Family planning	
		Drug abuse	
		Other(specify)	
4		**8. Civic awareness**	
		Inheritance	
		Expensive funerals	
		Tree plating	
		Chieftaincy dispute	
		Bush fires	
		Other (specify)	

10. Are these services helpful to you?   Yes [ ]   No   [ ]

11. Give reasons to your answer?

    ……………………………………………………………………………..

    ……………………………………………………………………………..

    ……………………………………………………………………………..

12. Do you agree or disagree that the Non Formal Education programmes have the potential

of reducing rural   poverty?   Agree [   ]   Disagree [   ]


13. Give reasons for your answer …………………………………………………..

    …………………………………………………………………………………..

    …………………………………………………………………………………..

14. What strategy do facilitators use in the transfer of knowledge and skills to you?

"Literacy first strategy" [   ]   "Literacy second strategy" [   ]

Other (specify)……………………………………………………………………

15. Give reasons for your answer.

    ……………………………………………………………………………………..

    …………………………………………………………………………………………

16. Have you been trained in any income generating activity?   Yes [   ]   No [   ]

17. If yes, specify the IGA

18. Are you utilizing the IGA trained in number (17) above?

     Yes   [   ]   No [   ]

 19. If yes, how are you utilising the IGA trained in number (6) above?

    ……………………………………………………………………………………..

    …………………………………………………………………………………………

20. Do you have problems utilizing the IGA trained in number (6) above?

    Yes [ ]   No [   ]

21. If yes, state the problems

    …………………………………………………………………………………………

    …………………………………………………………………………………………..

22. How can the problems stated in question (16) be solved?

    …………………………………………………………………………………………

23. Has the IGA acquired from the NFE programme improved your life?

　　Yes [　]　　　　　　　　　No [　]

 24. Give reasons for your answer ………………………………………………………

　　………………………………………………………………………………………..

25. What is the source of your capital?　Bank loan [　]　　　Personal savings [　]

　　Other (specify)……………………………………………………………………..

26.　If bank loan, do you have difficulty in accessing credit from the bank?

　　Yes [　]　　　　　　　　　No [　]

27. Give reason for your answer…………………………………………………

　　………………………………………………………………………………………..

28. What challenges do you face while participating in the NFE programme?

　　………………………………………………………………………………………..

　　………………………………………………………………………………………..

29. In your opinion, how can NFE services in your community be improved?
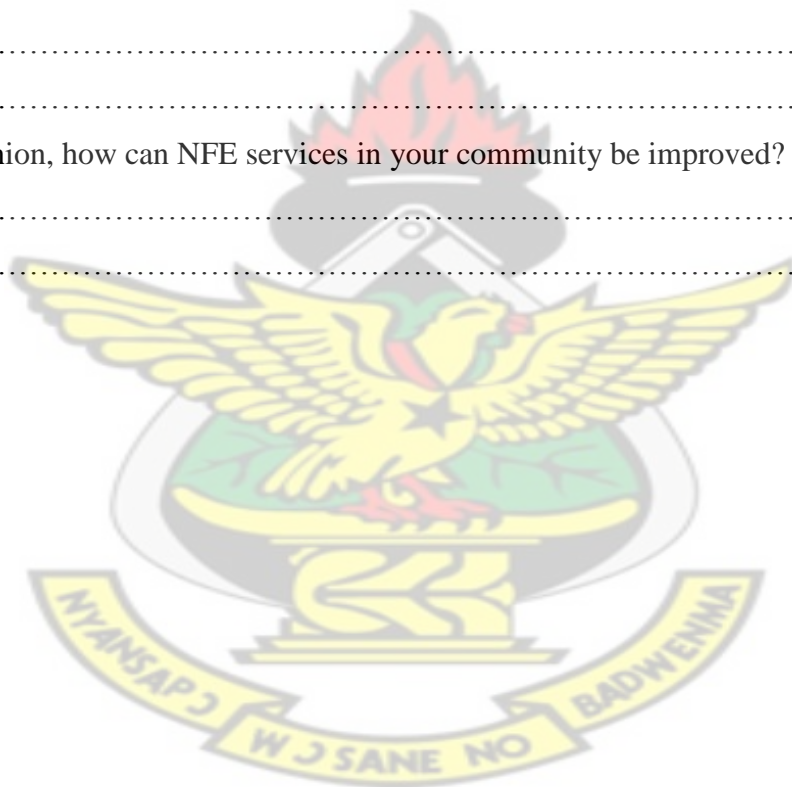
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　　………………………………………………………………………………………..

