

**ADULT EDUCATION ACTIVITIES OF COMMUNITY-BASED ORGANIZATIONS IN  
THE AKUAPEM NORTH DISTRICT OF THE EASTERN REGION OF GHANA**

**BY**

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**THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN  
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## DECLARATION

I hereby declare that, except for references to other people's work which have duly been acknowledged, this study submitted to the Graduate School of the University of Ghana was solely carried out by me and contains no material previously published by another person or material which has been accepted for the award of any degree by the university.

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## **DEDICATION**

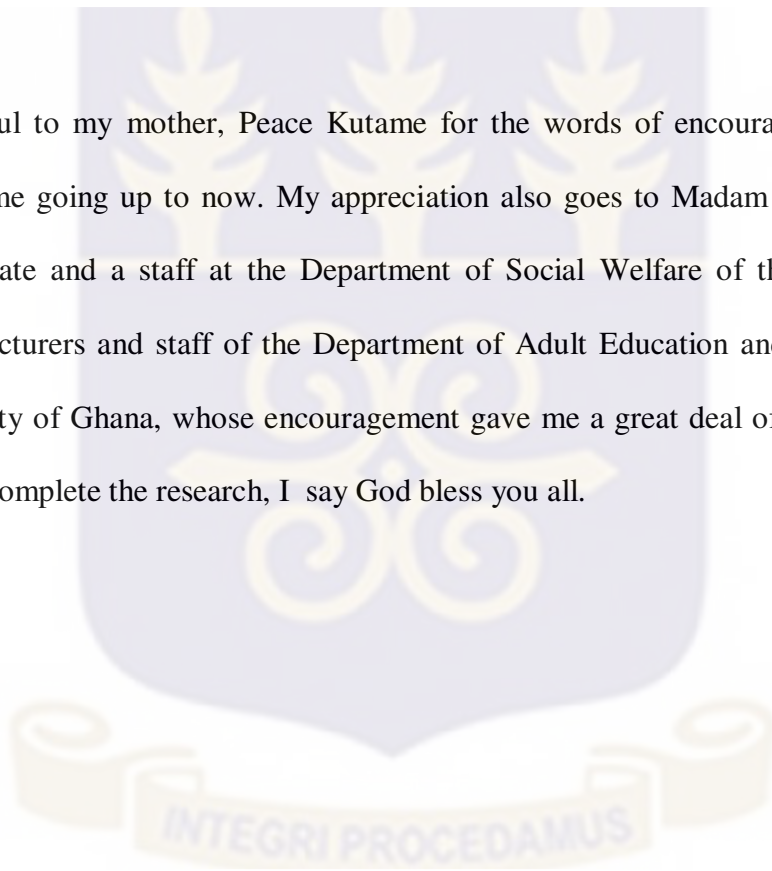
This report is dedicated to the Almighty God for giving me strength, guidance and wisdom and bringing me this far. It is also dedicated to my parents and my entire family for their support and contributions.



## ACKNOWLEDGEMENT

I express my heartfelt gratitude to the Almighty God for His support, guidance and protection throughout my work. I am also very thankful and appreciative to my supervisors, Dr. Daniel Oduro-Mensah and Dr (Mrs.) Abigail Aryeh Adjei for their undivided attention, encouragement, guidance and support from the initial to the final stages. May the good Lord replenish their selfless effort.

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## ABSTRACT

While Community-Based Organizations (CBOs) are quite small and less structured and organized, indications are that they offer various services towards the development of the various communities they are located in and can also serve as a channel to overall national development. Prime among these services are the provision of Adult Education (AE) activities that are meant to empower community members to take control of their own development. These activities increases the knowledge base of participants, gives or improves on their skills and brings about a positive attitudinal change towards growth. Despite these several roles CBOs play in community development and education, they are almost unknown and their roles in development overlooked or understated. This study therefore sought to identify the AE activities of CBOs to find out the part they play in helping in the developmental processes of the people in the community.

The study was a survey research using a sample of fifty seven (57) CBO heads selected purposively because their organization offered AE activities and twenty (20) heads of beneficiaries groups of the various AE activities offered by the CBOs who were conveniently selected because of the lack of sampling frame. Geographically, the study focused on the Akuapem North district of the Eastern region of Ghana. Descriptive research design was used for the study. Data, thus, was collected by using a semi structured questionnaire and an interview schedule to answer research questions concerning the AE activities of CBOs and community development in the district.

Fifty (50) representing 87.7% of the CBOs provided AE activities that were knowledge-based; their main aim was to impart knowledge. Forty (40) CBOs studied provided activities that are

meant to teach new or improve on the skills of community members while thirty seven (37) which represents 64.9% provide AE activities that promote positive attitudinal change. Community members were overall satisfied with the work of CBOs in helping them in their personal development, developing the community and empowering them to be able to fit into the society. Generally, all the CBOs studied were gender sensitive in their AE activities; that is both sexes were given equal opportunities to develop through the organization of AE activities in the community. It was concluded that CBOs organized numerous AE activities that help to increase the capacity of community members towards their personal and community development. These AE activities can be classified in three; those meant to create awareness, the activities that impart or improves on skills and those that bring about a positive attitude. Most of the CBOs in the Study area provided knowledge-based AE activities but what was most likely needed by community members is skills base activities. Even though all the CBOs studied were gender sensitive in their AE activities, some pertinent gender issues that still incapacitate women should be carefully looked at and improved upon where necessary.

Recommendations made included CBOs educating community members first before any development is brought to them, the government and other stakeholders lending a helping hand to CBOs in their community development efforts, the involvement of NFED in training of CBO leadership and members and public awareness creation by the media. Also, gender roles should be critically looked at by CBOs in the organization of AE activities and the adoption of applicable models of the study by CBOs to make them (CBOs) effective and efficient.

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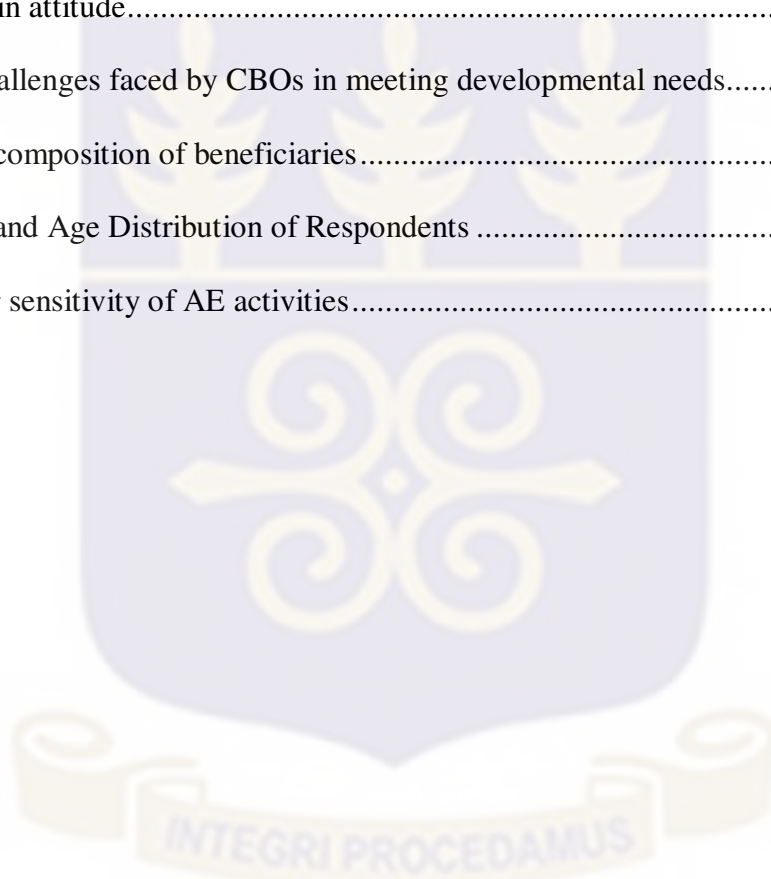
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## DEFINITION OF ABBREVIATIONS USED IN THE STUDY

AE	-----	Adult Education
AGT	-----	Achievement Goal Theory
AIDS	-----	Acquired Immune Deficiency Syndrome
CAM	-----	Community Action Model
CASSAD	-----	Center for African Settlement Studies and Development
CBE	-----	Community-Based Education
CBO	-----	Community-Based Organization
CONFINTEA	-----	International Conference on Adult Education
FAO	-----	Food and Agriculture Organization
GLSS	-----	Ghana Living Standards Survey
GSS	-----	Ghana Statistical Services
HIV	-----	Human Immunodeficiency Virus
MOE	-----	Ministry of Education
NFE	-----	Non-Formal Education
NFED	-----	Non-Formal Education Division
NFLP	-----	National Functional Literacy Program
NGO	-----	Non-Governmental Organization
NORAD	-----	Norwegian Agency for development cooperation
OECD	-----	Organization for Economic Co-operation and Development
PNDC	-----	Provisional National Defense Council
PVO	-----	Private Voluntary Organization
SD	-----	Standard Deviation

SDG	-----	Sustainable Development Goal
SDT	-----	Self Determination Theory
UN	-----	United Nations
UNICEF	-----	United Nations Children's Fund
USAID	-----	United States Agency for International Aid
WWII	-----	World War 2



## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Background of the Study**

The inability of governments of the day in meeting the socio-economic expectations of its citizens can be seen as one of the main reasons behind the spread of Community-Based Organizations (CBOs) in the new millennium (Green & Matthias, 1997). According to Green and Matthias (1997), the dramatic rise of CBOs is related to an increase in funding to and through CBOs, which reflects the largely untested assumption that CBOs are more cost-effective and better than the public sector in reaching poor and vulnerable populations. The wide gap in developmental levels between the urban and rural areas, the emergence of civil societies in Africa and the inability of governments of the day to provide the needed education for its adults, has also necessitated the emergence of Non-Governmental Organizations (NGOs) and Community Based Organizations (CBOs) which serve as alternate means of educating citizens and in particular the indigenous folks (Makoba, 2002). The usage of the term CBO is tantamount to what can be called “grass root organizations”.

National Libraries of Medicine (2014) defined CBOs as “public or private non-profit organizations that are representatives of a community or a significant segment of a community, and are engaged in meeting human, educational, environmental, or public safety community need”. CBOs therefore refer to all the organizations that are situated in the community, established by community members with its primary aim of improving the lives of community

members. From the above, it would be appropriate to say that CBOs are mostly for non-profit, voluntary organizations that serve as a support group for community development.

Studies have shown that the activities of CBOs in rural project development have been seen as a significant component and a sure way to prompt community development work (Abegunde, 2009). The impacts of CBOs have also been seen in all the areas of the community. Prominent among these areas are policy matters, healthcare, social, economic and physical development of the community (Adeokun, Adisa, & Oladoja , 2006).

In order to be effective and to achieve their goals and objectives, these CBOs engage in mostly non-formal adult education activities. Adult Education (AE) is mainly aimed at preparing individuals for life and specifically, with assisting them lead a more successful and fulfilling life. In so doing AE increases their capacity to improve upon their living conditions. It is therefore not surprising that as heralds of adult education, the purpose of CBOs as ably stated by Hussain, Khattak & Khan (2008) is to strategize in the implementation and monitoring of developmental programs and to provide help where needed to community members. They also usually provide financial services to help the community so as to positively affect rural change; this is to say increase the capacity of community members to develop.

The provision of Non-Formal Education (NFE) in Ghana has been the responsibility of the Non-Formal Education Division (NFED) of the Ministry of Education (MOE). NFE was included into Ghana's educational system through the restructuring of the educational system in 1986 and this led to the establishment of the NFED in 1987 within the Ministry of Education by the erstwhile

PNDC Government. The NFED is among other things, supposed to provide AE to adult in the various communities in the country and to have oversight over and synchronize the activities of providers of AE. It is also responsible for coordinating literacy activities in Ghana and implementing the National Functional Literacy Program. The nation-wide program aims at reducing the number of non-literate adults in the country and equipping them with developmental information and functional skills in the domains of life and occupational skills, civic awareness and health (NFED, 2015). NFED trains and equips CBOs in Ghana to undertake AE activities in the various communities for developmental work albeit without any legislative instrument from parliament (NFED, 2015)

The educational activities of the division gave the impression that NFE was solely meant to be literacy and numeracy education. However, the curriculum of the program is not just about reading, writing and calculating but cuts across topics from all the various developmental areas (Essuman, 2004). Some of these areas include programs in agricultural extension education, health promotion, vocational and income generating activities, family planning/reproductive health, civic education, environmental education, literacy skill acquisition, gender and legal rights, and many forms of activities that leads to community development. Target groups of the programs are mostly the less privileged in society, rural communities and women with the main aim of helping them fit into society and participate fully in community development work. (Ayeetey & Kwakye, 2005).

The roles CBOs play in rural development through AE activities are numerous. In general, roles comprise a set of rules and standards that usually operate as blueprints that guide behavior and

the performance of goals. Roles according to Bamiwuye & Adisa (2015), stipulate the direction in which to go (the goals that have be tracked), the various responsibilities that need to be accomplished and how performance is evaluated. Role perception has been conceptualized in different ways. For example, Akinbode (1970) viewed role perception as the manner in which a role occupant views his roles and what he feels the people with whom he interacts expect him to do. This therefore determines the extent to which such a role occupant would fulfill his role. However, (Lloyd, 1967) in his own opinion viewed role perception as the freedom of an individual role occupant to maneuver in his attempt to achieve his own goal. Hence, people have different perceptions of a particular duty or role based on individual experiences in life and societal expectation. Roles have also been seen as responsibilities, obligations, or behavior expectations of occupants of various positions in a social system (Opabunmi, 2005).

Some of the AE activities undertaken by CBOs include but not limited to training, civic education; where individuals are given the knowledge of being responsible citizens to the state, agricultural extension education, where activities such are the seedling spacing for various crops to maximize yield, good post-harvest culture among others are taught and helping community members with the knowledge of how to liaise with government to bring about initiation of new projects. Others include making community members aware of the benefits of raising funds for project execution, socialization of members, and economic empowerment through income generating activities such as soap making, basketry and topiary and cooperation with other organizations, provision of infrastructure, mobilization of members and protecting the image of the community.

