



The Leap to Literacy and Life Change in Northern Ghana

An Impact Assessment of School for Life (SfL)

Final Report

**By Dr Leslie Casely-Hayford and Adom Baisie Ghartey (External Consultants) and
The SfL Internal Impact Assessment Team
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This study is dedicated to Philip Natuk Bilikuni, the Saboba District Supervisor who died in a motor accident in the process of the Impact Assessment (IA). Philip was a very committed educationist and served with SfL for several years.

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Mr Sulemana Osman Saaka, Programme Director,
Mr Hussein Abdul. Ziblim, Deputy Director Operations,
Ms Helene Horsbrugh, Programme Development Advisor, and
Mr A. A. Huseini, Principal Educationist.

The Field Teams for the IA Tracer Study included the following people:

Name	Designation	Location or institution	Field Team
Hussein A. Ziblim	Deputy Director Operations	Head office	Team 1
Dramani Isaac Imoro	District Coordinator	East Gonja	Team 1
Natuk Bilikuni Philip	District Supervisor	Saboba/Chereponi	Team 1
Hussein Muhib	District Supervisor	Gushegu/Karaga	Team 1
Esther Samuel	Gender Specialist	National Vocational Training Institute	Team 1
Bawah A Yussif	Area Coordinator	Tamale Area Office	Team 2
Khalid Abdul Manan	District Coordinator	Zabzugu/Tatale	Team 2
Grace Abudu	Educationist	Head Office	Team 2
Abdulai Musah Gonje	District Supervisor	Tolon/Kumbungu	Team 2
Khadija Osman	Former SfL Facilitator, now teacher under UTDBE	Gushegu Karaga	Team 2
Adom Baisie Gharthey	External Consultant	Gharthey Associates	Team 3
Iddrisu Iddi	Area Coordinator	Yendi Area Office	Team 3
Abdulai T Sulemana	District Supervisor	Tolon/Kumbungu	Team 3
Panya Comfort	District Supervisor	Nanumba	Team 3
Joshua Wumbee	Senior Researcher	Associates for Change (AFC)	Team 3

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- Mrs Grace Abudu, Educationist, School for Life
- Mr Iddrisu Iddi, Area Coordinator, School for Life
- Mr K. K. Hayford, Associate Researcher, Gharthey Associates
- Mr Roland Akabzaa, Research Officer, Associates for Change

- Mr Quansah, Associate Researcher, Associates for Change
- Ms Bib Hughes, Associate Researcher, Associates for Change

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List of Abbreviations

ADEA	Association for the Development of Education in Africa
PDO	Afram Plains Development Organisation
BoD	Board of Director
BECE	Basic Education Certificate Examination
CEP	Complementary Education Programme
CBO	Community – Based Organization
DANIDA	Danish International Development Assistance
DC	District Co-coordinator (SfL position)
DCD	Department of Community Development
DCE	District Chief Executive
DKK	Danish Kronner
DPC	Deputy Programme Co-ordinator (SfL Position)
DS	District Supervisor (SfL Position)
EC	Executive Committee (of SfL)
EFA	Education for All
FCUBE	Free Compulsory Universal Basic Education
GDCA	Ghana Developing Communities Association
GDCP	Ghanaian Danish Community Programme
GES	Ghana Education Service
GEU	Girls’ Education Unit
GILLBT	Ghana Institute of Linguistics, Literacy, and Bible Translation
GM	General Meeting
GNAT	Ghana National Association of Teachers
GNECC	Ghana National Education Coalition Campaign
GoG	Government of Ghana
GV	Ghana Venskabsgrupperne
IA	Impact Assessment
JSS	Junior Secondary School
MCA	Mini-Capacity Assessment
MER	Monitoring, Evaluation and Reporting
MOESS	Ministry of Education, Science and Sports
MTR	Mid-Term Review
NNED	Northern Network for Education Development
OD	Organisational Development
P1-P3	Primary School Grade 1to 3
PC	Programme Co-ordinator (SfL position)
RCC	Regional Co-ordinating Council
RDE	Royal Danish Embassy
SC	Steering Committee (of GDCA)
SfL	School for Life
SHP	Self-Help Pool
SSS	Senior Secondary School
ToR	Terms of Reference
TTC	Teacher Training College
USD	United States Dollar

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1.0 Introduction and Overview

The Ghana Living Standards Survey (2000) reveals that poverty rates are increasing in deprived areas of the country particularly where there is extreme poverty. The Northern, Upper East, Upper West, Central and Western Regions have the highest incidence of poverty where more than 50% of people live below the poverty line (i.e. live on less than 1US Dollar per day) and as many as 30% live below the extreme poverty line (i.e. people living on less than ¼ of a Dollar per day). Nineteen of the 40 most deprived Districts in Ghana fall within the 3 northern regions¹. One clear indicator of this deprivation is the fact that educational development in Northern Ghana lags behind the rest of the country. The poor level of educational development in Northern Ghana has its roots in Ghana's colonial past². In spite of certain remedial development measures being implemented since independence, the phenomenon of north-south labour drift is still exhibited particularly by young girls³.

In response to the peculiar educational problems in Northern Ghana, the School for Life (SfL) Programme was developed. The programme started in 1995 as a pilot project in two Districts of the Northern Region with 50 classes in each District. The two partners to the programme, the Ghana Developing Communities Association (GDCA) and the Ghana Friendship Groups in Denmark (GV), succeeded in developing an effective model to provide functional literacy to out-of-school children in rural areas. Following this success, the scale of service delivery was increased during the second and third phases of the programme. In Phase 2, (1998 to 2003), SfL was implemented in 8 Districts and benefited 40,000 children. In Phase 3, (2003 to 2008) the programme area was expanded to cover 10 Districts and 48,000 children, with mainstreaming, advocacy and replication becoming part of the programme strategy.

SfL's mainstreaming efforts aim at contributing to the improvement of quality in the formal school. The main activities in this area include the integration of SfL Facilitators into the formal system along with teacher training and support at the lower primary school level to improve instructional practices of teachers. In the third phase, replication was defined as the implementation of SfL by other donors and organisations. The mid-term review of SfL Phase 3, which took place in June 2006, defined future perspectives for the Programme and acknowledged its extensive experience, setting out a timeframe and direction for planning Phase 4. Key milestones in the plan included implementation of an extensive impact assessment; conclusion of a change management process on the cooperation and partnership among the GV SfL Committee, GDCA SfL Executive Committee (EC) and the SfL management; establishment of an Advocacy Think Tank to develop advocacy strategies for Phase 4; and formulation of visions for Phase 4 by both SfL (EC and Management) and the SfL Committee.

School for Life is a functional literacy programme for out-of-school children in the Northern Region of Ghana⁴. The programme is designed as a complementary educational programme targeted at children between the ages of 8-14. The programme offers a nine-month literacy cycle

¹ Half of the deprived districts are found in the Northern Regions of Ghana

² The colonial administration sought to limit education in the north to the barest minimum required for its rule.

³ Such girls serve as head porters ('kayaye'), restaurant attendants and house helps. The situation is compounded by certain socio-cultural practices which retard education of children. In this respect, girls are particularly more affected than boys.

⁴ SfL is one of the subsidiary NGOs affiliated to an umbrella organization—the Ghana Developing Communities Association (GDCA).

in the mother tongue,⁵ aimed at assisting children attain basic literacy skills and then integrate into the formal education system.

Although there have been several monitoring and evaluation exercises over the past twelve years of the programme, including a number of reviews, studies and assessments, no systematic assessment of the significant and lasting changes brought about by the programme have been made to date. “The SfL Impact Assessment was designed to serve this purpose (*School for Life TOR document, 2006*)”.

The main objective of the impact assessment has been to analyse and document the impact of the SfL approach on the delivery of quality education to children in underserved areas of the Northern Region. The IA was designed to focus on the replication and mainstreaming possibilities of SfL. In more specific terms, the impact assessment sought to:

- i. identify the significant and lasting changes created by SfL in individual lives and local communities;
- ii. offer explanations as to how SfL interventions have affected these changes (cause-effect), using the mandatory components and values of SfL as points of departure;
- iii. explore the potential for replication by development agencies and integration of the SfL approach into the formal system as a means to offer quality education to the underserved populations of Northern Ghana; and
- iv. identify any other effects/changes necessary for meeting the overall objectives.

The IA was designed to be a “high level strategic exercise” focusing on replication and mainstreaming possibilities of SfL. The main focus of the study was aimed at providing an assessment of the impact of the SfL programme on the participants, families, communities, Facilitators and schools which have received SfL support. This involved a focussed assessment of the main factors which were essential to achieving programme impact, success in achieving literacy attainment and sustained change at the individual, family and community levels. These factors are considered in relation to aspects of the SfL programme that are potentially viable for replication and mainstreaming within the civil society and public sector of education.

This report documents the outcomes of the IA. It is divided into 12 chapters and provides detailed information on the findings and data collected as part of the IA of the SfL programme. The first two chapters provide overview of the methodology and approach adopted for the study, and the context of education in Northern Ghana. The third and fourth chapters focus on the impact of the SfL programme in relation to access, retention and attainment, as well as the quality and learning outcomes of the SfL programme. Subsequent chapters (5, 6, 7, 8 and 9) explore the impacts at the individual, family and community levels before moving to the Facilitator and district levels. The final three chapters review the key lessons learned, and factors attributed to the impacts in the areas of literacy attainment, child and community empowerment, as well as social transformation, before considering the potential for replication and mainstreaming, and finally the key recommendations.

⁵ SfL currently works in 8 local languages (L1). The selected language must have its own written form.

Main Findings

The “Leap to Literacy” is the story of the School for Life programme and the impact this programme made over the last 12 years on the lives of over 85,000 children in the Northern Region of Ghana. The research is based on a one year participatory study of the programme from a beneficiary and family perspective. Over 77 in-depth interviews were held with ex SfLers and their families along with over 50 non SfLers and their families in communities which had participated in the programme three, six and nine years ago. The impact study traced over 77 children in nine schools across three districts in the Northern Region who were enrolled in the primary to Senior Secondary School (SSS) level in order to elicit their experiences from the SfL programme. The information elicited focused on what they learned, and how these experiences had changed their life, and that of their family and community. The study explores the keys to the programme success and the impact the programme made on the ex SfLs and ex SfL Facilitators across the Northern Region of Ghana.

Overall, the findings of the IA were very positive, indicating that SfL has made an impact on improving access and retention of children across the 12 Districts that benefited from SfL’s interventions in the Northern Region. SfL has had a huge impact on improving the levels of educational attainment and achievement among ex SfLers within the formal school system. According to the IA, SfL has had remarkable success in addressing gender inequality by, among other things, helping parents to rethink the value of girls’ education. This has resulted in improved retention rate in the formal school system and a lower dropout rate in the Northern Region.

The main findings from the study reveal that:

- The ex SfLers were children from families who had already sent some of their children to school but needed the children on the farm or in the household to assist with chores.
- Over 90% of children between ages 8-14, who enrolled in SfL class, graduated from the class; 65% of those enrolled in SfL were integrated into the formal system.
- The integration of SfLers into the formal system has had a major impact on the Gross Enrolment Rates (GER) in the Northern Region. The Ministry of Education found that at least 2-3% of the increase in GER was due to the presence of the SfL programme.
- The SfL programme was having a particularly positive impact on parent’s attitudes towards girls’ education. At least 50% of those enrolled in the programme were females of which a large proportion were completing and entering the formal system and remaining in the system until the higher levels of education (i.e. SSS).
- SfL was demonstrating strong retention and completion rates in comparison to non-SfLers.

In terms of the SfL outcomes regarding the learners and their families and communities:

- SfL provided a solid foundation for SfLers to move from mother tongue learning and helped them accelerate in their academic performance once integrated into formal school.
- The values embedded in the SfL curriculum proved to be a contributory factor to their level of discipline. This coupled with high academic performance earned ex SfLers leadership roles in their classes and schools.

Keys to programme success are based on:

- Flexible school systems that allow children who are not likely to attend school to become literate, often influencing their parents to send them to the formal school.

- Mother tongue literacy approaches using phonic and syllabic methods were key in helping children break through to literacy within an accelerated period (nine months, compared to three years within the formal system).
- Encouragement, patience and commitment exhibited by SfL facilitators in using the methodology to help children break through to literacy.
- Awareness of children interviewed of the methodological reasons they had succeeded in learning to read and write. They attributed these to the usage of the mother tongue, and syllabic and phonic approaches used by SfL. Most spoke of how they had used these same methods to learn to read the English Language.
- The differences between the SfL programme and the formal school system cited by SfLers include the methodologies, commitment of the Facilitators, availability of free books, ability to take the books home to read, absence of school uniform requirements, flexible timing of the class and medium of instruction. Several of the children spoke of the usage of the syllabic drill which was not a method used in the formal system.
- The cultural relevancy of the curriculum had profound impact on helping learners build their confidence in learning to read at an older age.

The main recommendations include the following:

Growth and scale of the programme

- The SfL programme should continue to grow and maintain quality in order to consolidate and build on the achievements of the programme over the last 12 years. The programme should remain focused to ensure that the out of school populations in old and new communities are reached by the programme. It is recommended that a target of 100,000 be considered by DANIDA for Phase 4 financing. Focus on the Northern Region should be maintained with a proportion in the Upper East and Upper West Regions where the EQUALL project is active and will not complete a full cycle of work.
- The findings of the IA suggest that SfL should take systematic steps to present the findings of its work to the highest levels of Government to demonstrate the cost effectiveness in providing a more accelerated and adaptable approach to literacy attainment among out of school populations in Northern Ghana.

Advocacy and Public Awareness work

- Advocacy and research work should continue with SfL in order to ensure that the Government and other interested organizations are able to understand the key impacts of SfL and ensure that their commitment to complementary education is fulfilled (i.e. GPRS and ESP).
- SfL needs to produce a documentary on its activities as part of its sensitisation programmes and activities.
- It can play an advocacy role to link other organisations with support for income generation activities to assist families of SfLers to educate their children. SfL needs to explore the possibility of collaborating with other NGOs in introducing micro credit to support women who are facing financial difficulties in supporting their children's education.

Operational recommendations

- Due to large family sizes, endemic poverty and food insecurity in northern Ghana, SfL should consider not pulling out of the communities when they have exhausted the out of school population. It should consider more sustainable community-based approaches to assisting communities continue the programme with minimum interventions after the average 3 year cycle is completed. It should use the strength of local SfL committees and other CBOs to assist with ensuring sustainability of the programme. Accordingly, the possibility of accessing the capitation grant for funding SfL activities should be explored.
- SfL should consider more innovative approaches to support Facilitators who have served the programme for a minimum of two years in transition to the world of work. Counselling and job placement programmes should be part of the process of helping Facilitators, as well as potentially increasing their stipends, given the lack of community support in this regard.
- It should develop a second level (one year additional literacy programme) in close collaboration with the Ministry of Education in order to improve the transition skills of children to the broader world of work. This will ensure that SfL graduates are better prepared to engage in income earning activities if they do not integrate into the formal system of education. This model would benefit the large numbers of children who dropout or do not complete basic education and remain illiterate, particularly in very hard to reach areas.
- SfL should develop a more strategic approach to reaching out to potential replicators through existing educational networks such as Northern Network for Educational Development (NNED) and Ghana National Education Coalition Campaign (GNECC), particularly in the Upper East and Upper West Regions, and across the 58 most deprived districts in Ghana who are interested and capable of using complementary education.

Target population and curriculum

- The target population for SfL should include children who have dropped out of school and who did not acquire the basic skills of reading and writing while in formal education.
- SfL should explore the possibility of linking non integrants to vocational training options in order to cater for the needs of those that are not academically inclined. It should reintroduce more skills-based work in its programming to reinforce skills-based education within its programme.

Families and communities suggested that the programme should be extended from nine to twelve months. They recommended that SfL should go back to the communities, since they are still in need of the programme. They stressed the need for SFL to maintain stronger linkages with the communities once they pull out.

The International and National goals of ensuring that a growing number of out of school children and dropouts from the formal education system are given the opportunity to attain basic literacy skills will require that SfL continues to be supported to implement its main programming work with a smaller proportion of support for the NGO replication model. SfL should continue to focus on government mainstreaming opportunities by continuing to train teachers in the lower primary levels with their methodology and linking its ex Facilitators to the District Education Directorates as potential pupil teachers. The future of assisting large numbers of out of school children attain basic literacy levels in Northern Ghana will depend on programmes like SfL continuing to be involved in direct service delivery. SfL should continue to have at least 80% of its resourcing

focused on main service delivery activities, and 20% of financing supporting potential NGO replicators through a model which involves secured financing.

Since 2004, SfL has worked in collaboration with the Education Development Centre (EDC).⁶ The final phase of the EQUALL project will not ensure that the sustainability and long term commitment SfL usually offers the people of Northern Ghana are met. The IA discovered that the values and principles of SfL have been somewhat compromised to accommodate the scale in which the EQUALL project offered its interventions (over 31,000 children would benefit). It is recommend that Phase 4 assist SfL programme continue to ensure that the normal expansion and consolidation cycles started by the EQUALL project be completed in the coming phase. The districts where EQUALL is currently active in the Upper East are: Bawku West, Bongo, Talesi Nabdam; in the Upper West: Jirapa Lambrussie, Lawra and Nadowli; in the Northern Region they are: Central Gonja, West Gonja and East Mamprusi)⁷.

⁶ SfL is actually working in 12 districts since the re-demarcation of two more districts from two existing districts in Northern Ghana (Nanumba and Gusheigu Karaga). For the purpose of the IA we kept to using 10 districts to reflect the old district demarcation.

⁷ Most of these districts will have had only one or two cycles of SfL intervention when donor funding stops.

1.1 Methodological Approach

The impact assessment of SfL was undertaken over a one year period. During the period, external consultants worked closely with the SfL internal team to conduct an in-depth analysis of the major changes and impact of the SfL programme over the last 12 years of implementation. The three phases of the SfL programme were reviewed using a longitudinal and comparative approach, tracing ex SfLers, their non SfL counterparts and families across three points in time:

- Ex SfLers, and their families who had completed SfL classes 2-3 years ago (Phase 3 SfL beneficiaries and could mainly be found at the upper primary level of formal education),
- Ex SfLers who had completed SfL classes 4-5 years ago (Phase 2 SfL beneficiaries, most of whom were found at the Junior Secondary School (JSS) level of education), and
- Ex SfLers and their families who had completed SfL classes over 8-9 years ago and could be found at the Senior Secondary School (SSS) level of education.

Three major phases of research were used in conducting the IA. In the first phase of research, the IA team gathered primary and secondary data, mainly quantitative in nature, and covering all the 12 intervention districts in the Northern Region of Ghana. Volume 3 of the IA study contains the instruments used in this phase of the study. This phase of the research provided the study team with data on key educational indicators over a 12 year period and signalled areas for further exploration using a more qualitative approach.

The second phase of research involved an in-depth tracer study which used mainly qualitative techniques such as in-depth interviews and focal group discussions with key beneficiaries (ex SfLers—integrated into the formal system and ex SfLers not integrated, their families and communities) over the 12-year period. The IA also involved interviews with other key stakeholders connected directly and or indirectly with the SfL programme, including chiefs and elders at the community level, head teachers, teachers and district assembly representatives. The field guide and implementation plan for the roll out of this phase of work is contained in Volume 3 of this report. The field guide preparation went through several revisions and workshops before it was piloted in two communities in the Savelugu District with the entire team. The IA study team took care to ensure that team members were fully conversant with qualitative research techniques and modes of reporting in order to capture the “voices of the beneficiaries” as well as potentially rich ethnographic data for the IA study. The local language was used for most of the interviews and focal group discussions. Translation into English and field notes were developed during the evenings and on weekends. Reporting formats were provided to the entire IA team. However, some of the researchers were selected to test out a more liberal approach which allowed them to report using their own discretion (“free flow”). This turned out to be far more valuable since the researchers were not limited by the reporting formats in capturing the life stories of the SfLers. Each team had at least two people using the “free flow” approach for reporting.

Immediately after the 30-day field exercise, a three-day debriefing and reporting workshop was held with the entire team to assist the team leaders capture the main findings across the three field work sub-teams, and to allow the teams to finalise their notes before dispersing. It provided valuable insights on the outcomes of the study to the writers of this report.

The tracer study component of the impact assessment focused largely on in-depth interviews conducted with both the ex SfLers who integrated and those had not integrated into the formal system along with their families at the community level. Nine communities across three SfL focal

districts were selected (Gusheigu, Yendi and Nanumba Districts) along with one pilot district (Savelugu/Nanton District) to test the instrumentation⁸. All the districts selected had been actively involved in SfL programming for the last 8-12 years and were in two cases the “pioneer” districts in the programme. Districts selected reflected an ethnic and linguistic mix where possible (e.g. Nanumba and Gusheigu Karaga). Communities were selected based on the following criteria:

- Having a large proportion of ex SfLers and their families available for interview at the community level and identified by ex SFL children attending the tracer study schools;
- Ethnic and linguistic mixture; and
- Length of time since SfL closed its classes. Communities which had no programme running for at least 2-3 years or longer were of high priority.

In addition the IA team conducted 22 in-depth interviews with ex SfL Facilitators across the three IA districts and interviewed District Education Officers involved with the programme. Focal group discussions and in-depth interviews were conducted with key community representatives and a cross section of SfL families who had children integrated and not integrated into the formal education system.

Other research exercises

Two other exercises conducted as part of the overall impact assessment were the community mini study on access to education which helped determine the current numbers of out of school children in old SfL communities, and the replication workshop. The mini study was conducted in five old SfL communities who no longer had the programme running for at least 5-7 years in order to assess the number of out of school children existing in the community. It helped the IA team to determine the degree to which communities were able to sustain changes in relation to access, attitudes towards education, and patterns related to sending all their children to school after having completed the SfL cycles, in the face of endemic poverty and socio-cultural practices which do not favour girls’ education⁹.

The second major exercise was a “Replication Workshop” held with key stakeholders including senior representatives from the Ministry of Education and Ghana Education Service (GES), Regional and District Directors of Education across three districts: Bole, Sawla Tuna Kalba and Gusheigu. The Replication Workshop helped to review the lessons learned in replication over the last four years based on concrete examples and experiences of three replicators in Ghana (PAPADEV, EQUALL and Roots and Futures). The workshop helped the IA team to understand the Ministry of Education’s vision for future policy work on complementary education, replication potential, take up and mainstreaming work in the area of complementary education provision.

The third phase of the research involved the data analysis and writing stage using a team approach, involving five of the SfL internal IA team members over a two month period. Often in research of this nature the people collecting the data are not always involved intimately in its analysis and writing. The IA study team made efforts to ensure that field researchers were also involved in the analysis. Coding sheets were jointly developed and an interactive process of data analysis was

⁸ These three focal districts are currently considered 5 administrative districts according to the new administrative demarcations of the country since Nanumba is broken down into Nanumba North and Nanumba South... Gusheigu is also broken down into two administrative districts. For the purposes of this study the old demarcation was used for ease of comparison with national statistical data.

⁹ SfL is usually in a community for at least three 9 month cycles.

used to identify key emerging themes, and collective reflection on key findings/ results across the different stakeholder groups, levels of educational attainment and districts involved in the study.

The final phase of research will involve stakeholder meetings at the national and regional levels to disseminate the findings, receive feedback and launch advocacy work at the national level involving key government agencies. As part of the IA, a preliminary results paper was provided to the Government of Ghana (GoG) and senior officials at the Ministry of Education, Science and Sports (MOESS) in order to feed into the Annual Education Sector Review. A documentary on the story of School for Life will also benefit from the content of the IA in the coming months.

1.2 Reflections on the Approach

The IA took a participatory approach which involved most of the senior and junior SfL staff in all aspects of the IA, including preliminary data collection, field work during the tracer study and analysis of the data. The study was carried out in a manner which enabled the people who have implemented SfL to learn from the field and hear from the ‘voices’ of those who had benefited from the programme over the last 12 years. A strategic decision by senior management was taken to use the IA as a capacity building process with staff in order to improve monitoring and evaluation capacities of the organisation, and learn from the past. The Impact Study was therefore an exercise in learning. This required that at all stages of the research --- the researchers were reminded to reflect on their position as researchers and what they might be bringing into the study. They were also advised to carefully consider how the communities they were going to enter might perceive their presence.

The IA study team found that the rapport built between the SfL programme and the communities enabled the field teams to capture the current status of these communities in relation to educational development, their children’s learning outcomes from the programme and their future aspirations. The teachers at the school were able to provide a very candid appraisal of the programme based on the experience of working with ex SfLers enrolled in the classes.

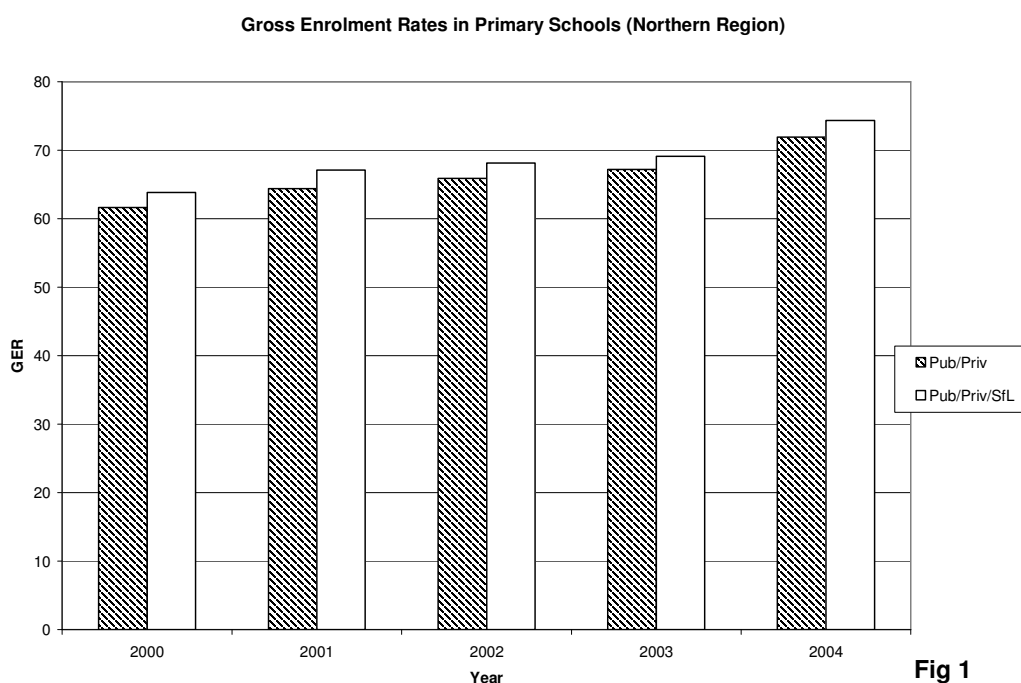
There were some challenges which the field teams encountered particularly given the harsh terrain and often uncomfortable living conditions. Lack of potable water and other basic amenities such as electricity made the writing up of field notes even more challenging. The main challenge of the research was related to how to conduct the qualitative study given the varied backgrounds of the 20 field team members. The IA consultants decided on using two approaches to the study reporting: one approach gave the field researchers all the necessary writing up reporting formats necessary for capturing the answers to the questions; and the other, called “free flow”, enabled the more experienced field researchers to just let the answers be written according to how they were given back in the field. The later was an excellent experience and proved to be the most valuable data which the tracer study revealed. The next main challenge was compiling a study of this nature with all the quantitative and qualitative data which was collected from the field. The team decided to take a predominantly qualitative approach based on the experience and reliability of statistical data collection in Ghana where records are often difficult to find. This is a caution to the reader that in most cases where quantitative findings are presented, these are either validated or challenged based on the qualitative findings from extensive qualitative field work. Although this approach was very challenging, it enabled the team to see the breadth of SfL’s impact over the last 12 years and at the same time move deeper into the importance, meaning and understanding behind the scale of the work on the lives of the individuals, families and communities involved in the programme.

2.0 Context of Education in Northern Ghana

Over the last 12 years, research in Ghana suggests that there has been only modest improvement in the gross enrolment and net enrolment rates with some significant changes in Gross Enrolment Ratios (GER) and Net Enrolment Ratios (NER) over the last two years. Trends in the last two years suggest a dramatic improvement in GER and NER, particularly in the Northern Region of Ghana. This has been linked to the introduction of the capitation grant and collective interventions of some service providers, including SfL who are reaching scale¹⁰. The recent Ghana Education Sector Review (ESR) and an MOESS's own assessment of Complementary Education (CE) suggests that CE programmes have been one of the main factors around the substantive improvement in enrolment in Northern Ghana (MOESS, Basic Education Division, 2006).

“The level of patronage of complementary education as compared to that of the public school was therefore higher. This comparative advantage might be due to the flexible school environment, high level of community involvement and more child centred pedagogical approaches adopted by the complementary schools. Factors all of which are normally absent in mainstream schools...It was also observed that complementary schools had so far provided a big boost to enrolment in public primary schools...As a result of SfL operation, the GER for the Northern Region increased on the average by 2.3% (2.7% for boys and 1.8% for girls). This simply means that the complementary school system has the potential of accelerating a nation-wide enrolment growth if it were to be seriously adopted and pursued as a national strategy.” Figure 1 provides comparison of the SfL. (MOESS, 2006, p8).”

Figure 1

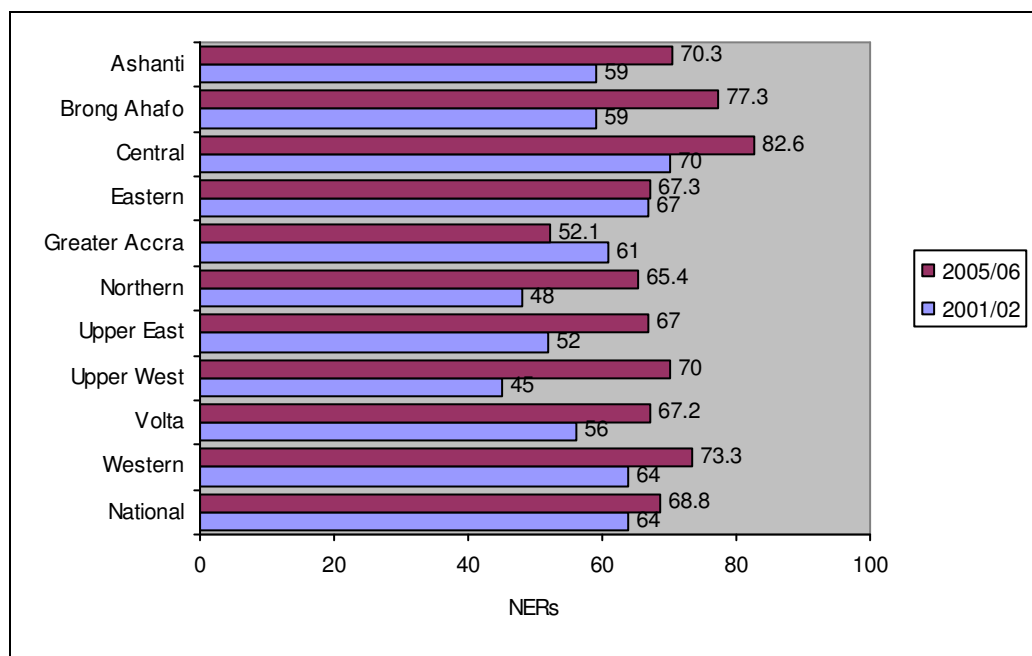


(Source: MOESS, 2006)

¹⁰ See Thompson and Casely-Hayford (2007). The Financing and Outcomes of Education in Ghana. (forthcoming publication)

The latest data from the MOESS, although ‘provisional’, suggests that despite improvements in the GER and NER, there remains a large out of school population, particularly in the Northern and Upper East regions of Ghana where poverty and negative socio-cultural practices prevent particularly girls from accessing the formal education system. Figure 2 provides some of the overall trends in NER across the regions of Ghana over the last five years. Disaggregated data for NER across the four IA focal districts reveals a much more negative trend (see chapter 3 of this report).

Figure 2: Net Enrolment Ratio in Primary Schools by Region – 2001 vs. 2005



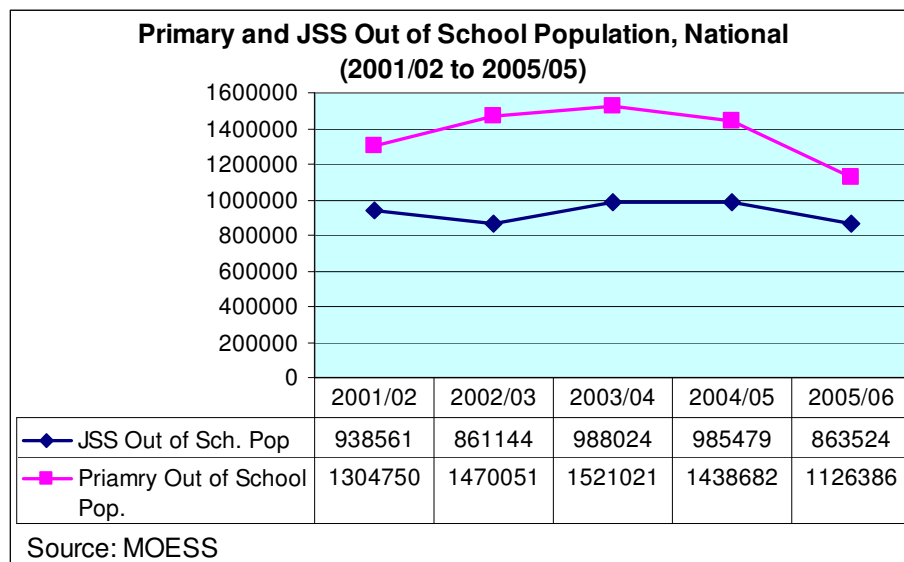
Net enrolment ratios follow similar trends, with the Northern, Upper East and Upper West Regions experiencing the greatest increases over the previous five-year period. Evaluative studies of the donor programmes in the region suggest that there are several major interventions helping to increase the enrolment rates at primary and JSS levels: food incentives and feeding programmes particularly aimed at attracting and retaining girls in the northern regions (e.g. CRS and WFP). The other major interventions demonstrating long term impact at the district and regional levels include complementary education programmes like the SfL model (Casely-Hayford, 2007).

2.1 Out of School Population Across the Northern Regions of Ghana

Ghana still has a high proportion of out of school children with 1,126,386 children within the 6-11 year old cohort out of school and at least 863,524 within the 12-14 age cohort of out of school (see Figure 3). This indicates that at least 1,989,910 children in Ghana remain out of school at basic education level within the 6-12 age cohort. The three Northern Regions account for up to 20 % of out of school population within the 6-11 age cohort¹¹. The Northern Region accounts for 10.6% of the national out of school population, the Upper East takes up 5.4% and Upper West 3.36%.

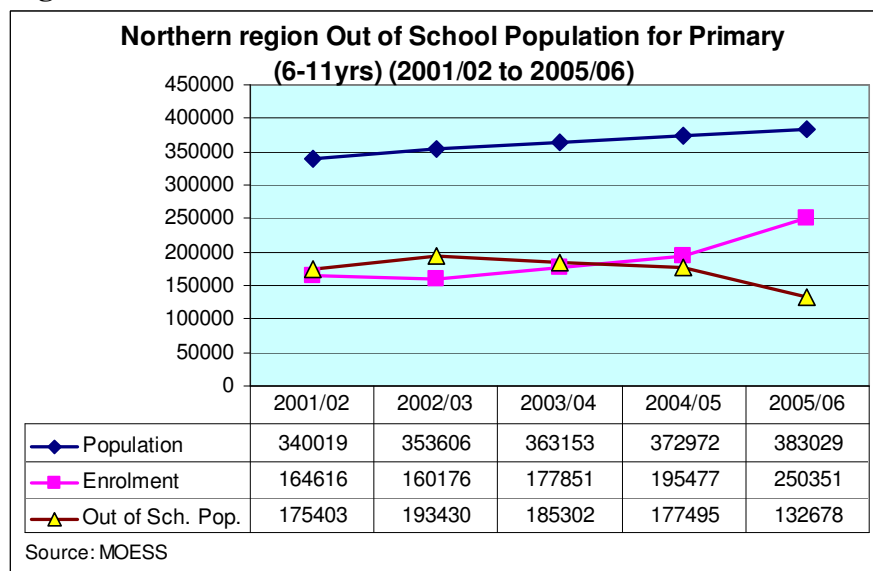
¹¹ The Northern Region alone accounts for over 50% of the out of school children across the three northern regions.

Figure 3:



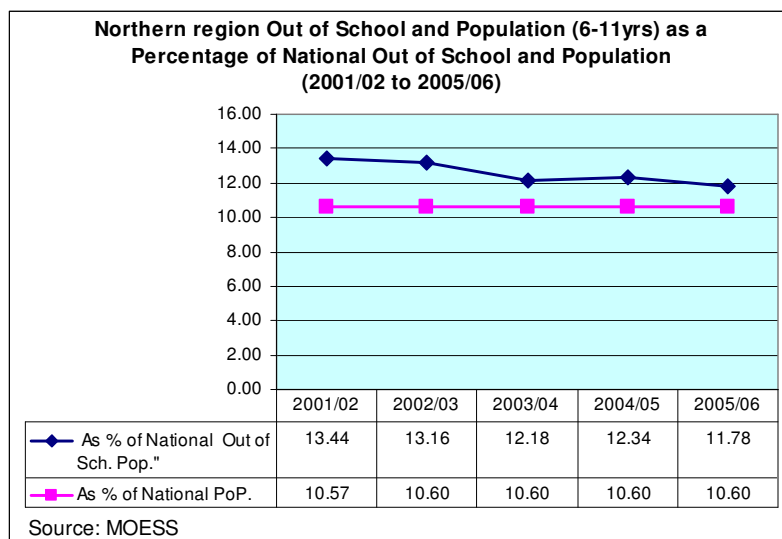
The out of school population in the Northern Region shows a sharp decline over the year (2005/06), but these are still provisional estimates from the Ministry of Education. The general trend over the last few years suggests that the out of school population for 6-11 year olds has remained at the same level, varying between 175,403 children to 177,495 over the four year span (see Figure 4).

Figure 4:



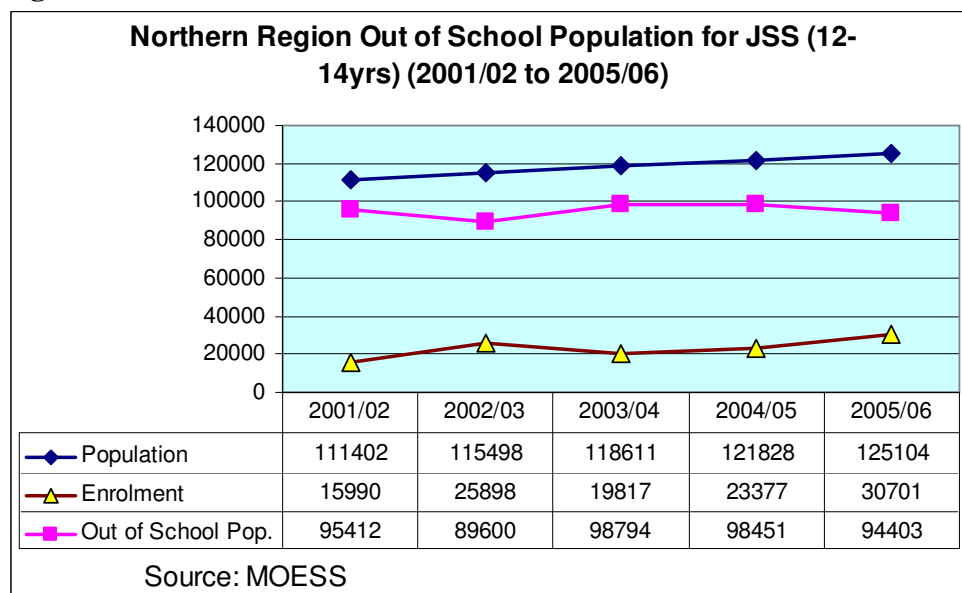
The Northern Region continues to have one of the highest proportions of out of school children, particularly at the primary level when compared to the Upper East and Upper West Regions (see Annex 8). Currently, the Northern Region has an out of school population of 132,678 at the primary level (6-11 years of age) which accounts for 11.78% of the total out of school population in Ghana. The out of school population in the 6-11 year cohort is higher (11.78%) than the total population of the age cohort 6-11 within the overall population (10.60%) indicating that there are more children out of school than are in school in the Northern Region of Ghana (see Figure 5).

Figure 5:



The Upper East has the next highest out of school population (6-11 yrs) with over 64,454 children out of school in 2005/06, followed by the Upper West with 36,411 children out of school. These numbers increase considerably when analyzing the out of school population data at the JSS level for the 12-14 yr old cohort.

Figure 6:



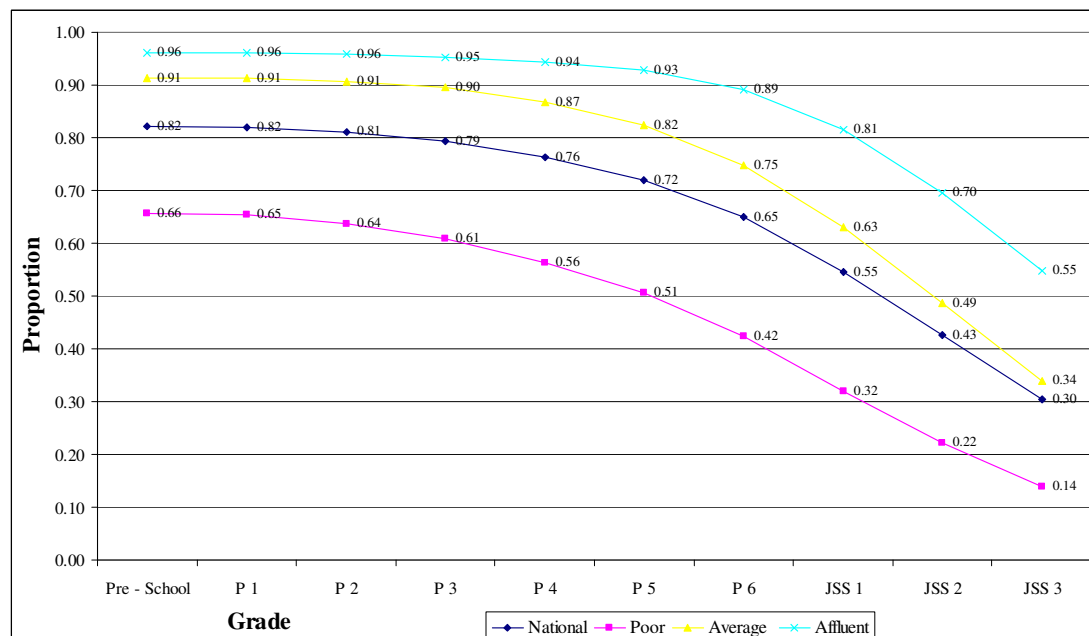
Across the Northern Region alone there remains at least 94,403 children between the ages of 12 and 14 who are out of school compared to 31,188 in the Upper West and 52,821 in the Upper East (see Figure 6). Nationally, the figures for out of school children within the 12 and 14 year cohort remain quite high at 863,524 as of 2005/06.

2.2 Educational Attainment of Children in Northern Ghana

Studies on Educational Attainment and Wealth (Wumbee¹², 2007; GSS, 2003) indicate that the rates of educational attainment among Ghanaian children depend on the child's location of residence (rural or urban), region and the socio-economic background of the family (poor or wealthy). The study by Wumbee (2007) suggests the following:

- Very few children from “poor” households attain primary six and JSS 3 levels of schooling compared to the more “affluent” households in Northern Ghana. Using a statistical projection for Northern Ghana studies based on CWIQ data (2003), Wumbee (2007) found that only 15% of children from the “poor” quintile across Ghana complete JSS 3; only 4% of children in the poor quintile from the Northern Region complete basic education (JSS 3)¹³ (Figure 7).
- At the primary level, 42% of the poor quintile nationally complete P6 compared to only 15% of children from the “poor” quintile from the Northern Region. Therefore, despite the positive trends in enrolment across Ghana, educational completion among children in the Northern Region remains a major challenge.
- Children across the three Northern Regions of Ghana are far less likely to complete basic education than their counterparts in Southern Ghana. Trends in the Western and Central Regions of Ghana correspond to the national average while more deprived regions such as the three Northern Regions, Volta and Brong Ahafo Regions exhibit the worst trends in relation to educational attainment and completion. (see trend data in Annex 1 for the Northern Region.)

Figure 7: Educational Profile



(Source: Wumbee, 2007)

¹² Wumbee, J (2007) “The Effect of Household Wealth on Educational Attainment in Ghana” (AFC Working Paper 5).

¹³ Unlike several other Sub Saharan African Countries Junior Secondary School (JSS3) is the terminal point and basic level of education provided by the state: Government of Ghana. It is expected that all children in Ghana will complete Primary and JSS in order to qualify for their Basic Education Certificate.

2.3 Quality of Education in Ghana

The most recent data on BECE results from the MOESS suggest that there was very little variation in national performance between 2002 and 2006. Table 1 indicates that between 2002/2003 and 2005/2006 “the percentage of pupils gaining aggregate 6-30 were between 61.3% and 62% of the population.¹⁴ Performance in the BECE declined in 2005 especially across the 40 deprived districts. These districts were among those who experienced a large increase in enrolment due to the capitation grant.

Table 1: BECE Examination Entrants’ Aggregates

BECE examination entrants gaining aggregate 6,30	2002-2003	2003-2004	2005-06
% Gaining Aggregate 6-30 National	61.6%	61.3%	62%
% Gaining Aggregate 6-30 in Northern Region	n/a	51.1%	47%
% Gaining Aggregate 6-30 in Upper East Region	n/a	50.6%	55%
% Gaining Aggregate 6-30 in Upper West Region	n/a	60.8%	55%
% Gaining Aggregate 6-30 in 40 deprived districts	n/a	51.1%	49%
% Gaining Aggregate 6-30 in other districts	n/a	63.5%	62.2%

Studies by the Northern Network for Educational Development (NNED) indicate the Northern Region does not perform as well in the BECE results compared to their southern counterparts. Trends in BECE results collected over a three year period (2003 to 2005) indicate that only 51.5% of those who sat for the BECE, qualified for entry into the SSS. Unfortunately the trend shows declining numbers of people qualifying for the SSS. BECE data across some of the Northern Districts for 2005/06 BECE results presented in Table 2 show that the Northern Districts which are predominantly rural (Savelugu, West Mamprusie and Yendi Districts) perform much below their urban counterparts in the south and north of the country.

