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**FACILITATION OF ADULT LITERACY:
A CASE WITHIN THE GHANA NATIONAL FUNCTIONAL LITERACY PROGRAMME**

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ABSTRACT

In 2013 the Ghana National Functional Literacy Programme (GNFLP) changed its approach to adult literacy. Instead of local language literacy learning facilitated by volunteers it now deploys Programme Assistants who previously administered the system as Adult Literacy Officers (ALOs) to facilitate literacy learning in English. This study explores what is happening in the GNFLP classrooms especially in view of the recent policy changes and other contextual challenges. The aim is to contribute to knowledge on the facilitation of adult literacy specifically in Ghana and how it is impacted by programme management issues and other contextual factors.

A qualitative case study design was employed to explore the key question of *how adult literacy facilitation in English is being accomplished in the Ghana NFLP* and four sub-questions as follows:

1. How is literacy facilitation understood by the ALOs?
2. How does the understanding of literacy facilitation held by ALOs translate into the facilitation of the new policy of NFLP in English?
3. What difficulties do ALOs face in enacting facilitation?
4. What are the perspectives of the ALOs on their new role in the NFLP?

Data collection comprised observation of six adult literacy classes, selected purposefully from a district in a southern region of Ghana. These were followed by semi-structured interviews with the six ALOs whose classes were observed. After initial analysis of the data, four telephone follow-up interviews were conducted to fill up gaps in data. In addition, documents including research reports on literacy, facilitation and second language teaching, as well as instructional materials were analyzed. All data sets were analyzed using thematic analysis framework because it is a flexible and useful research tool that gave me a means of providing a rich and detailed account of the data on facilitation. Secondly, it is not 'wed to any pre-existing theoretical frameworks' so it made it easy for me to interrogate the data in this study adopting a constructionist

epistemological position (Braun and Clarke, 2006: 9). The study was guided by Knowles' notion of andragogy which provides guidelines on how adults learn and Rogers' Facilitation Theory.

The study revealed that although ALOs are expected to use andragogic methods in facilitating English literacy learning to adults, especially those with limited and no literacy, programme related factors make this difficult. Inadequate class inputs, ALO-related issues such as facilitator's own English linguistic competency and some level of difficulty with communicating with the learners whilst facilitating their English literacy limit learner participation and encourage a transmission approach. Although comprehension was facilitated through translation for participants, their English language production was very limited. However, participants benefitted more in public speaking even in their own language and a sense of solidarity from participation. The study concludes that second language literacy facilitation for adult learners requires linguistic as well as andragogic competence. Adequate resourcing and management of contextual issues are also factors that impact on facilitation of English literacy learning by adults. Better standards for deploying, building the capacities of the ALOs and managing the programme are therefore recommended if proficiency in literacy levels is to be attained by participants. The study sheds light on what pertains in an adult functional English literacy class in the GNFLP and has offered implications for policy and practice.

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LIST OF ABBREVIATIONS

ALO	Adult Literacy Officer
ALOs	Adult Literacy Officers
CAS	Critical Analytical Study
CLT	Communicative Language Teaching Approach
COTVET	Council for Technical Vocational Education
CS	Case Study
DP	Development Partners
EdD	Education Doctorate
EFA	Education for All
ERP	Economic Recovery Programme
ESP	Education Strategic Plan
GAD	Gender and Development
GES	Ghana Education Service
GNFLP	Ghana National Functional Literacy Programme
GTM	Grammar Translation Method
ICDE	Institute of Continuing and Distance Education
IBRD/WB	International Bank for Reconstruction and Development/World Bank
MDGs	Millennium Development Goals
MOE	Ministry of Education
NFE	Non-Formal Education
NFED	Non-Formal Education Division
NFLP	National Functional Literacy Programme
NGO	Non-Governmental Organization
NSPs	National Service Persons
OCSLD	Oxford Centre for Staff and Learning Development
PAMSCAD	Programme of Action for Mitigation of the Cost of Structural Adjustment
SDG	Sustainable Development Goals
SDL	Self-Directed Learning

SSA	Sub-Sahara Africa
SME	Supervision, Monitoring and Evaluation
TEAL	Teaching Excellence in Adult Literacy
UIL	UNESCO Institute of Lifelong Learning
UNESCO	United Nations Educational, Scientific and Cultural Organization
WID	Women in Development

CHAPTER 1: BACKGROUND OF THE STUDY

1.1 Introduction

Literacy and numeracy, foundational skills of education, are vital for the promotion of active citizenship, the development of peaceful and democratic societies, and to broader social development, especially in developing countries (UNESCO, 2006a). For ease of reference, unless it is expressly mentioned, numeracy is subsumed under literacy in this study. Literacy is part of the right to education, a public good as well as a foundation for independent and lifelong learning (UNESCO, 2016; 2015). Hence, it is seen as a necessary intervention in development plans such as the 17 Sustainable Development Goals (SDGs), Education for All (EFA) goals and the Millennium Development Goals (MDGs).

Despite the centrality of literacy in education, the Global Education Monitoring (GEM) Report 2016 states that in 2015, 758 million adults, 114 million of whom are aged 15 to 24, cannot read or write a simple sentence; nearly two thirds are women. Thus the Incheon Declaration and the Education 2030 Framework for Action mandates countries to ensure the achievement of SDG 4; inclusive and equitable quality education and lifelong learning for all by 2030 (UNESCO, 2016). Declaration 9 requires that teachers and educators are empowered, adequately recruited, well trained professionals, qualified, motivated and supported within well-resourced efficient and effectively governed systems. The role played by an educational agent who ensures quality and equitable learning for all participants is thus acknowledged (ICDE, 2012; Bhola, 2000).

1.2 Rationale

Until 2013, volunteers facilitated adult literacy in Ghanaian languages and pilot English literacy in the Ghana National Functional Literacy Programme (GNFLP). Since then, due to financial limitations resulting in policy changes, the lowest level administrative staff of the Non-Formal Education Division (NFED) of the Ministry of Education (MoE) or Programme Assistants, termed Adult Literacy Officers (ALOs) in this study, have been placed in charge of facilitation of the increased number of English literacy classes for adults with limited or no literacy. The ALOs used to be organizers who provided administrative and methodological support to the volunteers. The increased English

classes were due to learners' incessant demand for English literacy (NFED, 1987; Yates, 1990).

Despite the Education 2030 call of action and the central role facilitation plays in the delivery of literacy programmes such as Ghana's, studies suggest that weak facilitator capacity prevails in sub-Saharan Africa (UNESCO, 2006a; Bhola, 2000). Hamilton and Pitt (2011) argue that the results of literacy programmes are prone to change over different policy periods. The Ugandan and Namibian literacy programmes had challenges with using untrained and un-committed instructors (UNESCO, 2008; IBRD/WB, 2001). My own study on volunteer facilitation of literacy in a district in Ghana, undertaken as part of the International Professional Doctorate in Education (EdD) course indicated that facilitators understood little of what facilitation entailed and hence were confronted with challenges in the field (Berdie, 2013). Rogers (2005) and Abadzi (2003) also claim that capacity building for facilitation of adult literacy education is weak, especially in less developed countries, and should be strengthened. Other researchers are also agreed on the paucity of qualified literacy facilitation personnel and rigorous methodologically sound research investigating the learning processes of adults as compared to those of children and adolescents (McCaffery, Merrifield & Millican, 2007; UNESCO, 2006a; 2006b; Dorvlo, 2006; Greenberg, Ehri & Perin, 2002; IBRD/WB, 2001). Tagoe (2012) also asserts that the monitoring of EFA Goals 3 and 4, also captured in the SDG goal 4, which sought to ensure equitable access to learning programmes for youth and adults, remained a challenge in Ghana due to reduced funding. Besides, SDG global indicator 4.6.1 focuses on the achievement of at least a fixed level of proficiency in functional literacy and numeracy by literacy programme participants (UNESCO, 2016). This situation calls for monitoring and understanding the factors that influence achievement of proficiency by participants; in this case, facilitation of English literacy learning.

1.3 Significance of the Study

My study on facilitation of adult English literacy is therefore a response to the calls (UNESCO, 2016; 2007; 2006a; IBRD/WB, 2001) for a systematic investigation of elements of provision, participation and access to education and achievement of SDG 4. Thus, the focus for my investigation is to explore how ALOs are facilitating adult English literacy education in the GNFLP. This study contributes towards developing a stronger

knowledge base on facilitation of adult literacy, effectiveness and quality improvement and has implications for policy change in functional literacy programmes in Ghana, Africa and elsewhere in contexts that have high levels of illiteracy and resource constraints.

1.4 Objectives of the Study

The key objective of this study is to identify the diverse andragogic and other facilitation approaches, and institutional conditions that may be influencing facilitation and the relationships between facilitators' knowledge, beliefs and their practices in the English literacy classroom. The study seeks to achieve the following specific objectives:

1. Explore, through systematically collecting and reviewing data, how facilitation in the GNFLP takes place.
2. Interrogate how the adult functional literacy curriculum is interpreted and acted out by the ALOs.
4. Generate valuable lessons on facilitation of adult learning, a central issue in the achievement of target 6 of SDG 4.
5. Provide an empirical basis for contextually relevant and evidence-informed policies on curriculum, training and facilitation towards quality adult literacy programmes and achievement of SDG 4.

The key question that was examined is: ***How is adult literacy facilitation in English being accomplished in the Ghana NFLP?*** This generated the following sub-questions:

1. How is literacy facilitation understood by the ALOs?
2. How does the understanding of literacy facilitation held by ALOs translate into the facilitation of the new policy of NFLP in English?
3. What difficulties do ALOs face in enacting facilitation?
4. What are the perspectives of the ALOs on their new role in the NFLP?

1.5 Organization of the Thesis

The research is organized in six chapters. The introductory chapter presents the background, rationale, significance, research objectives and questions. Chapter Two provides the review of literature. It also discusses the issues that impact facilitation of adult literacy, theories of adult learning and the conceptual framework. In Chapter Three, an overview of the methodology and methods employed in the study is presented. The data collection and data analysis processes as well as ethical issues are discussed. The chapter also presents a brief description of the research site. Chapter Four presents findings on the collective cases of English literacy facilitation as enacted by 6 ALOs. Chapter Five discusses and interrogates the data generated against the theories and the literature. Chapter Six presents the summary, conclusions and the key issues emerging. It provides reflections on the research process, the professional insights gained and discusses their significance in improving the facilitation of English literacy learning by adults with no or limited local language literacy. The chapter also makes suggestions for further research.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter builds on a Critical Analytical Study on literacy and its facilitation undertaken in year three and discusses the concept and contexts of literacy including Ghana's, teaching and facilitation, literacy and foreign or second language teaching and learning. It also presents the theoretical perspectives and the conceptual framework guiding this study.

Peer reviewed articles from several databases including SCOPUS, ERIC, JSTOR, BREL; Sage Journals on Line and books among others were searched first. These were followed by a review of abstracts of articles, based on relevance to literacy, its facilitation and second language teaching and learning. Websites of relevant organizations such as the World Bank, UNESCO, DVV and other development institutions such as Action Aid that have published on adult literacy and its facilitation were also searched.

Ghana is a country situated in South Saharan Africa and in the West African region. Ghana covers a land mass of 239,000 km and is credited with good governance and democratic consolidation. The country, with a population of about 25 million people, is mostly agrarian with a recent oil find in its western region. It has had many education reforms, one in 1987 that give birth to the Non-Formal Education Division and the NFLP aimed at reducing the illiteracy rate and also alleviating poverty for the country's non-literate especially women and the rural poor. Currently, the illiteracy rate is tagged at 66.6 percent with the female rate at 60.4 percent compared to their male counterparts at 66.6 percent (ADB/ADF, 2012). As part of the country's development effort, non-formal education has been considered an integral part of the education plans since post-colonial times. However, implementation has been met with many challenges making these plans only good intentions that see minimal implementation.

Thus, my study drew considerably on analytic insights and practice of facilitation of adult literacy in English in the context of Ghana in particular and globally in order to answer the research questions.

2.2 Literacy: Historical Antecedents and Definitions

The Incheon Declaration 2015 considers education as key to the achievement of all SDGs. Literacy has been considered a foundational skill and integral part of education (UNESCO, 2016; Wickens and Sandlin, 2007; Lind, 1985). Education is facilitated if the 'essential tools' of literacy, numeracy and oral expression coupled with the acquisition of knowledge, skills, values and attitudes are made central to the process (Limage, 2005:2).

The UNESCO General Conference in 1978 adopted the basic definition of literacy as a *"literate person is one who can, with understanding, both read and write a short simple statement on his/her everyday life"* (UNESCO 2005: 153). Prior to the 1978 conference in Persepolis, arithmetic or numeracy was added to the initial definition of reading and writing (three 'Rs') and was declared a foundation for education (UNESCO, 1975; Lind, 1985). Literacy today is considered 'in ways that contribute to socio-economic development, developing the capacity for social awareness and critical reflection as a basis for personal and social change' to more complex forms such as the 'new literacies' (UNESCO, 2016; 2006: 147). Literacy and numeracy are basic cognitive skills that are essential components to specialized skills e.g. digital and financial literacy among others and fundamental for access to decent work as well as being (UNESCO, 2016). Thus the Incheon Declaration 2015 (9) commits to ensuring that all youth and adults, especially girls and women achieve relevant and recognised functional literacy and numeracy proficiency levels, acquire life skills and that they are provided with adult learning, education and training opportunities.

In parallel to this is the notion of functional literacy. The inadequacy of the traditional literacy approach was agreed on at the World Conference of Ministers of Education on the Eradication of Illiteracy in Teheran in 1965 (UNESCO, 1966 cited in UIL, 2008). UNESCO consequently adopted the definition of a functionally literate person which states that:

A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his or her group and community and also for enabling him/her to continue to use reading, writing and calculation for his or her own and the community's development (UNESCO, 1978).

This definition emphasized that what is sought is not literacy for literacy's sake but its relevance to meeting the vocational and basic learning needs of participants. In other words, literacy was seen as a key to productivity at work irrespective of gender, time, age or location and ensuring the economic, social, educational and political empowerment desired. Functional literacy relates to the competencies required in improving the lives of people and enabling them to adapt to eventualities of the future (Gboku & Lekoko, 2007). It is thus tied in with the 'illiteracy being ignorance' argument (Olainiyi, 2015; UIL, 2009). Sofia Gomez, asserted that: Anybody showing any difficulty in handling literacy skills was labelled as a 'functional illiterate (UIL, 2008: 82).

This makes functional literacy remain 'powerful in the policy discourse' (Shiohata, 2009: 65) resulting in its potential as a strong factor in social change (UNESCO, 2016). However, even though the essence of literacy in development has been established, the language of literacy became an issue. Most participants of adult literacy programmes prefer to have literacy and numeracy in the language of wider communication: national or international (Papen, 2007; Barton and Papen, 2005; Welch, 2000; Yates, 1995 and Lind, 1985).

Literacy discourse has been generated mainly in two different contexts: academia and United Nations Scientific and Cultural Organization (UNESCO) and development partner-led conferences (UIL, 2008). In these contexts, effort is made to understand and attach significance to the nature of literacy. UNESCO in 2003 put forth the idea that literacy is a central element of the fundamental right to education and is critical in the achievement of developmental goals such as gender equality, poverty reduction, wealth creation, prevention of diseases, HIV/AIDS prevention and management, environmental management and preservation and the creation of democratic societies. The United Nation's Decade for Women (1976 – 1985) also brought to the fore gender inequities and women's marginalization in development. The SDGs have also upheld these and have emphasized the extent to which youth and adults acquire literacy proficiency is as important as to whether they participated (UNESCO, 2016).

Adult literacy programmes thus owe much to Women in Development (WID) and Gender and Development (GAD) activists who lobbied for the empowerment of the poor,

especially women as a social justice, human right and economic emancipation issue (UNESCO, 2016; Anderson and Koolj, 2007). This necessitated the sponsorship of literacy programmes such as the GNFLP which commenced in 1987 under the Structural Adjustment Programme of the World Bank ¹(NFED, 1987). The declaration on Education for All in 1990 subsequently introduced a working definition which sought to capture all the concerns and that which focused on literacy as a life skill and a basic learning need or tool necessary for all; men and women; rural or urban; children, youth and adults whether in formal, non-formal and or informal learning.

Although the advocacy for equity for women and the rural poor has led to increase in literacy rates, several decades after the 1990 Conference, illiteracy especially for women still prevails. For example, the GEM Report 2016 indicates that globally 758 million adults lack any literacy skills and that there were as few as 74 literate women for every 100 literate men in low income countries. The youth literacy rate was as low as 71 percent in Sub-Saharan Africa. In Ghana, a little over 6 out of every 10 men, but only 4 out of every 10 women are literate (GSS, 2010). English is the official language of Ghana (Yates, 1995). However, less than 20 percent of Ghanaians overall, and 17.4 percent of females are literate in English (GSS, 2010). This situation results into the marginalization and vulnerability of vast masses of citizens in a country where illiteracy thrives. This requires research and policy interventions that can effectively improve literacy proficiency levels (UNESCO, 2016).

The justification of literacy and subsequent reduction in illiteracy (UNESCO, 2016) notwithstanding, there appears a lack of any international consensus on what literacy means (UIL, 2009). According to Rosa Maria Torres (UIL, 2009), the differences in the way people use the word literacy derive from the varied understandings. Some do not encompass all ages, but relate to only youth and adult literacy, some debate the

¹ In the early eighties, Ghana experienced severe economic hardships that affected its citizens especially women and the vulnerable severely. Structural adjustment policies and programmes put in place under the guidance of the World Bank worsened the sufferings of these identified targets even further. The Economic Recovery Programme (ERP) and the Programme of Action to Mitigate the Social Cost of Adjustment (PAMSCAD), were further policies designed which included functional literacy. They were aimed at lessening the plight of these vulnerable groups and increasing their contributions to economic recovery.

inclusion or not of numeracy, whether it is a stage or a continuum spanning life, its scope such as basic, initial, functionality, post literacy or as a 'more advanced knowledge and use of written language' (pg.14). Others stretch the debate to include technological advancement, *the new literacies* which is the ability to use computers or a phone, or financial literacy (Olaniyi, 2015; Shiohata, 2009; UIL, 2009). The most common assumption of literacy and being literate as having the basic cognitive skills of reading, writing and arithmetic has however persisted over the years (UNESCO, 2016; Olaniyi, 2015; Shiohata, 2009; McCaffery et al., 2007; UNESCO, 2006; UNESCO, 2005; Street, 2001). Quoting the 2006 EFA Global Monitoring Report, literacy has grown beyond 'a simple process of acquiring basic cognitive skills to using these skills in ways that contribute to socio-economic development to developing the capacity for social awareness and critical reflection as a basis for personal and social change' (UNESCO, 2005: 275).

2.3 Adult Literacy in Ghana

2.3.1 Beginnings

Religious groups in Ghana, dating back to the 18th century spearheaded the tradition of adult literacy education (Blunch, 2012; Dorvlo, 2006). The Legislative Assembly approved a plan for literacy and mass education in 1951 in the local languages (Dorvlo, 2006). However, following the overthrow of the Nkrumah led government in 1966, adult literacy in Ghana was gradually relegated to the background until 1968 when it finally collapsed. The reasons for the collapse were twofold; the programme's political association with Nkrumah and participants' consideration of skills taught as irrelevant (Blunch, 2012). Adult literacy work in Ghana remained unattended except by Non-Governmental Organisations (NGOs) who persevered, but on a very small scale (Dorvlo, 1993).

According to the 1984 Ghana Population and Housing Census, there were about 5.6 million illiterate adults and 2.5 million early school leavers in the country and this did not augur well for the country (NFED, 1987). The government of the time was influenced by renewed awareness globally about the relevance of adult functional literacy to the development efforts of countries and to Women in Development (WID) and Gender and Development (GAD) movements. This was also supported by the theory propounded by

the popular Brazilian philosopher and educationist, Paulo Freire, that if the mass of non-literates, the majority women, were mobilized and 'conscientised' by the tool of functional literacy, they could become empowered and contribute their quota to their own and their communities' development (Freire, 1985).

Ghana consequently established the NFED in 1987 as part of the National Education Reform (NFED, 1987). The NFED was tasked to coordinate all fragmented adult literacy programmes and also implement a nationwide literacy and functional skills project, later renamed the GNFLP, initially in 15 Ghanaian languages (NFED, 1987).

2.3.2 Language Policy for the Ghana NFLP

Ghana was once colonised by the British. Thus the English language became the official language alongside the more than 250 local languages and dialects that are spoken in the country (National Commission on Culture, 2006). Eleven of these, namely Akuapen Twi, Asante Twi, Ewe, Mfantse, Ga, Dangme, Nzema, Dagaare, Dagbani, Gonja and Kasem are used in formal school. However, Kusaal, Sisaali, Gurune and Buli were added in 1991 to ensure national coverage and focus for facilitating adult literacy in the GNFLP. In 2001, English literacy education was introduced on pilot basis because the MOE (2014), Yates (1995) and NFED (1987) corroborated the findings on language of wider communication preference by the Ghanaian adult learners also. Since inception, learners demanded literacy in English instead of the local language they were offered. The pilot was introduced in collaboration with World Vision International (Ghana) to facilitate the engagement of their target groups in the water and sanitation projects. Trudell (2009) however cautions that mother tongue literacy has many benefits such as facilitating educational achievement by at-risk children while enabling the re-integration of out-of-school youths and adult graduates of literacy classes into formal school².

The NFED adopted the functional literacy approach as it was thought appropriate in harnessing the socio-economic resourcefulness of the more than 5.6 million non-literate Ghanaians, especially the rural poor and women, towards the Economic Recovery Programme (ERP) and Programme of Action to Mitigate the Social Cost of Adjustment

² School for Life and GILLBT literacy programmes in Ghana and research carried out by Trudell and Klaas in Senegal in 2007

(PAMSCAD) (NFED, 1987). The NFED undertook a pilot project in two sites in Apam in the Central region, a fishing community and Tono-Vea in the Upper East region, an irrigated farming community with the main sponsorship of the United Kingdom Overseas Development Administration. Content from the three broad areas of life; life/health skills, occupational skills, civic awareness and good citizenship issues were included in the curriculum and instructional materials in addition to the cognitive skills of basic reading, writing and numeracy.

Since then, the NFED has implemented the GNFLP through two phases of World Bank and government of Ghana sponsorship. In 2006, the World Bank withdrew, leaving the programme to inadequate government funding and policy change issues. The Staff Facilitator Policy and the English Language Literacy Class Expansion Policy both commenced in 2013. Despite the funding challenges, adult functional literacy remains one of the non-formal education strategies in the Ghana Education Strategic Plan (2010-2020) to create educational opportunities for those outside formal school. The programme is still national in character but with a drastically reduced targeting; each municipality/district now establishes and manages less than 20 classes per a 21-month literacy cycle. NFED expends far less than one percent of the education budget³ as shown in the Table 2.1 below:

Table 2.1 Expenditure Trends of MOE Budget to NFED

NFED EXPENDITURE TRENDS		
Year	Expenditure (GHS)	%
2007	5,709,015	0.4
2009	3,715,031	0.2
2010	13,357,023	0.5
2011	15,154,167	0.4
2012	40,538,896	0.7
2013	39,952,006	0.7
2014	32,084,061	0.5

³ Ghana Ministry of Education, Education Sector Performance Reports (2004-2015)

2.3.2 The Local Language Literacy Component

The NFED adapted Paulo Freire's 'conscientization' approach into the design of the GNFLP. However, the approach needed to be modified from original non-use of primers to use of primers in 15 Ghanaian languages to accommodate national needs. In addition, the modification was necessitated by the bid to moderate Freire's revolutionary tendencies in Ghana's already tense revolutionary era (PNDC regime). Contents of the 2 primers per each of the 15 language areas were based on the three-broad areas of life; life skills/health issues, occupational skills and civic awareness to provide functional information to the learners. A facilitator-led 21-months' participatory discussion centred on a code picture and a composite picture engenders critical thinking, analysis and action taking as well as a key word for developing the cognitive reading, writing and numeracy skills.

Learning is assessed through participants' ability to read, comprehend and answer questions on an unseen passage. They are also expected to compose and write a personal letter to a family member and also do numeracy exercises with figures up to one million.

2.3.3 The English Literacy Component

In the English literacy component, the curriculum is presented in three stages as follows:

- Fundamental – English Primer I
- Intermediate – English Primer II, English and Numeracy Workbooks
- Functional – Functional English Primer

The Fundamental stage is aimed at introducing learners to identify and pronounce letters of the English alphabet and numbers as well as linking sounds to letters and numbers (NFED, 2001). The Intermediate stage consolidates all that is learnt earlier through the facilitator's use of careful planning and employment of activities such as role playing, drama to 'formally introduce your learners to the principles underlying the facilitation of reading, writing and numeracy' and sentence formation (NFED, 2001: 3). The facilitator after aiding the learning of grammar and other prerequisites of English literacy introduces the Functional Stage which is fashioned after the local language

methodology: discussion of a topic and acquisition of related vocabulary, reading and understanding words and their use in speech and writing through the Functional Primer. The Functional Stage also seeks to improve the quality of learners' life skills, occupational skills and civic awareness as well as consolidating what has been learnt in the earlier stages. The facilitator is expected to employ many ways to situate the English literacy through finding ways to ensure the learners apply what they learn. For example:

Your learners need to visualize and relate whatever they learn to their lives and real situations, compose their own stories, poems etc.; pose questions and put into practice what they learn from their primers (NFED: 2001: 4).

The facilitators have a manual which is described as a framework which provides the facilitator with the requisite knowledge and skills needed for the effective facilitation of content in the Primers. Facilitators are expected to also tap into the expansive knowledge and experience of their learners, plan their lessons well, progress from the 'known to the unknown', employ a lot of facilitation aids, facilitate at the pace of learners, seek expert knowledge or consult the dictionary, emphasise inflection whilst handling reading, involve learners in a lot of practical activities and let learners use the three literacy primers and two workbooks (NFED, 2001). Although a dictionary is considered necessary, the ALO is not provided one. The objective of the English language component of the GNFLP is to enable participants to have a basic functioning in English through applying listening, reading, writing and doing numeracy activities. The English curriculum does not specify any particular English literacy teaching or learning methodology in its Facilitator's Manual neither has training they said they received filled that gap. However, it could be discerned that the English literacy curriculum is situated in the larger programme philosophy of the Modified Freirean Methodology which emphasises participatory learner-centred learning and action. It should be noted also that the instructional materials were published in 2001 for use by volunteer facilitators assisted by current ALOs as organizers; and have not been revised in line with NFED tradition of five yearly reviews of curriculum and instructional materials. More so, World Vision Ghana sponsored the English project since it was interested in English literacy for promoting water and sanitation communication potentials of citizens in their operational areas. The contents of the materials were thus water and sanitation biased.

The concerns of this study is how the ALOs understood and enacted literacy and its facilitation of a centrally developed curriculum and instructional materials in the GNFLP English literacy classes. The issue is also which of the various debates and conceptions of literacy are carried in the curriculum and implemented. Another issue is also whether what transpires in these adult English literacy classes can be considered as teaching or facilitation of literacy learning using andragogic methods.

2.4 Teaching

In a study conducted by Wood (2000) to explore student teachers' understanding of teaching, three main findings emerged. Firstly, teaching was conceptualized as the imparting of knowledge to students, aimed at increasing their knowledge. In this, successful teaching means the teacher is respected, wields power and is firmly in control of the action. Donche and Van Petegen (2011: 209) affirm that in the traditional pedagogical dispensation, teaching is passing on knowledge to students who have a 'predominantly passive and receptive function in education'. The second understanding of teaching in Wood's study indicates that it is an interaction between the teacher and the students towards their use of knowledge. In this way, teaching is the facilitation of assimilation of information handed down by the teacher (Wood, 2000). Wood's third finding on understanding of teaching is preparing students to know and be aware of their own thinking and learning. McCaffery et al. (2007) hold a similar view by defining literacy education as an act of supporting the learning process and providing learners a safe space for learning. Freire (1970) argues that teachers must demonstrate they are learners themselves in order to nurture and build upon their student's competence.

The first and second conceptions of teaching see it as transmission of knowledge to learners whose minds are considered as 'blank slates to be filled with knowledge by teachers or parents. These have been overturned by research on how the brain works and how learning takes place within it' (McCaffery et al., 2007: 157). Thus the teacher-centred conception of teaching is giving way to student-focused teaching strategies. Hirst (1971: 10) maintains that:

If one is not going into the classroom to bring about learning ... then one cannot, logically cannot, be teaching.

Increasingly, teachers have been called upon to adopt more liberal views of learning that are concerned with student's welfare; the constructivist view of teaching. A constructivist teacher creates a social environment and events and uses materials that allow the students to construct meaning from the 'information and activities presented' (Abadzi, 2006: 75). Effective teachers, therefore, act as guides and facilitators to students in their joint knowledge construction process. This is supported by Donche and Van Petegen (2011) who state that in the constructivist view of pedagogy, teachers and students have their own responsibilities in the learning process. Learning thus occurs within a collaborative interaction between teacher and student for the purpose of mutual learning (Donche and Van Petegen, 2011; McCaffery et al., 2007; Abadzi, 2006; Wood, 2000; Hirst, 1971). A good teacher, therefore, should know how people learn (Abadzi, 2006) and be a reflective lifelong learner to avoid outdated methods of knowledge creation (Barton, Appleby, Hodge, Tustin, & Ivanic, 2006). A good teacher should also have 'a sense of what the audience know and what concepts stand out in students minds' (Abadzi, 2006: 64). S/he should be able to promote intellectual debates and discussions, actions, research and critical reflection (Walker & Unterhalter, 2007). He/she also uses tools such as music, video and others to link new learning to existing knowledge (Abadzi 2006). Effective teaching has, therefore, become synonymous with facilitation of learning in the literature. Due to this overlap between effective teaching and facilitation, adult literacy educators are variously referred to in the literature as instructors, teachers, tutors and facilitators (ICDE, 2013; McCaffery et al., 2007; Oxenham, 2004; Pauly, 1995). Similarly, in the GNFLP those who lead adult literacy learning, in this case the ALOs, are referred to as facilitators; 'buafo' in Twi and 'kpedenutor' in Ewe, meaning helper. This is in line with the prescribed use of andragogic methods for adult learners (Knowles, 1970). In this study, I seek to find out how these views about facilitation and teaching play out in second language learning by learners with limited or no literacy even in the first language by ALOs.

2.4.1 Literacy and Second or Foreign Language Teaching

Theories of language and language acquisition have had a marked influence on language teaching and learning (Hall and Cook, 2012). Just as the conceptions of literacy are varied, so has the debate on which theories of second language acquisition (SLA) are

best suited for learners. Due to word restriction, this review will focus on only two approaches to SLA: the Grammar Translation Method (GTM) and the Communicative Language Teaching Approach (CLT), which have linkages with two main language teaching approaches; the Monolingual (ML) and Bilingual Teaching (BT) approaches. GTM and CLT respectively touch on a strong structural foundation and communication as basis for production of language while ML and BT are based on the separation or not of learners' own language and the second language in the minds of the learner. According to the GEM 2016, proficiency levels in literacy, in this case English language, should enhance the abilities of youth and adults to 'identify, understand, interpret, create, communicate and compute (UNESCO, 2016: 280). Underlying the language proficiency sought in these approaches is literacy competencies which include four skills: speaking, listening, reading and writing (Aqel, 2013; Whong, 2013; Chang, 2011; Warschauer, 2000).

2.4.2 The Grammar Translation Method and Communicative Language Teaching Approaches

The Grammar Translation Method (GTM) was an attempt in the 19th century to adapt and make easy the Classical Method of language learning which focused on grammatical rules, memorisation of vocabulary, conjugations, translation of texts and written exercises (Brown, 1994 cited in Chang, 2011). Every language has grammar. Chang (2011) argues that words are the bricks and grammar is the building plan. The supporters of this approach believe that without grammar and adequate vocabulary, the language cannot be acquired. Grammar describes how words or their parts are combined for use or changed to form acceptable units of meaning in a certain language. GTM emphasises language competence through describing the core of language through traditional concepts of grammar and vocabulary (Chang, 2011). For the GNFLP English learners, the mere knowing of English grammar and vocabulary without knowing how to put these together do not give competence in English.

The Communicative Language Teaching Approach (CLT) is a combination of methods and principles for language teaching accepted by professional teachers (Whong, 2013). It is aligned to the twentieth century humanist movement in education which upholds the needs of individual students. It promotes active learning through doing and not passive

receiving of handed down knowledge (Chang, 2011; Prabhu, 1990). CLT is based on a theory that the primary function of language is communication and, therefore, its primary goal is for learners to have communicative abilities that they can apply in real life situations. It pre-supposes that language always occurs in a social context, so should not be separated from its context when being taught (Chang, 2011). CLT emphasises spoken fluency yet not at the complete expense of accuracy (Whong, 2013; Chang, 2011). Speed and ease of expression are given priority in relation to the more traditional focus on grammar and pronunciation, as in GTM. The value is on producing language and comprehension instead of the traditional preoccupation with form. However, as argued by Savignon (1999: 268 cited in Whong, 2013) there is a place for grammar teaching in CLT because vocabulary and structure are the core of communicative competence which should be explicitly taught as part of language. Thus a combination of the GTM and CLT could help these learners as they are barely literate even in their first languages.

2.4.3 Monolingual and Bilingual Language Teaching

Monolingual teaching promotes the notion that a language is best taught without reference to another language thus immersing the learner in the new language and simulating real life situations for use of the language (Hall and Cook, 2012); a concern for context. Monolingual teaching is consolidated in the work of Maximilian Berlitz who promoted the Berlitz Method which used exclusively the French language with gestures, facial expressions, pictures etc. to teach French in the United States (Hall and Cook, 2012). Berlitz Method eliminates the cumbersome task of introducing a concept first in the student's language and then in the target language. Bilingual teaching on the other hand, argues for the use of the language the student already knows and views this as a great pedagogical resource for second language teaching and learning (Hall and Cook, 2012).

An important element in the use of GTM is translation into the first language of the learner in order to ensure comprehension and how language works (Aqel, 2013; Whong, 2013; Hall and Cook, 2012; Chang, 2011). Our first languages form our way of thinking and to some extent shape our use of the second language (Hall and Cook, 2012; Chang, 2011). Hall and Cook (2012) and Chang (2011) cite researchers such as Benson (2000)

and Cook (2008); Stern (1992) and Cunningham (2000) respectively to support the claim that own language use or translation has a place in second language teaching and can contribute to the students' acquisition of the target language. They argue that translation promotes the firm structure and background needed for the correct second language-speaking abilities of the learner. Another advantage of translation or the use of the mother tongue is that many learners will operate bilingually as they would not live and use a second language in a native speaker environment (Hall and Cook, 2012). Translation also exposes the similarities and the differences between the two languages (Chang, 2011).

Recognising what the learner brings to the learning situation and using that to promote learning is in line with andragogy and facilitative learning (Knowles, 1970). The GNLP learner already knows the local language, thinks in it and only lacks literacy in it; yet aspires to learn English. The learner would like to be able to understand, evaluate, use and engage with written texts to participate in the official language space of Ghana; achieve his/her goals and also to develop knowledge and potential for future learning (UNESCO, 2016). Language competency includes four skills: speaking, listening, reading and writing and none of these can take place without the others (Aqel, 2013; Whong, 2013; Chang, 2011; Warschauer, 2000). However, it is possible to learn to speak without learning to read or write. Some Ghanaian non-literate fish mongers communicate in English with their non-local language speaking clients, even though it is not standard.

Malmkjaer (1998: 8) cited in Hall and Cook (2012) argues for the addition of translation to the four skills of language competency because it is inclusive in them. Translation and appropriate code-switching are needed and valued skills in language learning (Sridhar & Sridhar, 1986 cited in Hall & Cook). Therefore for the GNFLP learners, these will aid their language competency because they take care of communication and learner needs (Hall and Cook, 2012).

However, these approaches to SLA have also attracted their fair share of criticism. GTM is critiqued among others as portraying the teacher or facilitator as the master, all knowledgeable and the learners as novices (Warschauer, 2000). Thus, the facilitator becomes a knowledge guardian and controller of all learning activities in the classroom instead of being facilitative. Learners expect the teachers to spoon feed them and teach

according to the curriculum. CLT although generally accepted, its real implementation is beset with challenges (Whitley 1993 cited in Whong, 2013; Hall & Cook, 2012). The result is that many who claim to be using CLT 'in reality deliver lessons that are far less than communicative' (Whong, 2013: 115). It has also been critiqued as a tool of linguistic imperialism because it carries with it the culture of the English and inherent in culture is power and dominance (Whong 2013; Warschauer, 2000). The criticism extends to its pedagogic soundness too as CLT includes some teaching of the structure of the language (Whong, 2013). In practice, CLT tends to use traditional approaches.

There is unease about excessive error correction by teachers using CLT (Whong, 2013). Correction has tendencies to discourage and distract attention from the meaning being conveyed in the classroom interaction (Whong, 2013). It also depends on the stage of the individual learner's language development. Whong (2013) advises that errors that lead to a breakdown in communication ought to be corrected. There is also the need to moderate the inherent power in the two approaches by empowering the learner and adopting facilitative teaching approaches. This calls for the employment of different kinds of feedback techniques, such as repetition, clarification and expansion. Andrews (2005) recommends meeting students halfway by having to use their first languages (L1) at times to explain concepts to them. This brings in the necessity to translate and also learn from them, making the learners see the instructor as a mutual learner. The challenge is how to promote learner autonomy and confidence. A self-directed learner will maximise opportunities for learning and practising the target language (Whong, 2013; Andrews, 2005). Learners who take responsibility for their own learning find opportunities to engage in language tasks, thereby practising areas of difficulty. Extending this beyond the classroom also pushes the learner to access new knowledge; thus addressing the context concern of CLT and also taking opportunity of the English literate environment in Ghana. Necessarily reviewing constantly to know learners' progress and when to reinforce concepts may include taking them to events and sites that call for real literacy use (McCaffery et al., 2007). Andrews (2005: 2) believes that best learning does not necessarily take place in the classroom 'and it doesn't have to be serious to be effective'. All these point to facilitators noting and promoting the learning

of real life language rather than what is taught using pre-planned and abstract materials (McCaffery et al., 2007; Andrews, 2005).

2.5 Facilitation and Theories of Adult Learning

The Critical Analytical Study (CAS) I undertook in the third year of the EdD course necessitated my study of theories that I could use to interrogate data on literacy and its facilitation for adult English literacy learners. I therefore draw on two theories: Facilitation Theory and Andragogy because of their foci on how adults learn and the implications for facilitation of English literacy. I found them particularly useful to make sense of my data.

Just like any concept, facilitation has also attracted varied meanings. The Oxford Advanced Dictionary defines 'facilitate' as to make an action or a process possible or easier. Kitson, Harvey & McCormack (1998: 152) define facilitation as: 'technique by which one person makes things easier for others.' According to Westley and Waters (1998: 134), facilitation is the complex skill of enabling or supporting a group of people to complete a task. Kato (2010: 694) formulates it as 'seeking a set of useful tools' with which to administer organizational activities such as meetings that engender group collaborative projects. It is quite different from formal teaching methods in school (Knowles, 1970). To be a facilitator is to act as a human catalyst, working the chemistry which turns a group of individuals into an operational team (Tagoe, 2013).

