

**THE DEVELOPMENT AND STATE OF THE ART OF ADULT
LEARNING AND EDUCATION (ALE)**

NATIONAL REPORT OF GHANA

BY

THE MINISTRY OF EDUCATION, SCIENCE & SPORTS

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EXECUTIVE SUMMARY

Adult Learning and Education (ALE) in Ghana has been the prerogative of non-formal institutions and foreign non-governmental organizations. Their activities are mostly rural based with the majority in the Northern part of Ghana. The major areas covered are literacy and women issues. In many programmes in ALE women and the vulnerable groups had been the target group.

Financing ALE in Ghana is a big challenge. Most of the funds are provided by Government and foreign operatives. Nearly 10% of government budgetary allocation for ALE activities, are often not released by the end of the fiscal year. Incentives to facilitators and supervisors of ALE programmes are inadequate, and still, linger mostly on volunteerism.

The main developmental challenges facing Ghana are poverty, migration (north-south and rural-urban), illiteracy, urbanization, high population growth, poor sanitation, social vices and youth unemployment. These challenges are being addressed by ALE through the promotion of non-formal education in literacy drives, capitation grants and the school feeding programme to entice more children into the basic level and to support them to complete schooling. The Zoom Lion Company is also addressing the problem of sanitation and community education. Sanitation continues to pose a big challenge, and this calls for an immediate ALE intervention.

Government policies on health, education and unemployment are done through the respective ministries. For example the Ministry of Manpower Development and Employment is helping to address the problem through the National Youth Employment programme.

Adult educators in Ghana are also not regarded as professionals but as practitioners since there is no umbrella organization to register or provide sanctions.

This report also provides evidence that in Ghana, research on ALE are mostly done by students in the universities. Many NGOs undertake baseline studies and evaluative studies on their activities when financial resources are available. Since research is expensive and adult education is given little recognition by Governmental Institutions, research in this area has been given little attention.

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TABLE OF CONTENTS

Contents	Page
Executive Summary	i
Acknowledgement	ii
Table of Contents	iii
List of Tables	vii
Acronyms and Abbreviations	viii
Chapter One	
Background	1
Population Distribution	1
Education and Literacy	2
Chapter Two	
Legislative, Policy and Administrative Frameworks of ALE	5
Areas of ALE	8
Literacy and Numeracy Programmes	8
Organization of ALE within State Machinery	13
Policy and Implementation Strategies	13
Good Governance and Civic Responsibility	16
Training and Skills Development	17
National Youth Employment	17
Skills Training and Employment Programme	17
Apprenticeship Training	18
Goals of GPRS	19
Challenges in Capacity Development/Training Programmes	19
Meeting the Challenges of ALE in Ghana	20
Other policies in place which has impacted on ALE	22

Chapter Three

Financing Adult Learning and Education	23
Financing of Development/Training Programmes	24
World Vision International	26
Incentives	27

Chapter Four

Collaboration and Provision of ALE	28
Major Providers of ALE	29
Provision of ALE in Ghana	29
Major Institutions Managing and Co-ordinating	29

Chapter Five

Participation in ALE	31
Categories of Adult Participation	31

Chapter Six

Monitoring and Evaluation of Programmes and Assessment of Learning Outcomes	33
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Chapter Seven

Adult Educators/Facilitators Status/Training	35
Supervisors	35
Continuing/In-Service Training Measures	35
Is Adult Education a Profession?	36
Utilization of Results from Monitoring & Evaluation	36
Terms of Employment and Remuneration in ALE	37

Chapter Eight

Research, Innovation & Good Practice	38
Research Studies in the Field of ALE	38
Key Study Areas	38
Participation	39
Major Issues Addressed	40

Key Findings	40
Practical Use of Research Results	41
Innovations and Good Practices	42
Chapter Nine	
Adult Education and Expectations of Confintea VI	44
Definition of AE in Ghana	44
Changes after Confintea V	45
Expectations from Confintea VI	46
Conclusion	47
References	49
Appendix	51

LIST OF TABLES

Tables	Page
Table 1: Literacy Rate	3
Table 2: Regional Youth Employment 2006	18
Table 3: Employment Classification 2006	18
Table 4: Government Budget Allocation for Human Resource Development	24
Table 5: Ghana National Association of Teachers (GNAT)	25
Table 6: Number of Non-Formal Education Literacy Learners	39
Table 7: Number of Non-Formal Education Literacy Facilitators	40

ACRONYMS AND ABBREVIATIONS

ADPS	-	Area Development Programmes
GNAT	-	Ghana National Association of Teachers
USAID	-	United States Aid
ILGS	-	Institute of Local Government Studies
NFED	-	Non-Formal Education Division
NCCE	-	National Commission for Civic Education
GAC	-	Ghana AIDS Commission
NGOs	-	Non-Governmental Organizations
CBOs	-	Community-Based Organizations
TEWU	-	Teachers and Educational Workers Union
MDAs	-	Municipal and District Assemblies
ADRA	-	Adventists Development & Relief Agency
GILLBT	-	Ghana Institute of Linguistics, Literacy and Bible Translation
GPRS	-	Ghana Poverty Reduction Strategy
GIMPA	-	Ghana Institute of Management and Public Administration
GCE	-	General Certificate of Education
UNCHR	-	United Nations High Commission for Refugees
ICPD	-	International Committee on Programme Development

CHAPTER ONE

BACKGROUND

Ghana has a total land area of 238,537 sq km. The density of population is 79.3 persons per sq. km which is relatively low. But there are pockets of high density that exist in forest zones and urban areas. Ghana's landscape comprises a coastal savanna, the middle forest zones and the dry savanna zone of the north. It has been endowed with natural resources such as gold, timber, cocoa, and bauxite. Oil has just been discovered in the country at Cape Three Points in the Western region of the country. Work is still on going in the oil exploration. The country shares borders with three francophone countries: Burkina Faso in the north, La Cote d'Ivoire in the west and Togo in the east. On the south is the Gulf of Guinea.

Governance – The country is being governed under the 1992 constitution. It has a president who is both head of state and head of government. The country has in place a democratic structure with a multi-party democratic system. There is an appreciable number of political parties, with three major ones; the ruling New Patriotic Party (NPP), the National Democratic Congress (NDC) and the Convention Peoples Party (CPP). It has a unicameral legislature and an independent judiciary. The country has been adjudged as one of the best in promoting good governance in Africa. It was the first African country that set pace for the African Peer Review Mechanism Programme. The Rule of Law is one of the great pillars the current regime is using in its administration.

Population Distribution

Ghana's population from national population census increased from 6.7 million people in 1960 to 12.3 million in 1984 to 18.9 million in 2000 (Census 2000). Currently, it is estimated to be about 22 million with intercensal growth rate of 2.7 percent per annum. The current total fertility rate (TFR) which has remained constant for quite some time is 4.5. The factors that have contributed to the high fertility rate include early marriages, early child birth, youthful nature of the population, low use of modern contraceptive and high level of illiteracy.

Ghana according to the 2000 Population census report had over 18 million people. The estimated population of the country during the year 2003 was 22 million. There are however regional differences in population density. Of the 10 regions the Ashanti Region remains the most populous with 19.1%, followed by the Greater Accra with 15.4%, and the Eastern Region 11.1%. The Greater Accra Region where Ghana's capital is located, is the most densely populated region with 895.5 persons per sq km followed by the Central region with 162.2 and Ashanti 148.1. Apart from the Greater Accra 87.7% and Ashanti 51.3% a large portion of the country remains rural, although many towns are steadily becoming urbanized. Ghana's population is largely concentrated in the Greater Accra region and most of the regional capitals.

The 2000 Population Census of Ghana estimated that the adult population aged 15 years and above was 41.3%.

Economy - The country's economy is predominantly agricultural, as 60% of its population is engaged in subsistence agriculture. The biggest cash crop is cocoa. Indeed, it is the 2nd largest

world producer of cocoa. The major industries include mining, lumbering, light manufacturing and aluminium smelting.

Education and Literacy

The Census results of 2000 show that only 53.3 percent of the population (15 years and older) are literate either in English or a known Ghanaian Language.

