

THE PERFORMANCE OF FACILITATORS IN THE FUNCTIONAL LITERACY PROGRAMME OF THE UPPER EAST REGION OF GHANA

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ABSTRACT

The facilitator is a change agent operating in his or her community to bring structural and functional changes that lead to qualitative improvement in the lives and living conditions of his or her clients. This paper examines the role of the volunteer facilitators in the Upper East Region of Ghana under the National Functional Literacy Programme being implemented by the Non-Formal Education Division (NFED) of the Ministry of Education, Science and Sports. The study examines the characteristic background of the facilitators, the training they received and the motivation and logistics for their work in relation to the impact of their work within their communities. The study suggests that sufficient training and motivation are necessary ingredients for effective job performance. It further suggests that the implementation of a development programme at the community or grassroots level should not be left in the hands of volunteers alone. Paid programme officers should also leave their offices and actively engage the community in their development efforts.

KEY WORDS: Education, Literacy, Functional Literacy, Adult Education, Development

INTRODUCTION

Simply put, the facilitator is a change agent. A change agent may be an adult educator, a social worker or a development officer who assists his or her clientele; learners or communities, to bring about structural and functional changes that lead to qualitative improvement in the lives and living conditions of clientele. The facilitator or the change agent makes deliberate and systematic efforts to assist clientele to embrace change opportunities availed by implementing organizations in collaboration with the beneficiary communities. Facilitators become the agents that assist communities to identify and solve their community problems.

Development organizations exist to provide some form of service to societies or communities in which they operate. Such organizations put in place programmes, in the form of services, which they pursue to meet development objectives often tied to the perceived needs of particular societies. These services are mostly geared towards satisfying the needs and demands of the members of society. The societal needs are not static but dynamic. When the needs of society change the organizational programme

will also have to change to correspond to the changed requirements of the beneficiaries of the programme. The ability of any organization to perceive and react to the changing needs of the community in which it operates goes a long way to determine the survival and continuous growth of the organization.

An adult education programme can be described as a set of related activities designed to encourage continuous growth and development of individuals and society (Rogers, 1992; Bhola, 1990; Knowles, 1980). Such programmes seek to assist people to respond to practical problems confronting them. Adult education programmes seek to educate and prepare individuals or groups to act effectively to address the problems they have identified in order to transform their environment. It is the facilitator who serves as a link between the community, which is benefiting from a programme, and the implementing organization, which facilitates the programme. The facilitator assists the organization to promote and implement the programme in collaboration with communities. The facilitator carries messages from the organization to the community and from the community to the organization.

The facilitator may be expected to educate his or her clients on matters such as those relating to environmental management, health, nutrition, sexually transmitted diseases, good farming practices as well as helping illiterate adults to learn to read and write. Since many organizations, including ministries, departments and agencies, have their offices located in the national, regional and district capitals only and not in every community or village, it becomes necessary for such organizations to have their representatives or agents in target communities where they have not established offices.

The facilitators are needed to explain the contents of the programmes drawn by the organization to the people and communities who are supposed to benefit from the programme. It is a good thing to have a fine and credible programme but it is equally good and more important to be able to have the right calibre of personnel to implement the programme for the benefit of the target community. By assisting organizations to implement their programmes, the facilitator helps to market the services of the organization to reach many people who would otherwise not have reached it due to challenges such as long distance, limited personnel and inadequate logistics.

The facilitator therefore complements the effort of the organizational staff to be able to explain the objectives of the programme as well as carry out the activities of the organization to a wider geographical area. The assistance offered by the facilitator helps the organization in terms of cost reduction in programme delivery. The well-trained facilitator can bring his or her expertise and experiences to bear on a programme. Based on their knowledge and experiences they can offer useful suggestions that will help keep programmes on course. Thus, they can be useful to both the communities in which they serve and the organisation implementing the programme. The facilitator however requires training so that he or she can operate within the set ob-

jectives of the programme. The facilitator has to learn about the rudiments of the programme before he or she can impart knowledge of what the programme entails and the benefits participants are likely to derive from the programme.

In transmitting the objectives of the programmes to the beneficiary community, the facilitator will also have to present the views of the members of the community to the organizers of the programme. The facilitator needs to acquire communication techniques, good human relationship, and conflict resolution mechanism, to mention a few. This is in addition to the subject matter of the programme, such as farm management, functional literacy or HIV/AIDS. Furthermore, the facilitator is expected to exhibit certain qualities required of every adult educator. She or he must be willing to learn and acquire new knowledge. She or he needs also to modify and modernize her or his facilitation techniques. She or he must show commitment to duty, respect for learners, and as well be sociable and trustworthy.

