

UNIVERSITY OF EDUCATION, WINNEBA

THE ROLE OF NON-FORMAL EDUCATION IN COMMUNITY DEVELOPMENT:

A CASE STUDY OF THE ATWIMA KWANWOMA DISTRICT

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Education and Communication Sciences, submitted to the School of Graduate  
Studies, University of Education, Winneba, in partial fulfilment of the requirements  
for award of the Master of Arts (Educational Leadership) degree**

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## DECLARATION

### STUDENT'S DECLARATION

I, GLORIA OWUSU DAPAAH, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole, for another degree elsewhere.

SIGNATURE.....

DATE .....

### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. SAMUEL ADU GYAMFI

SIGNATURE.....

DATE .....

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## **DEDICATION**

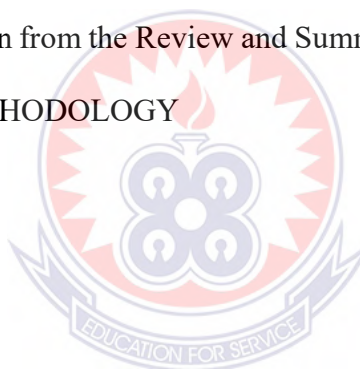
To my life companion, Mr. Seth Kwaku Fianya, and my father, Mr. Daniel Owusu  
Dapaah.



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## LIST OF ABBREVIATIONS/ACRONYMS

ANOVA	-	Analysis of Variance
FES	-	Formal Education Systems
FHS	-	Folk High School
GES	-	Ghana Education Service
NASA	-	National Aeronautics and Space Station
(NFE)	-	Non-Formal Education
NFED	-	Non-Formal Education Division
SPSS	-	Statistical Package for the Social Sciences
UNESCO	-	United Nations Educational Scientific and Cultural Organisation



## ABSTRACT

The Non-Formal Education Division was established under the Ministry of Education, Ghana in 1991 and mandated to eradicate illiteracy in Ghana by the year 2015. Unlike formal education institutions which have standardized processes, procedures and certification systems that enable and facilitate monitoring and evaluation of programmes, non-formal education systems, by virtue of their peculiar characteristics, are relatively difficult to monitor and evaluate. This study sought to assess the relevance of non-formal education programmes undertaken in the Atwima-Kwanwoma District on the socio-economic well-being of participants and the community, determine the degree of involvement of participants in the development of the programmes for the community as well as identify the challenges that hamper the effective implementation of non-formal programmes in the district. A random sample of programme participants, program supervisors and NFE Executives provided data through questionnaires and interviews. The findings established that Non-Formal Education programmes are having an appreciable impact on the socio-economic development of participants and the community at large even though due to challenges encountered, the impact is less than expected. The study identified some of the challenges that are hampering the effective implementation of the programme in the District. These include inadequate logistics, withdrawal of donor support, unrealistic programme cycle, lack of community involvement in the design of programmes and inadequate programme facilitators among others. It was recommended, Non-Formal Education Division should be accorded the same recognition and support as other agencies of the Ministry of Education.

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter marks the introductory stage of the study. It presents the background, problem statement, purpose of the study, research objectives, research questions, significance of the study, limitation of the study, delimitation of the study. Finally, the chapter also presents the organization of the entire study.

#### **1.1 Background to the Study**

Since the 1960s and early 1970s, concerns about the suitability of Formal Education (FE) systems in meeting the requirements of an ever-changing global society has dominated discourse on education reform. There is consensus that formal education systems are too slow to adapt to societal changes such that most formal education curricula are out of date with contemporary socio-economic trends.

UNESCO has, since the 1970s, championed the ‘Concept of Life-long Learning’ which advocates the introduction of alternative/complementary systems of education outside formal educational institutions that would address the apparent disconnect between education and economic and social development. A 1972 UNESCO Report, ‘The Faure Report 1972’, endorsed the concept of life-long learning which categorizes learning systems into three main types: Formal Education which is the traditional hierarchical, structured, chronologically graded education system: Informal Education which is the life-long process of acquiring attitudes, values, skills and knowledge from daily experiences and the influences of the environment and Non

formal Education which is any organized educational activity outside the established formal system which is intended to serve identifiable groups and learning objectives.

The apparent inadequacy of formal education models to meet the contemporary needs of society has prompted a resort to non-formal systems of education that seek to provide for the needs of individuals and communities. As Ward et al. (1974) indicate, 'while the legitimacy of schools is based on their role as accrediting agencies, non-formal education derives its legitimacy from its ability to meet social needs' (pg 38). The recent preoccupation with non-formal systems of education derives from the peculiar characteristics of non-formal education programs. Fordham (1993) highlights four identifying characteristics of non-formal education programmes:

1. Their relevance to the needs of disadvantaged groups: Programs are designed to suit the specific needs of the targeted population.
2. Concern with specific categories of persons: Programs are designed with specific categories of people in mind.
3. Focus on clearly defined purposes: The purpose of the programs is clearly defined e.g. elimination of adult illiteracy in selected communities.
4. Flexibility in organization and methods: There is more flexibility as programs are reviewed and easily re-adjusted to achieve set targets.

The Non-Formal education Department or Division (NFED) was established under the Ministry of Education, Ghana in 1991 and mandated to eradicate illiteracy in Ghana by the year 2015. The objective was to —make the poorest Ghanaians especially those living in the rural communities functionally literate with emphasis on women

(Blunch and Portner, 2004:37) by providing for the learning needs of less privileged individuals and communities. One of the principal objectives of establishing the NFED was to provide an alternate/complementary mechanism through which specific needs of targeted communities can be met.

As highlighted in the Initial Draft Non-Formal Education Policy Framework (2015 pg7), the defining characteristic of non-formal education is that it is an addition, alternative, and/or compliment to formal education within the process of life-long learning of individuals. As further stated in the Draft Policy, “(t)he primary goal of (the) Non-Formal Education Policy is to provide a comprehensive and coherent framework to guide the various actors in the field, as well as to ensure the effective and efficient implementation of NFE programmes within the context of lifelong learning. This policy enhances equitable access and improves the quality of learning opportunities for learners from all age groups thereby facilitating the effective implementation of the right to Education For All’ as enshrined in the Ghanaian constitution Draf Non-Formal Policy Framework (2015, p.12).

Unlike formal education institutions which have standardized processes, procedures and certification systems that enable and facilitate monitoring and evaluation of programmes, non- formal education systems, by virtue of their peculiar characteristics, are relatively difficult to monitor and evaluate. Since programs are community-based and designed with the inputs of concerned communities, it is impracticable to employ standardized monitoring and evaluation processes and procedures. There is the need therefore for case by case and program

by program monitoring and evaluation to determine the status of attainment of programme objectives.

It is in this regard that this research project has singled out the Atwima-Kwanwoma District Non-Formal Education program for survey with the view to determining the degree of success in the attainment of program objectives and identifying challenges, if any, that hamper effective programme implementation.

## **1.2. Statement of the Problem**

When national resources are committed to a project or program, it is important to devise a mechanism for monitoring and evaluating implementation to determine whether or not the objectives for which the project or program was established are being attained, identifying challenges hampering implementation and addressing these challenges. For several reasons, formal education programs are easier to monitor and evaluate, relative to non-formal education programmes. Formal education programmes are usually school-based, content is usually pre-determined by an established authority, there is a pre-determined hierarchy between the teacher and the students and most importantly, there are formal tests to assess student performance and proof of knowledge acquisition and, finally, certification.

Non-formal education varies from formal education in several aspects. The American Peace Corp Non-Formal Education Manual identifies four areas where formal education varies from non-formal education;

1. Teacher-student dynamics



2. Environment
3. Content
4. Teaching/learning methods and teaching/evaluation tools.

While formal education systems have a pre-established hierarchical student-teacher relationship, with non-formal education systems there is more or less equal partnership between participants and facilitators. Formal education usually takes place in a classroom setting but with non-formal education, the setting is more 'casual and impromptu'. With formal education, course content is pre-determined by the teacher or a designated authority but with non-formal education, participants are involved in identification and determination of learning needs and methods. While lectures are a primary source of information-delivery in formal education, non-formal education adopts primarily participatory techniques. Finally and most importantly for the purpose of this study, formal tests or proof of learning is a major technique for monitoring and evaluation in formal education while with non-formal education, formal tests are supplemented with participants' application of learning within the community.

These peculiarities of non-formal education makes standardized monitoring of programs difficult if not impracticable. There is the need to devise unconventional methods for monitoring and evaluating progress in the implementation of non-formal education programmes. Periodic surveys are required to determine the degree of attainment of project objectives and the impact of programs on participants in particular and the community at large. This study seeks to address this challenge in Atwima-Kwanwoma District by undertaking a survey to evaluate the implementation of NFED

programmes in the District with a view to determining the impact of programs on the well-being of participants and the community.

### **1.3 Research Question/Hypothesis**

The study seeks to determine whether or not non--formal education programmes in the Atwima-Kwanwoma district are having the desired impact on the well-being of participants and community development. The study seeks to test the hypotheses that the \_Non-Formal Education programmes designed for the Atwima-Kwanwoma District are having the desired effect on community development.

### **1.4 Rationale**

Formal education seeks to provide children and the youth with skills and competencies that they require to lead meaningful and productive lives. The pre-occupation with developing and enhancing the competencies of the youth, notwithstanding, a large percentage of the youth, upon completion of the cycle of formal education, find it difficult to find gainful employment. Societal changes, most significantly, in the job market have brought to the fore the need to complement knowledge acquired through formal education with skills and competencies that provide the capacity to adapt to the needs of an ever-changing socio-economic environment.

Non-Formal Education (NFE) seeks to bridge the knowledge gap between those who are privileged to access formal education and those who are not so privileged. It provides a system of education that enables life-long learning and adaptation to the changing needs of the contemporary socio-economic environment with a view to enhancing development. In a society such as Ghana with a high level of illiteracy, non-

formal education provides a mechanism that extends acquisition of knowledge and skills to the academically disadvantaged.

Formal Education programs have established processes, procedures and certification systems designed to monitor, assess and evaluate the performance of staff and participants. Non- Formal Education programmes do not have such elaborate and well structured evaluation systems for monitoring programme performance. Since Non- Formal Education programmes vary from region to region and from community to community, it is unrealistic to design standard processes and procedures for assessing and evaluating program performance and attainment of project objectives. There is the need, therefore, for constant monitoring of non-formal education programs to determine their impact on the well-being of participants as well as the community.