TOPIC: **The Role of Non Formal Education as a mechanism for Rural Poverty Reduction in the Ashanti Region**

APPENDIX3 : INTERVIEW GUIDE FOR FACILITATORS

(Tick the Appropriate Option or Write the Response where Applicable at the Space Provided)

Background

1. Name …………………………………………………………………………

2. Sex   Male [ ]   Female [ ]

3. Age …………………………………………………………………………

4. Occupation …………………………………………………………………..

5 Marital Status; Single [ ] Married   [ ]   Widowed   [ ] Divorced [ ] Separated [ ]

6. Level of Education; Never   [ ]   Primary [ ]   Middle/JSS [ ] Post Sec/SHS [ ]

   Tertiary [ ]   other (specify)…………………………………………………

7.   No. of persons in household..

8. What motivated you to become a facilitator?

   Out of Pity [   ] Unemployed [ ]   prestige [ ] Increase the level of literacy [ ]

other (specify)………………………………………………………………………

9. Do you receive periodic training from the implementing agency? Yes [ ]   No [ ]

10. Give reason for your answer…………………………………………………..

        …………………………………………………………………………..

11. Which of the following services are provided by the Non Formal Education, at your centre/class?

	Services/Programmes	**Tick**
1	Literacy and numeracy	
2	Income generating activities/occupational skills	
3	Life skills and health issues	
4	Civic awareness	
5	Other(specify)	

12. Are these services helpful to the learners?   Yes [ ]   No [ ]

13. Give reason for your answer

……………………………………………………………………………..

……………………………………………………………………………..

……………………………………………………………………………..

13. Which strategy do you use in transfer of knowledge and skills to learners?

Literacy first [ ]   Literacy second [ ]   other (specify)…………..

14. Give reason for your answer……………………………………………………….

……………………………………………………………………………..

……………………………………………………………………………..

15. Which approach do you use in your literacy programmes?

i   Functional approach (literacy for modernisation and development)   [ ]

  ii. Radical approach (literacy for empowerment)   [ ]

iii, Missionary approach(literacy for salvation)   [ ]

  iv. Other (specify) …………… ………………..

16. Give reason for your answer………………………………………………………..

…………………………………………………………………………………….

……………………………………………………………………………………………

17. Which of the following methods is appropriate to your teaching needs?

    Lecture method [   ]   Discussions method [   ] other (specify) ……………………..

18. Give reason for your answer……………………………………………………….

…………………………………………………………………………………….

19. What basic materials do you use in teaching and learning?

    Blackboard   [   ]   Flip charts [   ]   Child sized desks and chairs [   ]

    Adult sized desks and chairs [   ]   TV Video [   ] others (specify) …………….

20. Do you have access to these materials?   Yes [   ]   No [   ]

21. If No, how is affecting teaching and learning…………………………………………

…………………………………………………………………………………….

…………………………………………………………………………………….

22. What are the major implementation challenges militating against the NFE programme in your district/class?

……………………………………………………………………………..

……………………………………………………………………………..

24. Can you suggest solutions to these challenges of the NFE programme?

…………………………………………………………………………………..

…………………………………………………………………………………..

25. In your opinion, how can NFE services in your community be improved?

…………………………………………………………………………………..

…………………………………………………………………………………..

…………………………………………………………………………………..

…………………………………………………………………………………..

INTERVIEW GUIDE FOR NON FORMAL SECTION OF DISTRICT ASSEMBLIES

(Tick the Appropriate Option or Write the Response where Applicable at the Space Provided)

NFE Programmes and its potentials for poverty reduction

1. Which of the following services are provided by the Non Formal Education Division at your district?

	Services/programmes	Tick
1	Literacy and numeracy	
2	Income generating activities/occupational skills	
3	Life skills and health issues	
4	Civic awareness	
5	Other(specify)	

2. Are the services of NFE beneficial to learners?   Yes [ ]   No [ ]

Give reasons for your answer……………………………………………………………….

…………………………………………………………………………………………..

3. Do you agree or disagree that the Non Formal Education programmes have the potential of reducing rural   poverty?   Agree [ ]   Disagree [ ]

4. Give reasons for your answer ………………………………….………………………….

………………………………………………………………………………………………

………………………………………………………………………………………………

…………………………………………………………………………………………………

Sources of funds for NFE programmes

5. What are sources of funds for the running of the NFE programmes?   GoG[   ]
donors [   ]   both [   ]   other (specify) ……………

6. Do you get sufficient funds for your Operation?   Yes [   ]   No [   ]

7. Give reasons for your answer…………………………………………………………...

    …………………………………………………………………………………………………

    …………………………………………………………………………………………………

6. Within which period do you expect the operational funds?

    Monthly [   ]   quarterly [   ]   yearly [   ]   other (specify) ………………..