The country has carried out a series of reviews in its educational structure. It once operated one of the most highly developed educational systems in the West-African Sub-region which culminated in the development of high human capital. Due to numerous challenges that face the educational sector, a new educational reform was set in motion in September, 2007. This has increased basic education from 9 years to 11 years, bringing an additional 2 years of kindergarten, thus emphasizing the importance of pre-school education which had been relegated to the background for several years. These provisions are meant to enhance the quality of education which should have a strong foundation. A greater emphasis will also be put on practical education and Information and Communication Technology (ICT). The reform further gives space for private sector involvement in the educational system.

The literacy level remains low. However with the new reforms and the capitation grant offered school children, school enrolment has increased tremendously, although in the past there had been a high school drop-out rate. Adult illiteracy has remained relatively high. Nearly half (45.9%) of the adult population are not literate. The illiteracy rate among males (15 years and older) is 37.1 percent and as high as 54.3 percent for female. This illiteracy among females is associated with high fertility and infant mortality rates, and poor nutrition in many rural communities. Illiteracy has several social implications such as low productivity and lower incomes which has some linkage with HIV and AIDS in Ghana and therefore has effect on all national development efforts.

The literacy rate of 15 years and older who were not literate was 45.9% as indicated in the table below:

Table1: Literacy Rate

Literate 15 years and over (National)	Total %	Male%	Female%
Not literate	45.9	37.1	54.3
Literate in English only	12.7	14.4	11.1
Literate in Ghanaian language only	6.4	6.1	6.7
Literate in English and Ghanaian language	34.2	41.6	27.2
Literate in other language	0.8	0.9	0.7
Total	100.0	100.0	100.0

Source: 2000 Population Census of Ghana

Table 1 indicates that a high rate of illiteracy exist among females. This huge deficit, remain among adult women especially rural and urban poor women which denies them full participation and partnership in economic and social issues in the country. This results from the lack of access to education in childhood and opportunities for future learning owing to time-constraints.

Health - Ghana's population policy objectives are among others to effect the integration of reproductive tract infections (RTIs) including STIs, HIV and AIDS and reproductive concerns into Reproductive Services. Others include:

- Increased accessibility of reproductive health and family planning services and
- Institute appropriate management systems to improve the quality of reproductive health at all service delivery points.

CHAPTER TWO

LEGISLATIVE, POLICY AND ADMINISTRATIVE FRAMEWORKS OF ALE

The national legislative and policy frameworks regarding the operations and directives of ALE in Ghana are enshrined in the 1992 Constitution.

Ghana's 1992 Constitution, Article 25 Section 1a provides equal educational opportunities to all persons. Basic education "shall be free, compulsory and available to all". Section 1c stipulates that "Higher education shall be made equally accessible to all, on the basis of capacity by every appropriate means". Section 1d states that "functional literacy shall be encouraged or intensified as far as possible" while Article 38, Section 1 says "the state shall provide educational facilities at all levels and in all the regions of Ghana, and shall to the greatest extent feasible, make those facilities available to all citizens".

Ghana has laid down educational objectives in its constitution. Under Article 38, Section 3a the provision is: "the state shall, subject to the availability of resources provide:

- (a) Equal and balanced access to secondary and other appropriate pre-university education, equal access to university or equivalent education with emphasis on science and technology.
- (b) Free adult literacy programmes and free vocational training, rehabilitation and resettlement of disabled persons and
- (c) Life-long education.

These constitutional provisions mandate individuals and organizations to strictly adhere to the provisions stated above when performing their legitimate duties in ALE. Basically, the provisions regard ALE as a means to ensuring that adults are provided with the best possible learning opportunities.

All institutions working for adult-learning and education work through government legislation. For example, the Civil Servants Association of Ghana has its legislation policy spelt out in the National Executive Committee Report, Congress Report and Conditions of Service. On the part of TEWU, these are provided in the Internal and External Training Programmes such as academic development and capacity training programmes.

In 1995, the government of Ghana initiated the Ghana Vision 2020 Development Policy Framework which recognized the need for special attention to bridge the gap between men and women in areas of education, health care and income-generation. The policy also charged the District Assemblies with responsibility for protecting the interest of women. This policy framework therefore creates learning and development agenda for women's empowerment which has been followed through since 1997.

The policy of the Musicians Union of Ghana states that:

- The Union shall set up an education and promotional committee to educate members on the profession of music and develop highly trained and motivated leaders at every level of the Union.

The policy statement of PAMOJA (Ghana) a non-governmental organization operating within the Government of Ghana framework of literacy and non-formal education indicates that it hopes to facilitate learning, sharing and continuing of Reflect experiences and other innovative participatory approaches to adult functional literacy for sustainable development, in order to build an enlightened mass of women, boys and girls empowered to realize their rights, ideas and values for a dignified living. Also, to see an empowered society in which all persons can take control of their destiny and be able to influence policy makers to listen to their voices, and also be able to challenge all dominant power structures in the local as well as national level (PAMOJA Ghana Report, 2007).

According to the Annual Progress Report of the Implementation of the Growth and Poverty Reduction Strategy (GPRS, 2006), the policy thrust of water and sanitation is to increase access to safe water and adequate sanitation in rural and urban communities.

The objectives of the health sector policy is to continue to focus attention on bridging the equity gaps in access to quality health-care and nutrition services; ensuring sustainable financial arrangements that protect the poor, and strengthening of efficiency in health service delivery.

Additionally, the main goal of human resource development in the GPRS II “is the production of a knowledgeable, well-trained and healthy population with the capacity to drive and sustain private sector-led growth” (p.xix). In line with the above, the policy sought to increase access to quality education as “a key strategy for attaining the educational outcomes necessary to ensure quality human resource for accelerated economic growth and poverty reduction” (p.xix).

The National Functional Literacy Programme (FLP) in Ghana was established with the objectives to:

1. Increase the number of functionally literate adults (1 million persons) particularly of women and rural poor;
2. Sustain the literacy skills of neo-literates;
3. Provide quality basic literacy services to new groups in reading, writing, numeracy in the 15 Ghanaian languages and English;
4. Improve the quality and efficiency of Monitoring, Evaluation and Research activities;
5. Promote the application of acquired functional skills towards self and community development;
6. Develop and upgrade the occupational skills of learners, particularly income-generating groups to be efficient users of financial credit and use radio and printed materials to complement, support and promote literacy.

Areas of ALE

The major areas in which ALE are provided in Ghana include:

- Literacy/numeracy programmes
- Health, including HIV prevention programmes
- Income-generating skills training
- Special learning needs programmes for prisoners, migrants, refugees, the disabled and workers in general
- ICT training

(1) Literacy and Numeracy Programmes

This is offered by a large number of organizations - both governmental and non-governmental. For instance the NFED has consistently over the past ten years annually enrolled 8,000 literacy classes all over the nation. This brings to a total of 12,000 classes. This also translates into 200,000 learners. The World Vision International has 254 classes with 7,565 adult learners (World Vision 2006 Report).

PAMOJA (Ghana) and ActionAid was the REFLECT to promote adult literacy.

The World Vision International has 18 Area Development Programmes (ADPs) and a number of special projects aimed at carrying out developmental activities, particularly functional literacy in local languages and English.

The Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT) also promotes mother-tongue literacy in the reading of the Bible and adult learning in rural communities of Ghana. Its main areas of operations are in the Northern Region and parts of the Western Region. All 18 ADPs promote adult-learning programmes. One of its special projects – the World Vision Ghana Rural Water Project (GRWP) under the literacy programme is a major objective stated in its Phase III Project Proposal. This project is a crucial intervention aimed at fostering the long-term sustainability of the water and sanitation programme. It aims at ensuring that the institutions set up perform efficiently so as to impact positively on the lives of people in the beneficiary communities. It targeted 6,000 members of local development institutions from 1996 to 2003. As at 1999, a total of 5,923 non-literate members of local institutions had been trained in this direction.

