

# CONFINTEA VII

## AFRICA SUB-REGIONAL CONSULTATION

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# ADULT LEARNING AND EDUCATION (ALE) IN GHANA

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**Ministry of Education**  
REPUBLIC OF GHANA

# State of ALE

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- Securing an agency status for the Non-Formal Education Division to become the Complementary Education Agency (CEA)
- Implementing National Functional Literacy Programme (NFLP) for youth & adults in 15 Ghanaian languages including English with a yearly target of 60,000 learners (approximately 75% completion rate annually; 70% female, 30% male)
- 75% acquired reading skills, 60% were able to perform basic calculation and 56% developed writing skills
- Some of the beneficiaries of the earlier interventions have acquired life skills and are now community leaders, managing their businesses, participation in democratic processes etc

# State of ALE

The CEA now has an expanded mandate:

- Focusing on mainstreaming out-of-school children (ages 8-16) after a 9-month intervention programme in their local language
- Running remedial class for BECE candidates to improve their qualification to the Free Senior High School
- Organizing skill training for students after BECE or those who couldn't attend secondary education to enroll in other TVET institutions

These preventive and curative measures seek to promote general literacy and also deal with youth & adults learning so to promote life-long learning



# Challenges with ALE

- Difficulty in mobilizing funds
- Limited Continuous Professional Development interventions for volunteer facilitators and permanent staff
- Limited monitoring, evaluation and research for improvement
- Inadequate infrastructure to facilitate implementation of the programme.
- Inadequate equipment and logistics to provide virtual or e-learning
- Lack of a digitized training materials
- Inadequate post literacy structures for graduates of the current literacy programmes



# Impact of COVID-19 on ALE

- Limited access to use school facilities & ban on public gatherings severely affected face-to-face learning during the COVID-19 new normal.
- Inadequate funding to provide PPEs for learnings and facilitators
- Limited funding and difficulty in adapting to virtual transmission platforms for teaching
- Inability to meeting the previous year's target of 60,000 learners
- Difficulty in converting teaching and learning materials into e-formats



# Priorities for Future Action to Promote ALE

- Exploring avenues to mobilise funding to support government expenditure
- Increasing collaboration with NaCCA, GES & TVET regimes for graduate mainstreaming into the formal & for Skill development.
- Creating complementary pathway for mainstreaming out-of-school children and remedial students for BECE and WASSCE
- Complementary Education Structures with standard transitional curriculum
- Setting up Community Learning Centers (CLCs) for multipurpose ALE activities
- Partnership with private sector in the delivery of the above
- Use of day community schools during vacation periods for adult classes
- Retooling of the agency to play an integral part in the implementation of the ALE
- Converting teaching/facilitation manuals into e-format

**Experience sharing, exchange programmes, inter-ministerial cooperation & integration of ALE into country policies!**



THANK YOU



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