The challenges of highly technologized development require that nations can depend, to a large extent, on well-educated citizens. An illiterate and ignorant adult population cannot participate in the fast changing and technologically dependent economy. Even at the local level the challenges of community development require the caliber of people who have a clear understanding of what it means to develop, what it takes to develop, how to mobilize and manage resources to bring about a desirable change. This makes it imperative for nations with high adult illiteracy rates such as Ghana to turn to adult education as an option for who can not return to formal classrooms. The National Functional Literacy Programme was developed in response to this need (NFED, 2001). Its goal is to equip illiterate adults with basic reading and writing skills as well as general life skills for coping with the demands of the changing society. However, to be able to educate the illiterate adult population one also requires well-educated facilitators. Hence, the National Functional Literacy programme relies on facilitators to execute the programme throughout the country. The question, which arises, is that, are the facilitators sufficiently trained to understand and work toward the achievement of the objectives of the programme? Related to the above problem is: who are the facilitators and how effective are they able to discharge their duties as prescribed in the programme design?

Perturbed by the above questions, I engage, in this paper, an examination of the performance of facilitators in bringing about qualitative changes through adult education. I discuss the type of training given to community facilitators to prepare them to implement adult education and development programmes with the view to finding out the extent to which they explain and/or demonstrate their level of understanding and knowledge of the functional literacy programmes, which they are expected to execute. I also examine the nature and scope of resources given to community facilitators to carry out their assignments as well as the impact of the activities of these community level facilitators in their respective target communities.

THEORETICAL FRAMEWORK

Education

The word education derives from a Latin word, *educere*, which means the act of teaching, to educate means to lead out and to train but also to extract out as in 'educer.' Aggarwal (1996) defines education as a process which draws out the best in the child with the aim of producing well balanced personalities who are culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually upright, vocationally self sufficient and internationally liberal. Taken together, education is a systematic and sustained effort aimed at acquiring and/or transmitting knowledge, attitudes and skills. It involves teaching and learning to gain knowledge and skills with the view to enable people to cope with their environment successfully, to improve their living conditions and/or the communities in which they live.

Adult Education

Adult education is often perceived as an attempt by an institution to provide some selected form of learning for those who no longer attend school or those who want to further their education. Brook (1972) argues that adult education is not merely remedial but developmental in the life of society and its citizens. Rogers (1992) notes that "[a]dult education today is not the same as in earlier years". Adult education is closely related to the social, political and cultural condition of each country. Adult education covers all forms of planned and systematic learning which adults experience in the process of living their lives. It is recognized as a life long activity – all human beings are learning all the time throughout their lives.

In most societies, an adult is someone who has a measure of internalized independence in decision-making and is no longer being under someone else's authority. Such a person possesses a measure of maturity and experience. Often, all men and women 15 or 18 and above with social and cultural responsibility can be regarded as adult. In Ghana an eighteen year old can exercise his or her political right to vote or to be voted for. There is however no hard and fast rule as to the exact age for one to attain adulthood. This will differ from society to society. Hoyles, citing Bown and Tomori's (1972) definition of an adult, offers a comprehensive view of the concept. According to her, "the adult is seen as a person who has achieved full physical development and expects to have the right to participate as a responsible homemaker, worker and member of society". Such a person can be responsible for his or her actions. She or he no longer depends on her or his parents or guardians for her or his basic necessities of life. She or he is also responsible for taking decisions regarding her or his social, political and economic life subject to the laws of the land.

Brook (1972) views adult education as a new process of providing more education for the educated to fulfill defined socio-political roles stimulated by the need for

status, prestige and enlarged income. Since adults manage the world, men and women in every generation and society cannot be left to stagnate in poverty and ignorance. Values and ideas need to be shared, new skills are required to meet the pressing demands and the energies of men and women need to be revitalized to meet the challenges of changing times. Adult education provides the avenue whereby men and women can meet and share ideas, experiences, discuss pressing problems and find common solutions to address their problems. It is the process by which persons undertake sequential and organized activities with conscious intention of bringing about information, and knowledge, skills, appreciation and attitudes, or for the purpose of identifying and solving personal or community problems (Coles, 1970). Adult education is directed towards helping the adult participant to learn and understand issues that will help him or her to improve their living conditions as well as the conditions of their community.

