

**THE ROLE OF NEWMONT TRAINING-SUPPORT PROGRAMS IN
THE LIVELIHOODS OF VULNERABLE HOUSEHOLDS,
ASUTIFI DISTRICT, GHANA**

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Fulfilment of the Requirements for the Degree of Master of Development
Specialization Training, Rural Extension and Transformation

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I dedicate this thesis to my beloved husband, Mr. Nicholas Addae and to our two children Emmanuel Obeng Addae and Gloria Ohenewaa Addae, and to all the people of the Republic of Ghana.

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LIST OF ABBREVIATIONS

MOFA	Ministry of Food and Agriculture
HH	Household
OICI	Opportunities Industrialization Centres International
IPCI	Improvement of Practices for Communication and Innovation
HIV	Human Immunodeficiency Virus
AIDS	Acquired Immune Deficiency Syndrome
GPRS	Ghana Poverty Reduction Strategy
ERP	Economic Recovery Program
SAP	Structural Adjustment Program
WFP	World Food Program's
UNDP	United Nations Development Program
PLWHA	People Living With HIV/AIDS
VAM	Vulnerability Assessment Map
LEEP	Livelihood Enhancement and Empowerment Program

ABSTRACT

The establishment of gold mines and involuntary resettlement and relocation of farm households in Asutifi district in Brong-Ahafo Region has increased vulnerability to food and nutrition insecurity. Before the displacement of rural communities in Asutifi district where Kenyasi and Ntotroso Resettlement Communities are located, most households depended on farming as a major source of livelihood. Before the mines started, Newmont Ghana Gold paid compensation to the farmers depending on the size of their land and structures built on the land. Others had resettlement buildings (involuntary resettlement).

The vulnerable training- support program is a mitigating measure to alleviate hardship that vulnerable households faced due to Newmont mining activities. It is a stop gap measure in reducing hardship of beneficiaries while they wait for their crops to mature and also for them to acquire knowledge and skill for their self development and livelihoods. The overall objective of the training –support program was to provide a safety net for vulnerable households and to assist them become self-sufficient, and to enhance economic growth, wealth creation, and empowerment for adults and youth.

The main objective of this research was to find out the role of the vulnerable training-support program in rebuilding the livelihoods of the vulnerable households in Ntotroso and Kenyasi Resettlement of Asutifi District in the Brong Ahafo Region of Ghana.

Based on the findings, the training-support program offers trainings in Agricultural Improvement, Money and Financial Management, Vocational Technical and Business Plan Training. Stakeholders involved in the vulnerable training- support program were Traditional Authorities from Kenyasi and Ntotroso, Representatives of Ntotroso and Kenyasi Resettlement Communities, Guards of the Earth and the Vulnerable (GEV), Opportunities Industrialization Centers International, Newmont Ghana Gold Limited, Social welfare, Ministry of health, Ministry of education and Asutifi District Assembly.

By random and purposive sampling, 44 vulnerable household heads and two key informants were selected to assess the role of the vulnerable training-support program. The study also used questionnaires and focus-group discussion for data collection. The program enable beneficiaries to have increase access to medical care, educational support leading to more vulnerable households having increased access to education. The training-support program provided the opportunity for vulnerable households to acquire and improved a range of business and management skills and took up new responsibilities and jobs. Vulnerable households acquired skills in cassava processing, soap making and batik tie and die. Others established their own enterprise which gave them additional income. This gave the vulnerable households a new hope to leave the cycle of poverty behind and allowed them to survive and progress as independent families. The research also indicated that social jealousy reduced due to the change in the food basket package from foreign rice to local maize and gari, from canned fish to smoked herrings reduced the attractiveness of the package and that vulnerable households are no longer interested in depending on the program permanently. The purchase of this local produce from these households for distribution to vulnerable households encourage the households the produce for more income. Conclusively, the findings also indicated that all households interviewed were food sufficient but not yet declared self-sufficient. The study recommends that the training-support program should conduct needs assessment of trainees to know their interest areas before conducting trainings.

CHAPTER ONE

1. Introduction/Background

In spite all efforts by the government of Ghana towards rural development in terms of money, time and human resources for the past two decades, poverty still remains a challenge. Agriculture being the major occupation of majority of the rural people, intervention in agriculture and their subsequent effects on agricultural incomes and income distribution has profound effect on poverty alleviation among rural people (GLSS, 2000).

The poor among the rural people lack access to education and knowledge that could improve their lives and expand their opportunities; they have extremely limited access to the increasing stock of global knowledge on agriculture, disease prevention, environmental and resource management (Kerry, 2003). The poor lack not only material and financial resources, but also opportunities to convert the resources they possess (labour, skills and experience and the physical resources at their disposal) into value-creating activity (producing either cash income or other resources valuable to their particular livelihoods).

The complex deprivations facing the poor are compounded by vulnerabilities to which they are especially prone (Baffour, 2002). The rural poor who depend in large part on subsistence agriculture are especially prone to environmental shocks such as famine, drought, or floods, pest, and global climate changes, because they have few or no reserves like food stocks, money and other valuables, on which to draw when such shocks occur. The poor are especially vulnerable to diseases due to limited access to healthcare. As indicated by Kerry these shocks and vulnerabilities can significantly affect poverty levels in a country both by pushing more people into poverty, and by blocking upward progress of those who for other reasons, might have been on the verge of rising out of poverty.

Ghana is facing large food security challenges. With a population of 20.5 million, Ghana is classified as a low-income food deficit country. The UNDP 2004 Human Development Report ranks Ghana 136th out of 177 countries in life expectancy, adult literacy, and per capita income. The national poverty level is estimated at 40%, with a per capita Gross Domestic Product of US\$300 (UN Development Report, 2001). Food Security Assessment show that many rural households have food shortages at least four months of the year and cannot produce, nor have access to, sufficient amounts of food throughout the year to meet the family's daily nutritional requirements, resulting in high malnutrition rates (Ghana Poverty Reduction Strategy, 2004).

The World Food Program's (WFP's) Vulnerability Assessment Map (VAM) indicates that Ghana's poorest regions, located in Northern Ghana, have the highest levels of vulnerability to food insecurity. Poverty rates in the North range from 70% to 90%, (Ghana Poverty Reduction Strategy, 2004). Ghana's northern population is included among the most malnourished regions in Africa. In the Western and Brong-Ahafo Regions, the establishment of gold mines and the involuntary resettlement and relocation of farm households has increased vulnerability to food insecurity. Food and nutrition insecurity in Brong-Ahafo Regions has been worsened by the HIV and AIDS pandemic especially among the already poor and vulnerable households and communities.

