

# Non-Formal Education as a Means to Poverty Reduction and Community Development?

A Comparative Study of Adult Literacy in Four Communities in the Ho  
Municipality, Ghana

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*This Master's Thesis is carried out as a part of the education at the  
University of Agder and is therefore approved as a part of this  
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University of Agder, [2010]  
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# ABSTRACT

This research work examines the impacts of the literacy programme on the improvement of literacy, education, reduction of poverty and community development, especially in the rural and poor communities. The work sets out to put across a measure of knowledge on how literacy could assist in making non-literates and the poor in society functionally literate, at the same time provide them with livelihood skills towards improved living standards and the development of their various communities.

Non-formal education, that is the functional literacy programme, was set up in communities with the aim of providing literacy and life skills to the poor, illiterate and marginalised in the community. It makes the above population to be able to read and interact favourably with the environment. By implication, the literacy programme ultimately helps to achieve the UN's Millennium Development Goals (MDGs) of universal basic education by mopping up those who could not get access to formal education; reducing extreme poverty through training of the poor population in life skills and income generating activities; and reducing mother and child mortality, diseases and deepening democracy through the teaching of the above related topics in the adult literacy class.

Findings from the research show that most of the adult learners in the four communities (Kpedze, Akome, Mawuli Estates and Beh) have acquired reading, writing and calculation skills through the literacy class organised under the National Functional Literacy Programme (NFLP). These skills were exhibited by the learners in their everyday life activities including writing down their income and expenses, creditors and debtors, reading the Bible, singing from the church hymnal, writing and reading simple letters and notes, etc. These are educational achievements made by the adult learners. Through the NFLP classes, quite a number of the learners have also acquired income generating skills and entered into gainful employment, raising their income levels, thereby contributing to the reduction of poverty in the local communities. The learners also gradually became active members of their communities, initiating and executing community development programmes that they have been learning from the NFLP activities which are indications of development efforts.

However, the adult learners faced challenges such as poor infrastructure, non-availability and late delivery of teaching and learning materials, poor remuneration of their facilitators, poor monitoring and evaluation systems, difficulties in time management and health constraints on the part of the learners, and political interference in the NFLP and the NFED. What the adult learners have not fully achieved is sustainability that is easily forgetting what they have learnt due to lack of continuity in the NFLP, among other things.

## ACKNOWLEDGEMENTS

First of all, I would like to thank our Heavenly Father for His mercies and protection throughout my life journey and especially through this research work. The Lord Almighty has provided me with strength, good health and the enabling environment to be able to carry out this research. His name is glorified.

I would like to express my sincere appreciation to my supervisor, Professor Oddvar Hollup of the Centre for Development Studies, University of Agder, Kristiansand, Norway, for his guidance, patience, encouragement and helpful criticisms. He has really contributed significantly towards shaping my focus for future research works.

I would also like to extend my gratitude to the officials of the Non-Formal Education Division of the Ministry of Education, Ghana, for granting me permission to carry out this research work, and readily making themselves available to be interviewed. I cannot also forget their assistance in accessing my research area.

Also, I cannot go without making mention of the supervisors, facilitators and learners of Kpedze, Akome Gbota, Beh and New Life literacy classes. They have done a great job in putting together some respondents and responses. My heartfelt thanks to you.

My very special thanks go to four personalities for the important roles they played throughout my research work. They are my mother, Agnes Awalime; my younger brother, Eric Kwame Agodzo; my very good friend, Prince Dela Kwasitse; and my lovely wife, Elsie Akorfa Agodzo. I am grateful for your moral support, financial assistance, and standing by me through thick and thin. I should say, your support was indispensable and priceless. And to my new-born baby boy, Kelvin Senyo Agodzo, you are my source of happiness and inspiration.

God, in His infinite mercies, should reward all of you accordingly for your selfless contribution to humanity.

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## Abbreviations and Acronyms

AU	African Union
CPP	Convention Peoples' Party
DA	District Assembly
DACF	District Assemblies Common Fund
DCE	District Chief Executive
DFID	Danish Fund for International Development
ECOWAS	Economic Community of West African States
EFA	Education For All
ERP	Economic Recovery Programme
FCUBE	Free Compulsory Universal Basic Education
FLP	Functional Literacy Programme
GDP	Gross Domestic Product
GNI	Gross National Income
GPRS	Ghana Poverty Reduction Strategy
IGA	Income Generating Activities
IMF	International Monetary Fund
MCA	Millennium Challenge Account
MCE	Metropolitan/Municipal Chief Executive
MDGs	Millennium Development Goals
MLGRD	Ministry of Local Government and Rural Development
MOE	Ministry of Education
MOFA	Ministry of Food and Agriculture
MOH	Ministry of Health
MP	Member of Parliament
NCWD	National Council for Women and Development
NDC	National Democratic Congress
NFED	Non-Formal Education Division

Non-formal education for poverty reduction and community development

NFLP	National Functional Literacy Programme
NGOs	Non-Governmental Organisations
NHIS	National Health Insurance Scheme
NPP	New Patriotic Party
PNC	People's National Convention
PNDC	Provisional National Defense Council
RCC	Regional Coordinating Council
RTC	Rural Training Centre
SAP	Structural Adjustment Programme
SPSS	Statistical Package for the Social Sciences
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WAEC	West African Examinations Council
WB	World Bank

# CHAPTER 1: Introduction

## 1.1 Background

Functional literacy is explained by UNESCO as the training of a person to read, write and be able to interact favourably with his/her environment (cited in Dovlo 2006). However, Ryan (1989), cited in Dovlo (2006), explains functional literacy as the literacy that is required to enable a person to use reading, writing and calculation to develop oneself and one's community. This implies that functional literacy helps to prepare the individual and group to play social, economic and civic roles towards personal and community development.

The national functional literacy programme (NFLP) was introduced by the government of Ghana in the year 2000 to replace the functional literacy skills project in 1992, with the main objective to make accessible literacy and life skills to the rural poor and the illiterate population in Ghana. The Non-Formal Education Division (NFED) of the Ministry of Education (MOE) is responsible for the implementation of the functional literacy programme which is to provide reading, writing and numeracy skills, and participation in community development and income generating activities (World Bank Document 1999:11). This programme takes place in all the districts in Ghana, and runs a 21-month cycle.

From the beginning of the programme up to batch 16, which ends in June 2011, the NFED has enrolled 2,821,973 learners for the NFLP (NFED 2009). According to the Ghana Statistical Service (2005), 46% of the population of Ghana are non-literate, and the World InfoZone (2008) estimates the population of Ghana at 23,382,848. It means that as many as 10,756,110 people are non-literate, and needs such programmes to climb up the literacy ladder. The contents of the programme's curriculum include, among other things, issues on health, environment, civic awareness, income generating activities and education. The functional literacy classes, which are community based, carry out several activities in their respective communities towards the upliftment of the lives of the people and the development of the community. Since the inception of the NFLP, the NFED has been able to go through two phases of its implementation.

Studies by Blunch (2002) posit that the first phase of the NFLP recorded limited results on the skills acquired by the participants, but these became more significant as the years go by. "A survey of 1,200 beneficiaries from batches 8 and 9 (2000–2002 & 2003–2005) showed strong achievements in reading skills, with 80% scoring 21 to 30 on a 30- point scale" (Aoki 2004). However, Aoki (2004) argues that the same could not be said about writing skills of the learners. He says that about a third of the participants have difficulties to write down simple sentences. Aoki (2004) also contended that most of the participants loose the skills acquired to a large extent after completing the programme. This could be attributed to several factors including the teaching methods, curriculum development and workload, dispositions of the learners and the teaching-learning environment.

The administrators of NFED and other stakeholders of the NFLP have been reported to affirm the fact that the programme has helped to consolidate healthy and positive social life in the communities.

*"Long-standing traditional beliefs that 'the gods' caused certain epidemics among communities (eg guinea worm and cholera) have been demystified. Furthermore, instructions*

*in healthy lifestyles (eg safe drinking water and sanitation) have contributed to improvement in the incidence of epidemics (cholera, tuberculosis, guinea worm, etc) in recent years”* (Aoki 2004).

Finally, the NFLP served as a platform for the poor and illiterate in society to make their voices heard. The adult literacy classes, according to the NFED (2000), have articulated their views on various platforms as a group. For instance “participants are well represented in national activities like Independence Day anniversary parades, May Day, Farmers’ Day celebrations” and Town Hall meetings (Aoki 2004). Such occasions create the opportunity for the adult learners, and also with the aid of the media, to articulate their acquired knowledge and information through staging dramas about everyday life issues such as “the proper use of fertilizers, the benefits of literacy, the need to educate children, prevention and management of HIV/AIDS”, etc (Aoki 2004).

However, several researchers have outlined various challenges associated with the implementation of the functional literacy programme in various parts of the world. Aoki (2004) touched on issues including the long hold-ups in the distribution of funds and the programme materials to the various classes. In some instances, he argues, these do not come at all. He also posited to the fact that supervision of the programme has been irregular and widely interspersed.

Smith et al (2009) mentioned in their submission challenges such as lack of good access roads to the rural areas, making it extremely difficult, if not impossible, to monitor the implementation of the programme and distribute materials. Mention has also been made by Smith et al (2009) on challenges pertaining to facilitation as the facilitators work in voluntary capacity with no payments, and have very low literacy levels. They further argue that poverty situations such as “lack of education, sickness/diseases, lack of water, inadequate health facilities, and tribal conflicts” hinder the smooth delivery of the functional literacy programme (Smith et al 2009:7). Furthermore, Smith et al (2009) touched on the issue of gender that serves as a challenge to the adult literacy programme. In some traditional settings, difficulties are been encountered in grouping men and women together in the adult literacy classes. Both genders feel reluctant to open up and freely take active part in the activities as that has not been part of their culture. Finally, the scope of work, according to Smith et al (2009:8), had been a bit too loaded considering the time period within which it should be covered, normally two years. This might place a lot of pressure on the learners and resulting in low levels of assimilation.

## 1.2 Objectives of the Research

According to the Ghana Core Welfare Indicators Questionnaire (CWIQ) Survey (1997), “64% of women are illiterate, as compared to 38% of men. In rural areas, 74% of household heads in the poorest income quintile were illiterate, compared to 15% in the richest quintile”. Also, according to census of 2000, “about 46% of the population in Ghana is illiterate” (Ghana Statistical Service 2005). Furthermore, figures from the Education for All (EFA) 2006 Global Monitoring Report indicates that, net enrolment rate into primary education in

Ghana stands at about 63% while adult literacy rate stands at about 54% (EFA Global Monitoring Report 2006). This implies that close to half of the adult population in Ghana is still illiterate.

The above could be said of the Ho municipality, especially the suburbs in which this research is situated. The Ho municipality, apart from the Ho central township, is made up of people who could be described as living below the poverty line, as outlined by the UN. Their main occupation is subsistence farming based on family labour, which portray their poverty situation. This could not allow most of the people to have access to formal education, and the privileged few who got the opportunity could not go beyond basic education. Parents could not allow their children to go to school as they have to assist in farming activities to support their families. This has made illiteracy endemic in the community.

Government's strategies to make its citizens functionally literate, as part of achieving most of the UN's MDGs, brought about the NFLP. The people in the Ho municipality took advantage of this programme to get themselves out of ignorance and poverty through education.

Through this, the community organised itself into groups to take part in the adult literacy classes, for which the Kpedze, Akome Gbota, Beh and New Life literacy classes, the areas of my research, are part. For over a decade, these classes have been running in the communities. So the research seeks to find out

**“in what ways does non-formal education contribute to improving literacy and income generating activities (reducing poverty) and development in the above communities in the Ho Municipality?”**

The main objective for conducting this research is to investigate the impact non-formal education is making on the lives of adult learners in the Ho Municipality. To be specific, the research looks at the effects of non-formal education on the adult learners in terms of the eradication of illiteracy and poverty. Attention is based on the literacy classes and non-formal education among the learners in the above four communities in the Ho Municipality, the social and economic impacts, and opportunities for employment and further higher education. Therefore the research tries to find answers to the following questions:

**What do the adult learners achieve from the functional literacy classes in respect to the objectives of the NFLP?**

**What is the relationship between non-formal education and income generating activities?**

**What changes do the literacy classes impose on the participants and the communities in terms of education and community development?**

**How do the benefits of the NFLP influence gender and age?**

## 1.3 Outline of Thesis

Chapter 1 carries the introduction of the thesis work. The introduction presents the background of the thesis work, the objectives of the research, a brief explanation of the methodology used for the research, the terminologies used in the thesis, and the outline of the thesis.

Chapter 2 presents the research area and the context within which this thesis is carried out. Facts, political administration, education, economy and NFLP statistics of the Republic of Ghana are outlined. This is followed by a presentation on the Ho municipality and the local communities and literacy classes that were being studied.

Chapter 3 offers the literature review and theoretical framework of this research. It presents reflections on education and literacy, poverty reduction, income generation and community development.

Chapter 4 provides the methodology used in this research work. This includes the research strategy, research design, sampling, data collection and the challenges of the research work.

Chapter 5 analyses the data collected and discusses the findings. This is based on three main areas, namely literacy, income generation and community development.

Chapter 6 deals with the concluding section of the thesis which is composed of remarks and recommendations.

## 1.4 Terminologies

Literacy class refers to the class organised by the NFED in the various communities in Ghana for the non-literate population to become functionally literate.

Learners refer to the participants of the literacy class. They are the adults who are studying in the literacy class to become functionally literate.

Facilitators are the people who lead the class sessions in the literacy class. They are called facilitators because they facilitate the teaching and learning process or session. So by implication, they could be described as the teachers in the literacy class. Each literacy class has a facilitator.

Supervisors are people who are responsible for the smooth running of the literacy classes in their respective zones. Zones are carved out in each administrative district, comprising of between 5 and 10 literacy classes by the NFED, and the supervisors are appointed and tasked to oversee the smooth operation of the literacy classes in their zones.

Officers/Officials refer to the personnel working in the offices of the NFED. This refers to all the workers in the district, regional and national offices.

## CHAPTER 2: Research Area and Context

### 2.1 The Republic of Ghana

Figure 2.1 The map and flag of the Republic of Ghana



Source: Social Work, The University of Utah (October 2008)

### 2.1.1 Facts

Table 2.1 Facts about the Republic of Ghana

Official name	Republic of Ghana
Head of State and Government (Executive President)	President John Evans Attah-Mills (Sworn-in 07 Jan. 2009)
Capital	Accra
Ruling party	National Democratic Congress (NDC)
Major political parties	National Democratic Congress (NDC), New Patriotic Party (NPP), Convention Peoples' Party (CPP), People's National Congress (PNC)
Population	23.8 million (UN, 2009, cited in BBC News, 2009)
Area	238,533 sq km (92,098 sq miles)
Official language	English
Major languages	Akan, Ewe, Dangbe, Ga, Kasem, Dagaare/Waale, Gonja, Dagbane, Nzema
Currency	Cedi
Religion	Christianity, Islam, Indigenous beliefs
Ethnic groups	Adangbe, Akan, Akwamu, Dagomba, Ewe, Frafra, Ga, Guan, Mossi, Hausa, and many others.
Literacy rate	54% (EFA, 2006) (15years and above who can read and write)
Membership of international organisations	Commonwealth, United Nations (UN), Economic Community of West African States (ECOWAS), African Union (AU)
Labour force	11,290,000 (2009 est)



Life expectancy	56years (men), 57years (women)
GDP	US \$17.72billion (2008 est)
GNI per capita	US \$670 (World Bank, 2008, cited in BBC News, 2009)
Annual growth	6.3% (2008 est)
Inflation	16.4% (2008 est)
Main exports	Gold, cocoa, timber, bauxite, aluminium, manganese ore, diamonds, tuna
International dialling code	+233
Internet domain	.gh

Source: Foreign and Commonwealth Office, 2009; BBC News, 2009; EFA, 2006. Table: Bright Delali Agodzo

### 2.1.2 History

Before independence in 1957, Ghana was known and called Gold Coast. This was because there was a lot of gold deposited between river Volta and river Ankobra in Ghana (Ghana Home Page, 2008). From the later part of the 15<sup>th</sup> century, several European merchants, including the Portugese, Dutch, British, Danes and Swedes built forts and castles, and settled along the coasts of Ghana (Gold Coast) with the sole aim of trading with the Gold Coasters. Some of the items traded in included gold, bauxite, manganese, timber, slaves, cocoa and coffee. By 1874, when all the Europeans except the British left, the British then established political administration over the Gold Coast, making Gold Coast one of its crown colonies. But after the second world war, there was a strong agitation for independence which resulted in the formation of pressure groups and political parties. Notable amongst them were the Convention Peoples' Party (CPP) led by Dr Kwame Nkrumah, and United Gold Coast Convention (UGCC) led by Dr J. B. Danquah.

A road map to independence was arrived at after the 1948 riots which landed 6 of the political leaders in prison. Subsequently, elections were organised in 1951, 1954 and 1956 that gave opportunity to the Gold Coasters to have representation in the legislative assembly (Foreign and Commonwealth Office, 2009). Finally, the Gold Coast had its independence on the 6<sup>th</sup> of March, 1957 with Dr Kwame Nkrumah as the first Prime Minister. Ghana then went ahead to attain a republican status within the Commonwealth on the 1<sup>st</sup> of July, 1960 with Dr Kwame Nkrumah becoming the first executive President. In 1964, President Kwame Nkrumah made Ghana a one-party state, under the socialist ideology, and himself the life President. But he was overthrown through a military coup d'etat in 1966 (BBC News, 2009).

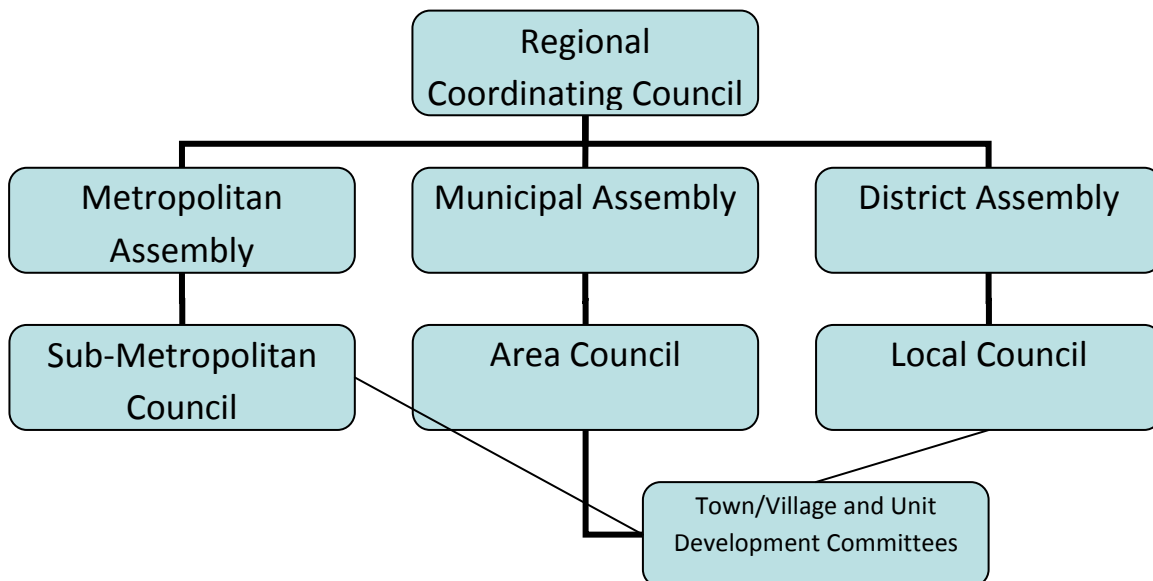
Thereafter, the country has experienced unprecedent military interventions in its political administration until 1992 when a new constitution was approved by the good people of Ghana through a referendum, which ushered in the 4<sup>th</sup> Republic. Since then, Ghana has been under constitutional rule.

### 2.1.3 Politics

Ghana runs an amalgamation of the presidential and parliamentary systems of government. This is because the 1992 4<sup>th</sup> republican constitution provided for an executive President, separated from the legislature, while it allows for the President to choose some of his ministers from amongst Members of Parliament (MPs). The constitution also sets a maximum of two 4-year tenure of office for the executive President. On the other hand, the constitution established a unicameral legislature, called Parliament, made up of 200 members and a speaker of Parliament. Membership of Parliament has been increased to 230 in 2004 (Foreign and Commonwealth Office, 2009), with its lifespan of 4 years concurrent with the executive. The third organ of government, the Judiciary, is made completely separated from both the executive and the legislature. In addition, the country enjoys a very high degree of media freedom, the 4<sup>th</sup> estate of government, and a vibrant private press without restrictions (BBC News, 2009).

Ghana operates a unitary system of government, having a centralised political administration. The central government makes and implements policies for the state. However, there is a unique form of decentralisation system practiced by Ghana. This is termed as the District Assembly (DA) concept. The Local Government Law of 1988 and subsequently the Local Government Act of 1993 established the 4-tier DA concept in the decentralisation process. 10 Regional Coordinating Councils (RCC), 138 Metropolitan/Municipal/District assemblies, and local/area councils and village and unit development committees were set up under the coordination of the Ministry of Local Government and Rural Development (MLGRD).

