



2008/ED/EFA/MRT/PI/56

Country profile prepared for the
Education for All Global Monitoring Report 2008
Education for All by 2015: will we make it?

Ghana

Non-formal education

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2007

This profile was commissioned by the Education for All Global Monitoring Report as background information to assist in drafting the 2008 report. It has not been edited by the team. The views and opinions expressed in this paper are those of the author(s) and should not be attributed to the EFA Global Monitoring Report or to UNESCO. The profile can be cited with the following reference: "Country Profile commissioned for the EFA Global Monitoring Report 2008, Education for All by 2015: will we make it? For further information, please contact efareport@unesco.org

GHANA – COUNTRY PROFILE OF NON-FORMAL EDUCATION

By Francis Owusu-Mensah

Introduction

This paper is a desk study that focuses on non-formal basic education in Ghana. It seeks to give an overview of the policies and implementation of Non-formal education for youths and adults in Ghana.

In line with the guidelines for the undertaking this short project, the paper is divided into two main parts. The first part deals with county level information on Non-formal Education in Ghana whilst the second focuses on the major types of Non-formal basic educational activities currently going on in Ghana.

Procedure for gathering information

As indicated above, the study was purely desk-based. Therefore only documentary sources of information were used. The first source of information I lay hands on was doctoral thesis on Non-formal education and ICT in Ghana. This source provided some background information on NFE in Ghana. Apart from the information provided by the content of the thesis, I also followed up some of the relevant references however, this was not very successful. The next source of information was some documents I obtained from Angela Owusu-Boampong (the interim Sec. in Hamburg). These documents provided some information about the limited evaluation studies conducted in Ghana. The documents contained one or two relevant websites which I explored to obtain additional information. Again I managed to lay hands on the Government white paper on the educational reforms in Ghana which gives an idea about the government's to NFE.

Part I: Country level Information on NFE

Legal Foundations of NFE Policies in Ghana

This desk-based study could not identify legal framework specific to non-formal education in Ghana. However it could be argued that the provision of non-formal basic education in Ghana has been influenced partially by the 1992 Constitution of the Republic of Ghana which gives impetus to the provision of education as basic right for all Ghanaians. Specifically, Article 38 sub-section 2 of the 1992 Constitution states inter alia:

‘The Government shall within two years after parliaments first meets after coming into force of this constitution draw up a programme for the implementation within the following the following ten years for the provision of a free, compulsory universal basic education.’

While the above constitutional provision does not refer to specifically to non-formal education, it recognises the need for all Ghanaians to have basic education irrespective of the age as it does not specify any age limit.

The provision of non-formal education in Ghana has been the responsibility of the Non-Formal Education Division (NFED) of the Ministry of Education (MOE). The NFED was established in 1991 with the task of to eradicating illiteracy in Ghana by the year 2015.

‘Eradication of illiteracy in Ghana has been considered has been considered a strategy for sustainable development through empowering people to develop themselves, participate in the process of development and enjoy the benefits thereof ’(Aryeetey and Kwakye, 2005:5). This step was Ghana’s response to the directive which was given at the 22nd session of the General Conference of UNESCO, for the eradication of illiteracy in Africa (Essuman, 2004; Republic of Ghana, 2007). The main objective of the NFED is to ‘make the poorest Ghanaians especially those living in the rural communities functionally literate with emphasis on women’ (NFED 1999 cited in Blunch and Portner, 2004:37).

Prior to the above period, there had been sporadic non-formal adult literacy activities in Ghana even before independence around 1948 when the British colonial administration introduced adult education in southern Ghana. This effort was expanded by the Legislative assembly Mass Literacy and Mass Education Plan in 1951 (Aryeetey and Kwakye, 2005).

Aim/Objectives

According to Blunch and Portner (2004:38), the programme aims at providing participants with functional literacy through which the following conditions will be fulfilled:

- a) The investment climate will be promoted.
- b) The country's development process will be facilitated since development cannot take place in a country with a high illiteracy rate.
- c) Enrolment levels in basic schools will increase since more people will send their children to school when realizing the benefits of education.
- d) Ignorance, one of the ramifications of illiteracy and a bane of individual and societal development will be eliminated.
- e) Poverty and disease will be reduced through learners' application of the functional, developmental and occupational lessons in the primer.
- f) The learner will be able to function more effectively in the larger socioeconomic and political environment through improved communication and social interaction.
- g) The latent talents of all illiterate Ghanaians will be tapped for the country's social, economic and political advancement.
- h) The human resources of the country will be harnessed to achieve the objectives of Vision 2020.
- i) The learners' skills and self-esteem will improve and their awareness of choices in areas like family planning, personal health and hygiene will increase.