It is in this regard that this study is useful. It seeks to assess the impact of non-formal education on the well-being and development of participants in the Atwima-Kwanwoma District as well as the impact on community development.

### **1.5 Objectives of the Study**

The main objective of the study was to determine the relevance, efficacy and viability of non- formal education programs designed for the Atwima-Kwanwoma Community with a view to evaluating their impact on socio-economic development in the Atwima-Kwanwoma District.

The specific objectives are to:

1. Assess relevance of non-formal education programmes undertaken in the District on the socio-economic well-being of participants and the community.
2. Assess the degree of involvement of the community and participants in the development of non-formal education programmes for the community.
3. Identify the challenges that hamper the effective implementation of non-formal programmes in the district.
4. Document lessons learnt and recommend solutions to problems and challenges identified.

### **1.6 Research Design**

The study employed both the qualitative and quantitative research methodologies. It reviewed education theories and secondary data and information relevant to the subject and collated and analysed the opinions of subject-matter experts and relevant stakeholders, hence the employment of the qualitative research strategy. The quantitative research methodology enabled a statistical evaluation and analysis of data collected through questionnaires.

### **1.7 Scope of the Research**

The focus of the research was to review the Non-Formal Education Programs of the Atwima- Kwanwoma District of the Ashanti Region. The study was limited to the Atwima-Kwanwoma district for several reasons. First and foremost, a review of the entire Ghanaian non-formal education system is beyond the scope of this research as

time and resources would not permit research on such a wide scale. Further, non-formal education programs are community-based and vary from community to community. A country wide research would therefore not be appropriate as challenges of one community are likely to differ from that of another community, notwithstanding the obvious similarities that are bound to exist in programmes by virtue of the fact that community and regional programmes emanate from a Grand National Policy and are tailored to conform to strategic national objectives. The choice of the Atwima-Kwanwoma District is informed by the fact that the researcher happens to be a staff of the Ashanti Regional Non-Formal Education Department assigned to the Atwima-Kwanwoma District. It is convenient therefore that the researcher focused on a district which he or she is conversant with for obvious reasons. The researcher was more conversant with the culture and peculiarities of the community and will better appreciate the concerns of the participants in the programme as well as the community at large. The researcher's familiarity with the participants would facilitate respondents' response to questionnaires and influence their disposition to respond to interviews since inhibitions normally associated with communicating with strangers would not be an issue.

## **1.8 Limitations**

The research was conducted within the framework of limitations imposed by the requirements of the University of Education, Winneba, school regarding the length of the paper and time. These limitations would influence the scope and content of the research, the size of the research sample as well as the extent of detail and depth of analysis of data. The researcher's familiarity with the respondents and the fact that she is a member

of staff of the Ministry and Department under scrutiny introduced a tendency towards bias which, if not consciously controlled, could influence the results of the research.

## **1.9 Organization of Thesis**

The study was organized into six chapters as follows:

1. Chapter One: It gives a brief background to the study, presents a statement of the problem and the research hypothesis, states the rationale for and the objectives of the study, gives a brief outline of the research design employed as well as the scope of the study.
2. Chapter Two: It presents the theoretical and conceptual framework within which the study is undertaken and reviews relevant literature on the subject.
3. Chapter Three: This chapter outlines the research design selected for the study including the research methodologies, the research process, data collection methods employed as well as weaknesses and limitations of the chosen research design and research methodologies.
4. Chapter Four: It presents and explains the outcome of the research including data and information gathered from respondents analyses the data and presents the results of the research.
5. Chapter Five: it identifies, interprets and discusses the significant findings made during the research.

6. Chapter Six: It concludes the study by summarizing the research findings and makes recommendations for further research on the subject of the study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Overview**

This chapter aims at reviewing the main contributions made by other scholars on Non-formal education. There were two main parts, namely the review of the theoretical and empirical literature reviews. A large body of literature which analyzes relevant aspects of the Non-Formal Education and education as a whole exists. It is necessary to get a clear picture of the theoretical and conceptual bases of the existing literature in order to appreciate its relevance to this study.

The review was further put the problem in its right perspective by examining what other researchers have done about the past educational policies adopted over the years through diverse approaches. In this regard, it will help this survey to build on the strengths and the weaknesses of those approaches and further guide the impact of non-formal education in community development. As a result, areas that need further research or ought to be highlighted can be identified. The chapter thus focuses on what other schools of thought have shared about government policies on education adopted over the years especially on non-formal education.

#### **2.1 Purposes and Functions of Education**

Ololube and Egbezor, (2012) postulated on the purpose on education that one must evaluate the diverse functions of education with reference to recent changes in educational policies around the world. Principally, education functions as a means of socialization and social control. It helps to encourage the young to grow into “good citizens” and prepares people for employment and productive contributions to society”.



(p. 146). Ololube and Egbezor further stated that education can be a way of reducing or reproducing social inequalities, when executed with excellence, it benefits the individual, society and the economy. Excellence in this paradigm is a generally accepted best way of doing things in education in search of distinction.

Education is an essential component of best practice, which creates quality strategies that produce improved scholarship (Ololube & Ubogu, 2008). Education, in its broadest sense, is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. It is the entire range of experiences in life through which an individual learns something new via formal, informal and non-formal learning. In a technical sense, education is the process by which society deliberately transmits its accumulated knowledge, values, and skills from one generation to the next through institutions and instruction (formal, informal and non- formal). Instruction, in turn, is the intentional facilitation of learning towards identified objectives, delivered by an instructor/teacher or similar person. Teachers in institutional settings direct the learning of students and convey many competencies including reading, writing, mathematics, science and history. While such teaching refers to the actions of an instructor positioned to impart knowledge to the learner (Ololube, 2009), learning refers to a process that equips students with definite knowledge, skills and abilities that can be rendered functional upon completion. In the context of the compulsory education of youth, this technical process is sometimes called schooling (Ololube, 2011).

To make matters more complicated, theorists have made a distinction between the purpose of education and the functions of education. Hirsch, (2003) differentiates between the purpose and function of education. According to him, a purpose is the

fundamental goal of the process—an end to be achieved. Functions are other outcomes that may occur as a natural result of the process—by products or consequences of schooling. For example, some teachers believe that the transmission of knowledge is the primary purpose of education, while the transfer of knowledge from school to the real world is something that happens naturally as a consequence of possessing that knowledge—a function of education.

As Peters (1999: pg 15) reminds us, — What gets measured, gets done. Regardless of high-sounding rhetoric about the development of the total child, it is the content of assessments that largely drives education. How is the capacity/ability to think creatively assessed in today's schools? To what extent is the typical student recognized and given respect? How often are students given the opportunity to recognize and evaluate different points of view when multiple choice tests require a single 'correct' answer? Teachers who hold a more humanistic view of the purpose of education often experience stress because the meaning they assign to education differs greatly from the meaning assigned by society or their institution. It is clear in listening to the language of education that its primary focus is on knowledge and teaching rather than on the learner. Students are expected to conform to schools rather than schools serving the needs of students. Stopping to identify and agree upon a fundamental purpose or purposes of education is rare. Creating meaningful and lasting change in education is unlikely without revisiting this basic definition. At the very least, educators must be challenged to identify and reexamine their beliefs in the light of present knowledge. Substantive change must begin with a shift of thinking from things to people. The focus must shift from what's out there—the curriculum, assessments,

classroom arrangement, books, computers—to the fundamental assumptions about and definitions of education held by educators and policymakers. National Aeronautics and Space Station (NASA) did not send men to the moon by building on the chassis of a model T. In the same way, education cannot hope to move beyond its present state on the chassis of 18<sup>th</sup> century education. (Peters, 1999)

## 2.2 Education in Ghana

According to Joshua (2003), education in Ghana was mainly informal before the arrival of European settlers, who built a formal education system addressed to the elites. With the attainment of independence in Ghana in 1957, universal education became an important political objective. The magnitude of the task as well as economic difficulties and political instability has slowed down attempted reforms. The Education Act of 1987, followed by the Constitution of 1992, gave a new impulse to educational policies in the country. In 2011, the primary school net enrollment rate was 84%, described by UNICEF as "far ahead" of the Sub-Saharan average. In its 2013-14 report, the World Economic Forum ranked Ghana 46th out of 148 countries for education system quality. In 2010, Ghana's literacy rate was 71.5%, with a notable gap between men (78.3%) and women (65.3%). The Guardian newspaper disclosed in April 2015 that 90% of children in Ghana were enrolled in school, ahead of countries like Pakistan and Nigeria at 72% and 64% respectively.

Baku (2003) stated that education indicators in Ghana reflect a gender gap and disparities between rural and urban areas, as well as between southern and northern parts of the country. Those disparities drive public action against illiteracy and

inequities in access to education. Eliminating illiteracy has been a constant objective of Ghanaian education policies for the last 40 years; the difficulty around ensuring equitable access to education are likewise acknowledged by the authorities. Public action in both domains has yielded results judged significant but not sufficient by national experts and international organizations. Increasing the place of vocational education and of ICT (information and communications technology) training within the education system are other clear objectives of Ghanaian policies in education. The impact of public action remains hard to assess in these fields due to recent implementation or lack of data.

