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Dissertation By

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A study of the Operations of the KpangaKabonde Functional Adult LiteracyProgramme in Pujehun District,Southern Sierra Leone.
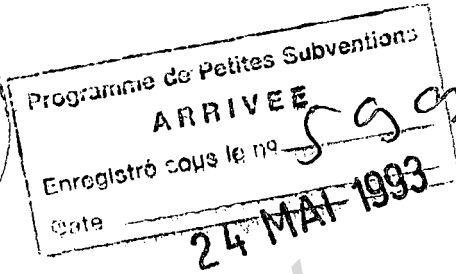
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NON FORMAL ADULT EDUCATION IN RURAL
COMMUNITY DEVELOPMENT:
A study of the Operations of the Kpanga
Kabonde Functional Adult Literacy
Programme in Pujehun District,
Southern Sierra Leone.

By:

Abdulai Bormagor Musa Koroma

Thesis submitted to the Department of
Agricultural Economics and Extension
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NJALA UNIVERSITY COLLEGE
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ABSTRACT

The Canadian sponsored Functional Adult Literacy Programme was instituted in the Kpanga Kabonde chiefdom on the Paulo-Freirean psycho-social principles and approaches to develop a high spirit of community involvement and participation in its Literacy Classes through which participants would acquire knowledge, skills, attitudes and aspirations to enable them expend themselves in self-development work.

The realisation of a low level of clientele participation and the high withdrawal incidence, particularly in the literacy class attendance, necessitated an investigation out of which this research was launched.

Using seven (7) main sources of data to investigate the problems that posed as barriers to participation, methods of Informal discussions, Participant-as-an-observer and Oral/Verbal interviews and the use of Questionnaires, were employed to collect the research data. Simple descriptive statistical techniques were used to analyse the data. Measures of central tendency (mean, mode and median) and percentages were calculated. The findings are the following:

- That the programme's operations were to a high extent astray it's institutional philosophy leading to clientele misconception of the programme itself.

- That although village-level decision making bodies were democratically established as `Committees` they, however, carried their titles only in theory and principle. They lacked the clear understanding of their practical functions which earned programme management the advantage to influence and stage-manage the decision-making processes thus resulting in the dilution of committee responsibilities.

The co-ordinator enjoyed some patronage and loyalty syndromes from the community which empowered him to take unilateral decisions that were coated with alleged clientele approvals.

- Clientele distrust and psychological distance from programme, participant disenchantment and displeasure with programme management, unfulfilled promises and unmaterialised expectation collectively culminated into poor clientele participation in the entire programme operations.

- From programme management to the middle level personnel, down to the literacy facilitators, there was no satisfactory calibre of professional and or technical expertise in the entire operations of the programme. This mainly crippled the FALP.

- Disjointed component operations (Agriculture, Health Literacy, Income Generation and Building construction), unstimulating learning environment, unconducive teaching learning circumstances, and the complete lack of variety in all aspects of the literacy operations had significantly ripped the perceived and much expected merits of functional literacy in the clientele development.

It is inferred from these findings that the FALP encountered several problems as a result of shortage in requisite man-power availability for effective management, the lack of supportive logistics and poor environmental attributes. It therefore lost congruence and credibility as a Functional Adult Literacy Programme resulting in the declining clientele enthusiasm and participation. Hence, the high withdrawal and low participation of the target group.

ACKNOWLEDGEMENTS

The accomplishment of this study is a product of concerted efforts of several kinds.

First, the European Economic Commission (EEC) is acknowledged for providing the basic grant for course work, and the CODESRIA SMALL GRANTS FOR THESIS WRITING - DAKAR, for providing research funds. Indeed, without these invaluable financial supports, this work would not have achieved its due merits.

For the human resource inputs, I am obliged and indebted to Dr. Braima P. Joisah, of the Department of Agricultural Economics and Extension, for this guidance and valuable suggestions in supervision. The successful completion of this work was a result of his personal flair for, and commitment to, academic achievement. I am also grateful to the entire staff of the Department for useful suggestions and encouragement - especially Dr. A.K. Lakoh, the Second Reader of this work.

Material resources were contributions from Dr. B.P. Josiah, Dr. A.K. Lakoh, Dr. A.M. Bangura, all of the Njala University College, and Mr. Josephus I. John of the Institute of Agricultural Research, Njala, who made their books and other reading materials available to me.

Because of space, I cannot mention the names of all those who have, in some way contributed to my successful completion of this study. To them, I say, very many thanks.

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DEDICATION

This work is dedicated to the memories of my Late Father
A . B . MUSA KOROMA, my dear cousin late **Vandy Juana**,
and to the unwarranted sufferings of **my parents and relatives**
in the Rebel Incursion.

C E R T I F C A T I O N

I certify that this thesis was written by ABDULAI BORMAGOR MUSA KOROMA of the Department of Agricultural Economics and Extension under my supervision. The views expressed in this presentation reflect the results obtained by him.

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University of Sierra Leone.

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ABBREVIATIONS

CUSO	:	Canadian University Services Overseas.
FALP	:	Functional Adult Literacy Programme
K.K.	:	Kpanga Kabonde
A.A.C.	:	Agricultural Action Committee
H.A.C.	:	Health Action Committee
L.A.C.	:	Literacy Action Committee
I.G.A.C.	:	Income Generating Action Committee
C.P.C.	:	Central Planning Committee.
V.D.C.	:	Village Development Committee.
F.S.O.	:	Field Staff Officer
F.B.C.	:	Fourah Bay College.
INSTADEX.	:	Institute of Adult Education and Extra Mural Studies.

INTRODUCTION

1.1 An Overview.

One of the issues that has gained increasing international
attention and concern in educational debates and conferences is
that of non-formal education and development. The basic emphasis
in this type of education is the spreading of education over the
individual's life-span in order to incorporate a wider range of
provision to meet his over all development needs.

In view of the above, rural poverty is crowned as one of
the greatest problems of world-wide concern that shackles one-
third of the world's population. Various dimensions of poverty
have created economic gaps between nations, cities and rural
areas as well as categorising people into the "haves" and "have-
nots". To break this cycle therefore, the role of education
seems to offer potentials of practical values to those who
grapple with problems of rural poverty. Non-formal educational
programmes can thus serve to increase the skills and productivity
of the rural masses to effect their development (Coombs and Ahmed,
1974).

Niehoff (1977) holds the view that if non-formal education
is well designed, properly managed and implemented, it will reach
those remote populations that were not served by the formal
system, and it can educate those drop-outs that did not benefit
from the formal system or who did not have the opportunity of

seeing the classroom - especially where the poor struggle for survival.

Probably, the most wide-ranging discussion on the importance of non-formal education within wider strategies for 'life-long education' is that found in the report of the International Commission on the Development of Education (UNESCO, 1972). Although the concept of non-formal education, per se, is not discussed in great detail, it's importance is implicit in the first three principles of the report (pp 181-8) which state that:

1. Every individual must be in a position to keep learning throughout his life. The idea of life long education is the key-stone of the learning society.

2. The dimension of living experiences must be restored to education by redistributing teaching in time and space.

3. Education should be dispensed and acquired through a multiplicity of means. The important thing is not the path an individual has followed, but what he has learnt and acquired (UNESCO, 1972).

Apart from this wide ranging synthesis of ideas, however, current thinking about the place of non-formal education in strategies for development in Third World nations has been dominated by works which analyse the issue in a highly pragmatic way. These writings emphasise the essential and instrumental role of education in providing individuals with knowledge and skills to facilitate economic advance. They generally agree that the formal educational system in poor countries has palpably failed to provide relevant skills, knowledge and attitudes at acceptable cost and that non-formal education may provide a

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cheaper alternative which is more closely and flexibly linked to the true pattern of economic opportunities which exist in most Third World countries today (Simkins, 1976).

The over riding significance of conferences and workshops on non-formal education for development is to investigate the mysteries and complexities of rural development, while exploring better means of blending non-formal educational concepts and methodologies to meet the central needs of the poor. In this regard, the propounded topic of discussion nowadays is that educational policies should address themselves to the socio-cultural and economic constraints within which they operate, otherwise non-formal education in developing countries will remain still-born (Simkins, 1976).

Sierra Leone being one of the developing nations characterised by mass illiteracy , faces complex problems of rural development and therefore recognises that adult education practices would serve as major stepping stones toward the development of it´s rural population.

1.2 The Development of Adult Education in Sierra Leone.

In Sierra Leone, to complement the formal educational system, functional adult literacy was introduced in 1962. The Social Welfare Department was charged with this responsibility, followed by the establishment of the National Literacy Campaign with the objective of enabling people to ´Read and Write´ their

own vernacular language which was also expected to serve as a basis for literacy in English.

In 1968, the Literacy Campaign Programme became the responsibility of the Department of Education. This transfer resulted in the establishment of the Adult Education Unit in the Ministry of Education in 1976. The programme, however, soon ran into problems as a result of the interplay of several constraints and inadequacies. This dislodged the campaign from it normal trends (Karimu and Oltheten, 1984).

With inadequate financial resources, it became obvious that a successful operation of an out-of-school programme in Non-formal Adult Education can only be realised through the mobilisation of large resources toward it. This campaign was somehow dampened because of resource constraints, and could only have prospered at the expense and detriment of the Formal-School Education Programme. This, the nation could not afford to risk, especially with the high social demands for formal education (National Development Plan, 1974/75-1978/79). Consequently, the campaign came to a virtual stand still.

During the last decade, however, both governmental and non-governmental agencies have instituted literacy work in different parts of the country as a measure to revitalise adult education in Sierra Leone. These include the Canadian University Services Overseas (CUSO), the Christian Extension Services (CES), the People's Educational Association (PEA) and the

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Institute of Sierra Leonean languages. All these agencies operate on different aspects of adult education as a pre-requisite to national development (Karimu and Oltheten, 1984).

Unlike the other adult education agencies and their operations in the country, the CUSO-FALP Programme was instituted in 1979 on a work-oriented basis (CUSO-FALP Brochure, 1987). The uniqueness of it's operations and the period for which it has operated, makes it an interesting programme to study.

1.3   Statement of the Research Problem.

The Kpanga Kabonde Functional Adult Literacy Programme (K.K.FALP), in the Pujehun District, is a work-oriented literacy programme established in 1979 with the entire Kpanga Kabonde Chiefdom as it's target community (see Fig.1). The operational philosophy of the programme is to eradicate illiteracy while improving the standards of living of the target community (CUSO-FALP Brochure, 1987).

The FALP approach and interventions concentrate on conducting literacy classes as the spin-off point towards meeting the people's development needs - and not as an isolated single operation of literacy ,per se, for the sake of ˜Reading and Writing˜ alone (conventional literacy). In view of this, the Paulo Freirean psycho-social approach was to be used in raising the awareness of the learners as identifiers of their own problems, development priorities, learning needs and strategies

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Fig. 1 MAP OF PUJEHUN DISTRICT SHOWING STUDY AREA

SIERRA LEONE INSET

PUSEHUN DISTRICT

N

PEJE

SOWA

MALEN

PANGA KRIM

PANGA KAPONDE

BARI

GALLINAS PERRI

MAKPELE

PANGA KRIM

YAKEMO KPOKUMU KRIM

KPAKA

MANO SAKRIM

SORO GBEMA

SCALE 1:500,000

STUDY AREA

CHIEFDOM BOUNDARY

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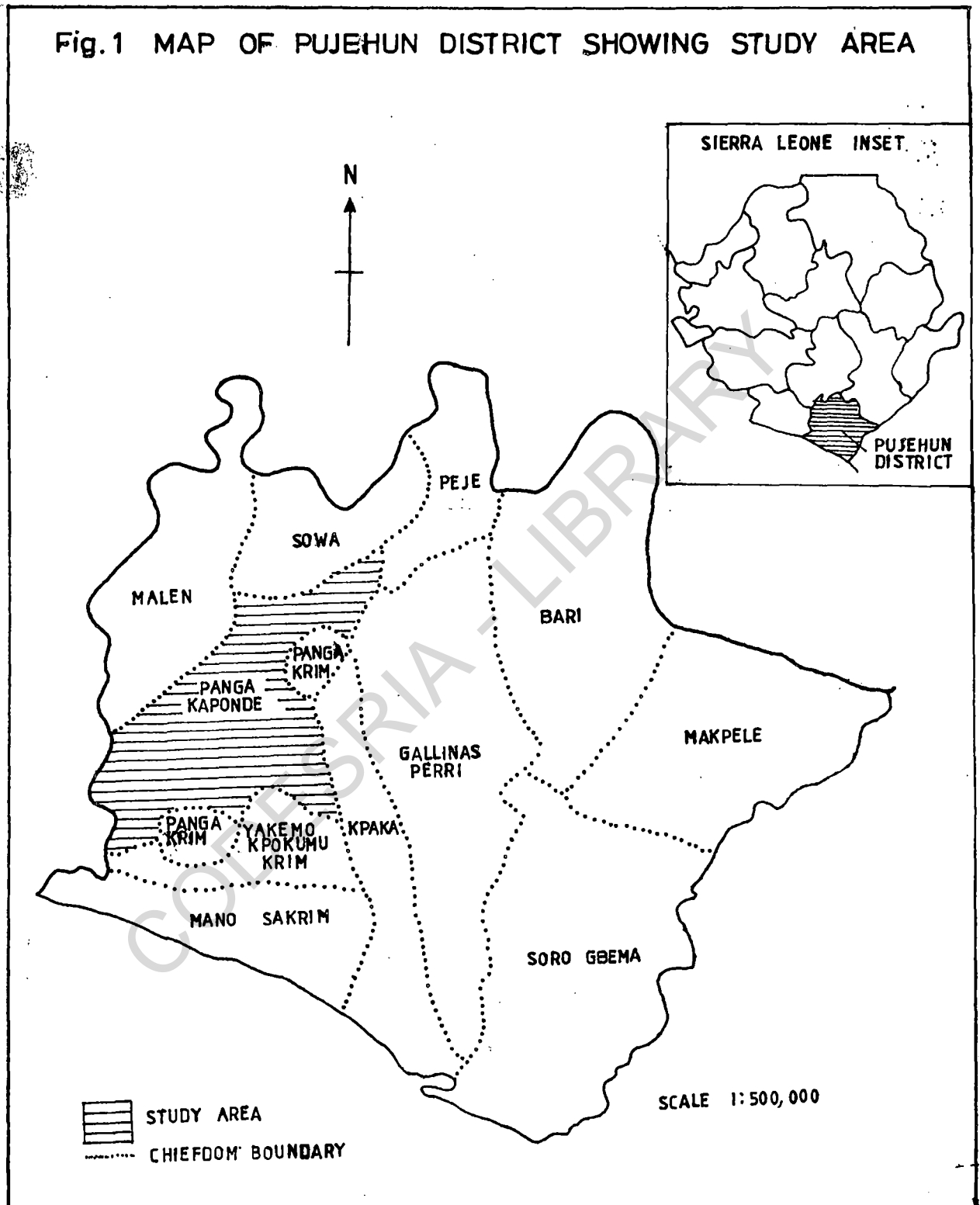
as determined by their occupation and welfare (CUSO-FALP Brochure, 1987).

After several years of operations in providing social services, inputs and other resources including extension services, running literacy classes, and ensuring resource co-ordination for utilisation, there was little evidence of people-involvement and participation, particularly in the literacy classes. In some villages the classes were left mostly unattended while, in others, class attendance was rather poor and discouraging.

A survey conducted by the Literacy Advisor to determine the functional literacy level in the programme revealed that:

-there was little interest in Literacy from the grass-roots level to the senior staff and Central Planning Committee level,

- class attendance in some villages was mandatory with fines levied against non-attendants,

- majority of the participants had an unsatisfactory level of literacy,

- most of the participants and local authorities were more interested in the community development benefits that were brought to their villages than in Functional Literacy itself (Dittman, 1989).

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On the basis of these findings, the Literacy Advisor recommended that literacy classes be discontinued in about three-fourths of the programme villages and to be continued in only 4 villages, but to be replaced by a module-based functional approach.

From the F.S.O.'s point of view, literacy to the outsider is FALP's raison d'etre but has been ineffective for several years. He expressed that FALP's involvement in literacy activities has been generally described as 'lackadaisical',or 'obtrusive', or 'illogical' -and sometimes all three.

The following excerpts from his submission indicated his disappointment:

"What has happened to Literacy in FALP is my and their darkest hour -- My greatest professional disappointment as F.S.O., and a situation which gives the lie to FALP's very name. So why, then, were the learning centres built?" (p. 10 of F.S.O.'s submission (CUSO-FALP Brochure 1987).

From the literacy advisor's survey report and the F.S.O.'s submission, it was clear that what was happening to 'Functional Literacy' in FALP was not in accordance with the FALP philosophy. In addition to this, there was a considerable decline in the level of class attendance and punctuality as observed in the villages, and confirmed in the literacy facilitators'(teachers) records and class registers. High withdrawals from the literacy

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classes were also enough indications of poor clientele
participation in the literacy aspect which thus continued to
threaten the status of 'Literacy' in the programme. These are
sufficient indicators to say that all was not well with the
Kpanga Kabonde CUSO-FALP. But the factors responsible for this
poor state of affairs have not been investigated to find out why
the Kpanga Kabonde FALP's literacy programme was faltering. Hence
the desire for the study.

1.4 Research Objectives

Given this background, the aim of the study is to
critically analyse the operations of K.K. FALP , particularly
the adult literacy component, with the view to bring
out the causes of the poor participation and high withdrawal
(drop-out) rates of the clientele from the literacy classes, and
to make suggestions for improvement where necessary.

The specific objectives of the study therefore include:

1. To assess the participation patterns of the clientele
with the view to knowing whether the people's felt-needs
were reflected in the literacy operations and it's
classes.
2. To determine the relationship between the literacy
programme and the development needs or issues of the
community.
3. To study the linkage-patterns between the literacy
component and the other components of the programme

(agriculture, health, income generating and construction) in order to assess the implementation strategy.

4. To investigate and analyse the factors or constraints that are associated with the participation of the people in the literacy classes.

5. From the findings, to make suggestions for improvement where possible.

1.5   Research Variables/Indicators

Given a variety of aspects of Functional Literacy, a series of indicators can be easily listed. The difficulty, however, is not to list many indicators, but the ability to identify priorities and to restrict the list to a small number of truly key points that reflect the FALP's problem situation. Five key variables were therefore selected around which data for this study were collected. The five variables include:

a) **Clientele participation:** This is meant to assess the level of community involvement and participation in the programme at decision-making, programme design and activity implementation levels.

b) **Programme Relevance to Clientele Felt-needs:** This intends to test whether the literacy operations are truly reflective of the participants' felt needs and interests in meeting their community development objectives as impled by the programme's opertional philosophy.

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c) **Programme Co-ordination:** To investigate the linkage patterns between the various operating components with the view to assessing the co-ordinative strengths of the programme in meeting it's operational philosophy (i.e. functional literacy).

d) **Appropriateness of Lesson Contents, Teaching Methods, Techniques and Staff calibre:** This seeks to assess the availability and suitability of the material and man-power resources that are used in the adult learning situation to ensure effective learning.

e) **Participants Attitude towards Programme:** This is to critically examine the general circumstances that prevail in the programme which affect the participants out-look to, and appreciation of, the programme, as well as the level to which they associate and identify themselves with the programme and it's operations.

1.6 Research Assumptions

In view of the stated problem and the objectives of the research, the following were the working assumptions of this study:

1. That there were no operational problems within the programme, on one hand, and between the programme and it's beneficiaries on another.

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2. That the participants' felt-development-needs were well reflected in the programme's operation and implementation.

3. That the participants (clientele) were truly orientated and involved at all levels of the programme's operations.

4. That the necessary motivating factors were present and well managed to foster and sustain the participants' interest and participation.

5. That literacy education, as practised in the programme, is of primary interest to the participants.

6. That the people (clientele) were not responsive to 'change/innovation', in the light of a well structured and managed educational intervention for rural development.