Another institution, the Non-Formal Education Division (NFED), has since 1997 offered ALE to many people in functional literacy covering reading, writing and calculation in all districts of Ghana. At least, thirteen batches of learners have passed out since the establishment of the programme. The main themes/developmental activities in their primer include:

- Family Planning
- Environment and Sanitation
- Health
- Income-generating Activities
- Tree planting
- Livestock rearing

(2) Health

ALE in health-related fields are performed by a host of institutions but the main ones are the Ministry of Health, Ministry of Education and other educational institutions. The main aim is

to prevent diseases and provide care-giving and prevention of stigmatization and discrimination in HIV/AIDS. These are offered through radio and television broadcasts, print materials, bill-boards and community sensitization programmes. For instance, the Ghana AIDS Commission has provided training to rural people to educate communities on HIV/AIDS. The Institute of Adult Education through the programme – Counselling and Care-giving in Distance Education, from 2003 to 2007 has trained 1,200 persons throughout the country to offer assistance and educate communities on prevention and control.

The aim of the project is to train adult men and women to offer counseling and care-giving services in their various communities and also to offer continuing lifelong learning to affected persons towards HIV/AIDS management.

Other activities include:

- High coverage of immunization
- Ante-natal care
- The HIV Sentinel Survey report on pregnant women indicated that the mean HIV prevalence among adolescents and the 25-29 year age group increased between 2005 and 2006. This suggests a renewed emphasis on the HIV campaign and devising new and innovative strategies to target the youth.
- Reducing the impact of HIV and AIDS related vulnerability, morbidity and mortality.
- Malaria control

(3) **Income-Generating Skills Training**

In the northern parts of Ghana, Faith-based Organisations i.e Churches like Catholic, Methodist, Baptist and other Christian institutions have been offering income-generating skills in basket-weaving, tree-planting, dressmaking, dry-season gardening etc. Adult learners are also encouraged to establish small-scale enterprises and are taught entrepreneurial skills.

The Non-Formal Education Division (NFED) Functional Literacy programme offer basic training skills for income-generating groups.

Another important project in this area is the Hunger Project Ghana. It operates in Southern Ghana and parts of the Volta Region. It is the expectation of the project that after equipping women in these areas with the requisite knowledge on reproductive health, there will be a reduction in HIV/AIDS infections and a reduction of hunger and malnutrition. It engages in specific projects and programmes such as educational workshops, adult literacy projects, micro-credit, community health improvement, improved food production and security and women's empowerment.

(4) **Specialized Training Programmes**

- (i) **Prisons:** The Prisons Service has instituted measures aimed at training its own personnel in the handling of inmates and adult-learning programmes for non-literate inmates. For instance, Functional Literacy Programmes are offered in six major prisons across the country in which over 800 inmates are taught carpentry, masonry, basket-weaving, dressmaking and batik/tye and dye. The Borstal Home for young

adults also offer literacy and training in carpentry, electronics, tailoring and dressmaking (Annual Report, Ghana Prisons Service, 2004).

- (ii) **Refugees:** Since 2000, the government of Ghana in association with the UNCHR has been training refugees in Gomoa Buduburam and another refugee settlement Krisan, in the Western Region to train the refugees in literacy skills, income-generating ventures, environmental hygiene and community mobilization skills. Many refugees are now acclimatized with the Ghanaian culture and discipline as well as integration lessons and acculturation.
- (iii) **Persons with Disabilities:** A “person with disability” as indicated in Section 59 of the Persons with Disability Act, 2006 (Act 715) refers to “an individual with a physical, mental or sensory impairment including a visual, hearing or speech functional disability which gives rise to physical, cultural or social barriers that substantially limit one or more of the major life activities of that individual”. Persons with disabilities are taught how to make a living while others are sent to established secondary and technical schools in Mampong, Sekondi/Takoradi, Wa and selected institutions. The aim is to train them in employable skills.

The Government of Ghana recognizes the right of Persons with Disabilities (PWDs) to education. With a view to realizing this right without discrimination and on the basis of equal opportunities, the Non-Formal Education Division (NFED) of the Ministry of Education, Science and Sports (MOESS) incorporated the Special Education Unit into her fold in 1993. The Unit is charged with the responsibility of providing quality functional Literacy programme to all the categories of the illiterate Pews in the country. These categories are:

1. The persons with Visual Impairment (Blind)
2. The Persons with Hearing Impairment (Deaf)
3. The Physically Challenged
4. The Fit Discharged Psychiatric Patients (DPP)
5. The Mentally Challenged.

The various categories in addition to Literacy Skills acquisition engage in Agricultural and vocational ventures, e.g. Dry Season Vegetable farm and Woodlot Plantation in Karni and Eremon in the Upper West Region for the Blind learners. Vocational materials are produced by the Discharged Psychiatric Patients - Calabash decorations, rattan, broomcorn sweep the world project, doormats etc.

To facilitate the learning of Braille, alternative script, augmentative and alternative modes means and formats of communication and Orientation and Mobility Skills and facilitating peer support and mentoring NFED has abridged and Brailed all Instructional materials for the Blind.

To enhance facilitating the learning of Sign Language and Promotion of the Linguistic identity of the Deaf Community, NFED has produced THE GHANA SIGNBOOK TO PROMOTE IT.

- (iv) **Streetism and other matters:** There have been series of studies on Streetism in Ghana. In 2005, the Ministry of Manpower Development and Employment commissioned a study on streetism in Ghana to find out the causes, attitudes and best practices to reduce the number of people living on the streets. Though the study

service providers for street children were sensitized and educated on how to manage and seek assistance for the operations of their organizations (MMDE, 2005).

ICT programme are offered to community facilitators and literacy participants to be able to access information on pricing and other activities.

Organization of ALE within the State Machinery

The organization of ALE is decentralized; with the government only serving as a facilitator. However, there are ministries collaborating to promote ALE. These include the Ministries of:

- Agriculture
- Health
- Education, Science and Sports
- Women and Children's Affairs
- Manpower Development and Employment
- Local Government and Rural Development

The decentralized nature of ALE enables each department to select its own programmes according to its needs, interests and financial position within a given period of time.

Policy and Implementation Strategies

In Ghana, policies towards ALE are determined by the various sectors. For instance, the policy of the NFED is to equip the adult non-literate population in the art of reading, writing and calculating as well as engaging them in income-generating and development activities. These had been done through the establishment of literacy classes throughout the country.

In line with the goals of the nation, ALE is provided without any discrimination in terms of religion, gender, social status or income.

- (a) **Empowerment of Women:** According to the ICPD Programme of Action "education, together with reproductive health, is one of the most important means of empowering women with knowledge, skills and self-confidence necessary to participate fully in the development process". The empowerment of women enables them to respond to opportunities, challenges in their traditional roles as well as change their lives. In order to achieve this, women benefit from well-thought out training programmes to introduce them to new market trends, management ideas and fast yielding investment areas. Women are therefore encouraged to form co-operatives and are assisted to establish small-scale industries.

Other forms of support include:

- Enforcing existing laws protecting women’s rights (Ministry of Women and Children’s Affairs, Domestic Violence Act 2007 (Act 732).
- Affirmative Action Policy aimed at increasing the proportion of women in administrative and political leadership.

The Ministry of Women and Children’s Affairs from 1997 to 2005 continued to carry out public education and sensitization programmes on the Domestic Violence Bill. This was done nationwide to solicit opinions and suggestions on the Bill. The Ministry assisted in educating and lobbying Parliament for the passing of the Bill and its effects on family life. The bill is now an Act. In line with this, women’s groups and the Ministry are sensitizing women and educating them on the provisions of the Act through seminars and workshops.

A major strategy adopted by the Ghana government is to “enhance women’s access to economic resources and promote women in public life”. According to the GPRS II Report, the Ministry of Women and Children’s Affairs launched a “Women in Local Governance Fund” in March 2006, on International Women’s Day. An independent board (with members from MDAs, CBOs and NGOs) was set up to manage the fund. The Secretariat of the board is in the Department of Women. Out of the funds raised, and in collaboration with partners, the Department carried out capacity building and training for female aspirants in local assemblies. After training, 1,783 women aspirants were given seed money to help them campaign and contest in the District Assembly elections held in September 2006. Radio programmes were also run to create awareness for the electorates to vote for women. The effect was a marginal increase of 2.3% from the year 2002 figure, regarding the number of women in the newly inaugurated Assemblies.

In addition, the Ministry has started preparing a directory on eminent women in Ghana. This is to produce a well-documented information base on women in leadership positions, to identify capable women and to lobby for appointments to leadership positions. There are plans to publish a book on eminent women and subsequently, showcase them through the institutionalization of award ceremonies, etc. This will be a tool to encourage women to strive to achieve positions of eminence.