The concept of facilitation is attributed to the work of Carl Rogers, the American psychologist and adult educator (Rogers 1983 cited in Burrows, 1997). Due to his humanistic stance, he stressed the need for student-centred learning environments which should create space for students to become self-directed individuals. According to Brookfield (1986), facilitation as a concept was introduced into educational writings over a decade earlier and in fields such as management and health. The facilitator is regarded as a change agent who provides practical advice and support to learners (Burrows, 1997). Facilitation is expected to create a supportive environment for knowledge construction by facilitators and learners (Burrows, 1997; Knowles, 1970). According to Kato (2010), facilitation should be examined in two ways; 1) facilitation as utilization of a set of tools and techniques and 2) the process by which it is done.

2.5.1 Facilitation as Use of Tools and Techniques

Facilitation viewed as the use of a set of tools and techniques is the function of carefully selecting and combining a set of aids such as icebreakers, jokes, brainstorming, buzz groups and small groups, case studies, panel discussions, lectures, debates etc. to aid learning (Kato, 2010). Apart from the personal qualities required of facilitators, they are expected to use these various tools and techniques to make learning easy for their group members. Facilitators' effective use of these tools, however, depends largely on how much training they receive, how they think through the facilitation process, the leadership roles played and the learning they undertake (Kato, 2010).

2.5.2 Facilitation as a Process

Facilitation is a process of assuming leadership in overseeing and controlling the group's process through guiding participants to 'reflect on, intensify, and generalize their own and other group members' experiences' towards learning (Kato, 2010: 695; Brookfield, 1986, Knowles, 1970). In this way, facilitation will help draw out ideas and enhance understanding both by the facilitator and the learners who are engaged in a joint process of mutual learning (Kato, 2010: 695; Brookfield, 1986, Knowles, 1970). Facilitation as managing a process and use of tools bestows power on the facilitator. Effectively managing the power entrusted by leadership on facilitators is critical to avoid the culture of silence that Freire (1970) critiqued. Facilitation considered as leadership involves administrative functions (Burrows, 1997). Facilitators should, therefore, be trained in administrative functions as well as overseeing learning according to the methodology (Nicholas, Fletcher & Davis, 2012).

2.5.3 Facilitation as a Collaborative and Dialogical Act

Facilitation is also a collaborative and dialogical act through which the leader learns from the participants in the learning process in much the same way that the participants also learn from the leader (Brookfield, 1986; Freire, 1970; Knowles, 1970). They are engaged in a co-operative enterprise in which, at different times and for different purposes, leadership and facilitation roles will be assumed by different group members. Praxis or action taking is placed at the heart of effective facilitation (Freire, 1970). Change should be the aim of the action taking e.g. from English illiteracy to literacy. Facilitation is based on the processes of 'critical reflection, experiential learning and changing practice

cultures’ and can employ different modes: technical, practical and emancipatory (Newton, 2003: 28). In addition, the role of facilitation is reliant on the intent, the ‘underlying purpose and interpretation of the facilitation concept’ (Newton, 2003: 28) as well as the overall goal of the programme the facilitation is promoting. Knowles (1970) distinguishes between facilitating of learning as either andragogic or pedagogic.

2.5.4 Facilitation Theory

Facilitation theory emerged out of the studies of Carl Rogers and others with the basic principle that learning is evident when the educator acts as a facilitator of learning through creating an environment in which learners feel free and confident to share their experiences, reflect and are not threatened by external factors such as inadequate instructional and logistical inputs (Laird, 1985 cited in OCSLD, 2011). The theory is also concerned with the belief that human beings have the natural eagerness to learn. Nevertheless learning is approached with some resistance by such persons and that the most significant learning occurs when one’s concept of self is evaluated and changed (Brookfield, 1986). For these to be possible, Rogers and others propose that facilitative educators should be:

- Less protective of their constructs and beliefs than other teachers,
- More able to listen to learners, especially to their feelings,
- Inclined to pay as much attention to their relationship with learners as to the content of the course,
- Apt to accept feedback, both positive and negative, and to use it as constructive insight into themselves and their behaviour.

2.5.5 Andragogy

In Knowles’ study into the distinguishing factors between how adults and children learn, he popularised a model known as Andragogy (ICDE, 2013; Knowles, 1984, 1977, 1970). Andragogy is defined as ‘the art and science of helping adults to learn’ (TEAL, 2011). The model is concerned with the particular characteristics about the learning transaction with adults that can be used for their quality learning (ICDE, 2013).

Knowles (1977; 1984; 1970) identified some key assumptions about adults that are a great resource for their learning such as: 1) *self-concept*; adults are essentially self-

directing and autonomous. They mature from dependency to self-directed learning; 2) *adults are characterised by own experience*; they draw on this to aid in new learning; 3) *readiness to learn*; as people mature their desire to learn is increasingly related to evolving social development tasks; 4) *orientation to learning*: adults learn when it is aimed at immediate problem-solving; and 5) adults are internally motivated to learn (ICDE, 2013; Knowles, 1984). Knowles (1984; 1970) prescribes what adult educators should do to be effective in creating the physical and psychological environment for learning by adults as follows:

- Involvement of adults in the planning and evaluation of their instruction.
- Tapping their experience (including mistakes) as a basis for the learning activities.
- Recognising that adults are most interested in learning subjects that have immediate relevance and impact on their jobs or personal lives.
- Making curriculum and learning problem-centred rather than content-oriented.
- Take care to remove symbols of childishness in the learning content, process and environment.
- Take into account the psychological and physiological needs of the adult learner e.g. enhancing acoustic and visual acuity.

However, Hartree (1984) critiqued Knowles' assertions claiming that it is not clear whether andragogy is a theory of teaching or learning as it is more regarded as a philosophical position rather than as an explanatory and descriptive theory. Hartree (1984) further critiqued Knowles' andragogy as lacking a coherent discussion of the different dimensions of learning as it does not incorporate an epistemology. In addition, it was felt andragogy over emphasises the autonomy and self-directing nature of the adult and the need for the individual to participate actively in his own learning.

Knowles (1977: 210) counters the critique of his work by reviewing his stance of 'pedagogy versus andragogy' to 'pedagogy and andragogy' in his second book. They are not contrasted. He explained that the most effective instruction method depends on the situation, the learners and the learning task concerned. He asserts that he foresees a time when all of education will be organised around the notion of helping people develop competency rather than of helping people absorb content, irrespective of the competence to which the content is related. Knowles (1977) further asserts that

learners' conditioning has been so deep that they enter educational activities accepting dependency even though they are self-directing in other aspects of their lives. He argues that in such circumstance, a pure pedagogue is willing to accept the dependency of the learner but the andragogue has a built-in sense of obligation to accept dependency of a given learner only temporarily; working to help that person move towards increased self-directiveness.

In the case of adult literacy programme participants, such conditioning and dependency espoused by Knowles, however temporary, overlooks the role of facilitators and the inherent power they wield. This is likely to create a condition for learners to expect an inadequately trained and under-resourced facilitator to adopt the transmission mode of education.

2. 6 Issues that Impact Facilitation of Adult Literacy

Facilitation as leadership, use of tools and organizing for learning are influenced both by the theories adopted, other programme related factors and facilitator related issues. These impact on facilitation of adult literacy.

2.6.1 Programme Related Issues

2.6.1.1 Programme Goals, Design and Funding

The theories, assumptions and goals underpinning literacy used in the planning of adult literacy programmes play important roles in defining the policies to guide their implementation (Street, 2005). The context of facilitation also plays an important role in what is learnt (Hayes, 2006). It is critical, therefore, that planners examine carefully how specifically the facilitators and 'adult learners and users of literacy are constructed as citizens', who have rights and agency and a stake in determining what is relevant to them (Hamilton & Pitt, 2011: 596). These researchers also argue that how learners exercise the agency to effect personal and societal change should be a matter of concern to facilitators and planners. However, literacy programme planning is not simple, often political because curricula and methods are centrally determined (Maruatona, 2004). The logic underpinning some literacy programmes work against the interest of adult literacy learners (Atkinson, 2009). The macro environment of literacy programmes including funding must, therefore, focus on creating a conducive policy and

administrative environment for what happens at the micro level, the classroom (Nicholas et al., 2012).

Funding is critical in creating conducive policy and administrative environment for literacy facilitation. However, funding of adult literacy programmes has been on the decline despite efforts made in conferences such as CONFINTEA VI and UNESCO led advocacy for funding for EFA through the Literacy Decade (2003-2012). For example, the World Bank and the International Monetary Fund, which had funded literacy programmes in the 1980s (Wickens and Sandlin, 2007) withdrew their support for the GNFLP in 2006. The unwillingness to fund adult literacy programmes were attributed to such programmes being considered unsatisfactory due to lack of evidence on benefits (IBRD/WB, 2001). Insufficient funding has resulted into a reduction in targets, and under-funding of components such as training, supervision, monitoring and evaluation, leading to possible poor outcomes.

2.6.1.2 Language of Facilitation

The choice of language by programme planners is also of importance in the success of literacy programmes. Papen (2007a) and Welch (2000) found English literacy impacting positively on ordinary people's socio-economic and political lives in their studies in Namibia and Botswana respectively. Participants of the GNFLP have also clamoured for English literacy (MOE, 2014; Yates, 1995; NFED, 1987). Maruatona (2004) cautions that adult literacy is highly political, hence a forced language choice, i.e. local language or official language has implications for enrolment and retention of learners. Similarly, the promotion of some languages and literacies above others has implications for the creation of a literate environment. The ability to function more independently and with dignity is thus closely linked to the knowledge and skills in English in everyday social, political and economic life (Grant & Wong, 2008; Street 2001; Barton, 2001; Hamilton & Ivanic, 2000; Robinson-Pant, 2000; Barton & Hamilton, 1998). Appreciating the different genres and varieties of 'literacies' and the language selection which form part of the local and larger social context is needed so as not to limit outcomes for learners (Trudell, 2009; Papen, 2005; Street, 2001).

2.6.1.3 Methodology, Curriculum, Instructional Materials and Learning Assessment

Literacy policies, the methodology, selection and training of facilitators, curriculum and other resource inputs adopted influence what is learnt, how it is learnt and for what purpose (Torres, 2006; Robinson-Pant, 2000). Quality instruction involves access to a good and flexible curriculum, instructional materials, trained, motivated and competent facilitators, and managers and supervisors who closely monitor planned activities. It involves guiding, directing and encouraging those involved, especially facilitators to ensure that every resource needed is in place and working to plan (McCaffery et al., 2007). More learning is achieved with materials that incorporate and reflect learners' prior experiences (McCaffery et al., 2007; Knowles. 1988, 1970). This is what Freire (1970) refers to as their generative themes. Street (2005) however asserts that although most adult literacy programmes claim to be targeting adults and using andragogic methods, it has been established that aspects of more traditional literacy learning as for children dominate facilitation activities, side-lining power relation issues, experiences and previous knowledge of participants even though adults value learning contents that address their 'responsibilities as citizens, employees and parents' (McCaffery et al., 2007:188). The issue is how adult English language teaching for people with no or limited literacy in their first language is made facilitative rather than transmissive.

Abadzi (1994) asserts that length of study has been correlated with achievement and retention in several studies and recommends at least nine months basic literacy and 300 instructional hours, 3 months post literacy as well as continuing education in order to ensure sustainable literacy skills. The GNFLP English literacy cycle is 21 months with about 504 instructional hours and no post literacy phase. In addition, the supply of adequate numbers of instructional materials is a challenge similar to the case found in the Ugandan evaluation study (IBRD/WB, 2001).

Real assessment takes place when learners are able to apply and deal successfully when confronted with the literacy, numeracy and language related tasks of everyday life activities (Barton & Papen, 2005). Priorities of the clients should also be taken into account in assessment (McNeil and Dixon, 2005) and not focus on how learners perform in the assessment tasks given them in the classroom. It is important to establish very

clear baselines and benchmarks against which each learners' achievements can be measured.

2.6.1.4 Training of Facilitators

The 'quality and interest of teachers' are critical to what is achieved by learners in adult literacy classes (Abadzi, 1994:11). Despite planners and evaluators of literacy programmes acknowledging the central role training plays in programmes (Rogers, 2005; Oxenham, 2003), studies in the field of training of literacy educators and facilitators are a neglected field, with only Latin America having done some work on training in the past (Rogers, 2005). Barton et al., (2006) maintain that training should allow the tutor to be responsive and manage the complex and unforeseen changes that put pressure on the curriculum. A well designed curriculum will not translate itself into desirable facilitation and learning outcomes if the frontline service providers, the facilitators, are not well selected and equipped with the necessary knowledge and skills, and motivated to deliver relevant service. The facilitator should therefore be trained not to have only the capacity to be a receiver of handed down curriculum, but be in a position to add to it through participant and community involvement (Lingard et al., 2003 cited in Walker & Unterhalter, 2007). The following supports this assertion:

The success of adult literacy and basic education largely depends on the facilitators, and their efficiency depends on the training they are given (Rashid & Rahman 2004:172 cited in Rogers' 2005: 7).

A study in Uganda revealed that only 78 percent of the facilitators had initial training with half of that percentage getting no follow-up training (IBRD/WB, 2001). Training days were limited to three days without any refresher courses (IBRD/WB, 2001) as is the case in the GNFLP currently (NFED, 2015).

Few developing countries have national policies for the training of literacy facilitators (Rogers, 2005). Two distinct types of training are identified in the literature: that for adult literacy class facilitators and that for adult basic education professionals (Gboku & Lekoko, 2007). The latter are certificated training programmes which include training on methodology, as is the case in Mozambique, while that for literacy class facilitators is of short duration often leading to the award of certificate of attendance (Gboku & Lekoko, 2007). In GNFLP, the latter is adopted applying the Cascade Approach to Training model;

‘Trainer of Trainers’ approach (Bhola, 2001; NFED, 2001a). With this ‘Cascade’, content of the training is translated and implemented as understood by each level of trainers and is likely to be diluted as it reaches the classroom. The inadequate training period led by these trainers needs to be addressed and on-the-job support must be strengthened (Rogers, 2005). For to be effective and efficient service providers, all adult literacy service providers need to keep upgrading their learning in a lifelong learning framework (Barton et al., 2006).

2.6.1.5 Supervision, Monitoring and Evaluation

Supervision, Monitoring and Evaluation (SME) provide information for determining and improving time-on-task and facilitator regularity (Abadzi, 1994). Facilitation as the ability to explore and release the inborn potentials of individuals also involves some administrative tasks. These involve organizing and ensuring the availability of all needed resources for creating a conducive learning environment. The facilitation itself and the administrative roles should be evaluated periodically to determine whether or not facilitation experiences in adult literacy classes are meeting the expectations of the participants and the planners. Tracking the performance of planned activities engenders a spirit of continual learning and capacity development as well as enhancing accountability and transparency (World Bank, 2012). Reflecting on one’s practice, learning from experience and adapting practice accordingly promote reflective practitioners who are able to move ‘along their path towards expertise’ (Jarvis, 1995: 415). Similarly, Street (2005) asserts that literacy workers should submit themselves to self-critique. However, this is often not the situation, as many practitioners are left with little time to problematize their practice even if they have the ability or lack supervisors who will help them do so (Benner, 1984 cited in Jarvis, 1995). Equally, the Ugandan evaluation study confirms that the monitoring and supervision situation was dismal, especially in the government sponsored programme (IBRD/WB, 2001). Abadzi (1994) citing Commings, Shrestha and Smith’s (1992) study in Nepal confirms that poor teacher recruitment, supervision and support contributed significantly to drop-out in adult literacy programmes. Adult literacy programmes should, therefore be concerned about how the contexts influence literacy facilitation (UIL, 2008).

2.6.2 Facilitator Related Factors

2.6.2.1 Personal Qualities

Facilitator related issues also impact facilitation and outcomes for learners. Facilitators need a set of core skills, qualities and attitudes such as communication and interpersonal skills that are 'prerequisites for any facilitation role' (Newton, 2003: 28). Hayes (2006) affirms that although teachers are required to develop teaching skills and strategies to enrich their students' learning, their effectiveness is dependent on experience, their emotional disposition and motivation. He further argues that people become the teachers they are because of a variety of interrelated factors and qualities that contribute towards their teaching performance. This is supported by Rogers' (1983; 1969) claim that a good facilitator considers him/herself one of the resources to be used by the group. The facilitator is a participant learner and a leader endeavouring to recognize and accept his/her own limitations (Rogers, 1969). The facilitator's role as an effective English language teacher demands expertise and team work. Freeman (1989) stresses that language teachers need to deal with applied linguistics methodology or language acquisition teaching as well as the facilitation role itself. In instances like this, the facilitator's competence at facilitating learning and also teaching the English language as a subject are of much benefit to the learners. Learners with limited or no literacy in the language of literacy will perceive the facilitator as all knowledgeable, as the facilitator position also bestows leadership in knowledge.

In addition, the issue of ensuring connectedness of classroom activities to the world beyond and tapping experiences through a problem-based curriculum that the participants have not contributed to is also dependent on facilitator competence. The third factor proposed by Lingard et al. cited in Walker & Unterhalter, 2007: 153 (2003) involves the creation of a supportive classroom environment. This entails how the facilitator guides the participants to contribute to the learning process through independent learning and the social support provided. It also includes creating a knowledge seeking spirit in the learners, the appreciation of learning as a lifelong activity. Last is the engagement with difference, demonstrating the attitudinal change the facilitator should encourage in the learners towards undertaking things that they had not been able to do in the past; in this case applying Basic English in their day-to-

day lives. In line with these, facilitators are called on to create a learning environment in and outside the class that leads to the 'emancipatory possibilities of learning' (Lingard et al., 2003 cited in Walker & Unterhalter, 2007: 153).

Facilitation also deals with power relation issues in the class, which demands conflict resolution capabilities so that the focus is on the task of learning (TEAL, 2011). The facilitator is the motivational force behind significant learning and ensures the initial orientation to learning is sustained among the group participants. The facilitator, being a participant learner and leader, should remain alert to the feelings of each learner (TEAL, 2011; Knowles, 1970). In addition, eliciting or clarifying the general purpose of the group or their individual purposes is a capacity function. There is, however, a scarcity of 'absolute evidence within the literature on the mix and relative importance of the different skills required for the successful performance of the facilitator role' (Newton, 2003: 28).

2.6.2.2 Motivation and Remuneration of Facilitators

The issue of motivation and remuneration of facilitators came under consideration during CONFINTEA VI because it was noted that 'improving training, capacity-building, employment conditions and the professionalization of adult educators' is critical (UIL, 2010: 41). The book, *Writing the Wrongs* also makes recommendations for giving adult literacy facilitators an allowance of at least a primary school teacher's salary (Action Aid International, 2005). Ndabalawa and Mpofu (2006) affirm that motivation and remuneration of facilitators of adult literacy programmes in SSA are a huge challenge as most of them are rural dwellers and are poor. It is critical to sustain the initial motivation of these facilitators who very often need to demonstrate lots of love and commitment as part of the facilitation role (Heron, 1993 cited in Newton (2003); Brookfield, 1986; Rogers, 1986). All these factors, programme-related and facilitator-related, need to be planned for, administered and constantly monitored and evaluated to enhance facilitation and programme success.

These theories and literature all emphasise the potential inherent in people that should be harnessed and used to bring about reflection and change of frame of reference towards individual action for self-directedness in learning and transformation. They also emphasise the principles that could make adult educators facilitators of learning, mutual

learners and co-actors in a transformed world; those seeking the emancipation and the collective action of participants in an educational experience.

Finally, the theories and the literature uphold the importance of culture, attitude and context as important factors in facilitating relevant learning for adult learners because learning is now seen as socially situated (McCaffery et al., 2007). Based on these conclusions, Figure 2.1 presents my conceptual framework for this study.

2.7 Conceptual Framework

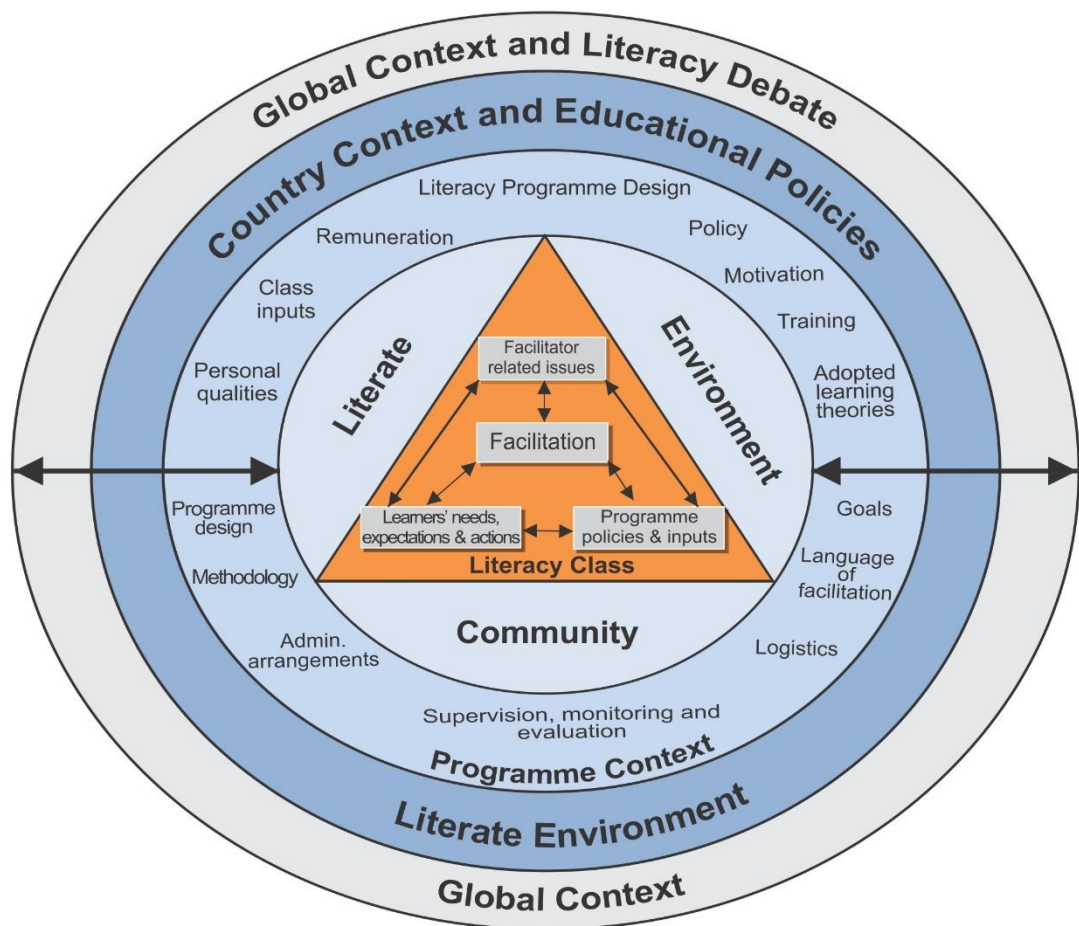


Figure 2.1 Conceptual Framework for Study

Source: Author

All of these theories see adult learning as socially situated, so the facilitation of learning in the adult literacy class engages both the facilitators and learners in making meaning of their experiences through framing their process in their context, culture, backgrounds and experiences (TEAL, 2011, Brookfield, 1986). It is therefore an active constructive and transformational process in which new knowledge is added to prior knowledge. As

illustrated in the conceptual framework Figure 2 .1, the facilitator's work and experiences and that of the learners are framed by 5 contexts: global, country, programme, community and the literacy class. The happenings in these various contexts, including what happens at the institutional and community level, impact on the facilitator's interaction with the learners. The facilitator's personal abilities, attitudes and motivation are also informed by the same contextual factors. The debates on education and literacy at the time of programme planning affect the kind of theory underpinning the design of the literacy programme and the funding attracted. Specific theories underpinning the teaching of the target language choice is critical to how its learning is achieved by the facilitator and the learners. These also impact the curriculum and instructional materials design and the training given the facilitator. How the facilitator translates these into facilitation is a further factor of his/her own disposition and of the community context in which the class is situated. In addition, since facilitation is about learning, the needs, expectations and the collaboration of the learners as well as avenues for independent learning the community presents also impact facilitation. So, there are linkages between all the contexts and the factors happening within them as depicted by the arrows linking the circles and the factors in the class, the triangle and the arrows linking the class context to the others. What the conceptual framework explains is the situatedness of facilitation of literacy learning and why facilitation of adult literacy has to be studied in a context.

CHAPTER 3: RESEARCH METHODOLOGY AND METHODS

3.1 Introduction

This chapter describes the methodology adopted for the study and how the research framework was designed, starting with why the qualitative research methodology was chosen. This is followed by a discussion of the choice of the case study approach, detailing the use of multiple data methods of observation, interviews and documentary review. The chapter discusses sampling and the processes used in collecting and analysing data. The chapter also explores trustworthiness, positionality, ethical considerations and the limitations of the study. It concludes with a summary.

3.2 Developing the Research Framework

The literature reviewed indicated that there is a lack of international consensus on what literacy means (UIL, 2009). The literature also points to the absence of rigorous methodologically sound research investigating the learning processes of adults as compared to those of children and adolescents (McCaffery et al., 2007; UNESCO, 2006a; 2006b; Dorvlo, 2006; Greenberg, Ehri & Perin, 2002; IBRD/WB, 2001). The literature review has revealed the impact that changed policy and contextual matters has had on facilitation of adult literacy learning in Africa (UIL, 2009, 2008; IBRD/WB 2001). The literature further pointed to the fact that facilitator capacity and motivation issues prevail and impact facilitation in adult literacy programmes (UIL 2010, 2008; Newton, 2003; Rogers, 2005, 1969; Abadzi 2003; Hayes, 2006). My study in the GNFLP therefore sought to fill this knowledge gap by exploring through empirical interrogation whether or not these conditions also hold true in the GNFLP. I therefore needed a research framework that would enable me seek the conceptions of literacy and its facilitation held by ALOs and how they enact English literacy facilitation policy; the challenges they have to deal with in their work and their whole perspective about their facilitation of English literacy role.

Methodology is the theory or general principle which guides a study. Dunne, Pryor & Yates (2005: 166) further describe methodology as 'a study of the theory of the way that methods are used'. Denscombe (2007) states that methodology provides the set of

principles used to address issues being studied. As background to this study, I discussed the changes the NFLP has undergone which have the potential to influence how facilitation of learning is undertaken now. It seemed desirable, therefore, to shed light on how facilitation of learning is being undertaken today by staff facilitators through observing facilitation in action and sampling the views of the key actors, ALOs. In my conceptual framework, I argued that facilitation of adult literacy is impacted by several factors such as the varied theoretical conceptualization of literacy, funding, language choice, methodology, curriculum and instructional materials, logistics, professional development of facilitators, dispositions and leadership styles of facilitators, acceptance and translation of new policies, local and global contexts and the dispositions of the learners themselves. It seemed desirable, therefore, to choose a research design that allows for observing the actions and ascertaining the views of those who are involved in facilitation in the GNFLP.

Facilitation is a human act in that human beings themselves interpret situations and give meaning to them (Vulliamy, Lewin & Stephen, 1990). Thus for a study that sought to gain deep insights into facilitation, as defined by the changes that have taken place in the organisational policy and context, demands a qualitative research design (Patton, 1990). The choice was also guided by the literature reviewed in my CAS as well as the research questions. This research approach has been described as an enquiry in which I make 'knowledge claims based primarily on constructivist perspectives using strategies such as case studies to collect data from which themes could be developed' (Creswell, 2003: 18). The multiple facets of 'reality' perceived will result in different meanings and interpretations of 'reality' according to the experiences and needs of individuals in their own contexts. In effect, individuals construct their own knowledge and learn from it. Reality exists in context and cannot be independent of it or of human perceptions that influence how that reality is enacted and seen; by both the participant and the researcher. In addition, the best way to understand any phenomenon is to view it in its context (Cohen, Manion, & Morrison, 2011). Facilitating learning is a social process engaged in by an individual in collaboration with others, a process that is framed by contexts, culture, backgrounds and experiences (TEAL, 2011; Brookfield, 1986).

To understand what is going on in facilitation in the GNFLP is to become immersed in it, move into the culture or the site I am studying and experience what it is like to be a part of it and be flexible in my inquiry of people in the context (Patton, 1990). In this case, I moved from Accra, where I am stationed, to one of the other southern regions of Ghana where ALOs had English classes and I could find four male and two female facilitators. The study, therefore, adopted the *basic* or *generic* qualitative study approach (Merriam, 1998) in order to simply discover and understand the phenomenon of facilitation. Learning literacy is similar to the general processes people employ in learning throughout life (McCaffery et al., 2007). The study is therefore approached from the methodological position of social constructivism seeking to use subjectivist interpretations to understand the social phenomena of facilitation in an adult English literacy class setting. Choosing to study the phenomenon in a qualitative framework demanded the choice of an approach that enabled the use of multiple data collection methods to observe the actions and also hear the experiences of the key actors, the ALOs.

3.3 The Case Study Approach

The study is focussed on an explanatory, exploratory and descriptive interrogation (Yin, 2003) of facilitation of English literacy in the GNFLP. It adopted a case study approach (CS) to develop an understanding of the phenomenon of facilitation and also build expertise (Flyvbjerg, 2006; Stake, 2003). CS permits the use of a variety of data collection methods: documentary review, observation and semi-structured interviews (initial and follow-up interviews). This enabled the development of a holistic understanding. The CS also afforded me an interpretative and subjective framework to see through the eyes of the participants whilst engaging with them to understand the world of adult literacy facilitation in full detail (Cohen, Manion & Morrison, 2000). It allows for the study of one aspect of a problem into detail as well as a stage of development in an institution or a new role - e.g. a state of reduced funding and the new policy of ALO facilitation of English literacy instead of organizing for local language literacy facilitation (Bell, 2010). This provided me an opportunity to observe the facilitators and their learners interacting in the real context in order to identify all the essential features of their facilitation practices and contexts (Denscombe, 2007). In addition, it afforded me the opportunity to match

the observed behaviour against responses given by the ALOs in the interview (Cohen, Manion & Morrison, 2011). This ensured drawing research conclusions based on direct observation rather than only retrospective interaction with participants as would have been the case from only interviews (Yin, 2004).

In sum, through the use of CS I was able to record data systematically and thoroughly and take field notes that were later used to identify issues concerning the facilitators' personal practical knowledge and their accounts of it. As asserted by Denscombe (2007: 36), CS enabled me to 'illuminate the general by looking at the particular, thus discovering and getting valuable and unique insights' that might not have become apparent through more superficial research.

It is acknowledged that using this multi-method CS approach, in this instance observation, interview and documentary review could present several challenges such as the overwhelming and rich data generated (Cohen, Manion & Morrison, 2011) and given my own professional involvement in the phenomenon and indeed the setting, a danger of distortion (Bell, 2010). I therefore practised the ability to analyse data while collecting it during a pilot study as I was aware of the need to undertake much selecting and ordering of the rich data (Cohen, Manion & Morrison, 2011; Yin, 2004). The pilot also enabled me to identify my weaknesses and learn lessons for the main study. The CS approach also required I mastered the study's substantive issues, exerting patience and commitment while collecting the data.

3.4 The Case

My interest in pursuing this study comes from my professional position of curriculum developer and belief in effective facilitation as an important input into relevant curriculum and instructional materials development and successful adult literacy programmes. This is a collective case study involving investigating 'the same research question(s) within a number of contexts, using identical methods of data collection and analysis...[and] individual units of study, then, or cases, are examined in situ and can be considered as a collective whole for the analysis phase (Goddard, 2010:164). The collective case here then is the facilitation of adult literacy within the GNFLP, which is built up from the individual cases of a selection of facilitators.

Thus facilitation undertaken by individual ALOs in six literacy classes were selected as a case to investigate and to understand at first-hand facilitation. The focus in my study was therefore the individual ALO's facilitation of English literacy learning by adults with no or limited literacy in the first language under current policy and logistical contexts. The case was also about exploring the coping strategies and innovations that might or might not be brought to bear.

3.5 Sampling

The purpose of the qualitative approach in this study is to explore the actions and experiences of the key actors; ALOs who were part of the implementation of English literacy learning in order to expose the interesting practices and innovations that might be unfolding at the class level and also to understand the stories behind these experiences. It was important to choose a study population that was information rich on facilitation (Patton, 1990). Issues such as cost, time and access to participants prevented me from studying the whole population (Cohen, Manion & Morrison, 2011; Patton, 1990). Purposeful sampling was therefore adopted in order to focus on facilitation and illuminate on the specific questions under study (Patton, 1990). Since the purpose was to provide depth to facilitation issues rather than breadth, a *criterion based purposeful sampling technique* was adopted (Cohen, Manion & Morrison, 2011; Patton, 1990). A pre-determined criteria of importance guided the selection of 6 classes and their ALOs as follows:

1. Be staff of the NFED for at least 5 years in the municipality.
2. Been part of the implementation of the new policies.
3. Leading the facilitation of English literacy in an active class.

In addition, the study sought to include both male and female ALOs. The sample therefore included 6 out of 1200 staff facilitators nationwide chosen from one out of the 10 regions and one district out of the 130 nationwide. The region in the south of Ghana was selected based on information accessed indicating that all the ten regions of Ghana had English literacy classes being led by ALOs with at least five years' experience as staff; meaning they had been organizers for volunteers before. The choice of this region in the south instead of one in the north was as a result of my being a distant student combining

work with study who could not afford to be away from work for continuous long periods of time for data collection and therefore had to attempt to minimise cost, travel and study time. The selection of the research site also drew on my own insider knowledge that the region has both male and female ALOs leading active English literacy classes just as in any of the other nine regions of Ghana. For reasons of saving time and cost, I chose to sample the nearest municipality to the regional capital as I was aware it had 2 serving female and 4 male ALOs who fitted the sampling criteria.

Although the case was about English literacy facilitation, my familiarity with the local languages spoken in the southern part of Ghana aided my understanding of issues raised during the study. This was of much relevance to me as a researcher in this study because I share cultural background with the participants which led to us understanding each other.

Facilitation observation was undertaken in six classes and interviews conducted with the six facilitators. Attempts were made to cover four male and two female facilitated classes in order to bring some gender dimensions to the case. I chose to interview only two female facilitators and observe two female classes because ALOs in the NFED are predominantly male but not by any design. The selection of the ALOs for both classroom observation and interviewing was achieved in collaboration with the municipal coordinator since he knew which classes met regularly and were active. He also knew their meeting times. Notice was taken of some possible bias as the coordinator might have wanted to present his or her best classes to be studied. He/she might have considered this visit as an evaluation of his/her staff members' performance. However, possible biased selection of the best classes could favour the study as it would demonstrate all the best practices. Despite the perceived evaluation, the ALOs were cooperative in the study. The last level of the NFED visited was the communities in the municipality where the six classes were observed.

The sites visited involved cooperation of five administrative levels in the structure of the NFED. At my request, the national director of the NFED wrote a letter to the regional coordinator, with a copy given me, requesting him to offer me all the necessary support. The first point of call on arrival in the region was the regional office where the regional coordinator, the senior NFED administrator is located. His permission and support were

sought to undertake the study in one of the districts in the region. The letter from the national director facilitated my access to the participants. My position as a senior staff member and the letter from the head of the NFED gave me an advantage in gaining access.

I chose to observe the facilitation activities of each of the six ALOs once; each lasting approximately 2 hours to give me a snapshot impression of the classroom culture, what activities facilitators undertake to ensure their learners collaborate with them to acquire literacy. A lesson is normally facilitated in several meetings and at the pace of the learners. However, as the focus of the study was facilitation, any lesson or section dealt with was observed. However, observing them once only could also be a limitation, as observing a whole lesson would have given more insight but for reasons explained earlier, this was impossible. I therefore had to rely on the interview to corroborate the gaps identified in the facilitation observation.

3.6 Piloting

The importance of piloting the tools in case study research and how that can enhance the quality of the data obtained is important (Cohen et al., 2011; Denscombe, 2007; Flyvbjerg, 2006). A pilot observation and interview therefore began the field work in another southern region of Ghana which aimed at sharpening my research skills and finding out the strength of my approach, the clarity of the guiding questions and the responses they elicited. Considering my participants as busy people, I determined to test the length of the data collecting instruments and practise interviewing and class observation skills.

The pilot interview lasted one hour 17 minutes and brought out the need for me as a researcher to improve on the skill of establishing rapport with participants. Coupled with this was my inability to phrase the subsequent questions quickly while actively listening, balancing listening with being quick in asking the next question was an area that I noted needed perfecting. I also realized that my skills at on-the spot thinking were seriously tested and needed improvement. The research sub-question 3 (What theories of learning underpin the facilitation of ALOs?) was difficult to address even after repetitions and explanations. This taught me that questions requiring conceptualisations may be

asked indirectly enabling the researcher to construct theory from responses generated. Since my study was aimed at only shedding light on facilitation as practised in the GNFLP by ALOs, the question was therefore expunged from the list of questions to be addressed.

Furthermore, during the class observation, my plan to also audio record the interactions as a means of recall of what transpired at class in addition to my notebook was confirmed.

In addition, although the ALO could speak fluent English, I realized that he switched code from English to the local language while facilitating. I found during follow-up questioning with him that he needed to do this to bring issues down for the comprehension of his participants. This gave me foreknowledge of the use of the local language in English literacy facilitation in the study classes. This necessitated my having to further review literature on the approaches to teaching English as a second language to learners with no or limited literacy and translation. This review drew my attention to the double tasks these ALOs have of teaching a second language and facilitating learning by participants who are still struggling with literacy in their own first languages. I therefore had to expect a mixture of local language with English in the main class observation and plan towards accommodating this. I noted also that I needed to be alert not to refer to the participants with their real names to protect them even at the data collection stage. I therefore informed them of referring to them as ALOs. These realizations were significant as 'sensitivity and empathy of the researcher are highly significant to the outcomes' (Dunne, Pryor & Yates; 2005, p. 33).

3.7 Data Sources

The study used primary and secondary data sources. For primary data sources, class observations and semi-structured interviews were deployed. Secondary data were sourced from documents and data sources outlined earlier under Chapter Two. Table 3.1 presents the data collection methods.

Table 3.1 Data Collection Methods

SN.	Method	Sample/ Items
1.	Observation	Communities and Classes (6)
2.	Semi-structured Interview	Participants (6)
3	Documents	Education Strategic Plan (2010-2020) Vol. I & II Mass Literacy and Social Change Policy Document on Non-Formal Education Facilitator's Manual for the English Programme Facilitator's Manual and Guide for the National Functional Literacy Programme (Local language) English Primers (4) Training reports Monitoring reports Internal Memoranda Supervision reports Class facilitation reports by ALOs Minutes of Senior Management Meetings

3.7.1 Observation

Creswell (2012) emphasises that observing and taking notes on the behaviour and activities of participants in a study is important in qualitative research as the direct field notes supplement data generated from other sources. Bryman (2012) adds that apart from generating data from observing behaviour and activities of participants, observation affords the opportunity to generate data on the events and physical characteristics in the context of the study environment. The purpose for using observation in this study was to better understand how the facilitators and learners interact in the literacy class. Observation was therefore used as the first method of data collection in this study (Class Observation Protocol is attached as Appendix 3).