1.7 Rationale for the Study

The findings are intended to add to the body of knowledge and experiences in the field of Clientele Participation in Non-formal adult education Programmes in Rural Community Development.

While it serves to identify some of the FALP Programme implementation constraints, it shall also provide working

recommendations for the improvement of the programme's operations toward clientele participation if it should properly serve the people for whom it was intended.

It will also be of considerable importance to policy makers and practitioners concerned with functional adult literacy in formulating appropriate strategies and programmes for the rural poor.

This chapter has introduced the basis of the study and its relevance. The next chapter shall deal with the review of related literature of the study.

THESIS TITLE: Non-formal Adult Education in Rural Community
Development: A Study of the Kpanga Kabonde
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ABSTRACT:

The Canadian sponsored Functional Adult Literacy Programme was
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participation in its Literacy Classes through which participants
would acquire knowledge, skills, attitudes and aspirations to
enable them expend themselves in self-development work.

Clientele participation was very low, resulting to high
withdrawal incidence, particularly in the literacy class
attendance. This required an enquiry into the possible barriers
to participation, out of which this research was launched.

Seven (7) main sources of data (programme staff and participants
categories) were used, and methods of Informal discussions,
Participant-as-an-observer and Oral/Verbal interviews and the use
of Questionnaires, were employed to collect the research data.
Simple descriptive statistical techniques were used to analyse
the data. Measures of central tendency and percentages were
calculated.

It was discovered that the programme's operations only paid a lip
service to its institutional philosophy as an adult learning
programme, leading to clientele misconception of the programme
statute. Established village level decision-making bodies were
incapacitated due to the lack of a clear understanding of their
practical functions, and programme influence and stage-management
of decisions made.

Satisfactory calibre of professional and, or technical expertise
was lacking in the entire operations. Disjointed and unco-ordinated
sectoral operations, unstimulating learning environment,
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of variety in all aspects of the literacy operations had
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Clientele distrust and psychological distance from programme,
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CHAPTER 2

REVIEW OF RELATED LITERATURE.

There has been considerable work in the field of Adult Education. Because of the diversity in the disciplines and aspects of adult education, a comprehensive discussion of the subject cannot be covered in a single topic. Thus, this chapter shall work on adult education at ten levels as they relate to the study.

2.1 Adult Education and Literacy.

Adult Literacy is one of the programme areas of Adult Education in developing nations. The eradication of world illiteracy can be traced back to the eighteenth century when missionaries taught people to read and write. Literacy work was then carried out by volunteer missions, churches and other non-governmental organisations until it later enjoyed a plethora of nationally and internationally sponsored literacy programmes (Harmon, 1970).

The world wide perspective on Adult Education is concerned with the Learning experiences in which adults are engaged and is thus defined by the International Standard Classification of Education (ISCED) as "An Organised Programme of education provided for the benefit of, and adapted to the needs of persons not in the regular school and university system, and generally 15 years or older" (UNESCO, 1974).

A significant stride in the development of world wide literacy programmes was realised in 1965 when the World Conference of Ministers of Education was held on the Eradication of Illiteracy. It was then recommended that traditional literacy programmes be replaced with Functional Literacy Campaigns. The functional aspect is that the very process of learning to 'Read and Write' should be made an opportunity for the acquisition of information which can be immediately used to improve standards of living, to train for work, to increase productivity, to increase participation in civil life, and to enhance a better understanding of the surrounding world. The conference further gave rise to the establishment of an Experimental World Literacy Programme (EWLP) with the objective to test and measure the impact of literacy upon social and economic development and to build a sound foundation for the eradication of mass illiteracy world wide. The EWLP was, in part, considered as a learning experience that gave the obvious perspectives of literacy that recognised and recommended:

- that the needs and aspirations of illiterates (both individually and as group) should be taken into consideration when identifying literacy objectives,

- that curriculum should be functional in terms of a broad range of political, social, cultural and economic knowledge and skills of use to new literates,

- that teaching methods should vary, be as active as possible and stressing on 'learning by doing',

- that although international aid can complement, it should not attempt to replace local and national initiatives in terms of intellectual and material resources, and

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- that where substantial numbers of new literates appear
  on the scene in largely illiterate countries, the idea
  of follow-up must be replaced with the notion of
  building the infrastructure for a 'literate and
  continuously self-educating society'(UNDP, 1976)

The stance in the modern concept of literacy is a shift
from conventional literacy (ability to read, write and to
understand signs, labels and instructions that are necessary to
cope with one's environment) to functional literacy (the
possession of skills that are perceived as necessary by
particular persons and groups in fulfilling their own self-
determined objectives as family and community members, citizens,
job holders and members of social, religious and other
associations of their choice). Functional education should
therefore tie the acquisition of reading and writing to
vocational training, rural and agricultural development and
family life. The notion that illiterates merely want to be basic
literates has been abandoned in the process of rethinking,
reforming and redefining the role of literacy education in the
concept of national development (Hunter and Harmon, 1979).

According to Harmon (1970), literacy education actually
comprises of three stages which he categorised as:

  a) Motivation Stage -where the illiterates
     conceptualise literacy as a tool,

  b) Skill Acquisition stage -when they attain the skill
     and ability to read and write, and

  c) Application Stage -where the practical use is made
     of the skills and activities that are meaningful to
     the learner.

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These points outline the sequential stages in the shift from illiteracy to being a functional literate.

The successes of literacy are therefore the attributes of a more realistic and workable re-conceptualisation of the phenomenon of ˆLearning to beˆ. This simply means literacy is not an end in itself, but a means of personal liberation and development, and of extending the individuals educational efforts (UNESCO, 1972). In the same vein, Paulo Freire (1970), in his espoused cultural or political literacy campaign, considers literacy as a tool for the critical evaluation and comprehension of oneˆs social context, for combating societyˆs oppressive forces and in shaping oneˆs environment. His literacy campaign methods and philosophy propounded in his "Pedagogy of the Oppressed" have had considerable influence and impact on literacy activities in the Third World countries like Tanzania.

Literacy campaign experiences in China and Cuba present and propose that unless literacy campaigns are tied to some form of socio-economic transformation and the formation of a "critical consciousness", (in Frierian terms) they can expect only a little success. Cubaˆs Literacy Programme Director, Rane Farre, outlined certain reasons for the failure of UNESCOˆs sponsored literacy campaigns, even though they have the money, the expertise and the international promotion. According to him, the campaigns fail because, their starting points are anti-human, they do not speak the land reforms, they do not speak about the

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poor, they do not speak about the sick and the starving, nor about those who make the people sick and poor (Kozol, 1978).

Tanzania is one of those countries that have realised modest successes in their illiteracy eradication campaigns because they linked it with their national goals and popular participation in the socio-economic and the political life of the masses. With the Arusha declaration in 1967 it shifted it's adult education operations from meeting labour needs to that of meeting community needs at the local level. The policy of self-reliance and national development accorded priority to rural and agricultural development. Since then, literacy became an integral part of national and personal development. The Ujamaa village concept that stressed the tradition of 'Familyhood' was the tool to fetch the peoples' participation (Hall, 1975).

Duazat and Duazat (1977) criticise those who advocate making literacy a reality without establishing what the 'Reality' is. This is because they believe that the task of establishing the reality is more difficult than finding a needle in a haystack. According to them, the clarification of the concept of literacy lies even beyond the powers of it's definition and properties. They therefore concluded that the definition may forever be in developmental stages that are shaped by the changing world.

A host of assumptions and over simplifications have also compounded literacy and development which, as Hunter and Harmon (1979) put it, have destined literacy campaigns to failure.

These assumptions include:

a) The assertion that economic development, increased gross national product and modernisation are automatically contingent upon literacy ,

b) The claim that anyone who becomes literate also automatically becomes a better citizen ,

c) The claim that literacy might somehow bring about national development in the broadest sense, even though narrow economic goals were decreed as too utilitarian and limiting ,

d) The equating of illiteracy with inferiority, backwardness, cultural poverty and low intelligence,

and

e) The disregard for what individuals and groups need and want within their own social settings and the consequent imposition of programmes that are believed to be good for them.

In the final report of the World Conference of Ministers of Education, it was concluded that Adult Literacy should not be limited to elementary Reading, Writing and Numeracy. It should seek and encompass both general cultural subjects, and a vocational preparation that takes account of the employment opportunities and the better use of local natural resources that would lead to a higher standard of living (UNESCO, 1965). The philosophy of development-oriented education should therefore stress functionality as a means of combining literacy with skills that are linked to the occupational needs of it's target people. A greater task of such educational programmes rests with the

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critical determination of, and the attack on those aspects that harness the bottle-necks of under-development (UNDP,1976)

The view that illiterates are marginal, implies the non-participation of people in the life of the national community. The phenomenon is that illiteracy is simply the manifestation of a complex series of factors that prevent human beings from participating in the process of development around them. The 1965 Teheran Conference therefore made it implicit that 'Literacy' should enable individuals to enter technical and economic world and to fit into their occupational and social environments to enable them increase their human values (UNESCO, 1965).

2.2 Education and Development

Adult education occupies a central position in the national priorities of most Third World nations. This is so because countries cannot sit back and wait for their youth to grow up and acquire the necessary skills and knowledge that are required to meet the urgent task of national development.

The modern approach to development suggests the rethinking and re-evaluation of the forms of traditional education. The major challenges and dilemma of this approach are the retention of the deep-rooted colonial legacy of education and the task of determining where, and how the limited educational resources could be utilised and for what purpose. This dilemma is even

more serious where the dimensions and strengths of the demand for formal education is high. Lowe (1975) therefore concluded that there is no stark answer to these dilemmas, but rather the allocation of meagre resources to priority areas where their impacts are most effectively and beneficially felt. Thus, he recommended the concentration of educational resources upon community development in rural areas. Invariably, such a recommendation pronounces the use of non-formal education in rural development.

Curle (1973) argued that formal education actually resulted in the enslavement of the masses because it raised up and fostered an educated elite that finally contributed to the colonial national net-work that exploited the poor. By this he believes that formal education has somehow led to the poverty of the rural mass and hence the need for non-formal education.

Callaway (1976), in quoting Rahnema, defined development as a process of self-actualisation (individually and collectively) and an authentic liberation from the whims of poverty and dependence. It must correspond to an endogenous process of interrelated and integrated growth of society - and address itself to all components of development, and to the collective promotion of society as a whole, other wise, it can be self-defeating leading to disruptive tensions that will disintegrate the social fabrics. This, to a larger extent, calls for mass education of the people as a requisite for development.

Hutchins (1969) advanced a convincing assertion that rather than education leading to economic growth and development, - economically rich societies create an advance system of education. He mentioned Brazil as one such country with fast growing economy yet with a lower educational level than it ever had before economic expansion. Japan, on the other hand, had a high literacy rate and wide spread primary education in its pre-industrial stage. Yet it suffered low economic growth. These points suggest that economic growth and development do not necessarily hinge on education.

A majority of theorists today therefore recognise the interactive and spiral relationship between development and education rather than a casual relationship of one preceding the other. This spiral relationship, according to Slendsland (1978), identifies development as the action strand interwoven with education both moving the whole system toward higher levels of quality.

Thus, education and development are related change processes based on a social change that requires recurrent education. Education can therefore be used as a fore-runner in preparing for development, as Julius Nyerere implemented in Tanzania. Education can as well be implemented through social action movements such as Paulo-Friere's Literacy and Development work in Brazil and Chile.

2.3 Adult Education and Agriculture.

The objective of development in the Third World countries is to tap and develop the latent capabilities of the rural poor by giving incentives to productive and rewarding employment for the development of rural communities (FAO, 1969). The attitudinal component of agricultural development is given through agricultural education in order to persuade the rural farmers to try something newer than those 'relics' that were left behind by their ancestors. The technical and practical aspects of agricultural development therefore rely on the educational delivery systems (Patel and Shukla, 1978).

In the realisation of agricultural development, agricultural education becomes an important component in the development process and it should be integrated with other areas of community concern. To enable the agricultural development attributes to unfold, Busia (1968) identified Adult Education as a crucial exercise in the process and that it should form part of an educational programme for rural development.

2.4 Adult Education and Vocational Training.

Rural based economies put pressure on Adult Education Programmes to provide requisite skills that can be shared between agricultural and industrial sectors. The need for labour is in a constant flux due to the evolving consumption patterns and technological advancements in today's world trends. The labour market is therefore in a dire need of skilled and semi-skilled

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labour to meet the labour demands which only vocational Adult
Education can give. Zymelman (1971) therefore asserts that the
reason for the mismatch between the need and supply of labour, is
partly due to the unquestioned carbon copy of foreign
institutions in which the educational system proceeds
independently and unrelated to the development of the labour
market.

Lowe (1975) views vocational adult education as a
profitable form of capital investment and a possible antidote to
unemployment and therefore believes it will undoubtedly flourish
in the years to come. In his view, non-formal adult vocational
education serves a wide range of needs in developing nations.

According to Harbison (1973), non-formal adult vocational
education plays six major roles, which he said:

a) Provides learning services that lie beyond the scope of
   formal education (for example, training factory workers).

b) Functions as an alternative or substitute for formal
   education (as in the case of apprenticeship training).

c) Is a means of extending skills and knowledge that
   are gained in formal education (especially for on-
   the-job-training).

d) May be the only training opportunity for large
   proportions of the population.

e) May also help to counter-balance some of the distortions
   created by formal education since it indiscriminately
   permits people without credentials the access to higher
   level jobs.

f) Provides greater opportunity for innovation.

In this light, the mobile training unit or school-on-wheels programme was used in Brazil to give vocational skills training and continuing education opportunities for adults in basic technical areas (Chesterfield and Schutz, 1978).

2.5 Health and Family Life Education

Poor health, poor nutrition, high birth rates, high infant mortality and low life expectancy are some of the characteristics of Third World nations. These can be attributed to undernourishment, ill health, poor sanitation and inadequate medical care (Busia, 1968). Rural health education is hence an essential discipline in adult education for community development.

Pakistan has a rural health programme with a net-work of village health centres that offer family planning advice, give talks and demonstrations on nutrition and sanitation, and educate villagers in preventive health measures and treatments of communicable diseases (Rauf, 1970). In essence, combating traditions, superstitions, medical quackery and health problems remain one of the biggest challenges to health education programmes in Third World countries which is often a part of functional literacy.

2.6 Civic and Socio-Political Aspects of Adult Education.

All educational aspects cannot be divorced from political issues. Except otherwise intentionally, or by ignorance, it is

impossible to deny political education within the disciplines of adult education. Man being socio-political by nature, is always in a constant quest for civic information to know why he is governed, who governs him, how he is governed and who is responsible for the way things happen. In view of this, the philosophy of the 'Chinese Socialist Society' therefore asserts that the building of a good society rests on the education of the proletariat workers and the peasants. This is not necessarily measured by the level of schooling or the literacy rate, but that all aspects of human nature are educable and that every situation where people come together has the potential for education (Brody, 1978).

Pakistan also experiences that it's literacy centres have played instrumental roles in promoting social cohesion and a sense of civic responsibility (Rauf, 1970).

The Tanzanian system further considers that training leaders, improving basic education for adults who have not tasted the opportunity of schooling, and the correction of the mis-education imposed in the colonial era - is a very important social function of adult education (Hall, 1975).

Education thus stimulates, accompanies and sets a seal on social and political development, as well as technical and economic development. The direction of education should not merely be that of economic development, but rather to enable man

to 'be himself' and to 'become himself'. It must therefore not only prepare people for specific life-time vocation but to optimise mobility among professions and afford a permanent stimulus to the desire to learn and to train oneself (UNESCO, 1972).

Much of these discussions in the preceeding sections of this chapter only stressed the various disciplines and subject matter of adult education in rural development. They generally did not lay sufficient emphasis on the methodologies involved in delivering the educational packages, nor did they suggest workable strategies for sustained clientele involvement and participation. They however provide guidelines for designing a comprehensive adult education programme for the development of the rural masses.

2.7 Adult Education and the Quest For Operable Theory

One of the observed issues that plague the field of adult education is the notable lack of sufficient theory in understanding the various aspects and approaches in operating adult learning activities for the realisation of useful outcomes that would be of value to learners. Three main factors have seemed to pose the difficulty in operable theory building.

In the first place, the market place orientation and mentality of adult educators put a seal on the perception that adult education markets are more lucrative than the

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university professional orientation in research and

theory building. This has led to the movement of scholars into

the operational fields of adult education that offer

marketable experiences with little or no background in research

work which investigate the complexities of adult learning and

theory building for practical use.

Secondly, the relative scarcity of scholars in the field

of adult education poses a problem as most of them are

administrative and extension programme planners who are often

first obliged to serve the immediate needs of their clientele

rather than working out practicable theories.

Lastly, the multi-disciplinary nature of the field

presents another peculiar stumbling block because the

diversity of aspects in adult education does not

lend itself to the provision of a comprehensive and

integrated answer that will cut across the complexities of the

subject for a knit and uniform approach.

A safer resort therefore is an eclectic pragmatism in

theory building which emphasises the examination of "What Works"

in "What Situation" irrespective of it's theoretical derivations

or implications, rather than opting to achieve an integrated

theory which seems practically unachievable. This approach

clearly destines adult education to the multiplicity of

concepts and practices, pluralism and therefore tolerance to

differences in the nature and practices of adult education.

2.8 Adult Education and Motivation to Participate.

The search for factors of motivation to participate in life-long learning is as old as the art of adult education itself. The inevitable relationship between 'Socio-economic Status and Participation' and the differences between what participants hope to attain are explained in Miller's (1967) Forced-Field Analysis of the social class theory.

In using Maslow's hierarchy need theory, Miller (1967) stated that members of the lower social class are most interested in participating in educational activities that meet their immediate Survival and Psychological needs before they strive to seek educational activities that lead to Achievement and Self-realisation. What is implied in his analysis is that motivation to participate depends on the degree to which educational programmes identify and provide appropriate opportunities to meet the participants' lower needs.

This further has implications for sociological researches that investigate and identify positive and negative forces in the learning environment as a basis for designing motivation strategies for participation. It further suggests that even where attractive learning opportunities prevail, and enrolment is high, there is the risk of high drop-out/withdrawal if negative forces out-weigh the positive forces.

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Rubensen's (1977) Expectancy-Valence Paradigm also formulates a correlation between the 'Individual-self', the 'Perceived Environment' and the 'Level of Motivation' to participate in an achievement-oriented activity. He asserts that the expectations of personal success in an educational activity and the positive consequence of such success are multiplicative, and that the interactive products of these two components determine the level of motivation to participate. His formula places a considerable emphasis on the implications of the crucial roles of peer or reference groups in the environment as they may positively or negatively influence the motivation of potential learners to enrol and participate. Such environmental influences are based on the perceived environment which may, or may not, be representative of the real situation.

Motivation to participate in a self-directed learning activity is also related to the 'Anticipated Benefits' that are present in the participant's conscious mind. This constitutes a significant position in the person's total drive for enrolment and participation. The conscious anticipation of Reward is more important in persistent participation than the sub-conscious forces within the environment. The Engagement in a learning activity, the Retention of the knowledge or skill, the Application of the knowledge, and the Gaining of a material or symbolic reward- are the sequential stages at which benefits are anticipated (Tough et al,1979). These consciously anticipated

rewards set a pace, as driving forces, that motivate people to engage and participate in the pursuit of self-directed learning experiences.

Boshier (1973), in his Congruence Model, shares similar views with Rubensen (1977) and Miller (1967) on the premise that motivation for learning is a function of the interaction between internal psychological factors and external environmental variables. High discrepancy between these two factors would result to non-participation which is also an extension of withdrawal/dropout. A number of incongruencies between 'self and others', 'self and teacher', or 'self and institutional environment' are additive, and that the greater the sum, the greater the likelihood or potential of non-participation and drop-out. The proper matching of learners to the educational environment and programme philosophy is therefore a vital factor in motivation to participate.