A UNESCO declaration at a meeting held in October 1976 offers a comprehensive definition of adult education. That definition denotes that the entire body of organized educational processes, whatever the content, level and method whether, formal or otherwise, in Universities, as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualification and bring about changes in their attitudes for personal development and participation in balanced and independent social economic and cultural development. (Bown & Tomori, 1979)

Linking Adult Education and Development

Bown and Tomori (1979) argue that adult education as an integral part of life long education can bring about economic development. Adult education, by training men and women to acquire skills and bring about changes in attitude, generates the needed human resource that can facilitate increased productivity. In communities, such as those of the third world, characterized by malnutrition, illiteracy, disease and poor surroundings including high infant mortality and poverty, a form of education that will equip the adult with the relevant knowledge and skills necessary to breakthrough these challenges and create awareness as well as empower people to bring about desirable changes in their living conditions is required.

Knowles (1980) is of the view that adult education enables learners to identify and solve community problems, through the mobilization of community resources for the benefit of the community. Bhola (1990) views adult education as a tool for economic survival while Roy-Singh (1990) alludes that it encourages participation in social change and development. Rogers (1992), who sees development at the heart of all adult education programmes, further corroborates the point that the education of adults is recognized as the main route to development. Development is concerned with attitudinal and behavioral change as well as individual self-improvement. Adult education and development aim at increasing knowledge and modified behavior.

Adult education provides skills and basic knowledge necessary for social analysis, creative problem-solving and active participation in re-shaping the structures of society and the economic life in the community. Education is seen as a tool for fighting poverty (Eigen-Zucchi et. al, 2003).

Development connotes a process of change from a less desirable situation to a more desirable one. It imputes progress. Alan and his associates (1992) see it as the economic well being of people living in a country. Development aims at the transformation of people and not merely at raising structures. To Freire (1993) development should place men and women in a position to confront their problems in a critical manner and to make them agents of their own development. In that case the people themselves will be assisted to solve their problems as compared to having an outsider solve problems for them or impose solutions on them. This, to Freire (1973) requires a form of education that enables people to reflect on themselves, their responsibilities and their roles in a new cultural climate. This gives the people the power of choice, and it leads to the awakening of critical consciousness that can help men and women to assume an increasing critical attitude toward the world in order to transform it. Development results from a process of innovation through which people build up skills, knowledge and self-confidence to improve upon their environment and work towards growth, equity in income distribution as well as ensuring individual liberties and the rule of law.

Development involves participation, empowerment, enrichment and sustainability, which imply meeting the needs of the present without compromising the ability of future generation to meet their needs as earlier on noted. Allen and Thomas (1992) summarize human needs-centered development as follows: Reduction of material poverty, unemployment, relative equality, democratization of political life, true national independence, good literacy, equal status for women and sustainability. The attainment of these needs require the education of the citizenry including the rural poor, hence, the need to provide them with literacy education.

Literacy

The basic definition for literacy is the ability to read and write in any tongue or language. Literacy provides the ability to find and use documented information in a known language. As a social process, literacy brings to the literate person new respect and social status, and brings about development. A person is literate when he or she can understand and read and write the basic literature of everyday life a specified language context. A person is functionally literate who can engage in all these activities in which literacy is required for effective functioning of a group and community that shares the language and also is enabled to continue to use reading, writing and calculation for his or her own and the community's development (NFED, 2001). Functional literacy can bring about economic empowerment. It enables people to become critically aware of the socio-political and economic relationship in which they find themselves. It helps people to do something with their literacy skills.

Bhola (1993) identified three elements of a functional literacy programme. These are:

- ◆ The literacy component, which focuses on reading and writing skills;
- ◆ The functionality component which deals with economic skills; income generating activities, and
- ◆ Awareness creation component; which creates awareness among the learners with regard to social cultural and political life.

He explains that "... effective functional literacy must be linked with lifelong education." This implies that learners must learn things about life and not only subjects. Functional literacy then is an opportunity for gaining the right to learn.

Functional Literacy and Development

Whereas traditional literacy aims at giving the illiterate sufficient command of the mechanism of reading, writing and elementary arithmetic and afford him access to the written or printed word, functional literacy attempts to link instructions of reading and writing to technical, occupational, scientific, socio-economic, and civics as an integrated activity. Functional literacy aims at mobilizing, training and educating insufficiently utilized human resources, to make them to more productive and more useful to themselves and to society.