The eradication of illiteracy in Ghana which most of these CBOs preach about has been considered as a viable approach for achieving sustainable development through building the capacity of the people to bring about their own development and actively take part in development work so as to enjoy the benefits that come with it (Ayeetey & Kwakye, 2005). According to the Ghana Living Standards Survey (GLSS), sixth edition (Ghana Statistical Services, 2013), the lack of education still poses a huge limitation to poverty reduction and thereby development. Families with less educated heads are considered the poorest in Ghana and are major contributors to Ghana's poverty incidence (Ghana Statistical Services, 2013). In Ghana, the prevalence of poverty and the poverty gap vary by the level of education of the household heads. Poverty is higher among households whose heads are less educated than among those with some level of education. A little over a third of household heads with no education are poor compared with 15.7 percent of those with a Basic Education Certificate Examination (BECE) and 8 percent of those with a secondary education. Only three percent of heads with a tertiary education are poor; poverty line pegged at GH¢1,314 (Ghana Statistical Services, 2013). This trend clearly indicates the reduction of poverty as the educational level of the household head increases. Ghana is expected to be transformed into an industrialized nation by the year 2030 and attain the Sustainable Development Goals (SDGs) set out by the United Nation (UN). If the country has to make this leap in achieving these goals, then CBOs and other NGOs have very important roles to play.

## **1.2 Statement of Problem**

The current global and economic crisis threatens to reverse recent progress that has been made in the education sector in developing countries. Educational programs for adults are likely to suffer

as a result of slower growth and reduced foreign direct investment (OECD, 2012). This could result in the reductions in budget to support their (adults) education. When this happens, it is the less privileged and the vulnerable in the rural communities that are most often than not at a loss. Education is therefore perceived by them (adult) as an unaffordable luxury for both themselves and their children. Another major challenge in the promotion of AE activities in Ghana today is its lack of recognition in comparison with formal education. The results of this assumption could lead to the under-utilization of NFE in the developmental processes of the rural folks. This is because AE and community development go hand-in-hand with each other in an effort to improve and lighten the harsh living conditions of community members.

Opare (2007), in his work on Strengthening CBOs, established that despite the several beneficial roles CBOs play in rural education and development, a significant proportion of them are virtually unknown in the development circles in most countries. Government agencies, donors and stakeholders often assume CBOs exist in rural communities only. Still, there has been little awareness of the kind of activities CBOs are engaged in and their impact on the livelihood of marginalized and vulnerable persons. It has therefore become necessary for the educational activities of CBOs to be identified to find out the part they play in helping in the developmental processes of the people in the community. The question therefore is, what are the adult education activities that CBOs provide for community members of the Akuapem North District in the Eastern Region?

### **1.3 Objectives of the Study**

The general objective of the study is to identify the adult educational activities of CBOs in the Akuapem North District.

The specific objectives of the study are:

1. To identify the education activities of CBOs with regards to the provision of:
  - i. Knowledge
  - ii. Skills
  - iii. Attitudes
2. To find out how the educational activities of the CBOs meet the adult needs of the people in the community in relation to;
  - i. Personal development
  - ii. Community development
  - iii. Social integration
3. To find out how gender sensitive the CBOs AE activities are.

#### **1.4 Related Research Questions**

In order to achieve the objectives stated above, the following questions were looked at:

1. What are the educational activities CBOs deliver with regards to knowledge, skills and attitudes?
2. How do the educational activities of CBOs meet the needs of the people in the community in relation to the personal development, community development and social integration?
3. How gender sensitive are the AE activities of CBOs in their communities?

#### **1.5 Significance of Study**

Education and development go hand in hand. To teach an individual through educational activities is to empower the individual to be able to provide for themselves and the family, to be

able to identify with one's community and to take part in community development. Most of the less educated population live in the rural areas and out of the formal schooling environment but still need some form of education and with the government overstretched in infrastructure and monetary terms, the work of CBO's has become as important as ever in educating the rural folks. Even if there is any form of development, the usability and maintenance culture of these facilities would be lacking because of the lack of education.

The findings of the study will help governmental agencies responsible for adult education, authorities responsible for the regulation of CBO's in the country and interested groups and stakeholders in theory know what CBOs do, that is their AE activities and creation of awareness about community development work undertaken by these CBOs. This is due to the fact ably stated by Abegunde (2009) and Adeokun, Adisa, & Oladoja (2006) about the importance of CBOs in developing communities where governments of the day have failed. The findings will help establish best ways of practicing AE activities where applicable by CBOs to bring about change. It is also hoped the findings will help develop and implement guidelines that can help regulate the activities and operations of CBOs. Finally, the study will produce a document that will be useful to other researchers intending to conduct similar researches into AE activities of CBOs and how they help in the development of the various communities they are situated in.

## **1.6 Operational Definition**

### ***1.6.1 Community-Based Organizations (CBOs)***

CBOs as used in this report will mean any locally based organization big or small, undertaking voluntary work, serving particular interest groups in communities in which they belong, whose

focus may be broad or quite narrow, but with the primary aim of building the capacity of the people and thereby helping bring about development.

### ***1.6.2 Adult Education Activity***

These are either taught or hands-on practical actions that members who are considered adults of the community they belong to, engage in, that brings about an improvement in their skill levels, increases knowledge in a particular field and also brings about a change of attitude in a positive way.

### ***1.6.3 Knowledge-Based Adult Education Activities***

These are educational activities that are mainly meant to create awareness. Table 1 shows how the various knowledge-based adult education activities have been classified by the researcher for easy identification.

Table 1. Knowledge-based AE activities

<b>Program of action of CBOs</b>	<b>Activities</b>
ICT education	Computer training, easy software developing, eLearning, technology awareness
Women and children welfare education	Education on child abuse, rights and responsibilities of women,
Agriculture extension	Seedling spacing, good post-harvest practices, time and quantity of spray to use, animal husbandry
Community sustainable development	Sanitation education, afforestation
Liaison with government and stakeholders	How to position the community in the right standing to bring about development from government
Civic education	Leadership training, citizenship education, human rights advocacy, socialization

**1.6.4 Skills Improvement Adult Education Activities**

These activities help build on the already acquired abilities of adults or the teaching of new ones in order to bring about change in the individual. The classifications of skill-based AE activities are presented in table 2.

Table 2. Skills base AE activities

<b>Program of action of CBOs</b>	<b>Activities</b>
Literacy	Basic reading, writing and calculations
Nutrition and reproductive health	Preparation of infant formula, family planning,
Community protection	Training of vigilante groups
Vocational and income generating activities	Batik tie and dye, soap making, edible oil extraction, basketry, pastry making

**1.6.5 Attitudinal Change Adult Education Activities**

These activities help individuals most often than not change their approach towards a particular way of thinking or doing things in order to derive the best form of outcome which brings about development of the individual. Table 3 presents the classification of attitudinal change AE activities.

Table 3. Attitudinal AE activities

Program of action of CBOs	Activities
Stigmatization and HIV and AIDs education	HIV and AIDs care and support,
Mobilization	Group learning activities, community motivation talks
Fund raising	Saving habits, use of both personal and community resources
Health promotion	Healthy living campaign

### ***1.6.6 Social Integration***

The vibrant and structured process in which members of a particular community especially the marginalized ones participate fully in communal activities for the benefit of themselves and the community as a whole.

### ***1.6.7 Beneficiaries***

Beneficiaries in this study defined as the people in the community that participate in the AE activities of the CBOs are directly affected by these activities to bring about change.

### ***1.6.8 Community Development***

A method by which the efforts of the people themselves are united with those of government authorities to improve the economic, social and cultural condition of communities, to integrate these communities into the life of the nation, to enable them to contribute fully to national progress (Weyers, 2011)

### 1.7 Profile of Study Area

The Akuapem North District lies between longitude  $0^{\circ} 00^{\circ}$  E and  $0^{\circ} 20^{\circ}$  E of Greenwich Meridian and latitude  $5^{\circ} 51^{\circ}$  and  $6^{\circ} 10^{\circ}$  north of the equator. The District shares boundaries with four other Districts within the Eastern Region and one in the Greater Accra Region. The four Districts are Suhum Kraboa Coaltar in the West, New Juaben in the North West, Yilo Krobo in the North East and Akuapem South in the South. Dangbe West in the Greater Accra Region shares boundary with the District in the Southwest. The District covers an area of about 450sq kilometers which is about 2.3% of the total land area of the Eastern Region.

The populace of Akwapem North Municipality, according to the 2010 Population and Housing Census, is 136,483 representing 5.2 percent of the Eastern region's total population of 2,633,154. Females constitute 53.1 percent and males represent 46.9 percent. Close to two thirds (63.9%) of the population in the Municipality reside in rural localities. The average household size in the Municipality is 4.0 persons. Children of head of household constitute the largest proportion (38.0%) of household members with head of households forming about one quarter (24.8%) of household members. Single person households constitute the highest (20.4%) of the households in the Municipality. A highest percentage (70.2%) of the population in the municipality are literate in both English and a Ghanaian language, 17.6 percent are literate in English only, and 11.4 percent are literate in Ghanaian language only. Less than one percent of the population can read and understand English, French and a Ghanaian language (0.7%).

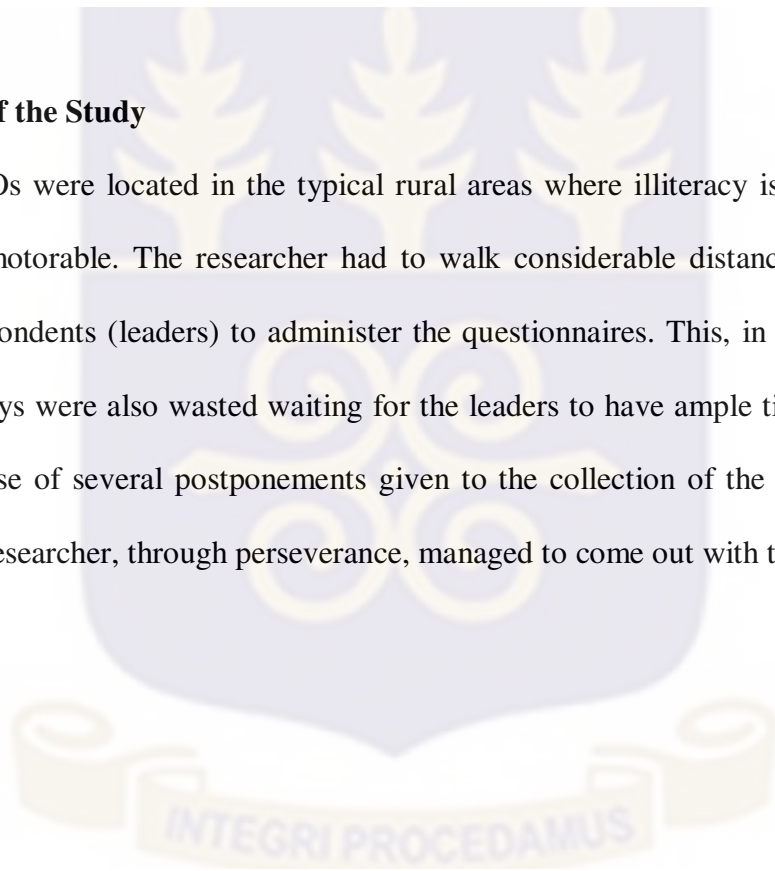
The majority (87.4%) of the population currently in school are in the basic school level (nursery, kindergarten, primary and JHS). Less than one tenth of the population currently in school are in senior high schools, with only about three percent in tertiary. Less than one percent (0.4%) are in vocational/technical/commercial schools (Ghana Statistical Services, 2013).

### **1.8 Delimitations of the Study**

Except for purposes of appraisal, the study delimits the contributions of AE activities of CBOs to community development of the Akuapem North district of the eastern region of Ghana. The sample size and specific study area used in the study would not make generalization of the final findings to the entire country. The findings, however, can be transferred to a population of similar characteristics elsewhere in Ghana or even beyond.

### **1.9 Limitation of the Study**

Most of the CBOs were located in the typical rural areas where illiteracy is high and the road sometimes not motorable. The researcher had to walk considerable distances before reaching some of the respondents (leaders) to administer the questionnaires. This, in a way, delayed the work. Several days were also wasted waiting for the leaders to have ample time to attend to the researcher because of several postponements given to the collection of the data. Despite these constraints, the researcher, through perseverance, managed to come out with the true result of the study.



## CHAPTER TWO

### 2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

#### 2.1 Introduction

Overviews of previous literature within the research areas are presented. The aim of this chapter is to provide the relevant literature pertaining to CBOs; background information about CBOs, concepts of their operation and their structures. The theoretical framework of the study and gender issues related to the practice of AE activities by CBOs in their respective communities would also be tackled. The chapter also reviews the various authoritative definitions of the key terminologies contained in the research, and carves out working definition for them as well as models that are applicable to the explanation of variables being studied. A brief summary of the literature reviewed will also be given at the tail end of the chapter.

#### 2.2 Background of Community-Based Organizations

CBOs are not for profit, organizations on the grassroots level aiding individuals with their committed efforts towards community development work. CBOs operate through people-centered modes of change such as the availability of resources and community involvement in development, which ensuring that over time, community members are able to notice some form of improvement in their lives (Hussain, Khattak, & Khan, 2008). CBOs have progressively become the key organization for executing developmental programs aimed at meeting the needs of the people in the community. Thus providing the access to the amenities and services they (CBOs) deliver will not only help in fighting poverty but is also considered a strategy to increase

the capacity of communities (Mwaura & Ngugi, 2014). CBOs in rural areas are mostly established for the main goal of meeting the felt needs of the communities in which they were established in. Part of the aim is to help alleviate poverty in their respective communities and to help in the attainment of the SDGs put forward by the General Assembly of the UN in 2015.

In a nutshell, Nkutu (2011) therefore views CBOs as a spontaneous reaction by a group of residents of a community to a particular adverse situation or opportunity in the community or environment.

### ***2.2.1 Historical Antecedents***

Although charitable, educational and religious organizations (such as the Roman Catholic Church) are many years old; most even predate the times when some countries were colonized across the world, the concept of them being a ‘non-profitable organization’ and as an amalgamated and coherent entity dates back to the 1970s. Prior to that also, there was a swift increase in the number of charitable organization that were designed to lend a helping hand to those disabled, impoverished or displaced as a result of the American Civil War in the 1800s. There was an expansion of the public school system, alongside the creation of hundreds of settlement houses, hospitals, orphanages and other charity services during this time also. Majority of these organizations were open-minded in their philosophies, even by the standards of the early twenty-first century, and also provided services and activities for, children and teens (Finke & Stark, 1992).

Governments of the day were not able to monitor the operations and services of these organizations because of their rapid rise especially in the later parts of the 1800s. The term community organization was invented by American Social Workers during that period to address the problem of synchronizing the activities of charity-based services, thus reflecting the structural perspective of community (Gittell & Vidal , 1998). History has therefore shown us that CBOs come to life in response to perceived needs of community members.

The global concern of alleviating poverty that ramped up in the 1950s had ushered in NGOs as development actors in the 1980s, and was associated with the independence and decolonization movements in Africa and Asia (Campfens, 1997). The success of the post WWII Marshal Plan for economic development in Europe and cold war efforts to win the favor of unaligned countries also helped in the increase of NGOs in the less developed nations (Escobar, 1995). Originally, official aid from the West supplied direct budget support to foreign governments on the premise that macro-economic inputs would stimulate economic growth at the national level and, in turn, alleviate poverty among individuals.