The primary task of adult education practitioners is therefore to mutually orientate their Programmes and Clientele in an agreeable and harmonised atmosphere that dispels misconceptions, incongruencies and discrepancies that nurse and nurture those factors that harness non-participation and subsequent withdrawal.

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2.9 Adult Education and the Teaching-Learning Transaction.

The view of adults as learners, proper programme planning and content expertise are the three important variables for an effective teaching-learning transaction which a professional teacher should have. The contributing factors are the Climate in which the transaction takes place and the Dynamics of the learning process under the guidance of a professional and, or, experienced teacher. A good educational climate is characterised by being supportive, open and flexible, learner-centred, friendly and informal, spontaneous and challenging without being threatening and condescending. The dynamics of the teaching-learning exercise depends on the systematic progress and variability in the sessions. New concepts that merge well with participants' prior knowledge and attitudes should be incorporated into the teaching exercise because learners' persistence and achievement depend on their perception of the relevance of the programme content to their life's concern. It is therefore necessary to diagnose and explore current proficiencies, assumptions and value stance of the participants to ensure dynamism (Knox,(1980).

The worthwhile merits of a good teaching-learning situation depends on the ease with which the teacher blends his personal characteristics (self awareness, empathy, enthusiasm, flexibility, and interpersonal effectiveness) with those of his professional characteristics (content expertise, approaches and

methods, instructional media and techniques,and creativity). The
teacher's ability to nurture and utilise these multiple
characteristics depends on his professionalism and the provision
of appropriate physical facilities, knowledge of participants'
background and reason for participation, ensuring informality
and mutual respect, encouraging participants to concentrate on
educational activities and objectives, allowing open formulation
and modification of goals and objectives with participants and
the encouragement of sharing experiences and insights that will
encourage reticent participants (Knox, 1980).

The successful operation of an adult learning programme
therefore rests on the professional expertise of implementors
in designing and carrying out learning activities on the basis of
'What Actually Works' in a given situation. An understanding and
use of simple motivation techniques, and a knowledge of
maintaining a suitable teaching-learning transaction are very
crucial in the process of helping adults to learn.

2.10 Adult Literacy Experiences in Sierra Leone.

The concern for, and operations of, adult education in
Sierra Leone have gone through a series of processes in the last
decade. A historical sketch of adult education reveals that the
earliest pioneers of adult literacy in Sierra Leone were
Christian Missionaries who encouraged their church members to
acquire literacy in both English and their ethnic languages as a
vehicle to propagate the word of God.

After the second world war, Government participated in the campaign by the establishment of the Provincial Literacy Bureau (PLB) in 1946. The Bureau was to provide adult literacy materials and organise literacy classes in the provinces.

In 1957 the supervision of literacy field work was taken over by the Ministry of Social Welfare and was followed in 1965 by the formation of a National Literacy Committee that comprised of groups that provided literacy in co-operation with the Government Departments of Education. This committee was to advice Government on matters of literacy development.

In 1967, the Ministry of Social Welfare, handed over it's adult education task to the Ministry of Education which then took over the role by appointing an Education Officer to promote literacy and other out-of-school programmes (Pemagbi 1991). Several steps have since then been involved in the stages of developing adult education in the country, some of which are examined under the following sections.

2.10.1 Political Commitments to Adult Literacy in Sierra Leone.

The political commitments and policy issues on adult literacy in Sierra Leone could be traced as far back as 1970 when the ˜White Paper on Educational Policy˜ outlined the significance of functional adult literacy in national development as a supplement to formal education.

It stated thus:
> Government is fully aware of the need for a two-
> pronged educational advancement in this country.
> The expansion and improvement of educational
> facilities for the young is only one of these.
> The other must be a vigorous programme of adult
> education which includes literacy. This is all
> the more important since in the 1963 census only
> about six percent (6%) of the population were
> found to be literates in any one language.

Political commitments to adult literacy education in
Sierra Leone has been largely limited to policy statements,
pronouncements and documentation (Pemagbi 1991). The National
Development Plan of 1974/75-1978/79 puts literacy rate of
Sierra Leone at fifteen percent and thus gave a major policy
objective in respect of the two-pronged educational system
emphasised in the ʻWhite Paper on Educational Policyʼ which
states on Page 231 that:

> It is believed that a functional approach
> to literacy development should be a valuable
> supplement to the general programme and could
> eventually benefit the latter through a transfer
> of experience and the use of functional literacy
> materials. Functional Literacy Programmes, Rural
> or Urban should be linked with Agricultural or
> Community Development.

The same Plan further emphasised that:

> Literacy programmes cannot be expected to increase
> markedly overall literacy rate unless greater
> resources are allocated for this purpose.
> Functional literacy programmes would require
> considerable planning and development efforts
> before giving practical results.

In this regard, the document went on to suggest an
implementation strategy for the achievement of this goal in which

it stated that:
> With the growing importance of out-of-school
> education, it is recommended to introduce Adult
> Education as a subject in all Teacher Training
> Colleges.

The 1983/84-1985/86 National Development Plan gave a
more recent policy statement on Adult Literacy in which it stated
on page 5 that:
> Adult Literacy programmes will be designed to
> educate the farmers on the methods of improving
> productivity on a nation-wide basis.

Another notable policy statement on this issue was that
made by His Excellency, President Joseph Saidu Momoh on the 25th.
October, 1990 at a summit for children in Freetown in which he
said that:
> " The extremely low literacy rates especially in
> rural areas and amongst our women folks,
> presently limits the capacity of communities to
> fully participate in decision-making. A process of
> decentralisation must therefore be accompanied by a
> major drive to improve adult literacy, especially
> of women, throughout the country. Let us therefore
> work with determination to eliminate adult
> illiteracy , now estimated by UNESCO at 79 percent,
> by the year 1995 ".

In the light of all these policy statements and
declarations, it is implicit that Sierra Leone has a stack of
well-meant government policy on the development of adult
education, even though they may be deficient in content and
scope. The problem, however, is not one of shortage or lack of
policy, but the unbridged vacuum between these policy statements
and their implementation.

In view of this, Pemagbi (1991) made a review of certain critical issues relating to adult literacy provision in the country in which he discovered the following:

- That it was only non-governmental organisations that provided functional adult literacy in the country, and that adult education programmes have not been established country-wide.

- That adult education was not taught as a subject in all teacher training colleges, but as a component of the community development studies.

- That no planning, let alone considerable planning and development efforts, have ever been put into adult literacy by government and

- That hardly any government resources, let alone greater resources, have ever been allocated to the promotion of functional adult literacy.

Pemagbi therefore concluded that there was no policy vacuum in adult literacy education in Sierra Leone. According to him, this posits a contrasting assertion to the popularly held view that there was no official policy on adult literacy in the country. Rather, the fact is that the positive official intentions outlined in the policies are not translated into concrete actions to take off ground because budgetary and technical limitations have always down-played government's role in effecting the policies.

These lapses and gaps between policy statements and their implementation then became a major concern of Non-governmental organisations concerned with adult education. This resulted in the convening of a National Conference by SLADEA and the Adult

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Education Unit of MECAS to consider ways of influencing government to formulate and operate a comprehensive adult education programme at national level. Again, government's promise of commitment to solving the problem of illiteracy was re-affirmed by the Minister of Education (Pemagbi 1991).

The extent to which these well-meant policy declarations and promises are translated into actions yet remains within the context of political intensions and it is seen from Pemagbi's (1991) findings that government's involvement in the development of adult education in Sierra Leone was largely one of a lip service, with major emphasis on policy issues that never pursued their expected goals.

2.10.2 Operation of Adult Literacy Programmes in Sierra Leone.

In a review of the state of adult literacy education in Sierra Leone, Pemagbi (1991) studied a few adult literacy programmes in the country and reported that while some notable Programmes like Kamuya in Port-Loko, CUSO-FALP in Bombali, CES in Koinadugu, and the Provincial Literacy Bureau in Bo involved community participation from planning to evaluation, the general state of community participation on a broader perspective remains a gap between what the programmes have on paper, and say, and what actually obtains as the true situation.

Pemagbi (1991) further discovered that while learners are motivated to participate for various reasons, the literacy facilitators/personnel on the other hand were largely demotivated to carry out their responsibilities. In his view this depicts a co-relationship between staff frustration and undesired results. Besides this, some inadequacies in the training facilities for literacy tutors were observed to reveal that only two institutions (F.B.C. and INSTADEX) provided formal training facilities for a large number of literacy workers who turned out to be teachers serving the formal sector of education rather than in the field of adult education for which the training was intended. This depicts a deflected purpose of training of adult education facilitators which leaves the goals unachieved.

Another problem he highlighted was a notable shortage in adult learning materials and facilities of all categories, and a total lack of co-ordination of efforts by literacy programmes in the production of literacy materials and facilities in the country.

The disregard for sustainability, the lack of reading materials, refresher programmes and other opportunities that would preserve the acquired literacy skills of new literates in the country, are sufficient indications of a possible relapse into illiteracy. (Pemagbi, 1991).

In an evaluation survey of literacy programmes in the Bo
and Pujehun Districts, Lappia and Pemagbi (1984) proposed that it
is probable that previous contacts and exposures to literacy
education may tend to be a driving force in fulfilling the
objectives of attaining some higher levels of literacy in later ·
life. They however discovered that the limited exposure of the
respondents to literacy education had little or no influence on
the initial performance of the participants. Literacy, as they
discovered, is highly appreciated in rural communities because
rural folk hold the view that it is a means of an upward
mobilisation to elite status and affluence, and thus are
motivated to participate in such programmes.

In view of the desires for elite and affluent status, and
other socio-cultural influences that gave the drive for
enrolment into the programmes, Lappia and Pemagbi (1984) further
discovered various motivation factors that led participants
into joining the literacy classes. These include - Efficiency,
productivity and economic reasons , Elite status and access to
development benefits , Understanding and appreciating indigenous
language and culture , Access to rural development projects
(particularly in the CUSO-FALP) and Influential forces of
relatives.

In Sierra leone, village leadership and age also exert
crucial influences on community participation in development
programmes. In this regard, the K.K-FALP appeared to be the

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largest well established programme in both the Bo and Pujehun
Districts for the simple reason that it demonstrated viable
evidences of integrating adult literacy into it's rural
development scheme. Besides this, the philosophy, objectives and
implementation of the programme was designed in such a way that
it enjoyed the total involvement of the village inhabitants
because literacy was tied to the acquisition of other community
development benefits. Therefore the elders in the communities and
village chiefs took the lead in literacy class participation
with the expectation of attracting the 'Programme' in discharging
it's development packages into their villages (Lappia and
Pemagbi, 1984).

The lack of appeal to learners' quest for knowledge as
discovered by Lappia and Pemagbi (1984) had however resulted
in boredom, fluctuations in class attendance and ,in some
cases, final withdrawal from literacy classes .

From the foregoing , it can be reasonably ascertained that
Sierra Leone has ambitious proposals and attractive policy
statements with regards to achieving the desired merits of adult
education as a leeway to national development. However, while the
government lends a cold hand in effecting the policies on one
hand, practical field operations, on the other hand, suffer
several inadequacies and constraints as a result of
insufficient financial, material and human/man-power resources
that are required for effctive programme management.

The compounded effects of these problems somehow have implications on clientele participation at grassroots.

With these drawbacks, the role of adult education in national development still remains a challenge to adult education proponents and practitioners in Sierra Leone.

This chapter has presented the various aspects of adult literacy education from a wider perspective to it´s practical implications , experiences and problems in Sierra Leone. The next chapter shall deal with the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Preliminary Field-Work.

The methodology of this research started with the consultation of the CUSO Field Staff Officer. On his approval, a preliminary visit was made to the study area in order to have a visual assessment of the problem situation, and to acquaint the researcher with the programme and its operations.

Field trips were later taken round the programme's nineteen target villages to observe the literacy classes on their scheduled days of meeting. This ensured a first-hand assessment of the problem situation through class attendance and casual discussions with the learners in attendance. This helped the researcher to establish a base-line for the over-all assessment of the problem.

Based on the assessment by the FALP staff and the findings/observations of the preliminary visit made by the researcher, a selection was made of sample villages as a focus for the research, after which a research proposal was developed.

3.2 Sources of Data/Respondent categories.

An inventory was taken of all those people who were, in one way or the other, affected by the programme's interventions. A categorisation was made of eight (8) distinct set of people

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based on those characteristics that related them to the programme
as given below:

Programme Observers: These were people who had never
registered with the literacy classes but were living in
the programme area.

Programme Withdrawal: This category included people who
were once members of the literacy classes but
dropped out/ceased attending the classes before
graduation.

Programme Graduands: These were people who had passed
through the literacy programme and therefore considered
to have acquired the relevant literacy skills.

Programme Current Learners: These were those adult
learners that were enrolled in the literacy classes, at
the time of this study, either as beginners or advanced
learners.

For a thorough assessment of the problem situation,
another three sets of people were considered as relevant sources
of information. These comprised:

Programme Facilitators: These were people that managed
the literacy classes as resource persons, and were
commonly known as ˈTeachersˈ.

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Programme Administrative Staff: This category refers to all those persons who were directly working for the FALP Programme in different capacities, ranging from the Co-ordinator to field staff.

Central Planning Committee (C.P.C.) Members: These were community members that made up the decision-making body and thus served as pioneers and representatives of the community at programme management level.

Village Development Committee (V.D.C.)Members: These were village based decision-makers through whom the villages channelled information to the C.P.C for subsequent transmission to Programme Management.

3.3 Sample Selection and Survey Instrument.

An inventory of the respondent categories, giving a total population of 523, provided the sample frame for this study. A representative sample of 338 respondents was selected.

In the case of the learning community, a random selection of respondents was done in each of the sample villages (10). Representative samples were selected from the first five categories below, while the total population in the other three categories were taken since the numbers were small.

The sample distribution is as follows, giving a total of 338 respondents.

1) Observers: * 69 out of 119   6) Facilitators: 20

2) Withdrawals: 67 out of 105   7) Administrative
                                        Staff: 21
3) Graduands: 75 out of 111

4) Current Learners: 71 out of 130   8) V.D.C. Members: 10

5) C.P.C Members: 5 out of 7

The instruments used for data collection took different forms. Basically, the questionnaire method was used with some highly structured and open-ended questions to elicit the full expressions of the respondents. Participant-as-an-observer and informal personal discussions also served as useful methods to probe into the situation deeper. This helped to supplement and reinforce the information base for this study.

3.4 Field Work and Data Collection

The field-work period during which data were collected stretched over a period of three months. The researcher's frequent interaction with the programme personnel and the clientele community over this period provided a fundamental baseline for information gathering.

Note: * Total population of observers per village was very large and tedious to handle. A representative population of 119 was therefore taken out of which a sample of 69 was selected.

The research questionnaires were developed and
pre-tested, and a team of ten enumerators (i.e.,five graduate
teachers and five final year undergraduate students) was trained
in a two day workshop in one of the research villages.   In this
workshop the questionnaires were fully discussed and the
implications of each question thoroughly examined and explained.
The ten enumerators were distributed (one to each village) to the
ten sample villages.   A familiarization exercise was made during
which each enumerator, in his respective village, was introduced
to the entire village community in one organised general
gathering of the village inhabitants.

To help elicit the frank opinions of the respondents, the
questionnaires were administered through personal interviews in
an informal atmosphere. This was done through respondents´ home
visits either in the mornings before departure for their farms,
or in the evenings on their return from the farms.   In situations
where this posed a problem, prior appointments were made with the
respondents at their own times of convenience.

To strengthen the questionnaire interview, an over-all
observational assessment of the problem was made by each
enumerator through friendly conversations and listening surveys
within the community.   A field note book was used to record
pertinent information on the observations made in each village.

During this period of data collection, a thorough supervision was carried out by the researcher and some selected FALP staff members. The supervision tours provided additional information for the data base, while it assisted the enumerators in situations of doubts and difficulties. This supervision, to a great extent, helped to ensure a careful and proper investigation and recording of the findings.

After a careful study of the collected data and recorded observations, subsequent visits were made by the researcher to the research area. These were meant to verify certain issues of relevance. During these visits, informal interviews and discussions were held with the literacy facilitators, the V.D.C and the C.P.C. members, at separate individual levels.

Lastly, a combined analysis of these information gathered from all these categories of respondents gave the solid basis on which the FALP administrative staff was interviewed.

3.5 Data Processing and Analysis.

In the processing and analysis of the data, simple statistical methods were used. First, the information were collated and frequency counts were made of the responses to arrive at raw scores. These raw scores were converted into simple percentages to express the quantitative measures of the responses, while descriptive statistical analysis was made of expressions and explanations to give a qualitative strength of

certain information as they relate to the research problem. The analysed data are presented in tabular and schematic forms in chapter five.

3.6 Limitations of the Study

This study experienced a few problems expected of a field-based research undertaking.

The recruitment of field staff/data collectors was delayed and somehow hampered as a result of the unwillingness of the required calibre of enumerators that would stay in remote rural villages for the period of data collection. This problem was surmounted, however, by offering attractive allowances.

Eliciting information from respondents was also constrained by instances of reluctance in giving information. The participants were seen to have lost faith in the FALP programme as well as in similar investigations that promised expected improvements which never materialised. Hence, issues relating to the FALP programme were not of much interest to some of the respondents and were thus treated with contempt. The respondents' views were however fully appreciated and their resentments sympathised with. This lured them into co-operation.

It was also difficult to get respondents to spare their productive or leisure times for questioning. They were either very busy taking-off for their farms in the mornings or very tired in the evening after a whole day's work on their farms.

This therefore put heavy pressure on the data collectors to appropriately adjust to the respondents' daily schedules and to interview them when it was convenient.

The complete lack of proper documentation of activities and the absence of updated participants' roll and record of achievement also gave the researcher immense difficulties in gathering base-line information and sample frame for the study. However, an on-the-spot inventory was taken of the available evidence which provided the sample frame for the study.

Planned re-visits to the study area to ascertain and verify certain issues of relevance to this study, were hampered by the rebel incursion in the Pujehun District.
Hence, an entire coverage for verification exercises was impossible.

The techniques used in the process of data collection, the various sources of information and it's related factors have been dealt with in this chapter. The following chapter presents the findings and interpretation of the results.

CHAPTER IV

RESULTS AND INTERPRETATION.

The previous chapter dealt with the collection, processing
and analysis of data from sample respondents. This chapter deals
with the presentation and interpretation of the analysed data.
The main areas of focus include Clientele Perception of the
Programme, Meeting Participants' Learning Interests/Needs,
Clientele Achievements in Literacy, General Constraints on
Class Attendance, Decision-making process in the programme,
Management and Co-ordination of action committees, Management of
the Teaching-Learning Transactions, and the General Inhibiting
circumstances that exist within the FALP as barriers to clientele
participation.

4.1 Clientele Perception of the Programme's Operation.

The word 'Perception' is used in this context to mean the
participants' views, opinions and understanding of the
programmes' operations. Participants' perception is therefore
seen as a function of their orientation to the entire programme
as affected by the emphasised operations of the programme.

In this sense, the most important perception of the
programme, held by the clientele, is the community development
aspect which was mentioned by 64.5 percent of the respondents.
The community development aspect, mentioned in this instance,
refers to the building and construction of infrastructural items

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by the programme (Appendix 1). This perception was particularly

strong in the case of observers (73.9%), current learners

(70.4%) and programme graduands (69.3%) but relatively

low in the case of programme withdrawals/drop-outs (42.3%) (See

Table 1).

From this perceived operation of the programme, it was

clear that the major emphasis of operation was put on the

construction of visible structures which it used as an index to

measure the community development objective of it's

interventions. In the view of the participants, these

structures gave a face-lift to their villages (see Appendix 1).

Table 1: Responses on Clientele Perception of the Programme's operations.