Table 2: Performance in P6 English by Districts

District	N	Mean	Std. Deviation
Western, Wassaw East	52	28.390	8.8922
Eastern, Koforidua	176	57.598	16.9854
Eastern, Manya Krobo	111	37.807	10.4000
Eastern, Yilo Krobo	26	29.140	10.6337
Greater Accra, Dangbe East	106	37.864	17.2609
Greater Accra, Dangbe West	143	44.471	14.8251
Greater Accra, Accra	1113	56.538	19.1787
Greater Accra, Ga Rural	287	58.649	14.4037
Northern, Savelugu	39	35.202	8.5674
Northern, Tamale	400	45.148	20.3797
Northern, West Mamprussi	38	36.218	11.1138
Northern, Yendi	71	35.068	6.4036

¹⁴ The BECE is the examination taken at the end of the basic education cycle, which determines whether or not a pupil is able to progress on to second cycle education. It is the main outcome indicator used to assess the quality of basic education available on a longitudinal basis.

(Ministry of Education: 2007)

Finally, recent research on literacy attainment among Ghanaian children continue to indicate that only 20-25% of the school going age population are able to master basic skills of reading and writing in English by Primary 6. These literacy rates are much worse for the rural poor population of children and better for the urban based child (MOESS, 2006)¹⁵.

2.4 Government Comparisons of the SfL Programme with its Own Ongoing Efforts

The Ghana Government's own assessment of attaining universal primary education suggests that complementary education efforts are a strategic approach to attaining this goal, particularly in areas with high incidence of poverty. An in-depth assessment of CE by the MOESS found that on most counts the SfL programme was performing better than the public school system in Northern Ghana. The comparison was made in relation to trends in enrolment, internal efficiency, completion rates, drop out and transition/integration rates. The pupil/textbook ratio was 1:1 in SfL and the Pupil Teacher Ratio (PTR) was 25:1 compared to the mainstream primary schools in Northern Ghana where the PTR was 40:1. The government also found that the SfL programme was more cost effective, with the unit costs per pupil per year in SfL at US\$16.57 compared to US\$70.8 in the public primary system, and US\$212.4 for three years of primary schooling (see Annexes 17.0 and 17.1 for the breakdown).

The study team concluded that the high academic success of pupils within the one year SfL cycle was attributable to the high level of teacher—community commitment as well as the availability of teaching and learning materials as highlighted below:

“The current enrolment of 3,122,903 (2005) at the primary level will have to grow annually at a rate of more than 2.8% to facilitate admissions of all children of school going age to primary schools. This calls for extra effort to accelerate enrolment growth. The initiative of non state actors to send children in hard to reach areas and overaged children, including dropouts, to school should be supported. These children constitute a critical mass whose exclusion from the educational system will make the realization of UPE an impossible task. A Government policy in this direction is worth pursuing to complement capitation and school feeding policies to enhance primary school enrolment (p.19, MOESS, 2006)”.¹⁶

The most recent Ghana Education Sector Review thematic team on access affirmed and stated:

“Government should expedite action on developing a policy on complementary basic education to better serve out of school children. It should also increase support to enhance enrolment and participation in non formal literacy programmes (National Education Sector Annual Review, 2007).”

2.5 Conclusion

There is growing recognition internationally¹⁷ and within Ghana that CE systems will be the most effective way to close the access gap which remains due to inequality and deprivation which restrict children born in predominantly rural poor areas from accessing the public formal education

¹⁵ National Examination Assessment Data for 2006 is the latest Government data available on literacy and numeracy testing across P3 and P6 cohorts of the school going population.

¹⁶ “A Study of Complementary Education System in the Three Northern regions” (Ministry of Education, Science and Sports, Basic Education Division, 2006)

¹⁷ Section 7 will discuss some of the latest international initiatives related to complementary education and their recognition of SfL.

system. The MOESS has identified that CE programming will help to push the country forward in attaining its EFA and MDG commitments. The question remains as to the degree to which the Ministry commits itself to funding and other support in this area.

3.0 SfL Programme Level Impacts in Relation to Access, Retention and Educational Attainment

“In my district the impact has been tremendous. Most of the graduates have managed to continue their education from P1 to P3 and some have risen up to P6 and JSS. We have recorded a good number of them at the SSS level and some have even managed to attend the University and one is in the nursing training college... (District Director of Education, Northern Region).

3.1 Reaching a Significant Scale

Probably the most important achievement which is catching the attention of the International Development community is the degree to which SfL is reaching scale and helping large numbers of out of school children in the Northern Region become literate, remain literate and enter higher levels of formal education. Over 85,000 children have been enrolled in the SfL Cycle of learning and 55,606 of these learners have been integrated in the formal education system. Trends in enrolment, dropout and graduation reveal encouraging results across the ten active SfL districts in the Northern Region. Data collected during Phase 1 suggests that a total of **85,073** children, made up of 49,610 males and 35,463 females, were enrolled in the SfL programme and a total of 79,394 graduated¹⁸ (Figure 8 and Annex 3.0).

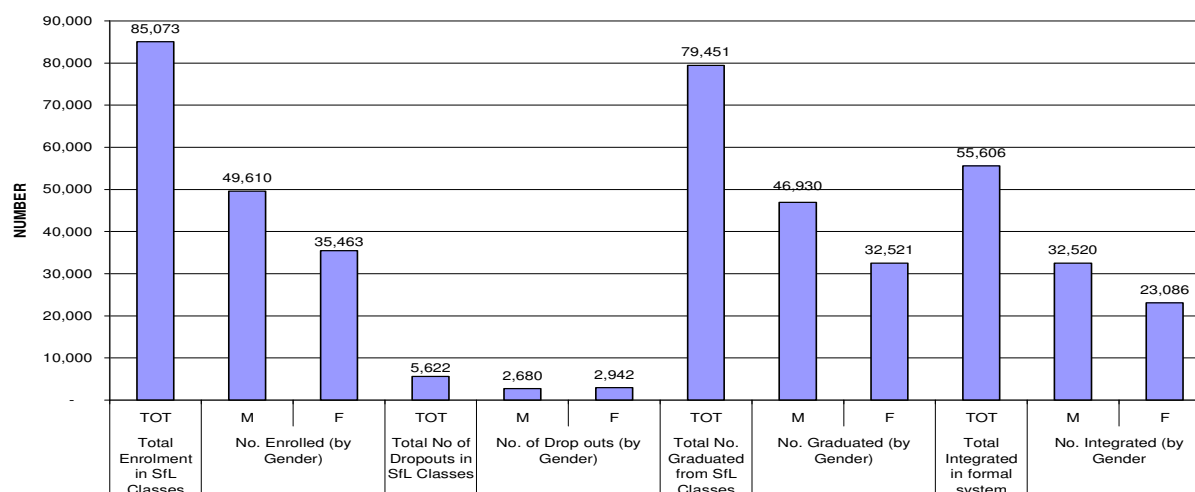
The SfL dropout data reveal a relatively low dropout rate with only 5,622 (6.61%) of the 85,037 SfL entrants having dropped out. Total drop out varies across the districts and by gender. There is a slightly higher proportion of girls dropping out of SfL with 2,680 males (3.15%) and 2,942 females (3.46%) having dropped out over the last 10 years.

This chapter will focus on issues of retention, promotion, graduation and integration. The term retention refers to the number of children who have been able to stay in a specific grade or educational level as a percentage of the total enrolment of children in a given year. The promotion rate is calculated every two consecutive years using the enrolment of the current year, and subtracting the enrolment, including repeaters of the previous year. The rate of graduation refers to the number enrolled in SfL programmes and who completed the full cycle of literacy classes after nine months. The term integration refers to the percentage of those who graduated from the SfL programme and entered the formal education system.

To address the issues of potential mainstreaming and replication, the IA team designed an extensive data collection exercise as part of Phase 1 in which the SfL staff were tasked to collect information related to enrolment, retention, promotion and integration within the SfL programme over the last twelve years. Most of the data was compiled using all the SfL districts of intervention. A few exercises were undertaken in only the three IA districts and the pilot district. The main objective of the exercise was to seek descriptive and comparative data on district wide and regional basis which could assess the impact of SfL using EFA criteria. Subsequent chapters present the main findings from this exercise. The background data is contained in Volume 2 of this IA report.

¹⁸ This does not include a total of 35,200 expected to be enrolled under the USAID supported programme, EQUALL. A total of 15,000 SfLers are expected to graduate from the EQUALL/SfL program by Sept. 2007.

Figure 8: Total Enrolment, Dropouts, Graduation and Integration of SfL Learners (1995/96 – 2005/06)



3.2 Enrolment, Completion and Integration trends

“SfL has made a large impact on improving access in the Sawla-Tuna Kalba District. In the Vagla communities for instance, 325 learners have enrolled and about 90% of them have passed out and are being mainstreamed into the normal school system. In the Brifo communities about 300 have been enrolled in school. These children would have otherwise not been enrolled. (District Director of Education, Sawla Tuna Kalba.)¹⁹

3.2.1 Trends in enrolment rates

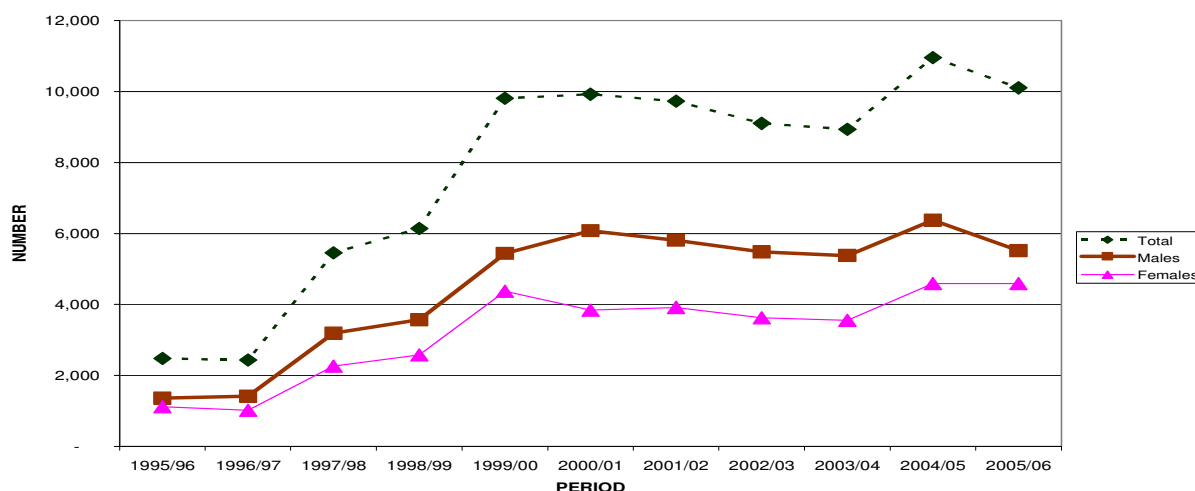
The IA team reviewed data related to SfL impact on enrolment and the contribution this had on the formal education system.

According to the Ministry of Education’s latest assessment of SfL: the SfL Programme in the Northern Region has for the past ten years (1995-2005), had positive impact on enrolment growth across the districts, and public schools in the region (MOESS, 2006). It is estimated that as a result of SfL operations the GER in the Northern Region has increased by 2.4% (MOESS, 2006: *Study on Complementary Educative System in the Northern Region by Basic Education Division, pages 8 & 23, table 7*)

The overall level of enrolment peaked between the 1999/00 and 2000/01 year cycles (with 9,814 and 9,925 learners respectively) when the programme expanded from between 100 and 250 classes to 350 classes (from 1995/96 to 1998/99). The enrolment began to dip in the 2001/02 year cycle until the 2003/04 cycle when it experienced the lowest dip in enrolment of 8,934 with a corresponding drop in the number of classes to 310. It peaked again in 2004/05 to 10,959 with 390 classes. The trends in enrolment across the districts and over the years reveal that male enrolment was higher than females, ranging between 1,358 in 1995/96 and 6,372 in 2004/2005 for the males, and between 1,122 and 4,587 for the females in the corresponding periods (Figure 9). Please refer to annex 3.0 and 3.1 for more detailed data.

¹⁹ Vagla and Brifo communities are minority ethnic groups in the Bole and Sawla Tuna Districts of Northern region.

Figure 9: Enrolment Trend for the SfL Districts (1995/96 – 2005/06)



In consonance with increased enrolment, the number of SfL classes per year grew considerably, from 100 in 1995 to 405 in 2005, registering a 15% growth. The number of classes had its peak in 2004 with 440 classes. The total number of classes operated by SfL between 1995 and 2005 is 3422. This trend demonstrates a high level of patronage of SfL classes particularly in the remote areas in the Northern Region. It also clearly shows a high level of sustained growth and scales, as the programme has learned to expand over the last 10 years in a cost effective and efficient manner, demonstrating strong support by the funding agency to sustain this growth.

Over the 10 year period, enrolment grew at 15.01%. Rates recorded for boys were 15.05% with girls at 15.12%. Female enrolment showed a considerable increase, indicating a gender parity index of 1.01%. This trend for female education is significant. Reports from the SfL office indicate that the intensified animation process at the community level helped to increase the numbers of girls in the programme. In a patriarchal society as found in Northern Ghana, parents prefer to invest in the boy's education. This positive trend demonstrates that SfL was able to build the confidence of parents and communities in the SfL programme.

The Gushegu Karaga and Yendi Districts which started the programme in the 1995/96 year cycle enrolled the highest number of learners, 12,337 (14.5%) and 11,853 (13.9%) respectively. This was followed by Zabzugu Tatale which enrolled 10,820 (12.7%), Tamale Rural - 9,847 (11.6%) and Savelugu Nanton – 9,727 (11.4%) from the 1997/8 to 2005/2006 year cycle. Nanumba and Saboba Chereponi had the same rates of enrolment of 8,750. West Mamprusi and East Gonja districts joined the programme in the 2004/2005 year cycle and had total enrolment of 2,496 (2.9%) and 1,999 (2.4%) respectively (see Annex 3.2 and 3.3 for detailed tables; and Annex 3.4 for enrolment trends by district). The number of SfLers enrolled in each district was related to the resourcing being targeted at the district by SfL over the project timeframe.

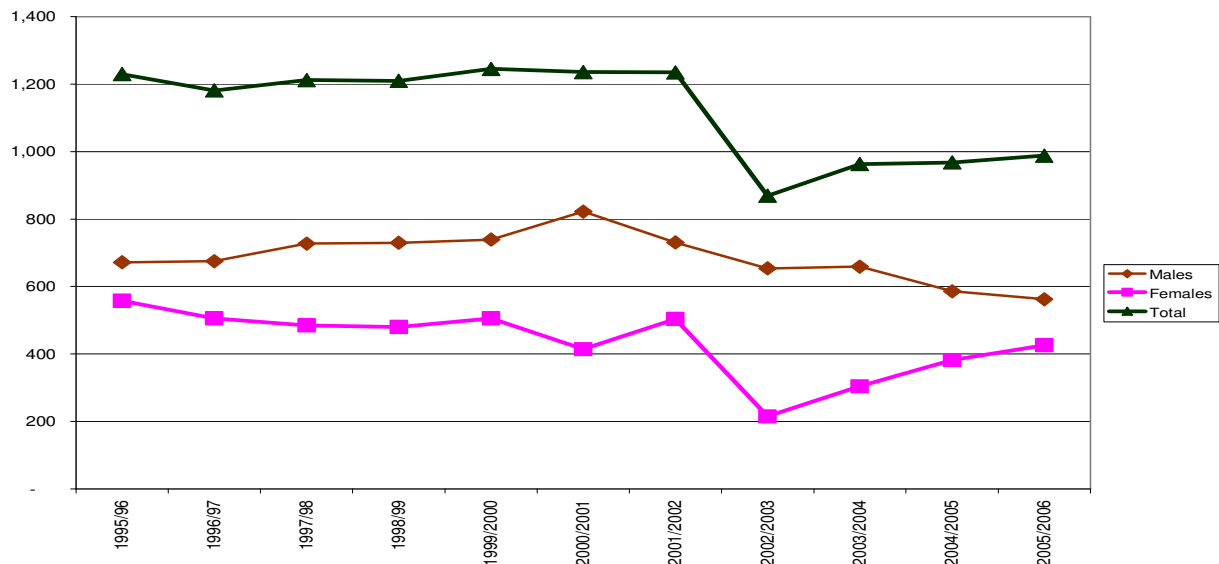
Enrolment Trends in the IA case study districts

The trends in two of the three case study districts, Gushegu and Yendi, mirrored that of the overall trends for the 10 beneficiary districts. In the case of Nanumba, it experienced similar trends related to higher enrolment among males (see Annex 3.4 for more details on district enrolment trends).

Each SfL year cycle in the Yendi district, from 1995/96 to 2000/01, had 50 classes with enrolment ranging between 1,232 and 1,250. The number of classes reduced to 36 in 2001/02, and reduced further to 26 in 2002/03. The number of classes then increased to 30 in 2003/04, 40 classes in 2004/05 and 35 in 2005/06, with enrolment ranging between 750 and 1,000. The declining number of classes in the district was the result of a change in donor funding.

Male enrolment outstripped that of the females each year of the cycle, ranging between 427 and 792 over the period 1995/96 to 2005/06. The female enrolment ranged between 301 and 564 over the same period (Figure 10).

Figure 10: Enrolment Trend for the Yendi District (1995/06 – 2005/06)

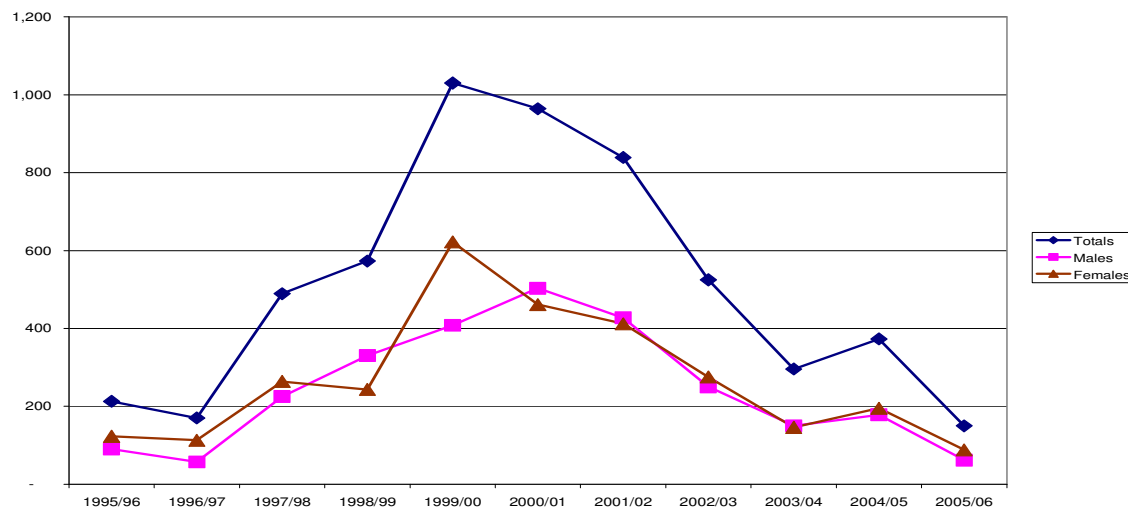


3.2.2 Drop out Trends

As indicated in Figure 11, overall, the trends in dropout reveal that the rates were higher, between 1995/96 and 2001/02, ranging from 213(6.99%) to 1,030(10.50%) in the initial stages, but dropped to between 150(1.48%) and 525(5.77%) from 2002/03 to 2005/06. Within the 10 year period under review, a total of 5622 pupils (268 boys/2942 girls) failed to complete the full cycle of SfL programme. The proportion of total enrolment that dropped out over the period was 6.6%. Dropout rates for boys and girls were 5.4% and 8.3% respectively. The dropout trend for the period showed a declining dropout rate on average of 3.45% (3.66% for boys and 3.29% for girls) over the 10 year period (1995 to 2005), with higher dropout rates among females than males across the districts and over the years (see Annexes 3.1 and 3.2).

Reasons assigned to the low dropout rate in the SfL system by the parents and ex SfLers interviewed include: the flexible schooling hours which were supportive of child responsibilities on the farm and at home, the commitment and follow up by the SfL committees and facilitators, and close supervision by the SfL staff. The SfL classes had a tendency to minimize the high incidence of dropout which has negatively impacted on retention within the public education system, particularly at the lower primary level. A study by the Ministry of Education's Basic Education Division in 2006 indicates that between 2004 and 2006 a total of 20.7% of P1 pupils in the Northern Region dropped out of school before the academic year ended.

Figure 11: SfL Learners Dropout Trend (1995/96 – 2005/06)



Some of the factors which were cited as contributing to the dropout rate, particularly in Northern Ghana include:

Box 1: Factors Contributing to Dropout Rates

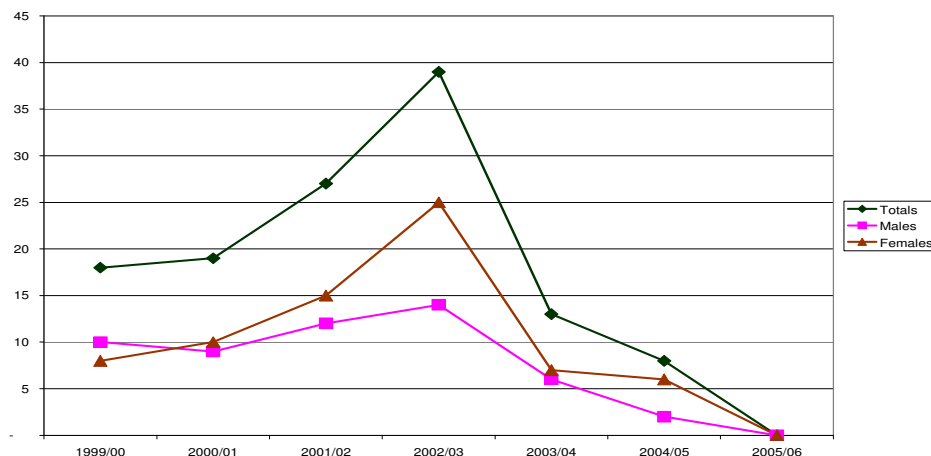
- Early betrothal**
 Girls are given out into marriage at an early age. This trend is found in all the districts where SfL programmes are organized.
- Fostering of Girls:**
 It is a practice where fathers of girls give their daughters to their sisters who are to prepare them for “marriage” and to train them. This is considered a sign of good gesture by the brother and helps to foster family cohesion.
- Polygamy**
 The practice of polygamy is particularly visible in Northern Ghana where it invariably places an increased economic burden on fathers whose economic situation may not be able to support additional children in the family. Children are therefore forced to work to supplement the family income. (Casely-Hayford, 2002; Wolf and Odonkor, 1997)

Some of the strategies used by SfL to curb dropout included: increasing community involvement, especially traditional leaders, heightening animation and improving supervision of SfL staff with communities and families in the programme. The declining dropout rate across the districts and over the 10 year period indicates that SfL efforts to curb the incidence of drop out at early stages of the programme were successful.

Dropout Trends in Case Study Districts

All three case study districts selected for the IA demonstrated a decline in dropout among males and females enrolled in the SfL programme. There were fluctuations in the yearly dropout rates as well as the male and female dropout rates over the period of their participation in the programme. A more detailed analysis of district dropout trends is contained in Annex 3.5. The trends in drop out were similar in the three case study districts. In the Nanumba District, the overall dropout rate over the 10 year period was 1.42%. The yearly dropout fluctuated between 0.64% in 2004/05 and 3.12% in the 2002/03. There was no dropout in the 2005/06 year cycle. The overall dropout rate for females (0.81%) was higher than the males (0.61%). (see Figure 12)

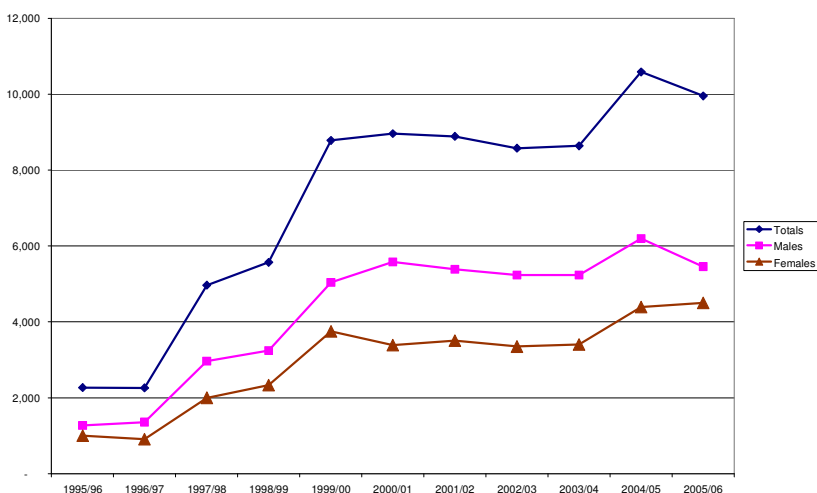
Figure 12: Nanumba District Dropout Trends 1999/00 – 2005/06



3.2.3 Graduation Trends Among SfLers

As noted in Annexes 3.0, 3.1, 3.2, and 3.3, a total of 79,451 (93.39%) of the 85,073 children enrolled between 1995/96 and 2005/06 in the 3,422 classes of the SfL programme graduated. This was made up of 46,930 males and 32,521 females, and represented 94.60% of the total number of males enrolled and 91.70% of the total number of females enrolled. The number of SfLers graduating in each year cycle increased progressively with the highest, 10,586, being registered in the 2004/05 year cycle (Figure 13).

Figure 13: Graduation Trends Among SfLers (1995/96-2005/06)



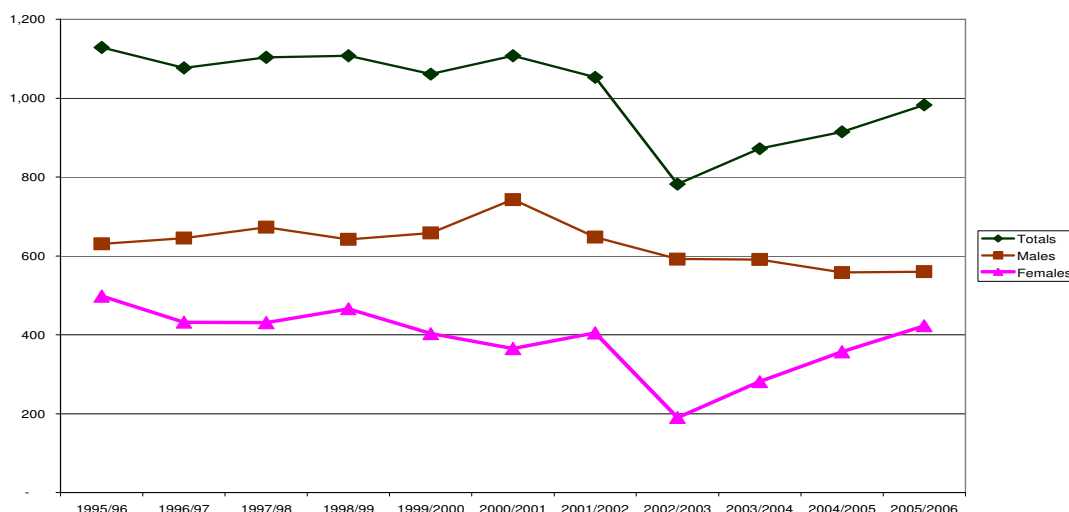
In 1995, the proportion that graduated was 91.4%, with boys and girls recording 93.4% and 89.0% respectively. The proportion that graduated in 2005 was 98.5%, with boys registering 98.9% and girls 98.1%. Within the period under review, growth rates of graduates improved by 15.9% (15.7% for boys / 16.2% for girls). The rate of girls graduating was slightly higher than that of boys. There has been significant improvement in the number of girls and boys graduating from the SfL system over the last 10 years.

On average, 93% of SfLers enrolled each year in the programme graduated and attained basic literacy skills in reading and writing. In the last year the drop out rate has been even lower with a completion rate of about 98%. Similar trends are visible at the district level with more than 90% of the number enrolled graduating each year from the programme.

Graduation Trends in the Case Study Districts²⁰

The graduation trend in the case study districts mirrored the overall graduation trend to a very large extent. In the Gushegu/Karaga district for example, 11,234 (91.06%) of the total number of SfLers enrolled (12,337) from 1995/96 to 2005/06 graduated from the programme. Of the number graduating, 6,991 were males and 4,243 females. This represented 92.51% of the total males enrolled (7,557) and 88.76% of the total females enrolled (4,780). The number graduating each year ranged between 1,129 and 1,053 from 1995/96 to 2001/02 with 50 classes each year, and the number enrolled ranging between 1,181 and 1,245. Thereafter, the number graduating reduced to between 782 in 2002/03 and 983 in 2005/06 with enrolment ranging between 869 and 988, and 40 classes each year, except in the 2002/03 year cycle when it was 35 (Figure 14). On a year cycle basis, the number graduating constituted between 85.22% and 99.49%.

Figure 14: Trends in Graduation in Gushegu District (1995/96-2005/06)



3.2.4 Integration Trends

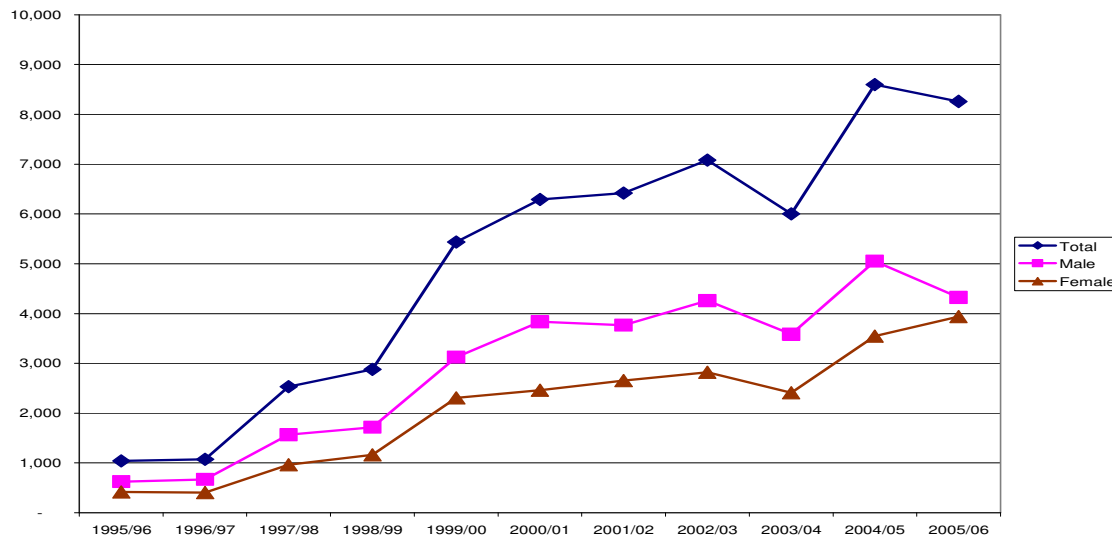
One of the impact criteria to measure the success of the SfL programme is the rate of integration of SfL learners into the formal education system. The SfL system provides the opportunity for over aged children who have never been able to access the formal system to attend school for the first time. It has a potential for accelerating the attainment of UPE by 2015, which is one of the Government's priority targets to achieve the MDGs. The IA study found that the SfL programme increases the demand for schooling, and has provided a significant boost for enrolment in public primary schools.

A total of 55,606 (65.36%) SfLers made up of 32,520 males and 23,086 females were integrated into the formal school system over the 10 year period under review (1995/96 to 2005/06). This

²⁰ Refer to Annex 3.6 for more details on graduation trends across the other two focal districts.

represents 65.36% of the total number enrolled (85,073) and 69.99% of the total that graduated from the programme (79,451). The number of boys integrated constituted 65.55% of the total males enrolled (49,610). The girls were 65.10% of the total females enrolled (35,463). The boys constituted 69.29% of the total males that graduated (32,520) and the girls, 70.99% of the total females that graduated (32,521). In proportionate terms therefore one sees a higher proportion of females being integrated into the formal system than the males (Figure 15). For further details see Annexes 3.0, 3.1 and 3.2.

Figure 15: Trends in Integration (1995/96-2005/06)



This is a significant achievement given the fact that the first phase of SfL was not particularly focused on ensuring integration. Levels of integration have consistently increased over the last 10 years given the endemic barriers to access which include the high poverty incidence and negative socio-cultural barriers which often prevent girls from attainment in the system (i.e. early marriage, child fosterage to “aunties”, and betrothal practices).

Integration trends in the case study districts²¹

Across the three IA case study districts, Nanumba had the highest integration rate (77.39%), followed by Gusheigu (35.1%) and then Yendi (73%)²². Gender analysis across the three districts suggests that male SfLers were integrating at a higher rate at least in these three districts apart from Nanumba which had 78.4% females compared to 76.44% for males²³. The more traditional Dagbani districts in the north appear to have a lower rate of female integrants than the others across the Northern Region. This is substantiated from other research which suggests that the socio-cultural patterns restrict girls from admission to schools in these areas (Casely-Hayford, 2000). The findings from the IA study suggest that girls are more difficult to enrol, their drop out is only slightly higher than boys and surprisingly, their integration into the basic education system is better. These trends in enrolment reveal normal challenges that the programme had to grapple with, at its initial stages.

²¹ Please refer to annex 3.7 for more information on the integration trends across the IA focal Districts.

²² This is based on numbers integrated as a percentage of those SfLers initially enrolled in the program.

²³ The number of males integrated was 3,868 and females 2,904, constituting 76.62% of the males enrolled (5,048) and 77.44% the males graduating (3,868). For the females, it was 78.44% of the number enrolled (3,702) and 79.98% of the number that graduated (3,631).

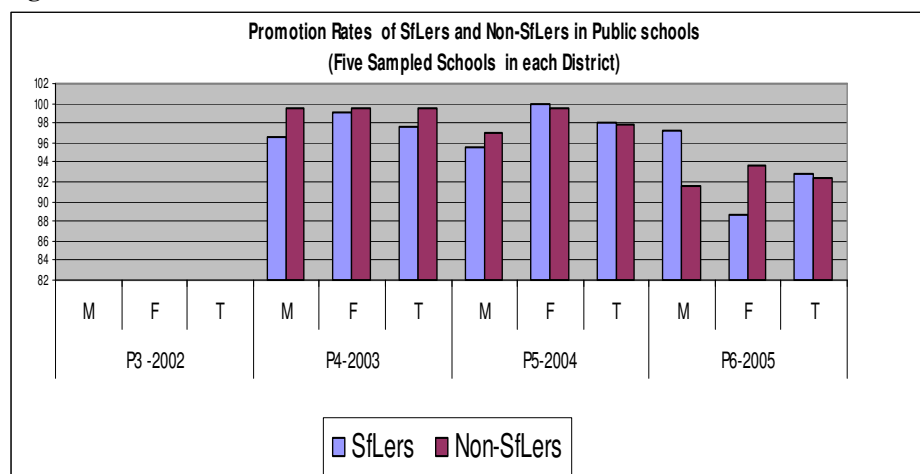
3.2.5 Promotion Rates Among SfLers in the Public System

Promotion and completion rates were used as indicators to assess progress of SfLers integrated into the formal education system. Five (5) randomly selected public schools in each of the four IA focal study districts were sampled to track progress of SfLers through the school system. The list of schools is found in the Annex 16.0. These schools were involved in the SfL programme since its inception in the districts. Almost all the SfL graduates are usually given admission into the schools. The findings of trends across the schools and districts reveal progress of SfLers in relation to promotion and completion rates and may reflect trends in other schools where the programme is working.

The SfL graduates are mostly admitted to P3 being the final grade of lower primary after a Placement Assessment Test by the GES officers at the district level. Some SfLers are placed in P4 and P5. In all the sampled IA study districts, the promotion rates of the SfLers were very high, ranging between 97.7% (2003) and 92.9% (2005). As indicated in annex 16.1, a total of 220 pupils were integrated in the formal school system in 2002 across the four IA study districts. Overall promotion rates that year were 97.7% with boys recording 96.5% and girls recording 99.1%. The rate of progression from P4 to P5 in 2004 was 98.1% with boys attaining 95.8% and girls attaining 100%. The total percentage promoted to P6 in 2005 was 92.9% with boys recording 97.2% and girls 88.6%²⁴. The rate of progression tilts slightly in favour of boys with a gender parity index of 0.954 from P3 to P6 level, but overall, girls were progressing at a higher rate from P3 to P5. Studies in Northern Ghana suggest that the more girls move in the primary school system, particularly from P5 and P6 onwards, there is less likelihood that they will continue school due to the socio-cultural practices mentioned before (Casely-Hayford with Wilson, 2001).

Comparatively, there seems to be a marginal increase in promotion rates of non SfLers. As indicated in Annex 16.2, promotion rates of non SfLers ranged between 99.6% and 92.5%. In 2002, the total promotion rate for non SfLers from P2 to P3 was 99.6% with 99.6% for boys and 99.5% for girls. In 2005, the total number of non SfL pupils from the same cohort of children promoted from P5 to P6 was 92.5%. The promotion rate for boys was 91.6% and the promotion rate for girls was 93.7%. The promotion rates among non SfLers showed a systematic decline from 99.6% in 2003 to 92.5% in 2005 for pupils in P3 to P6. Figure 16 reveals this pattern.

Figure 16:



²⁴ 88.6% of girls were able to get to the final year. This is due to drop out or repetition.

This declining trend in promotion, as indicated earlier, can be traced to the academic demands at the upper primary or the demands by the home to support other family members by working on the farm.

Promotion of SfLers through the formal system followed a declining trend when pupils move from P3 to P6 even though promotion rates are slightly lower for SfLers compared to non SfLers. Progress of SfLers at P3 in 2003 was 97.7% which rose to 98.1% when they reached P4, but declined to 92.9% when they reached P6 (in 2005). Rates for SfL boys showed marginal improvement from 96.5% in 2003 to 97.2% in 2005. Conversely, rates for SfL integrant girls were 99.1% (from P3 to P4 in 2003) moving up to 100% in promotion between P4 and P5 (in 2004) and plummeted to 88.6% in 2005 at which time these cohort of girls were in P6. Interviews with key school officials in the IA study districts suggest that the decline in promotion rates could be related to the following factors:

- Repetition
- Child Labour demands at the home and on the farm
- Adjustment to the formal system and coping with the rigid time schedule
- Lingering socio-cultural factors as barriers to education

On average, a 96.2% promotion rate was recorded between 2002 and 2005 for SfLers promoted between P3 and P6. Non SfLers had an average promotion rate of 96.7% over the same period. Average rates recorded for SfL boys and girls were 96.4% and 95.9% respectively. Average promotion rates for Non SfL boys was 96.0% and the average rate for girls was 97.6%. The slightly higher promotion rates for non SfLers compared to SfLers might be explained by the type of children entering the SfL programme to begin with. Interviews with families revealed that in most cases, families were not expecting to support their SfLers through the formal education system. Some SfLers who were not enrolled or those who had to dropout did so due to a family crisis or problem which made it difficult for their family to continue financing their schooling.

3.2.6 Retention and Completion

The expectation for SfL children is that they are integrated into the formal system and complete the full cycle of basic education. This will in the long term boost the attainment of Universal Primary Completion Rates which is one of the MDGs goals and of high priority for the Government of Ghana. As illustrated in Figure 17, and in Annexes 16.3 and 16.4, the sampled districts and schools show a high proportion of pupil retention and completion in primary school for both SfLers and Non SfLers. This does not follow the usual pattern experienced by most public schools in Northern Ghana where no SfLers are integrated. The data from MOESS (2006) suggest that there are very low completion and retention rates in primary schools in Northern Ghana. The findings suggest that where SfLers are present in the public system they may be pulling up the completion rates and their presence may have a ripple effect among other children and their families participating in the formal system (refer to chapters 5 and 6 for more details).

On average, retention rates of integrated SfLers in the formal system between 2002 and 2005, was 92.7%. Retention rates for boys and girls were 94.8% and 97.1% respectively. The rate declined in P6 to 93.2% with boys having 90.4% and girls 100%. Retention rates for SfL girls in P4 and P5 was higher than that of boys. This may be attributed to higher demands for boys' labour on the farms particularly as they reach higher ages (Casely-Hayford, 2000).

In terms of completion, the initial intake of 220 SfL pupils (115 boys and 105 girls) in P3 for 2002 across the four districts, declined slightly in 2005 when they reached P6 (196). There were a total

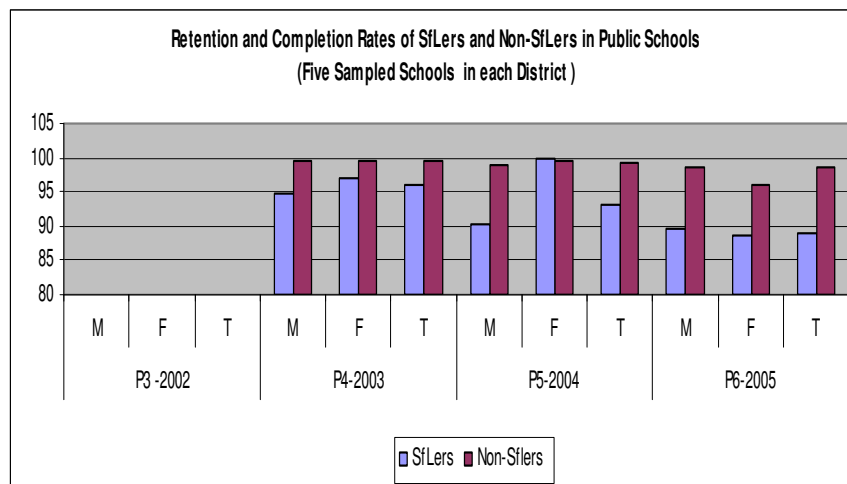
of 196 pupils (103 boys and 93 girls) who were able to complete the full cycle of primary education. The overall completion rate of this cohort of SfL integrants was 89.1% which is very high compared to the national completion rates for Northern Ghana. Boys recorded 89.6% and girls had 88.16%.

Comparatively, retention rates for non SfLers were slightly higher than those of SfLers although the quantitative data was not reflected in the qualitative field work. The quantitative data revealed that the average rate of retention was 99.0% over the four year period from P3 to P6 for non SfLers compared to 92.7% for SfLers. This may, however, be due to the smaller number of SfLers within the formal system.

A total of 462 pupils (266 boys and 196 girls) were enrolled in P3 in 2002. In 2003 460 pupils progressed into P4 ---registering a retention rate of 99.5% for girls and 99.6% for boys²⁵. In 2004, the total number of pupils retained was 458 (263 boys and 195 girls). The retention rate was 99.1% with boys having 98.9% and girls retention at 99.5%. Retention rates for boys showed a decline from 99.6% in 2003 to 98.5% in 2005. The retention rate for girls showed a decline from 99.5% (P3 and P4) to 95.9 (P5 and P6).

Findings from Phases 1 and 2 of the IA research indicate that the vast majority of SfLers once integrated into the formal system remain in the system until completion at JSS. The quantitative data exercise in Phase 1 across four SfL Districts suggests that retention rates for SfLers are slightly less compared to non SfLers in the formal education system (averaging approx. 90% retention for both SfLers and non SfLers). The qualitative field work conducted as part of the tracer study suggests that retention and completion rates for SfLers are much better than their non SfL counterparts. Interviews with head teachers and teachers across 9 schools in the IA districts at the JSS and SSS indicated that they would not have girls at the JSS 3 level if it were not for the SfL programme. They continually affirmed that once SfLers are in the system they are very determined to complete basic education and move to SSS (see Chapters 4 and 5 for details of the qualitative analysis).

Figure 17:



²⁵ The statistical data presented here must be corroborated further since it is very surprising to find a retention rate of over 90% within the public education system given that very few people are able to read and write at the end of the program.

The quantitative data exercise showed that retention trends for SfLers showed a declining pattern. The retention rates for girls were higher in P4 and P5 than those of boys and then dropped in P6 along with boys.

Interviews during the IA tracer study with teachers at the primary, JSS and SSS across the nine schools in the IA study districts corroborated the high retention rates of the SfLers in schools. The District Directorate of Education across the three study districts confirmed the higher retention rates. In all cases, they attributed the higher retention rates among the SfLers to their level of maturity, self-determination, discipline, as well as commitment.

Box 2: Perspectives on High Retention Rates of Ex-SfLers

Most of the children from SfL are more determined and more serious than their non-SfLers colleagues. No SfLer has therefore dropped out before. At the primary level the non-SfLers also don't dropout, but once they get to JSS they start dropping out more than their SfL colleagues. - Teachers in Bunglung Primary, Savelugu

The SfLers are more purposeful, disciplined, matured and determined. Once they nearly missed it and they have the opportunity they hold tight to it. Even when their parents are unable to cope they do it themselves. They work to take care of themselves to be able to stay in school. – **Yendi District Directorate of Education.**

The completion rate recorded for non SfLers at the end of the primary school cycle was 98.5% (boys 98.5%, and girls 95.9%). Slightly more non SfLers than SfLers were able to complete the full cycle of primary education. As indicated earlier, poverty and the fact that many of the SfL children come from large families dependent on subsistence farming may partly explain the problem of completion. Most of the SfL children (as shown in Chapter 5) were not selected by their parents to attend school and that the pressure to support other siblings already selected for admission to formal education could explain why some SfL children are unable to complete the primary school system.

3.2.7 Promotion of Girls Education

The high integration and retention rates of SfL girls in the basic education system was a key finding from both phases of the IA research. The findings suggest that a high proportion of girls are entering the formal education system as a result of SfL (32,523 girls graduated from the SfL programme out of which 20,843 girls were integrated into the formal education system). Given the numbers of out of school children over the last five years and the low enrolment rates of girls in Northern Ghana, the SfL programme is making a significant contribution to increasing the female NER and GER in the Northern Region. Overall the integration rates among girls are encouraging, considering the high level of socio-cultural stigma against girls' education in northern Ghana. Studies over the last 20 years suggest that families in the Northern Region have a peculiar problem in supporting girls' enrolment, attendance and retention in formal education due to the perceived role of the girl child by parents, and the importance placed on investing in the boy child (Sutherland Addy, 2002; Casely-Hayford, 2000). Results from the IA tracer study indicate that SfL has made an impact in reorienting parents' thinking on girls' education and their potential contribution to family and the community development.