According to The Ministry of Education (2013) report on Education in Ghana, it states that Ministry of Education is responsible for the administration and the coordination of public action regarding Education. Its multiple agencies handle the concrete implementation of policies, in cooperation with the local authorities (10 regional and 138 district offices). The State also manages the training of teachers. Many private and public colleges prepare applicants for the teacher certification examination to teach at the primary level. Two universities offer special curricula leading to secondary education teacher certification. Education represented 23% of the state expenditure in 2010; international donor support to the sector has steadily declined as the State has taken on the bulk of education funding. Education in Ghana is divided into three phases: basic education (kindergarten, primary school, and lower secondary school), secondary education (upper secondary school, technical and vocational education) and tertiary education (universities, polytechnics and colleges). Basic education is compulsory for children between the ages of four and 15. The

language of instruction is mainly English. The academic year usually runs from August to May inclusive. (Ministry of Education, 2013)

### 2.3 Non-Formal Education

In 1967, at an international conference in Williamsburg USA, ideas were set out for what was to become a widely read analysis of the growing ‘world educational crisis’ (Coombs, 1997). There was concern about unsuitable curricula; a realization that educational growth and economic growth were not necessarily in step, and that jobs did not emerge directly as a result of educational inputs. Many countries were finding it difficult (politically or economically) to pay for the expansion of formal education. The conclusion was that formal educational systems had adapted too slowly to the socio-economic changes around them and that they were held back not only by their own conservatism, but also by the inertia of societies themselves. If we also accept that educational policy making tends to follow rather than lead other social trends, then it followed that change would have to come not merely from within formal schooling, but from the wider society and from other sectors within it. It was from this point of departure that planners and economists in the World Bank began to make a distinction between informal, non-formal and formal education (Fordham, 1993). At around the same time there were moves in UNESCO toward lifelong education and notions of ‘the learning society’ which culminated in *Learning to Be* (The Faure Report’, UNESCO 1972). Lifelong learning was to be the ‘master concept’ that should shape educational systems (UNESCO, 1972). What emerged was an influential tripartite categorization of learning systems. Its best known statement comes from the work of Combs, Prosser and Ahmed (1973):

## 2.4 Formal education

It is the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic studies, a variety of specialized programmes and institutions for full-time technical and professional training. Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. It is characterized by a contiguous education process which necessarily involves the teacher, the students and the institution Sarramona (1992). Formal Education corresponds to the education process normally adopted by our schools and universities. Formal education institutions are administratively, physically and curricular-organized and require from students a minimum classroom attendance. There is a program that teachers and students alike must observe, involving intermediate and final assessments in order to advance students to the next learning stage. It confers degrees and diplomas pursuant to a strict set of regulations. The methodology is basically expositive, scarcely relating to the desired behavioral objectives - as a matter of fact, it is but seldom that such targets are operationally established. Assessments are made on a general basis, for administrative purposes and are infrequently used to improve the education process. Formal Education character is, for the most part, punitive, obeying a mono-directional methodology that fails to stimulate students and to provide for their active participation in the process, though in most cases, failures are ascribed to them. (Sarramona, 1992).

Cornwall (1999), stated that the setting-up of a formal education system does not consider the students' standards, values and attitudes that are relevant to the education system which, generally, is not tested or assessed at the level of student acceptance, as well as for efficacy and efficiency. The same methodology - poor, ineffective, scarcely creative - is adopted, whether the universe contains 10, 50 or 200 students.

Cornwall further explained that the subjects are presented in isolated blocks, whether in content or methodology. Thus, for instance, in the case of Physics, for techno- administrative reasons the subject is divided into theory, laboratory and exercises and, their adequate order and correlation is disregarded. In general, the objectives aimed at the personal growth of students are negligence and, the basic principles of learning fail to be considered in the planning and the performance of education systems. It is not excessive to say that in the case of formal education, for the most part teachers pretend to teach; students pretend to learn; and, institutions pretend to be really catering to the interests of students and of the society. Thus, generally, formal education cannot disguise its aloofness from the real needs of the students and of the community.

## **2.5 Informal education**

It is truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment – from family and neighbours, from work and play, from the market place, the library and the mass media (Blyth, 2008).

In the examples above, we can see that whether we are parents or specialist educators, we teach. When we are engaged in learning projects we teach ourselves. In



all of these roles we are also likely to talk and join in activities with others (children, young people and adults). Some of the time we work with a clear objective in mind – perhaps linked to some broader plan e.g. around the development of reading. These ways of working all entail learning – but informal education tends to be unpredictable – we do not know where it might lead – and spontaneous. Informal education, we argue, is driven by conversation and being with others. It develops through spending time with people – sharing in their lives – and listening and talking.

(Blyth, 2008) has described conversation as the spontaneous business of making connections‘(Blyth 2008: 4). Conversation involves connecting with both ideas and other people. When we join in conversation it is often difficult to predict where it will lead. As such it can be a very powerful experience – conversation changes the way you see the world, and even changes the world (Zeldin 1999: 3).

As well as talking and listening to others, we also have conversations with ourselves. We can watch ourselves as we go about our lives, as we talk and think. People have, as it were, two internal voices, so they can create new ideas and look at them, criticize and admire‘(Zeldin 1999: 57).When we put conversation at the centre of education something very important happens. It is the exchanges and the thoughts they provoke that leads us – not some predetermined curriculum or plan. In conversation we, as educators, have to catch the moment where we can say or do something to deepen people’s thinking or to put themselves in touch with their feelings. For the most part, we do not have lesson plans to follow; we respond to situations, to experiences.

Picking our moment in the flow is also likely to take us into the world of people’s feelings, experiences and relationships. While all educators should attend to



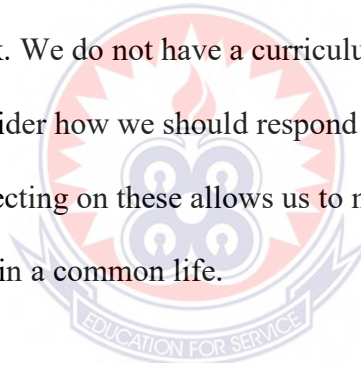
experience and encourage people to reflect, informal educators are thrown into this. As such they look to what lies at the heart of education. As John Dewey once wrote, the business of education might be defined as an emancipation and enlargement of experience' (1933: 340). Our task is to work with people so that they may have a greater understanding or appreciation of their experiences. Through coming to understand what might be going on people can begin to be 'set free' – not be dictated to by, or victims of, experience (Jeffs & Smith 2005: 58-9).

At one level, the purpose of informal education is no different to any other form of education. In one situation we may focus on, say, healthy eating, in another family relationships. However, running through all this is a concern to build the sorts of communities and relationships in which people can be happy and fulfilled. John Dewey once described this as educating so that people may share in a common life. Those working as informal educators have a special contribution to make here. A focus on conversation is central to building communities – and forms of cooperation that enhance the quality of social life (Sennett 2012). The values and behaviors needed for conversation to take place are exactly what are required if neighborliness, cooperation and democracy are to flourish. What is more, the sorts of groups informal educators such as youth and social action workers work with – voluntary, community-based, and often concerned with mutual aid – are the bedrock of democratic societies. They also place where friendship can flourish, support be given and received, interests deepened, and changes made. As Hemmings (2011: 280) has commented 'remarkable things can happen when we come together in small groups'.

It comes as no surprise then that those working as informal educators tend to emphasize certain values. These include commitments to:

1. Work for the well-being of all.
2. Respect the unique value and dignity of each human being.
3. Dialogue.
4. Equality and justice.
5. Democracy and the active involvement of people in the issues that affect their lives. (Jeffs and Smith 2005: 95-6)

As informal educators we have to spend a lot of time thinking about the values that run through our work. We do not have a curriculum or guiding plan for a lot of the work, so we have to consider how we should respond to situations. This involves going back to core values. Reflecting on these allows us to make judgments about what might best help people to share in a common life.



## **2.6 Non-Formal Education**

Cornwall (1999), defines non-formal education as any organized educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning groups and learning objectives.

The distinction made is largely administrative. Formal education is linked with schools and training institutions; non-formal with community groups and other organizations; and informal covers what is left, example interactions with friends,

family and work colleagues. (Coombs & Ahmed, 1974). The problem with this is that people often organize educational events as part of their everyday experience and so the lines blur rapidly. As Fordham (1993) comments, these definitions do not imply hard and fast categories. In particular, there may well be some overlap (and confusion) between the informal and the non-formal.

Just how helpful a focus on administrative setting or institutional sponsorship is, is a matter of debate. Once we recognize that a considerable amount of education happens beyond the school wall it may be that a simple division between formal and informal education will suffice. It has certainly been the argument of Jeffs and Smith (1990) that the notion of non-formal education has limited use when thinking about process. It has been a convenient way of talking about funding rather than the actual process.

As Graham-Brown (1991: 64) says, “providing formal education from out of school education or so-called non-formal education is artificial in many ways. But in some countries, this division reflects the gulf between government provision through the school system, on the one hand, and the needs and interests of marginal populations who are most alienated from the system on the other. The range of initiatives and programmes that have adopted the title ‘non-formal’ are many and various. They include literacy and basic education for adults and young people, political and trade union education, catching-up’ programmes for school drop outs, pre-school education for young children, political and trade union education and various kinds of educational work linked with development initiatives including agricultural extension and training programmes and health education. They also shade over into various examples of both state and private

vocational training programmes. The McGivney and Murray (1992) collection *Adult Education in Development* gives a good feel of the sorts of initiatives this might include. They look particularly at health education, literacy, rural development and the role of women in development. However, it can be confusing to use terms like adult education in the context of education – given the age distribution of populations and the large numbers of young people involved in non-formal programmes.

What is also apparent from the literature is that it was politically useful to use a term like non-formal education. As Shukla (1985) has argued by the mid 1960s it was becoming clear that an education system based around schooling could not be sustained because of the sheer cost to already fragile economies. A search for ‘new’ techniques was therefore on. Second, within the North of Africa was becoming clear that the school was only one amongst many potential educative elements. Concepts such as ‘society’ were gaining some currency. These were essentially western’ concerns. At the same time a number of socialist countries initiated large programmes for changing the consciousness, skills and organizations of their populations. They typically used many of the forms that we now label as non-formal education:

1. Specially trained educators (maybe for 4 or 5 weeks) (not teachers) sent out to local villages etc to set up and run programmes and recruit further helpers and group members.
2. The use of mass media such as radio and television, things like newsletters and comics.
3. Provision on a mass scale -a whole region or country is targeted.

4. Sometimes formal, sometimes informal sanctions against those who did not participate.

Many of these programmes apparently met with considerable success. In this respect Russia, Cuba, Tanzania, Somalia, Ethiopia and Nicaragua were often quoted as having organized successful mass campaigns – particularly in respect of literacy (Coles 1987).

By the mid-1970s a number of non-socialist countries were beginning to turn to the idea of mass non-formal education. It was clear that there remained a large scale and apparently growing problem of illiteracy. It was also clear that economic and social development depended on bringing about changes in many people's thinking. The development process is in fact an educational process, or rather it should unfailingly be viewed as such, "we cannot therefore conceive of development in the absence of education any more than education in the absence of development" (McGivney & Murray 1991)

## **2.7 Contrasts between 'Formal' and 'Non-Formal' Programmes**

Simkins (1976) analysed non-formal education programme in terms of purposes, timing, content delivery systems and control, and contrasted these with formal educational programmes. The resulting ideal-types provide a useful framework – and bring out the extent to which non-formal education initiatives, while emphasizing flexibility, localness and responsiveness remain located within a curricula form of education (in contrast with those forms driven by conversation).