Donors however dramatically increased financing to NGOs for poverty alleviation generating an explosion in the numbers of organizations in relief and development, a shift from directly paying the monies or whatever support they had directly into the coffers of the government (Craig, 2007; Campfens, 1997; Ewards & Hulme, 1996; Chambers, 2004). A preference for NGOs was consistent with the post-cold-war New Policy Agenda that arose in the 1990s with a renewed focus on efficiency. This new approach to poverty alleviation carried assumptions that non-governmental entities were more efficient than the government (Ewards & Hulme, 1996; Lewis,

2002). As representatives of world view, relief and development, NGOs became part of a global mainstream (Lewis & Opoku-Mensah, 2006), they benefited from the normative assumptions that they were more trustworthy and accountable than governments (Ebrahim, 2009). The term “participation” became ubiquitous in documents and policies across the international community (Dorsner, 2004; Chambers, 2004; Cook & Kothari, 2001) and who is better at exhibiting these qualities than the community development NGO or CBOs.

The origins of CBOs in Ghana can also be said to date far back into time. Evidence of this could be seen as the mutual assistance known as ‘nnoboa’ which has existed in the indigenous Ghanaian system long before the inception of CBOs in the country. This then led to the formation of well-recognized CBOs in the communities by missionaries that first arrived on the shores of the country (Bob-Milliar, 2005). Bob-Milliar has also claimed that the two fastest growing businesses in Ghana currently are CBOs and charismatic churches. They are growing at a fast rate that, they can be spotted at all corners of the community. Alongside these sprouting churches are CBOs whose main aim they claim, is to develop strategies to fight against poverty, which has been considered the number one nemesis of all third world economies (Bob-Milliar, 2005).

True to Bob-Malliar (2005) assertions, CBOs are now springing up in the country at a very alarming rate that it has become close to impossible for regulatory bodies such the Social Welfare Departments of the various assemblies and districts to keep tabs on them and regulate their activity. This problem has been compounded by the fact that there is woefully an inadequate literature on their operations and activities in the country.

### ***2.2.2 Concepts of CBOs***

Diversity has become the trademark of CBOs and it has been quite difficult to enumerate the various characteristics of these CBOs, their aims and goals, strategies, resources, target groups, and most importantly how to evaluate their effectiveness and impact on community development work and sustainability (Ulleberg, 2009). CBOs are mostly devoted to working towards economic stability, social, cultural and the political development of communities they are located in and thereby helping the whole country, mostly developing countries. Development-oriented NGOs as seen The Norwegian bilateral aid agency Norwegian Agency for Development Cooperation (NORAD, 2004), are organizations that try to improve the social, economic and productive conditions of individuals and may be small CBOs operating in rural communities at district level or very large, well organized institutions at national and international level.

CBOs play very important roles in the community. They usually involve community members directly or indirectly in the various community development works they (CBOs) perform so as to help members take their own initiative and develop themselves. They conduct their day to day activities on the premise that everyone has the right and freedom to take control of the own destinies and are entitled to take decisions that affect themselves and their immediate environment (SINA, 1986). CASSAD (1992) and Agbola (1998) have drawn some peculiarities between CBOs and NGOs. Both intellectuals agreed to the fact that CBO and NGO have common attributes and their difference is a matter of “scale and location”. These researchers labeled CBOs as a fairly modest establishment the covers a relatively small area and have a strong local distinctiveness while NGOs are quite complex organizations that cover a bigger area in terms of operation and membership. An example was made by one of them to that effect by

using the Rotary International which qualifies as NGO but the Rotary Club of a community qualifies as a CBO. Simply put, community development is the main focus of CBOs.

It is to be agreed therefore that the three commonly used terms in literature and which are sometimes substituted for each other are NGOs, CBOs and Private Voluntary Organizations (PVOs). The first (NGOs) is extensively used to represent the larger, more sophisticated organization which the rest can be incorporated depending on the magnitude of their operations and their size (USAID, 1984). Two main categories can be distinguished in trying to discuss funding for indigenous voluntary organizations (CBOs) that provide developmental activities to the various communities in which they are based in. The first group can be referred to as the 'user' and the second, 'intermediaries'. User groups are those formed to meet the direct and specific needs of their membership. They are more restricted to a specific locality or groups of people and more focused on meeting short term and immediate needs. Intermediary groups, on the other hand, are "those whose programs are basically for other than their own membership." Some groups might perform both functions. Nonetheless, in terms of groups that are mainly home-grown, users tend to be local, while intermediaries mostly function at, regional, national or even international levels (Antrobus, 1987). Antrobus (1987) has also claimed that, the global economic crises, the increase in the commitment to traditional values and ideas with the opposition to change by many third world countries and the view of the bigger industrialized economies that the exchange of money is the sole determinant of economic performance have meant a major reduction in the resources of CBOs, internationally as well as those at the grass root level. The situation has been further compounded by the fact that some donor governments

especially the United States tend to decrease their support for multinational programs in favor of bilateral aid directed exclusively to ‘friendly’ governments.

For the purpose of this study, CBOs will mean any organization undertaking voluntary work, serving particular interest groups in rural communities in which they belong, whose focus may be broad or quite narrow, but with the primary aim of building the capacity of the community members and thereby helping bring about development. They may be formally structural or quite informal without a subdivision or an agency. Farmers associations, credit groups, joint marketing societies and all other community organizations whose aim is towards communal development would all be considered as CBOs.

### ***2.2.3 Structure of CBOs***

CBOs are significantly self-help voluntary ‘action’ groups undertaken by an individual or groups of people, whose aim is to satisfy the individual and collective needs and aspirations of a community (Osei, 2001). Community members generally take part in community projects that are of some help to themselves because there is always the notion that governments of the day do not have their well-being at heart because of the various equally important issues that has placed a lot of demand on the daily activities of the government. These communities most often than not realize that community development projects directly benefit them (Tunde, 1994).

#### ***2.2.4 Educational Activities of CBOs***

CBOs are very pivotal in the education sector. They normally serve as the “go to guy” when the arms of government normally responsible for AE, and in the case of Ghana, the NFED lacks the capacity to do so or does not consider it significant. The situation in Uganda can be used as a suitable example. The provision of education is basically the task of the Ministry of Education and Sports. This has however been problematic due to the lack of capacity and trust in the state in general to be able to meet educational needs. This has therefore opened up an avenue for the involvement of CBOs. A large part of the educational services aimed at meeting the government’s efforts in achieving its universal primary education objectives are provided by these CBOs (Ibembe, 2007).

In a study that was conducted in Swat district in the Khyber Pakhtunkhwa Province of Pakistan in 2008 to assess the role of CBOs in the rural community development of the district, Al-Khidmat Welfare Organization a CBO had trained 160 tailors in basic dress making; 240 farmers were trained in various farming methods; and 56 in handicrafts manufacturing for income generation. Rokhana Sema (Aligrama) another CBO provided training to 17 female primary school teachers (Hussain, Khattak, & Khan, 2008). From this, it will be noticed that CBOs are engaged in not only the traditional AE activities to bring about change. Their role as change agents in the community goes beyond educational activities but all in the hope to develop the community.

CBOs have long supported the socioeconomic transformation of their communities and the rural and deprived communities and Ghana is no exceptions. Despite the lack of resources, CBOs in

Ghana provide a wide range of developmental activities for rural communities in which they are located. The most common activities provided are agriculture and agro-processing, and a little above two thirds of these CBOs are engaged in these activities. Purely educational activities, that is not to say the agricultural and agro-processing activities are not educational, form about 15% while about 7% of these CBOs deal in health and nutrition related activities which are also educational in nature (Opare, 2007). In 2002, World Vision Ghana an NGO with various subsidiary CBOs in various local communities in the country, collaborated with NFED to promote a functional literacy program to enhance water and sanitation programs in the Eastern, Ashanti and Brong Ahafo regions of Ghana to help improve upon sustainable development in deprived rural communities. Functional literacy primers for the learners were produced. Two hundred and fifty four (254) literacy classes were established, and over 7,565 adult learners became functionally literate. The beneficiaries were empowered to have the ability to relate to issues in the mass-media, understand and appreciate socio-economic issues, have the ability to communicate with visitors in English, and be able to sign and write their names. The program succeeded in empowering all non-literate community members involved in the “Water and Sanitation” program (Ministry of Education, Science and Sports, 2008). As their core mandate stipulates, these CBOs have been able to bring about some form of development to the various communities they are operating in through the various AE activities they offer. They have been able to empower community members to take control of their own development. These AE activities usually help the rural poor participate fully in the development of economic endeavors in their various communities (Galadima, 2012; World Bank, 2015)

### ***2.2.5 Other Activities Provided by CBOs***

Other activities that help in development but are not educational in nature but nonetheless help in development include seeds for farmers that were subsidized and were provided to 75 farmers and another 45 farmers were trained. A Youth Organization called Galoch constructed four waiting rooms at bus stops, constructed two tube wells and 22 cemented streets. The results show that CBOs are making a difference in lives of the people in the sample area (Hussain, Khattak, & Khan, 2008). In a study conducted in Oshogbo, Osun state, Nigeria, it was found out that even though the CBOs in the area provided adult education activities in the community, 41% of these CBOs also give out loans to their members

### **2.3 Concept of Community-Based Education (CBE)**

Education undoubtedly is one of the fundamental factors of development. Indeed, no country can attain sustainable economic development without considerably investing in their human capital (OECD, 2012). All individuals participate in community education activities consciously or unconsciously due to the fact that they belong to that social milieu. The diversity of communities has opened up avenues for adult learners to find educational opportunities that suit their life style, their occupation and most importantly, their interests. This helps them to engage in purposeful learning in order to enrich their lives. Community-based education (CBE) providers such as CBOs are the tool for the engagement of such learning which brings about change.

There has been a lot of ambiguity in the definition of AE. It has therefore become problematic to center it on a singular universal definition. Some relevant definitions of AE will be attempted in order to get what it is all about and what it seeks to achieve. Akinpelu (2002) described AE as a

social institution that is, it is a common feature of every society. To the researcher, the African traditional society which is supposedly loosely and imprecisely defined has affirmed that no matter how old a person is, he or she is not immune to knowledge, new ideas, and new skills in whatever situation that person finds himself, thus the old adage that indeed old dogs can learn new tricks. Education therefore can be said to be a sure means to development and equips people with the requisite skills and knowledge which is needed for socio-economic transformation of the human society. Houle (1972) in his book *The Design of Education* saw AE as a process by which men and women (alone, in groups of institutional settings) seek to improve themselves or their society by increasing their skill, their knowledge or their sensitiveness. Simply put, AE as an act is not only concerned with preparing people for life but most especially with helping them live more successfully as ably stated in Merriam (1982) as cited in Olori (2012).

The more the definitions given about AE, the more complicated and confusing it becomes to actually comprehend the true meaning of an adult and what AE really is all about. A more refined and comprehensive definition was put out by the United Nations Educational, Scientific and Cultural Organization (UNESCO) at the 1997 Hamburg Declaration on Adult Learning; the highly commended outcome document of the 5th International Conference on Adult Education (CONFINTEA V), which defined AE as “the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society”.

Closer looks into the above definition reveals that AE takes different forms; formal, non-formal and informal and has the following attributes:

- It must continuous process
- There must be flexibility of content being learned
- AE should be corrective in nature
- Its practice identifies human dignity and
- It is concerned with change.

AE can therefore be said to be an activity which is undertaken by individuals in order to build upon their socioeconomic skills and conditions for the general benefit of the community. The gain of this process usually cuts across all spheres of society and goes beyond just benefiting the individual to advancing community development (Eleberi, Mbadiwe-Woko, & Kosioma , 2014). CBE is therefore a process by which persons who are considered adults by the various societies the belong to become more proficient in their skills, knowledge and attitudes in an effort to gain more control and use of their available resources in the communities through independent participation. In order to fully achieve this, is would be prudent to acquire the new skills and knowledge which are directly related to existing and contemporary social problems as emphasized by Kerensky (1981). The willingness to learn should be the dominant factor for individuals in CBE which will then propel the achievement of community development goal.

Hamilton and Cunningham (1989) also suggest that CBE usually functions on the premise that a given society, be it metropolitan or rural, has the capacity to solve most of its problems by making use of its own resources and by rallying community members for problem solving. They

also indicated that CBE is directly related to specific community issues such as career training, governmental policies, consumerism, basic education, environmental concerns, ethnic history and culture, civic and political education.

Hiemstra (1993) has thus suggested that an educative community is a community which is seen to be or is used as a learning laboratory in some manner. It is associated with the notion of activation and facilitation of learning by an educational agent where some community resources, part, or agency is used to supplement the educational experience. He also opined that the philosophy that accompanies the community education process is that learning should be a continuous and lifelong experience for everyone and also a need. Other principles by different writers (UNESCO, 1972; Knowles , 1973; Fischer, 2000) also support the continuous and lifelong philosophy of learning as related to CBE. A modern expression of lifelong learning in this day and age is the Massive Open Online Course (MOOC) in which a teacher or a team of lecturers offer syllabus and some direction for learners.

### ***2.3.1 The Community Action Model (CAM)***

Directly linked with this study is Community Action Model (CAM) (Lavery, Smith, Esparza, Hrushow, Moore, & Reed, 2005); which has similarities with the theory of critical consciousness posited by Paulo Freire (Lavery, 2005). The CAM model is a 5-step, designed with the capacity building of community members through mobilization in mind. Step 1 of the CAM includes forming a group of 5 to 15 community members, either youth or adults, to serve as advocates. These advocates usually examine and recognize the main social, economic and environmental forces that need to be addressed. Step 2 of the CAM involves advocates in defining, designing,

and implementing a community diagnosis (action research) to determine the root causes of a community issue. A plan of resources to be used to alleviate the community issues are also considered at this stage. Step 3 involves preparing final findings from the results of the diagnostic report. Advocates at this point learn how to input and analyze data and acquire the skills they need to present their findings in simple yet visually compelling formats. This step encourages ownership of the results they have discovered with regards to their focus area. Step 4 involves advocates in selecting, planning, and implementing an “action” or “activity” to address their issue of concern. Here advocates use the findings of their analysis to determine solutions to the issues they have chosen to address. The “action” defined represents the desired policy outcome for the project, and it should meet 3 criteria: (1) it should be achievable, (2) it should have the potential for sustainability, and (3) it should compel members of groups, agencies, or organizations to change their community for the well-being of all. Step 5 focuses on enforcing and maintaining the action identified to ensure that the advocates’ efforts will be maintained over the long term and enforced by the appropriate bodies. (Lavery, Smith, Esparza, Hrushow, Moore, & Reed, 2005)

Paulo Freire was a Brazilian educationist who through his concern for the oppressed argued that disparity between poor and prosperous residents, or laborers and the high class in the society can be bridged through self-determination from those in the low socio-economic class. He said people are naturally poised to achieve their desired goals collectively if their conscience is awoken (Freire, 2000). The concept of conscientization as developed by Freire is an ongoing process by which a learner moves towards critical consciousness (Goldbard, 2006). Enlightenment of mind through education therefore increases the capacity of the marginalized to

collectively pursue common goals and confront the oppressors. This is what the CAM basically aims to achieve by heavily involving community members in the developmental process. A change of the mindset of the marginalized in the society would easily translate into the development of the community to stay in touch with the rich class. These according to Paulo will give ability to dialogue with the ruling class and overtime; bridge the socio economic gap that separates residents or organizations at grassroots from those in prosperous region and improve their capacity (Kulig, 2000; Rapheal, et al., 1999).