In enacting what the ALOs' notions of facilitation was, they were interpreting what they knew and owned. In observing them, I was imposing my own interpretations on what I heard and saw them do with their learners in the context in which they worked. In conducting this qualitative study adopting constructivism, I attached significance to the

fact that the participants and I, as a researcher, have different realities and that I was interacting with them to co-construct knowledge, a truth. In order not to impose entirely my own interpretation on what was observed, as cautioned by Bell (2007), I chose to use the interview to get the interpretations of the participants themselves as a means of supporting what I had observed. Class observation was done first and was followed by post observation interviews. Gaps identified in responses, behaviour, gestures and interactions during initial class observation were filled with further questions in order to fully understand what was going on.

Facilitators and their learners appreciate frequent visits paid by their supervisors because it motivates them (Berdie, 2013). However, in observations, the results could change if the subjects were aware of being observed for a purpose such as on this occasion. I was therefore mindful of my position as a senior insider observer/researcher and did everything possible to assure them that I was there as a student. This was to minimize this weakness and not to intimidate and thereby distort information. In this instant of class observation, however, I was of the impression that my presence in the class might have intimidated even the municipal coordinator (who accompanied me)⁴ to some extent because to the facilitators and their learners I was first of all a senior staff member who had come to assess their performance. He introduced me to the participants twice elaborately even though he was advised against this. I had to come in when it was my turn to speak to them to tell them that although I work with the programme in a senior position, I was with them now to learn from them as a student. On two different occasions, ALOs called on their administrator to intervene and answer learners' questions which they felt were beyond them. The coordinator however declined to intervene. With the same local language that they use, I established a closer relationship. I commended the facilitators and their learners after the observation on how well they had undertaken their facilitation and learning activities. Despite this assurance, however, I could sense nervousness, but the facilitators and most of the learners were courageous and did not seem over-intimidated, 'participating actively' in

⁴ The municipal coordinator used the opportunity afforded him to also visit the classes as funding issues have reduced supervision visits drastically.

the facilitation and learning activities. The municipal coordinator also informed me afterwards that the opportunity of sitting back and observing had taught him a lot on what he would otherwise not have seen on the now very limited monitoring visits he and his staff pay to the classes.

3.7.2 Documentary Review

The rationale for choosing documents as a supporting data source for this study is varied. Creswell (2012) asserts that documents are good sources for data generation. In addition, documentary reviews were an unobtrusive method that helped me elicit information about the phenomenon under investigation, the actors and the contexts in which they act. The review of documents put me in a better understanding of the new policies and decisions underpinning the NFLP, the curriculum and instructional materials that influence the facilitation of English learning by the facilitators.

In this study, data was obtained from education policy documents, instructional materials, training and monitoring reports as presented in Table 3.2 below:

Table 3.2 Analysis of Documents Reviewed

Document	Content	Issues
Education Strategic Plan (2010-2020) Vol. I & II (ESP I & II).	<p>The ESP Links education to development Literacy is a skill It has very well stated Policy Objective of <u>'Improve equitable access to and participation in quality education at all levels'</u>. Adult Functional Literacy has been covered in the ESP especially with Outline Strategy NF2 and NF13 which are very critical to this study.</p> <p>The PO further has some indicative targets that have already elapsed such as revision and validation of national functional literacy by 2011; sampling 5% of adult population every 2 years from 2012 to determine adult literacy rate; literacy rate improved to 85% by 2020.</p> <p>PO 4 under non-formal education stipulates: Improve management of education service delivery in the sector. Its indicative targets cover among others reducing the % of untrained trainers from XX% to not more than 5% by 2015 and</p>	<p>Promotes only the autonomous view of literacy. Most of the deadlines have elapsed. Responsibilities for the indicative activities not clearly outlined. Planing, Budgeting, Monitoring and Evaluation (PBME) Unit of MOE assigned overall responsibility with support of NFED, GES, COTVET etc. with Development Partners and NGOs as collaborators. NF2 that states that 'Provide conditions for universal functional literacy'. NF13 also makes provision for effective preparation, upgrade and deployment of non-formal trainers. These would include adequate financial and other resources.</p> <p>There are shortfalls in the education policy documents concerning the NFE sector and adult functional literacy in particular, such as overlapping roles. Most target dates have elapsed. For example, definition and validation of functional literacy to include other literacies has not been done, neither has mapping of potential participants done. No national tests have been done. Neither can it be told that the literacy rate has increased as stated.</p>

	secondly, the provision of motivation packages to non-formal trainers in hardship areas.	
Mass Literacy and Social Change Policy Document (MASSLIP)	Context of start of NFED and NFLP Policy of non-formal education (NFE) Programme Scope and implementation strategy Links functional illiteracy to underdevelopment	Only policy document on non-formal education Outlived its usefulness since it was published in 1987 Holds the autonomous view of literacy Stresses functional literacy Generated issue of neglect of other NFE due to high illiteracy rate in country at the time.
Facilitator's Manual for the English Programme	Scanty contents on background of the English programme. Instructions on how to facilitate very general. Expects the facilitator to be innovative and use the dictionary as well as consult experts. Emphasises literacy as skills: reading, writing and numeracy. Published since 2001.	No clear methodology for teaching English. General instructions limited to being a facilitator of learning. Overlooks contexts where these materials will be used e.g. Rural areas may not have language experts. Does not outline qualifications and roles of English literacy facilitators. Does not recommend qualifications required for leading English literacy acquisition and the need for a dictionary. Does not mention different conceptualisations of literacy.
English Primers (4)	Illustrations of Objects and initial letters, alphabet of English language. Basic grammar and numeracy problems. Functional Primer: composite picture, some key words and paragraphs of text.	Three primers focus on teaching English grammar and structure. Functional primer imitates local language primer
Facilitator's Manual and Guide for the National Functional Literacy	Manual: Background to the programme; benefits of literacy; roles of facilitators; information for analysing and discussing	Very well laid out methodology and steps for facilitating and evaluating a lesson.

Programme language)	(Local	functional topics; master lesson plan; do and don'ts of facilitation; Guide: Framework for facilitating literacy and numeracy including instructional and assessment activities; framework for planning and evaluating development activities/praxis Emphasises literacy as skills: reading, writing and numeracy but also stresses functionality. Current Edition published 2001	However functional themes get confused with application of literacy-the social practice view of literacy.
Training reports		Number of participants Number of days Participants' expectations and workshop objectives Content and delivery methods Participation Learning context Daily evaluation by participants Workshop evaluation.	Reduced days promote combination and rushed presentation of topics. Topics are diluted as the trainers cascade. Lacks research and updating of content in view of changes in literacy discourse.
Monitoring reports		Existence and location of classes, data on inputs received, supervision visits, general learning taking place	Not focussed on tracking facilitation and the instructive aspect of the programme.
Internal Memoranda		Day to day administration and challenges	Limited to administration
Supervision reports		Focus on lesson reached and statistics of learners, class inputs and attendance	Aimed at generating reports for management meetings and not for evaluating facilitation and learning outcomes.

Class facilitation reports by ALOs	Focus of lesson reached and statistics of class inputs and attendance	Idealistic and lacks facilitation and learning evaluation feedback
Minutes of Senior Management Meetings	Focus on general management and financial reporting	Issues more on management challenges

The two policy documents analysed as in Table 3.2 indicated that the autonomous view of literacy was held adult functional literacy and especially the targeted dates set for achieving indicative activities in the ESP had elapsed. According to the Facilitator's Manual, each facilitation session should last about an hour or one and a half hours. Facilitators are however expected to move at the pace of the learners. Next to be examined were the four Primers which detail the real content to be delivered. In addition, I also obtained data from reports on training conducted on the English project, monitoring visit reports and internal memoranda and documents about the NFLP and the English project in particular as outlined in Tables 3.1 and 3.2. Important here were reports written by the ALOs on their classes and those written on the activities of facilitators and their learners. Most of the reports were idealistic and only reported on the smoothness of operation and class statistics rather than focussing on facilitation and the instructive aspect of the programme. For example, a statement like 'Classes are ongoing' does not give the real status of what is done for facilitation and learning and whether or not the specified methodology is being followed. Reporting on such details could have been interpreted as failure on their part so they would rather focus on reporting good news. However, the data collection forms do not require them to give much qualitative reports. In addition, minutes of meetings and letters were examined to aid understanding (see Table 3.2).

Among other uses, the documentary review (Table 3.2) corroborated evidence that was gathered from the observation and interviews. Another advantage was that it provided content information that facilitated analysis of the other data sets and also served as a means of bringing in other perspectives. Additionally, the documentary review allowed for easy management and categorization of data for analysis.

One challenge that I contended with had to do with critically analysing my subjectivity and prejudice. Throughout the study, I needed to constantly remind myself that I was a researcher instead of an administrator of the NFED when reviewing these documents. To overcome this issue, my research questions were kept constantly in mind in interpreting the data as well as the context in which the data were collected (Creswell, 2012; Cohen et al., 2011).

3.7.3 Interview

As the study was concerned with understanding the ALOs' perspectives on the facilitation practices, interviewing was an appropriate method in undertaking this case study because the facilitators were best positioned to expand on their practice and share perspectives on it. It also enabled me to fill in gaps identified in the observations. The interview is a means of access to the 'mind of the researched which is expressed in the responses and over which, except for posing the question in the first place, the researcher has no influence' (Dunne, Pryor & Yates, 2005: 30). Lichtman (2006: 118) also argues that the major objective of the qualitative interview is to allow participants to narrate their stories in ways convenient to them. The interview provides the most convenient and direct access to the source and specific ideas (Denscombe, 2007). In this instance, semi-structured interviewing was employed. This meant I had to prepare and conduct the interview based on a list of items to discuss and areas to probe (Semi-Structured Interview Protocol attached as Appendix 4). The post observation interview also enabled me to discuss and fill the gaps, inaccuracies or probable distortions that might have occurred during the class observation. Based on field notes and dialogue between me and the facilitators, I conducted follow-up interviews to tighten up loose ends.

I was aware that the interview as a method could be susceptible to some limitations such as misinterpretation due to differences between interviewer and the interviewees. The misinterpretations could also be due to respondents' lack of frankness and the influence of particular circumstances prevailing at the time of the interview. I therefore relied on vigilance, good interpersonal skills and recall of previous experience in conducting the interviews. A research journal for taking field notes and a digital voice recorder were instruments used for data collection.

3.8 Data Analysis

Data analysis involves the basic task of systematically managing data to extract meanings underpinning the issues raised in the data in line with the literature, theoretical framework, research aim and questions. The kind of qualitative study being undertaken influences how the data is analysed (Cohen et al., 2011). Braun and Clarke (2006) outline six phases of thematic analysis which comprised identifying, analyzing and reporting

patterns (themes) within data which help in the interpretation of the various aspects of the research topic. It involves familiarization with the data, generating initial codes and coding the data in a systematic fashion, collating codes into themes, generating a thematic map, clarifying and naming and writing the report.

Data analysis for this study was guided by the *thematic analysis framework* because it is a flexible and useful research tool that gave me a means of providing a rich and detailed account of the data on facilitation. According to Braun and Clarke (2006: 9), thematic analysis is not 'wed to any pre-existing theoretical frameworks' so it could be easily used to interrogate data in a study adopting a constructionist epistemological position in examining ways in which the events, realities, meanings and experiences of the ALOs and their learners and my own observations frame facilitation of learning in the GNFLP.

As often in case studies, I was able to develop some initial analytic interests and thoughts and some prior knowledge of the data as I was collecting it, noting these in my research journal. Subsequent to this, I engaged actively with the data as I transcribed it, (Observation and Interview transcripts are attached as Appendices 6 and 7) thereby immersing myself in it, searching for meanings, patterns and so on, in line with Braun and Clarke's (2006:17) recommendation that the data transcription phase should 'be recognised as an interpretive act where meanings are created'. Cohen et al. (2011) also suggest that the qualitative data analysis process is not a linear but an iterative and progressive process. So, I kept going back to the data as I progressed. I chose to present each data item on the six ALOs as separate cases by describing in detail the various sources (observation, interview data and evidence from documentary review) on each case and not withholding the contextual data that I found relevant. Braun and Clarke (2006: 19) warn researchers 'not to smooth out or ignore the tensions and inconsistencies within and across data items'. Therefore, in the analytical chapter, I further outlined the notes I made into units and subjected them to making meaning of the exact content and how it was stated in each data item from the observation notes and the interview transcripts.

My next step in the analysis was the re-assembling and categorization of the units of meaning to form themes and sub-themes to create a new narrative as my key analytic

chapter. In this chapter, I interpreted the reassembled data. Bearing in mind the purpose and the research questions, the literature I had read and the theoretical frame work I had been exposed to, I kept going back to the data to ensure that the analysis was a reiterative process based on the data: ‘an ongoing organic process’ (Braun and Clarke, 2006: 21). I made sure all the themes came together to tell the story of my data in a way that is a credible reflection of my analysis. I added some data extracts to capture the essence of the story I was telling. Above all, I made sure I went beyond just describing the data and made arguments in a concise, coherent and logical manner to answer the overall research question. My next step was summarising and drawing conclusions from the entire study.

In line with ethical standards, I ensured that participants’ names as well as locations and dates were pseudonymised. Table 3.3 presents the profile of the participants.

Table 3.3 Profile of Participants

Class	Bom Market A	Deduame	Bane	Bom, True Way	Bom Market B	Nyibe,
Name of ALO	Wilhelm Kuka	Frank Sabah	Benson Kotoka	Davida Duah	Johnson Apreh	Carlotta Pensu
Sex	Male	Male	Male	Female	Male	Female
Age Range	30 – 39	40-49	30 -39	30-39	50-59	30 – 39
Original Qualification	HND Statistics	GCE O' Level	SSCE	SSCE	HND Marketing	Dip Basic Ed.
Upgraded Qualification	B Sc. Statistics	HND, Finance	HND, Marketing	Nil	Nil	Nil
Date of Employment	2010	2004	2004	2003	2010	2004
English Teaching Experience	Nil	Nil	Model Class Facilitation	Nil	Nil	Nil
Years of Facilitation of Local Language Literacy	Nil	Nil	1	1	Varied (Stand-in-Facilitator)	Nil

3.9 Trustworthiness

Qualitative research is measured through the researcher’s ability to establish the study’s trustworthiness and authenticity (Flyvbjerg, 2006; Shenton, 2004; Lincoln & Guba,

1985). Guba (1981) provides four criteria for establishing trustworthiness or validity in qualitative research. These are; *credibility, transferability, dependability and confirmability*. Lincoln and Guba (1985) argue that one of the most important factors in establishing trustworthiness in qualitative research is ensuring credibility. Doing so establishes confidence in the truth of the findings of the study and the context in which the study was undertaken (Lincoln & Guba, 1985). A qualitative study is credible when it presents accurate descriptions or interpretations of the experiences of the participants that others in similar circumstances will immediately identify with (Sandelowski, 1986 cited in Shenton, 2004).

In order to establish the truth value in the findings of this study (Krefting, 1991), I have kept a research journal in which I captured my daily schedules and logistics as well as my thoughts, feelings, frustrations and ideas concerning the overall research process. Documenting and reading over these has enabled me to reflect on my previous assumptions and biases (Lincoln & Guba, 1985).

Triangulation is a powerful strategy for establishing credibility (Krefting, 1991). I ensured that the effect of data from a single source was minimized through investigating all aspects of a phenomenon through the use of different data methods of observation, semi-structured interviews and secondary data. The use of the different methods together makes up for their individual limitations whilst allowing for the exploitation of their respective benefits (Shenton, 2004; Guba & Lincoln, 1989). In order to also give the reader a deep insight, I presented a detailed description of the data on the phenomenon under investigation in Chapter Four (Flyvbjerg, 2006).

In this study, the assumption is that there are multiple realities. My job therefore was representing those realities revealed by the actions and opinions of informants as adequately as possible through conveying the actual situation and the contexts that surround them (Lincoln & Guba, 1985). I have thus engaged the ALOs in crosschecking my interpretation of the information they gave me in order to ensure they consider I have captured what they actually intended to convey (Lincoln & Guba, 1985). I also employed *peer examination* to expose me to deeper reflexive analyses and honesty about the findings (Krefting, 1991). I thus discussed the research process and findings with colleagues on the EdD course, colleagues in the Research Unit of the NFED as well

as at presentations made in conferences organised by universities in Ghana. In addition, my supervisors provided feedback that gave me very deep insights throughout the entire research process.

The second criterion is *transferability* or *fittingness* which is related to how best the findings of the study fit into contexts outside the study context (Lincoln & Guba, 1985). It emphasises the degree of similarity between one study context and another (Krefting, 1991). To establish transferability in this study, I have presented a thick but brief description of context to allow for comparison with other similar contexts. Lincoln and Guba (1985) argue that so long as the researcher provides sufficient description of data for comparison, applicability has been achieved.

The third criterion suggested by Guba and Lincoln (1985) for establishing the truth value of qualitative studies concerns *dependability*. This is achieved in this study through a dense description of the research methods. I have clearly outlined the data collection methods and the processes that I have gone through to develop themes and the use of these to generate knowledge on the phenomenon under scrutiny. The data collection tools were piloted in similar circumstances to test the design and enhance the quality of data to be collected. This was aimed at ensuring the trustworthiness of my research (Flyvbjerg, 2006).

The last criterion of establishing trustworthiness concerns *confirmability* of findings. Lincoln and Guba (1985) argue that the researcher's duty is to provide an adequate database to allow transferability judgements to be made by others. In view of this, I have provided dense background information about the participants in Table 3.2 and the context and setting of the study in Chapter Two to allow an assessment of how transferable the data is (Krefting, 1991).

3.10 Ethical Considerations

In any research, concern about guaranteeing '*confidentiality, anonymity, non-identifiability and non-traceability*' of the participants is very important to ensure validity and quality (Cohen et al., 2011: 442). The research design therefore covered getting ethical clearance from the University of Sussex for the usual guarantee of upholding all codes of ethics in the study. I obtained a Certificate of Approval from the

Social Sciences Research Ethics Committee (C-REC) of the University (Attached as Appendix 5). This certificate gave me the go ahead to proceed with the study.

Participants were each allowed to study the Participant Information Sheet and Consent Form (Appendices 1 and 2). Having explained the purpose of the study to each of them to ensure that both the participants and I understood each other and also having given them the option to withdraw from the study at any stage should they so wish, they signed the forms. Since there were only six ALOs, as outlined in Table 3.1, I abided by all ethical issues so that their identities and locations were protected through anonymization. For the two female ALOs, care was taken to explain and assure them that gender reporting would not expose them, but only attribute particular findings to female ALOs. They were also assured that any information shared would be kept confidential and not used in any way administratively. Finally, the participants were given the option of withdrawal from the study at any time if they so wished and were shown where to direct their queries after the study should they have any. (See Appendices 1 & 2 for forms).

Permission was sought from the ALOs and their learners to audio record their facilitation and learning activities and interviews. I ensured that the timing of the interview was at the participants' convenience. In the case of direct observation of the facilitator at work, care was taken not to be an-intrusive and threatening observer. They were aware of my presence in the classroom, but I made sure I remained a passive observer throughout the observation.

CHAPTER 4: FACILITATION OF ADULT LITERACY IN ENGLISH

4.1 Introduction

In this chapter, I describe the qualitative data generated by observation of ALO practices in the six literacy classes and the semi-structured interviews I had with them. The chapter also presents data generated from the review of documents of the NFED and the MOE. Each ALO's English literacy facilitation approaches; language teaching knowledge and skills and how he/she perceives the new roles and that of management of the NFLP were factored in the analysis of the data to establish the case of: ***How adult literacy facilitation in English is being accomplished in the Ghana NFLP?***

4.2 The Cases

4.2.1 Mr. Wilhelm Kuka and the Bom Market Square Revelation Church Literacy Class A. Wilhelm Kuka has a Higher National Diploma (HND) in Statistics and facilitates one of the 4 English classes at the Revelation Church, although he has no professional English teaching background or training in NFED. Wilhelm was employed in 2010 as Programme Officer for logistics who later opted to add facilitation to better engage himself and also due to benefits his mother got from participating in the local language programme. It was explained to me later that the four groups were originally a class of 50 learners of varied literacy levels. Wilhelm's group comprised 17 adult (3 males and 14 females) neo-literates⁵ of the local language programme who are now in the first half of the 21-month literacy cycle. He said this required that he gave these master crafts-persons, who belong to the Beauticians Association but are without academic qualifications and unable to play meaningful roles in the Association, respect so that they are not deterred from coming to the class.

He said literacy is essential in education because it aids development which he puts as:

...a country that is meant to develop is solely dependent on how literate its population is. So, if probably the greater part of the population is literate, that aids the development of the country, because everybody understood that yes, I really have to contribute to the development of the nation in our various categories or

⁵ A neo-literate is someone who has completed a basic literacy programme and is willing and able to continue independent learning but with some minimal guidance by the facilitator (NFED, 2001a)

wherever we find ourselves. So that goes down to our economic, socio economic development as well (Wilhelm Kuka, 2015).

Wilhelm conceptualised literacy as a set of skills and also a social practice which when applied, has an impact on what one does; it is functional. He stated that with the acquired literacy skills people are more able to function within the locality in which they live. Enabling his learners to develop the necessary capacity for social awareness and critical reflection towards socio-economic development in their communities and the nation required a facilitator who saw his/her role as a leader. He considered facilitation as:

... a leadership something. The moment you begin to lead them, they see you as their leader, someone who has the knowledge to actually lead them out of the way they do their things now (Wilhelm Kuka, 2015).

Wilhelm's description of facilitation as guiding learners to realise the need for change was conveyed clearly during his lesson on verbs when he asked learners to construct simple sentences with verbs of their choice. A learner formed the sentence and the following interaction happened:

Learner: 'Mavis go and buy milk of sugar'.

ALO: [He⁶ writes the sentence on the board as it was said and said that: ['We are now going to refine it nicely. She herself will see that this is how she is supposed to say it']. Now, look at this. What is wrong with it? Who will read it for me? [He asks one learner to read it out. Some hesitation but one learner reads it as is written].

ALO: Who can read it and say the same sentence in the local language, just as it is in Ewe?

Learner: [Reads it as was said by the one who formed the sentence] 'Mavis go and buy milk of sugar'. '**Mavis go and buy me milk and sugar**'⁷. [However, the learner replaces the '*of sugar*' with '*and sugar*' in the Ewe translation].

ALO: [Agrees with the learner that that place doesn't sound nice: pointing to the wrong sentence on the board and explaining]. According to the first learner, she is sending for two things; 'milk and sugar' but says 'milk of sugar'. Let's refine it into two verbs: 'go' and 'buy'. Now we are going to correct it; 'Mavis go and buy me milk and sugar'.

Learner: 'Mavis go and buy me milk and sugar'.

Learner: There is no 'of' in it again.

ALO: **What do you want Mavis to do for you?** [He tries to explain the linking word in Ewe; 'and']. [He uses an example of '**Madam Jane and Sister Bene**' in the local language to illustrate it. Learners translated and got it. **Madam Jane and Sister Bene**].

ALO: How do we say that in English; referring to the conjunction '**and**'? What is linking the two of them...? (Revelation Literacy Class, Bom, 2015).

⁶ My own comments are captured in square brackets [...].

⁷ Bold text denotes facilitator's and learners' translations from English into the local language, Ewe.

Wilhelm had to assist his learners by translating the conjunction 'and' into Ewe to make it meaningful to them. When he was probed as to why his learner hesitated before answering and why he had to translate his questions and explanations into the local language, he said:

Because, errr, I was... one of the learners told me one time that my explanations, some of the things that I have been saying, they would love it if after constructing or after saying it in English, then I would say, I would translate it into ..., for them to know so that at least they can actually pick the concepts. (Wilhelm Kuka, 2015).

He translated because his learners demanded it to assist their comprehension of the English concepts. The class had been meeting for seven months out of the 21-month literacy cycle now. Wilhelm said he was aware that translation would not help the English communicative skills of the learners. However, he was constrained because his learners could not comprehend when only English was used. He said he leads them towards more and more English so that they could '*actually know how to flow freely in the English language*'.

According to Wilhelm, he was mustering all the skills and techniques he knew to ensure that the learners grasped the English concepts at their own pace, as he demonstrated in his lesson on verbs. Probed as to whether or not his position as a leader and guide raises power relation issues between him and his adult learners, he was of two opinions. On the one hand, leadership gives facilitators some power. He thought misuse of such power on learners, however, depended on the personal disposition of the individual facilitators. He offered that learners are discerning so facilitators ought to know that the learners also wielded an awful lot of power, empowering them to perform or not. It was the learners' acknowledgement that they lacked something and their participation that created the need for facilitation and learning.

Wilhelm understood facilitation as being a process he engaged in. However, he did not conceptualise facilitation as the use of tools or a skill of getting his learners to become literate. Perhaps this explained why he used facilitation tools such as letter or word cards sparsely during observation. He only used the traditional white board and marker and also used the marker as a 'talking stick' to involve all learners as follows:

Verb, verb, verb! If the marker comes to you then it means you are going to the board. 'Who are you going to land on now? [Talking to the marker]. (Wilhelm Kuka, 2015).

This excited the learners with expressions as ‘don’t land on me’ on their faces. Wilhelm said ‘Auntie, the marker wants to stay with you so go to the board and underline the verbs in the sentence for me. Just underline them, the verbs that you can actually see’. This attempt of making learning participatory by involving all learners, some of whom would otherwise have remained silent, was successful and joyful. Wilhelm also added that the very venue they used had a lot of drawings and inscriptions on the wall and when necessary he took his learners on a gallery walk for them to identify and say what the English words for the items were. He did these without knowing them as tools of facilitation.

To Wilhelm, the goal of the English policy is for his learners to function better and play their roles as citizens. Wilhelm thought his understanding was helping the NFLP achieve the English policy objective. He stated that:

What they actually need to get, want to get is 1) to know how to write their names and then be able to read and then how to speak the simple, simple English. ... Eheeh, that is what they actually want (Wilhelm Kuka, 2015).

Such simplistic interpretation of the learners’ needs contrasted with his definition of literacy earlier. However, Wilhelm’s statement quoted below captures his desire to enable his learners to practise what they learn on enrolling:

... The main objective that I have at the end of each lesson is that whatever that we have come to learn in a class at a particular session should reflect immediately they are out of the class. They should be able to at least use it. So, it will interest you to know that when we come back the next meeting, you see them trying to speak the English, what they have learnt. (Wilhelm Kuka, 2015).

Wilhelm said he starts his facilitation each time with a recall of previous knowledge. When he identifies what they already know, then he uses various means to lead them to the ‘unknown’ which is the new thing to be facilitated and learnt. Mentioning the Primer as one of teaching materials that he also used, he was probed on whether he ever goes according to the Primer at all:

... you will see yourself not necessarily following the Primer in a way but you study the situation and then you go with them as well. Some of the things they actually needed, some kind of knowledge, pre-knowledge before you will be able to introduce it to them. Ahaa, so by that you realise that they have something, they know something about that which you can actually tap to use to actually introduce a topic to them, which might actually not be in the Primer. So you do that and then you now chip in the main topic. (Wilhelm Kuka, 2015).

So departure from the Primer was prompted by the desire to link with learners’ previous knowledge. He gave an example of a typical lesson on *Calendar*, a topic in Primer 2 and

how he went about it. He stated that his aim for the lesson was that at the end of it, his learners should be able to read, pronounce and write the days of the week, the months and the seasons. He found that the learners had already been exposed to the English names of some of the words in their day-to-day communication, but writing them in English was their main problem. So in recalling previous knowledge, he asked the learners to give him the names of the days of the week in the local language. The learners surprised him by mentioning these in English. He then proceeded from there to facilitate the learning of how to write them.

The second reason for not following the Primer strictly was because sometimes the learners' 'orientation to learning' determined what was facilitated (Knowles, 1970). If it was in the Primer, it was followed. Although the Primer did not meet all their aspirations he said they still found it relevant. He also had problems with the arrangement of the topics in a manner required by his learners. He commented:

Yes, exactly, the arrangement. So sometimes you see us jumping on to Primer 2 whilst we are on Primer 1. Some of the things there needed to be understood before... (Wilhelm Kuka, 2015)

Although not observed, he said he confirmed learners' knowledge acquisition through tests and assignments. His learners' successful performance on tests, such as filling in missing words connected to the topic under discussion, e.g. calendar, assured him that the learners had grasped it and that his objective for the lesson had been met.

Asked to describe his first day in the English literacy class as a facilitator, Wilhelm said he had felt very nervous, not knowing where to start from. He perceived his learners as strangers, adults and could not fathom where to start with them. *'How do I even do this, how do I present this so that they won't be offended?'* he questioned himself (Kuka, 2015). However, he said after some engagement with them and the realisation that he has something to give them which they lacked, he gained confidence. He put it this way:

After engaging them, one or two meetings I realised that that alone gives me opportunity to assess them on what ... am coming to give them. Once I know that, oh well, nobody is of higher... this thing... than what I know, I realised that ... I can actually fit in. As time goes on, you become more confident (Wilhelm Kuka, 2015).

As observed, Wilhelm's confidence radiated his joy about the job he was performing. He commented that he was very happy with his facilitation job because in a way it was polishing his own knowledge and skills in English. He considers it a benefit for him to

facilitate and thinks no one should think such programmes are only good for school drop-outs and those without English literacy. He comments as follows:

Some of the things we think are for these drop-outs and those that are..., but you realise that when it comes to the mainstream, they are the basics that we actually need to build upon. In fact, I have never regretted being a facilitator (Wilhelm Kuka, 2015).

Apart from affording him an opportunity to also revise his English, he also considered facilitating adult literacy education a means of gaining social capital.

One of the things that I actually enjoy ... is the opportunity to interact with them because ... it also gives you the chance to create that kind of friendly atmosphere once you know them; wherever you go. Aha ... in effect, your network with people is being broadened...it is giving me the chance to go to places I didn't know. (Wilhelm Kuka, 2015).

Although Wilhelm stated emphatically that he had never regretted being a facilitator he had some dislikes which he described as of minor importance. Instances such as the irregular attendance of learners, especially on market days, disrupted his facilitation. Although he had learnt to adapt because they had to earn a living he added that on non-market days, making up for lost time through active participation, contributions and collaboration came naturally, because the learners knew what they wanted from enrolling.

Wilhelm believed he meets the English learning needs of his learners because they are able to put into practice what was learnt by writing or constructing their own sentences and voluntarily seeking his feedback; adults are essentially self-directing and autonomous (Knowles, 1970). He however watered this down by stating that:

I may not entirely meet that need, but at least... but the greater part by all means will be met and gradually we will get there (Wilhelm Kuka, 2015).

Wilhelm used the phrase '*we will get there*' admitting that it is a joint learning process they are engaging in because he considers the literacy class and his facilitation role his own English learning platform as well. He also values the interaction he has with his learners which extends to other adults in the society; important for networking and building of social capital.

For Wilhelm, his facilitation platform is for gaining academic knowledge as well as learning about life in general. He now recognises that some people have bad characters and nothing can change them and the earlier one recognises and adapts to this, the

better one avoids unnecessary controversies. He has learnt about human relations, better communication with adults and peers. His local language skills and cultural etiquette had also improved upon correction by his learners. Other motivation comes from the coercive force the learners sometimes put on him because of the relationship that has developed between them. The learners express disappointment whenever he informs them that he will be absent from class. They demand reasons and sometimes voice their feelings about his absence on his return in his comment that follows:

...you can see expression all over their faces and they look sad. 'Sir, why? Sir why?' Sometimes, if I go without actually informing them and I come, they accuse me; 'Sir, we miss you and all that'...So, at least, that alone, living within that environment alone, motivates me (Wilhelm Kuka, 2015).

Wilhelm said his commitment was underpinned by being wanted by his learners, hence he does not feel good disappointing them. He stated that the NFED should provide him a means of transportation to get to the class as well as instructional materials to sustain his motivation. Despite needing transportation, he prioritised the availability of the instructional materials above it reasoning that:

...without the materials, ... and even if I go there, I would not be able to do much as demanded by the Division, but if we have all the learning materials available, things that will help us to make teaching and learning very easy for all of us...why not, so materials; that's the more important thing and probably the means to go there (Wilhelm Kuka, 2015).

Unavailability of all instructional materials also explains why he did not use any aids but relied mostly on chalk and talk.

Despite Wilhelm's own pre-occupation with improving his practice, he thought NFED's inability to provide training on new ways of facilitating learning was de-motivating. He summed up his de-motivation issues as follows:

Yes, training ... because day-in-day-out new things come out and we need to be updated because ever since some of us were engaged in this Division, we have never received any training as a Programme Officer. Even as a Logistics Officer, what you have to do is always learn on the job. And if you are lucky to be working under someone who freely gives ... you have the chance to learn. Besides that, you have to find your own means through observation to learn. But there should be all kinds of training for facilitators; refresher courses. Those are the things that will help us a lot (Wilhelm Kuka, 2015).

Although Wilhelm thought the learners compensated and motivated him through the knowledge he gained from them, he felt they could in addition give him some material gifts in appreciation of his effort as is practised in the rural areas. Learners there offer

gifts to facilitators. This expectation contrasted sharply with his earlier statement that, he was not in this for the remuneration, when indeed he wished his learners would give him gifts. Above all, he emphasised the point that facilitation had contributed to his circumstance of life generally through the connections and good recommendations he gets when needed. Wilhelm believed he stood a chance of progressing in life as described in the following quotation from him:

Before you take a step to another level, you always have to go through somebody... These people, they also have children. Some of them are elsewhere. So, you see, sometimes dealing with these people sometimes gives you an opportunity to go higher. Ahaa, net-working. You shoot from one level to the other. You always need someone to recommend you to somebody. And that alone is ok for me (Wilhelm Kuka, 2015).

Recognising and valuing the social capital he built through his voluntary facilitation function in the GNFLP, he had suggestions for management on how decisions and policies ought to be made. He thought to ensure policy success, field staff participation in policy formulation and feedback on policy implementation should be promoted. Probed further on how the need for the policy changes from local language to increased English classes and volunteers to staff facilitators emanated, he surprisingly contradicted himself by saying *'The demand was from the ground'*.

4.2.2 Mr. Frank Sabah, E. P. Church Literacy Class, Deduame

Deduame is a small rural farming community in the Bom Municipality with no visible English literate environment, except a few posters in classrooms. Frank Sabah is a General Certificate of Education, Ordinary Level (GCE 'O' L.) holder and an ALO now pursuing a course in Credit Management and Finance at a local university by distance education. Frank has local language facilitation experience but no English literacy facilitation qualification or experience.

When I observed him, Frank was ready with his 4 male and 9 female early comers seated on plastic chairs; an arrangement imitating formal school instead of use of small groups or round tables (Knowles, 1970). Others joined one after the other as the class session progressed. The mean age of his male and female learners was 30 years. Most were farmers except two women who were engaged in petty trading. He described his learners as adults who had agreed to undertake English literacy education in the GNFLP.

The chapel where they met was airy and spacious. Frank and his learners had been meeting for about seven months meaning they are still at the beginning level.

Frank linked the essence of literacy in education to the ability to avoid a situation of the unquestioning and unanalytical acceptance of what is said, especially by religious leaders. Adults who have not had the chance of formal education have a lot of problems because they are unable to read and write and unable to effect changes in their lives, such as go through voting procedures. Leading a church-based class, he explained that churches need adults who can read the Bible, especially in the local languages and in English. He felt that when it is only the pastor who can read and understand the Bible, it was only what is preached that was accepted by congregants. He expressed it as:

...So people say 'pastor says' because the person cannot get the chance to read and understand the Bible him or herself (Frank Sabah, 2015).

Thus, the learners' orientation to learning was to gain the ability to read the religious materials (Knowles, 1970). He viewed facilitation of literacy education as a continuous process as well as the use of tools and techniques (Kato, 2010) that involve 'training that adult learner to become viable in society'. He feels literacy is helpful in our daily lives because it gives people functional skills in the larger social circles. In his opinion:

Literacy in our social life helps a lot because in our daily life we have to read, we have to travel and need to read signposts or billboards. We have to know what is written there. You will enter some places; 'Do not urinate here' and you see somebody urinating there because he couldn't see what is on that place. So, it improves our social lives (Frank Sabah, 2015).

He added that literacy also enables people to keep their secrets, a reason for his ensuring that he facilitated the application of the literacy that he taught his learners. For example, helping his learners apply their new reading and writing skills on specifically sending and receiving text messages on their mobile phones. This, he believed will avoid depending on others.

From Frank's experience, improvement in individual lives gained from participation in literacy activities also benefits the communities. In his opinion, non-literate women were especially challenged on how to communicate and contribute effectively in the community decision-making process, a situation they overcome through participation.

Frank recognised that the adults' prior knowledge was a strong factor in the facilitation of adult literacy education, since adult literacy education differs from formal education (Kato, 1970; Knowles, 1988, 1977, 1970) because:

...we know that the adult learner is already abreast of so many things. The adult learner knows about everything. It is just to be trained to know how to read and write and apply those things. So that's why it differs from other levels of education (Frank Sabah, 2015).

Like Wilhelm, he emphasised that although facilitation is also a leadership position, it is not a power driven kind of leadership:

We are there to change the lives of the adult learner, but not to lord it over them. We mingle ourselves with them because the adult learner knows even more than you... It is because he cannot read and write. So if you want to prove yourself as a leader, most of them will not come. ... You do everything with them. You even at times visit them in their houses... (Frank Sabah, 2015).

Frank re-emphasised his notion that adult learners were already knowledgeable and that the facilitator's role was just to '*straighten them to be part of society*' in line with the concepts of andragogy (Knowles, 1970). He asserted that the wrong display of power goes against good facilitation as it demeans learners and could even result in drop out. Frank held a view similar to Wilhelm's concerning the power wielded by learners also. He said:

Yes. The learners have power. Because without them, you can't do anything. If you go to a class and the learners are not there, there is nothing you can do. That's why we have to mingle with them, know their concerns so that they also come... (Frank Sabah, 2015).

Frank believed however that a good ALO could moderate learner power. Although learners enrolled to learn, they become despondent along the way and need convincing of the benefits to persevere. There was therefore the need for facilitators to constantly encourage and convince the adult learners to remain in the literacy classes. He captured some despairing learners' views about their participation as:

Some will say, at my age why should I go and learn again. 'Am I going to write a degree or SSCE? But you have to convince the person that you need it in your daily life... to read the Bible, read other stories at your leisure times to improve your life (Frank Sabah, 2015).

To Frank, the facilitator's job was to guide learners, encourage them and motivate them to always be present in class. Frank observed that although learners hear people speak English and they might get to understand some words, they feel shy to demonstrate their newly acquired English language skills. So it is critical for the facilitator to guide,

support and empower them, that no matter the mistakes they make initially, they will gain fluency with practice.

Frank further noted that in the local language literacy class, the learners and their facilitators could communicate effectively in the local language leaving only the facilitation of the ability to read, write and be numerate. This was different in the English language literacy class, where in addition to facilitating reading, writing, speaking and being numerate in English, the facilitator has to ensure that s/he communicates meaningfully with the learners to facilitate learning. Unless learners became conversant with some of the English words, the facilitator is unable to communicate with them in the target language. So this explained why facilitators use translation into the local language in an English language class. Frank expressed the reason for translation as follows:

So we marry both languages to make them understand, to make them understand more effectively (Frank Sabah, 2015).