Figure 2.2 The 4-tier Local Government Structure



Source: World Bank, 2003. Figure: Bright Delali Agodzo

The President nominates the MCEs and DCEs, and 30% of the membership of the DA. The District Assemblies Common Fund (DACF) Act of 1993 has allocated 5% of the national budget to the DAs for development activities. The DAs also collect their own revenues through property rates, facility user fees, licences and permits to support development activities in their respective areas of jurisdiction. The DAs were been set up to devolve political administration, development planning and policy implementation into the hands of local government units in order to promote participatory democracy, create effective public access to communal resources, and promote transparency and accountability in the political administration of the country.

#### **2.1.4 Education**

Since independence until 1987, Ghana operated the following educational structure: 6years of primary school education, 4years of middle school, 5years of secondary school and 2 additional years of sixth form, and 3years of university or tertiary education. This gives Ghanaian students 17years of pre-university education. But educational reforms were introduced in 1987 that significantly changed the educational structure. The reforms brought about 6years of primary school education, 3years of junior high school education, both forming the basic level or first cycle education. One then sits for the basic education certificate examination. Successful candidates then move on to have 3years of second cycle or secondary level education comprising of the senior high school, senior vocational and technical education that ends with the West African senior secondary school certificate examination. Successful candidates then move on to have 3years or 4years of tertiary education as the case may be. That is, 3years of polytechnic, nursing and teacher training education, or 4years of university education. This implies that one now has 12years of pre-university education (UNESCO, 2005).

One starts primary education at the age of 6 in Ghana. The examination body for the organisation and supervision of pre-university examinations is the West African Examinations Council (WAEC). Non-formal education classes, which form part of Ghana's educational system, is organised for the non-literate population and primary school drop-outs to equip them with literacy and life skills. The non-formal education classes run a 2year cycle programme. Also, the government of Ghana launched the Free Compulsory Universal Basic Education (FCUBE) programme in 1996 with the aim of providing opportunity for all school-going children to "receive quality basic education" (UNESCO, 2007a). The government put in place the school feeding programme and the school capitation grant policy as pillars to support the smooth implementation of the FCUBE programme.

#### **2.1.5 Economy**

Agriculture forms a major part of Ghana's economy, and in fact it is been described as the bedrock of the economy, with the mining and tourism sectors also playing a significant role. Gold alone accounts for about 30% of Ghana's foreign earnings in the mining sector (Foreign and Commonwealth Office, 2009). Other minerals produced by Ghana are bauxite, manganese and diamond. Ghana is also a major producer of cocoa, and has attained the position of the second largest producer of cocoa in the whole world since 2003.

In the 1980s and 1990s the Provisional National Defense Council (PNDC) government, with the collaboration of the World Bank (WB) and the International Monetary Fund (IMF), rolled out the Economic Recovery Programme (ERP) under which was the Structural Adjustment Programme (SAP) to arrest the negative GDP growth, deteriorating infrastructure, and high inflation rate which was 77% in 1981 (Konadu-Agyemang, 2001). The implementation of the SAP led to GDP growth rate of 5% every year and per capita income was increased by 2% (Konadu-Agyemang, 2001). Subsequently, the NPP government also rolled out the Ghana Poverty Reduction Strategy (GPRS) I (2003-2005) and GPRS II (2006-2009) aimed at “macroeconomic stability, production and gainful employment, human development and basic services, special programmes for the vulnerable and excluded, and good governance” (UNESCO, 2007b). The GPRS has led to improved macroeconomic and government sectors, leading to increase investments and employment. It also led to the introduction of the school capitation grant, the school feeding programme and the National Health Insurance Scheme (NHIS), geared towards the mitigation of the cost of living for the poor population (UNESCO, 2007b). Ghana also received US\$547million grant through the US Millennium Challenge Account (MCA) in 2006 to reduce poverty. Ghana’s economic fortunes have been given a further boost with the oil find in 2007. Its exploration on commercial basis starts in the last quarter of 2010.

Despite the great positive achievements of Ghana’s economy, there are still significant challenges facing the country. For example, “45% of the population live on less than US\$1 a day and 79% on less than US\$2 a day” (Foreign and Commonwealth Office, 2009).

### 2.1.6 NFLP Statistics

Table 2.2 Ghana’s NFLP Statistics

Ghana National Functional Literacy Programme- Batches of Learners Recruited: 1992-2009						
Batch Number	Learners Recruited			Graduated		
	male	Female	total	male	female	total
1 (1992/94)	80,224	121,536	201,760	66,586	100,875	167,461
2 (1994/95)	108,078	170,131	278,209	83,137	126,626	209,763
3 (1995/96)	85,488	125,738	211,226	65,915	108,114	174,059
4 (1995/97)	82,615	126,611	209,226	71,712	103,719	175,431
5 (1996/98)	87,120	132,179	219,299	70,153	105,230	175,383
6 (1997/99)	78,051	129,274	207,325	71,425	102,129	180,554
7 (1998/2000)	75,010	112,540	187,550	64,987	98,794	163,781
8 (2000/2002)	74,411	121,759	196,170	69,571	102,882	172,453
9 (feb 2003/2005)	121,797	191,110	312,907	94,363	154,755	249,118

10 (nov 03/2005)	66,928	115,109	182,037	54,491	87,278	141,769
11(jun 05/mar 07)	106,311	166,046	272,357	90,422	142,339	232,761
12 (jan 06/oct 07)	60,750	141,750	202,500	48,722	127,961	176,683
13 (nov 06/aug 08)	12,164	19,204	31,368	10,756	17,357	28,113
14 (oct 07/jul 09)	11,573	19,612	31,185			
15(aug08/may10)	14,813	24,041	38,854			
16(sep 09/jun 11)*	16,000	24,000	40,000			
TOTAL	1,081,333	1,740,640	2,821,973	862,240	1,385,089	2,247,329

\*Batch 16 figures are targets.

Source: NFED, 2009

Looking closely at the trends in the figures in the table above, we will realise that enrolment into the NFLP has dropped abruptly from 2006. The reasons outlined for this are that the programme was then in transition from the first phase into the second. Also, the World Bank has withdrawn its support for the programme in that year, and has been taken over by the government of Ghana which had less financial resources to support the programme. Hence fewer resources available to the NFED to take care of less enrolment populations.

Ghana's population stands at about 23,800,000 according to the UN, 2009, cited in the BBC News, 2009; and the literacy rate of Ghanaians is 54% according to the EFA, 2006. Going by the above information, 46% of Ghana's population, which is 10,948,000, are non-literate. This is the number of people in Ghana the NFLP has targeted to provide them with literacy and life skills. Since the inception of the NFLP in 1992, it has been able to recruit 2,821,973 non-literates for the adult literacy classes, representing about 26% of the non-literate population in Ghana, aside other literacy and life skills providing NGOs such as World Vision International and the Hunger Project.

The total number of adult learners recruited and those that graduated are different. The discrepancies could be due to the fact that some of the learners dropped out on the way. This may be due to sicknesses, deaths, migration, lost of interest, time constraints, and other problems that they face in their everyday life activities.

## 2.2 Ho Municipality

Ho municipality, the area where my research is situated, is made up of the central township and the immediate surrounding villages and is located in the south-eastern part of Ghana. It has about 233,135 inhabitants (City Population 2002). It lies on latitude 6°35'0" North and longitude 0°28'0" East and covers an area of 2361km<sup>2</sup> (World Map 2004). The Ho municipality is about 165km north of Accra, the capital city of Ghana (Driving Distances in Ghana 2007). The people of the Ho municipality are from the Ewe ethnic group and their main occupation is farming, on subsistence basis. They also engage in petty trade, especially in food crops. It does not have access to the sea, and so does not enjoy coastal facilities as do

Accra, Tema, Keta, Anloga, Aflao, Cape-Coast and Takoradi communities. This has excluded Ho in business ventures such as fishing and other marine services.

In the sphere of education, there is a public university in Winneba, Accra, Kumasi, Wa, Bolgatanga, Tamale and Cape-Coast, together with private ones for several years now, but only one new private university could be located in the Ho municipality, the Evangelical Presbyterian University College, a religious institution which is still in its formation stages. There are a polytechnic, a nurses training college, and a police training depot in the municipality, but how many people in the municipality access these institutions is a big question to research into. This has been a major source of concern for the local government authorities and traditional leaders as they claim that the number of the local people accessing the above facilities is rather very low. Also, apart from Mawuli and OLA Girls Senior High Schools, with majority of their students coming from outside the Ho municipality, the rest are poorly resourced. These serve as disincentive for the young ones in the municipality to take active interest in education. This has, in turn, contributed to the high rate of illiteracy in the municipality. Also, the state structure is such that governmental activity is concentrated at the centre (Accra), and most of the government policies are been made by the central government and handed down to the local authorities. This leaves the local authorities at the implementing end requiring fewer personnel with higher education. This does not challenge the rural folk enough to seek higher education.

Under economic activities, business is almost absent in the Ho municipality as most of the factories and other business organizations in the country are located in Accra, Kumasi, Tema, Takoradi, etc. leaving Ho out. What the people in the Ho community engage in is selling their crops in the market centres to earn some income. Even this activity comes with huge problems. According to the Ho Municipal Assembly, most of the roads in the municipality are untarred (gravel or earth-surfaced), and get severely damaged with rainfall. The result is that they become unmotorable; hence the difficulties faced by the rural folks in transporting their harvest to the market centres in the municipality, leading to post harvest losses (Ho Municipal Assembly), for example foodstuffs such as fresh tomatoes, okro and garden egg.

In addition, the Ho municipality experiences two rainy seasons, that is the major season between May and August, and the minor season between August and November. During these times, the people engage in active agricultural activities. They use simple agricultural tools such as cutlasses and hoes in the cultivation of crops. This is labour intensive, and therefore their children are used to assisting in the farms as helping hands. This makes the children to abandon school to take up farming, hence contributing to the high rate of illiteracy in the municipality.

Also, the Ho municipality is mostly made up of the savannah vegetation, hence could not effectively support cash crops such as cocoa, citrus, coffee, timber, etc. as the communities in the forest regions of Ghana like the Western, Ashanti, Eastern and Brong Ahafo. Some of the crops grown in the municipality are maize, yam, cassava, groundnuts and vegetables, and on small holdings due to low agricultural technology. Natural mineral deposits such as gold, bauxite and diamond in the Western, Ashanti and Eastern regions of Ghana are also absent in the Ho municipality. To add to this, the widespread annual bush-fires in the municipality during the dry season (between December and February) greatly destroy the vegetation, thereby making it extremely difficult to invest in plantation development in the community (Ho Municipal Assembly).

All the above conditions contributed significantly to the high rate of poverty and illiteracy in the Ho municipality as compared to other communities in Ghana such as Accra, Tema, Kumasi, Takoradi, Cape-Coast and Sunyani. Therefore the NFLP which seeks to equip the poor and illiterate population of Ghana with education and life skills is a great opportunity, especially for the people in the Ho municipality to become functionally literate and acquire some income generating skills that will significantly help them uplift themselves from poverty and have better living conditions. However, the NFLP might not be a sufficient remedy for the Ho municipality, looking at the above description of the prevailing conditions in the municipality. The NFLP could just be one of the several efforts at solving the illiteracy and poverty situations in the municipality.

## 2.3 The Literacy Classes

The Akome Gbota literacy class is located in Akome, a village of about 12km northwest of the Ho central township, on the road to Kpedze. It has 19 adult learners, 3 males and 16 females. It is currently running the 14<sup>th</sup> batch of the Ewe literacy class. On the other hand, the Kpedze literacy class is located in Kpedze, a village of about 15km northwest of the Ho central township. It is currently running the 15<sup>th</sup> batch of the Ewe literacy class, which started on the 16<sup>th</sup> of August 2008 with 25 learners, 6 males and 19 females between 20 and 62 years. The class is into palm-oil extraction (dzomi) as its income generating activity. Beh literacy class is located in Beh, a village of about 10km north of the Ho central township, on the road to Aflao. It had 20 adult learners, 5 males and 15 females. It ran the 12<sup>th</sup> batch of the Ewe literacy class between January 2006 and October 2007. Also, New Life literacy class is located in Mawuli Estate, a suburb east of the Ho central township. The 13<sup>th</sup> batch of the Ewe class was conducted between 2006 and 2008. The batch is still together carrying out on a large scale their income generating activity, the production of weanimix. This is a nutrient-based food for all ages, particularly babies of 6 months and above.

All the above areas in the Ho municipality have some things in common. The people are mainly peasant farmers and petty traders; therefore membership of the literacy classes is made up of those who have never been to school, school dropouts, petty traders, peasant farmers and the unemployed living in high poverty situations. These people are into some trading and agricultural activities, so they cannot be described as the poorest of the poor. They are just like the other community members who are not part of the NFLP. The only difference might be that they are interested in building upon their literacy levels and acquiring additional income generation skills that will help them raise both their social and financial status.

Source: Ho Municipal Coordinator of NFED (Telephone interview- 14.09.09)

## CHAPTER 3: Theoretical Framework

### 3.1 Literacy and Education

#### 3.1.1 What is Literacy?

**Literacy is not a luxury; it is a right and a responsibility. If our world is to meet the challenges of the twenty-first century we must harness the energy and creativity of all our citizens**

**-President Clinton on International Literacy Day, 8<sup>th</sup> September 1994**

Literacy, in its classical form, is described as the ability to read, write and do simple calculations. This definition is dated back to the 18<sup>th</sup> century, and has been widely and variously criticised in recent times. In the 20<sup>th</sup> and 21<sup>st</sup> centuries, several authorities have gone beyond reading, writing and calculations in defining literacy. UNESCO defines a functionally literate person as any person who is 15 years or older and who can read and write a simple statement in course of his or her everyday life (UNESCO 1993: 24). Others propose a broader and more explicitly political definition. Paulo Friere sees literacy as a process of conscientisation that involves reading the world rather than merely reading the word (Friere and Macedo 1987). Ballara (1991:1) explains literacy as “the apprenticeship for the knowledge needed to cope with everyday needs, including the individual’s relationship with the surrounding world”. Also, Dovlo (2006) posits that the classical definition of literacy, which is the ability to read, write and do some arithmetic, has long outlived its usefulness. He argues that the above definition was derived from the colonial mentality where indigenes were being trained to become literate in the colonial master’s language to be able to serve as office clerks, messengers and storekeepers for the colonialists. This was closely linked especially to the policy of assimilation under colonialism. In the 21<sup>st</sup> century, when colonialism has become a historical administration, literacy has grown beyond mere reading, writing and arithmetic. Recent definitions of literacy, he says, have widely included the functional aspect of the learner’s life, which is composed of the learner’s “preparation for social, civic and economic roles. It was meant to promote a holistic approach to development with man as a whole person in the centre and not just an economic animal” (Dovlo, 2006:116). Dovlo’s (2006) position on the definition of literacy encompasses all aspects of human life that makes man to be able to function effectively in his everyday life.

In addition, Subban (2007) describes literacy education as a process which should “nurture feelings of self-worth, empowerment, and self-acceptance through engagement in concrete projects and programmes that have the potential to enhance life” with the ultimate aim of developing the human resources that will position the individual to perform necessary community functions (Subban, 2007:69). Literacy, in this vein, includes “reading, writing, and computational skills” (Imel and Grieve 1985) and using simple everyday life technologies to interact with the environment. But it includes more than the above technical skills of communications. It also involves personal, social and economic aspects of life. Literacy promotes several avenues for individuals and communities to reflect on their predicaments, dig into new possibilities and come up with change. Therefore literacy is to make the illiterate adults to become functional, active participants and respond positively to the environment in which they find themselves, and to improve their lives such as looking for



information in a newspaper, reading labels on drug bottles, and scrutinizing children's report cards all geared towards accelerated development. A literate parent for example, would see the need to send the child to school, thereby working to achieve the MDG of universal primary education, and also active participation of the literate in community and local government activities could lead to the promotion of democracy.

### 3.1.2 Education

**“If you think education is expensive, try ignorance.”**

**-Derek Bok**

Education could be described as the process by which the values, skills and knowledge of a society are transmitted from one generation to the other. It is “a process of imparting or acquiring general knowledge, developing the powers of reasoning and judgement, and generally of preparing oneself or others intellectually for mature life” (Jackson, 2008). Education, in this sense, involves the development of the individual's mental, moral and physical capacities. Under the process of education, learning, which is a permanent change in behaviour, occurs. On one hand, Bartlett and Burton (2003) view education with the lens of lifelong learning. Education, according to them is progressive, with the process centring on the needs and aspirations of the learners. Learning in this vein comprise of “both informal as well as formal and as happening in all areas of life” (Bartlett and Burton, 2003:191). So, this form of learning spans from birth, through childhood, formal schooling, work life, to old age or retirement. Also, this education for lifelong learning is closely linked to “the career development of the individual and the updating of the skills and capabilities of the workforce as a whole” (Bartlett and Burton, 2003:191). By implication, the education for lifelong learning goes beyond formal classroom learning. One begins to learn the moment one enters the world, and continues until death. This means that a lot is learnt outside the classroom, and it continues to shape one's life. Life experiences therefore, play a major role in one's learning process. Bartlett and Burton (2003) pointed to this fact when they said, “we have learnt how to live in society, and we are the product of our own learning. We have learnt how to communicate with others and how to interact with them in a multitude of situations. We have learnt how to earn a living and all the other things we need to survive” (Bartlett and Burton, 2003:191). The NFLP seems to be closely linked to the above proposition as it sought to promote social inclusion of the learners and provide them with a source of livelihood through the IGAs.

On another hand, Freire puts across an argument that illiteracy was caused by the unjust conditions in society, therefore “the purpose of adult basic education is to enable learners to participate actively in liberating themselves from the conditions that oppress them” (cited in Spener, 1992). Therefore, education pertaining to adult literacy programmes, in Freire's view, is an exercise to eradicate negative societal conditions such as poverty, social exclusion, ignorance and political dictatorship. However, Freire views this process of education as the master-servant or the subject-object process where the teachers are portrayed as knowing everything while the learners are empty vessels to be filled with the teacher's abounding knowledge. In the process, the teachers plan the whole teaching and learning process including all the instructional materials and hand them down to the learners. The role of the

learners is to comply with all the directives from the teacher, reducing the learners to objects as the teachers are the subjects in the learning process (Freire, 2004).

Notwithstanding, Freire suggested some remedies to the above process of education. The first is the dialogue approach which involves a two-way genuine communication between two 'subjects' or learners. Here, "teachers possess knowledge of reading and writing; students possess knowledge of the concrete reality of their culture", and the knowledge are exchanged in the course of the process (Spener, 1992). The second is the problem-posing approach. With this, problems on cultural themes are coined into materials such as pictures, short stories, songs, comics, dramas and videos which were used to generate discussions. Here, the teacher poses varying open-ended questions that urge the learners to express their views on what they see in the materials. The aim of this process is to "lead the students to define the real-life problem being represented, discuss its causes, and propose actions that can be taken to solve it" (Freire, 1970, cited in Spener, 1992). Spener (1992) argues that solutions emanating from the learners involve actions in which reading and writing skills are required, that gives the learners "a concrete purpose for the literacy they are developing" (Spener, 1992).

### **3.1.3 Perspectives on Literacy**

Some educational researchers elaborated on various perspectives that recognise and appreciate the context of the student's or learner's reality. The first perspective, which was considered by Subban (2007) under the functional literacy discourse, is cultural literacy. This perspective recognises the importance of culture in the teaching and learning process. By so doing, the teachers are guided by the social set-up of their learners and draw up learning programmes that seek to feature the link between functional literacy skills and cultural reality. In fact, Subban argues that "functional literacy skills are taught within a cultural context that enables the learner to read the words and interpreting them using a cultural context" (Subban, 2007:71). This portrays the social dimensions of literacy, hence highlighting the fact that culture is very essential to the creation, building and development of knowledge. And this perspective seeks to protect and preserve the identity and values of the community.

Secondly, Freire and Macedo (1987) posit that critical literacy explores the "relationship between the literacy experiences of individuals and communities and the power relations that govern them" (cited in Subban, 2007:72). They argue that the critical literacy perspective comprises the aim of empowerment and emancipation that assists the learners to "develop a critical consciousness that allows them to analyse and challenge the oppressive nature of society and facilitate its transformation to a more just, equitable and democratic one" (McClaren, 1991, cited in Subban, 2007:72). Under this perspective, the learners learn to figure out and interpret documents and themes, and their ideological persuasions as well as "the institutions, social practices and cultural forms" of their society (Subban, 2007:72). By so doing, the learners engage themselves in the discourse of learning, acting and reflecting. In this process, the teacher assumes the position of a facilitator or co-learner, and the learners are seen as an integral part of the learning process (McCaleb, 1994, cited in Subban, 2007). This process ultimately maximises the opportunity for the learners to develop their reading and writing skills at the same time helping the learners with "decision making, problem solving and leadership skills" (Subban, 2007:72).