7. Do the funds come as expected?   Yes [   ]   No [   ]

8. Give reasons for your answer…………………………………………………………………

    ………………………………………………………………………………………………….

Implementation Challenges and how the Programmes are Improved

9. What are the implementation challenges of NFE programmes in your district?

    ………………………………………………………………………………………………….

11. Suggest solution to the problem of NFE ………………………………………………………..

    …………………………………………………………………………………………………

12. In your opinion, how can NFE services be improved in your district?

    …………………………………………………………………………………………………

    …………………………………………………………………………………………………

INTERVIEW GUIDE FOR ZONAL SUPERVISORS

(Tick the Appropriate Option or Write the Response where Applicable at the Space Provided)

Background (socio-economic)

1. Name ……………………………………………………………………………

2. Sex   Male [   ]   Female [   ]

3. Age ……………………………………………………………………………………

4. Occupation ………………………………………………………………………….

5 Marital Status;   Single [ ]   Married   [ ] Widowed [ ]   Divorced [ ]

    Separated [ ]   other (specify) ………………………………..

6. Level of Education; Never   [   ]   Primary [   ] Middle/JSS [ ] Post Sec/SHS [ ]

    Tertiary [ ]   other (specify)……………………………………………

7. What motivated you to become a supervisor?

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Out of Pity [   ]   Unemployed [   ]   prestige [   ]

help Increase the level of literacy [   ]   other (specify)…………………………

8. For how long have you served your district as a zonal supervisor? ………………..

Programmes currently Operating in the Zone and its relevance to learners

9. Which of the following programmes do NFE currently provide in your zone?

	Services/programmes	**Tick**
1	Literacy and numeracy	
2	Income generating activities/occupational skills	
3	Life skills and health issues	
4	Civic awareness	
5	Other(specify)	

11. Are the services of NFE beneficial to learners?   Yes [   ]   No [   ]

12   Give reasons for your answer…………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Implementing Challenges and Suggestion on how the Programms are Improved

13. What are the implementation challenges of NFE programme at your zone?
……………………………………………………………………………………………………
……………………………………………………………………………………………………

14. In your opinion, how can NFE services in your community be improved?
…………………………………………………………………………………………………….
…………………………………………………………………………………………………….
…………………………………………………………………………………………………….
……………………………………………………………………………………………………
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DEPARTMENT OF PLANNING

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TOPIC: **The Role of Non Formal Education as a mechanism for Rural Poverty Reduction in the Ashanti Region**

APPENDIX 4 :INTERVIEW GUIDE FOR LEARNERS GROUP

Background information

Name of learners group...

Name of Community...

Date of Interview...

No. of persons in the Group/class……………………………………………

1. Were you trained in any income generating activity?   Yes [ ]   No [ ]

2. If yes, specify the IGA

………………………………………………………………………………..

………………………………………………………………………………..

3. Are you utilizing the IGA trained in number (6) above?

Yes   [   ]   No [   ]

4. Give reason for your answer?

………………………………………………………………………………..

………………………………………………………………………………..

5. Did you have problems utilizing the IGA trained in number (6) above?

Yes [ ]   No [   ]

6. If yes, state the problems

…………………………………………………………………………………..

………………………………………………………………………………..

7. How can the problems stated in question (11) be solved?

………………………………………………………………………………..

………………………………………………………………………………..

8. Has the IGA acquired from the NFE programme improved your life?

Yes [   ]   No [ ]

9. Give reasons for your answer ……………………………………………………

…………………………………………………………………………………..

10. What is the source of your capital?   Bank loan [ ]   Personal savings [ ]

Other (specify)……………………………………………………………………

11. If bank loan, do you have difficulty in accessing credit from the bank?

Yes [ ]   No [ ]

12. Give reason for your answer……………………………………………………

…………………………………………………………………………………..

…………………………………………………………………………………..

13. What challenges did you face while participating in the NFE programme?

…………………………………………………………………………………..