With comprehension comes expression by the learners. Through observing Frank's facilitation in the class, translation was indeed being used, as illustrated in the class observation data clip that follows:

ALO: Twenty six. Clap for her! So out of this twenty six, we have consonants and vowels. How many vowels do we have? **Twenty six. Clap for her! So out of this twenty six, we have consonants and vowels. How many vowels do we have?** [ALO repeats the question in Ewe].
[Learners clapped]

Learner Maama [A queen]: Five.

ALO: Clap for Maama! What about the consonants. So out of the 26, we said we have 5 vowels. Consonants, how many do we have? [Calls Chairman].

Learner Chairman: 21

ALO: Clap for Chairman. So out of these consonants... out of the alphabet in English language we have twenty one consonants and five vowels. **So out of these consonants, errr, out of the alphabet in English language we have twenty one consonants and five vowels.** Can we point out some vowels so we progress to the consonants? Can we point out some of the consonants on the board? What we have learnt already. **Can we point out some of the consonants on the board? What we have learnt already.** Ehee Chairman...

ALO: Clap for her. Okay. Let's see whether we can recollect the meanings of these words. **Let's see whether we can recollect the meanings of these words.** [Repeats his statement in the local language...]. What is the meaning of queen? What is queen? **What is the meaning of queen? What is queen?** Chairman! [ALO calls Chairman but a female learner gives the answer].

Learner: A female chief. [Laughter by all].

In the two scenarios, it is observed that learners give simple answers, some even in the local language, which all resulted in their colleagues and even the facilitator breaking into laughter. Frank said that learners felt shy to express themselves in English for fear of being ridiculed when they make mistakes. He said this was due to their own self-doubt and worst of all, the ridicule and teasing from colleagues both within and outside the classes. Adults do not like to be judged (Knowles, 1970). As such, these learners need to be guided and encouraged. He narrates the strategy that they were taught to use to address these situations as follows:

Because the person may feel embarrassed, next time he [sic] will not come. So any idea that the person brings out, we hear it, so another person should give another idea. So we say this person's answer is the best (Frank Sabah, 2015).

All learners who give answers are appreciated for exhibiting courage in answering, whether the answer is right or wrong. A facilitator is not expected to give a negative comment to warrant embarrassment. S/he is rather expected to select and emphasise the correct answer whilst finding tactful ways of correcting the wrong answer. Although Frank said his learners, despite these learning challenges, enrolled to learn English, there are other orientation to learning such as financial gain and sight assistance among others.

Frank's learners wanted some extra income generation activities to enable them put into practice the new knowledge and skills which would help them improve on their lives. He added that learners perceived that literacy alone in itself would not contribute to the improvement of all aspects of their lives, but Frank was convinced that his facilitation would help them meet some expectations. He indicated that when people met his learners outside the class and communicated in simple English with them, they were able to respond appropriately thus reflecting improvement in their lives. They responded to questions like "How are you? I am fine". "What are you doing? I am cooking or I am doing..." So they can express themselves in such things'.

Like Wilhelm, Frank said although the Facilitator's Manual has instructions on teaching the English Primer he did not follow it strictly.

As observed, after leading the blending of consonants and vowels to form meaningful words, Frank facilitated the construction of sentences and the understanding of key

words. He said his lessons ended on facilitating numeracy learning. He described his method as '*all-inclusive*' which he believed was influencing their learning a lot. When asked to explain what he meant by that statement, he responded that when he introduced a topic, he invited their views. This made everybody express themselves and come to a common understanding until they came to the final answer. He said in his class, all answers are correct but there is a best answer. So, his learners accepted the best answer which he believed stuck best in their minds.

As part of his *all-inclusive* method, Frank said he deployed a lot of *literacy songs* as a tool to influence the mood and status of his learners (Kato, 2010) thus influencing the character of the learning (Knowles, 1970). He asserted that these activities relieved them of a lot of problems, which they might have brought along. During the observation, songs were sung in both the local language and English, and learners seemed to enjoy the activity. But to Frank, his most important influence was to guide the adult learner bring out the hidden potentials in them.

Frank affirmed that brainstorming and acting in an adult English literacy class were very important principles he employs. Because the learners had knowledge, at times they brought out important ideas to bear on the learning process which he, the facilitator, lacked. This enables him to also learn from them. He considered some of them as very intelligent, asking him questions that set him going for more research to answer. He phrased his opinion about the special and collaborative learning relationship he had with his learners as good, creating the necessary climate, space and freedom for learning. He also employed word cards and *talking sticks*⁸ to encourage all to participate in an organized way. The *talking stick*, especially, gained the participation of the shy ones as they were forced to accept the stick and get involved. This collaborative spirit even became a fun situation when the stick was passed. Although the stick enlists involvement and participation, Frank said there was a process. The facilitator gets the

⁸ A piece of stick or an object that is passed on to a participant indicating being given the authority to speak or to act. It is a way of controlling group participation and enabling everyone to voice or do something in a group learning situation.

first person to volunteer. Subsequently, the learners help to involve their colleagues in the activities. He said:

...We use first the introduction. You have to teach them first before they can participate. ... You can't just go and say: okay, take the talking stick and You have to introduce them and drill it with them (Frank Sabah, 2015).

Even when they felt some hesitation, their own colleagues and the facilitator guided them engendering participatory learning (Brookfield, 1986). The talking stick however was not used throughout all the interactions because the facilitator applied it only when he wanted to find out his learners' understanding. Asked about what unique thing he had introduced into his facilitation work, Frank mentioned the mobile phone because it is not in the curriculum and they have been using it only for receiving and making calls. He did not explain how he facilitated the use of the mobile phone.

Of course, the Facilitator's Manual for the English literacy programme directs that the facilitator '*be innovative and exercise a lot of initiative in handling the various topics*' (NFED, 2001c: 3). So, Frank could be right or might be claiming too much, as I could not ascertain this. Frank added that whenever he perceived that his learners' orientation to learning was different, he facilitated that (Knowles, 1970). However, he never sought their involvement in the decision-making. To Frank, it is not about what his learners demanded but what he thought they needed.

One interesting thing that came out of the interview with Frank was his indication that he used the *Facilitator's Checklist*⁹ meant for the local language literacy programme to assess his learners' progress. He did not consider the fact that in the local languages, the approach was syllabic. He insisted he used it effectively. Of course, the Manual expects facilitators to be innovative. He explained that:

Eeeh! We don't teach syllables but the alphabet. And everything they are doing; forming sentences, two letter words and all... they are all in the English Primers... So we use it to assess them (Frank Sabah, 2015).

⁹ Facilitator's Checklist is a monitoring and assessment instrument developed for use in the local language literacy programme. Facilitators are expected to use it to assess the previous knowledge or use it to document the baseline knowledge of the learners against which they measure and record the progress made by their individual learners as the lessons progress. The contents of the local language curriculum and the instructional materials determined the bench marks in the Checklist and the use to assess and monitor the performance of the learners and their facilitator. The English Literacy Programme however has no Facilitator's Checklist.

Frank's '*all-inclusive method*' and his insistence on using the local language Facilitator's Checklist indicate that he has attached much importance to knowing his own and his learners' performance. This also reveals the need for a similar document for the English language literacy component of the programme to assist facilitators track their own and their learners' performance.

Frank was trained first as a supervisor (organizer for local language volunteer facilitators) and also on how to facilitate local language literacy as a stand-in because without that knowledge he could not have supervised effectively. Training provided to the ALOs before the introduction of the 4th batch of English classes covered adult learning facilitation techniques, class management and report writing on activities, but not English as a subject. Thus, Frank has no previous English literacy facilitation qualification nor experience. His job was administrative, it was therefore not surprising that he found *report writing* relevant in practice among the many topics treated at the training he received. The training had also been relevant to him because he learnt that facilitating adult learning was different from teaching children (Knowles, 1970):

The difference is that in facilitation, you don't control. In facilitation, you don't give orders. But you try to bring the person to your understanding. In normal teaching you just control, you introduce the thing the child has to follow (Frank Sabah, 2015).

Despite this 'understanding' of andragogy, he practised the reverse in his class. Frank stood at the front of the class all the time and threw mostly 'what' questions at his learners. He ordered and controlled the learners and used polite language sparingly. He also employed a heavy dose of translation. Frank's authoritative leadership style and translation can be discerned from the scenario presented in the observation data below:

ALO: Clap for him! Any other idea? Ha! Ha! Ha. 'Root'. What is the meaning of 'root'?

Learner Da Happy: The root of something.

ALO: Root is the beginning of something or the part of a plant that goes into the soil. What about the next word 'roof'?

Learner: Roofing. [Learner gives the present continuous verb form in the local language].

ALO: Clap for her! 'Roof', uhu, 'roof'? [ALO asks for appreciation for the attempt. He invited another learner who wanted to attempt]. Ehee! Da Happy.

Learner Da Happy: To roof something. [She says it standing].

ALO: Okay, let's go on...Sit.

Learner: 'Sit down'. 'Sit down'

ALO: [Sit down, sit down]. Clap for her! **Aunt Welcome.** How are you?

Learner Dagaa: Am fine.

ALO: Thank you.

[Laughter from colleagues including facilitator].

ALO: 'Okay, let's go on. 'See', who can tell us the meaning of 'see'?' Sister Dzinahor!

Learner Sister Dzinahor: 'See'.

ALO: See, Look at something. OK, clap for her. Who can give the last one 'sick'? What do we say is 'sick'? Ehee 'sick'. Fo Nesor!

Learner Fo Nesor: 'Sickness, sickness'.

In effect, when he asked '*who can?*' only those who knew participated. Most were not involved and he did not check whether they all understood. Frank is presented in this clip as the pure pedagogue; the English expert with his dependent adult learners responding mostly in the local language (Knowles, 1977).

Concerning difficulties Frank faced in his facilitation work, he said: '*...we have difficulties... plenty difficulties*'. Unlike Wilhelm, Frank prioritised mobility because he did not stay where his classes were or had more than one class venue to get to. Frank still had access to an NFED motorcycle that was now quite old, and he spent a lot of money repairing it, as the parts are costly. Fuelling the motorcycle compounded his problems. Added to the transport challenges was the directive for ALOs to facilitate more than one class as this might create class scheduling problems; handling both classes at the same time problematic because most learners tended to prefer meeting on *taboo days*¹⁰. The facilitator could not control the choice resulting into the neglect of one of the classes. Another challenge he talked about was learners' visual acuity issues as noted by Knowles (1970). Frank presented it as follows:

They face visual difficulties. At times, the person can see on the board but not in his own book. You will observe him writing but he cannot see what he is writing... Yes, so you see that even when they write in their exercise books you see that they cannot pay attention to write it in the lines ... Nowadays, they complain a lot about reading glasses. ... Some people don't even come because of their sight problems (Frank Sabah, 2015).

He said this frustrated his work as the situation impacted especially on their reading and writing. This also accounted for some learners dropping out as they felt they required a lot more attention which put extra work on the facilitator. In situations like that, he felt so helpless because there was nothing he could do to help them when they gave him notice of quitting.

¹⁰ *Taboo days* are days on which residents of rural communities collectively agree to desist from going to their farms or go fishing. These days are dedicated to communal activities and defaulters attract heavy sanctions.

Frank, just like Wilhelm, complained about inadequate instructional materials:

... our primers are no more abundant; the Primer 1...Very soon, we will even complete the Primer 1 but the probability that they will even get the Primer 2 is a problem (Frank Sabah, 2015).

He said this situation also prevented him from accepting to establish new classes for other potential learners. He added that even though people were ready to find volunteer facilitators for him to train and support, thereby inviting him to play his former organizer role as well, because of the lack of Primers, these demands were unattended to. Although Frank was aware of the financial difficulties the NFED is contending with, he still expected to be supplied with working tools such as rain-coats and boots which were made available to volunteer facilitators. He said the main thrust of the change message conveyed to them was that they, as staff organizers, needed to take over the recruitment and facilitation of classes as a means of sustaining the programme and attracting new funders.

Frank's main complaint about the change in his role from organizer to facilitator was his minimized presence and status in his zone. When he was an organizer, he used to visit 20 classes in different communities. Now he was restricted to selecting only one or two nearby communities that could have different meeting days; something he felt was beyond his control. He felt that apart from marginalising distant communities in access to literacy, it gives people the perception that the ALOs do little to earn their salary. He concluded that the change had lowered the status of ALOs and did not give him job satisfaction; a sign that he preferred his administrative role than the facilitator role. Although he felt dissatisfied with his changed status, he was happy that the change made him an English literacy facilitator because:

... English has become a second language for Ghanaians. So, helping somebody to know or read and write in English to improve his life is a great success or achievement. because in the local languages something like the introduction of this mobile phone you cannot use the local languages alone...because most of the letters of the alphabet are not on the phone (Frank Sabah, 2015).

He thus felt important and found the English literacy class interesting from his first day. This was because Frank had facilitated a Muslim group of local language neo-literates

who demanded English literacy under the NFED's *Model Class*¹¹ pilot. Many things bother Frank but what irked him most was the frequent absenteeism of his learners, especially as he knew that they were determined to learn. He felt helpless because being adults he could '*not use any force on them rather than talk to them, explaining to them*' to manage their time better. Due to Ghana's dependence on rain fed agriculture, farmers will always want to concentrate on their farming activities, especially during the rainy season. The petty traders also had to use the season to farm for subsistence in addition to time taken by their trading activities. He said whenever they returned to class, they made up for the time lost.

In Frank's opinion, his learners are practising the new knowledge they have acquired under his facilitation in and outside class. They can greet and introduce people in English. Frank reported that learners, especially those who were regular, had exhausted their exercise books and required new ones. Even though he knew that learners should rather be encouraged to provide their own exercise books when the free copy is exhausted, he had requested for assistance from the Logistics Officer who had agreed to provide some. He felt he needed to encourage the hardworking learners, as they were serious and had not misplaced their exercise books. Having to work with inadequate facilitation and learning materials and lack of incentives were factors that demotivate Frank in his job as a facilitator. Coupled with this is ALOs inability to establish and run more than two classes.

Frank stated that there were several benefits accruing to him as a facilitator which included personal contacts he developed and sharing ideas with elders. He therefore considered this an opportunity for his own learning also. Being mature adults, the learners display great wisdom and knowledge which enable them to ask questions that require him to research for the right answers. Facilitation had impacted greatly on his

¹¹ Before the formal introduction of the Staff Facilitation Policy implementation in the NFLP, the NFED asked selected zonal supervisors or organizers to establish and facilitate one class each to serve as a role model for volunteer facilitators. The reasoning behind this strategy was that supervisors were trained to oversee facilitation and per assumption should be on top of effective practical demonstration of facilitation.

general circumstance in life as he has learnt to reflect on his leadership position. He commented:

As a facilitator, you have to lead an exemplary life. It makes you disciplined so that when... because the adult learner sees you as a role model. ...Frank Sabah, 2015).

When Frank was asked to give the major reason for remaining at post despite his many frustrations, he reasoned that although he was a facilitator now, he was still in the business of helping people. He believed there were *‘certain social activities or lives that the adult learner must be guarded against or helped to achieve’* in life.

Frank’s advice to management of the NFED concerned expanding the programme to cover more potential learners and motivate staff facilitators. He suggested bringing back the volunteers to fill the gap. He argued that the change from volunteers to ALOs was not based on their non-performance but was an issue of NFED’s inability to procure incentives for them. Reminded that that problem still persists, he insisted it should be solved.

But the major challenge Frank wished management to address was the lack of promotion, a situation permitting the placement of favourites with similar qualifications above others. He believes if these challenges are addressed, he will feel motivated as an ALO.

4.2.3 Mr. Benson Kotoka, Bane E. P. School Literacy Class

Benson Kotoka was employed with a Senior Secondary School Certificate of Education (SSCE) as an organiser but had upgraded his academic qualification to Bachelor of Science in Marketing (BSc. Marketing). Benson had no English language or local language facilitation experience except what he observed on the job. The 20 member class meet in the local school room with the learners seated on dual school tables and chairs. They have been meeting for about a year. Benson confirmed later that most of his learners are mostly youths, early school leavers who had mostly relapsed into illiteracy, who are farmers, traders and artisans; one was an unemployed female.

During the ebb and flow of Benson’s English literacy facilitation activities, I observed that the learners were fully cooperating as he identified them by name thus conveying an attitude of interest (Knowles, 1970) and also made efforts to enlist their participation

and comprehension. Unaware of Knowles' (1970) notion of dependency, he claimed during the interview that his facilitation style, pieces of advice and commitment to punctuality influenced their collaboration, timely attendance and participation.

Benson frequently paused in his facilitation to find out from the learners before proceeding with phrases such as: *Is it clear? Do you understand?* He also paused to ask if learners had questions or whether they were all coming along with him, which also allowed him to involve those who were less outspoken. For example he said:

Since she is correct, let's clap for her. Who else can try? The same old hands? We need a fresh one that will signify that everyone understands. Sister Christine! (Benson Kotoka, April, 2015).

The feedback from the learners at times forced him to encourage the shy ones and also to translate. Learners were directly invited to give the answer in the local language:

You can say it in our language also. 'Place' or 'portion'. Then what of locality? Hmmm...**Where you stay; let's take it to be your house.** Your dwelling place or locality. **Where you stay; let's take it to be your house. Let's take it to be Bane** or where you live? We are asking of your dwelling place. **Where you stay; your house. Do you understand it?**

However, he used less translation than Frank or Wilhelm. Benson was able to use questioning quite effectively in his facilitation, although most questions started with the word *what*. He taught pronunciation of words, identification of consonants, meaning of words in English, definitions and formation of sentences in English. In addition, he taught grammar and at times corrected his learners by giving them examples. For example, when he asked his learners to give meanings of the words they were learning, he gave them examples before inviting them to give a try.

Benson's learners were able to correct their peers when they thought they were wrong, an observation that I thought was more prevalent in Benson's class than in the two classes I observed earlier. The ALO also used the mistakes made by his learners as opportunities to clarify the differences in similar sounding words. In one circumstance when his learners got confused with the words; 'plain' and 'plane' he quickly wrote them on the board and took his time with examples to show them the difference.

ALO: That's the fifth one. Yes, plane. As usual you should identify the consonants and vowels. Yes! Sister Judith.

Learner Judith: Hmmm, 'p', 'l', 'n' are consonants, 'a', 'e' are vowels.

ALO: Thank you, let's clap for her. [Learners clapping] The word 'plane', what does it mean; the word plane? Yes! Baba.

Learner Baba: Plain. Something is plain or...

ALO: .Uhhmm. Not exactly. With this plane. Yes!

Learners: It is a tool that carpenters use.

ALO: It is a tool that carpenters use. OK, that is one definition. That is one definition; the one that we use to smooth the surface of the wood is called a plane. What about the one that flies in the air?

Learner: Aeroplane.

ALO: **Oh! But that one we** also call it a plane. [A learner disagrees]. No. It is also a plane; air plane. Not necessarily adding the air before you get the plane; before you know it is a plane that flies in the air. So, that one also comes in. **Is it clear?**

Learner: What about a plain sheet?

ALO: Level surface. Plane. A plane. I gave an example the other day that when you are going to Accra, after the monkeys something, something, after Shai Hills where the monkeys are, you see land; **where the ground is flat**. In Bane, or Agbatime, we can't have a plane because it is a mountainous area. Even if we will have such a plane here, it is only a football pitch. **Where we play ball**. Apart from that, you cannot get it anywhere here... Then we should use the word plain to form a simple sentence. Yes! Torgbi.

Learner: I have a plain sheet

ALO: I have a plain sheet. Let's clap for him. Yes! Somebody should give us another.

Learner: Sir, I have a plain paper.

ALO: Actually it should beIt should be spelt like this. [He writes the words on the board] It should be spelt like this, plain paper but this one as I explained about a smooth surface, the wood...also the level land that we have, that one is also called plane. Smoothen the surface of the wood to make it smooth and also the level land that we have that one is also called plane. So, let's reform our sentences. Yes! Baba.

Learner Baba: The carpenter is 'planing' the wood.

(Bane E. P. Literacy Class, 2015).

In another instance, although Benson tried hard to explain the difference between 'plenty' and 'more', the confusion could not be cleared. He invited his Municipal Coordinator who was with me to intervene. Benson demonstrated by this that being a facilitator did not mean he knew it all, something evident in his observed facilitation as he also readily took suggestions or reminders from his learners; a mutual learner (Brookfield, 1986; Knowles, 1970) . The learners had their Primers opened in front of them and were able to pronounce the words before Benson wrote them on the board. Benson confirmed his experience of being forced to answer difficult questions on a typical day from his learners as follows:

At times, I ask questions; they answer. They also ask me questions. At times, if I don't have any knowledge about the question, to be frank with you, I will tell them that, that one I will give them the answer the next time we meet. So, I also make sure that when I come, I work around the clock to find a solution to the question so that when I go back it will be the first thing that we will talk about before we go to the new... (Benson Kotoka, 2015).

Although Benson admitted that guiding the learning of English was different and demanded more from him because English has a different structure, yet he was greatly influenced by the local language methodology. However, he believes this understanding

was helping him meet the English learning needs of his learners although he is not an English specialist. He claimed his learners could now read and write and do other things in English. His facilitation had helped them to '*turn from their old ways*'; gaining competence (UNESCO, 2016; Knowles, 1970). He was able to prove this through the assignments he gave them.

Interestingly, anytime he was asked to state what his learners wanted from enrolling in the English literacy class, he counters '*reading and writing and doing things in English*'. To him, as illustrated below, the ability to read and write will minimise the need to ask people for directions:

...some of them want to read and write and also to read from sign posts whenever they go to some places so that they will no more ask of a place. And also when their relatives outside the town write them letters, they shouldn't give it to a third party to read for them (Benson Kotoka, 2015).

Doing things might be his interpretation of the objectives of the NFED English Literacy policy which includes competence in using Basic English to transact day-to-day events.

Although Benson expressed his understanding of facilitation as guiding learners in their learning activities, he was unable to tell with clarity the essence of literacy. The incoherent clip from the interview data below illustrates this:

It is very, very essential because errr, they say... this thing... How do we call... it errr it is essential because every day we have, the... this thing... One of the objectives of the thing is that we lead the learners from known to unknown...It is essential because we have to be upgrading ourselves every now and then to the... We have to upgrade ourselves to the situations that are on the ground because now everything is changing. So, we have to be adjusting ourselves to the changes that occur every now and then (Benson Kotoka, 2015).

He however considered literacy as a social practice and skill. According to him, these constitute literacy because learners are led from the 'known to the unknown'. He said this enables the learners to live and do their work better, contribute to the development of their communities and eradicate some negative practices which most were unaware of. Through facilitation, the learners became aware of these and changed to the 'unknown', a better way of doing things.

Benson considered facilitation as a process that requires the use of skills as well as tools for guiding learners in agreement with Kato (2010). He aptly described it in the interview:

Because at times we use tools to demonstrate to the learners; without the tools at times they find it very difficult to understand. So, we use tools and also a skill...It is also a process because we learn from one stage to another (Benson Kotoka, 2015).

Facilitators employ abilities such as communication and interpersonal skills in addition to using tools and techniques like jokes and songs to make learning interesting and to strengthen lessons. Benson thinks facilitation involves a leadership position. However, he is aware that this bestowed leadership is not a power-over learners' position. He believes a facilitator as a leader should recognise that there are power relation issues in the class as the learners being adults also wield power when they perceive a facilitator as belittling them. That situation could lead to the collapse of classes.

According to Benson, his facilitation style engendered the necessary space, climate and freedom for their mutual English learning. This also allowed them to air their views freely in and even out of class. He thought the learners voluntarily raising their hands and answering questions or going forward to demonstrate things on the board indicated the easing of fear they had about speaking in public. He said they were more able now to contribute to public decision making.

Benson declared that he developed lesson notes with guidelines and clear objectives on facilitation and learning activities. These included the use of recall of previous knowledge and energisers to facilitate new lessons. For example, he said concerning energisers:

At times too when I'm facilitating and I see that someone is dozing, then I crack a joke...then it will bring everybody's mind into the classroom again before I proceed with whatever I am doing (Benson Kotoka, 2015).

During the observation of practice, this knowledge was not demonstrated until very late in the lesson during winding up; thus he reverted to the teacher-centred method he might have been used to in formal school. Of course, a few learners dozed off a few times during the session. So he quickly made this part of his closing activities as follows:

ALO: OK. **They say** 'All work and no play makes Jack what'?

Learners: A dull boy.

ALO: **Most often when we are learning some of us doze off. So we will break and sing a song.** By all means ... let's sing. So we have to sing one song. So we have a simple song here to learn right now before we go. **Are you afraid?** Are you afraid?
(Bane E. P. Literacy Class, 2015).

Benson believed something unique he introduced into his facilitation was punctuality: arriving 30 minutes before the learners. He additionally deployed lesson notes to aid him facilitate. Benson's learners were not joint decision makers on what would be worked on during the next lesson because he went according to the Primer; against Knowles (1970) notion of andragogy. He admitted, however, that he added learners' inputs only when learners did not understand what was taught previously affirming the need for learner input into content (Knowles, 1970).

Benson had received three days' training which he considered relevant. What he found most useful included the sessions on preparing lesson notes and filling the data collection forms. He said he used all the knowledge and skills acquired from training in his facilitation. Benson believed his own English language capacity was good but he had also learnt a lot from the facilitation role. He was motivated to improve his English, considering his present job as a stepping stone to a brighter future.

Benson's facilitation work was also challenged by inadequate instructional materials, just like Wilhelm and Frank. On commencement of this class, he had to depend on only one flip chart with no Primer¹² for his learners and himself. His learners could not replace their exercise books after the initial free copies were full. Just like the other two ALOs, transport was a very real challenge.

One issue challenging Benson was his inability to go on leave since his employment in 2004. Like Wilhelm, he added the unfair treatment he felt about promotion issues in the NFED. He lamented as follows:

Some of us were employed in 2004 and some also came around 2009. But you'll see that their rank or their grade is higher than ours. Meanwhile, they've been employed under us... The same qualification. And you'll see that the salary too there is difference. Theirs are higher than ours.

He said even though some ALOs had upgraded themselves academically and put in applications for upgrading, no action had been taken on these. Another challenge Benson complained about was the lack of supervision and monitoring visits. Since the

¹² The flip chart has the same contents of the primers but in an enlarged format for hanging on the chalk board.

start of facilitating the English literacy class, there had never been any such visit from the municipal or regional office of the NFED. Bane is a remote rural district, hometown to the then Acting Regional Coordinator. He also never visited the class despite his frequent visits home.

The change from organiser to staff facilitator policy seemed not to have been communicated effectively. Benson narrated how he received the message as follows:

We were just there and they told us that the facilitators ... those people who are the...volunteers... The facilitators in the local language are no more going to facilitate, so we are going to introduce the English class on a pilot base. So now, what they are going to do is that the Programme Assistant will take on the class... (Benson Kotoka, 2015).

Benson felt unhappy and helpless but had to accept it. Time had however ameliorated such feelings and he was now happy about his English facilitation job. The initial feelings of self-doubt and having to face words he had never met before had eroded. Reading through the Primer, he came across new words and when he checked them in the dictionary he realised he needed to revise his English knowledge.

He described his first facilitation day in the English literacy class:

It was hell ooh. Well, I was not used to facilitation, so I was just fumbling but as time went on, I was trying to gather courage to face the learners (Benson Kotoka, 2015).

He informed me that his learners' understanding motivated him and he thought that their request for supplementary readers to enable them read by themselves should be met. This is because he knew his learners would claim poverty should he tell them to buy books themselves, as expected. The most de-motivating factors in the job of facilitation of adult English literacy in the NFLP to Benson were transport and inability to proceed on leave after ten good years of continuous work. These and non-promotion at times made him feel like quitting his job. Benson's greatest reason for remaining at post was that he had applied for work in the NFED which meant he had to remain at post and work.

Benson treasured the opportunity he got to guide his learners in their literacy education as a stage in his life that was building him up to face any crowd and be able to talk to them. His salary and the opportunity for his own learning through his learners' questions are also beneficial to him (Knowles, 1970). He suggested the NFED management should

advertise the English literacy component of the NFLP on national radio and television to alleviate learner recruitment difficulties during Community Entry for establishing new classes. He said the volunteer facilitators who were denied their earned incentive packages were influencing the learners negatively not to enrol. In addition, he thought ALOs required refresher training, last held in 2009, to keep facilitators abreast (Abadzi, 1994). He further recommended urgent supply of instructional materials, as he was about to recruit new learners for another class.

4.2.4 Ms Davida Duah, Bom True Way Evangelical Literacy Class

Ms. Davida Duah is a 38 year old Senior Secondary School Examination Certificate (SSCE) graduate employed in 2004 as an organiser for the NFLP. Now she is an ALO responsible for the English literacy learning activities of 25 learners she has enrolled in the Bom True Way Evangelical Ministry Literacy Class. The class has been meeting for 12 out of 21 months. She had no formal English language training or facilitation experience, but leads her English class 3 times a week and a local language literacy class once a week at the Female Prison. The learners and their facilitator meet in the left back corner of a chapel with plastic chairs arranged in a horse-shoe formation and an almost white black board placed in front. Some of the learners are workers at a tertiary institution nearby. The venue also hosts other church activities.

Irregular attendance by her learners made Davida feel bad. She lamented as follows:

Sometimes, I come and then they will be four and when we wait for 20-25 minutes and then we are just the four, we will start and do our thing Even if it is one, we will do it, we will learn about anything, then we close (Davida Duah, 2015).

She said for two months now, their absenteeism had increased so much so that she had ceased to worry. She said the learners, including even the class prefect, often gave her a call to give flimsy excuses despite her reminders to her. As a facilitator, she had encouraged them several times but it was only ten out of the 25 who were regular resulting in their progress. She thought her supervisors should be able to support her by visiting the class and encourage her learners on regular attendance. Her municipal coordinator and one female staff member visited her class regularly but others do not.

During class observation, the ALO commenced her facilitation activities by asking a learner to pray which was rendered in the local language. Davida thereafter asked the

four learners present after a half hour into their meeting time, permission to start. She enquired about their health and their families', and also congratulated them for persevering in attending classes regularly – all in Ewe. She then reverted to English and told her learners that they had learnt several things in Primer 1 about two-letter words, three-letter words and short words that they used to form sentences instead of letting them recall. She then informed them that their activities for the day would be revision of Primer 1 and invited anybody who could remember to mention any three-letter words they had learnt. She invited a learner who raised her hand. As they progressed other learners joined the class. She sometimes used the local language to ask for their comprehension. She called learners and encouraged them to give a try which made them participate. She corrected their mistakes, using such opportunities to teach the meaning of additional words they mentioned and how and when they were used. An example of such was when a learner meant to say 'well' but rather said 'will'. She clarified the differences in such words and distributed questions fairly while giving examples.

Davida identified each learner by name showing the closeness and interest she had developed in them (Knowles, 1970). After the learners had completed the recall of words, spelling drills, construction of sentences with the words, the ALO undertook a kind of assessment to check whether they could apply the knowledge. She wrote a popular English song: *This is the day that the Lord has made* on the board and taught them how to sing it. Then she asked the learners to identify and pronounce the two, three, four etc. words in the song she had written on the board. She however did not use any word card or other teaching aids. Throughout all these, she expressed appreciation to the learners for their effort. In closing the lesson, Davida marked the attendance in the Facilitator's Class Records and asked about the status of absentee learners. She also reminded them about the next meeting time. The closing prayer was said by a learner in Ewe.

I noticed much translation into the local language in the facilitation session also as well as English communication challenges of the ALO. She seemed nervous, probably due to the presence of her coordinator and me, but she pushed on courageously with her learners. She admitted during the interview that she had challenges in handling the English language, as demonstrated in the observation data that follows:

Learner: I saw an ant in the room.

ALO: Thanks. That is it. Ahaa, somebody should use ant to form another sentence. Ant. Another one.

Learner: 'Ant bite my fingers'. Ha! Ha! Ha!

ALO: Ants bite my finger. Ants bite my finger. Eheeh. What do you want to say? Sister Edi, what do you want to say?

Sister Edi: Ant bites my hand. Ha! Ha! Ha!

ALO: Ant bit your hand. Ahaa, so, Sir, how can we correct that English? [She invites her municipal coordinator for assistance but he declines and only laughs].

ALO: Ants bite, ants...that shows that... it sounds Ewe English...but we are beginners. Do you understand? But when you tell somebody that 'Ants bite my fingers', he/she will know what you want to say. Please do you understand? It is not exactly correct but it is not an issue of tenses... they know what you want to say already. [The ALO was struggling when I thought there was no issue].

Learner: Madam, so how do we say it to represent correct English?

ALO: How do we say it correctly in English? We will return to that. How do we say it...or let's use ant to form another sentence in English and see.

She got challenged and even sought the assistance of the municipal coordinator but when he declined, she postponed the answer by saying; '*we will return to that*'. This was despite a learner's insistence in Ewe on the correct way of saying it. In her response, she also promoted incorrect use of tense to facilitate communication and participation. Davida justified the use of Ewe in enhancing comprehension in facilitation as follows:

When you go straight... with the English without mixing it up, they won't talk, they won't talk. "Do you understand?", "Yes". Do this, they won't do. Because ...and sometimes they will call you. When they close like this, three or four will call you "Madam, we can't understand it". "Madam, I don't attended school before, I don't go to school at all before, so Madam, and please can you speak the Ewe small, so that we can also hear something". That is why we are mixing the local and the English (Davida Duah, 2015).

Davida recognising the age of her learners said she did not have to impose things on them as she has observed that using English alone prevents them from understanding her communication and shuts them up. As her role was to make learning easy for them, she adopts translation and allows them to speak English, however incorrect it may be.

Davida defined literacy as a key to learning about everything one wants to know about because literacy was essential in education to enable knowledge about life. She explained that literacy education could help a trader calculate her profit before going to sell her items. The ALO stated that such literacy also enabled the learners to contribute to their communities. Davida explained facilitation as an act of helping the learners to achieve something for themselves. She also thought facilitation was a process because the facilitator had to start gradually with the learners in their English literacy learning until they got it. She said the space and guidance provided and the participatory

discussion during facilitation enabled learners to overcome shyness in decision making in their families and communities. Because she considered facilitation a process, Davida knows her learners will gradually achieve English literacy competency.

Having been an organiser who had to often observe and fill in gaps identified when volunteer facilitators were facilitating, she found the change to facilitation manageable, except for her own challenges with teaching the English language; *'even the tenses'*. In narrating how her first day in the English literacy class was, she said she did not do much except to get to know them and find out their qualifications. She said she went through that exercise: *'Just to see if I have a challenger in the room who will challenge me'*. She demanded frequent supervision support from her coordinator initially to ascertain whether or not she was on course. She was more able now but admitted she was continuously improving her English.

Due to her learners' moods or questions emanating from the English situations they were confronted with outside the class, she adjusted her lessons:

Sometimes, apart from the Primer topics, we talk about social issues here because sometimes you come and you see somebody... 'Madam, as for today...' Somebody will do like this... [She demonstrated how the learners pose] and if you are teaching (Davida Duah, 2015).

She thus included social issues in her lessons to avoid learners' preoccupation with these social needs even though the contents of the Primer at the early stages were focussed on only grammar and speaking English. Her learners brought up issues such as: *'Madam, we heard something like this, madam, how is it done or how does it look like'*. She said the learners noted that they used some English words in their daily speech but did not understand them. She gave a scenario in which her learners in applying their new knowledge in reading at the local hospital copied the words such as *'Trafalgar; Surgical'* on pieces of paper and brought them to class for clarification. She said the Primer lessons led her to facilitate the learning of related English words and the discussion of social issues. She gave an example from the interview data that follows:

Because, sometimes the words that come out of the Primer, like we learn about 'onion'. So, after the word, after spelling it; what is it used for? Where do we use 'onion'? Then kitchen will come. Then what are the things... what are the meals we prepare in the kitchen? So how do our kitchens look like? Then they will start... (Davida Duah, 2015).

Being a facilitator also made her a counsellor, an encourager, a role model and a motivator even though, if taken at face value, she was to facilitate only their English literacy. To play these roles well and recognising that they were adults, she prepared adequately, practised openness and respect for them; guided, motivated and encouraged them. Although they did things at times that annoyed her, she generally made learning easy for them using demonstrations, energisers and other participatory activities and also accepted their contributions. She believes whatever they discuss influences them to reflect, be critical and act to change their situations. This reflects in how they take care of their appearance as women, their homes, their occupations, their relationships, environment and even their religious affairs.

Davida did not have any challenge with the contents of the English instructional materials except the inadequate copies for her new learners. She had had three days' training, although not on the subject of English, which had positioned her somehow to apply guidelines in her facilitation work. She underpinned these guidelines with her own zeal and courage and the result was good, because she also learnt as she facilitated through her learners' very intriguing questions.

As the other three ALOs, Davida said that Programme Assistants were forewarned of the impending change in their roles. However, the communication about the change in their functions was not handled well as it rather brewed rumours of staff being sacked. Although Davida said an ALO's original functions should prepare him/her for facilitating any adult learning, she admitted that she was not prepared for handling English literacy. She enjoys facilitation because of mutual learning and the empowerment it gives her. She said:

...Based on facilitating here, I am used to going to gatherings. I don't feel shy whether people are many or they are overcrowded. No, I don't fear anything. What I want to say is what I'm going to say. Even in church, I don't... (Davida Duah, 2015).

Davida said facilitation had made her confident, as the job demands associating with all kinds of people. She is motivated by helping others to at *'least climb to somewhere'* also. This initial motivation could be sustained if the management of the NFED effected the long promised promotion of Programme Assistants just as said by Benson. Quitting the

job has never occurred to her. Davida also requires transport as she motivates the learners with visits and small tokens given to ensure they attended class. Davida said:

So you have to do something for them. And it's all about your salary and so they should at least motivate the facilitators so that they can also use that to build the class up (Davida Duah, 2015).

She justified her need for tokens by stating that her Female Prison learners demanded items like pomade etc. from her periodically, placing a demand on her meagre salary. Davida's behaviour influenced the character of the learning climate positively more than her English competency (Knowles, 1970).

4.2.5 Mr. Johnson Apreh, Bom Market Square Revelation Church Literacy Class B

Johnson Apreh is an HND holder employed into the NFED in May 2010 as a Programme Officer who also calls himself a stand-in-facilitator. He used to provide 'Supervised-supervision¹³' to the organisers when they were responsible for supervising the volunteer facilitators of the local language programme as well as a supervisor and stand-in facilitator for ALOs who for various reasons cannot be in class. On the day of observation, he was responsible for the 17 member advanced class who meet at the Revelation Church because the regular facilitator was unwell. Johnson normally facilitates literacy activities of new recruits before they are accepted as a new group of learners. I could also observe a National Service Person (NSS)¹⁴ handling Johnson's regular group of 10 beginners. This group of learners were singing and disrupting Johnson's class. Being a stand-in facilitator, Johnson's views may not be entirely limited to the class he was handling now.