#### **2.4 CBOs in Community Development Work**

The lack of understanding of how CBOs develop and undertake projects and programs is a serious deterrent to the creation of effective policies designed to ease their efforts. In trying to understand community development, one needs to be able to understand the two key words it contains. Eleberi (2013) opined that most researchers define community in terms of a specific geographical area where one is located while some also define it as a mental concept. From the geographical point of view, Anyamewu (1981) sees community as a social group occupying a more defined topographical area and is mostly based on the affinity people have for one another in their immediate environment. In the same way, Oyebamiji and Adekola (2008) has described it as a controlled group of people who are codependent and they help develop and nurture specialized establishments that provide on an everyday basis a full range of goods and amenities necessary to meet the common goals and continue its existence on the surface of the earth. These descriptions bring out some basic elements in what a community is. It can be seen as a physical area that is occupied by a group of people who share common sociocultural ties and possess a common means of ensuring their continued existence and development. That is to say there is

supposed to be coexistence and the pulling of resources deliberately or involuntarily in order to make their immediate environment habitable.

In tackling the definition of development, Adeyema (2003) describes development as the process of economic and social transformation within countries. Furthermore, he states that this notion of development was conceived as almost exclusively in terms of growth targets, with little regard to the beneficiaries of growth or to the composition of the final results. Development at the individual level would mean the increased skill, knowledge and capacity to freely use available resources to improve upon one's self (Adeyema, 2003).

UNESCO, cited in Onyeozu (2007) defines community development as an educational method by which the efforts of the people in partnership with those of government authorities helps to improve the conditions of their communities, thereby assimilating these communities into the life of the nation as a whole to enable them to contribute fully to development issues at national level. This definition emphasizes on what the people can do themselves in collaboration with government authorities to bring about development. It recognizes that government alone cannot alleviate the hardships of the people but there should be a determined effort on the part of the community to be ready to learn and develop by identifying their needs and mobilizing the necessary human and material resources to satisfy the needs.

Lopes (2002) in Mwaura and Ngugi (2014), opines that CBOs contribution to the economic development in communities have been somewhat problematic because the organizations have challenges in their administrative structures, management of their monetary resources and staff

motivation. Over a decade ago after reviewing some CBO projects in localities in the United States of America, Alesina & La Ferrara (2002) concluded they were performing poorly due to the low participation of community members. This was because the members don't trust each other and that trust and participation in social activities are positively correlated. Kleemeier (2000) also surveyed water projects managed by CBOs in South Africa and found 63% of them are performing poorly due to financial mismanagement. Evaluation of some community based projects in Jamaica and Nicaragua conducted by World Bank's Operations and Evaluation Department, found out that poor governance lead to failure of about 38% of the projects that they (World Bank) funded (World Bank, 2015).

Failure is not inevitable in the developmental programs that CBOs undertake but the efforts of these facilitators (CBOs) of development can be doomed from the start if they forget their core mandate to the community. They begin "seeing like the state" (Scott, 1998).

## **2.5 Gender Issues Related to Community Development**

Gender refers to the different social roles that women and men play, and the power relations between them (Population Reference Bureau, 2002). Women have vital roles in the management of community resources, community development, and the passing down of critical sustainable developmental information to the younger generation. Their full participation is essential to achieve development at all levels in the community. Like minority groups throughout the world, women in the strongly patriarchal rural communities in most parts of African are unable to take control over their own lives which has rendered them helpless in making decisions that affect

their development and the community as a whole (WBGDG, 2003), the situation in Ghana is no different (FAO, 2013).

In order to break free from this shackles that hold them down and fulfill their roles in society, women must overcome many obstacles which have been brought upon themselves by their immediate society, the outside world and to a lesser extent, their inferiority complex. This inferiority complex to a large extent has been heightened by the words in the Bible categorically stating that ... *'and the man is the head of a woman...'* (1 Corinthians 11:3). The trend of sidelining women in developmental issues has however lessened due to the advocacy of women rights all over the world and interventions for sustainable development targeted women (Population Reference Bureau, 2002). The practice of directing interventions towards low-income women in the Third World gained its needed push after 1975, with the designation of a United Nations' Decade for Women (1975-85) and the decade's mandate to increase women's economic participation in development and the allocation of a special budget within the UN system for this purpose. The difficulty however was the inability to make precise assessments of the impact of the 10 years the original directive was in operation due to the lack of clear cut project assessment and operational studies. It was however obvious the project implementation had trailed far behind achievements in research and policy (Buvinic, 1986).

Iman (1997) opined that Muslim women in northern Nigeria have abandoned the use of technical definitions as to why they should also be equally treated as their male counterpart and strategically chosen to structure their struggle for equity in the context of being good wives, mothers, and Muslims serving as the moral vanguard of their respective communities. It would

be prudent to understand how women are transforming their uniqueness in areas where they have faced pressure from their own community. This understanding is very important because women are most often than not active, rather than passive participants in community developmental projects. (Adryan, 2014)

CBOs, through their engagement of their AE activities with community members can transform individual levels of empowerment into collective efforts to challenge gendered power dynamics and cultural and institutional constraints (Vandana, 2005). The roles NGOs and their subsidiaries; CBOs play today in the emancipation of the Ghanaian woman cannot be over emphasized. These CBOs undertake all kinds of educational activities but most importantly, women development. In some deprived rural areas in Ghana, the only important and very common names known to the dwellers is either 31<sup>st</sup> December Women's Movement (31<sup>st</sup> DWM), World Vision, Action Aid, Catholic Relief Services (CRS), Adventist Development and Relief Agency, USAID, among others because, it is these organizations working in their various communities that provided them with clean drinking water, the clinic in the village center, the afforestation project, credit facilities, school building, extension services and many more that has helped improve on their standards of living, especially women and children (Bob-Milliar, 2005).

## **2.6 Theoretical Framework**

At the start of any research study, it is imperative to consider applicable theories underpinning the knowledge base of the phenomenon to be researched. In the process of addressing simple questions about the research, the researcher can begin to develop a theoretical framework to guide them. Research can be seen as a journey towards an endpoint and aims to develop new

knowledge that will contribute to practice and a theoretical map provides a guide. For this reason, the theoretical framework of a study which is the interconnected system of ideas (theories), assumptions, expectations, beliefs, and theories that supports and informs research, is a key part of any research design (Miles & Huberman, 1994).

After reviewing many models of motivational factors that compel adults to learn and perform a task or a set of given tasks, two appeared most relevant to the promotion of AE activities and goals of CBOs. The researcher adopted and blended the Self Determination Theory (SDT) and the Achievement Goal Theory (AGT) for the study. The researcher also touched on the Systems Theory to describe CBOs as an organization with functional units.

### ***2.6.1 Systems Theory***

The systems theory according to Bertalanffy (1972) is a working theory with its main function to provide a theoretical framework for explaining, predicting and controlling phenomenon. Hartman (2010) in Mwaura and Ngugi (2014) also observes that organization are made up of processing inputs and outputs with internal and external systems and subsystems which is helpful in providing a functional overview of any organization. These CBOs need an efficient system to help manage and sustain both their organization and projects in the best way. This predictably means that the systems within the organization need to be controlled as failure in one system will lead to failure in the other. Transparency and accountability are the hallmarks of every organization and CBOs need a good governance and management system in order to achieve this. The systems theory views an organization as a communal system consisting of individuals who cooperate within a formal context, putting together resources, people and finances to

provide products. Better management and disbursement of resources will ensure efficient and effective management of their projects and other resources for maximum outputs which will translate to community development (Mwaura & Ngugi, 2014).

### ***2.6.2 Self Determination Theory (SDT)***

The first model; the Self-Determination Theory (SDT) was postulated by Ryan and Deci in 1985, modified in 1991 and again in 1995 (Ryan & Deci, 2000). According to Ryan & Deci (2000), SDT is a needs-based theory of motivation, focusing on three basic human needs: to strive for competence, to enjoy autonomy, and to relate to others in a group. Precisely, in SDT, the three psychological needs for competence, relatedness, and autonomy are considered essential for understanding the what (content) and why (process) of goal pursuits. In a nutshell, SDT according to its originators is;

‘the investigation of people’s inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration, as well as for the conditions that foster those positive processes’ (Ryan and Deci, 2000, p. 64)

*Autonomy* refers to the wish for freedom from external control or influence; independence to test one’s self to the limit in order to achieve fulfillment (Angyal, 1965; Deci & Ryan, 1980; Ryan & Connell, 1989). Adult learners want to be autonomous and do things on their own so they move gradually away from dependency to increasing self-directedness and they normally engage in learning activities that are problem-centered (Knowles 1980). Essentially, Ryan and Deci (2000) hold that autonomy is the situation where learners have control over their learning, a situation also shared by Knowles. *Competence* is the ability to perform a task or a set of given tasks successfully. The notion of competence in SDT is closely related to self-efficacy; a person’s

belief that he/she can successfully accomplish a set task given (Bandura, 2012). Competence is an intrinsic motivation that pushes the learner to be creative, challenge the status quo, explore, learn and seek to extend what has been learned. *Relatedness* refers to the craving to feel allied to others, to love and care for them, and to be loved and cared for as such (Baumeister & Leary, 1995; Harlow, 1958; Ryan & Deci, 2000). Although adult learners are supposed to be autonomous, there still has to be some kind of cooperation between the learners and colleagues and well as the facilitators. Ryan and Deci (2000) note that autonomy does not equate to independence of the learner.

Ryan and Deci (2000) argued that intrinsic and extrinsic motivations are not mutually exclusive of each other; rather, they are situated in a continuum ranging from the learner being 'amotivated' at one extreme to being 'motivated' at the other. Accordingly, amotivated learners lack the intention to act while motivated learners as asserted by Burns (2011), will engage in and complete learning activities successfully. CBOs typically provide AE and therefore their goals and activities must be aimed towards the psychological needs of autonomy, competence and relatedness. If adults think a goal cannot be achieved, they may not even attempt to achieve the goal or for that matter get involved in the activity (Gregory, Beck, & Carr, 2011).

### ***2.6.3 Achievement Goal Theory (AGT)***

The second theory used in the research is the Achievement Goal Theory (AGT). AGT was developed to understand students' adaptive and maladaptive responses to achievement challenges (Nicholls, 1984). The two main goals of AGT are: mastery goals, which focus on acquiring and developing competence, and performance goals, which focus instead on

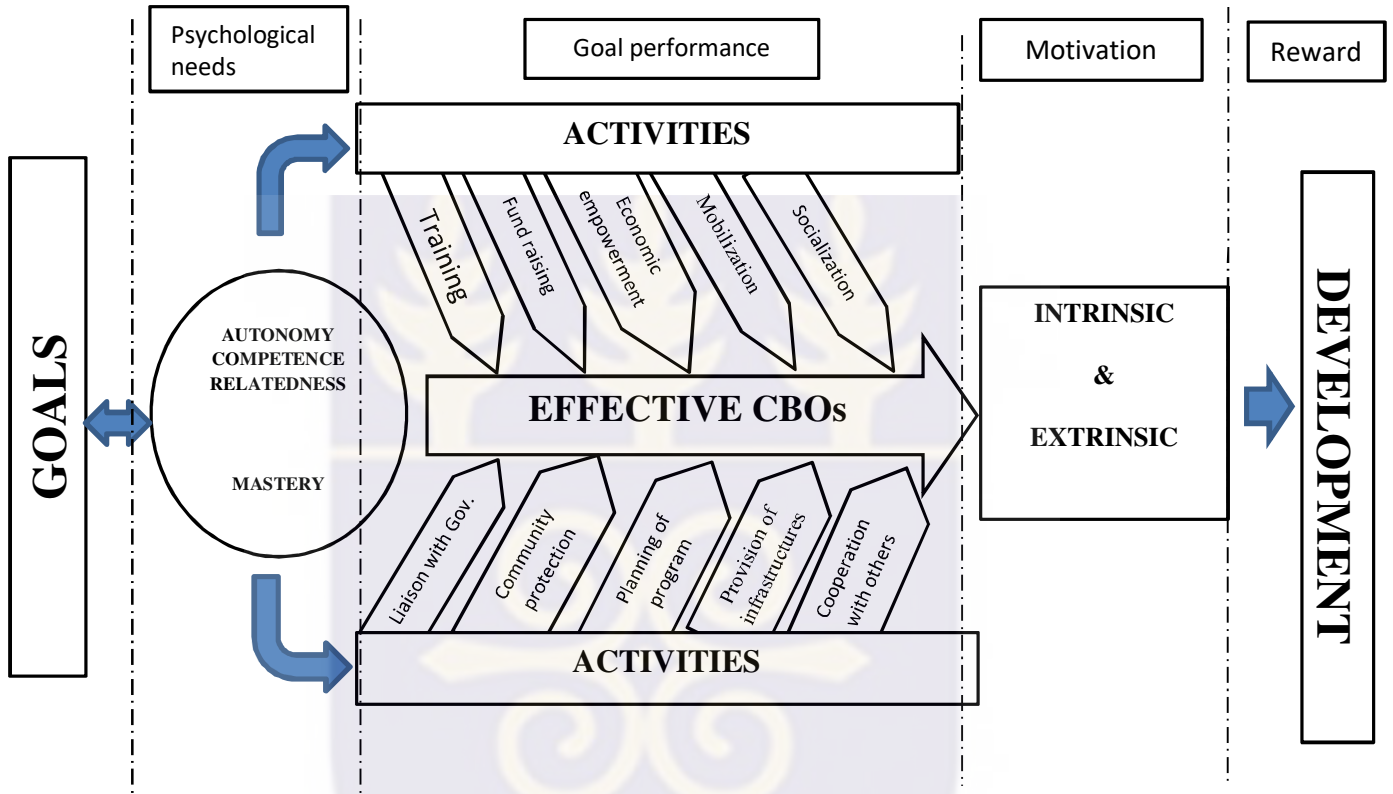
demonstrating one's competence and outperforming others. Successful attainment of a performance goal requires outperforming peers. On the other hand, successful attainment of a mastery goal requires meeting either task-based criteria or, more typically, self-defined criteria (e.g., feeling that you have learned or improved). Thus, only a select percentage of students can achieve a performance goal, but every student can in principle achieve a mastery goal (Nicholls, 1984). Accordingly, mastery goals should be easier to attain by adults since it allows for greater feelings of competence than performance goals and this translate into positive educational outcomes in community development work (Senko, Corwin, Hulleman, Chris , Harackiewicz, & Judith, 2011)

Activities aimed at increasing adult participation by CBO's should mostly be mastery goal oriented since most adult learners exhibit Self-Directed Learning (SDL) and most often than not are concerned with achieving the goals they set for themselves instead of trying to outperform others.