1.1. Problem context

Before the establishment of mines in the Asutifi district of the Brong Ahafo Region in Ghana farmers in Kenyasi and Ntotroso communities depended on their lands, farms and food and cash crops which they sell for a living. The main crops cultivated were cocoa, plantain, oil palm, yam, cassava and vegetables. In 2004 when the mines were established by Newmont Ghana Gold Limited compensations were paid to farmers depending on the size of their land and structures built on the land. Most farmers could not manage the money given to them

the reasons being that some farmers became landless so they could not invest in farming anymore, some male household heads left for the cities in search of business opportunities and never returned making these households to be headed by females. Others who were caretakers were denied of the money by their land lords. As such majority of these farmers underwent involuntary resettlement (Planning Alliance, 2006).

As a result of the loss of livelihoods in the Kenyasi and Ntotroso communities induced by the establishment of the gold mines, the Opportunities Industrialisation Centres International (OICI) in collaboration with Newmont initiated the Vulnerable Training-Support Program to respond to this loss and to assist households achieve self sufficiency. This training-support program provides various assistant packages such as Food basket (food aid), National Health Insurance, Agricultural improvement and Land Access, educational support and, various training programs. (Training of vulnerable households – this includes money and financial management training which also embodies how to prepare a business plan and training in group dynamics and Agricultural improvement training.) The assistant packages are intended to support vulnerable households for self-sufficiency in terms of livelihood. The vulnerable household support provided which has been in place for the past four years is to avoid creating dependency on the company Newmont Ghana Gold Limited but is flexible to suit case specifics (Planning Alliance, 2006). Significant financial, human and material resources have been invested in this project, various trainings has been conducted, various supports to operationalise the training that has been given, however, to date there is little documented evidence on how this program has benefited the communities. This study was to help understand to what extent the various trainings/support above assisted in rebuilding the livelihoods of the vulnerable households, assess conditions that influenced success or failure of the training program as well as sustainability of the livelihoods. The vulnerable households at the Ntotroso and Kenyasi resettlement communities want to depend on Newmont vulnerable training-support program permanently. These households are experiencing all kinds of hardships due to the impact of the mine activities in the area, such as food and water problems, accessibility to their old and new farm lands. The issue of these communities wanting to depend on Newmont permanently has become a concern for the company.

1.2. Problem statement

In an attempt to make the displaced people affected by Newmont Ghana Gold Limited activities to re-establish their livelihoods, Newmont responded by providing various assistant packages such as, Food basket (food aid), National Health Insurance, Agricultural improvement and Land Access, various trainings on agricultural production and financial management training. The training also embodies how to prepare a business plan and group dynamics. Despite all the endeavours being put in by Newmont, there is no much information available on how this program has benefited the communities. People are still experiencing vulnerability, and creating dependency on the company Newmont Ghana Gold Limited.

1.3. Objective of the research

To assess the role of the Newmont vulnerable training-support program in the livelihoods of vulnerable households in Ntorotso and Kenyasi resettlement communities of the Asutifi district of Ghana.

1.4. Main research questions

1. What role does the Newmont vulnerable training-support program has in assisting vulnerable households in Ntorotso and Kenyasi resettlement communities to improve their livelihoods?

Sub-questions

- What form of assistance do vulnerable households in Ntorotso and Kenyasi resettlement communities receive from the Newmont vulnerable training-support program?
- Who are the stakeholders in the Newmont vulnerable training-support program and what are their roles?
- What is the quality of Newmont vulnerable training-support program in improving livelihoods?

2. What are vulnerable households doing to avoid dependency on the training-support program? Are these households working towards self-sufficiency?

Sub-questions

- Which other livelihoods do these vulnerable households engage in besides farming?
- Why do these households want to depend on Newmont vulnerable training-support program permanently?

1.5. Thesis Organization

Chapter one (1) provided a brief background to the study area (Asutifi district of the Brong Ahafo Region of Ghana) classified by the Ministry of Local Government as deprived. The population is about 29,000 people with 54% women, main occupation of the people in the area is farming, and major crops cultivated cocoa, oil palm, cassava and plantain. The research background given and objectives mentioned. The research questions which when answered will achieve the objective of the research were formulated.

Chapter two (2) gives a review of literature for the research. Findings and views of related issues are mentioned, the role of Newmont Vulnerable Training-Support Programs in relation to the livelihoods of the target group. Chapter three (3) describes the research methodology, the selection of study sample, the methods used for collected data. The results of the study and its subsequent discussion are presented in chapters four (4). In chapter five (5) conclusions are drawn and recommendations from the study are included in comparison with existing literature.

CHAPTER TWO

2. Literature Review

This chapter reviews literature on relevant programs that have been done in the past to support vulnerable households that have been displaced and lost their source of livelihood. The key areas of literature review to support this study is in line with the following kinds of interventions; training in the context of agriculture extension and livelihoods. The literature reviewed is focused on the following themes; effects of involuntary resettlement on livelihoods, poverty dimensions in Ghana, livelihoods, agricultural improvement training, training/teaching, and education, public participation and knowledge circulation related to the training-support program, Money and financial management, interventions/ supports rendered to vulnerable people in Ghana and across the world.

2.1. Effects of involuntary resettlement on livelihoods

Resettlement stresses persons, households, or whole communities that are already without adequate income or assets (the extremely poor), stigmatized due to gender, ethnicity, despised occupation or illness (the excluded) and the highly dependent due to old age or childhood, or to mental and physical disability (the unable) (Planning Alliance, 2006).

Any community is vulnerable to the shock related to distortion or loss of land, jobs, markets and social life. Such impacts take a toll in the form of economic and social set-backs. Individual persons and households experience these setbacks differently. While some recover fully in a few months, most recover partially during the transitional period of one or more years and others never recover. Persons, households, or even entire communities that are already predisposed to existing poverty conditions may be adversely affected by resettlement because of pre-existing poverty. Due to these various conditions, some households may not access compensation or participate in resettlement development programs; may not own land, buildings, or enterprise; or are often crowded out by more powerful elements in the society. Such pre-existing extreme poverty is a reliable indicator of vulnerability to Project impact and the degree to which severe impoverishment is likely to occur during a resettlement (Planning Alliance, 2006).

The degree of set-back for most persons, households and communities is commonly fortuitous: for example for a household, whose cropland is taken, will be more severely affected than a household with comparable landholding that loses only half its cropland. The sources and variations of impact and debilitating shock are so varied and requires a case-by case approach for remediation (FAO, 2001).