Furthermore, participatory literacy is another perspective in which learners are made to recognise and diagnose their needs and interests, and therefore “shape the content and direction of their literacy experiences by participating in the design, implementation, and evaluation” of the functional literacy programmes and activities (Ballara, 1992, cited in Subban, 2007:72). What goes on under this approach is that varying alternatives are opened up to the learners, hence creating the capacity for the learners to make choices about their own environment or world. This leads to a process where the learners take hold of their destinies, and commence the process that Freire (2004) refers to as reinventing and recreating the wheels of power.

The final perspective of functional literacy under this section is community-based literacy, which is closely linked to the participatory perspective. Under this approach, the attention of the learners is geared towards their community, and the literacy programmes and activities are developed to improve the capacity of the individual learner at the same time embellish the community (Subban, 2007:73). Under this perspective, the teaching and learning activities are programmed in such a way to pose pertinent questions about their communities. Examples of such questions as discussed by Subban (2007) are: ‘why do we find ourselves in this poverty situation despite our efforts?’, ‘why the predominance of diseases and illnesses among our children?’, and ‘why is the environment littered with so much filth?’. Subban argues that in the course of answering the above questions by the learners, “they explicate how their communities became distressed and marginalised, what they value about their communities, and how they can work to transform them” (Subban, 2007:73). Therefore, functional literacy programmes are being driven by the needs of the community, and the process capacitates the learners to embark on activities that raise and improve conditions in their communities.

### 3.1.4 Gender and Literacy

**“If you educate a man, you educate an individual but if you educate a woman, you educate a whole nation.”**

**-Dr. Kwegyir Aggrey**

Statistics show that women are disadvantaged and discriminated against when it comes to education and literacy. According to Ballara, a third of the population of women in East Asia and sub-Saharan Africa are illiterate as against a fifth of men (Ballara, 1991:1). He posits further that 45% of the population of women in developing countries are illiterate, as 79% of the same population live in the least developed countries (Ballara, 1991:6). Years down the lane, the EFA global monitoring report of 2006 states that for every 100 literate men in sub-Saharan Africa, there are only 76 literate women (EFA Global Monitoring Report, 2006:1). Several reasons have been advanced for the high rate of illiteracy among women, especially in sub-Saharan Africa. Among them is the factor that is linked to tradition and culture. Traditionally, a male child is seen to be the future leader of the house/family, therefore when there is an opportunity, he is pushed to get education and come back to assume his family leadership. Female children are regarded as domestic workers and farm hands; therefore do not require formal education to assume their roles. Also, there is the traditional notion that when a woman gets married, she adds up to the workforce of the husband’s family. Therefore, it is not worth investing in a girl who will leave the home to join another family.

These explain the unequal access to education among men and women, and the high rate of school drop-outs among females, leading to the high rate of illiteracy among the women (Ballara, 1991:1).

In addition, the enormous task that rests on women leaves them with little or no time to take part in educational activities. Tasks such as “care of children, maintenance of the household, care of the elderly and the infirm, servicing of husband and his relevant kin, maintenance of the network of familial ties, servicing of the community”, early and frequent pregnancies, agricultural and other cultural activities tend to leave the female children and women with no time to take up schooling or other educational activities. Furthermore, Ballara argues that “lack of self-confidence, timidity and submissiveness to male authority” also contribute to the low participation of women in education (Ballara, 1991:11).

To reverse the above situations, there have been a lot of programmes rolled out by governments and organisations. The General Assembly of the UN in 1967 adopted, as part of the Universal Declaration of Human Rights, the Declaration on the Elimination of Discrimination against women. This led to an action plan outlined by the UN in the 1980s that sought to implement programmes for women with the aim of giving them equal opportunity to education. Ballara also mentions the Nairobi Conference (1985) and the UNESCO Programme in the 1980s which were undertaken to reduce the gender disparities. Areas covered were health, agriculture, environment, employment and education, and the programmes were launched for the “promotion and improvement of women’s status and a tool to support their (women) role as equal partners in society” (Ballara, 1991).

There was the need for the above interventions, it has been argued, especially for women in order to “allow silent women to find a language and express their needs, interest and concerns, and motivate the organisation of women’s groups to support collective demands and seek active participation in development and a better position in society” (Ballara, 1991:1). In this vein, Ballara states, education for women is seen as an avenue of empowering them. Participating in such programmes, Ballara says, helps to boost their self-confidence and self-esteem. It also opens up to wider economic possibilities, employment avenues and a more active participation in cultural and civic activities in their communities (Ballara, 1991:10). Ballara further discusses the marked advantages the education of a woman could have on the environment and natural resources management. He posits,

*“women are important environmental educators. Young children first learn to see and understand what is happening around them and begin to feel how they are related to it through contact with their mothers. As they grow older, education at home is fundamentally important in planting ethics and in stimulating change in attitudes. Women can also stimulate change in behaviour that will lead to marked savings in food, water and energy consumption. Women’s education is, therefore, of fundamental importance to enhance their role and active participation in environmental protection and the conservation of natural resources.”*  
(Ballara, 1991:36-37)

The same way, Ballara put across a cogent argument that women in general spend more time with their children than the men do, and it is the women who first shapes the child’s perception about the world. For example, the mother transmits values, attitudes, knowledge and habits into the child. This implies that the mother serves as an important educator, hence “the higher the educational level of the mother, the more effective she is able to transmit the

knowledge required for her children to achieve a better quality of life” (Ballara, 1991:42). The above arguments advance a strong position for the education of the population, especially women, towards enlightenment, poverty reduction and accelerated sustainable development.

## 3.2 Poverty Reduction

**Poverty often deprives a man of all spirit and virtue; it is hard for an empty bag to stand upright**

**-Benjamin Franklin**

Defining poverty mostly involves a great deal of difficulty as the definition might end up excluding a lot of important ingredients. Therefore, the usual method of defining it is to set the poverty line based on statistics or policy actions. So, the WB has described people living on less than US\$1 as living in extreme poverty, while those living on less than US\$2 to be among the poverty bracket (World Bank, 2004). Kaul and Tomaselli-Mochovits (cited in Van Der Veen and Preece, 2005:382) also cited that poverty could be described as the deprivation of health, employment, housing conditions, nutrition and food supply, and education, aside income considerations. Also, ethnographic researchers such as Narayan (2000), cited in Van Der Veen and Preece 2005, argue that in addition to the above descriptions of poverty conditions, discrimination, exploitation, fear, lack of power, and shame could also be counted as factors that contribute to poverty. Therefore, poverty could be explained in both material and non-material dimensions. The EFA Global Monitoring Report of 2006 states that, “illiteracy rates are highest in countries with the greatest poverty” (EFA, 2006:2). The above statement has established a strong link between poverty and illiteracy. Research has proved that poverty is more endemic in developing countries which have very low literacy rate. The above report has mentioned that countries in sub-Saharan Africa with literacy rates below 40% such as Burkina Faso, Mali and Niger fall within countries with very high poverty figures (EFA, 2006:2).

Others also try to make known the factors underlying the incidence of widespread poverty situations experienced in the world in recent times. Ellis (2000) advanced the point that population growth is a major factor contributing to the increase in poverty in the sense that “it diminishes farm sizes in densely settled areas, results in a growing class of dispossessed rural dwellers, and creates pressure for people to push into marginal zones that cannot sustain permanent cultivation”; and this negative trend persists due to activities that degrade the environment, such as “soil erosion, over-grazed pastures, and loss of watershed protection” leading to the aggravation of the poverty situation experienced by the marginal groups (Ellis, 2000:118). In addition, Ellis and Ade Freeman (2005) discredited the SAPs by stating that the SAP policies implemented in sub-Saharan Africa significantly broke down the marketing institutions and parastatals in Africa that was responsible for servicing peasants’ input demands, and controlled prices (Ellis and Ade Freeman, 2005:51). This worked against the poor farmers and traders, and brought about an increase in the poverty situation.

However, respective nations have initiated various strategies in order to significantly reduce the incidence of poverty. Among them is literacy programmes for adults. Van Der Veen and Preece (2005) argue that adult literacy for poverty reduction is built on three ideological pillars. The first pillar, according to Van Der Veen and Preece, is focused on the “role of the

market and how expanding markets can reduce poverty by creating employment” (Van Der Veen and Preece, 2005:382). Based on this, adult education activities include agricultural extension and vocational education and training to provide the learners with employment and income earning opportunities. In the adult education classes, Narayan (2000) argues, the learners are guided on agricultural extension services such as pest control and training on new agricultural methods and techniques to improve yields, leading to improved income (cited in Van Der Veen and Preece, 2005:386). Also pertaining to vocational education and training, Raditloaneng (2004) posits that courses such as screen printing, sewing, basketry, pottery, bread and pastries making, hair dressing, etc are incorporated into the adult education activities to equip the learners with employable skills (cited in Van Der Veen and Preece, 2005:384).

Secondly, the other ideological pillar is focused on “the role of civil society, NGOs and particularly the local community in creating social capital through self-organisation and mutual help” (Van Der Veen and Preece, 2005:383). This represents the resources that are gained through social networks. Various literacy NGOs and governmental literacy providing organisations collaborate with local communities to provide safer facilities and collectively reduce their costs, such as water and electricity. The adult education programmes also serve as a platform for the learners to constitute themselves into identifiable groups and access loans and credits to improve their homes and expand their businesses. They also set up community-based health-care projects to take care of most of their health needs. Also, it facilitates the formation of self-help groups who learn about their rights and responsibilities, and as a group campaign for their rights (Van Der Veen and Preece, 2005:388).

The final ideological pillar for reducing poverty is focused on “the role of the state in creating and distributing wealth” (Fine, 2001; Wilenski, 2002, cited in Van Der Veen and Preece, 2005:383). This is deeply rooted in the participation of citizens in social planning. Van Der Veen and Preece (2005) describe four strategies that could promote the influence of the poor in social planning. The first is democracy. A true representative democracy where multi-party system is practiced and elections are free, fair and transparent. The second is the effective and strong civil society. Very versatile and vociferous civil society organisations, Van Der Veen and Preece claim, which will “collaborate and negotiate with governments for higher income, better education and social provisions crucial for the poor” (Van Der Veen and Preece, 2005:389). The third is participation. This, they argue, involves delegating everyday social planning to local authorities and other lower levels of government. This could be realised in effective decentralisation systems. The final strategy is state efficiency. The efficiency of state agencies, Van Der Veen and Preece explain, include access to government services by all citizens without discrimination, breaking down bureaucratic hurdles, rolling out comprehensible rules and regulations, easily accessing necessary information, and the fighting of corruption.

In another light, Ellis (2000) argues that remoteness is evidently affiliated to higher degree of poverty, and therefore “it may be valid to target remote locations rather than those places already well integrated into diverse economic activities” (Ellis, 2000:237). For poverty reduction to assume a meaningful impact, it needs to be targeted at the rural and remote parts of society where the poor are dense, and the area is marginalised, restricted and neglected in mainstream social and economic activities. Also, the availability of options is important in the fight for poverty reduction. Ellis (2000) posits that being poor is mostly the case of being without alternatives, therefore “poverty reduction requires facilitating the widening of

choices by taking action to improve information, encourage mobility and reduce regulatory restrictions on feasible courses of action” (Ellis, 2000:238). Access to varying alternatives could lead to diversification that will cut down on the intensity of the situation of poverty. Furthermore, in fashioning out workable strategies that could positively impact on the reduction of poverty, especially in rural areas, Ellis and Ade Freeman (2005) suggest that “if poorer households could freely draw down cash savings or take out loans at reasonable interest rates or receive insurance payments on extraordinary losses, most problems of persistent poverty would vanish” (Ellis and Ade Freeman, 2005:26). Therefore, governments, private institutions, civil society organisations and NGOs need to make access to loans and other facilities easily accessible to the rural poor on highly subsidised and concessional bases.

Micro-credit schemes are also very popular means of reducing poverty, especially in rural areas in developing countries. These schemes serve as financial capital and support to the rural and poor folks to start and expand their businesses and agricultural activities. This could be an avenue for the people to improve their income and financial status.

The above are strategies outlined by various researchers and authorities argued to be potent measures in reducing the widespread poverty that is been experienced in the world.

### 3.3 Community Development

**All growth depends upon activity. There is no development physically or intellectually without effort, and effort means work.**

-Calvin Coolidge

The concept of development is embedded in great ambiguity; however we could see it through two viewpoints. First, development could be considered as implying a natural process which is the function of growth. In this sense, development moves through a set of structured and acceptable stages, “each one apparently a necessary prerequisite in ensuring the next step towards maturity and the realization of potential” (Tim Wright, cited in Bartlett and Burton, 2003:213). Therefore, each state or society has an underlying historical momentum that, with time, it will move to attain its potential. But Rist (1997), cited in Bartlett and Burton (2003), contends that there is no evidence to prove that every state or society is destined to become successful economically. He argues that it is natural that one state or society has to realise its potential at the expense of another, hence all societies in this world cannot move to the same level of attainment of potential (Bartlett and Burton, 2003:214). The second viewpoint of development can be deduced from the argument advanced by Bartlett and Burton that, “surely it would be progress if no people in the world were starving, if all people had access to good health care, if all children were educated, if all people were free from war and poverty” (Bartlett and Burton, 2003:214). In this perspective of development, states or societies embark on deliberate mechanisms towards the realisation of sustained and cumulative improvements.

On the other hand, a community can be viewed in both concrete and abstract terms. To describe a concrete view of community, we can take a look at traditional or local communities with clearly demarcated geographical area, while the abstract view transcends

geographical boundaries to include a group of people, living anywhere in the world, with shared culture. Etzioni (1996:127) delivers a clear and concise definition of community which embodied both the concrete and abstract views as follows:

*“community is defined by two characteristics: first, a web of affect-laden relationships among a group of individuals, relationships that criss-cross and reinforce one another (rather than merely one-on-one or chainlike individual relationships) and second, a measure of commitment to a set shared values, norms and meanings, and a shared history and identity- in short, to a particular culture.”*

But for the purpose of community development, the idea of a community could be likened to the concrete view of local, traditional, rural, village or ethnic communities.

Social and economic development could not be made available “by Presidents, their ministers, and secretaries acting alone, while the people are merely looking on as spectators to their own history” (Bhola 1985:8). This suggests the active involvement of the ordinary people or local people, especially in the rural areas in the context of this paper, in the activities towards the development of their various communities. Hence Bown and Olu Tomori define community development as “a movement designed to promote better living for the whole community with the active participation and on the initiative of the community” (Bown and Olu Tomori, 1979:213). A more explicit definition to community development involving the government and the people in the community is advanced by the UN as

*“the process by which the efforts of the people themselves are united with those of governmental authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation and to enable them to contribute fully to national progress”* (Cited in Bown and Olu Tomori, 1979:213).

Van Der Veen (2003) also explains the concept of community development to include the citizens actively participating to build their communities, with the support of professionals. In the same way, the Commonwealth Secretariat also describes community development as

*“a comprehensive mode of social transformation which recognises that national development must involve all elements of the population. It is a socio-economic process which seeks to bring about a more equitable distribution of resources and incomes within a society. It involves the integration of the rural poor, the vast majority of the population of all developing countries, into the national economy.”* (Cited in Bown and Olu Tomori, 1979:208)

The above definitions of community development have identified two major players in the process. These are the local people (ordinary citizens) and the government officials and departments working together. For the purpose of this research, much of the attention would be based on the participation of the local people themselves in the development of their communities, through the support of the government.



### 3.3.1 Elements and Scope of Community Development

Kumar, cited in Bown and Olu Tomori (1979), identifies the objectives of community development to include improved income distribution, full and productive employment, increased productivity, improved food self-sufficiency and provision of basic needs and amenities such as food, housing, health as well as physical and institutional infrastructure and community services (Bown and Olu Tomori, 1979:208). Kumar further argues that any community development programme or activity needs to include the following elements: first is self-help, which means that for the success of any community development programme, there is the need for the active support and participation of the target group or the local people. It implies that the local people need to be given the opportunity to plan, implement and review the activities towards the solution of their problems. By so doing, it “enables them to develop self-initiative, self-reliance and their own leadership” (Bown and Olu Tomori, 1979:214). Second is felt needs, which implies that a community development programme should be geared towards the needs of the community that are been recognised and outlined by the community members themselves, and not abstract needs that are been imposed on the community by someone else. The third element is that a community development programme should take into consideration the community as a whole and seek to build up the community as an integrated unit (Bown and Olu Tomori, 1979:214).

Also, some researchers have tried to outline the scope of community development. Looking at their submissions, the scope of community development seems wide. However, Bown and Olu Tomori (1979) advanced some important aspects of the scope of community development. Among them is agricultural development. Several local communities in West Africa, Bown and Olu Tomori argue, depend on agricultural activities with which they have to contend with unreliable rainfall patterns, drought, diseases and insect attacks. In order to improve yields, there is the need for irrigation facilities, improved seeds, fertilizers, implements, insecticides, credit and marketing facilities, and extension services (Bown and Olu Tomori, 1979:211). Also, Bown and Olu Tomori touched on the need for elementary health education in a community development programme comprising “cleanliness, both personal and communal, the disposal of waste, and the removal of the causes of water pollution” in order to ensure better health for all (Bown and Olu Tomori, 1979:214). In addition, home economics should be part of a community development programme. This includes better forms of keeping a home, cooking food, raising children, as well as keeping a clean house that is free from dirt and insects, and information about nutrition (Bown and Olu Tomori, 1979:214).

Furthermore, a community development programme may include establishment of cooperatives and rural industries. The establishment of cooperative marketing, thrift and credit societies will enable the pooling of resources for both individual and communal development projects. On the other hand, the establishment of rural industries such as bakery, pottery, soap-making, carving, weaving, which need less capital and draw raw materials from the locality, serve as avenues for employment and income generation. This helps to reduce rural-urban migration, thereby retaining the youth in the local communities to contribute to rural development (Bown and Olu Tomori, 1979:215). To continue with, a community development programme, according to Bown and Olu Tomori, needs to feature the provision of public amenities such as good housing with better water supplies for a better standard of living. Also, the construction and expansion of feeder roads to provide greater access to the outside world, and easy access to market facilities for their agricultural yields that will in turn

increase opportunity for greater income. Finally, a community development programme needs to take into account sports and entertainment by way of recreation and leisure. Sporting games instigate community spirit, and entertainments such as story-telling, masquerade, dance and drama, keep the community united and preserve its cultural heritage (Bown and Olu Tomori, 1979:216).

### **3.3.2 Approaches to Community Development**

There have been several approaches to community development outlined by social science researchers. Below are some of the prominent ones. Van Der Veen (2003) put across the conservative approach to community development. This approach is premised on the notion that 'community' is something that is threatened, and needs to be restored. Van Der Veen explains that the conservative idea of the restoration of the traditional community was moved in the USA by the communitarian movement in the 1990s. The reason given to this movement was to give the local people the opportunity to actively participate and drive their own pace of development, and to bring "social cohesion of society, particularly on the local level" (Van Der Veen, 2003:582).

On the other hand, Bown and Olu Tomori (1979) explained the integrated approach to rural community development. This approach is linked to the Commonwealth Secretariat's definition of rural development involving "the integration of the rural poor, the vast majority of the population of all developing countries, into the national economy" (Bown and Olu Tomori, 1979:208). Therefore this approach seeks to involve the poor people living in the rural areas to actively take part in the development of their communities through "the provision of basic needs and amenities such as food, housing and health, increased productivity, etc" (Bown and Olu Tomori, 1979:208).