To Johnson, literacy is very essential in education because without it a lot of things will not go well. By educating people, they get to know how to handle their specific fields effectively. He considered literacy education as a process and a skill which makes things easier or simpler for an individual or group of people. Johnson said that without literacy people were not 'updated' and could not contribute on community issues. Johnson

¹³ A strategy deployed in the NFLP where organisers were monitored and supervised regularly by higher level officers to cross check information submitted on literacy activities.

¹⁴ National Service Persons are graduates of the country's tertiary institutions who are posted to serve in receiving institutions as volunteers for a period of nine months. NFED also gets some of these graduates.

considered facilitation of adult literacy as a process; *'a way of imparting knowledge to somebody to know his or her right from her left'*. He added that facilitation enabled people to reflect on their lives, be critical and act to change their lives because it created awareness that enlightened them on their own activities and those of their communities. So in enacting the facilitation role, learners placed the facilitator in a leadership position, because s/he leads them in *'unveiling certain things that are hidden from them'*. Johnson did not think this given leadership role should promote misuse of power. Rather, a facilitator should consider him/herself as a mutual learner so that they could both team up in literacy activities (Brookfield, 1986; Knowles, 1970).

Johnson considered the change from local language to English language a good policy because:

... is good, actually, to impart knowledge into those who lack the English language so that they can also understand (Johnson Apreh, 2015).

Claiming most of his learners were not educated while some were early school leavers, Johnson said he was there as a leader to *'expose them to development as pertains nowadays ... to lead that group of people, to enlighten them, to unveil them, to expose them to English in their daily activities.'* This *'enlightening'* and transformational process of his facilitation of English, he claimed, enables these learners to identify and read different words compared to when they enrolled. Indeed during the class observation, this claim of progress was confirmed to me as the majority of the learners could easily perform the tasks the ALO gave them, even though he was standing-in for the regular facilitator. He said reading the English language and being able to apply it in their area of specialisation were the learners' orientation to learning, thus his focus on reading during facilitation (Knowles; 1970).

Narrating what his daily English literacy facilitation activities were, he said he initially took the learners through identifying the letters of the alphabet, the vowel and consonant sounds, picture and object identification and then to knowledge of words. He said he then proceeded to facilitate the learning of parts of a sentence and then the tenses. This was followed by sentence construction and exercises to identify tenses and correct pronunciation in already constructed sentences. To make learning easy, Johnson said he deployed letter, word and picture cards as well as gallery walks. He also

undertook group discussions and reinforcement activities. With this group, he communicated to them in English. However, he said:

...at times, you know they are beginners so they may somehow misunderstand the English language or they cannot get the deep understanding of whatever you would have said in English. So at times, you need to put it in the local language for them to get a better understanding of it (Johnson Apreh, 2015).

The ALO said the learners were always ready to learn, cooperate, take their assignments seriously and go by his instructions in agreement with Knowles' (1970) self-directedness concept of adult learners. They tended to interact well and exchanged ideas, as he did not underestimate their potential. He attributed these to the way he facilitated, the methods and techniques he employed which created the necessary climate, space and freedom for learning in line with andragogy (Knowles, 1970). He undertook his facilitation activities as guided by the Primer. He described himself as a mutual learner who updated his own knowledge (Brookfield, 1986; Knowles, 1970).

When he asked the learners to sing him the song '*We are the sons of God*' it was his intention to energise himself to facilitate their learning. He usually undertook recall of previous knowledge in introducing a new lesson by linking it to a related song and real life situation. Doing this helped him to introduce the topic of the day: Family Planning. Below is observed data on how, after the learners had finished the song, he introduced the topic for the day:

ALO: Wow! Clap for yourselves.

Learners: Clapping.

ALO: That is very good. So, today we are coming to take different or new topic. We are coming to study a new topic. So what errrr... Before we start, let me see. I want to seek your permission. Can you mention the name of your father? Yes!

Learner: My father's name is Kpetigo Gabriel.

ALO: Kpetigo Gabriel. OK, Auntie Elsie, yours.

Elsie: 'My father name is Michael Dogbe'.

ALO: Michael Dogbe. OK and errr what about you, your mother's name?

Learner: My mother's name is Mrs. Anatsui Rejoice.

ALO: Anatsui Rejoice. And Auntie. Yes, your mother's name.

Auntie: My mother's name is Dodo Akua.

ALO: Pardon!

Auntie: Dodo Akua.

Learner: Akua. OK, So mother, father. Alright. So, do you have a sister? Your sister's name is what?

Learner: Katakua Beatrice.

ALO: Katakua Beatrice. **The elderly say Beaaaaatrice. Ha! Ha! Ha!** Beatrice Katakua. That's good. Beatrice Katakua. Alright. And errr Madam, give me one of your sisters' names.

Learner: My sister's...

ALO: What?

Learner: Saah Lucy.

ALO: Oh wow, what a beautiful name. Eh Madam, I know you have a brother.

Learner: My brother's name is Samuel Anku.

ALO: Samuel Anku. Yes next, Madam.

Learner: My brother's name is Aglago.

ALO: Aglago, very good. Now we mentioned, mother, father, sister and brother. Is that not it?

Learner: Yes.

ALO: So, if you mention these names, what comes into your mind? First you have your father, mother, sister and brother in a home? How do we call them?

Learner: They are our family.

ALO: They are what?

Learners: Family.

ALO: So we have family. Your brother, sister, mother and father they are family. So today, we are going to treat the topic Family Planning. OK. So, let's see what is there for us, family. [Writes family on the board]. Ok, that is family. What is the meaning of the word 'planning'? 'Planning'? Yes.

Learner: It means when we decide on what to do; when you alone or you are two and you decide on doing something. That means you've planned the thing.

ALO: You've planned.

When the learners gave the words he wanted, he wrote them on the board and the lesson continued. He proceeded to link the lesson to the flip chart he had hung up on the board. He was ready to introduce the learners to Picture Discussion and Identification of Related English Words as in the Facilitator's Manual. The ALO allowed his learners a few minutes to study the pictures. He then used questions and answers to let them describe in English what they saw in the Composite Picture. After this, they discussed what they thought was happening and why. After telling the effects on the lives of the people in the picture, it was finally linked to what could be done and how to prevent it from happening to them.

While the discussion went on, the learners kept bringing up English words and sentences in whatever form it came to them. For example, when the ALO asked what they saw in the picture, one learner said, '*yellow top and down*'. The facilitator asked again '*Yes, without what?*' The learner answered '*buntions*'. Johnson quickly corrected her as follows: '*Without buttons. Ok. What again?*' Other instances of such mistakes made by learners were '*The children is hungry*'; '*Agatha is a couple*'. However, this last sentence was a response to Johnson's wrong use of the word 'couple' as in the question; '*Who is a couple here?*' Johnson used these as opportunities to teach them grammar.

One interesting thing I noticed was two instances of touching a generative theme of the learners (Freire, 1970). In the first instance, when a learner came out with the answer

'the children look hungry' and the ALO concluded that this happened because the children were plenty, one learner gave a very loud and deep sigh. I noticed that she sat very pensive without being noticed by the facilitator for some time before refocussing on what the group was doing. In the second instance, the topic on *family planning* led to a discussion of child mortality. Johnson asked whether this occurred in their communities, an over-assertive learner responded in the affirmative and narrated her experience:

ALO: Yes, can you give us that scenario?

Learner: Sir, I don't know what happened.

Learners: Ha! Ha! Ha! [The learner also joins in the laughter].

Learner: To lose my child, I don't know what happened.

ALO: You don't know what happened?

Learner: No.

ALO: But you went to the hospital, right?

Learner: Yes.

ALO: But you lost the child.

Learner: Yes.

ALO: Was it a hospital or clinic?

Learner: 'It's a hospital?'

ALO: And the doctors did not tell you anything?

Learner: They didn't tell me anything.

ALO: So during pregnancy, did you attend your ante-natal?

Learner: Yes.

ALO: Checks?

Learner: Yes. Frequently.

ALO: Frequently. That is sad. Sorry. Any other experience? Ok. So we move on. That is mortality.

Johnson's facilitation was able to arouse reflection and recall in the learners, creating a great opportunity to make the otherwise abstract issue real to the learners. While Johnson went through his facilitation using the flip chart on the board, his learners also had their Primers opened at the correct page and were able to communicate, albeit in simple sentences, with him. He followed the instructional methodology in the Facilitator's Manual for discussing the picture. He was leading a neo-literate class, unlike the others, and employed more English than Ewe. In addition, his focus for the lesson was on reading and pronouncing Functional English words so he did minimal grammar correction. All learners were quite involved, except when he allowed the very assertive learner to answer most of his questions whilst the rest murmured.

The ALO moved around the class a lot and referred to his lesson notes frequently. When the learners mentioned related words, he wrote these on the board but did not allow

any new word outside those he already had on the flip chart. Only one learner wrote on the board, when he could have asked many more to write, so writing words was not the ALO's focus. Johnson dominated the discussion and this was seen in his use of questioning. At times, he did not wait for answers from learners but quickly responded to his own questions when he felt learners delayed. He would ask leading questions and give direct answers. Thus, despite Johnson's class being an advanced class, the extracts show him giving the learners little opportunity to talk much. Because Johnson was not the substantive facilitator of this class, he could only identify the learners by general names such as *Auntie*.

In ending the lesson, he invited questions and asked them afterwards to state what they had learnt that day. He engaged them with a song, *Lord you are so good...* whilst he marked the attendance, as in a school. Learners were seen handing-in their exercise books for their homework to be marked by the National Service Person who had earlier been leading the beginners' class.

Like the other ALOs, Johnson also mentioned that shortage of instructional materials such as Primers, exercise books, chalk and even Manilla cards to develop teaching aids, made facilitation very difficult. He thought it was easier to facilitate English literacy for local language neo-literates because they could identify and pronounce the English letters through applying the local language vowel sounds. He said managing them during facilitation was much easier too because they had already been introduced to non-formal learning activities unlike fresh recruits learning English. He added that such neo-literates with their background craved English literacy because they appreciated literacy. He said the learners in his church's English literacy class opted for English literacy because they wanted to attend the English morning service held from 6.30 to 9.00 am as the subsequent Ewe service lasted longer. He however would not promote enrolling only neo-literates because their dreams will be aborted.

To Johnson, the changed status was an expected challenge that was accepted because ALOs had been given relevant training for the role. What he thought made the difference as an English facilitator to adequately prepare for class, correct use of tenses and regular updating of oneself. Without these, he thought the English facilitator might find some learners who might challenge him/her. So: *'If you prepare well, you'll be happy. But if*

you have not prepared enough, you'll find yourself wondering'. Johnson's experience on his first day in the English literacy class was narrated as follows:

... I was just before the class and the people were all looking up to me and expecting that heaven was coming down because now they were coming to learn English language. So, I said wow, what am I doing now. ... So, I said that I can only gather, pull myself up, then we started with the letters of alphabet. So, though it was somehow challenging, I think with time I coped with the situation (Johnson Apreh, 2015).

Johnson, like the others, has grown to like the role of imparting knowledge to dependent learners and to adjust his attitude; a pure pedagogic stance (Knowles, 1977). However, he disliked having to mark and correct the individual learners' assignments and grammatical mistakes because it took a lot of time and patience to explain to them what made good and bad English. The learners' participation initially was good but with time some dropped out. During his facilitation, one such learner returned after a month's break without permission. Johnson said he was resigned to the fact that being adults, they would behave that way. However, absenteeism caused them to lag behind and should the ALO want them to catch up, then the other learners also resorted to absenting themselves until they felt a new lesson would be started.

Johnson was motivated by the enthusiastic cooperation and participation; self-directedness (Knowles, 1970) exhibited by the learners which to be sustained would require adequate supply of instructional materials. Facilitation has been an opportunity for upgrading his own studies, time consciousness and how to dress decently. Probed as to why his learners would care about his appearance, Johnson said:

Because they are looking up to you as a leader and you come to facilitate; your hair is not properly trimmed, and you dress anyhow. You know, some of the learners would be just looking at you... 'This man is he serious?' So your look; everything, you should make sure it is of standard (Johnson Apreh, 2015).

It had never crossed Johnson's mind to vacate his post as he wanted to contribute through facilitation to eradicate illiteracy. His advice to NFED management about organising the English literacy programme successfully was to revive media activities to promote enrolment. The local FM radio station had had a vibrant collaboration with NFED through which Levels 1 and 2 education programmes produced by staff were broadcast to learners and the general public. These programmes educated and created awareness about the programme and taught functional literacy through participants

giving oral testimonies and discussing development issues. Johnson also suggested vehicles for 'supervised-supervision' and for the ALOs to get easy access to very distant communities. Operational cost for fuelling of the vehicles and office maintenance were also suggested. He also said that training programmes for facilitators and programme officers would update them on current developments especially in the facilitation of English adult literacy.

4.2.6 Ms Carlota Pensu, Nyibe Local Authority School Literacy Class

Ms Carlotta Pensu, holder of diploma in Basic Education, took over the facilitation of the Local Authority School Literacy Class three months ago when the first facilitator was transferred. The class is situated at Nyibe, a rural farming town in the Bom municipality, a few kilometres from the capital. For the observation period, 16 females and 1 male out of the 22 enrolled females and 3 males were seated on pupil dual-desks, too small for their adult bodies. There was a mother with her child among them. I was informed a male evangelist from a neighbouring country's quest for literacy in English crossed the border to attend class.

During observation, Carlotta's English literacy facilitation activities began with a request for prayer which was given by the approximately 50 year old evangelist in faulty English for about five minutes. This was followed by a recall of the previous lesson. After exchanging greetings with her learners, Carlotta said '*Where is your books. I want to see your Primers*'. This first wrong use of English put me on alert as to what to expect. Her learners responded by raising their Primers. She then ordered '*Now put it down. What did we learn last Sunday? Uhuu! Yes, Sister Faustine*'. One learner responded that they had learnt about '*simple sentence*' whilst the others mumbled along. She corrected her and used the following words to move the lesson on:

If you know it, raise up your hand and say it. Hurry up! OK. We learnt about some key words also. I hope you are aware. Now tell me the key words. Mention the key word; what I taught you last Sunday; the key words (Carlotta Pensu, 2015).

The learners now provided the words but curiously pre-fixed them with 'Keyword' e.g. "*keyword name*"; "*keyword the*"; "*keyword my*". It seemed the ALO taught them that way and requested they clapped for them. Carlotta now introduced the topic of the day: Simple Sentences. Having checked that the learners had opened the correct page of their

Primers, she requested her learners to engage in silent reading for ten minutes. She engaged her time by writing words on the board under a title *Simple Sentences*. She then drilled all the learners on the words, including the title. This activity was followed by her requesting her learners to point out simple sentences on the page they had opened. She went round and as the learners pointed at the sentences she complimented them; *good, excellent, very good* etc. She then took the class through a group drill on pronouncing the words. Carlotta invited each learner to the board to identify and pronounce the words one by one with the colleagues repeating them. The evangelist went through the exercise by still mentioning the title and the word as illustrated in the observation data below:

ALO: Good. Now another person too should come and point at cloth.

Learner Evangelist: I point at key word 'cloth'.

ALO: Class, clap for him. Again,

Learner Evangelist: Cloth

ALO: Again.

Learner Evangelist: Cloth.

ALO: Evangelist, you've done well. Give him a literacy clap.

Whilst the learners went through this exercise, some falteringly, the ALO corrected their individual mistakes. She referred to her lesson notes periodically and at a point used cards on which she had drawn people in different coloured dresses to help them form sentences and describe colours. She exhibited much confidence in her facilitating style.

Contrary to expectation that she would employ adult learning and facilitation techniques in handling the class, energising and keeping her learners focussed on the lesson, child-controlled and pedagogic teaching approaches were used by Carlotta (Knowles, 1970). A few times during the observation, she energised her learners in the following clip taken from the observation data:

ALO: You've all done well. Class stand! Shake your body. Shake it very well. Now sit down. You've all done well. Clap for yourselves. Class stand! Shake your body. Everybody, shake your body. If you have back ache, after this programme it will stop. Shake your body. You are now Ok. Sit down. (Carlotta Pensu, 2015).

As can be seen from this, she even tried to justify her way of energising them by explaining to them that it would heal their back problems. While sometimes I thought she employed jokes that were demeaning to adults, the learners themselves laughed as they sang and shook their bodies. At another time, when a learner could not answer,

she shouted *'shame on you'* all to the glee of the others. Surprisingly, the learners enjoyed her approach.

Carlotta defined literacy as the *'ability to read, write, draw and also calculate numeracy'*. She thought these skills were essential if her adult learners were to be able to do things on their own, avoid being cheated, and know how to handle money, find their way about and also contribute to their communities by paying their taxes. Literacy is essential because it enables adults to reflect and analyse situations in order to know what to do when they find themselves outside their communities. Facilitation to Carlotta is the process of making something easy for somebody. She did not consider facilitation as the use of tools at all, thus being the second ALO not agreeing with Kato (2010). She said facilitation bestowed on her a leadership role because she is more knowledgeable than her learners and this does not change be it an English or a local language literacy class.

Carlotta said her learners' learning orientation on enrolment was basically to get literate in English, but hidden behind this is getting formal employment. She said: *'Ohh, they told me that they can sweep; they can do sweeping. This Zoom Lion, they can join'*. Zoom Lion is a refuse collection company in Ghana, and if learners could at least sign their names they could have regular income. Carlotta said she believed her learners could achieve this when they were able to read and write. She said they were getting assisted to meet this learning need gradually.

Carlotta confirmed that depending on the topic for a facilitation session, she drilled her learners. She also used storytelling to *'bring life to the class'* thus using facilitation tools unawares (Kato, 2010). She used both English and Ewe as mediums of communication. She said:

It is true that they are learning English and I will teach them in the English language. But after that I will translate into Ewe again for them to understand it well. So, I am using the L2 and the L1 (Carlotta Pensu, 2015).

Just like the other ALOs, she claimed that being able to communicate effectively with the learners while facilitating English literacy necessitated translation. She used drills, rote learning and memorisation daily to lead the learning activities of the class, all depending on the topic in the Primer. Carlotta seemed to know a little bit about language learning issues and was the only one to mention that she used a mix of 'L1 and L2'. She

was confident that her facilitation is helping her learners achieve some level of English literacy competency as compared to when they started. Being relapsed early school leavers, her learners could not undertake any reading, writing and numeracy activities on enrolment but now are able to do these to some level. Indeed, during the class observation, I heard some of the learners speaking in English to colleagues '*You are very late*'. With the progress they were making, Carlotta was hopeful that her learners' expectation of being employed by Zoom Lion might materialise if they could at least write and sign their names and comprehend simple instructions.

It was difficult ascertaining the principles behind the things Carlotta did for facilitation. Carlotta said she had received training that covered topics such as *the relationship between learners and their facilitators, punctuality, and the facilitating skills*. She still found these relevant. Yet she faced problems in her facilitation job.

She was particularly irked by pure truancy and irregular attendance of her female learners particularly, with excuses such as cooking for their husbands and other chores. The learners however cooperated very well whenever they attended. Added to this was her own challenges with time and cost of commuting twice weekly to the community where her class was held.

Carlotta saw no difference between facilitation of local language and English language literacy and asserted that she had no capacity problems with English as she revised before she came to class. She said the facilitation role bestowed on her a position of leadership because she was more knowledgeable than her learners. As she claimed so much in her English teaching capacity, Carlotta did not consider the change in policy that made her now a staff facilitator of English literacy unacceptable. The change was communicated by her regional coordinator and she felt it was justified because ALOs had received training and were paid and the volunteers were not.

She expressed the importance of the programme in reducing illiteracy in the country as her greatest motivation and suggested opening more classes. This will sustain her motivation as a facilitator. Carlotta considered the regular salary guaranteed her a benefit and had never considered quitting despite the challenges she listed. Additional benefits she enjoyed from facilitation are a raised status and the ability to get connected

to powerful people as well as learning from them. She described these relationships as potential social capital for meeting her future needs, such as getting limited admission space for her son in secondary school. Irrespective of these, she considered it critical that ALOs are motivated:

‘And they must also provide us with facilitating/learner materials so that facilitation will be very effective. And they must pay us good salaries so that we can also make ends meet, so that the time that we use to go to the classroom will not be used for selling, trading on our own... (Carlotta Pensu, 2015)’.

The interview with Carlotta indicated that the absence of instructional materials as well as inputs for developing teaching aids is an issue of much concern to all ALOs. Low salary is also a common concern to Carlotta and her colleagues. Like the other ALOs, Carlotta felt management ought to treat ALOs better by providing them with regular financial allocations as operational cost. She said NFED management should make sure travel and transport allowances and motor cycles were provided.

4.3 Summary

The six ALOs, four males and two females have minimum qualifications of GCE Ordinary Level or SSCE. None of them have specialist English teaching qualifications and all except two have had only three days’ training in facilitating English literacy for adults. The training content did not include English as a subject thus focusing them more on the administrative and organising roles. They were employed in the NFLP between 2003 and 2010 as organisers, monitors and supervised supervisor of the local language volunteer facilitators and since 2013 deployed to facilitate English literacy for adults aged between 25 and 65 years. They demonstrated a lot of confidence in their facilitation role despite the initial scare they all experienced and the concern they had about how poorly the *Staff Facilitator and English Literacy* policies were effected in October 2014.

Even though the mother programme upheld Freirean principles of participatory learning and andragogic principles, there was much emphasis on drill, rote learning, memorisation and the use of didactic methods during facilitation of English literacy. This might be attributable to what they themselves had been exposed to in formal school (Knowles, 1970), The ALOs also used a lot of translation into Ewe, as demanded by the learners, due to incomprehension when only the target language is used. This was so even for Johnson’s local language neo-literate group irrespective of the learners’

greatest expectation of communicating fluently in the English language in the shortest possible time. The ALOs are confronted with a tension as to whether to let their learners grasp the structure and concepts of the target language for correct production and effective communication or to let them to use the L2 with mistakes. Curriculum designers' expectations were that the Primer be used in all delivery, however it is only used as a guide to learners' social issues. At times, the order of topics are changed to suit the local needs in line with Knowles (1970) notion of planning with learners. In the end, the ALOs focus more on grammar than on teaching reading or communication, through emphasis on identifying verbs, meanings of words, tenses, recall of words, spelling drills, correct pronunciation, among others. This situation presents the ALOs as the most knowledgeable persons thus turning the facilitation into pedagogic and transmission mode with the facilitators standing in front of the class. However, despite the minimal English language production by the learners, some are able to correct their peers in English as the ALOs also use such mistakes to clarify issues and teach them new things.

The ALOs conceive literacy as a skill and social practice which is essential in education. They feel people cannot contribute to development in their communities without literacy. Whilst the males defined literacy without numeracy, the two females included it and Carlotta even added the visual communication aspect of literacy. All except Wilhelm and Carlotta, conceived facilitation as a process and the use of techniques and tools to help others learn. They confirmed the pedagogic status of the teacher as 'leading, enlightening and exposing his learners to things which otherwise would have remained hidden from them'. Frank brought literacy up as a right because he believed he was facilitating people to know their rights. Thus, empowerment issues were of much concern in the whole facilitation process as key outputs of their role, apart from literacy in the English language. This concern for empowerment dominated the facilitation interaction, as ability to speak out even in the local language and learners sharing experiences was permitted and highly appreciated. Facilitation of English language learning was seen as a gradual process aimed at assisting the learners to 'arrive there'. The ALOs believe facilitation bestows leadership and power on the facilitator which

could be individually misused. They were all spontaneous in admitting that they are mutual learners not only of English language but of other life issues with their learners.

These non-specialist pedagogic-oriented English language facilitators were, however, able to establish good rapport with their learners and exuded much confidence in their work, especially Davida with only SSCE background and open admission of her inadequate English language capacity. Carlotta, who claims to have a diploma in basic education made basic mistakes in her language and also displayed a pure pedagogic and authoritarian attitudes towards her adult learners which she claimed they do not resent because they know she does that out of her commitment to help them learn, thus affirming their total dependency on the teacher as all-knowledgeable (Knowles, 1977). Knowles (1977: 207) describes such conditioning as 'if it is education, the appropriate role of the learner is dependence'. Johnson, being a stand-in facilitator, could not address the learners by name and resorted to calling them by 'Auntie...'. The ALOs considered English literacy facilitation more demanding except Carlotta who thought it is same as the L1. Despite this thinking, the job is considered a preparation for future roles as ALOs and their learners gain social and cultural capital and boldness to engage in public speaking. Above all, it seems the ALOs were more preoccupied with complying with their administrative duties than their educative roles. They found topics related to administration such as report writing and record keeping more relevant at training and during practice.

Although facilitation has raised the status of the ALOs, there is also a strong feeling that their influence has been reduced to only one community where their class is situated; a feeling emerging also of being underemployed due to the reduced targets per district. Also raised were the overriding inadequacy of instructional materials and transport, operational and other logistical challenges. Unfair promotion, no leave from work and absence of refresher trainings were some demotivating factors listed by the ALOs, although they would not consider leaving the job.

Even though the policy change was based on learners' request and the institutional realities, it was felt that management should involve field staff at all stages because they were important stakeholders in sustaining the policy. Refresher training was also considered vital in confronting the demands of modern facilitation of learning in

addition to highly motivated facilitators. ALOs suggested using national media in advertising and promoting the NFLP. There was also a call for retaining local language literacy provision for new recruits as local language literacy gives a foundation for easy facilitation of English literacy learning.

CHAPTER 5: DISCUSSION

5.1 Introduction

This chapter presents a discussion of the findings on facilitation as enacted in the GNFLP literacy classes by staff facilitators.

5.2 Conceptions of Literacy and Facilitation held by ALOs

5.2.1 ALOs' Understanding of Literacy

ALOs' understandings of literacy had strong impact on the enacting of the curriculum. The ALOs' conception of literacy generally was as a set of cognitive skills of reading, writing and numeracy; the neutral and deficit view of literacy handed down to them through the conception held in the programme design, curriculum and materials. Of course, the design of the programme during the 1990s overlooked the negotiations of identity and self that one has to undergo to engage in particular literacy practices and events (Bartlett, 2008: 738).

The autonomous model of literacy is however prevalent in literacy policy and popular discourse (Bartlett, 2008; UNESCO, 2005). This narrow conception of literacy is also reflected in documents such as the MASSLIP and the Ghana ESP (2010-2020) which contend that lowering the country's illiteracy and unemployment rates through a skilled workforce is critical to developing the economy. Thus the autonomous conception of literacy might have been transmitted to them through training, as the ALOs did not mention having been trained on the varied conceptions of literacy prevalent in popular discourse now. Although the ALOs define literacy as autonomous, they also acknowledge that it is a social process, with power relation issues. Thus facilitation of literacy in a relevant mode would enable the learners become aware of how the powerful control the world and the power that the oppressed could mobilize to right things.

In addition, despite their simplistic identification of the learning needs of their learners as learning reading, writing and speaking English, the data also illustrate that their facilitation goes beyond just teaching the literacy skill. Thus, there are differences between literacy, as they conceive it, and as they practise it.

Indeed all the ALOs related the essence of literacy education to engendering personal and national development, freedom, and dignity as the learners come with different expectations of empowerment through English literacy. Street (2001) argues that care should be taken to promote situated literacies that are suitable for the empowerment of people in a globalised world that requires communicative skills. Carlotta said that her learners want a more regular source of income as a result of English literacy. Johnson simply stated that literacy is essential in education because '*without it things will not go well*'. To Frank, it was essential if people were to avoid the unquestioning and unanalytical religious indoctrination, and dependence on others.

We can discern traces of Freire's (1970) concern with the passive unquestioning reception of knowledge or instruction from people supposed to be in higher positions or powerful social classes. Although Davida felt literacy is essential in enabling people to contribute to their communities, she added another dimension, namely '*key to learning*' that enables knowledge about life. Davida's assertion is in line with the current thinking that literacy is a key to education and lifelong learning (UNESCO, 2015; Torres, 2004). On the importance of literacy, the ALOs' inherited thinking of literacy as being the autonomous model of literacy carried over from the design of the GNFLP and the policy documents (Table 3.2); is in tension with their facilitation practice. They facilitate the learning of the expanded view of literacy by their insistence that their learners use these skills in their lives. A good example is Frank who said he taught how to apply the literacy skills in sending text messages on their phones. This gives them the dignity of not depending on others. As argued by Street (1995) and Barton (2008), this is a reflection of the uncritical assumption held by many, that it is better the more literacy skills people have. Of course, education and socio-economic development have been linked in development discourse, and literacy in this view has also been considered an integral part of education (UNESCO, 2014; Wickens & Sandlin, 2007).

The ALOs appreciated the different genres and varieties of 'literacies' which form part of the social context in which literacy is practised (Papen, 2005; Street, 2001) notwithstanding the popular conception of literacy as of more cognitive skills (UNESCO, 2016; UIL, 2009). The ALOs conceptualised literacy as also ideological and that literacy education is naturally political and a means of social control (Wickens & Sandlin, 2007:

276). As asserted by Freire, literacy educators should aim at conceptualising literacy education as liberating their learners from societal structures and arrangements that prevent or limit them (Mayo, 1995). Freire's theory of 'conscientization' stresses critical reflection and social awareness as important factors in social change (UNESCO, 2005). 'Conscientization' enables the poor to analyse their situations, take control of their lives and decide for themselves what changes they could make. Otherwise, the learner is alienated from the content of his/her education and lacks the capacities and capabilities to effect social change (Mayo, 1995). Thus, all the facilitators, except Johnson, embraced and attempted to promote critical literacy education and problem solving as the GNFLP targets are considered the rural, women and marginalized. However, they did not use such overtly political language as generally used by Freireans. The ALOs despite mainly defining literacy as technical skills, appreciated the 'socio-cultural negotiations of identity and self' that their learners have to engage in yet their facilitation was not always consistently enacted as a dynamic concept (Bartlett, 2008: 738).

5.2.2 ALOs' Understanding of Facilitation of Literacy

For Kitson, Harvey & McCormack (1998: 152), facilitation is a 'technique by which one person makes things easier for others.' According to Westley and Waters (1998), facilitation is the complex skills of enabling or empowering groups of people to complete a task. Kato (2010: 694) describes facilitation as 'seeking a set of useful tools' with which to administer activities such as meetings that engender collaborative projects; it is a 'new form of leadership', quite different from formal learning methods of school. Knowles (1988) states that educators have the responsibility to create the necessary environment for learning. The study provided that the ALOs understand facilitation as a process of creating the necessary space, climate, freedom and support, using tools and techniques for guiding learners to gain reflection, social awareness and acting to change their situations. However, it also points out that although they use these tools and techniques, they do not know they are using them. Davida affirmed that facilitation was a process because the facilitator had to start English literacy gradually until the learners got it. She demonstrated the creation of space, guidance and the participatory discussions during facilitation. It was observed that her learners were able to overcome shyness in the class. She added that they are more able to take part in decision making

in their families and communities. Walker and Unterhalter (2007) and Knowles (1988, 1977, 1970) assert that a facilitator should be able to promote intellectual debates, discussions, actions, research and critical reflection. The ALOs understood that the goal for the English policy is to enable learners to function better at using English and assume roles as citizens, in order to cope more satisfactorily with real life tasks or problems with negotiations (Knowles, 1970). To be a facilitator is to act as a human catalyst, working the chemistry which turns a group of individuals into an operational team (Tagoe, 2013; Knowles, 1988). For adult literacy, it is a means of empowerment and freedom for those 'trapped in ignorance' (Townsend-Coles, 1994: 38). It seems from the findings that the ALOs and their learners understand this clearly despite the nature of their facilitation.

I noticed that the observation data point out that learners perceived their facilitators as leaders; the more knowledgeable people who were there to give them the necessary scaffold to support them on their journey of learning English and therefore becoming powerful. This thinking is based on the conditioning of dependency adults have been exposed to although they are self-directed in other parts of their lives (Knowles, 1970). Although Davida said an ALO's original function of organising for local language literacy education should prepare him/her for facilitating any adult learning, she admitted however that she was not prepared for leading English literacy learning by adults. No wonder she also performs additional roles as marriage counsellor among others. Johnson confirmed that through his facilitation role he was leading, enlightening and exposing his learners to things which otherwise would have remained hidden from them, confirming Freire's conscientization and reflection arguments (Mayo, 1995; Freire, 1970). The learners' perception of their facilitators as leaders also affirms that facilitation of learning also bestows automatic power on the facilitator thus confirming Freire's concern for such a position of power being used wrongly should the facilitator not be conversant with the concepts of andragogy and in a position to use them. As asserted by Freire (1970), the perceiving of the ALO as such created an opportunity for their easy slipping into the transmission mode of knowledge creation. Wilhelm reported that leadership is bestowed spontaneously on engaging in facilitation. Indeed, as feared by Freire, the study confirmed that the bestowed power on facilitators as all knowledgeable turned them more into transmitters of knowledge in most instances

despite their attempt to demonstrate their leadership as facilitative of learning which they also benefit from. However, in a programme of Freirean origins, dialogic relationship and andragogic practices between student and teacher should have been the norm irrespective of the language of literacy (Pauly, 1995; Knowles, 1988, 1977, 1970).

This emphasis on leadership as a means to empower the learners is however not without its problems. The ALOs and their learners' positioning of facilitators as the all knowledgeable persons, whilst learners present themselves as empty headed novices that are being led to the light of English literacy, confirms Freire's and Knowles' concerns in this study. However, the data indicate that such misuse of the bestowed power is dependent on the personal disposition of the facilitator. The resultant domination by ALOs in the lessons also seems to draw on models of pedagogic teaching that they might have experienced as child learners while they at the same time avow that their learners are adults and require to be treated as equals and with respect. Personal disposition is also a factor in how the ALOs accept that they are co-learners with the participants although required to be leaders showing love, commitment and sharing of themselves (Newton, 2003; Brookfield, 1986; Knowles, 1988, 1977, 1970). Brookfield's (1986) voluntary participation connotes the facilitator's willingness to help others out of love as propounded by Heron (1993) cited in Newton (2003), since targets of literacy programmes are considered people of lesser privilege who need assistance to break from being labelled illiterate. For example, Carlotta seemed to abuse such bestowed ALO power by ordering her adult learners about and even shaming them in front of their colleagues when she energises them or when they failed to give correct answers. She was oblivious of the fact that adults hate to be judged by others (Knowles' 1970) but rather thought they appreciated the love and commitment she demonstrated as she was just doing her best for them. She was convinced they did not resent her approach.

Such personal disposition also underpins how best the ALO is able to establish partnership with the learners and create the required space and freedom for their learning. The ALOs demonstrated close relationships with their learners by calling them by name except Johnson who could not due to his stand-in-facilitator role. Apart from the communication challenges in English, evidence was observed of ALOs' creation of

free spaces and freedom for expression and participation. Donche and Van Petegen (2011); McCaffery et al. (2007); Wood (2000) and Hirst (1971) assert that in the constructivist view, learning occurs within a collaborative interaction between teacher/facilitator and student for the purpose of learning by both. Rogers (1983), Brookfield (1986) and Heron (1993) cited in Newton (2003) also agree on the partnership and collaboration that should be engendered by the facilitator and the learners. The ALOs indicated that indeed the work of facilitation demands a lot of compassion and commitment. Although English language production was not highly successful, learner empowerment was highly evident in the data.

5.3 Facilitation of English Literacy Learning for Adults with No or Limited Literacy

5.3.1 Class Organization and Management, Curriculum and Methodology

The Facilitator's Manual of the NFLP stipulates that a facilitator should organise classes for at least 25 learners but this study revealed there were far less than 25 learners in each class. The study has brought to the fore some issues that facilitators contend with such as difficulty with the medium of communication with the learners whilst facilitating their English literacy in a participatory way in line with andragogy. Facilitators have challenges with enlisting the active participation of the learners when they use only English. Communication effectively plays a key role in participatory learning as evidenced by the data. The ALOs are confronted with the decision on whether to emphasize L2 production with mistakes or insisting on correct grammar and structure. Excessive correction will further diminish the already limited participation the learners engage in. Underpinning this tension is the difficulty in communicating with learners in English while facilitating their English literacy learning. Within the purview of ALOs, second language learning facilitation demands innovation as communicating effectively and establishing trust with the learners become a challenge when facilitation is done exclusively in English. According to the GEM 2016, proficiency levels in literacy, in this case English language, should enhance the abilities of youth and adults to 'identify, understand, interpret, create, communicate and compute (UNESCO, 2016: 280). Underlying the language proficiency sought in these approaches is literacy competencies which include four skills: speaking, listening, reading and writing (Aqel, 2013; Whong,

2013; Chang, 2011; Warschauer, 2000). The issue is acquiring these competencies should start in the classroom.

In promoting the self-concept of the adult as self-directed, the understanding of the responsibilities of the ALO, the facilitation style used and the trust established between themselves and the learners are important (ICDE, 2013; Knowles, 1970). Using only English to facilitate does not arouse trust, comprehension and deep thinking in the learners. Indeed, data on learner-feedback from facilitators indicated that the learners were not following the lessons. Even if the facilitator chose to use the target language to facilitate, the learners will demand L1 inputs. The facilitator of adult learning is expected to reason with them and not lord it over them (Knowles, 1988, 1977, 1970). The prevalence of translation in facilitation in all the classes irrespective of how advanced or not they were, illustrates how important translation into the first language of the learner is in ensuring communication and comprehension, enlisting their participation and in understanding how language works (Aqel, 2013; Whong, 2013; Chang, 2011; Knowles, 1970). The learners' demand for translation as found in this study affirms the claim that translation has a place in second language teaching and it can contribute to the students' acquisition of the target language (Hall & Cook, 2012; Chang, 2011). More so, the use of the local language also evens things up between facilitator and learners. Besides acknowledgement ought to be made of learners in multilingual and bilingual environments where translation and appropriate code-switching are required and valued skills (Hall & Cook, 2012).

A fundamental weakness revealed by this study is that facilitation of English literacy in the GNFLP lacks a clear methodology, compared to the local language programme. The Facilitator's Manual fails to show a clear methodology for facilitators to follow; whether it should be either the GTM, CLT, monolingual or bilingual teaching or a combination of these approaches. Theories of language and language acquisition have had a marked influence on language teaching and learning (Hall and G. Cook, 2012). However, as asserted by Savignon (1999: 268 cited in Whong, 2013) there is a place for grammar teaching in CLT because language structure is a core capability within communicative competence. Vocabulary should be explicitly taught, as words are part of language. Whong (2013) however cautions that although CLT is acclaimed as generally accepted in

2nd language teaching, its real implementation is beset with challenges; many who claim to be using CLT deliver lessons that are far less than communicative. The goal of facilitation of GNFLP English literacy learning by adults is to let them have communicative abilities that they can apply in real life situations (Chang, 2011). It pre-supposes that language always occurs in a social context, so should not be separated from its context when being taught. Language competency includes four skills; speaking, listening, reading and writing (Aqel, 2013; Whong, 2013; Chang, 2011; Warschauer, 2000). However, it seems speaking is less promoted than other skills because the learners shy away from possibly being laughed at, as observed in a few instances. The approach adopted by each facilitator depended on their predisposition to transmission because of the learning situation prevailing in the class. Adult learners may not want to expose their ignorance by having their mistakes corrected frequently. An approach that provides them a strong structural foundation and also allows them to gain communicative competency in the target language may become the easiest choice for their facilitators. Besides, effective facilitators are called upon not to be implementers of only handed down curriculum but add on based on demands of learners (Walker and Unterhalter, 2007; Barton et al., 2006).

