

**ASSESSMENT OF LITERACY TRAINING ACTIVITIES BY THE LITERACY AND
DEVELOPMENT THROUGH PARTNERSHIP IN THE TOLON DISTRICT**

BY

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**THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MPhil
ADULT EDUCATION DEGREE**



DECEMBER, 2014

DECLARATION

I hereby declare that this submission is my own work towards the Mphil in Adult Education and that, to the best of my knowledge, it contains neither material previously published by another person nor material which has been accepted for the award of any other degree of the university, except where due acknowledgement has been made in the text.

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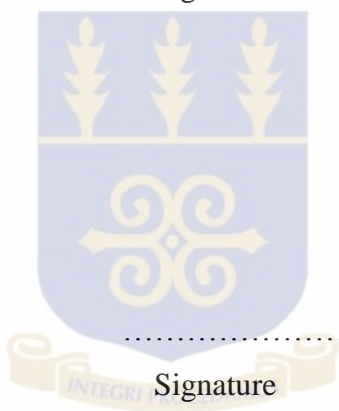
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DEDICATION

This thesis is dedicated to my parents Mr. Ahmed Hamidu Damba and Mrs. Rukayatu Damba.



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LIST OF ACRONYMS

DFID:	Department for International Development
EFA:	Education for All
GLSS:	Ghana Living Standard Survey
GMR:	Global Monitoring Report
GSS:	Ghana Statistical Service
LADP:	Literacy and Development through Partnership
NFED:	Non Formal Education Division
SHS:	Senior High School
UNESCO:	United Nations, Education, Scientific and Cultural Organization

ABSTRACT

Little attention has been paid to literacy assessment in developing countries including Ghana. The objective of the research work was to conduct an assessment of literacy training activities by the Literacy and Development through Partnership (LADP) including assessment of the performance of learners in numeracy, reading and writing, the application of literacy skills in the lives of adult learners and the facilitation method used by the LADP. The study was basically a case that employed quantitative research design. It sampled four literacy classes or communities out six literacy classes at the writing stage where numeracy and reading has already been taught and writing underway. Convenient sampling was used to select the four literacy classes but learners were selected using simple random sampling with the lottery method. Data was collected using test questions, focus group discussion and interviews and analyzed using means and standard deviations, and themes and patterns. The assessment of literacy training activities of the Literacy and Development through Partnership showed that learners performed well in both in reading and numeracy but performed below average in writing. In the Gbulahagu community learners performed better in numeracy with a mean of 23.40 and Standard deviation (SD) value of (7.356), followed by reading mean of (21.87) and SD (5.489) and then writing mean (17.73) and SD (4.464). In the Dimabu community learners performed better in numeracy with a mean of (28.07) and an SD of (1.486), followed by reading mean (28.07) and SD of (3.416) and then writing mean of (17.40) and an SD of (5.489). In the Kunkulung community learners performed better in reading with a mean of (22.00) and an SD of (7.00), followed by writing with a mean of 15.33 and an SD of 4.923 then numeracy with a mean of (15.27) and an SD of (4.877). In the Nysherigu community learners performed better in reading with a mean of (26.27), and an SD of (2.086) followed by numeracy with a mean of (19.93) and then writing mean (12.27) and an SD of (3.494). In terms of cross case comparisms in literacy skills performance, the following were discovered. In terms of numeracy performance, the Dimabu community performed better with a mean of (28.07) and SD of (1.486), followed by Gbulahagu with a mean of (23.40) and an SD of (7.356), Nysherigu, a mean of (19.93) and an SD of (4.667) and Kunkulung, a mean of (15.27) and an SD of (4.667). In terms of reading performance, the Nysherigu community performed better than all the other communities with a mean of (26.27), and an SD of (2.086) followed by Dimabu with a mean of (25.33) and an SD of (3.416), Kunkulung, a mean of (22.00) and an SD of (7.00) and Gbulahagu, a mean of (21.87) and an SD of (5.489). In terms of writing performance, the Gbulahagu community performed better with a mean of (17.73) and an SD of (4.464), followed by Dimabu, a mean of (17.40) and an SD of (5.489), Kunkulung, a mean of (15.33) and an SD of 4.923 and Nysherigu, a mean of (12.27) and an SD of (3.494) in that order. In terms of overall performance in literacy skills assessment, learners performed better in reading skills with a mean of (95.84) and an SD of (17.991), followed by numeracy skills with a mean value of (85.97) and an SD of (18.386) then writing skills assessment with a mean of (62.73) and a standard deviation of (18.37). The assessment also showed that learners regardless of the social context of the literacy program could transfer the skills of literacy in their personal and daily lives. The method of facilitation used by facilitators in the literacy program is the Gudshinsky method of facilitation which facilitators had difficulties teaching the writing component of the method. This could be partly the cause of their weak performance in writing. It is recommended that more emphasis should be put in teaching learners writing skills and provide in more materials that will enable learners practice writing in order to improve on program delivery and performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Universal literacy is fundamental to social and economic progress. Literacy is a fundamental right and a springboard not only for achieving Education for All (EFA), but also for eradicating poverty and broadening participation in society. It is also a vehicle to support the achievement of the Millennium Development Goals (MDG) and to empower the poor in particular, in terms of economic, political and social benefits. Literacy among agriculturalist may contribute to increase in production; literate parents tend to have smaller families (reducing high rate of population growth with its stress on development) while literacy creates awareness in people which enable them to see the need for change and development (UNESCO 2008). UNESCO (2008) further notes that literacy strengthens the response of people to economic and other incentives.

Literacy is a basic right. This right is enshrined in the Universal Declaration of Human Rights. Although many countries in Sub Sahara Africa are signatories to the United Nations Universal Declaration of Human and right to education of adults, few countries have been able to build robust, adult education institutions that offer genuine second chances to the majority of illiterate adults. As a result, countries with a legacy of low access to school have so far been unable to eradicate illiteracy among youth and adults (UNESCO EFA Global Monitoring Report, 2013).

Literacy is relevant to poverty alleviation efforts worldwide, because in the twenty-first century much of the information needed to make decisions and improve one's economic, personal, family, or political conditions is presented in written form. People must be able to decipher a script code quickly, understand the contents of the documents, and decide upon options

transmitted in them (Abadzi, 2003). Furthermore since 2000 the two goals (Goals 3 and 4) of the EFA which also forms the basis for goals 2 and 3 of Millennium Development goals have drawn the attention to the critical role that literacy plays in human development and in poverty reduction.

Unfortunately the numbers of illiterate population the world over continue to pose significant challenges. The UNESCO fact sheet (2013) on adult literacy reports that globally adult illiterate populations constitute about 773.5 million; males constitute 88.6% and females 79.9%. The Department for International Development (DFID) on their adult literacy briefing for (2008) asserts that there are about 774 million adults who cannot read and write, 64% women. To DFID's estimation there would be about 725 million adults who cannot read and write by the year 2015 (DFID, 2008).

The lowest literacy rates are found in sub-Saharan Africa and in South and West Asia (UNESCO Institute for Statistics Fact Sheet, 2012). In addition records show that adult literacy rates are below 50% in some African countries such as Benin, Burkina Faso, Chad, Ethiopia, Guinea, Mali, Niger, Senegal, Sierra Leone and The Gambia (UNESCO Institute for Statistics, 2012).

In Ghana literacy rates are normally provided by the Ghana Statistical Service (GSS) periodically with a few provided by other Non Governmental Organizations (NGO's) concerned with literacy. According to the 2000 Population and Housing Census (PHC) report 54.1% were literate (Ghana Statistical Service (GSS), 2002). The 2003 Core Welfare Indicators Questionnaires (CWIQ) placed the adult literacy rate of Ghana at 53.4% from 48.5% in 1997. In addition the Ghana Living Standard Survey (GLSS) report of the third round indicate that about

49% percent of adults were literate (GLSS, 2005). The GLSS report of the 5th round revealed that 51% of adults were literate (GLSS 2008). Furthermore the 2010 population and housing census place the adult literacy rate at 74.1%. The Ghana living standard Survey (GLSS) report of the 6th round places the literacy rate at 56.3% (GLSS, 2014).

There are also regional disparities in literacy rate in Ghana. The 2003 Core Welfare Indicators Questionnaires (CWIQ) place the literacy rate of Accra at 77.6%, Ashanti 60.5%, Brong Ahafo 44.6%, Northern 22.6%, Upper East 23.0%, Upper West 24.4%, and Eastern 56.6%. The 2010 population and housing census on the other hand place the adult literacy rate for Accra at 89.3%, Ashanti 82.6%, Brong Ahafo 69.8%, Northern 37.2%, Upper East 47.5%, Upper West 53.3%, and Eastern 81.0%. By this data on literacy rates, it shows that the three Northern Regions have the lowest literacy rates with the Northern Region being the lowest.

One way by which government of Ghana is committed to increasing literacy rate is through the Non formal Education division (NFED) of the Ministry of Education. The NFED of the Ministry of Education is responsible for coordinating literacy activities in the country and direct implementation of the National Functional Literacy Programme (NFLP). The nation-wide program aims at reducing the number of illiterate adults in the country and equipping participants with developmental information and functional skills in the domains of life skills, occupational skill, civic awareness and health. The program's development objective is to increase the number of functionally literate adults' especially rural poor and women. The Non Formal Education Division (NFED) is being run in all the 10 regions of the country. Offices in the regions and the districts are manned by coordinators. Each district is divided into zones manned by zonal supervisors. These supervisors directly oversee literacy activities and the work of volunteer facilitators in communities under their jurisdiction.

The NFED has instituted a 60/40 recruitment policy in which the three northern regions are given 60% quota as against 40% for the southern sector regions. Over the years, literacy classes have been established in all districts in the region in the approved local languages. Currently, Batch 17 literacy classes are on the ground (<http://www.nfed.gov.gh-retrieved> 7th March 2014). Because of the low levels of literacy rates in the Northern Region, there has been on the ground a number of Non Governmental Organizations (NGO's) providing literacy in the region to compliment the effort of the NFED.

The literacy and Development through Partnership (LADP) was established in 1985 and has its headquarters in Tamale but operates in the surrounding districts including Tolon, Karaga, Gushegu (LADP, 2007). These localities or areas have one of the lowest literacy rates not only within the region but the country at large. The core welfare indicators questionnaires for 2003 conducted by the GSS indicate that Gushegu/Karaga has a literacy rate of 9.3% and Tamale 46.4%. The rest of the districts in the region have less than 30% of their population being literate. The 2010 population and housing census on the other hand indicate that Tolon has 26.2% of its population being literate; Karaga has 21.9% literate, Gushegu 20.3% literate hence the operation of the NGO in Tolon.

The objective of the LADP is basically to teach adults how to read and write and to become functionally literate. The LADP has four levels in its literacy education and training. These are the basic, advanced, oral and the written stage (LADP, 2012).

The basic stage involves the teaching of the local language through the use of the alphabets. For writing, the participants learn to able to write words and sentences, their own names and signatures (LADP 2012). When the primers have been thoroughly taught and learned, a test is

devised to test the participants on their level of literacy. If successful, a certificate is given at a Literacy Day organized at the individual project level.

At the advanced stage the LADP 2012 indicates that students are encouraged to read more fluently in the local language and be more competent in their writing of the local language. Between 8 and 10 books all in the local language are covered in this stage. This consist of folk stories, functional books on health, agriculture, environmental issues, citizenship, scripture related books plus actual parts of the New Testament in the local language. Students are taught how to write letters and stories in the local language. A test is given at the completion of the stage and a certificate at the next Literacy Day (LADP 2007).

Learners at the oral stage are taught how to speak English and are given the rudiments of English grammatical structure, bridging from the local language to the English Language via an English bridge primer (LADP 2012). The emphasis is on speaking the language so that quantities of illustrations are used in the bridge primer with explanations in the local language. The grammatical structure of English is taught in a simple progression throughout the bridge by use of the kinds of questions, sentences and drills used. Although this is an English stage, the students are encouraged to continue to read and write in the local language. More Scripture is introduced, and also a test has to be passed so that the next stage can be started.

At the English writing stage adults are basically thought how to write and communicate in the English language by the use of the English writing primer.

NFED (2007) cited in Bedie (2012) observe that even though there are proliferation of NGO's and private commercial providers who are supporting the efforts of NFED and literacy training in Ghana, sustainability of learning outcomes remains a big challenge where Ghanaian adults

learners are able to achieve highly in reading, whilst weaker achievement are recorded in numeracy and writing respectively. Bedie (2012) submits further that, this brings to fore questions about application of literacy skills for the intended purposes, investment made and sustainability of literacy skills especially in some parts of the North. He acknowledges again that the absence of policy framework within the field of literacy training and education organizations live clients with doubtful outcomes including numeracy, reading and writing and application of literacy skills for the intended purpose.

Given the fact that learning outcomes regarding reading, numeracy and writing abilities of adult learners have been questioned (Bedie, 2012), the essence of this research work is to assess the literacy training activities of the Literacy and Development through Partnership (LADP) in the Tolon district with a focus at the English stages of the literacy training to determine the performances of adult learners, application of literacy skills in the daily lives of learners outside classroom and the facilitation methods used by facilitators in the literacy training program.

1.2 Statement of the Problem

Using the LADP as a case, and the fact that little assessment has been done with this particular organization, the study assessed the literacy training activities for learners with a focus on adult numeracy, reading and writing performance, the application of literacy skills in the daily lives of adults outside classroom and the facilitation method used by facilitators in the literacy training program in order to improve literacy training and education at the written stage of the literacy cycle. The question therefore is: how effective is the literacy training activities of the Literacy and Development through Partnership?

1.3 Purpose of the Research

According to the UNESCO Institute for Statistics most developing has less than 50% of their population being literate. This mostly has been attributed to insufficient literacy training activities provided to these illiterate and semi illiterate adults. It has therefore become imperative or necessary to find out the literacy training activities by literacy training organizations such as the Literacy and Development through Partnership in the Tolon district.

1.4 Objectives of the Study

1. To assess the literacy performance of adult learners in the literacy training program in terms of :
 - Numeracy
 - Reading
 - Writing
2. To find out the application of literacy skills in learners daily lives outside classroom
3. To find out the facilitation methods used by facilitators in the literacy training program

1.5 Research Questions

1. What are the literacy performance of adult learners in the literacy training program in terms of :
 - Numeracy
 - Reading
 - Writing
2. How do learners apply literacy skills in their daily lives outside literacy classrooms?
3. What is the facilitation used by facilitators in the literacy training program?

1.6 Significance of the Study

This research work will be significant in many respects. First of all it will help in identifying weak and strong areas of literacy training for improvement to be made. Secondly it will help in contributing to knowledge on effective training activities for learners. It will provide a measurement tool for individual participants in the LADP adult literacy program to establish what they have achieved from their participation in the program in terms of specific literacy skills and levels. It will also provide a resource for collecting credible data and indicators of participants' learning outcomes for literacy planners and facilitators of the LADP and other organizations to identify skill gaps and needs and to make adjustments where needed.

1.7 Definition of Terms

- Literacy in this study is defined as the ability to develop literacy skills which includes numeracy, reading and writing in English, and the application of these skills in the lives of adult learners
- .Literacy training activities here are processes involved in teaching adults to read, write and compute in English.
- Literacy transfer or application in this study can be defined as the application of literacy skills (numeracy, reading and writing) by learners in their daily lives, performance of their jobs and in new situations.
- Assessment refers to the process of gathering of data with regards to literacy training activities in order to improve program effectiveness.
- Illiteracy refers to one's inability to read, write and compute.

1.8 Organization of the Study

The study is organized into Six Chapters. Chapter one is the background of the study which includes the introduction to the study, the purpose of the study ,the problem statement, the research objective and questions, significance of the study, and organization of the study. Chapter two is the related literature review and will also include the theoretical foundation underpinning the topic. Chapter three is the methodology employed in undertaking the study. Chapter is the presentation and analysis data. Chapter five is the Discussions of the data presented and finally chapter six is the summary, conclusion and recommendations.

1.9 Study Area

The Tolon district came into existence in 2011 by LI 2142 with Tolon as the district capital. Hitherto the district was known as the Tolon/kunmbungu district. The inauguration of the 42 district in 2012 made kumbungu a separate district thus culminating in the existence of Tolon district.

1.9.1 Physical Characteristics

Generally the land is undulating with a number of scattered depressions. The land is noted to have a number of rivers and streams, most prominent being the White Volta. The major river and its tributaries exhibit dendrite drainage patterns. Most of these tributaries dry up during the dry season.

1.9.2 Climate

The climate includes rainfall, temperature, and vegetation.

1.9.2.1 Rainfall

The District is characterized by a single rainfall pattern which starts late April with little rainfall rising to its peak in July-August and declining sharply and coming to a complete halt in October-November. The dry season starts from November to March.

1.9.2.2 Temperature

The District is characterized by Harmattan winds mostly between October and December. These winds which blow across the Sahara desert are warm and dry causing significantly daily temperatures to rise, thus making the soil to lose moisture rapidly. Night humidity levels between April and October can be as high as 95% in the night and falling to 70% in the day. Night humidity for the rest of the years ranges between 80% and 25%.

1.10 Vegetation

The main vegetation is grassland interspersed with Guinea Savannah woodland, characterized by drought resistant trees such as Acacia, Mango, Shea Nut, Dawadawa and Neem. Major trees species include the Shea Nut, Dawadawa, and Mango which are economic trees and form an integral part of livelihoods of the people. There is also Neem which mostly has medicinal value.

1.11 Demographic Characteristics

According to the 2010 population and housing census the district population stands at 72,900. The district dependency ratio is estimated at 96.5% compared to the regions 96.8% percent (GSS 2010 PHC). The population distribution is made up of the age group 0-14 makes up about 43.7 percent. The workforce recorded over half (50.9%), where as the aged indicating 5.4 percent. In terms of locality the District is generally rural (88.4%) in nature compared to the entire region which is 69.7%. Its urban population only constitutes 11.6%.

1.12 Socioeconomic Development

Generally the standard of living is low as compared to the national average as indicated in the District poverty mapping. The people earn very little and cannot save to build up capital for development. The average income per household is GH¢20.20. The inhabitants of the district are mostly farmers and are engaged in peasant and subsistence farming. This has resulted in most of the youth travelling to southern to find none existing jobs. The District is well known for contributing to the incidence of kayeyoo.

1.13 The Economy

The economy is basically Agriculture production. The sector accounts for over 74% of the districts labor force. This reflects the agrarian nature of the economy. In both rural and town areas of the district most people cultivate food crops like maize, rice, groundnuts, yam amongst others. Observation from field survey indicates that the method of farming is basically traditional using hoes and cutlasses.

1.13.1 Education

The District directorate of education in Tolon has five educational circuits viz, Nyankpala, Tolon, Tali, Kasuyili, and Lunggbuna. The District has 68KG, 69 primary schools, 19 JHS, 3SHS one public and 2 private. However it is sad to note that the district is among those in the country with serious deprivation and recording one of the lowest literacy levels in the Northern Region. The 2010 PHC for instance indicates that Tolon has 73.8% of the population who are not literate in any language compared to the region percentage of 62.5. That apart the District shows vast difference between rural (4.3%) and urban (21.9%) literacy which is worst compared to the rest of the Districts in the Region.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature review done here is to provide the theoretical framework that will guide and explain this research. In terms of the theoretical framework, there are a number of theories regarding literacy training and education programs, but only two well known theories shall be considered relevant to this study: autonomous and ideological theories. The study reviewed literature covering the concept of literacy, the various assessment tools used relevant to literacy assessment, literacy skills transfer and application will also be reviewed.

2.2 Theoretical Framework

Two theoretical frameworks are reviewed in this section which addresses the first two objectives of this study.

2.2.1 Autonomous view of literacy

Various scholars in the field of literacy have proposed theories associated with literacy. However the dominant theory in the views of Prinsloo and Baynham (2013) can be traced to Claude Levi-Strauss's (1962) *The Savage Mind*; in historical studies, Eric Havelock's (1963) *Preface to Plato*; in anthropology, Jack Goody's (1969) *Literacy in Traditional Societies*; in cultural studies, Walter Ong's (1982) *Orality and Literacy: The Technologizing of the Word*; as well as in psychology and economics research.

In the views of these writers what separates primitive cultures from advanced cultures' is the written word and literacy is the driving force behind the separation of these primitive and advanced cultures. These writers in making a case, argues that the individual moves from a stage of

orality to a stage of literacy and is able to achieve new and advanced cognitive abilities and attitudes that are required for effective functioning in the society. Streets (2003) observe that:

The standard view in many fields, from schooling to development programs, works from the assumption that literacy in itself autonomously will have effects on other social and cognitive practices. Introducing literacy to poor, "illiterate" people, villages, urban youth etc. will have the effect of enhancing their cognitive skills, improving their economic prospects, making them better citizens, regardless of the social and economic conditions that accounted for their "illiteracy" in the first place. I refer to this as the autonomous model of literacy.