The Fourth Ghana Living Standards Survey (2000) defines the extremely poor as those whose living standard is not sufficient to meet their nutritional requirements, even if they devote their budget to food. Useful, practical indicators are: Destitute – not enough money or food to buy or make a meal, Hungry – severely malnourished, Jobless – including without; Paid work, Land or other productive assets, a market, Homeless or in charitable housing, Abandoned and rejected, by family and community, and Dependent on charity. These indicators will be referred to where necessary in this study.

Categories of vulnerability may be viewed in the context of two stages: Pre-existing vulnerability and transitional hardship vulnerability. This is in relation to this study and the target group of the study falls within these categories.

Pre-existing vulnerability includes that stage which would be present with or without Project development. Transitional hardship vulnerability occurs when those directly affected by the Project, whether predisposed or not, are unable to adjust to new conditions due to shock or stress related to Project activities (FAO, 2001).

The vulnerability training-support program is designed to address and managed people and households in the pre-existing stage although international best practice does not hold a

company accountable for the pre-existing vulnerability. International best practice does require a company to manage and be directly responsible for people and household in the transitional hardship vulnerability because it is the company's project that ultimately changed their status (Planning Alliance, 2006).

2.2. Dimensions of Poverty

Poverty is a multi-dimensional and dynamic construct. The dimensions of poverty can be categorized into three main facets: income or consumption dimension, access to social services dimension, and participatory dimension of poverty (Baffour, 2002). The income dimension of poverty implies low levels of income or low levels of consumption that are socially unacceptable. The social services access dimension of poverty includes lack of access to health-care, training and education, good drinking water, decent housing, and healthy sanitation. The participatory dimension includes lack of voice and political rights. People who lack the ability to participate in decisions that affect their lives directly consider this as a sense of helplessness and a fundamental characteristic of poverty (Baffour, 2002).

The incidence of poverty is also measured or assessed at two levels: an Upper Level and Lower or extreme level. The Upper Poverty line in Ghana refers to incomes of up to 900 Ghana Cedis per year, or 2Ghana Cedis 50pesewas a day. The extremely poor are people with incomes below 700 Ghana Cedis a year or 1Ghana Cedis 90pesewas a day. The latest statistics on poverty estimates that about 40% of the Ghanaian population have incomes below the Upper Poverty Line; while about 27% (slightly more than a quarter) of the population have incomes below the extreme poverty line (Baffour, 2002). These figures give general indications of incidence of poverty in the country. They increase the uneven distribution of poverty across geographical areas and people within the country. The target group of this study falls below the upper poverty line. In this research vulnerable households are termed as the extremely poor. It is therefore necessary to find strategies in rebuilding their livelihoods.

Poor people are particularly prone to disease and illness for several related reasons. Their living conditions are often unsafe and unsanitary. Their diet is poor, low in both calories and nutrients (Kerry 2003).

2.3. Livelihoods and vulnerability

A livelihood comprises the capabilities, assets (including both material and social resources) and activities required for a means of living (Carney, 1998:4). A livelihood comprises people, their capabilities and their means of living, including food, income and assets (Chambers and Conway 1991). These assets can be tangible and intangible; tangible assets are resources and stores, and intangible assets are claims and access. Livelihoods are the means people use to support themselves, to survive, and to prosper (Vincent et al, 1999). A socially sustainable livelihood can cope with and recover from stress and shocks, and provide for future generations (Vincent et al, 1999). Conventional Agricultural policies have addressed the assets dimension of rural livelihoods, especially with respect to soil conservation and irrigation provision in small-farm agriculture. Other rural policies have addressed the activities side of the livelihoods equation; for example, support to agricultural outputs and facilitation of small scale rural industries such as machinery repair services, food Processing, food trading. In the context of activities, rural safety-net policies have been included based on providing minimum wages or food in return for work provide, creating, a new activity option for those needing new income sources in order to survive(Vincent et al, 1999).

This study in its endeavour to understand the role of training in rebuilding livelihoods of vulnerable households, adopts Carney's (1998:4) definition as livelihood comprises the capabilities, assets (human, financial, natural, physical and social capital) and activities required for a means of living. This research is considering livelihood approaches because

the study rebuilding of livelihoods of vulnerable households. The study also considers livelihood strategies as stated in other paragraphs below.

The study of livelihoods is relevant for understanding poverty and poverty alleviation. Academics have been supported by International Development Agencies in proposing and developing a livelihood framework, which provides insights in the many dimensions, dynamics and persistence of poverty (Long, N., 2001). Wallman (1984) who did research on livelihoods in London in the early 1980s approached livelihoods as always more than just a matter of finding or making shelter, transacting money, and preparing food to put on the table or exchange in the market place. It is equally a matter of the ownership and circulation of information, the management of social relationships, the affirmation of personal significance and group identity, and the inter relation of each of these tasks to the other. All these productive tasks together constitute a livelihood.

One feature that these definitions and interpretations share in common is that they eloquently underline the generally accepted idea that 'livelihood' deals with people, their resources and what they do with these. Livelihoods essentially revolve around resources (such as land, crops, seed, labour, knowledge, cattle, money, social relationships, and so on), but these resources cannot be disconnected from the issues and problems of access and changing political, economic and socio-cultural circumstances. Livelihoods are also about creating and embracing new opportunities.

2.3.1. Livelihood strategies

Livelihood strategies are the sets of productive, exchange and consumption activities in households engage. Each livelihood strategy draws on a combination of assets described under livelihood assets (Ellis, 1998). Livelihood strategies include: Income-generating activities: the set of activities the household engages in to generate cash income. Examples are: sale of crops, paid employment. Patterns of expenditure: what the household spends its income on, in proportion to total income, taking into consideration seasonal variation. Examples are: food, tools, loan repayments, education, and health. Sources of food: where the household obtains the food it consumes. Food may be produced, received from exchange or as gifts, or purchased. Examples are: market purchase, own crop production, wild food, food aid. And short-term coping mechanisms: the strategies a household employs in times of stress, as a response to adverse changes in the environment in which it lives. Examples are: changes in food patterns, increased reliance on remittances, loans (FAO, 2000). Measurable outcomes of livelihood strategies indicate the status of a household's access to food, individual access to food, and biological utilisation of food.

2.4. Training/ teaching

Training is to render skilful or to cultivate our capacities and capabilities to fuller development (Cajkler et.al, 2007). Teaching is to impart ideas and experience that will be embraced by our increasing capacity to learn that will, ideally, lead to the practical expression of improved performance. A person is made "able" through the transmission of ideas and information (training) and participation in actual experience which applies that training (McNamara, 2001). This is also a systematic development of the mind, capabilities through instruction, study, and practice. Training enhances provision of skills for production and gainful employment, especially in rural agriculture, health and nutrition needs on a sustainable basis among vulnerable groups.