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

Recently, the government of Ghana has reaffirmed its commitment to the provision of Non-formal Education as a means of providing second chance education in Ghana. The Government White Paper on the Report of the Education Reform Review Committee (2004:47) expresses this commitment as follows:

Government is aware of the place of non-formal education in enlarging learning opportunities for adult population who missed formal school. Government would therefore encourage measures to promote non-formal education. Government takes cognisance of the need for additional support, other than the classroom experience, to promote learning for both children and adults. Government will therefore assist the Ghana Broadcasting Corporation (GBC) to mobilise its resources to complement and promote school and adult education.

According to the Ghana Living Standard Survey (GLSS 4) report of 2000, the percentage of school attendance rate by age drops as people move up the formal education ladder. For example, between ages 6-11 and 19-25, there was a drop from 83.1% to 13.5% respectively at the last census in 2000. The pattern shows that the rural percentage drop was more significant as compared to the urban percentage drop (Government of Ghana-GLSS 4, 2000). This indicates that as the drop-out rate increases in rural areas, there would be a demand on adult basic education, for the Ministry to achieve its goal of functionally literate and self-reliant population. The Report however, indicates that there is considerable overlap in literacy in the English language and the Ghanaian languages, with 50 percent of adult in Ghana being literate in English and/or a local language. But in rural areas only 41 percent are literate (GLSS 4, 2000).

Administration/Organisation

The Non-Formal Education Division (NFED) is the main implementing organisation 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 138 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)

It 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 focused more on literacy and numeracy, and paying less attention to the other sectors responsible for social justice and equality.

How NFE is conceptualised in Ghana

The public activities of the division labelled as non-formal education gave the impression that non-formal education is meant to be 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 as been synonymous with literacy/numeracy has been 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.

Funding for NFLP

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 and 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).

Part II: Main NFE Activities

Curriculum

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.

1. Adult literacy/Numeracy

Providers

The NFED carry's out its role of providing of literacy and numeracy skills in Ghana through Ghana's National Functional Literacy Programme (NFLP). However, there are many other non-governmental organisations (NGOs) which are also involved in adult literacy activities. Their content and focus sometimes centre on activities ranging from religion, to gender equity and to rural development. For instance, the 'GILBERT' international is a religious NGO involved in bible translation into local languages. It is widely involved in literacy. Others such as the World Vision International, Salvation Army, the Adventist Relief Agency, TechnoServe, GHACOE women's ministry, just to mention a few, likewise provide basic skills for the poor in rural communities. They are in addition engaged in other developmental activities in rural communities, using NFE approaches.

The significant aspect of the implementation of the NFLP was the coming together of all providers of adult education in Ghana to pull their resources together to ensure the success of the programme (Blunch and Portner, 2004). Some of the partners were the Ghana Broadcasting Corporation (GBC), which broadcast lessons to the learner throughout the country, the Ghana Book Publishing Association (GBPA), the Ghana Institute of Linguistics, Literacy and Bible Translation (BILLBT), and the Bureau of Ghana Languages (BGL) all of which support the development and publication of some of the local language materials. The World Vision International developed the materials for the

English language programme which was later expanded by NFED. Finally the Institute of adult Education of the University of Ghana has also been very instrumental in research and training of personnel for the programme. A number of other organisations have been equally supportive for the programme especially at the grass root level. Two of such organisations whose contribution to the NFED has been very significant are (1) the National Board for Small Scale Industries (NBSSI) which has been responsible for the training of learners in the formation of cooperatives, simple accounting processes and entrepreneurship and (2) the GRATIS Foundation which provides training in entrepreneurship for income-generating activities (Blunch and Portner, 2004).

Aims/Objectives

The specific objectives of the programme are:

- To enable participants to better meet their personal or social needs through enhancing their abilities to deal competently with everyday life in literate communities
- To equip learners with the knowledge, attitudes and skills that will enable them raise the quality of life in their communities
- To enable learners to improve upon occupational skills through functional literacy
- To broaden the reading interests of learners and establish an attitude of reading for pleasure through the provision of follow-up literacy supplementary reading materials (NFED, 1999 cited in Aryeetey and Kwakye, 2005).