Street (2003) argues that the autonomous model of literacy is also premised on the assumption that there is only single, literacy as set of skills and generalized literacy for participants. The consequences of this theory are that literacy is important and beneficial to the individual and to national development.

The autonomous theory of literacy in the 1950's neatly fell in line with the concept of functional literacy championed by UNESCO. UNESCO (2004) viewed literacy as a set of technical skills: reading, writing and calculating. Promoting literacy was fundamentally a matter of enabling individuals to acquire these skills, irrespective of the contents and methods of their provision. UNESCO for example was involved in the Experimental World Literacy Programme (EWLP) conducted in conjunction with the United Nations' first Development Decade, for which literacy was valued as a technical solution to socio-economic problems. During this period, Programmes for functional literacy designed to promote reading and writing as well as arithmetical skills necessary for increased productivity were the subject of many national and international campaigns (UNESCO, 2004). In the 1970's UNESCO defined a literate person as one who can, with understanding, both read and write a short simple statement on his or her everyday life. It also defined a literate person as one who can engage in all those activities in which literacy is required for the effective functioning of his or her group and community and also for enabling

him or her to continue to use reading, writing and calculation for his or her own and the community's development

In the 1960's following the established standards by the UNESCO Experimental World Literacy Program that viewed literacy as a technical solution to socio economic problems, mass literacy campaigns were introduced in Ghana by government to eradicate illiteracy and push forward the agenda for socio economic development in the form of generalist literacy programs (Dorvlo, 2006). Dorvlo (2006) submits that the reading materials remained the same for all categories of learners throughout the country in reading and writing of letters without the participation of learners. The author again indicates that the literacy approach introduced was the generalist approach to functional literacy which involved farmers, fishermen, traders and butchers, read the same literature in the vernacular for the Advanced Vernacular Certificate and policemen, conservancy and post office laborers read the same literature in English for the English Certificate. Dorvlo (2006) emphasized that Ghana had not by and large left the generalist approach by 1968 and this became the dominant literacy program. The expectation of the literacy program was that even though learners were from different backgrounds but taught or read the same literature, they will develop cognitively. Developing cognitively means that one can read, write and apply the skills of literacy in their various areas and fields. It was also expected that once literacy was introduced to the illiterate learners the consequence will be that it will improve their economic and standard of living.

Since the inception of the dominant literacy training programs in Ghana there has not been any effort to measure the cognitive abilities of learners with regards to reading, writing and numeracy performance and how they apply these in their daily lives except with the study done by Aoki (2005) with the NFED. This study measures the numeracy, reading and writing performance of

adult learners in the LADP and how they apply their literacy skills in their daily lives. The second and first research objectives will therefore be answered.

2.2.2 Ideological Theory of Literacy

The autonomous theory of literacy in the 1970's had yielded two key results. That the single model of literacy was too limited and the socio economic benefits of literacy could not be proven (UNESCO, 2004). This led researchers and scholars in the field of literacy to challenge the dominant approach and expand on the concept of literacy. One of such scholars is Paulo Freire. UNESCO (2004) indicates that:

Contributing to this expanded understanding of literacy, Paulo Freire honored by UNESCO for his literacy work in 1975 spotlighted the political dimension of literacy. He developed a method for teaching literacy in terms of cultural actions immediately relevant to the learner. Best known is his method of "conscientization", which encourages the learner to question why things are the way they are and to undertake changing them for the better (Freire, 1972 cited in UNESCO, 2004). This approach moved literacy beyond the narrow socio-economic confines of the Experimental World Literacy Programme and located it squarely in the political arena, emphasizing connections between literacy and politically active participation in social and economic transformation (International Symposium for literacy, Persepolis 1975 cited in UNESCO, 2004).

Paulo Freire set the stage for researchers to challenge the dominant paradigm and to elaborate more on the nature and concept of literacy. At this juncture it is worthy of note that so many scholars challenged the dominant approach to literacy after Paulo Freire. Recognition is made of Scribner and Cole (1988) who conducted a study amongst the Vai people of Liberia and found that there exist literacy practices not a single set of literacy. But for the sake of this review and this research much attention is paid to the work of Brain Street, Heath, and Barton and Hamilton

In the 1980's a group of literacy scholars challenged the dominant paradigm, what has come to be termed as the New Literacy Studies (Gee 1991, Street 1995). The New Literacy Studies

(NLS) represent a new tradition in considering the nature of literacy focusing not so much on the acquisition of literacy skills, as in dominant approaches, but on what it means to see literacy as a social practice (Street 1985 cited in Street 2003). Research in the NLS challenges the autonomous model of literacy and suggests that in practice literacy varies from one context to another and from one culture to another, and so therefore do the effects of different literacies in different conditions. The ideological model of literacy offers a more culturally sensitive view of literacy as it differs from one context to another (Street 1984). This model starts from a different premise than the autonomous model of literacy. It suggests instead that literacy is a social practice not simply a technical, neutral skill, that it is always embedded in social practices such as those of a particular job market or a particular educational context (Street, 2003).

A concept which has gained currency as part of the ideological theory of literacy is literacy events and literacy practices (Heath 1982, Barton and Hamilton, 2000, Street 1982 cited in Street, 2003). Literacy events serve as concrete evidence of literacy practices. Barton and Hamilton (2000) describe literacy practices as “the general cultural ways of utilizing written language which people draw upon in their lives. In the simplest sense literacy practices are what people do with literacy” (p. 8). Literacy practices involve values, attitudes, feelings, and social relationships. They have to do with how people in a particular culture construct literacy, how they talk about literacy and make sense of it.

UNESCO (2004) defined literacy as the many ways in which literacy is employed and the many things which it is associated in a community or society throughout the life of an individual. The ideological theory of literacy including literacy events and literacy practices will not only aid in determining the literacy performance of learners but will also help in determining the how or many ways in which learners in the LADP apply the skills of literacy in their daily lives.

2.3 Concept of Literacy

There is little agreement in adult literacy on the definition of literacy (lytle and Wolfie 1989). Both Cervero (1985) and Harman (1987) state that defining literacy is an elusive task and that no single commonly accepted definition of adult literacy is possible. Wagner (1990) acknowledges that different countries have relied on different definitions of literacy.

There are many proposed definitions of literacy but for the purposes of this research work, the one provided by the Global Monitoring Report for 2006 would be considered. The Education for All (EFA) Global Monitoring Report (GMR) for 2006 also categorizes literacy into four components. The EFA GMR 2006 names them as literacy as an autonomous set of skills; literacy as applied, practiced and situated; literacy as a learning process; and literacy as text. The purpose of this review is to find an assumed definition of literacy that will help in the research work.

2.3.1 Literacy as Set of Skills

With literacy as set of skills the following is discussed in this literature review:

2.3.1.1 Reading, writing and oral skills

The most common understanding of literacy is that it is a set of tangible skills, particularly the cognitive skills of reading and writing, that are independent of the context in which they are acquired and the background of the person who acquires them (GMR 2006). Under the reading, writing and oral skills, scholars have continued to disagree on the best way to acquire literacy skills with some emphasizing on phonetics and others on meaning which has resulted in reading wars (Adams, 1993). Abadzi, (2003) also submits that the emphasis on meaning has recently given way to a 'scientific' attention to phonetics, word recognition, spelling and vocabulary. The GMR, 2006 report that a tendency to favor the 'scientific' principles of phonetics has given rise to claims that writing is the transcription of speech and hence 'superior' to it. Similarly, some

claim the alphabetic system is technologically superior to other script forms, since it is phonetic, rather than reliant on pictures to denote meaning (Olson, 1994). The National Early Literacy Panel (NELP) classifies literacy skills into two concepts: early literacy skills and conventional literacy skills (NELP, 2009). The term conventional literacy skills refers to necessary components of literacy such as decoding, oral reading fluency, reading comprehension, writing, and spelling. The term early literacy skills refer to precursor literacy skills which provide the launching pad for later literacy achievement. Early literacy skills are also referred to as predictive, foundational, or emergent skills.

2.3.1.2 Numeracy skills

Numeracy and the competencies it comprises are usually understood either as a supplement to the set of skills encompassed by ‘literacy’ or as a component of literacy itself. Numeracy is most often assumed to depend upon a solid mathematical education and innumeracy to be the result of poor schooling (GMR, 2006).

This ‘limited proficiency’ conception of numeracy, which emphasizes equipping the workforce with minimum skills, continues to dominate and has been adopted by many national and international assessment agencies (Coben et al., 2003). More recently, ‘numeracy’ has been used to refer to the ability to process, interpret and communicate numerical, quantitative, spatial, statistical and even mathematical information in ways that are appropriate for a variety of contexts.

2.3.1.3 Knowledge and information

The GMR 2006 argues that the word ‘literacy’ has begun to be used in a much broader, metaphorical sense, to refer to other skills and competencies, for example ‘information literacy’,

‘visual literacy’, ‘media literacy’ and ‘scientific literacy. Fernandez 2005 cited in GMR 2006 notes that International organizations, notably the OECD through publications such as Literacy in the Information Age (2000) and Literacy Skills for the Knowledge Society (1997) have given impetus to the use of such terms, eventually giving rise to a new French term, *littératie*. The meaning of these concepts tends to be diverse and shifting, ranging from the view of literacy as a set of largely technical skills (the OECD perspective) to the idea that these skills should be applied in critical ways to examine one’s surroundings (e.g. the workplace and the media) and push for social change (Hull, 2003). For instance, ‘information literacy’ broadly refers to the ability to access and use a variety of information sources to solve an information need.

2.3.2 Literacy as Applied, Practiced and Situated

Views of functional literacy often assumed literacy could be taught as a universal set of skills (applicable everywhere) and that there was only one literacy, which everyone should learn in the same way. Literacy was seen as neutral and independent of social context (GMR 2006). Barton, 1994, Street 1984, Gee 1999, Barton and Hamilton 1999, New Literacy studies (NLS) among others have challenged this notion of literacy. They argue that that the ways in which literacy is practiced vary by social and cultural context. They further submit that rather than see literacy as a technical skill independent of context, the NLS approach argues it is a social practice, embedded in social settings and, further, that even a presumably ‘objective’ skill such as numeracy can be socially situated. Among the key concepts of literacy according to Street 1984 are literacy events (‘any occasion in which a piece of writing is integral to the nature of the participants’ interactions and their interpretative processes’) and literacy practices (‘the social practices and conceptions of reading and writing’). Yet, this approach has been criticized by some scholars, who claim it overemphasizes local exigencies and insufficiently recognizes how

external forces (e.g. colonial administrations, missionaries, international communication and economic globalization) have impinged upon the ‘local’ experiences of specific communities (Brandt and Clinton, 2002;).

2 3.3 Literacy as a Learning Process

This concept of literacy views literacy as a process by which as individuals learn, they become literate (GMR 2006). This idea views literacy as an active and broad-based learning process, rather than as a product of a more limited and focused educational intervention. Building on the scholarship of Dewey and Piaget, constructivist educators focus on ways in which individual learners, especially children, make sense of their learning experiences (GMR 2006). In the field of adult education, some scholars see personal experience as a central resource for learning. Experience is one of Knowles’s (1980) five principles of ‘andragogy’, or adult learning theory, in which he argues for a learner-centered educational process, with critical reflection as central. Kolb (1984) developed an experiential learning cycle, with ‘concrete experience’ as the starting point for learning, based on critical reflection. More recently, social psychologists and anthropologists have used terms such as ‘collaborative learning’, ‘distributed learning’ and ‘communities of practice’ to shift the focus away from the individual mind and towards more social practices building on newer understandings of literacy (Rogoff and Lave, 1984). Rogers (2003) distinguishes between ‘task-conscious’ learning, typically evaluated by test-based task completion, and ‘learning conscious learning’, which is assessed from the perspective of the learner. The more traditional learning methods of children (‘task-conscious’. test learning) are often used for adults, as is evident in many adult literacy programmes.

Freire 1974 emphasized the importance of bringing the learner’s socio-cultural realities into the learning process itself and then using the learning process to challenge these social processes.

Central to his pedagogy is the notion of ‘critical literacy’, a goal to be attained in part through engaging with books and other written texts, but, more profoundly, through ‘reading’ (i.e. interpreting, reflecting on, interrogating, theorizing, investigating, exploring, probing and questioning) and ‘writing’ (acting on and dialogically transforming) the social world.

2.3.4 Literacy as Text

A way of understanding literacy is to look at it in terms of the ‘subject matter’ (Bhola, 1994) and the nature of the texts that are produced and consumed by literate individuals. Texts vary by subject and genre (e.g. textbooks, technical/professional publications and fiction), by complexity of the language used and by ideological content (explicit or hidden). This approach pays particular attention to the analysis of discrete passages of text, referred to by socio-linguists as ‘discourse’. Influenced by broader social theories (e.g. those of Michel Foucault), it locates literacy within wider communicative and socio-political practices that construct, legitimate and reproduce existing power structures (Gee, 1990).

From the various concepts of literacy discussed, literacy in this study is defined as the ability to develop literacy skills which includes numeracy, reading and writing in English, and the application of these skills in the lives of adult learners.

2.4 Learner Assessment

Just like the definition of literacy, there are various measurement tools for literacy assessment. Susan (1990), Lytle and Wolfe, (1989) defines learner assessment as a process of collecting and analyzing data provided by learners in order to make judgments about the literacy accomplishments of individuals or groups. They categorize learner assessment approaches into four groups. These are standardized testing, material based, and competency based and

participatory. Wrigley and Guth (1998) noted that for program purposes, literacy assessment can be grouped into two main areas. These are general assessment such as standardized test that are designed to measure achievement knowledge and skills of large of students and are said to have content validity. Program based and other alternative assessments on the other hand reflects educational approach and literacy curriculum of a particular program and thus have both content validity and curriculum validity. For this review the categorization by Susan (1990), Lytle and Wolfe, (1989) would be used. The objective is to find an appropriate measurement tool that will help in this study.

2.4.1 Standard Testing

Stitch (1990) defines a standard test as a test that is given under specified standard conditions, if not the results is invalid. Many of the standardized tests of reading used in adult literacy programs are norm referenced; they measure a learner's performance relative to the performance of others who have taken the test (Lytle and Wolfe, 1989). Lytle and Wolfe (1989) indicate that most of these tests measure traditional reading components such as vocabulary and comprehension, as well as spelling and arithmetic, and they typically yield grade equivalent scores. Criterion referenced test on the other hand assess a learners achievement against an absolute standard or criterion of performance rather than against a norm group (stitch, 1990). Worley (2001) submits that standardized tests attempt to measure the amount of knowledge acquired by a student over a period of time. This view implies that knowledge exists separately from the learner. Therefore, students work to accumulate knowledge rather than to construct it. This belief is grounded in a traditional approach to the educational endeavor based on Behaviorist theories. Reasons why standardized test are the most widely used approach to learner assessment in adult literacy programs are their administrative usability (Nafziger et al, 1975) and

cost-effectiveness (Lytle and Wolfe, 1989). Lytle and Wolfe (1989) posit that Standardized tests are relatively easy and inexpensive to administer; large groups of learners can take them at the same time under the supervision of few program staff. Further, relatively little training is needed to enable staff to administer the test. They further indicate that the information gathered from standardized tests provides ostensibly objective information about gains over time. Easily aggregated and reported, standardized test scores are viewed as an attractive index of program functioning by funders, legislators, and government agencies. Briney (189) note that standard test are popular because they offer certain advantages: (1) their construct validity and scoring reliability have been tested (2) they are cost effective and don't require a great deal of training to administer (3) funding sources accept them as part of the documentation of program accountability, (4) they allow for comparism of learner progress across programs and (5) they give learners a sense of where they stand compared to students in other programs.

Despite the extensive usage in adult literacy programs standardized test have a number of critics among researchers and practitioners (Susan, 1990). According o the Business Council for Effective Literacy (BECL) 1990, the objection to the use of standardized testing tends to fall into two broad categories; their intrinsic defects and their misuse. The major intrinsic defect according to BECL is that they rely on grade level equivalent. That is they have been normed on children. Such measures do not reveal the extent of life experiences and knowledge those adult learners bring to an instructional program nor do they provide data that can be used in developing an appropriate instructional program (Susan, 1990). Other difficulties with the use of standardized testing involve the relationship of the tests to program instructional models and the fact that many adults associate them with previous school failure (Lytle and Wolfe, 1989). The misuse of standard test relates to the practice of employing them as the component of program

evaluation (Susan, 1990). Worley, 2001 submits that while standard test may be easy to administer easy to score and easy to interpret they do not provide learners with all the information they need to take decision about the student's instructional needs or progress. Additionally viewing contents as the only component of the curriculum is an incomplete and straight sighted position

Macias (1990) also note that standardized test fail to distinguish between language, literacy and culture. In other words they don't tell whether a learner has trouble with an item (1) because he or she is unfamiliar with the cultural notion underlying the task, (2) lacks the requisite knowledge of English vocabulary or sentence structure, or (3) does not have enough experience with reading and writing to complete the task. Marcias provides the following as disadvantages of standardized testing;

- Reduce the complexity of language an literacy learning to a set of skills
- Don't reflect what has been taught or capture all the learning that has taken place
- Don't capture changes in language use and literacy practices beyond the classroom and don't provide data on the socio-linguistic and affective dimensions of language and literacy
- Don't discriminate well at lower end of literacy achievement, failing to capture experience with environmental print or provide information on the different levels of Initial literacy. Such as those being able to write names of one's children but not those of strangers
- Focus on pencil and paper tasks, the very thing that literacy students have trouble with
- Don't provide opportunities for literacy students to show what they can do in real life

- Fail to show how learners deal with literacy in the mother tongue, treating English literacy as the only thing that counts (Marcias, 1990).

2.4.2 Material Based Assessment

In materials-based assessment, learners are evaluated on the basis of tests or "check-ups" taken upon completion of a particular set of materials. Like standardized tests, this form of assessment is readily available through commercial publishers who advertise the ease of administration and systematic approach to teaching and learning. These assessments are meant to be used separately or in conjunction with standardized testing (Lytle and Wolfe, 1989). Susan (1990) summarizes material based assessment by indicating that it refers to the practice of evaluating learners on the basis of tests following completion of a particular set of curriculum materials. She notes that it shares some basic features with standardized test such as availability through commercial publishers, ease of administration and a view of literacy as reading skills.

The materials-based approach to assessment makes possible a close connection between curriculum and assessment (Susan, 1990). However, it creates a closed system that does not invite critical analysis of teaching processes and materials. In a materials-based approach, then, both the teaching materials and the assessment are standardized; the materials are sequenced and specified, and the assessment questions associated with the materials are the same for all learners. The notion that assessment should be closely related to the experiences of learning is a compelling one, but in such a system there is little provision for learners to direct their own study, particularly when almost all the curriculum is prepackaged or when assessment is limited to the part of the curriculum that is. The literacy activities beyond the system go unassessed and are perhaps not recognized as meaningful by learners or teachers (Lytle and Wolfe, 1989).

2.4.3 Competency Based Assessment

Competency-based literacy assessment measures an adult's performance on specific real-life tasks (such as reading maps or bills) against a predetermined standard of acceptable performance (Nafziger et al.1975,). Growth or progress is defined as the achievement of competence in defined areas. This approach to assessment is related to criterion-referenced tests that focus on how well a learner achieves on particular test objectives rather than how well a learner performs in relation to others (Lytle and Wolfe, 1989). Competency based assessment and education were developed in response to the need to assess adult literacy achievement within a functional framework (Susan, 1990). It recognizes the importance of prior learning and rewards what individuals can already do, it is more compatible for use with adults than standardized testing or the materials based approach. Assessment is also frequent, providing learners with regular feedback and allowing them to advance when ready (Lytle and Wolfe, 1989). Despite its compatibility with adult education philosophy and practice, competency based assessment also has its critics (Susan, 1990). Competency based assessment usually takes place within educational setting, it is still a test given under classroom conditions, thus a key theoretical concept of successful functioning in life roles is removed from the assessment process (Susan, 1990). Susan also contends that, like the material based approach, competency based assessment systems control and restrict teaching and learning.