There are various models of normal and non-normal education. Table 2.1 shows are the ideal-type models of normal and non-formal education.

**Table 2.1 Ideal-type models of normal and non-formal education**

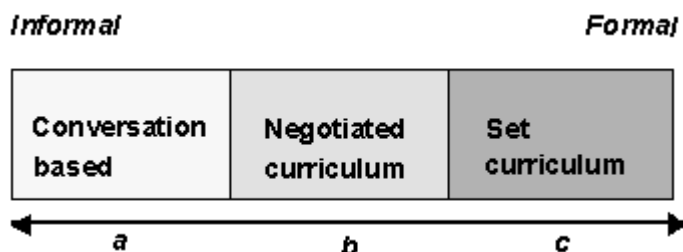
	Formal	Non-formal
Purposes	Long-term and general Credential based	Short-term and Non-credential based
Timing	Long cycle/preparatory/full-time	Short cycle/recurrent part-time
Content	Standardized/input centred academic entry requirements determine clientele	Individualized/output centered practical clientele determine entry requirement
Delivery system	Institution – based, isolated from environment, rigidly structured, teacher-centred and resource intensive	Environment-based, community related, flexible, learner-centred and resource saving
Control	External/hierarchical	Self-governing/democratic

(Adapted by Fordham 1993 from Simkins 1977: 12-15)

### 2.7.1 ‘Top down and Bottom up’

One of the enduring themes in the literature of non-formal education, according to Fordham (1993), has been that the education provided should be in the interests of the learners and that the organization and curriculum planning should preferably be undertaken by the learners themselves: that it should be ‘bottom up’. It is also often argued that this should empower learners to understand and if necessary change the

social structure around them. Fordham (1993) continues: ‘Examples where there is a genuine sense of ownership are not easy to find; and almost all have an element of community outreach as part of the general organization’.



On the other hand examples of top-down non-formal programmes are all too common. Almost all employer-led and State provided training falls into this category. This can be seen as paralleling the distinctions that Jeffs and Smith (1990) make between formal and informal education via curriculum. In this way formal education would broadly approximate to top-down curriculum formation (c); non-formal to bottom-up or negotiated curriculum formation (b); and informal education would arguably be a non-curriculum or conversational form (a).

## 2.8 The Role/Importance of Non-Formal Education

Education plays an important role in development. Out-of-school programmes, in particular, are central to providing adaptable learning opportunities, and new skills and knowledge to, a large percentage of people outside the reach of formal education (Vermaak, 1985). Non-formal education (as one type of out-of-school programme) began to appear in international discourse on education in the late 1960s and early 1970s. In this context it referred to any organized educational activity outside the formal system, whether operating

independently or as a feature of some broader activity intended to serve identifiable learning clienteles and learning objectives. Non-formal education today should be seen as related to the concepts of recurrent and lifelong learning. Fordham (1993) suggests four characteristics associated with non-formal education:

- Relevance to the needs of disadvantaged groups;
- Concern with specific categories of person;
- A focus on clearly defined purposes; and
- Flexibility in organization and methods.

In addition to what has already been mentioned about non-formal education and national progress, it should be noted that adult literacy is particularly relevant to development and to reducing gender inequality. Adult literacy increases women's participation in both private and public activities, i.e. in house hold decision-making and as active citizens in community affairs and national development. Adult literacy programmes have a dramatic impact on women's self- esteem because they unleash their potential in economic, social, cultural and political spheres. According to the UNESCO (2010), non-formal education in particular helps to: ensure equal access to education, eradicate illiteracy among women, and improve women's access to vocational training, science, technology, and continuing education. It also encourages the development of non-discriminatory education and training, allocates sufficient resources for and monitors the implementation of educational reforms, and promotes women's and girl's life-long education and training. There are a number of other impacts and facts of literacy and education, especially as they pertain to women and girls that are worth consideration: Healthy development: Adult literacy and the



education of young women are critical for healthy physical and intellectual development. The effectiveness of such literacy and non-formal education programmes are bolstered by family, community and parental involvement (Russell, 2001).

The education of parents, particularly mothers, is associated with significant reductions in infant mortality and improved child health care. In addition, the better educated parents are, the more likely it is that they will raise literate children. Children whose parents can read and write tend to stay in school longer and achieve more than children of illiterate parents. Likewise, the foremost reason for low school enrolment in pastoral communities is parental fear that education will lead children away from their traditional way of life. Non-formal and distance education for parents can help to reduce these fears (Carr-Hill & Peart, 2006).

Improved literacy levels deliver economic benefits to individuals, communities and the nation. Studies, in fact, show that there is a connection between literacy levels and per capita economic growth and hence the reduction of poverty. Ghana, one of the countries in West Africa, is home to the most recent non-formal education initiative, the post-literacy and continuing education for human development project, which focuses on skills training and income generation for poverty alleviation. Sectors concerned with human development and economic growth have been encouraged to recognize the importance of and need to support non-formal education in the national interest (Islam & Mia, 2007).

Adult literacy programmes can play a central role in reducing the spread of HIV/AIDS. According to Bakilana Bundy Brown and Fredriksen (2005), adult literacy is essential for communicating many of the key HIV/AIDS prevention messages. Bakilana

and her colleagues found that Uganda has reduced the prevalence of HIV/AIDS from 14% in the early 1990s to about 4.1% in 2003; the only country in Africa to achieve such a drastic reduction. An important part of this success was the use of information campaigns to educate Ugandans about the existence of HIV/AIDS and means of self-protection. Many African communities require some kind of formal and/or non-formal education and training to be able to benefit from basic health care, including sexual and reproductive health services and the development of new medicines, and thus free themselves from the diseases that devastate the poor (Seya, 2005). Interestingly, adult education programmes tend to build on the expressed needs of clients and thus can link adult literacy content with HIV/AIDS awareness. In this context, according to Schenker (2006), adult literacy programmes:

1. Create an understanding of STDs and HIV/AIDS and their methods of transmission;
2. Provide women with information on how to protect themselves, their partners and their children;
3. Empower women and enable them to discuss issues surrounding HIV/AIDS despite the associated stigma;
4. Empower women to negotiate safe sex with their husbands despite traditional gender- related constraints;
5. Encourage women to demonstrate leadership through community responses to HIV/AIDS; and
6. Expand the use of Appreciative Planning and Action (APA), an adaptation of Appreciative Inquiry (p. 48).

A well-managed adult literacy education programme can increase the drive for the development of democracy. Indeed, adult education is indeed one of the basic building blocks of the development of democracy and democratic institutions (Seya, 2005). Adult education sustains development, which in turn fosters hope and participation in democracy, justice and active citizenship. Likewise, democracy and active citizenship require new skills and competencies along with the capacities for institution-building. Participatory education programmes empowering rural communities have been invaluable in cementing human rights, raising gender awareness and enhancing the income-generating skills needed to fight poverty (Synthesis Report, 2004).

Adult literacy programmes have created opportunities for adult learners to acquire and apply the knowledge and skills needed to propel economic development. The role of adult education in economic development is apparent in its contribution to human capital formation. It is now well established that, alongside health care, sanitation, and nutrition, which improve standards of living and productivity by reducing sickness and mortality rates, basic adult education equips recipients with essential literacy and numeracy skills that yield high rates on investment through enhanced labour productivity (Seya, 2005).

Adult literacy programmes motivate learners to develop interest in reading and writing and a positive attitude to the effective use of ICT and media within the context of life-long learning. Literacy helps people to move around independently, read their own personal and leisure documents, and seek employment in large firms without fear. The confidence gained from literacy extends to many other spheres of

daily life as well (Openjuru, 2004). According to Seya (2005), adult education has been instrumental in familiarizing the active population of Africa with Information Communication Technology (ICT), a decisive tool for the smooth integration of African economies into the global economy.

## **2.8 NFE Organization Profile**

Education is mainly categorized into three different styles, formal, informal, and non- formal learning. Formal learning is characterized by being highly structured in terms of objectives, timing, and support. It also occurs in a specific institution like schools or universities and also leads to certification (Linder, 2011). On the other hand, informal learning is not structured or aimed at certification, it usually happens through everyday life as in working places, through family, or in recreational time (Linder, 2011).

Non formal learning is usually semi-structured in terms of objectives, timing and support, however it does not aim at certification and is voluntary (Linder, 2011). Furthermore, two distinct features of non-formal education are the centralization of the whole process on the learners' needs and capacities. The second feature is the aim to enhance learner's professional and personal growth, Non-formal learning is used for both children and adults (Dib, 1988).

The Non-Formal Education Division (NFED) is the main implementing organization responsible for policy formulation, programme coordination, programme design and development, materials design and production, radio programme development and general supervision of programme implementation, evaluation and

monitoring of the National Functional Literacy Programme (NFLP) (Aryeetey and Kwakye, 2005). The division is headed by an Executive Director who is supported by three divisional directors who are in charge of the following three main divisions: Logistics, Materials Development and Research and Monitoring. Each of the ten regions in Ghana has a regional head of the NFED who is supported by four regional coordinators. There is a replication of the regional structure in all the 216 districts in the country. At the community level are the supervisors who live with the participants in their various communities. Each supervisor is responsible for 1200 zones with each zone having an average of 15 classes during the period 1992-2002 and then rising to 20 or more classes after the year 2002 (Blunch and Portner, 2004). NFED was to work on the policy of social justice and equality of opportunities for the disadvantaged in society. However, because it came directly under the Ministry of Education and literacy/numeracy was the greatest need at the time, it tended to focus more on literacy and numeracy, and paying less attention to the other sectors responsible for social justice and equality.

The public activities of the division labeled as non-formal education gave the impression that non-formal education is meant for solely literacy and numeracy. Nonetheless, the curriculum of its programmes covers topics from all development sectors (Essuman, 2004). There are various aspects of non-formal education in almost every development programme in the country. For instance, programmes in agricultural extension education, health and nutrition education, family planning and reproductive health education, civic education, environmental education, literacy skill acquisition, gender and legal rights, and other community development activities.

Among these the commonest and most widely known programme, bearing the name non-formal education, is the National Functional Literacy Programme (NFLP), of the Ministry of Education. The misconception of NFE has been synonymous with literacy/numeracy as result of the wide publicity given to literacy programmes in the mass media. For example, most of the time, illiterate adults in rural areas are telecast on the nation's television attending literacy classes and attempting to read and write their names and also work with numbers. Though this created the awareness that there was high adult illiteracy in the country, particularly in rural areas, it was widely seen as being waste of resources on illiterate adults, when formal schooling for children lacks resources.