Perceived Programme Operations.	RESPONDENT CATEGORY				% Score	
	C.L N=71	P.G N=75	W.D N=67	Obs. N=69	N=282	
Basic Literacy.	41 (57.7%)	39 (52.0%)	13 (19.4%)	40 (57.9%)	133*	47.1
Community Development. (Infrastructure)	50 (70.4%)	52 (69.3%)	29 (42.3%)	51 (73.9%)	182*	64.5
Agriculture.	22 (30.9%)	2 (2.6%)	24 (35.8%)	11 (15.9%)	59*	20.9
Unity and Co-operation.	29 (40.8%)	26 (34.6%)	13 (19.4%)	0 (0.0%)	68*	24.1
Income Generating Activities.	0	0	0	0	0*	0.0
Health Education.	0	0	0	0	0*	0.0
TOTAL RESPONDENTS.					282	

Note: Some respondents gave more than one answer.

C.L = Current Learners   W.D = Withdrawals .
P.G = Programme Graduands   Obs.= Observers
  * = Total number of respondents for each answer.

Literacy, as an operation, was emphasised only in the areas of Reading, Writing and Numeracy. This operation was perceived as the second highest area of the programme's operation with a score of 47.1 percent of the total responses. On the average, this perception was nearly equally held by the observers (57.9%), current learners (57.7%) and the programme graduands (52.0%) but low for the withdrawals (19.4%). The literacy aspect

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was conducted devoid of the relevant functional elements of development interventions that address the general socio-economic and cultural situation of the learners. Because of this deflection in the literacy operation, the FALP did not properly seek to fulfil the concept of a task-oriented functional adult literacy programme which it purported to have adopted. This thus destined literacy operation to being basic rather than functional.

The creation of unity and co-operation, as a binding force that holds the community together for concerted efforts through which labour was pooled for self help activities, was the third highest perception of the programme's operation. Although unity and co-operation is an in-built social attribute of the community, the participants viewed it as being partly enhanced and strengthened by the environment created by the programme. It accounted for 24.1 percent of the mentions and this perception was of a higher importance among programme graduands (34.6%), and current learners (40.8%). This perception was relatively low for programme withdrawals /dropouts (19.4%) and non-existent for the observers.

Agriculture, which addressed the major occupational concerns of the target community was the least perceived operation of the programme, accounting for 20.9 percent of the responses. Agricultural services were limited to the procurement and distribution of agricultural inputs like seeds, oil palm seedlets

and , in few cases, agro-chemicals. It did not cater for general extension needs and agricultural education to address the over-all agricultural development problems of the target community. This perception was high among the withdrawals/dropouts (35.8%) and current learners (30.9%) but low in the case of observers (15.9%) and lowest for programme graduands (2.6%).

Although Health and Income Generating activities formed parts of the programme's five (5) components, they were not perceived by the community as operating components of the programme. This is due to the fact that their impacts, if any, were hardly realised by the participants.

The income generating component, in particular, did not form part of any remarkable output that the clientele would observe and appreciate as an operation. Although it operated in its own right as an income generating wing of the programme, it did not seek to involve clientele participation in it's operations. It was therefore not perceived by the participants as a programme operation. However, the health aspect of the programme's operations was emphasised only in the building of toilets and water wells for sanitary reasons, but was devoid of general community health education campaigns and primary health care services. The building of toilets and water wells alone were not strong enough to affect the community's perception of the health aspect as an operation. Health, like income generation, was therefore not perceived as a programme operation.

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On the whole, community development and basic literacy were the over-riding emphases of the programme. The functional concept of adult literacy, which formed the main philosophy of the programme, was not perceptibly accounted for by the participants as an operation of the programme. Basic literacy, instead of functional literacy, was therefore the main stream of literacy operations in the programme.

The community's perceptions of the programme operations were observed to have implications and relevance for the participants' motives of joining the programme. On the basis of their orientation and perceptions they remained in, or joined, the FALP for certain reasons explained in their identified learning interests and needs.

4.2 Learning Interests/Needs Identified by the Community.

The pursuit of participants' interests and needs was seen as a major driving force behind their enrolment and persistence in the literacy classes. Table 2 gives the responses to identified learning needs and interests of the participating community.

TABLE 2: Responses to Identified Learning Interests/Needs of the Community.

Learning Needs and Interests.	RESPONDENT CATEGORY				% Score	
	C.L N=71	P.G N=75	W.D N=67	Obs. N=69	N=282	
Basic Literacy.	48 (67.6%)	47 (62.2%)	19 (28.3%)	10 (14.4%)	124*	43.9
Agriculture and Health.	57 (80.2%)	44 (58.6%)	51 (76.1%)	4 (5.7%)	156*	55.3
Civic and Socio-economic Aspects.	22 (30.9%)	15 (20.0%)	43 (64.1%)	0 (0.0%)	80*	28.3
Community Development/ Infrastructure.	34 (47.8%)	52 (69.3%)	29 (43.2%)	43 (62.3%)	158*	56.0
Unity and Co-operation.	5 (7.0%)	26 (34.6%)	13 (19.4%)	7 (10.1%)	51*	18.0
TOTAL RESPONDENTS.					282	

Note: Some respondents gave more than one answer.
C.L= Current Learners.   W.D = Withdrawals.
P.G= Programme Graduands. Obs.= Observers.
  *= Number of respondents for each answer.

Two perspectives are deduced from the identified interests and needs as the pecked line indicates in Table 2. The top three interests and needs are related to the quest for knowledge which could be used as requisite materials for development, while the bottom two are related to extra benefits that the programme provided outside the domain of literacy.

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From Table 2, community infrastructure was of high
interest and need of the participants as it accounted for 56.0
percent of the total responses. This interest and need was of
high value to programme graduants (69.3%) and observers (62.3%).
It was also of relative importance to current learners (47.8%)
and drop-outs (43.2%). This aspect appeared to have been used as
a bait to attract the participants to enrol in the literacy
classes. This fact came out vividly in Table 1 in which
community infrastructural development emerged as the perceived
over-riding operation in the programme, which influenced their
interests and needs in that direction.

The participating community therefore had formed the concept
that attending the classes would bring them more infrastructural
opportunities in a short-run. This expectation generated
self-mobilisation of community interest in class attendance which
helped to flood the classes in the early years of operation. Class
attendance was since then strongly associated with the provision
of more infrastructure with very little or no economic input from
the community.

Agriculture and Health were the second highest areas of
interests and needs of the participants, accounting for 55.3
percent of the mentions. This was highest for current learners
(80.2%) and drop-outs (76.1%) and relatively low for programme
graduands (58.6%) but least for observers (5.7%).

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Nevertheless, from the point of view of learning interests and need, (being the quest for knowledge as requisites for development) agriculture and health were rated highest in importance (within the top category of Table 2). This joint interest and need (agriculture and health) is related to the fact that the programme area is predominantly a farming community that relies on manual labour of which good health is a dependent variable. Their agricultural outputs therefore highly hinge on their health status and so they saw these two factors as closely meshed interests for which they joined the programme.

Basic Literacy, being the development of reading, writing and numeracy skills, was the third highest interest and need of the participants. In terms of the acquisition of knowledge, it emerged as the second highest learning need and interest (in the top category of Table 2) but overall, it was the third most important. On the whole, 43.9 percent of the respondents accounted for this. This was an indication that the community had the desire of rising from the illiteracy status to a position wherein they would be able to read and write in their indigenous language and to further enable them communicate within and outside their immediate environment.

In this sense, it is considered an important aspect of development since it strives to close the communication gap that exists between varying communities and cultures that may serve one another in their bid for development. This interest and

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need was almost equally rated by current learners (67.6%) and programme graduands (62.2%). It was relatively lower for withdrawals/dropouts (28.3%) and least for observers (14.4%).

Civic and Socio-economic aspects relate to general awareness and consciousness raising which were expressed to be important factors in the development of the participants' 'hearts and minds' for their welfare and economic advancements. This interest and need was accounted for by 28.3 percent of the responses, being the least of the expressed learning interests and needs for the acquisition of knowledge (top category of Table 2) but the forth most important of the expressed overall interests and needs.

An extension of this interest was also viewed as the people's desire to know their civic rights and responsibilities, as well as being informed about those socio-economic factors and influences that favourably or adversely affect their development, and to empower their liberation from such forces. This interest and need was of high significance to withdrawals/dropouts (64.1%), of moderate importance to current learners (30.9%), of low value to programme graduands (20.0%) and non-existent for observers.

Unity and co-operation, though of moderate interest with a score of 18.0 percent, was however an important aspect of the participants' interest because it is linked with socio-cultural

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consciousness that harnesses co-operative community living for concerted efforts in effecting development activities. This interest was low in mention because it is already an inherent social attribute of the community which, although the programme can help to strengthen, would still go on irrespective of programme interventions.

On the whole, Agriculture and Health, Community Infrastructure and Basic Literacy were high priority interest areas for current learners and programme graduants. For the programme withdrawals (drop-outs) Agriculture and Health, Community Infrastructure and, Civic and Socio-economic aspects were high priority interest areas. Observers, on the other hand, had an over-riding interest in community infrastructure only, with very little interest in basic literacy. (see Table 2) These values give the different levels of interests and needs of the learning community.

A comparison between the levels of perceived programme operations, and the expressed interests and needs of the participants, has been used as a basis to measure the extent to which the programme was meeting the needs and interests of it's clientele. The meeting of participants' needs and intersets ,in the literacy class, is said to be the primary objective which is believed to boost clientele participation in programme activities.

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4.3 Comparison Between Perceived Programme Operations and Participants´ Learning Interests and Needs.

The primary objective of a participation-oriented intervention is to seek and involve the inputs of the clientele by way of encouraging their full participation. The level of clientele participation , in return, depends on the degree to which their interests and needs are provided for, in the programme operations. Tables 1 and 2 provide comparable values that explain the levels at which the programme perceptibly operated towards meeting participants´ interests and needs. This comparison is presented in Table 3 to show the various levels at which the programme perceptibly operated it´s respective activities against the levels of clientele needs and interests.

TABLE 3. Comparative Levels Between Perceived Programme
        Operations and Participants'Interests and Needs.

ASPECTS OF PROGRAMME OPERATION.	PARAMETERS MEASURED	
	Perceived Operation N= 282	Interest/ Needs. N=282
Basic Literacy.	47.1%	43.9%
Community Development.	64.5%	56.0%
Unity and Co-operation.	24.1%	18.0%
Civic and Socio-economic Aspects (Income Generating)	0.0%	28.3%
Agriculture and Health	20.9%	55.3%

Note: Compared levels are given in percentage of overall responses in each aspect mentioned. From Table 1, combined percentages of Agriculture and Health , as well as Civic, Socio-economic and Income Generating were taken for ease of comparison in Table 3.

The values given in Table 3 for comparison are derived from Tables 1 and 2. From the above sketch of comparison, Basic literacy was slightly operated above it's interest and need level (i.e. 47.1% operation against 43.9% interest level). Community development was also operated and emphasised above the learning needs and interest of the community (i.e. 64.5% operation against 56.0% interest level). Unity and Co-operation, as well, was influenced far above the required level of interest of the community (i.e. 24.1% operation against 18.0% interest).

Even though these areas were emphasised above the expressed levels of interest and needs of the learners, they were not

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commensurate in strength to affect the desired outcomes of the learning exercise.

On the other hand, while Agriculture and Health were together operated far below the participants' level of interest and need (i.e. 20.9% operation against 55.3% interest), Socio-economic and Income generating aspects were not perceived as operating areas of the FALP, even though they formed important areas of need and interest of the participants (i.e. 0.0% operation against 28.3% interest).

Generally, basic literacy, community development, and unity and co-operation were over-emphasised by the programme's operation, though deficient in scope and magnitude of operation. Agriculture and Health were however grossly under scored in operation to cope with the participants' expressed interests. Socio-economic and Income generating activities were not addressed by the programme. This comparative background raises a critical question as to whether, or not, the FALP was meeting the needs and interests of it's clientele.

4.4 Meeting Identified Learning Interests/Needs of Participants.

The level of participants' enthusiasm and motivation to fully participate in a learning activity is a measure of the level to which the programme meets their desires and interests.

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From the comparison made between the perceived levels of
operations of the programme and the levels of learning interests
and needs of the participants, it was implicit that a mismatch
existed between these two measured parameters. Table 4 presents
the degree to which the programme was said to meet the learning
needs and interests of the participants.

TABLE 4:   Responses of Meeting Participants´ Learning
           Needs/Interests

Meeting Needs and Interests	RESPONDENT CATEGORY				
	C.L N=71	P.G N=75	W.D N=67	%	Score N=213
Yes	31 (43.7%)	30 (40.0%)	15 (22.4%)	76*	35.7
No	40 (56.3%)	45 (60.0%)	52 (77.6%)	137*	64.3
TOTAL RESPONDENTS.				213	

C.L= Current learners.   P.G= Programme Graduands.
W.D= Withdrawals(Dropouts)
 *= Number of respondents for each answer.

Table 4 reveals that nearly two-thirds of the respondents
(64.3%) were of the opinion that their learning needs and
interests were not being met. This view was stronger among
Programme Withdrawals /Drop-outs (77.6%) and Programme Graduates
(60.0%), but more so for the drop-outs. This same view was also
of relative importance for the Current Learners (56.3%). This
may be one of the reasons for the high participant -withdrawal
from the literacy classes.

While sizeable proportions of current learners (43.7%) and programme graduands (40.0%) held the view that the programme was meeting their learning needs and interests, only a small proportion of the withdrawals (22.4%) were of this opinion.

From the comparison made in Table 3, it is confirmed in Table 4 that the programme was not properly addressing its operations to meeting the learning interests and needs of a large proportion of it's target group. It is therefore reasonable to say that this was somehow responsible for poor class attendance which, in return, was believed to have an effect on the participants' level in the literacy classes as given in the following section.

4.5 Participants' Level in the Literacy Classes.

Participants' level in the literacy classes has a direct relationship with their achievement at the time of their graduation. Table 5 gives their levels of attainment in the literacy classes as an indication of learning achievements in literacy at the point of termination of class attendance.

TABLE 5: Levels of Participants in the Literacy Classes

Learning Level Attainment.	RESPONDENT CATEGORY				% Score
	C.L N=71	P.G N=75	W.D N=67		N=213
Beginners Class	46 (64.8%)	48 (64.0%)	53 (79.1%)	147*	69.0
Advance Class	25 (35.2%)	27 (36.0%)	14 (20.9%)	66*	31.0
TOTAL RESPONDENTS.				213	

C.L= Current Learners.　　　P.G= Programme Graduands.

W.D= Withdrawals(Dropouts).
　*= Number of respondents for each answer.

From Table 5, a high proportion of the participants (69.0%) were in the Beginner's class level while the rest (31.0%) had attained the Advance class level at the time of this study.

In the current learners' category, 64.8 percent and 35.2 percent were in the beginners and advanced classes respectively. While 64.0 percent of the graduands terminated their attendance at the beginners level, only a small proportion of them (36.0%) proceeded to the advanced level before graduation. Over three-fourths of the withdrawn cases (79.1%) terminated their classes at the Beginners' level, while a small proportion (20.1%) proceeded to the advance level but withdrew soon afterwards.

In the case of participants graduating at the beginners'
level (64.0%), it was discovered that termination was as a result
of a cluster of unstandardised and unclear assessment practices.
Assessment procedures for promotion, graduation and termination
were either of the following:

- By formal tests conducted by facilitators to assess the
  literacy skills of learners, in which case they could be
  either considered as excellent participants eligible for
  graduation at the beginners level, or for **promotion**
  to the advance class for further lessons before graduation.
  In several cases participants were also asked to **repeat**
  the beginners class for another session.

- If the participants, on their part, also **consider**
  themselves skilled enough to read lessons in both the
  beginners and advance classes, while still in the beginners
  class, they could **terminate** their attendance
  irrespective of the facilitators assessment, and so
  consider themselves as **graduands**.

In the first instance where the participants were asked to
repeat the beginners class while their classmates proceeded to
the advanced class, such 'repeaters', on their own volition,
resorted to self-assessment for graduation especially when the
same lessons were repeatedly taught.

Much of these cases were prominent in the beginners class within the graduand and withdrawal categories. These were responsible for the high proportions of graduands (64.0%) and dropouts (79.1%) respectively terminating and withdrawing at that level.

It is inferred from foregoing that more people stayed in the beginners class for recurrent sessions, meaning that their achievements in literacy was a sluggish and unclear process. It also means that promotion to the advance class for recognised graduation was dampened and constrained by a series of factors that militated against early achievements in literacy.

It was however discovered that though several factors counted against participants' achievements, a few cases existed in which the programme graduands realised the worth of their enrolment in the literacy classes. A measure of their achievements in literacy is explained in a comparative assessment between their expected and realised learning outcomes.

4.6 Graduands' Expected and Realised Learning outcomes.

In the early years of programme operation during which primary school teachers were reported to have been used as facilitators, the then enrolled learners, who are now graduands, had a series of expectations that gave them the drive in sustaining their continued participation in the literacy classes.

In the pursuit of their expectations, they had the foresight that the completion of the learning process would earn them useful outcomes for which they strived to maintain class attendance. During that period, class attendance was encouraging and as high as 80 percent of the now-graduands attended class regularly while twenty percent were occasional or irregular participants.

On their graduation, the expected learning outcomes were said to have been realised and utilised in various aspects of their livelihood as an indication of their achievements. Table 6 presents a comparison between their expected and realised learning outcomes as a measure of the programme's output in the development of it's clientele.

Table 6:   Expected and Realised Learning outcomes of the
           Graduands.

Literacy Skills (Areas of use).	Expected Outcome. N=75	Realised Outcome. N=75
Communication (writing).	47 (62.6%)	48 (64.0%)
Record Keeping.	42 (56.0%)	32 (42.6%)
Agricultural and Health Practices.	45 (60.0%)	20 (26.6%)
Teaching Fellow Folks.	12 (16.0%)	14 (18.6%)
Use of Infrastructural Facilities.	52 (69.3%)	57 (76.0%)
Personal Welfare Development (socio-economic).	50 (66.6%)	4 (5.3%)

Note: Some respondents (Graduands) gave more than one answer.

After graduation from the literacy classes, the graduands'
acquired literacy skills were utilised in the areas given in
Table 6. A comparison made between the levels of expected and
realised learning outcomes revealed the following:

- That the proportions of graduands that expected (62.6%) and
those that realised (64.0%) the outcomes in the use of
communication skills through letter writing was almost the same.
They thus expressed their abilities to write and communicate with
distant relatives within their community especially in reporting
urgent messages like village meetings and deaths.

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- In the area of record keeping, more graduands expected (56.0%) to use literacy skills than those that realised (42.6%) and used the acquired skill. However, those that realised the skills were observed to be recording and documenting important events which they wish to keep track of and ,or pass on to their children for future reference purposes.

- For agricultural and health practices, about half the proportion of graduands that expected (60.0%) to use the skills, realised and utilised it (26.6%). These acquired skills were demonstrated in the observed practices of activities like prunning of tree crops, pegging out of plots for planting oil palm, and nursery practices which are, indeed, aspects of improved agricultural practices initially taught in the literacy classes. The health aspects that affect their vigour and strengths dispensed in their farming activities, were not sufficiently addressed by the literacy programme. Beside the health facilities provided (toilets and water wells), no health and sanitation education topics were given in the classes nor in any form of extension messages. Hence, the low level of realised outcome particularly for health.

The aspect of Teaching Fellow Folk was seen as an important achievement of the programme. This was confirmed by the fact that almost all the literacy facilitators now serving in the programme are products of the programme itself.

It is thus seen (from Table 6) that slightly more graduands realised (18.6%) this outcome than those that expected to (16.0%).

- The use of infrastructural facilities relates to the utilisation of the learning centres as a general meeting place, the use of the toilets for community sanitation, and the water wells for good source of drinking water. It is seen from Table 6 that slightly more graduands realised (76.0%) the advantages of these facilities than those who expected (69.3%).

- Personal welfare development was grossly underscored. This relates to the general consciousness and awareness of the broad socio-economic situation of the community, as well as those inter-related factors that affect the development of it´s inhabitants. In Table 6 it is revealed that by far less graduands realised (5.3%) this outcome than those who expected to (66.6%).