The Government of Ghana is earnestly pursuing an Affirmative Action Policy which is aimed at increasing the proportion of women in administrative and political leadership. The Ministry of Women and Children’s Affairs commissioned a study on the practice of gender budgeting in Ghana. It has analysed the extent of gender sensitivity of the Government’s annual budgets since 2001. The recommendations from the study assisted in further promoting gender budgeting in the country.

Gender analysis of all development programmes is being implemented on programme by programmes basis. The gender desks created at the MDAs have not been able to effectively influence public policy. Where gender concerns have been taken on board, it has been at the instance of civil society advocacy. However, the GPRS II and the ICT for accelerated development have been made gender friendly.

(b) Cultural and Linguistic Diversity

The Ministry of Culture and Chieftaincy Affairs has through its regional centres and annual cultural fairs, been promoting unity in cultural diversity. As a result of these interventions, the government has been able to build strong learning societies capable of managing rural

economies through improved agricultural practices, prevention of diseases, advocacy and community participation in programmes.

Another area of ALE implementation strategy is through Ghana's Poverty Reduction Strategy GPRS I and II which focus on the following key areas:

- Modernized Agriculture leading to stability of Ghana's food security situation.
- Restoration of degraded Environmental and Natural Resource Management.
- Human Resource Development

GILLBT and Non-Formal Education Division of Ministry of Education organizes literacy classes in Ghanaian languages.

The main goal of human resource development in the GPRS II was, the production of knowledgeable, well trained and healthy population with the capacity to drive and sustain private sector – led growth. This has led to increasing access to quality education as a key strategy to ensure quality human resource development for accelerated economic growth and poverty reduction.

As recorded in the 2006 Annual Progress Report of the Implementation of the Growth and Poverty Reduction Strategy 2006-2009 significant progress was made in improving the level of enrolment at the basic school level (7.8%) with Junior High School recording an increase of 8.8%.

Although improving quality of education has been challenging, teacher upgrading has been significant. Pupil-teacher ratio at primary level increased from 34.9:1 in 2004/2005 to 35.7:1 in 2005/2006.

Good Governance and Civic Responsibility: In this area, the main thrust of government toward adult education is to promote and ensure the following:

- Deeper democracy
- Improve the institutional, legislative and policy environment
- Promote gender equity
- Improve citizen responsibility to the state
- Adopt evidence-based decision making
- Harness the development potential of traditional authorities.

Training and Skills Development

In order to address the lack of training and marketable skills among the youth (adults aged 15 years and above) especially out of school or drop outs, the government adopted a strategy to provide skills training and entrepreneurial know-how to the unemployed youth to enhance their access to jobs in the labour market under its new youth employment policy.

National Youth Employment

A National Youth Employment Programme (NYEP) was launched in 2006. The programme aims at generating half a million jobs in 3 years (2006-2009). To achieve this target, the Government made provision from the District Assembly Common Fund (DACF), Ghana Education Trust (GETFund), National Health Insurance Scheme (NHIS), Road Fund, Highly Indebted Poor Countries (HIPC) and a percentage from 2006 estimates of MDAs to support the implementation of the programme. Part of the Communications Tax (20%) is also to be employed.

The NYEP envisaged a youth employment target of 175,000 in 2006. Table 2 provides information on the target achievement by region. At the national level, the NYEP recorded modest achievements in creating employment for 45% of the number of youth registered under it in 2006. However, the programme achieved significant results in the deprived Northern and Western regions. The breakdown of employment by work module is shown in Table 3.

Skills Training and Employment Programme (STEP Training)

After the registration of unemployed persons in 2001 which showed that almost one million persons (youth) needed employable skills (Ghana Statistical Service, 2002), STEP training courses were delivered in 58 training areas with three standard durations ranging from three months, six months to twelve months. A public or private vocational training provider is accredited to enter into a memorandum of understanding with the Ministry of Manpower, Youth and Employment (MMYE) to train them for a fee (ILO Report, 2005).

Table 2: Regional Youth Employment, 2006

Region	No. of Youth Registered	Actual Number of Youth Employed	Percent Employed
Ashanti	24,322	6,437	26%
Brong Ahafo	19,868	6,32	32%
Central	13,016	6,397	49%
Eastern	19,100	7,000	37%
Gt. Accra	22,363	5,056	22%
Northern	21,595	15,614	71%
Upper East	13,271	8,530	64%
Upper West	12,590	8,488	67%
Volta	18,094	7,574	41%
Western	20,087	6,667	66%
National	174,670	78,195	45%

Source: Ministry of Youth and Employment, 2006.

Table3: Employment Classification, 2006

Employment Modules	No. of Youth Registered	Actual Number of Youth Employed	Percent
Agriculture	74,870	13,069	17%
Commercial/Technical	14,000	20,021	143%
Community Project	8,500	300	4%
Auxiliary Nursing	10,850	10,500	97%
Waste and Sanitation	8,500	4,550	64%

Internship	10,200	2,800	27%
Trade and Vocation	8,500	-----	-----
ICT	8,500	-----	-----
Other (Forestry, teaching, revenue mobilization etc.)	30,000	26,760	89%
Programme Management Staff	760	195	26%
National	174,670	78,195	45%

Source: Ministry of Youth and Employment, 2006.

Apprenticeship Training

The bulk of apprenticeship and artisan training in Ghana occurs in the informal sector. Their activities are making a significant impact on the economic development of the country by absorbing graduates of the basic school level and basic school dropouts. Their activities include all sort of construction, trade, manufacturing activities and other services like repairing of vehicles, electronic gadgets, welding and straightening, spraying, hairdressing and tailoring and shoe making.

Goals of GPRS

While the GPRS I focused on poverty reduction programmes and projects, the emphasis of GPRS II was on the implementation of growth – including policies and programmes that have the potential to support wealth creation and sustainable poverty reduction.

The poverty areas of the GPRS II were:

- Continued macro-economic stability
- Accelerated private-sector-led growth
- Vigorous human resource development
- Good governance and civic responsibility

Challenges in Capacity Development/Training Programmes

- (i) **Inadequate Funding:** The major problem facing adult education in the field of capacity building and training is financing. Government contribution to AE and training continues to dwindle while individual contributors are negligible. For instance, a two-week training may cost almost GH¢600 while a three-day training programme ranges between GH¢150 to GH¢400. Apart from corporate institutions that can afford to send their workers for such training, individuals find it difficult to pay.
- (ii) **Untimely Release of Funds:** Funds released for such activities are often delayed such that by the time the programme commences, interest is lost or the cost risen. These affect both programme development and implementation.
- (iii) **High Turnover of Trained Staff:** Working in the field of adult education is often least rewarding. The low salaries and absence of incentives make people leave Government institutions to private enterprises and foreign-based NGOs. Also, the areas of

operation being rural, becomes a disincentive to people who are desirous of working in urban areas with all the modern facilities.

There have been innovations in capacity-building and training programmes since 2000. These are found in design of data collection forms, the use of distance education and the effective mobilization of adult learners in all the ten regions of Ghana. These are done through awareness creation and mobilization using theatre for development and community entry programmes with neo-literates.

Other innovations are through:

- staff meetings, colloquium and seminars.
- regional executive capacity-building initiatives
- organizing remedial programmes and encouraging female participation.
- International training by International Labour Organization, German Adult Education Association (IIZ/DVV).

Meeting the Challenges of ALE in Ghana

Various strategies are adopted to mitigate the problems facing ALE in Ghana. These include the following:

(i) **Health Education:** The Health Education Department under the Ministry of Health is charged with the production of health education materials such as booklets, pamphlets and posters used at health centres to disseminate health education messages regarding diseases and prevention of HIV/AIDS. Other messages are disseminated through radio (HEHAHO – Healthier, Happier, Home), television (Things we do for Love), and drama (Obra) in local languages.

For the past ten years (1997-2007) many non-governmental organizations (NGOs), the Community Health Nurses and the Ghana AIDS Commission have become involved in health education relating to AIDS. These organizations and CBOs have been playing major roles in disseminating messages about AIDS. Some have established counseling units for testing for HIV and for counseling those who are already infected. Others are church groups and the Trade Union Congress of Ghana.