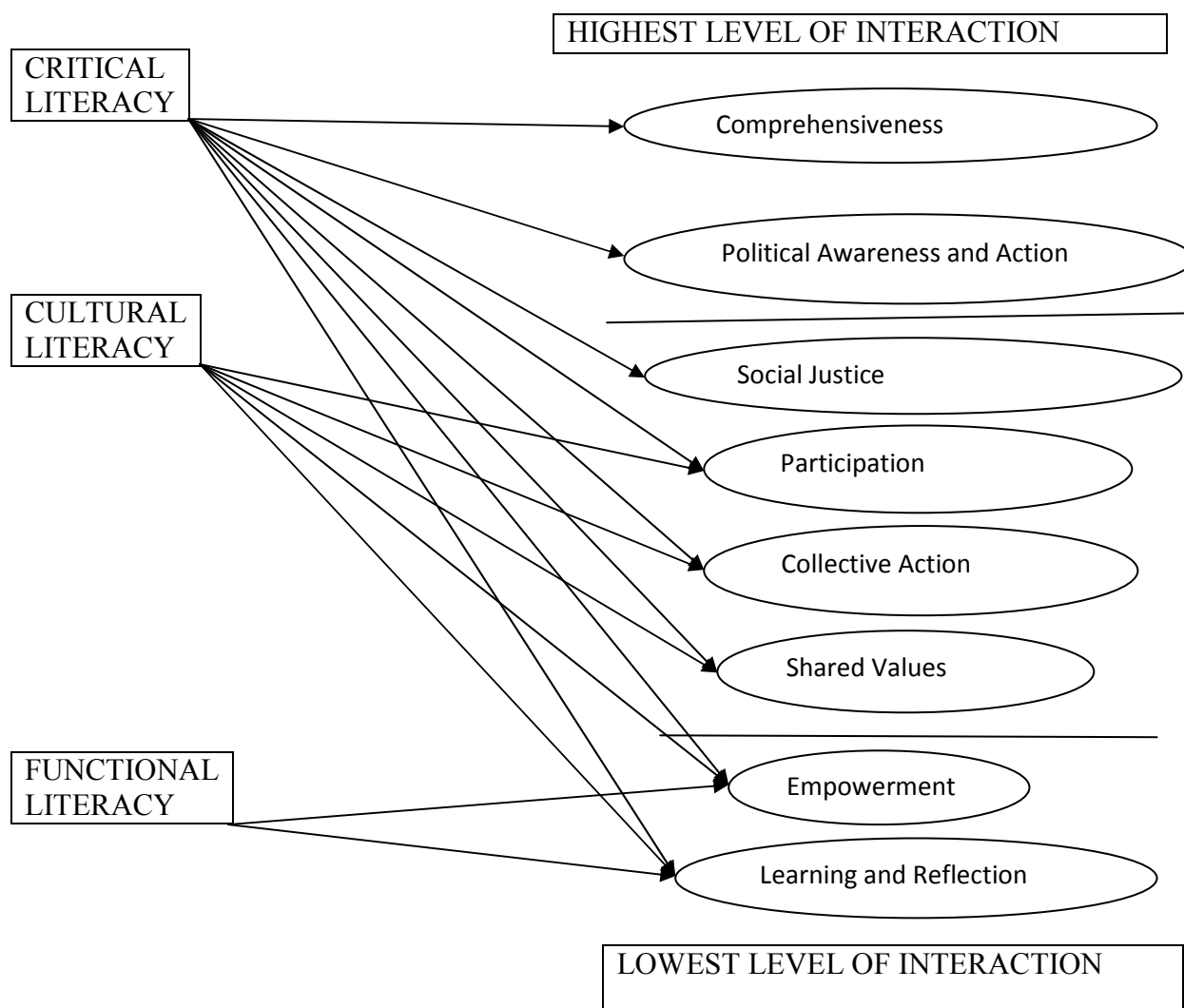
Both the conservative and integrated approaches above are premised on the active participation of the local people as the driving force of community development. The United Nations Economic and Social Council in 1929 passed a resolution (LVIII) to clarify the idea of participation in community development. It stated that participation demands the voluntary and democratic involvement of people in "contributing to the development effort, sharing equitably in the benefits derived therefrom, and decision-making in respect of setting goals, formulating policies and planning and implementing economic and social development programmes" (Cited in Midgley et al, 1986:25).

Van Der Veen (2003) further compared the communitarian and political approaches to community development. He argues that while the communitarian approach seeks to rebuild the community through the social process of co-ordination by developing cohesion and internal resources within the community, the political approach seeks to mobilise members of the community to embark on conflict to push across their demands based on rights (Van Der Veen, 2003:583). Therefore, Alinsky (1972) and Sites (1998) mentioned that the political approach to community development is made up of the process of interest organisation, constituency mobilisation, and making demands within a body politic (cited in Van Der Veen, 2003:538). By implication, members of the community use fierce oppositional techniques to get the needed development projects.

The Marxist approach to community development is similar to the consciousness-raising approach. They both seek to improve the skills of the people through training and the development of the community members' social consciousness. While the Marxist approach prescribes coalition-building and consciousness-raising as "necessary horizontal and vertical consolidation of citizen action", the consciousness-raising approach prescribes the setting up of public hearing to discuss community problems, which will certainly lead to both recruiting new activists and to "build support and consensus in the broader community for the community organization's activities" (Van Der Veen, 2003:589). Closely linked to the above approach is the cognitive approach outlined by Eyerman and Jamison (1991). This approach emphasises the "creative role of consciousness and cognition in all human action, individual and collective" (Cited in Van Der Veen, 2003:589). It prescribes perspective learning which has to do with learning about the dilemma of our own history and learning to become "critically aware of the cultural and psychological assumptions" that have affected the direction in which we perceived ourselves and our relationships (Van Der Veen, 2003:589). An example of the outcome of this approach is the intensive self-examination of small groups, especially women's movements, who have come to realise that they are themselves the products of past unchallenged and oppressive cultural design; hence the campaign to reverse the trend.

Subban (2007) has summed up all the above approaches of community development into key principles and values of community development. These include "collective action, shared values, participation, social justice, political awareness and action, comprehensiveness, empowerment, and learning and reflection" (Subban, 2007:76). These she effectively linked to the literacy approaches discussed earlier on in this chapter. Below is the graphical representation of the linkages:

Figure 3.1 Linking Literacy Approaches to Community Development Values



Source: Subban, 2007

The activities of the NFLP, in helping to develop the communities particularly in the rural areas in Ghana through literacy education, could be viewed in the light of the above approaches.

### 3.3.3 Community Development Activities in Ghana

Community development activities in the form of central government initiatives and self-help development programmes in Ghana are dated back to the colonial days. However, Dovlo (2006) argues that community development in Ghana includes adult literacy activities in the various localities. The adult literacy activities, he explains, cover a wide range of issues including the selection, preparation and preservation of family food requirements, money and home management in general, sewing and care of clothing and care of household textiles, health and sanitation of the home and the community, child care and child development and

family relations, family planning methods, and improved methods of farming (Dovlo, 2006:63-64). The above scope of the adult literacy programme outlined by Dovlo covers a wide variety of aspects of human life, and would significantly contribute to the development of the important sectors of the community.

In addition to the above effort, the members of the communities also embark on self-help projects to provide themselves with the necessary amenities that they lack in the community. Examples outlined by Dovlo are postal agency buildings, toilets, street drains, feeder roads, and trenches for pipe-borne water (Dovlo, 2006:72). Dovlo also mentions that successive governments in Ghana outdoored and implemented several strategies and programmes towards the development of rural communities. Among them are education of adults for rural development, intensification of productivity drives with the aim of increasing efficiency and raising income level in the rural communities, finding new ways of thrift and finance for all rural areas, industrialisation of the countryside, improvement of transportation and communication in the rural areas, and government grants-in-aid to be invested in profit making enterprises and projects in the rural areas (Dovlo, 2006:135). Notable among the rural development programmes embarked on by the state are the rural housing, electrification and water projects of the PNDC and NDC governments (1982-2000), and the NHIS and school feeding projects of the NPP government (2001-2008) in order to ensure access to good health care and education for all respectively.

## 3.4 Summary

The theoretical framework, which is the vehicle that shepherds the analysis of the data, is built on the perspectives, assumptions, theories and approaches outlined in the literature review above.

Literacy is defined as the ability to read, write and calculate. It also extends to the cumulative acquisition of knowledge to be able to function effectively as an individual and as part of a community. The functional aspect of literacy education is geared towards the preparation of the individual towards performing social, economic, and civic roles in the community. Examples of such roles are the reading and understanding of the environment surrounding the individual, effective management of the home and family, improvement in employment and income generation, and active participation in community development activities (UNESCO, 1993; Freire and Macedo, 1987; Ballara, 1991; Dovlo, 2006; Subban, 2007).

On the other hand, education is defined as the process of acquiring values, skills, knowledge, and the development of reasoning and the sense of judgement for everyday life activities. This involves mental, moral and physical ability development of the individual. Education has to do with career and skills development of the individual. Education also involves both formal and informal learning that span the whole life of the individual, and also reflects the needs and aspirations of the individual and leads to a permanent change in behaviour. In Freire's view, adult literacy education is a process to liberate the adult illiterate population from oppression and suppression. In this process, the learners are guided by their teachers, who act as facilitators, through discussions brought about by pictures, stories, dramas, songs, videos and comics based on real issues found in their communities. This develops the learner's real-life problem solving capabilities, while the facilitator helps to build up their

reading, writing and calculation skills (Jackson, 2008; Bartlett and Burton, 2003; Spener, 1992; Freire, 2004).

Cultural literacy establishes the link between learning and culture. It suggests that the process of learning should be based on the cultural setting. This implies that what the learners read and discuss about should be fitted into their cultural context, which is their values, beliefs, customs, norms and practices of the community, thereby protecting and preserving the culture of the various communities. Also, critical literacy involves the empowerment and emancipation of the learner through consciousness building. This positions the learner to make critical analyses of problems, challenges and negative activities in the community and working towards their reversal. In addition, participatory literacy and functional literacy, which are similar in perspective, view the learner as part of the community, therefore engages the learner in building up his/her literacy experiences by actively engaging in the design and implementation of the literacy activities. This builds up the learner to take active part in developing himself/herself as well as the community in which s/he lives. The above perspectives of literacy all together seek to stimulate and provoke the learner to critically analyse issues around him/her and be able to unearth solutions that will lead to his/her personal development and that of the community, all within the cultural setting (Subban, 2007; Freire and Macedo, 1987; McClaren, 1991; Ballara, 1992; Freire, 2004).

Poverty is a situation in which there is the deprivation of social and economic facilities such as good income, good health care, employment, education, food supply, and decent housing. It also includes psychological dispositions such as fear, lack of power, discrimination, exploitation and shame. The reduction of poverty calls for the strategy of market expansion through deliberate employment creation. Adult education programmes based on this strategy takes on agricultural and vocational education and training to equip the learners with employable skills. Also, the second poverty reduction strategy has to do with organised self-help with the help of civil society organisations and NGOs. This thrives effectively on active participation. This works with the building of social networks and the pooling of resources, both material and human, in the provision of the needed facilities in the community, and access to loans and insurance on very reasonable interest rates. Poverty reduction strategies need to be targeted on the rural poor who are the most vulnerable without a lot of alternatives to choose from. The final poverty reduction strategy is rooted in the responsibility of the state in originating and equitably distributing wealth. This is done through effective state structures and functions such as a vibrant local government administration that takes up local development issues, effective representative democracy that would represent the aggregate views of the citizens, and a dynamic civil society with strong collaborative and negotiation skills that involves the participation of the citizens in a free environment (World Bank, 2004; Van Der Veen and Preece, 2005; Narayan, 2000; EFA, 2006; Raditloaneng, 2004; Fine, 2001; Wilenski, 2002; Ellis, 2000; Ellis and Ade Freeman, 2005).

Community development is described as the process of promoting the living conditions of the people in a community as a whole through the active participation of the people. Community development comprise of a better income generation and its equitable distribution, improved employment opportunities, and the improvement in basic social amenities such as food, health and housing facilities. Also, community development revolves around elements such as self-help, which means the initiative and active participation of the people; felt needs, which implies the actual needs of the communities; and the holistic development of a community, in other words, the development that goes in favour of the majority. Community

development include agricultural education and development, health education, the development of cooperatives and rural industries, the provision of social amenities, the provision of socio-economic infrastructure, and the development of sports and entertainment.

Also, all the approaches to community development outlined in the literature review are fused into the principles and values of community development outlined by Subban (2007). Community development employs the principle of collective action by way of engaging members of the community, professionals and specialists collaborating to realise common goals that will improve the living conditions of the community. Collective action, Subban argues, “is most successful when those involved share common values, develop a common vision for change, and act to accomplish their goals” (Subban, 2007:76). This argument ascribes to the principle of participation which gives birth to solidarity in searching for sustainable solutions to the problems in the community. In addition, social justice has been identified and observed by practitioners of community development as an important value that ensures effective community development. That is, the establishment of strong, dynamic, transparent and independent social and political structures with their corresponding favourable power relations and their relationship to the economy to bring about a positive impact on the poor, rural and disadvantaged communities. Mere establishment of the social and political structures would not be sufficient in bringing about the needed development without the awareness of the populace. Therefore, social justice moves together with the demand for political awareness and action. This implies the critical comprehension and analysis of the social and political systems and their relationship to the disadvantaged communities, thereby rendering the system responsible and accountable to the communities. This in turn leads to the empowerment of the members of the communities, practitioners and organisations that work through networking to bring development into the disadvantaged communities.

In the face of the fast ever-changing outlook of communities, Subban (2007) suggests that “community development requires constant learning and reflection to increase community capacity, develop assets, and engage in innovate thinking and critical action” (Subban, 2007:77). Continuous effort, which is sustained through the members of the community, is the potent way to maintaining community capacity in rural and disadvantaged communities (Subban, 2007; Bown and Olu Tomori, 1979; Bartlett and Burton, 2003; Rist, 1997; Etzioni, 1996; Bhola, 1985; Van Der Veen, 2003; Midgley, 1986; Alinsky, 1972; Sites, 1998; Eyerman and Jamison, 1991; Dovlo, 2006).

# CHAPTER 4: Research Approach and Methodology

## 4.1 Introduction

This research work was carried out between November 2009 and December 2010. Most of the data were collected in the Ho Municipality, Volta Region, Ghana. The research design used in this research work is the comparative design which sought to reveal the trends of similarities and differences in the data collected in the four adult literacy classes under study. Qualitative research methods were mainly used for the collection of data, while some quantitative research methods were used to complement the qualitative methods. Under the qualitative method, semi-structured interviews, observations and secondary data analysis were used, as self-completion questionnaires were used under the quantitative method to cross-check the wider views of the universal set.

## 4.2 Research Approach

Literacy, poverty reduction and community development have been important development issues attracting wide debates on the international scene in recent times. Many researchers, governments and institutions have been suggesting and implementing strategies geared towards realising sustainable development. One of such institutions is the UN that had outlined targets and goals in a bid to drive the world, especially developing countries, towards the path of sustainable development. Goals such as reducing extreme poverty, achieving universal primary education, eliminating gender disparities, and reducing child and maternal mortality among others are the indicators used by the UN to measure the extent of development in a country (UN, 2008).

These are goals aimed at securing a better life especially for people living in developing countries, and therefore has tickled the researcher's interest in finding out the workability of these strategies in a deprived community like the Ho municipality in a developing country like Ghana. Instead of using a theory as the basis of observations as in the case of deduction, the researcher has decided to employ the inductive approach where inferences are drawn based on the observations and analyses made from the research conducted on the said topic. This implies that the generalisation (theory) is the product of the results from the analyses and observations (Bryman, 2008:11).

## 4.3 Research Strategy

Research strategy entails the general philosophy or direction of the research, and the choice of a research strategy for a research such as this one lends itself to varying reasons. A research strategy is based on both epistemological and ontological considerations (Bryman, 2008). Under the epistemological philosophy of reality, which asserts to knowledge only through empirical experiences, the concept of positivism states that knowledge can only be



accepted if it is verified by the senses (Bryman, 2008:13). This means that social reality is subjected to natural science methods of study where knowledge is acquired through the accumulation of facts. On the other hand, the concept of interpretivism under the epistemological philosophy lends to the “subjective meaning of social action” in line with or from the viewpoint of the actor (Bryman, 2008:16).

However, the ontological philosophy, which is drawn from the orientation of social reality vis-a-vis the social actors, also has two schools of thought, objectivism and constructionism. The objectivist idea is explained as the actions and inactions of the people as well as their meanings is separate from the people that staged them, that is the people have no influence or control over the social actions (Bryman, 2008:18). But the constructionist school of thought states the very opposite of the objectivist idea that social actions and their significations and implications are drawn from and influenced by the social actors (Bryman, 2008:19). This implies that the people are involved in constructing social reality.

The above considerations further give birth to two research strategies namely the quantitative and qualitative research methods. The quantitative research method embodies both the positivist and the objectivist approaches, and sends it closer to natural science research compared to the qualitative method. This is because of its higher degree of reliability, replicability, validity, transparency and generalizability. On the other hand, the qualitative research method ascribes to the interpretivist and constructionist ideas which set to interpret and explain human actions and behaviours in order to understand social reality (Bryman, 2008:22).

The functional literacy programme seeks to equip the learners with literacy skills, income generating skills and the capacity to helping develop their communities. The achievement of such skills and capabilities are both intrinsic and extrinsic, and could best be seen in the everyday life activities of the learners. Therefore observations and in-depth interviews are best ways to gather data in this circumstance. This means further probing of the learners and their views on the changes in their lives will be the basis for the researcher’s data and analysis. This calls for the extensive use of the qualitative research method. However, while observing and doing further probing, or better put interviewing, the researcher might become immersed in the research or situation, or even add his/her emotions to the research process that could lead to lack of transparency and objectivity in the data collection and the analysis of data. Also, in-depth interviews are time consuming and the researcher could not be able to cover a wider number of the population, therefore generalisation of the outcome becomes difficult (Bryman, 2008:391-392). So then, in order to be able to get a fair, balanced and wider as well as a more objective view of the adult literacy learners on the issues of literacy, income generation and community development, the quantitative research method should be employed as a complement to that of the qualitative method.

The researcher therefore decided to use the mixed research method that combines both qualitative and quantitative methods for this research to be able to get more in-depth information and also cover a wider number of respondents. However, one of them would surely be widely used, so the researcher had used the qualitative research method as the major or predominant method as the quantitative method serves as a complement.

## 4.4 Research Design: Comparative Design

Research design is the one that determines the structure of the research, and reflects the way the important parts of the research, such as “the samples or groups and measures, collaborate to address the main research questions” (Trochim, 2006a). Furthermore, Bryman describes a research design as “a framework for the collection and analysis of data” (Bryman, 2008:31). A researcher’s choice of a research design is being informed by the range to be covered by the research process and the extent to which the researcher wants to understand the behaviour and its meanings pertaining to that particular social context (Bryman, 2008:31). The research design decided upon for this research process is the comparative design. This is because the research involves carrying out a study of adult literacy activities in four different communities. The comparative design, according to Bryman, “embodies the logic of comparison in that, it implies that we can understand social phenomena better when they are compared in relation to two or more meaningfully contrasting cases or situations” (Bryman, 2008:58).

Beh literacy class is located in a village community on the highway between Ho and Aflao, which is linked to the neighbouring country Togo. It is a linear settlement along the road and most of the people living in the village are into petty trading because of brisk business along the road. The learners are drawn from the community in general. On the other hand, New Life literacy class is located in a community that is a suburb of the Ho central township. This means that they have somewhat access to urban life and some basic facilities. The learners are been drawn from the main church in the community, making it religiously inclined. Also, both the Kpedze and Akome Gbota literacy classes are located in the interior and most of the villagers are farmers. The difference among the two is that while the learners in the later are drawn from the community as a whole, that of the former are mainly drawn from the Evangelical Presbyterian Church, the main religious organisation in the community. Therefore the obvious design to be used in studying the above literacy classes with the aforementioned differences in setting is the comparative design. This is where comparisons can be made to strike out the contrasts and the variations or patterns in the various experiences of the programme, the literacy classes and the learners (Bryman; 2008:60).

To add to it, this research also involves a component of the case study design because it lends itself to the idea of the exemplifying case. Yin (2003) noted that “the objective is to capture the circumstances and conditions of an everyday or commonplace situation”, of which the study on the above four adult literacy classes seek to achieve (Yin, 2003:41, cited in Bryman, 2008:56). Bryman further explains that a particular case could be chosen for the reason of its representativeness of “a broader category of which it is a member” (Bryman, 2008:56). It has been mentioned earlier on in the background that the adult literacy programme is being ran in all the districts and localities in Ghana. Therefore the four selected literacy classes for this study are ‘members’ of the broader NFLP classes in the country.

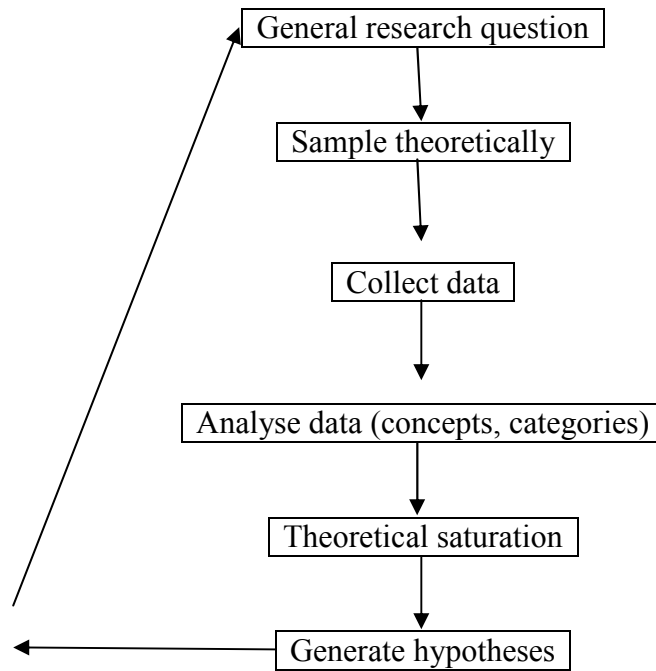
## 4.5 Sampling

Sampling, according to Trochim (2006b), is described as the process whereby people, groups or organisations are selected to compose the unit of a population that a researcher intends to carry out a study on. By carrying out a study on such a unit, if adequately representative, could result in fairly generalizing the results “back to the population from which they were chosen” (Trochim, 2006c). In this research process, the researcher widely employed the purposive sampling technique for the samples of study because of the “purpose in mind” to gather information on literacy, income generation and community development, and a “specific predefined groups” being sought after, that is the adult literacy learners (Trochim, 2006). This technique “attempts to select sampling units that appear to be representative of the population” (Frankfort-Nachmias and Nachmias, 2000:168). This means that the researcher selecting sample units from the adult learners in the above four communities will be a fair representation of the group of adult learners in the Ho municipality.