2.4.4 Participatory/Alternative Assessment

One way of understanding participatory assessment is as a process rather than a tool or set of tools, distinguished from other assessment approaches by its view of literacy and literacy education and by its emphasis on the active participation of both adult learners and program staff (Lytle and Wolfe, 1989). Participatory literacy education is "based on the belief that learners,

their characteristics, aspirations, backgrounds, and needs should be at the center of literacy instruction" (Fingeret and Jurmo, 1989). The following assumption supports the participatory assessment process; the paramount purpose of assessment should be to help the learner achieve his or her goals; what is assessed must reflect the learner wishes or needs to accomplish; the process must build on the learners experiences and strengths rather than deficits: assessment as not something done to the learner and it should not be extremely imposed or shrouded in mystery, nor separated from what goes on in regular course of learning activity (Business Council for Effective Leadership, 1990).

Learner involvement also takes different forms in participatory assessment. In contrast to the circumstances surrounding standardized testing, there is a degree of learner choice and control over what gets assessed: which pieces of work are reviewed, which materials are read and responded to. Although some work may be done during designated" data gathering activities assessment is understood as deriving in part from the work already done by learners within the program as well as in other contexts in which the learner's education is likely to have had an impact. The choice of which pieces to show for assessment or which strategies to demonstrate belongs primarily with the learner. Learners, therefore, are encouraged to develop an understanding of the relation-ship between a literacy practice being assessed and its use in their lives outside the program. Participatory assessment further emphasizes learners' perspectives on their own learning. As a result, self-evaluation and the development by learners of metacognitive awareness the ability to describe the ways in which they approach particular reading and writing tasks and the strategies they apply to them--play a central role. Finally, in some instances assessment procedures are designed collaboratively by staff and adult learners; when learners play a major role in the development and refinement of strategies for teaching and assessment,

the assessment becomes more fully participatory (Lytle and Wolfe, 1989). Participatory assessment is sometimes known as alternative assessment (Stitch, 1990).

From the review of the learner assessment competency based is used but in decontextualise manner without any criterion or norm reference testing. The study will be basically a case study and it would simply whether or not one community performed better than another community within a particular literacy domain.

2.5 Assessment of Reading, Writing and Numeracy Components

In this section reading writing and numeracy components are reviewed to determine not only the framework, but what others have done regarding reading, writing and numeracy.

2.5.1 Assessment of Reading

The Non Formal Education division of the Ministry Of Education in Ghana conducts learner assessment at the end of each literacy cycle depending on the availability of funds (NFED, 2007). In 2007 learners who were enlisted in 2005 were assessed. These learners are enlisted in batches, so the often referred to as batch one, two and so on. Those who were enlisted in 2005 were the batch 12. As a mandate of the organization and completing the literacy cycle they were assessed. The study targeted 320 learners but only 187 were reached. The study concentrated on three domains of literacy; reading, writing and numeracy. Under reading five reading components was measured, identification of vowels, breaking words into two syllables, identification of words, reading a simple sentence and comprehension? Two regions were randomly selected for the assessment; Ashanti and Brong Ahafo regions. These reading components were match with learner's gender, sex and educational background. In terms of reading the scale followed as:

- 0: Cannot read at all (illiterate)
- Score 1–10: Can recognize some words
 - Score 11–20: Can read at least one complete sentence
 - Score 21–30: Can read paragraphs without difficulty

In the year 2013 the Ministry of Education –Non Formal Education Report on assessment of Batch 16 learners indicated again that three domains of literacy were assessed; Reading, writing and Numeracy. Under reading five components were measured; vowels identification, synthesizing words into syllables, identification of words and comprehension. These learners were those recruited in 2009 and the study was conducted in three belts within the country. These belts were represented by the Northern, Brong Ahafo and Volta. These were the framework that was used in measuring the literacy skills of adult learners in these periods. In the Literacy training activities for learners, a similar framework shall be adopted in measuring the literacy skills of LADP program.

Aoki (2005) in assessing learner achievement outcome of the National Functional Literacy program for the learning outcome assessment, 1,200 learners were drawn for the written assessment through multi-staged random sampling from Batch 8 (who participated about two years ago), Batch 9 (who have gone through about one year – half of the program), and Batch 10 (who are in the beginning stage of the program). In Aoki (2005) study it came to light that learner's generally achieved well in the reading skills assessment. A closer look at Aoki's findings shows that any time he says that learners achieve well in a particular literacy domain, it meant that learners performed better in that domain than any other literacy domain. For example in reading assessment he indicated that learners achieve well which means learners performed better in reading than in numeracy. In later part of this work reference will be made to her work

so that any time “achieve well” is used it simply means “performed better” and any time modest is used it means that performed better is higher than modest achievement. In this study also the following framework shall be used in the analysis;

Reading

- 1-10 Poor performance
- 11-20 average performance
- 21-30 above average Reading

In a related study of the assessment of reading Commeyras and Chilisa, (2001) noted, Botswana assessed the literacy skills of 909,515 people who were between age 12 and 65. In the assessment Commeyras and Chilisa, (2001) indicated that people who took part of the assessment were those who had not completed standard five or had completed other non formal training programs and the pass mark was 50%. The result of the assessment showed that 91.0% (6456) passed and 9.0% (637) failed in reading. In the direct assessment, reading and writing had five items which included reading aloud two sentences; the second section was a matching exercise (a picture of Cup and a picture of a Donkey) read aloud and written, the third section is writing of sentences as going to read out.

2.5.2 Assessment of Writing

Aoki, (2005) in assessing learner achievement outcome of the National Functional Literacy program for the learning outcome assessment, 1,200 learners were drawn for the written assessment through multi-staged random sampling from Batch 8 (who participated about two years ago), Batch 9 (who have gone through about one year – half of the program), and Batch 10 (who are in the beginning stage of the program). Batch 10 learners’ scores were collected in lieu

of baseline data. A written test to assess reading, writing and numeracy skills was developed, field tested, translated into six major languages and administered in ten sample districts. For the development impact evaluation, semi-structured interviews, focus group discussions and observation were used, aiming to identify the level of knowledge and skills in various development areas and proof of physical and behavioral changes. For example, in individual interviews concerning health, learners were asked questions such as: Could you tell us anything you know about immunization? Where did you learn about it? Do your children receive immunizations? If so, for what, and when did they get them? Interviews were conducted in 28 communities in three regions with NFLP Batch 8 learners in various settings (rural, Peri-urban, semi-urban, and urban). Seven comparison communities were selected within the same regions. A total of 329 Batch 8 learners (177 male, 152 female) and 105 comparison group people (55 male, 50 female) were interviewed, in addition to group discussions which included other community members. It is however worthy of note that in Aoki (2005) study of Ghana's National Functional Literacy program, it was found out that the overall performance in writing was weak. The score rating adopted by Aoki (2005) was

Score 0: Cannot write at all

- Score 1–10: Can write some words
- Score 11–20: Can write at least one complete sentence
- Score 21–30: Can write a short letter

In 2007 the Non Formal Education division of the Ministry of Education (NFED) in Ghana conducted a learner assessment in writing as a mandate of the organization. These were learners

who were recruited in 2005 and completed in 2007 hence the need to conduct an assessment of learning. They were subsequently referred to as batch 12. In this study of learner three domains of literacy were used: reading, writing and numeracy. The writing domain consisted of the following; ability to trace a word, copy a word, write the names of their town and village, write a sentence and write a personal letter. The study was conducted in the Ashanti and Brong Ahafo regions which were randomly selected. In all 320 learners were targeted but only reached 187 learners. These literacy domains such as the writing were matched against gender, age and educational background.

In 2013 a similar assessment had been conducted for learners who were recruited in 2009 and were referred to as batch 13. According to the NFED learner assessment report for 2013, three literacy domains were assessed. Under the writing domain five components were assessed: tracing words, copying of words, writing of own name and names of villages, and writing of sentences. The country was divided into 3 belts, namely Northern, Middle and Southern belts. Random sampling was used to select one region in each belt. The same method was used to select districts and in each district, nine zones were selected. This was the frame work for the assessment of learners by the non formal education division (NFED) in Ghana. As a government institution in charge of literacy training, its approach shall be adopted in assessing literacy activities for learners of the LADP program. Again the following frame work shall be used in this study of assessment literacy activities by the LADP;

Writing

- 1-10 Poor performance
- 11-20 average performance
- 21-30 above average

In a related study of the assessment of reading in Botswana Commeyras and Chilisa, (2001) literacy skills of 909,515 people who were between age 12 and 65. They indicated that people who took part in the assessment were those who had not completed standard five or had completed other non formal training programs and the pass mark was 50%. The result of the assessment showed that 86.6% (5126) passed and 13.4% (791) failed in writing.

2.5.3 Assessment of Numeracy

In 2007 and 2013 two adult literacy learner assessments were conducted by the Non Formal Education division of the Ministry of Education for batch 12 and 16 respectively. For Batch 12 learners which were done in 2007 on numeracy had the following as its sub components: ability to work out sum, do subtraction, multiplication, division, use the plus and equal signs, use the cedi sign for addition and to subtraction through the use of a problem in some districts in the Volta and Ashanti regions. The same methodology was used to conduct learner assessment for batch 16 in 2013. Except that for batch 16 the study was done in three belts in the country. These were Northern, Middle, and Southern belts. These were done for districts as well and 9 zones from each district. The numeracy skill was matched against the age, sex and educational background of learners. This framework was used by NFED in Numeracy assessment in Ghana.

Aoki (2005) study of learners' assessment of the NFED brought to light that the learners achieved modest results in numeracy skills. In numeracy assessment Aoki (2005) mentions modest achievement which also meant learners performed better in numeracy than in writing. Finally he uses weak in writing performance. In later part of this work reference shall be made to Aoki (2005) finding on numeracy which is modest achievement. Aoki in her study of learner achievement in 2005 used the following scale to analyze her data on numeracy;

Score 0: Cannot calculate at all

- Score 1–10: Can do one to two digit calculations
- Score 11–20: Can do three to four digit calculations or situational mathematics
- Score 21–30: Can do six digit calculations

In this study the classification of reading, writing and numeracy components by the Non Formal Education division of the Ministry of education shall be adopted for the assessment of learners performance whilst the rating scale by Aoki 2005 shall be adopted for the ratings in this study with slight modifications as follows;

Numeracy

- 1-10 Poor performance
- 11-20 average performance
- 21-30 above average

In a related study of the assessment of reading Commeyras and Chilisa, (2001) noted, Botswana assessed the literacy skills of 909,515 people who were between age 12 and 65. In the assessment Commeyras and Chilisa, (2001) indicated that people who took part of the assessment were those who had not completed standard five or had completed other non formal training programs and the pass mark was 50%. The result of the assessment showed that 98.2% (37846) passed and 1.8% (675) failed in numeracy. The numeracy section had 12 tests in five sections. In the first section read out numbers, second section write out numbers as going to mention out. In the third section it had a picture of five Cows, and three Donkeys'. Respondents were asked two questions: what are the number of Cattles and number of Donkeys. In the fourth section it involved doing two numerical calculations. First is subtraction and second is addition.

In the fifth section there are pictures of two clocks and respondents must tell the time on the clock.

2.6 Literacy Transfer

Effective learning involves much more than acquiring knowledge. Learners must be able to organize, manipulate, and use or transfer initial learning to new situations they face in their daily lives. A tacit assumption of much literacy learning is that literacy learned in one situation will transfer to most other situations (Mikulecky et al, 1994). They indicate that two definitions of transfer that are particularly useful for the field of literacy study come from Perkins and Salomon (1989) and Bigge and Shermis (1992). Perkins and Salomon, (1989) cited in Mikulecky et al 1994 define transfer as the ability to apply knowledge, skill, and specific strategies from one domain to other novel situations. Bigge and Shermis, (1992, p. 218 cited Mikulecky et al 1994) suggest that “transfer of learning occurs when a person’s learning in one situation influences that person’s learning and performance in other situations. Broad, (1997 cited in Merriam and Leahy, 2005) define learner transfer as the effective and continuing application by learners to their performance of jobs or other individual, organizational, or community responsibilities of knowledge and skills gained in learning activities. In applying the definitions of learning transfer to literacy, literacy transfer in this study can be defined as the application of literacy skills (numeracy, reading and writing) by learners in their daily lives, performance of their jobs and in new situations.

Mikulecky et al, (1994) observe that if newly learned improvements in reading and writing automatically transfer to most new situations, then instructors and program planners need not be overly concerned about the nature of curricula and what sorts of materials are used with learners. If, on the other hand, transfer is often absent or severely limited, then what is covered during

instruction must be carefully considered so that it may be of later use to learners. Mikulecky et al, (1994) argue for example that the topic of literacy transfer to the workplace has occurred from two potentially contradictory viewpoints. At a very basic level, it seems reasonable to assume that mastery of certain aspects of reading and writing (i.e., the alphabet, key vocabulary, word order) is likely to transfer from one literacy task to another. These basic aspects of literacy seem to be a foundation for accomplishing nearly any literacy task one can imagine. Greenan (1982) postulated a list of transferable, generic, workplace literacy skills based upon surveys of vocational education instructors who named comparable skills across several different occupation categories. Brizius and Foster, (1987 cited in Mikulecky et al, 1994) postulate the existence of “portable skills” that might be carried from job to job. The assumption is that mastery of the general skill areas will transfer to most new jobs.

Mikulecky et al, (1994) further more indicate that that these discussions about generic or portable skills were taking place, a growing body of research began to suggest that literacy transfer may be quite limited and that one must master literacies rather than literacy. Literacy skills that seem similar to an outside observer, who has already mastered them, may not appear so similar to a new learner. Proponents of this view have argued that seeing connections and being able to apply freshly learned strategies to new situations may not occur often and easily for most learners. As one moves into the wide array of literacy challenges facing adults, the problem of transfer becomes even more complex. Duffy (1985) points out that there are different information-processing demands of reading various types of text (i.e., newspaper, job manual, computer screen, poem, weather graphic). Sticht (1982) found that enlisted men who improved in general literacy classes were not able to perform particularly well on job-reading tasks, although enlisted men who learned with job-related materials did show improvement on job-

reading tasks. It seems likely that there is some degree of literacy learning transfer as one move from literacy task to literacy task. It also seems likely that the degree of transfer is less than many have thought.

As the argument further unfolds another group of researchers added their voice as to how literacy can actually be transferred from one domain to another. These researchers called it authentic literacy. Duke Et al (2006) in their study of authentic literacy activities for developing comprehension and writing conceptualize authentic literacy activities in the classroom as those that replicate or reflect reading and writing activities that occur in the lives of people outside of a learning-to-read-and-write context and purpose. Of course a conceptualization of authentic literacy such as the one proposed by Duke et al (2006) will not pose much difficulty in a homogenous literacy program where most or all the learners have one occupation or one social activity. However where the program is heterogeneous it will mean that literacy activities must be tailored towards each learner's life outside classroom before application of the skill can be successful. Again such a conceptualization tends to support the views held by the proponents of the ideological theory.

The review of literacy transfer brings to light two issues. One deals with the definition of literacy transfer and the other how or the conditions under which literacy can be applied in the daily lives of learners outside literacy classroom. The definition of literacy will help find an operational definition for this study.

2.7 Methods of Facilitation in Literacy Training Programs

There are so many method of facilitation in literacy training programs; however the purposes of this literature review four shall be looked at especially those that are applicable to Ghana. These

are the Laubach, Freirean, and the Gudshinsky, facilitation methods. The first three are more applicable to the development of literacy works in Ghana. The essence of this review is to find an answer to the third objective of this research study: Facilitation Method used by the facilitators in the Literacy and Development through Partnership. An effort is made to trace the application of the facilitation methods since independence in Ghana and whether one of these methods is employed in teaching illiterates in the LADP program.

2.7.1 Laubach Method of Facilitation of Literacy

Adult literacy work began in the Gold Coast Now Ghana by Missionaries when establishing their missions in the country. Dorvlo (2006) indicated that the missionaries used primary education technique in which the alphabetic and phonetic techniques in synthetic group of techniques featured predominantly. Dorvlo (2006) argues that in the 1940's in Ghana following the establishment of Department of Social Welfare and Housing which is now known as the Department of Community Development, the Laubach technique of facilitating literacy was widely used in Literacy education which also stresses on syllables when learning to read. To Dorvlo this explains why the Laubach method is sometimes referred to as syllable technique which is also in the synthetic group of techniques. The Laubach approach showed that the learner should be treated with courtesy because he/she joins the program voluntarily and leaves when uncomfortable (Dorvlo 2006). Dorvlo (2006) again argues that in the Laubach approach introduced in the 1940's the appreciation of the adult learners knowledge only extend as far as acknowledging it and perhaps this may be due to ignorance of the appropriate teaching techniques as at that time. The tutors prepared the primers without consulting the adult learners according to Dorvlo (2006). The laubach approach enabled individual merely to read and write. Dr. Franklin C. Laubach discovered that literacy empowers people to improve and enrich their

lives. Literacy developed in the local language used charts, pictures, word and sound association. He also incorporated vocabulary development and sound association. The materials for facilitating literacy are self paced and enable adults to master the reading and writing skills in a sequential and logical order. It also incorporate practice in every day practice tasks such as writing checks, filling out applications, reading signs, recipes and bus schedules. Lately it has been observed that literacy training should not only merely aim at the teaching of reading and writing, but also incorporate the social, economic and political development. One of most influential advocate of teaching literacy by considering the social, economic and political environment is Paulo Freire and his Freirean approach.

2.7.2 The Freirean Literacy Method

After the failure of the Laubach literacy facilitation method failed to incorporate the political, economic and social context in teaching illiterates to read, the Freirean method was adopted in Ghana in the 1970's and 80's (Dorvlo, 2006, Fordjor, 2000). The Freirean method of literacy facilitation encourages and supports learner participation from the beginning to the end. Dorvlo (2006) submit that the generative method begins with a collection of words register which includes generative themes from the vocabulary of prospective adult learners. The generative theme is the same words used by the learners in describing their existential situation. In recent times the Freirean approach has been developed into other approaches, a typical example is Regenerated Freiran Literacy Empowerment Community Technique (REFLECT).

2.7.3 The Gudschinsky Method

The introduction of the Gudschinsky method of literacy facilitation can be traced to the establishment of the Ghana Institute of Linquistics, literacy and Bible Translation (GILLBT) which was established in 1972 with its headquarters in Tamale (Abudu et al 2013). Owusu-

Mensah (2007) indicates that GILLBT is involved in Bible translation into local languages and is widely engaged in literacy activities, The goal of the GILLBT literacy programme is to facilitate the empowerment of the rural adult population in order to free them from their social, economic, spiritual and political exclusion (GILLBT, 2009). The writer noted that the literacy programme focuses on 22 language groups that are mainly located in the less developed rural areas of Ghana, in the northern part of the country and in the North Volta region.

The Gudschinsky method is an eclectic method designed for teaching literacy to adult learners from diverse cultures and languages who have not had opportunities to become literate (Stringer 2006). Lee 1982 cited in Stringer 2006 noted that the essential principles of a successful primer, as demonstrated by field testing, are the gradual introduction of new elements (the central principle of the Psycho phonemic method), provision for independent reading by the use of syllable or letter drill (the central principle of syllable methods), provision for understanding through the use of meaningful material (the central principle of sentence and story methods) and provision for fluency by the use of adequate repetition. Gudschinsky 1976 cited in Stringer 2006 posits that the method presupposes the use of prepared textbooks and materials” because in many communities “the teaching must be done by teachers who themselves are barely literate. To assist such teachers, the method is linear in structure with specific formats for teaching different lesson patterns for

- teaching letters
- teaching functors (grammatical function words or affixes), and
- Revision lessons.

Concerning teaching functors, Gudschinsky pointed out that “with our linguistic method for teaching reading, functors have a very special role, they are taught by sight-recognition in

contrast to the ‘sounding out’ of contentives” (Gudschinsky 1992:4 cited in Stringer 2006). Such an emphasis on functors demanded that, for the person preparing the materials, it was important to know

(a) A great deal about the occurrence and function of functors in various discourse genres, (b) the meaningful matrix within which a functor can be taught, (c) the degree to which functors are automatic or contrastive, and (d) the relationship between the functors and the chunking of the text by a good reader (Gudschinsky 1992:4 cited in Stringer 2006).