Figure 1 presents an application of the two models; SDT and AGT in developing and organizing AE activities to achieve development. The CBOs have to set their goals with the needs (autonomy, competence, relatedness and mastery) of the adult in mind. If the AE activities are organized with these in mind, it makes the CBO effective because the adult learner is motivated intrinsically and extrinsically to take part in these activities and leading to the likelihood of development. Essentially, this model can be used all CBOs that are development oriented and are dealing with adult. This is because they will understand the needs of the adult learner, be able to design activities in a way as to make sure there is maximum participation by the learner, their

various needs (motivation) are met and make sure this is able to translate into development of both the learner and the community as a whole.

Figure 1: An applicable model for CBOs' operations



Source: Author's construct

## 2.7 Summary

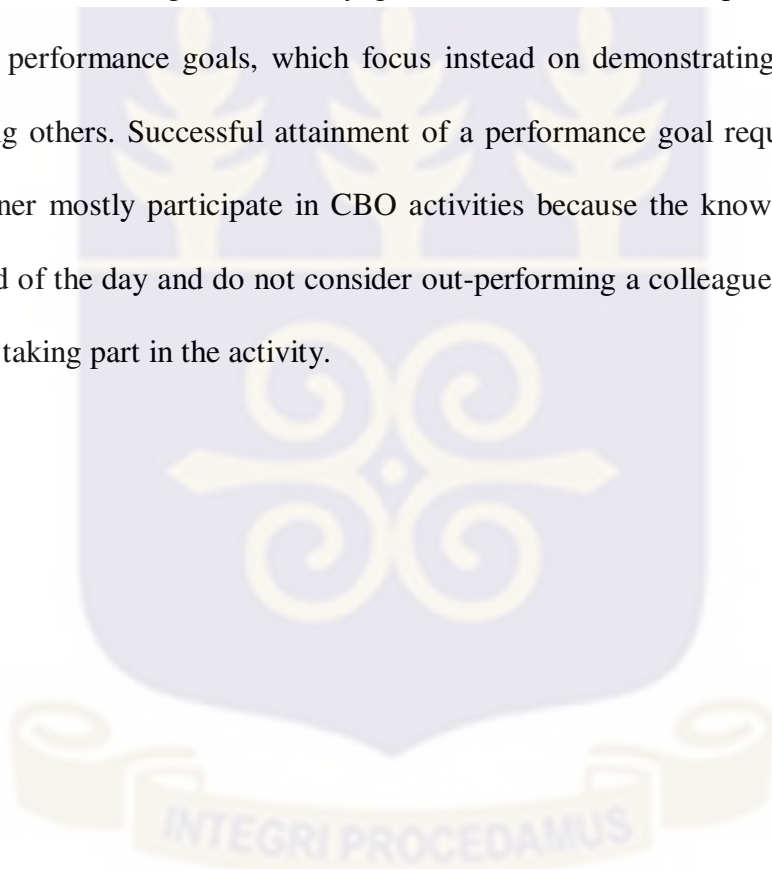
To summarize literature reviewed on the topic, it can be seen that the three most used terms for voluntary organizations that help in the development of our various communities are NGOs, PVOs and CBOs. These terms can be used interchangeably. The difference in them would be their size and the location of their operations. CBOs existed in Ghana long before formal

documentation were put down, evident in the fact that there were groups in our traditional societies such as the “nnoboa” that came together to help in community development. It wasn’t until the 1950s that various CBOs which were documented started springing up due to the Western World’s aim to fight poverty and under-development in the Third World countries.

Even though CBOs are mostly self-help agencies, they need good governance systems in order to ensure there is transparency and accountability. There is also the need to adopt best practices such as the CAM in building the capacity of community members towards development. This can be done through the careful planning and execution of the various educational activities which they undertake in the community. Gender issues still pose a problem in developmental issues and as such should be given the due attention it deserves if there is to be any progress in our developmental process. It was also found in literature that CBOs, through their engagement of their AE activities with community members can transform individual levels of empowerment into collective efforts to challenge gendered power dynamics and cultural and institutional constraints.

Finally, some theoretical frameworks were looked at in order to fully understand the topic being researched. The first was the Systems Theory which makes it clear that all CBOs are made up of processing inputs and outputs with internal and external systems and subsystems which is helpful in providing a functional overview of the organization. Better management and disbursement of resources will ensure efficient and effective management of their projects and other resources for maximum outputs which will translate to community development. Another theory the researcher looked at was the SDT which was postulated by Ryan and Deci. This theory is of the

view that, in order for an adult to effectively learn and apply what has been learnt, they need to be motivated. This motivation is both intrinsic and extrinsic. They include Competence (the creativity of the learner and ability to take initiative), Autonomy (being able to direct his learning and the outcome of the learning process) and relatedness (how the learner is able to relate to what is being taught). The third theory that was looked at was the Achievement Goal Theory. AGT was developed to understand students' adaptive and maladaptive responses to achievement challenges. It had two main goals: mastery goals, which focus on acquiring and developing competence, and performance goals, which focus instead on demonstrating one's competence and outperforming others. Successful attainment of a performance goal requires outperforming peers. Adult learner mostly participate in CBO activities because they know what they want to achieve at the end of the day and do not consider out-performing a colleague or peer as a source of motivation for taking part in the activity.



## **CHAPTER THREE**

### **3.0**

### **METHODOLOGY**

#### **3.1 Introduction**

The methodology of a research refers to the theoretical assumptions and principles that underpin a particular research approach. It guided the researcher to frame the research question that were related to AE activities by CBOs and on what process and methods used was used to arrive at a credible data (Giddins & Grant , 2006). This chapter details the processes that were used to conduct the study. A combination of quantitative and qualitative methods of collecting and analyzing data (mix method approach) was used. The mixed method approach was used because of the wide range of strength it possess; it has a wider focus than single method design and collects more information (qualitative and quantitative data) in different modes about a phenomenon. It is predominantly useful in survey, case study, evaluation, and field research (Patton, 2002). The concurrent design where both quantitative and qualitative methods are used at the same time would be used in the collection and analyses of data. The qualitative data obtained was used to corroborate the quantitative data.

#### **3.2 Population**

The population for the research was all CBOs in the Akuapen North District of the Eastern Region of Ghana that offered Adult Education activities and their beneficiaries. The district has on record sixty seven (67) registered and unregistered CBOs as of 2016 with the Social Welfare Department of the district assembly but per the activities that they undertake, fifty seven (57) were considered to be offering AE activities by the researcher. This was because they provided activities that help develop the skills, increase the knowledge and helps change the attitude of the

community members that are considered adults at the various communities where they are located. The rest offered services like money lending, preschool education of children and the running of orphanages. These CBOs were located in the various towns and villages across the district. Included in the population were all beneficiaries of the activities of these CBO's in the various communities.

### **3.3 Sample**

The sample for the study included fifty seven (57) CBOs that offered AE activities to its beneficiaries in the district and 20 heads of identified beneficiary groups. The leaders of the CBOs were the key informants; that is either the head of the organization or the next in command. The CBO leaders were used as key informants because the researcher solicited for information about the organization and how they organized their activities. They were in the best position to give the researcher the information needed. A pre-study visit was done by the researcher and 20 groups of people were identified who have undergone proper education by the AE activities of the CBOs. The leaders of these groups identified in the community were interviewed. In total, seventy seven (77) respondents were sampled for the research.

### **3.4 Research Design**

The study was a cross sectional survey. Both qualitative and quantitative research approaches (mix method) were used to identify and analyze the activities of CBOs in adult education in the study areas. The researcher employed the philosophy of pragmatism in how the research was conducted so as to be able to answer the research questions. Creswell and Clark (2007) argues that, pragmatists do not see the world as an absolute unity. Similarly, mixed method researchers

usually identify many approaches for collecting and analyzing data. This is opposed to using a single method (quantitative or qualitative) that usually has their shortfalls. Mixed methods researchers believe truth is what actually works at a particular time and it is not based on the strict contrast between the mind and reality. Therefore researchers that use the mixed methods research use both the qualitative and quantitative data because they work to provide the best understanding of a research problem. Several sets of data were collected using the qualitative and quantitative research methods, their epistemologies, and approaches in such a way that the ensuing combination had complementary strengths and non-overlapping weaknesses.

### **3.5 Sampling Procedure**

Primary data for the research was collected from fifty seven (57) CBO heads/leaders in the district that were purposively selected due to the fact that they provided AE activities to the community. Contacts with these CBO heads were made by obtaining their telephone numbers from their files at the Social Welfare Department of the district. Fifty seven (57) CBOs out of the sixty seven (67) CBOs on the books of the Social Welfare department in the district were selected. This was due to the fact that these CBOs provided activities for their various communities that were considered by the researcher by definition to include adult education activities. The heads of these CBOs were provided with questions relevant to the study that was precisely answered. The heads of twenty (20) identified beneficiaries groups were also selected to be used for the study. A key informant interview was held for each of them separately to get their take on the AE activities of the various CBOs in their community and how they (AE activities) are helping in development. They were selected because they were in the position to give a vivid account of the AE activities and how it is helping in their development. The

convenient sampling technique was employed in this instance because of the lack of sampling frame on the beneficiaries of the adult education activities in the various communities.

### **3.6 Instrumentation**

The main instruments used for the study were questionnaires and an interview guide. The two instruments were used to enable the researcher triangulate the information to test the consistency of the findings obtained from each of the instruments used. The researcher used administered questionnaires in the collection of primary data from the leaders of the selected CBOs. Part one (1) of the questionnaire collected data from the CBOs leaders, the various kinds of adult education activities they render. These activities were grouped into those that provided knowledge, those that provided skills and the activities that helped in attitudinal change. Some of these activities include: training on animal husbandry, soap making, sanitation, education on stigmatization and HIV and AIDS prevention, family planning and benefits of healthy living, etcetera. Part two (2) collected data related to community development work of CBOs. Some questions asked included the AE activities most likely needed by community members, the challenges they (CBOs) face in the dispensation of their various duties and some suggested solutions. The last part collected data on how gender sensitive the educational activities of the CBOs are. This was a very important aspect of the study because of the role women play in helping shape the society.

The questionnaire was administered by the researcher because of the educational level of some of the CBO heads. The researcher used approximately twenty (20) minutes to collect the data from the CBO heads over a period of about four weeks.

An interview guide was also used to gain information from beneficiaries of the AE activities of the various CBOs as a means of cross-validation. According to (Cohen & Manion, 1997), an interview entails a type of conversation which is initiated specifically by the interviewer purposefully for obtaining relevant information and description, prediction or explanation which cannot be obtained when the questionnaire is solely relied on for the information. These interviews were held right after the activities of the CBOs and took approximately 30 minutes to complete. The topic for the interview was introduced to the participant and he/she was made aware of what the data collected would be used for. The interview was semi-structured and was in two folds. The first part asked for the opinion of the participant on the activities that CBOs are involved in of which they participate. Some other questions in the section were to find out whether the activities are beneficial or otherwise. The second part found out how the activities of the CBOs are helping in community development, some circumstances that hinder their participation and whether or not women involvement in community development is important or not. The interview was semi-structured because the researcher had a focus of what was to be achieved but also keeping in mind other issues of equal importance that might arise from the answers of the respondents.

### **3.7 Data Collection**

In addition to the extensive use of literature on the activities and role of CBOs in AE, questionnaires and an interview schedule was also used as major investigative tool in soliciting the opinions of CBO leaders and beneficiaries on the issues raised in this study respectively. These questionnaires were administered by the researcher to the participants.

Ten statements were developed to test the gender sensitivity of the performance of the various educational activities by the CBOs. A five point Likert scale; ranging from strongly agree to strongly disagree was used to analyze the results. A score of 1 was given to a tick for strongly agree, 2 for agree, 3 for neutral, 4 for disagree and 5 for strongly disagree. The maximum obtainable score was 50 for those CBOs that are not gender sensitive in their activities while the minimum of 10 was for those that are gender sensitive. Mean and standard deviations (SD) were also used to rate gender sensitivity as low, moderate or high. The researcher employed triangulation of data collection which (Polit & Beck , 2006) refer to as the use of a variety of sampling strategies or multiple data sources. Key informant interview was used to solicit information from beneficiaries of the selected CBOs as a means of cross-validating the data obtained via the use of the questionnaires from the leaders of the CBOs. This (triangulation) according to Patton (2002) helped establish the credibility of the data collected.

Collection of the data was both fascinating and exhausting. This was due to the distance that the researcher had to cover in getting to some of CBOs and their head. On the other hand most of the CBO leaders and beneficiaries were all too happy to share their experience with the researcher. The questionnaire was read out to the respondent and the answered got recorded. But before that, the researcher explained to the respondent what the data got was going to be used for and their consent sort. The interview sessions for the respondents were in a relaxed manner. The topic was introduced and the respondent was free to bring out his views.

### **3.8 Data Analysis and presentation**

The quantitative data was hand-coded and the Statistical Package of Social Sciences (S.P.S.S), version 20 computer software was used to analyze it. The qualitative aspect of the data collected was first transcribed and was organized. Codes and themes were then employed to properly analyze it to give it meaning.

At the first level of quantitative analysis, percentage and frequency distribution tables were used to present relevant variables relating to CBOs was presented. Mean scores and standards deviations were also used in the analyses of gender sensitivity. Analyses of the qualitative data were used to support the finding of the quantitative data concurrently. The result of the study was descriptive in nature.

### **3.9 Pilot Study**

A pilot study is a shorter version of a larger study conducted in planning for the main study. It is done with lesser number of respondents but a representative of the population and is similar to the respondents or subjects of the main research. Blaxter, Hughes and Tight (1996) states that it will be presumptuous for a researcher to think he/she knows the end result of a study before it is carried out. The main research might not go the way it was expected to due to the fact that some extraneous variables were not well controlled and there final results turn out differently than expected. It is therefore very clear that pilot studies are very essential in preventing the waste of time, energy and resources.

Pilot studies are needed to determine possible errors in measurement procedures, and in the definition of independent variable. A pilot study also helps in identifying unclear or ambiguous items in a questionnaire and the non-verbal behavior of participants in the pilot study may give important information about any embarrassment or discomfort experienced concerning the content or wording of items in a questionnaire. Pilot studies usually give advance warnings about where the research can fail and the part to pay more attention to. It can also help identify some problems about the research procedures and also indicates whether proposed methods, frameworks or instruments are inappropriate or too complicated.