Teaching imparts the information necessary to enhance our practical performance in a skill area. It is training which makes teaching practical (Cajkler et.al, 2007). The content and principles imparted through teaching must be translated into practical procedures through

training (Franken, 1998). This facilitates innovation and entrepreneurship among learners. This enables vulnerable groups to set up small scale enterprises for income generation to enhance sustainable livelihoods (FAO, 2001). This is relates to what the training-support program wants to achieve in Asutifi district.

A report by Cooke, (2005) indicates that in Ethiopia, Agriculture and Natural Resource Management training is being run by U.S. Private Voluntary Organization (PVO) in collaboration with the U.S. Agency for International Development (USAID) for the youth and vulnerable groups. This training program offers skills in crop & vegetable production, improving access to agricultural input, post harvest handling and storage, livestock production and management, water and sanitation, micro-irrigation, sustained natural resource management and non-traditional agricultural products with great potential markets. This has improved livelihoods of the vulnerable groups. They harvest food from their farms to feed their households. They also have other income generating activities petty trading and weaving. Activities of this training program relates to the training support program for the vulnerable households in the study area.

From Mali & Nigeria, Farm Serve Africa is assisting and training the youth and vulnerable groups in Employment creation through Farmer-to-Farmer Programs (Ogonowski J.,2006). This equip the youth and the vulnerable groups in vocational technical training for employment and income generation, Career guidance and counselling, creating access to employment generation services, strengthening the operational capacity of job creation and placement services and livelihood skills development. This allowed creation of small scale enterprises among the youth which increased their income levels and has improved their livelihoods (Ogonowski., 2006). These activities are in line with the activities in the study area and therefore necessary to consider in this study.

Training targets behaviour directly, and might indirectly influence thought processes. This typically calls for more than a lecture format (Franken, 1998). Training might start by specifying steps needed to accomplish a particular task, but more than this is needed to assure that certain skills or procedures are learned (Krouwel, 2003). Training also influences participants' cognitive or thinking processes. This can also increase profound knowledge or critical thinking skills of trainees. This could lead to behavior change and might indirectly influence what people do. This can have significant impact on standards of hygiene, health, food, education, employment and shelter women and vulnerable groups (FAO, 2001). Training is important and equips knowledgeable persons who value and implement best practices in the pursuit of a livelihood. Training plays a significant role that leads to education and community organization to develop grass roots strategies for real social change and livelihoods in relation to what is being practised in the study area.

Reproductive Health Education and Skills Training for Youth in Ethiopia indicates that the youth and the vulnerable groups are given training in HIV/AIDS and infectious diseases prevention, how to care for people living with HIV/AIDS, adolescent health education, maternal child health and nutrition, community health and hygiene. They also support to orphan and vulnerable children (Jolly, 2006). This has improved health status of vulnerable households and hygiene among the people. Similar trainings are being carried out in the study area for vulnerable households. Lessons from Ethiopia can enhance improvement in the training for vulnerable households in the study area.

Training allows creation of markets that can be a powerful force for poverty reduction (McNamara, 2001). Training enhances skills that allow vulnerable groups to value innovation and entrepreneurship and have confidence in the ability to make a significant difference in

live (FAO, 2001). This relates to what the training-support program is offering to vulnerable households and is relevant to understand for this study.

The Business development services in Côte d'Ivoire runs Farming and Business Skills Development Project for vulnerable groups. The program provides skill training in creating access to microenterprise development services, Business management training and consulting, microcredit and support services and income generation training for women. The program has built the capacity of women and they are now secure in terms of income for their households (Cooke, 2005). Information from this training is vital for this study because these trainings relate to the training-support program in the study area.

According to a report by Cooke and Jolly, 2006, Farm Income Improvement Project and Institutional Capacity Building (ICB) Program in Togo is being provided for vulnerable groups. Poverty and economic situation in the country served the basis for design of a livelihood enhancement program for the vulnerable groups. The focus of the program was to enable people's lives to be transformed, their thinking to be transformed, the basic quality of their life, in terms of their health, their nutrition, their educational status to be changed, as well as their income. The poor need to become wealthier, focus on pre-wealth creation rather than impoverishment, so that at the end, the poor can say they have benefit from this livelihood programs (FAO, 2004) The program ensured diversification of non-farm income generating activities as well as agriculture growth in the area. Institutional Capacity Building (ICB) Program provided skills that enhanced access to income and utilization and adequate nutrition of food for good health (Cooke and Jolly, 2006). Lessons from this are necessary for the study.

Increased productivity is often said to be the most important reason for training. Training is essential not only to increase productivity but also to motivate and inspire trainees (Franken, 1998). This is among the many benefits that result from training. Training that is appropriate to the needs of the vulnerable households can add great value to their livelihoods. Without the right training, employees can be your [the organization's] biggest liability but when they are trained effectively, however, they can become your biggest asset (Bartram and Gibson, 2000). In 1998, American companies spent \$60 billion on training (Rosner, 1999). So, how does an organization train effectively so that the investment results in growth and success? To make training count, it must be matched directly to the needs of the trainees/ organization and people in it. Training allows for the right of poor women and men to secure a livelihood (FAO, 2001)

Needs assessment by implementers of the vulnerable training-support program is needed to be able to identify what the vulnerable households need to be trained on. Needs assessments help determine when training is the answer – and when it is not. Assessment insures that training programs have relevance to the people being trained (Gupta, 1999). A needs assessment provides the information that is usually necessary for designing training programs. This is vital for the study because the training program is handling different ages and groups of vulnerable households and gender. These categories of vulnerable household have different needs.

2.4.1. Training using the participatory method

A report by Kwarteng (2002) indicates that participatory method of training allows farmers and Extensionist (trainers) to learn together as they work together. This is vital for the training of the vulnerable households at Ntotroso and Kenyasi. This allows them to share their experiences during training. This is also termed constructivist method of learning. In the process the expertise and the talents of every member of the group are drawn upon and used. The task of the trainer is to facilitate to ensure the active involvement of all participants in the learning process. The approach recognizes farmers as adult who are mature,

independent and responsible for their own learning and therefore applies adult education principles throughout the process. Appropriate adult learning methods such as meeting, peer discussions, demonstrations, role plays, hands-on practice, presentations group or team work and field visits are used often in participatory training and learning.

This demonstrates the real situation to the vulnerable households (trainees).