It was not surprising that I noticed there was much emphasis on drill, rote learning, and emphasis on learning vocabulary, memorization and use of traditional didactic methods in the facilitation of English in the GNFL, instead of the participatory approaches that facilitators were meant to adopt (NFED, 2001). They might have inherited this approach from their own education. Individual and group drills, silent and loud reading were employed as well as leading and suggestive questioning to ensure comprehension. Open-ended questions would have allowed the learners to think deeply, share their thoughts and experiences more freely but for the limitation communicating in English poses for both ALOs and the learners. The questioning style was therefore mostly based on *how do we say this, what is this and that* and less of *why*. These findings confirm the critique against GTM as portraying the teacher or facilitator as the all knowledgeable master, who teaches according to the curriculum with the learners as novices. Learners expect the teachers to spoon feed them. Thus, in the GFLP class, the ALO has become a knowledge guardian and controller of most learning activities because the learners have

limited vocabulary and grammatical understanding in the language they so much want to learn. CLT as an approach which promotes active learning through doing is more effective than passive receiving of handed down knowledge (Chang, 2011; Prabhu, 1990). The ALOs are practising GTM, bilingualism and a semblance of CLT by letting their learners use the English words in constructing sentences, but do not know these methods. Because the learners do not respond adequately, the learners' preference for translation forces facilitation towards the use of translation. Lingard et al., (2003) cited in Walker & Unterhalter (2007: 153) propose facilitators' adoption of four categories of factors in learning environments; *intellectual quality; connectedness of the classroom activity to the world beyond; supportiveness of the classroom environment, and engagement with difference*. Of course, the learners will always preserve their cultural and linguistic identity as the objective is not to make them native speakers of English. Wilhelm desires empowering his learners to apply and practise what they learn.

Thus facilitators, in seeking attitudinal change, encourage the demonstration of what is learnt to make a change in the learner's life and community, demonstrating the transformation right from the classroom. Therefore a facilitator has to adapt and create a learning environment in and outside the class that leads to the 'emancipatory possibilities of learning' (Lingard et al., 2003 cited in Walker & Unterhalter, 2007: 153).

Frank calls the mixture of approaches he uses as an '*all-inclusive method*'. The GNFLP training for English literacy facilitation does not cover these English language teaching approaches. Frank, giving a name to his methodology, might be a pointer to his perceived departure from the Modified Freirean Approach used in the local language class. The data demonstrates that the ALOs have automatically transferred these to English language teaching. This is evidenced in their over-concern with letters, consonants, vowels and words. Even with Johnson's advanced class treating the Functional Literacy Primer, the focus was on what words mean rather than how to construct sentences. This is demonstrated through the generally short answers that are required of learners, thus facilitators dominating the discussions. The ALOs are aware that English language literacy demands a lot of innovation from them, but they are helpless as to how to effectively go about facilitating English language learning to adults with no or limited literacy. Street (2005) alleges that although most adult literacy

programmes claim to be targeting adults and using andragogic methods, yet aspects of more traditional literacy learning used for children dominate facilitation activities, sidelining power relation issues, experiences and previous knowledge of participants. The literature has also established that facilitators who claim to be using CLT, combine it with GTM (Whong, 2013).

5.3.2. Facilitation of English Literacy Requires Linguistics Skills

The study points to a prevalent feeling among the ALOs that English language facilitation demands more innovation from them than facilitating local language literacy. Interestingly, the study also revealed another thinking that facilitation of local language literacy is similar to facilitating English language literacy. Although there are similarities about facilitating learning generally, such as directing and guiding learners, undertaking class management functions etc., the literature asserts that there is a difference between local and English language facilitation. According to Freeman (1989) language teachers need to deal with applied linguistics methodology or language acquisition as well as teaching or the facilitation role itself. It was interesting that Carlotta, who had obvious challenges with the English language, yet would not admit it, could say that there was no difference in leading literacy learning for adults in L1 and L2.

Notwithstanding the communication challenges in facilitating L2 faced by the ALOs, the learners were available and willing to participate. As explained in andragogy, adults are internally motivated to learn (ICDE, 2013; Knowles, 1980). Maruatona (2004) cautions that adult literacy is highly political hence forced language choice has implications for enrolment and retention of learners. Although learners enrol to learn English literacy, the study indicates that should ALOs insist on delivering their lessons in only English, the learners might become uninterested for lack of comprehension. In addition, language choice concerns pedagogical, political, economic and power relation issues (Kelly et al., 2004) which impact facilitation. Political, because literacy gives a voice to people, and economic, because people will want literacy to improve their life circumstances, as is the example of Carlotta's learners who wanted English literacy for a salaried job in sanitation. Meeting these needs has pedagogical and power relation issues for facilitators.

Our first languages form our way of thinking and shape our learning and use of the second language (Hall & G. Cook, 2012; Chang, 2011). Indeed, the data shows that ALOs believe that learners who have local language literacy make their facilitation work much easier than those without it. They already know the symbols that make up the alphabet of their local languages, which are also found in the English alphabet. These learners have already been introduced to regular adult learning activities and are aware of their responsibilities and those of their facilitators in the learning situation. That leaves only the subject of learning the target language to the facilitator to contend with.

Facilitation of learning using the instructional materials in the adult English literacy class is being subjected to the selective and personal interpretation of the ALOs who mostly make a decision about what and how to enact these, using the centrally developed materials. In contrast to the view that when GTM is used, facilitators teach according to curriculum, the findings of this study reveal that the facilitators do not strictly adhere to the content of the Primer and that the topics and sequencing are varied according to learners' needs and issues. This necessitated sometimes jumping to the second Primer when treating the first to ensure that learners understood all before they moved back.

5.3.3 English for Social Engagement

For a centrally planned curriculum, these findings are revealing and confirm the value of the now abandoned practice of the five-yearly review and revision of the curriculum and a thorough needs assessment and baseline studies underpinning such exercises. It also brings to the fore the neglect of emphasis in the English literacy Facilitator's Manual, and facilitators during training being allowed to add on to topics, as in the local language literacy manual. In this latter case, facilitators were allowed to add and treat topics on instances such as cholera epidemics, although not specifically stated under a topic such as *Clean Environment*. Adults value learning contents that cover their 'responsibilities as citizens, employees and parents' (McCaffery et al., 2007:188). Fingeret (1991) cited in McCaffery et al., (2007: 188) also points out that more learning is achieved with materials that incorporate and reflect learners' prior experiences. Lingard et al., (2003) cited in Walker and Unterhalter (2007) and Barton et al., (2006) also agree that facilitators should vary and add to the curriculum because facilitators should be trained

not to have only the capacity to be receivers of handed-down curricula but be in a position to add to them through participant and community involvement.

Inherent in this finding is the learners' practice of a semblance of self-directed learning spirit that is encouraged by the facilitators. Davida reported that at times her learners copied and brought up difficult English words that challenge them outside the class such as reading a signage in the local hospital. Sometimes too, it concerns marital issues that affect their mood negatively when they come to class. She accepts these for discussion. Whong (2013) and Andrews (2005) affirm that a self-directed learner will maximise opportunities for learning the target language.

The study also revealed that facilitators' interpretation of the learning needs of the learners were varied but often simplistic which contrasted with the definition and importance of literacy given by the ALOs earlier in this chapter. This also necessitated the varied styles of lesson delivery they adopted. Although facilitators used lesson notes, they did not mention being trained on preparing lesson notes. As observed, all lessons by the ALOs began with the tapping of previous knowledge. The facilitation of learning of the English alphabet, words, grammar, construction of sentences and correct pronunciation using various facilitation techniques depending on the lesson being treated were adopted.

The findings also affirm Brookfield (1986), Heron (1977) cited in Newton (2003) and Rogers' (1983) findings that facilitators should be able to build good learner-facilitator relationships, trust, fairness, openness, love, respect and commitment among others to ensure that learners are allowed freedom to discuss issues and even correct each other, albeit discussion is most active when the learners communicate using the local language. Some of the ALOs were also able to demonstrate Kato's (2010) notion of facilitation as the use of tools through the use of learning aids in explaining concepts, and energisers to keep their learners focussed without admitting it. Wilhelm's use of the talking stick to arouse participation is recalled here. Freire (1970) argues that thorough discussion arouses participation by enabling learners reflect and arouse their generative themes, thereby promoting learning. I observed that Johnson's facilitation was able to cause a learner to reflect deeply when the discussion of *Family Planning* touched on her generative theme of child fatality. This learner who had been very vocal became quiet

all of a sudden when the death of children at birth was mentioned. Observing this, the ALO quickly asked her what the issue was and used the opportunity for the learner to share her experience with the others. This enabled the others to learn from her.

5.3.4 Numeracy in English

In the GNFLP, numeracy is considered part of the literacy programme with each lesson having accompanying numeracy exercises at the end. There is a Numeracy Workbook for the English component. Surprisingly, however, the study revealed that the ALOs' definition and facilitation practices mostly overlooked numeracy in English. The four male ALOs defined literacy as reading and writing, while the females expanded it to include numeracy. Carlotta added another dimension by defining it as *'the ability to read, write, draw and also calculate numeracy'*. Despite this interpretation by the female ALOs, numeracy was very much underplayed in the content of facilitation in all the classes. None of the 6 classes treated numeracy, except a brief reference to numbers in Johnson's class. The basic function of even sharing a pot of soup between family members requires some calculations as to how many spoons of soup to scoop for each. Numeracy is relevant in the trading activities female participants of the literacy programme engage in and so is it in the farming activities engaged in by most. This needs further investigation. For with the majority of participants of the GNFLP being women who engage in a lot of tasks demanding numeracy, English numeric literacy will be of much value to their independence and dignity. Regularly overlooking numeracy in facilitation will not enable learners to function effectively when required to engage in arithmetic related functions such as accessing financial services or technology where they have to depend on others to perform these functions. Olaniyi (2015), Shiohata (2009), McCaffery et al., (2007), UNESCO (2006), UNESCO (2005) and Street (2001, 1995) concur that the dignity and independence graduates of this English programme seek when enrolling might elude them if numeracy is neglected in facilitation of literacy.

5.3.5 Inadequate Provision of Instructional Materials

The study revealed that facilitation across all the classes is greatly challenged by inadequate and outdated instructional materials, requiring ALOs to add topics demanded by their learners. The situation in the GNFLP is dire, as an ALO reported he had to use a flip chart as the only facilitation material for him and his learners. This

finding confirms similar reports, on disparities in the provision of instructional materials. The impact on facilitation is grave as in some cases two learners share a primer, as in the evaluation studies on the Ugandan literacy programme (IBRD/WB, 2001). All the ALOs reported grievous challenges with inadequate instructional materials and teaching aids. Yet, ensuring quality instruction involves access to a good curriculum and instructional materials, trained, motivated and competent facilitators, managers and supervisors who closely watch planned activities (McCaffery et al., 2007). It involves also guiding, directing and encouraging all involved in learning to ensure that all resources needed are in place and working to plan (McCaffery et al., 2007). With the prevailing shortage of instructional materials, particularly primers, programme managers could think afresh and allow the ALOs to be more responsive to the learners' needs and wishes. ALOs could be provided a general framework within which to address the local English learning needs of the learners.

5.3.6 Facilitator Related Issues

Facilitators demonstrated they don't know it all and that they are participant learners and leaders endeavouring to recognize and accept their own limitations (Rogers, 1969). Indeed, three of the male ALOs have HND qualifications in Statistics and Marketing yet no English teaching qualifications. One female has a diploma in Basic Education while the other female and male have only SSCE and GCE O Level qualifications respectively. Due to their own limited academic qualifications and the limited training they received to prepare them for the role they play, they are willing to accept feedback from their learners. As such, the ALOs require a lot of patience and commitment in their work. In the process of facilitating English literacy for their learners, they also improve their own English as well as their knowledge on general life. Interestingly, the observation data showed the two least academically qualified ALOs showing most commitment and joy in their facilitation work. Davida portrayed herself as a facilitator of not only literacy but of other skills needed, such as advising on marital issues. Benson also showed much commitment by demonstrating the value of time when he said he always comes to class very early.

It was also found that the facilitation function is not restricted to leading literacy learning alone but to other roles. ALOs are animators, counsellors, motivators and role models.

All the ALOs revealed that the role playing goes beyond the classroom. This is probably due to the leadership position and power bestowed on them. As they are perceived as more knowledgeable in their English teaching roles, the adults conceive them as knowledgeable in other life skills and therefore good resources to tap into. Frank's learners expect him to help them address their vision and financial problems by getting them spectacles and loans. Of course, in the past these services were rendered to the learners. Sight Savers International and ADSPECS, a British company did some extension services that gave spectacles at low cost to learners during the peak of the programme. Davida said she frequently added marriage counselling to her facilitating roles in order to bring back her learners' attention to English literacy activities. Benson and Johnson said they had become role models demanding they disciplined themselves in everything, including in their dressing and appearance.

The findings did not foreground gender specific differences in the facilitation activities although two females were sampled to identify any such differences. Carlotta's Basic Education qualification did not impact on her English teaching or adult literacy facilitation techniques. Sometimes in leading her class, she displayed challenges with the language, used minimal polite language and resorted to ordering and controlling the adult learners. At another time, when a learner could not answer her, Carlotta shouted '*shame on you*' to the glee of the others. However, this might be attributed to Carlotta's personal disposition, not to gender, as Davida, another female, was very courteous to her learners. Surprisingly the learners did not show any aversion to these controlling and manipulative activities of their facilitator but seemed to be enjoying them. Enquiring later from Carlotta whether her learners are not annoyed at the way she energises and orders them about, she responded in the negative. She claimed none had ever complained because they know she does it out of love and commitment for their progress. So they are willing and happy to come along with her.

5.3.7 Innovation

Although the facilitators have brought about their own little innovations in handling their facilitation activities, a specific and interesting revelation is Frank's claim that he uses the *Facilitator's Checklist meant for the local language* to assess his English literacy learners' progress. To him, in his *all-inclusive method*, English is also syllabic. Syllabic

because, as argued earlier, they have transferred the local language approach into their English teaching approach. He said he was therefore able to assess and monitor his learners' progress in the absence of any such instrument being made specifically for the English programme, emphasising the limitation of the learning of English even at the advanced stage to focussing on letters, words and not sentence construction. From his insistence, his methodology of English language teaching is replaying local language literacy facilitation which is based on teaching the sound units. This also reveals the need for a similar document for the English language literacy component of the programme to assist facilitators track their own performance and that of their learners.

5.4 Challenges confronting ALOs in their Facilitation Job

5.4.1 Personal Challenges

With inadequate training for English literacy facilitation and minimum management support, it was not surprising that the ALOs faced challenges in their work so much so as to describe the first day as hell. They were found fumbling. This resulted in each devising means to perform. However, Hayes (2006) affirms that although teachers need to develop teaching skills and strategies to enrich their students' learning, their effectiveness is dependent on experience, their emotional disposition and motivation. The absence of refresher training further worsens their woes as facilitators need a set of core skills, qualities and attitudes such as communication and interpersonal skills that are 'prerequisites for any facilitation role' (Newton, 2003: 28). Abadzi (1994: 11) asserts that the 'quality and interest of teachers' are critical to what is achieved by learners in adult literacy classes, because a well-designed curriculum will not translate itself into desirable facilitation and learning outcomes if the frontline service providers, the facilitators, are not well equipped with the necessary knowledge and skills and motivated to deliver relevant service.

The data confirms training and capacity issues are prevalent in the GNFLP as found in the Ugandan programme also (IBRD/WB, 2001). Rogers (2005) argues strongly for the importance of facilitator capacity building as follows:

The success of adult literacy and basic education largely depends on the facilitators, and their efficiency depends on the training they are given (Rashid and Rahman 2004:172 cited in Rogers' 2005: 7).

These capacity issues impact on facilitation in the classes as the ALOs reported being challenged by the intelligent questions asked by their learners pushing them into researching for answers. Rogers (2005) cautions that it cannot be assumed that without training, facilitators will grasp their leadership roles (Rogers, 2005). Considering that these ALOs' are not trained English language teachers, at least a dictionary would have been included in their instructional material pack. In fact, the findings bring forth instances of the ALOs calling on their municipal coordinator, who accompanied me during data collection, to bail them out and at times telling the learners that they would come back to issues later. This could be a pointer to their need for supervision support as was the case in the well-funded local language period. It was recognised that even with better training and familiar languages, support was necessary. Indeed, some of the ALOs value visits from supervisors, as aired by Davida and Benson. Strengthening on-the-job support to facilitators is critical in effective literacy facilitation (Rogers, 2005).

5.4.2 Poor Conditions of Service

Lack or inadequate supervision support is another finding of this study, even though managers know that tracking the performance on planned activities engenders a spirit of continual learning and capacity development as well as enhancing accountability and transparency (World Bank, 2012). As it is, the ALOs are left to themselves with no regular supervision or monitoring visits. Funding challenges have resulted in very dismal monitoring and supervision situations (Benner, 1984 cited in Jarvis, 1995; IBRD/WB, 2001). The ALOs are unable to problematise their practice and lack supervisors who will help them do so, as demanded by Davida who needs support to address learners' attendance problems, and Benson who lamented the failure of the Regional Coordinator to use trips to his hometown to visit his class and encourage learners. Commings, Shrestha and Smith's (1992) study in Nepal confirms that poor teacher recruitment, supervision and support contribute significantly to drop-out in adult literacy programmes. Furthermore, managers lack updated information on programme delivery. Abadzi (1994) argues that supervision, monitoring and evaluation help managers determine what works, what does not and the reasons why, as well as information for determining and improving time-on task and facilitator regularity.

Inadequate facilitation aids, instructional materials, no operational cost, reduced supervision and monitoring, transportation difficulties, negative influence of demotivated volunteer facilitators on recruitment and reduced targets due to conflicting schedules are other factors militating against facilitation. Similar challenges were revealed by the Ugandan literacy programme evaluation study (IBRD/WB, 2001). Ishaq and Ali (2012) attribute inefficiencies in adult literacy programmes to centrally planned approaches which leave out core stakeholders such as facilitators, organisers and inspectors who carry out the plans.

5.5 Management Related Challenges

5.5.1 Outdated Curriculum and Inadequate Logistical Supply

The data also indicate that the curriculum of the English programme does not meet all the learning needs of the learners, requiring the ALOs to add content based on learners' suggestions or what they, themselves, consider necessary. Although Lingard et al. (2003) cited in Walker & Unterhalter (2007) assert that the facilitator should not be trained to have only the capacity to be a receiver of a handed-down curriculum but be in a position to add to it through participant and community involvement, the cursory statement of '*be innovative*' in the Facilitator's Manual does not explicitly give official sanction to the ALOs to do so. Yet this centrally produced curriculum is more than a decade old, and needs have changed (NFED, 2001). As was the practice earlier in the programme, curricula and instructional materials were reviewed and revised every five years to keep abreast with changing learning needs. This situation would have been ameliorated if there were supplementary readers to support the facilitators when their learners demand more than what is in the Primers. Supplementary readers would also have promoted those learners who wish to engage in some self-directed learning. It would have helped the ALOs as they are co-learners in their facilitation work.

Under the World Bank sponsorship, organisers or Zonal supervisors were provided with motorcycles to facilitate their access to at least 15 classes under their supervision. Regional and district offices were also provided monthly Operational Cost Funds allocations for managing offices and fuelling vehicles to undertake supervision. The organisers claimed back their fuel expenditures after visiting each of the fifteen classes at least two times in a month. But with the funding challenges, all these refunds have

ceased. The volunteer facilitators did not enjoy any such fuel allocations or transportation cost because they were resident in their communities. Even though by this policy the ALOs are also expected to reside in communities where they open classes, they have ignored this policy and rather expect to continue to have what they received in the past. For example, even though Wilhelm lives in the capital of the Bom municipality, he expects to be given transport and travel allowance from his suburb to where his class meets. Similarly, Carlotta, instead of staying at Nyibe, a rural community in the municipality, uses public transport on class meeting days. Yet she complained about how much it costs her in money and time. She attributed her stay in the city to health issues. Certainly, there will be times when she will not make it to the community three times a week for facilitation or on time, especially in view of insufficient supervision from her district office.

5.5.2 Unfair Human Resource Management Practices

Although the ALOs indicated that they are benefitting from their English literacy facilitation by improving their own English language knowledge and skills as well as building social capital by the relationships they have built with the learners and their relations, there are issues the study brought to the fore that demotivated them. Lack of promotion and unfair promotion practices due to favouritism prevail in the programme. This is irrespective of some of the ALOs upgrading their qualifications. These higher qualifications are not in subjects sanctioned by management. Thus such higher qualifications have not resulted into commensurate promotions, nor have they resulted in upgrading salaries. Another human resource management issue that ALOs complained about was the issue of lack of leave from work. Frank reported that for ten years now he has not been on leave because there is no one to relieve him and he could not abandon his learners when the cycle has not ended. It was revealing that Johnson said he was a stand-in facilitator because all ALOs are expected to establish and run classes, thus leaving no one free to relieve others. Being in management myself, I cannot recall this issue ever being raised by regional coordinators in their reports, nor for discussion at senior management meetings. It is a serious issue for urgent management action.

5.6 Perspectives of the ALOs about their New Role and Management of the GNFLP

5.6.1 Facilitator Related Issues

Learners are expected to be the ones to benefit from the facilitation work of the ALOs. However, many benefits accrue to the ALOs. Although they accept that they are not English language experts, the findings reveal that they have gained the important status of English teachers, although their learners' are progressing slowly. They also gain public speaking competencies encouraging them to accept their present job of facilitation of learning as a stepping stone to a better future. The ALOs also feel that the facilitation job demands a lot of personal motivation, commitment and the disposition not to misuse power bestowed on them. The role positions them as positive role models, as leaders of the learners. Indeed, they are of the view that being a role model has resulted in lifestyle changes for them. For example, they have to dress decently and keep themselves well-kept to appear in front of their learners. The questions asked by the learners also push them to appreciate personal educational upgrades.

Apart from the salaries they earn which some claim motivate them, some ALOs expect tokens of appreciation from learners for facilitating their learning. Rural based learners do show their appreciation to their facilitators by giving gifts of farm produce for their help. Wilhelm felt urban adult learners should do likewise to motivate them.

5.6.2 Management of Policy Change

The ALOs are of the view that the policy change was not effectively communicated to them. More involvement of field staff in policy development would augur well for successful implementation, because instead of organising for 15 classes and going round several communities, they are now restricted to at least only one class. Doing more than one class is constrained because of class scheduling challenges. The result of all these is that their status has been minimized, consequently they hold the view that the change has promoted their underemployment.

Another perception held by the ALOs is that the targets given their districts are very insignificant and will require programme managers to expand the programme to cover more communities. Besides these, management should not restrict enrolment into the

English programme to only neo-literates of the local language literacy programme. Notwithstanding their feeling of being underused, the ALOs admit that recruitment of new learners into the programme is becoming difficult due to the activities of volunteer facilitators who did not get the incentives promised them because of funding challenges.

They feel the vibrancy which the programme enjoyed in the past is waning, requiring management to revive advertisement and media activities. By this, they would want radio programmes that support the learning activities and advertisement of the programme revived.

As literature has stressed on the importance of training in the performance of facilitators of adult literacy, the findings also confirm that regular refresher training especially in the subject of English teaching will contribute to the success of the programme. The ALOs are also strongly convinced that management ought to ensure prompt and regular release of their travel and transport allowances and operational cost funds.

CHAPTER 6: SUMMARY, CONCLUSIONS AND IMPLICATIONS

6.1 Introduction

In this chapter, I present a summary of key findings. This section is followed by my professional insight, the policy implications and limitations to the study. I commit the rest of the chapter to contributions to the field and finally make some recommendations based on the thesis of this study.

6.2 Summary of Key Findings

As suggested by McCaffery et al. (2007), Rogers (2005), Torres (2004), Robinson Pant (2000) and Abadzi (1994) facilitation plays important roles in adult literacy learning. The facilitation role is very demanding (Berdie, 2013). The main finding of this study is that the English component of the GNFLP is in practice about a much wider literacy. This stems from the lack of specificity about the objectives of the programme, with knowledge of English being translated by ALOs as simply the ability to read and write at basic level and more generally about social empowerment. The benefits of the programme for the learners appear to lie outside the learning of English and more in the sense of solidarity that they get from taking part and confidence in public speaking; even if it is in their own language.

Secondly, it seems the original role of the ALOs as organizers have followed them into their new role as facilitators. This is demonstrated through their pre-occupation with administrative functions and the feeling of loss of status.

Furthermore, there seems to be a hang-over from the Freirean approach which underlay the local language component that the ALOs use to organize English facilitation, in the way the ALOs talk about empowerment. However, there is a tension in that they do not show the Freirean and participatory adult learning techniques in their English literacy facilitation methods. The study reveals that the ALOs are confronted with challenges when only the target language of literacy is used in facilitation. Communicating effectively with participants is a strong factor in effective second language literacy facilitation. This tension pushes them to adopt the transmission mode. This could

possibly be due to the more formal authoritarian methods that the ALOs have always encountered themselves.

Thus, technically, the facilitation sessions do not seem very ambitious, as the learners do not seem to be learning how to speak high level English nor how to read and write full prose. They only seek basic functioning in English and more empowerment. The study established that socially, ALOs are more ambitious in offering the learners the confidence and the foundation to be able to make sense of a literacy environment which is in English. This is demonstrated by Davida's learners copying and seeking assistance with difficult English words they meet at the hospital and Carlotta's learners wanting Basic English to access regular cleaning jobs from a local agency.

The study further found that the classes, rather than being strictly about adult English literacy in the conventional narrow sense, are a forum for community or social development. Both the facilitators and their learners attend classes to build social and cultural capital. The ALOs value the networks they establish through their facilitation work which they view as a potential for their future progress in life, while the learners are there not only for English literacy but as a means of getting a better life such as a solution to eye problems and better regular jobs.

The conception of facilitation of literacy held by the ALOs downplayed the other roles they were called upon to play as facilitators of learning. Playing these other roles such as counselling and resolving conflicts take away time from the real literacy facilitation. This finding points to how far or not training has been an enabler of performance of facilitators. Inadequate training is confirmed by the fright expressed by the ALOs at their first class meetings and their own admission that they are also learning and improving on their facilitation role as well as English language skills. It cannot be assumed that since all ALOs have attended at least senior high school they have the necessary English language facilitation competency, much more the other requirements relevant for leading literacy learning for learners with limited or no literacy. Above all, there is no refresher to discuss their experiential knowledge towards filling the gaps.

In addition, the notion of leadership is important for understanding the way that facilitation is done and what motivates the ALOs. In addition to gaining social capital,

they themselves gain social confidence to be leaders. Irrespective of the fact that facilitation of English in the GNFLP is confronted with many logistical and other challenges, including ALOs' career concerns, the status of the job of facilitating English literacy is important to the ALOs as well as the money that it provides. The programme contents are therefore valued, not necessarily for the literacy and numeracy components as such, but for the fact that they give participants, both facilitators and learners, confidence in speaking out and playing a more active part in the community's economic and social life.

Concerning curricula and materials, the study reveals a fundamental weakness in the current curriculum and training programme in the GNFLP. ALOs are not given enough official sanction and resources nor space to add to the curriculum in line with the specific needs of their learners. Neither are they able to grasp sufficient grounding in the facilitation of English as a subject and the various approaches available for its teaching before meeting their learners. It is important, therefore, to find ways to satisfy these and provide an education that does not limit what learners want but to make allocations for ALOs to relate learning in class to the real needs and world of the learners. The study also affirms that as ground level policy actors, the ALOs influence the curriculum implementation process, irrespective of management's assumption that the curriculum is implemented to the letter. ALOs' actions or inactions have the propensity to complicate or achieve the intended objectives of the programme. These should be valued and incorporated into the facilitator training and facilitation role to enhance critical, analytical and creative thinking skills to the curriculum. It is critical to let ALOs accept and help their learners redefine education as something not gained once, but throughout life.

6.3 Professional Insight

Being a student researcher, reflexivity and lesson learning helped me in focussing, strengthening and most of all in reconsidering my assumptions and methodological positions. Being an insider researcher, I carried some assumptions into the analysis which might not have appeared to me as such but which upon critical reflection came to my awareness. At times I gave administrative judgements on what should be done and some of these were pointed out by my supervisor. For example, I assumed that the way

my colleague senior officers and I understood the centrally designed policies and the curricula was the same way that field level staff would. By the end of this study, I have learnt that policies, curricula and instructional materials are not implemented exactly as expected at field level. Contextual, logistical and personal issues have a strong impact on how these are received, interpreted and implemented. I am sure that this study has enabled me undertake a review of my organisation's curriculum, policies and practices. Especially in my position as the head of Curriculum and Materials Development, I have learnt that for a centrally designed curriculum and materials, the facilitator's instruction in the Manual and training should make space for relating and leading lessons by facilitators according to their dispositions and how they assess the needs of their learners. Although learning needs assessment is done at the national level when these materials are developed, the period taken to complete the process and its delivery to the field is often long. Secondly, due to funding challenges, these materials have not undergone the traditional five year review and revision processes, facilitators are prone to adopt and adapt. Management should consider giving official sanction and training to ALOs to help identify needs and address these within a framework. This will bring some ease with assessing facilitation and learner performance.

6.4 Limitations to the Study

An important question remains as to whether observing and interviewing ALOs alone out of the other contributors to policy implementation at the grass root level shed enough light on facilitation. The results in this study are limited also with respect to a case study with a very small sample of six ALOs aimed at providing an in-depth insight into facilitation in the GNFLP. Interviewing district, regional and headquarters administrators and trainer-of-trainers also would have provided greater information to situate the study. However, as the case was examining facilitation, only the ALOs were observed and interviewed due to the limited time of this study. I recognize also that observing a class once is not enough to see everything that facilitators do in facilitating a lesson. During the data collection, it was also observed that all the ALOs were treating different stages of revision. So, I might have missed what they might have done if they had a session where each had to facilitate the same lesson and how their learner's performance would have impacted their facilitation. However, it provided a snap shot

of what the ALOs normally do in a session. In addition, generalization and reliability were downplayed in this study. However, as argued by Flyvbjerg (2006), an individual case study is an example and can form a component of a wider consensus.

My position as a senior officer also places a limitation. I might have been conceived as someone in a powerful position who had contributed to the decision to 'lower' the ALOs' status and be resented. I might also be considered as someone who could help address difficulties they are experiencing with their new jobs. In the field, I was actually asked for answers and solutions to problems that these participants are experiencing in their jobs, such as lack of training opportunities, promotions, logistics which even included instructional materials, a direct input into facilitation. This required that I tactfully empathized with them but I also reminded them that I was a student who was using this study to collect data about all their experiences in the performance of their job in order to help influence policy and implementation.

6.5 Contribution to Knowledge

My study has systematically interrogated facilitation of English literacy undertaken by former organizers turned facilitators in Ghana's NFLP for learners with no or limited local language literacy using a qualitative case study approach. It has also demonstrated that characterizing facilitation in Ghana's kind of resource constrained setting is more complex than simply assigning it to the various models of literacy in Ghanaian and global discourse. Thirdly, this study provides empirical basis for contextually relevant and evidence informed policies on literacy facilitation issues towards successful adult literacy programmes in Ghana and other contexts with similar constraints. My empirical study has shown that although participants' English language production was very limited, they benefitted more in public speaking even in their own language and a sense of solidarity from participation. This is because the understandings of literacy, its facilitation and the practices, in Freire's terms their praxis - of the ALOs hold many tensions. Although the facilitators seek empowerment of the learners, the methods that they fall back on are those they know in view of limited capacity issues.

In addition, facilitators despite the contextual challenges, still manage to bring innovations into their facilitation roles such as facilitating topics absent in the out-dated

curriculum; adapting local language literacy assessment instrument to track own and learners' English literacy performance. Furthermore, the necessity of learners having to acquire almost from scratch a second, essentially a foreign language creates further tensions, compounded when the facilitators are themselves uncertain in that language. ALOs beside leading literacy learning in English, which requires linguistic competency, are animators, counsellors, innovators, conflict managers and role models; functions that go beyond the classroom. This demand puts additional pressures on facilitators to use other methods than andragogic in their work in contrast to Knowles' notion.

Indicator 4.6.1 of SDG 4 calls for achievement of at least fixed levels of functional literacy and numeracy proficiency by participants of adult literacy programmes (UNESCO, 2016, 2015). This requires closely observing and understanding factors influencing the classroom interactions of programme participants. These findings have generated valuable lessons for educators and have implications for Ghana and countries in Africa and elsewhere with high illiteracy rates, similar contexts and resource constraints. Lastly, this thesis has been an essential platform for my own professional learning. It has led to a deeper understanding and appreciation of factors that influence the work I am involved in as a curriculum and instructional materials developer. It has also exposed me to the use of qualitative research in shedding light on phenomena.

6.6 Recommendations for Future Research

Learners' absenteeism was mentioned as a demotivating factor by all ALOs. Despite claims that some ALO facilitation practices were good intentioned, it will be worth undertaking a study focusing on the perspectives, motivation and experiences of adult learners in English literacy learning in the GNFLP.

Secondly, a study of facilitation of literacy learning by volunteers in the Complementary Basic Education programme (CBE) will inform MOE's policy review. The accelerated nine-month education in literacy and numeracy for about 200,000 out-of-school children towards mainstreaming them back into school is planned to be expanded from the northern regions to other regions.

6.7 Policy Implications

The findings of this study have implications for review of policy towards effective management of the GNFLP and the achievement or not of the SDG Agenda 2030 especially Goal 4 that the country has agreed to. The study provides empirical evidence on which to base policy reform. Findings will therefore be disseminated in conferences, workshops and seminars organised in Ghana's universities and Ministry of Education.

As an initial step, I will hold a research dissemination workshop in collaboration with the Research Unit of the NFED to expose selected key staff to these findings. Copies will be presented to the Director and key staff. I will highly recommend immediate training of staff also as well as placing copies in libraries.

This study has been timely and relevant in my own professional practice as I had already ensured that the recent limited revision of the Basic English materials detailed a specific 'English as a Second Language' acquisition and teaching methodology. This is at the instance of the findings that the current English literacy curriculum does not provide any.

It must be noted however that, the contextual issues such as limited funding may still prevail against the implementation of recommendations of this study.

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APPENDICES



University of Sussex

APPENDIX 1: PARTICIPANT INFORMATION SHEET

STUDY TITLE: FACILITATION OF ADULT LITERACY: A CASE WITHIN THE GHANA NATIONAL FUNCTIONAL LITERACY PROGRAMME

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(An International Professional Doctorate of Education Student of the University of Sussex, School of Education and Social Work

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'You are being invited to take part in a research study. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. After carefully reading and agreeing to participate, you are to sign a Participant Consent Form to demonstrate your willingness to participate'.

Purpose of the Study: The purpose of this study is to gain insights into facilitation as practised now within the National Functional Literacy Programme (NFLP) after several years' implementation, budgetary cuts and policy change. It will focus on the way facilitation is practised by the Adult Literacy Officers (ALOs) (redeployed Programme Assistants) who are now facilitating English literacy classes. It will aim to understand the challenges faced by ALOs and to identify good practice and innovations. The research will be used to suggest ways in which ALOs might be better supported and other ways in which learners' outcomes may be improved.

In all, the field study will take about three months to complete and it will involve interviewing 6 Adult Literacy Officers (ALOS) or Programme Assistant facilitators currently serving as facilitators of adult literacy classes with an interview protocol. As an individual, you are kindly required to offer about two hours of

your time to answer questions related to the topic under investigation. Your District Coordinator will assist me the researcher with locating you. Please be informed that should you agree, your class will be observed while you are facilitating the learning. Follow-up interviews will also be conducted to further seek better understanding of issues that might not have been clearer earlier on. Please be informed also that all sessions will be recorded via field notes as well as being subject to digital audio recording.

Your Participation: You have been invited to join this study because you have been a member of staff of the NFED who is now facilitating English literacy learning by adult learners of the National Functional Literacy Programme (NFLP). As an ALO, you are kindly requested to take part in the project. Should you agree, there will be an initial interview to answer questions related to the topic under investigation. Your class will then be observed while you are facilitating the learning and you will take part in a follow-up interview to seek your perspectives and a better understanding of issues raised in the earlier interview and the observed session. Other staff members at the district and regional levels that have been part of this change will also be interviewed to help to aid the understanding of facilitation as it is done now.

'It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason'.

Apart from your participation helping in furthering the understanding of the topic under study, it will also help the NFED to know how to better manage issues concerning facilitation towards ensuring that maximum learning outcomes are guaranteed for our learners.

'Please understand that any information you provide will be treated as strictly confidential, and that no information that you disclose will lead to the identification of any individual in the reports on the project, either by the researcher or by any other party.'

Please be informed also that I am conducting this study as a student of the School of Education and Social Work of the University of Sussex whose Cluster Based Research Ethical Review Committee (C-REC) for the Social Sciences has reviewed the study. The conduct of the study is a part of my data collection for my thesis which will be available at the University of Sussex should a copy be required. The report will also be shared with the Non-Formal Education Division of the Ministry of Education.

If you are willing to participate in this study, you are kindly invited to indicate this by endorsing the Participant Consent Form that I will provide you. Should you, however, have any concerns later about how the study has been conducted, you are please invited to contact my Supervisor, Professor John Pryor of the School of Education and Social Work, University of Sussex, United Kingdom at j.b.pryor@sussex.ac.uk

THANK YOU FOR TAKING TIME TO READ THIS INFORMATION SHEET

DATE.....

NAME.....

APPENDIX 2: CONSENT FORM FOR PARTICIPANTS



University of Sussex

**Project Title: FACILITATION OF ADULT LITERACY: A CASE WITHIN THE
GHANA NATIONAL FUNCTIONAL LITERACY PROGRAMME**

CONSENT FORM FOR PROJECT PARTICIPANTS

NAME OF RESEARCHER: SUSAN DELALI DOE BERDIE

I agree to take part in the above University of Sussex research project. I have had the project explained to me and I have read and understood the Information Sheet, which I may keep for my records. I understand that agreeing to take part means that I am willing to:

- Be interviewed by the researcher
- Allow the interview to be audio taped
- Allow my class to be observed while I am facilitating
- Allow my data to be used in any future publication or research dissemination without identifying me.

I understand that the research results will be made available to the Non-Formal Education Division (NFED) of the Ministry of Education and its partners, the non-governmental adult literacy service providers without disclosing my identity or contact.

1. I understand that any information I provide is confidential, and that no information that I disclose will lead to the identification of any individual in the reports on the project, either by the researcher or by any other party.
2. I also understand that the name of my town/community will not be used in the final report of the project, and in further publications.
3. I understand that my participation is voluntary, that I can choose not to participate in part or all of the project, and that I can withdraw at any stage of the project without being penalized or disadvantaged in any way.
4. I agree that the information provided can be used in a further research project which has research governance approval as long as my personal details are not included before it is passed on.

NAME:.....

SIGNATURE:.....

DATE:.....

APPENDIX 3: CLASS OBSERVATION PROTOCOL

How is adult literacy facilitation in English being accomplished in the Ghana NFLP?