3.3 Conclusion

The high levels of enrolment and integration of SfL children into the formal school system, indicate that there is programme success in helping, particularly girls, become functional literate, self confident and determined enough to remain in often under resourced school settings.

The high retention rates among SfLers have been attributed to their high level of determination, given the fact that they were not initially enrolled in school by their parents and that they have higher learning outcomes due to firm grounding in literacy upon entry into the formal system. More research is needed to compare retention rates between schools which have SfLers and others who do not, in order to determine the differences. Retention rates among SfL girls are particularly encouraging given the high drop out and low completion rates in the public system for girls²⁶.

Completion rates suggest promising impact from the SfL programme when integrants are enrolled in the public system. There appears to be a strong relationship between SfLers and their peers in completing primary education. This may be due to the fact that SfLers are not seen as the priority entrant to the formal system by their parents but prove to be a strong investment after having attained a level of literacy and demonstrate their determination to succeed. This in turn is a challenge to other parents and children who are already in the public system and see that they have to work harder to ensure they reap the benefit of completing primary education.

²⁶ Phase 1 data from a sampling of schools across Gusheigu Karagar, Nanumba and Savelugu Districts reveal that female SfLers have almost the same retention rates as female non SfLers in the public system at the upper primary levels.

4.0 Achieving Quality in Learning Outcomes in SfL

The SfL is successful because of the smaller class sizes. In GES we have very large classes sizes (between 50 – 100 per class) and this makes teaching difficult. - Gushegu District Education Director.

There is growing recognition world wide that complementary education programmes (often run by non state actors) that achieve a high degree of quality are revealing stronger achievement results among learners particularly from rural poor backgrounds and deprived areas of the world (Rose, 2007; Casely-Hayford, 2003). The second major pillar on which the impact study was designed related to the question of quality and the degree to which the SfL programme attempts to improve the quality of education and achieve core learning outcomes such as literacy attainment for the learners in the programme. The IA attempted to investigate the degree to which SfLers performed in the formal school system once they were integrated and compared their performance to their non SfL counterparts.²⁷ Some of the key questions asked in Phases one and two of the IA focused on quality education and included:

- What they learned from the SfL programme;
- How the learners attained the level of literacy, and the impact this has had on their ability to adapt, perform and stay in the formal education system;
- How achieving literacy in their mother tongue (L1) transformed their life (as ex SfL learners)... And the impact it had; and
- The impact literacy attainment had on the families and communities' life.

4.1 Overview of Quality

A recent study by the Ministry of Education in Ghana (MOESS, 2006) and interviews with SfL target communities attest to the high quality in the SfL programme. Interviews with District Directors of Education across the four districts involved in the IA study confirm that one of the reasons for the programme's success is the high level of quality and with it high performance of SfL learners. Stakeholders at district, community and beneficiary level spoke of how the programme was able to provide children with a conducive, participatory learning environment, relevant and adequate teaching and learning materials, as well as committed Facilitators who were ready and willing to assist their children learn how to read and write. District and Regional Directors of Education spoke of keys to SfL success as the following:

- Medium of instruction: mother tongue (L1);
- Simple and effective methodology: "this can be attributed to the use of syllabic and phonic methods in the teaching of literacy" (District Director of Education, Gushiegu Karaga, Northern Region, Ghana)....";

²⁷ Simple literacy tests were carried out with 8-10 ex SfLers in the P6 and JSS 2 levels across the nine schools and with the non SfL counterparts who were in the same classes. Focal group interviews were held separately with each of the groups along with indepth interviews with their teachers.

- One to one book ratio;
- Ability of children to take the books home;
- Small class sizes (25 maximum);
- High degree of monitoring, on site supervision and training provided by the programme staff;
- Flexible school hours adjusted to the needs of the community; and
- Commitment of the SfL facilitators.

District Directors interviewed across three districts during the replication workshop gave the programme the highest rating of 5 out of 5 since: “the understanding levels of the SfL learners is high and they are able to cope with their classmates in the P1-P3 levels due to the special methodologies used in lesson delivery....” (District Director of Education Gusheigu, Northern Region).

The IA tracer field work confirmed that parents, and even teachers perceive SfL to be of a higher quality in delivering education when compared to the formal education system. Focal group discussions with a cross section of SfL and non SfL parents revealed that they believe SfLers are able to read and write better than their siblings who attend formal school. Parents spoke of their ability to use their SfL children in reading simple instructions, letters and other material compared to their other children at the formal school who were still struggling to write their names.

Evidence from three IA focal districts confirms that some parents are withdrawing their children from the formal system to join SfL classes due to the assurance that these children will attain basic reading and writing skills. Interviews with some SfLers at the SSS and JSS level in Savelugu, Gusheigu and Yendi reveal that children were taken out of the formal system by their parents in order to attend SfL classes. This is to ensure that the children attained basic literacy before they were allowed to go back to the formal system. This was not intended, and was against the rules of the SfL programme as their target group is children who have never been to school. However, the phenomenon appears more visible over recent years since parents are becoming increasingly aware of the higher quality learning outcomes of the SfL programme compared to learning outcomes among children in the formal system²⁸. More research is needed to substantiate this finding in future exercises related to programme impact.

Stakeholder groups interviewed at the community levels as well as the GES and District Assemblies across the three study districts shared perspectives on the key contributions of SfL to the formal education system in the district and region. District officials outlined several contributions SfL has made over the last 12 years, including: the provision of infrastructure, furniture, teaching and learning materials to schools, and training of teachers at the primary level in the local language teaching methodology. Other contributions cited included facilitating access to formal education, enhancing enrolment and retention in schools and facilitating girl-child education. The Nanumba District was

²⁸ The trend of children dropping out of formal school to join the SfL contradicts SfLs intention of non competition with the formal school.

keeping records of the achievements of SfLers by tracking them through the system and recognized that several SfLers were attaining higher levels of education (SSS and tertiary). More work is however needed to help districts track children's levels of attainment in a more systematic manner.

4.2 Teacher / Facilitator Training and Management

One of the contributions SfL has made to enhance the formal basic education system in Ghana was the SfL's initiative to improve the quality of education at the primary level. Over the last five years, SfL has embarked on a quality of education programme aimed at training primary school teachers in using their methodologies. Reports from SfL indicate that as at December 2006, a total of 660 teachers in 431 schools across the 10 districts had received teacher training for teachers at P1 to P3 (Table 3). The training was provided to enhance the teaching of local language and introduced the syllabic and phonic approaches to teaching literacy developed by SfL. The SfL mid term evaluation (2006) suggests that this has improved the teaching of local languages and literacy attainment among children in the beneficiary schools. SfL provided at least 50 learners' books per school in these same schools.

Table 3: Number of Teachers Trained under SfL

Year	Name of district	Number of teachers trained	Number of schools involved in training programme.	Approx number of books provided per school
2002	Yendi	60	40	120
	Gushegu/Karaga	60	40	120
2004	Tolon/Bumbunbu	50	40	120
	Savelugu Nanton	50	35	120
	Nanumba	50	30	120
	Zabzugu/Tatale	50	30	120
2005	Sabboba/Cherepone	50	46	120
	Tamale Rural	50	50	120
2006	Yendi	60	30	150
	East Gonja	60	30	150
	Gushegu	60	30	150
	West Mamprusi	60	30	150
Total		660	431	1,560

Some of the ex SfLers and ex SfL Facilitators have become pupil teachers and have now enrolled in the Government's Untrained Teachers Diploma Programme for Basic Education (UTTDBe). Over 75 SfL Facilitators have enrolled in the UTTDBe programme over the last few years.

Attitudes of the Teachers/Facilitators

Interviews with key chiefs and community leaders revealed the sense of satisfaction the communities had had with the programme. The high level of commitment and dedication

of the Facilitator was seen as a key difference between the SfL and the formal school system particularly among community members, parents and leaders. The ex SfL learners saw the Facilitators as their own parents and found them very friendly and responsive to their psychological and learning needs. They saw this as a key factor that sustained the interest of the SfLers during the nine-month cycle and helped to attain the high levels of programme retention in most communities across the districts.

When asked about the key differences between the formal system and the SfL system of education, all the ex SfLers at the primary, JSS and SSS, together with the staff of the GES and District Assemblies responded that in the SfL programme, the Facilitator paid more individual attention to learners than in the formal school system due mainly to the large class sizes in the formal school (between 50 and 100) as opposed to a maximum of 25 learners in the SfL. The integrated ex SfL learners at the primary, JSS and SSS complained of the inadequate commitment and dedication to work by most of the formal school Teachers. During focus group discussions with the IA team, SfL integrants in Gushegu SSS2 spoke of how “in the formal school, most Teachers just come to put things on the black board for you to copy, but in the SfL they walk you through to understand what is being taught.”

JSS and SfL integrants interviewed contended that there are very low contact hours in formal schools. Most Teachers live outside the community in which they teach and therefore get to school late and close early. In a community focus group discussion in Bachabordo community in the Yendi District, JSS integrants lamented over the inadequate contact hours with pupils, noting that “the Teachers do not live in the community. Out of six teachers only two live in the community. They get to school late, around 9.00 am and close before 12.00 noon.” These complaints were heard during focal group discussions with SfL integrants across the three study districts

Stakeholders interviewed across the three study districts indicated that monitoring and supervision of the Facilitators was more intense and frequent in SfL than the formal school. The supervisors visit each class at least once every month to provide support to the facilitators to address their problems. In the formal school system the monitoring and supervision is less frequent and irregular. Most schools experience no monitoring and supervision visits during the term. In some cases school Head Teacher and Teachers spoke of how they could be there for more than a year without a monitoring/supervision visit.

4.3 Pedagogy, Curriculum and Classroom Management

Perspectives shared by ex SfLers when asked about what they learned from the programme indicates that the SfL programme focuses on equipping children with knowledge and skills that enable them to progress in their academic life, and the SfL curricula is based on the language, socio-cultural, economic and political contexts of the learners. Ex SfLer responses at the JSS and SSS level indicated that the SfL programme focuses on equipping the learners with social skills, knowledge and attitudes that enable them to address the socio-cultural, health, sustainable environmental management and

peaceful co-existence needs of the learners and the communities they live in. The primers contain stories that inculcate values, attitudes and behaviours in the learners which enable them to become responsible and productive members of their families and communities. Teachers, family members, communities, and GES staff at the district level spoke of how SfL had given the children a solid foundation in literacy (language, reading, writing and numeracy), cultural, environment and health awareness for continuation in formal school and in life.

Box 3: Stakeholder Groups' Perspectives on what SfLers Learned

Even though I disliked education, I joined the class because most of my friends were attending it. I learned to read and write in the SfL class. Apart from these I also learned numeracy, good sanitation practices, personal hygiene, plays, songs, stories tree planting, dangers in teenage pregnancy, drug abuse and bush burning. I enjoyed the reading aspect very much and the songs we normally sing. This is because during this time I normally become very happy. When I was in the class and was learning to read and write, I was very happy and made my mind to join formal school immediately after graduation. - Alhassan Fushaita, Non-integragnt SfLer, Bunglung, Savelugu District.

The SfLers have high intellectual capacity which has led to change behaviour in the learners. They are more respectful, observe culture and are focused in life. Most have continued beyond the SfL and are doing very well. Although we don't have the statistics to prove, we understand that most of them are academically excellent. They top in class most of the time. - Gushegu District Assembly

Gushegu District Assembly:

In SfL communities the children are educated not only in book terms/knowledge, but also social and ethical behaviour. Children's perception of life is different from those in other communities. They are disciplined, well cultured and well behaved.

Nanumba South District Education Officer:

The SfL children integrated into the formal system have been given good grounding physically, mentally and for their social development.

SfL Methodology

The IA team reviewed SfL Facilitator Training Manuals and conducted interviews with ex SfLers, non SfLers, Facilitators, parents and teachers across the three study districts related to the methodology. The curriculum review and interviews reveal that SfL methodology is child-centred, child-friendly and more responsive to assisting children master reading and writing skills in their local language and numeracy. SfLers at the primary level spoke of the simple phonic and syllabic approaches that were used by the Facilitator to help them break through to reading. This was corroborated by findings from interviews with the District Assemblies and District Directorates of Education across the three IA study districts.

Box 4: District's Perspectives on SfL Methodology

SfL uses the down-to-earth approach. The relationship between the facilitators and the learners are very cordial/friendly. It is not intimidating. The facilitators are able to interact with and are closer to the children better than their parents and this encourages the children to listen, learn from the facilitators and be obedient to him. All of these should be mainstreamed - **Gushegu District Assembly**

The SfL approach was good – starting with their mother tongue, i.e. from the known to the unknown. It uses a down-to-earth approach. The methodology is simple. It uses the mother tongue, and learning is based on everyday life and what happens in their environment and culture. - **Yendi District Education Officer**

Ex SfLers at the JSS level spoke of the syllabic approach and how it taught them to learn to read and write with ease. “I was taught how to read and write in SfL by breaking the words down in SfL, whereas in the formal school, the words are not broken. We were drilled syllabically in SfL and formed sentences and words with the syllables and we were also taught vowels and consonants which is absent in the formal school.”

The SfLers who did not integrate into the formal school system spoke about the different mix of methods and instructional approaches such as: songs, stories and effective facilitation. For example, Somed Amadu of Gbungbaliga in the Yendi District indicated that “in SfL, I learnt songs, stories and about my culture. I also learnt ‘Lasabu Malibu’ (numeracy). I feel proud to say that I can also facilitate learners in my local language now. I enjoyed the songs our Facilitator taught us because all the SfL songs were preaching awareness about education, value of seeking knowledge, the dangers of conflicts, bush burning, etc.”

The phonic and syllabic approach, individual attention given to each learner during classes, as well as the participatory approach used in SfL enabled the learners to systematically explore and discover issues for themselves rather than being pumped with information. This helped the learners to understand and appreciate the knowledge, skills and attitudes imparted, and facilitated internalisation. Both the integrated and non integrated learners interviewed at the community, primary, JSS and SSS levels and in focus group discussions expressed satisfaction with the SfL instructional approach to teaching and learning. Most of the integrated SfLers at upper primary, JSS and SSS indicated that the teaching approach used in the SfL system allowed the learner to discover issues for themselves and learn to read at an accelerated pace compared to their counterparts in the formal system, some of whom could not read after several years of education.

Box 5: Ex-SfLer’s Perspectives on SfL Methodology (Seidu Anass, SSS 2 Arts, Welensi SSS, Nanumba South Dist).

In the formal school when they teach you something and you don’t understand you find it difficult to ask questions because you fear the teacher and you think that the others may laugh at you, but it is not so in SfL. In SfL you were free to ask questions. The books were there. We used the local language and the method of teaching was participatory. In SfL, vowels and consonants were used to help to form words and to read and write, but in the formal school they just force you to combine the words anyhow.

Time schedules

The flexible school hours in SfL that enabled the learners to support their parents during the day and attend classes in the late afternoon was another striking difference that the interviews and focus group discussions revealed. Stakeholder groups across the three study districts explained that since SfL classes were organised in the afternoon, parents and guardians were more willing to enrol their children in SfL.

Box 6: Gushegu District Education Officer’s Perspectives on SfL Time Schedules

The SfL is successful because of the flexible time table and school hours. It favoured both the parents and the children. For example, on market days most children in the formal school don’t go to school. This is a case where the time table should have been flexible to respond to that.

Focus groups discussions with all the SfL integrants across the three districts at the primary, JSS and SSS levels indicated that their parents had difficulty coping with the absence of the children during the day and upon integration into the formal system. They had to explore alternative ways to cope with the workload at the house and undertake their farming and other economic activities that usually their children had supported. This view was shared at all the community focus group discussions and in the interviews with parents, teachers, GES and District Assembly staff. As commented by a parent at Kupali in the Karaga District “it takes time to get used to the absence of the child.”

4.4 Infrastructure, Learning Environment and Teaching and Learning Materials Provision

Infrastructure

Infrastructure and furniture provided by SfL between 1995 and 2006 amounted to ₦4,049,503,791 (US\$ 556,021)²⁹. Of this amount, ₦288,700,000 went into the construction of 25 teachers’ quarters, ₦3,363,707,791 for the construction of 108 pavilions and ₦397,096,000 for the supply of 408 sets of furniture (see Annex 7 for details). This has improved the infrastructure and furniture situations in most communities and provided the much needed classroom and teacher accommodation to cope with the increasing number of children enrolled at the primary level. It has helped to ease the acute teacher accommodation problems in some communities in the districts. Other logistical support supplied by SfL included motor bicycles supplied to SfL Desk Officers in the Gushegu/Karaga and Yendi Districts for their monitoring and supervision activities.

Learning environment,

Most of the stakeholder groups interviewed across the three study districts mentioned the absence of prescribed uniforms in the SfL as one of the important differences between the formal school system and the SfL. There are no prescribed uniforms in SfL and this enabled each child to feel comfortable to wear whatever clothing they have. In the formal school system the uniform is prescribed and parents are sometimes unable to buy the uniforms for all their children.

Interviews with the ex SfLers revealed that learners were taught to respect their Facilitators and elders, as well as their fellow learners. Owing to the fact that all the learners were from the same community and with similar socio-economic, cultural and academic backgrounds, learners did not feel intimidated by the classroom, Facilitator or environment. They felt comfortable to ask questions in class and probe issues to enable them understand and internalize the knowledge and skills imparted.

In-depth interviews with SfLers suggest that the SfLers who were integrated at the primary, JSS and SSS levels felt intimidated by their new environments in the formal school system when they enrolled initially. They attributed this to the English Language, prescribed uniforms, as well as some of the rules and regulations which one had to just

²⁹ We have used average cedis exchange rate for the last 8 years was 7,283 cedis per US dollar (source: Data Bank).

obey without understanding the rationale behind them. They gradually adapted but spoke of how they missed the participatory caring approach of their own Facilitators which had allowed them to ask questions and ultimately understand how to read and write.

Adequacy of teaching and learning materials

Another key difference expressed by ex SfL learners during in-depth interviews was the adequacy and availability of books and basic teaching and learning materials in the SfL programme. In-depth interviews with ex Sflers and their parents across the three study districts revealed that there was a growing concern that the public system was not able to teach due to the lack of learning materials and teachers. Community members were aware that the SfL programme assessed the programme based on the “products of the SfL system” which were demonstrating better results in reading and writing than the children who had been in the formal system for the entire primary cycle.

In the SfL classroom, teaching and learning materials were readily available. Each learner had his/her own set of books which they could take home to read. In the formal schools this was not the case. Most schools do not have the requisite teaching and learning materials and lack teaching aids for most subjects. The children have to contend with the few reading materials that are available. In most cases two or more pupils will be assigned the reading materials and they were not allowed to take them home. SfL integrants at the primary, JSS and SSS levels expressed concern that they were no longer able to take their reading materials home to study and this affected their ability to excel along with their non SfL counterparts. This view was shared by the teachers, GES and District Assembly staff during field interviews.

4.5 Learning Outcomes and Literacy Attainment Among of SfLers and their Non SfL Counterparts

Random tests in the local language conducted among learners in selected communities in the 10 participating districts in 2005/06 revealed that out of 399 learners tested in the exercise, 169 learners (42.4%) scored between 70 and 100%. Of the remainder, 112 (28.1%) scored between 50% and 69%, while 118 (29.6%) scored between 0% and 49%. This performance demonstrates the strong abilities of SfL learners to read and write in the local language which translates into the high levels of performance of SfL learners in other subject areas such as English, Mathematics and the Local Languages, when integrated into the formal school system.

A literacy test was conducted as part of the IA at the primary 6 and JSS3 levels with SfL and non-SfL learners in order to test their English reading fluency. The results revealed that on the average, the SfLers at the primary level performed the same as their non SfL counterparts across the three study districts and communities in which the tests were conducted. At the JSS level, ex SfLers competed favourably with their non SfL counterparts across the three districts. A closer survey of the mean performance gives the indication that the reading skills of the SfL graduates are similar to their non SfL counterparts. Subjecting the data to the t-Test at all levels of disaggregation reveals that

there is no significant difference between the reading fluency of SfL graduates and non SfL graduates (see Table 4)³⁰.

Table 4: Mean Scores in the Reading Skills Test among P5 and P6 Students Across Selected Schools During the IA (2007)

District	School	Variable	Female Non SfLer	Female SfLer	Male Non SfLer	Male SfLer
Gushegu Karaga	Nawuhigu Primary	Total words	12.5	44.0	76.3	70.0
		Error	4.0	6.0	9.3	3.7
		Correct	8.5	38.0	67.0	66.3
Yendi	Bachabordo Primary	Total words	40.5	20.3	34.3	45.0
		Error	11.5	8.5	5.5	9.5
		Correct	29.0	11.8	29.0	25.5
Nanumba	Makayili Primary	Total words	71.5	27.0	80.5	66.0
		Error	3.0	6.3	2.5	3.7
		Correct	68.5	20.7	78.0	62.3
Gushegu Karaga	Karaga JSS	Total words	65.0	90.0	114.8	100.0
		Error	7.0	10.0	2.2	5.3
		Correct	58.0	80.0	112.6	94.8
Yendi	Kpabya JSS	Total words	75.7	74.3	126.0	113.3
		Error	4.7	8.3	3.3	1.3
		Correct	71.0	66.0	122.7	112.0
Nanumba	Bakpaba JSS	Total words	80.0	120.0	60.0	93.3
		Error	10.0	10.7	8.7	4.7
		Correct	70.0	109.3	51.3	88.7

Note: (Total words mean: total average number of words reads by students tested in the school; Error means: average number of words read incorrectly; Correct means: number of words read correctly within one minute.)

Assessment of SfL graduates in primary 4-6

Another exercise to assess the overall literacy achievement among SfLers integrated in the formal system was an assessment of the school based results of ex SfLers at the Primary 4-6 level who were in the second term of the 2005/06 year in English, Maths and Ghanaian Language across five selected schools in each district. The exercise revealed that the SfL graduates competed favourably with their counterparts (non SfL in the same class). It was noted that the proportion of SfL learners scoring above class average in all the three subject areas ranged between 43% and 100% and for the non SfL learners it ranged between 20% and 67%. Overall, the performance of the SfL graduates was higher than the non SfLers in all the 3 subject areas across the sampled schools. Across different

³⁰ The IA team is in the process of revisiting the data from this test.

class levels and schools from P4 to P6 (rural and town) SfL graduates on the average outperformed the non SfLers in all the 3 subjects. The performance however, varied from school to school (see volume 2, annex 11.0).

These findings are corroborated by teachers in the schools where SfLers were integrated and non SfLers who are in the same classes as the ex SfLers. These stakeholders reported in interviews at the primary and JSS levels that SfLers were performing much better than their non SfL counterparts in the classroom and in examinations. Termly reports and examinations suggested that the SfLers were stronger in subjects such as Ghanaian Language which helped them to learn to read in the English Language and improve their performance in other subject areas. Focal group discussions with non SfLers confirmed that they noticed a significant difference in the skills and aptitudes of the SfLers particularly in reading and writing. Many regretted not joining the SfL programme when it was offered in their community, since they saw from their SfL friends that the class would help them to read and write in both the local and English Language.

Interviews with SfLers and teachers in the Senior Secondary Schools across the three IA study districts further reveal the high performance levels of the SfLers. It was noted that for three consecutive years (2004 – 2006) the SfLers had the best aggregates at the BECE in the Gushegu/Karaga District. In 2004, the best aggregate in the district was 16, in 2005 the best aggregate was 13, and in 2006 it was aggregate 20. All these best aggregates were obtained by SfLers. In the Nanumba district it was an ex SfLer who topped the 2006 BECE results with aggregate 14.

Results of SfL's own random tests in the local language, assessment of learners in primary 4-6 and BECE results for SfL learners in selected schools attest to high quality literacy and achievement levels of the SfLs.

4.6 Educational Attainment

A key impact of the SfL programme is the high level of educational attainment of the SfL products. As indicated in earlier sections on enrolment, drop out, graduation, integration and retention, the transition of SfLers from the nine month SfL programme to the primary, JSS and SSS has been remarkable leading to high educational attainment among the beneficiary children. Data from three primary schools, two JSS and three SSS collected as part of the school profiles in the three study districts confirm the high educational attainment levels among the SfLers (Annexes 15, 15.1, 15.2 and 15.3).

At the primary level, the SfLers constituted 51 (14.45 %) in Makayili, 26 (30.95%) in Bacharbordo and 63(44.06%) in Nawuhugu of the school population at the time of the study visit. In proportionate terms the females made up 21.08% (34), 42.86% (18) and 79.59% (39) of the female population in the respective schools. It is obvious from this that as far as Bacharbordo and Nawulugu schools are concerned, the SfL programme has been a major feeder of female children to the primary school and had promoted higher educational attainment levels for the females.

At the JSS level the composition of SfLers were 12.01% (86) in Karaga L/A and 24.27% (25) in Bakpaba. The male SfLs made up 11.84 % (56) of the male population in Karaga JSS and 41.8%(72) in Bakpaba. The females were 12.25% (30) and 24.06% (32) of the female population in the respective schools. This further indicates the contribution of the SfL programme to the promotion of high education attainment for underprivileged children, especially females.

The trend was similar at the SSS level. Data from the three IA focal senior secondary schools reveal that SfLers made up (10.15%) of the SSS classes in Yendi SSS; 100 ex SfLers or 9.47% of the school population in Wulensi SSS and 26.02% of the school population in Gushegu SSS. In Yendi SSS: males constituted 123 (11.03%) and females 22 (7.01%). In Wulensi SSS males, constituted 59 (7.69%) of the school population while females constituted 20.42%. In Gushegu SSS ex SfLers constituted 59(26.94%) of males and 11(22%) of the females.

4.7 Conclusions

Field investigations with a variety of stakeholders including SfLers integrated and non-integrated and their teachers at the primary, JSS and SSS levels, as well as results of SfL's own random tests in the local language, assessment of learners in primary 4-6 and BECE results for SfL learners in selected schools attest to high quality literacy and achievement levels of the SfLs. Key factors to the high performance levels among the SfLs are attributable to the teaching and learning approach, the availability of teaching and learning materials, the congenial learning environment and the commitment of the SfL Facilitators. These insights provide critical lessons for the government in supporting complementary education and enhancing performance in the public school system.

5.0 Impacts at the Individual Level

“The SFL has salvaged us (the girls) otherwise some of us would have been betrothed to men.” (Focal Group Participants at Bachabordo Primary, Yendi District).

“Most of the girls who passed through the SfL classes are foster children. They are the last to go to bed and the first to wake up in the family. This affects their academic performance. Most SfLers take care of themselves while in school. (staff of Gushegu JSS in Gushegu District)”

5.1 Introduction

The main focus of the IA study was to investigate “the significant and lasting changes brought about by SfL in the individual lives and local communities... and offer explanations as to how the SfL intervention has effected these changes (Impact Assessment Terms of Reference, SfL, 2006)”. Two techniques were used to study the significant and lasting changes. The first method involved focal group discussions with ex SfLers at the upper primary, JSS and SSS levels. The second method was to conduct in-depth interviews with the SfLers themselves, their families and classmates who had not participated in the SfL programme but were in the same class level in the formal school. The focal group discussions and in-depth interviews with ex SfLers focussed on the following questions³¹:

- What was your life like before SfL and after SfL?
- What were the main barriers for non attendance in the formal system before entering SfL?
- What were the main things which you learned during SfL (knowledge based, literacy, etc)?
- What were the values, attitudes and behaviours which you learned as a result of the programme?
- What impact did the programme have on your individual, family and community lives?
- What life changes occurred as a result of SfL and why?
- What are the key differences between the ex SfLer and their classmates?
- Were any of these changes sustained and if so, which ones and why?

The questions focused on exploring the changes in values, attitudes and behaviours along with life outcomes, including educational outcomes of the programme and socio-economic outcomes for the individual as a result of the programme. A broader analysis was pursued in considering the impact the individual was having in his/her family, community and as part of the social order in general.

This chapter reviews the key findings from the tracer study at the individual level. It is divided into the following sections:

³¹ For a more detailed review of the questions see the Tracer Study Field Guide in Volume 3.

- The SfL learners and who they were before entering the programme
- The key impact of the programme
- Their acquired knowledge and skills
- Their attitudes and behaviour change
- Their livelihood patterns and life outcomes from the programme
- The social cultural transformation which the programme created

5.2 Who the SfL Learner was: Before the Programme and After

A quick review of some of the profiles of the SfLers reveals that many of the SfLers interviewed during the IA came from very large families containing 7 to 21 children, often with several siblings not attending school.³² Several of the female SfLers were under the care of their “aunties” who were using them to assist on the farm and perform other income generating activities. Their life stories reveal that their parents were unlikely to enrol them in the formal school system and only through their attainment in literacy were their parents encouraged to enrol them in school.

Findings from the IA suggest that the children enrolled in the SfL programme were from the “reserve” grouping which was held back from school by their families in order to help on the farm, help invalid grandparents or be traded off to an “Auntie” to train and prepare them for marriage. This is the grouping of children who are often termed “hard to reach” since they are hidden from school authorities but desperately needed at the home and on the farm (Casely-Hayford, 2000). Table 5 presents some of the life changes which were brought about by SfL.

³² Table 10 in the next chapter present selected family profiles of ex SfLers across the three districts.

Table 5: Interviews with Ex SfLers at Primary, JSS and SSS levels

Ex School for Lifer	Before	After
Primary Level Interviews		
Fulera Kofi Nawuhugu Primary 5, Gushegu District. Completed SfL in 2002 (Girl)	“I was given to my sister to take care of her children. There was no formal school in our community again, so I was taking care of my sister’s children”	“I was able to read and write in Likpakpaaln (my mother tongue). I was happy because I could read and write. My reasoning changed after SfL”
Danaa Maayen, Nawuhugu Primary 5, Gushegu District. Completed SfL in 2002	“I followed my father to farm. There was no formal school in the village again due to the conflict”	“After completing SfL, I stayed at home for 2 years helping my parents on the farm before I integrated into the formal school. I was happy I could read and write. My father changed his attitude because after two years I could still read and write.”
Kwesi Najo, Bachabordo E. Primary 5, Yendi. Completed SfL in 2004 (Girl)	“I am a girl of 13 years old. Before I entered SfL I used to help my mother on the farm work - to plant grains like beans, corn, etc. I also went with my peers to fetch water when we were at home. I did not attend school because my mother was sick and my father said that I needed to support her in the farm and with household work”.	“I saw that after I completed SfL I was enlightened and my attitude changed. I began to respect my parents. I did not wait to be instructed to do what was right in the house. Sometimes I use my own initiative. My parents also saw that I could now read and write so they were happy and allowed me to continue to formal school”.
Alhassan Latifa, Makayili Primary 5, Nanumba District. Completed SfL in 2004 (Girl)	“My father had no means that was why he could not send me to school. My parents wanted me to attend school but they had no means because my father is a sickler”.	“I was able to read and write in my local language. Before SfL I did not care about anything but after SfL I now know that I should do something with my life. Before SfL when my mother sent me I refused but now I go. I did nothing but roamed from house to house. Now I am sensible. At first I attended dance and video and now I don’t”.
Nachimpoan Ernest, Makayili Primary 5, Nanumba. Completed SfL in 2004	“I used to go to the farm with my mother because my father died when I was still young. I used to follow my mother to the farm to plant yam because I am the first born. My mother was interested in education but could not afford to send me to school. My mother had gone to school up to JSS.”	“After SfL I got integrated in P3. I felt happy and proud that I was able to read and write and I wanted to be in formal school. Because I saw that my age mates were going ahead of me in education and their lives will eventually change more than mine. My mother allowed me to go to school because she saw that I was interested in learning”

Ex School for Lifer	Before	After
JSS Interviews		
Iddrisu Jibril (Kpabia JSS community, Yendi) <i>Completed in 2000 now attending JSS 2, five years in the formal education system.</i>	“I used to go to farm because I was not sent to school. At the farm we had fowls which I catered for. I did not attend school because my parents did not know the importance of education and did not like schooling until I forced them. At home I was idling about and at the farm I took care of fowls. They (my parents) did not have interest in education as at that time...”	“I was very happy after I completed SFL and could read and write because I was able to read letters for my parents and also distinguish various cards for them (hospital, prescriptions, receipts and others). My parents developed interest in education after SFL. They encouraged me to continue with my education”.
Agnes Mabel, (Bakpaba JSS, Nanumba District) <i>Completed SFL in 2003 was integrated at P5 and now attending JSS2, four years in the formal system.</i>	“My father had 3 wives with 10 children. Four are my mother’s children. I am the fourth child of my mother and the only one to have attended SFL. I lost my father before I attained the school going age. I was therefore enrolled in SFL class by my brother who was the SFL facilitator. Before attending SFL I used to help my mother on the farm and at home with various house chores (taking care of younger siblings, fetching water and cleaning). My parents were interested in education and had enrolled 2 of my senior brothers”.	“After School for Life I was so happy that I could now read and write because when I was at home. I could neither read nor write. SFL offered me an opportunity and I used it well. Now I’m in JSS 2. I was interested in education so when we completed SFL and my colleagues were continuing, I also told my mother and she allowed me. My mother sent me to formal education because she saw that I could be someone in future and I could help her. I hope to give my mum what ever she will need within my ability.
	“I was a cowboy before joining SFL class at the age of 9. I also reared animals such as sheep, goats, and fowls and also helped my father on the farm. Any time I felt hungry I killed people’s fowls and guinea fowls to eat. My parents attitude towards education was negative especially my father who thought that all educated persons were lazy and useless because they did not want to work on the farm.”	“SFL helped me greatly in reading and writing Dagbani. In fact I was happy that I could read and write in Dagbani. After completing SFL I could read letters and write in Dagbani for my father who started to look for assistance from outside to educate me further.... My father sent me to school after my Uncle educated him on the importance of education. He assured him that I could still farm even better after attaining education”.
SSS level interviews		
Musah Ibrahim, Gushegu SSS 2 Agric., completed SFL in 1999, enrolled in P 4 and now in SSS 2	“I was not attending school but came across SFL through a friend. I informed my father and he enrolled me. Many of my siblings (5) were attending school and the burden was too much for my father so he said I should not go to school. I was helping my father on the farm. I was 13 when I started SFL. My parents liked education very much but they were very poor. Because they liked education that is why they sent my elder siblings to school. It was my sister who forced my father to send me to SFL. When I completed SFL,	“I was very happy when I finished SFL because I could read and write in Dagbani. If I compare myself to my colleagues who did not go to school I feel very happy. They can’t read and write but I can. Some of them are even married and can not afford to take care of their families. When my colleagues see me they confess to me that they have regretted. They have very high regard for me. My mother and sister who took care of me are dead now, but my father

Ex School for Lifer	Before	After
	it was my sister who sponsored me to primary and JSS. Unfortunately, she died before I completed JSS”.	is very proud of me. He is very old now (62 years) but I work to take care of myself in school. During vacations I work on people’s farms to get money to take care of myself.”
Sugri Jamilatu, (Female Ex SfLer in SSS 2 at Yendi SSS. she enrolled in P 3	“Born to a father with three wives, 15 children, I never thought I would ever be in school as I am a girl. For my father had sent 4 siblings to school already. I was helping my mother in her “koko” business and other household chores. One day a friend invited me to SfL which I did not know of. I informed my mother about it who reminded me the following day. That was how I got to school. I was surprised at my own performance. In fact, my parents liked education but not all their children were in school. They had no reason for not sending me to school but I think it had to do with funds”.	“By the end of the 9 months, I was able to read and write in Dagbani and perform some basic calculations. I was so excited about it. Before the SfL, anytime I was free, I used to roam about or play, but when I started SfL, I used such free time to study. Now I easily run errands for my parents and feel more productive and tolerant than before SfL. I have confidence and speak reasonably. My parents like education and I do my best to excel. I respect the elderly also.”

5.3 Knowledge and Practice Among SfL Graduates

Interviews with the 54 ex SfLers who were integrated in the formal school system across 9 communities revealed the ways SfL had assisted them “break through to literacy” and how they had translated these skills into learning to read English. Perspectives were shared by the integrated SfLers, the non integrated SfLers, their families, and teachers across the three study districts regarding the knowledge they acquired during the SfL programme. Their responses to questions concerning the environment, health and values suggest that SfL was able to instil a high level of awareness in the SfLers about the value and importance of education among SfL graduates. This has led to their increased determination to attain higher levels of education.

The interviews with the ex SfLers revealed that they still remembered the main lessons from the SfL classes and felt connected to the SfL programme as a major life changing experience. Youth that had completed SfL over seven to ten years ago and interviewed at the SSS 2 level were able to identify one or two stories which had a significant impact on their lives. Ex SfLers spoke of their connection to themes in the curriculum which still had meaning in their everyday lives such as “the cow (Nahu) or M Paga Amina (story on family planning).” The SfL approach had a transformative impact on the learners by building their self-esteem, self-identify and literacy skills.

The key outcome of the SfL programme was that over 90% of SfL graduates became functionally literate. They were able to read and write and were found helping other family members to read and write in the local language. SfLers in the formal system demonstrated higher literacy skill/competency compared to their non SfL counterparts who now regretted not having had the foundation in their mother tongue. Most children at the upper primary and JSS levels were aware that the educational foundation which SFL gave them was helping them excel at the higher levels of education.

Box 7: Learning to Read, Write and Use Functional Literacy Skills

Head teachers and teachers were asked to comment on the differences between the SfLers and non Sflers in their schools and the reasons for this; here are some of the responses to the question:

Teachers of Nawuhugu Primary School in Gushegu District said “the level of comprehension of SfLers is higher than the non SfLers. It is because of their knowledge in the mother tongue. Also the smaller class sizes allows for better attention of the child. Availability of teaching and learning materials in the SfL class is also good.”

Headmaster/teacher of Bakpaba JSS in the Nanumba North District. “The mother tongue also helps in identifying words and in pronunciation.”

Headmaster/tutors of Wulensi SSS in Nanumba South District. “ The strong foundation provided through the use of the mother tongue in teaching how to read and write account for their high performance”.

In terms of academic performance, the SSS teachers spoke of how SfLers are better in reading skills than non-Sflers, since a stronger foundation in reading was acquired through the SfL programme. They spoke of how SfLers are more confident and better

academically than non SfLers. Some teachers said that the SfLers are better in reading and writing in both languages (English and the local language) due to the strong foundation they had compared to the non SfLers. Some teachers declared that the SfLers are “unbeatable.” The teachers across the communities’ spoke of how the SfLers were always performing better academically compared to their non SfLers, especially in the language subjects. “They may be equal with non SfLers in some subjects but they are always at the top of the class in the Ghanaian Language.”

The focal group discussions across the Primary, JSS and SSS levels with ex SfLers and their peers revealed that the main learning outcomes of the programme were related to reading and writing and the empowerment and confidence this brought about in stimulating them to move to higher levels of education.

At the primary level, children spoke of how SfL had helped them in many ways: “we were taught how to read and write in the local language and how to keep our bodies clean.” Good farming practices, personal hygiene and respect for elders were mentioned as key lessons learned. Exposure to trades, practical skills and income generating activities such as soap making and dress making were mentioned in Yendi and Gushegu as some of the skills SfL had introduced. These were mentioned in only two of the three districts visited since at the early stages of the programme SfL was integrating skills into the first phase of the programme.

At the JSS level, children spoke of how SfL had helped them: “I learnt numeracy, vowels and consonants, division, and how to read. For instance lessons such as the cow, the eye, etc” (Issahaku Inusa in Karaga JSS). Children at the JSS could vividly remember key lessons in the SfL Primer which reflected their interest and enhanced their knowledge and skills at those levels. Many spoke of how the SfL lessons on the “cow, the tree and the net” taught them a lot about their own environment in the community. The ex SfLers in Nanumba JSS spoke of how the “drug abuse lesson and lessons on afforestation” had a positive impact on their lives.

Ex SfLers at the SSS level spoke of how “the SfL programme taught us how to read and write in Dagbani. It also taught us how to pronounce the vowels and consonants, the combination of it helped us to form meaningful words. We also learned life skills activities and the cultural norms of the society. These have made us respectful” (Ex SfLers in Yendi Secondary School). The in-depth interviews with ex SfLers revealed that mastery in reading the local language helped SfL learners attain entry into SSS level. This view was shared by almost all the SfLers interviewed at the SSS level across the three case study districts.

5.4 What They Learned From SfL?

At the primary level children spoke of how SfL helped them to learn to read in English, and how they are able to read to their parents and siblings. Ex SfLers were asked what they learned in the SfL programme. The responses from focal group discussions with ex SfLers in Yendi District are as follows:

- “What I learned from SfL helped me to take orders from my parents... I also see the need to help my mother fetch firewood...”
- “The knowledge I had from SfL increased since I joined formal school... the reading and writing helps me to concentrate in class and understand what is taught in the class.”
- “SfL made me to be aware of the importance of education;”
- “We were encouraged by SfL to integrate and be more knowledgeable ...”
- “I continue to read what I was taught on personal hygiene and family planning and told my parents to practice it.... They agreed not to have more children again.”
- “The SfL has salvaged us the girls otherwise some of us would be betrothed to men.”

(Based on Focal Group Discussion with ex SfLers at Bachabordo Primary, Yendi District).

Primary students in Nanumba district said that they had learned to wash their hands and use a spoon when eating. “I use the knowledge to write my parents names. The knowledge helps me to read books in English, calculate money and account for what money I use” (Ernest Nachimpoan, Makayili Primary, Nanumba). SfLers spoke of how they were aware that they could pass on the information to their other siblings and parents. Many ex SfLers spoke of sharing key lessons such as family planning and personal hygiene with their parents and sibling.

5.5 Impact of SfL on the Lives of the Learners

Ex SfLers at the JSS level spoke of how reading and writing had helped them to read and write particularly for their parents and family members. “I read signs, letters, sign boards, posters and hospital cards to my parents”. Ibrahim also spoke of how “my parents and other family members fall on me to distinguish light bills from water bills, and also their amount.” Ziblim said “I also calculate money for my mother when she needs to buy food stuffs for sale. Hamida said “SFL taught me to be neat and keep my environment clean” (Karaga District Field work).

Across the three JSS in the three study districts, children spoke of the impact SfL had on their reading and writing at school and passing on the knowledge and skills to their parents and siblings. Sanatu spoke of how SfL had been helpful: “SfL has helped me to read and write in my language which I’m proud of... it has also helped me to calculate effectively. I even teach my parents to read and write at home since they have the interest, and we keep our environment clean” (Kpabiya JSS, Yendi District). In the Nanumba District, Bakpaba School-based interviews with ex SfLer revealed how literacy has helped them in pronunciation and good ways of farming. They indicated that they read “the story of Nahu (the cow) to their parents.

Interviews with ex SfLers at the SSS level revealed that the main impact of SfL in their lives was in their ability to read and write in the local language and then in English. This in turn helped to strengthen their ability to read and write at the SSS level and cope with the learning requirements. Some mentioned that SfL had helped them to attain higher levels of education such as SSS. They spoke of their application of the life skills in relation to clean environment, personal hygiene, health and in gender issues. Across the three IA focal SSS's, ex SfLers were asked what they learned from SfL and what difference this made to their lives. A few examples of the responses are provided below:

“I have an advantage over my classmates who have not attended SfL. It has helped us to read English very well and polish our pronunciation very well... we sometimes read to our parents the stories and lessons they taught us in the SfL class” (Gushegu SSS focal group). “The literacy helped us to do better in English and write and speak with confidence when we are in public....” (focal group discussion at Yendi SSS)

“From SFL we moved into the formal school and it has changed our lives, we have become more enlightened... we perform well in our classes and help our parents with the knowledge...for instance, keep ourselves and the environment clean, going to hospital when sick, and drug administration. We also learned of the causes and effects of teenage pregnancy (Focal Group discussion, Wulensi SSS, Nanumba District).

When asked what the differences were between SfLers and non SfLers, teachers reported that SfLers were often the school and class prefects and leading the class in terms of academic performance in English and Ghanaian Language. Teachers remarked that the local language literacy training was the best foundation for children to learn English and other subject areas. “SfL learners are also neater, comport themselves better, perform better academically (always taking the first to third positions) and more confident. This has boosted the self-confidence of the learners. They now have very high self-esteem (Bachabordo Primary Teachers).”

Life skills testing conducted as part of the IA study suggests that SfL learners are very conscious of sustainable management of the environment, the importance of avoiding bush burning, promoting tree planting and safe disposal of waste. In addition, they are aware and practice malaria prevention measures including the use of mosquito nets, safe disposal of waste water, and clean environment. They are aware of the dangers of drug abuse and therefore do not engage in it and advise their family members against it.

Box 8: Mohammed Sadique

I am Mohammed Sadique in SSS 2 Arts in Gushegu Secondary School. I enrolled and completed the SfL in 1998 in Gushegu. I have been in the formal school for nine years now. I was in Primary 3 and I was not doing well in class. My father noticed that children who attend SfL were doing very well. He therefore asked me to join SfL so that I can perform better. At SfL I learnt to read and write in Dagbani so that I can do well in the formal school. The use of the vowels and consonants and combining them to form words makes you grasp things very easily. My parents like education very much and that is why when I was not doing well in class they wanted me to do well and therefore enrolled me in SfL. When I was in the formal school I was not performing well. I had a lot of problems reading the local language and English and even mathematics. But after SfL, I was able to read well and do well in maths. I also mastered the Ghanaian Language (Dagbani). I have advantage in the Dagbani. I understand and do very well in it. I am very happy that my father achieved his aim of sending me to SfL. It has helped me academically and socially too. My parents saw formal education as very important foundation for my life and for my future. They wanted me to be somebody. I write their letters for them. I also teach my other brothers and sisters. We are five, three boys and two girls. I am the second born so I help the rest who are in school in the primary to do their Dagbani, English and Mathematics during holidays.

My main challenges in the primary school were that my house was very far from the school (about 3 km) so I had to walk and I found it difficult going to school. I have also had difficulty with my parents paying my school fees and providing my text books, uniform, etc. My community now understands the benefits of education better. They already knew the importance of education and that was why they wanted us to do well in school.” – Mohammed Sadique, Gushegu Secondary School.