The above also allows: Gives members of the group opportunity to plan activities together to solve common problems. Promotes group decision-making and therefore makes it easy for group members to accept the decision arrived at. This relates to the study because the training-support program is handling and training vulnerable households in groups and needs their participation and sharing of ideas for effective training.

2.4.2. Training on Group Formation

Well functioning groups do not just form out of the blue. It takes time for a group to develop to a point where it can be effective and where all members feel connected to it (Komives, Lucas, and McMahon, 1998). This also allows every member of the group to contribute towards the setting of group goals and objectives. This is in line with training of vulnerable households on group formation in the study area. The vulnerable households are formed into groups for the various trainings. It is therefore important to equip them with the knowledge in group formation. Forming a group is usually not difficult; the problem is how to manage the group to survive and grow to be strong, self-sustaining and permanent, leading to obtaining legal status.

A group has two categories; ordinary members and committee (or executive) members. It requires active participation of both ordinary and executive members to co-ordinate and manages a group's business (Tuckman, 2005). Members may consider themselves outside the management. The group facilitator to ensure that the group members know that the group is theirs, and that the leadership of the group is controlled by them collectively. Members are owners who delegate their powers of management to the group's executive or committee.

Bruce Tuckman, 2005, identified four stages that characterize the development of groups. Understanding these stages can help determine what is happening with a group and how to manage what is occurring. These four group development stages are known as forming, storming, norming, and performing (Komives, Lucas, and McMahon, 1998). This allows members of the group to assess their weakness and potentials together, builds and strengthens group identity and gives each member of the group the opportunity to draw support from other members of the group. (Komives, Lucas, and McMahon, 1998)

Satisfies the needs of mature farmers for involvement, acceptance, achievement, respect and recognition, allows members of the group to evaluate their performance using their own criteria and provides opportunities for resolving conflict within the group or among individual members (Kwarteng, 2002). This will be referred to where necessary in the result and discussion of group formation.

2.4.3. Training using the Kolb's learning model

Kolb uses his model not only to describe how experiential learning takes place, but also to indicate that different people learn in different ways. This teaches how people may need different forms of support in reaching similar conclusions Leeuwis, (2004). This is in line with training vulnerable households in the study area. This allows the trainers to consider the pace at which training is done considering age and individual differences of vulnerable households. This allows the study to know how the learning pace of vulnerable households is taking into consideration during trainings. Some people learn easily with the help of

abstract concept, while others learn more effectively through concrete sensorial experience (Javis, Holford and Griffin, 2003). Some people tend to jump to conclusions quickly on the basis of certain experiences (that is converge easily), whereas others tend to diverge into all sorts of alternative explanations that require further testing and elaboration, and find it difficult to arrive at solid inferences. Such people run different risk (changing too quickly versus not changing at all), and may want or require different forms of support (Leeuwis, 2004).

2.4.4. Skills training for vulnerable groups

The poor four countries in Training and up-skilling of vulnerable groups, 2009, define their “vulnerable groups” somewhat differently. Rather than labelling particular groups as being explicitly vulnerable, Singapore centres its response around low-skilled workers (i.e. having O-levels or lesser qualifications), low wage workers (i.e. earning less than S\$1200 (US\$877) per month), older workers (mostly aged 40 and above) and also unemployed workers. New Zealand, on the other hand, identifies the following major vulnerable groups: young people (aged 16-24), older workers (aged 50-64), women, particular ethnic groups, Māori and Pacific peoples, in particular, and people with disabilities. These groups “continue to experience labour market disadvantage and have concentrations of vulnerable workers”. Chile identifies two vulnerable groups: young people and women (with special focus on poorer women with low education). Brunei categorizes as vulnerable: unskilled young persons and school leavers, older workers or pensioners (65 years old), workers in the informal sector, and low-wage workers in small and medium-sized enterprises (SMEs) (Salazar-Xirinachs, 2009). In relation to the above, in this research vulnerable household is termed as the extremely poor people who cannot afford to meet nutritional requirement when their entire consumption budget is devoted.

Skills training and up-grading programs and initiatives for vulnerable groups in poor four countries:

Two major types of programs for the needs of vulnerable groups for employment related skills training and upgrading are available to all vulnerable groups. This is to provide education and training and support services that develop the skills, employability and competitiveness of vulnerable groups. The programs provide skills training and up-grading services specifically tailored to meet the needs of these vulnerable groups (Salazar-Xirinachs, 2009). The training-support programs of vulnerable households in the study area embark on similar trainings. Lessons from these poor four countries will be useful in this study.

In New Zealand there is training opportunities program which provides foundation and vocational skills training to people who are disadvantaged in employment and educational terms. In 2006, Training Opportunities trained 17,000 participants, distributed between various ethnic groups for jobs (International Labour Office, 2006). New Zealand facilitates on-the-job training and also contract off-the-job training and courses with training providers.

According to Training and up-skilling of vulnerable groups, 2009, in Chile, where many young people are out of work, three programmes explicitly target them: this includes an apprentice program which is aimed at young people aged 15-25 years. The government gives the employer a subsidy that covers 50 per cent of the apprentice’s wage (1-2 times the minimum wage) for the first 12 months of her/his contract. In return the employer assigns an experienced worker to the young person to provide her/him with occupational skills training. Apprentices are also given funding (US\$680) to participate in a training course outside the working place.

In 2008, Brunei allocated US\$156 million for human resource development. The programs include skills and knowledge development, entrepreneurial development, a graduate employment scheme and training for school leavers (Salazar-Xirinachs, 2009).

Significant numbers of trainees have low literacy and numeric skills. Skills development and upgrading activities are of limited value if trainees do not have these basic skills (International Labour Office, 2006).

The trainers recognize the need to develop these skills that are fundamental to individuals' ability to find, retain and progress in employment. The importance of raising the literacy, language and numeric skills of members of vulnerable groups is therefore critical (International Labour Office, 2006). Availability of training courses and opportunities does not necessarily mean that individuals who belong to vulnerable groups will participate in them. They need, in particular, incentives and financial support to be able to do so (Resources Development Recommendation (no.195), 2004).

2.4.5. Microfinance (Microcredit) training in terms of Money and financial management:

Microfinance includes the provision of financial services and the management of small amounts of money through a range of products and a system of intermediary functions that are targeted at low income clients (Asiama and Osei, 2007). It includes loans, savings, and transfer services, training to build human capacity and other financial products/ services. This relates to the training-support program for vulnerable households in the study area. In order to promote microfinance, training programs are organised to build the capacity of vulnerable households in the study area. This allows vulnerable households to set-up small scale enterprises for income generating activities.