In view of the arguments raised above about the importance of piloting a study, the researcher carried out a pilot study at the Ga East Municipality of the Greater Accra Region to help validate the data collection instruments before going out to collect the data for the research. Ten (10) CBOs and five (5) beneficiaries were involved in the study. A Cronbach's alpha reliability score for the measurement of gender sensitivity of CBOs AE activities during the pilot study was 0.745, indicating an acceptable degree of internal consistency among the items on the scale. Some questions were deleted and some reconstructed because they were not used in the final questionnaire. This was because they elicited answers that were in a way outside the scope of the study. This was done after the data got from the pilot study was coded and analyzed. Also, the researcher got to know innovative ways to ask questions during the interview section of the main data collection in order to get the right answers.

The Ga East District was selected because of the proximity of the district to the researcher, and to the Eastern Region, specifically the Akuapem North district and some characteristics such as literacy rate, total population and dependency rates which are closely related.

### **3.10 Ethical Considerations**

Professional and academic communities are increasingly placing responsibilities on their members to improve the ethical standards of research and practice within their disciplines. Ethics are moral philosophies that govern a person's behavior or the conducting of an activity. It refers to a system of principles which can critically change previous considerations about choices and actions. It is said that ethics is the branch of philosophy which deals with the dynamics of decision making concerning what is right and wrong (Georgia & Marianna, 2011).

The researcher treated each respondent as an autonomous agent. This was done by ensuring the respondent had received a full disclosure of the nature of the study, the risks, benefits and alternatives, with an extended opportunity to ask questions and the choice to freely partake in the research. The researcher gave prudence to the maximization of the benefits of the study and the reduction of risk that might occur from the research.

Last but not the least; the researcher adhered to issues of anonymity and confidentiality. This was achieved by not revealing any personal information about the respondents and CBOs or singling out respondents in the final work.

## CHAPTER FOUR

### 4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

#### 4.1 Introduction

This chapter narrows the analyses and discussions of adult education activities of CBOs and the usefulness of these activities to the people of Akuapem North District using data collected from the field. Results obtained from the analyses of field data was extrapolated with other research work and literature similar to this work. This helped to ascertain the validity or otherwise of assumptions and the theoretical underpinnings discussed in chapter two.

The key components of this chapter included the identification of AE activities by CBOs in the Akuapem North district, the developmental needs of the people in the district and how gender sensitive the CBO activities were.

#### 4.2 Adult Education Activities

CBO in the district provided a wide range of adult education activities. These activities were categorized into those that provided knowledge, the educational activities that provide new or an improvement in skill level and the activities that bring about positive attitudinal change. Due to the inexhaustible number of activities under these groupings, the overlapping nature of the categories, and to make the work of the researcher easier in identifying these activities, they (activities) were grouped into program of action of the CBO to capture as many similar activities provided as possible. For example, a program of action such as vocational training provides knowledge and a change in attitude, but per the researcher's definition, falls under the provision

of skills because the main focus of it is to teach or improve on the skills of the learners. It includes but not limited to activities such as batik tie-dye training, soap making, bead making, etcetera.

#### ***4.2.1 Educational Activities that Provide Knowledge***

These activities usually are for the creation of awareness. Modes of teaching or transmission of knowledge normally involves lectures, group discussions, and the use of audio visuals. When questioned on the adult education activities they provided, 50 of the CBOs which constitute 87.7% said they provided activities that increase the knowledge base of participants. The rest, 7 did not deliver any adult education activity that is primarily to provide knowledge.

Table 4 shows the number of CBOs that provide the various adult education activities that have been grouped into program of action for easy identification.

Table 4. Provision of knowledge

<b>Program of action</b>	<b>Number of CBOs</b>
Education for the youth on contemporary issues	21
Women and children welfare and education	18
Civic education	18
Community sustainable development	17
Information and Communication Technology (ICT) education	9
Agriculture extension	9
Liaison with government and other stakeholders	4

\*Program of action not mutually exclusive.

From table 4, it can be seen that most of the CBOs (21) that undertake adult education activities that provide knowledge mostly engage in educational activities geared towards the youth. Only 4 CBOs provided the know-how on liaising with government and donor agencies to bring about development for the people of the community. Agriculture extension activities were undertaken by only 9 CBOs, contrary to Opare (2007) assertions of these activities being the major activities CBOs engage in, in the various communities in the country.

#### ***4.2.2 Educational Activities that Provide Skills***

Table 5 shows that forty (70.2%) of CBOs that took part in the study indicated they offer adult education activities to individuals in the community that helps them acquire or improve on already learned skills. These were typically hands-on practical activities where participants are required to take part and practice activities that are being taught.

Table 5. Provision of skills

<b>Program of action</b>	<b>Number of CBOs</b>
Vocational and income generating activities	27
Nutrition and reproductive health	11
Community protection	11
Literacy	4

\* Program of action not mutually exclusive

From table 5, it can be seen that a large number of CBOs (27) in this category provided vocational and income generating activities. Eleven CBOs each provided activities on nutrition

and reproductive health and community protection. Only four CBOs provided functional literacy to the beneficiaries.

#### ***4.2.3 Attitudinal Change Adult Education Activities***

Almost two thirds (64.9%) of the CBOs studied provided adult education activities that promote positive attitudinal change. These activities are intended to help exhibit a positive attitudinal change in participants. It is supposed to change the stereotypical ways of thinking in people, chief among them is the stigmatization of persons living with HIV and AIDs and the improvement of community ownership and communal spirit among community members. Table 6 shows the number of CBOs that provide the various activities that help in positive attitudinal change.

Table 6. Change in attitude

<b>Program of action</b>	<b>Number of CBO</b>
Health promotion	18
Mobilization	14
HIV and AIDs stigmatization and education	7
Fund raising	7

\* Program of action not mutually exclusive

From table 6, it can be seen that most of the CBOs (18) in this category conduct health promotion activities. A change in attitude towards the benefits of coming together as a community and working together through mobilization activities followed with 14 CBOs. True to the figures released by the Ghana Aids Commission on the reduction in the prevalence rate of

HIV and AIDs in the country and the Eastern region in particular and the reduction in stigmatization (Ghana AIDs Commission, 2016), HIV and AIDs stigmatization and education activities recorded the lowest number of CBOs (7), albeit significant. This could be due to the fact that a lesser number of people are getting infected by the disease and therefore the less significant these activities are.

### **4.3 Community Development**

The main aim of CBOs is to oversee the organization of various activities at the community level aimed at bringing about desired improvement in the social well-being of individuals, groups and neighborhoods. That is to say, empowering individuals to develop themselves rather than exploiting them all in the name of being kind and generous. For in the words of the doyen of adult educator:

“True generosity consists precisely in fighting to destroy the causes which nourish false charity. False charity constrains the fearful and subdued, the “rejects of life” to extend their trembling hands. True generosity lies in striving so that these hands — whether of individuals or entire peoples — need be extended less and less in supplication, so that more and more they become human hands which work and, working, transform the world” (Freire, 2000, p. 2).

In this regard, for efficiency and effective results, CBOs are required to build the capacity of beneficiaries.

#### ***4.3.1 AE Activity that meet Needs***

All CBOs when asked were of the view that their AE activities benefited community members. With the CBOs main aim of meeting the developmental needs of the people in the community, it was also inquired from the beneficiaries whether the AE activities that they engage in has brought about any improvement in their personal life, has been able to develop the community and whether it has given them the confidence to participate fully in community development (social integration). Some key statements given by them are transcribed below;

- *They (CBOs) have been able to help a lot of us develop new skills for making our day to day activities easy. My wife was taught pastry making by one of these CBOs and she is making a little money to support me and catering for the family.*
- *I personally haven't been affected that much by any of their activities but others say they learn a lot from them. Some of the community members are educated on best farming practices and some too on gari making.*

A beneficiary who was very impressed with how tidy the community has become after some CBOs came to educate them on keeping the community clean in order to prevent diseases had this to; *'The activities on sanitation have really helped us a lot. You can see for yourself that the community is very tidy. These CBOs occasionally mobilize the youth and organize clean-up exercises. I think it is making our community a healthy one'*.

Others were;

- *The activities of CBOs have been very helpful in that, our women are now actively participating in community development work which was not seen previously, to the extent of being involved in decision making.*

- *I was able to access a loan thanks to a certificate I received from one of these CBOs. We were taught grasscutter and rabbit rearing and I will be going for a loan to start up one of my own,*
- *Well I think they are trying their best but can do better. The activities that we find most interesting and is helping us a lot are the income generating activities were are being thought.*
- *Most of the community members believe that activities that would help us start our own businesses will be beneficial to us.*

From the responses of the beneficiaries interviewed, it can be deduced that that AE activities of CBOs has been of help to them and has in a way help them to improve on their lives. Income generating activities and activities concerning women's welfare has been particularly helpful to them and will have to been intensified to increase the levels of development. This can be corroborated with the success stories of other participant of CBO Adult Education activities all over the world. Take for example the educational activities of Hashoo Foundtion; a progressive and dynamic CBO, leading the way in human development and poverty alleviation by implementing viable economic plans and increasing the education and capacity building processes of communities in rural Pakistan (Hashoo Foundation, 2015). This CBO has been able to develop the members of the community and this was evident in the success stories that were given by the beneficiaries of the activities. Muhammad Zafar, a resident of Layyah in Southern Punjab, a livestock farmer, was given the opportunity to uplift his economic condition by the Hashoo Foundation. Mastering skills from its training platform, Zafar states *'From the day I started taking care of my animals the way I was taught by Hashoo Foundation, I am reaping the*

*benefits in the form of more meat and milk production. Today, as I move on with my knowledge and improved lifestyle, I can look at my family's future with more hope and confidence'*

Another beneficiary, Zarina Bibi also a livestock farmer had this to say after going through training programs by the foundation; *'the training has been very fruitful, I earn money by selling the additional milk and can now afford to pay my daughter's tuition fee'*

#### ***4.3.2 Challenges Faced by CBOs in Meeting Developmental Needs***

Challenges are inevitable in every institution, CBOs not exempted. These challenges are numerous and remedies could be provided only when they are identified. It can be seen that, the CBOs (80.7%) found illiteracy among the people of the community a big challenge that limits the impact they would want to have on the community. This is confirmed by a very low literacy rate of 17.6% put out by the GSS in 2013. Closely followed is apathy (78.9%) among the people. The rest are monetary issues on the part of the CBOs (50.9%), cultural and religious limitation (15.8%) which includes but not limited to submissiveness especially on the part of women which is propagated by religion, creating a barrier to women's participation in development activities, cultural believes that relegates a group or groups of people in the community, and others (3.5%) which include shyness on the part of community member to take part in the AE activities. Completing the list are gender issues which is at 12.3%. This is no surprise because up to date, the role of women as shown by society is purely household duties and they are not to take part in any other activity that would present them with a divided attention on their wifely or motherly duties as ably stated by Adryan (2014).

Table 7 presents the challenges the CBOs face in trying to help in the development of the community.

Table 7. Main challenges faced by CBOs in meeting developmental needs

Challenge	Number of CBOs		Total
	Yes	No	
Illiteracy	46 (80.7%)	11 (19.3%)	57
Apathy (unconcern/laziness)	45 (78.9%)	12 (21.1%)	57
CBO's monitory issues	29 (50.9 %)	28 (49.1%)	57
Cultural / religious limitations	9 (15.8%)	48 (84.2%)	57
Gender issues	7 (12.3 %)	50 (87.7%)	57
Other	2 (3.5%)	55 (96.5%)	57

According to Maximpact (2017), there are roughly 3.7 million CBOs worldwide with an estimated 2 million of them in India. In the various studies done on the challenges of CBOs in the region, they found that most of these CBOs found it difficult to garner sufficient and continuous funding for their work. Gaining access to appropriate donors was a major component of this challenge. Another challenge was the lack of effective governance. They argued that a founder may be too focused on running the CBO for their own purposes; however, governance is foundational to transparency. Also according to Maximpact (2017), the fact that many of the CBOs favor a “hardware” approach to development through building infrastructure and providing services instead of empowering people and institutions locally also contributed to the failure of some of this CBOs in their development work. Overall, their development approaches were not as flexible, sustainable and relevant to the community as they could be.

#### ***4.3.3 Reasons for not Participating in AE Activities***

The data from the informant interview of the beneficiaries gives a clearer picture of some of the main reasons why they would not want to partake in AE activities held by CBOs in the community. The themes that run through almost all their comment were; the prioritization of other activities, the lack of trust in the CBO; affirming the finding of researchers Alesina and La Ferrara (2002), their believe system, and unconcern. Some of the comments that prove these are:

- *If the activity does not concern me in any way, I don't see the reason why I should go and waste my time there. Take for example one CBO that educates on HIV and AIDs. I don't have the disease so I don't see the reason why I should be there.*
- *The timing of some of these activities is very bad. Imagine organizing an activity at the time I have to be in the farm or somewhere important. My work in most important to me and I will definitely be there.*
- *Some of the CBOs are not trust worthy at all. Sometime back a particular CBO came to the town to count us in the view of providing us with farm tools. The last we heard of them, they had used our data to collect a huge sum of money and have absconded.*
- *Some of the people especially those from a particular church, (I won't mention names) claim their religion is not in favor of the way a CBO teaches so they don't attend their activities. The CBO talk about HIV and AIDs prevention.*

Participatory in development seeks to change and enhance the resources of individuals and this influences what is determined by the locals as their perceived needs.

From the above statements it could be deduced that, on the part of the beneficiaries, they do not see illiteracy on their part as a hindrance to why they would want to participate in an adult education activity culminating in development. This is in contrast to what had been reported by

the CBOs, who in their view perceive illiteracy as the main reason why community members would rather not get involved in an AE activity. Also from the response also, it can be seen that some of the respondents were not willing to participate in the activities of the CBOs because it went contrary to the teachings of their religion. Some also taught them also taught the CBOs were taking advantage of them and that they were being exploited for the benefit of the CBOs. They really did not feel the need to attend any of the CBO activities in order to avoid this.

Taking into account indicators of people's involvement in CBO educational activities in Poland however, a fairly high percentage of respondents of surveys conducted by (Adamiak, Charycka, & Gumkowska, 2016) declared their readiness to participate in the various activities to bring about social actions because it met their needs. This fact means that people consider such activities of the CBOs as important and worth spending their time on.