It is clear that such a detailed knowledge of grammar makes it necessary for training and assistance be given to a person who is to prepare the materials. Where literacy programs are set up in rural, non-industrialized communities, people experienced in linguistics need to be available to assist in the preparation of material (Stringer 2006)

Stringer 2006 observes that there are seven processes involved in the Gudshinsky method of facilitation literacy. Beginning with a key picture and word (a cultural, emotive, picturable item), the seven steps are as follows:

Step 1 Analysis (breakdown of the word into component parts, usually syllables, to isolate and teach a particular letter)

Step 2 Synthesis (build-up of syllables by analogy using the new letter): “synthesis is used to mean focusing on smaller bits within a unit ... not ... in the sense of stringing smaller bits together...” (Lee 1982:29 cited in Stringer 2006)

Step 3 Identification (comparison of new syllables showing similar parts)

Step 4 Contrast (contrast of new and familiar letters in a syllable matrix)

Step 5 Word building (building of words using known syllables)

Step 6 Connected materials (reading of connected material)

Step 7. Writing (dictation of syllables, words, sentences)

Stringer 2006 further notes that Gudschinsky considered the method to be analytic and the first six steps as the reading lesson. In summary, these are

- “presentation of the key words from which to derive syllable patterns
- Analysis of the key word(s) into syllables
- Practice and drill, and
- testing in connected reading” (Gudschinsky 1973:29 cited in Stringer 2006).

Gudshinsky made an important observation after the lesson format and way of teaching literacy. He argued that good readers in general use the syllable as the unit of analysis when they find a word that they do not immediately recognize, and good readers use the phrase as a unit in normal smooth reading. By contrast, the poor readers use individual letters as a unit for deciphering new words, and are frequently unable to blend the individual letter sounds to make a meaningful word. They read word by word and often fail to recognize the phrase breaks, so that their best reading is meaningless. These findings reinforce my conviction that efficient reading lessons for adults should teach these two skills: the reading of new words by syllables, and the recognition of phrases at a glance (Gudschinsky 1973:144 cited in Stringer 2006).

Stringer (2006) however notes that despite the explicit principles on which this method was developed, there have been problems in practice, specifically in preparing the materials and in teacher-training.

In the preparation of materials there have been two main areas of difficulty: the complexity of the languages, and the need to choose acceptable key words, which allow the generation of interesting texts written in familiar, everyday idiomatic language, with a restricted group of available letters. Languages with complex consonant-vowel syllable structures pose a problem because of the need to develop a variety of lessons to teach the positions of letters in different word contexts. Such complexities make the Gudschinsky method a method that newly literate indigenous teachers do not find easy to develop. Although the method was developed to accommodate all syllable types in phonologically complex languages, these two difficulties, concerned with language complexity and the selection of suitable key words, make the production of primers in such languages, especially in the early stages, a formidable task.

The second difficulty of finding acceptable key words to introduce letters and grammatical items in controlled order is a time-consuming one. Difficulties are compounded in some languages because of the need to show contrasting features and to include the items in idiomatic, interesting connected material with a restricted number of letters. A further difficulty, as explained above, is the need to have an in-depth understanding of the grammatical constructions of the language to facilitate preparation of lessons for the primers. Training speakers of the language to control this aspect of the method takes a long time.

Training teachers to learn the “patter and present the material in a methodical, step-by-step way does not seem to have been a particular problem because the structure is straightforward and generally acceptable. One of the problems in presenting the patter, however, is that the connection between the logical, step-by-step activities is not always understood, and the pages are often learned by rote, including the sight functor exercises. There have been problems, also, in teaching the method in languages with multiple syllable types and in training teachers to teach

by developing “problem-solving” techniques instead of reading or telling the content of material as a model. The model further make teachers see their role as “providing the learners with a model to mimic” which clashed with the “perspectives of learning as a problem-solving process.”

2.8 Content of LADP

According to Oliva (1989) content is defined as a selection of subject matter, courses or topics which must be subsequently broken down into instructional goals and objectives from which content within a field may be said to be derived. Heimlich & Norlard (2004) say that content is something that is often present in learning settings regardless of age and subject. The danger lurks that content by design can overwhelm teaching and relegate learning to accepting content. As indicated earlier the LADP is divided into four stages of literacy training: the basic, advance, oral and written stages. Each stage has got its distinct curriculum features and themes. However because the research work is based on the written stage its content shall be reviewed thoroughly whilst a brief overview of the content of the other stages of the literacy program shall also be reviewed. The content of the LADP curriculum and primers focuses on issues of economic development and poverty eradication through some major content areas. The primer at the basic stage which is in the local language is made up of selected words which are broken down into syllables. At the advanced stage of the literacy primers three major areas are covered. These are History and traditions of Dagbong, Sanitation and environmental issues, and socio economic issues. At the oral stage one basically finds activities that basically involves how to speak Basic English and the identification of names of items such as farm produce and animals such as cats, dogs etc. Further more the bridge from Dagbani to English literacy primer also has basic activities in everyday English and identification of names of animals and how to communicate

such as “where are you going”. The primary objective of this curriculum and primers are to impart new knowledge that can help in poverty eradication through teaching reading and writing. The component of Numeracy is a bit silent even though it is introduced in the literacy training. The English primer at the writing stage only provides names of plants and animals for adults to mimic and understand. However adult learning theories informs us that adults are interested in activities which affects them in their daily lives and those activities thought them must reflect their experiences. These primers basically fail to do that. We are informed further that words given to learners must be context generated, but in the context of the LADP primers at the writing stage, evidence of this is not provided. Adults are therefore likely not to use the words learnt effectively in their daily lives and are also most likely to forget what has been thought.

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CHAPTER THREE

METHODOLOGY

3.1 Population

In this research the population is the entire literacy classes in the Tolon District run by the Literacy and Development through Partnership (LADP) training program. In this case 76 literacy classes are the focus of the study. The accessible population of the LADP is the English literacy classes of the LADP program making up 6 literacy classes.

3.2 Research Design

The research design is quantitative case study. Each of the four (4) literacy classes was considered a case. It is quantitative case study because it can either be used on its own or used to complement qualitative analysis or used in combination with qualitative analysis. Quantitative case study is also used in this study because it allows researchers to explain quantitative findings in the case study and in some instances use descriptive techniques. Descriptive techniques used in quantitative case study help present the collected information in summary fashion such as tables, graphs and central tendency indices to reflect embedded patterns within data.

3.3 Sampling Procedure

The study focus is at the written stage where English reading and numeracy have already been taught and writing is underway. The written literacy classes are 6 as indicated and for the sake of representation 4 literacy classes were selected purposively and conveniently for the adult literacy assessment. The case study approach offers flexibility in terms of the justification of sampling choice, the number of investigated cases, and sampling techniques. Random sampling can be used within the case to select learners and this is one strategy that can be employed to address validity (Merriam 2007). Field visits to the research site showed that in each literacy community,

there were a number of learners who were still in school, some JHS and others SHS. It will therefore not be fair to include these categories of students in the performance assessment since they may have an advantage over those who have dropped out or have never been to school at all. Random sampling would have meant each one of these students be given a fair chance of representation and it is likely those who have or were in school would be selected. As a result a criteria was set to select learners purposively and who have certain unique characteristics before random sampling is employed. The criteria included learners who have never been to school and or have dropped out. So that learners who have completed primary school but were unable to proceed to JHS were included in selection, those who have dropped out of JHS or unable to proceed to SHS were included. Also included in the selection were those who have dropped out of SHS but do not include those who have completed SHS. After the inclusion criterion was set, 15 learners were selected using simple random sampling technique, specifically the lottery method.

3.4 Methods of Data Collection

For the first research question, assessment instruments were designed to test learners' performance to read, write and compute. The scales used in the research were developed after a thorough literature review on learner assessment of reading, writing and numeracy. The administration of test instruments was done by the researcher and facilitators of the literacy program. The facilitators were taken through training on how the test instruments will be administered. Other six research assistants were employed to observe possible facilitator biases in the administration of test items. Literacy classes were selected in consultation with literacy coordinators and facilitators. Interviews were used to find out the facilitation methods used by facilitators in the literacy program as an answer to the third objective.

For the second research question, focus group was used to elicit views on how literacy skills are being transferred from the literacy class to the daily lives of adult learners. The learners narrated how they were able to use their literacy skills in their daily lives. This method was selected because of its advantage over other types of interview. Whilst face to face interview was effective for tapping into individual biographies, focus group was necessary for examining how ideas, knowledge, self presentation and linguistic exchanges operate within a given cultural context. It allows individuals to express themselves in their own vocabulary and reduces the power balance between the individual and researcher (Kitzinger and Barbour, 1999). All focus group discussions were held in the community. In order that vital details would not be lost, cassette recorder was used during the discussion after the group had been told in advance and adequate assurance given about confidentiality. Apart from the focus group sessions, looked at the functional relevance of the literacy material content and what pertains in the daily lives of adult learners. During the focus group discussions the various themes or topics in the literacy primers were compared with what adult literacy learners wanted. Again facilitators were interviewed one on one basis on the methods of facilitation used by literacy facilitators, their educational background, and the challenges they encountered in facilitating these classes.

3.5 Pre-Testing of Instruments

Pre-testing of instruments was done in Tamale to ensure validity and reliability, after the pre-testing, the instruments were reviewed and revised for the actual field work.

3.6 Sources of Data

Primary and secondary data sources were employed in this research work. The primary data source was field work and the secondary were from literature reviews.

3.7 Data Analysis

Cross case analysis was employed. Data was analyzed through the use of S.P.S.S software version 20. A data base was created with the soft ware and tables were generated with regards to learner's performance. The first objective was analyzed using means, and standard deviation. The second objective on the hand was analyzed using themes and patterns in the analysis of literacy transfer skills.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This section of the data analysis shows learners performers in the literacy assessment in the LADP program in four literacy communities. These communities include Gbulahagu, Dimabu, Kunkulung and Nysherighu all in the Tolon District of Ghana. The assessment looked at numeracy, reading and writing. In numeracy the study assessed learners' ability to do arithmetic including multiplication, addition division and subtraction. The numeracy also sought to look at learner's performance with regards to calendar dates and cedi denominations, as well as able to tell the times by using the clock. The reading aspect of the literacy assessment looked at learners' ability to translate Dagbani language into English, create simple words from syllables, recognition of words, identify and read aloud simple phrases as well as learners' ability to comprehend simple paragraph. Finally the writing section sought to test learners' ability to breaking words into syllables, create simple words from syllables, and form simple sentences from words and ability to write a short letter. This chapter also examined the application of literacy skills outside classrooms and the facilitation methods used in the various literacy classes.

4.2. Case 1: Gbulahagu Community

Gbulahagu is one of the communities in the Tolon district of the northern region. It has about 20 learners in the literacy class. In the assessment of the literacy skills however 15 learners turn out for the class. The performance of the learners in numeracy, reading and writing displayed in the Table 1.

Table 1: Mean and Standard Deviation for Numeracy, Reading and Writing Performance (Gbulahagu Community)

Community	Numeracy		Reading		Writing	
	Mean	S. deviation	Mean	S. deviation	Mean	S. deviation
Gbulahagu	23.40	7.356	21.87	5.489	17.73	4.464

Source: Field Data (2014)

Note that: 1-10 = weak performance, 11-20 = average performance and 21-30 = above average

The Table 1 shows that for numeracy, the value for the mean is 23.40 which deviate from the mean 7.356. With the reading learners in the Gbulahgu community had a mean value of 21.87 and a standard deviation value of 5.489. In the same Gbulahagu community learners scored a mean of 17.73 and a standard deviation value of 4.464.

4.2.1 Summary Results: Means and Standard Deviation for Numeracy, Reading and Writing (Gbulahagu Community)

The Gbulahagu community literacy learners of the LADP program performed better in the numeracy assessment than, in the reading assessment skills and performed badly in the writing assessment skills.

4.3. Case 2: Dimabu Community

Dimabu is also one of the deprived communities located in the Tolon district of the Northern region. The literacy class has 25 learners in totality but during the assessment 15 learners turn out for the test. Their results in the assessment of literacy are shown in the Table 2

Table 2: Means and Standard Deviation for Numeracy, Reading and Writing (Dimabu Community)

Community	Numeracy		Reading		Writing	
	Mean	S. deviation	Mean	S. deviation	Mean	S. deviation
Dimabu	28.07	1.486	25.33	3.416	17.40	5.489

Source: Field Data (2014)

Note that: 1-10 = weak performance, 11-20 = average performance and 21-30 = above average

The Table 2 shows that the mean value for numeracy is 28.07 and a standard deviation value is 1.486. In reading learners had a mean score of 25.33 and a standard deviation value of 3.416. In writing the assessment of literacy skills showed a mean value of 17.40 and a standard deviation value of 5.489.

4.3.1 Results: mean and standard deviation for the assessment of numeracy, reading and writing (Dimabu community).

The Table 2 indicates that within the Dimabu community learners performed better in reading skills than in Numeracy and performance badly in the writing assessment skills.

4.4. Case 3: Kunkulung Community

One of the communities located in the Tolon District of the northern Ghana is the Kunkulung community. In this community the LADP has a literacy class made up of 23 learners. However in the assessment of the literacy skills 15 learners were sampled. The performance of the learners in the literacy skills is depicted in Table 3.

Table 3: Mean and Standard Deviation for the Assessment of Numeracy, Reading and Writing (Kunkulung Community)

Community	Numeracy		Reading		Writing	
	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
Kunkulung	15.27	4.877	22.00	7.00	15.33	4.923

Source: Field Data (2014)

Note that: 1-10 = weak performance, 11-20 = average performance and 21-30 = above average

Table 3 shows that in terms of reading assessment learners of the Kunkulung community scored a mean value of 22.00 and a standard deviation of .7.339. In the numeracy assessment learners had a mean score of 15.27 and a standard deviation value of 4.877. In writing on the other hand learners had a mean score of 15.33 and standard deviation value of 4.923.

4.4.1 Results: Mean and Standard Deviation for Numeracy, Reading and Writing Assessment (Kunkulung Community)

The results Table 3 shows that within the Kunkulung literacy community learners of the LADP program performed better in the reading assessment skills, followed by writing assessment skills. This was followed by numeracy skills

4.5. Case 4: Nysherigu Community

Nysherigu is a community located in the Tolon district of Northern Region. The members of the literacy class are 27 in number. In the assessment of the literacy skills 15 of these learners turn out for the test. The results of the assessment is shown in Table 4

Table 4: Means and Standard Deviation for the Assessment of Numeracy, Reading and Writing (Nysherigu Community)

Community	Numeracy		Reading		Writing	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard deviation
Nysherigu	19.93	4.667	26.27	2.086	12.27	3.494

Source: Field Data (2014)

Note that: 1-10 = weak performance, 11-20 = average performance and 21-30 = above average

The Table 4 shows that learners in the Nysherigu literacy community with regards to numeracy had a mean value of 19.93 and a standard deviation of 4.667. In the reading assessment, learners had a mean value of 26.27 and a standard deviation value of 2.086. The value .352 means that the amount deviated .352 from the mean. Writing performance was however weak with a mean value of 12.27 and a standard deviation value of 3.494.

4.5.1 Summary Results: Means and Standard Deviation for Numeracy, Reading and Writing (Nysherigu Community)

The results in Table 4 show that learners performed extremely well in reading whilst performing modest in numeracy. The learners performance in writing was weak.

4.6 Assessment of Numeracy Skills of Learners for Gbulahagu, Dimabu, Kunkulung and Nysherigu Communities

Numeracy is a foundational skill for individuals and is important for society. High levels of numeracy are associated with better opportunities for life-long learning, as well as success at work. Thus, numeracy is viewed as the basic arithmetic skills (formative phase), situated in context with explicit recognition of importance of mathematics in everyday life (mathematical phase) and gradually incorporating the mathematics, communication, cultural, social, emotional, and personal aspects of each individual in context (integrative phase). Based on this the study sought to find out the numeracy performance of learners in the Tolon district of northern Ghana.

4.6.1 Case 1: Gbulahagu Community Literacy Class

Gbulahagu is one of the communities in the Tolon district of the northern region. It has about 20 learners in the literacy class. In the assessment of the numeracy skills however 15 learners turn out for the class. The performance of the numeracy skills is shown in the Table 5

Table 5: Numeracy Performance for Gbulahagu Community LADP Literacy Class

Scores	Frequency	Percent
11-20	3	20
21-30	12	80
Total	15	100.0

Source: Field Data (2014)

Note that: *1-10 = weak performance, 11-20 = average performance and 21-30 =above average*

Table 5 shows that, 80% of learners of the Gbulahagu community class performed above average, whilst only 3 learners of the Gbulahagu performed averagely. In explaining why learners performed better in the assessment, some learners noted that:

“For the literacy skills assessed most of us do not have the problem as we have been doing the calculation in our daily lives. We employ numeracy in doing our businesses”. In the dagbani literacy program we did a lot on numeracy calculations so it didn’t make it difficult” (Respondents, Gbulahagu, LADP)

In response to the situational mathematics in the test, another respondent noted that:

“That it was a bit difficult but we manage to do it. The question was also a bit tricky and we not able to finish it. The time allocated for the numeracy test was also not enough but in all we did those that we could do. But we hope to have such assessments periodically”

On the opinion of learners on the calendar dates and cedi denominations, respondents said:

“We had no problem at all in identifying the date and day with the calendar, however with the cedi denomination, our only problem was writing the values in words. The identification of calendar dates and cedi denominations was also quite strange but it wasn’t difficult”

4.6.2: Case 1; Gbulahagu Community Literacy Class (Percentage Results)

The results in the numeracy assessment showed that 80% learners scored above average and only 20% scored averagely.

4.6.3. Case 2: Dimabu Community Literacy Class

Dimabu is also one of the deprived communities located in the Tolon district of the Northern region. The literacy class has 25 learners in totality but during the assessment 15 learners turn out for the test. Their results in the assessment of numeracy are shown in the Table 6

Table 6: Numeracy Performance for Dimabu Community Literacy Class

Scores	Frequency	Percent
1-10	0	0
11-20	0	0
21-30	15	100%
Total	15	100.0

Source: Field Data (2014)

Note that: 1-10 = weak performance, 11-20 = average performance and 21-30 = above average

The Table 6 shows that 100% of learners of the Dimabu performed beyond average. A section of the learners noted that:

“The numeracy test was okay. The only difficult aspect was the situational mathematics, which some of us did not understand but we manage to do it. We have also known numeracy calculation even before we joined the literacy program and once the addition and subtraction were explained in the local language we had less difficulty”

Some of the learners in this literacy case further commented that:

“The numeracy test only reminded us of what we have been doing in the literacy class for sometimes now. It was also a chance for some of us to test our knowledge on the skills we have had so far. In totality the test was up to our standard and it was fine”

4.6.4: Case 2 Dimabu Community Literacy Class (Percentage Results)

The results for the Dimabu community literacy class showed that 1005 of the learners performed above average.

4.6.5. Case 3: Kunkulung Community Literacy Class

One of the communities located in the Tolon District of the northern Ghana is the Kunkulung community. In this community the LADP has a literacy class made up of 23 learners. However in the assessment of the numeracy skills 15 learners were sampled. The performance of the learners in the numeracy skills is depicted in table 7.

Table 7: Numeracy Performance for Kunkulung Community Literacy Class

Scores	Frequency	Percent
Below 10	2	13.3
1-10	0	0
11-20	10	66.7
21-30	3	20
Total	15	100.0

Source: Field Data (2014)

Note that: 1-10 = weak performance, 11-20 = average performance and 21-30 = above average

Table 7, show that 20% of the learners of the Kunkulung community literacy class performed above average, whilst 66.7% performed averagely. No learner performed poorly with regards to the literacy assessment in this KunKulung community literacy class. 13.3% of the learners performed very poor. According to a learner:

“We were told of the literacy test in advance and since we have already done some numeracy exercises, we quickly revised our notes and this may have resulted in the performance that you have spoken about”

Another learner reiterated that:

“The only strange thing that we found in the numeracy assessment test was with regards to the identification of calendar dates and cedi denominations and even with that most of us have calendars in our rooms and it was quite easy for us to provide the answers. For the cedi values our only problem was with writing them in words.”

4.6.6: Case 3: Kunkulung Literacy Class (Percentage Results)

The Results for the Kunkulung numeracy assessment showed that 20% of the learners performed beyond average whilst 66.7% performed averagely.

4.6.7: Case 4: Nysherigu Literacy Community Class

Nysherigu is a community located in the Tolon district of Northern Region. The members of the literacy class are 27 in number. In the assessment of the numeracy skills 15 of these learners turn out for the test. The results of the assessment is shown in Table 8

Table 8: Numeracy Performance for Nysherigu Community Literacy Class

Scores	Frequency	Percent
1-10	0	0
11-20	6	40
21-30	9	60
Total	15	100

Source: Field Data (2014)

Note that: 1-10 = weak performance, 11-20 = average performance and 21-30 = above average

Table 8 shows that 60% of learners of the Nysherigu community literacy class scored above average whilst 40% scored averagely. In confirming the results obtained above a learner noted:

“The facilitator taught us so well, so we do not have problem when it comes to numeracy. We could do the arithmetic calculations; identify calendar dates and cedi denominations and situational mathematics. The numeracy test was a bit okay”.