The achievements in the areas of communication, record keeping, teaching fellow folks and the use of infrastructural facilities were relatively high, while agricultural and health practices was low and that of personal welfare development being poor. On the basis of these achievements, the graduands viewed the literacy programme as a force to reckon with especially when it started to falter and tend towards virtual collapse. In their bid to save and revive

the literacy classes, the graduands set out to re-motivate their community folk to continue class attendance. Their efforts in this direction offered useful concern for the continuity of literacy operations in the FALP.

4.7 Graduands Efforts in Maintaining Literacy Class Attendance.

On the realisation of the usefulness of their acquired learning experiences, the graduands made useful attempts to combat the appalling circumstances that befell the literacy classes. In this respect, 84.0 percent of them made attempts to encourage their community folk, friends and relatives to join or continue class attendance while waiting for improvements, rather than abandoning the literacy classes which might eventually lead to the collapse of the literacy component, and possibly the closure of the FALP itself.

The general reason given for this revival was that literacy education, in their opinion, was essential for the development of the participants themselves, as well as for the good of the community benefits that would follow. It was their view that high absenteeism, irregularities and withdrawals from the classes had strong implications for the closure of the entire programme. This, they said, would have an undesirable consequence on the community itself, hence the need for community mobilisation

through appeals, encouragements and sometimes the use of power (fines on defaulters) in extreme cases of absence from class attendance. This view was commonly expressed by the 84 percent of graduands that made attempts to revive the literacy classes in their villages.

However, 16.0 percent of the graduants did not make any attempt to convince other people to continue class attendance or even join the classes. The reasons and opinions advanced for their stand include the following:

- That joining the classes was voluntary, and a matter of self drive and decision. As such, they saw no reason convincing other adults if they were not prepared to learn (58.3%).

- That some people were reluctant to easily act on others views and suggestions. This is because they have confidence in their own beliefs (16.7%).

- That there were elements of irregularities and lapses in the smooth and continuous running of the literacy classes, resulting in the loss of faith in the classes (66.7%)

- That the FALP officials were not honest and sincere with the community since they denied people most of the facilities that were due them. (33.3%)

That it became difficult to convince adults to attend classes especially when they had withdrawn from the classes for personal reasons of dissatisfaction and discontentment. (41.7%)

The strongest of these reasons is the loss of faith in the classes which was said to be due to irregularities in running them. Also the reason of insincere FALP officials was evidently related to the reason of participant dissatisfaction and discontentment with the programme, for which the 16 percent of graduands did not advise others to attend classes.

There were some instances of concealed and unpronounced disgruntlement which had strong influences on the prosperity of the literacy classes. An atmosphere of reservations about the FALP was clearly evident -which people preferred to be silent about, especially in the presence of an investigator, for fear that it might count against the continuity of the programme.

Nevertheless, in co-operation with the graduands that endeavoured to maintain the classes, the observers also made gestures in helping the situation from collapse. Although they (observers) themselves did not attend class, they however made personal efforts to maintain the classes running.

4.8 Observers' Reasons for Advising their Community Folk
to Join the Literacy Classes.

In the case of observers (non-participants) who watched
the programme's operations and the classes, they did not consider
themselves as passive observers, but as partners in the task
of maintaining the literacy classes. The observers (88.4 %)
therefore advised their community youngsters, most of whom had
withdrawn from the classes, not to abandon the literacy classes
but to keep the spirit of attendance in good faith while waiting
for improvement. They themselves did not join the literacy
classes for the reasons of old age and ill health (67.2%), the
belief that learning is meant just for children (31.1%) and
frequent travels out of their villages on business treks (18.0%).
While the 88.4 percent of the observers made attempts to
encourage class attendance but did not attend classes for the
given reasons, 11.6 percent remained merely passive observers
and did not bother to help the situation.

Table 7 gives the basis on which the observers (non-
participants) gave advice to their community members to attend
the literacy classes.

TABLE 7: Observers' Basis for Giving Advice for Class Maintenance.

Basis for Advice.	Observers N=69
Expected Future Benefits.	58 (84.0%)
Community Development Benefits.	59 (85.5%)
Basic Literacy.	20 (28.9%)
Learning for Personal Development.	57 (82.6%)
Unity and Co-operation.	27 (39.1%)
Reasons for not Advising:	
Dissatisfied with Programme Implementation	7 (10.1%)
	11.5%
No Perceived Benefits	1 (1.4%)

Note: Some respondents gave more than one answer.

From Table 7, the strongest reason for giving advice was on the basis of the acquisition of Community Development Benefits (85.5%) which includes the items in Appendix 1. The derivation of Expected Future Benefits which include the provision of new inputs/materials yet unknown, and Learning for Personal Development which involves consciousness and awareness raising, ranked second and third (84.0% and 82.6% respectively).

Unity in their Community, and Basic Literacy scored the least of the responses (39.1% and 28.9% respectively). It is

clear therefore that this category of community inhabitants
(observers) also saw the programme more in terms of the provision
of community development benefits that would likely result from
an encouraging class attendance.

The rest of the observers (11.5 %) held the view that it
was not necessary to advice others to maintain class attendance.
The reasons advanced for holding such a position were –
Discontentment with Programme Management and the No Benefits
Perceived from attending the classes (see Table 7). Amidst the
endeavours of graduands and observers in favour of class
attendance, there was still the incidence of withdrawal which
down-played literacy class attendance.

4.9 Participant-Withdrawal (Drop-Out) Incidence.

The major issue that threatened the continuation of the
literacy classes was the high incidence of participant withdrawal
from class attendance. According to the Co-ordinator and the
F.S.O, the majority of the participants had ceased attending the
classes, while very few continued but with high irregularities.

In personal discussions held with withdrawals/ drop-outs,
the following reasons were given for their withdrawal from the
classes:
      - Suspension of literacy classes in one central village,
by the programme, on the grounds that the village failed to
accomplish a construction project funded by the FALP (13.4%).

- A decree of heavy fines passed by village authorities
on participants that miss or fail to attend classes (2.9%)

- Contributions were made to the programme (by participants)
to buy seats for the learning centres but the seats were never
delivered and so the classes remained without seats (29.9%)

- Promises were made by the programme officials to give
loans, seedlings, seeds, tools, fertilisers and provide solar
light at some learning centres. These promises were never
fulfilled (47.8%)

- FALP officials' partiality and favouritism in distributing
benefits and facilities meant for all villages. This led to the
programme's unequal attention to villages (28.4%)

- Learning exercises in the literacy classes were not
meaningful to participants everyday living/livelihood. The lack
of newness in lessons also led to boredom and disinterestedness
in the learning activities (37.3%)

- The FALP promised to support a proposed gara cloth
production enterprise as an income generating activity for women
but never fulfilled it (17.9%) and

- The lack of access to the programme's vehicle which the
participants considered to be their property and to which they
contributed to buy (4.5%).

Although these mentioned reasons were very typical of the withdrawn cases, they repeatedly came up in every discussion held with the other community folk beside dropouts and were thus distinctly confirmed to be strong and popular views held and shared within the FALP community. These statements were popular in key villages and therefore their effects trickled down to other villages. Their negative effects were therefore seen to have considerable weight on the poor attendance level in the classes.

It is hence deduced from the foregoing statements that poor class attendance and withdrawal were connected with participants' displeasures, as given above. Unmaterialised expectations and promises from the programme were also a major setback in literacy class attendance. The cumulative effect of these circumstances had strongly demotivated dropout-proned participants to withdraw from class attendance. Hence, the high incidence of withdrawal.

Notwithstanding these causes of withdrawal from the literacy classes, 94.0 percent of the drop-outs expressed their genuine desires to rejoin the classes if the situation improves, while the remaining 6.0 percent did not express such readiness or desires to re-enrol for literacy because of the loss of faith and confidence in the programme's operations. Beside these, trivial problems were notably affecting the status of class attendance in the programme -but all as a result of management weaknesses .

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4.10 Constraints and Problems with Attendance in the Literacy Classes.

Several problems and constraints seemed to have affected attendance in the literacy classes. Attendance was as such observed to have been thwarted for many reasons in addition to those already discussed. Table 8 gives a list of problems and constraints on literacy class attendance as identified by respondents. These are also believed to be associated with the causes of poor class attendance and to some extent with the withdrawal of people from the classes.
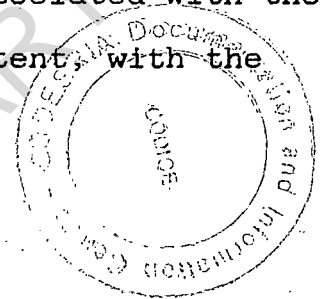
TABLE 8: Responses to Problems and Constraints Associated with the Literacy classes.

Problems/ Constraints	RESPONDENT CATEGORY							
	CL. N=71	PG. N=75	WD. N=67	Obs. N=69	PS. N=21	LF. N=20		% Score N=323
Poor Learning Facilities.	11 (15.4%)	5 (6.6%)	19 (28.3%)	4 (5.7%)	-	20 (100%)	59*	18.2
Low Motivation/ Enthusiasm.	1 (1.4%)	-	10 (14.9%)	6 (8.6%)	9 (4.2%)	-	26*	8.0
Poor Programme Management.	2 (2.8%)	-	9 (13.4%)	4 (5.7%)	1 (4.7%)	-	16*	4.9
Low Level of Participants' Awareness.	-	-	-	-	10 (47.6%)	-	10*	3.0
Unsuitable Facilitators.	-	1 (1.3%)	4 (5.9%)	2 (2.8%)	4 (19.0%)	-	11*	3.4
Fines for Absenteeism.	-	-	1 (1.4%)	1 (1.4%)	-	-	2*	0.6
Health Problems.	10 (14.0%)	2 (2.6%)	6 (8.9%)	4 (5.7%)	2 (9.5%)	-	24*	7.4
Fatigue.	5 (7.0%)	2 (2.6%)	4 (5.9%)	-	8 (38.0%)	-	19*	5.8
Poverty and Hunger.	-	-	1 (1.4%)	-	12 (57.1%)	-	13*	4.0
Domestic Engagement.	6 (8.4%)	-	5 (7.4%)	-	1 (4.7%)	-	12*	3.7
Pregnancy and Child Nursing.	-	1 (1.3%)	8 (11.9%)	-	-	-	9*	2.7
TOTAL RESPONDENTS.						323		

Note: Some respondents gave more than one answer and only 201 out of 323 responded to this question.
* = Number of respondents per problem.
CL= Current Learners.   PG = Programme Graduands.
WD= Withdrawals(Dropouts).   Obs.= Observers.
PS= Programme Staff.   LF = Literacy Facilitators.

From Table 8, it is seen that problem statements /mentions made by respondents were of low counts. Out of a total of 323 respondents, only 201 of them responded to problem statements. This was discovered to be due to the sensitive nature of the issue under enquiry which the participants considered crucial for the survival of the programme. There were therefore many reservations held by the respondents in their problem-statements, thus resulting in the low levels of mentions of problems within the respondent categories. However, these low values were strongly weighted in terms of their qualitative strengths and implications in respect of their influences on class attendance.

Amongst these, Poor learning facilities emerged as the most important problem and/or constraint on class attendance with a score of 18.2 percent. These constraints include the lack of reading and writing materials, lack of audio visual aids, poor teaching techniques and materials, inadequate lighting facilities (night classes) and unsatisfactory teaching-learning atmosphere. These were highlighted mostly by literacy facilitators (100%), current learners (15.4%), withdrawals/dropouts (28.3%), programme graduands (6.6%) and observers (5.7%). It was not mentioned by programme staff.

Next, in order of relative importance, was the problem of low motivation and enthusiasm to learn, which accounted for 8.0 percent of the total responses. This problem relates to the

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unstimulating learning situation that existed in the learning environment. This was of high significance to withdrawals (14.9%) and observers (8.6%) but low for programme staff (4.2%) and current learners (1.4%). Programme graduands and literacy facilitators hardly saw this as a problem.

Health problems were seen as the third most important constraint on class attendance and a possible reason for withdrawal from the classes. This relates to periodic illnesses and casual ailments that prevented participants from regular class attendance. It accounted for 12.0 percent of the mentions and was of high significance to the current learners (14.0%), of moderate importance to programme staff (9.5%) and withdrawals /drop-outs (8.9%) but relatively low for programme graduands (2.6%) and observers (5.7%).

Poor programme management, as a problem, scored 8.0 percent of the mentions. This problem refers to the inability of staff to satisfactorily handle and carry out programme tasks or issues at grassroots level. This view featured strongly in the case of withdrawals/drop-outs (13.4%) and was of relative importance for the observers (5.7%) and programme staff (4.7%). It was low for current learners (2.8%) and non-existent for graduands and literacy facilitators.

Low levels of awareness relates to the community's inability to fully analyse their development problems and to conceptualise

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them in educational terms for which they should attend literacy classes. Because of this low level of awareness the community did not appreciate literacy education as an important factor for their development. This was highlighted only by the programme staff (47.6%), accounting for 5.0 percent of the problem statements.

About 5.0 percent of the mentions were in connection with the problems of unsuitable facilitators, meaning that the facilitators were not trained and well equipped to manage the adult learning situation. This problem was mostly advanced by programme staff (19.0%) and withdrawals/dropouts (5.9%), but relatively low for observers (2.8%) and current learners (1.3%).

Fatigue, as a problem, refers to tiredness of participants after a whole day's work on their farms. They are usually so worn out that they would only be good for their beds and not the classes. This problem scored 9.5 percent of the mentions and was a very strong view of programme staff (38.0%), of moderate importance for current learners (7.0%) and programme withdrawals /drop-outs (5.9%) but of relatively less importance for the programme graduands (2.6%).

Poverty and hunger relates to the lack of sufficient food to sustain the participants in the class, on return from the farms. Having had the day's meal on the farms, they grow hungry again by the time they arrive home, and could therefore not attend class.

This problem accounted for 6.4 percent of the mentions and was strong in the views of the programme staff (57.1%) and low for dropouts (1.4%).

Domestic engagement and Pregnancy/ Child Care made scores of 6.0 percent and 4.5 percent respectively. While domestic engagement was mentioned by current learners (8.4%), withdrawals/dropouts (7.4%) and programme staff (4.7%), pregnancy and child care was stated only by withdrawals (11.9) and programme graduands (1.3%).

On the whole, most of the mentions in relation to the above problems and constraints were significantly high from the programme withdrawals (drop-outs), programme staff and current learners but relatively less from observers, programme graduands and literacy facilitators.

Having mentioned the various problems that imposed constraints on the effective management of the FALP, an enquiry was made into the entire personnel situation and related factors to assess the kinds of the staff that operated the programme.

4.11 Staff Calibre, Lesson Contents and Teaching Methods.

One characteristic attribute of an effective management system is the suitability of the calibre of personnel that run its affairs. The K.K.FALP personnel situation was a peculiar issue that warranted an enquiry especially with reference to the undesirable state of affairs within the programme.

An investigation into the calibre/educational background of the K.K.FALP management staff revealed that out of the 21 staff members running the programme, 71.4 percent were only secondary school leavers with no requisite adult education training or satisfactory background qualification or experiences to ensure their competence for the kinds of job they performed. Only 23.8 percent had gone up to Teacher Training College level but also lacked the rudimentary know-how to manage adult learning , one of whom was the Senior organiser with an adult education training. One (4.8%) had no formal school education but had graduated from the Literacy classes, and on demonstrating satisfactory output, was employed as the Literacy Chairman in the programme.

Of all the components, only the Literacy component had a technical adviser. None of the components had a professionally trained and qualified personnel to appropriately direct their activities, as would be required in meeting the philosophy of their operations (i.e., Functional Adult Literacy). These could hence be described as a mis-match between the personnel situation and the programme's goal achievement. In effect, this must have been partly responsible for the programme's operational problems.

The adult teaching-learning situation was another area of major problem. There was a total lack of variety in the teaching methods and materials. The adult learning situation was also completely classroom-and-teacher centred. Beside these,

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learning topics and lesson contents were pre-determined and arbitrarily chosen without reference to the learners' needs and interest. Physical facilities, materials and teaching aids were neither appropriate nor adequate to reflect a good adult learning process. There was also no evidence of refresher programmes in the learning situation. When once an individual had graduated through the programme, his participation in the learning process was then terminated. It can hence be inferred that the already acquired literacy skills of the graduands were being lost , thus leading to a relapse into illiteracy.

The recruitment of facilitators in the literacy component was said to be one of the programme's many problems which the co-ordinator endorsed as being the inavailability of trained, qualified and competent persons to deliver the literacy package. Out of the 20 facilitators running the literacy classes 60.0 percent of them had had formal education only at primary school levels. It was on this basis that they were selected as facilitators, on graduation from the literacy classes. Thereafter, the only form of training they had been exposed to was that of workshops which were seldom held.

These highlighted deficiencies were evidently clear reasons that suggest that the adult learning situation was riddled with several problems that led to poor clientele enthusiasm and low motivation to participate in the classes. Poor participation and high withdrawal must have also resulted from these.

It is normally expected that a learning institution of any kind should have a proper documentation of learning activities, practical and verifiable outcomes, participants' achievements and a record of categories of current and past participants. An enquiry into the programme's record keeping situation, however, revealed that the FALP lacked a proper recording and documentation system to keep track of it's past and present participants, and their activities for impact assessment and reference purposes.

The situation of staff qualification and calibre , lesson contents and teaching methods provoked an enquiry into the appropriateness of the implementation of programme activities which also had relevance for meeting programme goals.

4.12 Programme Implementation and Co-ordination.

The FALP was implemented through its five operational arms (Action committees) charged with different responsibilities in meeting the overall goal of the FALP. Figure 2 shows the various implementing components ,otherwise known as Action Committees, through which the FALP activities were channelled to the learning community.