The largest financiers of the second phase of NFLP are the World Bank and government of Ghana. Of the total estimated cost of US\$46 million, 60% was to be financed by the IDA and 30% by government of Ghana (GOG), while the remaining 10% were to be borne by Communities and NGO's (Aryeetey & Kwakye, 2005). The first phase of the programme, which ran from 1992-1997, was sponsored by several international donors. Prominent among them was the World Bank and the International Monetary Fund (IMF). The Department for International Development (DFID) in UK sponsored both pilot projects in terms of offering training programmes and providing logistics to strengthen the institutional capacity of the programme (Blunch and Portner, 2004). Again, grants for the general support of the programme was provided by the Norwegian government, while funds for the training of facilitators, training in the use of radio, management information systems (MIS) and income generation groups were provided by the United Nation's Children Fund (UNICEF). The Canadian government

also donated large quantities of paper for the production of reading materials (Blunch and Portner, 2004).

The functional literacy programme of the NFED has a multi-purpose curriculum. The basic goal of equipping the participants with basic reading and writing skills and also make calculations is woven into a number of activities which are meant to enable these youths and adults function effectively in their communities and the society at large. These activities fall into three groups which are (1) social and health issues (2) income-generation/occupational activities and (3) civic awareness.

## **2.7 General Observation from the Review and Summary of the Review**

A critical observation of the review of related literature revealed that much work has been done by some researchers to examine the importance of education particularly on Non-formal Education. Significantly too, studies have been conducted on the various educational policies which have been adopted in Ghana since independence especially on the history of Education in Ghana.

The notion of non-formal education has been a significant feature of policy debates around education in West African countries for three decades. It has drawn attention to the importance and potential of education, learning and training that takes place outside recognized educational institutions. There are questions about usefulness of the notion when looking at the process of education. It has also gone in and out of fashion. Fordham (1993) comments that if we try to correlate the flourishing of non-formal education and political change then the 1970s can certainly be described as the decade of non-formal education (Rubenson 1982). Similarly the

1980s saw the neglect of non-formal education and Fordham suggests that this was in tune with the politics of the decade, accompanied by greater inequalities both within and between countries. Given the extent to which notions of lifelong learning and associated ideas have gained ground in recent years it will be interesting to see how the language of policy debates will change over the next few years.

The review of the organization of the NFE Department and its objectives and tasks provide a viable basis and framework for evaluating the impact of Non-Formal Education and the challenges hampering the effective implementation of the programme.





## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter deals with the general approach and the specific techniques adopted to answer the research questions used in Chapter one. It explains the methodology, concept used in the section and indicates the techniques used in obtaining information. Again, it describes the research design, the population as well as the sample size used for the study. The chapter also describes the sampling procedure, research instrument, data collection procedure and finally how data are analyzed.

#### 3.1 Research Design

According to Bordons and Abbott (1996), a research design is a plan for conducting research which usually includes specification of the elements to be examined and the procedures to be used. The purpose of research design is to have the most appropriate and feasible method for testing hypothesis or answering research questions. Thus it refers to the overall plan the researcher employs to collect data in order to answer the research objectives including the specific data analysis techniques or methods. It therefore serves as the researchers blue print which indicates how data relating to a given problem should be collected and analyzed. The research design used in the study was the descriptive survey which according to Shaughnessy, Jovita and Knight (2000) involves collecting data by using a set of predetermined questions from the selected sample of a population in order to answer questions concerning the current status of the subject of the study. This design was used because, it allowed collection of a large amount of data from

a sizeable population in a highly economical way. It also sought to gather data from which a description of what was going on could be made.

Though the survey provides a meaningful and accurate picture of events and sought to explain pupil's perception and behavior on the basis of data gathered at a point in time, it has its own disadvantages. Respondents may be crippled with numerous tasks at school and may not have ample time to answer the questionnaire as accurately as expected. Notwithstanding this disadvantage, the descriptive survey design was considered most appropriate for this study which was intended to report the way things look like at the time of the study.

After identifying the people involved in non-formal education from which data was collected, respondents were put into three main strata (categories) in the Atwima District, the first stratum comprised participants (pupils) who were assumed to be direct beneficiaries of the non-formal education in the District; the second were Supervisors (teachers) who actually has helped to promote the non-formal education in the Atwima-Kwanwoma District ; whereas the Executive Directors involved in the management of the policy form the third stratum.

### **3.2 Population**

Population according to Shaughnessy et al (2000) is a full set of all cases of interest from which a sample is taken. In statistics, a statistical population is a set of entities from which statistical inferences are to be drawn, often based on a random sample taken from the population.

Population is also used to refer to a set of potential measurements or values, including not only cases actually observed but those that are potentially observable.

The target group comprised the participants, community leaders, supervisors and executive directors in the Atwima-Kwanwoma District who were involved in the Non-Formal Education programme. The total population according to the Ghana Statistical Service, 2010 Population and Housing Census is 90,634 out of this the Participant population for those involved in the non-formal education in the district was 6884 and the Supervisors population for the district is 628. All 8 Executive Directors who were directly linked with the management of the Non- Formal Education Programme in the District were selected for the survey.

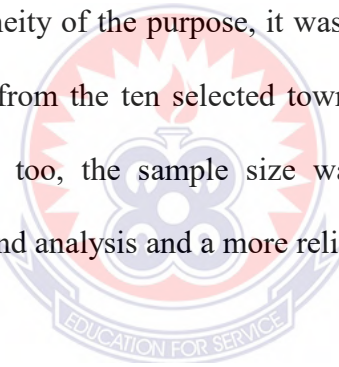
### **3.3 Sample size**

A sample is an element of the population considered for actual inclusion in a study. Using the Leely's Sample technique, ten percent of the population of each of the stratum was selected randomly as respondents for the research work. Ten (10) pupils were selected randomly from each community class from the Ten (10) towns giving a total sample size of 100 respondents. All the eight (8) Executive Directors in the AtwimaKwanwoma District were part of the sample size chosen and two (2) officers from the Education Office were chosen. Two (2) Supervisors were also selected from each of the ten schools given a total sample size of one hundred and thirty respondents.

Finally, all Executive Officers who were directly linked with the management of the Non-Formal Education Programme were interviewed. They comprised the Logistics

officer, Material Development and Monitoring Officers, District Education Officer in Charge of Non- Formal Education, the Officer in charge of Supervision, Budget Officer for the District, District Accountant and the District Director of Education. The implication is that, a sample size of one hundred and thirty-five respondents were identified for data collection but in order to cater for non-respondents and for accuracy a total sample size of one hundred and forty was used for the survey through interviews and questionnaires. The sample size of one hundred and forty was chosen as the minimum size of sample needed to estimate the characteristics and perception of the target group within a relatively higher limit of accuracy and reliability.

Due to the homogeneity of the purpose, it was deemed that the one hundred and forty respondents selected from the ten selected towns was appropriate for a thorough investigation. Significantly too, the sample size was deemed appropriate to enable effective data comparison and analysis and a more reliable conclusion.



### **3.4 Sampling Techniques**

To help ensure a higher level of precision and representation, the random sampling method was used to select respondents for the survey. Through a simple random sampling method, specifically the lottery method, ten (10) towns were selected out of the sixty-four (64) towns in the Atwima-Kwanwoma District. First, all the towns in the district were given numbers from 1 to 64th, all of which were thoroughly mixed to ensure that each town had equal chance of selection. Thus in all ten (10) towns in the Atwima-Kwanwoma District were selected for the study. This gave a fair representation of all the towns so that the coverage was widespread. This gave a proper

assessment of the role of non-formal education in community development in the Atwima-Kwanwoma District of Ashanti.

### **3.5 Sources of Data**

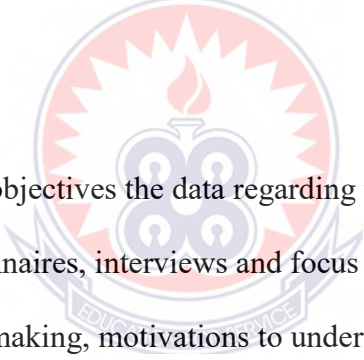
The data for both the study were obtained from both primary and secondary sources. Primary data were gathered from interaction with community leaders, participants, supervisors, executive directors and some members of the District Education Office through interviews and administration of questionnaires. Secondary data were obtained from already existing materials such as annual reports, internet, magazines, journals, periodical and other relevant books on education policies in Ghana. The secondary data were extremely useful for the review of literature relevant to the survey to help put the topic in its right perspective.

### **3.6 Data Collection Instruments**

Data from Executive Directors, who are directly involved in the management of the Non- formal education in the district were collated for analysis. Also Participants, Community Leaders, Supervisors and Education Officers were also consulted for information to put the problem in its right perspective. Interview, questionnaire and observations were employed to elicit adequate information such that the results of the research would be a true representation of the opinion of the public. The interview, questionnaire and observation methods were used for the survey.

### **3.6.1 Research Indicators**

1. The main objective of the research is to establish a correlation between Non-Formal Education and Community development. The specific objectives are:
2. Assess relevance of non-formal education programmes undertaken in the District on the socio-economic well-being of participants and the community.
3. Assess the degree of involvement of the community and participants in the development of non-formal education programmes for the community.
4. Identify the challenges that hamper the effective implantation of non-formal programmes in the district.
5. Document lessons learnt and recommend solutions to problems and challenges identified.



To achieve these objectives the data regarding the following indicators were gathered through questionnaires, interviews and focus group discussions: participant involvement in decision-making, motivations to undertake the program, attitude of participants, relevance of the program vis-a-vis community activities and aspirations, participant's perception about the capacity of the program to help them improve their lives, limitations and advantages of NFE programmes, challenges that hamper effective implementation of NFE programs

### **3.6.2 Questionnaire**

Questionnaires were constructed and given to participants, supervisors, and executive directors who were directly involved in the Non-formal Education Programme policy. Information on the Non-formal Education as well as problems

associated with it was elicited. In all about one hundred and thirty respondents were given questionnaires. The type of question format used were the close-ended questions or the multiple choice questions, which had about four responses from which respondents were required to select one as well as open-ended questions which allowed the respondents to answer in their own words, whilst the yes and no type questions which gave them the option to agree or disagree.