4.6.8: Case 4: Nysherigu Literacy Community (Percentage Results)

The numeracy assessment in the Nysherigu literacy class found that 60% Of learners performed beyond average and 40% performed averagely.

4.6.9: Mean and Standard Deviation for Numeracy Performance (Gbulahagu, Dimabu, Kunkulung and Nysherigu Communities)

Mean and standard deviation are quantitative instruments or tools normally employed in making comparisms or in ranking of the performances. The table 9 shows the performance of learners in mean and standard deviation values for the four communities or literacy cases in numeracy.

Table 9: Mean and Standard Deviation for Numeracy Performance of Gbulahagu, Dimabu, Kunkulung, and Nysherigu Literacy Communities

Communities	Mean	Standard deviation
Gbulahagu	23.40	7.356
Dimabu	28.07	1.486
Kunkulung	15.27	4.877
Nysherigu	19.93	4.667
Total	85.97	18.386

Source: Field Data (2014)

Note that: 1-10 = weak performance, 11-20 = average performance and 21-30 = above average

Table 9 shows that Dimabu community performed better with a mean score of 28.07 in the numeracy assessment and a standard deviation value 1.486. This means that learners performed extremely well in numeracy. The Gbulahagu community had a mean score of 23.40 and a standard deviation of 7.356. The Nysherigu community had a mean score of 19.23 and a standard deviation value of 4.667. Kunkulung community literacy class had a mean score of 15.27 and a standard deviation value of 4.667.

4.6.10 Summary of Results in Numeracy (Gbulahagu, Dimabu, Kunkulung and Nysherigu)

The analysis show that in terms performance comparism the Dimabu community performed better, followed by Gbulahagu, Nysherigu and the Kunkulung communities in that order.

4.7 Assessment of Reading Skills of the Gbulahagu, Dimabu, Kunkulung and Nysherigu Literacy Community Classes

In our increasingly information-driven society, information comes from many different sources and can be presented in simple or in complex ways. Literacy - the ability to understand and then use information - is a fundamental skill. It is essential not only for participating fully at work, but for everyday life as well e.g., for choosing products when grocery shopping. This study therefore sought to find out the reading performances of adult learners in the LADP program in the Tolon District.

4.7.1 Case 1: Gbulahagu Community Literacy Class

Gbulahagu is one of the communities in the Tolon district of the northern region. It has 20 learners in the literacy class. In the assessment of the numeracy skills however 15 learners turn out for the class. The performance of the reading skills is shown in the table 10.

Table 10: Performance for Gbulahgu Literacy Community Class

Scores	Frequency	Percent
Below 10	1	6.7
1-10	0	0
11-20	2	13.3
21-30	12	80
Total	15	100.0

Source: Field Data (2014)

Note that: *1-10 = weak performance, 11-20 = average performance and 21-30 = above average*

Table 10 shows that 12 learners were able to score 80% and they performed above average. 13.3% the learners of the Gbulahgu literacy community class scored averagely in the literacy test, whilst 6.7% scored very poorly. According to a learner:

“Reading is not that hard especially if they are a bit simple and up to where we have been thought. We engage in reading exercises almost anytime we have a lesson. We can recognize and pronounce aloud sentences or phrases; we can also identify the number of syllables in a word, whether it is two or three word syllables. We cannot say it wasn’t hard but it wasn’t too difficult as well”.

Another learner noted that:

“We can understand some other reading documents, but not all of them, and there may be some words which are not familiar to us and which we might not understand, but if it’s a simple script we can understand. Also we can recognize and pronounce aloud some words especially those that are used in the literacy program”

4.7.2: Case 1: Gbulahagu Community Literacy Class

In the Gbulahagu community and in the reading assessment it was found out that 80% of learners could read above average whilst 13.3% of learners performed averagely and 6.7% performed poorly.

4.7.3 Case 2: Dimbu Community Literacy Class

Dimabu is also one of the deprived communities located in the Tolon district of the Northern region. The literacy class has 25 learners in totality but during the assessment 15 learners turn out for the test. Their results in the assessment of reading are shown in the table 11.

Table 11: Reading Performance for Dimabu Literacy Class

Scores	Frequency	Percent
Below 10	1	6.7
1-10	0	0
11-20	2	13.3
21-30	14	83.3
Total	15	100.0

Source: Field Data (2014)

Note that: *1-10 = weak performance, 11-20 = average performance and 21-30 = above average*

Table 11 shows that 83.3% of learners of the Dimabu literacy community class performed beyond average representing 14 learners whilst 13.3% learners of the same class performed averagely. According to a learner:

“Reading assessment was okay. It was not too hard for us to translate reading in the local language into the English language. Also identifying the number of syllable in a two or three letter word was not too difficult as well. The only problem was with the time allocated for the reading test”

In continuing with the discussion on the reading test some also had this to say:

“The comprehension took some us time, but we manage to answer the questions. It was however not hard for us to arrange mixed words to form a simple sentence and we could recognize and pronounce some words. It was also fine for the reading assessment”

4.7.4: Case 2: Dimabu Community Literacy Class

The results for the Dimabu community literacy class showed that 83.3% learners performed above average and 13.3% of learners performed averagely.

4.7.5 Case 3: Kunkulung Community Literacy Class

One of the communities located in the Tolon District of the northern Ghana is the Kunkulung community. In this community the LADP has a literacy class made up of 23 learners. However in the assessment of the numeracy skills 15 learners were sampled. The performance of the learners in the reading skills is depicted in Table 12

Table 12: Reading Performance for Kunkulung Community Literacy Class

Scores	Frequency	Percent
Below 10	1	6.7
1-10	0	0
11-20	4	26.7
21-30	10	73.3
Total	15	100.0

Source: Field Data (2014)

Note that: *1-10 = weak performance, 11-20 = average performance and 21-30 = above average*

Table 12 shows that 73.3% of learners in the reading assessment for the Kunkulung community literacy class performed beyond average whilst 26.7% performed averagely. One learner however performed poorly. A learner observed that:

“We could do the reading test because we had most of the things that were asked before. We could easily identify the number of syllables in a word, and recognize some words; the only difficulty was with the comprehension”

4.7.6. Case 3: Kunkulung Community Literacy Class

The reading assessment for the Kunkulung community literacy class showed 73.3% of learners performed above average and 26.7% performed averagely.

4.7.7 Case 4: Nysherigu Community Literacy Class

Nysherigu is a community located in the Tolon district of Northern Region. The members of the literacy class are 27 in number. In the assessment of the reading skills 15 of these learners turn out for the test. The results of the assessment are shown in Table 13

Table 13: Reading Performance of Nysherigu Literacy Community Class

Scores	frequency	Percent
Below 10	0	0
1-10	0	0
11-20	0	0
21-30	15	100
Total	15	100

Source: Field Data (2014)

Note that: *1-10 = weak performance, 11-20 = average performance and 21-30 = above average*

Table 13, show that all 15 of learners of Nysherigu community literacy class scored

beyond average. A learner noted that:

“We were able to do most of the components of the reading test. In fact we could do recognize some words, identify the number of syllables in a word, read and comprehend a simple paragraph. In general the work was nice and okay”.

4.7.8 Mean and Standard Deviation for Gbulahagu, Dimabu, Kunkulung and Nysherigu

Mean and standard deviation are quantitative instruments or tools normally employed in making comparisms or in ranking of the performances. The table 10 shows the performance of learners in mean and standard deviation values for the four communities or literacy cases in reading.

Table 14: Mean and Standard Deviation for Reading Performance For Gbulahagu, Dimabu, Kunkulung and Nysherigu Communities

Communities	Mean	Standard deviation
Gbulahagu	21.87	5.489
Dimabu	25.33	3.416
Kunkulung	22.00	7.00
Nysherigu	26.27	2.086
Total	95.84	17.991

Source: Field data (2014)

Note that: *1-10 = weak performance, 11-20 = average performance and 21-30 = above average*

Table 14 shows that the Nysherigu community had a mean score of 26.27 and a standard deviation value 2.086. The Dimabu community had a mean score 25.33 and a standard

deviation value of 3.416. With the Kunkulug community they had a mean score 22.00 and a standard deviation value of 7.339. In Gbulahagu, they had a mean score of 21.87 and standard deviation values of 5.489

4.7.9 Summary Results assessment

The results showed that Nysherigu community performed better followed by Dimabu, Kunkulung and Gbulahagu communities.

4.8 Assessment of Writing Skills for Gbulahagu, Dimabu, Kukulung and Nyserigu Communities

Writing plays an important role in transforming the lives of adult learners. In an effective literacy program, the people who benefit will often learn to write and illustrate primers and other books. Based on this notion the study sought to bring to light the literacy writing abilities or performances of learners in the LADP.

4.8.1: Case 1: Gbulahagu Community Literacy Class

Gbulahagu is one of the communities in the Tolon district of the northern region. It has about 20 learners in the literacy class. In the assessment of the writing skills however 15 learners turn out for the class. The performance of the reading skills is shown in the table 15

Table 15: Writing Performance for Gbulahagu Community Literacy Class

Scores	Frequency	Percent
Below 10		
1-10	2	13.3
11-20	8	53.3
21-30	5	33.3
Total	15	100.0

Source: Field Data (2014)

Note that: *1-10 = weak performance, 11-20 = average performance and 21-30 = above average*

Table 14 shows above shows that 33.3% of adult learners of the Gbulahagu community literacy class performed beyond average in the literacy training program. 53.3% performed averagely whilst 13.3% performed poorly. According to a respondent:

“Writing has been our major problem, in fact we don’t have writing materials or copy materials that will enable practice writing. We do the practice on the chalk board and are hard for all of us to do that. Those of us who can write are those who have had a little bit of formal education”.

4.8.2: Case 1; Gbulahagu Community Literacy Class

The results for the assessment of writing showed that 33.3% of the learners performed above average, 53.3% performed averagely and 13.3% of the learners performed poorly.

4.8.3 Case 2: Dimabu Community Literacy Class

Dimabu is also one of the deprived communities located in the Tolon district of the Northern region. The literacy class has 25 learners but during the assessment 15 learners turn out for the test. Their results in the assessment of writing are displayed in the table 16

Table 16: Writing Performance for Dimabu Community Literacy Class

Scores	Frequency	Percent
Below 10	1	6.7
1-10	0	0
11-20	10	73.3
21-30	3	20
Total	15	100.0

Source: Field Data (2014)

Note that: 1-10 = weak performance, 11-20 = average performance and 21-30 = above average

Table 16 shows that 20% of learners of the Dimabu community literacy class performed above average. 73.3% of the learners of the same community literacy class scored averagely whilst 6.7% of the learners performed poorly. A section of the learners had this to say:

“Writing assessment was difficult, especially the assessment that had to do with writing a short letter. Even though we knew how to form simple sentences from words we couldn’t express that in words. The reason being that we do not have enough materials on which to practice writing”

In soliciting the opinion of the learners on the writing assessment others also had this to say:

“We could create words from syllables, write our names and names of our villages and write words from our own territory, but creating sentences from words and writing short letter was not just difficult but how to even express ourselves. Even our hand writing is so bad that even our expressed ideas cannot be understood or seen clearly”.

4.8.4: Case 2: Dimabu Community Literacy Class

The results in this class for the writing assessment indicate that 20% of the learners scored above average, 73.3% scored averagely whilst 6.7% performed poorly.

4.8.5 Case 3: Kunkulung Community Literacy Class

One of the communities located in the Tolon District of the northern Ghana is the Kunkulung community. In this community the LADP has a literacy class made up of 23 learners. However in the assessment of the numeracy skills 15 learners were sampled.

The performance of the learners in the writing skills is depicted in table 17

Table 17: Writing Performance for Kunkulung Literacy Community Class

Scores	Frequency	Percent
Below 10	2	13.3
1-10	0	0
11-20	10	66.7
21-30	3	20
Total	15	100.0

Source: Field Data (2014)

Note that: 1-10 = weak performance, 11-20 = average performance and 21-30 = above average

Table 17 shows that in the Kunkulung community literacy class, 20% of the learners performed above average, whilst 66.7% of learners Kunkulung community literacy class performed

averagely whilst 13.3% scored very poorly. Based on this a discussion was held with learners of the literacy case. They had this to say:

“Some of us could simply not write the letter. We had the idea on what to write but how to write was a problem. We could only create simple sentences from words, write short words from memory. Our inability to write a short letter stems from the fact that we don't have enough writing materials”

4.8. 6: Case 3: Kunkulung Community Literacy Class

The results for the Kunkulung literacy class in the writing assessment showed that 20% of the learners performed beyond average whilst 66.7% of the learners performed averagely. 13.3% performed very poorly.

4.8.7 Case 4: Nysherigu Community Literacy Class

Nysherigu is a community located in the Tolon district of Northern Region. The members of the literacy class are 27 in number. In the assessment of the writing skills 15 of these learners turn out for the test. The results of the assessment is indicated in Table 18

Table 18: Writing Performance for Nysherigu Literacy Community Class

Scores	Frequency	Percent
Below10	3	20
1-10	1	6.7
11-20	11	73.3
21-30	0	0
Total	15	100.0

Source: Field Data (2014)

Note that: 1-10 = weak performance, 11-20 = average performance and 21-30 = above average

Table 18 shows that 73.3% of the learners of the Nysherigu community literacy class scored averagely 6.7% scored or performed poorly 20% performed very poorly. According to some of the learners:

“We could only write our own names and names of our villages, we could also form simple sentences from words. We however had problems in writing a short letter. This because sometimes we don’t practice enough writings because of the unavailability of writing materials”

4.8.8: Case 4: Nysherigu Community Literacy Class

The results for the Nysherigu community literacy writing assessment showed that 73.3% of the learners performed averagely, 6.7% performed poorly whilst only 20% performed very poorly.

4.8.9: Mean and Standard Deviation for Writing Performance (Gbulahagu, Dimabu, Kukulung and Nysherigu)

Mean and standard deviation are quantitative instruments or tools normally employed in making comparisms or in ranking of the performances. The table 19 shows the performance of learners in mean and standard deviation values for the four communities or literacy cases in writing.

Table 19: Mean and Standard Deviation for Writing Performance for Gbulahagu, Dimabu, Kukulung and Nysherigu Communities

Cases	Mean	Standard deviation
Gbulahagu	17.73	4.464
Dimabu	17.40	5.489
Kukulung	15.33	4.923
Nysherigu	12.27	3.494
Total	62.73	18.37

Source: Field data (2014)

Note that: 1-10 = weak performance, 11-20 = average performance and 21-30 = above average

The table 19 shows that Gbulahagu community had a mean score of 17.73 and a standard deviation value of 4.464. The Dimabu community had a mean score of 17.40 and a standard deviation value of 5.489. In the Kukulung community, they had a mean score of 15.33 and a standard deviation value of 4.923. The Nysherigu community on the other hand had a mean score of 12.27 and a standard deviation value of 3.494.

4.8.10 Summary of Results

In making comparison in terms of performance in the writing assessment, Gbulahagu community performed best followed by Dimabu literacy community, Kunkulung community and the fourth and last is the Nysherigu community.

4.9.: Application of Literacy Skills outside in Learners Occupation the Gbulahagu, Dimabu, Kunkulung and Nysherigu Communities of the LADP Program

The section sought to find out whether or not the respondents are able to apply the knowledge and skills acquired outside the classroom and the ways and means by which these skills and knowledge are applied. The researcher therefore was able to identify two themes that run through the discussion. These themes were.

- a. Occupation
- b. Family

4.9.1 Case 1: Application of Literacy Skills in Learners Occupation (Gbulahgu Community)

The researcher sought to find out how learners in the LADP literacy program are able to apply the literacy skills outside classroom in their specific occupations. The results showed that most of the learners could apply the skills in their various occupations. This is a summary of what the respondents had to say:

Most often than not, we forget the measurement used when laying foundation for building. However, the literacy classes have helped us to write our measurements on paper for easy reference (FGD for Masons, 2014).

Carpentry also requires skills of measure to enable us have good furniture. We are able to take measurements and record them in small notebooks which serve as a guide for future work. In addition, literacy skills have

helped us to keep records of customer specification and debtors since most people pay in installment. (FGD for Carpenters, 2014)

As farmers, literacy has given us the chance to be able to identify names of crops and their nutritious values to our family. We also keep records of spraying insecticides and pesticides on our crops given the specific time periods that the spraying ought to be done. (FGD, 2014: Farmers)

The analyzed results of the Gbulahagu community literacy class showed that the respondents unanimously admitted that they are able to apply their skills acquired in the literacy programme to their various occupations. The general consensus of the selected respondents, who were mainly farmers, masons and carpenters with regards to their application, was their ability to keep records, taking measurements and knowing the names of crops and plants, in the case of the farmers.

4.9.2. Case 2: Application of Literacy Skills in Learners Occupation (Dimabu Community)

The researcher sought to find out from respondents how they are able to apply the literacy skills acquired from the LADP program in their various occupations. Most of the learners commented that they could apply the skills in their various professions and livelihoods. This is a summary of the responses of the respondents:

A mason who cannot use the spirit level is like a teacher without chalk. The classes have helped us to take accurate measurement for our building construction. It has also enabled us to give estimated cost of buildings to our customers without running at a loss. (FGD, 2014: Masons)

The nature of our land requires that we constantly use chemicals and fertilizers. Literacy has helped us to read, understand and know the right quantity of these chemicals to prevent the damages that we used to record in past years. (FGD, 2014: Farmers)

The results from the literacy class in Dimabu depict that Farmers could apply their skills outside literacy classroom by reading and writing the quantity of chemicals to apply on their farms.

Apart from farmers a few masons could also apply their skills outside classroom by taking accurate measurement of work. This is an obvious indication that learners regardless of their occupation can apply the skills outside the literacy classroom.

4.9.3. Case 3: Application of Literacy Skills in Learners Occupation (Kukunlung Community)

The researcher sought to find out how learners in the Kunkulung community literacy class are able to apply their skills outside the classroom. This is a summary of the responses of the respondents:

Unlike the southern sectors of Ghana that have two seasons, we up here have only one maximum rainy season. This literacy class has helped us to monitor the weather forecast on TV and has enabled us to plant or sow our crops at the right time to make full use of the rainy season in order to maximize our farm produce. (FGD, 2014: Farmers)

The competition for job is so keen that one must be educated to be abreast with the modern times. The class has helped me to be able to match the competition in the market by looking and reading pictures of new designs in various magazines. (FGD, 2014: Carpenters)

The analyzed results of case three (Kunkulung community) brought to light that all the respondents agreed that they were also able to apply their skills and knowledge acquired in the literacy programme to their various occupations. Farmers noted that they can now understand the weather forecast on TV and take appropriate measures whilst carpenters said with the literacy skills acquired they can now understand furniture designs in magazines.

4.9.4. Case 4: Application of Literacy Skills in Learners Occupation (Nysherigu Community)

The researcher asked learners how they able to apply their literacy skills outside classroom. This is a summary of the responses of the respondents:

Most often than not, we forget the measurement used when laying foundation for building. However, the literacy classes have helped us to write our measurements on paper for easy reference. (FGD, 2014: Masons)

The nature of our land requires that we constantly use chemicals and fertilizers. Literacy has helped us to read, understand and know the right quantity of these chemicals to prevent the damages that we used to record in past years. (FGD, 2014: Farmers)

The competition for job is so keen that one must be educated to be abreast with the modern times. The class has helped me to be able to match the competition in the market by looking and reading pictures of new designs in various magazines. (FGD, 2014: Carpenters)

The analyzed results of the Nysherigu community literacy class brought to light that all the respondents agreed that they were also able to apply their skills and knowledge acquired in the literacy programme to their various occupations. Masons noted that they could now take measurement and write them on paper for easy reference whilst farmers could now read and understand the right quantity of chemicals to be applied on farm lands.

4.10. Application of Literacy Skills in their Families (Gbulahagu, Dimabu, Kunkulung and Nysherigu Literacy Communities)

In addition the how the respondents applied their skills and knowledge acquired from their jobs to their occupation, the researcher again sought to find out how the same skills and knowledge is applied to their family lives. Based to this, respondents were asked to indicate how they are able to apply the skills and knowledge specifically to their family lives. The responses of the respondents were presented in the four literacy communities selected for this study.

4.10.1. Case 1: Application of Literacy Skills in their Families (Gbulahagu Community)

The researcher sought to find out how learners in the Gbulahagu community literacy class are able to apply the literacy skills acquired to the family. This is a summary of the responses of the respondents:

Because we can now read, if we go to the hospital and we are given medicine, we are able to read and understand the dosage. So that for example we get to know if we have to take the drug two times in a day or

probably three times in a day. The literacy skills acquired has helped us do this.