5.6 The Change in Attitudes and Behaviours of SfLers

SfLers are better disciplined than the non SfLers. We are more matured, more respectful, purposeful and focused in life. We don't take things for granted. We know why we are here. We came here by chance; it is not because our parents loved us so they wanted to send us to school. But those in the formal system take things for granted. Most of them don't know why they are here. They think their parents have sent them here as part of life. Academically, we are doing better – we do better in reading subjects and top them most of the time (Female ex SfLer, Welensi Secondary School, Nanumba District).

The IA revealed that SfL had a lasting impact on ex SfLers values, attitudes and behaviours in relation to their culture and the society around them. In-depth interviews with ex SfLers and their non SfL counterparts at the school and community levels revealed that SfLers had acquired a deeper appreciation of their culture and service to the community through the SfL programme. Most spoke of their commitment to assisting their families and communities in future through their professions and the life direction they were choosing. In-depth interviews with ex SfLers at JSS and SSS levels revealed that they were aware of the negative cultural and farming practices which were impeding growth in their community (early marriage, child fostering and betrothal; bush burning, etc). They were determined to reduce their own family sizes, and recognized the importance of girls' education and protecting the environment.

Interviews with non SfL counterparts and teachers revealed that SfLers were seen to be more respectful, humble, determined, attentive and confident in class (see table 6). They were willing to assist their peers who were not as conversant with the local language learn to read. They often acted as teacher assistants.

Table 6: Key Differences in Attitudes and Behaviour Between the SfLers and Non SfLers Based on Head Teacher and Teacher Interviews

Primary Level	SfLers	Non – SfLers
Key Differences and Qualities	<p>They are more matured, disciplined and respectful.--- more focused, determined and confident.</p> <p><i>Ojen Nimoah, Head teacher of Makayili Primary, Nanumba North. Said “Since the SfLers are more matured than their counterparts (non SfLers) they are more focused and performing better than the non SfLers because they are eager to learn and they have also got a good foundation in language learning”.</i></p> <p><i>Tawiah Djaso Godwin, P6 teacher, Bachaborido in Yendi District. Said “SfL children are very neat, very confident and ready to talk in class. They ask and answer questions more than their non SfL colleagues. Most of them are doing very well and some are average”.</i></p>	<p>They are younger, going to school at the standard school going age or even younger.</p>
Purposeful and determined	<p>They are also more purposeful and determined to learn</p> <p><i>Head teacher and teachers of Bakpaba JSS in Nanumba North District said “the SfLers are much grown, have good attitude and conscious of what they are in school for. Academically, SfLers perform better than non SfLers, but some of them (SfLers) just like the non SfLers have hand writing problem”.</i></p> <p><i>Mr. Amadu Mutawakil, computer tutor, Gushegu SSS, in Gushegu District “Mostly, the SfLers are humble and comport themselves. They are always determined to learn. I teach computer science, and at their (SfLers) free period time, they always want to be in the computer laboratory to learn. Most of the exceptional students (SfLers) transfer the first language to help them learn English”.</i></p>	<p>They are less focused and determined due to the weak foundation provided by the formal school.</p>

At the SSS level, teachers and Head teachers spoke of how SfLers approached issues more maturely compared to their non SfL counterparts. They mentioned that SfLers comported themselves and are well disciplined, respectful and determined to learn. Owing to the content of the curriculum that inculcate in the SfLers the socio-cultural values of the society they become socially responsible – respecting the elders, abiding by the social norms and values, and exhibiting leadership qualities.

Non SfLers at the JSS and Primary level recognized key differences between the ex SfLers and themselves. The following are the main differences which they reported during focal group discussions:

- “The School for Lifers are generally academically good in the subjects taught (especially in local language) than the non SfLs”.
- “The School for Lifers are more serious and determined in their studies than the non SfLs”.
- “The School for lifers are more determined and focused in school than the non SfLs, so the SfLs take up the leadership roles in school.”

5.7 Key Differences in Performance Between SfLers and Non SfLers

Differences between SfLers and non SfLers were many. Interviews with non SfLers who were attending the same class in the formal system as the ex SfLers, spoke of the studious and serious nature of the SfLers to learn and read even when teachers were not around. They spoke of how the ex SfLers were more disciplined, humble and well behaved.

Teachers were able to point out the ex SfLers in their classes without having to ask. They spoke of how ex SfLers were more confident, able to ask questions and had the “zeal to learn”. Teachers spoke of how SfLers had grown to have good attitudes, were respectful towards their elders, teachers etc. compared to their non SfL counterparts (see Table 7).

Table 7: Key Differences in Performance Between the SfLers and Non SfLers Based on Head Teacher and Teacher Interviews

Primary Level	SfLers	Non SfLers
Performance related differences	<p>The SfLers had good foundation from SfL class and are more confident and academically good.</p> <p><i>The Head teacher and English teacher of Karaga JSS in Karaga District said “the SfLers are more disciplined and purposeful. They have the zeal to learn and do not joke when in class unlike the non SfLers”. “The SfLers do better; I am mostly impressed about the way the SfLers try to pronounce words syllabically”.</i></p> <p><i>Mr. Issahaku Imorow Sumani, Headmaster Yendi SSS in Yendi District. “From my observation, when the SfLers are offered guidance and counselling, they are seen to be ahead (academically) of the non SfLers, though it is sometimes difficult to make the difference”.</i></p> <p><i>Mr. Philip Sumani (Senior Housemaster) Gushegu SSS, Gushegu District. “it is 50/50 for SfLers and non SfLers, but some SfLers like the current school prefect (Mohammed Hardi) are unbeatable in class”. This has earned him a scholarship from NNED.</i></p> <p><i>Headmaster and teachers of Wulensi SSS in Nanumba South District.</i></p>	<p>The non SfLers had a weak foundation in the formal school since learning a foreign language which is difficult to understand.</p>

Primary Level	SfLers	Non SfLers
	<p><i>“the SfL graduates have better reading skills than the non SfLers”.</i></p> <p><i>Staff of Karaga JSS in Karaga District. “The SfLers seem to have learnt through the syllabic way and are motivated when they try and are successful in pronouncing the words. The use of Ghanaian languages is a strength”.</i></p> <p><i>Teachers of Nawuhugu Primary in Gushegu District. Said “their foundation in the mother tongue makes their understanding better when they integrate in P2 or P3. They learn to read faster than the non SfLers. Being more matured than their counterparts, they are focused and perform better in class.</i></p>	

5.8 Why the High Performance of SfLers?

All the 18 pupils interviewed in schools at JSS level said the ex SfLers do well in the local language compared to the non SfLs. Majority of non SfLers interviewed said ex SfLers do well in the Ghanaian language, English and Environmental studies. In-depth interviews with the ex SfLers involved probing for the reasons behind their academic success in the formal system and why they were outperforming their peers particularly in the Ghanaian language. Muniru Doris of Jinjinabani in the Yendi District said, “the SfLers can read better because SfL has helped them with the method of teaching and they are able to pronounce words better. They apply this in English (syllabic drill)”. Tampin Tinyadow Abass of Bofoyili in the Nanumba District said “almost all the SfLs in my class attain high marks in examination and they read much better than us. This is because they had a good start in SfL with the mother tongue which they understand. I had to ask of their background because they are good and that was how I got to know them, and how they were taught.” Lucy Biochome said, “they are good in Mathematics, English and Dagbani than we do. School for Life has helped those who attended the school to have quick education because after nine months they are being brought to join us even in P5 and P6 and I think this is why they teach well.” Ernest from Lanja in the Nanumba District says’ “I have noticed that most of our prefects in the school are ex SfLs“.

When Teachers were asked to explain the reasons for the difference in performance between the SfLers and non SfLers they responded with the following explanations:

- “Learning in their mother tongue provided a good foundation for SfLers unlike the non SfLers who started learning in the foreign language – English”.
- “Smaller class size of 25 learners in the SfL class accounted for better attention to individual learners than the very large class size of the formal school of the non SfLers”.
- “Availability of adequate Teaching and Learning Materials (TLMs) in the SfL class gives the SfLers an advantage over the non SfLers who have inadequate TLMs in their classes”.

- “SfLers are motivated to learn by the commitment of their Facilitators unlike the non SfLers who had non committed teachers for their start”.

5.9 Differences Between SfLers and Non SfLers in Relation to Parental Support

At the JSS and SSS levels teachers held the view that SfLers received little parental support compared to the non SfLers in the schools visited. Teachers believed that most of the SfL girls were fostered to their aunts and boys to their uncles and were not expected to attend school if it were not for the intervention of SfL. This trend in parental support was somewhat different at the primary level. Here teachers spoke of how the parents were encouraged by the results their ex SfLers were receiving, and at lower primary levels it was affordable to send a child to school. This made it easier for parents to continue sending their children at least up to primary level. Finally, teachers explained how some of the SfLers were financing themselves to attend school.

Box 9: Perspectives on Differences in Parental Support for SfLers and Non SfLs

Teachers of Bachabrido EP. Primary in Yendi District, “parents of SfL learners are more supportive than the non SfLers, because they think that their children have a good foundation to build on and so they support them.

Teachers of Bakpaba JSS in Nanumba North District. “Because most SfLers enrolled themselves, their parents care little about their school needs. Hence, some of them do not have decent uniform and sandals.

Staff of Wulensi SSS in Nanumba South District. “the SfL graduates lack financial support compared with the regular formal school students”

“Most of the girls who passed through SfL class are foster children. They are the last to go to bed and the first to wake up in the family. This affects their academic performance. Most SfLers take care of themselves while in school. (staff of Gushegu JSS in Gushegu District)”

5.10 Dropout and Retention Within the Schools

Teachers interviewed across the primary to SSS level spoke of how the SfLers were more serious, and determined compared to the non SfLers which led to higher retention levels than their non SfL colleagues. According to the teachers, this had a ripple effect on dropout. They spoke of how the SfLers were more matured and more purposeful knowing what they want from the schooling experience and therefore only drop out in very difficult circumstances (e.g. death of a family member or illness). Teacher interviews revealed that the few SfLers who dropout are girls who are fostered to their aunts (see Table 8).

Table 8: Teachers Views on the Differences Between SfLers and Non SfLers in Relation to Dropout and Retention

Stakeholder Interviewed	Differences between SfLers and non SfLers in relation to dropout
Primary Teachers	<ul style="list-style-type: none"> • “There are no dropouts among SfLers in this school.” (Makayili primary school teachers). • Bachaborido E.P primary school teachers. “we don’t have drop outs in this school. We only experience truancy at certain times of the year when most of the girls are supporting their mothers at home”. • Nawuhugu primary teachers. “because SfL has close contact with parents of SfLers. This is because most of the children come from different communities. Girls are usually taken out of school to marry”.
JSS Teachers	<ul style="list-style-type: none"> • Teachers of Kpabia JSS. “Since we got to know them, 3 to 4 months ago, none has dropped out”. • Teachers of Bakpaba JSS, “the SfLers hardly drop out. Because they are responsible for themselves. But the non SfLers, when their parents fail to give them the least support, they drop out”. • “SfLers are motivated by the SfL scholarship scheme”. • Teachers of Karaga JSS, “the SfLers dropout are slightly higher due to lack of parental support. So when they try and cannot make it, they stop”
SSS Teachers	<ul style="list-style-type: none"> • Teachers of Yendi SSS “we don’t keep record of them and study their main characteristics and development. However, since the SfLers tend to be more serious, determined and focused, it is unlikely for them to stop. Of course, unless in some extreme situations like serious inadequate financial support from their parents”.

As mentioned in the previous chapter, the qualitative data from the tracer study revealed that retention rates among SfLers at all levels of the education system was higher than non SfLers. Teachers attributed the high retention to the fact that SfLers were more matured and determined to continue their education.

5.11 Reflections and Conclusions

Findings from the Impact Study suggest that ex SfLers were not only breaking through to mother tongue literacy, but were sharing the knowledge, skills and lessons learned with their friends and family members. Findings across the three focal IA districts, with 73 in-depth interviews and with over 26 non SfLers and their families revealed that SfL classes made an impact on changing the behaviour of the individual SfLer in relation to his/ her:

- Treatment and care of the environment;
 - Personal hygiene and sanitation practices;
 - Knowledge of family planning and need for small family size to reduce poverty;
- and

- Improved farming and animal rearing practices.

Much of the knowledge and skills acquired by the SfLers were shared with their families and even friends when they entered the formal education system. In-depth interviews with ex SfLers revealed that the lessons learned in the SfL programme after three, six and nine years of completing the SfL programme still had tremendous impact on the behaviour of the SfLers in relation to their environment, family and future aspirations in life.

During in-depth interviews, ex SfLers spoke of how their confidence had increased which in turn had helped them improve their performance in the SfL class and understand how to read first in the local language and then in English once they entered the formal system. The same fundamental approaches to reading SfLers had learned in the local language (phonic and syllabic) were used to read in the English language. The ex SfLers at all levels in the system spoke of how the phonetic awareness and syllabic approaches used in the SfL lessons had helped them to sound out letters and words... “this helped us to read in the English language ourselves...”. This confidence was a factor in helping retain them at the formal education system and become determined to remain in school in the midst of challenges (e.g. lack of finances, pressure to work on the family farm and carry out their family responsibilities in the home).

6.0 Impact at the Family Level

I taught my family how to take drugs and avoid drug abuse. I also teach my mother how to prepare balanced meals for us – using vegetables, fruits, beans and other carbohydrates. Now we don't abuse drugs, we eat balanced meals, we keep our surroundings clean and don't practice bush burning.” - Seidu Anass, ex SfLer SSS 2 Arts, Welensi Secondary School (SSS), Nanumba South District.

“My ability to read and write has made my family happy and they have known that education is important even though they have not been able to integrate me because of poverty, they are still grateful...” (Sulley Alhassan, Kupali, Yendi District, ex SfLer non-integrant)

The second most important key stakeholder group in the programme were the families and communities who had benefited from SfL in a direct or indirect way. The IA study was designed to investigate the impact the SfL programme had made on the lives of the families who had sent children to the programme. In-depth interviews were conducted with over 50 families of ex SfLers who opted to integrate their wards into the formal system of education and 22 ex SfL families who did not integrate their wards into the formal system. Six focal group discussions were held with a cross section of families in six communities engaged in the tracer study. These families had a variety of ex SfLers at different levels of the formal education system and contained families who were not able to integrate their children.

The main focus of the investigation with the families of SfL and non SfL families was:

- What they had learned from the programme through their children;
- The impact the programme has had on their children and their families (related to education, life outcomes, values, attitudes and behaviours and socio economic outcomes);
- The impact the programme has had on their communities;
- The significant changes and differences they saw between the ex SfLers and non SfLers in their family and community;
- Any sustained change in relation to their values, attitudes and behaviours; and
- Keys to the success of the programme in their communities.

The families of 85,073 children have benefited from the SfL programme since its inception in 1995. Families of over 51,050 children (30,207 males and 20,843 females) have helped to integrate their children into the formal education system representing a total of 60% of those who have graduated from the programme over the last 12 years. These families benefited from their children becoming literate and contributing to addressing the livelihood needs of the family. In addition, some families were able to support their children attain higher levels of education at the JSS, SSS and even tertiary levels – teacher training, polytechnic, and university.

6.1 Characteristics of the Families of SfL Integrants

My community had a formal school through SfL and most of the children in the community are now in school. If SfL had not come these children would not have gone to school... (Bawa Itaadi, Ex SfLer non integrant, Malido, Nanumba District)

Findings from the tracer study suggest that children who were enrolled in SfL came from large families ranging on average from 5-8 children in each family. The total number of children most families could afford to place in formal education was between 3 and 5 in number. The majority of families had some children who did not attend school. The findings suggest that the SfL programme acted as a transition stage for families who most likely would not have enrolled their children into the formal education due to a variety of reasons discussed in the coming sections of this chapter. The findings also suggest that once they were in SfL the vast majority were placed in the formal system and continued on to JSS and SSS. Table 9 presents some of the characteristics of SfLer families.

Table 9: Profile of Selected Families across Three Focal IA Districts

JSS level Profile of Selected Families across the district: Name of family	Total no. of children in the family		No. of children who participated in SFL		No. of children who transitioned into formal school		No. who did not attend SFL but went directly to the formal system		No. of children who never went to school	
Abdul – Rauf Imoro Yendi District	M 7	F 3	M 2	F 1	M 2	F 1	M -	F 2	M 2	F -
Iddrisu Mohammed Kulungkepgu	1	5	-	2	-	1		1	4	
Jabuni Alhassan Kupali Karaga District	5	8	3	-	1	-		1	10	
Wumbei Kupali Yendi District	5	4	1	1	1	1		7	-	
Ninbilig Niguribi Matidoba, Nanumba	7	5	1	1	1	1		1	4	
Nidola Bakpaba Nanumba District	8	4	1	1	1		1	0	-	
SSS Level Profile of Selected Families across 3 study districts										
	M	F	M	F	M	F	M	F	M	F
Sugri	9	5	1	1	1	1	-	-	8	4
Seidu	9	1	1	-	1	-	-	1	8	-
Mohammed	6	5	-	1	-	1	-	-	6	4
Yakubu	4	5	3	5	3	5	-	-	1	-
Mohammed	2	6	-	1	-	1	2	1	4	-
Sumani	7	5	1	-	1	-	5	3	1	2
Amadu	1	4	1	1	1	1	-	3	-	-
Alhassan	2	1	-	1	-	1	-	-	2	-

In-depth interviews with parents and community members reveal that the majority of the families who were participating in SfL were from varied social status in the community, with relatively large families and were mainly from a low economic status. Interviews with SfL parents revealed that the reasons why they were unable to send all their children to the formal system even when SfL intervention was present included:

- Large family size which led to the inability of parents to provide for all their children's educational needs;
- Poverty and poor farming incomes;
- In some cases families were unable to send the first born males to school, since they were "reserved to support the father on the farm and cater for the rest of the family;"
- Continued negative cultural practices which restricted particularly girls from entry and retention in formal education (early marriage, child betrothal and exchange);
- Level of interest in education and commitment to education was still low; and
- Single parenthood mainly due to the death of the father would make the mother unable to support the children to continue to school.

Four out of the 16 families interviewed by the IA team (JSS) who visited three communities across the three districts found that some parents still were unable to send all their children to school due to the following reasons:

- The girls are either married or considered "too grown to attend school."
- The poverty level of the families prevented them from sending all their children to school since some of the children had to "stay and help them to support the rest who were attending school and also cater to the family needs."
- School infrastructure is inadequate to support all the children at the school.

6.2 Impacts at the Family Level

"Before SfL I did not do anything for the family but now that I am up and doing and it is helping my family very well because other children in the family copy what I do... (Ex SfLer at Primary School, Makayili, Nanumba District)"

Ex SfLers interviewed at the primary, JSS and SSS level spoke of the major impacts the programme had on their families in relation to their change of attitude towards education, improved literacy levels among family members, better care and support for the children at the household level, as well as change in behaviours related to fertility and family planning practices. Table 10 outlines the main findings from these interviews:

Table10: Key finding from interviews with Ex SfLers at Primary, JSS and SSS

Ex SfLer Perspectives across three focal districts at:	Ex SfLers at the primary, JSS, and SSS level spoke of how the programme had helped their parents:
Primary and JSS level:	<ul style="list-style-type: none"> • Change attitudes towards education • Have children with literacy skills in their families and communities • Give better care for their children;

	<ul style="list-style-type: none"> • Practice family planning in the community • Reduce the family size.
SSS level Responses:	<p>Ex Sflers at SSS level across the three focal districts spoke of how the Sfl programme has helped:</p> <ul style="list-style-type: none"> • Increase enrolment since parents were now sending their children to school. • Integration of children into formal system. • Promote girls' education. • Raise the awareness of the parents to the need for education. • Improve communal labour and reawakening of cultural values. • Promote environmental awareness and good farming practices.
Ex Sflers (Non Integrants) Responses	<ul style="list-style-type: none"> • Improve sanitation practices and personal hygiene • Create awareness of education regarding supportive parenthood

Ex Sflers spoke of how the programme had taught them many virtues such as humility, respect, and friendship.

6.2.1 Impact of Sfl on the Family and its Relationship with the Formal Education System

In-depth interviews with families and ex Sflers, both integrated and non integrated across communities revealed high level of awareness related to the importance of education which motivated most families to integrate their children into the formal system after the nine month cycle. About 65% (50 out of 77) parents interviewed during the IA tracer study had enrolled their children in the formal school system. According to the District Directors of Education across the three IA study districts, this was leading to high enrolment levels in the formal schools in the localities. Data from the first phase confirmed that on average about 65% of children had transitioned from Sfl to the formal school system over the 12 years of operation.

Box 10: Focal Group Discussion with cross section of parents at Bachabordo, Yendi District.

Most of the parents had their Sflers in SSS and JSS in the community. Before Sfl most of the parents said their children were not attending school, they were helping them on the farm, but when Sfl started in the community they enrolled them and when they completed Sfl they integrated in the formal school and were put in class four, or class five where they continued to JSS and finally most of them are in SSS. Some have completed and are working as pupil teachers in Nanumba District. An example is Samuel Bilijo who teaches in a community called Duuni-Kalegu Primary as a pupil teacher. Another learner who completed SSS and is teaching as a pupil teacher is Joseph Naniya, he teaches at Lanja. One parent, Kulisido Bachabor said he had not intended sending his son to school, but after Sfl, he sent him and he is now in JSS and respects a lot (Kulisido Bachabor).

After completing Sfl we saw that the children's interest in education had heightened. Some of them even integrated into formal school by themselves before we got to know. The lives of the Sflers changed drastically and they began to introduce us to some of the good things they learnt from Sfl classes e.g. they introduced washing bowls and other utensils with soap. They learnt to keep the surroundings very clean. The children learnt to do simple calculations in the mother tongue. "Even though my child did not integrate into the formal school he still reads and writes the Likpakpaaln very well. His ways of doing things changed. He helps me take care of the younger ones in school." Binagina Bachabor.

The SfL programme has made a big change in the lives of our children. They are able to tell stories and things of our culture which some of us, as their parents, do not know and when you ask them where they learn it from, they tell you they read it from the SfL classes. The children also taught us that water from dug-outs should be boiled and filtered before drinking to be free us from diseases. They also brought the knowledge of keeping our homes clean and are always seen sweeping around.

Even though SfL has helped us and many of our children are in school we still have children who assist their parents on the farms and others attending to the family cows, so such children can still benefit from the SfL programme. We applied to SfL for support to build a teachers quarters and are using this opportunity to remind you to support us with one. This will make all the teachers reside in community to do effective work. Our children attend JSS at either Sambu or Yendi, seven kilometres and 17 kilometres respectively. Some of us cannot afford to buy bicycles for them to ride to school, we are therefore appealing for support from SfL to get them bicycles.

Parents spoke of how their children were now focussed and not loitering in the community but occupied with their books. The SfL programme had made parents more aware of what to do to support their children in relation to formal education such as paying school fees. Families were aware that large family sizes were becoming a barrier to sustaining and helping children access formal education, particularly at the higher levels where fees and costs were beyond the reach of most families. Whereby a large family size traditionally would be of assistance to the land lord or household head helping to feed all the members of the family...modern forms of education were requiring smaller sizes to ensure that all children were supported to access school.

6.3 Increased Literacy Levels Within the Family

Interviews with the ex SfL families and communities revealed that there was higher level of literacy among families and communities who had participated in the SfL programme.

Box 11: Adam Beneti, Facilitator, Gbungbaliga on SfL Literacy Achievement

There are high literacy rates in families and communities. Over 125 children who would have had nothing to do with education have become functionally literate. Out of this, over 90 have continued to primary, JSS, SSS and tertiary level.

Most families had some functionally literate children who could help them with their livelihood activities, especially in reading and writing letters and in their trading and other business activities. They helped them write names and or take minutes of meetings of members of social and economic committees. Families interviewed confirmed that even SfLers who could not integrate into the formal school systems were still able to support their parents in their livelihood activities.

There were several examples of how the SfL graduates were helping their other siblings improve on their literacy skills. The SfLers on their part shared the knowledge acquired in the SfL class with family members by teaching them things they had learnt from the SfL classes, e.g. lessons on sanitation, improved practices in farming etc. Interviews with ex SfLers who were integrated into upper primary revealed the following:

*Nteye Anthony of Bachabordo primary Yendi district says;
“I teach my siblings some of the songs I learnt from SfL”*

*Kojo Ibrahim of Nawuhugu primary in the Gushegu/Karaga district says;
“I share the knowledge on personal hygiene with my family”*

*Ponaakpe Gifty of Bachabordo primary in Yendi district says;
“I shared what I learnt from SfL with my family and brothers and sisters at home by teaching them to be neat and telling them stories that we have learnt from SfL”*

6.4 Knowledge and Practices within the Family

In-depth interviews with families confirmed that many families were continuing to practice good personal and environmental hygiene. Some families indicated that they had stopped bush burning and adopted more effective farming practices. Some very progressive families adopted the family planning approaches to reduce family size. Separate and comparative interviews with ex SfLers and their families across the nine communities revealed that many SfLers had carried the messages and information they were learning from the SfL class back to their families and siblings in their homes and despite the long absence since programme intervention they were still practicing them (see Table 11).

The ex SfLer families interviewed spoke of how the children had helped them to read and write their letters and keep records of their business activities. Lessons from the primers on malaria prevention, drug abuse, sustainable management of the environment, water and sanitation, family planning as well as peace and security which the children teach their parents had led to cleaner environments as evidenced by the clean surroundings of the communities visited. Families were found still filtering their water to avoid guinea worm infestation, and drug abuse has been reduced significantly in most families as confirmed by in-depth interviews with the SfLers. All 77 families interviewed across the three study districts indicated that guinea worm had been eradicated in their communities and they were practicing safe water protection as a result of the SfL.

Table 11: Impact of SfL on the Lives of Families

Parent, Location	When asked about the lasting and significant impact the SfL programme had on the lives of their families... parents responded:
Issifu Sumani (from the SSS team)	“My son’s life has changed my perception about education. That is why the younger ones have started formal school. He is humble, not quarrelsome; no adverse report has been received from his teacher or friends...”
Yakubu Zackaria (father of Yakubu Manama ex SfLer at Wulensi SSS)	“SfL made my family keep good personal and environmental hygiene. Our children no longer roam about the town. Rather they stay at home to read their books and help their parents with their work.”
Abukari Damba, Father of Abukari Karim ex SfLer at Yendi SSS	“We are conscious of our environment, we keep our surroundings clean and make sure that we wash our bowls and protect or sieve our drinking water.”
Jakburi (parent of ex SfLer at JSS in Kupali, Karagar District)	“ We have learnt to keep our compound and surroundings clean, to prevent the breeding of mosquitoes which will give us malaria and how to keep our water safe for drinking ... I can’t say I’ve noticed anything negative about

	the programme.”
Wumbei (parent of ex SfLer in JSS at Kupali, Karagar)	“Thanks to SfL, our family is blessed having a child who can read letters both in English and Dagbani for us and is now in JSS2.”
Nidola (parent of Mica an ex SfLer in JSS at Bakpaba.)	“Our son reads about keeping the environment clean, drug abuse and family planning to us and we have some enlightenment now...”
Nigblig (parent of an ex SfLer at JSS in Malido, Yendi District)	“Our behaviour towards sanitation and personal hygiene has changed, thus improving our health conditions.”
Zigorinaa (parent of ex SfLer, JSS, Kulunkpegu, Yendi)	“In my family, the significant changes are that they are now serious about hygiene, sanitation and the family is full of unity.”

Other knowledge and practice issues identified included the increasing number of families appreciating the importance of family planning and the need for small family sizes, reduction in the impact of child fostering, child betrothal and child exchange (a practice whereby females born into a family are exchanged for females in other families for marriage). These were significant impacts in families where cultural tradition was strong and education was sometimes seen as transformative evil.

Box 12: Story of Agnes Mabel Influence on the perception change in “Exchanging Girl-Children for Wives for their Brothers” (Field notes from in-depth family interview)

After my interview with Agnes Mabel an ex-SfLer in JSS 2 at Bakpaba JSS in the Nawumba district, I followed up to interview the parents. On my approach to their compound (in the company of Agnes), the parents were seated under a tree in front of the house. The parent burst into laughter when I told them I was bringing Agnes to ask for her hand in marriage (joking). After exchanging greetings, I asked for the family of Agnes for an in-depth interview after telling them our mission. We went into the compound.

In the course of the interview, one of the striking changes in the family of Agnes’ participation in SfL was avoidance of the customary practice of exchanging girls for wives from one family for brothers in the family. As narrated by the mother, after Agnes completed SfL, she told me she wanted to continue her education into the final school system. I accepted. She then told me “mother I want to go to school to a very high level. So I don’t want you to ever ask or use me to exchange for a wife for any of my brothers”. I asked her why? Agnes this is our custom and your father is no more and your brothers are to support you so if you are not ready for this they may not also help you. She said she will help me to support her if her brothers will not help for that reason. She added that if we ever tried to use her that way “we would loose her”. I told the brothers, she told them the effects of the exchange including forceful marriage, collecting back wives when ever an exchange partner leaves the husband means one divorce results in two. Today in this family we would not abide by this cultural practice. This to me (one of the brothers who was around) is something we can never forget about Agnes and SfL.

In-depth interviews with the ex SfLers from Primary to SSS, and even non integrants, revealed that there was a gradual change of attitude among SfL parents towards the formal education system (see Table 12). Parents across the three districts spoke of how they could now let their children read letters and important documents which they had previously sent out to be read by non family members. The ability of the child to read was a major factor in changing the attitudes and behaviour of parents towards formal education. Interviews with non integrants revealed that in many cases the parents wanted to send their children to the formal system but were unable due to the high demands on the child to farm, the inability to release the child to the school during the school hours and lack of finances to sustain the child at school.

Table 12: JSS, SSS and Non Integrants Views on their Parents Change of Attitude Towards Education

Iddrisu Humeira, (JSS2 student) Bakpaba, Nanumba	"I felt proud and happy that SfL enabled me know how to handle pen, pencil and to read and write. My parents now love education very well. My attitude towards education was also good and that is why I am integrated and have continued up to this level and did not dropout. It helped me with my knowledge of numeracy, literacy and good pronunciation."
Charles Niguribi (JSS3, Bakpaba, Nanumba)	"I didn't know that education was important, neither did my parents know... Having had the ability to read and write my parents saw the need to send me to formal school to continue so that in future, <u>I will be somebody</u> . I learnt the good way of pronouncing the alphabet... I also learnt weaving."
Sanatu Abdul-Rauf- (JSS2, Kpabia, Yendi District)	"My parents did not send me to school because they did not know the importance of education. On graduation day when I read and wrote very well, my parents became very happy and proud of me, and my father sent me to the formal school. Due to the sensitization of the SfL staff on the graduation day... they appealed to my parents to send me to the formal school."
Madia Mohammed (JSS 2 Kpabia, Yendi)	"I was to be taken to my auntie so my father did not want me to start and stop. When I arrived at Afayili, SfL was there and my auntie enrolled me... both my parents were interested in my education as well as my auntie... I was very happy when I could read, write and identify words and names of my parents and siblings on cards... my parents became interested in my education and said I will continue. I was eager to continue because I found it interesting and exciting being able to read by myself... my auntie made me to continue because I had achieved some literacy level from SfL in a short time. She was so happy."
Yussif Salamatu, (Female SSS 2, Yendi SSS ex SfLer).	"My aunt realized that my performance in the SfL was good and that I can continue to learn more, so she allowed me to go to formal school."
Sulemana Yussif (male SSS 2 student at Gushagu SSS. Completed SfL in 1995 and integrated in P 2.)	"When my father was made a member of the SfL committee, his mind changed and he now encourages us to get into formal school. He is now prepared to pay our school fees if he can afford."

The change of attitude by parents was supported by the work of the facilitator and his/her constant encouragement to ensure that the child was attending school. "The facilitator encouraged my father to enrol me at the SfL which he reluctantly agreed. By the end of the programme, when he realized I could read and write, he then allowed me to be integrated." This was the story of majority of ex SfLers interviewed. Once the father and mother saw the child reading, this encouraged them and were prepared to bear the cost of education if within their resources.

Attitudes towards girls' education were changing within the family due to the ability of girls to read and write. Persistent cultural practices of child betrothal and early marriage were gradually giving way through the community animation and education programming, messages from the SfL classes brought by the learner to the parents, and encouragement by the facilitators and SfL staff.

The interviews with parents suggested that ex SfLers and the programme had helped to break the fixed gender roles in the community. Male ex SfLers spoke of how they had

taught their mothers and fathers that they could cook and engage in activities which were often the domain of their sisters and female siblings.

6.5 Socio-Cultural Shifts

In-depth interviews revealed that families have found that their SfL children practice acceptable socio-cultural values: they are more respectful, obedient, humble, hardworking, as well as understand and appreciate socio-cultural values of the community. This was confirmed by community focus group discussions, and family interviews. There were enhanced interpersonal relationships among families. Parents spoke of the values which had helped their children learn and become role models in the community.

SfLers were given a chance to enter the formal system and in comparison to those who were already enrolled in the system... they knew that this was a “special chance in life.” SfLers respected and honoured the opportunity and chance to attend school by showing their parents that they would continue to work hard on the farms, at the home and continue to value the traditional way of life even though they were engaged in a new enterprise of education---the formal system. Longitudinal studies in Africa suggest that formal education does not reinforce the traditional values of farm work and communal life but individualism and self achievement (Casely-Hayford, 2000; Serpell, 1993).

The IA team found that there is a high level of female empowerment across families in the three study districts. Most of the female SfLers and women in the communities were vocal and confident during the focus group discussions, in-depth interviews with SfLers and with families of SfLers and non SfLers. Some of the men did not know much about their children’s educational development and impact of the SfL on their children and had to rely on their wives to share their perspectives. The women seemed more concerned and more willing to take extra steps in supporting the educational development of the children compared to the men. In most cases it was the women (wives and grandmothers) who had adopted subtle strategies to persuade the men to allow their children to further their education and to allow the girl child to progress in education before fulfilling “exchange” or “betrothal” contractual arrangements.

Box 13: The Story of a Female ex-SfLer

I am Wanjia Augustine, a female, of Welensi Secondary School in SSS 2 Arts. I completed the SfL in 2001 in Nayili in the Saboba District and integrated at P4. I was staying with my parents and helping them on the farm. At the age of 8 years I joined SfL. When I was born, I was betrothed to a man according to the custom in my area. After SfL, my parents wanted me to go and stay with my betrothed husband, but my grandmother who felt I was the only grandchild asked that they allow me to continue my education at least up to the primary level before I marry. I therefore stayed with my grandmother after SfL. When I was in JSS, the man wanted to perform the marriage rites, but my grandmother insisted that I complete school. The man was informed that if I was forced to go and stay with him the government will take him to task. He got scared and left me alone. I am no more betrothed to him.

What I enjoyed most was the way my parents and my grandmother were happy about how I could read and write. This helped me to learn very hard in SfL. Payment of fees is a problem. My father is happy about my education, but sometimes he gets concerned about losing his friend whom I was betrothed to. He is therefore advising me always to learn hard to justify his course of action.

Learning to read in my mother tongue has helped me in the primary school, JSS and SSS. It has helped me to do well in English, Maths and other subjects. Because it was in our mother tongue in SfL, it was easier. But in the formal school, it was only English. The facilitator had time for us. We were not many and the facilitator had individual attention for us. We were also all from the same community so we were not shy. In the formal school we come from different communities and social and economic backgrounds so you are shy to ask questions.

I want to be a Lawyer because I like the profession. I also want to help girls who find themselves in my situation.

6.6 Key Factors which make the Programme Successful at the Family Level

One of the most important factors in making the SfL programme appealing and effective in the communities was the flexible school hours and high quality delivery. Interviews with the families of the SfLers gave indications of the key factors that contributed to the success of the programme at the family level. They include:

- The self governance approach through the establishment and functioning of the SfL committees and the intense sensitisation and capacity building activities of the SfL programme which elicited ownership and commitment by families;
- The flexible school hours allowed the children to support their parents/family during the day and attend SfL classes in the afternoon;
- The relevance and appropriateness of the curriculum which sustained the interest of the learners and their family members. The curriculum was based on the socio-cultural environment of the families in terms of language, culture, values and norms, economic, political, health and environmental needs of the family;
- The free reading books, pencils and other teaching and learning materials relieved the parents of the burden of providing these requirements. Most parents could not have afforded this, but the absence of direct financial commitment motivated them to enrol their children in the SfL;

- The resident Facilitator ensured that the SfLers and their families related to someone from the same socio-cultural background that understood and appreciated the socio-cultural context within which they operated. It ensured commitment of the Facilitator and longer contact hours with the learners;
- The non insistent on or use of prescribed uniform relieved the parents of financial burden and enabled the children to use any attire of their choice without feeling intimidated by the uniforms of their colleagues; and
- Commitment of the SfLers - the SfLers themselves were very committed as a result of the relevance and appropriateness of the curriculum and the child-friendly, committed and dedicated nature of the Facilitator. The parents and children alike found the SfL learning environment very conducive leading to their sustained interest.

Interviews with ex Sflers and their families reveal that the usage of stories and songs within the SfL programme was an effective approach in ensuring that some of the messages from the programme were transferred to the families and community members. Messages of family planning, girls' education, and environmental hygiene were all discussed as significant achievements of the programme.

The emphasis on values of education integrated in the SfL curriculum was a significant contributor to the impact of the programme on changing the values, attitudes and behaviours of SfLers and their families. The curriculum is therefore well developed in not only teaching knowledge and information but challenges the values of the learner in relation to equity issues, development and service orientation towards assisting their communities and family. They learn to respect the culture and people in their communities which often clashes with the "hidden curriculum" being transmitted by teachers in the formal system of education (Casely-Hayford, 2000)³³.

Contributions of the families towards the SfL programme was another key to success and included parents helping the Facilitators to weed and work on their farms. Some parents were asked to persuade other parents to send their children to SfL classes and to visit the classes as an encouragement to the Facilitator. Parents served on SfL committees and monitored the SfL class. "I assisted the Facilitator on his farm. He was impacting knowledge on my daughter (Ibrahim Sugri, Father of ex facilitator, Yendi SSS)..." "I used to help on the Facilitators farm. I sent eight of my children to SfL and I wanted SfL to succeed so that our children will also get education. (Yakabu Zackaria, Father of ex SfLers, Wulensi SSS)"... I used to trace children who were absent to find out why and talk to their parents. I was also an observer learner and learnt to read Dagbani but not write. I organized community members to help weed the Facilitator's farm. I did this because I wanted to strengthen the SfL class to function well. (Abukari Yakubu, Yendi SSS)"

³³ The hidden curriculum refers to those underlying values which are transmitted in the classroom often through the teachers attitudes and behaviours towards the children. An example can be a teacher's attitude towards rural living which may be negative towards the local population of rural children and transmitted to them by not living in the community nor visiting the elders in their community to show respect.

6.7 Key challenges from a Parental and Family Perspective

Among the key challenges listed by the families during the in-depth interviews were:

- Difficulty in mobilising some family members to support SfL activities during the farming season, especially communal labour for construction of school infrastructure.
- Reluctance of some families to support the Facilitator on the farm due to the impression gathered that they were working for an NGO which was paying them good salaries.
- Disunity in some communities resulting from personality clashes, conflict or leadership crisis affected smooth operations of the SfL.
- Children going in search of water especially during the dry season affected attendance.

Family level interviews with ex SfL families revealed that there was still an ongoing need for the SfL programme and other agencies to assist the parents ensure that their children were attending school. In some cases, parents expressed the desire that SfL visit the communities after the programme was closed in order to ensure that the parents are able to cope with the new patterns of sending their children to school. There were cases in which the child had dropped out and could have been averted if the SfL staff were available to talk and counsel the child.

6.8 Conclusion

All of the ex SfLers interviewed out of the 57 interviews conducted across the three focal districts indicated that they and their parents were encouraged when they were able to start reading letters and applying their reading and writing abilities at home. Many parents in Ghana have been reported to have withdrawn their wards when they are unable to attain a basic literacy level within the formal schooling system. School for Life was awakening a hope among parents that literacy could be attained by both girls and boys, outside the formal education system and in a very short timeframe. For parents living in areas with endemic poverty this was a major achievement. The IA revealed that a non formal educational programme with a higher quality standard to that of the formal system could break children through to literacy in a shorter period of time and save poor families scarce resources.

The main impacts at the family level were the following:

- There was a significant shift in parents' attitudes towards education, schooling and supporting children's education after the SfL class was completed. This change in attitude mainly occurred after the child could read and write in their local language. Parents were excited in seeing the concrete outcomes of the programme and asked their children to help them read important instructions and documents.
- Girl child education was seen from a different perspective after the SfLer had completed the programme and once parents realized that their girls had the same potential as their boys to read and write their perspective changed.

There was no negative impact on the families who were interviewed. Interviews with the ex SfLers confirm that many of the attitudes, behaviours and family practices were sustained even after SfL had left the community 3 to 9 years later. All the ex SfLers (non integrants) interviewed said that their families had continued to practice the behaviours they had adopted as a result of the programme.

An outstanding finding from the field was that the SfL approach was helping to bridge the home and school by transferring knowledge from the SfLers directly to the immediate family and improving the conditions of the family over time. Interviews with ex SfLers in the school and community indicated that they still remembered and practiced the key lessons they had learned in the programme particularly related to respect for elders, family values, protecting the environment, hygiene and water preservation and family planning. The humility and respect the children portrayed was a key difference mentioned by many of their non SfL counterparts interviewed at the school along with their teachers. Ex SfLers portrayed a high degree of humility and service to others. This made it easier for them to gain respect in their community and transfer knowledge to their family and siblings.

7.0 Impact of SfL on the Lives of Facilitators

Introduction

Part of the IA was focussed on learning about the impact and outcomes which the IA had made on the lives of the Facilitators. During Phase 1 of the study, at least 20 ex Facilitators were interviewed from across the 12 focal districts and asked about how SfL had impacted on their lives. Life history interviews were conducted in order to identify interesting case studies. In Phase 2, ex SfL Facilitators across the three districts met with the IA teams in the field for in-depth interviews. Some travelled from southern based Universities to attend these interviews while others were working as teachers in the district. This chapter provides readers with the findings from these interviews and an overall conclusion on the impact that the programme made on the lives of the Facilitators.

The key focus of the IA study was to investigate:

- What life was like before becoming an SfL Facilitator and after;
- Impact and significant changes the programme had on the values, attitudes and behaviours of the ex Facilitator, particularly in relation to their life, family and community;
- The direction the SfL Facilitators took after completing their service with SfL and why;
- Life outcomes that occurred based on the experience with SfL;
- How the Facilitators make use of their facilitation and community mobilisation skills after the programme; and
- The roles they play in their communities currently.

Background

The SfL provides a comprehensive orientation and training programme for potential Facilitators. The programme works with communities to carefully identify and select Facilitators from within the community in order that they are able to commit for at least a one year period. The communities which SfL selects must be able to identify youth who are literate in their mother tongue and able and willing to facilitate the literacy programme in their local language. The SfL programme provides extensive training to the Facilitators, including a 21 day training programme before the literacy cycle begins and then at least two refresher courses of ten days and one week in duration. Facilitators who work with SfL receive a very small stipend for their volunteer work and are encouraged to pursue their life goals while they are Facilitators with SfL. During Phase 2 and Phase 3 Facilitators were provided with remedial classes and helped to register to resit their SSS and Advanced Level Certificate Examinations. The presence of a staff mentor or person who the Facilitator could consult, the support to rewriting exams and counselling assisted Facilitators to pursue higher levels of education, a career path and professional development.

A total of 597 Facilitators made up of 435 males and 44 females have been trained from 1995/96 to 2006/07. The highest number of Facilitators trained in a single year was 122 in 1999/2000 when the SfL had a class size of 350. This has equipped the Facilitators with the knowledge and skills for teaching the local language and children. The knowledge and skills acquired has provided opportunities for the Facilitators to be appointed as pupil teachers, gain entry into the teacher training colleges, as well as take advantage of other career, educational and professional opportunities.

Twenty interviews with ex SfL Facilitators (18 Males and 2 Females) were conducted as part of the IA tracer study across three districts -Yendi, Gushiegu and Nanumba districts. Life history interviews with some guiding questions were held with these Facilitators in order to understand the changes which had occurred in their lives as a result of working with SfL. The key findings from these interviews are presented in the following sub-sections based on the themes that emerged from the interviews.

7.1 General Profile and Motivation of the SfL Facilitators

A quick profiling of the facilitators interviewed suggests that the vast majority of ex SfL Facilitators were young men who had just completed Senior Secondary School, GCE 'A' levels or Middle School Form Four (Tables 13 and 14). There were very few female ex SfL Facilitators due to the low literacy levels of women across Northern Ghana and their inability to complete even basic education or middle school.

Table 13: Qualification Profile of SfL Facilitators in Six Districts

District	Facilitators			Qualification															
				MSLC/BECE				OL/SSCE				CERT ARABIC				CERT NFED			
	M	F	T	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%
Tamale	9	4	13	2	22.2	2	50.0	7	77.8	2	50.0	0	0	0	0	0	0	0	0
Savelugu/Nanton	4	11	15	2	50.0	6	54.5	2	50.0	5	45.5	0	0	0	0	0	0	0	0
Yendi	21	0	21	7	33.3	0	0	10	47.6	0	0.0	1	4.8	0	0	3	14.3	0	0
East Gonja	33	6	39	21	64.7	0	0	12	36.4	3	50.0	0	0	0	0	3	9.1	0	0
Tolon/Kumbungu	10	0	10	7	70.0	0	0	3	30.0	0	0.0	0	0	0	0	0	0	0	0
Gushiegu/Karaga	18	2	20	7	38.9	2	100	11	61.1	0	0.0	0	0	0	0	0	0	0	0
Total	92	26	118	46	50.0	10	38.5	45	48.9	10	38.5	1	1.1	0	0	6	6.5	0	0

Data Source: SfL

The majority of those who had served as volunteer SfL Facilitators were now pupil teachers in the formal education system and pursuing higher levels of education such as the Untrained Teacher Training Diploma in Basic Education (UTTD BE). At least two of the 18 interviewed had progressed from being SfL Facilitators to attaining certification as professional teachers. A few had continued to farm and some had worked in the community health nursing field. (see Table 15).