Modernization of agriculture cannot be effected without informed and educated farmers. Similarly, industrialization and entrepreneurial development require skill labor and technical know-how. By extending the benefits of functional literacy to the greatest possible number of illiterates greater overall productivity is expected to grow and bring about national development. Functional literacy should therefore be so designed as to encourage learners to improve upon themselves with the skills and knowledge they acquire.

THE STUDY AREA

The field investigation was conducted in the Upper East Region of Ghana. By location and definition, the Region occupies the northeastern corner of the country. It shares common borders with Burkina Faso, to the north; the Republic of Togo, to the East; the Upper West Region to the West, together they formed the then Upper Region and; the Northern Region to the South. The Upper East covers a land area of about 8,842 square kilometers. It has a population of 920,089 of which 442,492 are males and 447,597 are females (Ghana Statistical Service, 2002). It is in the Savannah zone, the vegetative cover can be described as savanna grassland with few short trees, which are sparsely distributed. The soil is not very rich as most part is sandy with an extended span of rocky topography. Due to irregular and low rainfall pattern the soil fertility is low. This has made poverty widespread as most adults depend on subsistence farming.

RESEARCH PROCEDURES

Design

The study made use of survey research, by selecting and studying samples chosen from the population. According to Kerlinger (1964), surveys can help bring out the incidence, distribution and relationship among variables. Accurate assessment of the characteristics of the facilitators, their relationship with their communities, as well as their output was secured through the use of survey design. Survey techniques were used to gather data for analyzing the conditions of facilitators and the target communities that have received interventions. This has made it possible for the analysis and explanations offered about possible relationships among the variables that were identified. The survey design was chosen because its potential for reaching a large audience for reliable, valid and meaningful data that can support theory building (Peil, 1995).

Population and Sample

All the facilitators in the Upper East Region who were recruited by the Non-Formal Education Department (NFED) in the year 2000 and were handling literacy classes as at the year 2002, when the data collection was undertaken, were included and formed part of the population for this study. Participants were drawn from six districts of Upper East Region namely Bawku East, Bawku West, Bolgatanga, Builsa, Bongo and Kasena-Nankana District Assemblies. Forty trained facilitators of the functional literacy programme in each district were selected to participate using random sampling techniques. In all, a total of two hundred and forty facilitators participated in the study.

Tools of Data Collection

The investigator combined face-to-face interview with the administration of questionnaire. The same sets of questions were used to elicit information from all the respondents. The head of the organization that was selected for consideration was interviewed, that is the District Directors of NFED, the training officers of NFED, Regional Director of NFED, all in Upper East Region. The interview afforded the investigator the opportunity to gain insight into what the organization or programme stood for, what they had planned to do, and what they were actually doing. In addition to the interviews, the investigator examined what had actually taken place in the communities selected for study. Any development activity or visible project that has come out of the programmes was noted in order to check the authenticity of responses derived from the administering of the set of questions.

PRESENTATION AND DISCUSSION

Socio-demographic Characteristics

Sex

The bio-data of the respondents show that out of the 240 facilitators that were interviewed 172 were males and 68 were females. It is not surprising that more males offer their services as compared to the females since the job demands ability to read and write as well as time, which a lot of female adults lack. Besides, the women are normally engaged in domestic chores that make it difficult for them to leave their homes for additional responsibilities.

Age

The age range of the respondents was given as follows;

Table 1: Age of Respondents

Age range	No.	Percentage
Below 20 years	12	5
21 – 25	30	12.5
26 – 30	40	16.6
31 – 35	41	17
36 – 40	45	18.7
40 and above	72	30
Total	240	100

It can be observed from Table 1 above that majority of the respondents (constituting 70 percent) were below forty years of age. Such able-bodied young men and women are more likely to offer their services voluntarily for the development of their community. The youth will be more willing to travel outside the home for training than the aged who have more responsibilities at home and at work places. Besides, the health of the aged may not permit them to engage in strenuous work, as in the case of a facilitator going out in the night to organize and facilitate literacy classes and engage in communal work.

Marital status

It was noted that 80 percent of the respondents were married. This augers well for the class, since some of the learners were women and married. The learners required matured and responsible facilitators to handle them.