Almost every day our children come home from school with homework and it was sometimes very difficult to check whether or not they have done the right thing or not. But currently it is even a joy when I am able to check it for them and they come back from school and the answers are right.

This evening school has helped me to be able to read and understand the bills of fees that my children bring from school. So I know and understand when I owe the school and when the school owes me (debit and credit)

If I give my wife wants to go to the market, she brings a list of items she wants to go and buy with their respective prices. Then I do the calculations and give her the money.

My husband does not get time to check the homework of the children even though the school has asked them to let their parents check it for them first before they submit. So now I am able to check the homework myself.

The analyzed results showed that most learners are able to apply the skills to the family or household in different forms such as medical dosage, help with children's assignment amongst others.

4.10.2. Case 2: Application of Literacy Skills in their Families (Dimabu Community)

The Dimabu community literacy class members were asked to indicate how they are able to apply their literacy skills outside the classroom. This is a summary of what the respondents had to say:

The numeracy aspect of the program helps us read dosages on medical prescriptions. If for example we are given 1 times daily, we understand that each day you take one medicine.

The literacy training has helped tremendously in assisting our children with homework. We know how to calculate $5+5$, 2×2 , $3-3$ and so on. In fact those at the basic level, we are able to support them.

In recent times, when we go to other families, they speak Basic English such as "come", "go", "where are you going to" etc with their children. Through the literacy class, at least as a family we can speak to our children.

Previously when somebody asks us where are you going? we couldn't have answered but thanks to the literacy class we can now answer.

We may not be able to read complex documents but at least addresses on letters, we can read them. This only happens through the skills I have acquired from the literacy programme.

At least as a woman, I keep records of household expenditure in a book which helps me in solving the problem of forgetfulness. I am able to do this through the literacy training and skills acquired.

The analyzed results of the Dimabu community literacy class showed that all the respondents agreed that they were able to apply their skills and knowledge acquired in the literacy programme to assist their families. Some learners could help their children with home work; others keep records of household expenditure, and can read addresses on letters.

4.10.3: Case 3 Application of Literacy Skills in their Families (Kunkulung Community)

In the Kunkulung literacy class learners opinions were sought on how they are able to apply the skills of literacy outside the classroom to family. Their responses are summarized below:

Now we can help our children do their assignments especially those in the primary schools. We can help them do addition, subtraction, multiplication and division. That problem is nipped in the bud.

Apart from the skills, the literacy program has also made us understand the relevance of education and taking our children to school and be serious with them.

This time round also the literacy training has enabled us to understand some movies especially Nigeria and Ghanaian one's better. First we used to only understand the trend and pictures but now we can at least understand some of the words used in the movies and even explain it to our children and others.

The family now keeps a first aid box. Sometimes you visit the box and there are prescriptions on the medicine. The literacy skills have helped me in identifying the dosage written on them. I am also able to help other family members who have not had the chance of having literacy education. I am able to do this through the skills I have had from the literacy class.

The results shows that learners could now help their children do assignments understand medical dosage and watch movies that are in English and understand them

4.10.4.: Case 4 Application of Literacy Skills in their Families (Nysherigu Community)

The researcher in the Nyserigu community sought to find out how the learners are able to apply the literacy skills acquired outside classroom. This is a summary of what the respondents had to say:

Our children come home usually with homework and it was sometimes we have to check it for them, which was not easy. But currently it is even a joy when I am able to check it for them.

We may not be able to read complex documents but at least addresses on letters, we can read them. This only happens through the skills we have acquired from the literacy programme.

The family now keeps a first aid box. Sometimes you visit the box and there are prescriptions on the medicine. The literacy skills have helped me in identifying the dosage written on them. I am also able to help other family members who have not had the chance of having literacy education. I am able to do this through the skills I have had from the literacy class.

The numeracy aspect of the program helps us read dosages on medical prescriptions. If for example we are given 1 times daily, we understand that each day you take one medicine.

At first we were not attending the PTA meetings of our children because the school authorities speak English, which we do not understand. But now we are able to attend and even make contributions to the development of the school.

The general consensus of the selected respondents from the Nysherigu literacy community, with regards to their application, indicated that they had the ability to understand medical dosage, do some calculations and assisting in their children's assignments.

4.11. Facilitation Method(S) Used by LADP Program

In an interview with the program coordinator for the LADP on the facilitation method used by the literacy facilitators, the results showed that the facilitation method used to by the facilitators is the Gudshinsky method of facilitation. In narrating the application of the Gudshinsky method of literacy facilitation the program coordinator had this to say;

In training facilitators that there is a word beside a picture that shows or tells what the picture is. It introduces a new letter. The picture word is then broken into syllables. The new letter and the previous introduced letters are then built up into syllables. The new letter is compared with other letters in the same position. The picture word is then built up and used in a meaningful sentence. The results also indicated facilitators that were taught that there are some words which cannot be pictured and so referred to them as functors. For example words such as “why” “before” “they” etc. That the first line of a functor should be read by the facilitator but the syllable breakdown should be figured out by the learner. In reading, we train the facilitators that there is a meaningful text made up letters already introduced which the learners should figure out by themselves and in writing the new letter should be practiced in writing in every lesson and used in syllables, words and sentences

The results further showed that facilitators indeed have not had enough training for about four years now due to lack of funds. The results also showed that the training is done by the organization and not individuals or groups outside the organization and that materials are normally sent late, and sometimes are not able to do enough supervision of the literacy classes due to lack of funds.

4.12. Facilitation Methods Used by Facilitators at Gbulahagu, Dimabu, Kukulung and Nysherigu Literacy Communities.

It is often argued that a facilitator who is well versed not only in the principles of adult learning but also effective facilitation methods is able to choose specific methods tailored towards the needs of his/her learners will be able to enhance better performance or outcomes for learners. This part of the study therefore seeks to find out the facilitation methods employed by facilitators

by engaging in an in-depth interview with facilitators of the four literacy communities chosen for this study.

4.12.1: Case 1: Gbulahagu Community Literacy Class

The Gbulahagu literacy class has only one facilitator. The facilitator is not only in charge of teaching at the written stage, but started with the learners from the basic stage.

The results from the Gbulahagu community on the facilitation method used by the facilitator showed that even though the facilitator has been taken through training he had no clue as to the specific facilitation method being employed in teaching. It also came out that the facilitator had only been taken through training twice for his four years engagement as a facilitator. On the educational level of the facilitator it came out that the facilitator had completed Junior High School (JHS) and had not moved further. In narrating how the facilitation method is employed the results showed that facilitators only break words into syllable for reading and writing. The facilitator had this to say;

During the training we were taken through how to break words into syllables and how to bring the syllables together in order to form words. This is what I have been doing for the last four years in the literacy program.

The results also showed that literacy training for the learners emphasized more on reading and teaching of numeracy to the neglect of writing. The reason being that classes are held in the night, and lanterns are used which does not provide enough visibility to engage in writing. Secondly the writing primer does not provide the space for the learners to engage in writing; since most of them are new to writing it becomes difficult. The facilitator had this to say;

The most difficult part of the facilitation method has to do with the writing. You know most of the learners this, is their first time they are holding a pencil or a pen and it becomes difficult to teach them how to write practically. Some of them don't have time for assignment and in the writing primer, there are no spaces for

them to practice writing even though they understand what is being taught but cannot write.

Most literacy facilitators cited challenges such as late arrival of materials for learning and the absence of writing spaces for practice. The responses from the facilitator clearly show that the facilitator has no clue with regards to the facilitation methods they adopt in the classroom but could describe the steps in facilitation of the literacy program. On the educational background of the facilitator the study revealed that the facilitator had not gone passed secondary school but had graduated from JHS.

4.12.2: Case 2: Dimabu Community Literacy Class

The Dimabu community literacy class is no different from the other literacy classes. The facilitator teaches learners writing skills after having taken them through the local language and reading in the other previous literacy stages. The results of the facilitation method used in the Dimabu literacy class showed that the facilitator does have knowledge on the specific facilitation method used in facilitation. It however came out clear that the facilitator had been taken through training only twice for the entire four years for being a facilitator and on each training session, it was only for a few hours. The facilitator for Dimabu community literacy class had this to say;

I was taken through training in an informal way for couple of hours on two occasions on how to facilitate the literacy program.

In describing the method used in facilitation, the results showed that the facilitator could only break words into syllables and add syllables to form words through the guide of the literacy primers. The results also indicated that facilitators had difficulty in teaching writing due to environmental conditions and the nature of the writing primer. The writing

primer had no spaces in them to engage in writing and sitting outside and using the chalk board does not provide opportunity for most learners to engage in writing.

The facilitator submitted that;

I went for the training on facilitation method and I was thought on how to break words into syllables, introduce new words and add syllables to form words. Even though it is not too difficult to teach the reading and the numeracy, I have challenges in teaching the writing because learners would have to write practically first of all to become familiar with the pen or pencil but the primer does not provide spaces for writing like what we have in my first copy book for nursery and primary children. Secondly because we follow the primers directly in teaching words that come outside the primers or being asked by learners makes it difficult. In some cases we have to call the district coordinator of the program to explain such words to us especially politically related words. The environmental conditions don't also allow us to practice writing since in some cases there are no lights and we can't even afford a bulb to enable engage in writing.

On the educational level of the facilitator the results brought to light that the facilitator is a graduate of the Literacy and development through Partnership (LADP). Finally the results showed that the facilitator had challenges with the late arrival of learning materials and also difficulty in teaching writing since the writing primer does not provide spaces for practices.

The analyzed results from the Dimabu community literacy program with regards to facilitation methods indicate that the facilitator had no clue with regard to the methods he had to use. However the facilitator is able describe the steps involved in facilitation which involve breaking of word into syllables. On the educational background of the facilitator the study revealed that the facilitator had not gone passed secondary school but had graduated from the LADP program and was retained as a facilitator.

4.12.3: Case 3: Kunkulung Community Literacy Class

Kunkunlung community class has one facilitator in charge of teaching at the written stage of the literacy program. The results of the Kunkulung literacy class showed that the facilitator had been trained twice for the four years of stay with the literacy program but has been a couple of hours on each session of the literacy training. Additionally the results indicated that the facilitator could not state which method he uses in the literacy facilitation but contends that he introduces new words on each new lessons, breaks words for learners, and adds those words to make meaning. The facilitator had this to say;

I have been trained on facilitation methods twice for the entire four years that I have being with the program. I don't know specifically what the name of the facilitation method that we use, but during the training we were taught how to introduce new words using the primer, break words into syllables and add those words together to make meaning.

Furthermore the results indicate that the facilitation at the writing stage emphasis was on reading and numeracy. The reason being that writing primer does not engage learners in practical writing except a few who are able to buy exercise books or have had taste of formal schooling before. The facilitator commented that:

Teaching writing using this facilitation method is particularly difficult. Learners do not have the enough practical feel to engage in writing because the primers do not provide spaces for the learners to practice writing. Secondly we are unable to move beyond the words in the primers and where learners ask a question about some words we fumble and in some cases we have to consult the program coordinator for assistance. If writing primer with spaces provided in them where provided to us teaching using this method would have been very easy.

On the educational level of the facilitator the study showed that the facilitator had completed the Non Formal Education Division program (NFED) of the Ministry of Education. The Challenges the facilitator encountered included late arrival of materials and the absence practical writing materials.

The Results from the Kunkulung literacy class also show that the facilitator didn't have a clue as to specifically what facilitation method is being used but was able to describe the steps in the used in facilitation. On the educational background of the facilitator the study revealed that the facilitator had graduated from the NFED program.

4.12.4: Case 4: Nysherigu Literacy Community Class

The Nysherigu community is also located in the Tolon district of the Northern region. The literacy class in the district again has only one facilitator responsible for teaching at the written stage of the training program.

The results of the facilitation method used by the literacy facilitator for the Nysherigu literacy class showed that the facilitator had no clue as to the specific method used in facilitation. However the results showed the facilitator had been taken through training twice by the LADP in the whole of the four year period of stay in the program but on each training session lasted for just some few hours. The facilitators' results showed that they, could however break words into syllables, introduce new words and add syllables to form words. The facilitator for Nysherigu Literacy class had this to say:

I just know that I have been trained on the facilitation methods, but to state which particular method I don't know. During the training I was taught on how to break words into syllables, introduce new words, and add word together to make meaning. It is not so difficult using this method to teach reading and may be numeracy, but the writing I don't know whether is from the primer or the method itself. On the whole I think the writing primer does not provide enough writing spaces for practical writing which serve as obstacles to learners writing skills. They may have the idea alright and can read and understand but how to write is the problem using this facilitation method. The primer too is sometimes too restrictive and words outside the primer pose major challenges.

On the educational level of the facilitator, it was found that facilitator had completed Senior High School (SHS) and had not moved past that. The challenge the facilitator

indicated were basically the late arrival of materials and the lack of space in the writing primer for learners to engage in practical writing.

The result indicated that the facilitator has been trained on facilitation methods except he doesn't have a clue as what specifically the method is, and the facilitator could break words into syllables, introduce new words and add syllables together to produce new word. On the educational background of the facilitator the study revealed that the facilitator had graduated from Senior Secondary School (SHS).

CHAPTER FIVE

DISCUSSION OF RESULTS

5.1 Introduction

This chapter of the research work discusses the results of the study. The discussion focuses on the assessment of learner performance from the four literacy communities.’ This chapter also discusses the application of literacy skills outside classroom by learners from the four literacy communities. Finally the chapter discusses the results of the facilitation methods employed by the facilitators from the four literacy communities.

5.2. Assessment of Numeracy Reading and Writing (Gbulahagu Community)

The results of the numeracy, reading and writing assessment in Table (1) showed that learners performed above average in reading and in numeracy but scored averagely in writing. The Table (1) showed that learners with regard to numeracy assessment had a mean score 23.40 and a standard deviation of 7.356. The standard deviation value of 7.356 shows that those learners who actually scored marks closer to the average mean score was low. The Standard deviation value indicates that in the Gbulahagu community learners scores spread away from the average score. In other words the standard deviation value of 7.356 shows that the responses provided in the numeracy assessment spread out from the average mean score.

The evidence from Table (1) Indicates that learners in the Gbulahagu community regarding reading had a mean score of 21.87 and a standard deviation value of 5.489. The standard deviation value indicates that some learners obtained marks that were far away from the mean score. It also showed that learners were not able to obtain marks that were very close to the mean score even though the values obtained portrays a very high performance of learners.

In Table (1) again learners with regard to writing had a mean value of 17.73 and a standard deviation value of 4.464. The Standard deviation value stated also indicates some learners 4.464 obtained marks that were not very close to the average mean score. In other words the marks obtained by learners were not close to the total average mean obtained by the learners.

The differences in the performance of learners within the Gbulahagu community are shown in the mean values and the standard deviation values. At a glance the mean values shows that learners in the Gbulahagu community literacy class performed much better in Numeracy, followed by reading and then writing. But in numeracy even though the mean value is high the obvious implication is that learners are not doing well by the value of the Standard deviation. In numeracy for example, the Standard deviation value of 7.356 is higher than the Standard deviation value in reading and writing. This is an indication that in numeracy those who actually scored closer to the mean value were fewer compared to those who scored closer to the mean value in reading and writing respectively. The same analysis is used for reading where the standard deviation value of 5.489 is also higher than the Standard deviation value of 4.464 in writing. It means that those who scored closer to the mean value in reading were also fewer than the learners who scored closer to the mean in writing. Without the Standard deviation these variations will not be made clear. The relevance of the standard deviation is to show the degree of variation from the mean or the extent to which the amount varies around the mean so that appropriate measures can be put in place. The mean alone can be used for evaluation purposes but it does not show into detail outlying marks of learners. In other words just few learners can score high marks to push the average mark higher as in the case of numeracy score in this study. The mean and standard deviation provides an appropriate measure that can be used to evaluate both the performance of facilitators and learners in the literacy class. For facilitators the standard

deviation can be set such that the deviation to the mean in the class must not go beyond certain limits. If it does, perhaps the method of facilitation must be adjusted or reconsidered. For learners the standard deviation will help determine whether most of them are performing or just a few. With regards to management the standard deviation will help them either increase training for facilitators or push in more resources for teaching and learning. It is however worthy of note that in terms of performance the learners in the Gbulahagu community performed better in numeracy, followed by reading and then writing.

In a related study conducted by Aoki (2005) of the Non Formal Education division (NFED) it found that learners achieved a lot in the reading assessment skills, had modest results in the numeracy assessment and weak achievement in the writing skills assessment. There appears to be differences in some of the findings by Aoki and the results found in this study. Whilst in this community learners performed better in the numeracy assessment, than in the reading assessment, Aoki (2005) found out that learners achieved modest results in the numeracy assessment. Again in the reading skills performance, the results of the current study indicated that learners performed low compared to numeracy but in Aoki findings learners achieved better in reading. The results in this study with regards to the writing assessment indicated that writing was weak which confirms the findings made by Aoki 2005 with regards to writing achievement.

In a similar study reported by Commeyras and Chilisa (2001) respondents had 98.2% in numeracy, 91% in reading and 86.6% in writing. This means that learners performed better in numeracy, followed by reading and then writing. The results as reported by Commeyras and Chilisa (2001) confirm the findings in this study.

5.3. Assessment of Numeracy, Reading and Writing (Dimabu Community)

Evidence from the Dimabu community in Table (2) showed that learners in the Dimabu community performed above average in numeracy and reading but scored averagely in writing. The table (2) showed that in terms of numeracy assessment learners had a mean score of 28.07 and a standard deviation value of 1.486. The standard deviation value of 1.486 means that most learners obtain the average mean score or that the responses or marks obtained by learners are close or concentrated around the mean. The standard deviation value also means that in the numeracy assessment most of the learners scored very close to the total mark 30 or had the mark 30. This means that learners performed extremely well in the numeracy assessment.

In reading assessment on the other hand the Table (2) showed that learners in the Dimabu community had a mean score of 25.33 and a standard deviation of 3.416. The standard deviation value suggests that although scores obtained were closer to the mean, the value deviated by 3.416.

The results of the writing assessment skills at the Dimabu community in Table (2) show that learners had a mean of 17.40 and a standard deviation of 5.489. The standard deviation means that the scores obtained by learners in the writing assessment were widespread and deviated by 5.489. The marks obtained were not too close to the mean.

The differences in the communities are shown in the means and the Standard deviation (SD) values. For the skills of numeracy reading and writing, one will notice that the deviation for numeracy is just 1.486, lower than the SD value for reading which is 3.416 and numeracy 5.489. The smaller the standard deviation the closer the scores are to the mean. The obvious implication is that most learners obtained scores closer to the mean mark in numeracy, followed by reading

and then writing. Without the standard deviation the variations will not be clear and a misleading picture may be painted. The significance of the standard deviation is to show the degree of variation from the mean or the extent to which the amount varies around the mean so that appropriate measures can be put in place. For example the standard deviation can be used to evaluate both the performance of facilitators and learners in the literacy class. For facilitators the standard can be set such that that the deviation to the mean in the class must not go beyond certain limits. If it does perhaps the method of facilitation must be adjusted or reconsidered. For learners the standard deviation will help determine whether most of them are performing or just a few. With regards to management the standard deviation will help them either increase training for facilitators or push in more resources for teaching and learning. The SD values do not rank communities in terms of performance but only describes the nature of the mean. But in terms of performance the mean values are used and in this case learners performed better in numeracy, followed by reading and then writing.

Aoki (2005) in a similar study with the learners of the Non Formal Education Division (NFED) found that learners achieved a lot in reading, achieved modest result in numeracy and weak performance in writing. This study does not confirm the findings made by Aoki (2005) with regards to reading because in this study learners performed extremely well in numeracy than in writing but confirm the findings made regarding writing. This study confirms the results found by Commeyras and Chilisa (2001) where 98% passed in numeracy, 91% in reading and 86.6% in writing. This is because learners in this current study performed better in numeracy than in reading and writing.

5.4. Assessment of Numeracy, Reading and Writing (Kunkulung Community)

Based on evidence from the Kunkulung community literacy class in Table (3), learners performed above average in reading, but scored averagely in writing and numeracy. The Table (3) again shows that learners in numeracy had a mean score of 22.00 and a standard deviation of 7.00 in reading. The standard deviation value depicts that the amount deviated 7.00. This means that the scores obtained by learners in the reading skills assessment are far away from the mean value or are widely spread around the mean.