Côte d'Ivoire civil society development also provides Economic Empowerment through Micro-Credit training of women and the vulnerable in community development & empowerment, strengthening women participation in community affairs, post conflict resettlement assistance and development of corporate accountability and meeting social obligations (FAO, 2004). Through the training women are trading and supporting their households with income. Lessons from this program are important for this study. This training is in line with the training-support program in the study area.

According to Asiama and Osei, (2007) Microfinance is thus one of the critical dimensions of the broad range of financial tools for the poor, and its increasing role in development has emanated from a number of key factors that include: The fact that the poor need access to productive resources, with financial services being a key resource, if they are to be able to improve their conditions of life. The realization that the poor have the capacity to use loans effectively for income-generation, to save and re-pay loans; The observation that the formal financial sector has provided very little or no services to low-income people, creating a high demand for credit and savings services amongst the poor and the view that microfinance is viable and can become sustainable and achieve full cost recovery.

Microfinance can have significant impact on cross cutting issues such as women's empowerment, reducing the spread of HIV/AIDS and improving access to livelihoods such as education, housing and health (Simanowitz and Brody, 2004, p.1). As confirmed by Otero (1999), micro-finance plays three broad roles in development of the poor: It helps very poor households meet basic needs and protects against risks, it is associated with improvements in household economic welfare, and it helps to empower women by supporting women's economic participation.

2.4.6. Credit Delivery and Management

The current strategies for credit delivery are not adequately diversified or efficient, and therefore are unable to fully meet the varying demands of the market and different

categories of end-users (Otero,1999). There is no framework for categorizing and upgrading some of the emerging small-scale enterprises and individuals with operational capacities and capabilities. The objective of microfinance is to provide resources for the poor (Asiama and Osei, 2007). People with disabilities and impairments do not have products and services designed to meet their needs and also are not adequately served by existing microfinance funds and services (Simanowitz and Brody, 2004, p.1). This target group in particular could benefit from complementary skills training programs. The existing skills training and funding arrangements for women do not seem to be market-driven.

Specific services and products that target women for entrepreneurship development to enable them engage in economic activities and become more self-reliant are provided to vulnerable groups. This has enhanced their livelihoods (Littlefield and Rosenberg, 2004). This is related to entrepreneurial skills training for vulnerable households in the study area.

From 1990, support for micro, small and medium enterprises was intensified with the establishment of the National Board for Small-Scale Industries to enhance the delivery of credit to small scale entrepreneurs (Asiama and Osei, 2007). Its main financial support was a USD30 million Fund for Small and Medium Enterprise Development that was provided under the World Bank's small and medium enterprises project and managed at the Bank of Ghana. The fund offered credit to enterprises in all sectors of the economy except primary agriculture, real estate and trading (Asiama and Osei, 2007). The aim of micro-finance according to Otero (1999) is not just about providing capital to the poor to combat poverty on an individual level, it also has a role at an institutional level. It seeks to create institutions that deliver financial services to the poor, who are continuously ignored by the formal banking sector. Littlefield and Rosenberg (2004) argue that the poor are generally excluded from the financial services sector of the economy. According to Simanowitz and Brody (2004, p.1), micro-credit is a key strategy in reaching the Millennium Development Goals and in building global financial systems that meet the needs of the most poor people.

2.4.7. Public participation in term of stakeholders in the training- support program

Within a decision-making process, public participation may be defined as the involvement of individuals and groups that are positively or negatively affected by a planned intervention (e.g. a project, training, a program, a plan, a policy) or are interested in it (IAIA, 2006). Levels of public participation in training assessment varies from passive participation or information reception (a unidirectional form of participation), to participation through consultation (such as public hearings and open-houses) and to interactive participation (such as workshops, negotiation, mediation and even co management). Different levels of public participation may be relevant for the different phases of a training process, from the community analysis and the notice of the planned intervention to the decision making, and even to the monitoring and follow-up (IAIA, 2006). In line with the definition above the thesis project is about training assessment of a planned intervention (a vulnerable training-support program to enhance self-sufficiency as a result of household loss of livelihoods induced by the displacement of Newmont Ghana Gold mining activities). The planned intervention is about stakeholders some of who are beneficiaries, implementers, responsible community leaders and interested members. The stakeholders represent the public in terms of their diverse views as to the implementation of the program. The study in this regard relates to public participation and knowledge sharing in terms of stakeholder collaboration.

During public participation assessments, the culture of the people is respected in terms of traditional values, marginalised groups. Communication issues such as languages, communication technology and literacy are taken into consideration in research.

Where public participation is used specialists assess in detail the potential impact of the proposed development on the environment and also identify measures to reduce negative

impacts and increase benefits (SAIEA, 2005). In the case of the study, the intervention (the vulnerable support program) has been in place for the past four years, an existing program where significant financial, human and material resources have been invested. The study is therefore meant to assess and understand the role of the vulnerable training-support program in rebuilding the livelihoods of the displaced Kenyasi and Ntotroso communities in Asutifi district of Ghana.

2.4.8. Policies and Programs in relation to the training program

There are many existing branches of policy that set out to tackle the lack of assets of the rural poor. Equality of access to and innovative approaches to the delivery of, rural education and health are designed to increase the human capital of the rural poor (GPRS, 2004). There is therefore the need to look at some of the policies that affect the training of vulnerable people in efforts to rebuild their livelihoods. Poor educational attainment has been identified in empirical studies as a critical inhabiting livelihood (FAO, 2000). Another long-recognised policy priority is that of rural infrastructural provision, which addresses one aspect of the category of physical assets upon which rural livelihoods are constructed. Infrastructure plays a significant role in poverty reduction by contributing to the integration of national economies improving the working of markets, speeding the flow of information, and increases the mobility of people, resources and outputs.

The training-support programs of Newmont/OICI are guided and influenced by a number of government policies which are meant to address national priority areas of intervention in addressing poverty and vulnerability in Ghana. In this context for instance, the Ghana Poverty Reduction Strategy (GPRS 1) was formulated to focus on poverty reduction programs and projects. The PRSP targeted the vulnerable and excluded (Trade Policy Reviews, 2001). Its main focus included the rehabilitation of street children, increased access to legal aid services for the poor, integration of persons with disabilities into mainstream production and employment, and increased access of economically marginalized women to credit through the establishment of the government's micro-credit schemes with a view to diversify income generating sources.

The goal of the training-support programs of Newmont/OICI is in line with these policies of the country which paved the way for partnership/collaboration with government agencies such as the Ministry of Food and Agriculture, Ghana Education services, Ghana health Service and the Ghana AIDS commission to implement the planned activities of the training-support programs of Newmont/OICI.