National Functional Literacy Programme entered its second phase in the year 2000 after a successful completion of its first phase which ended in 1997 (Aryeetey and Kwakye, 2005). The key objective of the NFLP is to address inequalities to in access to literacy and life skills, targeting specific groups such as the rural communities, the northern regions of Ghana and women with the purpose of integrating them into the developmental effort (Aryeetey and Kwakye, 2005; Ministry of Education, 2000).

The literacy programmes have been strategies to integrate illiterates, the majority of who are women and rural dwellers into the national developmental process. In this respect, the thrust has not only been on providing literacy and numeracy skills both the benefits thereof of improving livelihoods and living standards of the poor and excluded (Aryeetey and Kwakye, 2005:3)

The NFLP can therefore be described as a government policy that seeks to address inequalities by improving the ability of the large rural poor to improve their standards of living and their capabilities to raise income by equipping them with functional literacy skills. It worth pointing that one of the strategies for sustainable development in Ghana is the eradication of illiteracy, which meant to empower Ghanaians to develop themselves, participate in the developmental process and to enjoy the associated benefits.

In summary, the NFLP was policy framework put in place by NFED to plan, implement and coordinate literacy programmes nationwide to make all Ghanaians functional literate. The term functional literacy is defined by NFED (1999) as the ability to engage I activities in which I which literacy (reading, writing and numeracy skills) is required for effective functioning in one's group of community for self and community development.

Target Group

The programme targets people within the working age group 15-45, especially women, and the three northern regions where literacy rates are the highest. 'Since the provision of basic literacy is the main activity, the programme itself is self-targeting given that illiteracy is higher among women and the northern regions' (Aryeetey and Kwakye, 2005:8). All residents in a community who are non-literates are eligible to enrol. Even though the target age group for non-formal basic education is 15-45, there are instance where children sit in with their parents or guardians to benefit as learners or voluntary assistants to facilitators.

Operation/Teaching and Learning Activities

The NFLP operates in all 138 districts in all ten regions in Ghana. There are a total of 1,237 zoned literacy centres in the districts, with Northern Region holding the highest

number of zones (200) followed by Eastern with 147 whilst the Greater Accra Region has the least (53) (NFED, 2004b).

The programme makes use of 15 local languages as the focus of teaching literacy. Volunteer facilitators are recruited by communities or religious groups and trained to handle the literacy classes. Facilitators are initially trained for 21 days. After a year in teaching they are supposed to attend another 12-day refresher course, but this has not been consistent. Training topics cover subjects on qualities of a facilitator, techniques in facilitating, the adult learner and other developmental and income generating activities. Each village class of learners, consisting of about 25-30 learners, decided on their own meeting times with their facilitators.

On the average each class meet at least 6 hours per week. The NFLP was run in cycles and each cycle lasted for approximately 21 months. District organisers and supervisors from the district offices were the general overseers. They distributed resources and teaching materials like primers, manuals, exercise books, chalk, pencils, other inputs and lanterns for villages without electricity. Officers from the National and Regional offices undertake scheduled monitoring and supervision visits from time to time. It is estimated that about 200, 000 learners are recruited each year with about 8000 volunteer facilitators (Ministry of Education, 2000).

2. Life-skills training

Providers

One of the major NFBE activities in Ghana is training in life-skills. A number of both national and international organisations are involved in this programme. Three of such organisations which will be discussed in this paper are the Planned Parenthood Association of Ghana (PPAG), Green Earth Organisation and the World Vision, Ghana

Aim/Objectives

This programme is intended to help participants maintain personal and environmental hygiene in order to have a healthy life (Blunch and Portner, 2004). The social and health

issues covered under this programme include: family planning, teenage pregnancy, environmental hygiene, immunisation, AIDS, safe motherhood and child care, drug abuse, traditional medicine and safe drinking water.

Target group

The main target groups for this programme include adolescents and nursing mothers.

Through these lessons, the 'participants learn to plan their families, avoid casual sex so as to avoid contracting AIDS, immunise their children and seek medical from medical health personnel when they fall ill' (Blunch and Portner, 2004:46).