In writing skills assessment, the Table (3) shows that learners in the Kunkulung community had a mean score of 15.33 and a standard deviation of 4.923. The standard deviation value shows that the amount spread away from the mean 4.923.

Results in Table (3) regarding numeracy show that learners in the Kunkulung community had a mean score of 15.27 and a standard deviation value of 4.877. The standard deviation value means the scores obtained by learners were a little spread out from the mean.

In discussing the SD values, the differences are shown in how small or large the Standard deviation values are. With reading skills assessment the SD value is 7.00, writing 4.923 and in numeracy 4.877. At a glance with the mean values, learners have performed extremely well in numeracy, but the standard deviation connotes that just a few of the learners made marks closer to the mean. In fact the results showed that even though the mean value of numeracy is high, learners scored marks closer to the mean in writing and reading than in numeracy. The importance therefore of the standard deviation is determining these variations and making proper evaluation decisions. The evaluation decisions could be for facilitators, learners and program managers. For facilitators it tells how bad or good learners comprehend and for learners it will

tell them in quantitative terms how many are performing well or bad. Program managers will use the mean and standard deviation to determine how much of resources they will use to push into teaching and learning.

A study by Aoki (2005) found that learners achieved a lot in reading, had modest gains in numeracy and weak writing abilities. This study supports the findings made by Aoki (2005) with regards to reading skills but does not support numeracy and writing. The study does not however support the results found by Commeyras and Chilisa (2001) where 98% passed in numeracy, 91% in reading and 86.6% in writing. This is because learners in this study performed better in reading than in numeracy and writing.

5.5. Assessment of Numeracy, Reading and Writing (Nysherigu Community)

Results from the Nysherigu community in Table (4) showed that learners performed above average in reading, but performed averagely in numeracy and writing. The table (4) again shows that learners had a mean score of 26.27 and a standard deviation value 2.086 in the reading skills assessment. The standard deviation value means that the scores obtained by learners deviated 2.086. This also means that the scores obtain by the learners spread out from the mean 2.086.

The evidence from Table (4) regarding numeracy skills assessment indicates that learners had a mean score of 19.93 and a standard devotion of 4.667. The standard deviation in this case means that the amount deviates by 4.667. This also means that the marks obtained by the learners spread out from the mean 4.667.

In Table (4) regarding writing learners in the Nysherigu community had a mean score of 12.27 and a standard deviation of 3.494. The standard deviation shows that the amount spread out from the mean 3.494. It also means the scores obtain by learners were a little far away.

In discussing the means and Standard deviation values, one will notice that the SD value for reading is 2.086, numeracy 4.667 and writing 3.494. The smaller the SD value the closer the scores are to the mean. In this case 2.086 is lower than 3.494 and 4.667. The mean and standard deviation values especially the standard deviation values show clearly areas of strength and weaknesses. It can help in determining program decisions for program managers, help evaluate the performance of how good or bad facilitation method is. The importance of the standard deviation is to show the degree of variation from the literacy skills for informed decisions to be taken.

Aoki (2005) in a similar study with learners of the Non Formal Education division (NFED) found that learners achieved a lot in the reading skills assessment, modest gains in the numeracy skills assessment and weak achievement in writing skills assessment. This study confirms the findings made by Aoki (2005). This study does not confirm confirms the results found by Commeyras and Chilisa (2001) where 98% passed in numeracy, 91% in reading and 86.6% in writing.

5.6 Assessment of Numeracy, Reading and Writing: (Gbulahagu, Dimabu, Kunkulung and Nysherigu Community Literacy Classes)

In making cross case comparism the means and standard deviation provides a powerful tool in doing just that. The results are discussed first and foremost community by community or case by case after which comparisms are made regarding each literacy domain. . It worthy of note that the standard deviation only describes the nature of the mean and the implication on student performance, so comparism and ranking of community performance is based on mean values alone. In this case how high or low the value is compared to other communities. The following

compares the numeracy performance of the four communities followed by reading and then writing.

5.6.1 Cross Case Comparism of Numeracy skills

The evidence from the numeracy skills performance in Table (9) indicates that Dimabu and Gbulahagu communities performed above average in numeracy, but the Kunkulung and Nysherigu performed averagely. The evidence further indicates that the Dimabu literacy class emerged the best with a mean value of 28.07 and a standard deviation of 1.486. This means that marks obtained by learners tightly cluster around the mean and most of the learners had scores almost equal or closer to the mean. The evidence further suggests that the Gbulahagu community performed next best after the Dimabu community with a mean value of 23.40 and a standard deviation of 7.399. The implication of the standard deviation is that just a few learners actually scored marks closer to the mean; most of the learners scored marks far away from the mean. Analyses in Table (9) reveal that the Nysherigu community performed next best after the Gbulahagu community with a mean value of 19.93 and a standard deviation value of 4.667. The standard deviation value means that the amount spread out a little away from the mean. The least performed community per the evidence in the Table (9) is the Kunkulung community with a mean value of 15.27 and a standard deviation of 4.877. The standard deviation means that most of the learners scored marks a little far away from the mean deviating by 4.877. The addition of the means for the numeracy assessment skills for the four communities gives a mean value of 85.97 and a standard deviation value of 17.991.

Where as in Dimabu community, they had a standard deviation (SD) score of 1.486 in the numeracy skills assessment; the Gbulahagu community had an SD value of 7.356. The Nysherigu community had an SD value of 4.667 and in Kunkulung community they had an SD

value of 4.877. The differences in the SD value shows how close the scores are to the mean so that in Dimabu community the SD values obtained by learners were very close to the mean score, followed by Nysherigu, Kunkulung, and Gbulahagu communities. In other words the communities with low SD values indicate that the scores obtained were closer to the mean than those with high values. Without the SD the mean may provide a shallow view about the performance of learners. The significance of the SD is to show these variations and help evaluate the performers of learners in the communities. Regarding reading in the four communities the SD indicates that apart from the mean, the variations are important in determining how good or bad the facilitators are. Program managers based on the decision of the SD can push more resources into teaching and learning. But the SD does not show differences in community performances. In terms of performance however, the Dimabu community performed best, followed by Gbulahagu, Nysherigu and Kunkulung communities. In the numeracy assessment skills the total value of the mean score and standard deviation is 85.97 and 18.386 respectively.

5.6.2 Cross Case Comparism of Reading skills

Based on the evidence and results from the data analyses in Table (14), all the four literacy communities performed above average in the reading skills assessment. The evidence further suggests that the Nysherigu literacy community performs better in the reading assessment skills than all the literacy communities with a mean value of 26.27 and a standard deviation of 2.086. This means that most of the learners in the community scored marks closer to the mean. The results in table (14) revealed that the Dimabu community performed next best after the Nysherigu community with a mean value of 25.33 and a standard deviation of 3.416. This means that scores obtained by learners were a little closer to the mean. This also means that learners who were unable to score close to the mean were just 3.416. The Kunkulung community

performed better after the Dimabu community with a mean value of 22.00 and a standard deviation value of 7.00. The standard deviation value means that most learners did not score marks closer to the mean. In other words the marks obtained by learners were widespread. The mean value may be high but it only shows that a few learners actually contributed marks to make the mean score. The least performed community regarding the reading assessment skills is Gbulahagu with a mean score of 21.87 and a standard deviation value of 5.489. This means that most learners could not also obtain marks closer to the mean.

At a glance the mean values show that learners performed extremely well in the reading assessment and all the communities performed above average except that in each community the variation to the mean is actually high which calls for better facilitation. For example even though the Kunkunlung community performed better than the Gbulahagu community, learners scored marks closer to the mean in the Gbulahagu community than in the Kunkunlung community. Without the SD value this will not be made clear. The relevance of the SD is to provide a clearer picture for evaluation purposes. Earlier it has been stated that the SD values do not show performances but only describes the nature of the mean. In all the four literacy communities regarding reading skills assessment, the Nysherigu community had the lowest SD value, followed by Dimabu, Gbulahagu and Kunkunlung communities. The implication is that in communities where the SD is very large efforts must be made in order to push learners to learn harder. In summary it can be concluded that Nysherigu community performed better, followed by Dimabu, Kunkunlung and Gbulahagu communities. Adding the mean values for the four literacy communities gives a value of 95.84 and a standard deviation of 18.33.

5.6.3 Cross Case Comparism of Writing Skills

Evidence from the mean and standard deviation in chapter four and in Table (19) indicate that all the four literacy communities performed averagely in writing skills assessment. Table (19) further indicates that writing skills was higher in the Gbulahagu community than all the other literacy communities with a mean value of 17.73 and a standard deviation value of 4.464. This means that the amount deviated by 4.464. This also means that learners scored marks that were a little far away from the mean. The next community that performed better in the writing skills assessment is the Dimabu literacy community with a mean value of 17.40 and a standard deviation of 5.489. The standard deviation value means that most learners scored marks that were quite far away from the mean value. In the Kunkunlung community evidence in Table (19) suggests that they were the next best performers in the writing assessment skills after the Dimabu literacy community with a mean score of 15.33 and a standard deviation of 4.923. This also means that learners scored marks that were a little far away from the mean. The last and fourth community which is the least performed community in the writing assessment is the Nysherigu community with a mean value of 12.27 and a standard deviation value of 3.494. The standard deviation value shows that learners had scores which were a bit closer to the mean. The mean value also show that learners in the community performed averagely.

The standard deviation (SD) for the writing skills assessment showed that in numeracy in the four literacy communities, Gbulahagu had an SD value of 4.464, Dimabu 5.489, Kunkulung 4.923 and Nysherigu 3.494. A look at these values indicates that learners in the Nysherigu community scored closer to the mean value, followed by Gbulahagu, Kunkulung and Dimabu communities. Without the SD, the mean value may provide misleading picture about the performance of learners. The relevance of the SD is to show the variations in the mean values

and also help evaluate which literacy communities have more of their learners scoring closer to the mean so that appropriate action can be taken. This will help facilitators and program managers take appropriate decision.

The results from Table (9), (14) and (19) indicate that even though the Dimabu community performed better than all the other literacy communities in numeracy assessment, they could not outperform the other literacy communities in reading and writing. The Nysherigu literacy community performed better than the other communities in the reading skills assessment. However the Nysherigu community could not also beat the Gbulahagu community in the writing assessment. The implication is that in communities that could not perform very well in one literacy domain must make efforts geared toward improving literacy and finding out what the other communities are doing to warrant their better performance in the literacy assessment.

5.6.4 Overall performance: Numeracy, Reading and Writing skills

In terms of overall performance the results in Table (9), (14) and (19) show that learners of the LADP program in the four literacy communities performed better in reading than in numeracy but performed badly in writing. For example whilst all the communities performed above average in reading skills assessment, only two communities performed above average in numeracy and in writing no community could perform above average. Again the total mean value for the numeracy assessment is 85.97 and a standard deviation of 18.386. This means that the amount deviated by 18.386. In reading assessment the total mean values for the four literacy communities is 95.84 and a standard deviation of 18.33. Finally in writing assessment skills the value is 62.73 and a standard deviation value of 18.33. At a glance the mean values shows that learners performed better in reading, followed by numeracy and finally writing.

In a similar study Aoki (2005) found that learners achieved a lot in reading, achieved modest results in numeracy and achieved weakly in writing. The studies by Aoki (2005) confirm the results found in this current study where learners achieved well in reading, modest performance in numeracy and weak performance in writing. However the overall performance does not confirm the results by Commeyras, and Chilisa (2001) because learners performed better in numeracy than in reading and writing, whilst in this study learners performed better in reading than in numeracy and writing.

5.7 Application of Literacy Skills outside Classroom

The results of the application of literacy skills outside classroom came under two: occupation and family. These are discussed under the four literacy communities

5.7.1 Application of Literacy Skills by Learners in their Occupations (Gbulahagu, Dimabu, Kunkulung and Nysherigu Literacy Communities)

Earlier in the work and in Chapter three of the profile of the district which is Tolon, it's been indicated that most of the people were farmers, but one finds other professions such as Masons, Carpenters and traders. In these literacy communities where the study was undertaken, it is not surprising therefore to find most of the learners being farmers and others Masons, Carpenters and traders. Assessment showed that learners are applying their new acquired skills in their daily lives.

Evidence in Chapter four indicates that farmers in the Gbulahagu community are able to identify the names of crops and plants, keep records of spraying insecticides and pesticides. In the Gbulahagu community the evidence also suggest that Masons are able to write measurement on paper for easy reference whilst the carpenters say they are able to take measurement and record them in small note books which serve as guide for future reference. The implication is that even

though they all sit in the same literacy, they use the skills of literacy differently in their lives especially with regards to their occupations.

Results in the Diambu community also show that farmers in the literacy class are able to read and understand the right quantity of fertilizers and chemicals to apply on their farms. Masons in the Dimabu community based on the results in chapter four submitted that they are able to take accurate measurement of buildings and also give estimated cost of buildings without errors. The implication is that they all sit in the same class taught the skills but they use the skills differently.

Based on the evidence in the Kunkulung community farmers in the literacy program are able to monitor the weather forecast to enable them farm at the right time. In Kunkulung community the results again suggests that Carpenters are able to read and understand pictures of furniture. Farmers in the Nysherigu community literacy class also indicate that they are able to read and apply the right quantity of chemicals including fertilizers in their farms.

Masons and Carpenters in the Nysherigu community based on the results suggest that take measurement and record them for future reference.

The results of obtained clearly obtained in the four communities shows that there are different uses to which literacy can be put. In fact one will notice that from farmers in the literacy programs who use literacy differently from Masons and Carpenters in the same literacy program. The ideological theory of literacy championed by Street (1984), Heath (1982), and Barton and Hamilton (2000) point to the fact that indeed there are different uses of literacy and even go further to make the argument for literacy practices. The results from this study confirm the argument by the advocates of the ideological theory (Street, 1984, Heath, 1982, and Barton and Hamilton, 2000). In a similar study Rogers et al (2007) in their study of adult learning based on

literacy for livelihood examine case studies from New Zealand, Bangladesh and Egypt found that people often change their livelihoods and that each livelihood has literacy practices embedded within it. This mean that different livelihood activities such as farming and Mason had literacy practices embedded in it and this literacy can be put to different uses. This study confirms the findings by Rogers et al (2007). Openjuru (2007) discovered that reading and writing are in most cases idiosyncratic, that is they are not uniform for similar activities undertaken by different people. This study confirms the findings by Openjuru (2007). Openjuru et al (2007) found that there are multiple literacies in the homes, the community, church, the market, work place, and the mosque. They also discovered that local literacy and numeracy practices are different from what is being taught in adult learning programs. This study confirms the findings by Openjuru et al (2007).

The Literacy and Development through Partnership (LADP) first of all does not teach farmers on how to read and apply fertilizers in their farming activities, it does not also teach the Masons and Carpenters on how to take measurement, record them and keep them for future reference. What the LADP does is simply to teach numeracy, reading and writing decontextualise from their daily lives. Again in the LADP program all the learners Farmers, Masons and Carpenters are put together. These learners even as they are put together and taught the same things are able to apply the skills of literacy differently in their occupations. However the ideological theory holds that in an ideal situation there should be literacy training separately for Farmers, Masons and Carpenters. The evidence in this study does not confirm the findings and arguments made by Street, (1984) Heath, (1982) and Barton and Hamilton, (2000) who are champions of the ideological theory on the aspect that it only when different literacy training activities are offered to different learners based on their profession that literacy can be transferred or applied.

The autonomous theory on the other hand suggests that once literacy is introduced to learners regardless of the social context, they develop cognitively and will be able to apply the skills in their daily lives. In the LADP program the learners who are mostly Farmers, Carpenters and Masons have been put together and are able to apply the skills in their lives. Going by the assumption of the autonomous theory of literacy learners in the LADP have developed cognitively that is why they are able to apply the skills of literacy their lives. The results of this study therefore confirm the argument made by Street (2003)

5.7.2 Application of Literacy Skills by Learners in their Families (Gbulahgu, Dimabu, Kunkulung and Nysherigu Literacy Communities).

Unlike the previous discussions which has to do with application or transfer of skills in the lives of adult learners with specific focus on occupation, this discussion focuses more on how they apply the skill in their families.

In the Gbulahagu community the results suggest that learners can read and understand medical dosages, read and understand the bills of their children school fees, and help their children in the home work. Based on the evidence in Chapter four, the learners of the Dimabu community are able to apply the skills in understanding medical dosages, helping their children do home work, speak basic English, and keep household expenditure. The results from the Kunkulung community indicate that they are able to help their children with assignments, they are able to keep a first aid box, and are able to watch movies in English and understand.

It appears from the result of the four literacy communities obtained in chapter four that there are not much differences in how they use literacy skills in their families and the literacy skills are used almost the same in the same way. But one thing that is clear is that how they use these literacy skills are definitely not taught in class. If that is the case can we assume that the learners

once they have been introduced to literacy (numeracy, reading and writing) they have developed cognitively such that they are able to apply their skills in their families. If this argument holds true then this study confirms the arguments made by Street (2003).

5.8 Facilitation Methods used by Facilitators in the Literacy Training Program (Gbulahagu, Dimabu, Kunkulung and Nysherigu Literacy Communities)

Result by the literacy coordinator indicates clearly that they adopt the Gudschinsky method of literacy facilitation. The literacy coordinator was able to describe in detail how the method is used in facilitation.

Results of the facilitation methods used by four communities and the literacy facilitators suggest that facilitators do not have a clue about the specific facilitation methods used in facilitating the literacy program, they were however able to describe the steps that they employ in facilitating the literacy program. The facilitators were able to indicate that during the training on the facilitation method they were taught how to introduce new words, break words into syllables and add syllables to form words. They do all this with the guide of the literacy primers. The description given by the facilitators in all the four literacy communities fall in line with the description given by the literacy coordinator for the LADP. It is worthy of note that the Gudshinsky method was introduced in the Northern region by the Ghana Institute of Linguistics Literacy and Bible translation (GILLBT). GILLBT was established in 1972 in Ghana and had its headquarters in Tamale the Northern regional capital. It is not surprising therefore to see the LADP using this method of facilitation. It is most likely the LADP has a tie with GILLBT or adopted its method of facilitation.

Training facilitators to learn the Gudshincky method and present the material in a methodical, step-by-step way does not seem to have been a particular problem because the structure is

straightforward and generally acceptable. One of the problems in presenting the pattern, however, is that the connection between the logical, step-by-step activities is not always understood, and the pages are often learned by rote, including the sight functor exercises. There have also been problems in training facilitators to teach by developing “problem-solving” techniques instead of reading or telling the content of material as a model. The model further make facilitators see their role as “providing the learners with a model to mimic” which clashed with the “perspectives of learning as a problem-solving process (Stringer, 2006, Freire, 1974).

The results further suggest that the highest level of education for facilitators in the four literacy communities is the SHS. Most literacy facilitators completed conventional or functional literacy program. Obviously the educational background of the facilitators which does not go pass SHS is consistent with the views expressed by Oxhenham, (2008). As a result of the advent of primary and secondary schools in almost every district of the country finding facilitators is not much a difficult task and facilitators are most likely to fall within this range. However most of these facilitators have no training in educating adults. Again as a result of the low levels of education of the facilitators and the fact that the method employed in teaching learners is based on the Gusdshinsky method which is linear and stepwise in nature, facilitation tends to be teacher centered and didactic in nature. The application of the Gudshinsky method of literacy facilitation requires proper mastery of grammar. Considering the educational levels of the facilitators applying the method may pose challenges. Again some of the facilitators noted that words outside primers asked by learners’ makes facilitation difficult which in some cases they have to consult the program coordinator. Their inability to understand and comprehend such words may also be attributed to their educational levels. This may perhaps also explain the poor performance of learners in the writing assessment.

The results further indicated that the training in the facilitation method is done by the same organization and that is the LADP. Some NGOs rely on government programmes and some governments freely use NGO staff and programmes. But equally governments and NGOs may follow different paths and such arrangements often change over time. Some regard the diversity of agencies as strength, others as a problem: There appears to be little or no co-ordination in terms of the roles and duties of the various agencies involved in the training of adult education grassroots fieldworkers. The absence of coordination of literacy training activities between NGO's and government training organization may have accounted for the training of facilitators by the LADP. Even though every organization has its own policies about the running of the organization agencies such as universities that have professional trained people in the field of adult education could be engaged in training literacy facilitators on not only on modern facilitation methods but on adult learning principles. One cannot however discount the capability of the LADP in the training of literacy facilitators using this method, but engaging professionals in the field of adult education and adult literacy may sound appropriate. The absence of professional training bodies to train literacy facilitators may also account for the low performance in literacy writing skills.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the summary of the research on the numeracy, reading and writing assessment, application of literacy skills outside classroom and facilitation methods used by facilitators, recommendations and conclusion. These are presented in line with the objectives of the study.