(ii) **Agriculture Extension:** An important area of adult education in Ghana is through the work of Agricultural Extension Officers who are mainly stationed in the rural areas to provide agricultural messages and new techniques in farming and animal rearing. These messages are delivered through direct communications or through the radio (Edwuma Edwuma O, 'Papa Agriculture in Ewe') and demonstration farms. For instance, the Institute of Adult Education's Residential Adult College at Tsawenu in the Volta Region has an Agricultural demonstration farm where farmers are educated on modern farming techniques and the use of improved varieties of seeds, crops and fertilizer.

(iv) **Distance Learning:** This is a new approach since 1997 to widen access to tertiary education in Ghana. Until 2006, the development of courses and training of lecturers were borne by the Ministry of Education where the four public institutions were each given ₵80 million every quarter. Today there are over 30,000 teachers and adults

pursuing distance education programmes in Ghana. The extensive use of study centres and well written modules make distance learning an important tool for meeting Ghana's future demands at all levels of continuing and further education.

- (v) **Evening Studies:** The intensification of evening studies in professional courses and remedial classes for adults in Ghana are organised in the urban towns and cities. For instance, Torto (2000) reported that part-time studies in Accra had grown tremendously due to its flexibility of classes and duration. In 2006, the University of Ghana converted part of Accra Workers' College into a "City Campus" to offer Bachelor of Arts and Bachelor of Science in Administration to workers. Classes start in the evening from 4.00 p.m. to 8.30 p.m. and are held also on weekends.

Other Policies in Place which have Impacted on ALE

The eight Millennium Development Goals (MDGs) which range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education by 2015, form a blue print for ALE in Ghana. The main goals are to:

- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empower women
- Reduce child mortality
- Improve maternal health
- Combat HIV/AIDS, malaria and other diseases
- Ensure environmental sustainability
- Develop a global partnership for development.

In pursuance of these goals, the government has initiated programmes at the local level under the auspices of the Ministry of Local Government and Rural Development in monitoring the District Assemblies Common Fund and MPs Common Fund. There is also the National Youth Policy to ensure that employment and skills development are offered to the teeming Ghanaian youth.

CHAPTER THREE

FINANCING ADULT LEARNING AND EDUCATION

Financing adult education programmes in Ghana is a big challenge. Different sources of financing are utilized but the major contributor is the Government (Appiah-Donyina, 2000). In her article entitled “Financing Adult Education in Ghana” she noted that many volunteers in adult learning programme pay for their education, particularly in the formal sector.

However, for the Informal sector, the government of Ghana, NGOs and CBOs are the main providers of funds.

The challenges of these are manifested in rural development, health administration and management which ensures that people in all communities enjoy the best of life. In pursuance of achieving the development goals, institutions of learning under the auspices of the Ministry of Local Government and Rural Development, Ministry of Health and other sector ministries finance programmes. The implementation of the MDGs are being strengthened and given the necessary support and logistics. The Ministry of Health, for instance, has been advertising on the national television on malaria and its prevention with funding from USAID. From 2000 to the present, the Ghana AIDS Commission (GAC) and other foreign donors have consistently demonstrated their resolve to combat AIDS through public advertisement on radio, television and bill-boards across the country.

State Funding of ALE

The government of Ghana continues to support ALE through its Ministries and departments. For instance, in the 2006/07 fiscal year, the Government of Ghana voted an amount of \$1.2 million for Technical and vocational Education Training to provide quality education in the country. Funding was also provided to the Integrated Community Centres for Employable Skills (ICCES).

Table 4 shows government allocation of funds for ALE.

Table 4: Government Budget Allocation for Human Resource Development (Financial Year 2006) in million US\$ excluding Statutory Funds

Sectors	Actual	Released
Education	42.31	27.45
Skills and Manpower Development	7.29	5.31
Sports Development	0.47	1.16
Health	23.77	38.93
HIV/AIDS	0.32	0.16
Population Management	0.56	0.25
Water & Environmental Sanitation	44.21	4.01
Urban Development, Housing and Slum	7.48	7.59
Total	126.40	84.87

Source: 2006 Annual Progress Report, National Development Planning Commission, 2007)

HIPC funds for education from 2002 to 2006 was 1,179 billion cedis while the Ministry of Local Government and Rural Development & Environment had 835 billion cedis with the Ministry of Health receiving 475 billion (2006 Annual Progress Report, National Development Planning Commission, 2007).

The allocation for women empowerment showed that \$0.28 million was approved in the budget for the 2006 financial year but \$0.23 million was released.

Financing of Development/Training Programmes (Private Sector and NGOs)

Funding for the HIV/AIDS distance education programme on counselling and care-giving for initial development of the programme i.e modules development and other logistics were funded by UNFPA. Currently the programme is self-sponsored from fees paid by participants. It has been running from 2003 to date. There are other in-service training programmes such as the Mature Students Access Course to the Universities and self-development programmes paid by individual adult learners.

- Private Sources e.g. Civil Servants Association of Ghana, TUC, TEWU (internally-generated income), GNAT
- Government of Ghana – Ministries and Agencies particularly Agriculture, Health, NFED etc.
- Foreign/Bilateral - USAID, ACTIONAID, DANIDA, World Vision, ADRA
- Membership levies - GNAT, TUC MUSIGA etc.

For instance the Annual Income and Expenditure for NFED shows the following:

Year	Income (US\$)	Expenditure (US\$)
2006	3909425	4 279231
2005	12335201	11 944010
2004	7902409	7 921227
2003	2885674	2 875993

Table 5: Ghana National Association of Teachers (GNAT)

Years	Income	Expenditure
2007	\$30,000	\$25,000
2006	\$10,000	\$10,000
2005	\$10,000	\$10,000

The percentage of income in relation to annual total budget for most organisations in Ghana is between 20% and 25%.

World Vision International

A critical case of income and expenditure of the World Vision International operating in Ghana can be found in their literacy programmes and co-operative role with the Non-Formal Education of the Ministry of Education.

Monies located for literacy: 2001-2002 - \$367,910. This excludes actual field expenses involved in area development programmes.

Breakdown of activities include:

2001: Camping of NFED Technical staff for the development Literacy Primers including field testing at \$2,184

2002: Printing of English Literacy Facilitators Guide \$188,504

- Training of English Literacy Facilitators \$47,15
- Logistics for English Literacy Classes \$44,543
- Field monitoring of literacy classes \$3323
- Incentive package for 254 facilitators \$82205
- NFED logistics eg. – blackboard and easles \$14,465.

These catered for 7,565 learners from 3 regions namely Brong Ahafo, Ashanti and Eastern where 254 literacy classes were established.

Another example is PAMOJA Ghana which at the moment has two main funding sources, ActionAid Ghana and Rights and Voices Initiative (RAVI). Funding from ActionAid has gone down by almost one-third from what it was in 2006 when the secretariat was initially established.

Other funding comes in the form of equipments like photocopiers, fax machine, furniture and vehicles which are needed to boost their work.

Incentives

In Ghana there exist fewer direct/indirect financial incentives in support of ALE. However, a major incentive allocated for working adult learners is the granting of study leave with pay. Adult facilitators working on literacy projects have motivational packages in the form of a token direct monetary gain. For example, World Vision International provided GH¢100 as end of service benefit to be used to purchase what the facilitator prefers and GH¢4 allowance per month for over 21 months in 1999.

They are also given incentive packages such as bicycles, T-shirts, radios, sewing machines, roofing sheets, “ghetto” blasters etc. These incentives are provided by NFED, ADRA, ACTIONAID, DANIDA, World Vision International, Catholic Relief Services, Ghana Institute of Literacy, Linguistics and Bible Translation (GILLBT) and a few other civil society groups involved with literacy projects.

CHAPTER FOUR

COLLABORATION AND PROVISION OF ALE

In order to ensure effective participation and sharing of resources, adult education institutions in Ghana continue to collaborate with external agencies. For instance, the Institute of Adult Education has since 1998 enjoyed effective collaboration with several agencies locally and internationally. These include the UNDP, UNFPA, the German Adult Education Association (11Z/DVV) the Canadian International Development Agency (CIDA) and the Canadian Organisation for Development through Education (CODE). Currently, the Commonwealth of Learning in Vancouver has teamed up with three Universities in Ghana namely, University of Ghana, University of Cape Coast and University of Education, Winneba to mount the programme “Preventing HIV/AIDS Stigma through Education” in Ghana.