Figure 2: Structure of the Programme.

```
 _____
| PROGRAMME CO-ORDINATOR    |                  |
 ---------------------------                   |
              |                                | - MANAGEMENT STAGE
       ----------------------                  |
      | SENIOR ORGANISER    |                  |
       ----------------------
              |
 _____
  -----   ------   ----------   -------   ------    | ACTION
 |A.A.C|*|H.A.C|*|I.G.A.C.|*|C.A.C.|*|L.A.C.|      | COMMITTEE
  --:-   -:--:   ----------   --:---   -:----       | STAGE
 ---:---------:------------------------:----
  :         :                          |     |
  :   -:---------:----------------------:--  |
 |  |       LITERACY     CLASSES         | | |- TARGET GROUP
 |   ------------------------------------  |   STAGE
 |       TARGET COMMUNITY (19 VILLAGES)    |
  -----------------------------------------
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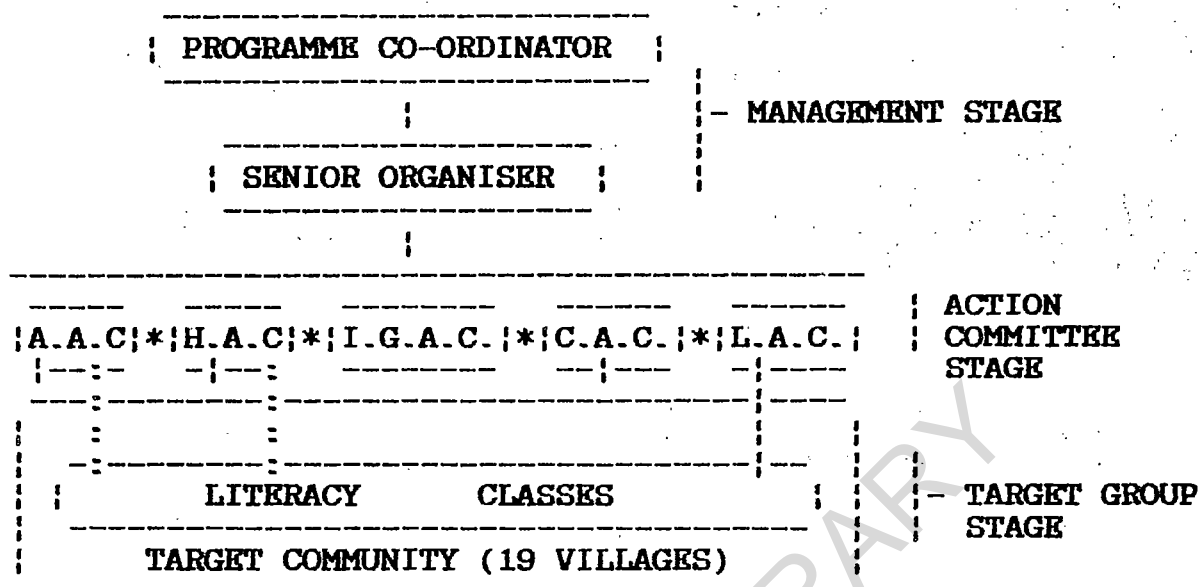
Key:
```
 -----    Strong Link and Co-ordination
******    Weak Link and Co-ordination
......    Remote Link and Co-ordination.
```

Figure 2 shows that the programme implementation process comprised of three (3) stages which include:

- **Management stage** at which final decisions on strategy and activity implementation are taken by the co-ordinator, the C.P.C and the action committee chairmen.

- **Action committee stage** through which the activities are implemented by the committee field staff.

- **Target community stage** which is the recipient level of the activities (i.e. the clientele).

Three (3) types of linkage and co-ordination also existed with different strengths that have been classified as strong, weak and remote. There also existed a latent type of linkage and

co-ordination that is referred to as **zero** link and co-ordination´ whereby there was no operational link between any two components or between a component and the community. The entire programme was implemented through five (5) action committees that discharged their respective functions under the supervision of their respective chairmen/heads.

As a function, the Agricultural Action Committee (A.A.C.) was responsible for all agricultural support and related activities which included agricultural extension services and the provision of farming inputs such as planting materials. The Health Action Committee (H.A.C.) was in charge of all health related matters which covered sanitation, child care and health education. The Income Generating Action Committee (I.G.A.C) was

to undertake operations that earn income for the programme and its clientele. This included gara making, soap making, cassava processing for garri and foofoo production, timber production and any other income earning activity identified by the participants. The Construction Action Committee (C.A.C.) was responsible for the building and construction of structures such as Water wells, Ventilation Improved Pit (V.I.P.) Latrines, Bridges and the Learning centres.

The Literacy Action Committee (L.A.C.) was in-charge of all literacy activities including the provision of learning materials and ensuring the proper management of the adult

learning situation. In collaboration with the other components,

the Literacy Action Committee, being the nucleus of the

programme, is suppose to develop integrated lessons that covered

all aspects of the other components which it should use to

deliver the literacy package in order to ensure a functional

approach in the adult learning situation. It was also supposed to

be the channel through which activities are conveyed from the

other components to the clientele and back. This component

therefore occupies a crucial position in the programme.

The senior organiser served as the liaison officer between

Management and Action Committees by way of ensuring a good

reporting system on activity implementation of the parallel

action committees. The target community was the recipient of all

the operations of the respective components, to which the impacts

of the activities should contribute in terms of development.

The description of the functions of each of the action

committees was fully conceptualised, documented and understood by

each committee concerned. At a glance, there appeared to be an

organised net-work of co-ordination between the components, but a

deeper enquiry into the operations of the components, at both

management and target community levels, revealed that much of what

seemed to be fully operating, in terms of linkage and

co-ordination, was superficial and rather theoretical than

practical.

Having a set of activities, roles and resources, each component/committee saw itself as an independent and isolated body, operating on parallel basis. The committees were fully aware of one another's operations either through casual meetings of their heads, or through interpersonal interactions and discussions of personnel, or at least, by observation of one another's activities at field level. There was no evidence of procedural guidelines or administrative protocol through which all the components ensured a common background of management information sharing systems, and to consider themselves as integrated bodies working in partnership toward a common goal. The effect of this type of situation was found to have resulted into a disjointed, and therefore an unco-ordinated operation of the Action Committees.

On the whole, this can be described as a weak linkage and co-ordination. Irrespective of the fact that each component fully knew one another's operations at field level, their integrated approach to community development was only conceptual and not operational. The literacy component was not therefore realised in it's full right as the ´spin-off point´ towards clientele development as was given in the FALP objectives.

At target community level, four specific areas also emerged in terms of linkage and co-ordination. These were:

a)   Strong links between the target community and the individual committees in terms of their respective activities, except for the I.G.A.C. ,

b)   weak co-ordination/link between the components themselves and

c)   remote co-ordination/link between A.A.C. and the literacy classes, and between H.A.C. and the literacy classes (see Figure 2).

d)   Zero link/co-ordination between I.G.A.C. and the target community, between I.G.A.C. and the literacy classes, and between C.A.C. and the literacy classes.

It was only the L.A.C. that had a strong link and co-ordination with the literacy classes since it was its organ of operation.

The L.A.C. being the paramount component of the programme, having the literacy classes as it´s organ within the target community, was meant to be the co-ordinating centre for the utilisation of educational resources/materials from the other components. The various component activities were to be conveyed as a learning process to the learning community through the literacy classes. This ascribed status earned the L.A.C. the virtue of the nucleus of the FALP programme.

The reality of the situation is that the other action
committees of the programme see the literacy classes and the
target community as two separate and isolated entities that can
be dealt with independently. With this view, the literacy
classes were not properly utilised by A.A.C. and H.A.C., while
the C.A.C. completely ignored and bye-passed the classes by
adopting a direct link with the target community.

The fact that the other components did not recognise the
literacy classes/L.A.C. as the linch-pin to the community, as
well as an important tool for information delivery, they
therefore did not collaborate with the L.A.C in developing
literacy materials. It became the sole responsibility of the
literacy technical assistant and the senior organiser to develop
literacy materials for the classes. Thses materials lacked the
requisite functional literacy values and were also grossly
inadequate in scope and magnitude.

This state of affairs somehow considerably eroded the
functional attributes of the Adult Literacy Programme. Hence,
the participants themselves did not properly identify the
literacy classes as an information centre to satisfy their quest
for knowledge and skills to meet their development needs. The
disjointed operations of the components, especially with regards
to 'learning', could have been partly responsible for
disinterestedness and irregularities in class attendance. This
deflection from the philosophy and objective of the FALP was

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found to be largely as a result of poor programme management.
These weaknesses and deflections within the programme threw
much light on the need for assessing the co-ordinator's view of
the problem situation in the entire programme.

4.13 Programme co-ordinator's Overview of the FALP Situation.

In an informal discussion held with the Programme
Co-ordinator, he strongly emphasised that Literacy Education was
not a popular request and desire of the participants. In his
opinion, literacy problems and poor clientele participation were
attributed to the fact that literacy education was not
perceived and conceptualised by the participants as a means
towards their development and that the community had the wrong
concept of the programme's operation. According to him, instead
of participating in the Literacy activities, the participants
were more interested in meeting their social and occupational
needs and interest through some other development services rather
than through Literacy. He therefore concluded that a
'Rural Development Project' would serve the needs and interests
of the people better than an 'Adult Literacy Programme'.

In a separate discussion to verify his views with the
C.P.C., the V.D.C. and a cross section of the senior staff who
were his decision making colleagues, a contrasting view emerged.
The idea of replacing the FALP with a rural development project,
as the co-ordinator indicated, was neither shared with his
colleagues nor confirmed by the C.P.C. and V.D.C. This view was

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not also shared by the staff of the literacy component. They

emphasised that the FALP should be retained but to liaise with

other rural development programmes in the district for

collaboration and to complement the FALP.

To a certain extent, it was true that the participants did

not have a popular taste for literacy education as conducted by

the Programme. This is because literacy was delivered as 'Basic'

and devoid of its required flavour that makes it meaningful in

an achievement oriented learning process.

The assertion that the people have the wrong concept of the

Programme was found to be due to the fact that the programme was

ill-conceived with the people. It was also true that people were

more interested in meeting their social and occupational needs

and interest through other development services. This was

revealed to be due to the fact that the FALP failed to meet the

participants' immediate overall development needs, and quest for

knowledge, which the literacy intervention was meant to deliver.

An instance in support of retaining the FALP is evident in

sections 4.6 , 4.7 and 4.8 in which various reasons were given

by the graduands and observers in favour of maintaining class

attendance. Even where 11.5% of the observers did not support

class maintenance, it was simply a matter of discontentment with

programme management. Retaining the FALP is also implicit in the

94 percent of the withdrawals (dropouts) who expressed their

desires to rejoin the programme if the situation improves.
Clientele suggestions for programme improvement did not
mention any shift from the FALP to a Rural Development Project
as the co-ordinator put it. It is thus inferred from the above
interpretations that there were more unpronounced and concealed
problems with the programme implementation than that which the
Co-ordinator knew or was in place to reveal.

It can therefore be inferred from these points that
the Co-ordinator did not know his clientele situation well, hence
leading to management problems. These differences in opinions
and views that existed between those of the co-ordinator and his
decision-making colleagues were strong enough to pose a question
on how decisions were met and executed. The process of decision-
making is described in the following section.

4.14 Decision-Making in the Programme.

The nature and levels of clientele participation in
decision making are very crucial aspects in the successful
implementation of adult education programmes. The level and
strength of clientele commitment to programme issues is a
reflection of the nature and scope of their participation in the
process of decision-making on those factors that affect their
problem situation. Figure 3 presents the process/pattern of
decision making in the FALP.

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Figure 3: Decision-making Process/Pattern in the FALP.

Level

```
1          | Programme Management |
           -------------------------       | Administrative &
                      |                     | Implementing
           -------------------------        | Body.
           | Central Planning      |        |
2          |   Committee (C.P.C)   |        |
           -------------------------        | Local Decision
                      |                     | - Making Organs
           -------------------------        |
3          | Village Development   |        |
           | Committee (V.D.C.)    |        |
           -------------------------
                      |
                      |    -------------------
                      |    |  Literacy       |
4                     |    | Facilitators    |    Suggestion/
           ------------    -------------------    Recommendation
           |  Village Community   |               Making Group.
           -------------------------
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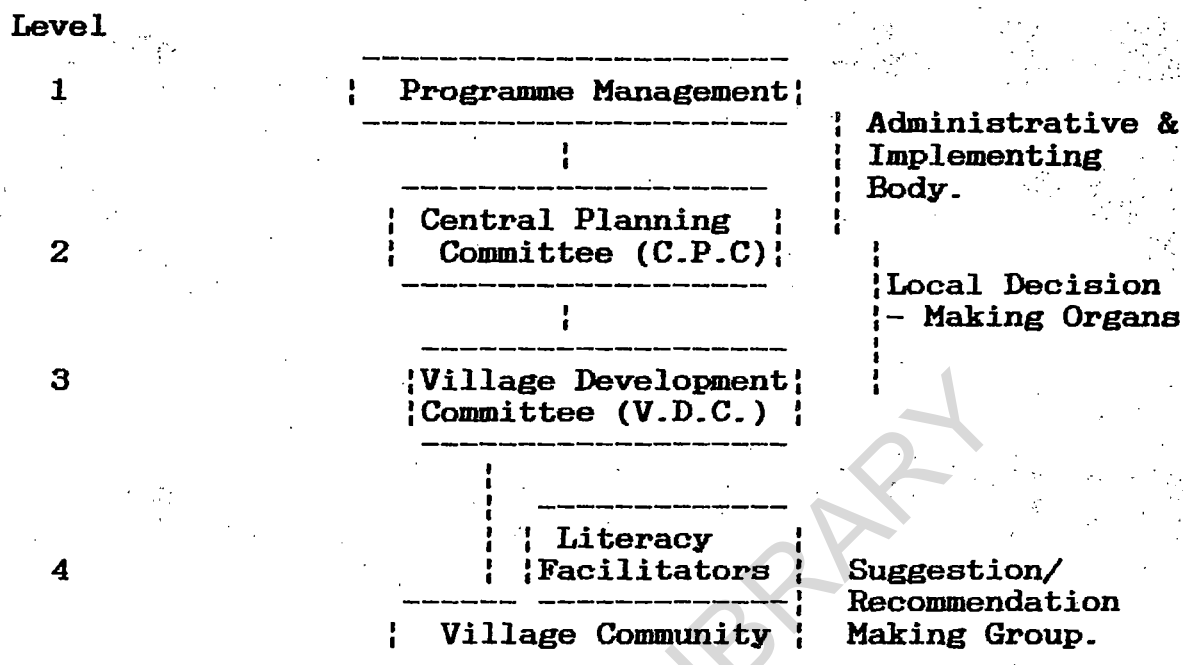
The structure presents the stages through which information
flows from lower levels to the higher body before it is decreed
as a decision for implementation by management.

Decision making process , according to management staff,
was said to start at the village community level. The village
community level, which is the first tier, is made up of the
entire village inhabitants. There are nineteen of these
villages, each acting on its own independent accord but in
relation to the others. Decision making was said to begin at
this grass-roots level in which the participants/village
inhabitants meet occasionally to discuss the problems that affect
their livelihood and development as they perceive them.

It was, however, discerned from personal interviews and discussions, that these decision-making meetings were summoned by the programme management body and not on the initiatives of the participants themselves as would be expected. An examination of the decision making discussions invariably revealed that they were dominated by the influences of programme management. It is this level that elects representatives to the second tier which is the village development committee (V.D.C).

The Village Development Committee (V.D.C.) is the second level and is made up of five representatives in each village. This made up a total of 95 members in the whole programme area. These representatives were seen to be either position holders and/or of some influential social status in the village and whom, by virtue of their status, are able to influence decision-making processes. The V.D.C., being part of the discussion body at level 1, transmits the outcomes of their discussions and suggestions to the next level which is the C.P.C. It is the V.D.C. that elects and mandates the C.P.C. to take decisions on their behalf at programme management level, but on the basis of local level meetings and discussions.

The Central Planning Committee (C.P.C) is the third level and was said to be the most sensitive and powerful body in the programme. It was comprised of seven people who were 'democratically' elected by the V.D.C.'s in the entire programme

area, and was said to be the 'power-base' of the programme. This
body was made up of socially strong and reputable individuals
that command remarkable respect within their regions. It is this
body that pioneers the affairs of the target community and
mediates between the programme management body and the village
communities in collaboration with their respective V.D.C.'s.

On conveyance of the village community's resolutions (by
the V.D.C.) to the C.P.C., the clientele's message is assumed to
have reached the management body since the C.P.C. is an integral
part of the management and implementing body. Feed backs on
clientele's message from the management body are expected to
trickle down to the village communities by the C.P.C. through the
V.D.C.'s. The C.P.C. therefore performs an intermediary role in
this respect and was thus seen as a powerful body with the
fullest mandate to take decisions at higher levels on behalf of
the participants and to liaise with external bodies, through
Management, for co-operation and support.

Programme Management level is the forth tier and the
highest organ in the hierarchy of decision-making and execution.
In collaboration with the C.P.C., it is responsible for taking
action on the local level decisions, by designing and
implementing appropriate strategies and activities that serve the
community development needs. This body was made up of the
programme co-ordinator (as the head), the chairmen/heads of the
action committees and the C.P.C., working together as a team.

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Although the literacy facilitators occupied a sensitive social status as ´teachers´ and were highly respected in their villages, they did not form a body in their own right or in any special capacity within the decision-making process. They participated only as individuals in the local level discussions.

The programme structure depicts a highly interactive and step-by-step process in decision-making from the local level to the management body and back.

As a target community of an adult literacy programme having a well structured decision-making process of this kind, it is normally expected that discussions out of which development decisions are made, would be linked up with the critical analysis of those factors that are of community development concern (social, political, economic and cultural issues) and on the basis of how the factors could be dealt with through ´Educational Measures´ in the literacy classes.   An enquiry into the strength of participation and nature of discussions at the local level revealed that much of the issues discussed were mere demands made to the programme, by the clientele. The theme of those discussions were centred around the question of "What can we ask the FALP to do for us"? and not "What can we learn from the FALP to develop ourselves."? Most of the demands therein made had very little, or no relevant educational implications because the clientele considered themselves as mere recipients of facilities or opportunities.

This is largely due to the participants' background orientation to, and perception of the programme as an opportunity-giving organisation with major emphasis on community development facilities. Besides this, it was clearly evident that major decisions were influenced and dominated by the opinions of the management and implementing body and were, as such, not truly representative of the clientele's frank and genuine opinions. It were these influenced and master-minded decisions that were further transmitted to the CUSO head office for action. This depicts a disguised top-down approach in decision making which was also evident in the implementation and co-ordination of the entire programme.

4.15 Clientele Suggestions For Programme Improvement.

Having mentioned the problems with the operations of the FALP, the participants suggested remedial measures for the improvements of the programme. On the issue of class attendance, the graduands suggested an Improvement in the learning facilities including the provision of books, reading and writing materials, seats, light and qualified facilitators (52.0 %). Community Infrastructure (42.7%) and Agricultural support services (30.7 %) were also given as areas that require improvements.

In the case of withdrawals/drop-outs, suggestions for programme improvement were concerned with Improvement in the general attitude of FALP officials towards diligent and honest service (62.7%), Community Infrastructural Improvements (40.3 %),

Improvements in Agricultural and Income generating activities (37.3 %) and Improvements in learning facilities and facilitators (29.9%).

Observers mainly suggested the provision of more infrastructural facilities (100 %) and improvements in the agricultural support services (82.6 %). For the facilitators, improvements in their honorarium and the teaching-learning facilities for the adults were categorically suggested as areas of enhancing effective adult learning (100 % each).

In the case of current learners, Improvements in the general teaching-learning situation and related facilities, were the major suggestions for improvement (100 %).

The programme administrative staff suggested that the entire community needs to be well motivated through appeals and campaigns that would facilitate full community participation in literacy class attendance (100%). Training of facilitators (19.0 %), provision of proper learning facilities such as notebooks, reading materials and sitting accommodation (61.9 %) and the creation of awareness that learning is necessary for development (28.6 %) were mentioned for improvement. The literacy action committee staff categorically suggested the recognition of the literacy component by the other committees and to wave away their negligent attitudes toward literacy education (14.3 %).

Generally, the improvement in learning facilities and related issues ranked highest in the suggestions made for programme improvement with a score of 50.5 percent. This suggestion was equally important for facilitators (100 %) and current learners (100 %). It was also relatively important for the programme staff (61.9 %) and graduands (52.0 %) but low for withdrawals /dropouts (29.9 %).

The provision of more infrastructural items ranked second with a score of 32.5 percent of the suggestions made, and was most important for the observers (100 %). Graduands and dropouts almost equally mentioned it (42.7% and 40.3% respectively). Improvements in the agricultural support services and other income generating activities emerged in the third place with a score of 32.5 percent. Observers (82.6 %) mostly mentioned this, followed by withdrawals/dropouts (37.3 %) and graduands (30.7%).

Withdrawals/dropouts (62.7 %) and L.A.C staff (14.3 %) particularly suggested a change for improvement in the attitudes of programme staff. While the dropouts were more concerned with issues of staff honesty with the community, the L.A.C staff showed concern for the negligence of their colleagues toward the literacy component. Suggestions for improvement in this area was the fourth most important, though generally low, accounting for 13.9 percent of the mentions.

The fifth important suggestion was made only by literacy facilitators (100 %) for improvement in their honorarium making up a score of 6.2 percent of the mentions.

Programme management staff suggested the creation of educational awareness (28.6 %) and motivation of the community to actively participate in literacy (23.8 %) accounting for 1.9 and 1.5 percent of the total mentions respectively.

In a meeting held with C.P.C. members, suggestions for programme improvement was a general consensus in favour of creating a motivative atmosphere that would spur the interest of the participating community. In this respect, suggestions were made in the following areas:

- Organise field days/festivals where participants would demonstrate their literacy skills,
- Organise inter-village literacy competitions, and
- Provide better incentives to motivate literacy facilitators towards their job.