The training-support program's activities conform to Ghana's rural development policies programs which includes human development and the provision of basic services, reduced malnutrition among vulnerable households, lactating women and children under 5 It is also to accelerate economic growth and poverty reduction by supporting the vulnerable groups to create wealth (FAO, 2001).

The new economic view of development considers the elimination or reduction of poverty, inequalities and unemployment as an important index of development. Thus if poverty inequality and unemployment are declining or have declined, a period of development can be said to be occurring or have occurred in the social system. It means that an increase in per capita is no longer the most important indicator of development the implication is that increase in per capita should reflect in the elimination of poverty inequality and unemployment in the society. And anything less than this cannot be considered as development. The general objectives of development are: To increase the availability and widen the distribution of basic life sustaining articles such as food, clothe, shelter, health care and security. Raise standard of living including higher purchasing power, the provision of more jobs, better education and greater attention to cultural values. And expand the range of economic and social choice of individual by freeing them from servitude and dependence.

2.4.8. Evaluation of the training

Program evaluation is a process used to determine whether the design and delivery of a program were effective and whether the proposed outcomes were met (Caffarella, 2002). Evaluation can be done to improve or change a program while it is in progress (formative evaluation) or evaluate focusing on the results or outcome of a program (summative evaluation). Kirkpatrick (2002) also describes a goal based approach to evaluation as involving four levels.

These four levels are widely known as reaction, learning, behaviour, and results.

At the level of reaction data is gathered on participants reactions at the end of a training program; while at the learning level evaluation is aimed at assess whether the learning objectives for the program are met. At the behaviour level evaluation is carried out to assess whether performance changes as a result of training. The results based evaluation assesses the benefits of the training programs to the beneficiaries. For the purpose of the Newmont training-support program evaluation is aimed at assessing the reactions of the vulnerable households of the quality of the training.

CHAPTER THREE

3. Methodology

3.1. Research Design

The study design used was aimed to organise the research in such a way that it allowed collection and analysis of data on the role of Newmont vulnerable training-tupport program in rebuilding the livelihoods of vulnerable households. The design also contributed to answering the research questions taking in consideration the limited time and resources. Descriptive research was used. This helps to observe and determine the status of what exist at a given point in time. In such study, scientist strives not to change the subjects' attitudes, for example by avoiding leading questions and having the interviewers be neutral in tone and mannerisms treatments are not administered. A desk research was done to obtain information for the research. This was followed by key informants' interviews. One Focus group discussion was done for the views of a section of the public on the vulnerable training-support programs. This was then followed by a survey of vulnerable household interviews for first hand information on their views and experiences of the vulnerable training-support program in rebuilding their livelihoods. This helped to explore and describe the situation and desk research was done to gather existing information from literature. A survey helped to establish a comprehensive overview of the situation. Surveys are most suited to answering questions such as what? How many? and how often?. Although they can be used to answer why questions, they tend to be less useful in doing so. They are therefore often used to gather basic data about a group of people (their age, sex, occupation, and so on). Surveys generally use a questionnaire and seek standard quantifiable data from a representative population. If the number or group being studied is small enough (generally less than 100, depending on the number of questions) a survey can cover the entire population. Two main types of survey which were in the case studies: large scale questionnaire surveys covering respondents across several communities, and smaller-scale mini-survey of the populations of limited number of communities (Roche 1999). In this research questionnaires were administered face-to-face with respondents.

3.2. Selection of participants/ Sampling Procedures

The choice of respondents was clearly a critical part of the design of this study. The target population was vulnerable households.

Key informants

Purposive sampling was used to select two key informants from the training-support program. This was to enhance an in depth information on the training-support program.

Focus group discussions

A focus group discussion was also carried out in the community to authenticate questionnaire responses; these comprised community members who directly and indirectly benefited from the training-support program.

A focus group is an important tool for collecting qualitative data about group experiences, perceptions and attitudes on a defined topic of common interest of a homogenous group. Individuals during group discussions present their own opinions, perspective and beliefs which are further sharpened and refined through group interactions and discussions (Finch and Lewis, 2003). The focus group method assumes that there are a variation in opinion, experience and knowledge among informants. Focus groups are small (about six to twelve people) and either made up of existing groupings of people with similar interests or identity (for example, those receiving credit from Cordes, women involved in the wajir credit scheme, or oxford-supported rose growers in Pakistan) or specifically chosen to represent a variety of

opinions and backgrounds. It brings together a sum of knowledge greater than any individual insight, generating new insight and mutual learning (Roche, 2005).

Survey research was used in this study

Study sample comprise two household types; male and female headed.

Simple random sampling was used. A list of all vulnerable households benefiting from the program was picked. From the list, every fourth person on the list was selected until the 44 sample size was obtained taking into consideration male and female headed households from Kenyasi and Ntotroso resettlement communities. This was to eliminate bias and to give each member of the population equal chance of being selected, 44 vulnerable household heads were selected. 11 male and 11 female headed from Kenyasi resettlement communities, and 11 male and 11 female headed from Ntotroso resettlement communities. The above sample size was to enable more coverage of the communities which has about 403 households. The 44 sampled size was about 10% of the households in the Ntotroso and Kenyasi resettlement communities. The cluster of male and female headed household helped to identify if the same training gives the same benefits to both sex. This was also to help the program implementers as to how to offer trainings to beneficiaries of the training-support program. A female headed households: Household where either no adult male is present, owing to divorce, separation, migration, non-marriage or widowhood, or where men, although present, do not contribute to the household income (International Labour Organisation, 2005). A male headed households: is where adult males are present as the leaders of the family; they take responsibility and contribute to the household income and its welfare.

3.3. Instrumentation

Questionnaires were developed for administration. Appointments were made with interviewees and key informants. The structured questionnaire was pre-tested with two groups of household which were not part of the selected sample. Questions did not cover all areas of training, questions were revised. Appointments with OICI Program Manager and Newmont External Affairs Manager were made.

Meeting with OICI Program Manager/Newmont External Affairs Manager at organisations office took place to discuss thesis work in preparation for field work. Training of a Research Assistant was done for correct administration of questionnaire due to the sample size and identification of the selected interviewees.

Questionnaires were administered for three weeks. Key informants interviews were done using this format; two key informants with Newmont vulnerable training-support program were interviewed based on the following:

- What Newmont vulnerable support program is about?
- The aim of the vulnerable training-support program
- Number of impacted households benefiting from the program.
- Criteria for declaring vulnerability status of mine impacted households (Status of the selected farmers (group of interviewees) before the Training-support programs). This gave some baseline information of the lives of the vulnerable households
- Types of assistance packages and how it is distributed to beneficiaries.