Table 14: Profile of Selected Ex Sfl facilitators Interviews: life before and after Sfl

Name of Facilitator	District	Sex	Life Before Sfl	Life After Sfl	How Sfl has helped
Sulemana Inusah Damba	Gushiegu	M	An G. C. E. 'O' level Certificate holder and a farmer	Employed by GES as a Pupil Teacher and is pursuing UTTEBE course	Sfl helped to finance my UTTEBE course;
Osman Khadijah	Gushiegu	F	A pupil teacher	A pupil teacher, seamstress, leader in two women's organizations. Currently pursuing UTTEBE course.	"Sfl has raised my consciousness about the importance of education especially after I had travelled to Denmark"
Yakubu Hamidatu	Yendi	F	SSS leaver	A pupil teacher and is pursuing UTTEBE course	"Sfl has helped me to plan my family by practicing family planning"
Ngugma T. Abdul-Rahaman	Gushiegu	M	An G. C. E. 'O' level Certificate holder and a farmer	Became a Pupil Teacher and now a Community Health Nurse (Ward Assistant at Gushiegu Health Centre)	Training and encouragement
Adam Mustapha	Nanumba	M	SSSCE certificate holder and a Pupil Teacher	Farmer and now a rider for outreach programmes in a clinic at Makayili	It gave me exposure and insight to life
Alhassan Iddrisu Yakubu	Gushiegu	M	A Pupil Teacher	Went to Teachers Training College and now at University of Ghana, Legon	Sfl inspired me to attain higher education and I did
Alhassan Salifu	Yendi	M	P 6, Guinea worm and Family Planning volunteer, and a farmer	Farmer and a volunteer	Their training improved my work as a volunteer.
Abraham Kunji	Nanumba	M	JSS leaver and a peasant farmer	A farmer	Taught us improved methods of farming, personal hygiene and good sanitation practices
Abdulai Karimu Nabrizini	Gushiegu	M	Farmer	Now a commercial farmer (Akana Sheep Farms)	Sfl gave me a lot of exposure
David Winzoya	Gushiegu	M	SSS leaver and a farmer	Became a Pupil Teacher, a chief, and now pursuing UTTEBE course at Tamale Training College	Sfl gave me the urge to continue my education;
Badido Nchomba	Yendi	M	Konkomba Literacy Project certificate and a farmer	Farmer	It opened my eyes and enabled me to speak in public
Issahuku Yakubu	Nanumba	M	SSS leaver and a farmer	Professional Teacher	Sfl encouraged and supported me to go to Teachers Training College-- so "Sfl has contributed in making me a professional teacher"
Issah Idrisu	Nanumba	M	SSS leaver and a farmer	Facilitator for Christian Children Fund, Non Formal Education Division and Assemblies of God Relief Services ,and a farmer	Sfl taught me how to control my life and good farming practices;
Abdulai Musah	Nanumba	M	Farmer	A farmer and an Assemblyman	Sfl taught us leadership skills and helped me become an assemblyman in my community.

Many of the ex SfL Facilitators interviewed said that SfL had given them the “urge to continue their education...” Some said that SfL had supported them to go to Teacher Training College (TTC) and had contributed to them becoming professional teachers. One of the ex SfL Facilitators is now serving as an Assemblyman in his community and spoke of how SfL had helped teach him leadership skills to serve his community.

Motivation for becoming a SfL Facilitator

The majority of ex SfL Facilitators interviewed joined the SfL programme as Facilitators because they wanted to help the children in their communities become literate so that they in turn could help develop the community. Mr. Adam Bineti Fuseini (*Yimashigu community, Yendi District*) explained, “the community is mine, that is where I come from and my intention was to help educate the children in my community to facilitate development and to improve upon the living standards of my community”; and Haruna Yahaya (*Wulensi, Nanumba South District*) had similar interests, “I just wanted to help the children become literates. I am feeling the effect of not being able to continue my education and I felt those without education would be worse, therefore I wanted to help”. Some also saw it as an opportunity to upgrade or continue their education.

Selection of Facilitators and why they stopped Facilitating

The communities were instrumental in the selection of SfL Facilitators. Many of the Facilitators indicated that they were either asked by their communities to apply or were nominated by the communities to serve. The chiefs and elders of the communities participated in the process of recruiting the Facilitators. This is how Yakubu Gariba Botina (*Gariche community, Gushiegu District*) became a SfL Facilitator; “the SfL programme was introduced to our community and the community had to select someone who had the patience to do the work, so I was selected. The Assemblyman, the chief and the elders helped me apply and I was recruited. Each year I had to apply and in each case I was maintained by the community.”

Interviews with the ex SfL Facilitators indicated that the majority of Facilitators had stopped working as Facilitators because the SfL programme had ended in their communities, and the target population of out of school children had been exhausted.

7.2 Impact of SfL on the Facilitator’s Life

Interviews with the ex SfL Facilitators revealed that the SfL programme had had a very positive impact on the lives of the Facilitators. The programme had encouraged many of them to pursue higher education with the results that the vast majority went back to school. Some ex SfL Facilitators went to training college, polytechnic or university as in the case of Abdulai Hosea Wumbei (now at University of Education, Winneba). Others are pursuing the UTDBE. “During Facilitator courses, we were constantly reminded to further our education; Truly, I thought about it and after working for a while as a volunteer teacher I applied and went to Tamale Polytechnic” (*Abdulai Mohammed, Chirifoyili*). Abdulai Hosea Wumbei (*Yendi district*) said “School for Life gave me the

interest to study further”. Over 60% of the total number of Facilitators captured in the study, have been inspired by the SfL to further their education through payment of the cost of remedial classes, registration for SSCE to better their grades, and support to access teacher training colleges.

Most Facilitators have been exposed to leadership opportunities. Some have become Assembly Persons, agents of social change and volunteers (animators and mobilise for family planning, guinea worm eradication, malaria control, etc). Various, they have provided volunteer services in mobilising people for different activities at the community and district levels, including registration for NHIS, immunisation programmes, etc. Ex SfL Facilitators are often called upon to be NFED Facilitators, read letters and assist the communities with developmental related activities. Many community members remarked on the service these Facilitators continue to provide by working as volunteer teachers at the school and starting up their own school programmes.

After the SfL programme, many of the Facilitators were recruited into the formal education system as teachers. “In 1996, a GES staff supervisor saw me facilitating and admired me. I was offered a job as a pupil teacher in September 1996, and I handled Primary 1 to 3. I applied to SfL and they built a pavilion and another teacher was posted by GES to join me” (*Adam Bineti Fuseini, Yendi District*)

Through the SfL programme, many ex Facilitators spoke of how they became more aware of the needs of their communities and were more willing to contribute to their communities by serving as Facilitators. Focal group discussions across the three study districts revealed that many of the SfL Facilitators who were still living in the communities had been appointed to several voluntary positions in their communities (see Box 15). The story of Adam Beneti Fuseini provides a brief glimpse of one of the ex SfL Facilitator role models interviewed during the study. Adam became a National Disaster Management Organisation (NADMO) zonal coordinator, a pupil teacher, an assemblyman and formed a Cooperative Society of Soya Bean Farmers (see Box 14).

Ex SfL Facilitators spoke of how the programme had helped them apply what they learned in their family and social lives: “SfL has helped me to plan my family, by practicing family planning. With the support of my husband I can take care of my two (2) children. I also teach my children personal hygiene and good health practices” (*Yakubu Hamidatu, Gbambaya, Yendi District*)

“SfL changed almost my entire life including my attitude towards education, family and community. I thought education could be achieved only through the formal system until I saw children passing through my hands for just nine months and becoming well informed and literate. It changed my attitude towards different types of education. It was like a miracle or magic. I interacted with parents and realized that they were ready to educate their children but the large family size crippled them, therefore I have decided to have a small family to be able to give them proper education.” (*Alhassan Iddrisu Yakubu, Zogu, Gushiegu District Ex SfL Facilitator-Alhassan is now at the University of Ghana, Legon*)

Other ex SfL facilitators spoke of how they commanded respect in the community even after the SfL programme had ended in their community. “I became much respected in my community for volunteering my time to teach my brothers and sisters” (*Issahuku Yakubu, Wulensi West, Nanumba District*)

**Box 14: Osman Khadijah (now working as pupil teacher in Gusheigu District)
Community Served: Katin – Bugli**

I facilitated the SfL programme in the community I was teaching from 2003 to 2005 (I was posted by GES to Katin – Bugli L/A Primary in 2000). Pupils' enrolment in the school was very low for the three years I taught in the school. I decided to call for School for Life intervention, so I approached the community on this decision which they agreed to do. I went for the training at Dalun in 2003. Whilst teaching in the formal school, I also facilitated in SfL class. I facilitated for two (2) cycles.

My knowledge in Likpaakpaln improved. I could read, write and do numeracy better, even though I could speak it. I also learnt soap making, SfL methodology and pedagogy. I learnt a lot from SfL since I started facilitation. My knowledge in the Likpaakpaln language increased. The SfL methodology and pedagogy improved my skills in teaching children to understand lessons in the formal school class.

The most significant happening was in 2005 when I had the opportunity to travel to Denmark. My zeal in education increased, because it was as a result of my education that I enjoyed that opportunity. I learnt ceramics and swimming in Denmark. I also shared with my colleague teachers the methodology and pedagogy of SfL. I still read the SfL Facilitators' Manual to upgrade my knowledge in facilitation and teaching in class. I also apply this knowledge and skills in the class. I have continued as a pupil teacher in the school. I am also a seamstress and I do soap making.

My dream was to see the SfL graduates integrated into Tamale Senior Secondary School. Seven (7) of them are in the JSS and Nine (9) are in P6. My hope was also to become a professional teacher. I am now pursuing UTDTBE towards fulfilling that dream.

School for Life also impacted on my social life. I became more sociable by making friendship with my colleagues. I am the treasurer for the CLIP women's group in Gmaricheir (a micro-credit scheme), the Secretary for CLIP – Women's group trained in bullock ploughing and Network Area Council (CBO). School for Life raised my consciousness about the importance of education, especially after I had travelled to Denmark. It has helped raise the level of education awareness in my community. I have also improved upon my personal hygiene and sanitation practices. School for Life has impacted greatly on my family life. All my children are in school. They observe good health and sanitation practices.

The community members now send their children to school. School enrolment has increased in the primary school due to the high level of education awareness created by SfL in the Community. The community members visit the school to encourage both teachers and children. Both PTA and SfL committee members attend workshops and meetings to build their capacities in order to manage the school. The school experiences minimal dropouts. School for Life has trained the P1 to P3 teachers in SfL methodology, and gave them SfL Primers. The community has little capacity to manage the school effectively and the teachers are inadequate (the school has three (3) teachers handling P1 to P6). The community needs more teachers and training in school management. School for Life was successful because of the use of mother tongue in class, resident facilitator and the design of SfL primers-meaningful and functional curricula. The availability of all teaching and learning materials and effective monitoring and supervision by SfL staff contributed immensely to the success of SfL in the community.

7.3 Lasting Change and Effectiveness of SfL Programme

Most of the ex SfL Facilitators interviewed felt that the programme had brought lasting changes in the lives of the children in their communities. Interviews with ex Facilitators revealed that the children had benefited from the SfL programme in the following ways:

- “They got integrated into formal education (progressed to primary, JSS, SSS , etc)”
- “Became functional literates;”
- “Were made aware of their cultural values;”
- “ The children acquired knowledge and skills in health, sanitation and sustainable environment practices;”
- Families began to appreciate the importance of formal education-“School for Life has succeeded in changing the attitudes of the people towards education, especially the women” (*Yakubu Hamidatu, Gbambaya, Yendi District*)
- “The children transferred knowledge of good environmental, health and sanitation practices to their families.”

All Facilitators interviewed agreed that SfL was very effective and successful in helping the children to learn. Ex SfL Facilitators attributed the success of the SfL programme to:

- The methodology employed (child-centred approach, attention for individuals, participatory approach, etc)
- The phonetic and syllabic method (*ba, be, bi, etc*)
- The use of local language
- Flexible time-afternoon classes
- Commitment of Facilitators
- Availability of teaching and learn materials
- The commitment of the SfL committees
- Organization of refresher courses for Facilitators
- Support and involvement of the community (SfL consistently sensitized the community)

SfL respected the culture of the people in the communities – “ SfL did not disrespect the culture of the people, they wove their curricula around the values of the people” (*Alhassan Iddrisu Yakubu, Zogu, Gushiegu District*).

Flexible time was very instrumental in the success of SfL in the communities. Adam Beneti Fuseni explained the impact of flexible time to the success of SfL; “Parents want children between the ages of 8 and 14 years to support them in the farm and therefore feel reluctant to send them to school. However, because the SfL allows the children to support them during the day and attend classes in the afternoon, they find it suitable. Once the children complete SfL, parents are always willing to let them be integrated into the formal education system”

In addition, the Facilitators were from the community, they were punctual and followed up on children who were not attending SfL class. This made the SfL programme more effective than the formal system in helping to create bridges between the SfL experience and the families in the community.

Box 15: Adam Beneti Fuseini: Yimahigu, Yendi District

I served as a SfL Facilitator from 1995 to 1999 in Yimahigu and 2000 to 2001 in Bago, all in Yendi District. Before I joined the SfL programme, I had a GCE 'O' Level Certificate (from Yendi Secondary School in 1992). I am now undertaking the UTTDBE course and I will complete in 2008. I was a farmer before I joined the SfL programme. I was invited by the chief and elders to apply as a facilitator in 1995. I did and I was recruited. In 1996, a GES Supervisor saw me facilitating and admired me. I was offered a job as a Pupil Teacher in September 1996. I was handling Primary 1 to 3 alone. I applied to SfL and they built a pavilion and another teacher was posted by GES to join me.

Being an SfL Facilitator has brought a lot of changes to my life. In 2003, I was appointed a NADMO zonal coordinator and when the Modular courses came, I got enrolled into Tamale Training College. I am now in my second year and will complete in 2008/2009 academic year. I have formed a Cooperative Society of Soya Bean Farmers and I am the secretary. We have secured sponsorship from EDIF for a tractor, motor bike, and a warehouse to be constructed. I joined the SfL programme because the community is mine, that is where I come from and my intention was to help my community to facilitate development and to improve upon the living standards of the people of my community. I stopped being a SfL Facilitator when the programme was phased out in the community. I also took an opportunity to focus on my work as a pupil teacher and a NADMO coordinator.

I learnt a lot from working with the SfL Programme. I received training in content and methodology-how to handle children from different backgrounds and temperaments (introverts and extrovert), leadership skill, how to live in society and promote unity, among others. These had a lot of impact on my life. It enabled me to become a pupil teacher, serve on the District Assembly (1998-2002), got a job with NADMO, got enrolled in UTTBE course and formed a cooperative society. The training SfL provided and the exposure the work offered made me be what I am today.

The programme also impacted immensely on the community. It created awareness about the importance of education and this increased enrolment in schools in the community. It provided infrastructure, furniture, teaching and learning materials for community; and most importantly led to high literacy rate in the families and the community. Over 125 children who would have had no education became functional literates and out of this over 90 children continued to primary, JSS, SSS and tertiary.

There are good prospects for development now, people engage in politics (rationally) and socio-economic development activities. There is clean environment and the people are better aware of health prevention measures and their application. They have also been made aware of laws and regulations of the country.

Three main things made SfL very good - training of the Facilitators to be able to facilitate effectively, the methodology – use of child-centred approach, attention for individuals, participatory approach (which enable the children to discover for themselves) and the provision of infrastructure to ease pressure on classrooms.

The programme has brought lasting changes in the life of the children. They had access to education, became functional literates, had the opportunity to progress to primary, JSS, SSS, etc and are made aware of the cultural and sustainable environmental practices, health prevention measures, etc. The children's families are also aware of the importance of education and send their children to school. Generally there is high literacy level in the families. There is still a growing need for SfL in the communities. There are a lot of children who need to be enrolled in the SfL programme. Parents want children between the ages of 8 and 12 years to support them in the farm and therefore feel reluctant to send them to school. However, because the SfL allows the children to support them during the day and attend classes in the evening, they find it suitable. Once the children complete SfL, parents are always willing to let them be integrated into the formal education system.

SfL prepared and supported me in my job as a Facilitator. They trained me in methodology, and how to handle the children, their families and the community. The community and the SfL committee also supported me. The community farm for me and the SfL committee helped me to address problems that cropped up. I think SfL has a role to play in the future of the communities. They should extend the programme where they have not been, revisit communities already served and help address challenges encountered. They should also support needy but brilliant SfLers through primary, JSS, SSS, etc especially the girls because they are lagging behind.

The challenge I faced as a Facilitator was that the support given by SfL and the community was not adequate. SfL gave me ₦5,000 per month and a bicycle if you facilitate for two years. The community came to prepare my land, planted and weeded only once. I recommend that SfL should increase soap money of Facilitators; organize remedial classes for SfLers who are not able to perform well at BECE and SSCE; and support SfLers to gain admission to Teacher Training Colleges and other tertiary institutions.

7.4 Relevance of SfL Programme

Almost all the ex SfL Facilitators asserted that there was still the need for the SfL programme in their communities. They indicated that there is still a growing number of out school children who need the intervention of SfL. Most of the children now out of school are foster children and children whose parents are poor. These children work to support their parents during the day time and can only have time for classes in the late afternoon. “There is still the need for SfL in the community. It will help the poor and foster parents to send their children to school. About 100 children are out of school because of fostering. These children work a lot during the day but find the SfL late afternoon classes convenient” (*Yakubu Gariba Botina, Gariche community, Gushiegu district*).

7.5 Challenges Encountered by SfL Facilitators

Despite the impact that the programme made on the lives of the Facilitators, many were not satisfied with the remuneration they had received from the programme and nor the support from their own communities. The in-depth interviews revealed that the “soap money” was not enough and that there should be more pressure on the community to make contributions towards their service. Although the community visited them at the school, they did not support them adequately in their farms work or provide them with other remuneration to supplement what is provided by SfL (see box 15). “Support given by both the SfL and the community to the Facilitator was not adequate. The SfL was giving us soap money of ₦5,000 per month and will give you a bicycle if you facilitate for two years. The community comes to prepare the land, plant and weed once. This is not enough” (*Facilitator at Gbungbaliga, Yendi District – Adam Beneti Fuseini*)

Other challenges identified by the ex facilitators included the following:

- During harvesting time and the dry season children were not punctual and regular at school because they had to support their parents on the farm.
- It was difficult mobilising the community to support SfL activities during farming season, especially communal labour for construction of school infrastructure.

- Disunity in some communities resulting from personality clashes, conflict or leadership crisis affected smooth operations of the SfL.
- Children going in search of water especially during the dry season affected attendance.
- There are inadequate schools for integration of SfLers.

Other challenges encountered were the large number of children who wanted to be enrolled in the SfL programme. In some communities, at the beginning, there were more children wanting to be enrolled than permitted by SfL. “Some of the challenges that we faced as SfL Facilitators were that sometimes, when children were up to 30 and I am supposed to take only 25 I felt bad. Most of the times, I had to adopt strategies like begging the SfL officers to allow me take the rest, sometimes, eventually, dropout takes care of it” (*Yakubu Gariba Botina Gariche community, Gushiegu/Karaga district*)

Other ongoing challenges include the difficulty SfL has experienced in recruiting female Facilitators. This is also the case with the formal education system where very few women are found teaching in these remote rural areas (Casely-Hayford with Wilson, 2001).

7.6 Key Recommendations from the Facilitators

The most common recommendation given by ex SfL Facilitators was that SfL should increase the “soap money” for facilitators and organize more remedial classes for SfL Facilitators who are not able to perform well at BECE and SSCE examinations. They suggested that SfL should improve the quality of education at the school level by increasing their instructional training support at the lower primary education in rural schools and applying the SfL approach i.e., local language and flexible timing. Other recommendations included that:

- School for Life should continue to train teachers in the formal schools to handle lower primary levels of education.
- Support SfLers and the Facilitators to gain admission to Teacher Training Colleges and other tertiary institutions as necessary.
- SfL should extend the programme to communities where they have not been for other unfortunate children to benefit. SfL should revisit communities already served and help them to address challenges being encountered in their education development.
- SfL should sponsor needy but brilliant SfLers through primary, JSS, SSS and tertiary institutions, especially the girls, because they are lagging behind.

Facilitators spoke of the continuing need to support communities based on the fact that there were still a lot of children who need to be enrolled in the SfL programme.

7.7 Contributions of the Facilitators to the Formal Education System and Community Development

The IA study found that although the SfL made a profound impact on the lives of the Facilitators, the Facilitators also made a profound impact on the lives of the children. The relationship between the Facilitator and the children in many cases helped the Facilitators find purpose to their lives, with a large majority of Facilitators ending up becoming teachers themselves.

Stakeholder groups across the three study districts indicated that the SfL Facilitator had made significant contribution to education and community development. As indicated in Section 7.2, the Facilitators played a key role in ensuring the success of the SfL programme through their dedication. Upon completion of the SfL programme, the facilitators worked with the SfL and GES to ensure that the learners were appropriately integrated into the formal school system. The interest of the learners and their families was sustained through the participatory approach of the Facilitator.

A large percentage of ex Facilitators have acted as pupil teachers and developed an interest in teaching. As a result of their involvement in SfL, some ex Facilitators have enrolled in the teacher training colleges – helping to address the teacher gap in the formal school system. The facilitators have mobilised the communities to collaborate with the SfL in providing school infrastructure (classrooms and teacher accommodation.) They worked together with the SfL committee to request for educational infrastructure, teaching and learning materials. This has eased the pressure on classrooms.

Some of the ex Facilitators (over 10 Facilitators) have been exposed to the wider world, through the SfL Teacher Exchange Programme which enabled these Facilitators to visit Denmark. As a result, most of the Facilitators have been exposed to career opportunities including pupil teaching and youth employment (6 have been employed in the Nanumba District).

8.0 Impact at the Community level

“Schools have been constructed by the SfL programme. The SfL raised the awareness of community members to see education as a tool for national development.” (Ex SfLer, Yendi SSS)

“The spirit of communal labour has also been encouraged and some life skills and social values, such as respect for the elderly, reawakened ... Bush burning has been renounced and frowned upon by community members...” (Ex SfLer, Wulensi SSS, Nanumba South).

8.1 Background

At community level, the IA investigated the significant and lasting changes attributed to SfL in relation to people’s attitudes to education, education management capacity, as well as access and quality of education for children in the community. Questions related to community development and “empowerment” were used to assess changes related to the communities’ capacity to manage and influence development processes at the community and district levels. Regional and district level stakeholders including GES officials and District Assembly officials, as well as other governmental or non-governmental stakeholders were interviewed to assess the impact of SfL at the community level. In addition traditional leaders, school officials and women’s group representatives at the community level were a source of information for the IA teams.

A total of 11 communities were involved in the tracer study across the three focal IA districts. These communities were selected based on their proximity to the focal IA tracer study schools, and approximate numbers of ex SfL families which could be traced. Communities were selected based on the number of years they had been out of the programme. For instance some communities had completed the programme 10 years ago, some had completed 6 years ago and some more recently at 3 years. Most of the communities had had no active SfL programme running for at least the last 3 years. This allowed the team to assess the degree of programme impact and sustainability over time.

An additional exercise called the mini study was conducted in order to assess the numbers of children remaining out of school in communities which no longer had the SfL programme. The findings from the mini study suggest the level of sustained change brought about through the SfL programme. This was done by investigating the number of out of school children after a period of 5-10 years when SfL is no longer in a community; the IA mini study focussed on finding out whether the parents of ex SfLers and other community members are able to sustain sending all their children to the formal system after SfL leaves a community.

A total of 1792 communities had been assisted by the SfL programme from its inception in 1995. Most of these communities are located in the remote areas of the district and are often referred to as “dark spots” or “overseas” areas by the District Education officials. Interviews with District Education Officers across the four focal districts and during the replication workshop confirmed that SfL was reaching the most deprived areas of the district and often areas which were not able to be reached by formal education. A large proportion of the schools which were involved in the SfL programme had started building and starting schools immediately following or during the programme cycle of the SfL programme. Table 5 in Chapter 3 reveals that 108 school pavilions and 25 teachers’ quarters have been provided to the communities. Communities are responsible for raising some funds to contribute to the cost of these structures.³⁴ In the first and second phases of the programme, they were raising 25% of the cost of the structure. In Phase 3 this contribution dropped to 15%³⁵. The cosponsoring of infrastructure by DA’s was however practiced in Phase 3.

Community ownership of educational planning and development was strong. The communities had imbibed the practice of participating in the planning, financing and management of school infrastructure facilities as well as monitoring and supervision of schools in their communities. Communities are now able to demand educational infrastructure and facilities. Over 80% of the communities visited indicated the need for school infrastructure in the form of classrooms and teacher accommodation. They expressed their willingness to contribute to their provision.

8.2 Community Entry, and Impact of SfL on the Formal Education System

Communities SfL selected for intervention must have a minimum total population of 200, with at least 25 children who are between the ages of 8 and 14 and out of school. Animation work is carried out in the districts with the assistance of a team of District Technical Support which involved departments and agencies including the District Education Officers and Community Development. Once the animation is completed the communities have to request for SfL programme in their areas.

The IA study revealed that the community animation process is quite strong as the rapport with the communities remains very positive. Chiefs and elders across the nine focal study communities spoke of their need for “enlightenment”. Several of them indicated that they were very happy when the SfL programme was able to “give them enlightenment as such they embraced it.” The following are a few of the gleanings from the study:

Community Name	Reasons for SfL being invited into the community
Kupali Community	“There was hunger of knowledge in the community, the ignorance rate was

³⁴ Please note that these estimates do not take account of the number of communities which SfL has worked with who were able to build their own structures without SfL support.

³⁵ The Government and other NGOs have been gradually increasing their support to this area so SfL has been withdrawing support from this area.

focal group interview, Gusheigu District	high and out of school going children was high too... we had approximately 50% of our children out of school. This was a worry to us so we had to welcome SfL.”
Kulungkegu focal group discussions in the Yendi district	“There was a high level of ignorance in the community and we needed enlightenment so we welcomed SfL to provide us with education in order to eradicate the ignorance.”
Malido community focal group discussions, Nanumba District	The chief said “We wanted enlightenment of our children in the community so that they can help develop the community in future because there was about 80% of out of school children before SfL came.”

There has been a high level of awareness about the importance of education in all the communities where SfL has operated. Although SfL has covered most of the communities with sensitization, not all communities have benefited from SfL classes. For example, in the Nanumba District, records at the GES and the District Assembly indicate that 387 communities were sensitized about the SfL programme but only 85 were covered by the programme, leaving a total of 302 communities where SfL had not operated.

Enrolment in the formal schools, particularly among girls, in all the SfL communities across the districts where there are formal schools has increased according to the District Directorates of Education across the three districts. District Officials spoke of how SfL communities are more zealous in enrolling pupils compared to non SfL communities. SfL has been a feeder programme to most schools at the primary, JSS and SSS levels. Girl-child education has improved among the schools which are fed by SfL graduates. The SfL policy of 13 girls and 12 boys has offered girls the opportunity to enrol in SfL and subsequently integrate into the formal system.

District Education Directors interviewed across the three study districts spoke of how access to education has increased significantly as a result of the SfL programme. Enrolment of out of school children in the SfL programme and the subsequent establishment of formal schools in the communities, as well as provision of school infrastructure and facilities by SfL have increased access to education (see Table 15). They discussed how the exposure of GES to dark spots for educational development lead to enhanced access to education in the communities in the districts.

Table 15: What has School for Life done to support the schools across the District?

District	Type of support SfL has provided	General trend
Yendi	“School infrastructure: SfL provided a pavilion for the formal school and furniture for the children” (teachers of Bachabrido EP. Primary school, Yendi District)	At the primary school level, SfL has supported with infrastructure. SfL has not supported JSS and SSS levels in the schools interviewed
Gushegu /Karaga	Girls retention in school and primary school teacher training “SfL has assisted in retaining girls in the school by giving them scholarship. SfL has organized courses for primary school teachers and teachers in these schools were part of it”. (Nawuhugu primary school teachers in Gushegu	The support SfL gives seems to be favouring the primary schools more than the JSS and SSS

District	Type of support SfL has provided	General trend
	district)	
Nanumba District	Infrastructure and training:- “SfL is presently assisting the school to construct a four bedroom teachers’ quarters. Two teachers from the school also benefited from SfL training of P1 – P3 teachers in SfL methodology”. (Teachers of Bakpaba JSS)	The trend has varied in Nanumba. Both primary and JSS have benefited in one way or the other. The primary level has received training of their P1–P3 teachers as well as teachers’ quarters, while the JSS had only teachers’ quarters provided. The SSS level did not get any support

8.3 Knowledge and Practice Among SfL Communities

The IA revealed that sustained impact at the community level has been felt in the areas of knowledge, awareness of sanitation, better health practices and the importance of education. Across the nine communities visited there were several examples of how the children have increased their knowledge and awareness of health and environmental sanitation among their own families and within the community (see Table 16).

Table 16: Knowledge and Practice Among SfL Communities

Focal Group Discussions	Knowledge	Practices
Kupali Focal Group Discussion with parents	“Our children can now read and write in their mother tongue. They have also built their interest in good sanitation practices and abilities of children to read and write. The children now respect elders and friends. ...	Their ways of doing things have changed (SfL Committee Chairman). They have learnt to clean their teeth in the morning, comb their hair, wash their clothing to look neat and they have also learnt that bush burning can burn farm produce and lead to loss of soil fertility.”
Kulungkegu, focal group discussion Yendi District	“Parents have had awareness about the importance of education. They send their children to school and support them to complete school. Some parents have bought bicycles for their children to go to school because the schools are far away i.e. either in Kpabya or Sang (3 to 4 miles away), where there is a JSS; Our knowledge of bush burning has increased through the SfL children	“We have stopped burning the bush as before. Our investigations reveal that it is the herdsmen who burn the bush in the area and destroy the farms in the process.”
Malido focal group discussion with parents and community members	“SfL has brought a high level of consciousness about the importance of education. The children have learnt to read and write, do numeracy in their own language Likpakpaaln. Some examples of changes were that these children were taught good health and environmental practices which was extended to the families through the children. They were also taught about safe drinking water, dangers of bush burning and the importance of having small families (family planning).”	“Families now boil and filter their water before drinking. Because bush burning reduced soil fertility, farmers are eradicating it.”

Several communities across the IA focal districts spoke of their ability to eradicate bush burning and guinea worm from the water due to the SfL knowledge. At Kulungkegu, Yendi District and Wulensi in Nanumba South District, the communities said they had been influenced to stop bush burning because “the children that went through SfL have told us about the hazards of bush burning.” At Afayili, the community was demanding the construction of a KVIP instead of “easing themselves” indiscriminately.

The IA revealed that the messages which were taught in the SfL classes had reached the families and members of the community at large. Focal group discussions with community members revealed that the practical lessons taught to SfLers on malaria prevention, drug abuse, sustainable management of the environment, water and sanitation, family planning as well as peace and security had led to cleaner environments, filtering of water to avoid guinea worm infestation and the reduction in drug abuse. For example, focus group discussions in the Gushegu and Baghani communities indicated that the incidence of guinea worm had been reduced due to the interventions of SfL and other NGO’s in the region.

Other examples of where knowledge from the SfL class had spread to the community through the ex SfLers and their families were in relation to the messages on family planning. Several of the communities, and ex SfLers and with their families, confirmed that SfL had made an impact on getting across the message that small family sizes were of benefit to the welfare of the community, family and the child. Reducing the family size became a clear theme emerging from in-depth discussions with ex SfLers and their families and in relation to how SfL was attempting to help eradicate poverty. Families interviewed across the study districts admitted that large families were one of the key causes of their poverty. A community focus group discussion in Maaliya in the Nanumba District which ended up in a near argument between the men and the women attest to this (see Box 16).

Box 16: Views on Family Size from Community focus group discussions, Maaliya, Nanumba District

An argument ensued between the men and their female counterparts as to who was the cause of their present situation. The men blamed the large family size on the women, and the women also blamed their husbands. They claimed that the women normally wake them up in the night when the men are asleep, and when they wake up to perform the result is large family size.

8.4 Educational and Occupational Outcomes of the SfL Programme

Another lasting change of the SfL programme was the level of educational attainment reached by most SfL graduates. This was particularly important to understanding impact at the community level since the majority of communities were still “testing the formal system to see the type of outcomes or results it would have for them, their families and communities” (Casely-Hayford, 2000). Studies by Wolf and Odonkor (1995) as well as Casely-Hayford suggest that families in northern Ghana are still relatively new at using the formal system as a means to human and community development. Communities are therefore still in a process of learning as to what level their own wards can attain and what type of benefit this would have in comparison to the traditional approaches of child upbringing and indigenous education.

Data from Phase 1 of the IA suggests that literacy rates, increased access, and enrolment and retention rates in the formal schools were all improving as a result of SfL presence in a community. Trend analysis indicated that a large proportion of ex SfLers who enter the formal education system stay in the system up to the SSS level but then require financial support which is not always easily available. The IA tracer study component revealed that once children who were “unlikely to have been given the chance to go to school” were placed in the formal education system, they strived to make it work and did all that was necessary to stay in the formal system. An additional asset for increasing retention was the child’s ability to already read and write. Although in the local language the process of reading and writing is easily transferred to the second language (see chapter 2). The following paragraphs reveal the outcomes of education for the SfL graduates across a selection of the communities visited:

Kupali community members did not know the exact numbers of children who went to JSS, but they did state that the majority of SfL graduates were integrated and went on to study at the JSS and SSS levels. They also mentioned that the majority of these children still live in the community and help on the farms at weekends. The children walk from Kupali to Karaga to attend JSS which is about 5 miles distance. The children who did not integrate into the formal education system still use their literacy skills. The members of Kupali were very satisfied with the programme since the “children in the community who went to SfL could now read and write. The children learnt in their own language which made them to understand and they could help their parents at home before coming to school.”

In Malido community, over two thirds of the SfL graduates continued to the formal school system and 14 of the children went to JSS. Seven went on to SSS. There were very few SfL graduates who did not integrate into the system. Some families, owing to the financial reasons and large family size, were unable to send all their children to the formal system. “Some of these children are still in the community and they help us in the farm. They also use literacy skills in their daily lives. The Facilitator is still in the community and is a farmer. He contributes to food security in the community and encourages children of school going ages to go to school as we have a primary school built since SfL. These children in my view did well because they already speak Likpakpaaln so learning was a happy one to them. Children also helped their parents on the farm before coming to school, and the Facilitator was committed and I think this brought success to SfL.” (Community member in Malido Community).

In Kulungkegu community, Yendi District, a number of SfL graduates entered formal school: 10 boys and 4 girls at the JSS and 6 boys and 1 girl at the SSS level. The main challenge to transition between primary and JSS is that accessibility for Maaliya community to formal schools. “It is almost 6 miles to the nearest town where there is a JSS and the road is like a farm track. For this reason we have no teachers. Also, financial difficulties are a great hindrance. SfL has contributed a lot to this community, since children who went to SfL help their siblings to read and write. They also share with the parents the good practices of farming, applying organic manure and also weeding when the farm is weedy. These children still use their literacy skills in their daily activities. It helps them calculate during buying and selling. The community Facilitator was trained by SfL and he is both the guinea worm and family planning volunteer helping the community” (Community members at Kulungkegu focal group meeting”).

As indicated in Section 4.5, literacy and achievement levels of SfL graduates, as reflected in the results of literacy tests, random tests in the local language, assessment of learners in primary 4-6, and BECE results, point to moderate to high levels of academic performance of the learners. In addition, a number of the SfL graduates in the communities are seen as positive examples of the benefits of education in their communities owing to their high academic performance and achievements at the primary, JSS and SSS levels. The few who did not progress beyond the SfL level are using the skills and knowledge acquired to engage in farming and other economic activities in a

more professional and businesslike manner. They demonstrate better understanding of the ethics of their businesses and are passing on the knowledge and skills acquired to other members of the communities as well as contributing to the social, economic and political development process of the communities.

The 95/96 year cycle provided vocational skills training in carpentry, hairdressing and dressmaking to the SfLers and some of the non integrants are using the skills acquired to earn a living. Some learners have become facilitators, teachers, university students, etc. A number of Facilitators have become pupil teachers, trained teachers, Assembly Members, etc.

8.5 Empowerment and Right to Education

Empowering the SfL community and committee members to become active agents of change in their communities was another key impact of the SfL programme. Several community focal group discussions across IA communities revealed that the majority of SfL committee members had been key actors in their School Management Committees and the Parent Teacher Associations. Women were becoming more actively involved in community affairs due to their new found confidence as active members of the community and through their engagement on the SfL committees. SfL selects at least 3 women out of 5 to serve on the committee. Interviews with ex SfL non integrants revealed that the capacity building training workshops have helped women become empowered and more vocal in SfL catchments areas.

Focal group interviews at community level revealed that the nine communities across the three districts were better able to articulate their needs and demand their rights from the Districts for good quality education, more teachers, more books etc. Several communities had attempted to put up their own school structures and hire teachers to ensure that their children could go to school. Ripple effects in other areas of social development included communities organizing themselves to improve access to drinking water and sanitation facilities, the construction of bore holes, and toilets. Chirifoyili, Bacheborido and Sakpegu communities in the Yendi District were all engaged in these types of social development activities well after SfL had closed its programme.

The IA study revealed that there was growing impact of the SfL programme not only on the community but on the school as well. More and more teachers were being challenged by the outcomes of the SfL programme and the performance of the SfL graduates from the programme.

Interviews with the community members revealed that several of the SfL committees are still functional and helping the PTA and SMC to manage the school. The field work revealed that members of the SfL committee were often elected to serve on the PTA or SMC during or after the SfL programme had completed the cycle in the community.

Interviews with the District Directorates of Education across the study districts revealed that communal spirit in educational development activities in SfL communities is higher

compared to non SfL communities. District Directors of Education spoke of how community ownership and commitment to educational development was exemplified by the contributions to the provision of school infrastructure and participation of SfL communities in PTA and SMC activities. SfL communities continued to make representations to SfL, GES, District Assemblies and NGOs to demand for better infrastructure and more teachers even after the programme had closed. Several communities indicated their readiness to participate in cost sharing in the provision of school infrastructure and facilities. In Kulunkpegu community, Gushegu District, the community realised that they needed to talk to their Assemblyman in conjunction with the District Assembly to lobby for a JSS.

8.6 Sustained Change and Enhanced Education Development in the Community

When asked about the numbers of educational structures which still existed in the community, the parents response was mixed in relation to the existence and functioning of SfL committees. Some parents said that the SfL committees do not function as they used to and others said that they no longer existed. Most of the SfL committee members have become active PTA and SMC members and therefore continue to contribute to educational development in their areas.

There were clear signs that the SfL programme had built the capacity of community members to better manage educational development efforts and improve school quality within the communities. Capacity building was carried out through training workshops and educational forums which were targeted at the communities and the SfL committee members. Ex SfL facilitators spoke of how the communities became aware of the value of education and got involved in the running of the formal schools in their communities during and after the SfL programme. At Chirifoyili for instance, the community soon after the end of SfL programme, turned their attention to the community school. The SfL committee immediately became the management committee of the community school. “SfL has demonstrated the importance of education and the community is now sending their children to school. Children walk about 2km to Gushiegu to attend school because their parents now understand the importance of education.... It has increased formal school enrolment in the communities by feeding them with learners. It increased the quality of education by creating competition between SfLers and non SfLers in the class (Chirifoyilli, focal group discussion)”.

SfL provided school infrastructure by way of classroom buildings, teachers’ quarters, furniture and other social amenities (i.e. CLIPS boreholes) directly or indirectly to the communities. SfL revived the formal system in some communities where because of the conflict in 1994, the formal school collapsed. “I join the SfL to revive my community school because the school was no more functioning after the conflict in 1994” (Sulemana Inusa Damba, Ex Facilitator Nwuhugu, Gushiegu District).

What has not always been sustained at community level is the ability of parents to continue sending all their children to school. The mini study revealed that in five of the old SfL communities, there was a new crop of out of school children. Five out of twelve communities visited had an out of school population of 50 to 600 children between the

ages of 6-14. Field work in these communities suggests that unless the parents are willing to take measures to reduce the family size and improve farming practices there will continue to be a growing pool of out of school population a few years after SfL completes its 2-3 cycles in the community.

Another factor which creates a growing out of school population is the lack of access and availability of school structures in the community or in close proximity to the community.

In only one out of 12 ex SfL communities visited, the community and parents were found unreceptive to change and despite all efforts by SfL there remained a growing out of school population (see Annex 14 for details of the mini study).

8.7 Social Developmental Impact

Key findings from the IA tracer study suggest that SfL has made a significant impact in reversing two social and economic trends which prevent most children from accessing and remaining in the formal education system in Northern Ghana. These two trends are:

- Poverty related behaviour among the rural poor in Northern Ghana which often creates a vicious cycle of endemic poverty and the inability of parents to break their children out of the cycle (large family size and demands on child labour due to large farming size).
- A rethinking of culture, a change of behaviour and attitude towards girls' education and in some cases a change in the socio-cultural practices which prevent girls from access and retention in the formal education system.

Owing to the high level of awareness, increasing number of parents and communities were moving away from child betrothal practices and giving children to aunts to "foster" since they often did not send them to school. Some communities such as Bachabordo reported that they had stopped these practices.

One of the most significant impacts of the programme was that all the SfL intervention communities contained some literate children and young adults who remained in the community and were continuing to help the community conduct community development and livelihood activities. A common trend in Ghanaian communities is to find no literates or highly educated people due to educational opportunities being focused in large towns and urban centres. The IA revealed that non integrated ex SfLers and ex Facilitators were continuing to provide literacy services to the community. Focal group discussions revealed that ex-SfLers continued to help their parents to write and read their letters and keep records of their business activities.

Teachers, staff of the GES Directorate, the District Assembly as well as focus group discussions with the communities across the three districts indicated that complementary and functional education like SfL is helping to prevent and resolve conflict situations in

the Yendi and Nanumba districts. This is due to the SfLers ability to analyse issues logically and to influence others. According to the GES and teachers in the Primary, JSS and SSS communities, people in the SfL communities are now able to analyse socio-cultural and political issues more rationally. They are able to identify political propaganda more readily which has helped to manage conflict situations in families and communities. District officials spoke of how ignorance and illiteracy has been a major cause of conflicts in the communities and across the districts. “The SfL has helped to create awareness to help address the conflict situation” (SfL Chairman, Wulensi, corroborated by the Headmaster of Yendi Secondary School).

Another major impact identified by District and community stakeholder interviews was the high level of women’s empowerment across families, communities and districts in all the case study districts. Most of the female SfLers and women in the communities were more vocal and confident during the focus group discussions, in-depth discussions with SfLers and with families of SfLers compared to non SfLers. Most of the girls at the institutional level were more vocal and confident than their male counterpart in sharing their experience in their educational development than their male counterparts. Some of the men did not know much about their children’s educational development and impact of the SfL on their children and had to rely on their wives to share their perspectives. Most of the women seemed to be more concerned and were more willing to support the educational development of the children than the men. In most cases it was the women (wives and grandmothers) who had to adopt subtle strategies to persuade the men to allow their children to further their education and to allow the girl child to progress in education before fulfilling “exchange” or “betrothal” contractual arrangements.

8.8 Key Factors Which Make the Programme Successful at the Community Level

Among the key factors enumerated by the communities during the community focus group discussions and corroborated by the interviews with teachers, GES Directorates, the District Assemblies and in-depth interviews with SfLers were the following:

- The self governance approach through the establishment and functioning of the SfL committees and the intense sensitisation and capacity building activities of the SfL programme elicited ownership and commitment by families and communities and led to success of the programme;
- Cooperation of the communities and the traditional authorities who are the entry points and first point of call for SfL interventions at the community level contributed significantly to the success of the programme. Where cooperation between the leadership was weak it affected optimisation of the impact of SfL, especially with school infrastructure development. For example, in the Makayili community in the Nanumba District where there was friction between the Assemblyman and the

leadership of the community, not much progress has been made in pursuing development of school infrastructure facilities;

- The relevance and appropriateness of the curriculum sustained the interest of the learners, their families and community members. The curriculum was based on the socio-cultural environment of the communities in terms of language, culture, values and norms, economic, political, health, environmental and livelihood needs of the people;
- The flexible school hours allowed the children to support their parents/family during the day and attend SfL classes in the afternoon;
- The free textbooks, pencils and other teaching and learning materials relieved the parents of the burden of funding these requirements. Most parents could not afford this, but the absence of direct financial commitment motivated them to enrol their children in the SfL;
- The resident Facilitator ensured that the communities related to someone from the same socio-cultural background and who understood and appreciated the socio-cultural context within which they operated. It ensured the commitment of the Facilitator and longer contact hours with the learners;
- The non insistent on or use of prescribed uniform relieved the parents of financial burden and enabled the children to use any clothing of their choice without feeling embarrassed; and
- The content of the curriculum and the methodology adopted for teaching the learners sustained their interest and commitment and led to the success of the SfL programme in the communities.

8.9 Recommendations from the Communities

The community focus group discussions across the three study districts ended with the community members sharing their perspectives on the future focus of the SfL programme. A majority of the communities recommended that the SfL goes back to ‘mop up’ the out of school children still in the communities, as they believe the programme pulled out too early. They recommended extension of the SfL cycle from 9 to 12 months to enable the children to consolidate their learning. They indicated the need for financial and material support to learners at the primary, JSS, SSS and tertiary level to enable needy, but brilliant learners who have difficulty in paying fees and addressing the school needs to continue their education. A number of the SfLers could not continue their education because of their inability to cope with the financial requirements. In addition, they recommended that the allowances of Facilitators be increased to motivate them to aspire for excellence.

8.10 Reflections and Conclusions

Findings from the IA mini study and tracer study suggest that the main areas of impact at the community level related to:

- Creating awareness towards the importance of education and girl child education;

- Improving the communities' ability to "demand their rights and needs" from the District Assemblies and link with other service providers;
- Improving the communities' ability to solicit support from District Assemblies and other NGOs and civil society actors in relation to education and social infrastructure;
- Attitudinal change in terms of personal and communal hygiene;
- Communities continuing to build social infrastructure such as schools, bore holes and latrines;
- Ex Facilitators being volunteers in the community for other service activities such as electoral commission work, immunisation and guinea worm eradication;
- Creating a group of literates within the community who can assist members read letters and other important instructions; and
- Heightened levels of community harmony and integration.