- 1.0 Physical, social, cultural and economic context of classes
- 2.0 Punctuality of facilitator and learners
- 3.0 Setting the environment and introduction to lesson
- 4.0 Setting the tone
- 5.0 Lesson objectives
- 6.0 Facilitator/learner relationship in teaching/learning process
- 7.0 Clarity of communication and delivery
- 8.0 Use of methodology and instructional materials
- 9.0 Use of teaching aids
- 10.0 Class management and human relations
- 11.0 Measures adopted to motivate learners to participate
- 12.0 Attitude of learners and participation
- 13.0 Learning assessment
- 14.0 Ending of class and next meeting agenda
- 15.0 Challenges faced

FACILITATION OBSERVATION PROTOCOL (B)

Field Work.....2014

Overarching Question

How is adult literacy facilitation in English being accomplished in the Ghana NFLP?

Primer and Lesson										Duration:.....		
Class environment										Location Class..... of		
										Date of Observation.....		
										Sex of ALO	M	F
										No. Learners	M	F

Entry/Introductory Activities

Description of facilitation activities

General Comments	
Comments	

APPENDIX 4: SEMI-STRUCTURED INTERVIEW GUIDE

FACILITATION OF ADULT LITERACY: A CASE WITHIN THE GHANA NATIONAL FUNCTIONAL LITERACY PROGRAMME

Overarching Question

How is adult literacy facilitation in English being accomplished in the Ghana NFLP?

Start of Interview:

End time:

Background Characteristics

1.0 Sex M ☐ F ☐

2.0 Age

3.0 Language Background

4.0 Qualification

5.0 Time employed and position employed to.

6.0 Time deployed as ALO

7.0 Means message was communicated

8.0 Training Received for facilitation

9.0 Length of time facilitated

RQ1 How is literacy education facilitation understood by the ALOs?

10.0 Understanding of literacy and education

11.0 How literacy is considered (skill or social practice or both)

12.0 Do you agree that literacy learning should enable people to live and do their work better and contribute to their community's development? Why?

13.0 Literacy learning should enable learners to be critical and to act to change their lives. Why?

14.0 Understanding of facilitation of adult literacy learning

15.0 Do you consider facilitation as the use of tools or a process? Pl. comment.

16.0 Facilitation should help your learners reflect on their lives and take action. Do you agree?

17.0 Is facilitation leadership?

18.0 Is there power issues in an adult literacy class?

RQ2 How does the understanding of literacy education facilitation held by ALOs relate to the new policy of NFLP in English?

- 19.0 Description of methodology employed in facilitation work.
- 20.0 Comparison of facilitation of local language literacy to that of English language
- 21.0 Language in which facilitation is undertaken for English Literacy (mixed with local language and why?)
- 22.0 Narration on English literacy facilitation practices.
- 23.0 Reasons why some particular things are done in English literacy facilitation.
- 24.0 Which activities do you think your learners like or find helpful during your facilitation sessions? Why?
- 25.0 In what ways do you notice your learners making progress?
- 26.0 Do you think you learn from your facilitation work?

RQ3 What difficulties do ALOs face in enacting facilitation?

- 27.0 Logistical and administrative support
- 28.0 Supervision of facilitation
- 29.0 Views on methodology and instructional materials
- 30.0 Relationship with learners
- 31.0 Things going less well with facilitation role
- 32.0 Biggest challenge as a facilitator of adult literacy facilitation in English?

RQ4 What are the perspectives of the ALOs on their new role in the NFLP?

- 33.0 Can you give me a history of your work in the NFLP?
- 34.0 How did you feel when you were informed that you were going to be facilitating English classes? Has that changed?
- 35.0 How would you describe your first day in the English literacy class as a facilitator?
- 36.0 Has your perception of facilitation changed on engagement in it?
- 37.0 In your opinion are you meeting your learners' needs and are they practising these?
- 38.0 What's going particularly well or not with your new job?
- 39.0 Do you enjoy your work or feel motivated to continue?
- 40.0 Do you find this engagement in facilitating English literacy an opportunity for your own learning?
- 41.0 Greatest reason for still being in the job.

APPENDIX 5: CERTIFICATE OF APPROVAL

US

University of Sussex

Certificate of Approval

Reference Number: Title of Project:

ER/SB411/4: FACILITATION OF ADULT LITERACY: A CASE STUDY WITHIN THE GHANA NATIONAL FUNCTIONAL LITERACY PROGRAMME

Principal Investigator (PI):	Susan Delali Doe Berdie
Student: Collaborators:	Susan Delali Doe Berdie
Duration Of Approval:	n/a
Expected Start Date:	01-Oct-2014
Date Of Approval:	05-Oct-2014
Approval Expiry Date:	01-Oct-2015
Approved By:	Jayne Paulin

Name of Authorised Signatory:

Stephen Shute

Date: 05-Oct-2014

*NB. If the actual project start date is delayed beyond 12 months of the expected start date, this Certificate of

Approval will lapse and the project will need to be reviewed again to take account of changed circumstances such as legislation, sponsor requirements and University procedures.

Please note and follow the requirements for approved submissions:

Amendments to protocol

- * Any changes or amendments to approved protocols must be submitted to the C-REC for authorisation prior to implementation.

Feedback regarding the status and conduct of approved projects

- * Any incidents with ethical implications that occur during the implementation of the project must be reported immediately to the Chair of the C-REC.

Feedback regarding any adverse and unexpected events

- * Any adverse (undesirable and unintended) and unexpected events that occur during the implementation of the project must be reported to the Chair of the Social Sciences C-REC. In the event of a serious adverse event, research must be stopped immediately and the Chair alerted within 24 hours of the occurrence.

APPENDIX 6: CLASS OBSERVATION TRANSCRIPT – ALO

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International Professional Doctorate of Education **University of Sussex**

Class Observation Date: 7th April, 2015

Venue: Deduame E. P. Church

Name of Facilitator: Frank Sabah

Observation Period: 3.00 pm to 4.48pm.

STUDY TITLE: Facilitation of adult literacy: A case within the Ghana National Functional Literacy Programme.

Introduction: I arrived in the class with the Municipal Coordinator who introduced me as a staff researcher. Learners were seated and I took over speaking Ewe to assure them that I was here to observe the facilitation after which I assured them that I would not disrupt their learning but will sit quietly behind to observe. I assured the learners to relax and go about their activities as always; to feel free and relaxed. I also asked them permission to record their interaction with their facilitator to which they agreed. I explained to them that I will not be able to write everything I see and hear fast enough neither can I remember everything, so I need to record their interaction.

The observation commenced at 3.00 and ended at 4.48pm. Class was meeting at a very spacious chapel quite removed from the community and on a school compound. The school was not in session. A few goats were feeding on the grass on the compound. The male facilitator was ready. Learners were sitting in a horse-shoe formation. Because of the vastness of the church building, the learners were seated in the middle with a chalk board situated in front of them. There was an empty table in front of the learners with the facilitator's books and pieces of chalk on it. I placed my mini recorder on this table. Learners were engaged and participated lively and were willing to come along with the facilitator. Some learners came in late. Females were in the majority and their ages range from about 35 to 60 and above.

Learners were 4 males and 9 females

ALO: Asks the learners to give me, the researcher and observer, a literacy clap, [A way of appreciating my presence].

All Learners: Clapped.

Observer: Thank you all, thank you. So, please raise your voice a little for me. [This was said in reference to the recording in Ewe].

All Learners: OK. Welcome

Observer: Thank you.

ALO: You are all welcome. You are all welcome. How are you?

All Learners: We are fine and you?

ALO: Ehh! Madam, you are welcome. [In reference to a learner who has just come in].

Learner: Thank You.

ALO: Okay, we will start. First we will invite one person to pray for us. **Okay, we will start. First we will invite one person to pray for us..** Madam, you are welcome. [The ALO speaks to a learner in English who entered].

Learner: Thank You.

Learner: [Female learner prays in Ewe].

All Learners and ALO: Amen.

ALO: Amen; Thank you, Madam. Okay we will start...let's open at where we reached the other day. **We reached pg 45.** Last we were learning something in Ewe.

[The learners are opening their primers to page 45. Facilitator goes round to help them locate the page correctly].

ALO: OK, last we were learning something. So, let's see what we can do...pg 45. Okay. We are on consonants. What is the meaning of consonants? **How do we say it? [What are consonants?** Let's say it in Ewe so we understand it.

[Learner called Chairman gives the answer].

Learner Chairman: Non-sounding letters.

ALO: Clap for Chairman. Any other idea? Consonants.

Learner Abl: Non-sounding sounds.

ALO: Clap for her. The alphabet in English, how many letters are there?

Learner Sister Dzinahor: Twenty six.

ALO: Twenty six. Clap for her! So out of this twenty six, we have consonants and vowels. How many vowels do we have? **Twenty six. Clap for her! So out of this twenty six, we have consonants and vowels. How many vowels do we have?** [ALO repeats the question in Ewe].

[Learners clapped]

Learner Maama [A queen mother]: Five.

ALO: Clap for Maama! What about the consonants. So out of the 26, we said we have 5 vowels. Consonants, how many do we have? [Calls Chairman].

Learner Chairman: 21

ALO: Clap for Chairman. So out of these consonants err out of the alphabet in English language we have twenty one consonants and five vowels. **So out of these consonants err out of the alphabet in English language we have twenty one consonants and five vowels.** Can we point out some vowels so we progress to the consonants? Can we point out some of the consonants on the board? What we have learnt already. **Can we point out some of the consonants on the board? What we have learnt already.** Ehe heh Chairman...

Learner Chairman: ‘a’

ALO: Eheh **what?** Sister Dida!

Learner Sister Dida: ‘o’

ALO: ‘o’. Uhhu! Maama.

Learner Mama: ‘e’

ALO: Ehehh. Any other? Sister Dzinadzor.

Learner Sister Dzinadzor: ‘i’

ALO: Any other, Sister Doris?

Learner Sister Doris: ‘u’

ALO: Let’s clap for her. Okay, these are the vowels which we have learnt. This is just a revision so... Thank you very much. Let us go on onto the consonants. **We have ...started learning some words as it is in your Primers...**We have... **Baby Boy, Welcome!**. [A learner enters the class room].

Learner Baby Boy: OK. Thank you. You are also welcome.

ALO: How are you?

Learner Baby Boy: I am fine. Thank You.

ALO: So, we have written something like this... We have...[Goes round to help the learners to open to the correct page]. Ok. 'This is where we are so let's see whether we can recall some of the words we have learnt. [Facilitator writes some words on the board]. 'So, who can recall some of these words? Chairman!

Learner Chairman: Queen.

ALO: 'Clap for him. Clap for Chairman! What about this one?' [ALO pointing to each of the letters written on the board with which he would facilitate identification of the consonants] We are on the next one. Okay, the next one. Pronounce it.

Learner: 'Quiet'.

ALO: Clap for him. Baby boy...

Learner Baby Boy: 'Rat'.

ALO: Clap for Baby Boy. We are on this one... Who can? Mamaa.

Learner Mamaa: Root.

ALO: 'Root'. Clap for her! What about this one, Sis Adzo? [Pointing at the word on the board]

Learner Sister Adzo: 'Roof'.

ALO: Roof. Clap for her. Okay. Ok we are on this one. Which one is this? Which word is this? Sister Dzinadzor.

Learner Sister Dzinadzor: 'Sit'.

ALO: Clap for her. What about this one? Chairman!

Learner: 'See'.

ALO: Clap for Chairman. Eheh, the last one.

Learner: 'Sick'.

ALO: Clap for her. Okay. Let's see whether we can recollect the meanings of these words. **Let's see whether we can recollect the meanings of these words.** [Repeats his statement in Ewe...].What is the meaning of queen? What is queen? **What is the meaning of queen? What is queen?** Chairman! [Called Chairman but a female learner gives the answer].

Learner: A female chief. Laughter by all.

ALO: Clap for her. What about this one? Eheh ...What is the meaning of this one? Sister Adzoa, meaning of 'quick'.

Learner Sister Adzoa: Quick.

ALO: Clap for Sister Adzoa. Quiet, what is the meaning of ‘quiet’?

Learner Fo Nesor: Keep quiet.

ALO: Clap for him! Any idea? Other ideas about ‘quiet’?

Learner: Keep quiet immediately. [Learner forms a sentence with the word in Ewe].

ALO: [Repeats it]. Clap for him. OK let’s go on. What is the meaning of ‘rat’?

Learner: Rat

[All of them laugh].

ALO: Clap for him! Any other idea. Ha! ha! ha. ‘Root’. What is the meaning of ‘root’?

Learner Da Happy: The root of something.

ALO: Root is the beginning of something or the part of a plant that goes into the soil. What about the next word ‘roof’?

Learner: Roofing. [Learner gives the verb form meaning roofing].

ALO: Clap for her! ‘Roof’, uhu, ‘roof’? [ALO asks for appreciation for the attempt even though the answer is not correct in reference to what is taught at training that in adult literacy class, no answer is wrong. Only it is not emphasised but effort must be appreciated]. [He invites another learner who wants to attempt]. Ehhe! Da Happy.

Learner Da Happy: To roof something. [She says it standing].

ALO: Okay, let’s go on...Sit.

Learner: ‘Sit down’. ‘Sit down’

ALO: [Sit down, sit down]. Clap for her! **Aunt Welcome.** How are you?’

Learner Dagaa: Am fine.

ALO: Thank you.

[Laughter from colleagues including facilitator].

ALO: ‘Okay, let’s go on. ‘See’, who can tell us the meaning of ‘see’?’ Sister Dzinahor!

Learner Sister Dzinahor: ‘See’.

ALO: See, Look at something. OK, clap for her. Who can give the last one ‘sick’? What do we say is ‘sick’? Ehe ‘sick’. Fo Nesor!

Learner Fo Nesor: ‘Sickness, sickness’.

ALO: Sickness. Okay, clap for him. Any idea? ‘Sick’, any idea? ‘Sick’. Uhuhh. [ALO calls Fo Evans when he raised his hand].

Learner Fo Evans: ‘Be sick’. [Colleagues laugh because he was cautious].

ALO: Okay, thank you, it is correct. Clap for him! Any other idea? Okay, let’s go on. Hmmm. Okay, let’s see... there are some...let’s go on. Ehehh, Sister Doris!

Sister Doris: ‘Sickness’.

ALO: ‘Sickness’. It’s true, it’s true. **‘Sickness’.** Yes, thank you. Now, let’s see, now we know the meanings. There are some of these things here, cards here as we have been doing it. So, let’s see whether we can identify what is on the cards and match it against what is on the board. So we can see. Can we do it as we have been doing it? Who will start for us? Who will volunteer? Yes, when you pick the card you show it to us as you pronounce the word. [All this was said in English and learners understood. A learner goes to pick a card and pronounces the word].

Learner: ‘Quiet’, ‘Quiet’.

ALO: Okay, let’s see where we can see ‘quiet’ on the board.

[The female learner matches it against the word written on the board and pronounces it a few times].

ALO: Clap for her! Clap for her! Give the baton to her, to him, to anybody.

Learner: ‘Roof’, ‘roof’.

ALO: Somebody you know... you like very much in this class.

Learner: ‘Rat’, ‘rat’, ‘rat’, ‘rat’.

[Learners repeat after her]

ALO: Clap for Mamaa! Ahaaa!

[Learners after their turn hand over the baton].

ALO: Clap for Sister Vida! Eheeh, Sister Dzinahor.

Learner Sister Dzinahor ‘Sit’, ‘sit’.

ALO: Clap for Sister Dzinahor! Sister Doris!

Learner Sister Doris: ‘Root’, ‘root’

ALO: Clap for her! Clap for her! Eheeh! Sister Adzo!

Learner Sister Adzo: ‘Queen’. ‘Queen’. ‘Queen’.

[Learners repeat after her].

ALO: Clap for Sister Adzo! Aha! Nii Boy

Learner Nii Boy: See. See. See. See

ALO: See, see. Clap for him.

Learner Nammy: Sick, Sick

ALO: Clap for Nammy! Ahaahh!

Learner Xornam: Sick, sick

ALO: Eheeh! Clap for her!

[Whole exercise was done with much laughter].

ALO: What we have learnt last week, is there any question before we continue? We are continuing. **What we have learnt last week, is there any question before we continue? We are continuing.**

Learner: We have a queen in our midst. Colleagues laughed. [Without prompting a male learner makes a sentence with the word.]

ALO: Yes. Yes. In our midst... It’s true. Queen means?

Learner: Female chief.

ALO: So how do we identify queens? [ALO takes the opportunity to ask them about how queens dress].

Learner Baby Boy: In their attire.

ALO: How else?

Learner Sister Adzo: At gatherings, someone will address her as queen.

ALO: At gatherings. Any other idea? Okay, let’s continue to today’s lesson. We are still on consonants; we are still on consonants; page 45. Have you seen it?

Learners: Yes.

ALO: Ok, before we go on, we haven’t welcomed our guests. [Learner gives the tune]. The tune is high. Can we sing it? Okay, let’s go on.

Learners: [All learners sang welcoming song in Ewe standing, clapping and dancing].

ALO: Thank you. Okay, let’s refresh our minds so we can sing another literacy song. Any literacy song we have learnt.

Learner: (*Gives a very high tune*).

ALO: Can we sing it? [He also gives the tune]. [Adult literacy learning is good...everybody should come and join freely, you will study and learn...]. Thank You. Let's repeat it. Thank you.

Okay, let's go on. Page 45, are we all there? **Okay, let's go on. Page 45, are we all there?** Let's open our books. Let's see whether we can write what is on the board. Can we see all in our books? [Copies some words on the board]. Everybody let's watch on the board.

All Learners: Yes.

ALO: [Writes the words on the board]. Okay, the first word here. I will pronounce it so that you follow me as we do it. **I will pronounce it so that you follow me as we do it.**

ALO: Tar; Tree, Vowel; View; Vast; Wet; Wave; Wish; Tap; Tree; Tyre; Vow; View;

[ALO went over the words several times (3 times) drilling the learners on pronouncing them. Then goes over the words in no particular arrangement].

ALO: Okay, let's see. Who can say the word? [ALO points to the word on the board].

[A learner did]. Tap.

ALO: Clap for him! Who can pronounce the second one? Chairman! Clap for him! For Yikoe! What about errr, Sister Adzo! Sister Vida!

Learner Sister Vida: Vowel.

ALO: Clap for her! What about this word, Sister Doris?

Learner Sister Doris: View.

ALO: Clap for her! What about this word, Sister Adzo?

Learner Sister Adzo: Vast

ALO: Clap for Sister Adzo! OK let's see, this word. Sister Happy!

Learner Sister Happy: Wet.

ALO: Wet. Clap for her! What about this word, Sister Dzinahor?

Learner Sister Dzinahor: Wave.

ALO: Wave. Clap for her! What about this word? Ehheeh Maama!

Learner Maama: Wish.

ALO: Wish. Clap for her! Eheh. Thank you. **Let's see whether or not we can identify this word. 'Tap'. What is the meaning? What is the meaning?**

Learner Baby Boy: To touch something.

ALO: Any other idea? 'Tap'. Chairman!

Learner Chairman: Pipe, the thing that is turned. I think.

ALO: What about palm wine? 'Tap'.

Learner Baby Boy: Tapping

ALO: Drink makers too are called tappers. We call them tappers. They are tapping palm wine. Why do we call them tappers? Before the drink comes, how do we do it? [In Ewe he explains, first we said to touch something, and then we said the pipe]. It is a tap. Then now, we are talking about palm wine making]. **What does it pass through?**

Learner: Palm pipe. Ehee. **The palm, if you wake up in the morning, the drink would have drained.**

ALO: What does it pass through?

Learner Chairman: Palm pipe. It passes through the pipe.

ALO: It passes through the pipe. Do you understand? It goes through the pipe. If the drink doesn't come out through something,... It should go through something... **By all means it has to pass through a pipe before we can get palm or something to drink.**

Learner: Do they carve wood also?

ALO: Yes. Anything that something can pass through. 'Tap'. Do we understand it? That is why they call it tap. Okay, let's go on. What is this word?

Learner: Rubber tree too is tapped, isn't it? Tree is what? Or every tree.

ALO: One with a root. Correct, correct. Okay let's go on. Sister Adzo!

Learner Sister Adzo: 'Tyre'.

ALO: Clap for her!

Learner Nii Boy: The tyre of a car or a bicycle.

ALO: What is it made from?

Learner: Rubber.

ALO: Ahaaa! Clap for him! 'Tyre'. 'Tyre'. Is there something else; any other idea? Sister Dora **welcome.**

ALO: What is used to make it, 'rubber'? **Do you understand?.** OK. Let's go on. What is this word? Sister Vida!

Learner Sister Vida: 'Vow'.

ALO: 'Vow'. Can somebody help us? Fo Yikoi!

Learner Fo Yikoi: To promise.

ALO: Any other idea. Nhuhu! Sister Vida!. Sister Vida!

Learner Sister Vida: Promising. Promising and keeping it.

ALO: To vow. Do we understand? Ahaaa!. I vow. **'Vow'.** I vow not to do this. **I vow not to do this.** Keep the promise. **Will keep the vow by all means.** Any question about it? Ok, let's go on. What is this word? Chairman!

Learner Chairman: ‘View’.

ALO: Clap for Chairman. What is the meaning of ‘view’? This word?

Sister Vida: Fog.

ALO: Fog. Try again.

Learner: To see something.

Learner: The appearance of something.

ALO: Any other idea? Chairman! What is your view about this case? **What does the person want to show?**

Female Learner: Your view.

Learner Chairman: Your opinion.

ALO: Any other idea? What do you say about it? Uhuu, I am looking for something from you. I haven’t got it yet. **That should also add to it.** So, ‘views’... meanings are quite many. **So, ‘views’... meanings are quite many.** So, if somebody uses that word you should understand it. It depends on how the sentence is formed. Then you can understand it. What is this word? Maama!

Learner Maama: ‘Vast’

ALO: For Kwami, Welcome. Or should we welcome in you in grand style today too? Should...[Welcomes a late comer to the class]. Fo Kwami, welcome.

Learner: Thank You.

ALO: How are the children?

Learner: They are also fine.

ALO: Okay, let’s go on. [Tells the late comer what the class is doing]. Open at page 45. We are on page 45 in our Primer 1, page 45. [*The whole class laughs ha! ha! ha! ha!*]. **You didn’t bring your glasses.**

[The late learner said something to which the colleagues burst out in laughter again].

ALO: We add the consonants and the vowels before we can form words. That is what we are doing. So, now that you are here, you join us. We add the consonants to the vowels to make words. That’s what we are on. You are welcome! We are on vast. Vast, what is the meaning of vast. Chairman!

Learner: The place is large.

ALO: Any other idea? Nii Boy!

Learner: Something is separated.

ALO: It is left a little. Vast land [Forms a sentence in Ewe]. **A vast land.** Do we understand? Can we go on? Which word is this? Fo Kwame, you have just joined us. Uhuuh! Wet. How do we understand the word wet in our own language?

Learner Fo Kwame: The thing is cold. Something is wet.

Learner: Something that is wet.

ALO: Ehheh! ‘Wet’. Any other idea? ‘Wet’. **Something is wet.** When the thing is wet it is cold so they are all correct. ‘Wave’. What is ‘wave’? Sister Dzinahor!

Learner Sister Dzinahor: Weaving.

Chairman: Wave. To wave at somebody.

ALO: Clap for her! Chairman!

Learner Chairman: To wave at somebody. Bye bye.

ALO: Sister Dzinahor, yours is ‘weave’. [Writes it on the board]. Any other idea? ‘Wave. To say bye bye.

Learner Chairman: To pass on one line. [He said this in reference to the talking stick moving on one side].

ALO: I am looking for one idea. Chairman, do you want to come again? Any person who can help Chairman?

Learner Chairman: To shake something.

ALO: The sea’s something, how do we call it? [The Facilitator tries to give the learners tips to follow]. **The waves of the sea.** Have we seen the sea before? It rolls and throws itself. Do we understand it; ‘wave’, ‘sea waves’. It depends on how we form the sentence. Let’s go on the board to see which words are there. Which word is this? Sister Adzowa!

Learner Sister Adzowa: ‘Wish’.

ALO: ‘Wish’, ‘wish’. What is the meaning of ‘wish’? We have been saying it every day. Fo Kwami.

Fo Kwami: I wish you good luck. Ohh Should I say it in Ewe? **I wish you good luck.** [The learner formed the sentence by himself in English and colleagues laughed that he should have formed it in Ewe. So he did it in Ewe].

Class: Ha! ha! ha! ha!

ALO: Any idea about ‘wish’? Let’s explain it shortly.

Learner: I wish.

ALO: I wsh. It is left a little. [Learner has mixed the verb form with the noun].

Learner Sister Vida: ‘Wish’

ALO: Eheeh! ‘**Wish**’. Clap for Sister Vida! ‘Wish’. ‘My wish’. **My main wish.** [In trying to explain the word the ALO also expresses it in a sentence using the verb form. This might be confusing the learners].

[Gives a tune of a song-energizer in Ewe]. *Agbale sorsror*. (**Learning**) Can we sing it? One, two.

Class: *Agbale sorsror, nufiala fia nu manya enlornlor ...enya nlornlo?* (**Learning, teacher teach so that I can know how to write a, e, i, o, o, u do you know how to write**).

ALO: Ha! ha! ha! **Nii Boy, they are asking you whether you know how to write.**

Learner Nii Boy: Since I am learning, I am getting the knowledge.

Class: Ha! ha! ha!

ALO: Okay. We are on consonants. Don’t forget our topic; the consonants in the words on the board. Let’s not forget our topic. So, what are the consonants in ‘tap’?

Fo Nii Boy: ‘T’ and ‘p’.

ALO: Clap for **Brother** Nii Boy.

Learners: Clapping

ALO: OK, let’s see whether we can. ‘T’ and ‘p’ are the consonants. So, it means the ‘a’ there is what?

Learners: ‘Vowels’.

ALO: It is a vowel. **Do you understand?** Ok, let’s go on. What is the consonants in ‘tree’? Do we understand it? Sister Doris.

Learner Sister Doris: ‘T’ and ‘r’

ALO: So the rest are what?

Learners: Vowels.

ALO: Do you understand? So ‘t’ and ‘r’ are consonants when we are mentioning the word ‘what’? Which word is that?

Learners: ‘Tree’.

ALO: OK, let’s go on. What is the consonant in this word? Who can pronounce this word for me?

Learner Chairman: ‘Tyre’

ALO: Clap for Chairman. So, what are the consonants in the word ‘tyre’? Where can we get the consonants? Sister Adzo.

Learner Sister Adzo: ‘T’, ‘y’, ‘r’.

ALO: ‘Tyre’, ahaa. So, ‘t’, ‘y’ and ‘r’ are consonants when you are pronouncing the word ‘tyre’. So the ‘e’ is what?

Learners: Vowel.

ALO: So, what are the consonants in the word 'vow'? Eheh, tell us. Chairman

Learner Chairman: 'w'. [The learner was unsure and was encouraged by the facilitator to finally get it right].

ALO: Eheh, **Is it finished?** Eheh! Try.

Learner Chairman: 'V', 'w'.

ALO: Eheh clap for Chairman. 'V' and 'w' they are the vowels. Do we understand? They are the vowels. Do we understand? Sorry, they are the consonants. So, this 'vow' is different from the vowel. **Do you understand it?** This is 'vow'. [He writes the two on the board again to show the difference]. **Promise.** Ok, so we are agreed that 'v' and 'w' are the consonants when we are mentioning the word 'vow'. **Is it not so?** Ok, let's go on. Which word is this?

Learner Sister Dzinahor: 'View'.

ALO: Ok, clap for her. What is the consonant in the word 'view', 'view'? Who can help us? Sister Vida.

Learner Sister Vida: 'V' and 'w'.

ALO: **Clap for sister Vida.** So, it means what is this word?

Sister Doris: 'Vast'.

ALO: Ok, what are the consonants in 'vast'? Fo Nii Boy

Learner Nii Boy: 'V', 's' and 't'.

ALO: Clap for Fo Nii boy. 'V', 's' and 't'. Which word is this? Daa Happy!

ALO: Clap for Fo Kwame

ALO: So 'w' and 't', they are the consonants in the word.

Learner: 'Wet'

ALO: Which word is this? Sister Dzinahor!

ALO: Clap for her. What is the consonant in the word wave?

Learner: 'W' and 'v'.

ALO: 'W' and 'v'. Clap for her 'W' and 'v'. Do we all agree? Ok.

Learners: Yes.

ALO: Ok, let's go to the last one. Which word is this?

Learner: 'Wish'.

ALO: Clap for Fo Nelson. So, where do we get the consonants in the word 'wish'? Sister, wants to help us?

ALO: Thank you. Let's clap for ourselves. The clap did not come.

[Learners clapped loudly now].

ALO: Ahaa, everybody should take it. [In reference to each learner collecting the claps]

We will come to the board and identify. You will pick the card and identify it with a word on the chalk board. **Do you understand it?**... First you have to pronounce it. It can be equal or similar to any word on the chalkboard or the blackboard. So, when you pick a card, you show it to us and mention the word and then you send the **linguist** stick, talking stick to him for him or her to come and demonstrate to us. So, you come, you take... your this thing.

[Learners go one-by-one to pick, pronounce and match the words against those on the board].

[One could hear the learners give instructions to their colleagues who didn't carry out the instructions correctly in matching the word cards. This was done until all the words on the cards were matched against all those written on the board by the facilitator. This part of the facilitation and learning was done with much fun and laughter: obviously the learners and their facilitators enjoyed the activity-use of learning and teaching aids].

At the end of the exercise, the facilitator raised a song.

I will go to mass adult literacy class; the school for adult learners. That is where I will also learn well. I vow to learn every day.

ALO: OK any question, what we have learnt so far? **Is there something that somebody doesn't understand?** Any question? Any question? No question, so then let's take our exercise books and see whether we can copy these words into them.

Learner Sister Adzo: Teacher please see my book, the leaves left are not plenty again. [Learner refers to ALO as teacher].

ALO: Ok before we go on, let's see whether we can learn a song. Let's wait and learn a song. **Wait. We will learn one song, a nice song.** I will sing the song first so that we see whether we can sing.[He writes it on the board]. The title of the song is 'It's never too late to learn'. He gives the tune. Ok, do you know what we will do? Ok, let's learn the song and then we use this as your homework because it is in your exercise books, you underline the consonants. It is but because it is a song, you write it like this 'it's. [ALO writes the song on the board]. OK, let's sing. [Rather, he takes the learners through the song sentence by sentence]. What is the meaning? How do you understand it in our language? Yes, Fo Nii Boy

Learner: Learning is not late. We should start today. [He gives the correct translation in the Ewe language].

ALO: It's never too late to learn, so start today. [He demonstrates where to repeat three times and leads the learners to learn it]. I will sing it again so that you all follow me.[He sings it]. Ok, we will sing this one first.

ALO: [After leading the learners, he allowed them to sing by themselves]. Thank you. With what is on the board, let's see whether we can identify the consonants in the words. What is the consonant in this word? Sister Vida.

[ALO takes the learners through identifying the consonants in the words of the songs which they did correctly. He did this as an assessment exercise to see whether they have understood the lesson].

ALO: ‘T’ is a consonant and the rest how do we call them?

Learners: Vowels.

ALO: Thank you, you may sit down.

Fo Kwami: I am waiting for the next question. [The learner resisted sitting down in English to the laughter of all].

ALO: Aaha, thank you very much. So, let’s go on. Which word is this? Who can mention the word? Thank you. Let’s see whether we can recollect the song. Somebody to give me the tune. [They couldn’t so he did it himself.] They sang again.

ALO: Thank you. We invite our director. Give a literacy clap.

District Director: What am I doing? [waving]. When you go home, what you have learnt today, use the English words. Tomorrow, when we come there should be an improvement on what we have learnt today. So, I am waving at everyone again. So, we are going back to Bom. Next time we come, I will bring something very nice. My name is Vincent Vordzorgbe. I am with Aunty Sussy. I am the Acting Municipal Coordinator. I think this is my third time of coming to class. [He introduced another lady with us as a National Service Person]. We are grateful. **We are leaving now.**

Interviewer: Thank you very much. I have enjoyed your class and I have learnt a lot from you. I have learnt something new from you. Thank you very much.

End of Observation

APPENDIX 7: INTERVIEW TRANSCRIPT – ALO 2

International Professional Doctorate of Education
University of Sussex

Interview held on 8th April, 2015

Interview Venue: Municipal Office

Interview Period: 1 hour 15 minutes

STUDY TITLE: Facilitation of adult literacy: A case within the Ghana National Functional Literacy Programme

Interviewer: Good morning

Respondent: Good morning

Interviewer: Mr. Supervisor. How are you?

Respondent: I'm fine madam

Interviewer: As we have already informed you ahead, I'm coming to interview you on a study I am conducting. I am a student of the University of Sussex; a distant student. And as part of my study I have to undertake this study. You also know that I'm a staff of the division

Respondent: Yes, Yes.

Interviewer: So I am very much interesting in finding out the facilitation of adult literacy; how it is now. So my topic, the big topic that I am studying is Facilitation of Adult Literacy, a Case within the Ghana National Functional Literacy Programme. And my biggest question that I want to ask is: How is Adult Literacy Facilitation in English being accomplished in the Ghana National Functional Literacy Programme? Okay as I have informed you already a lot of things have changed.

Respondent: Yes

Interviewer: But we all assume that facilitation will remain the same.

Respondent: Yes

Interviewer: So I will like to ask you some questions. And please feel free to talk to me; your information is secured. But before we continue, I will like to know a little about your background. We are starting at 10:20am, and this will take about 1 hour 30 minutes, at most to 2 hours of your time.

Respondent: Okay

Interviewer: So I am grateful that you have allowed me to interview you.

Respondent: Okay

Interviewer: Alright, so I know you are male.

Respondent: Yes

Interviewer: Please what is your age?

Respondent: I am 46 years

Interviewer: What languages do you speak?

Respondent: I speak Twi.

Interviewer: Twi, Asante Twi?

Respondent: Yes. I speak Ewe, I speak English

Interviewer: What is your highest academic qualification?

Respondent: "O" Level

Interviewer: GCE?

Respondent: GCE "O" Level. I am also pursuing a course at the E.P University

Interviewer: What course?

Respondent: Credit Management and Finance.

Interviewer: Credit Management and Finance

Respondent: I'm at level 300

Interviewer: But the GCE “O” Level, you have achieved that already

Respondent: Yes

Interviewer: Okay. When were you appointed into the NFED?

Respondent: I was appointed in, 15th March, 2004.

Interviewer: What is your previous role in NFED?

Respondent: Mmm... I was the... and still the Zonal supervisor, which is now the Programme Assistant.

Interviewer: Programme Assistant. What is your role now? Your current role.

Respondent: I am still the Programme Assistant.

Interviewer: Yeah. But what do you do?

Respondent: I facilitate

Interviewer: Okay, so for this my study I am changing your name from facilitator to Adult Literacy Officer

Respondent: Okay

Interviewer: So, but you are still a facilitator

Respondent: Yes

Interviewer: Yeah, so which time were you deployed to facilitation?

Respondent: Okay, just early last year

Interviewer: Exactly?

Respondent: That was about March 2014

Interviewer: Okay

Respondent: But then at first we were asked to have a model classes, that is in the languages.

Interviewer: Okay. Local Languages?

Respondent: Local Languages. And we saw that the languages, the local languages is no more interesting, is not attracting the learners. Because they want to upgrade themselves that is why the introduction of the English programme has helped.

Interviewer: We will come to... we will come to that.

So now number of classes or cycles you have facilitated so far. Probably including the model classes, the local language and all that.

Respondent: Previously I was facilitating two, that is the local language and the English Language. But the local language has phased out. So now I am...

Interviewer: So since you came to NFED, since you came to NFED, how many classes have you facilitated?

Respondent: Okay. Previously I was just a supervisor. I supervised about 15 classes in a zone.

Interviewer: But Facilitating

Respondent: But Facilitating, I started from another district, Kadjebi district and then reposted to the Ho Municipal. So I facilitated about three classes.

Interviewer: Three classes, Okay. So are you facilitating a class now?

Respondent: Yes Madam

Interviewer: Okay ,So that is enough for the background now.

Respondent: Thank you

Interviewer: Now we come to research question. The first big question is, how is literacy Education Facilitation understood by the ALOs. And under that I would ask various questions. Do you think Literacy is essential in education?

Respondent: Yes

Interviewer: Why?

Respondent: Literacy is very essential especially in our side of this part of the world we find ourselves. Because the adult who haven't got the chance to have a formal education. They have a lot of problems. We have seen that even voting. Because people don't know how to read or write. So Ghana right now. When we are voting you see a lot of spoilt ballots.

Interviewer: Okay

Respondent: And now even the churches. Churches need adults who can read the Bible especially in the local language and then now upgrading to the English language.

Interviewer: Okay

Respondent: Because previously we have seen that Christians, as a Christian you have to know how to read the Bible, when we previously... It is only the pastor who teaches that this is... so they say pastor says because the person cannot get the chance to read the Bible himself to understand what is in the Bible. So it is very important. And the literacy also is very important to change the daily life of the learner. It changes their daily lives.

Interviewer: So what is literacy?

Respondent: Literacy is a ... In Non-Formal Education; Literacy is to educate the adult learner who hasn't got the privilege to attend formal education to at least...

Interviewer: So to you it is Education.

Respondent: Yes it is Education. To make him viable in his daily activities.

Interviewer: Do you think it is a skill or social practice or both?

Respondent: It is both

Interviewer: Both? Why do you say so?

Respondent: Literacy is... I will take it as a social practice first. Literacy in our social life helps a lot because in our daily life we have to read, we have to travel. Seeing sign posts or bill boards. We have to know what is written there. You will enter some places. Do not

urinate here. And you see somebody urinating there because he couldn't see what is on that place. So it improves our social lives.

Interviewer: Thank you. What about the skill aspect. Why do you think it is a skill also?

Respondent: I will embark on the social aspect more than the skill aspect.

Interviewer: Do you agree that having literacy should enable people to live and do their work better and contribute to the economic development?

Respondent: Yes.

Interviewer: Why

Respondent: I earlier on said, this our voting, number of spoilt ballots comes from this uneducated adults. Some people even turn the picture even downwards. So we teach all those things.

Interviewer: So you think it would contribute...

Respondent: It contributes a lot. Now we even teach learners how to go about the phone; to text message...

Interviewer: Mobile phone?

Respondent: Yes. How to text a message. After knowing how to read and write simple sentences, we teach them how to write message on the phone. How to receive messages.

Interviewer: But how does that contribute to the improvement in their life and their communities.

Respondent: It improves a lot because at times somebody will send me a message on my mobile phone. If you don't know how to read and write, it might be a secret for you. So you will send it to somebody to go and see it for you. So when you know how to read yourself it helps a lot.

Interviewer: What about your community too. If you know how to keep your secrets, how does that contribute to the community?

Respondent: It contributes to the community because it makes people very viable in the society, especially women. At times women feel very intimidated or they feel a lower side to talk in public, to bring out their views when they meet at the public. When they meet with large crowds. But adult literacy will train them for them to be very viable to express themselves in public and bring their ideas.

Interviewer: How do you understand facilitation of adult literacy learning?