### **3.6.3 Interview**

The interview method of data collection was used to elicit data particularly from participants, community leaders, supervisors and executive directors who were directly linked to the management of the Non-formal education in the Atwima-Kwanwoma District. This is because a one-on-one interaction will aid clear certain questions that cannot be framed in questionnaire and also enable the asking of follow-up questions.

### **3.7 Data Collection Procedure**

Demographic data about respondents were obtained. These include sex, age, position and level of education of respondent. The demographic data gave details of the social status of respondents. The variables were identified to assess the role of non-formal education in community development.

### **3.8 Data Analysis Technique**

Both qualitative and quantitative tools of data analysis were employed to painstakingly scrutinize the volume of information that was obtained from the field. Through the focus group discussions and in-depth interviews, the opinion of

respondents on selected indicators of Non- Formal Education Programmes and its role on community development were carefully examined, summarized and tabulated.

For the quantitative analysis, Analysis of Variance (ANOVA) test and Correlation Coefficient Model Summary results were run using the SPSS software to analyze respondents' responses. The quantitative interpretation of results was represented by computing the statistics frequency of answers and was presented in tables.





## CHAPTER FOUR

### RESEARCH FINDINGS

#### 4.0 Introduction

This study sought to test the hypotheses that Non-Formal Education programmes designed for the Atwima-Kwanwoma District are having the desired effect on community development. To this end, the study sets out to determine the relevance, efficacy and viability of non-formal education programs designed for the Atwima-Kwanwoma Community with a view to evaluating the impact of non-formal education on socio-economic development in the District.

The specific objectives were to:

- Assess relevance of non-formal education programmes undertaken in the District on the socio-economic well-being of participants and the community:
- Assess the degree of involvement of the community and participants in the development of non-formal education programmes for the community:

Identify the challenges that hamper the effective implementation of non-formal programmes in the district.

This Chapter is grouped into two sections. Section one provides a brief account of the profile of respondents. The second section deals with the actual findings made from answers given by respondents to questionnaires as well as responses during interview of selected stakeholders.

#### 4.1 Profile of Respondents

A total of 60 respondents were sampled for survey comprising NFED program participants, NFED officials and staff as well as community leaders in the Atwima-Kwanwoma District of the Ashanti Region. Tables 4.1(a) and 4.1(b) show the category and gender distribution of respondents.

**Table 4.1 Population of Respondents**

Programme Participants	Community Leaders	Supervisors
50	5	5

Source: Field Work

Table 4.1 shows the distribution of the respondents from whom data was collected. 50 of the respondents were program participants, 5 were community leaders, 5 were Supervisors. This gives total respondents of sixty.

**Table 4.2 Breakdown of the research population.**

Description of parameter	No. of People	Percentages (%)
Male	25	41.66
Female	35	58.34
Total	60	100.00

Source: field work

Table 4.2 present information on the gender distribution of the respondents used for the study. Twenty-five respondents representing 41.66% were males while thirty-five respondents representing 58.34% were females.

## 4.2 Analysis of Main Data

The perception of respondents was sought regarding the impact of non-formal education on socio-economic development. Respondents were asked to indicate whether in their opinion, the NFE programs were having an impact on socio-economic development or not. They were required to indicate how and in which areas the programs were having an impact on socio-economic development. The respondents views are presented below.

### **Impact of Non-Formal Education on Socio-Economic Development of the participants in Atwima Kwanwoma.**

**Table 4.2.3 : Program Participants, Community Leaders and Supervisors responses on the impact of Non-formal education on socio-economic development in Atwima kwanwoma district.**

Descriptive of parameter	No. of Response	Percentage (%)
Strongly Agree	30	50.00
Agree	18	30.00
Uncertain	8	13.33
Disagree	3	5.00
Strongly Disagree	1	1.67
Total	60	100

Source: Researcher's questionnaires

Table 4.2.3, show that thirty (30) respondents, representing 50% strongly agreed that NFED is having a positive impact on Socio-Economic development in Atwima Kwanwoma. Eighteen (18) respondents representing 30% agreed that NFED is having a positive impact on Socio- Economic development in the district. Eight (8) respondents representing 13.33% were uncertain that NFED is having positive impact on Socio-Economic development in the district. Three (3) respondents representing 5% disagreed that the NFED is having a positive impact on Socio- Economic development in the district. One (1) respondent representing 1.67% strongly disagreed that the NFED is having a positive impact on Socio-Economic development in the district.

**Table 4.2.4: Program Participants response. Participation in the NFED has improved my economic situation.**

Descriptive of parameter	No. of Response	Percentage (%)
Strongly Agree	27	54.00
Agree	13	26.00
Uncertain	5	10.00
Disagree	3	6.00
Strongly Disagree	2	4.00
Total	60	100

Source: Researcher's questionnaires

As presented in Table 4.2.4 above twenty-seven (27) respondents representing 54% strongly agree that the NFED program has improved their economic situation in

the district. Thirteen (13) respondents representing 26% agreed that the NFED program has improved their economic situation in the district. Five (5) respondents representing 10% is uncertain that the NFED program has improved their economic situation in the district. Three (3) respondents representing 6% disagreed that the NFED program has improved their economic situation in the district. Two (2) respondents representing 4% strongly disagreed that the NFED program has improved their economic situation in the district.

**Table 4.2.5: Program Participants responses: NFED has positively impacted my life.**

Description of parameter	No. of Response	Percentages (%)
Strongly Agree	24	48.00
Agree	13	26.00
Uncertain	6	12.00
Disagree	4	8.00
Strongly Disagree	3	6.00
Total	50	100

Source: Researcher's questionnaires

Table 4.2.5 indicated that, a number of twenty-four (24) program participants representing 48% strongly agreed that the NFED program has positively impacted their lives. Thirteen (13) program participants representing 26% agreed that the NFED

program has positively impacted their lives. Six (6) program participants representing 12% were uncertain that the NFED program positively impacted their lives. Four (4) program participants representing 8% disagreed that the NFED program has positively impacted their lives. Three (3) program participants representing 6% strongly disagreed that the NFED program positively impacted their lives.

### Benefits of NFED Program for Participants

**Table 4.2.6: Program Participants responses: The NFED program has enabled me to read/have improved ability to read and write.**

Description of parameter	No. of Response	Percentages (%)
Strongly Agree	22	44.00
Agree	15	30.00
Uncertain	6	12.00
Disagree	5	10.00
Strongly Disagree	2	4.00
Total	50	100

Source: Researcher's questionnaires

As presented in table 4.2.6 above twenty-two (22) program participants representing 44% strongly agreed that the program has improved their ability to read and write. Fifteen (15) program participants representing 30% agreed that the program has improved their ability to read and write. Six (6) program participants representing 12%

were uncertain that the program has improved their ability to read and write. Five (5) program participants representing 10% disagreed that the program has improved their ability to read and write. Two (2) program participants representing 4% strongly disagreed that the program has improved their ability to read and write.

**Table 4.2.7: Program Participants responses: Income-Generating activities undertaken have enabled me to earn a living.**

Descriptive of parameter	No. of Response	Percentage (%)
Strongly Agree	30	60.00
Agree	13	26.00
Uncertain	4	8.00
Disagree	2	4.00
Strongly Disagree	1	2.00
Total	50	100

Source: Researcher's questionnaires

Table 4.2.7 shows that thirty (30) program participants representing 60% strongly agreed that Income generating activities have enabled them to earn a living. Thirteen (13) program participants representing 26% agreed that Income generating activities have enabled them to earn a living. Four program participants representing 8% were uncertain that Income generating activities have enabled them to earn a living. Two (2) program participants representing 4% disagreed that Income generating activities have enabled them to earn a living. One (1) program participant representing

2% strongly disagreed that Income generating activities have enabled them to earn a living.

**Table 4.2.8: Program Participants, Community Leaders and Supervisors response on the program helping to eradicate illiteracy from the community.**

Description of parameter	No. of Response	Percentages (%)
Strongly Agree	45	75.00
Agree	5	8.00
Uncertain	6	10.00
Disagree	3	5.00
Strongly Disagree	1	2.00
Total	60	100

Source: Researcher's questionnaires

Table 4.2.8 shows that forty-five (45) respondents representing 75% strongly agreed that NFED program was helping to eradicate illiteracy from the community. Five (5) respondents representing 8% agreed that NFED program was helping to eradicate illiteracy from the community. Six (6) respondents representing 10% were uncertain that NFED program was helping to eradicate illiteracy from the community. Three (3) respondents representing 5% disagreed that NFED program was helping to eradicate illiteracy from the community. One (1) respondent representing 2% strongly disagreed that NFED program was helping to eradicate illiteracy from the community.



**Participant/Community Involvement in Design of NFED program****Table 4.2.9: Program Participants responses: We were involved in determining the type of income generating activity to undertake.**

Description of parameter	No. of Response	Percentages (%)
Strongly Agree	37	74.00
Agree	6	12.00
Uncertain	3	6.00
Disagree	3	6.00
Strongly Disagree	1	2.00
Total	50	100
Source: Researcher's questionnaires		

Table 4.2.9 shows that thirty-seven (37) respondents representing 74% strongly agreed that they were involved in determining the type of income generating activity to undertake. Six (6) respondents representing 12% agreed that they were involved in determining the type of income generating activity to undertake. Three (3) respondents representing 6% were uncertain that they were involved in determining the type of income generating activity to undertake. Three respondents representing 6% disagreed that they were involved in the type of income generating activity to undertake. One respondent representing 2% strongly disagreed that they were involved the type of income generating activity to undertake.

### Challenges/Problems associated with the implementation of the Non-Formal Education Programs.

**Table 4.2.10: Program Participants and Supervisors response on Inadequate logistics.**

Description of parameter	No. of Response	Percentages (%)
Strongly Agree	40	72.72
Agree	6	10.90
Uncertain	3	5.45
Disagree	4	7.27
Strongly Disagree	2	3.66
Total	55	100
Source: Researcher's questionnaires		

Table 4.2.10 indicates that forty (40) respondents representing 72.72% strongly agreed that there were inadequate logistics. Six (6) respondents representing 10.90% agreed that there were inadequate logistics. Three (3) respondents representing 5.45% were uncertain that there were inadequate logistics. Four (4) respondents representing 7.27% disagreed that there were inadequate logistics. Two (2) respondents representing 3.66% strongly disagreed that there were inadequate logistics.