Findings from the communities which had no SfL programme running for the past 10 years revealed that the SfL programme was still vivid in their minds and of much need. Despite the change of attitudes of the parents towards the schooling of their children some parents were not able to find ways to limit their family size and farm more effectively to feed the family... a growing number of out of school children were still existing in these older communities.

One of the most important areas of impact which was revealed during the IA tracer study was the social development role of the SfL Facilitator. A majority of Facilitators interviewed at the community level who were still resident in their communities (16 facilitators across the 9 communities) demonstrated a high degree of commitment to the development activities in their communities and were still used by the community in important community development roles. For instance, in 5 out of the 9 communities visited, Facilitators were acting as guinea worm volunteers, engaged as volunteer teachers and/or assisting the communities improve some aspect of their non formal education work.

9.0 Key Impact of SfL from a District Perspective

A major objective of the IA study was to conduct a strategic exercise to assess the potential for replication and mainstreaming at the district and national levels. The IA team conducted interviews and a replication workshop for key stakeholder involved at the national and regional levels. The replication workshops included questionnaires to the Regional and District Education Officers who had been involved in the SfL intervention districts. The main focus of the in-depth interviews with key district officials at the District Assembly and Education Offices during the tracer study exercise was to investigate:

- The impact the programme was making from a district perspective;
- The potential for sustainability if and when SfL was to pull out of a district;
- The district's capacity and willingness to take over the SfL programme;
- Potential interventions which could be mainstreamed;
- The likelihood of financing interventions which were being provided by SfL;
- The long term need of the programme in particular districts; and
- The mechanisms for replication and sustainability in the district.

The following section highlights the key contributions of SfL to education development at the district level and explores the reasons for their success from a district perspective.

9.1 Key Contributions of SfL to the Education Development in the District

Stakeholder groups interviewed at the community, primary, JSS and SSS levels, as well as the GES and District Assemblies shared their perspectives on the key contributions to education in the district and region. The District Officials (District Directorate of Education and District Assembly) outlined the key contribution to include provision of infrastructure, furniture, teaching and learning materials to schools, and training of teachers at the primary level in the local language teaching methodology. Other contributions cited include facilitating access to education, enhancing enrolment in schools and facilitating girl-child education. Table 17 outlines some of the findings.

Table 17: Perspectives on Key Contributions of SfL to Educational Development

District Officials	Perspectives on Key Contributions of SfL to Education Development
Gushegu DEO	SfL has trained 60 teachers in the district on the SfL methodology and most of the teachers have adopted the methodology
Nanumba North DEO	SfL has improved school infrastructure (pavilions and teachers quarters). In 10 communities in Nanumba North and 9 in Nanumba South, school pavilions have been provided. Nine teachers' quarters in Nanumba North and 5 in Nanumba South. These have given a face-lift to the communities. It has also provided temporary employment to the communities. It has increased enrolment. From 2000 up to 2006, a total of 3,838 boys and 2,881 girls, totalling 6,719 SfLers have integrated into the formal school system in the Nanumba District. This required that special requests are made by the District Education Office to the Director General for a step up in the Capitation Grant.
Nanumba South	SfL has helped those who have missed out on education to get the opportunity to do

DEO	so. It has helped in human resource development (training of teachers in SfL methodology), infrastructure provision and making available teaching and learning materials
Yendi DEO	SfL has increased the number of children with access to formal education in the district. It also led to an increase in enrolment rate and has opened the eyes of GES to 'dark spots' – areas that need education facilities and attention. It has increased girl child education
Gushegu District Assembly	SfL has been working to improve literacy levels, especially within remote and deprived communities. It has therefore increased access to education and offered those who would otherwise not have been educated the opportunity to read and write, even up to the primary, JSS, SSS and tertiary levels. Most of these communities still don't have formal schools system.
Yendi District Assembly	SfL has helped the reintegration of shepherd boys and others into the SfL and formal education eventually
Nanumba North District Assembly	SfL has increased awareness about the need for people to send their children to school. "You don't see as many children out of school as before"

9.2 Enhanced Access to Education, Enrolment and Retention

Outcomes of focus group discussions with the communities, District Assemblies, GES and teachers, and interviews with the SfL integrants at the primary, JSS and SSS indicated that the SfL programme had facilitated access to education and increased enrolment in schools in most communities in the districts. They noted that the sensitization and educational activities of the SfL have led to high levels of awareness among parents, families and communities about the importance of education. This has resulted in increased access to education and enrolment among families and in communities at the primary, JSS and SSS levels.

The GES Directorates across the three districts contended that in areas where there were no formal schools, SfL activities promoted the establishment of schools in the community by the GES. The sensitization and educational programmes of SfL, together with integration of the learners into the formal school system have increased enrolment in schools in the communities and districts. It has opened the eyes of GES to "dark Spots" – remote areas that need education facilities and attention. It has increased the number of children with access to formal education in the district. For example, in Karaga LA JSS the proportion of ex SfLers constituted more than 50% of the student population.

The District Directorates of Education interviewed across the three study districts suggest that at the JSS level and primary level, SfL integrants to the formal system have made significant impact on increasing enrolment and retention at the higher levels. They explained that SfL graduates are often so committed to making it through the system that they find their own finances to pay for school uniforms and books and they no longer accept their parent's attempts to pull them out.

Interviews with SfL integrants, teachers, GES and District Assemblies in six out of the nine communities visited indicated that the SfL programme had promoted the proliferation of day nurseries. The findings revealed that nurseries had been established in Gushegu, Maaliya, Welensi, Bachabodo and Makayili as a result of SfL activities. How so? What is the connection?

9.3 Support to Girls' Education

Parents, integrated SfLers at the SSS level, teachers, GES Directorate and District Assembly staff interviewed indicated that the scholarship schemes and other support to girls' education has promoted girl child education. They indicated that the bicycles, school uniforms, learning materials and other support provided by SfL through the American Ambassador's Girls' Scholarship Programme (AGSP) has promoted girls' education (see Box 17).

Box 17: Perspectives on Support to Girls' Education - Nanumba South DEO

SfL has increased enrolment, especially for girls. The support systems including scholarships provided to the girls has promoted girl child education. Parents who do not have the means are able to manage with the support to send the girl child to school. The support has also motivated the girls to stay in school.

Interviews with teachers and a review of attendance records on the day of the IA team's visit revealed that female ex SfLers made up at least 25% to 50% of enrolments at the upper primary and JSS levels. JSS teachers remarked in Karaga JSS that "there would be no females at the JSS if it was not for SfL." As opposed to the open enrolment policy in the formal school system, the SfL policy of enrolling 13 girls and 12 boys per class in a community has promoted girl child education (see Annex 15.3 for details).

Girls' focal group discussions across the three IA study districts suggest that the SfL programme had contributed to reducing dropout rates in schools. The sensitization and educational programmes of SfL together with the content of the SfL programme has led to reduction in dropout rates. In-depth interviews with female ex SfLers indicate that this is as a result of a reduction in teenage pregnancy, early marriage and child betrothal due to lessons on family planning to children and the participating communities. This was validated by the data on enrolment, dropout, graduation and integration presented in Section 3, which showed a low dropout rate among the SfLers. The overall dropout rate for the SfL programme from 1995/96 to 2005/06 was 6.61%. The female dropout rate was higher than the males, 4.59% and 4.37% respectively.

9.4 Key Factors to Success in the Programme

The District Directorate of Education and District Assembly staff across the districts shared their perspectives on the factors that contributed to the success of the SfL programme in their districts. Prominent among them were: flexible school hours, the child-centred methodology, the use of local language, availability of teaching and learning materials and commitment of the facilitator. Other factors were the community approach and community sensitization leading to commitment of communities and community ownership, as well as the good collaboration between the GES, DA and SfL. Key insights shared are summarised in Table 18.

Table 18: Key Factors to Success of SfL from a District Perspective

District Officials	Key insights on factors to success
Gushegu DEO	The SfL is successful because of the phonic method used. The use of primers in the language of the children also helps. In GES we have very large class sizes (between 50 – 100 per class) and this makes teaching difficult. In the formal school too, the teachers have too many subjects to teach. Some of the teachers don't have any knowledge about some of the subjects they teach and therefore they teach poorly. The flexible time table and school hours favour both the parents and the children. For example, on market days most children in the formal school don't go to school. This is a case where the time table should have been flexible to respond to that.
Nanumba North DEO	Community approach – sensitisation and involvement in decision making and management. The commitment of the facilitator. The good collaboration between SfL and GES Directorate and District Assembly. The methodology that is child-centred and focuses on the socio-cultural environment of the child and the mother tongue and local language. Commitment of the communities. Flexible school hours – classes in the late afternoon when work is done.
Yendi DEO	SfL is successful because of direct contact with communities, including initial sensitisation on the need and opportunities for education of their children. It also acted as a temporary employment for the facilitators, so they were very vigorous in their campaigns. The approach – starting with their mother tongue, i.e. from the known to the unknown. The down-to-earth approach – the methodology is simple, use of mother tongue and learning based on everyday life and what happens in their environment and culture.
Yendi District Assembly	Encouragement given to SfLers to feel that there is no limit to education. Adherence to work plans and programmes. Effective funding of activities. Effective monitoring. Motivation of facilitators – recognition of their hard work through awards and words of encouragement. Involvement of communities. Methodology and approach.
Nanumba North Dist Assembly	The flexible hours – they help the parents during the day and go to school late afternoon. The use of local language. Commitment of the facilitators. Child-centred methodology. Curriculum based on their own culture and environment.
Gushegu District Assembly	It is the determination of the learners to make it. It is also the teaching methodology used and the use of good Facilitators who are role models and a motivation to the learners. The commitment of the communities and Facilitators are also key factors...

Other factors mentioned as points of success included the appointment of GES Desk Officers who collaborated with the SfL staff at the district level in monitoring and supervising the SfL activities at the community level and facilitating the interface between the SfL programme and the formal education system. A MoU was signed between SfL and District Assemblies/GES to facilitate the collaboration. The District Directorate of Education and District Assembly were represented at all SfL functions. This kept them abreast with activities of the SfL. The GES staff were used as resource persons during training of Facilitators and in training teachers in the local language

teaching methodology. There was cost sharing between the SfL, the beneficiary communities and the District Assemblies in the provision of school infrastructure and furniture that promoted a sense of ownership, commitment and communal spirit. The GES was also motivated and impressed by the extent to which the SfL programme enabled them to penetrate “dark spots”.

9.5 Conclusion: Overall Outcomes and Impact of the SfL Programme From District Perspective

Focus group discussions and interviews with the staff of the District Directorates of Education and the District Assemblies across the three IA study districts revealed the core social, economic and educational outcomes of the programme. All the district officers spoke of increased awareness about the value and importance of education, high literacy rates among children, especially the girl child, in families and communities as well as promotion of social and cultural values in children. They emphasised the reduced and minimized tendency towards kayayo, child exchange, child betrothal and child fostering practices as profound. They highlighted the increased access to education, increased enrolment and retention as well as enhanced school infrastructure and increased supply of teaching and learning materials as significant impacts of the SfL.

They saw the increased collaboration between GES, the District Assemblies and SfL as exemplary, and the acquisition of social skills as enabling some SfLers to earn a living. They noted that the literacy skills acquired by the SfLers was supporting the parents in their trading and business activities.

10.0 Lessons Learned and Keys to SfLs Success

“In the formal school when they teach you something and you don’t understand you find it difficult to ask questions because you fear the teacher and you think that the others may laugh at you, but it was not so in SfL. You were free to ask questions. The books were there. We used the mother tongue and the method of teaching was participatory. In SfL, vowels and consonants were used to help to form words and to read and write, but in the formal school they just force you to combine the words anyhow. - Seidu Anass, SSS 2 Arts, Welensi Secondary School, Nanumba South District.”

The keys to success of the SfL approach which were revealed in several interactions with key stakeholders at various levels of the education system are summarized in this section. District Directors of Education and District Assembly staff across the three IA focal districts shared their perspectives on the factors that contributed to the success of the SfL programme at the district level. Interviews with the ex SfLers and their families indicated views on the key factors that contributed to the success of the programme at the family and community levels including:

- The flexible school hours that allowed the children to support their parents/family during the day and attend SfL classes in the evening;
- Commitment of the SfL Facilitators. The resident Facilitator ensured that the SfLers and their families related to someone from the same socio-cultural background that understood and appreciated the socio-cultural context within which they operated. It ensured commitment of the Facilitator and longer contact hours with the learners;
- The relevance and appropriateness of the curriculum which sustained the interest of the learners and their family members. The curriculum was based on the socio-cultural environment of the families in terms of language, culture, values and norms, economic, political, health and environmental needs of the family;
- The free reading books, pencils and other teaching and learning materials relieved the parents of the burden of providing these requirements. Most parents could not have afforded this, but the absence of direct financial commitment motivated them to enrol their children in the SfL;
- The non insistent on or use of prescribed uniform relieved the parents of financial burden and enabled the children to use any clothing of their choice without feeling intimidated by the uniforms of their colleagues;
- Interest of the SfLers themselves as a result of the relevance and appropriateness of the curriculum and the child-friendly, committed and dedicated nature of the Facilitator. The parents and children alike found the SfL learning environment very conducive leading to their sustained interest; and
- The self governance approach through the establishment and functioning of the SfL committees and the intense sensitization and capacity building activities of the SfL programme which elicited ownership and commitment by families.

Analysis of the 77 in-depth interviews with ex SfLers and their families, suggest that the critical keys to programme success were: flexible school hours, the commitment of the SfL facilitators, use of the mother tongue which facilitated accelerated literacy, availability of free books to learn and the methodology to literacy acquisition.

Key lessons from a district perspective were shared. They included the realisation that it is never too late for any child to learn. Children can still be enrolled in school irrespective of the age. They noted the “magic of motivation”, indicating that although some of the Facilitators were not even up to JSS level, they performed extremely well as compared to the professionally trained teachers who they claim consider their salaries as given. They believe the Facilitators on the other hand view the soap money as an incentive.

The importance of ensuring involvement of the local people when educational facilities and schools are to be established was stressed as necessary for ensuring ownership and commitment in the management and development of the facilities. They stressed the need to involve women more intensely in the decision making processes of the communities. They noted that during graduation day, it is the women who outnumber the men and when suggestions for improvement come up, the women make intelligent contributions.

The district level stakeholders reiterated the need for collaboration between the GES, the District Assemblies and other stakeholders in education provision in order to optimise outcomes. They called for an increased number of contact hours in the formal school system as well as adoption of the SfL methodology and language policy in P1 to P3 to optimise teaching and learning outcomes in the formal school system.

10.1 Creating Access for Children in Inaccessible and Deprived Areas

Teachers were convinced that there should be more flexible school systems when asked about the “best mode or approach of assisting children attain basic literacy levels in deprived rural areas”. Teachers explained that most parents were farmers, and believed that more flexible class time could allow parents to use their children on the farm in the mornings and allow the children to attend classes in the afternoon. All 39 teachers interviewed at Primary, JSS and SSS levels across the nine community/schools indicated that there should be a more flexible school system to assist children attain basic literacy level in mother tongue before they enter the formal school. Interviews with teachers revealed that they were well aware of their own lapses in ensuring quality education through the public education system and the fact that public school teachers were not as motivated compared as the SfL Facilitators who were “volunteers”.

In addition to these recommendations, they noted that continuous animation of parents on the importance of education and supplying children with adequate teaching and learning materials had assisted these children attain basic literacy levels. They further noted that provision of financial support (credit) to parents to farm could help free the children from the farm so that they could attend school. This approach has been well tested by the World University Service of Canada over a five-year period in Northern Ghana. When asked how teachers and communities would cope with the ongoing out of school problem, they responded as follows: Refer to Box 18: responses aren’t part of text...

Box 18: Recommendations by Teachers Related to Solving the Out of School Problem

Teachers of Nawuhugu primary in Gushegu District: “carry out effective animation for parents to allow their children to attend school. If possible, give assistance to the parents to free the children from the farm work”

Teachers of Makayili primary in Nanumba North District: “Most of the children need to have adequate textbooks and other basic things like uniforms which motivates them to learn”.

Teachers of Karaga JSS in Karaga District: “We think the Karaga district as deprived as it is, needs flexible school timing. This would allow more children to be used by the parents on the farm and to attend classes / school to get basic literacy and integrate later.

Teachers of Bachaborido Primary in Yendi District said: “Families should be supported so that they allow the children to go to school.”

Teachers of Bakpaba JSS in Nanumba North: “Afternoon class sessions like the SfL is needed to assist the farming children and also support the poor ones.”

At the primary level, teachers felt that animation of parents and support to parents will help in freeing the children to attend school. Providing the children with adequate teaching and learning materials could motivate them to learn. At the JSS level, teachers strongly believed that flexible timing of the class to allow for parents to use their children on the farms in the morning and allow children to attend classes in the afternoon was the most effective approach for ensuring all children attained basic literacy.

The provision of financial support to the parents along with flexible school timing, and awareness creation with parents concerning the importance of education were the key approaches for responding and helping parents cope with large family sizes and sending more of their children to school, particularly in poverty endemic areas.

10.2 Greatest Challenges the SfL Communities and Schools are Facing Related to Quality

The findings at the primary, JSS and SSS levels reveal similar trends. Teachers spoke of the greatest challenges as being: lack of trained teachers, inadequate teaching and learning materials, absenteeism and lateness of teachers and pupils. In addition teachers spoke of the inadequate feeding grants that are not released on a timely basis, overcrowding in the classrooms and for residential accommodation, as well as insufficient staffing and inadequate TLMs, particularly related to science, as their major challenges.

The main challenges facing teachers in helping children to read and write were: the lack of textbooks and writing books and inadequate trained teachers particularly in teaching English. Teachers consistently spoke of the “inadequate textbooks resulting in children

not being able to send their books home for homework” (Bachabordo EP primary teachers). The other major problem was the lack of teachers, as intimated, “books are not as big a problem as teachers. Every teacher in the school handles at last 2 subjects which is not good enough.” (Kpabia JSS teachers). Teachers of Gushegu SSS noted that “the Government’s teacher quota system has affected staffing levels of the school. Other challenges include lack of teaching and learning materials, especially in the language and science departments”. Teachers in Yendi SSS said “the teacher situation is inadequate, textbooks has improved over the years, but the furniture situation is getting worse and we have over crowding in the girls’ dormitory.”

10.3 Outstanding Needs in the Community for Complementary Education and Flexible School Systems

Across the three focal study districts it was apparent that the communities which SfL had left three, six and nine years ago were still in need of more flexible school systems to ‘mop up the children who remained out of school and continued to assist their parents on the farm. Studies in Northern Ghana suggest that agriculture, small family size and education are linked. Unless families are able to improve their farming productivity they are unlikely to improve their educational status for all their children.

10.4 Unintended and Negative Impacts of the SfL Programme

One of the most important unintended impacts revealed from this study was the impact SfL was making on literacy gains in the communities. Clearly, parents are recognising the high quality of the programme (e.g. availability of teaching and learning materials and commitment of the facilitator) along with the demonstrative abilities of the SfLers to read and write compared to non SfLers. The programme is showing parents that with concentrated effort literacy can be attained in the mother tongue in a short period. Some children currently in the formal system and who have not passed through the SfL programme are attracted to the programme given the poor quality of teaching and learning currently experienced in many Ghanaian rural schools (Casely-Hayford, 2003). More work is needed to assist Government explore potential ways to improve the literacy instruction within the formal system; SfL will also has to be prepared to accommodate some children from the formal system particularly at the lower primary level.

The fact that SfL has assumed that they have reached all the out of school children after they complete a series of cycles in a community presents a challenge to the programme. Assumptions about the ability of parents to continue sending all their children in the community to formal school has not been substantiated by this research. There are still a growing number of out of school children in communities which have been phased out of SfL due to poverty and child labour needs in sustaining the large family.

Another assumption which must be challenged is the issue of whether all the children are best off moving directly to the formal education system. Given the current state of education, the question remains as to whether some parents may not be given the wrong impression by organisations like SfL that once their children are in the village school all

their problems will be solved. More critique is necessary within the communities to properly assess the options which children have and ensure that all children have the right to the best education possible. Attention needs to be paid to the question of whether there are local schools to take the children and whether the existing schools can cope with the increasing numbers of children from SfL. Evidence during the IA suggests that in some communities the quality of education will be compromised since there are so few teachers already in the schools. *“The problem is poverty, in our case the community has inadequate school infrastructure. The children who attend formal schools are too many, for that reason the school facilities are overstressed.”* (Father of Ex Sfler in Yendi District).

The needy girls’ scholarship scheme was introduced into the programme over the last few years. This was having both a positive and to some degree negative impact on the SfL programme and perceptions of other non SfL children about the programme. Interviews with children at the JSS level revealed that the non SfL children regretted not having attended the SfL programme since the scholarships were only available for children who had attended the SfL programme.

SfL should consider approaches which are more holistic in nature to ensure that their programme does not simply promote academic aspirations of children but also recognises and continues to value children who may be better at the more vocational skills options available to them. More counselling is needed to encourage children who may be more vocationally inclined to pursue other avenues as tradesmen and women.

11.0 The Potential for Mainstreaming and Replication of the SfL Model

“In the project document for Phase III, the mainstreaming strategy is focused on two main areas, namely (1) efforts to get “School for Life methodology and pedagogy” (main components listed above) integrated into the formal system and (2) efforts to get School for Life facilitators integrated into the formal system. Thus mainstreaming and replication are basically about getting “somebody else” – the government/GES and donor agencies, other NGOs, and CBOs – to completely or partly adopt what SfL is doing. The impact assessment should serve as a means to document the adequacy of the School for Life approach in solving the problems of access to and quality of education in Northern Ghana by documenting the impact of the interventions so far (TOR document, School for Life, 2006).

As a “high level strategic exercise”, the impact assessment has taken into consideration the “target group” for the replication and mainstreaming. The following sections review the main opportunities and challenges facing SfL mainstreaming efforts in relation to the Ministry of Education, Science and Sport’s current policies, conventions and practices in the formal educational sector in Ghana. The sections assess the potential for replication given the number and characteristics of potential replicators of the model.

11.1 Background

The Ghana Government has increasingly shown interest and commitment to supporting complementary education due to the recognition it is obtaining within the International Community and Government circles as evidenced by their policy commitments. Several key policy documents by the GoG attest to their interest and commitment to complementary education. On the International level several donor agencies have conducted studies on complementary education over the last five years, most of whom have recognized the work of SfL³⁶. The Director of SfL was invited by EQUIP to present the key achievements and lessons learned related to the SfL programme at a high level meeting conducted as part of the Association for the Development of Education in Africa (ADEA) conference, 2006. At this meeting Ministers from around Africa were invited to listen to innovative work being carried out across the continent. The Ghana Government sent a delegation including the Chief Director of the Ministry of Education to the conference. Most recently, SfL has been asked to present key findings and achievements to the Foreign Affairs Committee, an important think tank which advises the US Government on development policy in Sub Saharan Africa (SSA).

The GoG has committed itself to supporting complementary education programmes in its Ghana Poverty Reduction Strategy (GPRS), and the Annual Education Sector Operational Plan (2005-2007) where it states it will “develop a complementary /alternative education programme which includes a system of re-entry into formal

³⁶ DfID and USAID have supported research into non state educational provision in the areas of complementary education. The EQUIP 2 Project has made School for Life a focal case study for work they are conducting on “Achieving EFA: Quality Basic Education for Underserved Children.”

schooling as a means of recapturing some of the dropouts (GPRS)”. The Ministry realizes that more support should be given to initiatives which are under way to capture these hard to reach groups (P.17). The GPRS (2003-2005) also states that “Access to basic education will be supported by early childhood development and alternative education for children out of school, with emphasis on the hard to reach areas of Northern Ghana....” (GPRS I, P.99.)

The Ministry of Education’s Education Strategic Plan (ESP) Steering Committee, has asked the Deputy Director of Basic Education Division to lead efforts in developing a policy programme for complementary basic education in Ghana. As part of the MOESS work on CE, a review team was sent to Northern Ghana in June, 2006 to study the SfL model. The same team participated in the SfL replication workshop. The findings from the MOESS report on CE suggest that GER increased in 2004 by 2.4% due to the interventions of SfL. GER for formal schools in 2004 was at 71.9% but enrolments rose to 74.3% as a result of SfL interventions. The report emphasizes the good practices of SfL which include: small class sizes, use of local language as the medium of instruction, primers written in the local language and emphasis on literacy, numeracy and life skills. Other comparisons in the report between the formal school system and the SfL programme relate to the internal efficiency of SfL, its cost effectiveness and high completion rates among learners (see Annex 6 for a summary). The MOESS report on complimentary education recommends that: “Complementary Education should be made part of the school system; the Ministry should establish units to coordinate activities of CE schools, develop a policy framework and support CE with the capitation grant” (MOESS Report on Complementary Education, 2006)³⁷.

11.2 Potential for Mainstreaming the SfL Model

At National level, the Ministry of Education, Ghana Education Service and other Ministries directly involved in implementing the GPRS (e.g. National Development Planning Commission, Ministry of Finance, etc) are becoming increasingly aware that CE is probably the only approach left to closing the gross and net enrolment gaps particularly in the most deprived areas of the country.³⁸ In 2006, the Basic Education Division of the Ministry of Education was tasked with the responsibility of developing a CE Policy Framework by March, 2007, and “develop a curriculum for CE by August 2007”. Although the Ministry has articulated within its ESP the desire to set up CE programme, in-depth interviews reveal that they do not see themselves as the “implementers” of this type of programme and have stated that they “simply want to play a role in setting up the policy framework in which others will implement their CE programmes.” (Senior Ministry of Education Official at the SfL Replication Workshop, January, 2007)

³⁷ The Capitation Grant is a subsidy paid to the District Education for each child enrolled in order to waive all school fees including cultural and sports fees. The Capitation grant is currently 30,000 cedis per child.

³⁸ Several studies over the last 10 years suggest that the remaining 10-15% of children out of school in the country can most effectively be reached through complementary education (Education Sector Review, 2002; CARE/USAID, 2002; Casely-Hayford, 2005). The Ministry of Education has ranked the 58 of the most deprived districts using ranking criteria. All of the northern districts are among the most deprived and several districts fall within the first 30 most deprived district ranking.

The Ministry of Education has conducted an in-depth study of the SfL programme and EQUALL CE project as part of its ongoing efforts to develop a CE policy framework for MOESS. The MOESS report on findings revealed that the SfL programme is more cost effective and efficient for retaining children in the formal system.

Interviews during the SfL replication workshop and tracer study field work with Regional and District Education Directors across the Northern Region (Bole, Gushiegu, Tamale Regional Directorate) suggest the following:

- On a scale of one (not that successful) to three (very successful), Regional and District Directors of Education gave a medium rating of success if the SfL approach was mainstreamed into the GES system.
- The reasons why they gave this medium rating included: “the success level will be average because the Government already has more activities and programmes for the formal sector than it can manage. The support therefore will be minimal.” The SfL experience in attempting to mainstream across two of the northern districts in 2002 was exactly that: minimal. The experience of SfL in mainstreaming the programme in Gushiegu Karaga and Yendi in 2002 revealed that the District Education Offices were not able to mainstream the SfL approach due to lack of financing, and not enough commitment and interest in rural education.

More promising approaches to mainstreaming are related to the fact that the Government recognized that it can benefit from the services of trained SfL Facilitators particularly in schools which have severe teacher shortages. They can learn from the SfL methodological approaches in the formal system in order to improve the effectiveness of early language instruction at P1 to P3 level. The Ministry of Education has set up a National Literacy Strategic Planning Committee headed by the Director General of the Ghana Education Service and supported by several heads of Departments across the Education Ministry. This “Literacy Think Tank” has been asked to review all relevant curriculum across the country in order to assist the MOESS develop a more effective literacy programme for children in the public sector, particularly at primary level. SfL’s materials have been presented to the committee and have had a very positive review for use at the lower primary level (P1 to P3) (Hartwell and Bonner, 2006). It is likely that SfL will be asked by Government to assist in improving literacy instruction at the lower primary level.

Therefore, the two mainstreaming activities which are showing results and have great potential for assisting the GoG relate to mainstreaming SfL Facilitators into the formal system as pupil teachers and “community volunteer teachers” particularly given the current shortage of teachers in the public sector. A second arena for mainstreaming activity, which District Education and Regional Education Officials emphasized, was the ongoing training and support SfL is providing at the lower primary school level. The in-service training provided by SfL to train teachers in the SfL methodology in order to

improve instruction practice for reading and writing in the Ghanaian Language has proven very effective. “I will personally endorse the idea of the methodology being integrated within the formal education system because the approach helps the child grasp the learning of both the L1 and L2 faster” (District Education Director, Northern Region, SfL Replication Workshop).

11.3 The Context and Experience of Replication of SfL’s Model

In the “Components and Values” paper (SfL, 2004), the following are listed as mandatory for organisations that wish to replicate School for Life:

- Mother tongue teaching and syllabic/phonetic methodology;
- A functional curriculum adapted to skills needed in the community;
- Child-centred and non authoritarian pedagogy;
- Interactive supervision and monitoring;
- Flexible and suitable school calendar;
- Voluntary and community-based Facilitators;
- Self-governance; and
- A non exclusive approach.³⁹

An aspect, which is not captured in the list, is the crosscutting efforts to promote gender equity through SfL interventions. These would have to be included in the mandatory “do’s” for SfL replications.

The context in which SfL can be replicated should be considered from three different levels: policy level, regional/district level and the NGO implementation level. The context for replication is still very fertile and needed in Northern Ghana and many parts of the country, but the IA suggests that there may be limited numbers of replicators with current financial and technical capacity to carry this out. Given the Government’s new focus on developing a “policy/programme” for CE and the fact that many senior policy makers are coming to realization that the final enrolment gaps in deprived rural poor areas of Ghana can only be addressed by CE (AESP, 2006, CARE, 2003), SfL is poised to make significant contributions not only to the children of Northern Ghana but to assisting other West African and Sub Saharan countries develop their own systems of CE in order to meet the MDGs of universal primary and gender parity over the next five years. Two models of SfL replication have emerged over the last four years. These are explained in Table 19.

³⁹ In a working document for the ADEA biennale 2006 “Effective Schools for Disadvantaged and Underserved Populations” (DeStephano, Hartwell, Balwanz, Moore, 2006), a number of “common features” of effective complementary education programmes in developing countries (including School for Life) are identified. These include community-based schools, community-based management, local language as language of instruction, locally adapted curriculum, locally recruited teachers, community-supported/paid teachers, and regular support and training to teachers and community-based management committees (p. 10). This confirms the adequacy of using the above-mentioned components as a starting point for a strategic impact assessment of School for Life.

Table 19: SfL Replication Models

Model	Experience with the current model	Lessons learned	Potential for future usage
Direct service delivery model	<p>SfL was asked by the Education Development Centre (EDC) to help implement a complementary education programme under EQUALL using the SfL's approach which would reach 31,250 children in deprived rural areas in northern Ghana over a five year period.</p> <p>SfL set up the office, staff, developed all the curriculum, learners' materials and was directly responsible for the implementation of the programme through its newly developed operational arm.</p>	<p>SfL model was compromised in some ways related to the quality and pace of delivery. The EQUALL project had some unrealistic targets which compromised the normal pace and level of quality which SfL normally used.</p> <p>The full control over the SfL approach, values and principles was somewhat compromised due to the stringent approach of the funders.</p>	<p>This is a potential model for future replication particularly if trying to achieve increasing levels of scale; With more stringent control over the implementation/operation and demand for implementation the model is very feasible for future replication.</p>
NGO replication model	<p>Two NGOs attempted to replicate the SfL model over the last three years. PAPADEV has been successful in replicating the SfL approach. Thanks to technical and financial support by IBIS and SfL in the Sawla District, Northern Region.</p> <p>Roots and Futures have developed a very strong proposal and plan for replication in 25 communities in the Upper East but were unable to secure financing for the programme.</p>	<p>SfL should assist NGOs identify funding as part of the technical support they provide along with the replication package and training. Financing of NGOs will be a key to whether SfL replication is feasible among the NGO sector in Northern Ghana.</p> <p>NGOs which are selected to replicate the model should have some level of capacity to assist a number of communities in a particular district, experience in the education sector and commitment to rural education.</p> <p>NGOs who have been trained and are working to replicate the model in different areas should have a memorandum of understanding with SfL in order to ensure that the principles and values of the model are adhered to and sustained.</p>	<p>Limited potential for this model unless financing can be secured for a number of NGOs at one time in order to replicate the model on a district by district basis and in several districts at a time.</p> <p>NGOs are used to working on a very small scale. The SfL approach will provide educational NGOs the opportunity to expand in scale given the resourcing and technical assistance.</p> <p>SfL should play a key role in monitoring and building the capacity of these NGO's.</p>

Two models of replication appear feasible for SfL in the future: one is the branding model of replication whereby the NGOs selected are encouraged to replicate and commit to the SfL core set of values and principles, sign a memorandum of understanding, be trained and monitored over the period of time and commit to working in a particular district for at least five years.

The second model which appears more feasible is the direct service delivery model which involves SfL setting up the mechanism for large scale roll out of the programme, ensuring quality control and standard but hiring a larger set of staff who would be responsible for overall implementation. Although the EQUALL project (bilaterally funded through EDC) has proven difficult to “control” the model has taught many lessons and appears the most feasible way to reach large numbers of children in future.

The EQUALL programme will stop operations in September 2008 leaving SfL with several districts in Northern, Upper East and Upper West having only completed one cycle of its programme. SfL will need support to ensure standards of quality are maintained by either securing financing within Ghana or abroad to fully complete the work in these districts. The districts include: Bongo, Talensi Nabdam and Bawku West in the Upper East Region; Lawra, Jirapa Lambrussie and Nadowli Districts in the Upper West and East Mamprussie, West Gonja and Bole in the Northern Region.⁴⁰

Lessons learned from the SfL Replication workshop and Phase 3 suggest that there is a need to conduct a full capacity assessment with members of the NNED and GNECC network in order to identify the numbers of NGOs across the Northern, Upper East and Upper West regions who have the capacity or could potentially replicate the model. Three NGO’s have been identified in the Upper East, Northern and Eastern regions as meeting the criteria for selection however a more in-depth exercise is needed. Interviews with NNED and members of SfL suggest that there are NGOs across the three Northern Regions, Volta and Eastern Regions that could replicate but would need secured financing and capacity building to do this.

11.4 Potential Replicators of the Model

Interviews with Regional and District Directors of Education during the IA process indicate that the most effective potential replicators of SfL’s model include: NGOs, Religious bodies, and Faith Based Organizations. Findings from the replication workshop suggest that replicators of the SfL model should have the following characteristics:

- Be in a learning mode: willing to learn and be guided by the principles and values of SfL, which means they do not “adapt the model” but ensure that it is implemented to the highest standard in their areas with little compromise on quality.

⁴⁰ SfL is actually working in 12 districts since the re-demarcation of two more districts from two existing districts (Nanumba and Gusheigu Karaga). For the purpose of the IA we have left these numbers to reflect the old district demarcation.

- Have the capacity to implement the SfL model over time on a large scale of at least 20-25 communities at a time and systematically assisting all the needy communities in a given district in order to reach scale.
- Willingness to develop the necessary technical expertise in material development, quality control, training and literacy instruction.
- An interest and commitment to improving rural educational outcomes for children in Ghana.

Approximately 64 NGOs are registered with the NNED (NNED, 2007) and are operational across the three Northern Regions of Ghana. Preliminary interviews with NNED using the selection criteria above indicate that there may be only 10-15 NGOs who will meet the criteria described above⁴¹. Already SfL is liaising with, working with or has been approached by the following NGOs who are interested and willing to replicate the model in three of the most deprived districts of Ghana. These are:

- Afram Plains Development Organisation (APDO), operating in the Eastern Region of Ghana;
- Roots and Futures, operating in the Kassena Nankana District of the Upper East Region; and
- PAPADEV, operating in the Sawla Kalba district of the Northern Region.

These three medium sized NGO's are capable of district wide replication but require the technical support, financing and long term commitment to carry out this type of replication work in collaboration with SfL.

11.5 Assessment of the Potential Replicators

An assessment of other potential replicators by NNED suggests that the following members of NNED may be able to replicate the model. They have been assessed on a scale of 1 to 5 with 1 being the lowest rating based on the criteria.

Table 20: Potential Replicators of School for Life

NGO	Learning mode	Capacity	Willingness	Interest/com	Total
RAINS CAMFED, TAMALE	1	1	2	1	5
SEND FOUNDATION, TAMALE	1	1	2	1	5
CALID, TAMALE	2	3	2	1	8
AGREDS, TAMALE	2	4	2	2	10
YARO, TAMALE	2	4	2	2	10
TIDA, TAMALE	1	3	3	1	8
TUMA KAVI, TAMALE	1	1	2	1	5

⁴¹ We are still assessing the capacities of some of these NGO's.

NGO	Learning mode	Capacity	Willingness	Interest/com	Total
CEDEP, WA	2	3	2	1	8
PAWLA, TUMU UW/R	1	3	2	1	7
PRONET, WA	1	2	2	1	6
SIDEC, WA	1	4	2	1	8
CENSUDI, BOLGA	1	1	2	1	5
ISODEC, TAMALE	1	1	1	1	4

Scale: 1 (low) to 5 (high)

11.6 Potential for Replication and Sustainability of the Programme

Interviews with the GES Directorate and District Assembly staff across the three study districts revealed a number of potentials for replication and sustainability of the programme. Among the key potentials identified included the MoU between the GES, SfL and the District Assemblies that has created a sense of ownership and commitment to the SfL programme, existence of NGOs in the districts that could be encouraged to replicate the programme in other districts and the growing number of out of school children in most communities that necessitates continuation of the programme. Others include the possibility of the GES to mainstream the child-centred teaching methodology and the community sensitisation and awareness creation programmes.

11.7 Key Challenges and Opportunities to Replication and Mainstreaming

The key challenge to ongoing mainstreaming of the SfL model in the GES is in relation to the degree to which the Language Policy and instructional practices within the Ghana Education Service adhere to international best practice in literacy. Currently the Government White Paper does not make any definitive statement concerning which medium of instruction should be used at primary level but does recognize that local language instruction is one of the most effective approaches. This unfortunately does not give teachers or district education officials clear enough guidelines.

The second major challenge in mainstreaming the SfL model will continue to be the Government's "fatigue in implementing programmes outside the main stream business of education." The District Directors of Education across the North were well aware that a "saturation point is being reached in relation to the number of new approaches brought into the GES system". Currently the SfL model has been endorsed by the Central Government (MOESS) and regional levels of Government (Regional Education Offices) for implementation in the basic school system. SfL should continue to ensure that it provides as much information concerning its curriculum and instructional approaches to these bodies.

Other challenges to replication mentioned in interviews with the District Directors across the three focal IA districts included: financial constraints, and lack of interest by some stakeholders including some District Directors of Education (DDEs) and District Assemblies.

Key challenges shared by the District Directorates of Education and the District Assemblies across the three study districts in mainstreaming and sustaining the programme included the fact that the GES is not adequately empowered financially to sustain the programme because of the high cost of input involved. GES resources currently preclude them from approaching the programme in its current form with the high cost of input involved. The key support they can provide to the programme is to formalise schools which SfL initiates. As noted by the Nantumba District Directorate of Education, “once they pull out we try to get teachers to teach there. This is something we will continue to do.” Other challenges outlined included: the inadequate schools for integrating SfL learners; inadequate teachers in formal schools to motivate the SfLers to stay in school and excel in performance; the GES policy for establishing schools e.g. number of children for number of years, number of children per teacher; and the restrictive policy of GES in appointing pupil teachers.

The main opportunity within the next five years is the chance for SfL to showcase its achievements and impact in light of the fact that the public education system is failing children in many parts of Ghana. International donors and Governments working in collaboration with the Ghana Government are becoming increasingly aware that the SfL model may be the most effective way to bring about literacy among large out of school populations. Education research in Sub Saharan Africa is pointing to the fact that SfL’s methodology may be the most effective way to ensure literacy attainment among the vast majority of children in school who fail to become literate, those who are dropping out of school, and those who will never complete basic education.

12.0 Key Recommendations and Conclusions

The findings from the IA study suggest that not only has SfL had an impact on improving access and retention of children across the 10 districts of intervention in Northern Ghana, it has had a tremendous impact on improving the levels of educational attainment and achievement among ex SfLers within the formal school system. Several approaches to literacy testing and pupil achievement during the IA demonstrated that the SfLers were outperforming their non SfL counterparts in the formal education system particularly in the core subject areas such as Ghanaian Language, English and Maths⁴². SfLers were being asked to take on student leadership positions across the districts and were seen as role models due to their values and determination to achieve. SfLers have become a force within Northern Ghana which demonstrates that educational transformation and human development can help children and families break out of the cycle of poverty.

The SfL programme has been operating in 10 of the 18 districts in the Northern Region over the last twelve years. Data on out of school children across the three Northern Regions suggests that over 226,000 children between the ages of 6-14 are out of school in the Northern Region and over 100,000 in the Upper East and Upper West Regions are out of school and will most likely remain out of school unless programmes such as SfL continue to operate and achieve scale. The IA study indicates that given the current dropout rates, non completion and poor literacy attainment among children in the formal system, there is a growing need for SfL to continue to assist large numbers of out of school children, and should consider working with the growing numbers of non completers from the formal system who have not been able to attain basic literacy skills. A new programme which would add one more year to the current SfL programme was recommended during the replication workshop (Jan. 2007) with key Government stakeholders in order to consolidate existing literacy skills and ensure attainment of higher levels of cognitive and life skills development.

One of the main impacts of the SfL programme was that it was helping parents cope with the cost (direct and indirect) of sending their children to school. The SfL programme shortens the number of years spent at the Basic School level for learners, and ensures that the majority attain basic literacy before entering the formal system. Findings from the IA suggest that SfL children are able to cope easier than their non SfL peers when they enter the formal education system, since they have been given a “head start” to literacy and are able to use the methods they learned in sounding out words to easily transition to the second language. The current performance of P6 children suggest that less than 25% are able to attain literacy after six years of schooling. These results are much worse for children in rural poor areas of Ghana.⁴³ Accelerated literacy approaches outside the formal system may be Ghana’s only hope of helping children, particularly in rural deprived areas attain literacy and then survive the public education system..

⁴² The IA literacy tests revealed that SfLers were performing the same as non SfLers in the English fluency tests at P6 and JSS3. Several other instruments used to track performance of SfLers along with in-depth interview of their teachers, district education officers and colleague non SfLers reveal that they are out performing non SfLers in the core subject areas.

⁴³ (see RECOUP working paper by Dr Etse, Associates for Change, 2007)

The cost saving of this programme should be considered by Government as they attempt to attain Universal Basic Education by 2015. For instance the unit cost per SfL learners is USD 16.57 compared to USD 70.8 per child in the public primary system in Northern Ghana. The SfL programme has saved the Government of Ghana over USD 6,023,168 by educating over 85,073 children in the SfL programme. If you consider that these children would have spent three years in the primary school system if it were not for the SfL programme--- the Government of Ghana (GoG) has saved a total USD 18,069,504 over the three year period (See Annex 17.0 for details in costing).

The IA findings suggest that Government should seriously consider using the accelerated SfL model to reduce cost of primary education particularly in deprived rural areas where teaching and learning materials are not available and/ or are inadequate. In addition the Government should consider, based on its current achievement and performance among primary school holders, that the approach may “break children through to literacy” in a more effective manner. This would mean that a wider programme should be considered for all of Ghana.

12.1 Key Recommendations

The following are the key recommendations that emerged from the study and are based on the views of several stakeholder groups including the families and beneficiaries of the SfL programme:

Growth and Scale of the Programme

- The SfL programme should continue to grow and maintain quality in order to consolidate and build on the achievements of the programme over the last 12 years. The programme should remain focused on ensuring that it reaches the out of school populations in old and new communities. We suggest that a target of 100,000 be considered by Development Partners for Phase 4 financing (focus on the Northern Region should be maintained with a proportion in the Upper East and Upper West where the EQUALL project is active and will not complete a full cycle of work).
- The findings of the IA suggest that SfL should take systematic steps to present the findings of its work to the highest levels of Government to demonstrate the cost effectiveness in providing a more accelerated and adaptable approach to literacy attainment among out of school populations in Northern Ghana.

Advocacy and Public Awareness Work

- Advocacy and research work should continue with SfL in order to ensure that the Government and other interested organizations are able to understand the key impacts of SfL and ensure that their commitments to CE are fulfilled (i.e. GPRS and ESP).

- SfL needs to produce a documentary on activities of SfL as part of its sensitisation programmes and activities.
- SfL can play an advocacy role to link other organisations working in income generation activities to support SfL families to educate their children. SfL needs to explore the possibility of collaborating with other NGOs in introducing women who are facing financial difficulties in supporting their children's education.

Non SfLers interviewed and attending the same class as the SfL integrants recommended that “SfL should add documentaries to their sensitization efforts. They stressed that SfL should be advertised on TV, in news papers and radio for many people to get to know of their good works”.

Operational Recommendations

Due to large family sizes, endemic poverty and food insecurity in northern Ghana, SfL should consider not pulling out of the communities when they have exhausted the out of school population. SfL should consider more sustainable community based approaches to assisting communities continue the programme with minimum interventions after the average 3 year cycle is completed. It should use the strength of local SfL committees and other CBOs to assist with the sustainability of the programme. The Ministry of Education's capitation grant funding should be explored.

Lead in sentence?

- SfL should consider more innovative approaches to supporting facilitators who have served the programme for a minimum of two years transition to the world of work. Counselling and job placement programmes should be part of the process of helping Facilitators, together with increased stipends to offset the lack of community support in this regard.
- SfL should develop a second level (one year additional literacy programme) in close collaboration with the Ministry of Education in order to improve the transition skills of children to the broader world of work and ensure that SfL graduates are better prepared if they do not integrate into the formal system of education. This model would benefit the large numbers of children who dropout or do not complete basic education and remain illiterate with emphasis on hard to reach areas.
- SfL should develop a more strategic approach to reaching out to potential replicators through existing educational networks such as NNED and GNECC particularly in the Upper East and Upper West Regions, and across the 58 most deprived districts in Ghana who are interested and capable of using complementary education.