#### ***4.3.4 Measures Taken to Tackle the Challenges***

Challenges as discussed earlier in this chapter are inevitable but a conscious effort has to be made to overcome the challenges if the goals of an organization are to be met. The CBOs were therefore asked about the measures they have taken or are taking to tackle the various challenges they face in the organization of AE activities for community members. Most of the CBOs studied viewed intensifying education, specifically about the important roles they (CBOs) play in community development as a way of swaying community members to participate in AE activities. Some CBOs also said the use of incentive such as money, clothing, toiletries, etcetera have brought about positive outcomes although there is more room for improvement. Also, one effective way of increasing participation is the engagement of community members in their

various homes to combat both apathy and shyness. Another effective strategy used by the CBOs is to collaborate with other CBOs in the district so that resources can be shared.

#### **4.4 Gender Sensitivity of CBO AE Activities**

Community education for women must not only respond to the needs of women by working towards their specific development needs, but also their collective development by promoting gender analysis in all AE activities. This is due to their unique knowledge of, access to, and control over natural resources, and the various opportunities to participate in decisions regarding natural resource use and advancing the work of community development (Population Reference Bureau, 2002). And to re-echo the words of the great Ghanaian educationist who said ‘the surest way to keep a people down is to educate the men and neglect the women. If you educate a man you simply educate an individual, but if you educate a woman, you educate a nation’ (Dr. James Emman Kwegyir Aggrey, n.d).

##### ***4.4.1. Gender Composition of Beneficiaries of CBO Education Activities***

The general aim of participating in developmental activities is to actively encompass community members in identifying their everyday problems, formulating plans and implementing decisions over their own lives and that of the larger community (Guijt & Shah, 1998). Therefore to accelerate the development process, efforts would have to be made to increase the participation of women.

The researcher solicited from the CBOs the gender composition of participants of the various AE activities they undertake. The result undoubtedly shows that there were more CBOs (68.4%) that had more females than males engaging in their AE activities. This goes to show that women are active rather than passive participant in developmental work. This result contradicts the work of Guijt and Shah (1998), who about a decade ago stated that many agencies and for that matter CBOs still experience low participation of women in their activities. The gender composition of CBOs in the study is presented in table 8.

Table 8. Gender composition of beneficiaries

<b>Gender composition</b>	<b>Frequency (N=57)</b>	<b>Percentage (%)</b>
<b>More females than males</b>	39	68.4
<b>Equal numbers</b>	10	17.5
<b>More males females than females</b>	8	14.1

#### ***4.4.2 Gender and Age Distribution of Respondents (Head/Leader of CBO)***

Almost two thirds (65%) of the CBO heads were male and the rest (35%) were females. The result indicates that even though there were more males than females in the CBOs leadership, gender balance, to some extent, was achieved in the response to the questionnaire. The gender and age distribution of the respondents are represented in table 9.

Table 9. Gender and Age Distribution of Respondents

Age	Sex		Total	
	Male	Female	No.	Percentage (%)
Less than 30	5	2	7	12.30
30 – 40	5	4	9	15.80
41 – 50	18	11	29	50.80
Above 51	9	2	12	21.10
<b>Total</b>	<b>37</b>	<b>20</b>	<b>57</b>	<b>100</b>

#### *4.4.3 Measure of the Gender Sensitivity of Adult Education Activities by CBOs*

Recognizing the role of women and women's groups in the community can play a vital part in increasing their participation in development. Indigenous CBO groups that attempt to counter apathy on the part of women's involvement in adult education activities are faced with mostly cultural restrictions, laws of the land and prominently the way and manner in which they (CBOs) develop, plan and execute their educational activities, taking into consideration gender issues. As several scholars have observed, dominant development models have tended to ignore the contributions of women to development efforts in the various communities they live in (Mama, 2001; Alidou, 2005; Hafez , 2011; Bordat, Davis & Kouzzi, 2011).

Feminist theories are deeply rooted on the premise of support for equality for men and women (Kwapong, 2009). Most feminist theorists agree on some basic principles which include but not limited to; the fact that everyone should work and live equally, there should be some sexual

freedom between both men and women, everyone should have the right to choose, eliminating gender stratification and ending all forms of sexual violence (Kwapong, 2009). AE activities that are organized for community development should encompass these principles so as to bring about gender balance as much as possible to allow for smooth developmental work. It would be presumptuous though, to suggest that achieving gender parity would solve all our developmental problems per se, but it would go a long way of strengthening collaboration between both genders which will foster development. Gender issues have gained a lot of ground nowadays and it will be practical to make sure nobody is left out in order to avert inequalities.

In view of this, the researcher wanted to find out the predisposition of leaders of the CBOs on their views on the participation of women in AE activities. This was done because their views on this sensitive matter would translate into the way and manner in which they plan and organize their activities to increase women participation. Table 10 presents the results of the gender sensitivity of AE activities of CBOs that participated in the study.

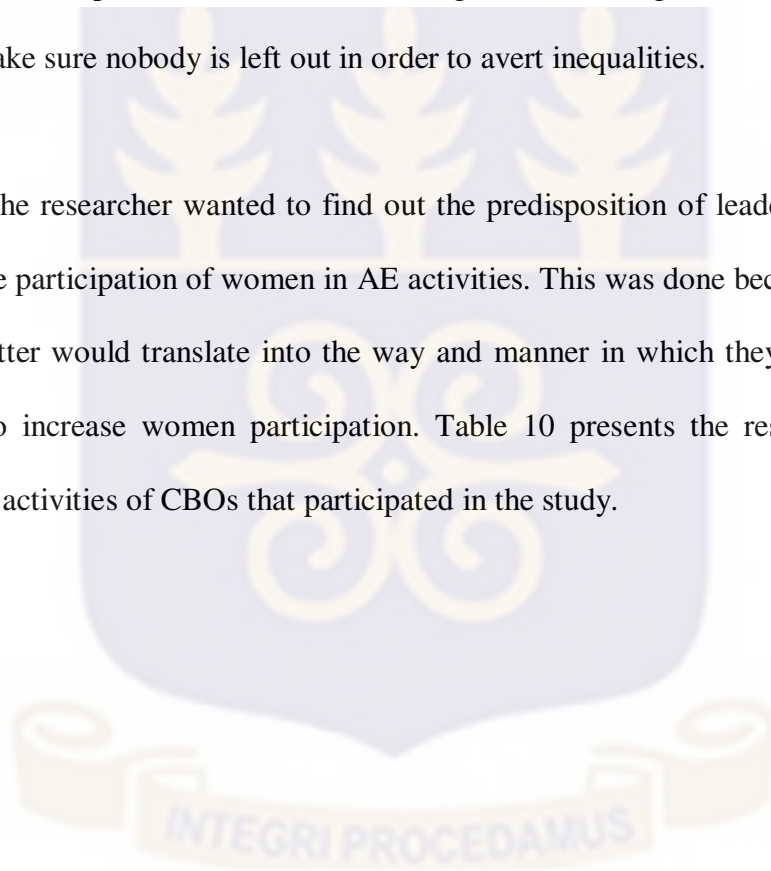


Table 10. Gender sensitivity of AE activities

<b>Rnk</b>	<b>Statement</b>	<b>Mean</b>	<b>SD</b>
1	Empowering women in educational activities of a community is a recipe for development of any community	1.12	0.38
2	Mutual understanding and cooperation should be encouraged between men and women in performing educational activities	1.15	0.45
3	All staff of CBOs working on planning and implementing Adult Education activities should be trained in matters of gender equity	1.19	0.39
4	The changing roles of women in society should be considered before planning, organizing and implementing adult education activities	1.22	0.70
5	Training material used in community education activities should be gender friendly	1.22	0.65
6	Gender analysis should be frequently conducted to find out whether equal opportunities are given to both men and women to develop in adult education activities	1.26	0.72
7	The views of women should be equally considered in the decision making process of what counts as development for the community	1.33	0.78
8	All CBOs should have policies in place to achieve gender equity in educational activities for the community	1.49	0.92
9	Leadership positions for educational activities should equally be shared among men and women	1.56	1.06
10	Equal number of participants (women and men) should be considered before starting any adult education activity	2.61	0.38
<b>Total</b>		<b>14.15</b>	<b>6.43</b>

*Likert scale: Strongly agree (1) to strongly disagree (5). N = 57*

The mean score (Table 10) of individual items ranges from 1.12 to 2.61 with a total score of 14.15 (SD = 6.43). This suggests that the respondents regarded the participation of women in adult education activities as very vital.

Table 10 shows that the lowest scoring factor, ranked first (1.12) which is the believe that empowering women in educational activities of a community is essential for the development of any community attests to the fact that many of the respondent saw the importance of involving women in their AE activities in order to achieve the goals of the CBO and the goals of the community at large. Also, with an SD value of 0.38, it can be said to have less varying responses with almost all the CBOs agreeing to the statement.

The respondents did not see the need to get equal numbers of men and women before starting an adult education activity and therefore the reason for it being the highest scoring item (2.61) on the list. This was reaffirmed by participants of the key informant interview when questioned about whether activities should be put on hold or delayed in order to get equal number of women and men. Some statements given were:

- *I do not see the need why we should wait for anyone in order to equalize number of women and men. The time for the activity has been set and it should go ahead as planned regardless of the numbers.*
- *I can't just come to a program that has been organized by a CBO at a specific time only for them to tell me "let's wait for the women to come before we start". I also have things doing and would have to be at other places too.*
- *Some programs are predominantly for the females so there is no need for males joining in. Take for example family planning. I don't think as a man, I would like to sit through any of those activities.*

Getting equal numbers of woman and men in a program does not make the program effective per se but it allows for gender balance and also equal views on pertinent issues related to men and

women. Take for example the educational activities on family planning issues that most men wouldn't want to attend. The man is supposed to be the head of the house and make sure he decides on the family size and the consequences of having that family size. Not attending such activities renders them powerless in decision making in that area which can lead to dire consequences especially in this our modern day economy. It is therefore up to the CBOs to give more education on some of these issues.

Items such as leadership positions for women in CBO activities and CBO policies to ensure gender equity scored high marks 1.56 and 1.49 respectively, which go to show the reason why men are favored in leadership position and fact that even though the CBOs were gender sensitive in their activities, they were not in favor of streamlining their policies to achieve gender equity as such. With a high standard deviation value of 1.06 for the statement that leadership positions in AE activities should be shared equally among women and men, this means that although generally the respondent did not agree to the statement, the statement had varying response that ranges from agree to strongly disagree. This was confirmed by the beneficiaries interviewed with some having no problem with sharing leadership positions equally with men, some have a few issues while others were indifferent. Some of the statements in favor of women being in leadership positions of AE activities include:

- *We have been trained mostly by our mothers since infancy so therefore having a woman in AE activities leadership position would not be a problem at all.*

One of the male respondents had this to say about the way a female leader of an AE activity held in another town had inspired him to actively participate in the activity.

- *I personally think women are very industrious and can pull crowds and so would not have any problem with a woman leading an AE activity. I personally go to this particular program held by a CBO in the other town because the leader that teaches is very intelligent and respectful.*

Those who were not in favor of women in leadership positions gave their reasons as:

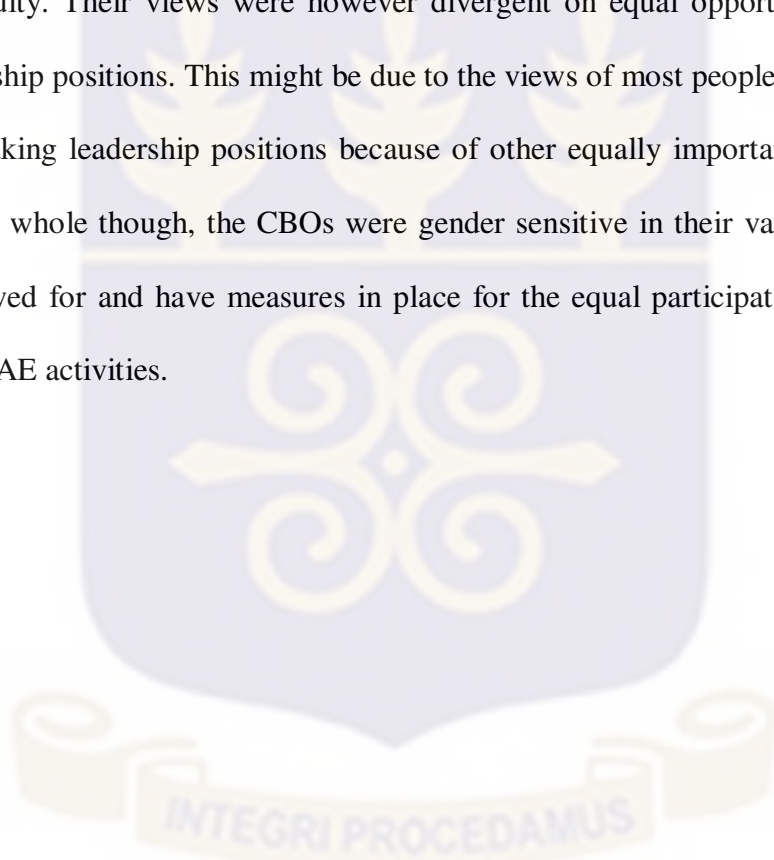
- *Women leading an AE activities would demean the authority of men and I believe would cause a low turnout. I think the best thing would be to make the women the lieutenant to the man. It would be fair in this way.*
- *I think women should put some things first such as time for the family rather than heading these activities which are time consuming.*

Those beneficiaries that were indifferent were looking at the overall content and importance of the AE activity rather than who heads it. *“I don’t think the person who heads the activity is the most important thing. For me, I would like to know how the activity can improve my life. Female or male, the contents of the activity comes first”.*

In fact, according to a (Morgan Stanley, 2017), the more an organization’s gender diversity, particularly in corporate settings, the more it can translate into increased productivity, greater innovation, better products, better decision-making, and higher employee retention and satisfaction. It is quite obvious that those beneficiaries who were not in favor of women in leadership position did not know the importance of having women in those positions. It is there up to the CBOs to do extensive education on the importance of women in leadership position and

to also align their organizational strategies in such a way so as to attract more women into leadership positions.

In a nutshell, it can be said that the CBOs that were studied believed in the important roles that both genders play in community development and empowering both through AE activities will bring about community development. The CBOs also agreed that in order to achieve their goals of community development, their guidelines and practices in AE activities must strive to bring about gender equity. Their views were however divergent on equal opportunities to be given women in leadership positions. This might be due to the views of most people who see women as not capable of taking leadership positions because of other equally important duties they must perform. On the whole though, the CBOs were gender sensitive in their various AE activities, that is they allowed for and have measures in place for the equal participation of both women and men in their AE activities.



## CHAPTER FIVE

### 5.0 SUMMARY, CONCLUSION AND RECOMEMDATIONS

#### 5.1 Introduction

The chapter contains the principal issues addressed in the study. It also gives the results, conclusions and recommendations as suggested by the researcher. The results cover the summary of core issues of the study. The major finding by the researcher is also presented in this chapter. Based on the results and findings, recommendations are made on how CBOs can better help develop their various communities through AE activities. Conclusions were also drawn from the entire work.