**Table 4.2.11: Program Participants response on Inadequate staff.**

Description of parameter	No. of Response	Percentages (%)
Strongly Agree	41	82
Agree	7	10
Uncertain	3	6
Disagree	4	8
Strongly Disagree	2	4
Total	57	100

Source: Researcher's questionnaires

Table 4.2.11 shows that (41) respondents, representing 82% strongly agreed that the staffs were inadequate. Seven (7) respondents, representing 10% agreed that staff were inadequate. Three (3) respondents representing 6% were uncertain that the staffs were inadequate. Four (4) respondents representing 8% disagreed that the staff are inadequate. Two (2) respondent representing 4% strongly disagreed that the staff were inadequate.

**Table 4.2.12: Program Participants and supervisors' response on low level of community involvement.**

Descriptive of parameter	No. of Response	Percentage (%)
Strongly Agree	42	76.36
Agree	7	12.72
Uncertain	3	3.27
Disagree	1	1.81
Strongly Disagree	2	3.63
Total	55	100

Source: Researcher's questionnaires

Table 4.2.12 shows that forty-two (42) respondents, representing 76.36% strongly agreed that there was low level of community involvement. Seven (7) respondents, representing 12.72% agreed there was low level of community involvement. Three (3) respondents representing 3.27% were uncertain that there was low level of community involvement. One (1) respondent representing 1.81% disagreed that there was low level of community involvement. Two (2) respondent representing 3.63% strongly disagreed that there was low level of community involvement.

**Table 4.2.13: Supervisors' response on lack of Donor support.**

Description of parameter	No. of Response	Percentages (%)
Strongly Agree	3	60.00
Agree	2	40.00
Uncertain	0	0.00
Disagree	0	0.00
Strongly Disagree	0	0.00
Total	5	100

Source: Researcher's questionnaires

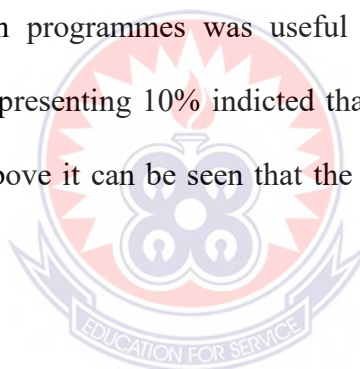
Table 4.2.13 shows that three (3) respondents representing 60% strongly agreed that there was lack of donor support. Two (2) respondents representing 40% agreed that there was lack of donor support. Zero (0) respondents representing 0% were uncertain that there was lack of donor support. Zero (0) respondents representing 0% disagreed that there was lack of donor support. Zero respondents representing 0% strongly disagreed that there was lack of donor support.

**Table 4.2.14: Program Participants, Community Leaders and Supervisors response on continuation of non-formal education in the district**

Description of parameter	No. of Response	Percentages (%)
Yes	54	90
No	6	10
Total	60	100

Source: Researcher's interview

Table 4.2.14 shows that fifty-four (54) respondents, representing 90% responded that non-formal education programmes was useful and should be continued in the district. Six (6) people, representing 10% indicated that the program was not useful and must be stop. From the above it can be seen that the majority wants the program to be continued.



## **CHAPTER FIVE**

### **DISCUSSION OF RESEARCH FINDINGS**

#### **5.1 Introduction**

This chapter dealt with summary of the study, research findings or results, discussion, implications and directions for future research.

#### **5.2 Summary of Study/Research Findings or Results**

The study set out to determine whether or not non--formal education programmes in the Atwima-Kwanwoma district were having the desired impact on the well-being of participants and community development. It also sought to test the hypotheses that ‘Non-Formal Education programs designed for the Atwima-Kwanwoma District were having the desired effect on community development’. The specific objectives were to assess the relevance of non-formal education programs undertaken in the District on the socio-economic well-being of participants and the community; the degree of involvement of the community and participants in the development of non-formal education programs for the community; challenges that hampered the effective implementation of non-formal programs in the district.

To achieve this aim, the study collected data through questionnaires and interview of program participants, program supervisors of Non-Formal Education in the district as well as community leaders on the following indicators: participant involvement in decision-making, motivation to undertake the program, attitude of participants, relevance of the program vis-a-vis community activities and aspirations, participant’s perception about the capacity of the program to help them improve their

lives, limitations and advantages of NFED programs and challenges that hamper effective implementation of NFE programs.

The data collected from the survey were statistically presented in the previous chapter. This chapter analyses and interprets the data collected through the research instruments. The discussion would include a brief analysis of demographic data, the perception of respondents regarding the role and significance of the non-formal education, its impact on the socio- economic development of the community and program participants, and problems associated with the implementation of the non-formal education programmes in the Atwima-Kwanwoma District.

### **5.2.1 Analysis of Demographic Characteristics**

The target population for the survey comprised 50 NFE Program Participants, 5 Community Leaders (Chiefs, Elders, and Religious Leaders), 5 programme supervisors. Their demographic data i.e. sex Analyses of the gender characteristics of program participants revealed that as many as 58.34% of the population were females while 41.66% were males. Since the program is designed mainly for the disadvantaged in society and those who did not have the privilege of having formal education, this finding is significant in that it indicative of and corresponds with the national trend where more premium is given to the education of male children to the disadvantage of female children. It is important to take these data into consideration when designing programmes for participants but interviews with the participants revealed that such information were not considered as participants were not consulted and did not make any inputs into the program design.



### **5.2.2 Impact of Non-Formal Education on Socio-Economic Development of the participants in Atwima-Kwanwoma.**

The major objective of the study was to determine the Impact of Non-Formal Education on Socio-Economic Development of the participants in Atwima-Kwanwoma District. Data collected from respondents established that Non-Formal Education programs are having an appreciable impact on the socio-economic development of participants and the community at large even though due to challenges encountered the impact is less than expected.

Table 4.2.3 shows that the majority of the respondents agreed that non-formal education plays an effective role in, and is important to socio economic development. An overwhelming number of respondents felt that non-formal education was highly beneficial to socio economic development. Respondents highlighted four ways that Non-Formal Education programs were beneficial to program participants in particular and the community in general. They were also of the opinion that non-formal education enabled program participants to acquire new skills that enhanced their socio-economic development.

Most respondents believed that non-formal education improved their economic situation through equipping them with new skills or improving skills that they already possessed. The respondents also went on further to say that NFED has had a positive impact on their life.

### **5.2.3 Specific Benefits of NFED Program for Participants.**

According to the findings in Table 4.2.6, some of the benefits of non-formal education programmes include: general benefits to families, better family/communal relationships, ability of individuals to better navigate the world around them after having learned to read and write, disadvantaged adults and youth being able to overcome earlier inequities in access to education.

This is in line with UNESCO's (c.f., 2010) findings that non-formal education ensures equal access to education, eradicates illiteracy among women, improves women's access to vocational training, science and technology, and continuing education, encourages the development of non-discriminatory education and training practices, and promotes life-long education and training for girls and women.

Also table 4.2.7, also indicated that Income generating activities undertaken under the programme had improved the economic well-being of participants in particular and the community in general, the literacy programmes introduced have improved the literacy level of participants to some extent as most of them were able to read the bible in church, read labels on drugs, and understand directional posters and adverts.

Also table 4.2.9, indicates that the participants were actively involved in deciding on which type of income generating activity to undertake which went a long way to increase their confident level and enhanced their participation in community social activities.

#### **5.2.4 Challenges/problems associated with the implementation of the non-formal education programme in the district.**

One of the objectives of the study was to determine challenges, if any that inhibited effective implementation of Non-Formal Education programmes.

Respondents were therefore requested through questionnaires and interviews to indicate challenges, if any that were hampering successful implementation of projects.

Respondents enumerated several challenges that, in their opinion, were the main issues inhibiting the implementation of programmes in their communities. The challenges indicated are highlighted below.

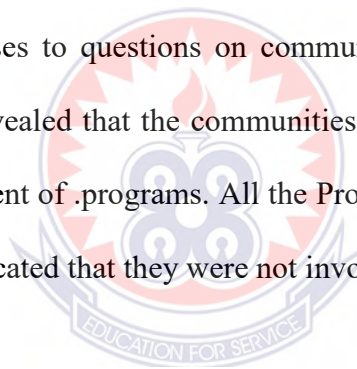
Table 4.2.10, shows that most respondents-program participants, supervisors, community leaders mentioned inadequate logistic support of programs as one of the major challenges preventing the effective implementation of programs. NFED Programs enjoyed World Bank support. This support was however withdrawn in 2008 due to mismanagement of funds and lack of accountability. The program has since depended on the meager funds provided by Central Government which are most times woefully inadequate to support the programs. Program supervisors also expressed their grievances on the fact that they lack donor support which goes a long way to affect their incentive system as pertains to other agencies of ministry of education.

Since the World Bank withdrew its sponsorship of the program, the required logistics are most often not available. Successful implementation of programs is difficult without the required logistics and programs are sustained

through the ingenuity, initiative and commitment of program supervisors and program participants.

Respondents indicated that the lack of adequate program facilitators is hampering the implementation of programs. National Service personnel who are second to the Non-Formal Education Division to augment the staff lack the expertise and capacity to instruct. Further they are seconded for short period and are withdrawn after a year.

The study went on further to determine the degree to which the communities and program participants were involved in the development and implementation of programmes. The responses to questions on community involvement and information provided in interviews revealed that the communities and programme participants were not involved in development of programs. All the Program Participants and Community Leaders unanimously indicated that they were not involved in the design of the program.



#### **5.2.5 Continuation of Programme**

Respondents were asked whether they wished the programme to continue or otherwise. Respondents unanimously agreed that the NFE programs are useful to participants and the community and must be continued.

### **5.3 Conclusion**

This study set out to test the hypothesis that 'Non-Formal Education programs designed for the Atwima-Kwanwoma District are having the desired effect on community development. The specific objectives were to assess the impact of non-formal education programs undertaken in the District on the socio-economic well-being

of participants and the community, assess the degree of involvement of the community and participants in the development of non-formal education programmes for the community as well as identify the challenges that hamper the effective implementation of non-formal programmes in the district.

Findings made from the study have established the relevance of the programme in enhancing the socio-economic development of participants. It however indicated that the full impact of the programs is not being felt due to challenges which are impeding implementation of the programs. The findings and conclusions are summarized in the next chapter and recommendations made to resolve the challenges identified.