3. Income-generation/occupational skills

Providers

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

Aim/Objectives

The main rationale for this programme is to equip participants with some occupational skills which will in turn help them to generate income. The topics treated income-generation/occupational skills include cocoa farming, maize cultivation, dry season farming, basket weaving, animal husbandry, bee-keeping, oil palm cultivation, borrowing money for work, hygienic way of preserving and selling fish, farm extension services, pottery and soap making. The participants are also taught to access credit either from the banks or to form co-operatives to finance their economic ventures.

Target group

These activities are meant for all adults and youth but have a special focus for those who are unemployed so that they will learn some of the occupational skills to make a living.

Since different parts of Ghana have different economic activities, the type of occupational skills taught in a particular community reflects the economic activities dominant there. For example, whilst farmers in the cocoa growing areas in the forest zone learn skills associated with cocoa production, those in the coastal areas discuss how to improve skills in fishing and fish mongering as fishing and fish selling constitute the main economic activities along the coast.

To provide a framework for the reduction of poverty among the Ghanaians, especially the rural dwellers, through the above income-generation activities, the government has adopted a poverty reduction strategy framework referred to as the Ghana Poverty Reduction Strategy (Government of Ghana-GPRS, 2002), to address the issue of poverty and illiteracy.

The purpose of this strategy is to minimise the vulnerability and social exclusion, especially of the poor in rural areas. Some attempts at achieving its vision are through increasing access to education and health facilities in rural areas; the generation of non-farming employment in rural areas; increasing the provision of potable water in rural areas; measures to ensure equal rights for women; more equitable distribution of basic services between rural and urban environments, increasing provision for usable vocational training schemes and many more (GPRS, 2002). In this regard, the characteristic of NFE, which is diverse and skill-centred nature and closely related to participants' environment, seem useful to help equip the people. For this cause, there are many developmental agencies including international and national ones, assisting with the GPRS programme.

4. Civil awareness

Providers

It must be pointed out here that the activities of the most of the key players of NFBE activities in Ghana involve the creation of civil awareness to various degrees. However, those noted mainly for such activities include Action Aid, Ghana the 31st December Women's Movement and the Ghana Broadcasting Corporation.

Aim/Objectives

The overriding objective of the programme is to educate the participants on their civil rights and responsibilities. In order to achieve this objective, a wide range of issues are discussed during civil awareness lessons. These include taxation, bush fires, interstate succession law, child labour, chieftaincy, community empowerment and expensive funerals.

Target group

These activities are targeted mainly at illiterate youth and adults who cannot read such documents as the Constitution and the News papers.

One of the topics which have made great impact on their Ghanaian society is the interstate succession law which sought to solve the problem of inheritance when a family member dies. Prior to the introduction of this law, extended family members sometimes deny the spouse and the children of the deceased a greater share of the his/her property. Under the law however, a greater percentage of the property goes to the nuclear family, which in actual fact, inherit the deceased.

Teaching and learning activities

Similar teaching and learning techniques are employed in almost all the NFBE activities. Different methods and techniques are employed to facilitate learning in the participants. These include the use of picture cards, picture codes, stories, proverbs, role-plays and drama to enhance their understanding of the issues being discussed. Also participants are occasionally made to sing songs as way of relieving boredom. Games are also used to sustain the interest of learners (Blunch and Portner, 2004).

Assessment of Impact

Impact assessment conducted so far has revealed that in terms of participation, by the end of the year 2003, about 2,205,709 participants had been recruited since 1992. Even though the first phase targeted 840,000 recruits, the actual number of participants was

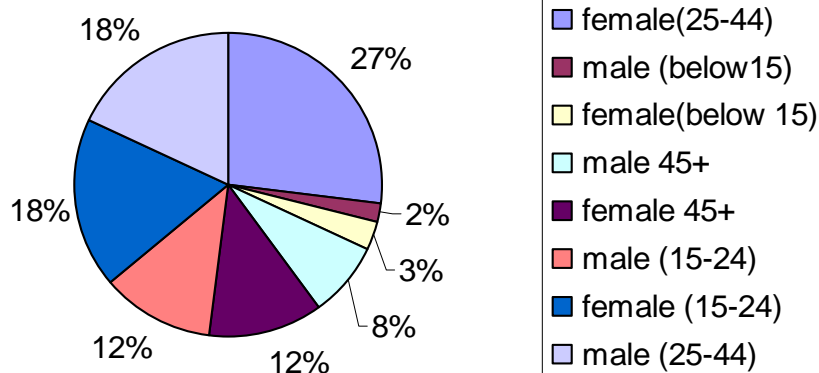
1,500,000 (Aryeetey and Kwakye, 2005:11) .Out of this figure 90% had had either none or some primary education. The gender composition of participants has for a long time remained at 40% males and 60% females. Over 70% of the females are rural dwellers and the poor which suggests that targeting has been effective.