14. In your opinion, how can NFE services in your community be improved?
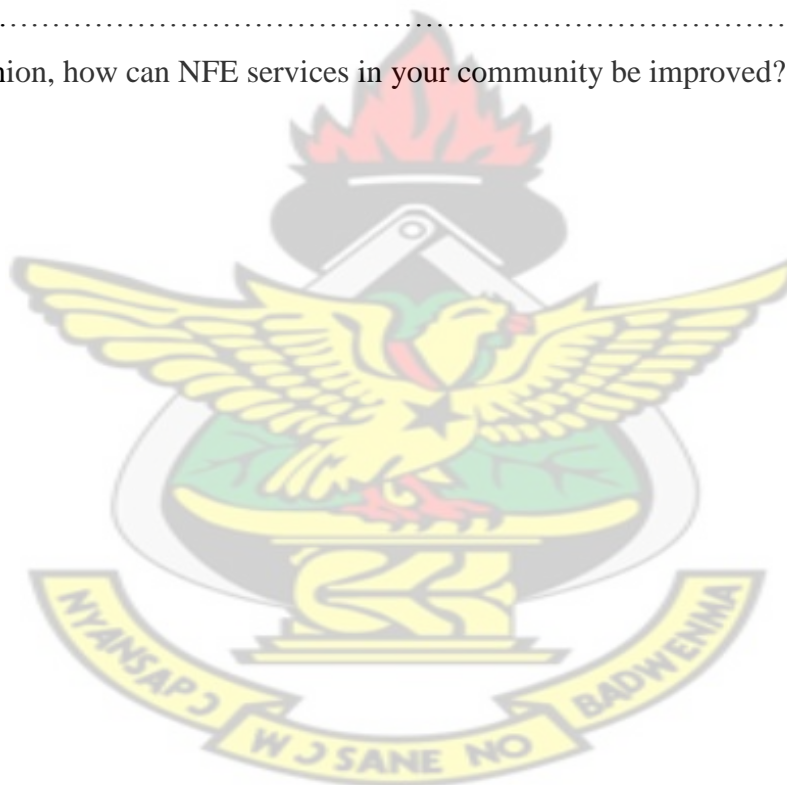
Appendix 5: Contents of Primers (in Twi)

ΑΣΑΝΤΕ–ΤΩΙ ΜΦΙΤΙΑΣΕΖ ΝΩΟΜΑ (1)

ΕΜΥ ΝΣΕΜ ΝΗΨΕΗΨΖΠΟΝΟ

ΑΔΕΣΥΑ	ΕΜΥ ΝΣΖΜ
1.	ΚΥΑΨΞ
2.	ΝΝΞΒΟΑ
3.	ΝΣΥΠΑ
4.	ΚΟΟΚΟΟΦΥΟ
5.	ΑΠΑΑΔΙΕ
6.	ΜΠΕΡΕΩΑΩΟΞ
7.	ΑΣΟΝΩΟΞ
8.	ΜΜΟΑΨΖΝ
9.	ΝΚΟΚΞΨΖΝ
10.	ΑΗΟΤΕΖ
11.	ΝΥΦΟΜΑ
12.	ΑΔΩΕΝΓΟ
13.	ΓΨΑΗΨΕΗΨΕΖ
14.	ΚΩΑΗΨΕΞΚΞ
15.	ΑΗΩΕΖ
16.	ΤΩΞΚΞΣΥΜΟΚΑ
17.	ΑΝΩΟΝΟ

ΑΣΑΝΤΕ–ΤΩΙ ΜΦΙΤΙΑΣΖ ΝΩΟΜΑ (2)
ΕΜΥ ΝΣΖΜ ΝΗΨΕΗΨΖΠΟΝΟ

ΑΔΕΣΥΑ	ΕΜΥ ΝΣΖΜ
1.	Γαρικψεζ
2.	Ννυαδυα
3.	Ντετεεζ
4.	Ανιβυετυμι
5.	Αψιψξ
6.	Αδυνομ
7.	Σαμιναψξ
8.	Αωυνψαδεζ
9.	Νσασεσζμ
10.	Αηενσζμ
11.	ΑΙΔΣ

Appendix 6:Appendix 1: Guidelines on how to facilitate a lesson in the facilitator's manual.

1. At the beginning of each class meeting, revise the previous lesson by discussing with learners, what they did in the previous meeting and then explain what you plan to do in the present lesion

2. Select a step and learning objective which agree with your learner's needs and abilities.

3. Be creative. Use your imagination. You may change or add to the instructional activities presented in the guide to make the lesson lively and interesting to learners. Remember to remember all the five senses of your learners in the instructional activities.

4. Encourage learners to bring examples of real objects to class and discuss issues that related to topics being treated in the literacy lessons and also related to issues in which they are interested.

5. Take enough time in the class to allow the learners to practice their skills. Do not rush through the lesson. Encourage learners to practice what the learn outside of class and share experiences with others.