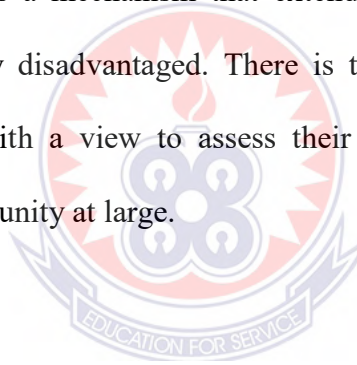


## CHAPTER SIX

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Introduction

Non Formal Education seeks to bridge the knowledge gap between those who are privileged to access formal education and those who are not so privileged. It provides a system of education that enables life-long learning and adaptation to the changing needs of the contemporary socio-economic environment with a view to enhancing development. In a society such as Ghana with a high level of illiteracy, non-formal education provides a mechanism that extends acquisition of knowledge and skills to the academically disadvantaged. There is the need to evaluate non-formal education programmes with a view to assess their impact on the development of participants and the community at large.



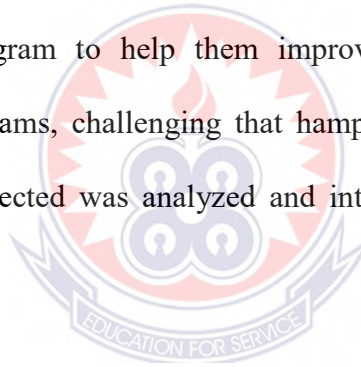
#### 6.2 Purpose and Objectives

This study was embarked upon to assess the role of non-formal education in enhancing community development. The study which was conducted in the Atwima-Kwanwoma District sought to assess the impact of non-formal education on the well-being and development of participants in the Atwima-Kwanwoma District as well as the impact on community development. The specific objectives of the research were to assess the relevance of non-formal education programmes undertaken in the District on the socio-economic well-being of participants and the community; assess the degree of involvement of the community and participants in the development of non-formal

education programs for the community. Identify the challenges that hamper the effective implementation of non-formal programs in the district.

### **6.3 Research Design**

Questionnaires and interviews were the main instruments used in the collection of data. The questionnaires comprised both open-ended and close-ended questions. Data was collected regarding the following indicators, among others: The questions referred to the following indicators: participant involvement in decision-making, motivations to undertake the program, attitude of participants, relevance of the program vis-a-vis community activities and aspirations, participant's perception about the capacity of the program to help them improve their lives, limitations and advantages of NFE programs, challenging that hamper effective implementation of NFE programs. Data collected was analyzed and interpreted both qualitatively and quantitatively.



### **6.4 Major Findings**

Following from the analysis of data collected from responds through questionnaires and interviews with respondents the following findings made:

#### **6.4.1 Relevance of Non-Formal Education Programmes to Socio-Economic**

**Development:** The research established that Non-Formal Education programs have an appreciable impact on the socio-economic development of participants and the community at large even though due to challenges encountered the impact is less than expected.

1. Income generating activities undertaken under the programme have improved the economic well-being of participants in particular and the community in general.
2. The literacy programmes introduced have improved the literacy level of participants to some extent. For example, some were able to read the bible in church, read labels on drugs, read and understand direction poster and adverts etc.
3. The programs have raised the confidence level of participants and enhanced their participation in community social activities.
4. The program has diffused negative social barriers such as ethnic and religious segregation since the program brings together people from different social and economic backgrounds.

#### **6.4.2 Degree of Community Participation:**

Even though Non-Formal Education policy encourages community participation in the design and implementation of Non-Formal Education programs, the research established that community involvement in the design and implementation of programs is minimal. Ideally, community leaders, religious and other social organizations in the communities are supposed to be involved in the design and implementation of programs. Literacy programs and curricula are designed at the national and regional levels and handed down to program supervisors who implement them in their respective communities. With regards to income generating activities the communities to be undertaken are determined by the several factors, prominent among which are the resources/materials available in the respective district



and the availability of funds. Participants are consulted in determining incoming generating activities they wish to undertake but subject to the availability of the requisite materials and funds.

#### **6.4.3 Challenges Hampering Effective Implementation of Programmes:**

Implementation of programs is being hampered by several challenges. The major ones include the following:

1. Most facilitators are not well trained and lack the expertise and capacity to instruct.
2. Inadequate logistic support of programs. Since the World Bank withdrew its sponsorship of the program, the required logistics are most often not available. Successful implementation of programs is difficult without the required logistics and is dependent upon the ingenuity and initiative and commitment of program supervisors and program participants.
3. Lack of a rewards and incentive system as pertains in other agencies of the Ministry of Education is a de-motivating factor.
4. The Non-Formal Education Division lacks agency status under the Ministry of Education.
5. The scheme of work is yet to be approved by parliament. This is a great de-motivating factor for workers of the Division.

#### **6.5 Conclusions**

The following conclusions which derive from the findings of the research enumerated above corroborate the research hypotheses that the 'Non-Formal

Education programs designed for the Atwima-Kwanwoma District are having the desired effect on community development:

1. Even though Non-Formal Education programs are designed to cater for the learning needs of less-privileged individuals and communities with a view to providing an alternate/complementary mechanism through which specific needs of targeted communities can be met. It is however apparent that the targeted individuals and communities are not involved in the design of the programs. Some of the activities undertaken are therefore not directly related to the specific needs of respective communities.
2. Non-formal education programs have not had the desired impact on the socio-economic development of the participants and the communities even though the participants and the community at large have derived some socio-economic benefits from the programs.
3. Lack of financial and material resources is hampering the effective implementation of Non-Formal Education Programs.
4. Notwithstanding the establishment of the Non-Formal Education Division under the Ministry of Education to cater for the educational and vocational needs of less-privileged groups in the community, non-formal education is not given the same priority as formal education.
5. The supervisor-program officer-participant ratio is highly disproportionate.
6. There is a high level of apathy among program participants.

## 6.6 Recommendations for Action

Based upon the findings and conclusions of this study, the following are recommended:

- Efforts should be expedited to promulgate the draft Non-Formal Education Policy to grant it the legal authority for the design, implementation, monitoring and evaluation of non-formal education programs.
- The Non-Formal Education Division of the Ministry of Education must be adequately finance and resourced to enable it undertake its mandated tasks.
- Efforts should be made to involve communities in the design of non-formal education programs for their respective communities.
- Adequate means of transport should be provided to enable Program-Officers and Program Supervisors to undertake their tasks effectively.
- Action should be expedited to attain parliamentary approval of the NFED Scheme of Work so that staff can be appropriately compensated.
- Advocacy for Non-Formal Education Programs should be heightened to bring on board the support of community leaders and other social groups such as religious organizations.
- The Non-Formal Education Division should be accorded the same recognition and support as other agencies of the Ministry of Education.
- The Non-Formal Education Division should be better-resourced financially and logistically to enable to fulfill its mandate.
- Donor support should be sought for Non-Formal Education Division programs.

## 6.7 Recommendations for Further Research

It is recommended that:

1. This study should be replicated in other Districts of Ghana to validate the results of the research.
2. Further studies should be undertaken to establish the degree to which the involvement of program participants in the design of programs would enhance the achievement of project objectives
3. Further research is undertaken to determine an appropriate participant-supervisor-program manager ratio that would enable effective implementation of programs and optimal attainment of program objectives



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## APPENDIX A

### QUESTIONNAIRE UNIVERSITY OF EDUCATION, WINNEBA

### THE ROLE OF NON-FORMAL EDUCATION IN COMMUNITY

### DEVELOPMENT: A CASE STUDY OF THE ATWIMA DISTRICT

#### Introduction

The purpose of the research is to assess the impact of non-formal education on socio-economic development in the Atwima Kwanwoma district. I particularly want to determine whether non-formal education programs are contributing to socio-economic development of the program participants and the community as a whole, whether programme participants are involved in the design and planning of programs as well as the challenges encountered in the implementation of the program.

#### Instructions

Kindly answer the questions that are in this questionnaire. Using the scales assigned to each statement, indicate by ticking (✓) the appropriate bracket that answers the questions. Please do not write your name.

## BACKGROUND

1. Please circle the highest year of school

completed: (primary) (high school) (college/university)

(graduate school)

2. Are you currently (check only one):

Married

Single

Separated

Divorced

Widowed

3. Please circle your age bracket

12-18

19-35

36-45

46 and above



Please tick [✓] the correct response from the options given.

**SA= STRONGLY AGREE    A= AGREE    U=UNCERTAIN**

**D=DISAGREE    SD=STRONGLY DISAGREE**

**Impact of Non-Formal Education on Socio-Economic Development in Atwima Kwanwoma**

**For Participant**

S/ N	QUESTIONS	SA	A	U	D	SD
1.	NFE is having a positive impact on socio-economic development in the community					
2.	Participation in the NFED Program has improved your economic situation					
3	The NFED Program has positively impacted your life					

**Specific Benefits of NFE Program For participants**

4	The literacy program has enable me to read/has improved my ability to read and write					
5	Income-Generating Activities undertaken has enable me to earn a living					
6	The program is helping to eradicate illiteracy from the community					

**Specific Benefits of NFE Program For supervisors**

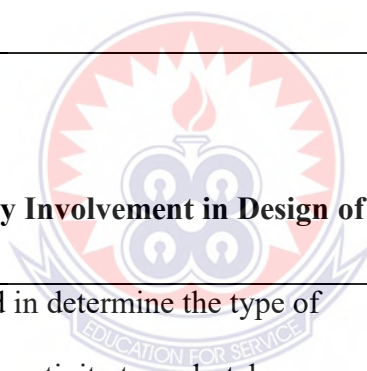
	The program is helping to eradicate illiteracy from the community					
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**Specific Benefits of NFE Program for Community leaders**

	The program is helping to eradicate illiteracy from the community					
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**Participant/Community Involvement in Design of Programmes for participants**

7	We were involved in determine the type of income generating activity to undertake.					
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**Challenges/Problems associated with the implementation of the Non-Formal Education**

**Programme. The following are among the major challenges encountered for participants**

8	There are inadequate logistics.					
9	There are inadequate Staff					
10	There is low level of Community Involvement.					

**Challenges/Problems associated with the implementation of the Non-Formal Education**

**Programme. The following are among the major challenges encountered for supervisors.**

	There are inadequate logistics.					
	There are inadequate Staff					
	There is low level of Community Involvement.					