The researcher began the sampling process by adopting the snowball sampling technique where contact was made with the officials of the NFED, headquarters, Accra. This comprised the IGA and Field Operations officers. That as the springboard, the researcher gained access to the Volta Regional and Ho Municipal officers of the NFED who also linked up the researcher to the supervisors and facilitators of the adult literacy classes. These supervisors and facilitators are the ones who are responsible for the adult literacy classes in the communities, and are in direct contact with the adult learners. They also served as guides and intermediaries between the researcher and the adult learners. Overviews of the literacy, income generation and community development activities in general and those specifically carried out by the adult literacy classes in the Ho Municipality were taken from all the above officials. That informed the choice of the above four literacy classes for study.

Sampling of the individual adult learners for interview was based on the theoretical sampling technique where the selection of the interviewee was based on the specified subjects/topics or themes, and continued in that process until adequate information was gathered on all the researcher’s areas of coverage (Bryman, 2008:415). The figure (4.1) below shows the graphical explanation of the theoretical sampling process used in sampling the adult learners for the interviews.

Figure 4.1 The Process of Theoretical Sampling



Source: Bryman (2008:416)

The sample of the population in the four selected communities, who are not part of the adult literacy programme, for interview were selected based on the convenience sampling technique where available people were been selected in the said communities for the interview.

Sampling for the quantitative method of data collection, self-completion questionnaire, was based on the stratified random sampling technique in order to “ensure that different groups of the population are represented adequately in the sample” (Frankfort-Nachmias and Nachmias, 2000:171). This means that the sample put together by the researcher for the purpose of administering the self-completion questionnaire included ‘youth’ adult learners, ‘aged’ adult learners, males, females, current students and completed students. This action by the researcher brings on board a fair representation of the different interests in the adult literacy classes in the four selected communities.

Table 4.1 summarizes the research methods, groups and samples of this research process.

Table 4.1 Summary of Research Methods, Groups and Samples

Research Method	Group	Sample Size	Female	Male
<b>Semi-Structured Interviews</b>  Adult Learners	Beh literacy class	5	4	1
	New Life literacy class	5	4	1
	Kpedze literacy class	6	5	1
	Akome Gbota literacy class	6	5	1
NFED Officials	NFED Headquarters Officials	3	1	2
	NFED Volta Regional Officials	2	1	1
	NFED Ho Municipal Officials	3	2	1
	Supervisors/Facilitators	3	-	3
	People not part of the literacy programme	5	4	1
<b>Self-Completion</b>	Beh literacy class	14	13	1
<b>Questionnaires</b>  Adult Learners	New Life literacy class	8	6	2
	Kpedze literacy class	11	10	1
	Akome Gbota literacy class	14	12	2
	<b>TOTAL</b>		85	67

## 4.6 Qualitative Methods of Data Collection

The cardinal methods of data collection used by the researcher under the qualitative methods are semi-structured interviews, participant observation and document analysis. In a qualitative research process, the researcher gets into close contact with the people and the environment (setting). This makes the researcher to get a more understanding of the research area. In the case of participant observation, the researcher is able to link the behaviour of the people to the prevailing conditions/situations or context; the researcher also gets to observe the subjects of study in their state of nature (natural environment); and also see beyond verbal description (Bryman, 2008:466).

On the other hand, interviewing in the qualitative research process affords the opportunity to the researcher to probe issues that are not opened up for observation; delve into issues that have much to do with retrospection and flashback; deal with issues attached to much privacy and need informed consent; and for the researcher to be more focused on the topics being studied (Bryman, 2008:466-468). The above reasons informed the choice of the above qualitative research methods, together with document analysis, for the collection of data.

#### **4.6.1 Semi-Structured Interviews**

Semi-structured interviews were used to collect data from the learners in the literacy classes, officials of the NFED, past learners, and non-participants of the NFLP. Different interview guides (see appendix) were used for each of the above groups. The researcher first interviewed the NFED officials to get the general overview of the NFLP, their objectives, activities, their achievements and challenges over time in line with the objectives. This gave the researcher an in-depth understanding of the NFLP in general and shaped the context within which the researcher sets to unearth information. The Ho Municipal NFED officers and the supervisors and facilitators also gave clear and comprehensive contextual information together with the response of the learners and other interviewees that led to other concepts relevant to the study that were not hitherto covered. The interview process was flexible, and there were follow-ups and re-interviewing. The process gave space for the building of mutual confidence and strong interpersonal relationships.

#### **4.6.2 Participant Observation**

Participant observation is a qualitative data collection method where the researcher lives and works with the subjects in the latter's community. The researcher takes active part in the activities carried out by the subjects and goes about the everyday life in the community as the subjects do. In the course of the study, the researcher keenly observes the behaviour of his/her subjects in their natural environment and asks questions that help to clarify behaviour. The participant observation method adopted by the researcher included working with the literacy classes during their IGA group projects, some of the community's general development projects and the classroom sessions. Some of the IGAs that the researcher participated in included the preparation of palm oil, traditionally known as 'dzomi', and the preparation of weanimix, a nutrient-based food especially for children. The community development activities that the researcher took part in included digging of a public place of convenience, clearing overgrown bushes, laying of cement blocks for school building and chapel, and community cleaning exercises. The observation availed the researcher to the understanding of how the adult literacy groups learn in the classroom situation and outside the classroom, how the adult learners work on their individual and group IGAs, how they influence and participate in community development projects, interactions and communication between learners in the realm of the NFLP and between the learners and their communities.

Some researchers and authorities express concern over the behavioural patterns of subjects under observation. They argue that when people realise that they are being observed, they tend to put up artificial behaviours, a change in behaviour that does not portray their naturalness. Such a concern is absolutely legitimate. But in the case of this research, the

researcher had lived and worked in the Ho Municipality for several years prior to the research work, hence is known as one of the members of the community. This has allowed for the subjects to behave as normal as possible in their natural environment. Therefore, data collected by the researcher through participant observation could be regarded as original to a fairly large extent.

#### **4.6.3 Document Analysis**

Bryman (2008) mentions several documents as sources of data for analysis by a qualitative researcher. These include personal documents such as diaries, letters, autobiographies and pictorial materials; official documents generated by the state such as official reports and parliamentary hansards; official documents from private sources such as general documents and annual reports of organisations, newsletters and manuals; mass-media outputs such as newspapers, films, documentaries, magazines and television programmes; and virtual documents such as the ones gotten from the internet (Bryman, 2008:515-525). Scott (1990) stated that in using documents as sources of data, researchers need to cross-check the quality of the document. He suggested that the documents needed to be checked for their authenticity, credibility, representativeness and meaning (cited in Bryman, 2008:516). This means that the documents needed to be genuine, without errors and have clarity and comprehensiveness.

The documents used in this research for the purpose of analysis were primarily documents from private sources such as works of other researchers in the subject area and reports from organisations with interest in the NFLP. The documents included NFED manuals, NFLP project appraisal documents, NFLP implementation plans, assessments of the NFLP and other general information on the NFLP activities.

## **4.7 Quantitative Methods of Data Collection**

Quantitative methods of data collection included structured interviewing, self-completion questionnaires, structured observation and content analysis (Bryman 2008). The quantitative method as a complementary method of data collection in this research process, the researcher used the self-completion questionnaire.

#### **4.7.1 Self-Completion Questionnaires**

The self-completion questionnaires were developed based on the research questions outlined by the researcher that needed to be answered by the research. With the above method as a complimentary one, the researcher carried it out in order to access the views of the wider population. This helps the researcher in accessing a good degree of objectivity, reliability, replicability and generalizability.

The questionnaires were administered to both the current and past learners of the adult literacy classes in the four communities. The questions were originally developed in English language. However, the questions were translated and explained in the native language for

the respondents. Answers were given in the native language and later on translated into English language by the researcher. Most of the questionnaires were administered during the class sessions, but some were also administered individually in the private homes of the respondents. Contacts and arrangements were made before the meeting and administration of the questionnaires. During the preceding and actual meetings, the aim of the research process was explained in detail to the respondents, and clear guidelines given as to the completion of the questionnaires. Concerns of the respondents were also adequately addressed before the administration of the questionnaires.

## 4.8 Analysis of Data

The interpretation and analysis of qualitative data in this research process is done mostly using the grounded theory approach. Data collected through the qualitative method has generated a lot of scattered pieces of information in relation to that of the quantitative method which is more organised. The qualitative data is therefore passed through sorting and classifications to be able to draw out on common themes. Then, comparisons are made together with the exploration of relationships that led to categories, and further into generating theoretical assumptions (Bryman, 2008:544-545). Bryman claims that the above approach to data analysis “is concerned with the development of theory out of data (...) and that data collection and analysis proceed in tandem, repeatedly referring back to each other”, and this approach is widely used in qualitative research processes (Bryman, 2008:541). The above process of analysis simply means that the qualitative data collected through semi-structured interviews, participant observations and document analysis is organised and connected, and the interrelationships of the data analysed to clarify and find answers to the research problems stated in the introduction.

Pertaining to the analysis of the quantitative data, the Statistical Package for the Social Sciences (SPSS) software was used. Univariate analysis, which is the analysis of one variable at a time, was mostly used to develop statistics for the purposes of description. Frequency tables, pie charts, histograms, bar charts and measures of central tendency were used under the univariate analysis (Bryman 2008). Bivariate analysis, which is “the analysis of two variables at a time in order to uncover whether the two variables are related”, was used in the exploration of relationships between variables (Bryman, 2008:325). Under the bivariate analysis, contingency tables were used to show the relationships between the variables. This was used to generate comparisons as the research is based on a comparative study.

## 4.9 Problems and Challenges

Qualitative research especially needs a great deal of trust and confidence. That is, the researcher needed to strike a kind of relationship with the respondents based on trust and confidence. The respondents would exhibit some kind of reluctance in divulging information, and the true information for that matter, be it positive or negative information for the fear of being leaked and s/he being victimized by his/her superiors. In the first place, some of the NFED officials complained about the rampant incidence of giving out classified information,



and these information ended up in the public domain; hence their reluctance of giving out certain information until they become convinced of their anonymity and confidentiality. Also, the adult learners in the various communities expressed the concern that they could be victimized through the denial of literacy and other materials by the officials if they should give out some sort of information, especially those thought to be negative. In the former instance, the researcher had to clearly and comprehensively explain the purpose of the research and guarantee their safety, anonymity and confidentiality. Further interactions created the needed trust and confidence for the needed information to be released freely. On the case of the latter, the researcher in collaboration with some of the NFED officers gave assurance to the learners that under no circumstance would any of them be victimized for giving out honest information for the purpose of this research. This worked positively for the researcher to a large extent.

In another vein, time constraints worked against the smooth collection of data. Most of the respondents are farmers and traders, and they spend most of the time in their farms and on their trade. The little time left had to be managed to cater for their families, carry out other personal and communal responsibilities and participate in the literacy programme. The semi-structured interviews particularly required longer hours and more than a single visit, therefore the respondents found it difficult to avail themselves for the processes. Also, the completion of the questionnaires saw some passiveness due to time constraints. However, the researcher had to adopt some negotiation skills where several pieces of short meeting times were agreed upon between the researcher and the respondents to go through the data collection process.

Furthermore, the researcher faced some difficulties in explaining some words, sentences and terminologies to the respondents in the native language. However, the researcher used full text explanations and in-depth descriptions to improve understanding, in order to overcome the difficulties. Also, there was the incidence of bias in some of the responses given by the respondents. This was done on the notion that the researcher would be judgemental of their behaviours and lifestyles; therefore they could only give answers that would seem to portray only the good aspects of their lives. This attitude was a bit difficult for the researcher to correct; therefore the researcher employed the participant observation method to unearth such information that were hidden through the interviews.

Finally, the time available for the field work was inadequate to carry out an extensive work. This research is based on a comparative study of four communities, and the methods of data collection such as semi-structured interviews and participant observation required a longer period of time to carry out a thorough exercise. Hence the data collection process could not be described as completely thorough due to time constraints as there was always some more information to collect.

## 4.10 Reflections

The research methods used in this research and the time limit made it difficult to assess the long-term impacts of the NFLP; however the researcher was able to assess some short-term impacts of the programme.

Also, it was difficult capturing or measuring the exact impacts of the NFLP. These impacts are both intrinsic and extrinsic, and it is especially difficult measuring intrinsic impacts. Besides, other literacy and community development programmes have been running alongside the NFLP so it becomes difficult singling out impacts made by the NFLP on the people since the programmes overlap.

## CHAPTER 5: Findings and Analysis

### 5.1 Introduction

According to the officials of the NFED, the NFLP class runs on 24 lessons with a 21-month cycle for a batch. The NFED is currently running the 16<sup>th</sup> batch of the NFLP classes. Normally, a class is made up of between 30 and 35 learners, and is handled by a facilitator. Zones are carved out of the adult literacy classes in a district. Between 3 and 5 classes are grouped into one zone depending on the proximity and the enrolment strength. Supervisors are responsible for overseeing the activities of the classes in each zone. Both the facilitators and supervisors work in voluntary capacity, but are given remunerations at the end of every cycle. The remunerations include solar lanterns, wellington boots, farming implements, ghetto blasters, roofing sheets, bicycles and sewing machines. These incentives could be a motivating factor in attracting and retaining the supervisors and facilitators. For the learners, the micro-credit schemes they access might be a potent incentive that motivates them to enrol for the programme.

In this chapter, the empirical findings from the data collection exercise in the Ho municipality for this thesis is presented and analysed. This chapter is made up of four sections. The first section comprises the NFLP's objectives outlined by the NFED and the achievements chalked in relation to the objectives. It is to look at what the learners and officials as well as documents perceive as gains or achievements of the NFLP in line with the aims or objectives of the programme. This deals with the first research question. The second section presents the NFLP's activities towards the acquisition of literacy skills, and the outcomes of those activities. It is centred on the teaching and learning processes, benefits of the literacy skills to the learners, their families and the community as a whole. This seeks to respond to the last research question and part of the third research question. The third section also looks at the relationship between the NFLP and the IGAs. It focuses on the kinds of IGA training that the learners are being taken through, the skills the learners acquire and how these skills help them in improving their livelihood. This answers research question number two. The final section looks at community development initiatives and the extent of participation of the learners in community development projects. It looks at the kind of initiatives taken by learners towards seeing their communities develop, and the extent to which they participate in development activities organised by their respective communities. This answers the other part of research question number three. All the four sections combine to throw light on the main objective of investigating the impact of non-formal education, which is the NFLP, on the lives of adult learners in the Ho municipality towards poverty reduction and community development.

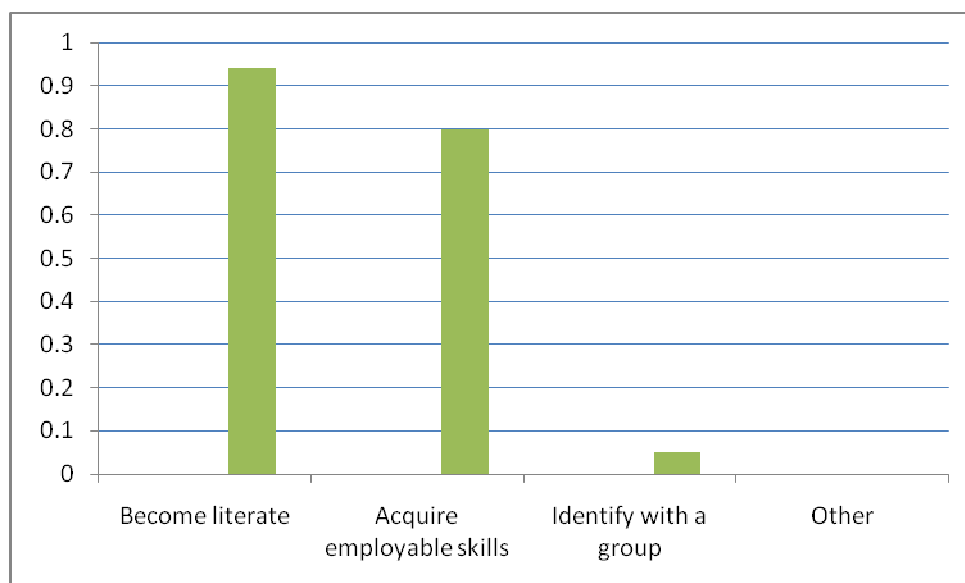
# SECTION 1: What do the adult learners achieve from the functional literacy classes in respect to the objectives of the NFLP?

## 5.2 Objectives of the NFLP

As mentioned under the background section in the introduction above, the NFLP was introduced by the government of Ghana in 2000 with the main objective to provide literacy and life skills to the non-literate and the rural poor Ghanaian population.

The adult learners outlined their most important reasons for enrolling into the NFLP that suggests their knowledge on the objectives underlying the establishment of the NFLP literacy classes by the NFED in their respective communities. The figure 5.1 below shows the reasons outlined by the adult learners for enrolling into the literacy class. It is based on responses from 47 adult learners.

Figure 5.1 What is the most important reason for joining this adult learning programme?



Scale 1:100

The figure above shows that about 94% (44 learners) of the respondents enrolled to be able to gain literacy that is to be able to read, write and do simple calculations, while about 80% (38 learners) of the respondents enrolled in order to learn some employable skills, which is through the income generation skills training. The figures suggest that most of the

respondents actually enrolled with the desire to achieve both literacy and income generation skills.

In the World Bank's project appraisal document on Ghana's NFLP, the WB argues that someone who has become functionally literate should be able to engage in activities that require literacy for effective functioning of the group s/he belongs to, and also be able to apply the reading, writing and calculation skills for his/her personal development and that of his/her community (World Bank Document, 1999:16).

Three officials of the NFED outlined the objectives of the NFLP for which the NFED is set up to implement as follows:

*“The objectives of the NFLP are to address the illiteracy situation in the country through organising programmes to help the illiterate population to read, write and to calculate simple things. That is the core objective. The others are to reduce poverty in the rural areas especially among women because women are disadvantaged in accessing education. This is done through engaging them in income generating activities.”*

Blunch and Portner (2004) carried out an extensive discussion on the objectives of setting up the NFLP in Ghana in the year 2000. They posited that the non-formal education programme is aimed at providing the adult learners with functional literacy skills in order to fulfil the following conditions: The facilitation of the country's process of development as development becomes faster in a society with more literate people; increase in the enrolment levels in the basic schools as more parents will be willing to send their wards to school because they have become aware of the advantages of education; the reduction of poverty and disease by virtue of the adult learners' application of the functional, developmental and occupational tasks in the primers used; and the effective functioning of the adult learner in the larger socio-economic and political environment by means of improved communication and social interaction. The others are the harnessing of the talents of the adult learners for the country's social, economic and political progression, and the improvement in the adult learners' skills and self-esteem to be able to make informed choices in everyday life activities such as family planning, personal hygiene and general health issues (Blunch and Portner, 2004:38).

Owusu-Mensah (2007) broke down the objectives of the NFLP into four distinct parts that is, adult literacy and numeracy, life skills training, income-generation and occupational skills and civil awareness. Regarding the adult literacy and numeracy, the NFED (1999) outlined the objectives of the programme ran by the NFED for the adult learners as to

*“enabling participants to better meet their personal or social needs through enhancing their abilities to deal competently with everyday life in literate communities; equip learners with the knowledge, attitudes and skills that will enable them raise the quality of life in their communities; enable learners to improve upon occupational skills through functional literacy; and broaden the reading interests of learners and establish an attitude of reading for pleasure through the provision of follow-up literacy supplementary reading materials”* (NFED 1999, cited in Owusu-Mensah 2007:8).

Aryeetey and Kwakye (2005) argue that the above objectives are integrated into the key objective of the NFLP that is to tackle the inequalities in access to literacy and life skills,

which is meant for target groups such as the rural communities and women, thereby getting them to become part of the country's developmental efforts.

Under the life skills training, Blunch and Portner (2004) mentioned that the programme is aimed at helping the adult learners to acquire a healthy and positive life through the maintenance of personal and environmental hygiene. They argue that this reflects in the curriculum of the NFLP that is being used by the NFED. Also, under the income-generation and occupational skills, Owusu-Mensah (2007) posits that the programme aims to equip the adult learners with occupational skills that will further assist them in generating additional income. Finally, the civil awareness part of the NFLP objectives seeks to educate the adult learners on their civil rights and responsibilities.

The above arguments and statements made on the objectives of the NFLP by the authorities and researches tend to agree with and support the findings from the responses of the adult learners presented in the figure 5.1 above. There are clear similarities in the objectives of the NFLP as presented by the adult learners and the authorities especially pertaining to the main literacy skills, that is reading, writing and calculation, and income generation skills. This is because each of them touched on the literacy and life skills as the main objectives of the NFLP. This gives us an understanding that the aims of the adult learners for being part of the NFLP fall in line with the generally outlined objectives in earlier researches and programmes. This creates a common point of convergence for both the programme providers and the receivers (adult learners).

### 5.3 Achievements made by the Learners

In terms of achievements of the adult learners, studies by Blunch (2002) posit that the first phase of the NFLP recorded limited results on the skills acquired by the participants, but these became more significant as the years go by. "A survey of 1,200 beneficiaries from batches 8 and 9 (2000–2002 & 2003–2005) showed strong achievements in reading skills, with 80% scoring 21 to 30 on a 30- point scale" (Aoki 2004).