It is inferred from the given interpretations of the findings that the programme did not only suffer from the shortage of requisite man-power availability to effectively implement its activities, but also lacked the supportive logistics and environmental attributes of a good adult learning institution. These were broadly responsible for the poor participation of the clientele in programme issues. Poor class

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attendance was the final resort that the people used as a media
to communicate their grievances and dissafaction.

This chapter has dealt with the presentation and
interpretation of the results of data collected.   The next
chapter will be concerned with the Discussion of Results,
Summary, Conclusions and Suggestions of the study.

DISCUSSION OF THE RESULTS.

The results and interpretations presented in the previous chapter provide the basis for the discussion of the findings. The discussion of these results takes account of the key issues of the research problem in the context of the Paulo-Freirean psycho-social literacy methodology (Dialogue, Problematisation and Conscientisation) and other recognised principles of adult literacy which the FALP purported to have used. A discussion of the findings will therefore be considered under three aspects. These include the Nature of K.K.FALP Operations, the Implementation Strategy and the Programme Environment.

5.1 Nature of the K.K. FALP Operations.

'Nature of operation' is used here to mean the managerial practices used in operating and directing the programme activities. It relates to the attributes that describe the manner in which the programme delivered its literacy package .

From the operations of the programme, given by participants' perception in Table 1, the K.K. FALP activities were more attuned to Community Infrastructural undertakings with little efforts in the other areas of operation. The provision of structural units as contributing factors to rural development (see Appendix 1) may be good in a way, but their meanings should be tied up with some educational relevance that presents the situation as a means of learning experience and not just merely a building of structures for the sake of a face-lift.

The programme however operated mainly in the interest of providing infrastructural items for its community and by doing so more structural items were accomplished by the C.A.C. component (Appendix 1) than the other activities within the purview of the programme. This construction aspect was seen to have over-shadowed and undermined all other activities of the programme to an extent that it influenced a high clientele perception that the paramount objective of the FALP was one of infrastructural development (see Table 1) rather than education for development.

A negative impression therein ensued on the part of the clientele that the programme's primary task was directed to community infrastructure by way of erecting structural units for the clientele and that by attending classes more would be built. Although the community provided labour and local material inputs, it was evident that the programme had used these structures as bait to bring more people to the literacy classes on the promise that more was underway. This was a camouflage that created the impression that the literacy education was well managed to justify continued donor support. Class attendance in the villages then became a compulsion because village authorities and elders associated the provision of more infrastructural and related opportunities with literacy class attendance.

This same view was expressed by Lappia and Pemagbi (1984)
in which they revealed that the CUSO-FALP enjoyed total community
involvement in class attendance because literacy participation
was tied to the acquisition of other community benefits -for
which village chiefs and elders took the lead in literacy class
attendance. In essence this affirms that the FALP did not operate
in accordance with its pronounced philosophy of linking its
activities to educational measures. But Essert (1951) advanced
that the merits of adult education lies in its response to the
changing needs of society, as well as to the extent to which its
participants can articulate those needs in clear educational
terms for their development. This proclamation is, indeed, of a
high value to the stimulus of eternal search for relevant life-
long education.

Implicitly, therefore, because the programme's major
emphasis was put on the erection of learning centres, bridges,
water wells and toilets without any educational implication ,
the participating community developed a high interest in this
direction (Table 2) for the sake of face-lifting their
villages and not for the sake of learning. It then follows that
because of this interest, most of the reasons advanced for
advising fellow folk to maintain class attendance, and
suggestions made for programme improvement , were for the
provision of these structures and other related
opportunities.(p.74, Table 7, pp.78-9).

It is deduced from the foregoing that the provision of these infrastructural facilities was not in any way linked to clear educational measures for conscientisation, in the Freirean terminology, and therefore when these opportunities delayed, or ceased to come as expected, class attendance dwindled considerably in some villages while it ceased, completely, in others.

Literacy education, as practised in the programme, and perceived by participants, was of the conventional approach that stressed the development of reading and writing skills only. It was mainly basic literacy instead of functional because of the narrow scope of its operation, rather than providing wider opportunities for individuals to realise their development-potentials through literacy education as a function of the Freirean concept of conscientisation.

Because literacy was operated as an end in itself, and not as a means of personal realisation and liberation from poverty and ignorance as an enhancement of development which the process of conscientisation is deemed to emphasise, the FALP was assessed to have largely fallen short of its operational philosophy. These deflections are in contrast with the much celebrated Freirean Psycho-social literacy methodology which Paulo-Freire (1972) advocates to be a development-oriented functional adult literacy that offers wider scopes of combining literacy with skills and attitudinal development that are linked directly with the occupational needs of the participants and their surroundings.

This, the FALP purported to have adopted in its literacy
intervention but the situation was evidently not so because
functional literacy, in its true perspective, was not accounted for
in the perceived operations of the programme (See Table 1).
These contrasts confirm Pemabgi's (1991) finding that the
operations of literacy programmes in the country are different
from what they have on paper and what they actually say they do.

The 'problematisation' concept of the Freirean
methodology which suggests that the process of learning to
read and write must be accompanied by the ability to define,
describe and express opinions and views of an existing
problem-situation, as well as the ability to design solution
for a change, was grossly underscored in the K.K. FALP's
literacy operations. The fact that the programme itself
did not conceptualise the activities of its components
as educational resources for code presentations that provide
learning topics for solving a problem-situation was a clear
deflection from the concept of problematisation. A typical
instance of this was discovered in one village in which the FALP
constructed a water well but was not used because the drawing-
bucket bought by FALP had worn out and the village
community did not buy it's replacement even though they had money
to do so. While waiting for the FALP to buy another, they
resorted to stream water drinking.

Functional literacy did not however form part of the programme's operation when critically viewed. What, in the participants' own interpretation, was functional adult literacy, was limited to the mere provision of incomplete packages like agricultural inputs (for example, oilpalm seedlets and seedlings), scanty health related services, and in very few cases, influencing co-operative community living. Even these were done by way of casual discussions with the FALP staff and not as a learning topic in the literacy classes. These casual discussions were devoid of clarity and comprehensiveness in information giving, and thus did not affect the desired social and attitudinal changes that should accompany education for development.

The FALP community was therefore assessed to be largely in want of desired and requisite educational information for development. This is all the more why a large proportion of the participants were of the opinion that their interests and needs were not properly met (see Table 4). These were clear and obvious indications that the participants did not therefore fully see the FALP and its activities as a learning oriented institution for which they should show enthusiasm in the literacy classes. Hence the poor state of class attendance.

These highlighted drawbacks do not conform to UNESCO's (1976) suggested philosophy that development-oriented education should be functional and be a means of combining

literacy with skills that are linked to the occupational needs of it's target people, and that it should critically determine and attack those bottle-necks that harness underdevelopment.
In view of these given drawbacks, the FALP situation vividly presented a confirmation of the F.S.O.'s disappointment that the situation gives a lie to FALP's very name.

As Knowles (1980) stated, the types of learning activities designed for adult learning, should correspond to the broad range of their interests and needs, and in effect, conform to the principles and practices of adult education that are suitable to a given problem-situation. He thus advanced that the level of participant enrolment and enthusiasm in an educational programme is a measure of the extent to which the programme addresses itself to their learning interests and needs. In cognizance of this, the K.K. FALP operated a series of activities through it's five programme components as show in Figure 2.

Although the FALP conformed to Knowles (1980) prescription by establishing five implementing components to meet the participants' broad range of interests and needs, the nature of their operations did not subscribe to the purpose of their establishment. Literacy therefore lacked the desired inputs to make it comprehensive and attractive for sustained participation. What was therefore seen to be more crucial in an achievement oriented learning activity is not just the establishment of implementing structures, but the availability and proper utilisation of appropriate facilities that serve to meet a

wider range of needs and interests to motivate the adult learners to fully participate in the activities.

On the issue of motivation Rubenson (1977), in his 'Expectancy-Valence Paradigm', put forward two multiplicative components that affect motivation to participate. These include the expectation of personal success in educational activities and the expectation that success in learning will lead to positive consequences. Tough and his colleagues (1979) also concluded that motivation to self-directed learning and participation in learning, are both related to anticipated benefits and the stages at which the benefits are anticipated.

In agreement with Rubensen's (1977) Expectancy-Valence Paradigm and Tough's (1979) Anticipated Benefit model was the fact that 80 percent of the graduands were highly motivated to attend classes regularly (pp.70-1) for reasons that were reasonably met. Achieving their expected outcomes (Table 6) was motivative enough to sustain their participation in the early years of the programme's inception.

However , in comparing the programme's operations to meeting participants' needs and interests in the latter years of operation, several flaws were identified and posited as reasons that counted against motivation to participate fully in class attendance (pp.62-4). These pit falls are believed to be partly responsible for low clientele enthusiasm and poor participation followed by subsequent withdrawals. Nevertheless,

motivation to participate was minimally sustained because of the participants' sub-conscious forces of anticipated community development rewards that formed part of their total drive for participation - which agrees with Tough's model of anticipated benefit as a crucial factor in participation.

Motivation to join and participate in adult literacy programmes was also ascertained, by Lappia and Pemagbi (1984), that Efficiency, Productivity and economic reasons, Elite status and access to development benefits, Understanding and appreciation of indigenous language and culture and Access to rural development projects, are some of the variables that motivate participants to enrol in rural literacy programmes. Similar views implicitly emerged in the participants' reasons for joining the programme as mentioned in Table 2.

The entire management of the learning situation within the FALP counted against participants' enthusiasm to continue class attendance. The unstandardised assessment criteria , the prolonged stay in one class, the promotion of fellow folk to higher class while others repeated, the lack of variety in lessons and teaching methods, and the generally unstimulating circumstances that prevailed in the learning situation did not have the semblance of a good adult learning intervention. Motivation to attend classes was therefore bound to be low especially when learning was not properly attuned to needs and interests.

It was noted in this study that the UNDP (1976) new perspectives of adult education which concluded that the nature of literacy operations should form part of the national priority of breaking through the whims of ignorance, domination and exploitation, and to raise the cultural awareness of individuals in building a democratic society were not at all evident in the FALP situation. The FALP did not endeavour to extend its functional concepts into political, economic and socio-cultural dimensions that should arouse a critical awareness of social realities to empower its clientele in understanding, appreciating, mastering and transforming their situation for enhancing sustained development. These aspects were part of the community's learning interests (see Table 2) but were never incorporated into FALP's literacy activities. Motivation to attend literacy classes was therefore bound to be low.

While these points invariably suggest an inadequate scope of operation with regards to the given recommendations for the new perspectives of adult education, they also reasonably confirm the F.S.O.'s disappointment that the FALP's situation was not true of what it claims to be. From the foregoing discussions, it can be concluded that UNESCO's (1965) phenomenon of illiteracy, being the manifestation of a series of complex factors that prevent human beings from participating in the process of development around them , was found to hold true for the K.K. FALP's community.

5.2 The Implementation Strategy of the Programme.

Implementation strategy refers to the organisational set-up
and structure of the programme. It also includes the delivery
systems established for implementing the activities of the
programme which include programme components and participant
committees (see figures 2 and 3). At a glance, a first sight
impression of the programme structure accords credence in respect
of it's integrated approach and clientele involvement in decision
making and participation in programme activities. What is however
critical about such structures is not just their formation
but their proper implementation and co-ordination.

What was characteristic of the programme components and
their operations was that they were not properly conceptualised
as educational wings of the programme. They were disjointedly
operated and lacked the educational flavour in their
implementation procedures because there was no evidence of inter-
component co-ordination of operations that addressed a common
goal of functional adult literacy (see fig.2). They did not also
seek to satisfactorily incorporate clientele participation in
their implementation. This was attested by the nature of the
isolated operations of the Income generating and Construction
Action Committees in relation to the Literacy Action Committee
(Figure 2). These three committees had no practical link, let
alone co-ordination.

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The weak links and co-ordination between components, coupled with their remote links with the literacy classes, had inflicted serious functional malaise in the adult learning situation which the management body itself could not properly identify. This was so because the other components neither viewed the literacy component as a linch-pin between them, nor as a tool to reach the educational needs and aspirations of the participants - the purpose for which they were meant. These problems perpetuated to a point that the programme lost congruence in its institutional goal achievement.

In the area of participation, clientele involvement in the FALP implementation also had its own peculiarities. Although the programme facilitated the formation of participant committees from grassroots level to management level, the role of these committees were not clearly explicit to their members. They therefore merely made demands or suggestions instead of making follow-ups and taking full responsibility of policy operations as Knowles (1980) suggested. This is also in contrast with Knowles' (1980), suggestion that the more a committee is given responsibilities, the more deeply it becomes dynamic, fully involved and committed, and the more congruent the organisation will be with the principles of andragogy. In that situation, the committees should be able to identify current community and societal problems of educational concern and to develop plans for need and interest surveys.

They should also be able to establish operational policies
and provide linkage with the target population.

These principles of andragogy, in Knowles (1980)
prescription, could not have been pursued in the K.K.FALP
because   the the K.K. FALP management did not lay the practical
basis for it, and was playing an influential and domineering role
in the operations of the participant committees. This, to a large
extent,   resulted   in   the   dilution   of   the   committees'
responsibility. These deflections within the FALP further confirm
Pemagbi's (1991) finding that a general gap exists between what
programmes   have on paper and say - and what truly   exists   as
the   real   situation in participants' involvement   in   programme
activities.

According to the Freirean philosophy of Adult Education
which the FALP claimed to be adopting, the process of Adult
Education should make provision for 'Dialogue' and
'Problematisation' as part of 'Conscientisation' which should
enable learners and decision-makers to become critically aware of
their situation out of which development strategies are designed
as a learning process. This was not the case with the
local committees and the participants themselves. Their
responsibilities were seen to be very limited in scope, to
the extent that they did not fully identify themselves with
the programme implementation. Most committee members did
not even properly know the programme and it's philosophy in the

full context and were found far removed from even knowing their roles. This in effect, could be described as a marginalisation and dilution of committee responsibilities in the programme's operations.

Furthermore, the programme's inability to properly direct itself to reflect it's operational philosophy had ill-orientated the clientele population to the programme's institutional philosophy. Clientele misconceptions resulted. Also, failing to match the participants with the desired educational environment led to low participant motivation thus affirming Boshier's (1973) congruence model. This was found to be a weakness on the part of programme management. In effect, rather than identifying current community and societal problems of educational relevance, as Knowles (1980) puts it, the established implementing local committees were pre-occupied with making demands on the programme. These requests and demands had no educational significance but when the programme failed to honour/fulfil their requests, as promised in most cases, the participants resorted to absenteeism from the literacy classes as a way of holding the programme at ransom.

Irregularities and subsequent withdrawal from the literacy classes became frequent, leading to poor class attendance. These points relate to the significance of Knowles (1980) suggestion that the creation of an educative environment involves the building of critical social systems and structures that should

serve as instruments or media through which people should be able to truly realise their worth, and to meet their human needs and goals in life. This suggestion goes in line with the Freirean conscientisation, and that when such a system fails to serve this purpose, the natural tendency of participants is to withdraw from it as it happened to the K.K. FALP.

5.3 Programme Environment

Programme environment relates to the general state of affairs that positively or negatively influence participation. It includes the overall physical, social and psychological circumstances within which the programme operated.

It is a popular notion that learning, as a process and means to development, should involve the acquisition and imbibation of new knowledge, skills, attitudes and aspirations that propel the human being to realising himself as master of his environment. Participation of the target group then becomes a crucial process in which one of the peculiar problems that affect it is the environment being either supportive or militating as barriers to participation.

An important pointer to poor class attendance and low clientele participation (as a measure of barriers in participation) was seen to be that of resentments and dissatisfaction within the learning environment. The observed poor class attendance of the current learners, the 16.0 percent of graduands (p.75) and 11.5 percent of

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non-participants (pp.77-8) expressing dissatisfaction and resentments were indicative of the presence of barriers that militated against participation.

The incidence of high withdrawal rates from the classes (pp.79-80) was another measure of resentment with the programme. These problems of resentment and disillusionment were as a result of incomplete participation in decision-making and activity implementation, lack of recognition of the worth of individuals, unavailability of requisite educational information, unfulfilled promises and the lack of a spirit of mutual trust between clientele and programme. There was also an element of suspicion on the programme management as highlighted by the clientele. These problems which posed as barriers confirm what Boshier (1973) referred to as 'Incongruencies between learners and their institutional environment'. According to him, these incongruencies are additive and that the greater the sum/effect, the greater the likelihood of non-participation or drop-out. In effect, this was the case with the FALP particularly so because there were cases in which these incongruencies were capitalised on by drop-outs to influence other drop-out-proned, as well as potential participants, to stay away from class attendance. These evidence of resentments and dissatisfaction were also partly responsible for poor clientele participation.

The magnitude of the discrepancies and incongruencies that existed between the programme, it's educational

environment and the clientele, resulting in non-participation and high withdrawal rates, are strong enough to affirm Boshier's (1973) postulation that motivation for learning is a function of the interaction between the learners' internal psychological factors and the external environmental variables. Where the resultant effects are positive, motivation and participation will be high while they drop if the reverse is the case. The reverse, however, was the case of the K.K.FALP as is partly seen in the reasons given by dropouts for withdrawal incidences.

The Co-ordinator's over-view of the programme also had much to offer in respect of the programme's implementation, participant motivation and the programme environment. The contrasting views that emerged between the Co-ordinator and his administrative colleagues, and that of the decision-making committees, are enough to affirm that he takes unilateral declarations without conferring with his administrative and decision-making colleagues. This however manifests an element of domination in several aspects of the programme's management which is believed to be the crux of the programme's many problems. This ascertains the point made by Kroma and Lakoh (1990) in their 'Partnership Review' survey that the co-ordinator lacks the management capacity to successfully manage the programme as an independent viable indigenous adult learning institution that is able to compete with other institutions of it's kind.

What was implicit in his expressed views was that he (co-ordinator) himself, as head of the programme, did not truly conceptualise the programme as a development-oriented adult learning organisation. He therefore neither visualised the programme in it's correct perspective, nor beyond the scope of what actually obtained as a problem.

His view that the participants were more interested in other activities that would meet their immediate needs, instead of participating in the programme's literacy operations, implies that the programme did not seek to stir up the community's motivation to fully participate by way of ensuring that the participants' immediate survival and psychological needs are met. This posits a confirmation of Miller's (1967) view that members of the lower social class are more interested to participate in educational activities that meet their immediate survival and psychological needs, before moving to other levels of needs.

Because of the co-ordinator's misconstrued view and his relative inability to objectively study the clientele situation for effective adult learning (pp.97-9) he did not strive to reach the programme's institutional philosophy. This,in itself had a negative impact on the programme's goal achievement.

The teaching-learning transaction was also seen as a major problem. This was largely a problem of the lack of

professionalism in helping adults to learn, the

inappropriateness of lesson contents, inadequate teaching

materials and methodology, lack of refresher programmes for

new literates and the low calibre of staff. These have

together played a combined role in making the learning

situation unattractive and unstimulating (pp.87-9). These

same views were expressed by Lappia and Pemagbi (1984) in their

study of literacy programmes in the Bo and Pujehun districts, of

which the case of the K.K. FALP was a typical example of

these problems.

Also of importance in the teaching-learning transaction

of adult, is 'Teacher Characteristics'. Out of the five

personality characteristics of facilitators in adult

learning (self-confidence, informality, enthusiasm,

responsiveness and creativity) stated by Knox (1980), only

'Informality' was observed to have been maintained in the

classes. Besides this, none of the facilitators in the

programme had the requisite training or qualification to

manage the learning situation. The fact that as high as 60

percent of the facilitators were basically primary school

drop-outs with basic literacy skills in English and no training

in adult education, was enough to tell why the literacy

classes/adult teaching was fraught with immense difficulties and

incompetences.