The American Ambassadors' Girls Education Scheme has been an important complement and should be sustained and made to cover all needy but brilliant girls. This is necessary both at the JSS and SSS levels. The possibility of extending the scheme to non SfLers needs to be explored. Non SfLers are attracted to the SfL program and will find ways of getting into the SfL programme if these programs are only targeted as SfLers.

Target Population and Curriculum

- The target population for SfL should continue to focus on children between the ages of 8-14 who have never been to school. The programme should be more aware that they may be attracting children who have dropped out of the formal school system. These children should be considered for the SfL programme since literacy attainment in a short period (nine months) may be one of the ways to reintegrate them back into the formal system.
- SfL should explore the possibility of linking non integrants to vocational training options in order to cater for the needs of those that are not academically inclined. Additionally they should reintroduce more skills-based work in their programming to reinforce skills based education within their programme.

Families and communities suggested that the programme should be extended from nine to twelve months. They recommended that SfL should come back to the communities as they are still in need of the programme and that they should maintain a stronger linkage with the community once they pull out.

Monitoring and Evaluation

A review of the monitoring and evaluation arrangements currently in place reveal that the outcomes could be optimised if the database is strengthened, and linkage and coordination arrangements are put in place to assure efficiency and effectiveness. To address this, SfL needs to establish a database and link data information from the formal schools at the primary, JSS and SSS levels so that ex SfLers can be traced and their performance tracked on a regular basis. There is need to establish linkage arrangements between SfLers and various offices of SfL to facilitate and update of the database. Tracer study could be added as part of the schedules of field staff, who should be given additional resources to enable them to undertake effective follow up. A member of staff needs to be assigned solely for tracer and M&E purposes. The field staff should also be trained in the conduct of tracer studies - data collection, storage and retrieval to ensure efficiency and effectiveness.

Replication

The International and National goals of ensuring that a growing number of out of school children and dropouts from the formal education system are given the opportunity to attain basic literacy skills will require that SfL continues to be supported to implement its main programming work with a smaller proportion of support for the NGO replication model. SfL should therefore maintain its focus on government mainstreaming opportunities by continuing to train teachers in the lower primary levels with their methodology and linking its ex Facilitators to the District Education Directorates as potential pupil teachers. The future for assisting large numbers of out of school children attain basic literacy levels in Northern Ghana will depend on programmes like SfL continuing to be involved in direct service delivery. SfL should continue to have at least 80% of its resourcing focused on main service delivery activities, and 20% of financing

on supporting potential NGO replicators through a model which involves secured financing.

Since 2004 SfL has worked in collaboration with the Education Development Centre (EDC) who is implementing the EQUALL project (a USAID supported project). The final phase of the EQUALL project will not ensure that all the children out of school are reached by the SfL program before they phase out of district. The IA replication workshop revealed that the values, principles and quality of SfL should not be compromised in order to accommodate for reaching scale and attracting additional financing offered by external agencies. It is highly recommend that Phase 4 assist the SfL programme continue the normal expansion and consolidation cycles of project implementation started by the EQUALL project which is operational in the Upper East in: Bawku West, Bongo, Talesi Nabdam districts; Upper West in: Jirapa Lambrussie, Lawra and Nadowli districts; and Northern Region in: Central Gonja, West Gonja and East Mamprusi districts during the coming phase⁴⁴.

12.2 Conclusions

Development projects around the world often attain short term and medium term developmental results. This impact study revealed that the SfL programme was touching the roots of the problems of endemic poverty. The programme was of high quality, systematic in nature and contained the key elements to ensuring literacy attainment within the focus population. This had far reaching results in relation to the attitudinal and behaviour shifts needed to address the core problems of educational access, retention and poverty reduction in Northern Ghana.

The key findings suggest that:

- Flexible schools hours were allowing children (not earmarked for formal education) to become literate and to enter the formal school.
- Mother tongue literacy approaches using phonic and syllabic methods were key in helping children break through to literacy within an accelerated period (nine months compared to three years within the formal system).
- Encouragement, patience and commitment exhibited by SfL Facilitators to using the methodology was the key to helping “out of school” children break through to literacy.
- Children interviewed were well aware of the methodological reasons they had succeeded in learning to read and write. They attributed these to the usage of the mother tongue, and syllabic and phonic approaches used by SfL. Most spoke of how they had used these same methods to learn to read the English Language.
- The main differences cited by SfLers between the SfL programme and the formal school system were: the methodologies, commitment of the Facilitator, the

⁴⁴ Most of these districts will have had only one or two cycles of SfL intervention when donor funding stops.

availability of free books, ability to take the books home to read, absence of school uniform requirements, timing of the class, and medium of instruction. Several spoke of the usage of the syllabic drill which was not a method used in the formal system.

- The cultural relevancy of the curriculum had a profound impact on helping learners build their confidence in learning to read at an older age.

The cultural relevancy of the programme appeared to be a significant factor in helping build children's self-confidence, self-esteem and appreciation of their lives since it reinforced their own cultural background and identity as rural children.

The impact assessment revealed that there was a ripple effect of the SfL programme in several dimensions of the child's life (social, cognitive and affective) which impacts on the child to the family and onto the community and school. This ripple effect was based on the "break through to literacy" experienced by the SfL learner during the nine month SfL cycle and was then transferred to the family through the knowledge, attitudes and behaviours which were introduced and embedded through the SfL curriculum.

SfL children were learning the value of being a Ghanaian, the value of rural life, farming and becoming aware of the dangers of malaria, large family sizes, and unsafe water. They were becoming aware through the content of the curriculum and instructional practice that people should be treated equally whether a boy or a girl and this was being translated into the family and communal way of life through role change among boys and girls. They were beginning to appreciate new ways of thinking about the world and people around them translating this into more appreciation of gender differences, equality and ethnic diversity. They were becoming conscious of the different roles played by girls and boys in a social context which awarded conformity and restricted change.

The participatory teaching approaches had direct impact on helping children feel confident, self-assertive and enjoy learning. SfL children learned to analyse, ask questions and be critical thinkers through the participatory methods used by the Facilitator based on the training, curriculum, as well as the teaching and learning materials. The impacts of SfL learners were most vividly characterised when studying the SfL learner who had transitioned into the formal system. Their peers and teachers were able to see that "something" was different about the ex SfL learners. They were more confident about learning, more determined to make it through the system and more concerned about the people and world around them. Most of them were seen as role models in the public education system, comporting themselves, respectful, purposeful, as well as attaining high results in language subjects and being elected to represent their class and school as school prefects.

At national, district and school levels the impact of scale was having positive impact on the access targets set by Government to achieving Universal Primary Education and basic literacy, gender parity and quality of education. Studies by the Government themselves suggested that SfL was contributing significantly to the increase in Gross and Net Enrolment Rates, particularly in the Northern Region of Ghana. In terms of gender

parity, retention and completion rates among girls, SfL was having a positive impact on the number of girls remaining in school and transitioning to the higher levels of education (JSS and SSS). Ex SfL girls were in some cases making up a large percentage of the classrooms at the JSS and SSS levels, particularly when considering the rural characteristics of school intake.

The IA revealed that SfL was making significant impact at the family and community levels. At the family level those who had completed SfL were able to assist their family with basic reading and writing tasks in the home, and were able to transfer the knowledge of reading and writing by assisting their siblings and in some cases their parents. Most importantly, the ex SfLers were sharing the developmental messages of social change within the families and communities. Lessons on malaria prevention, environmental health and sanitation, family planning and sustainable agriculture were all being talked about and shared with families of ex SfLers. Many of the families were practicing better hygiene, reducing their family size, critically thinking about gender equality, ethnic diversity and improving their agricultural practices through reduced bush burning. Many of these changes in behaviour and attitudes were sustained long after the SfL programme had stopped in the community.

The greatest impact of the SfL programme on the community and family was in relation to people's new found awareness concerning the importance of education and "good quality education." SfL was demonstrating that poor rural communities across the Northern Region could educate their children who were not able to go to school due to the constraints on farming and sustaining large families in a context of rural subsistence agriculture which depended on children to assist on the farm. SfL gave a chance to children for a life change which involved breaking through to literacy and empowering them to become "a someone." Parents and people in the community (e.g. "aunties") who had not been able to send all their children to school were using this flexible school system as a way to assist their children to learn. Some were even experimenting with the SfL class since it was demonstrating better results in terms of literacy compared to the public system. Children who would not have had a chance to transition to the formal system were paying their own way and working hard to demonstrate to their parents that they were worth the investment, particularly the girl child.

The success of SfL was based on the efforts of a large population of dedicated rural youth who were taking up the role of Facilitators to assist the children in their communities have this life chance. The approach, dedication and commitment of the Facilitators... and love they had for their communities' children was the pivot around which everything else was based. Quality education and high performance of children in SfL was linked to the dedication of the Facilitators. District Directors of Education, teachers and community leaders spoke of the selfless and sacrificial efforts of these volunteer Facilitators to teaching. Other success factors included all of the elements working in harmony: the pedagogy, the language of instruction, methodology and curriculum as well as the flexible school timing.

The Impact Assessment reveals that good quality education which transforms children into literate and conscientious learners can be brought to rural families in endemic poverty zones in Ghana and across Africa when educational systems adjust to the context of learning. Given the high levels of poverty, entrenched farming patterns and traditional ways of life of the people in Northern Ghana due to the high risks involved in supporting themselves in their environments... modern public education may be accessible to some children but not all. The findings suggest that more cost effective and accelerated learning systems better adapted to the realities of farming patterns and large family sizes in Northern Ghana can help children not only “break through to literacy” but provide them with a foundation which can help them transition into the formal system, excel and move to higher levels of education. The programme can provide children who continue to remain out of school with a life chance by providing them with the literacy skills, self esteem and strengthened identity which make them confident and critical youth in improving their traditional ways of life.

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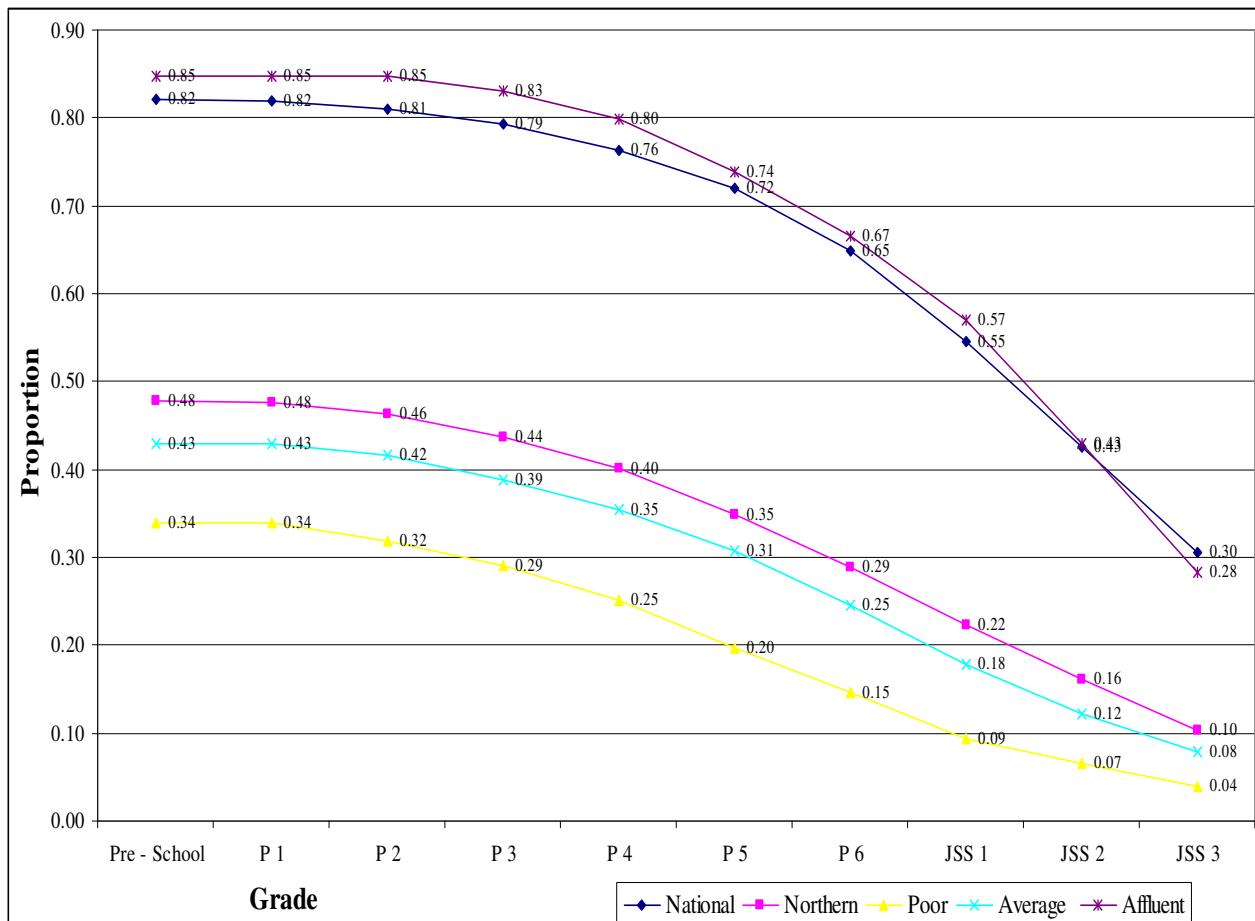
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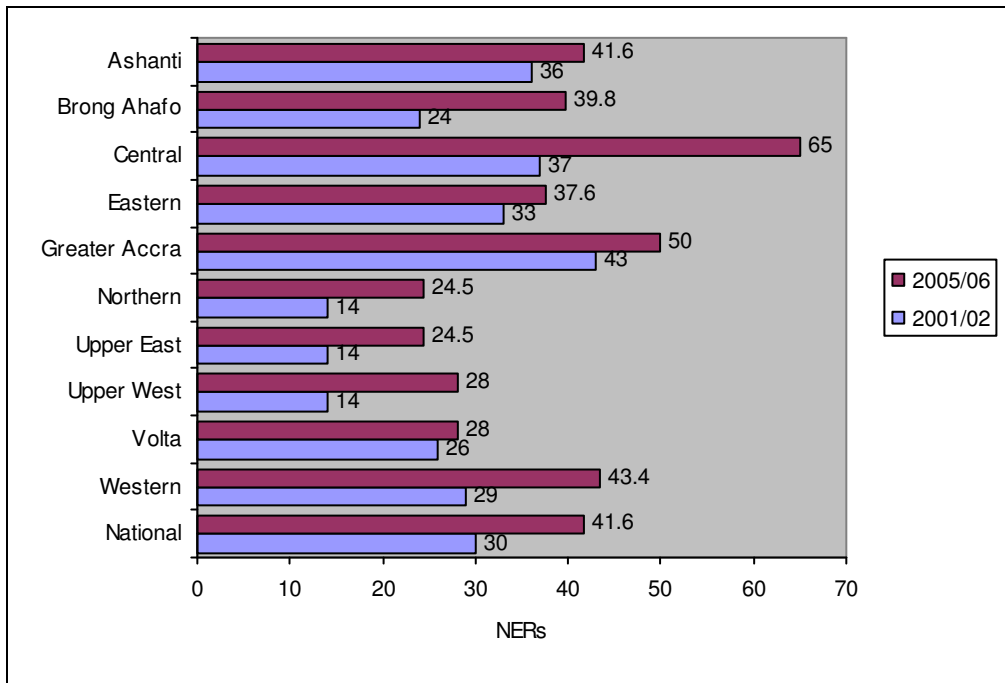
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Annex 1: Northern Region of Ghana-- Educational Attainment Profile by Socio - Economic Groups – Based on Core Welfare Indicator Questionnaire Data 2003



(Wumbee, 2007)

Annex 2: Net Enrolment Ratios at JSS Level by Region, 2001 vs. 2005



(Source: Ministry of Education, Science and Sports)

Annex 3.0: Summary Across 10 SfL Districts: Enrolment, Drop Out, Graduation and Integration (1995/96 to 2005/06)

Year	No. of Classes	Total Enrolment in SfL Classes	No. Enrolled (by Gender)		Total No of Dropouts in SfL Classes	No. of Dropouts (by Gender)		Total No. Graduated from SfL Classes	No. Graduated (by Gender)		Total Integrated in formal system	No. Integrated (by Gender)	
			M	F		M	F		M	F		M	F
		TOT			TOT			TOT			TOT		
1995/96	100	2,480	1,358	1,122	213	90	123	2,267	1,268	999	1,041	625	416
1996/97	100	2,431	1,412	1,019	170	57	113	2,261	1,355	906	1,075	669	406
1997/98	220	5,454	3,190	2,264	489	225	264	4,965	2,965	2,000	2,533	1,567	966
1998/99	250	6,143	3,568	2,575	573	330	243	5,570	3,238	2,332	2,882	1,717	1,165
1999/00	400	9,814	5,442	4,372	1,030	408	622	8,784	5,034	3,750	5,434	3,127	2,307
2000/01	400	9,925	6,080	3,845	964	503	461	8,961	5,577	3,384	6,291	3,833	2,458
2001/02	386	9,728	5,811	3,917	839	427	412	8,889	5,384	3,505	6,417	3,765	2,652
2002/03	361	9,102	5,480	3,622	525	250	275	8,577	5,230	3,347	7,079	4,259	2,820
2003/04	360	8,934	5,380	3,554	296	150	146	8,638	5,230	3,408	5,997	3,584	2,413
2004/05	440	10,959	6,372	4,587	373	178	195	10,586	6,194	4,392	8,596	5,052	3,544
2005/06	405	10,103	5,517	4,586	150	62	88	9,953	5,455	4,498	8,261	4,322	3,939
Total	3,422	85,073	49,610	35,463	5,622	2,680	2,942	79,451	46,930	32,521	55,606	32,520	23,086

**Annex 3.1: Percentage of Enrolment, Drop Out, Graduation and Integration
(1995/96 to 2005/06)**

Drop outs as percentage of Enrolment (by gender)			total drop out as % of total enrolment	Graduation as percentage of Enrolment (by Gender)		Total Graduates as % of enrolment	Integration as % of Enrolment (by Gender)		Total Integration as % of Enrolment	Integration as % of Graduation (by Gender)		Total Integration as % of Graduation
Year	M	F	TOTAL	M	F	Total	M	F	Total	M	F	Total
1995/96	3.63%	4.96%	8.59%	51.13%	40.28%	91.41%	25.20%	16.77%	41.98%	27.57%	18.35%	45.92%
1996/97	2.34%	4.65%	6.99%	55.74%	37.27%	93.01%	27.52%	16.70%	44.22%	29.59%	17.96%	47.55%
1997/98	4.13%	4.84%	8.97%	54.36%	36.67%	91.03%	28.73%	17.71%	46.44%	31.56%	19.46%	51.02%
1998/99	5.37%	3.96%	9.33%	52.71%	37.96%	90.67%	27.95%	18.96%	46.92%	30.83%	20.92%	51.74%
1999/00	4.16%	6.34%	10.50%	51.29%	38.21%	89.50%	31.86%	23.51%	55.37%	35.60%	26.26%	61.86%
2000/01	5.07%		9.71%	56.19%	34.10%	90.29%	38.62%	24.77%	63.39%	42.77%	27.43%	70.20%
2001/02	4.39%	4.24%	8.62%	55.35%	36.03%	91.38%	38.70%	27.26%	65.96%	42.36%	29.83%	72.19%
2002/03	2.75%	3.02%	5.77%	57.46%	36.77%	94.23%	46.79%	30.98%	77.77%	49.66%	32.88%	82.53%
2003/04	1.68%	1.63%	3.31%	58.54%	38.15%	96.69%	40.12%	27.01%	67.13%	41.49%	27.93%	69.43%
2004/05	1.62%	1.78%	3.40%	56.52%	40.08%	96.60%	46.10%	32.34%	78.44%	47.72%	33.48%	81.20%
2005/06	0.61%	0.87%	1.48%	53.99%	44.52%	98.52%	42.78%	38.99%	81.77%	43.42%	39.58%	83.00%
Totals	3.15%	3.46%	6.61%	55.16%	38.23%	93.39%	38.23%	27.14%	65.36%	40.93%	29.06%	69.99%

Annex 3.2: Number of Classes, Enrolment, Dropout, Graduation and Integration in the 10 districts (1995-2006).

District	Year	No of classes	Initial enrolment			No of drop out			Graduation			Integration		
			Total	M	F	Total	M	F	Total	M	F	Total	M	F
Gushegu Karaga	1995/6 – 2005/6	505	12,337	7,557	4,780	1,103	566	537	11,234	6,991	4,243	4,342	2,890	1,452
Yendi	1995/6 – 2005/6	467	11,853	6,893	4,960	670	330	340	11,183	6,563	4,620	8,660	5,166	3,494
Savelugu Nanton	1997/8 – 2005/6	395	9,727	5,133	4,594	770	340	430	8,957	4,793	4,164	6,702	3,640	3,062
Zabzugu Tatale	1997/8 – 2005/6	440	10,820	6,840	3,980	555	268	287	10,265	6,572	3,693	4,803	3,042	1,761
Tamale Rural	1997/8 – 2005/6	395	9,847	5,415	4,432	889	422	467	8,958	5,029	3,929	7,632	4,366	3,266
Nanumba	1999/00 – 2005/6	350	8,750	5,048	3,702	124	53	71	8,626	4,993	3,633	6,772	3,868	2,904
Saboba Chereponi	1999/00 – 2005/6	350	8,750	5,487	3,263	680	347	333	8,070	5,140	2,930	5,118	2,994	2,124
Tolon Kumbongu	1999/00 – 2005/6	340	8,494	4,698	3,796	579	227	352	7,915	4,471	3,444	7,707	4,376	3,331
East Gonja	2004/5 – 2005/6	80	1,999	1,113	886	155	84	71	1,844	1,020	824	1,519	828	691
West Mamprusi	2004/5 – 2005/6	100	2,496	1,426	1,070	97	43	54	2,399	1,383	1,016	2,351	1,350	1,001
Total	1995/6 – 2005/6	3,422	85,073	49,610	35,463	5,622	2,680	2,942	79,451	46,930	32,521	55,606	32,520	23,086

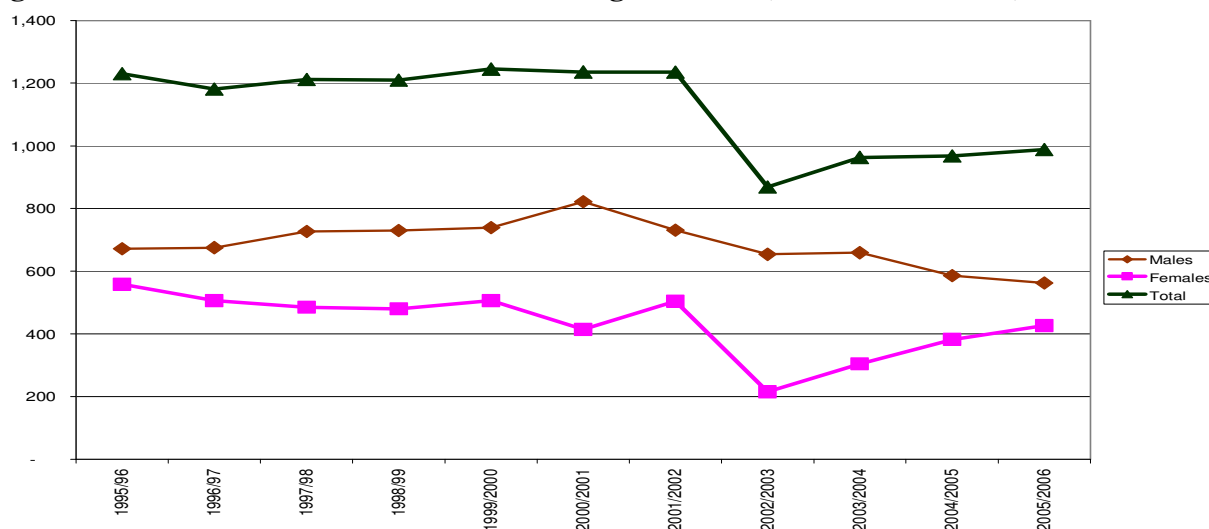
Annex 3.3: District Enrolment, Dropout, Graduation and Integration Rates

District	Year	Enrolment	%	Dropout	%	Graduation	%	Integration	%
Gushegu Karaga	1995/6 – 2005/6	12,337	14.5	1,103	8.94	11,234	91.06	4,342	35.20
Yendi	1995/6 – 2005/6	11,853	13.9	670	5.65	11,183	94.35	8,660	73.06
Savelugu Nanton	1997/8 – 2005/6	9,727	11.4	770	7.92	8,957	92.08	6,702	68.90
Zabzugu Tatale	1997/8 – 2005/6	10,820	12.7	555	5.13	10,265	94.87	4,803	44.39
Tamale Rural	1997/8 – 2005/6	9,847	11.6	889	9.02	8,958	90.97	7,632	77.51
Nanumba	1999/00 – 2005/6	8,750	10.3	124	1.42	8,626	98.58	6,772	77.39
Saboba Chereponi	1999/00 – 2005/6	8,750	10.3	680	7.77	8,070	92.23	5,118	58.49
Tolon Kumbongu	1999/00 – 2005/6	8,494	10.0	579	6.82	7,915	93.18	7,707	90.74
East Gonja	2004/5 – 2005/6	1,999	2.4	155	7.75	1,844	92.25	1,519	75.99
West Mamprusi	2004/5 – 2005/6	2,496	2.9	97	3.89	2,399	96.11	2,351	94.19
Total	1995/6 – 2005/6	85,073	100	5,622	6.61	79,451	93.39	55,606	65.36

Annex 3.4 IA Study District Enrolment Trend

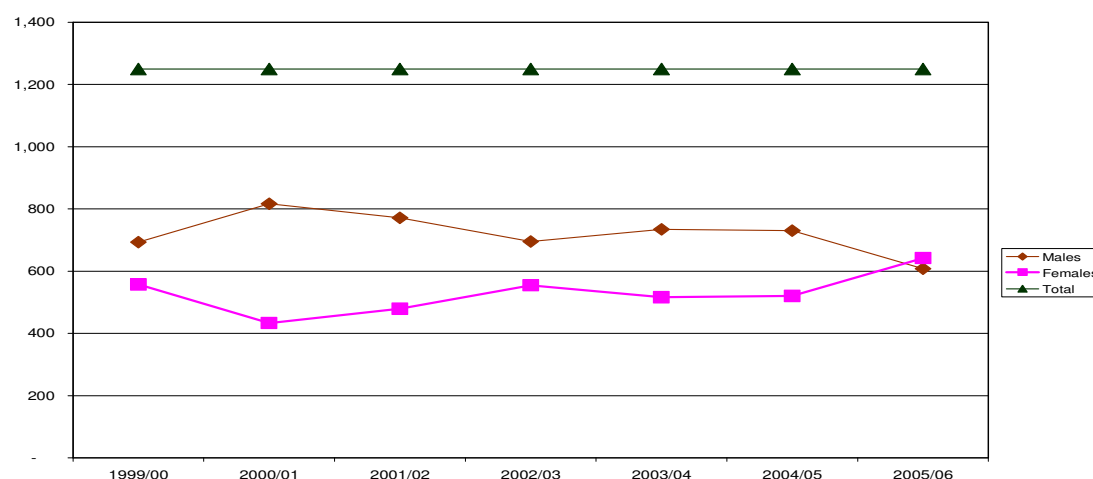
In the **Gushegu district**, although each year cycle had 50 classes from 1995/96 to the 2001/2002 year cycles, the number enrolled peaked in the 1999/00 with 1,245, but dropped to 1,236 and 1,235 in 2000/01 and 2001/02 respectively. The number of classes was reduced to 35 with a corresponding reduction in enrolment of 869 in 2002/03. The classes were increased to 40 for the subsequent years 2003/04 to 2005/06 with enrolment of 963 in 2003/04, 968 in 2004/05 and 988 in 2005/06. Male enrolment was higher than female enrolment in each year cycle ranging between 672 to 822 from 1995/96 to 2001/02 and 654 to 562 in 2002/03 for the males. The female enrolment ranged between 414 and 558 from 1995/96 to 2001/02 and 215 to 426 from 2002/03 to 2005/06 (Figure 3.4.1).

Figure 3.4.1: Enrolment Trend for the Gushegu District (1995/06 – 2005/06)



The **Nanumba district** joined the programme in the 1999/00 year cycle and had 50 classes each year of the cycle with a consistent enrolment of 1,250 each year. Although the male enrolment was higher than that of the females, ranging between 693 and 817 each year of the cycle between 1999/00 and 2004/05 for the males, and 433 to 557 for the females, there was a dramatic turn in the 2005/06 year cycle. The female enrolment of 642 outstripped the male enrolment of 608 for the first time over the period of their involvement in the programme. (Figure 3.4.2)

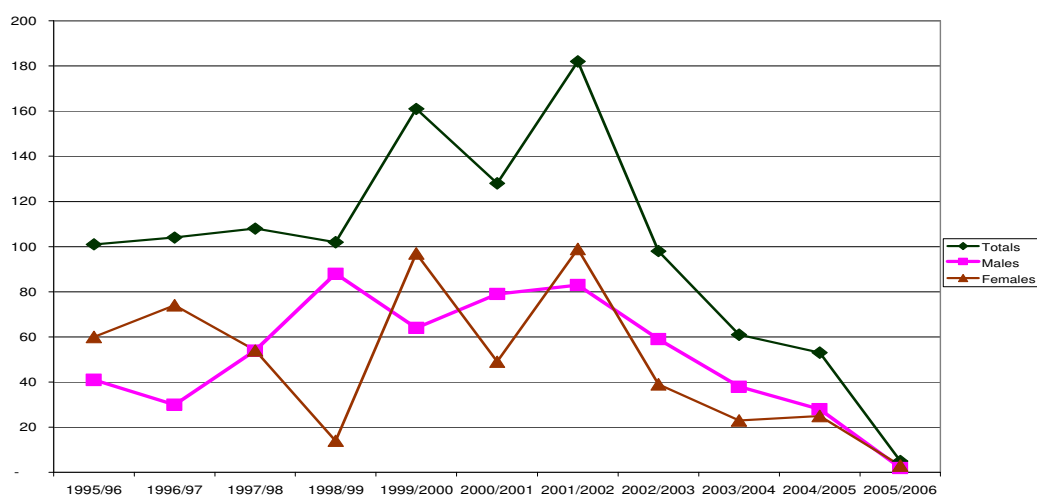
Figure 3.4.2: Enrolment Trend for the Nanumba District (1999/00 – 2005/06)



Annex 3.5: District Drop out Trends

The **Gushiegu district** had a total dropout rate over the ten year period of 1,103 (8.94%) with the yearly dropout fluctuating between 5(0.51%) in 2005/06 and 182 (14.74%) in 2001/02 (see table 2 above). Although the total dropout was higher among the males, 566(4.59%) than the female 537 (4.37), there were periods when the female dropout rate was higher than the male rates. The lowest rate was 3(0.30%) in 2005/06 and the highest, 99(14.74%) in 2001/02 for the females. For the males the lowest was 2(0.20%) in 2005/06 and the highest 88(7.27%) in 1998/99 (Figure 3.5.1)

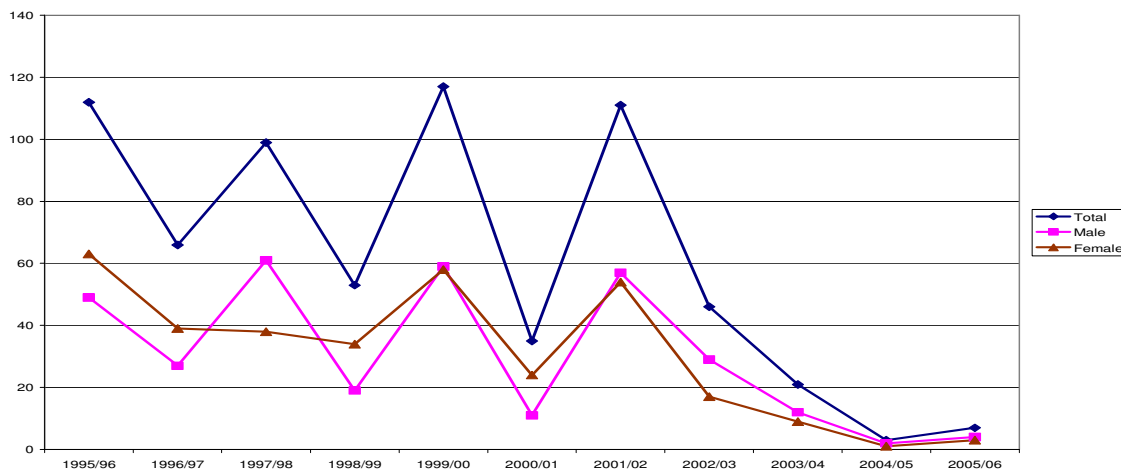
Figure 3.5.1: Gushiegu/Karaga District Dropout Trends 1995/96 – 2005/06



In the **Yendi District**, the total dropout rate over the ten year period was 670(5.65%) with the yearly dropout fluctuating between 117(9.36%) in 1999/00 and 3(0.30%) in 2004/05. The overall dropout for the females was higher, 340(2.87%), than the males at 330(2.78%). The yearly dropout rates however differed. Whilst the highest drop out was 63(5.04) in 1995/96 and the lowest

1(0.34%) in 2004/05 for the females, the lowest was 2(0.46%) in 2004/05 and the highest 61(4.90%) in 1997/98 for the males (Figure 3.5.2).

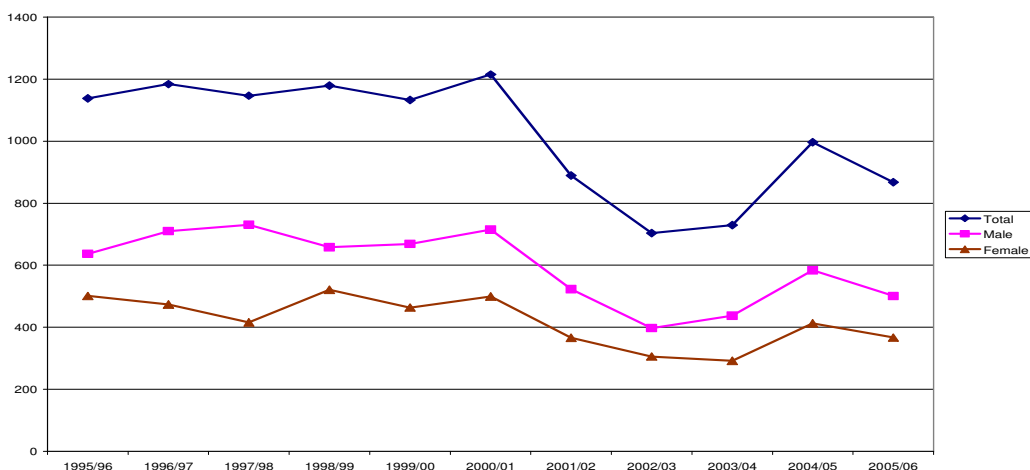
Figure 3.5.2: Yendi District Dropout Trends 1995/96 – 2005/06



Annex 3.6: Graduation Trends across the IA Study Districts

The **Yendi District** followed the pattern in the Gushegu District. The two districts happened to be the first two pilot districts in the programme in the 1995/96 year cycle. A total of 11,183(94.35%) out of the 11,853 enrolled over the period 1995/96 to 2005/06 graduated. This was made up of 6,563 males and 4,620 females. In proportionate terms, 95.21% of the total males enrolled (6,893) and 93.15% of the total females enrolled (4,960) graduated. On a year cycle basis, the number graduating ranged between 1,133 and 1,184 from 1995/96 to 2000/01 with 50 classes each year. The number enrolled was between 1,232 and 1,250. Thereafter, the number graduating reduced to between 704 and 997 from 2001/02 to 2005/06 with between 26 and 40 classes (Figure 3.6.1). The proportion of Sflers graduating was between 88.9% and 99.20% over the period of the district's participation in the programme.

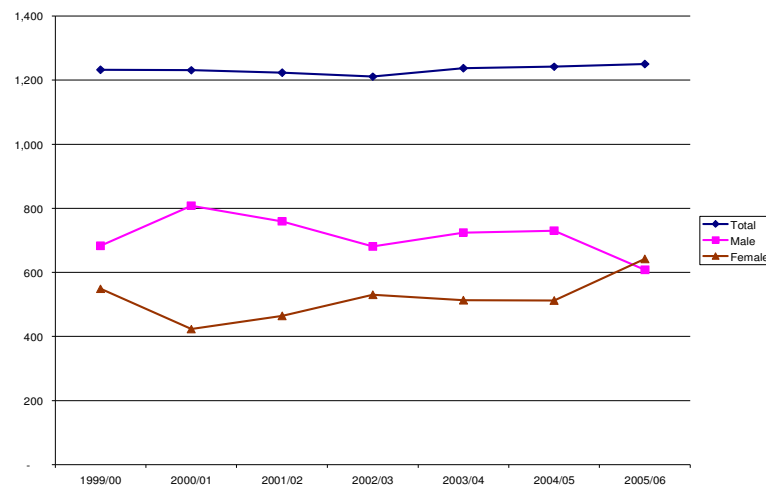
Figure 3.6.1: Trends in Graduation in Yendi District (1995/96-2005/06)



In the **Nanumba district**, a total of 8,626(98.58%) out of the 8,750 enrolled over the period 1999/00 to 2005/06 graduated. Of the number graduating, 4,993 were males and 3,633 were

females. This represented 98.91% of the total males enrolled (5,048) and 98.14% of the total females enrolled (3,702). Each year cycle had 50 classes and 1,250 enrolments. The total graduating each year ranged between 1,211 and 1,250 (Figure 3.6.2). The proportion of SfLers graduating constituted between 97.84% and 100%, representing the highest proportion of SfLers graduating among all the 10 participating districts.

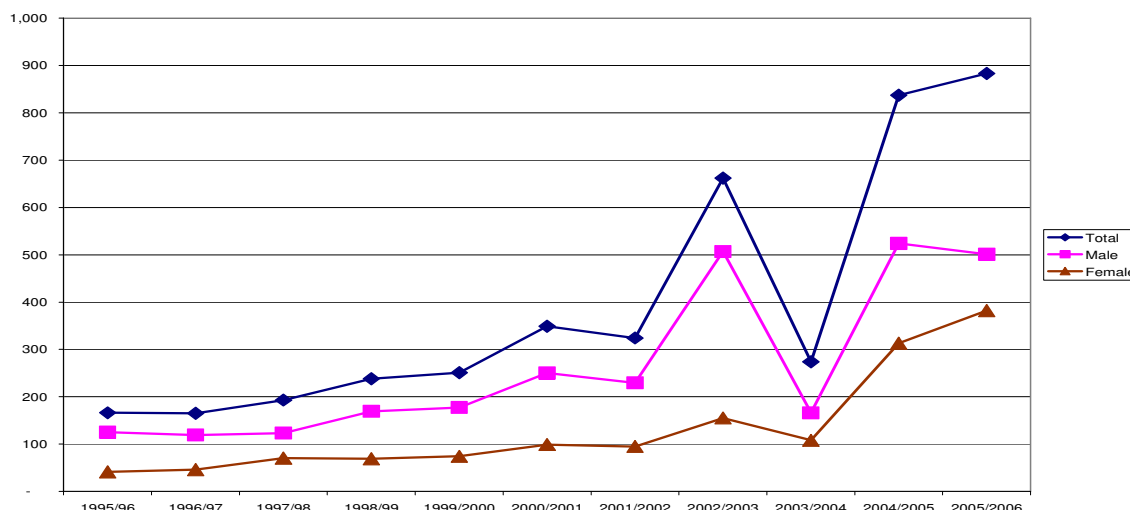
Figure 3.6.2: Trends in Graduation in Nanumba District (1999/00-2005/06)



Annex 3.7: Integration Trend Data across the IA study Districts.

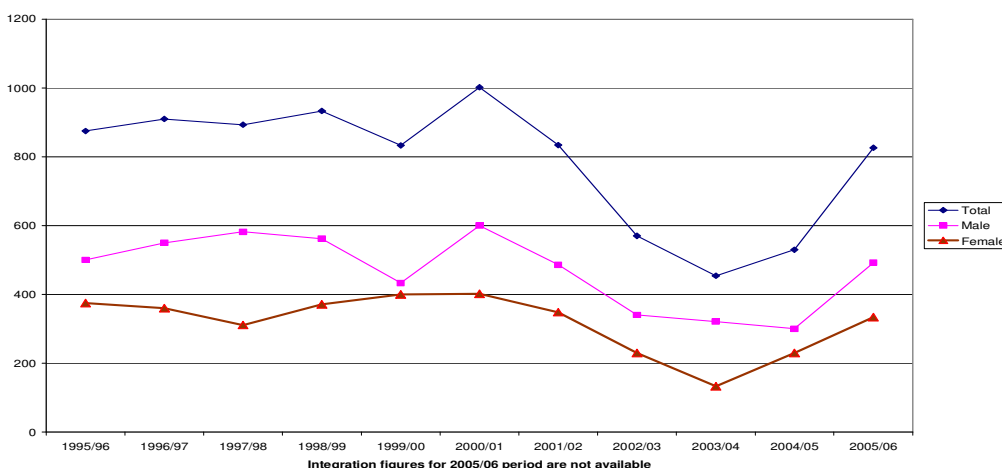
In the **Gushegu/Karaga District**, the total integrated over the period of its participation in the programme was 4,342, made up of 2,890 males and 1,452 females. The overall integration constituted 35.19% of the total enrolled (12,337) and 38.65% of the total that graduated (11,234). The proportion of males integrated was 38.24% and female 30.38% of the total enrolled (7,557 and 4,780 respectively), and 41.34% of the males and 34.22% of the females that graduated (6,991 and 4,243 respectively). On a year cycle basis the total number integrated ranged between 165 and 883, with the male integration ranging between 119 and 524, and the female integration between 41 and 382 (Figure 3.7.1)

Figure 3.7.1: Integration Trends in Gushegu/Karaga Dist: 1995/96-2005/06



A total of 8,660 (73.06%) of the number enrolled (11,853) and 77.44% of the number that graduated (11,183) were integrated in the **Yendi District**. The number integrated was made up of 5,166 males and 3,494 females, being 74.95% of the male and 70.44% of the females enrolled, and 78.71% of the male and 75.63% of the females that graduated. The number integrated on a year cycle basis ranged between 454 and 1,002, with the male integration ranging between 321 and 600 and female integration between 133 and 402, depending on the number of classes for the year cycle (Figure 3.7.2). Even though the percentage of integration is reasonably high the district does not have enough public primary schools to absorb the SfL graduates.

Figure 3.7.2: Integration Trends in Yendi District: 1995/96-2005/06



Annex 4:0 Retention Rate for Sflers and Non Sflers

GUSHEIGU KARAGA DISTRICT - RETENTION IN THE FORMAL SYSTEM

Name of School	No of Sfls integrated in P3 (Sept 02)		Total No. in P3 in (Sept 02)		No. of Sfls continued to P4 (Sept 03)		Total No. of pupils in P4 in (Sept 03)		No. of Sfls continued to P5 (Sept 04)		Total no. of pupils in P5 in (Sept 04)		No. of Sfls continued to P6 in (Sept 05)		Total number of children in P6 as of (Sept 05)	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Nawuhugu R/C Prim.	9	2	25	15	8	2	24	15	8	2	10	9	8	2	10	9
Katinbugli Primary Sch.	3	2	4	6	1	2	4	3	1	2	7	3	1	2	7	3
Gushegu L/A Primary Sch.	3	3	36	48	3	3	66	53	3	3	79	51	3	3	51	53
Marikazia E/A Primary Sch.	2	3	29	25	2	3	27	23	2	3	23	23	2	3	21	23
Watania E/A Primary Sch.	1	0	42	20	1	0	40	19	1	0	35	34	1	0	44	19

NANUMBA DISTRICT - RETENTION IN THE FORMAL SYSTEM

Name of School	No of Sfls integrated in P3 (Sept 02)		Total No. in P3 in (Sept 02)		No. of Sfls continued to P4 (Sept 03)		Total No. of pupils in P4 in (Sept 03)		No. of Sfls continued to P5 (Sept 04)		Total no. of pupils in P5 in (Sept 04)		No. of Sfls continued to P6 in (Sept 05)		Total number of children in P6 as of (Sept 05)	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Makayili Prim. School.	3	6	15	11	3	6	14	11	3	6	14	11	3	6	14	11
Nakpaa Prim. School.	9	6	21	13	9	6	21	13	9	6	19	13	9	5	19	12
Mangoasi Prim. School.	6	4	11	17	6	4	11	17	5	4	10	16	5	4	10	16
Kpayansi Prim. School.	7	4	16	11	7	4	16	11	6	4	15	11	6	4	14	11
Tinageria Prim. School	8	5	19	11	8	5	19	11	6	5	17	11	6	5	17	11

Annex 5.0: Facilitators Trained Over the Last 10 years

Initial Training - Yendi District

YEAR	Number and Type of Training						Total for year (classes)	Number of Learners
	Initial Training			Refresher Training				
	M	F	T	M	F	T		
1997/98	9	0	9	41	0	41	50	1250
1998/99	21	0	21	29	0	29	50	1250
1999/2000	18	0	18	32	0	32	50	1250
2000/01	23	0	23	27	0	27	50	1250
2001/02	11	0	11	25	0	25	36	900
2002/03	11	0	11	15	0	15	26	650
2003/04	6	6	12	18	0	18	30	750
2004/05	12	3	15	18	7	25	40	1000
2005/06	10	2	12	17	6	23	35	875
2006/07	8	1	9	16	5	21	30	750
Totals	129	12	141	238	18	256	397	9925

Initial Training - Zabzugu/Tatale District

YEAR	Number and Type Of Training						Total for year (classes)	Remarks
	Initial Training			Refresher Training				
	M	F	T	M	F	T		
1995/96	0	0	0	0	0	0	0	
1996/97	0	0	0	0	0	0	0	
1997/98	49	1	50	0	0	0	50	
1998/99	0	0	0	49	1	50	50	
1999/2000	4	0	4	45	1	46	50	
2000/01	0	0	0	47	3	50	50	
2001/02	14	0	14	33	3	36	50	
2002/03	7	1	8	40	2	42	50	
2003/04	9	5	14	33	3	36	50	
2004/05	4	0	4	37	9	46	50	
2005/06	2	0	2	40	8	48	50	
2006/07	0	0	0	32	8	40	40	
Totals	89	7	96	356	38	394	490	0

Annex 6.0: Key findings from Ministry of Education and Sports report on Complementary Education in Ghana

Indicator	Public System (P1-P3)	SfL
Average Promotion Rate	84.1%	92.8%
Repetition Rate	4.2%	0
Completion Rate	68.6%	93%
Average Drop out Rate	11.9%	7.2%
Recurrent Costs of Education per child	\$70.80 (90% going into salaries)	\$16.57 (only 4% going to salaries)

(Source: Ministry of Education, Science and Sports)

Annex 7.0: Infrastructure Supplied by SfL from 1995 to 2006

No	Year	Furni- ture	Cost ¢	Pavilions	Cost ¢	Teachers Quarters	Cost ¢
1	1995	15	3,900,000.00	0	-	0	-
2	1996	58	18,850,000.00	10	97,863,500.00	0	-
3	1997	43	16,770,000.00	14	163,192,190.00	0	-
4	1998	37	19,240,000.00	4	51,513,170.00	0	-
5	1999	64	41,600,000.00	8	140,800,000.00	2	3,200,000
6	2000	68	72,488,000.00	17	574,338,931.00	0	-
7	2001	38	40,508,000.00	28	1,064,000,000.00	11	27,500,000
8	2002	25	26,650,000.00	25	1,152,000,000.00	0	-
9	2003	9	19,890,000.00	0	-	0	-
10	2004	8	22,400,000.00	0	-	0	-
11	2005	30	84,000,000.00	0	-	12	258,000,000
12	2006	11	30,800,000.00	2	120,000,000.00	0	-
TOTAL		406	397,096,000.00	108.00	3,363,707,791.00	25	288,700,000

Annex 8.0: National and Northern Region Out of School Population Data for 6-11 Year Cohort (2001/02 to 2005/06).