6.2 Summary of Research Work

The Literacy and Development through Partnership (LADP) established in 1985 with its headquarters in Tamale but operating in Tolon has the objective to teaching literacy skills to adults learners in the District where the literacy rate is below 30%.

Using the LADP as a case and the fact that little study has been done in the assessment of the literacy training activities, the objective of this study is to find out the performance of learners with regards to numeracy, reading and writing. The other two objectives of the study are to find out the application of literacy skills in the lives of adult learners and the facilitation methods used by facilitators in the literacy program.

The study is guided by two theoretical frameworks that have help in addressing the first two objectives of the study. The autonomous theory of literacy is premised on the fact that once literacy is introduced it leads to higher and advanced cognitive abilities and cognitive abilities include numeracy, reading and writing. It is therefore necessary to assess learners' performance in this direction. The ideological theory is premised on the fact that literacy must done in consideration of the social context. In literacy training the social activity within the area must

inform how literacy is taught and where they are different social activities literacy training must exemplify that otherwise there can't be literacy transfer. Assessing the performance of learners and seeing how possible farmers and learners apply literacy skills will be a step in the right direction. For the third objective, a number, of facilitation methods were reviewed in order to find out whether any one of them fits into the used by the LADP program. Other related works were looked at which informed the framework for this work.

The study is basically a case study using four literacy communities. These communities were Gbulahgu, Dimabu, Kunkulung and Nysherigu community. The research design adopted in the study was quantitative case study which allows the researcher the freedom to use quantitative tools to explain findings in the work. Test instruments were designed to find out the performances of learners in the case of the first objective whilst for the second objective focus group discussions were used so that learners will narrate how they use literacy in their daily live outside classrooms. Interviews were used to find out the facilitation methods used by literacy facilitators in the program. In terms of analysis the study used the S.P.S.S to do a multiple case study analysis. The second objective used themes and patterns from the focus group discussions. Interviews were used to find out the facilitation methods.

In the presentation and analyses of data it was found out that in the overall performance in terms of the assessment of numeracy, reading and writing skills, learners performed better in reading, followed by numeracy and then writing. For the second objective the results showed the emergence of two themes: application of skills to occupation and application of literacy skills to family. The application of literacy skills showed that literacy skills are put to different uses based on occupation whilst there are no significant differences in how learners apply skills to family.

The third objective results showed that learners could not readily tell which method was used but the literacy coordinators indicated that they use the Gudshinsky method of facilitation.

In the discussions the main findings were;

In terms of cross case comparisons in literacy skills performance, the following were discovered for the first objective; the overall performance was achieved in reading, followed by numeracy and then writing. The second objective focuses on the application of literacy skills outside classroom and in the daily lives of adult learners. The following findings were made; It was found out that in all the four literacy communities (Gbulahagu, Dimabu, Kunkulung and Nysherigu) there were different use to which literacy can put when it comes to people's occupation. It was found out that in all the four literacy communities (Gbulahagu, Dimabu, Kunkulung and Nysherigu) there were no significant differences in the uses of literacy when it comes to the family.

The third objective focuses on the facilitation method used by literacy facilitators in the communities. It was found out that the method of facilitation used by literacy facilitators is the Gudshinsky method.

6.3 List of Findings

The findings in this research work are grouped into three based on the research objectives. In the first objective, the following findings were made.

1. In the Gbulahagu community learners performed better in numeracy with a mean of 23.40 and Standard deviation (SD) value of (7.356), followed by reading mean of (21.87) and SD (5.489) and then writing mean (17.73) and SD (4.464)

2. In the Dimabu community learners performed better in numeracy with a mean of (28.07) and an SD of (1.486), followed by reading mean (28.07) and SD of (3.416) and then writing mean of (17.40) and an SD of (5.489)
3. In the Kunkulung community learners performed better in reading with a mean of (22.00) and an SD of (7.00), followed by writing with a mean of 15.33 and an SD of 4.923 then numeracy with a mean of (15.27) and an SD of (4.877)
4. In the Nysherigu community learners performed better in reading with a mean of (26.27), and an SD of (2.086) followed by numeracy with a mean of (19.93) and then writing mean (12.27) and an SD of (3.494)

In terms of cross case comparisms in literacy skills performance, the following were discovered;

1. In terms of numeracy performance, the Dimabu community performed better with a mean of (28.07) and SD of (1.486), followed by Gbulahagu with a mean of (23.40) and an SD of (7.356), Nysherigu, a mean of (19.93) and an SD of (4.667) and Kunkulung, a mean of (15.27) and an SD of (4.667)
2. In terms of reading performance, the Nysherigu community performed better than all the other communities with a mean of (26.27), and an SD of (2.086) followed by Dimabu with a mean of (25.33) and an SD of (3.416), Kunkulung, a mean of (22.00) and an SD of (7.00) and Gbulahagu, a mean of (21.87) and an SD of (5.489)
3. In terms of writing performance, the Gbulahagu community performed better with a mean of (17.73) and an SD of (4.464), followed by Dimabu, a mean of (17.40) and an SD of (5.489), Kunkulung, a mean of (15.33) and an SD of 4.923 and Nysherigu, a mean of (12.27) and an SD of (3.494) in that order.

In terms of overall performance in literacy skills assessment, learners performed better in reading skills with a mean of (95.84) and an SD of (17.991), followed by numeracy skills with a mean value of (85.97) and an SD of (18.386) then writing skills assessment with a mean of (62.73) and a standard deviation of (18.37).

The second objective focuses on the application of literacy skills outside classroom and in the daily lives of adult learners. The following findings were made;

1. It was found out that in all the four literacy communities (Gbulahagu, Dimabu, Kunkulung and Nysherigu) there were different use to which literacy can put when it to people's occupation.
2. It was found out that in all the four literacy communities (Gbulahagu, Dimabu, Kunkulung and Nysherigu) there no significant differences in the uses of literacy when it comes to the family.

The third objective focuses on the facilitation method used by literacy facilitators in the communities. The following findings were made

1. It was found out that the method of facilitation used by literacy facilitators is the Gudshinsky method.
2. It was also discovered that the low levels of education of the literacy facilitators affects facilitation

6.4 Conclusion

There is no doubt that the LADP has brought significant changes in the lives of adult learners. This is manifested in the literacy assessment, and the focus group discussion on the application

of literacy skills outside the classroom. The conclusion drawn from the findings of the study revealed the following:

1. In terms of numeracy performance, the Dimabu community performed better, followed by Gbulahagu, Nysherigu and Kunkulung communities.
2. In terms of reading performance, the Nysherigu community performed better than all the other communities, followed by Dimabu, Kunkulung and Gbulahagu communities.
3. In terms of writing performance, the Gbulahagu community performed better, followed by Dimabu, Kunkulung and Nysherigu communities in that order.
4. Regarding occupation there are different uses to which literacy is put in all the communities
5. Regarding family there is no significant differences to which literacy is put.
6. The method facilitation used by learners in the literacy program is the Gudshjnsky method.

6.5. Recommendations

The study found that late and insufficient supply of teaching materials hamper the teaching process. Learners further complain that the writing material does not provide spaces on which to practice writing. The use of the Gusdshincky method of facilitation is quite clear simple and straight forward but fails to introduce problem posing skills, turns to consider learners as empty vessels and also does not involve the learners in the choosing of context words or vocabulary words.

It is recommended that the LADP ensure that basic logistical arrangements and timely delivery of teaching and learning materials are provided.

This study recommends that writing materials should be designed in such a way that spaces would be provided for writing practices.

The introduction of more authentic materials and facilitation based on authentic processes could further enhance the applicability and transfer of literacy skills.

The study recommends that more flexible facilitation method could be adopted without losing the originality of the program. Such flexible methods could be the Multi Strategy Method.

Post-literacy programs or intervention to ensure sustainability and usage of skills, are key. Without such efforts, the learners could lose their literacy skills over time. The study suggests a need for semi systematic post-literacy programs, such as reading circles and word games, as distinct from merely distributing supplemental readers to communities

Promote curriculum, teaching and learning methods that help build knowledge based on learners' experiences and problem based teaching methods. For numeracy skills, programs should explore ways of achieving closer linkages between mental calculations, the form with which learners may be more familiar and written arithmetic operations.

6.5.1 Recommendation for Further Research

Research on the comparative assessment of the LADP training and that of the NFED to identify areas of lapses would help improve literacy provision and training in Ghana.

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LIST OF APPENDICES**APPENDIX A: ADULT LEARNER'S TEST INSTRUMENTS
UNIVERSITY OF GHANA**

School of Continuing and Distance Education

Department of Adult Education

Mphil Adult Education

Research Topic: Assessment of literacy training activities by the Literacy and Development through partnership in the Tolon District**SECTION I (READING)****Question 1****Objective:** learner will be able to identify pictures and the messages they carry from Dagbani to English.**Test writer:** identify the following pictures in dagbani and read their corresponding meaning in English.**Instructions to the Test Administrator:** Ask the learners to read out the picture message in Dagbani and translate them into English.**Scoring Criteria:** Learners would be given points on each picture message translated into English correctly.

(a) Paya maa zila bindirigu dim be tahali-ni

(b) Paya maa durila bindirigu



(c) Doo maa kōrimi



(d) Doo maa gbulba malifa



Question 2

Objective: The learner should be able to identify the number of syllables in words.

Test writer: the learner should be able to identify the number of syllables in the following words. Example woman has two syllables: **Wo**and **man**

Instruction to the test administrator: Ask learners to identify the number of syllables that makes the up the following words. Two words into two syllables and another two into three syllables

Scoring criteria; Learners would be given points if they identify the number of syllables correctly in the words given.

- a. Farming
- b. Ghana.....
- c. Literacy.....
- d. Pregnancy.....

Question 3

Objective: the learner should be able to identify and pronounce words.

Test writer: identify the following words by pronouncing it to the hearing of the test administrator.

Instructions to the test administrator: Ask learners to pronounce the words one by one. The test administrator should circle on the answer sheet each word pronounced correctly.

Scoring criteria: Learners will be given points for each word they pronounce correctly.

- a. Tree
- b. Environment
- c. Cooking
- d. Breastfeeding

Question 4

Objective: Learner would be able to identify and read aloud the following phrases.

Test writer: The learner should be able to pronounce aloud the phrases on the test sheet

Instruction to the test administrator: ask learners to pronounce each phrase to your hearing.

Scoring criteria: all of the words in each phrase must be pronounced correctly in order for the phrases to be counted as correct. Points would be given for each phrase read correctly.

- a. The beautiful woman
- b. The green car
- c. Forest is green
- d. On Friday morning
- e. On a rainy day

Question 5

Objective: Learners will be able to form sentences from words arranged and mixed together.

Test Writer: Learner should be able to form sentences from the words written on the test form.

Instructions to the test administrator: Direct learners to rearrange words to form sentences.

Scoring Criteria: learners would be given points if they arrange words correctly to form sentences. Example, going, I am, Mosque, to. The correct is: I am going to the Mosque.

- a. Tolon, she, is, going, to
- b. Farm, to, I am, going, the
- c. Is,not, good, Bush burning
- d. Child, is, school, going, the
- e. I, dog, a, have

Question 6

Objective: Learner will be able to comprehend simple passages.

Test writer: the learner should be able to understand the meaning of simple passage.

Instruction to the test administrator: Ask the learner to read the simple passage silently and ask the learner to answer the questions that follow orally.

Scoring Criteria: Points would be given for each questions answered correctly.

Adama is twelve years old. She attends Tolon SDA JHS and she loves mathematics and English. In future she wants to be become a doctor.

Questions:

- a. How old is Adama?
- b. Where does she go to school?
- c. What does Adama want to do in future?
- d. Which subjects does Adama love most?

SECTION II (ASSESSMENT OF WRITING)

Question 1

Objective: Learner will be able to break words into simple syllables.

Test writer: the learner should break the following words into syllables.

Instruction to the test administrator: show learner the words on the page. Ask the learners to break each word into syllable (parts that form the word) by writing the various parts in the space provided.

Scoring Criteria: Each word broken correctly to be counted as correct (no partial credit given). Points will be given for each correctly broken word.

- a. Ghana
- b. Women
- c. Literacy
- d. Tomatoes

Question 2

Objective: Learner will be able to write his/her own name and the name of the village he/she lives in.

Test writer: write your own name and name of your village

Instruction to the test administrator: Ask learners to write his/her surname and the name of the village where he/she lives.

Scoring Criteria: Points will be given for correctly written surname. The surname must be spelled correctly to receive any points. No partial points will be given. Facilitator record will be used to determine correctly spelt names. Points will also be given for correctly spelt village name.

Question 3

Objective: Learner should be able to create simple words from syllables.

Test writer: learners to arrange syllables to form words and that syllables have been mixed together.

Instruction to the test administrator: As learners to arrange syllables to form words and that syllables have been mixed together.

Scoring criteria: points will be given for each word arranged correctly.

- a. Ma, Ta, le
- b. Cate, Edu
- c. rried, Ma

Question 4

Objective: Learner will be able to write short words from memory.

Test Writer: write three short (two syllable) words. Each word should consist of not more than five letters. Among the three words there should be at least one proper name and two common names.

Instruction to the test administrator: ask the learner to write the words on an answer sheet

Scoring Criteria: Each word must be spelt correctly, written legibly and correctly capitalized in order to be counted as correct. Points would be given for each correctly written word.

Question 5

Objective: Learner would be able to form simple sentences from words.

Test Writer: The following words should be used to form simple sentences

Instruction to test administrator: Ask learners to create short sentences from the word and write it on the space provided.

Scoring Criteria: sentence correctly capitalized, full stop at end, words spelt correctly, subject, verb and an object

- a. Farming,
- b. Breast feeding,
- c. teenage pregnancy

Question 6

Objective: Learners should be able to write personal letters

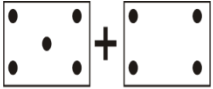



Test Writer: The learner should be able to write a personal letter to his or her friend. This should include the following;



- a. The name of the facilitator
- b. Where he/she lives
- c. The facilitator's occupation
- d. What the learner likes about him



Instructions to test administrator: Ask the learner to write a letter to his/her friend telling him/her in about four sentences in the following information.



Scoring Criteria: points for each correctly written sentence, salutation, four types of information specified, words spelt correctly, properly capitalized, full stop at end, verb, object and subject.

SECTION III (ASSESSMENT OF NUMERACY)+ = **Pahibu**- = **Yhibu**÷ = **Pirigubu**× = **Pumpung****Question 1****Objective:** ability to work out sums**Test writer:** Compute five questions on addition**Instruction to the test administrator:** Ask learner to compute simple questions on additions.**Scoring criteria:** Points will be given for each question correctly answered.



a.  +  =  +  =



b.  +  =



c.  +  =




d.  +  =

Question 2**Objective:** Ability to work out subtraction**Test writer:** Compute five questions on subtraction**Instruction to test administrator:** Ask learners to do simple calculation on subtraction

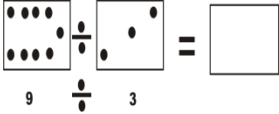
a.  -  =

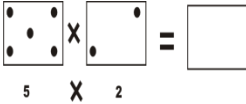
b.  -  =

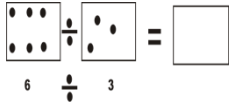
c.  -  =

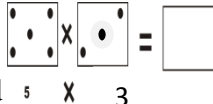
d.  -  = 

Question 3**Objective:** Ability to work out simple divisions and multiplications**Test writer:** Compute three questions on divisions and multiplication**Instructions to the test administrator:** Ask learners to do simple calculation on division and multiplication**Scoring Criteria:** Points will be given for each question correctly answered on both division and multiplication.

a.  $\frac{9}{3} = \square$

b.  $5 \times 2 = \square$

c.  $\frac{6}{3} = \square$

d.  $5 \times 3 = \square$

Question 4

Objective: Ability to identify calendar dates and using the clock to know time

Test writer: write time from the clocks provided and also write dates from calendar as shown from the picture

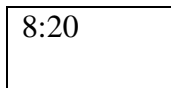
Instruction to the test administrator: Ask learners to identify dates from the calendar and also write down the dates from the clock watches provided

Scoring criteria: Points will be given for each question correctly answered.

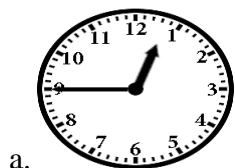
Example;

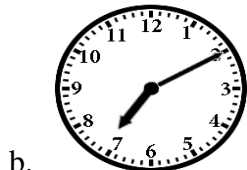


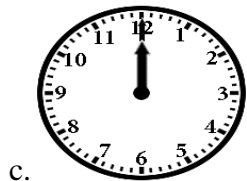
2: o'clock



8: o'clock and 20 minutes







d. f.

5:30

4:15

April 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3
4	5	6	7	8	9	10

16th April = Wednesday

March, 2009						
Su	Mo	Tu	We	Th	Fr	Sa
22	23	24	25	26	27	28
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

g. 17th March =

h. 20th March =

i. 15th March =

Question 5

Objective: Ability to identify the various cedi denomination and write them in words

Test writer: Write down the value of the cedi denomination as shown in the pictures provided below in words

Instruction to the test administrator: Ask learners to write down the value of the various cedi denominations.

Scoring criteria: Points will be given for each cedi denominations correctly answered.

a. b.



c.



d.



e.



f.



Question 6

Objective: use the cedi for addition and subtraction through the use of a problem.

Test writer: Solve simple problems using the cedi

Instruction to the test administrator: Points will be given for each question correctly answered.

1. Yahaya bought fifty (50) oranges at two (2) Ghana cedis each. What is the total cost of oranges bought by Yahaya?
2. Mariama borrowed an amount of two thousand Ghana cedis from Ayishetu. She later paid Ayishetu one thousand five hundred Ghana cedis. How much money is left to be paid to Ayishetu?
3. Kubra bought fifty bags of maize for one thousand Ghana cedis during the rainy season. In the dry season she sold these one thousand bags of maize for one thousand five hundred Ghana cedis. How much profit did Kubra make?

SECTION IV: SCORING FOR THE TEST INSTRUMENTS**1. Reading**

Translation into English.....	2 marks each for four questions=	8
Identifying the no of syllables in a word.....	1 marks each for four words=	4
Identify and pronounce words.....	1 marks each for four words=	4
Identify and read aloud phrases.....	1 mark each for five words=	5
Form sentences from words.....	1 mark each for four sentences=	4
Comprehend simple passages.....	1 mark each for five sentences=	5

2. Writing

Breaking words into syllables.....	1 marks each for four questions	4
Writing of own name and village name.....	1 mark each for two questions	2
Create simple words from syllables.....	2 marks each for three questions	6
Write short words from memory.....	1 mark each for three questions	3
Form simple sentences from words.....	2 marks each for three questions	6
Writing of personal letter.....	salutation.....	1
	Facilitators name.....	1
	Where facilitator lives	1
	What the learner likes about him	2
	Words spelt correctly	2
	Properly capitalized	1
	Full stops	1
Total		30

3. Numeracy

Ability to work out sums	1 mark each for four questions	4
Ability to work out subtraction	1 mark each for four questions	4
Ability to work out division and multiplication...	1 mark each for four questions	4

Ability to determine clock time and calendar dates	1 mark each for eight questions	8
Ability to write cedi denominations in words	1 mark each for six questions	6
Ability to solve problems with the cedi.....	1 mark each for three questions	4
Total		30

**APPENDIX B: INTERVIEW GUIDE FOR FOCUS GROUP DISCUSSION AND THE
APPLICATION OF LITERACY SKILLS OUTSIDE CLASSROOM**

University of Ghana

Department of Adult Education

Mphil Adult Education

Research Topic: Assessment of literacy training activities by the Literacy and Development
through Partnership in the Tolon District

1. In what ways are you able to apply the literacy skills you have learnt outside the literacy classroom.
2. What are some of the challenges you face in applying the literacy skills that you have learnt outside the literacy classroom

**APPENDIX C: INTERVIEW GUIDE FOR FACILITATION METHODS USED BY
FACILITATORS IN THE LITERACY PROGRAM**

University of Ghana

Department of Adult Education

Mphil Adult Education

Research Topic: Assessment of literacy training activities by the Literacy and Development through Partnership in the Tolon District

1. What facilitation method do you used in facilitating your literacy class
2. Describe the Facilitation method you use in facilitating the literacy class
3. Have you been trained on the Facilitation method?
4. Which organization took you through the training and for how long?
5. What challenges do you encounter using the facilitation method?
6. What is your educational level?