These institutions have on numerous occasions, sponsored academic and Non-Formal education programmes in Ghana. For instance CIDA from 1998 helped to provide environmental education and afforestation in North Western Ghana and Northern Region (Upper West, Northern Brong Ahafo, Northern Region) by training local institutions in tree-planting, entrepreneurship and enterprise formation through the Ghana-Canada INCONCERT Project. The Non-Formal Education of the Ministry of Education also enjoyed the support of the UNDP, while other foreign religious organisations like ADRA and Catholic Relief Services also support ALE in Ghana.

PAMOJA Ghana collaborates with the Ghana National Education Coalition campaign in the area of youth education and budget tracking at the grassroot level. It has also participated with other institutions interested in out of school youth and as part of the collaborative effort was actively involved in the planning and implementation of GNECC’s 2006 global action week’s celebration activities. Besides GNECC, PAMOJA collaborates with other organizations such as the Non-Formal Education Division of the Ministry of Education, Science & Sports, Social Welfare, Community Development, National Commission on Civic Education, District Assemblies and other Government institutions as well as traditional rulers and individual philanthropist.

Major Providers of ALE

- Government of Ghana
- Both international and local Non-governmental Organizations (NGOs), Community-Based Organizations (CBOs) eg. DANIDA, ACTIONAID, USAID etc.
- Trade Union Associations such as Trades Union Congress of Ghana, Ghana Registered Nurses Association, Civil Servants Association and other groups.
- Educational Institutions – The Universities, Training Colleges and the Extension department of the Ministry of Agriculture.
- Apprenticeship Training – There are series of apprentice training instructions such as Gratis Foundation and other informal sector operatives at Suame (Magazine) in Kumasi and other “Kokompe” ie local artisans and master craftsmen across the country to train the youth.

- Management training (Ghana Institute of Management and Public Administration, Institute of Local Government Studies, Management Development and Productivity Institute, EMPRETEC).
- NFED

Provision of ALE in Ghana

See Appendix 1

Major Institutions Managing and Co-ordinating ALE in Ghana

- (i) Ministry of Education, Science and Sports
- (ii) Ministry of Health
- (iii) Ministry of Agriculture: Extension Services Department
- (iv) Ministry of Women and Children's Affairs
- (v) Ministry of Manpower Development and Employment
- (vi) National Commission for Civic Education
- (vii) Ministry of Information and National Orientation
- (viii) Ghana AIDS Commission (GAC)
- (ix) Ministry of Local Government and Rural Development.

CHAPTER FIVE

PARTICIPATION IN ALE

The concept of participation provides that people are closely involved in the economic, social, cultural and political processes that affect their lives. In addition, participation enables people to have constant access to decision-making and power, feel part of the process and not alienated. Participation in this sense is an essential element to human development (Frimpong, 2002).

Categories of Adult Participation

Different groups of adults participate in adult education. These include Technical staff (both Senior/Junior) in the Agricultural sector. There are also secretarial and administrative staff. The same applies to NFED administrative staff and volunteer facilitators. The Institute of Adult Education's non-formal education programmes attract adults across various professions and occupations. These include teachers, nurses, NGO Executives, farmers and out-of-school youth.

In the case of HIV/AIDS stigma reduction education directed at youth groups, the programmes attracts adults between 18-40 years with majority being women, tertiary students, workers and traditional rulers.

In adult literacy programmes in rural areas, participation is largely by women between ages 35 years and above.

- **Women**

In 2002, World Vision Ghana (NGO) collaborated with NFED to promote a functional literacy programme to enhance water and sanitation programme in three regions (Eastern, Ashanti and Brong Ahafo) for sustainable development in deprived rural communities. Functional literacy primers were produced. Two hundred and fifty four literacy classes were established, and over 7,565 adult learners became functionally literate. Beneficiaries were empowered to have the ability to relate to issues in the mass-media, understand and appreciate socio-economic issues, have the ability to communicate with visitors in English, and be able to sign and write their names. The programme succeeded in empowering all non-literate community members involved in the "Water and Sanitation" programme. It also impacted positively on the lives of the people in the beneficiary communities including over 3,768 women. Currently, more communities have joined the programme for water drilling operations.

- **The Elderly**

The elderly in Ghana participate in ALE through "Help Age Ghana", and other civil society groups like the Pensioners' Association and Wives of Former Ambassadors Association. On every 1st July (Republic Day) at the national level the elderly have an encounter with Government officials for a renewal of love and friendship, leisure and discussions about the national economy and other sectors of development. "Reach Out", an NGO in the Ga Adangbe-West District of Ghana has a clinic for the elderly to take care of their health needs as well as training on how to cope with the health and developmental needs affecting them. The Government also provides free health care for the elderly above age 70.

CHAPTER SIX

MONITORING AND EVALUATION OF PROGRAMMES AND ASSESSMENT OF LEARNING OUTCOMES

Every adult education institution or organization offers monitoring and evaluation on yearly basis. There are monitoring units in every district where NFED operates. NGOs also have in place monitoring systems and regular feedback mechanisms in their programmes. Since 2000, the Ministry of Manpower Development and Employment request such feedbacks for effective governance. Most organizations have benchmarks and set standards for participation and training programmes. The World Vision International has used field monitoring with the NFED Technical team since 2003. This is on the request for information on projects by the World Bank in 2003. They also report to the World Bank literacy project consultants.

There has been a direct summative evaluation of programmes from participants on impact of the Annual New Year and Easter Schools of the Institute of Adult Education, University of Ghana since 2000.

Tools and mechanisms used in Monitoring and Evaluation include observation, structured and semi-structured questionnaire, focus group discussion and field reports. Others include follow up visits.

Monitoring of programmes of member organizations is a major activity of adult education organizations across the country. Though monitoring is inbuilt and takes place all the time, and at all levels of operation, an organization like PAMOJA embarks on special quarterly supervised supervision trips to selected member organizations. This offers the secretariat the opportunity to have first hand information on progress in the field. It also enables the various secretariats to express support and promote a cordial working relationship among the staff. Also it motivates both staff and participants to work harder. In all cases the aim for project monitoring was to encourage greater participant in monitoring and evaluation among member organizations.

Assessment of Learning Outcomes

Methods of assessment used by NFED include oral and written tests of various domains of literacy i.e. reading, writing, numeracy and development skills. GNAT for instance uses annual appraisal reports and questionnaires. Formal adult education courses generally use examinations as a means of assessing learning outcomes.

CHAPTER SEVEN

ADULT EDUCATORS/FACILITATORS STATUS/TRAINING

Facilitators are purely volunteers who are given a 2-week intensive training on the correct methods of teaching illiterate adults including skills involved in the functional literacy programme. In addition, regular refresher courses are mounted for facilitators to enhance their capacities. The minimum educational background for being a facilitator is basic education, but about 20% are Senior High School graduates and GCE 'O' Level and graduates with certificate from Agriculture and Nursing Training Colleges and in some few cases University students.

Supervisors

Literacy supervisors are also given 2-weeks training on monitoring and evaluation of literacy classes and programmes. The Institutes of Adult Education and Local Government Studies offer regular training towards certification of literacy and community development issues. The Institute of Local Government Studies for instance, offers regular training for government officials involved in local governance in the 138 District Assemblies every year. There are two of such Institutions in the Greater Accra and Northern Regions. The Ghana Institute of Management and Public Administration (GIMPA) which trains middle level and Senior executives to manage programmes and projects at various organizations and institutions. The Ghana Labour College at Accra and University of Cape Coast offer certificate courses in labour education and capacity-building within the labour sector.

Continuing/In-Service Training Measures

The following adult-learning activities are geared towards capacity enhancement. These are:

- **Refresher Training/Courses:** Short courses between two days to three weeks are offered on weekend basis or during holidays or university semester breaks to train animators (facilitators) and adult education practitioners across the country. These refresher programmes are often advertised in the local dailies. They are either paid for by organisations or self-sponsored.
- Periodic orientation based on diagnostic monitoring of classroom delivery process (NFED)
- Educational workshops, demonstrations and lectures are held with communities in which they are sensitized to change their dependency attitude in favour of self-reliant development and to identify their own vision, committing themselves to it and taking the necessary action towards its realization. In many instances, participatory approaches are used to realize their needs and to take collective or individual action (Zumakpeh 2006).