**Ghana National Functional Literacy Programme
Batches of Learners Recruited, 1992-2004**

BATCH	RECRUITS			GRADUATED			DROP OUTS	
	Total	%female	% increase	Total	%female	% of total recruits	% of total recruits	% female recruits
1 1992-94	201760	60.2	-	167461	60.24	83.0001	17.0	17.0
2 1994-95	278209	61.2	37.9	209763	60.37	75.39763	24.6	25.6
3 1995-96	211226	59.5	-24.1	174059	62.13	82.40415	17.6	14.0
4 1995-97	209226	60.5	-0.9	175431	59.12	83.84761	16.2	18.1
5 1996-98	219299	60.3	4.8	175383	60.00	79.97437	20.0	20.4
6 1997-99	207325	62.4	-5.5	180554	60.44	87.08742	12.9	15.6
7 1998-00	187550	60.0	-9.5	163781	60.32	87.32658	12.7	12.2
8 2000-02	196170	62.1	4.6	172453	59.66	87.90998	12.1	15.5
9 feb 2003-05	312907	61.1	59.5	-	-	-	-	-
10 nov 2003-05	182037	62.1	-41.8	-	-	-	-	-
TOTAL	2205709	60.93		1418885	60.28		16.6	17.3

Source: Non Formal Education Division, Accra

**National Functional Literacy Program (NFLP) II
Participation Distribution by Age and Gender;
Batches 9 and 10, 2003-2005**



Source: Aryeetey and Kwakye, 2005

Evaluation studies on the impact of literacy programmes on individuals and households in Ghana are very limited. However, Aryeetey and Kwakye (2005) report of data from Ghana living standard surveys by Blunch (2004) and Blunch et al (2002) which indicate that the first phase of the NFLP had only modest effects on participants literacy skills. This lack of progress was found to be higher among women than men; less than 20% could read after graduation. Interestingly, number of participants with no primary education who could read after graduation was higher than those with some form of primary education. The situation was not any different with regard to numeracy where the number of participants who could do calculations was greater among those with no primary education than those with some primary education (Aryeetey and Kwakye, 2005).

The effect of NFLP on the issue of development has also been found to be positive. According to Aya Aoki (2004), The NFLP has brought about a strong awareness about education, particularly, education for the girl child in the rural communities. About 98% with children of school going age sent their children to school and were prepared to support their children with their home work. Similarly about 97% of participants interviewed reported improvements in their livelihood with some of them reporting specific increases in their productivity and income.

The overall effect of the NFLP has been summarised as follows:

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

The above success story does not in any way suggest that the programme did not have problems. The following report provides a summary of the main weaknesses of the programme:

Intended to benefit the most vulnerable, especially women, the project's voluntary nature, whilst crucial to its success, precluded an active bias in selecting participants. Most learners were probably from low income groups, but socio-economic status was not monitored. Large number of women, many with no access to education, has participated, but the project did not always meet their expectations, and their ability to benefit was limited by competing claims on their time (DFID, 2004:2).

Thus, like every adult education programme, the biggest programme learners face is how to apportion their time among work, study and family commitments.

Literacy and Functional Skills Project (LFSP)

Another major literacy project by NFED is the Literacy and Functional Skills Project (LFSP), which was instituted in 1992. The aim of this project was to improve the quality of life of poor people in Ghana, in particular the rural people and women. The programme was sponsored by the World Bank and the department for international development" (DFID) formerly British Overseas Development Administration (ODA). The project had a radio component in it to support classroom teaching and discussion by providing more detailed information on topics. But though the pilot scheme was successful in two regions, it could not spread to all other parts of the country, due to administrative procedures (Siabi-Mensah, 2000).