Apart from the fact that the facilitators were
not suitably qualified, there was also a problem of
materials and techniques. Variability in the use of
materials, teaching aids, learning facilities and techniques
which Knox (1980) says are outstanding attributes of a good
teaching-learning transaction were also absent in the
teaching-learning situation of the FALP. The use of visual
aids as codes in the Freirean adult learning situation,
which Paulo-Freire (1972) says should serve to present the
socio-economic state of the participants in a way that it
stirs and arouses a wide range of emotional and intellectual
responses out of which a 'Generative Theme' should emerge as
a topic for a lesson was, as well, realised to be completely
absent in the teaching exercises of the programme. Rather,
an arbitrary choice of teaching topics and lessons, without
reference to the learners' interests and needs, was the
day-to-day practice of the facilitators.

With all these deficiencies at work within the programme
environment, there is very little one can expect of the programme
in terms of clientele enthusiasm and participation for effective
adult learning and development. However, amidst all these
problems, literacy education, beside the provision of community
benefits, still remains a useful desire of the FALP community
which contrasts the co-ordinator's view for a change to a rural
development programme. This is implicit in the advise given by
graduands and observers (pp.74-8). Even where

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16.0 percent of graduands did not advice (p.75) and dropouts
staying out of attendance , it was a matter of resentment with
programme environment as inferred by their readiness to
re-join the programme if the situation returned to normal
(p.81). The making of efforts to give moral courage
to their community folks to attend literacy classes was a
positive environmental influence of peer and reference
groups, to motivate drop-outs and potential learners to
participate. This negates Dittmans'(1989) finding that there was
little interest in Literacy even at grass-roots level. It
was discovered in this study that even where interests in
Literacy were low, it was due to artificial management
problems rather than the mere lack of interest in literacy,
as Dittmans (1989) stated.

From the discussion of results, it is clear that the K.K.
FALP management and operations suffered a series of problems
which together down-played the merits of the programme's intended
outcomes of literacy education for rural development.

The foregoing has given the discussion of results
presented in the previous chapter. The next chapter will be
concerned with the Summary, Conclusion and Recommendations
of the study.

CHAPTER VI

SUMMARY, CONCLUSIONS AND SUGGESTIONS.

This study was undertaken to investigate and critically analyse the operations of CUSO-FALP with the view of highlighting it´s clientele participation problems, and to make suggestions for improvements where possible. The research findings revealed that the literacy programme was riddled with several operational problems that affected participation.

In the first place, the programme´s major emphasis was limited to basic/conventional literacy skills development (reading and writing). There was very little, and almost remote, evidence of functional literacy. The operations of the literacy programme, paid only lip-service to the occupationally related or development oriented activities of it´s target group. As such, the participants´ felt learning needs remained largely unaffected to a point that literacy class attendance became unattractive. Although the participants had a wide range of aspirations and desires for learning, most of these were not adequately met by the programme.

The FALP programme did not fulfil it´s institutional philosophy in the appropriate context as an adult school, but rather as a benefactor institution that provided community development benefits in terms of infrastructure. Although the community had a taste for literacy education, class attendance was not, however, associated with learning

but with extra-community benefits that gave the drive for participation. Because the acquisition of such benefits was of over-riding significance than literacy education itself, disillusionment, poor class attendance and participant withdrawal ensued when the expected benefits delayed or ceased to come. In effect literacy classes suffered poor attendance and withdrawal as a way of holding the programme at ransom for not meeting clientele expectations.

There was a cross-sectional feeling of distrust, discontentment and psychological distance between the programme management and the clientele. There were several promise-making by programme personnel as a means of attracting participants to the literacy classes. When these promises were sometimes delayed and/or not fulfilled, the participants, to a certain extent, lost confidence in the programme thus resulting in poor class attendance and, in some cases, withdrawal. Motivation to participate in programme activities was therefore grossly depraved.

Another major problem with the literacy class attendance was that of a poor and unstimulating circumstance or environment within which the classes were conducted. The learners were therefore not well motivated to participate in the classes. Other constraints included the poor quality of the facilitators (untrained and unqualified), the unavailability of appropriate teaching-learning materials and techniques, and teacher-classroom centred methodology.

The learning needs of the adult were pre-determined and did not seek to involve the learners as identifiers of their own learning needs and interests. Learning topics were arbitrarily chosen without reference to the learners'needs and interests. Motivation to learn therefore remained an untapped innate factor of the learners, since the circumstances did not foster/nurture experiential learning in order to stimulate and sustain participation.

The impressive attribute of the programme was that it had all the relevant establishment of committees for decision-making and implementation from management to the village level. These committees were said to have the fullest mandate to oversee programme operations and recommend necessary improvements as they affect their community. However, these mandates were found to be 'white-paper mandates' that were not being really practical enough to earn the programme it's decision-making merits. Decision-making, at all levels, was found to be stage-managed and master-minded by programme management. This reflected a top-down pattern in decision-making process in which opinions and views usually trickled down from management to village level. Decisions on programme implementation were therefore not truly representative of the clientele but were claimed to be so. This was discovered to be a reason for participants' psychological distance and disinterestedness in programme issues, thus eventually leading to withdrawal from class participation.

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Another attribute of the FALP programme was that it operated five (5) components in it's efforts to meet a wider category of needs. These components were well-meant to serve the literacy classes by way of information supply, (technically, occupationally and vocationally), thereby making them functionally oriented. A closer enquiry however revealed that the components/action committees lacked the requisite practical and co-ordinating linkage systems that would articulate their respective operations with the literacy component and classes.

These poor linkages and co-ordination appeared to have affected the status of the literacy component, thereby reducing its operations to basic/conventional literacy. Hence the literacy classes lacked the flavour of a good functional literacy education programme. Besides this, none of the components had a technical or professional staff for the kinds of activities they purported to undertake. Most of the staff (95 %) were not of the right calibre for the programme's operations to meet it's operational philosophy. The overall programme management and implementation therefore posed a serious problem because of the low educational backgrounds and experiences of the personnel within the programme.

From the foregoing, one can therefore see why the FALP programme lost its virtues as an adult education institution and why the participants lost interest and faith in the programme, thereby, resulting in high withdrawals and drop-out incidence.

In view of the given points, the following suggestions could be useful to redress the draw-backs of the programme:

- The entire participating community needs to be re-educated with regards to the programmes institutional philosophy. A mass awareness campaign to re-orientate the participants could be useful in re-building their minds and to wave away their misconception that the programme is a benefactor agency rather than an educational enterprise. Such awareness and re-educative measures will help to restore the programme's lost philosophy and to re-direct its operations toward meaningful adult learning so that the right clientele perception could be fetched.

- The programme management needs to be practically decentralised and liberal enough to permit community involvement and active participation at all levels. It should encourage village group dynamics and commitments to programme issues by way of sharing responsibilities to key persons within the learning community.

  -Management influence on decision making should be considerably minimised to allow the emergence of clientele-self-drive and full participation in development activities.

- The programme management needs to set up a collaborative mechanism for inter-sectorial/inter-component integration towards functional

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education and to seek professional links with other national educational institutions/organisations. This will ensure a cross-sectional fertilisation of ideas and experiences that will lead to programme consolidation in the long-run.

- The programme should cater for, and ensure the availability of appropriate calibre staff both at management level as well as activity implementation level. Each of the components/action committees should have a technical/professional head working with a team of middle-level trained personnel in the same field. These personnel must be trained, or have solid backgrounds in andragogy, communication and management skills in the broadest sense. This should also be followed by continuous and appropriate in-service training and workshops to upgrade their capability and efficiency in adult learning activities.

- Literacy facilitators should be given the privilege of regular training through in-service courses and workshops that are institutionally based. This will enhance self-confidence and high efficiency. For commitment and dedication to their job as facilitators, they should be given appreciable honorarium and other facilities that could be augmented by local support.

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- The concept of functional education must be extended, not only in principle, but in practice , to include several dimensions of individual development in the broadest sense. Aspects like political and civic education, and the participants' social system, which did not form part of the literacy exercise according to the facilitators, should also be incorporated into the learning activities in addition to those already established. These should be designed and carried out, such that the educational exercises arouse the participants critical awareness, self-consciousness and realisation of the worth of their latent talents. This will encourage the development of self-drive to satisfy their taste for learning and quest for knowledge as a means to broaden their horizons in life-long experiential learning.

- The development of curriculum and teaching materials should be a dynamic exercise that is regularly reviewed based on baseline and content surveys that take account of the learning needs and interests expressed by the community. The content should be realistic and simplified enough, yet closely linked to achievable and utilisable learning outcomes that are representative of functional literacy.

- The programme should embark on a proper planning of activities and comprehensively encompass a wider range

of operations with educational implications and .
flavour. These operations should be regularly
monitored and evaluated through a good reporting
system to assess programme output and achievement from
time to time.

-   The programme should introduce an inter-village
    literacy competition and organise field-days where the
    participants are given the opportunity to demonstrate
    their acquired literacy skills. This would serve to
    stimulate and arouse their interests and participation
    in the programme activities.

-   The programme should introduce a practice of giving
    certificates of merit to it's graduands because they
    serve as symbols of boastful achievements which also have
    a motivating element for sustaining participation.

Possible Areas for further Research

   This study was conducted to investigate the causes of the low clientele participation and subsequent withdrawals from the literacy classes of the FALP. The Research experiences and observations however suggest the need for further research in the following areas:

1. A comparative assessment of the Literacy level and skills per programme village.

2. An anthropological study of the composition of the local organisation (i.e., C.P.C. and V.D.C.), their decision-making attributes and perspectives, and how they affect clientele participation and development.

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APPENDIX 1: CONSTRUCTION ACTIVITIES UNDERTAKEN BY THE CONSTRUCTION ACTION COMMITTEE (C.A.C) OF THE PROGRAMME.

UNITS CONSTRUCTED PER VILLAGE.

VILLAGE	TBA HOUSE	WATER WELL	LEARNING CENTRE	STORE	DRYING FLOOR	TOILET	BRIDGE	TOTAL PROJECT.
1.DANDABU	–	4	1	–	–	4	–	9
2.GOLAWOMA	–	1	1	1	–	2	4	9
3.SERABU	1	1	1	–	–	5	–	8
4.KPEIMA	–	1	1	–	–	1	–	3
5.NDIAMEI	–	–	1	–	–	4	–	5
6.BOMU SAMBA	–	–	1	–	–	5	–	6
7.LUGOIMA	–	–	1	–	–	2	1	4
8.KPOWBU	–	1	1	–	–	2	–	4
9.SALEIMA	1	2	1	–	–	2	3	9
10.BARKA	–	1	1	–	–	3	3	8
11.PEHALA	–	–	–	–	–	3	–	3
12.NIAGOREHUN	–	1	1	–	1	2	–	5
13.GBEWOBU	–	–	1	–	–	2	–	3
14.KONGU	–	1	1	–	1	4	–	7
15.GANGAMA	–	–	1	–	–	2	–	3
16.MANDEIMA	–	2	1	–	–	3	–	6
17.BANDALAHUN	–	1	1	–	–	1	–	3
18.BENGIE	–	1	1	–	–	1	–	3
19.MASSAO	–	–	1	–	–	1	–	2
T O T A L	2	17	18	1	2	49	11	100

SOURCE: CO-ordinator's Report.

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APPENDIX 2a: RESEARCH QUESTIONNAIRE FOR CURRENT LEARNERS.

Introduction: These questions are meant for the adult learners that are currently attending the literacy classes. They seek to assess the entire learning situation.

Name:......................   Village....................

1. What does FALP do in your
   village?...
....

2. Why did you join the programme?..............................
   ....
....

3. Do you consider learning to be necessary for you at this
   age?   Yes/No
   Give reason(s): ....
   ....

4. What are the things you are interested in learning about?
   ....
....

5. How often do you attend the literacy classes?
   a) Punctual
   b) Occasional
   c) Irregular

   Give reason(s) in any case:

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

6. How are decisions made in the programme?....................
   ....

   a) How do you participate in the process of decision
      making?...
   ....

7. What is your level in the classes now?   Beginner/ Advance

8. Who determines what should be taught in

   the classes?...................................

9. Are your learning interests in Qu.4 met in the classes?

   Yes/No

   a) If Yes, how do you know?
   ....

   b) If No, what do you do then? ....
   ....

10. Apart from attending the classes, what other FALP activities
    do participate in ?

    Name.................... How.................... Why..........

    ....

11. What type of subjects are taught in the classes?

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

12. How is the teaching done? ....
    ....
    ....

13. Where are the classes conducted?.....................
    ....
    ....

14. In your opinion, why is literacy class attendance poor
    in your village ?...
    ....

15. How do you think the problem of poor attendance can be
    solved in your village? ....
    ....
    ....

APPENDIX 2b: RESEARCH QUESTIONNAIRE FOR WITHDRAWAL(Dropouts).

<u>Introduction:</u> These questions are meant for people that have ceased or withdrawn from attending the literacy classes. They seek to investigate the causes of withdrawal.

Name: .... Village......................

1. What do you know about FALP and it's operations in your village ? ....

2. Why did you join the FALP ?........................

3. Did anybody influence you to join the programme?

   Yes/No.

   a) If yes, Who?................... How?..........

4. Were your reason(s) in Qu.2 met by the programme?

   Yes/No.

5. At what level in the learning process did you withdraw?

   Beginners/Advance

6. Why did you withdraw from the programme?.............

7. How are decisions made in the programme?.............
   ....
   ....

   a) How did you participate in the process of decision making?...
   ....

8. At the moment do you participate in other activities of the FALP? Yes/No

   If Yes ,

   Which?............ How?............ Why?............
   ....

   If No, Why?...

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9. Have you personally advised anybody to join the FALP?

   Yes/No

   Give Reason(s).....................................
   ....
   ....

10. Would you join FALP again if possible? Yes/No

    Give reason(s)...................................
    ....

11. What do you think are the problems affecting literacy
    class attendance?................................
    ....
    ....

12. What other general problems do you see affecting the
    operations of FALP?..............................
    ....

13. Suggest ways in which these problems could be solved to
    improve the situation............................
    ....
    ....

APPENDIX 2c. RESEARCH QUESTIONNAIRE FOR GRADUANDS.

Introduction: These questions are meant for participants that have graduated through the literacy programme. They seek to evaluate the programme in respect of their (graduants) development as well as examining the general situation that affects literacy class attendance.

1. Name...................... Village...................

2. What is FALP doing in your village?.................
   ....
   ....

3. Why did you join the FALP?.......................
   ....
   ....

4. Were your reason(s) in Qu. 3. met by the programme?
   Yes/No

5(a) What did you expect to learn?...................
   ....
   ....

(b) What did you actually learn.....................
   ....
   ....
   ....

6. At what level did you graduate from the literacy classes?

   Beginners/Advance

7. How regularly did you attend the literacy classes?

   a)Punctual
   b)Occasional
   c)Irregular

   Give reason(s)...............................
   ....
   ....

8. Did you see any need to continue the learning process to completion?

   Yes/No

   Give Reason(s)...................................
   ....
   ....

9. After the learning process, did you find the experiences useful?

     If Yes, to what use have you put them?..............

     ....

     ....

     If No, Why?................................

10. Since graduation, have you ever participated in any refresher programmes?

     Yes/No

     a) If Yes, which ones?................. Why?.........

     b) If No, why?...

11. After graduation, have you ever convinced any person to join or continue literacy class attendance?

     Yes/No

     Give reason(s)...

     ....

     ....

12. How are decisions made in the programme?...........

     ....

     ....

     How do you participate?...............................

     ....

13. What general problems do you see affecting literacy class attendance?...............................

     ....

     ....

14. What suggestions do you have for the improvement of the programme and the literacy class attendance?........

     ....

     ....

APPENDIX 2d. RESEARCH QUESTIONNAIRE FOR OBSERVERS.

Introduction: The questions contained here are meant for people that stay in the programme villages but are not registered in the literacy classes. The aim is to find out why they choose to remain observers, and to have their views and opinions about the programme's operations.

Name........................ Village....................

1. What do you know about FALP and it's operations in your village?...
....

2. Do you consider learning to be useful to you at your age?

   Yes/No

      Give reason(s)...
      ....
      ....

3. Why don't you attend the literacy classes?............
....
....

4. Have you ever convinced anybody to join the literacy classes?
   Yes/No

   Give Reasons..
   ....
   ....

5. What general problems do you see affecting literacy class attendance in your village?.............................
....
....
....

6. What suggestions do you have for improving the programme?
....
....

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APPENDIX 2e: QUESTIONNAIRE FOR C.P.C. MEMBERS.

Introduction: These questions are meant for the Central Planning Committee members who form part of the programme management body. The aim is to investigate the decision-making aspects of the programme.

Name...................... Village........................

Social Status (if any)................................

1. How did you become a C.P.C member?

   Appointed?............. By?...............

   Elected?................By?..............

2. How are decisions made or taken in the programme?......
   ....
   ....

3. How do you participate in the decision-making process?
   ....
   ....

4. What are the basis of the decisions made?

   a)Community Needs
   b)Occupational Needs
   c)Learning Needs
   d)Programme Needs
   e)Others (specify).................................

5. How are the decisions implemented?....................
   ....
   ....

6. What has the FALP done in your village?..............
   ....
   ....

7. How do you believe can literacy participation and class attendance be improved in the programme area?.........
   ....
   ....

APPENDIX 2f: RESEARCH QUESTIONNAIRE FOR LITERACY
FACILITATORS.

Introduction: These questions are meant for the literacy
facilitators who run the literacy classes. The aim is to assess
the teaching-learning situation .

Name:..................... Village.......................

Marital status.................

1. What is your level of education?

   Type   Level

a) Formal Schooling   ....
b) Informal Schooling(specify)...........   ....
c) Literacy(specify)....................   ....

2. What training exercises have you had?
        Type   Level
      Adult Education   ....
      Seminars   ....
      Workshops   ....
      Study Tours   ....
      Others(specify)   ....

3. What teaching method(s) do you use in your lessons
      Teacher centred
      Classroom centred
      Group discussions
      Performance oriented
      Out-of-class lessons

4. What motivation techniques do you use to manage the
   learning situation?
      ....
      ....
      ....
      ....

5. What Teaching-Learning facilities are available and used
   in the classes?
      ....
      ....
      ....
      ....

6. How do you assess the performance of the learners for
   promotion to the advance level?
      ....
      ....

7. How are decisions made in the programme?
   ....
   ....
   ....
   ....

8. How do you participate in decision making?
   ....
   ....
   ....

9. How are the decisions related to adult learning?
   ....
   ....
   ....

10. What has the FALP achieved in your village?
    ....
    ....
    ....
    ....

11. Why is class attendance poor in your village?
    ....
    ....
    ....
    ....

12. What can you suggest for the improvement literacy operation.
    ....
    ....
    ....
    ....

APPENDIX 2g: RESEARCH QUESTIONNAIRE FOR FALP ADMINISTRATIVE STAFF.

<u>Introduction:</u> These questions are meant for the administrative staff of the FALP. They are intended to investigate the management situation of the programme.
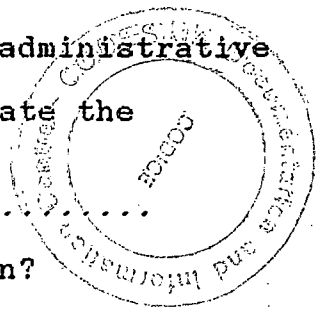
Name .... Resident village..............

1. Which programme component/committee do work in?
   ....

2. What is your designation?.......................

3. What type of job do you do?(describe)...............
   ....
   ....
   ....

4. What is your educational background ?

<u>Level</u>	<u>Qualification attained</u>
a)Primary school	....
b)Secondary school	....
c)Higher institution	....
d)other level(s)	....

5. How are programme decisions made and implemented?
   ....
   ....
   ....
   ....

6. How do you relate your operations with the other components? (co-ordination)
   ....
   ....
   ....
   ....

7. How does your component operations relate to the literacy operations?
   ....
   ....
   ....
   ....

8. What has the FALP achieved in it's programme area?
   ....
   ....
   ....

9. In your opinion, why is literacy class attendance poor in the villages?

   ....

   ....

   ....

10. Suggest ways in which you believe these problems of poor

    class attendance could be solved.

   ....

   ....

   ....