However, Aoki (2004) argues that the same could not be said about writing skills of the learners. He says that about a third of the participants have difficulties to write down simple sentences. Aoki (2004) also contended that most of the participants loose the skills acquired to a large extent after completing the programme. This could be attributed to several factors including the teaching methods, curriculum development and workload, dispositions of the learners and the teaching-learning environment.

Other achievements of the NFLP are worth noting. The administrators of NFED and other stakeholders of the NFLP have been reported to affirm the fact that the programme has helped to consolidate healthy and positive social life in the communities.

*"Long-standing traditional beliefs that 'the gods' caused certain epidemics among communities (eg guinea worm and cholera) have been demystified. Furthermore, instructions in healthy lifestyles (eg safe drinking water and sanitation) have contributed to improvement in the incidence of epidemics (cholera, tuberculosis, guinea worm, etc) in recent years"* (Aoki 2004).

The NFLP also served as a platform for the poor and illiterate in society to make their voices heard. The adult literacy classes, according to the NFED (2000), have articulated their views on various platforms as a group. For instance “participants are well represented in national activities like Independence Day anniversary parades, May Day, Farmers’ Day celebrations” and Town Hall meetings (Aoki 2004). Such occasions create the opportunity for the adult learners, and also with the aid of the media, to articulate their acquired knowledge and information through staging dramas about everyday life issues such as “the proper use of fertilizers, the benefits of literacy, the need to educate children, prevention and management of HIV/AIDS”, etc (Aoki 2004).

The DFID evaluation report of 2004 on the Ghana literacy project states that,

*“the impact of the national literacy programme has been very positive. In poor, remote areas, in badly lit buildings or in the open air, with limited resources, learners and volunteer facilitators meet on 3-4 evenings a week. The programme has stimulated strong demand for literacy, reintroduced large numbers of people to the educational process, and developed a strong community identity”* (DFID, 2004:1, cited in Owusu-Mensah, 2007:15).

The above observation made by the DFID suggests that the poor and rural population in Ghana have come to realise the need for becoming literate through the NFLP and have developed the intrinsic urge to participate in the literacy programme. This goes to explain the fact that the NFED’s objective of delivering literacy to the illiterate population in Ghana is on course to its achievement.

The WB project appraisal of Ghana’s NFLP in 1999 also mentioned some positive achievements made by the programme. It posits that out of their sample of study, about 70% of the adult learners from each batch are able to “read and comprehend a short essay of 3 paragraphs; write a simple one-page letter and perform simple calculations in 4 arithmetical operations with numbers of up to one million; have participated in development activity projects; and demonstrate behavioural change and civil awareness” (World Bank Document, 1999:16).

Furthermore, officials of the NFED touched on the achievements they have been able to chalk over the years as against the objectives outlined by the organisation. An official from the NFED head office mentions that

*“from our evaluations, we have observed that most of the participants in our literacy classes now understand issues better, they are able to read for example the Bible and other little books in the local language, and are able to sign their names when they go to do transactions in the bank. In the case of women, who form about 90% of the total enrolment, they are able to enrol their children in school and help them with their home works, keep records of transactions since most of them are business or market women, and have a better understanding of health and sanitation issues”*.

Another NFED official from the Volta regional office points out that,

*“the adult learners apply modern farming methods in agriculture that they have learnt from the literacy class such as applying insecticides, sowing in line, spacing of crops and use of tractors, for increase in their yields. Some of the adult learners take up income generation*

*activities learnt in the literacy classes such as basket weaving, pig rearing, oil extraction, soap making, pottery, bead making, etc on individual basis in which they make additional income to pay their children's school fees and also get income to buy food and other things”.*

In addition to the achievements of the NFLP outlined by the earlier studies and from the officials of the NFED, the learners also expressed their views on what they felt they have achieved from participating in the literacy classes. A female learner from Kpedze literacy class states that,

*“I am happy to be part of this literacy class because I thought I will never become literate as I have missed formal education. Thank God for the NFLP, now I can read our primers, the Bible and sing in church from the hymnal. Also, I observe good hygiene and sanitation at home and during my trading business because I have learnt that good hygiene and sanitation keeps me healthy”.*

Also, other achievements touched on by three learners from the Kpedze literacy class are,

*“we have learnt how to write in Ewe, spell, and also learnt how to extract oil and produce soap. Now, I am able to speak in public. I have also learnt how to cater for my children. (...) I have learnt how to read, and now I can read signs on signposts and directions or locations when I am travelling. I rear animals, and I have learnt from the literacy class how to keep my animals healthy, give them the right feed and access veterinary services”.*

Furthermore, a greater number of the learners have expressed the view that they have been able to achieve, and continue to achieve their purpose of enrolling into the literacy class, which are becoming literate and acquiring income generating skills. The figures 5.2 and 5.3 below graphically represent the views of the respondents on the achievements. The two figures (Figure 5.2 and 5.3) are based on responses from 47 learners. They are made up of both completed learners and those who are still currently taking the programme. Also, Figure 5.2 covers the core literacy aspects, which are the expectations of the learners on reading, writing and calculating. The content of the literacy activities here is also based on social issues. Figure 5.3 covers the income generation activities, which are the employable skills. However, in comparing achievements in literacy and income generating activities, it is important to state here that these activities are different in terms of any kind of measurement.



Figure 5.2 Are your literacy expectations been met (or being met) in the NFLP class?

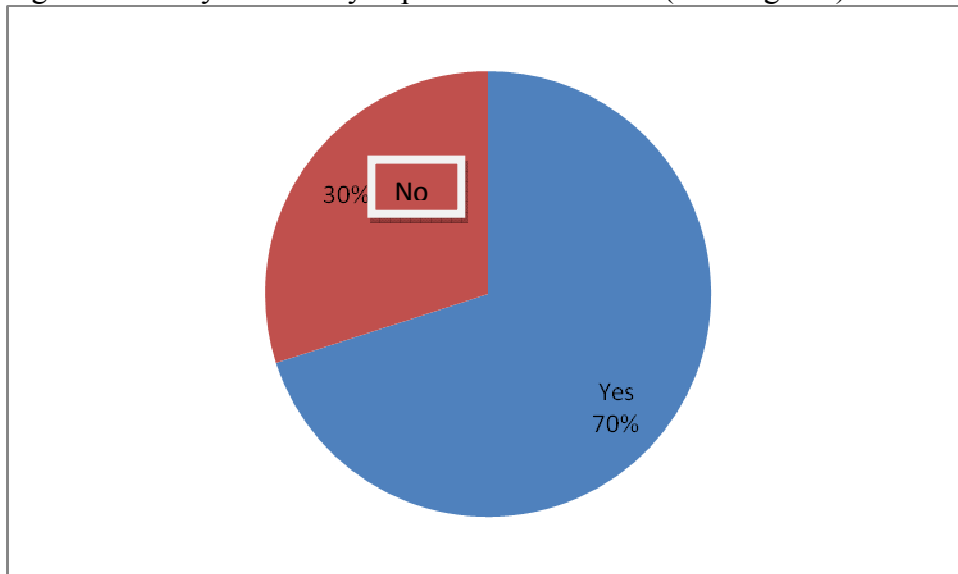
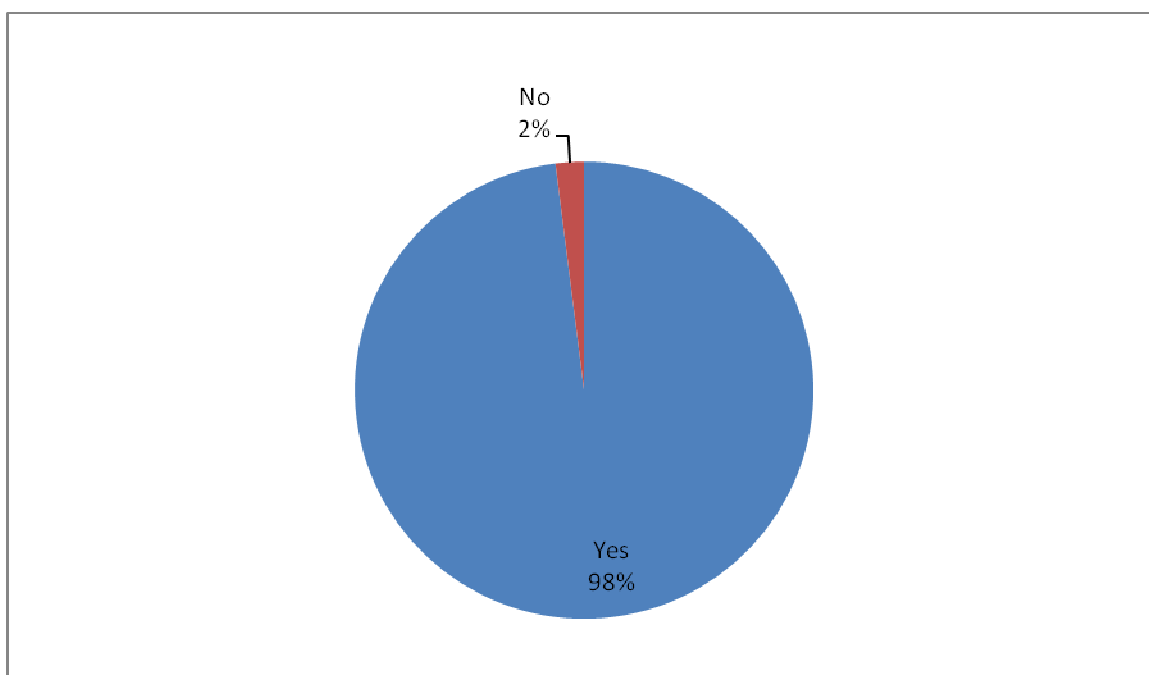


Figure 5.3 Have you acquired (or are you acquiring) an income generating skill?



In figure 5.2 above, 33 out of 47 respondents (70%) claim they have been able to achieve their literacy expectations from the literacy class because they can now read simple literature and could also write down simple sentences as well as do some simple calculations. However, the rest of the respondents (30%) express a negative view on the achievements of their literacy expectations in the literacy class. On the other hand, figure 5.3 above portrays a greater positive achievement in regards to income generation skills. 46 out of 47 respondents (98%) have acquired some income generation skills from the literacy class while only one of

them (2%) responded in the negative. Explanations to these are given in the sub-section below.

### 5.3.1 Discussion

The above data gives us varying pictures on the achievements in relation to the objectives of the NFLP. The literacy objectives include reading, writing and calculation as well as the effective understanding and functioning of the adult learner in his/her environment. Earlier information shows that the literacy objectives also apply to health, agricultural and political life. Most of the learners attest to the fact that there has been significant improvement in their literacy levels as they could read and write down some words and sentences, and are better relating to everyday issues. They claimed that they now see themselves playing active roles in their respective communities towards development, both personal and communal. Their confidence levels have also risen, therefore giving further rise in seeking for frontline roles in building up a resilient and dynamic community.

Aoki's findings and that of the WB support the findings made from this research that is the positive responses of 80% and 70% respectively. These are significant positive impacts that are extremely close to the figures from the diagram above. This research hence is in agreement with the findings of some of the earlier ones carried out such as the ones stated above. This goes to consolidate the veracity of the earlier findings.

If this is the case, then the learners would have been exhibiting the signs of achieving functional literacy and aspects of cultural literacy and critical literacy as outlined by Subban (2007). The functional literacy aspect related to being able to read, write and make calculations, and be able to interact favourably with their environment through the learning of issues including health, environmental care, agriculture, etc. Also, the emancipation aspect of critical literacy was exhibited as the adult learners take up active roles in their community development process. These roles involved decision making, problem solving and leadership skills as important components of critical literacy (Subban. 2007:72). In addition, as the adult learners put into use their literacy skills in their everyday life activities, they portray the social aspects of literacy, which is a core dimension of cultural literacy. By so doing, the learners surge forward through their activities in their communities to protect and preserve their community's values and identity.

However, a significant number of respondents were negative in achieving the literacy objectives. Further discussions with these respondents reveal that most of them have completed the literacy programme for a while, and have eventually forgotten most of the things they have learnt in the class. While some of them claim that they tend to forget the literacy skills gained because they do not put it into active use after the programme, others express the view that they find it difficult to retain and remember the acquired skills because of old age and huge pressure from commitments. But it has been observed that as the learners graduate into the second half of the programme, attention has been shifted to the income generation activities without further practices on their literacy lessons they had earlier, hence contributing to their forgetfulness. Seasonal activities such as farming contribute to absenteeism, hence the longer time in completing the programme. In addition are health problems and other social engagements keeping the learners out of class or posing difficulties

in following the lessons. These also contribute to the forgetfulness experienced by the adult learners.

Aoki also shares in the concern of the forgetfulness of the adult learners. However, he attributed it to the teaching methods, curriculum development and workload, dispositions of the learners and the teaching-learning environment. Some of these explanations given by Aoki are similar to those found out by this research, and the others such as the teaching methods and curriculum development might seem different, but are complementary. Therefore the sustainability of the achievements of the objectives becomes questionable. This is touched on in much detail in the next section.

Pertaining to the income generation aspect, it is introduced into the course getting to the middle of the programme cycle to help the learners complete with some concrete income skill that would serve as an avenue of making additional income. The NFED officials engaged the services of resource persons to impart these IGAs into the adult learners. The learners take up the IGAs as both a group project and on individual basis. For some, they continue with the group project even after the completion of the NFLP cycle, because there is good division of labour and they produce on a larger scale that brings in more revenue. The groups also have access to credits, thereby expanding their projects. These reasons explain the overwhelming positive data (98% yes and 2% no) on income generation achievement in figure 5.3 above. The one respondent who gave a negative answer explained that she has not been able to actively participate in the IGAs because of time constraints, but is optimistic of taking it up in the future.

In this case, part of the empowerment aspect of critical literacy could be seen at play. This is the financial or economic empowerment, because the learners make more income from the IGAs that help to uplift them from the poverty situation.

The above shows that the IGAs are making more positive impacts on the lives of the adult learners compared to the literacy aspect. It has been because these participants are made up of the poor and deprived in society and the IGAs are directly making money into their pockets, hence the attention and full concentration on the IGAs at the detriment of the literacy aspect. Therefore the IGAs seem to overshadow the general literacy activities for which the IGAs are part. Yet one inherent feature worth mentioning is that much of the things learnt earlier on in the literacy lessons are consciously and unconsciously used in the IGA activities. These include the process of acquiring raw materials, production and sale of the products, which involved reading, writing and calculation, and also personal and environmental hygiene. This therefore explains some relationship between the literacy classes and the IGAs.

## SECTION 2: What changes do the literacy classes impose on the participants and the communities in terms of education? And how do the benefits of the NFLP influence gender and age?

The functional literacy classes organised by the NFED are community based. In the four communities under study, participants are drawn from the respective communities through announcements and sensitization drives. Public places and gatherings such as marketplaces churches and mosques, and on special occasions such as festivities were used as avenues to disseminate the NFLP news and recruit the adult learners. Officials of the NFED posit that the interested community members are grouped and placed in a literacy class. Traditional rulers, opinion leaders and identified groups in the community are contacted by the NFED officials for discussions on appointing facilitators and supervisors for the literacy class to be trained by the NFED. They also discuss to find an infrastructure in the respective communities that could serve as a classroom for the adult learners for their class sessions. Furthermore, the adult learners and their facilitators decide the convenient times for their meetings, which normally take place three times in a week with each class session lasting for about one and a half hours. The age range for the adult learners is normally between 15 and 45 years, however there are few cases where some participants are as old as 70 years. There are no hard and fast rules preventing people outside the age bracket set by the NFED to participate in the NFLP. Also, the bulk of the participants are made up of non-literates or 'never-been-to-school' members of the community and school drop-outs, especially those who dropped out from the lower primary levels. In some cases, very few participants have completed primary education but will like to sharpen their reading, writing and calculation skills as well as take the opportunity to acquire some income generating skills.

### 5.4 What was Learnt and How was it Learnt?

As the NFLP is to train the adult learners to become functionally literate in their society, the contents of the curriculum included topics and issues that have to deal directly with the overall human and societal development. This implies issues that have to do with the improvement of the individual's and the community's economic and social conditions. Two NFED officials from the Volta regional office reiterated that,

*“Topics in the NFLP primers are related to everyday life. These include good drinking water, good sanitation, keeping of accounts, irrigation/modern methods of farming and fishing, immunization, kwashiorkor (lack of protein), teenage pregnancy, HIV/AIDS, drug abuse, taxation, animal husbandry, intestate succession law (PNDC Law 111), community empowerment, child labour, bush fires, personal hygiene, weaving, alcohol brewing, tree*

*growing, marriage, nutrition, food preservation, expensive funerals, family planning, puberty rites, national and local level elections, etc.”*

On the part of the learners, they mentioned varied topics learnt in the literacy class that span through classical academic work such as reading, writing and calculation, to current social issues. Among the group of respondents from all the four literacy classes, six of the learners repeatedly said,

*“We learn a lot of things such as pronunciation, writing, spelling, computing, and on sanitation, farming, health, football, animal keeping, child pregnancy, kwashiorkor, etc.”*

The above topics in the NFLP curriculum are seen to be in line with the propositions of Van Der Veen and Preece (2005) and Narayan (2000) in section 3.2 about strategies of poverty reduction. In their submission, they argued that community development by means of poverty reduction could be realised through agricultural extension, vocational education and training, self-organisation and mutual-help projects, and effective community participation.

For this reason, lessons on irrigation/modern methods of farming and fishing, animal husbandry, bush fires, tree growing and the likes could be essential in equipping the learners with recent agricultural knowledge aimed at improving their yield and reducing post-harvest loses, despite the problems and costs that come with it.

Also, topics such as good drinking water, good sanitation, immunization, kwashiorkor, teenage pregnancy, HIV/AIDS, drug abuse, personal hygiene, nutrition, etc. could also be an avenue that would help to improve the learners’ knowledge in promoting good health and personal wellbeing. Living in good health arguably signifies less spending in seeking healthcare, and a stronger workforce that will further save the learners more money in their pocket. When the people are healthy, they work more and earn more- personal and community development. The government could also use this as an opportunity to save a lot of resources that could be channelled into other sectors of community development.

However, this is said to be arguable because it does not follow the simple logic that healthy people spend less money. Maybe they could either be spending more money in keeping them healthy or spending the money on other non-profitable things such as expensive funerals, weddings, out-dooring ceremonies, etc. In addition, it does not follow that healthy people work more. This is because laziness could be a cause of healthy people not working more. It could also be the case that the more income people make, the lesser their urge to work more. Furthermore, governments do not necessarily channel extra resources into community development programmes. Corrupt government officials might see this as an opportunity to enrich their private pockets. Nonetheless, the above lessons may help in both the learners’ individual development and that of their communities.

In addition, lessons on keeping accounts, weaving, alcohol brewing, starting a small business, etc. could help in inculcating into the learners some sort of vocational training with which they may make additional income to support their living and that of their family. Also, topics such as taxation, intestate succession law, community empowerment, child labour, marriage, expensive funerals, family planning, national and local elections, etc. are avenues in helping the learners to broaden their horizon on social and civic awareness. The adult learners become active citizens as they engage themselves in sharing ideas on what is right for the

community and why some activities such as tax evasion are not good. Furthermore, they learn to plan their family sizes so they do not impose needless burden on themselves. A smaller family size could in one way mean less financial strain.

On the other hand, the age of the learners require specific teaching and learning methods/strategies that will elicit maximum assimilation and retention as they become fast in forgetting what is learnt. The NFED has therefore claimed to adopt a unique method for the NFLP lessons in the respective classes. The teaching approach involved descriptions, discussions and debates on pertinent topics or issues especially experienced in the various communities. This makes the lesson being placed in the concrete realm and that enhances the active participation of the learners. This could be described in one school of thought as ‘learning by doing’.

Both the NFED officials and the adult learners described the methodologies used as:

*“we do picture reading or picture discussions, syllabization, that is using vowels and consonants by matching them to form words and also pronouncing them. As they progress, we add new words by matching the vowels and consonants. In some cases, flash cards are used for identification. Some use role plays, storytelling and drama, and also discussions. We also come out with issues we discuss, and then we introduce a lesson. As the lesson is introduced from the letters, then we start adding. As we progress, we form words after which exercises are given. Normally, teaching is done using pictures and identification of items in the picture is done to generate discussions. Then numeracy is introduced, and the numeracy is related to their everyday life.”*



**A facilitator leading a class discussion on the topic ‘HIV/AIDS’**

Picture (5.1): Bright Delali Agodzo

The above methods of teaching the adult learners outlined by the interviewees fall in line with both the dialogue and the problem-posing approaches to the process of adult education posited by Freire, cited in Spener (1992), as earlier on discussed in 3.1.2 above. It helps to open the avenue for effective communication between the learners and also between the learners and facilitators. Such discussions generated by the pictures, stories, dramas, etc. help to elicit the expression of views by the learners on real life situations, thus helping in identifying causes and effects of real life problems and finding practicable solutions to them. Some of the respondents stated that during their discussions in the class, they realise that some things they used to do were not right, such as leaving their utensils dirty, leaving food uncovered, etc.