Is Adult Education a Profession?

In Ghana adult education is non-professionally oriented at the lower levels especially among facilitators and supervisors. However, adults trained in Community Development, functional literacy and adult education from Diploma to PhD levels are regarded as practitioners and not professionals.

There are several higher education institutions such as University of Ghana, GIMPA, ILGS, MDPI, University for Development Studies, University of Education, Winneba, the Nurses Training College, Agriculture Training Institute involved in adult continuing education.

Utilization of Results from Monitoring and Evaluation

Some ALE results are used for legislation and policy formulation. For example the Domestic Violence Act which was passed by the New Patriotic Party administration, Affirmative Action and for policy directives such as the eradication of streetism, youth employment, increase in basic literacy, the capitation grant, the school feeding programme etc to reduce school drop- out and improve literacy programmes (Ministry of Manpower Development and Employment) .

It is also used for the improvement of programmes development by management, government institutions, universities and leaders of civil society groups e.g GIMPA. In the agricultural sector, it is used for both technical and professional development by employees.

In the civil service and public sectors it helps to guide the formulation of rules and regulations in respect of capacity building, while at the same time providing information to facilitate the drawing of policies in regard to human resource development.

Terms of Employment and Remuneration in ALE

Facilitators are given incentive packages in cash and in kind where appropriate. These include bicycles, sewing machines, annual awards. Supervisors are however paid allowances ranging from GH¢70 to GH¢200 per month. Most supervisors are trained teachers who have regular jobs. Other professionals involved in ALE activities and programmes normally get monthly salaries as full-time workers'.

CHAPTER EIGHT

RESEARCH, INNOVATION AND GOOD PRACTICE

Research Studies in the field of ALE

Research in adult education is basically the responsibility of institutions and the universities. Adult education research in Ghana has been one sided, relying heavily on literacy and in some cases women. Other areas that constitute adult education are often ignored. Also funds available for research are non-existent. From 1998 to 2005, most of the research work were initiated and sponsored by foreign Non-Governmental Organizations, such as Action AID, World Vision International and the Institute of Adult Education of University of Ghana. The Non-Formal Education Division of the Ministry of Education also conducts periodic evaluation and tracer studies as well as performance appraisal of facilitators in the implementation of literacy programmes in Ghana.

Key Study Areas

- Aging and the elderly
- Open and distance learning
- Streetism and poverty reduction with regard to the role of the community, civil society and NGOs.
- Gender, HIV/AIDS and Literacy
- Perceptions of communities on poverty in Northern Ghana.
- Literacy: Participation, challenges, mother tongue literacy
- Environmental education and training
- Peace, Stability and National Development
- Developing the Human Resources for Accelerated development.
- Good Governance and Sustainable Development
- Education for Development and challenges for the 21st century.
- Assessment of beneficiaries' learning achievement and Development impact.
- Tracer Studies
- Management of adult education organizations
- Community development
- Poverty reduction

Participation

The following information covers recruited and graduated learners of the Functional Literacy Programme from 1998-2005 as well as trained facilitators within the same period by the Non-Formal Education Division.

Table 6: Learners

Recruited	Sex		Total	Graduated		
	Male	Female		Male	Female	Total
B7 1998/2000	75,010	112,540	187,550	64,987	98,744	163,781
B8 2000/2002	74,411	121,759	196,170	69,571	102,882	172,453
B9 2003/2005	121,797	191,110	312,907	94,363	154,755	249,118
B10 2003/2005	66,928	115,109	182,037	54,491	87,278	141,769

Table 7: Number of NFED Facilitators

Male	Female	Total
B7 6196	1193	7389
B8 6376	1300	7676
B9 10854	2322	13176
B10 5475	1026	6501

NB: B stands for Batch

Major Issues Addressed

The main issues addressed by the various researches include:

- a. The achievements made by learners from participating in the Literacy Programmes, and how they have imparted on their social and economic lives.
- b. On tracer studies, the study addressed literacy upon entry into the programme, progress made by the learners at mid-point and literacy skills acquired on completion.

In the area of women studies, issues such as effects of HIV and the use of literacy in preventing the disease are addressed while in other studies involving women (Zumakpeh, 2006) the role of affirmative action for increasing women's participation in tertiary and public services, as well as the low participation of females in ALE programmes are highlighted.

Key Findings

On gender and HIV/AIDS, the majority of persons with low literacy levels were women. Many of the women have little knowledge about their human rights. A lot of them are poor and so cannot afford to buy Anti-Retroviral (ARV) therapy even at subsidized level.

In terms of literacy performance, neo-literates in major adult programmes scored higher than those beginning. Drop out rates among women were very high. A study on Mother-tongue Literacy by GILLBT indicated that women perform creditably as compared to men in learning while they are able to apply their learning skills to reading the Bible in their local languages and improving upon their business as well as sending their children, particularly female children, to school in the Northern Ghana and the Brong Ahafo Regions.

Some of the key findings relate to improved environmental sanitation and afforestation particularly among rural women. The adult literacy rates provided by the 2003 Ghana Core Welfare Indicators Questionnaire (CWIQ) survey showed that the Northern parts of Ghana has 22.6% literacy rate which is the lowest rate, with the Greater Accra Region having 77.6%. This was expected as many of the basic schools in Ghana are found in the South. Also literacy classes for adults in the Northern sector are poorly organized due to the scattered nature of settlements and absence of electricity. It also showed that the overall adult literacy is 53.5% with males having 66.8% against 42.3% for females. This is alarming considering the efforts put in by the Ministry of Education, the Ministry of Women and Children's Affairs through advocacy and the many NGOs/CBOs operating in the country. Also, the cultural milieu in which women find themselves - household chores, home-keeping and management, farming and fish processing limits their time for literacy classes and formal schooling. The current literacy rate according to the (CWIQ) survey 2007 is 53.3%.

Practical Use of Research Results

The findings from the beneficiaries' impact assessment have informed the design of the functional literacy programme by the NFED, GILLBT and other NGO and CBO programmes in the areas of monitoring tools and appropriate learning materials. It has also necessitated the need to develop and enhance the use of writing copy books and numeracy practice books to motivate learners.

On HIV/AIDS, the findings were discussed with Ghana AIDS Commission (GAC). A research proposal has been invited for an action to be taken.

Studies conducted by the Ministry of Manpower Development and Employment and the universities are utilized in improving curriculum and training of functional literacy facilitators. Such development has enhanced teaching and learning in both formal and informal sectors of the country. Many women are now saving, sending their daughters to school, forming groups and engaging in small-scale businesses. In Northern Ghana for instance, women are actively engaged in dry season farming and tree planting along river banks and also engaged in economically viable tree planting to improve their lifestyle (Amedzro, 2005).

Innovations and Good Practices

Evaluation gathered has helped programme implementers to review the first module of HIV/AIDS Counselling and Care-Giving course which led to the extension of the 3-month distance education programme to 4-months. The impact of the course on trainers has led to:

1. The establishment of an Association of HIV/AIDS Counsellors in Ghana.
2. Some religious groups including Catholic Service in Wa establishing a VCT Centre for participants. The World Miracle Church has also established a c100 million-worth VCT Centre for both Church members and the public.
3. The new method of learning and training adults, REFLECT being adopted by NGOs involved in adult training, regarding functional literacy.
4. Learners being actively involved in the process of literacy, learner mobilization and research.
5. The training of adult literacy facilitators being improved with new methods such as the use of supervisors as part of the training schedules to share their ideas and challenges. There is effective management information systems and Action Research Components to the programme.
6. The STAR is a means of providing general knowledge to sensitize people on prevention, management and behavioural change.
7. In order to ensure effective teaching and learning, group to group assessment (Shared Experiences) is performed.
8. Regular feedback is adopted in the monitoring of ALE programmes e.g. NFED has instituted Literacy Advisory Committees to take up the responsibility of learners to support the programme.