Respondent: Facilitation of Adult Literacy learning differs from the formal education or the formal learning. In the adult literacy learning, we seek, because we know that the adult learner is already abreast with so many things. The Adult learner knows about everything. Is just to be trained to know how to read and write and apply those things. So that's why it differs from other level of education.

Interviewer: Do you consider facilitation as the use of tools or it is a process? Please comment. Facilitation as the use of tools or as a process.

Respondent: Okay Facilitation, I will say is a process. Facilitation is a process because you keep on training that adult learner to become viable in the society. Especially the other aspect of building their income generating activities. Which is not forth coming nowadays. So when that aspect is improved it helps our learners a lot.

Interviewer: What about the other part of it. You don't consider it as a tool?

Respondent: Facilitation is also a tool.

Interviewer: Use of tools.

Respondent: Yes, Okay ...

Interviewer: What do you think about that?

Respondent: I don't consider that. It is a process. I understand it to be more of a process.

Interviewer: Okay, do you think facilitation literacy learning should enable learners to reflect on their lives?

Respondent: Yes

Interviewer: Be critical and Act to change their lives?

Respondent: Yes

Interviewer: And why would you...?

Respondent: Facilitation to the adult learner will help improve their lives of the adult learner as I have mentioned earlier.

Interviewer: To be critical, reflect...

Respondent: As I have said to improve their lives, express their views. Whenever they meet. And then, even some of them even teaches their younger ones.

Interviewer: If they are teaching their younger ones what are they doing?

Respondent: They help them

Interviewer: They are acting?

Respondent: They are acting. Yes. Because of the adults, especially the women. As they say if you educate the woman you educate the whole family. The women start from their younger ones, especially when they know how to read this A B C D and two letter words and other things. So they feel very happy learning.

Interviewer: Okay would you consider the Facilitation job a leadership position and why? The facilitation job a leadership position and why would you say that?

Respondent: Okay, the facilitation job to me. I don't consider it to be a leadership position.

Interviewer: Why?

Respondent: Well because, they... though we are there to change the lives of the adult learner, but not to Lord over them. We mingle ourselves with them as part of them. Because the adult learner knows even more than you... It is because he cannot read and write. So if you want to prove yourself as a leader, most of them will not come. Because you have to

mingle yourself with them... you do everything with them. You even at times visit them in their houses, now their...

Interviewer: So you don't think it is a leadership position at all?

Respondent: Oh it is a leadership position in some aspect. It is a leadership position because you have to lead the learner to improve his life.

Interviewer: Okay

Respondent: So in my case I will say it is both

Interviewer: It is a leadership position but not a power-over leadership position.

Respondent: Not a power-over leadership position. Yes that is how I understand it.

Interviewer: So my next question is, are there power relation issues in an adult literacy class.

Respondent: Power relation issues?

Interviewer: Yes. Can you please tell me about them?

Respondent: Okay, eeh as I have said, the adult learner knows about everything so we mingle ourselves with them. We are just there to straighten them to be part of society.

Interviewer: By straightening them, you don't have power?

Respondent: You have power, your power is to guide the person to become useful, to do the right thing to guide the person to do the right thing to become useful to the society. But in adult facilitation especially what we have been trained that even in the class all answers are correct, but we have the best answer. So somebody... You cannot ask a question and somebody give you the wrong answer and you say that it is wrong

Interviewer: If you are doing that, what are you doing?

Respondent: The person will feel embarrassed. You are using your power the wrong way. Because the person may feel embarrassed, next time he will not come again. So any idea

that the person brings out, we hear it, so another person should give another idea. So we say this person's answer is the best.

Interviewer: I see you were doing that well yesterday.

Respondent: Yes. Because it will scare some people when you tell them that your answer is wrong. He will feel so embarrassed.

Interviewer: So do you think the learners also have some power?

Respondent: Yes. The learners have power. Because without them you can't do anything. If you go to a class and the learners are not there, there is nothing you can do. That's why we have to mingle ourselves with them, know their concern so that they also come... Though they need the education but the adult learners also need to be convinced to know why. Some people will say I am old, why should I learn again. Some will say, at my age why should I go and learn again. "Am I going to write a degree or SSCE?" But you have to convince the person that you need it in your daily life. Read the bible, read other stories at your leisure times to improve your life.

Interviewer: Okay thank you. We are continuing. You told me earlier that Facilitation of literacy learning means guiding people. Now I want to find out how do you relate that to the NFLP in English policy that you are implementing? Are you still guiding them, how do you understand it now that it is in the English language?

Respondent: Yes, we still guide them. Because day in, day out they hear people speak English, at times they may even understand but they may feel shy to ever speak. So ours is to guide them and empower them that- what you have in mind is correct so continue and practice it. So we guide them.

Interviewer: Yes you were talking that how do you relate the English Literacy Facilitation now to

Respondent: The Local one, the local Language?

Interviewer: Mmmm

Respondent: The local language, in the local language the people understand the language already so they only have to know how to read and write it. Because after reading it they understand it, but in the English language the person don't know how to read and at times, he doesn't understand it too. So you have to introduce the person or the learner to some of the words.

Interviewer: To Literacy? To English?

Respondent: Yes to English. And they understand it in the local language before they can have the scenario.

Interviewer: So do you think your understanding as you are explaining of Facilitation of English Literacy now is helping NFED achieve the policy objective?

Respondent: Yes, it is helping the NFED. It is helping the NFED because it is the aim of every government or Ghanaians at least to have some percentage of citizens, our citizens to be at least functional literates. They have to at least know how to write your name, read simple sentences.

Interviewer: But some of them know it in the Local language?

Respondent: They know it but it is different in the English Language.

Interviewer: Well, how different?

Respondent: Because you can travel to other side of the region, that place they will not speak your language. So that is the English that you can speak. When you go to Accra, If you are not lucky you will not get another person from your region so eeh conversation becomes very difficult. So the English, the introduction of the English language it helps the learner even to travel outside his country, his region.

Interviewer: Okay, in your view, what do learners want from enrolling in the English Literacy class and why?

Respondent: Learners. They want a lot of things.

Interviewer: Oh really?

Respondent: Yes learners, (1) They want to be educated, that is the literacy we are giving them and they want to be functional. And some of them they have a lot of problems like financial issues. So... and they are having other sight problems which they want us to help them at least by providing them with spectacles and other things. Some people can't even provide their own spectacles, so after knowing how to read and write, because they want to read the Bible as a practice and other things. They will tell you even they can't see well.

Interviewer: So you think they are using the Enrolment as a means of getting spectacles?

Respondent: Not the enrolment, after enrolling them. Giving them the education. For them to practice... that is where the spectacles comes in.

Interviewer: Do you think your facilitation work makes achieving that easy for them? Mention reasons why. Do you think your facilitation work makes achieving that easy for them?

Respondent: Okay. I will say Yes or No. Eeh as for the education, as for the education it makes it very easy for them to understand and practice. And the other aspect that makes it not to be so easy

Interviewer: Is what?

Respondent: That is the functional aspect of it. Functionable aspect of it. Because they expect their lives to be improved after being educated. Something like having some small trade or earning other things. Because as for them, the education alone will help them but they want to improve on other aspect of their lives.

Interviewer: Now please tell me about how you go about facilitation of English Literacy learning in your class? In your class, how do you go about it? Your facilitation.

Respondent: Okay. The facilitator in English class in the Non-Formal or outside the... First we introduce them to the English Alphabets. First we follow the primer. They have structured a primer for us which we follow strictly and we add other things later. The Primer

spells out how to go about it by introducing them to the alphabets. But we don't teach the A, B, C, D and other things because it is assumed that some of them, most of them know A, B, C, D it is not the first time. So we introduce them to the Vowels, Consonants and how to marry them to make meaningful word. So after that we teach them how to use these words to construct a sentence and then how to understand some key words. So that is how we... and then we introduce them to numeracy, arithmetic. That is to help them in their daily activities, especially women who are having some petty trading, so we introduce them how to calculate, how to so and so on.

Interviewer: What is the medium of communication between you and your learners during class? Why do you use that medium?

Respondent: Okay. During classes we use the local language and the English language because they are new learners. They understand their language better so every word that you introduce, they cannot express themselves, their understanding in the English language.

Interviewer: So you ask them how they understand it, that particular word even in their own language before they can use it to construct a sentence.

Respondent: So we marry both languages to make them understand, to make them understand more effectively.

Interviewer: Do you think your understanding of Literacy and its facilitation we discussed earlier hold true in the English Literacy class you lead and why. Like all the things that you are saying, is it coming into reality in your class. Literacy is education, it is this, it is that.

Respondent: Oh Yes! It is coming into reality. Because it shows in their daily lives. You may meet a learner maybe in his or her house and you will speak English to her and you see her responding. Some simple... how are you, I am fine. What are you doing, "I am cooking or I am doing..." So they can express themselves in such things.

Interviewer: Okay, let's continue. Who are your Learners?

Respondent: My Learners are people who have agreed to receive adult education, to enroll in adult education in the Non-Formal Education. And then to make their life very viable.

Interviewer: Who are they? Apart from people who have agreed. You mentioned adults, what kind of people are they?

Respondent: Okay, they are adult learners who are.... they are old.

Interviewer: How old?

Respondent: In my class, the least, I will say is 30 years. The least age is 30 years.

Interviewer: What work do they do?

Respondent: Farming. And some of the ladies, one or two are in petty trading. Selling food stuffs and other things.

Interviewer: What do you think influences how your learners learn, and why would you think that?

Respondent: My methodology, I think the method I use in facilitating influences them a lot. Because it is all inclusive.

Interviewer: it is all inclusive. What do you mean by that?

Respondent: After introducing them to the topic, I don't want to use my own method or idea of teaching them. I ask their views. So everybody will talk. Everybody will express his idea about what we are doing. And then come to the final answer. So all of them will understand. As I have earlier on stated that all answers are correct but we have the best answer so everybody can bring his ideas then we say, no this is the correct answer. So it sticks to their mind.

Interviewer: What also influences them, any other thing?

Respondent: Okay, the others... we have illiteracy songs and other things that we sing. That even influences them because it releases a lot of problems. Anytime you come there,

even if you are having some problem in the house or anything that you have been thinking of so much, at least that two hours that you come and stay there, it will release you a little.

Interviewer: That's interesting. What do you think has been the most important influence on how you facilitate your sessions? The most important influence on how you facilitate your lessons.

Respondent: The most important influence I will say is to allow the learner to bring her own view of understanding for you to help the person or you guide the learner to a sentence. When the... for example when you are to construct a sentence with a word like "come". So you can even say, a particular sentence in their language and ask them how do you say it in English? Then the person will come out with the word... to understand. When you express, you ask so how do you say, say "come and eat Fufu" or "come and eat Akple", the person at times she feels, I don't know, she may be feeling reluctant to come out with... So you say "how do you say Vah me du Akple" in English. So you see the person say "come and eat Akple". The person will come out.

Interviewer: So the influence if you want to sum it up for me, what is the influence.

Respondent: The influence in the facilitating is just to guide the adult learner to bring the potentials in him or her. Eeeheh. Because everybody has got a potential but it is hiding. So the influence is to help him bring the potentials in him.

Interviewer: Okay. Do you See facilitation as a collaboration for transformation and action.

Respondent: Yes. Yes, facilitation is a collaboration for transformation and action because an adult learner as I have stated earlier after going through our lessons at least he or she would know how to read, even the Bible. That changes the person a lot. The Bible helps them. Nowadays we even do most of our classes in the churches. Because we consider them to be more committed, they are more committed, they are eager to read their Bible and some other daily religious things that helps them spiritually to understand the Bible.

Interviewer: What about the collaboration part? I didn't get that well.

Respondent: Yes. Eeeh in the collaboration aspect...

Interviewer: The facilitation as collaboration, do you see it that way at all between you and your learners?

Respondent: Yes. It is a collaboration because the adult learner knows everything. There are some things he will know you may not even know it, so we collaborate. At times the person will come out with something and you also learn from the person. Because adult learners are already learned, it's only that you are transforming the person to become literally viable. So they may come out with something even you may not even know. And they may even ask you some question that will even make you to go and make another research. Some of them are very intelligent. They will ask some question and which will make you to go and make research, and it helps a lot.

Interviewer: So do you see your job as creating the necessary climate, space and freedom for you and your learners learning?

Respondent: Oh yes, yes. Adult education, In Adult education we train our learners, we have this personal relation, personal relation, very personal relation. So anywhere you go and you meet your adult learner there is that kind of cordiality. So even if you need a help or anybody need a help, when you meet at any place he becomes part of your family. So it is very interesting.

Interviewer: So you see your job as creating that space for cordiality.

Respondent: Yes

Interviewer: Please tell me about the guidelines on facilitation of adult learning that you practice in your work and why? The guidelines that you practice.

Respondent: Okay. As I have said earlier on, we introduce them to the alphabets and other things and we guide them to come out with their potentials by using word card or even the talking stick because some people may be there, even they may be feeling shy to come out. So by introducing the Talking Stick, it will allow the person to bring out what he has got within him, to bring his ideas. Because you cannot be... personally if you want to appoint

somebody, the person may feel embarrassed to come out, but using the talking stick to their own colleagues. That okay, I have come you only need the first person to come and do the first step for you. Then you teach the person to give it to anybody you feel you like most. And you see the person giving it to them. And another person will give it to another person.

Interviewer: And they couldn't refuse?

Respondent: No they will not refuse

Interviewer: Mmmm

Respondent: They feel very happy. Even if the person cannot pronounce it. Over there you will help him. You'll see his/her own colleagues move..... you encourage them then you see the person coming out with what you want the person to read.

Interviewer: So that's the guidelines

Respondent: Yes .Using the talking stick

Interviewer: What other guidelines on Facilitation of Adult learning.

Respondent: Okay we use... we use the letter cards to include them too. We use the letter cards.

Interviewer: So the issue is inclusion

Respondent: Inclusion

Interviewer: That's the guidelines. Okay. Not the letter cards?

Respondent: No No No. That will include them

Interviewer: Okay. So the issue is inclusion

Respondent: Inclusion, Yes.

Interviewer: Okay

Respondent: Include everybody to participate. That's one of the guidelines we used.

Interviewer: Is there another guideline that you use?

Respondent: Okay. We use first the introduction; you have to teach them first before they can participate. Eeeh, you can't just go and say okay take the talking stick and You have to introduce them and drill it with them. You drill it with them.

Interviewer: With the subject you are teaching?

Respondent: The subject you are teaching, you drill it with them.

Interviewer: In all we are dealing with English Literacy

Respondent: Yes

Interviewer: You drill it with them

Interviewer: Okay

Respondent: For them to understand. After which you allow them to participate. To participate and see how you can see what you have taught. If they have actually understood what you have facilitated. What you are trying to arrive at.

Interviewer: So please tell me about something unique that you have introduced into your facilitation and why did you bring that unique thing?

Respondent: Eeeh, What I will say is unique thing that I have introduced to my class is using of the telephone.

Interviewer: Telephone

Respondent: The phone, yes, the mobile phone

Interviewer: Okay.

Respondent: Eeeh it has become....

Interviewer: It's not in the curriculum?

Respondent: It is not in the curriculum we use. I have seen that it has become fashion. And everybody feels limited or demoralized if he cannot use the mobile phone. So I took my

time to introduce. You draw the mobile phone on the board and introduce them. I will ask them.... Some of them have got the mobile phone; but they are only able to receive. So I guided them how to receive, how to dial a number, how to write your name or text –go to the message column. Go to the inbox column. Yes that is what I guided them.

Interviewer: When exactly did you do that? At the beginning of your class? Like when you started meeting?

Respondent: No. After introducing them to the sentences. After they know how to write simple sentences.

Interviewer: Mmmm

Respondent: Eeh, they have to understand....

Interviewer: Yesterday I realized you were treating consonants

Respondent: Yes

Interviewer: Did you go to that to show me or that is where you are?

Respondent: No that is....

Interviewer: You are saying that you.... After treating sentences.

Respondent: Ooh we treated sentences before then

Interviewer: Ooh so you went back to consonants to show me.

Respondent: Yes, Yes. No. We are on consonants

Interviewer: Okay

Respondent: When we were treating vowels. Vowels come with sentences

Interviewer: Okay.

Respondent: After introducing them. Identifying the vowels, we continue to form sentences with some words given in the Primer.

Interviewer: Okay. So after that then you are now back to consonants

Respondent: Yes. We are now back to consonants. So after knowing how to write such things – their names, other people’s names and other things, so you introduce them to the mobile phone. Because I have seen that it is becoming a problem to some of them, many of them. And they were very happy. They embraced it a lot.

Interviewer: So are they able to do that?

Respondent: Oh Yes, they are, they are. Most of them.

Interviewer: Mmmm

Respondent: Yes, most of them, they call, they receive, they store a number. Where they can write the number The name now... each you see them writing the name.

Interviewer: I wish, after our session I could try that with one of them.

Respondent: Aaah, Next time you come you will see it. So that is something I say I will think it is very unique.

Interviewer: In what way if any, are your learners involved in deciding what you work on during facilitation sessions?

Respondent: What I will work on during facilitation sessions?

Interviewer: How are they involved in deciding what you will learn next time?

Respondent: Okay, as I have stated earlier, we follow the Primer given us strictly unless otherwise that I have seen that there is another important issue or pressing issue that they have to.

Interviewer: Okay, so you decide it.

Respondent: I decide it.

Interviewer: They don’t contribute?

Respondent: No, they know that from this lesson we are going here. So everybody knows about it. So I decide you know we are here so next time we meet we are going to this place. So if you can go through. At times to I give them some homework and assignment to do.

Interviewer: And what do you find from that assignment, does that also help you decide what to do again, what to stress on.

Respondent: Yes. Yes, the assignment helps me a lot because we have a checklist which we will be assessing.

Interviewer: The English? Do you have a checklist?

Respondent: Yes. We use the same checklist.

Interviewer: Ooh, the local Languages?

Respondent: The local languages. Because it is the same thing.

Interviewer: Is it suitable?

Respondent: It is the same thing

Interviewer: Hmmm. I have never thought of it that way. Because in the local we are teaching syllables but here we are not teaching syllables.

Respondent: Eeh we don't teach syllables but the alphabet column and everything they are doing; forming sentences, two letter words and all... they are all in the English Primers.

Interviewer: Okay

Respondent: So we use it to assess them. They are all in the English Primer. Eeeh so we use to assess them.

Interviewer: And it helps you to assess your learners and know where there is a problem?

Respondent: Okay

Interviewer: What stands out as some of the most important ideas introduced to you during training and what you thought about them? Before you started facilitation, you were trained, what stood out for you then? Since you have done it.

Respondent: During our training we were trained to be supervisors over other facilitators. But we were also taught how to facilitate because if you don't know how to facilitate you can't supervise effectively. So what influenced us is that they trained us to become facilitators and supervisors so we are even a little bit... we are even above those facilitators being trained.

Interviewer: You mean the Volunteers.

Respondent: The Volunteers

Interviewer: Okay

Respondent: We were trained at first to supervise them and we were also trained how to facilitate so that when they are going wrong you can correct them.

Interviewer: So what did you think about the training content then and what you have done so far now?

Respondent: Okay during the training session a lot of things have been taught so that when we go out we can implement it. Something like report writing and all other things

Interviewer: So are they helping you - what you were trained on?

Respondent: It helps

Interviewer: Now that you are in the job, is it relevant?

Respondent: Yes it helps a lot because any... you see as a facilitator or supervisor.

Interviewer: Now you are a facilitator so let's talk about facilitation.

Respondent: As a facilitator, facilitation differs from normal teaching. So if you are teaching...

Interviewer: What is different?

Respondent: Facilitation is different from the normal teaching like the formal teaching.

Interviewer: What is the difference?

Respondent: The difference is that in facilitation you don't control. In facilitation you don't give orders. But you try to bring the person to your understanding. In normal teaching you just control, you introduce the thing the child has to follow. At times whether the child understood what you are teaching or not you see the teacher continuing because he thought that the majority has understood what he has taught so he will continue. But in facilitation, you give individual attentions to our learners so after knowing how to facilitate and teaching so if you are teaching a child you have more time with him than what you do in the formal teaching. So you see that when you facilitated before you have more time you draw more attention to the child.

Interviewer: What are the difficulties you face in your facilitation work? Let's discuss them one by one. Or you don't have any?

Respondent: We have difficulties, we have difficulties, plenty difficulties. First mobility becomes a problem. Mobility is a problem because you may not be facilitating at where you are residing or you may have other classes many classes under you.

Interviewer: You how many classes do you have?

Respondent: I was having three but now the languages are phased off so the English have become... I've got only one English class. I've recruited another class but I'm having a... The problem I'm facing is timing, because it is the learner who will give you the time. You don't dictate the time, you your convenient time to them. For example as we met yesterday, Yesterday was Wednesday; you may go to another class because the whole area they have taboo days and other places that they don't go to farm. And every class or every learner will like to put his...

Interviewer: To meet

Respondent: To put our learning days at a particular time that will crash so you may not visit or have the time to visit or facilitate two classes at a time. You may not visit or have the time to facilitate two classes at a time, so it is a very great challenge to us. And secondly, learners, some learners face visual difficulties. They face visual difficulties. They face visual difficulties. At times the person can see on the board but even his own book you will see him writing but you cannot see what he is writing... crossing the thing

Interviewer: So some of them are short sighted some are far sighted

Respondent: Yes, so you see that even when they write in their exercise books you see that they cannot pay attention to write it in their lines because he is not concentrating on the.. Because on the blackboard or chalk board it is bold he can see but on the exercise book he cannot see very well. So that is a great problem, when you see that...

Interviewer: Sight is a problem

Respondent: Sight is a problem. It is a great problem. They complain of reading glasses, but nowadays they complain a lot about reading glasses because... Some people don't even come because of their sight problems.

Interviewer: So helpless

Respondent: Eeeh, Some people don't even come because they say I cannot see again oo so I cannot come. Eeeheeh "I cannot see anything so I cannot come because I think I am disturbing you". Because she may be needing a lot of attention.

Interviewer: Seeing from your class I don't think that they are very old. You say the least is thirty. What will be the highest?

Respondent: Oooh, we have sixty or sixty-five.

Interviewer: So between that age they really need eye sight assistance?

Respondent: Yes. They have a problem. Some people even don't come because they person will say, "Teacher I cannot come again". So there is nothing you can do. You feel like helping the person but there is nothing you can do. That is some of the problem.

Interviewer: Any other difficulty?

Respondent: Okay. Apart from the mobility and the sight problem, at time we have support materials.

Interviewer: Support materials

Respondent: Support materials. Like the rain coat. This raining season that we have. I remember the last time when I was going, I reached the middle of the road and I saw that the rain was coming from the other end so I have to be beaten by the rain and so on, so it is another problem. And secondly our primers are no more abundant, the Primer 1... We are even supposed to open other classes but there are no primers for learners so there is nothing you could do. Some people may call you... even come that they want a class and you tell them okay I may not come to be visiting you always so if you can get somebody for me to train so that he will be helping you so that I will also be coming to assist the person.

Interviewer: Okay. They are asking you to do the organiser job again.

Respondent: Yes. Yes we do it. So at times when you come to the office and there are no primers especially these English primers. We are short of this English primer. Very soon we will even complete the Primer one but the probability that they will even get the primer two is a problem.

Interviewer: Okay. What were you doing in the NLFP before your new role as facilitator of English Literacy and how did you find the change?

Respondent: Okay. Eeeh I was a supervisor. Zonal Supervisor.

Interviewer: By that you mean you are an organizer of literacy classes.

Respondent: Yes. I organize classes and I supervise volunteers. At least about fifteen to twenty classes a month. We do that to help the facilitators, when they are going wrong we correct them. But recently as a facilitator when you are facilitating in your zone you cannot facilitate more than two or three classes so people don't see what you are doing because previously we have about twenty classes in the zone so they will see you going to each class

at least every day or every other day but right now one or two classes because time table crash so you can't even facilitate two or three classes.

Interviewer: So you feel people feel your role has diminished.

Respondent: Yes. Somebody will even say "We don't even hear of them again". Because they don't know it doesn't come from you because that is the only thing you could do. You see adult learners may think that the moment you begin to absent yourself they will be feeling you are not serious, they may be also absenting themselves, but when they see that you are always present then you'll see them showing interest. So that is a problem. It is disturbing this thing a lot because one facilitator facilitating three classes and other things is not enough like my area I've got about 21 communities under me. And 21 communities it is only one or two classes that I can and even you will have to find the classes at a time. You'll have to find the communities nearer to your destination or nearer to where you reside so that you can be visiting them regularly. So those outside they stand disadvantaged and even people don't see what you are doing.

Interviewer: I see

Respondent: Because they talk a lot that "we don't see them".

Interviewer: How did you know about your new role and how did you feel about it? Has that feeling changed?

Respondent: Okay, our role is to help our adult learners.

Interviewer: Your new role.

Respondent: Helping adult learners to learn English and to become viable to the society.

Interviewer: So how do you see the new role?

Respondent: Oh it's helping, and I see it as a facilitator or supervisor to help people improve their lives. It is very interesting.

Interviewer: So how did you know about your new role? How did you get to know about it?

Respondent: We were informed that now... You see our programme has been assisted by the World Bank previously and you've seen that the phase has elapsed so the World Bank is no more coming or has withdrawn its services from the system so now it's the government of Ghana that is spearheading everything. So now there are now, there are no much funds for us to recruit more classes. So we should as a facilitator and supervisor we have been trained how to facilitate so we have to recruit learners and then train them as role models, so that when the World Bank, anytime they come then we continue our old role. So that the classes may spread all over again. Yes.

Interviewer: So how did you feel about the change, from organizer to facilitator?

Respondent: First, at first it wasn't so easy. It wasn't easy.

Interviewer: When you received the news?

Respondent: Yes. It wasn't easy when we received the news, because from organizer or supervisor to facilitator, it limits you to a particular area. It doesn't make you to expand. It only limits you to a particular area that you can facilitate. Unlike previously you have a wider range of population. You can visit other places because during your visitation you can learn a lot.

Interviewer: Go on.

Respondent: You learn a lot, so limiting you alone is a problem. So from supervision to facilitation it is a great change.

Interviewer: A great change? So how do you find it now?

Respondent: Though it is interesting it doesn't fulfill our job as what we have been doing.

Interviewer: What you have been employed for.

Respondent: It doesn't fulfil our job as what we've been employed for. Because we've been employed to supervise a large number of people. And now they have limited you to one or two classes and people don't even see what you are doing. Because you may not be having classes all over the area or the zone. Because you may be feeling even downhearted. Because at times, people don't see what you are doing though it is not your fault.

Interviewer: Have you had any training for the job?

Respondent: Oh Yes.

Interviewer: What did it cover and how did you find it?

Respondent: Okay we had... Okay as I've stated, during our initial training we were taught how to facilitate and how to supervise.

Interviewer: That was before... before the introduction of this new English policy.

Respondent: Yes. So...

Interviewer: You are an old staff.

Respondent: Yes I am an Old staff. So by the introduction of the English batch four classes we have been trained in how to introduce these Alphabets, these Consonants and other things which were not in the local languages though we mention it they don't write it. But this when you write the Consonants you let them know that this is a Consonant. And a Vowel for them to know that these are vowels and this is how we do it. So we've been trained and then how to write report about classes. You see previously we write report covering the whole area or the whole zone. Now you are to write report covering the class which you are facilitating; how the class is improving or any problem...challenges that you are facing in the class.

Interviewer: I see. So I asked what the training covered and how you found it.

Respondent: The training covered facilitation, the training covered how learners behave, the way they have to sit in the class, report writing as I have stated; from the zonal report writing to limiting you to

Interviewer: The classes

Respondent: The classes. The classes which you are facilitating. So we were taken through those things.

Interviewer: How did you find the training?

Respondent: Oh it was very lovely; it was very lovely because for you to learn new things in addition to what you already know, so it was very interesting. Yes.

Interviewer: So are you happy about being an English facilitator and why?

Respondent: Yes. I mean I am happy of being English Facilitator because English has become a second language for Ghanaians so helping somebody to know or how to read and write in English to improve his life is a great success or achievement so I am happy when I am facilitating in English because in the local languages something like introduction of this mobile phone you cannot use the local languages alone.

Interviewer: To do it.

Respondent: To do it.

Interviewer: Why?

Respondent: Yes. No eeh, because most of the alphabets are not on the phone. Something like when you want to dial something

Interviewer: Is in English

Respondent: Is in English, so helping them going through such things, it makes you to be very happy.

Interviewer: Fulfilled

Respondent: Yes

Interviewer: I see

Respondent: That you are fulfilling your... what you want to impact into them.

Interviewer: How would you describe your first day in the English literacy class as a facilitator?

Respondent: Okay, my first day of... personally

Interviewer: In the English Literacy Class

Respondent: Personally, I started this English literacy class as a model class, when I was in the other district. That was my... I took it as a model class.

Interviewer: So describe it for me.

Respondent: Oh it was very interesting, that class was a Zongo class; a Muslim community class. And they were very many.

Interviewer: Hmmm. How many?

Respondent: Oh about 35 at that time. Because these Muslims most of them after their "Makarata" most of them don't have the opportunity to attend formal education. So especially this their women and some other boys who are drivers and other things. They want to learn because they felt they have lost something because they felt they are blind, because they cannot see somethings, so how you see them in their numbers makes you very happy. It makes you very very happy.

Interviewer: So you were happy as a facilitator for a group of many?

Respondent: Yes, a group of many. When I was at...When I was... By that time I supervised at the same time facilitate as a model class because they were just behind me when I was... so we had our classes in the evenings. These Muslims after their prayer then you go and do some one and half or two hours then they they feel very happy and I feel very happy to be part of them at that time. Even up till now they've even been demanding me that I come back but I told them that I cannot come back.

Interviewer: So that first day what else did you feel as a facilitator?

Respondent: Oh, that first day I felt very happy. That was when we introduce ourselves to each other. Then somebody can be coming out, introducing himself what he is doing, the work, his age or her age and other things, so I feel very important.

Interviewer: You, you. We are talking about your feeling on that first day. How did you feel being the facilitator standing there, now people are waiting for you? How did you feel?

Respondent: Oh I felt very happy.

Interviewer: You felt very happy?

Respondent: I felt very happy because our work is to change the society.

Interviewer: About the job?

Respondent: Yes

Interviewer: You were not intimidated?

Respondent: Oh no, no, they were willing to have English, by then... this English classes has being a model classes. I have just one or two model classes. So I took it upon myself to help them because I see that they need it. Because they were no more responding to the local language and much... they don't have much interest. When you visit a class, they will tell you "Master now we want English oo. Now we know how to read the Local dialect, so now we want English" so I decided, I took it upon myself to introduce the English language.

Interviewer: So the only feeling you had then was being happy?

Respondent: Yes

Interviewer: Okay. Has your perception of facilitation changed on engagement in it?

Respondent: No

Interviewer: It hasn't changed

Respondent: No

Interviewer: Okay. Is there any specific thing or things about facilitation that you like or dislike and why?

Respondent: Okay. There are so many things I like about facilitation.

Interviewer: Mmmm such as

Respondent: Such as seeing the adult learner reading, expressing himself or herself, such bringing his view about an issue or a topic being discussed. I like I like things very well and I also like being part of them, as my mothers or elder brothers. Yes I enjoy it a lot.

Interviewer: Those are the things you like, what about the dislike?

Respondent: What I dislike is absenteeism.

Interviewer: Why?

Respondent: Because you don't feel happy when learners are so few.

Interviewer: When they are few.

Respondent: When they are few. And this adult learners because of their commitment you cannot force them or use any force on them rather than talking to them explaining it to them. Though they need it but the person has got problems. So I don't enjoy learners absenting themselves because of some problems they face.

Interviewer: How do you find the attendance and cooperation of your learners?

Respondent: Oh they are very excellent. At times we have problems of attendance. At times because these learners, some of them are petty traders, some of them are farmers. Especially during the farming season, some of them will even go to the farm before coming to classes. And this... you know this... some... this rainy season, even rain may even stop the person from coming to the classes. So those are some of the difficulties.

Interviewer: In your opinion are you meeting your learner's needs and are they practicing this?

Respondent: Oh yes, I think I am meeting their needs because when we meet in town or anywhere, I try to speak English to them because we have... I have introduced them to how to introduce somebody, greetings, we did it as a demonstration, we've been practicing it, how to introduce your friend or your family member. You to introduce yourself, "I am as so and so, this is my sister he is so and so" or other times you may even meet and you don't know each other. So you "Oh I am so and so" and you also say "I am also so and so, how are you". So we introduce them to such things and I feel it is helping them a lot. Eeh So some of them practice it.

Interviewer: What motivates you in your Job as a facilitator?

Respondent: Okay what motivates me in my job as a facilitator is when there are incentives or when there are learning materials. Yes, when they are in abundance, it motivates me a lot because exercise books and other things that will help the learner to improve is or her life.

Interviewer: So what do you think should be done to sustain your motivation?

Respondent: Okay since these things come from above. I always ask our logistics officer to make them available when the need arises. For the other day I was complaining to him that the exercise books my learners uses, some of them have exhausted their exercise books especially those who are always punctual, their exercise books... they have exhausted it so they need another one which may not be part of the practice of the program. But he agreed to provide me some.

Interviewer: To provide. What is the practice of the program?

Respondent: Okay during the previous languages after completing the this thing, the first free copy the learner has to... they don't supply again. Because it is assumed that everything has been calculated.

Interviewer: So what were they to do?

Respondent: Eeeh by then, when you exhaust your exercise book then it means that is all.

Interviewer: What was the policy?

Respondent: The policy is...

Interviewer: That they should buy

Respondent: The policy is that they should buy, that they should buy and that is disturbing.

Interviewer: So now the logistics officer has agreed to give you some additional copies. Why do you think he is deciding to break the policy?

Respondent: No. Not that he is breaking the policy, it is because those logistics are not sufficient; so now he has got in stock. So far as they haven't misplaced it and they have exhausted it, it means they are serious so just to encourage them they will supply some.

Interviewer: So the question that I asked is what do you think should be done to sustain your motivation?

Respondent: What I am saying is that since Non Formal everything come from above so we ask our management to help us to achieve such things.

Interviewer: So again I will ask, is there anything that demotivates you in your new task and do you feel like quitting?

Respondent: Okay. There is nothing that demotivates me about my new task as a facilitator because our job is to help people. And if the lot of people that you want to help you don't have the chance and you can only have a little chance to help some few people, though it's not the best about the programme but we take it as the system in which we find ourselves.

Interviewer: Are there any benefits at all in our Job?

Respondent: Outside or internal?

Interviewer: In your job as your job as a facilitator in NLFP, are there any benefits at all?

Respondent: Okay. There are a lot of benefits.

Interviewer: Really?

Respondent: Socially you have a lot of benefits.

Interviewer: Such as?

Respondent: Such as socially you have a lot of benefits such as personal contacts. We meet a lot of people, we meet a lot of elders. So you share Ideas. Some may take you as their son. So though you are teaching them or facilitating directly, as an adult learner they have experience. So I enjoy that a lot.

Interviewer: Is there something else, another benefit?

Respondent: Okay, eeh let me say... I think that is all.

Interviewer: Okay because earlier on you said there are a lot of benefits.

Respondent: Yes. Yes for the meantime let me say that is all.

Interviewer: Do you find this engagement in facilitating English an opportunity for your own learning?

Respondent: Oh yes, yes, as I have stated that our learners are very matured it is only that they cannot read or write that doesn't mean they don't know anything. I even stated that they may even as a question that may enable you to make some research about some things, some questions they may ask.

Interviewer: So you are learning.

Respondent: Yes I learn a lot from them. I learn a lot from them.

Interviewer: In what ways has your facilitation work contributed to your general circumstance of life?

Respondent: Okay as a facilitator you have to lead an exemplary life. It makes you to discipline yourself so that when... because the adult learner sees you as a role model. So you also have to discipline yourself in your daily activities starting at your speech, your actions and other things that you do. Yes.

Interviewer: So please mention some of the new things you have learnt from facilitating.

Respondent: Okay the new things I have learnt from facilitation is... as I have already stated, is introducing the talking stick to include all learners and that has been taught during our workshop; initial workshop at the batch four classes. Previously we don't know much about it. But that has been emphasized which has been helping a lot.

Interviewer: Any other?

Respondent: Hmmm. I think that is all.

Interviewer: Please give me the greatest reason for remaining at post.

Respondent: The greatest reason for remaining at post as a facilitator? Okay I will say that my job is not to facilitate, in fact it's now to facilitate. The reason for this is to help people and I enjoy helping people to come out of some situations which they find themselves. There are certain social activities or social lives that the adult learner must be guarded against or to help him or her in his daily activities. Yes.

Interviewer: Finally, do you have any advice to Management about how to organise the English Literacy Programme?

Respondent: Yes. My advice is that the English literacy programme as we are facilitating has covered only some small portion. Many people need it but we don't have the means to do it as previously we have been using the volunteers and we have been supervising them. We broaden the whole issue... but right now a facilitator who was a supervisor or programme assistant who is facilitating cannot do a lot. You can only do a few because of schedule... our adult learners' schedule. You cannot go to a class and say okay I have a class from 3-5pm so from 6-7pm I want to meet you. They will not come because that is not their convenience time. Yes so it is bringing a lot of problems in the system right now. So I will advise or suggest. This is a suggestion. That if it can be possible we should broaden it to include more volunteers and train them so that...

Interviewer: We left the volunteers... since you are an old staff, for certain reasons. Do you think we should go back and use those same people? Wouldn't we be not listening to the reports you gave us about the problems with the volunteers?

Respondent: Yes leaving the volunteers does not mean that they were not performing. All is due to incentives. Because the programme could not offer the incentives promised them. That has brought about the whole issue because previously after a twenty-one month cycle or a let's say two years the volunteer has to be given something as a motivation or an incentive.

Interviewer: My problem is that the problem is still there.

Respondent: Eeeh that problem is still there. So I am suggesting that that problem could be solved so that we broaden it.

Interviewer: Because we couldn't solve it and that is why we are here and nothing has changed about that.

Respondent: So that is our biggest problem because we cannot do it alone. Because for me alone about twenty-one communities under me. I cannot do it alone. And we need mobility too. Our motorbikes have become old. We are spending, some of us we have been able to maintain it. We are facing a lot of challenges. We spend a lot on the motorbike. Not even fueling, other parts and the parts are very costly. So it's a great problem so they should find some solution to help our mobility. That's to...at least so that we extend our classes to other this thing... to their time. Because with motorbike we can... that's the suggestion I will like to make. And for the past ... there has been no promotion. I... we can't continue doing the same work at the same place at the same time it is a little bit discouraging. I will even say there even some people who have even been appointed some few years ago they've given them even programme officers and you have been here ten years and you are still behind the person. Though you may be having the same qualification but the person will be a little bit ahead of you but it is a little bit disturbing so they should ... at least have a little... at least we are all civil servants so they should try to put things in place. At least have some... to motivate workers to work hard.

Interviewer: Alright we have come to the end of the session.

Respondent: Thank you

Interviewer: I really want to express my appreciation to you for allowing me your time. You had the patience to take me through; sharing all this information with me. Thank you very much.

Respondent: Thank you, you are welcome. I'm happy to meet you.

Interviewer: End of interview.