## 5.5 What did the Learners Achieve in the Communities?

Going back to look at the objectives of the NFLP, the first and foremost achievement one could think about is that made in the area of literacy. Literacy has been divided into reading, writing and numeracy. To begin with reading, most of the adult learners have exhibited the skill of reading through the recognition of letters, syllables, words, sentences and paragraphs. Some of the adult learners interviewed and observed could read and understand a simple sentence, through some reading and interpretation of short and simple sentences activities carried out among the learners and observed by the researcher. As to how they use the acquired reading skills, six interviewees from the four literacy classes repeatedly mentioned that it played important roles in their everyday activities such as

*“I am able to read and understand labels of some items I buy from the shops and market. I read the composition, ingredients and how to use it, because some of these are written in the Ewe language. I am also able to read names of towns on signposts when I am travelling so I get to know where I have reached. I am able to read the Bible and sing from the hymn book. I also help my children to read in the Ewe language. I am happy I can now read letters and notes written to me by my friends and family members,”*

These accounts given by the above respondents show that they have been able to acquire some reading skills that they use in their everyday life activities, and function well in their interaction with their environment.

On the part of writing, through observation, some adult learners could trace words, copy words, and write down some words. Some of them could form sentences and paragraphs. Most of them were also able to write down their names. However, this was not commensurate to the achievements made in the area of reading because it was difficult for most of them to write a simple letter or a note to a friend or family, or even write down a complete sentence. But a female learner from Beh literacy class and a male learner from New Life literacy class posited that,

*“I write down my debtors and other small notes about my business in a small exercise book so that I do not forget them. I also write short notes to my friends and group members to remind them of a meeting or other functions we have,”*

Despite the slow pace of the acquisition of the skills of writing, the activities show that the skill plays significant roles especially in their economic and social lives.

Also, as observed from the activities of the learners, there was the acquisition of numeracy skills on the part of the adult learners. Activities show that the learners could use the addition (+), subtraction (-), multiplication ( $\times$ ), and division ( $\div$ ) signs in working both written and oral arithmetic. Some of them could calculate up to six digit numbers, it has been observed. Four of the learners interviewed from the four literacy classes repeatedly said that,

*“I calculate how much money I use in preparing the palm oil I sell in the market. I also calculate my earnings and my profits. I am able to add up figures of my debtors and write*

*down sums of money my customers owe me. I also calculate how much I owe my suppliers. I am the treasurer of our group and we prepare the 'weanimix' for sale in the market. So I calculate all the money made from the daily sales and send it to the bank. I always keep account of all monies paid to me by the members of the group,"*

As we have seen from the above, the overall picture shows significant achievements (a little over 70%) made by the adult learners in terms of literacy that is reading, writing and numeracy. This is because the responses given by the interviewees portray some positive uses of the reading, writing and numeracy skills acquired in their everyday life activities. However, the breakdown of the achievements of the literacy objectives in the four communities of study shows a different picture- see figure 5.4. A survey of the adult learners, through questionnaire administration, on whether their literacy expectations have been met shows a rather moderate or negative finding. For example, 62.5% of the respondents from New Life Literacy Class thought that they have realised their literacy expectations as 37.5% of them responded in the negative. The figures show moderate achievements. This is because learners from the New Life literacy class have completed their cycle and are still together carrying out their IGA. It implies that since the end of the first half that involved the literacy lessons, the learners have all these while shifted their focus onto income generation, which explains the fairly high negative response.

Figure 5.4 Literacy Expectations Met?

	Yes	No
Akome Literacy Class	14	0
Beh Literacy Class	6	8
Kpedze Literacy Class	8	3
New Life Literacy Class	5	3

Also, about 57% of the respondents from Beh Literacy Class said they have not realised their literacy expectations as about 43% of them said they did. These figures point to the fact that over a half of the adult learners has not achieved their literacy aims of joining the NFLP. One issue worth noting in the case of the learners in the Beh literacy class is that they have also completed their cycle as in the case of the New Life literacy class, but the difference here is that they are not into any group IGA, therefore no longer meet as a group to practice what have been learnt. This might be a contributing factor underlying their rather high negative response.

In the case of the learners from Akome literacy class, the overwhelming positive response could be explained by the fact that they are still in the first half of the programme where they are still taking the literacy lessons. However, the limitation in figure (5.4) above is that it does not outline the degrees or levels of literacy achievements made. This makes it difficult to deduce detailed explanations or views from it.

Further interviews revealed that the two literacy classes above have completed their literacy programmes (the 21-month cycle). And as the NFLP design stands, the first year is dedicated to pure literacy (classroom) work as the second year is dedicated to the training in income generation skills or life skills. Therefore by the time the adult learners complete the 2-year programme, they have forgotten most of the literacy (reading, writing and numeracy) skills acquired in the first year. Also, it has been observed that most of the adult learners have shifted their attention more onto the income generation skills as that is what will bring to



them quick money, thereby relegating the literacy skills to the bottom. The IGAs come with micro-credit schemes that the learners could access, so it might be more of an incentive or motivation to concentrate on the IGAs rather than the literacy lessons. It can also be said that the NFLP curriculum falls short of reaching the level of sustainable literacy skills within one year of the programme, therefore explaining the rapid level of forgetfulness of the skills by the learners (Aoki, 2005:69).

### **5.5.1 Achievements by social groups (gender and age)**

In terms of gender, about 90% of the adult learners are females. The reasons for this, among others, might be due to the recent widespread female emancipation discourse especially advanced by the UN and national governments including the policy of the education of the girl-child in Ghana. This is to reverse the high illiteracy situation among the females brought by cultural and social factors mentioned in section 3.1.4 above. Therefore, the female learners find the NFLP as a more attractive avenue to achieve literacy skills. The female respondents enumerated their peculiar achievements from the literacy class including their ability to help their children to go to school as the bigger responsibility of the upkeep of the children rest on them. They also posited that as most of them are business or market women, the literacy programme had improved their record keeping skills with respect to their transactions. Also, as ‘home affairs directors’, the literacy programme has helped them to understand health and sanitation issues and have learned to efficiently manage their homes.

On the part of men, four of them (respondents from the from the four literacy classes) mentioned their improvement in agricultural practices since the traditional role of the man is to till the land to feed the family. They pointed to acquiring improved farming methods such as the application of some chemicals and fertilizers, sowing in line, the use of tractors, spacing of crops, irrigation, etc. through resource persons such as extension officers who came to teach them in the class. These they said have helped them in improving the quality of their crops, increase the yields and storage abilities.

Furthermore, the youth (between 15 and 40 years) in the adult literacy class (numbering 15) stated their ambition of getting back into the formal educational system to pursue further education. Therefore the youth see the NFLP as a stepping stone or a platform to enter into the formal educational system. Some respondents from the NFED office asserted to the fact that few youth from the NFLP have been able to enrol into the formal educational system and have pursued this up to secondary school, teacher training college and polytechnic levels, thereby resurrecting their lost dreams. Some of them came back to become facilitators for the NFLP. However, most of the aged, that is, those above 40 years who represent the majority of the membership of the literacy class just wanted to become literate to be able to effectively function in their communities, and also to acquire some income generation skills to support their livelihood. But both the youth and the aged learners expressed their ambition of searching for jobs with their acquired skills both in the formal and informal sectors. Some of them would want to enter their own private employments using the skills acquired as some will like to maintain and develop the group IGAs as permanent source of income. This implies that the learners would like to stick to the IGAs learnt from the NFLP as their major occupation in life.

However, it has been observed that in order to improve the impact of the NFLP on the youth and the aged groups, the elderly learners should be separated from the youth so that separate programmes could be run for them. This would help the youth who are interested in furthering their education in the formal educational sector, can easily do that through the special lessons that would be catered for by the NFLP. It will also help the elderly in their line of study to become functionally literate and acquire their livelihood skills.

In the area of health and sanitation, most of the respondents mentioned that they have learnt about family planning methods and their benefits which help them shape their family sizes for optimal economic and social life, and one female respondent jokingly said “no more football team, just a tennis team is ok”, referring to the number of children she always advises her friends on having. They also learnt about personal hygiene, food and home hygiene and preservation, how to make water safe for drinking and storage, the benefits of child immunization, teenage pregnancy and the consequences. As we have seen from the above, the knowledge acquired from these health issues help the learners in repositioning their lives and beliefs, which contribute to reducing the incidence of sicknesses and diseases amongst them and their families.

On the other hand, knowledge acquired from the literacy class on civic awareness helps in making positive impacts on the learners’ civic lives. This is because almost all the respondents and the other learners who were observed were taking active part in communal activities. Also, the learners stated their active role both in local and national decision making. They claimed to have been making inputs into unit committee level decisions and also play active roles in their implementation. They also claimed to be taking active part in national and district level elections and serve as polling agents, election assistants and also serve as vessels for information dissemination. More in this, the learners also mentioned that the lessons on gender equality have been helping them in understanding gender issues and respect for the other gender. Following from this, it has also been helping the learners especially in taking decisions where the former practice of the man taking all decisions has been abandoned for the practice where both the man and woman in the house take decisions together. Unfortunately, men who are culprits in this situation are very few in the NFLP class. In addition, the learners mentioned that the knowledge acquired from lessons on taxation in the literacy class has contributed more or less in helping them to understand the benefits of paying tax, which they hitherto felt reluctant in honouring. Some of them said that they have now begun to pay taxes to the tax officials when they come to collect them at the marketplaces and in their homes. However, the learners said they sometimes ask the local government officials to account for the taxes collected, thereby making the officials accountable for their stewardship in a way.

The activities show that the learners are on the path of achieving the empowerment and emancipation aspects of critical literacy outlined by Freire and Macedo (1987), cited in Subban (2007), which has to do with developing a consciousness that will allow them to question and review the oppressive nature of society. This, Freire and Macedo (ibid) argued, would facilitate the building of a more just, equitable and democratic society.

The above literacy skills that have been acquired and exhibited by the adult learners are among the contributing factors to the improvement of literacy levels in the communities. It is said that a more literate population can be an avenue of breeding a more informed and active citizens which would in turn help in accelerating development.

## SECTION 3: What is the relationship between non-formal education and income generating activities?

As mentioned earlier, the NFLP curriculum is made up of two major sections. These are the core literacy lessons and income generation training. The literacy lessons cover the first half of the programme as the IGAs cover the second. Therefore, livelihood activities are introduced in the last year of the NFLP where the learners are trained to acquire income generation skills to help them increase their sources of income to support their lives. Several IGAs are taught in the class, but one is selected by the class and embarked upon as their group IGA. However, individual learners also take up any of the IGAs taught as his/her main occupation or additional source of income. This is one of the reasons why the NFLP is targeted at the rural areas where poverty is endemic, for which the four areas of this research are part. According to two headquarters officials and two Volta regional officials of NFED interviewed,

*“the IGAs vary from area to area since they (adult learners) are taught to work with things that are around them. That is, the availability of raw materials, availability of ready market, proximity of carting the goods to the market centre, market size and what some of the adult learners are already engaged in determine what IGAs are taught in the literacy class. However, the following are some of the IGAs taught in the adult literacy classes: gari (cassava chips) processing, palm oil production, shea butter extraction, groundnut oil production, tuber and cereal crops farming, animal rearing, bee keeping, fishing/fishmonging (normally in coastal areas), pastries/bread baking, bead making, soap making, basket weaving, cloth weaving, weanimix production, pottery and tapioca making”.*

Normally, the NFED engages the services of experts to serve as resource persons in teaching the adult learners these IGAs and design simple literature for the IGAs.

In the four communities of the study, the area is partly rain forest and partly savannah, so the people mostly engage in some plantation and food crops such as maize, groundnuts, cassava, yam, plantain, citrus fruits and vegetables. Therefore, the literacy classes took up IGAs around these activities. Six adult learner respondents from the four literacy classes mentioned that they learned IGAs such as,

*“palm oil and palm kernel oil extraction, soap production, crop farming, weanimix making, washing soap production, soya bean kebab making, animal rearing, fruit drink making, gari processing, pomade making, ‘abolo’ (steamed corn cake) making, etc.”.*



(a) Weanimix produced by New Life Literacy Class (b) Palm oil production by Kpedze Literacy Class

Picture (5.2): Bright Delali Agodzo



The Kpedze literacy class has taken up palm oil extraction as their income generating activity. This is because there are oil palm plantations in the area, and it becomes easy to buy the fruits for their project. Some of the adult learners also individually deal in oil palm plantations, so they sell their fruits to the group, thereby getting some source of ready market for their goods and making extra income for themselves. The production of the oil depends on the availability of the raw material, which is the palm fruits, which is seasonal. However, the literacy class produces about 150-200 litres (20-40 gallons) every market day. The market day is every five days, counting from the last market day. This implies that in a month, the group produces about 750-1000 litres (150-200 gallons). The palm oil is sold in the open market on market days in Kpedze and Ho while it is also sold during non-market days in the Kpedze market. Also, special customers from Ho, Keta and Accra come to buy this product for onward sale in the various markets. Some second cycle institutions such as the Kpedze Senior High School are been supplied with the palm oil by the class. These are wide market avenues for the palm oil, but the group faces a big problem of non-payment. The implications here are that the group would run out of revenue to expand the business, thereby finding it difficult to repay their loans, and rendering the project unattractive.

The by-products of the palm oil production also become useful for the group. The palm kernels are either cracked and used to produce palm-kernel oil or sold out to palm-kernel oil producers. Also, the outer fibre of the palm fruit is dried and used as fire lighters, thereby reducing the use of fossil fuels such as kerosene and gasoline to light up fire. This is a process which helps conserve the environment. Simple local equipments are also used in the palm oil production process as shown in picture 5.2 (b) above.

On the other hand, the New Life literacy class is still together and is into the production of weanimix despite the fact that they have completed their programme. This is because of the economic viability of their IGA. The weanimix is in a fairly good demand; therefore the

group is into a quite sustainable business. The clinics and hospitals in the area have recommended this product especially to nursing mothers and their babies because of its nutritional value. So it is sold at these places especially on weighing days during antenatal and postnatal times. It is also sold in the open market, supermarkets and supplied to other recognised organisations. The product is made up of corn, sorghum, soya beans and groundnuts; therefore it is rich in vitamin 'B' and iron especially for babies from 6 months and above. The above ingredients are crops produced by farmers in the Ho community. Therefore it becomes easier for the literacy class to purchase these crops for the production of the weanimix, and also on cheaper bases. The number of weanimix produced by the group is based on the demand of the buyers. However, the adult learners claimed that they produce an average of about 200 sachets a month as a group, aside their own individual jobs. Therefore the weanimix production serves as additional income for their sustenance.

Some individual learners have taken up some of the IGAs taught them in the NFLP class as their major source of income especially those who were unemployed, as others have taken it as their additional source of income. Respondents mentioned that the IGAs have additional income to them, and they use these incomes to better their living standards. Some of them claim that they use the money to pay for their children's school fees, buy foodstuffs for the home and other pressing needs of the family. Four learners from New Life, Kpedze and Akome literacy classes testified that,

*“I have now gotten a trade and skill that I can live on with my family through these IGAs. I have now opened up my own business. I produce palm oil, I sell it and other things in the market, I make money out of that, and I use the money to support myself. I am happy that I can see the quality of my life improving. I also use the money gotten from the sale of gari I process to look after my children. I pay their school fees, I provide them with food, clothing and good healthcare”.*

It has been observed that the adult learners have considerably improved their financial and social status in the community in relation to the other members of the community, which is partly due to the above activities, among other things. These were observed from their fairly newer and neater clothing most of the adult learners put on as compared to the other members of the community; and their fairly decent everyday life such as their meals. Also, one female resident interviewed from the Kpedze community, who is not part of the NFLP, reiterated that the adult learners, especially those who are seriously undertaking the IGAs, have considerably improved their conditions of life in the community. This is because, according to her, some of these learners are now in the position to lend money to her and other people in the community, and are even the first to pay communal levies. However, from the other point of view, their prompt payment of communal levies could have been explained by other factors including civic awareness. Citing her sister as an example, she said,

*“before my sister joined the adult literacy class, she always complained that she had no money to support her trade and family. Now she has opened a bank account and is saving money in the bank. She has even advised me also to join the literacy class so that I can also acquire an occupation to support myself and my family”.*

This, more or less, has earned the hardworking learners so much respect from the members of the community. Culturally, members of the community are each other's keeper. This means helping one another in times of need and difficulties. Therefore, those who are seen to always

be lending a helping hand are highly regarded and accorded great respect. Some of the learners fall under those who are accorded such respect, which could be due to their contribution in helping promote life in the community. It has therefore been portrayed from the activities that the NFLP has at least indirectly helped the above process of communal symbiosis, thereby contributing to helping in reducing poverty situations in the communities.

In addition, the adult learners working as a group might have positively impacted on their activities. This is because the learners have been able to contribute some money on their own as capital to start the IGA which they could not have done on individual basis. As a recognised group, they are also able to access credit and loan facilities from the NFED, banks and other financial and non-financial banking institutions and NGOs to support their IGAs. These are opportunities opened to them as a group undertaking some business ventures. Two learners from New Life literacy class said that,

*“We contributed money for the start of our IGA. We also got some money from our office (NFED) called micro-credit to support the IGA, but we are supposed to pay back. We also got money from the bank in the form of soft loan with the support of our officers on very low interest rates to expand our IGA”.*

Therefore the NFLP serves as a platform for the adult learners to come together and access credits, loans and other facilities. The above facilities have helped the learner groups to enter into a bigger business by expanding their production base. Together with pooling their resources in the form of finances, technical expertise and division of labour, they are claimed to be able to make quite good returns. Four respondents from Kpedze and New Life literacy classes said that,

*“we use the profits we make as capital to re-invest into the IGA by buying more raw materials and equipments. We also use part of it to service the credits and loans we took. We save some in the bank, and we also share some among ourselves sometimes”.*

However, there has been a general complain made by some NFED officials against the learner groups that they mostly do not pay back their credits and loans, therefore leaving the NFED in an awkward situation of financial difficulties where they (the NFED) could not support other groups to access such facilities. This, they claim, is retarding the programme’s success. But the learners also explained that normally the amount of money they access as capital is too meagre to be able to make good returns to pay back those credits.

Nevertheless, it is claimed by some of the learners that the above improvements in the economic status of the adult learners help in raising the standard of education in the communities. This follows from the premise that the adult learners raise extra income from the IGAs to pay for the fees of their school-going children, which contributes to the children staying in school to learn, and in turn contribute to the reduction of drop-out rates, among other things. By the way, the government’s capitation system and school feeding programme in the education sector is also helping to reduce the school drop-out rate, therefore the NFLP’s IGA outcomes is a complementary avenue and not a sufficient way of reducing school drop-out rate among school-going children. Also, the IGAs have been helping in improving employment levels in the communities. In terms of this, the adult learners, through the IGAs, get employment and earn incomes for their livelihood. Moreover, the adult learners more or less improve their access to good health care because some of them are now be able

to foot their hospital bills from the extra income they make from the IGAs. Some of the adult learners therefore can generally be able to now pay their health insurance premiums and therefore have fairly equal access to good healthcare. This leads to improvement in the wellbeing of the members and their families in a general sense, among other things.

## SECTION 4: What changes do the literacy classes impose on the participants and the communities in terms of community development?

The NFLP classes have some of their lessons and topics bothering on community development activities and ways of helping in developing a strong and healthy community. It also inculcates into the learners the sense of patriotism and active participation in community development projects. The learners mentioned that the NFLP has created an avenue where they come together to undertake communal projects such as clearing and sweeping their immediate surroundings, desilting choked drains, and cleaning around their wells and streams where they draw water. They also undertake self-help projects such as filling of potholes on their feeder roads to make the roads motorable to improve movement of people and goods; provide labour, expertise and some materials in building schools, health-posts, marketplaces, places of convenience, digging wells for water, etc. It is always the case that members of the literacy class initiate and lead these communal projects, they claimed.



**Environmental cleaning organised and led by adult literacy learners** Picture (5.3): Eric Kwame Agodzo

Five adult learner respondents from the four literacy classes repeatedly outlined some of the community development activities they initiated and participated in, and the various roles they played as follows:

*“We take part in fetching sand and stones for the construction of a place of convenience for our community, we also take part in the digging of the pits, and we periodically go to clear and clean in and around the place. We also fetched sand and water for the building of the new basic school building in this community. We participated in tree planting exercises that*

*took place in our village. We took it upon ourselves to always clear the paths leading to the stream where we draw water and the surroundings of the stream. We also weed our church premises and talk to the people in our community to keep their surroundings clean to bring about good sanitation. We also went to our chief on some occasions to discuss how we can help in carrying some development projects in the community. One of such is agreeing upon periodically organizing the cleaning of the market place together with the sellers in the market. We also took the initiative to dig wells for the community when we were hit by acute water shortage, so that we can get access to clean water in the community. We also took the initiative to relocate the refuse dump to avoid the outbreak of diseases because it is too close to where we live (our houses). We also clean and clear around the refuse dump to make it accessible and prevent it from spreading back to town”.*

The above activities in some ways contribute to helping in improving positive livelihood in the communities. When the schools are built, the children may in turn get enhanced access to educational facilities especially the infrastructure. Teaching and learning is therefore carried out in a more convenient atmosphere, which in turn could contribute to the improvement of the standard of education. Following from the above, this in turn can lead to the rise, not least, in the literacy levels in the communities, among other things. Also the building of the places of convenience would help in a way to prevent people from easing themselves off in the nearby bushes, which pollute the environment. In addition, the clearing and cleaning of the surrounding and riversides, relocation of the refuse dump, and the cleaning of the market places also lead to a clean community. This in turn will lead in a way to a community that will generally be inhabited by healthy people. Good health is one of the factors underlying development; therefore a clean and healthy community will be one that can be described as experiencing economic and social development.