#### 5.2 Summary

The purpose of the study was to identify the AE activities of CBOs in the Akuapem North district of the eastern region and how these activities help in meeting the developmental needs of community members. The specific objective of the study were to identify the AE activities of CBOs with regards to the provision of knowledge, skills and attitude, to find out whether the educational activities of the CBOs meet the needs of the people in the community in relation to their personal development, community development and social integration and also find out how gender sensitive the CBOs AE activities were.

The significance of the study was to make an important contribution to literature in the areas of community education and development by CBO through AE activities. It was to make recommendations on the improvement of developmental processes at the grassroots level through to national level. In order to adequately answer the research questions and accomplish the objectives of the study, a cross sectional survey was used with primary data gathered using a semi structured questionnaire in the Akuapem North district involving 57 heads of CBOs. Included in the collection of data was a key informant interview from 20 beneficiaries of the various AE activities in the various communities the CBOs operate. A mixture of probability and nonprobability sampling techniques were employed to gather the data from these individuals who were willing and able to engage in the survey. Ethical issues such as confidentiality and anonymity were considered in the data collection and final presentation. The effects of the limitations on the study were minimized by conducting a pilot test on the questionnaire in the Ga East district to ascertain the suitability of the questions before the main questionnaires were administered.

A theoretical framework was developed by the researcher in conjunction with previous but relevant literatures and theories within the research area. Discussed under the literature review were the backgrounds of CBOs, the concepts of community development, concept of poverty, CBOs in community development work, and gender related issues to community development. The results of the study were as follows:

1. Fifty (50) of the CBOs studied representing 87.7% provided activities that are meant to impart knowledge to the people of the community. Out of the 50 CBOs, 21 of them

provided activities that are related to education of the youth, 18 of them dealt with women and children welfare, and activities related to community sustainable development are organized by 17 CBOs. The rest are 9 CBOs each for ICT education and agricultural extension and 4 CBOs engage in activities that create awareness on how community members can better place themselves to receive developmental intervention from government and other stakeholders.

2. Seventy percent (representing 40 CBOs) of the CBOs studied provided activities for the people that either imparts news skills or improve on already learnt one. Out of that number 27 CBOs provide AE activities relating to vocational and income generating activities. Eleven (11) each for nutrition and reproductive health and community protection activities and only 4 CBOs provided literacy activities.
3. The study also revealed that 37 CBOs (64.9%) provided activities that bring about a positive attitudinal change in the community members. Out of this number, 18 provided activities that would help community members have a positive attitude towards health related issues, 14 CBOs organized activities that helps people know the importance of coming together as a team to achieve a common purpose, while 7 CBOs each organized activities on HIV and AIDs stigmatization and education, and a positive attitude towards saving money respectively.

4. The AE activities of CBOs in the district met the needs of the community members, which were their personal needs, community development needs and social integration. This was achieved due to the beneficiaries' assertion that the AE activities of CBOs in the area had made their women confident enough to participate in community development activity, has developed or given them new skills, has also helped improve on the sanitation of the community and has enlightened them on community development activities. There were a few challenges such as poverty, apathy, cultural and religious limitation, and some gender issues that hindered the performance of CBO activities and thereby the overall aim of development.
  
5. In general, the CBOs' AE activities were gender sensitive. That is, it allowed for equal learning opportunities for females and males. Thirty nine (68.4%) CBOs had on average a higher female participation compared to 8 (14.1%) recording higher male participation. A low mean score of 1.12 for the item 'empowering women AE activities of a community is a recipe for development of any community' goes to show all the CBOs agree that women have a vital role to play in community development and empowering them with education would go a long way to develop themselves and the community as a whole. The CBOs however disagreed with the statement 'equal number of women and men should be considered before starting any adult education activity'. With a mean score of 2.61 and an SD value of 0.38, it can be deduced that almost all the CBOs interviewed were in disagreement with the statement. Prominent also among the scores recorded was a mean score of 1.56, SD 1.06 for the statement 'leadership positions for

educational activities should equally be shared among men and women' indicates that the CBOs were not in favor of the statement but the responses varied greatly.

### **5.3 Major Findings**

The major findings of the study were as follows;

1. Most of the CBOs that were studied in the district offered mostly knowledge-based AE activities. The people in the district were generally in need of skills base AE activities; mostly income generating activities that would equip them with the requisite ability to generate income to cater for themselves and their families.
2. Contrary to the view of the CBOs in the district, the community members did not see illiteracy as a hindrance to why they would not participate in AE activities. One of the main reasons is they don't have trust in the CBOs around and thereby their AE activities. The other is the lack of self confidence in individuals to be able to participate in activities with other community members.
3. Most of the CBOs studied are faced with not achieving their community development goals because of their approach. They are trying to develop community members which to them (CBO) have a high rate of illiteracy without first educating them. This brings about the lack of communal spirit and community ownership and therefore any development brought to the community is rendered unusable and inaccessible due to the lack of education. The best approach would be to educate them first so they understand the whole concept of development.

4. The issue of the inclusion of women in AE activities by CBOs is generally agreed on in principle, but practically, there are still factors that serve as constraints that limit the participation of women in community development.

#### **5.4 Conclusion**

From the findings of the study, both general and specific conclusions can be drawn. The general conclusion, with reference to the responses from the questionnaire and key informant interview is that CBOs play major roles in community development through AE activities in the Akuapem North district. Specifically, it can be concluded that CBOs organize numerous activities that help to increase the capacity of community members towards development. These activities can be classified in three; those meant to create awareness, the activities that impart or improve on skills and those that bring about a positive attitude. Most of the CBOs in the study area provided knowledge based AE activities but what is most likely needed by community members is skills base activities. Community members are satisfied with the work of CBOs in helping them in their personal development, developing the community and empowering them to be able to fit into the society. Generally, all the CBOs were gender sensitive in the activities they organize for community members. However, some pertinent gender issues such as having in place policies of CBOs to ensure gender equity and making sure women are given equal leadership opportunities by these CBOs in the AE activities should be well addressed.

## 5.5 Recommendations

With specific mention of how the AE activities of CBOs promote development, the identification of factors that hinder effective organization of these activities and gender related issues, the following recommendations are being suggested by the researcher which would be able to make community development work through AE activities efficient and effective:

1. Since most of the community members were less educated, CBOs should start with the ‘education first then community development second’ approach to community development. In this approach, community members are educated on developmental issues first before any form of development is brought to the community.
2. As partners in development, it is recommended that the government introduce incentive package(s) for the CBOs in order to entice them to perform creditably in their community development work. For example, just as teachers and farmers enjoy various awards, “Best CBO Award” could be introduced at the district, regional and national levels. This in a way will create favorable competition among the CBOs in all their endeavors and also attract others to indulge in AE activities which eventually will lead to the development of the various communities they are located in. It would also lead to CBOs developing activities and restructuring their aims and objectives to meet community development needs in order to stay relevant.
3. The media should help create public awareness of the benefits of CBOs and their contributions to the development of the community. This will inform people, especially

the unemployed youth to organize themselves and to get actively involved in the AE activities of CBOs in their localities. This would not only help develop their knowledge, skills and attitudes but also would help develop the various communities in which they belong.

4. The NFED and other stakeholders should give intensive and frequent education and training to the CBO members, peer educators and the leaders in AE activities especially gender issues in order to equip them with general managerial, technical and entrepreneurial skills required to perform their roles effectively. This will also offer an opportunity for NFED to do better assessment of the contributions of CBOs in community education.
5. Even though it was unanimously agreed that women play a vital role in community development, it has a few bottlenecks. It is therefore recommended that CBOs policies to ensure gender equity in AE activities should be critically looked at and necessary changes be made to actively involve more women in community development and education work.
6. Above all, the applicable models adopted for this study should be applied to enhance the level of performance of CBOs in the use of AE activities to achieve development in the study area.

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**APPENDIX A: QUESTIONNAIRE FOR HEADS OF CBOs**

**UNIVERSITY OF GHANA, LEGON**

**DEPARTMENT OF ADULT EDUCATION AND HUMAN RESOURCE STUDIES**

**TOPIC: Adult education activities of Community-Based Organizations (CBOs) in the Akuapem North district of the Eastern region of Ghana.**

I am a student in the Masters of Philosophy (MPhil) program in Adult Education and Human Resource Studies at the University of Ghana, Legon conducting a study to identify the adult educational activities of CBOs in the Akuapem North District and how they help meet the developmental needs of community members.

Participation in this study is voluntary, and all who participate will remain anonymous. Your name is not needed. All information offered will be treated confidentially, and the results will be presented in such a way that no individuals may be recognized.

**PART I: ADULT EDUCATION ACTIVITIES (please tick (√) as many as are applicable)**

1. Under which program of action do the adult education activities of your organization fall under? Tick all that are applicable

**Provision of skills**

<b>Item</b>	<b>Program of action</b>	<b>Tick (√)</b>
1	Literacy	
2	Nutrition and reproductive health issues	
3	Community protection	
4	Vocational/income generating activities	

**Provision of knowledge**

Item	Program of action	Tick (√)
1	ICT education	
2	Women and children welfare and education	
3	Education for the youth	
4	Agricultural extension	
5	Community sustainable development	
6	Liaison with government / other stakeholders	
7	Civic education	

**Attitudinal change**

Item	Program of action	Tick (√)
1	HIV and AIDs care and support	
2	Mobilization	
3	Fund raising	
4	Health promotion	

( ) Other(s) (please specify) .....

.....

.....

**PART II: COMMUNITY DEVELOPMENT**

2. On the whole, do you think your adult education activities have met or are meeting the needs of community member?

Yes  No

3. What are some of the challenges you face in trying to meet these felt needs of community members?

Illiteracy  Apathy (unconcern/laziness)  Gender issues

Cultural and religious limitation  Monitory issues on the part of CBO

Other(s), please state .....

4. What measure has your organization taken to tackle these challenges?

.....  
.....  
.....

**PART III: GENDER SENSITIVITY IN CARRYING OUT EDUCATIONAL PROGRAMS**

5. What is the gender composition or your organization?  More males than female

more females than males  equal number of males and females

6. Sex:  Male  Female

7. Given below are 10 statements pertaining to the gender sensitivity of the educational activities provided the community by CBOs. Please read each statement carefully and tick ( ✓ ) for the option which reflects how you feel about each of the statements.

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	All staff of CBOs working on planning and implementing Adult Education activities should be trained in matters of gender equity					
2	Equal number of participants (women and men) should be considered before starting any adult education activity					
3	Gender analysis should be frequently conducted to find out whether equal opportunities are given to both men and women to develop in adult education activities					
4	Training material used in community education activities should be gender friendly					
5	All CBOs should have policies in place to achieve gender equity in educational activities for the community					
6	The views of women should be equally considered in the decision making process of what counts as development for the community					
7	The changing roles of women in society should be considered before planning, organizing and implementing adult education activities					
8	Leadership positions for educational activities should equally be shared among men and women					
9	Empowering women in educational activities of a community is a recipe for development of any community					
10	Mutual understanding and cooperation should be encouraged between men and women in performing educational activities					

## **APPENDIX B: INTERVIEW SCHEDULE FOR BENEFICIARIES**

### **UNIVERSITY OF GHANA, LEGON**

#### **DEPARTMENT OF ADULT EDUCATION AND HUMAN RESOURCE STUDIES**

**TOPIC: Adult education activities of Community-Based Organizations (CBOs) in the Akuapem North district of the Eastern region of Ghana.**

I am a student in the Masters of Philosophy (MPhil) program in Adult Education and Human Resource Studies at the University of Ghana, Legon conducting a study to identify the adult educational activities of CBOs in the Akuapem North District and how they help meet the developmental needs of community members.

Participation in this study is voluntary, and all who participate will remain anonymous. Your name is not needed. All information offered will be treated confidentially, and the results will be presented in such a way that no individuals may be recognized.

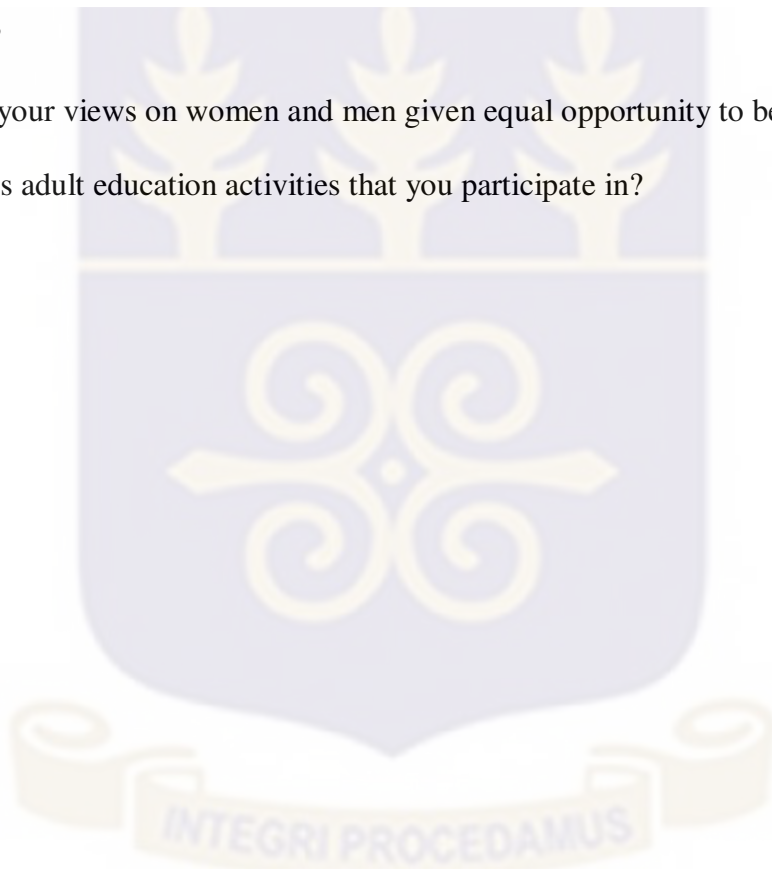
#### **Section I**

1. In your own view, what do you think are the roles of CBO in community development?
2. What are some of your felt needs and that of the community as a whole?
3. Has any of the CBOs helped in meeting any of these needs?
4. In which ways do you think that the CBOs in the community have helped or are helping to bring about development in terms of;
  - Personal development
  - Community development
  - Social integration

5. What are some of the circumstances that hinder you from participating in both CBO community development activities?
6. What help can the community give CBOs so as to make their work effective?

## **Section II**

7. Are women important in community development?
8. Should equal number of women and children be present before starting adult education activities?
9. What are your views on women and men given equal opportunity to become leaders of the various adult education activities that you participate in?



## APPENDIX C: DISTRICT MAP OF AKUAPEM NORTH