In addition certificates of participation are given to participants in non-formal adult learning programmes as incentives and motivational packages.

CHAPTER NINE

ADULT EDUCATION AND EXPECTATIONS OF CONFINTEA VI

Many writers including Rogers (1989) indicated that people “see the education of adults as referring to all forms of education for those over the age of 16 (or 18 or 20) whatever is being studied” (p16) including subjects regarded as both skills and knowledge acquisition. Thus the term ‘adult education’ ignores such areas as politics, management, interpersonal relationships, spirituality and parenthood.

Rogers further stressed that in defining adult education narrowly as above, areas like literacy and basic skills such as typewriting, sports, language, computing which are learned by the young, but feature promptly in most programmes are ignored. He therefore defined adult education as consisting “of all those forms of education that treat the student (learner) participants as adults – capable, experienced, responsible, mature and balanced people”.

Many people in Ghana see adult education as merely providing literacy or helping non-literate adults acquire the basic skills of reading, writing and doing calculations. This impression has led to the establishment of adult literacy classes in many urban towns. The problem here is that other important aspects of relating their learning to their environment and everyday life is missing. Also the cost involved in paying for such classes are beyond the reach of the ordinary person.

Definition of Adult Education in Ghana

In Ghana, adult education is geared toward enhancement of capacities - or a means of providing education and training to all categories of adults to solve basic problems encountered at household level and all productive sectors where adults operate. Others see it as providing literacy to people above the age of 15 years, outside the normal school system, offering them a second chance for learning. This includes apprenticeship and vocational training and informal activities that are recognized by the Government and state institutions as offering education and training.

A lecturer at the University of Ghana defined it this way:

“All activities meant to bring improvement in the lives of the individual and the communities in which they live. It embraces leisure, occupation, social roles as well as peripheral activities”.

According to Zumakpeh (2006) “adult education is fast becoming a multi-faceted and multi-sectorial discipline, whose speciality seems to be in the tackling and solving of problems, which other disciplines have created, failed to solve or even failed to comprehend. Though extremely heterogeneous, it does succeed in creating for itself an aura of accessibility, cost effectiveness, functionality, relevance, respectability and self-esteem, which it then transmits to its clientele” (p.38).

Zumakpeh (2006) citing Nyerere indicated that AE:

“is learning about anything at all that helps us to understand the environment we live in and the manner in which we can use and change this environment in order to improve ourselves.... It is learning from others, and from our own experience of past successes or failures” p.39

Zumakpeh (2006) therefore sees adult education as a means of involving people in the socio-economic activities in society, build and take leadership roles by helping them to understand better the political and social forces that impact on their lives.

Changes after CONFINTEA V

There has been steady but little change since CONFINTEA V. Apart from the Domestic Violence Act and the Affirmative Action which provide some form of protection and promotion of education and participation in national affairs, women seem to remain where they are. There are however some NGOs which are working for the development of women. Another important policy is the establishment of the Ministry of Women and Children's Affairs by the current Government. This was to bring together all the institutions working with women and children together for effective co-ordination, social and economic support.

In all these, the policies have created an enabling learning environment in which at least 40% of admission into tertiary education is offered to women. Although many women are entering secondary (High) schools these days, the number is still low compared to their male counterparts. For instance, at the recent Senior High School examinations in 2008, out of 136,936 students only 59,655 were females (Ghanaian Times, April 14, 2008 p.15).

The strategies to combat female illiteracy must focus on ensuring girls' equal access to, and completion of basic education. In addition, there is the need to reach out to adult women within massive literacy campaigns through all available means.

Women are still found in female related disciplines in the Universities and Polytechnics; while in vocational and technical schools', they still stick to female-related courses such as dressmaking (fashion), hospitality industry, secretaryship and General Arts instead of Engineering, Medicine and Architecture.

In line with the above, some civil society groups have intensified their education in the rural areas and Senior High Schools through the Girls Science Clinic annually organized by the state to encourage young girls to take science education seriously.

The effect of this effort is that the balance (gap) between males and female education would be bridged in the near future. Also women who participate in adult literacy classes and other income-generating activities are bound to understand the benefits of education to send their girl-children to school. In addition, they will be in a position to convince their husbands to allow their female children to further their education.

Expectations from CONFINTEA VI

Based on the challenges envisaged in this document, Ghana as a nation expects that the following will be discussed at CONFINTEA VI:

- Policy issues relating to women and development are addressed both at the national and local levels by making the people aware of such policies and contribute meaningfully towards its implementation.
- Persons living in rural areas and urban slums are to be offered the best possible education through subsidies and free medical and adult learning services.
- Efforts should be made to include sanitation and environmental issues in all educational programmes.

- Donor Agencies involved in community development and literacy should focus their attention on how to improve upon existing literacy policies and their implementation in eradicating poverty than thinking more about institutional capacity of their staff. This means that there should not be any misplaced priority in so far as community development and education are concerned.
- Effective monitoring and evaluation should be pursued by state institutions involved in ALE, NGOs and donor agencies towards poor performance of people involved in the organization and management of programmes.
- There is the need for collaboration between all the agencies and departments involved in the pursuit of ALE in order to avoid duplication of activities and efforts. These could be done through publication of activities, provision of common teaching materials for learners and funding of single projects at a time.
- The menace of HIV/AIDS should be effectively addressed and functional literacy should be made part of all empowerment programmes directed at people living with HIV/AIDS especially women. This would enable infected persons to enjoy the benefits of social inclusion.
- Educational programmes aimed at enhancing the livelihood of the elderly in the society must be pursued.

In view of the inadequacies of ALE in all sectors of Ghana's development, we recommend that measures should be taken to integrate E-learning as well as distance education.

Conclusion

The report has shown clearly the importance of ALE in the overall development of our country (Ghana). ALE need to be given a special space, which implies that ALE institutions and agencies should be given adequate human and material resources to boost development in its entirety.

It is therefore necessary to take cognizance of the plight of marginalized groups and the vulnerable adults especially women in the society. Adult literacy need to be intensified in the rural and poor urban areas to improve human development and satisfy the Millenium Development Goals.

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Appendix 1

Table 2.1.2: Provision of ALE

Programme Name and Brief Description	Provider			Area of Learning			Target Groups	Annual Programme Cost	Funding Source
	Public/State	CSO/NGO	Private	General competencies	Technical Skills	Knowledge Generation/Innovation	Age, Gender etc.		
HIV/AIDS Counselling Care Giving (A 4 – month course aimed at capacity building for adults involved in Community Development programmes with specific emphasis on HIV/AIDS and management.	Institute of Adult Education, University of Ghana	PAMOJA	UNFPA	Skills in counseling and care-giving		-To help overcome stigmatization and discrimination. --To help infected and affected persons to adjust, to social situations and live positively.	All adult groups in diverse fields. Professional, Technical & Non-Professional	\$3000	UNFPA IAE Self-Sponsorship Using Distance Education to train participants.
HIV/AIDS Education and Sensitization.)		ActionAid (Ghana), Pamoja (Ghana)				Society tackling AIDS through Rights (STAR). General knowledge on prevention, management and behavioural change.			ActionAid and internally-generated funds
Functional literacy skills and Income Generating Activities. The programme aims to provide literacy and semi-literates and how to generate income from small scale enterprises.	Government of Ghana	World Vision International, ActionAID, ADRA, Catholic Relief Services, Pamoja (Ghana)	World Bank	Skills in reading writing, writing and numeracy and entrepreneurship	Entrepreneurship skills	Developmental issues affecting their lives socially, economically, politically.	15 and above women and men	eg. NFED \$2875,998 in 2003 increasing to 4.279231 in 2006	World Bank and Government of Ghana. Churches (Religious organizations).
National Youth Employment Programme. To offer training and employment for the unemployed youth.	Government of Ghana			Training in Health, Agric, Security, Education, Sanitation, Tree Planting.	Employable skills	Use of specific modules to train the youth in employable skills.	Both sexes 15-45 years Basic Education and Secondary, Technical Education	Varied	Government of Ghana
Annual New Year/Easter School (Non-Formal)	Government of Ghana		University of Ghana	General competence and intellectual development		Enhancing knowledge on both national and international issues	All adults across the country of diverse background	\$200,000	Government of Ghana/Self sponsorship/ Private sources