Assumed
pop. growth
rate 2.0%

Assumed
pop. growth
rate 2.7%

Primary (6-11 years)	2001/02	2002/03	2003/04	2004/05	2005/06
National					
<i>Population</i>					
Boys	1615257	1678571	1723897	1770495	1818239
Girls	1601978	1657223	1701970	1747973	1795115
Total	3217235	3335794	3425867	3518468	3613354
<i>Enrolment</i>					
Boys	981784	963223	973577	1061422	1264762
Girls	930701	902520	931269	1018364	1222206
Total	1912485	1865743	1904846	2079786	2486968
<i>Out of School</i>					
Boys	633473	715348	750320	709073	553477
Girls	671277	754703	770701	729609	572909
Total	1304750	1470051	1521021	1438682	1126386
Northern Region					
<i>Population</i>					
Boys	171848	178727	183553	188516	193598
Girls	168171	174879	179600	184456	189431
Total	340019	353606	363153	372972	383029
<i>Enrolment</i>					
Boys	91886	90107	96872	104179	131565
Girls	72730	70069	80979	91298	118786
Total	164616	160176	177851	195477	250351
<i>Out of School</i>					
Boys	79962	88620	86681	84337	62033
Girls	95441	104810	98621	93158	70645
Total	175403	193430	185302	177495	132678
% Out of School Population in Northern Region as a proportion of the National out of school Population.	13.44	13.16	12.18	12.34	11.78
% of Pop. (6-11) in northern Ghana as a proportion of the total population in this age cohort	10.57	10.60	10.60	10.60	10.60

(Source: Ministry of Education, Science and Sports)

**Annex 9.0: National and Northern Region Out of School Population for 12-14 year
(2001/02 to 2005/06).**

JSS (12-14 years)	2001/02	2002/03	2003/04	2004/05	2005/06
National					
<i>Population</i>					
Boys	689066	697000	715821	735191	754995
Girls	658518	668024	686060	704644	723608
Total	1347584	1365024	1401881	1439835	1478603
<i>Enrolment</i>					
Boys	206562	259645	209940	230435	313250
Girls	202461	244235	203917	223921	301829
Total	409023	503880	413857	454356	615079
<i>Out of School</i>					
Boys	482,504	437,355	505,881	504,756	441,745
Girls	456057	423789	482143	480723	421779
Total	938561	861144	988024	985479	863524
Northern Region					
<i>Population</i>					
Boys	60314	62589	64276	66019	67795
Girls	51088	52909	54335	55809	57309
Total	111402	115498	118611	121828	125104
<i>Enrolment</i>					
Boys	9896	16276	12099	13947	17088
Girls	6094	9622	7718	9430	13613
Total	15990	25898	19817	23377	30701
<i>Out of School</i>					
Boys	50,418	46,313	52,177	52072	50707
Girls	44994	43287	46617	46379	43696
Total	95412	89600	98794	98451	94403
Out of School Population in Northern Region as a proportion of the National out of school Population.	10.17	10.40	10.00	9.99	10.93
% of Pop. in northern Ghana as a proportion of the total population in this age cohort (12-14)	8.27	8.46	8.46	8.46	8.46

(Source: Ministry of Education, Science and Sports)

**Annex 10.0: Out of School Population for Upper East and Upper West Regions for
6-11 Year Cohort (2001/02 to 2005/06)**

Upper East Region	2001/02	2002/03	2003/04	2004/05	2005/06
<i>Population</i>					
Boys	89267	93489	96014	98609	101268
Girls	83119	86721	89061	91470	93936
Total	172386	180210	185075	190079	195204
<i>Enrolment</i>					
Boys	44877	47742	50083	52903	65619
Girls	44039	45984	48388	52507	65131
Total	88916	93726	98471	105410	130750
<i>Out of School</i>					
Boys	44390	45747	45931	45706	35649
Girls	39080	40737	40673	38963	28805
Total	83470	86484	86604	84669	64454
% Out of School Population	6.40	5.88	5.69	5.89	5.72
% of National Pop.	5.36	5.40	5.40	5.40	5.40
Upper West Region					
<i>Population</i>					
Boys	55621	57794	59355	60957	62601.00
Girls	52704	54375	55844	57353	58899.00
Total	108325	112169	115199	118310	121500.00
<i>Enrolment</i>					
Boys	24600	26571	28414	31610	41586.00
Girls	24676	26514	28871	32885	43503.00
Total	49276	53085	57285	64495	85089.00
<i>Out of School</i>					
Boys	31021	31223	30941	29347	21015
Girls	28028	27861	26973	24468	15396
Total	59049	59084	57914	53815	36411
Out of School Population in Upper East and Upper West Regions as a proportion of the national out of school population.	4.53	4.02	3.81	3.74	3.23
% of Pop. (6-11) in northern Ghana as a proportion of the total population in this age cohort	3.37	3.36	3.36	3.36	3.36

(Source: Ministry of Education, Science and Sports)

**Annex 10.1: Out of School Population for Upper East and Upper West for 12 to 14
Year Cohort (2001/02 to 2005/06)**

Upper East Region	2001/02	2002/03	2003/04	2004/05	2005/06
Population					
Boys	35505	35086	36035	37010	38006
Girls	14006	29524	30321	31143	31980
Total	49511	64610	66356	68153	69986
Enrolment					
Boys	4560	6278	5152	5055	8845
Girls	4735	6088	5084	5437	8320
Total	9295	12366	10236	10492	17165
Out of School					
Boys	30,945	28,808	30,883	31955	29161
Girls	9271	23436	25237	25706	23660
Total	40216	52244	56120	57661	52821
% Out of School Population	4.28	6.07	5.68	5.85	6.12
% of National Pop.	3.67	4.73	4.73	4.73	4.73
Upper West Region					
Population					
Boys	20972	21297	21870	22463	23068
Girls	18346	18697	19201	14493	20253
Total	39318	39994	41071	36956	43321
Enrolment					
Boys	2872	4618	3235	3886	5993
Girls	2655	4149	2890	3451	6140
Total	5527	8767	6125	7337	12133
Out of School					
Boys	18,100	16,679	18,635	18577	17075
Girls	15691	14548	16311	11042	14113
Total	33791	31227	34946	29619	31188
Out of School Population in Upper East and Upper West Regions as a proportion of the national out of school population.	3.60	3.63	3.54	3.01	3.61
% of Pop. (12-14) in northern Ghana as a proportion of the total population in this age cohort	2.92	2.93	2.93	2.57	2.93

The population figures are based on 2000 National Population Census (Source: GSS) and an assumed annual growth of 2.0% for 2001/02 and 2.7% for 2002/03 to 2005/06.

Annex 11.0: Mean Scores in the Reading Skills Test

District	School	Variable	Female Non SfLer	Female SfLer	Male Non SfLer	Male SfLer
Gushegu Karaga	Nawuhigu Primary	Maxwords	12.5	44.0	76.3	70.0
		Error	4.0	6.0	9.3	3.7
		Literacy	8.5	38.0	67.0	66.3
Yendi	Bachabordo Primary	Maxwords	40.5	20.3	34.3	45.0
		Error	11.5	8.5	5.5	9.5
		Literacy	29.0	11.8	29.0	25.5
Nanumba	Makayili Primary	Maxwords	71.5	27.0	80.5	66.0
		Error	3.0	6.3	2.5	3.7
		Literacy	68.5	20.7	78.0	62.3
Gushegu Karaga	Karaga JSS	Maxwords	65.0	90.0	114.8	100.0
		Error	7.0	10.0	2.2	5.3
		Literacy	58.0	80.0	112.6	94.8
Yendi	Kpabya JSS	Maxwords	75.7	74.3	126.0	113.3
		Error	4.7	8.3	3.3	1.3
		Literacy	71.0	66.0	122.7	112.0
Nanumba	Bakpaba JSS	Maxwords	80.0	120.0	60.0	93.3
		Error	10.0	10.7	8.7	4.7
		Literacy	70.0	109.3	51.3	88.7

Annex 12.0: Life Story: Mica.... Ex SfLer (Integrant at JSS), Bakpaba, Nanumba District (raw field data from IA).

Mica Nindola who resides at Bakpaba initially followed cattle and this was done when he wanted to do so, before SFL came to the community. His father and mother enrolled him in SFL where he learnt how to read and write. Mica was very happy that he could read and write. His parents were happy too. Mica said that School for Life made him learn about sanitation, drug abuse, teenage pregnancy and environmental issues.

Mica taught his parents that it is hygienic to sweep your house and surroundings to look neat. He told the mother it was not good to leave the cooking utensils unwashed after cooking for flies to follow them. It is also bad not to cover your cooked food since the flies that hop on it would give you diseases. The good practices of farming he learnt was extended to his family. He told his father that it was filth that made his poultry farm to wither and that SFL has taught him that you need to sweep your hens coop to make it neat and wash their drinking bowl before putting in water and that would make them look healthy. He again told his father that he should not allow his farm get weedy, he taught them the application of ammonia and fertilizer and personal hygiene. (cleaning of the teeth every morning and in the evenings after eating and before going to bed).

Mica after reforming as a result of attending SFL made his parents happy because he stayed at home but no longer loitered about and this encouraged his parents to integrate him into the formal school. Mica was integrated in Primary five at the formal school in the year 2003 and is presently in JSS. Initially when he was integrated, he said his problem was the speaking of English which he overcame in two months time.

He saw some differences between teaching in SFL and the formal school system. He was taught in Likpakpaaln his mothers tongue but in the formal school, he was taught in English. He had only one teacher (facilitator) in SFL who taught him all the subjects but in the JSS level, each subject has a teacher.

He explained that he was taught how to read and write in SFL by breaking the words down whereas in the formal school, the words are not broken. He said they were drilled syllabically in SFL and formed sentences and words with the syllables and that they were taught vowels and consonants which are absent in the formal school.

When asked how the SFL teaching helped him, he mentioned that, because he was taught in his mothers tongue, it made him understand what he was taught and the vowels and consonants helped him in his pronunciations. Mica said he wants to become a medical doctor in future in northern to help his community members health.

Annex 13.0: Stakeholder Groups Interviewed at the Primary, JSS, SSS, Community and District Levels

2.1: Focus Group Discussions with SfLers										
District	No covered by team at Primary level			No covered by team at JSS level			No covered by team at SSS level			Total covered across district
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Gushegu			1			1			1	3
Yendi			1			1			1	3
Nanumba			1			1			1	3
Total			3			3			3	9
2.2: Focus Group Discussions with Non SfLers										
Gushegu			1			1			1	3
Yendi			1			1			1	3
Nanumba			1			1			1	3
Total			3			3			3	9
2.3: Interview with ex SfLers integrated into formal school system										
Gushegu	4	1	5	3	3	6	3	3	6	17
Yendi	2	4	6	3	3	6	3	4	7	19
Nanumba	3	3	6	3	3	6	2	4	6	18
Total	9	8	17	9	9	18	8	11	19	54
2.3B: Interview with Non SfLers in the Formal School System										
Gushegu	2	2	4	3	3	6	2	2	4	14
Yendi	2	2	4	3	3	6	2	2	4	14
Nanumba	2	2	4	3	3	6	2	2	4	14
Total	6	6	12	9	9	18	6	6	12	42
2.4: Focus Group Discussions with Teachers and Head teachers										
Gushegu			1			1			1	3
Yendi			1			1			1	3
Nanumba			1			1			1	3
Total			3			3			3	9

District	No covered by team at Primary level			No covered by team at JSS level			No covered by team at SSS level			Total covered across district
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
3.1: Community focus group discussions										
Gushegu			2			1			1	4
Yendi			1			1			1	3
Nanumba			1			1			2	4
Total			4			3			4	11
3.2: Focus Group Discussions with Cross Section of Families in Communities with Different Circumstances										
Gushegu			1			1			-	2
Yendi			1			1			-	2
Nanumba			1			1			-	2
Total			3			3			-	6
3.3: Interview with Non Integrants										
Gushegu	4	1	5	2	1	3	1	2	3	11
Yendi	2	-	2	2	2	4	2	2	4	10
Nanumba	-	-	-	3	1	4	-	1	1	5
Total	6	1	7	7	4	11	3	5	8	26
3.3B: Interview with Facilitators who are in the Community or at the District Level										
Gushegu	2	-	2	-	-	-	3	-	3	8
Yendi	1	-	1	1	-	1	2	-	2	5
Nanumba	1	-	1	1	-	1	1	-	1	3
Total	4	-	4	2	-	2	6	-	6	16
3.4: Interview with Families who sent their Sfl Graduates to Formal School										
Gushegu			5			6			6	17
Yendi			5			6			6	17
Nanumba			6			6			4	16
Total			16			18			16	50

District	No covered by team at Primary level			No covered by team at JSS level			No covered by team at SSS level			Total covered across district
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
3.5: Interview with Families who did not send the SfL graduate to formal School System										
Gushegu			1			3			3	7
Yendi			2			4			4	10
Nanumba			-			4			1	5
Total			3			11			8	22
4.1: Interview with District Education Officers										
Gushegu			-			-			1	1
Yendi			-			-			1	1
Nanumba			-			-			2	2
Total			-			-			4	4
4.2: Interview with District Assembly Officials										
Gushegu			-			-			1	1
Yendi			-			-			1	1
Nanumba			-			-			1	2
Total			-			-			3	3
4.3: Interview with Role Models Facilitators										
Gushegu	3	-	3			-			-	3
Yendi	-	-	-			-			-	-
Nanumba	3	-	3			-			-	3
Total	6	-	6			-			-	6
4.4: Interview with SfL Role Models at District Level										
Gushegu	8	-	8	-	1	1			-	9
Yendi	3	2	5	2	1	3			-	8
Nanumba	4	3	7	-	-	-			-	7
Total	15	5	20	2	2	4			-	24

Annex 14:0 Mini Study Summary- Yendi District

Name of Community	Years of operation No. of years since SFL was present	No. of out of school children current in the community (approx.)	Reasons for out of school children or no out of school children;
Sakpegu	(1995 -2000) cycles 7 years since SFL left	Non	<ul style="list-style-type: none"> • SFL conducted many cycles and enrolled all out of school children; • The community has a formal school primary & JSS) • The community is not very large. • The people are receptive to change.
Chirifoyili	(1998-2000) 2 cycles 7 years since SFL left	Non	<ul style="list-style-type: none"> • Chirifoyili is a small community • A group of progressive people started a community school. • Now there is a formal school for children.
Bachaborido	(1996-1998/99) 3 cycles 8 years since SFL left	Non	<ul style="list-style-type: none"> • A community of well informed people who have accepted change. • Has formal school (primary school)
Kpasanado	(1998-2001) 3 cycles 6 years since SFL left	50 – 100 out of school children	<ul style="list-style-type: none"> • Only a few community members appear receptive to change. • Majority has allowed children to over grow the school age even though there is a formal school
Kamghegu	(1998-2000/01) 3 cycles 6 years since SFL left	Non	<ul style="list-style-type: none"> • It is a small community • Has a primary school • The people have known the value of education
Tusani	(1998-2000/01) 3 cycles 6 years since SFL left	500 – 600 out of school children	<ul style="list-style-type: none"> • The people don't value education even after SFL intervention • They are now beginning to see the value of education • The community now has a formal school • They appealed to SFL to come back.

Mini Study Summary - Gusheigu & Karaga District

Name of Community	No. of years since SFL was there	No. of out of school children (approx.)	Why out of school children or No out of school children
Nawuhugu	(1996-1999) 3 cycles 8 years since SFL left	Non	<ul style="list-style-type: none"> It had a formal school which collapsed with the advent of the Northern conflict. School for Life intervention revived it and they now have both Primary and JSS. They are very enlightened people who cherish education.
Saliwia	(1996-1999) 3 cycles 8 years since SFL left	50-100 out of school children	<ul style="list-style-type: none"> Saliwia is quite a remote community. The people are now grasping the value of education so they now have a primary school. However, School for Life left them 8 years ago, and so some children would have grown past the school going age.
Monkula	(2001-2005) 5 cycles 2 years since SFL left	25-50 out of school children	<ul style="list-style-type: none"> Monkula is a small but quite remote community. School for Life left two (2) years ago and so it could be that all out of school children were not cover possibly because of lack of a facilitator.
Sung	(1998 2000) 2 cycles 7 years since SFL left	100-200 out of school children	<ul style="list-style-type: none"> It is a very large community. However, School for Life stayed for only two (2) cycles and could not have enrolled all out of school children The people are progressive. They have a Primary , JSS and a Vocational Training Centre for tailors
Wantugu	(1995-1998) 3 cycles 9 years since SFL left	Non	<ul style="list-style-type: none"> This is a small community. The people are receptive and School for Life did three (3) cycles there and could have enrolled all out of school children
Nagnani	(2001-2004) 3 cycles 3 years since SFL left	Non	<ul style="list-style-type: none"> Nagnani is a small community. School for life could have enrolled all out of school children after 3 cycles. It has a primary school now

Annex 15.0: Community and School Profiles Collected During Tracer Study Field Work

The following section outlines the main community profiles and school profiles from the tracer study.

Karaga District Community and School Profiles

Kupali Community Profile

Name of community	Kupali
Year(s) they had SfL	1999-2002 (3 cycles)
Do they have a formal school	Yes(Kupuli/Kpasablo Methodist Primary school)
Distance to the nearest primary school	1.5 years
Distance to the nearest JSS	7.5km , (Karaga JSS)
Distance to the nearest SSS	7.5km (Karaga SSS)
Distance to Portable water source	3 boreholes within the community
Approximate population of the community or number of households	494 people- 267 males and 327 females
Approximate number of out of school children between 6-15	About 50 children
Distance to the nearest market	7.5km (Karaga)

Kupali is a community 7.5 Kilometres west of Karaga, the district capital. The people are mostly Dagombas with a few Fulani. The majority of inhabitants are Muslims and traditional African worshipers with only a few Christians. Kupali is an agrarian community with about 98% of the inhabitants practicing subsistence farming (they derive their livelihoods from growing crops and keeping animals).

The educational status of the community is very poor. The community has a primary school with classes ranging from P1 to P6. The community's attitude toward education was very negative before the intervention of School for Life in the community. Kupali has no health post; the nearest health facility is the Karaga Health Post in the district capital.

Karaga School Profile

Karaga L/A Junior Secondary School

Class	Form 1 A&B		Form 2 A&B		Form 3 A&B		Total	
Gender	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
School for Lifers	22	7	13	14	11	9	56	30
Non School for Lifers	162	89	187	85	76	41	425	215
<i>Total</i>	<i>184</i>	<i>96</i>	<i>200</i>	<i>99</i>	<i>87</i>	<i>50</i>	<i>473</i>	<i>245</i>
SfL as % of total	11.96	7.29	6.50	14.14	12.64	18.00	11.84	12.25
Grand Total	280		299		137		716	
SfL as % of total	10.35		9.03		14.59		12.01	

- There are seven teachers in the school
- Five teachers were present in the focus group discussion
- Most of the teachers handle two subjects
- There is only one English teacher in the school (1 English teacher for 716 pupils)
- Even though the school has two streams (all the classes are **A** or **B**); *class sizes still range from 70 to 150 pupils per class*

Nanumba District: Community and School Profiles

Community profile: Maalido

Name of community	Maalido
Year(s) they had SfL	1995/1996 – 1997/1998
Do they have a formal school?	Yes
Distance to the nearest primary school	Within the Community
Distance to the nearest JSS	6 Miles
Distance to the nearest SSS	22 Miles
Distance to Portable water source	Boreholes (within the community)
Approximate population of the community or number of households	735 People (26 households)
Approximate number of out of school children between 6-15	About 50 children
Distance to the nearest market	6 miles (Bakpaba)

Maalido is Community 22 miles south of Yendi. The inhabitants are mainly Komkombas and few Fulani. They are basically animist and Christians and speak Likpaakpalu. Maalido is an agrarian community; their major source of livelihood is farming (about 99% are subsistence farmers)

Their educational status is very low. The community has a primary school (P1 to P6). The community's attitude towards education is little above average. The community has no health post, the nearest health Post is at Bakpaba.

School Profile:

Nanumba District School Profiles

Name: Bakpaba JSS
Date: 11th February, 2007

Class	JSS1		JSS2		JSS3	
Gender	Boys	Girls	Boys	Girls	Boys	Girls
School for Lifers	4	3	9	6	3	0
Non School for Lifers	17	7	36	5	9	5
<i>Total</i>	<i>21</i>	<i>10</i>	<i>45</i>	<i>11</i>	<i>12</i>	<i>5</i>
SfL as % of total	19.05	30	20	54.55	25	0
Grand Total	31		55		17	
SfL as % of total	22.58		27.27		17.65	

Bakpaba JSS School Profile

Name: Bakpaba JSS

District: Nanumba

Class	JSS1		JSS2		JSS3	
Gender	Boys	Girls	Boys	Girls	Boys	Girls
School for Lifers	30	10	16	16	26	6
Non School for Lifers	35	18	54	20	43	43
<i>Total</i>	<i>65</i>	<i>28</i>	<i>70</i>	<i>36</i>	<i>69</i>	<i>69</i>
SfL as % of total	46.15	35.71	22.86	44.44	37.68	8.70
Grand total	93		106		138	
SfL as % of total	43.01		30.19		23.19	

Makayili Primary School

The school has nine teachers and out of this, only three are trained teachers (including the head teacher). Eight teachers are residing in the community and only one teacher commutes from Bimbilla, 21 km away. The school has very large pupil population (about 756 pupils) and few class rooms (seven) as a result there is over crowding in the classrooms. The school therefore needs classroom accommodation and more teachers to run a double parity. The school has achieved gender parity with girls out numbering boys as can be seen in the enrolment of the schools.

Enrolment – Makayili Primary School

Class	Enrolment			No. of Ex SfLers		
	Boys	Girls	Total	Boys	Girls	Total
N1	56	57	113			
N2	25	55	80			
P1	43	50	93			
P2	58	59	117			
P3	58	45	103	4	10	14
P4	46	53	99	2	10	12
P5	48	43	91	6	8	14
P6	35	25	60	5	6	11
Total	369	387	756	17	34	51

Makayili Primary School

Class	Enrolment			No. of Ex SfLers			
	Boys	Girls	Total	Boys	Girls	Total	SfL as % of total
P3	58	45	103	4	10	14	13.59
P4	46	53	99	2	10	12	12.12
P5	48	43	91	6	8	14	15.39
P6	35	25	60	5	6	11	18.33
Total	187	166	353	17	34	51	14.45

Note:

There were no SfLers in N1 to P2. SfLers integrated at P3. Assessment of the proportion of SfLers in the school is therefore based on P3 to P6.

Yendi District Community and School Profiles

Kulinkpegu Community profile

Name of community	Kulinkpegu
Year(s) they had SfL	1995/1998 (3 cycles)
Do they have a formal school?	Yes, (Kulinkpegu Islamic Primary School)
Distance to the nearest primary school	1 Kilometer
Distance to the nearest JSS	5 km (Sang or Kpabya JSS)
Distance to the nearest SSS	Yendi and Dagbon SSS
Distance to Portable water source	2 Km.
Approximate population of the community or number of households	887 people
Approximate number of out of school children between 6-15	About 30 children
Distance to the nearest market	5 Km

Kulinkpegu is 24 miles north – west of Yendi, the district capital. The people of Kulinkpegu are mostly Dagombas, with few Fulani. The main religions are Islam and traditional religion. Kulinkpegu is agrarian community; majority (97%) of the people derive their livelihoods from agriculture.

The educational status of the community is very low. The community has a primary (P1 to P6). The community's attitude towards education is very high due to the intervention of School for Life. The community has no health post; they go to Sang or Kpabya health post for health care.

Bacharbordo E.P. Primary School Profile

Bachabardo E.P Primary school has six teachers and two of which (including the head teacher) are resident in the community. All are untrained. The other four commute between Yendi and the community, a distance of 17 km. This means there are very few contact hours with children. The pupils interviewed by the IA team told us that most of the teachers arrive at school late and close early. They arrive around 9:30 and leave by 11:30 am or 12 noon.

Parents are very interested in their children attending school, but complain that their major worry is the teacher situation. The teachers have with the head teacher on the lateness of the teachers and yet to hold a full meeting with the staff including the attached teachers is very difficult. The parents are looking for support to build a teacher quarters to accommodate the teachers.

Bacharbordo E.P. Primary School Profile

	No. of Ex SfLers			No. of Non SfLers			Grand Total:		
Class	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
P4	2	3	5	16	12	28	18	15	33
P5	4	11	15	5	10	15	9	21	30
P6	2	4	6	13	2	15	15	6	21
Total:	8	18	26	34	24	58	42	42	84
SfLs as % of total							19.05	42.86	30.95

Nawuhugu Primary School Profile:

Nawuhugu Primary school collapsed during the 1994 ethnic conflict. With the introduction of school for life in 1995 in the Gushegu/Karagar district, Nawuhugu community benefited from the intervention and had a school for life class. As a result of the progress of the School for Life class and the awareness created by the School for Life programmes, the community approached the Ghana Education Service for the revival of formal school and there is now a Primary School and a Junior Secondary School.

The primary school has six teachers and only the head teacher a trained teacher.

Nawuhugu Primary School Profile:

	No. of EXx SfLers			No. of Non SfLers			Grand Total	SfL as % to Total
Class	Boys	Girls	Total	Boys	Girls	Total		
P2	9	9	18	25	1	26	44	40.91
P3	9	8	17	23	2	25	42	54.76
P4	2	7	9	12	4	16	25	48.00
P5	3	11	14	5	2	7	21	66.67
P6	1	4	5	5	1	6	11	45.46
Total	24	39	63	70	10	80	143	44.06

**15.1: SSS Graduates from SfL Currently in the System Based on Tracer Study
Field Work at the SSS Level**

Yendi Secondary School Profile

Class	Enrolment	Boys	Girls	No of SfLers	Boys	Girls
1A	50	45	5	2	1	1
1B	81	66	15	10	7	3
1C	66	48	18	2	1	1
1D	74	65	9	16	15	1
1Bus A	62	54	8	6	6	0
1 Bus B	70	63	7	6	6	0
1 HE	70	24	46	5	3	2
1 Sc	53	49	4	6	5	1
Sub-Total	526	414	112	53	44	9
SfL as % of sub-total	10.08%	10.63%	8.04%	-	-	-
2A	60	52	8	9	9	0
2B	66	56	10	6	6	0
2C	62	52	10	10	10	0
2D	57	46	11	12	9	3
2Bus A	61	49	12	4	3	1
2 Bus B	61	51	10	12	11	1
2 HE	44	13	33	5	3	2
2 Sc	46	38	8	3	3	0
Sub-Total	459	357	102	61	54	7
SfL as % of sub-total	13.29%	15.13%	6.86%			
3A	53	42	11	5	4	1
3B	58	44	14	5	5	0
3C	62	50	12	6	5	1
3D	59	46	13	2	1	1
3Bus A	57	47	10	4	2	2
3 Bus B	58	47	11	1	1	0
3 HE	52	28	24	2	1	1
3 Sc	45	40	5	6	6	0
Sub-Total	444	344	100	31	25	6
SfL as % of sub-total	6.98%	6.98%	25%			
Grand total	1,429	1,115	314	145	123	22
SfL as % of total	10.15%	11.03%	7.01%			

Wulensi Secondary School Profile (Nanumba District)

Form	Enrolment	Boys	Girls	No of SfLers	Boys	Girls
1	300	214	86	15	5	10
SfL as % of sub-total	5%	2.34%	11.63%	-	-	-
2	299	214	85	40	24	16
SfL as % of sub-total	13.38%	11.21%	18.82%	-	-	-
3	457	339	118	45	30	15
Total	1,056	767	289	100	59	41
SfL as % of total enrolment	9.47%	7.69	20.42%			

Gushegu Secondary School Profile

Class	Enrolment	Boys	Girls	No of SfLers	Boys	Girls
1Agriculture	20	20	-	6	6	-
1Business	22	17	5	9	6	3
1Arts	44	35	9	13	10	3
Sub-Total	86	72	14	28	22	6
SfL as % of sub-total	32%	30.56%	42.86%	-	-	-
2Agriculture	24	23	1	6	6	-
2Business	17	12	5	3	1	2
2Arts	41	33	8	9	8	1
Sub-Total	82	68	14	18	15	3
SfL as % of sub-total	21.95%	22.06%	21.43%	-	-	-
3Agriculture	33	30	3	7	7	-
3Business	33	25	8	6	5	1
3Arts	35	24	11	11	10	1
Sub-Total	101	79	22	24	22	2
SfL as % of sub-total	23.76%	27.85%	9.09%	-	-	-
Grand total	269	219	50	70	59	11
SfLers as % of total enrolment	26.02%	26.94%	22%			

Annex 15.2: Summary of Data Collected During Phase 1 on SfL Graduates in the Primary and JSS Schools

Yendi District																			
No	Name of School	No of Pupils in the Sch.			Number of Pupils at Each Level														
					Primary 2			Primary 3			Primary 4			Primary 5			Primary 6		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Bunbon R/C Primary	13	14	27							5	2	7	2	8	10	6	4	10
2	Bachaburdo Primary	8	18	26							1	11	12	1	4	5	6	3	9
3	Sambu Primary	4	13	17							2	5	7	2	5	8	–	2	2
4	Pion Primary	19	14	33							5	4	9	6	5	11	8	5	13
5	Nadundo R/c Primary			18							4	4	8			8	2		2
6	Mbatingo Islamic	13	20	33							2	13	15	11	4	13	2	3	5
7	Sang Islamic Primary	12	11	23							–	10	10	9	–	9	3	1	4
					JSS 1			JSS 2			JSS 3								
1	Kpanbya Islamic JSS	18	12	30	11	8	19	7	4	11									
2	Bunbon R/C JSS	22	8	30	11	7	18	11	1	12									
3	Nadundo R/c JSS	4	2	6	3	–	3	1	2	3									
4	Sambu JSS	13	3	16	9	–	9	4	3	7									
5	St Kizito JSS	20	10	30	6	2	8	14	8	22									
6	St. Charles JSS	12	8	20	6	2	8	6	6	12									

Note:

1. The gender composition for P5 for Nadundo R/C Primary (Yendi District) was not indicated and it was difficult to tell from the names

Nanumba District																			
No	Name of School	No of Pupils in the Sch			Number of Pupils at Each Level														
					Primary 2			Primary 3			Primary 4			Primary 5			Primary 6		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Jilo Community Primary	17	8	25							4	4	8	8	–	8	5	4	9
2	Lanja Primary	12	17	29							5	3	8	6	7	13	1	7	8
3	Makayili Primary	14	19	33							3	9	12	8	6	14	3	4	7
4	Binchera Primary	11	14	25							2	5	7	6	5	11	3	4	7
5	Dur Lady Primary	14	38	52							5	14	19	6	7	13	3	17	20
					JSS 1			JSS 2			JSS 3								
1	Jilo JSS	19	4	23	11	1	12	8	3	11									

District Not Identified																			
No	Name of School	No of Pupils in the Sch			Number of Pupils at Each Level														
					JSS 1			JSS 2			JSS 3								
		M	F	T	M	F	T	M	F	T	M	F	T						
1	Lungni	52	14	66	18	6	24	34	8	42									
2	Bakpaba	46	19	65	16	12	28	30	7	37									

15.3 Summary of SfL Graduates in Primary/ JSS and SSS by district based on Phase 1 data collection

No	Name of District	# in Levels																	
		P2			P3			P4			P5			P6			Total # of SfLs		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Primary																			
1	Savelugu Nanton District	5	10	15	8	37	45	50	57	107	97	90	187	88	54	142	248	248	496
2	Nanumba District	0	0	0	0	0	0	19	35	54	34	25	59	15	36	51	68	96	164
3	Yendi District						0	6	27	33	18	14	32	7	4	11	31	45	76
4	Gushegu District	5	4	9	3	1	4	15	11	26	15	8	23	17	9	26	55	33	88
	Total	10	14	24	11	38	49	90	130	220	164	137	301	127	103	230	402	422	824
JSS																			
		JSS1			JSS2			JSS3											
1	Savelugu Nanton District	134	79	213	101	82	183	33	23	56							268	184	452
2	Nanumba District	45	19	64	72	18	90	0	0	0							117	37	154
3	Yendi District	46	19	65	43	24	67	0	0	0							89	43	132
4	Gushegu District	36	33	69	49	38	87	0	1	1							85	72	157
	Total	261	150	411	265	162	427	33	24	57	0	0	0	0	0	0	559	336	895
SSS																			
		SSS1			SSS2														
1	Gushegu District	11	3	14	23	2	25	0	0	0							34	5	39
GRAND Total		282	167	449	299	202	501	123	154	277	164	137	301	127	103	230	995	763	1758

Annex 16: Promotion, Retention and Completion Raw Data Based on Phase 1

(a) Retention in the Formal System in Gushegu/Karaga District

Name of School	No of SFLs integrated in P3 (Sept 02)		Total No. in P3 in (Sept 02)		No. of SFLs continued to P4 (Sept 03)		Total No. of pupils in P4 in (Sept 03)		No. of SFLs continued to P5 (Sept 04)		Total no. of pupils in P5 in (Sept 04)		No. of SFLs continued to P6 in (Sept 05)		Total number of children in P6 as of (Sept 05)	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Nawuhugh R/C Prim.	9	2	25	15	8	2	24	15	8	2	10	9	8	2	10	9
Katinbugli Primary Sch.	3	2	4	6	1	2	4	3	1	2	7	3	1	2	7	3
Gushegu I/A Primary Sch.	3	3	36	48	3	3	66	53	3	3	79	51	3	3	51	53
Marikazia E/A Primary Sch.	2	3	29	25	2	3	27	23	2	3	23	23	2	3	21	23
Watania E/A Primary Sch.	1	0	42	20	1	0	40	19	1	0	35	34	1	0	44	19

(b) Retention in the Formal System in Yendi District

Name of School	No of SFLs integrated in P3 (Sept 02)		Total No. in P3 in (Sept 02)		No. of SFLs continued to P4 (Sept 03)		Total No. of pupils in P4 in (Sept 03)		No. of SFLs continued to P5 (Sept 04)		Total no. of pupils in P5 in (Sept 04)		No. of SFLs continued to P6 in (Sept 05)		Total number of children in P6 as of (Sept 05)	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Sambu Prim. School	10	8	26	12	9	8	25	12	7	6	23	13	7	6	23	13
Bunbon R/C Prim. Sch.	6	4	8	9	6	4	8	9	7	5	9	9	7	5	10	9
Bachabordo Prim. Sch.	8	4	16	6	8	4	16	6	7	5	18	9	6	3	14	5
Sang Islamic School	2	6	16	12	4	7	18	13	5	9	19	15	5	9	19	15
Mo5oneo Prim. Sch.	4	5	11	9	5	6	12	10	6	6	13	10	6	6	13	10

(c) Retention in the Formal System in Savelugu District

Name of School	No of SfLs integrated in P3 (Sept 02)		Total No. in P3 in (Sept 02)		No. of SfLs continued to P4 (Sept 03)		Total No. of pupils in P4 in (Sept 03)		No. of SfLs continued to P5 (Sept 04)		Total no. of pupils in P5 in (Sept 04)		No. of SfLs continued to P6 in (Sept 05)		Total number of children in P6 as of (Sept 05)	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Pong Tamale L/A Primary	4	11	18	19	3	10	17	18	3	10	17	18	3	9	17	17
Kpalang Anglican Primary	7	9	19	10	6	7	18	8	6	7	18	8	5	4	17	5
Bunlungy Primary	8	9	18	15	8	9	18	15	8	8	18	14	8	7	18	13
Nuriya E/A Primary	6	6	13	15	6	6	13	15	5	6	12	15	5	6	12	15
Zuggu Primary	9	10	18	19	8	8	17	17	8	8	17	17	7	6	16	15

(d) Retention in the Formal System in Nanumba District

Name of School	No of SfLs integrated in P3 (Sept 02)		Total No. in P3 in (Sept 02)		No. of SfLs continued to P4 (Sept 03)		Total No. of pupils in P4 in (Sept 03)		No. of SfLs continued to P5 (Sept 04)		Total no. of pupils in P5 in (Sept 04)		No. of SfLs continued to P6 in (Sept 05)		Total number of children in P6 as of (Sept 05)	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Makayili Prim. School.	3	6	15	11	3	6	14	11	3	6	14	11	3	6	14	11
Nakpaa Prim. School.	9	6	21	13	9	6	21	13	9	6	19	13	9	5	19	12
Mangoasi Prim. School.	6	4	11	17	6	4	11	17	5	4	10	16	5	4	10	16
Kpayansi Prim. School.	7	4	16	11	7	4	16	11	6	4	15	11	6	4	14	11
Tinageria Prim. School	8	5	19	11	8	5	19	11	6	5	17	11	6	5	17	11

Annex 16.1: Summary data of Promotion Rate of SfLers integrated into public schools

Year	District	P3 integrated						P4						P5						P6					
		M	%	F	%	T	%	M	%	F	%	T	%	M	%	F	%	T	%	M	%	F	%	T	%
2002	Gushiegu/ Karaga	18	-	10	-	28	-																		
	Nanumba	33	-	25	-	58	-																		
	Yendi	30	-	27	-	57	-																		
	Savelugu	34	-	45	-	79	-																		
	Total	115	-	105	-	220	-																		
2003	Gushiegu/ Karaga							15	83.3	10	100.0	25	89.3												
	Nanumba							33	100.0	25	100.0	58	100												
	Yendi							32	100.0	29	100.0	61	100												
	Savelugu							31	91.2	40	88.9	71	89.9												
	Total							111	96.5	104	99.1	215	97.7												
2004	Gushiegu/ Karaga													15	100	10	100	25	100						
	Nanumba													29	87.9	25	100	54	93.1						
	Yendi													32	100	31	100	63	100						
	Savelugu													30	96.8	39	97.5	69	97.2						
	Total													106	95.5	105	100	211	98.1						
2005	Gushiegu/ Karaga																			15	100	10	100	25	100
	Nanumba																			29	100	24	96	53	98.1
	Yendi																			31	96.8	27	87.1	58	92.1
	Savelugu																			28	93.3	32	82.1	60	86.9
	Total																			103	97.2	93	88.6	196	92.9
M-Male																									
F-Females																									

SfLers integrated in P4:2M/2F

SfLers integrated in P5: 2F

Annex 16.2: Summary data of Promotion Rate of Non Sflers

Year	District	P3						P4						P5						P6					
		M	%	F	%	T	%	M	%	F	%	T	%	M	%	F	%	T	%	M	%	F	%	T	%
2002	Gushiegu/ Karaga	118	-	104	-	222	-																		
	Nanumba	49	-	38	-	87	-																		
	Yendi	47	-	21	-	68	-																		
	Savelugu	52	-	33	-	85	-																		
	Total	266	-	196	-	462	-																		
2003	Gushiegu/ Karaga							118 *146	100.0	103	99.0	221 *249	99.5												
	Nanumba							48	97.9	38	100.0	86	98.9												
	Yendi							47	100.0	21	100.0	68	100												
	Savelugu							52	100.0	33	100.0	85	100												
	Total							265 *293	99.6	195	99.5	460 *488	99.6												
2004	Gushiegu/ Karaga													139	*95.2	103 *110	100	242 *249	*97.2						
	Nanumba													46	95.8	37	97.4	83	96.5						
	Yendi													47 *50	100	21 *25	100	68 *75	100						
	Savelugu													52	100	33	100	85	100						
	Total													284 *287	*96.9	194 *205	99.5	478 *492	*97.9						
2005	Gushiegu/ Karaga																			118	84.9	97	88.2	215	*86.4
	Nanumba																			45	97.8	37	100	82	98.8
	Yendi																			48	96	25	100	73	*97.3
	Savelugu																			52	100	33	100	85	100
	Total																			263	91.6	192	93.7	455	*92.5

M-Male T-Total F-Females

* -Includes transfers

Annex 16.3: Retention and Completion among Sflers in the Public System

Year	District	P3 integrated						P4						P5						P6					
		M	%	F	%	T	%	M	%	F	%	T	%	M	%	F	%	T	%	M	%	F	%	T	%
2002	Gushiegu/ Karaga	18	-	10	-	28	-																		
	Nanumba	33	-	25	-	58	-																		
	Yendi	30	-	27	-	57	-																		
	Savelugu	34	-	45	-	79	-																		
	Total	115	-	105	-	220	-																		
2003	Gushiegu/ Karaga							15	83.3	10	100.0	25	89.3												
	Nanumba							33	100.0	25	100.0	58	100												
	Yendi							30	100.0	27	100.0	57	100												
	Savelugu							31	91.2	40	88.9	71	89.9												
	Total							109	94.8	102	97.1	211	95.9												
2004	Gushiegu/ Karaga													15	83.3	10	100	25	89.3						
	Nanumba													29	87.9	25	100	54	93.1						
	Yendi													30	100	27	100	57	100						
	Savelugu													30	88.2	39	86.7	69	87.3						
	Total													104	90.4	105	100	205	93.7						
2005	Gushiegu/ Karaga																			15	83.3	10	100	25	89.3
	Nanumba																			29	87.9	24	96	53	91.4
	Yendi																			31	100	27	100	58	100
	Savelugu																			28	82.4	32	71.1	60	75.9
	Total																			103	89.6	93	88.6	196	89.1

M-Male F-Females T- Total

Annex 16.4: Retention and Completion on Non SfLers in the Public System by Quansah

Year	District	P3						P4						P5						P6					
		M	%	F	%	T	%	M	%	F	%	T	%	M	%	F	%	T	%	M	%	F	%	T	%
2002	Gushiegu/ Karaga	118	-	104	-	222	-																		
	Nanumba	49	-	38	-	87	-																		
	Yendi	47	-	21	-	68	-																		
	Savelugu	52	-	33	-	85	-																		
	Total	266	-	196	-	462	-																		
2003	Gushiegu/ Karaga							118	100.0	103	99.0	221	99.5												
	Nanumba							48	97.9	38	100.0	86	98.9												
	Yendi							47	100.0	21	100.0	68	100												
	Savelugu							52	100.0	33	100.0	85	100												
	Total							265	99.6	195	99.5	460	99.5												
2004	Gushiegu/ Karaga													118	100.0	104	100	222	100						
	Nanumba													46	93.9	37	97.4	83	95.4						
	Yendi													47	100.0	21	100	68	100						
	Savelugu													52	100.0	33	100	85	100						
	Total													263	98.9	195	99.5	452	99.1						
2005	Gushiegu/ Karaga																			118	100	97	93.3	215	96.8
	Nanumba																			45	91.8	37	94.4	82	94.3
	Yendi																			47	100	21	100	68	100
	Savelugu																			52	100	33	100	85	100
	Total																			262	98.5	188	95.9	455	98.5

M-Male F-Females T- Total

Annex 17.0: Recurrent Unit Cost per Child in SfL System (2005)

Sp No.	Expenditure Item	Quantity	Class/ District Enro	Unit Cost Per Item (\$)	Unit Cost Per Pupil (\$)
1	Facilitator's 'SOAP' MONEY	-	25	6.62	0.26 *
2	Ex Books	1	-	0.71	0.71
3	Facilitator incentives (Books, Bags, T-shirt etc)	300	25	10	0.4
4	Pencils/Crayons/Erasers	1	25	52.7	2.11
5	Teaching Equipment	ONESET	25	50	2
6	Facilitator's Manual	1	25	1.5	0.06
7	Learners Primers (CEP/ CST)	10	-	0.75	7.5
8	Facilitators TRG	1	25	7	0.28
9	Animation	10 Districts	10,959	1950.83	1.78
10	Annual Education Forum	540 Participants	10,959	8	0.39
11	Incentives for Facilitators	1	25	10	0.4
12	Capacity Building	1	25	10	0.4
13	CST TRG	1	25	7	0.28
TOTAL					16.57

DATA SOURCE: DANIDA SfL

Note this costing does not include management and staffing costs to operate the program

* EXCLUSIVE OF DOMESTIC/FARM ASSISTANCE

Annex 17.1: Unit Cost per Pupil in Public Primary (2005)

TOTAL RECUR-RENT EXPENDITURE (IN MILLIONS CEDIS)	TOTAL PUBLIC ENROLMENT	UNIT COST	
		¢	\$
1766287	2,741,478	644,283	70.80

\$ = ¢9,100

DATA SOURCE: Education Sector Performance Report (MOES)