In addition, the planting of trees that is being supported by the adult literacy groups (which normally takes place once in a month, especially during the wet season, and with the collaboration of the forest commission and the Ministires for Agriculture and Environment) also contributes to stabilising weather patterns which could in turn help agricultural activities, plant and animal life. The above activity also helps in carbon sequestration, thereby leaving the communities with a cleaner atmosphere. These trees may also serve as wind breaks thereby preventing storms and reducing the intensity of hurricanes affecting the communities.

The above community development activities are in a way linked to the participatory literacy perspective as posited by Ballara (1991), cited in Subban (2007). This is the perspective where the above activities fit into the recognition and diagnosis of the needs and interests of the communities by the learners, and pooling resources to address them. It also falls under the community-based literacy perspective outlined by Subban (2007), which focuses attention on finding problems affecting the learners’ communities and designing and executing the possible solutions to the problems.

On the whole, the above community development activities initiated and supported by the adult learners through the platform of the NFLP contribute in a number of ways in building a literate, resilient and dynamic community and could put the communities onto the pedals of accelerated development. However, we should not gross over the fact that the NFLP is not the only avenue in the four communities that the members of the communities could rely on to build up their communities. Individual efforts outside the NFLP, government efforts and that of other community-based development NGOs, among others, also play their roles in building the communities. The NFLP could therefore be seen as one of the avenues.



## 5.6 Other Community-based Development Organisations

Throughout this paper, the focus has been on the NLFP being delivered by the NFED in the various communities in Ghana including the four communities under study. That has been the main aim of this paper; however mention has to be made of the other community-based development organisations that are also into providing literacy and life skills to the rural people in particular. One of such organisations mentioned by an adult learner resident is the Rural Training Centre (RTC). The RTC is into training and equipping the rural folk in technical and other livelihood skills. Some of the technical skills acquired by the rural folks through the RTC are carpentry and joinery, sewing and dressmaking, cloth weaving, basketry and other mat weavings, craft making, metal work, pottery, drawing and painting, etc. This equips the learners with skills that will help them make some income to support their livelihood.

Some of the NFED officials mentioned other organisations that were also into literacy life skills provision in the various communities. They also posited that there have been varying levels of collaborations between them in the provision of the literacy and life skills to the people. Three officials from the NFED headquarters and one from the Volta regional office responded that,

*“we have some other organisations that run literacy and income generation classes for their learners. Some of these are the World Vision, National Commission for Women and Development (NCWD), the GRATIS Foundation, the Hunger Project, Action Aid, GILBERT, etc. Normally the NFED trains their facilitators for them. Sometimes we go to their classes to facilitate, and we sometimes teach them our income generating skills. We also collaborate with other government agencies like the Ministry of Food and Agriculture (MOFA) and Ministry of Health (MOH). When we are treating topics related to health issues, we invite speakers from MOH to come and teach, eg. HIV/AIDS. When topics on agriculture are being treated, the MOFA are invited”.*

These organisations together with the NFED complement each other’s strengths and weaknesses in providing the communities with good literacy and livelihood skills.

## 5.7 Problems/Challenges Faced by the Adult Learners

The findings presented above show some positive impacts made by the NFLP on the adult learners especially with literacy skills, income generation and poverty reduction, and community development. However the adult learners were faced with varying problems in the delivery of literacy and livelihood skills to the people.

To start with, during farming seasons most of the adult learners had to abandon the literacy class to concentrate on farming since that is their livelihood activity or since that is how they make their living. After carrying out enormous activities in their various farms, the adult learners become tired and exhausted, hence could not honour their responsibility of attending literacy class.

Also, some of the adult learners complained about their poor eyesight due to old age. This is making it extremely difficult for them to keep pace with the lessons and other activities. In addition, some learners made it known to the researcher, and was also observed by the researcher, that most of the infrastructure used as the literacy classrooms are in poor shapes and sometimes when it rained, the class had to be called off. It has also been observed that most of the groups could not be able to complete the NFLP curriculum within the 21-month period. It could be due mainly to, among other things, the overloading of the curriculum. Yet another issue that seems to bother most of the learners is the problem of forgetfulness. They claimed that most often they tend to forget things they learn from the previous lessons, making it difficult to be able to follow the lessons as they are build-ups on the previous ones. Moreover, some of the learners pointed out that some of the facilitators also absent themselves from classed due to issues including non-commitment and taking up their personal activities to take care of themselves since the position is a voluntary one.

One respondent from the NFED headquarters and one from the Volta regional office also shared in some of the challenges by mentioning that,

*“The learners felt that after graduating, they should climb to another level, that is not so since it is only one cycle. This makes a lot of them become disappointed. On the part of facilitators, after training them, some do not come back to the community to hold the classes. On the part of the NFED, facilitators need to be given incentives after completing their cycle, but the incentives are not forthcoming, which demoralises them. In the long run, getting facilitators becomes very difficult since it is a voluntary work. Basically, we face financial constraints. When we establish classes, they need to be supplied with logistics such as exercise books, pens, pencils, primers, etc. This involves a lot of money for which NFED is battling with. Administratively, it costs so much in funding the district officers to operate through supervisors in monitoring the NFLP. Their vehicles and motorcycles would have to be fuelled. The incentive packages given to the facilitators also cost the NFED a fortune, therefore exerting so much financial pressure on the organisation”.*

Furthermore, zeroing in on the IGAs also presented some different concerns. Some respondents posited that normally the NFED supports the literacy classes with start-up capital for their IGAs, but in some cases the monies are not given to the learners by the NFED to start their IGAs, instead they are asked to contribute money among themselves to start. This prevents some of the learners from joining the group for the IGA because they do not have

the financial wherewithal. Also, those groups that were fortunate to access some financial support for the IGA also complained about the amount being too meagre to make them to enter into a meaningful IGA, thereby making it difficult to break even and pay back their loans.

On the other hand, the officers also complained about non-payment of the credits accessed by the adult learner groups for their IGAs, thereby making it difficult to make those same credits available to other groups. This unfortunate development certainly could affect the smooth establishment and administration of sustainable IGAs for the adult learner groups. By so doing, it defeats the very purpose of the introduction of livelihood skills into the NFLP.

Looking at other challenges, migration and transfers of couples or families affect the numerical strength of the classes. Learners had to drop out of the class because their spouse had been transferred or they had to migrate, in most cases to urban areas, in search of greener pastures. Also, some respondents lamented that they found it difficult to access ready market for their products. This makes them run into losses sometimes.

Observations by the researcher and responses from the interviewees have revealed a rather worrying trend of political infiltration into the NFLP and the NFED. Officers taking care of some special areas or projects of the NFLP are forced to retire, made to resign or transferred suddenly in the event of a change of government. This is because the new government sees them as sympathisers of the previous government and hence potential threats to the new government. The services of these highly trained and experienced staff are hence lost to the programme. In their place, activists of the new government who are less qualified are appointed. Also, funds or funding for the projects of the NFLP are either blocked or delayed by the new government ostensibly to discredit the previous government, among other reasons. These actions are surely affecting the continuity and the downward trend of the programme.

Following from the above, these challenges contribute at various levels in retarding the progress of the adult learners in the NFLP in the communities under study. Therefore all the stakeholders of the NFLP have to pay particular attention to every aspect of the problems, directly and indirectly, to be able to unearth lasting solutions to them.

## CHAPTER 6: CONCLUSION

Going back to look at the problem statement in chapter one that states that, “in what ways does non-formal education contribute to improving literacy and income generating activities (reducing poverty) and development in the above communities in the Ho Municipality?” and the research questions, we draw on the following:

In chapter 5 above, over 70% of the respondents reported that they could read, write and calculate, this shows that a significant number of the adult learners have achieved the NFLP’s objective of delivering literacy (reading, writing and calculation). The learners have exhibited these skills in their everyday life activities. These include reading the Bible, singing from the church hymnal, reading signposts, reading simple letters and notes and meeting announcements. Also, they engaged in writing down some transactions, scribbling down notes and simple letters. The learners could also write down their names and names of creditors and debtors, and also calculate their earnings and expenses. These are all signs of the acquisition of the literacy skills imparted into them by the NFLP. This addresses the first research question about what the adult learners achieve from the functional literacy classes. However, the about 30% respondents that could not grasp the literacy skills had been explained by the lapses in the implementation of the NFLP, biological and social problems faced by the learners.

Also, to turn attention to how the benefits of the NFLP influence gender and age, women who form about 90% of the adult learner population, have reported to have taken the NFLP as a platform or opportunity to acquire literacy skills and education that were hitherto denied them due to conventions, customs, cultural and traditional roles assigned them by the society. It is also said to have helped them to become active members of the society, contributing to decision making and their executions in the community. In addition, the men have also reported to have improved their agricultural skills since it is their traditional responsibility to provide food for their families. Age-wise, the responses have shown that most of the youth in the literacy class are using the NFLP as a platform to seek further formal education, while the aged ones are more tuned to accessing the NFLP to become functionally literate.

Moreover, to throw light on another research question that seeks to find out about the relationship between non-formal education and income generation, it is established in this paper that the NFLP is related to IGAs. This is because IGAs are introduced to the adult learners in the second half of the programme. Under the NFLP, the learners are taught several IGAs and are supported to undertake one of them as a group project. This is normally referred to as the ‘carrot stick’ that attracts the adult learners into the programme. The learners also take up some of these IGAs as their individual projects or occupations. The learners make incomes from these IGAs, both as a group and on individual bases. These incomes they are reported to use to support themselves and their families. The NFED is also said to assist the adult learners to be able to access credit facilities that could help them start and expand their projects, hence helping in bringing more income into their pockets. Therefore, the adult learners are given an avenue of employment and extra income through the IGAs.

Finally, to shift the focus to the benefits of the literacy classes on the participants and their communities in terms of community development, the NFLP classes have served as an

avenue for people to come together as a group in helping to execute community development projects and programmes. Lessons bordering community development activities, and the initiation and execution of community development projects and their positive effects are taught in the adult literacy classes. This helped to prepare and motivate the learners to get involved in community work such as clearing and cleaning the community, building places of convenience, helping in building educational infrastructure, and the provision of safe sources of water and their protection. All these activities, of which are mostly being championed by the adult learners, were said to significantly contribute to the rapid development of their various communities.

However, the adult learners are being faced with a host of challenges. One can point at challenges that have to do with class attendance and issues on the part of the learners. Seasonal activities such as farming contribute to absenteeism, hence the longer time in completing the programme. In addition are health problems and other social engagements keeping the learners out of class or posing difficulties in following the lessons.

Challenges on the part of the NFED have to do with logistical issues, among others. There have been challenges in the provision of good infrastructure and stationary for the adult learners in the literacy classes. Also, there have been problems of non-delivery on the part of the facilitators and poor monitoring and evaluation of the progress of the adult learners on the part of the other NFED officials. Poor and belated remunerations for the volunteer facilitators also pose a very serious problem to the progress of the adult learners in achieving their objectives in the literacy classes.

On the part of the NFLP structure itself, non-progression of the programme could be said to be negatively affecting its sustainability. Learners tend to forget what is learnt in a rather short period as there is no avenue of continuing with the literacy process after computing the 21- month cycle.

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## APPENDICES

### Appendix I: Recommendations

This research work hereby provides the following recommendations based on the findings of this research work and other similar researches. In order for the NFLP to become sustainable, there needs to be continuity in the programme. Classes could be ran in stages, for example stages 1-3, so that the learners could get the opportunity to continue to another stage, for example when they graduate from the Ghanaian language class in stages 1 and 2, they can be able to enter stage 3 which would be the English class.

Also, the elderly learners could be separated from the youth so that separate programmes could be run for them. This would help the youth who are interested, through special lessons; in joining formal education can do so easily. It will also help the elderly in their line of study to become functionally literate and acquire their livelihood skills.

Furthermore, more facilitators could be trained by the NFLP to man the literacy classes. Also, the 21-day training for the facilitators is not enough to adequately equip them to deliver the NFLP curriculum. Refresher courses, workshops and other on-the-job trainings could be organised periodically to build on the knowledge and skills of the facilitators for better delivery. Allowances should also be given to them instead of waiting until the end of the programme to give them remuneration packages. This will sustain their motivation to facilitate.

In addition, as Abadzi (2003) has also outlined, there needs to be effective monitoring and evaluation mechanisms put in place to see to the improvement of the NFLP. Supervisors, district, regional and national officers of the NFED should frequently visit the literacy classes to find out about the state of affairs in the classes and problems they face. This will provide them with first-hand information about issues that need to be resolved in order to pave way for the smooth running of the programme to a large extent. It will provide enough encouragement and innovation for the adult learners to remain in the programme.

In the case of the IGAs, the NFED could enter into agreements and collaborations with other government agencies, non-governmental organisations and private institutions that could help in delivering a wider range of IGAs to the learner. These organisations could also help the learners to access micro-credit facilities to enhance their IGAs. Some of these organisations can also directly finance their IGAs and even find market avenues for the products of the IGAs in local, national and even international markets. Partnerships can also be built with other institutions and the learner groups, with the help of the NFED, to carry out their IGAs. By so doing, the learners could expand their business and earn more income. This will improve the sustainability of the IGAs and help in effective reduction of poverty.

In order to improve the teaching and learning process, the timely delivery of the right materials needed for the programme execution in the communities is very important. Materials such as exercise books, pens and pencils, the primers, lanterns, etc. are the basic things that need to get to the classes in time for the studies. Hence their delay should never be compromised.

Finally, the NFLP should be made independent of political activities. Non-sustainability has become a big albatross hanging on the neck of the NFLP, and in order to realise the needed sustainability of the programme, the NFED and the NFLP need to be devoid of party politics. This will help to realise continuity in the NFLP even when there are changes in government.

This, among other things, will help in improving the success of the NFLP.

## Appendix II: Prospects for Further Research

This research work borders on the NFLP and its contributions to literacy, poverty reduction and community development in some areas in the Ho municipality of Ghana. It has also touched on some of the issues on literacy, poverty reduction and community development in general, but is not exhaustive on these. Therefore, it could become a springboard for further research into the above areas and other anthropological studies.

## Appendix III: Interview Guides

This interview is being carried out to collect data for my research work, which is part of my study in Master in Development Management in the University of Agder, Norway. My research work is entitled “Non-Formal Education as a Means to Poverty Reduction and Community Development? A Comparative Study of Adult Literacy in Four Communities in the Ho Community, Ghana”.

Information given out will be used exclusively for the above purpose, and will be treated with extreme confidentiality. Please take some time to answer the following questions. Thank you.

Interview Date: \_\_\_\_\_

Place of Interview: \_\_\_\_\_

# Interview Guide for Adult Learners (Past and Present)

1. How old are you?
2. How long have you been living in this community?
  - If short, why did you move to this community?
3. What do you do for a living (occupation)?

## LITERACY CLASSES

4. How long have you been part of this literacy class?
  - Why have you decided to join the literacy class?
5. What are the activities carried out in the literacy class?
  - What have you learnt from the literacy class?
  - What were your expectations in the class?
  - To what extent have your expectations been met?
  - How do you feel about the teaching and learning process?
  - How do the activities help you in everyday life?
  - How has the literacy skills helped you in terms of your gender?
  - How has the literacy skills helped you in terms of your age?
  - Is there something you think should be done differently? What? How?
6. How do you use what you have learnt?
  - Higher education?
  - Improved employment opportunities?
  - Functionally literate?

## INCOME GENERATING ACTIVITIES

7. How do you improve yourself socially and economically from the literacy class?
  - What are your sources of income?
  - How has it changed with your participation in the literacy class?
  - How does the class helped with income generating activities?
  - What kinds of income generating activities do you embark on?
  - How does it affect your income status?
  - What has the literacy class meant for you?
8. What has changed?
  - Personal life?
  - Social status?
  - Family life?
  - Civic life?

## COMMUNITY DEVELOPMENT

9. In what ways do you participate in community projects?
  - What are the kinds of projects you participate in?
  - How have those projects impacted on the community?
10. What are the problems and constraints faced in the literacy class?
11. What are the opportunities opened up to you in taking part in the literacy class?
12. How has the programme improved over time?

13. What other programmes/activities in the village apart from the literacy class help to improve literacy and income generating activities?

## Interview Guide for NFED Officials

1. How long have you been working with the NFED?
2. How long have you been running these three classes?
3. What are the specific aims of running the literacy classes in these villages?
4. What are the activities carried out in these classes?
5. To what extent have the literacy class activities yielded results for the adult learners?
  - Benefits in terms of gender, age, social and economic?
6. To what extent do the participants take up further education and employment opportunities?
7. How does the literacy class influence income generating activities?
  - Relationships between the two?
8. How has the literacy class affected social mobility in these villages?
9. What are the achievements of the programme in these villages?
10. How has the programme improved over time?
11. What other programmes/activities in the village apart from the literacy class help to improve literacy and income generating activities?
12. What are the problems and constraints faced in running these literacy classes?

## Interview Guide for People not part of the Literacy Class

1. What do you know about the literacy classes going on in this community?
2. Why are you not participating in the literacy classes?
3. What do you see them do?
4. What are your impressions about their activities?
  - Does the literacy class improve the literacy level of the learners? How?
  - Does the literacy class improve the level of income generation among the learners? How?
  - Does the literacy class help to improve participation in community development activities? How?
5. What other changes, in your opinion, has the literacy class brought to the participants and the community?
6. What other programmes/activities in the village apart from the literacy class help to improve literacy and income generating activities?
7. Are there any differences you can see between participants and non-participants?
8. What do you think are the problems the learners face in taking part in the literacy class?

## Appendix IV: Survey Questionnaire

This survey is being carried out to collect data for my research work, which is part of my study in Master in Development Management in the University of Agder, Norway. My research work is entitled “Non-Formal Education as a Means to Poverty Reduction and Community Development? A Comparative Study of Adult Literacy in Four Communities in the Ho Community, Ghana”.

Information given out will be used exclusively for the above purpose, and will be treated with extreme confidentiality. Please take some few minutes to answer the following questions. Thank you.

Date: \_\_\_\_\_

### QUESTIONS

1. Literacy class: \_\_\_\_\_
2. Age: \_\_\_\_\_
3. Gender:
  - Male
  - Female
4. Level of education:
  - No education
  - Primary school
  - Middle school
  - Junior high school
  - Senior high school
  - Above senior high school
5. How long have you been living in the community?
  - Less than 1 year
  - 1-5 years

- 6-10 years
- 11-15 years
- More than 15 years

6. What do you do for a living?

- Farming
- Fishing
- Private business
- Artisan
- Trading
- Government work
- Other: specify

7. How much do you earn in a month?

- Below 50 Ghana Cedis
- 50- 100 Ghana Cedis
- 101- 200 Ghana Cedis
- 201- 300 Ghana Cedis
- Above 300 Ghana Cedis

8. Why did you enrol in the literacy class?

- To become literate
- To acquire employable skills
- To identify with a group
- Other: \_\_\_\_\_

9. How long have you been in the literacy class?

New comer

Regular participant

Dropout

Completed

10. How often do you attend the literacy class?

Once a month

Once a week

Twice a week

Three times a week

Every day in the week

11. Mention some of the things you learn in the literacy class:

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12. What are some of your expectations?

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13. Have your expectations been met?

Yes

No

I do not know

14. How? Briefly explain

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15. What skills have you acquired academically?

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16. Were you given a certificate after your learning cycle?

Yes

No

17. If yes, what do you intend using the certificate for?

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18. Briefly state the difference between your employment in the past and now

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19. Have you acquired some income generating activities/skills from the literacy class?

Yes

No

20. If your answer to question 20 is yes, what are these activities/skills?

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21. Which activity(ies) have you taken up as an individual?

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22. Have the income generating activities helped to improve your financial status?

Yes

No

23. How has it improved your financial status?

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24. To what extent has the knowledge acquired from the literacy class changed your life towards:

a. personal hygiene?

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b. your civic rights and responsibilities?

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c. food and nutrition?

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d. project initiatives?

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e. your leisure time?

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25. Mention some development activities in which you took part in your community.

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26. State the roles you played in these development activities.

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27. How do these projects help to develop the community?

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28. Do you have other literacy providers in your community?

Yes

No

I do not know

29. If yes, mention them.

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30. What form of assistance do they give?

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31. Do you face problems in the literacy class?

Yes

No

32. If your answer to question 34 is yes, what are they?

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33. What other comments do you have on the literacy class?

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Thank you