Education

On education, it is significant to note that though 13 facilitators had never had any formal education, they were still able to handle literacy classes because of similar help they had when they were illiterate. They had graduated from the literacy classes to become facilitators themselves. Table II Below gives a vivid picture of the facilitators' academic background.

Table 2: Educational Background

	No.	Percentage
No formal Education	13	5.4
Basic Education	115	47.9
Secondary education	92	38
Post-secondary education	11	4.5
Tertiary education	9	3.7
Total	240	100

Table 2 above shows that 13 facilitators had no basic education, 115 had basic education and 92 of them had secondary education. On the other hand, only 20 of them had at least post-secondary education constituting less than 8.5 percent of the respondents. Similarly, about 53 percent of the respondents had not obtained secondary education. Considering the fact that the facilitator needs to have a clearer understanding of the objectives and methods of the functional literacy programme, one expected to have well-educated facilitators. Unfortunately majority of the respondents had low academic background. The work of the facilitator requires ability to effectively read and write. The facilitator has to read manuals, gather data, fill forms and write reports. Furthermore, the facilitator has to assist his or her class to write project proposals and submit them to appropriate agencies for assistance. They are also to lead discussions on matters that are relevant to the development of the learners and their community. The high demands on the facilitator require that they are prepared to read and inform themselves for their tasks. With over 50 percent having only basic education, questions are raised regarding their ability to perform especially in the face of the dismal achievements. Such facilitators will require continuing education in order for them to up-date their knowledge, keep abreast and offer improved services in line with the objectives of the programme.

Occupation

On the occupation of respondents 69 percent were farmers, 18.2 percent were public servants, 4.1 percent were students while 8.3 percent were self employed. With majority of them not in public service, it became easy for them to have time for voluntary service

Status of facilitators in their community

An attempt was made to find out whether the facilitators were holding responsible positions in their communities prior to their appointment as facilitators. The responses show that five percent were church leaders; another five percent were unit committee secretaries, ten percent were serving as disease surveillance and control agents in their communities. The rest constituting the majority of 80 percent were not holding any responsible positions in their communities. Those who were already occupying leadership positions in their communities were more capable of mobilizing their people for communal work due to their experience.

Relationship with NFED

All the respondents considered their job as purely voluntary; they said they were nominated by their community to serve. Their specific duties as stated by respondents, which were not different from the programme objectives, were as follows:

- ◆ To teach learners to become functional literates;
- ◆ To assist learners to participate in communal labour;
- ◆ To recruit learners;
- ◆ To create awareness;
- ◆ Improve the skills of learners;
- ◆ Improve the skills of learners;
- ◆ Improve standard of living of learners; and
- ◆ To encourage people to engage in income generating activities.

Facilitator Expectations

On the expectation of facilitators, they were looking for reward after the end of their services. The items they expected were:

- ◆ Bicycle;
- ◆ Sewing machine;
- ◆ Future employment;
- ◆ Radio sets;
- ◆ Roofing sheets; and
- ◆ Monetary reward.

The knowledge of the expectation of the facilitators is necessary impetus that could inform the programme officers to shape policies and to incorporate the needs of the volunteers to the plans and budget of the programme. The respondents claimed they offered their services in order to help their illiterate compatriots to learn how to read and write as well as to assist their communities to embark on development projects and income generating activities. The facilitators generally agreed that they were do-

ing the job purely out of the desire to help adult illiterates in their community to improve themselves. They were not compelled or induced with monetary promises.

Knowledge of Programme Objectives

All the facilitators were conversant with and were able to state the objectives of the programme. They identified these to include as follows:

- ◆ To make all adults functionally literate;
- ◆ To help adults to be aware of government policies; and
- ◆ To equip people to practice safe sex and prevent diseases, among others.

Having noted that the facilitators were aware of the objectives of the programme, they were asked to state their personal objectives. They claimed they were bringing light to their people; help them to be literate and to mobilize illiterate adults and their community members to embark on development activities including income-generating activities. The indicators are that the facilitators knew what the programme was all about and their personal objectives for taking part in the programme were at par or in congruence with the programme objectives. Their objectives were compared with their actual activities on the ground. It was noted that the facilitators were clear in their mind what they were recruited to do and they were doing the right thing.