It must be pointed out here that the content of most literacy classes cover most sectors in development programmes such as health, environment, agriculture, civic education and many more. Government departments of these sectors sometimes would be having education going on in the communities as well. Non-governmental and private organisations, including voluntary organisations also carry out non-formal educational activities in many rural areas.

The Planned Parenthood Association of Ghana (PPAG)

The Planned Parenthood Association of Ghana (PPAG) is a Non-Governmental Organization providing sexual and reproductive health (SRH) information and services to the youth and others in society. It is a member of the International Planned Parenthood Federation (IPPF). Its goal is to provide the youth and adults in communities with the knowledge and means of exercising their basic rights, to decide freely and responsibly on their SRH as a means of improving their quality of life. They have programmes located in almost all regions of the country and their services are mainly community-based.

Some of the methodologies used in providing their services include mini lectures, group discussions, brainstorming, group work, games and songs, role-plays, film shows, picture stories, field trips and interaction with live cases. Some of their current projects in the communities are: 'Integrated Sexual Reproductive Health (SRH) Services' for the youth with emphasis on STD/HIV/AIDS (Sexually Transmitted Disease, STD) diagnosis and management; 'Family Health Programme' for the under-served in the communities; 'Male Participation in SRH Services'; 'Integrated Family Planning (FP), Nutrition and Parasite Control Project' (Integrated Projects) and many others (Essuman, 2004).

PPAG makes use of volunteers, qualified and skilled trainers as staff. The main objectives of PPAG are to:

- equip participants with knowledge on STDs/HIV/AIDS and related SRH issues
- equip participants with skills to address specific SRH problems and
- promote the adoption of positive sexual behavioural change.

The association has a variety of training programmes for the different workers and volunteers. There are training of trainers (TOT) courses for equipping their selected trainers. They also have refresher courses for already trained persons. There is the in-depth 5-10 days training workshops to equip selected participants with knowledge and skills on specific issues in SRH. They have introductory one-day orientation courses for participants in specific SRH issues.

The Green Earth Organization (GEO)

The Green Earth Organization (GEO) is also another non-profit making voluntary organisation involved in environmental conservation and management projects. The main aim of the organisation is to ensure a sustainable environment, especially in rural areas and empower communities to enhance it. This is done through campaigns, film shows, public education and training, advocacy and promoting Eco-tourism. It has a 'Green Academy Summer School' (GASS), which is held for the youth and local people. It is usually carried out in various communities where GEO operates, during the long vacation period of the school year.

Like PPAG, GEO works with volunteers and part-time workers in the communities. They have few full time staff, mostly qualified in the field of environmental issues, who are trainers and occasionally engage the services of resource personnel.

The main objectives of the organisation include:

- ensuring conservation and rational use of natural resources; ensuring sustainable population growth;
- empowering and improving the life of disadvantaged communities; promoting voluntary action for environmental protection;
- serving as an environmental watchdog; engaging in environmental education and many others.

The operational areas of the organisation include; forestry, biodiversity, sustainable agriculture, climate change, desertification and dry lands, coastal wetland conservation and water bodies.

GEO is affiliated to international and national bodies that sponsor their projects. These include: the International Union for Conservation of Nature (IUCN), a working partner of the Centre for Our Common Future, Action for Solidarity, Equity Environment and Development (ASEED) in the Netherlands and Ghana Association of Private Voluntary

Organisations in Development (GAPVOD). They are accredited to many bodies including: Habitat, United Nations Environment Programme (UNEP); Global Environment Facility and others. The profile of NFED is as presented under the section on NFLP and the development of NFE in Ghana. Most of these organisations have been using different forms of communication devices and technologies in their educational programmes. The national mass media has been an avenue for disseminating information to their target groups.

Limitations of this Paper (Missing Data)

As indicated at the beginning of this paper, there was not much information about the Legal Foundations of NFE policies in Ghana. Even though reference has been made to the 1992 constitution, there is the need to identify Decrees and Acts which specifically deal with the provision of NFE activities.

Another area where data was not available for this paper is monitoring/evaluation mechanisms for NFBE activities. The only information on research captured by this paper is the periodic research and training of personnel undertaken by the Institute of Adult Education, University of Ghana. The paper hints at the national framework for training NFBE educators but detailed information may be required in future.

Concerning the core NFBE activities, information about Equivalency schooling/'Second chance' or alternative education for youth and adults was not available for this paper.

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