Skills Training

The study revealed that all the facilitators had gone through two weeks of training and had treated the following topics: Facilitation, collaboration, the use of the primer, class record keeping, personal hygiene, HIV/AIDS, immunization, reading, writing and calculation skills, class management etc. Facilitators considered their training useful as they acquired skills that enabled them to handle adults. They had been equipped to manage their classes well. The respondents also affirmed that they had had opportunity to apply their knowledge after the training they received. One stated "I am applying my knowledge by using flash cards and the radio forum with my class." Another had this to say: "Between my learners and me there is always open and democratic communication. Discussions flow freely, everyone airs his or her views and questions are evenly distributed." They stated that they had been able to train the adult learners in their classes to read and write. Others were providing counseling services, providing first aid, and embarking on tree planting exercise.

ANALYSIS OF FINDINGS

Facilitator Effectiveness

The findings presented above show that the learners are doing well in terms of reading, writing and calculation skills. However, much needs to be done in the areas of

development activity, income generating activities and thorough discussion techniques. The ability of the learners to embark on a meaningful development activity would depend on well-trained facilitators. If the facilitators are well trained in planning and implementation of development activities, they can with some minimum motivation mobilize the adult learners in their care to do effective job in developing their communities. It was noted that the benefits of the functional literacy programme extended beyond the classroom to the entire community in most cases. The development activities embarked upon by the classes were geared towards addressing community problems, which the learners had identified. As many as 57.5 percent of the respondents were members of their community involved in development activities. The 240 facilitators declared that they were satisfied with their work, as their programmes were being patronized.

Engagement in Community Development Activities

The following activities were recorded as taking place in the communities. Construction of hand dug wells, income generating activities e.g., pottery, basket weaving, goat rearing, environmental clean up campaigns, construction of KVIP, day care centers and market; opening of bank accounts for the classes; involvement in compost making and application of local organic manure in farming, introduction of family planning to the community, basket weaving, soap making, fish preservation, reading and writing skills and participation in community work.

Perceived Gains

From the perspective of the respondents i.e. facilitators, some of the gains since enrolling in the program include:

- ◆ Acquisition of knowledge, skills and increased awareness;
- ◆ Leadership skills, more responsible;
- ◆ Making of friends with learners;
- ◆ Respect within the community;
- ◆ Income from sale of income generating products;
- ◆ Ability to organize the community and to address it without fear or shyness;
- ◆ Facilitating techniques among others.

Programme Challenges

Respondents outlined their challenges as follows:

- ◆ Limited time, which competes with personal programmes
- ◆ Lack of money
- ◆ Absence of motivation
- ◆ Inadequate logistics

- ◆ Lack of means of transport
- ◆ Inadequate training and
- ◆ Difficulty in raising credit for the class to embark on I.G.A.

Suggestions for improvement

The facilitators came out with the following suggestions

- ◆ Facilitators should be motivated
- ◆ Facilitators should be given allowances
- ◆ Supervisors should try and visit classes regularly
- ◆ Regular retraining of facilitators should be done
- ◆ Prompt supply of logistics – teaching and learning materials.
- ◆ Encouragement of radio programmes
- ◆ Provision of micro credits to the literacy classes
- ◆ Token gifts of appreciation should be given to the facilitators by the NFED
- ◆ Award scheme for hardworking facilitators should be instituted by the NFED, among others.

CONCLUSION

It can be said that the facilitators were trained before they established and managed their literacy classes. The facilitators were also practicing the methods they were taught. However, it was observed that the two-weeks training was not enough for them to imbibe and apply all the techniques and methods that were introduced to them. Hence, some facilitators found it difficult to execute development and income generating activities, which were necessary to make the literacy more functional. Another point worthy of note is that the facilitators were not giving allowance for them to give up their best. Their responses showed that their expectations in terms of reward for the voluntary services that they were rendering had not been met.

RECOMMENDATIONS

Gathering from the study, that the Functional Literacy Programme in the Upper East Region of Ghana is proceeding very well except for a few hitches recommends are being made for enforcing the process. It is recommended that:

- ◆ the facilitators should be supported with continuing education (periodic retraining) to facilitate continual improvement of their performance.
- ◆ motivation for facilitators should not be reserved for the end of their two-year service but it should be regular.
- ◆ the officers of the NFED and other collaborators should pay regular visits to class centers and assist facilitators in their work.

Sufficient training and motivation will go a long way to make the literacy communal and developmental. Even though the reliance of volunteers is helpful for programme implementation in a community, such volunteers shall require sufficient training and retraining as well as some form of incentives to enable them to give off their best.

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