Individual household interviews; two per day and data entry of two of these households was done each day. One Focus group discussions was done for the views of a section of the public on the vulnerable training-support programs.

Data cleaning and analysis were also done alongside report writing to pick out the necessary information for the write-up.

Data collection on the above area was to enhance a wider information access and to help cross check data collected during the desk study.

3.4. Data collection instruments

Structured questionnaire and semi- structured interviews were used. This is placed in appendix 2.

3.5. Data Analysis

Data from the field study was analysed qualitatively by describing, interpreting, making comparisons, examined for differences and similarities of the data collected. And the quantitative data was analysed using excel.

3.6. Location of the district and main occupation of its inhabitants: Description of study site (area, rationale)

The study was conducted in Ntotroso and Kenyasi resettlement communities in the Asutifi District of the Brong Ahafo Region of Ghana. Ghana is a country in Western Africa and is located on the Greenwich Meridian and lies between latitude 4° and 11° north of the equator. It is bounded on the South by the Atlantic Ocean and on the West by La Côte d'Ivoire, the East by Togo and the North by Burkina Faso. Ghana is a lowland country, and has a total land area of 238,500 square km (World fact book, 2004). The Lake Volta in the east of the country, is one of the largest manmade lakes in the world; it was formed by the construction of the Akosombo Dam on the Volta River. Ghana is well endowed with natural resources such as gold, timber, and cocoa which serves as a major source of foreign exchange.

The Asutifi district shares boundaries with Sunyani Municipality to the North, Ashanti Region to the west and Goaso District in the east. It has a population of about 29,000 people with 54% women. The inhabitants are predominantly farmers who cultivate cocoa, oil palm, cassava and plantain as their major crops. The district is endowed with gold which is being mined by Newmont Ghana Gold Limited. The Asutifi district lies within the southern eastern part which has two rainy seasons which occurs from April to July and from September to November. The north has one rainy season which begins in April and lasts until September. Annual rainfall ranges from about 1,100 mm (about 43 in) in the north to about 2,100 mm (about 83 in) in the southeast. The climate of Ghana is tropical, but temperatures vary with season and elevation. There is little variation in temperature during the year. In most areas the highest temperatures occur in March, the lowest in August.

A map of Ghana showing the Brong Ahafo region where Asutifi District is located with its capital Kenyasi is in appendix 3.

3.7. Information on vulnerability status in the study area before the mining activities started:

The Asutifi District of the Brong Ahafo Region is classified by the Ministry of Local Government as a deprived area. The district economy is mostly agrarian and agriculture is in the hands of peasant farmers who still depend on rudimentary methods for production. As a result, output is low, soils are fast depleting and environmental degradation is setting in to disturb the once ecologically balanced semi-deciduous forest.

The main livelihood strategy for the rural population in the study area is agriculture. They are limited in terms of how to diversify their livelihoods. In terms of crop production: farmers in the region cultivate cocoa, oil palm, citrus, cassava, plantain, cocoyam, yam, maize, sugarcane, pineapple, pawpaw during the rain fed major season. High value vegetables such as, tomatoes, onion, pepper, cabbage, lettuce, garden eggs, cucumber, green pepper and carrots are grown both in the major and minor seasons of the year. During the dry season, some of these vegetables are cultivated along river banks, water from the rivers are used for irrigation of the vegetables. Almost all farmers in the region undertake farming with some amount of livestock. Livestock especially sheep, pigs, grass cutters, rabbits and poultry are

kept for meat and income purposes. Cattle are kept for income and traditional celebrations. The animals are kept on free range system, with a few on semi-intensive systems. Buying and selling of cattle sheep, goats, and pigs are generally done by men (FAO, 2000). There is the need therefore to understand how the training-support program is helping vulnerable households in livelihood option to rebuild their lives.

The population of the district is estimated to be about 84,475. (Source: National Population and Housing Survey 2000). From the National population Census of 1984 and 2000 the Population of Asutifi Local Council whose boundaries almost coincide with the present Asutifi District changed from 54,891 in 1984 to 84,475 in 2000 giving a population growth rate of 2.8% per annum. This growth rate is quite low compared with the rates of 3.0% at the national levels for the same period. The low population growth rate barring any data errors, was attributed to the absence of job opportunities to attract immigrants (The very immigrants are settler farmers who are already established). The District population was estimated to be 94,486 in the year 2004 and currently estimated to be 99,928 in 2006 using 2.8% as the Growth Rate (Asutifi District Development Plan, 2006). In terms of nationally identified risks, the study area specifically has a high proportion of unskilled persons seeking employment, a high proportion of migrant food producers, and is undergoing rapid change resulting from development of the Ahafo South gold mines (the Newmont Ghana Gold mines). Household incomes are generally low and poverty is widespread. With the upsurge of mining activities in the district, access to land is now limited in the mining affected communities compounding already existing poverty levels. Fortunately, neither social nor economic exclusion are problems. A social structure in the area is based on the extended family and traditional authority remains intact. There are however vast potentials which when properly managed would help develop the district. These include the following: Gold, Diamond and other mineral deposits at Ntotroso-Gyedu and Wamahinso, Nkrankrom, Kenyasi No. 1 & 2 among others. Vast Forest Reserves stocked with timber and other forest products. Large quantities of clay and sand deposits, soil of high agricultural value. Besides there are educational institutions such as the well established OLA Girls Senior Secondary School, Acherensua Senior Secondary School, Hwidiem Senior Secondary School and Gyamfi Kumanin Secondary/Technical School).

The choice for two communities in the study area in Asutifi district was to have first hand information from mine impacted people experiencing vulnerability. Also the vulnerable households of Kenyasi and Ntotroso resettlement communities are located in the study area.

A general overview about Newmont Training-Sport Program

Newmont Ghana Gold Limited is a mining company in asutifi district of the Brong Ahafo region of Ghana who initiated the training-support program.

Newmont Ghana Gold Limited in keeping with its commitment to carrying out its mine activities in a socially responsible manner acknowledges that there are vulnerable households in the Ahafo South Project Area. NGGL also acknowledges that the Ahafo Project has directly impacted households (HH), and that some of those directly impacted by the development of the Ahafo Project have experienced a large change in their lives which may be putting them in a vulnerable position. NGGL is committed to identifying, registering, assisting and tracking households deemed to be vulnerable due to direct impact of the project. Assistance will be tailored to these HH to eliminate dependency, support self sufficiency and strengthen their coping strategies and resiliency to economic stressors.

Objective:

The objective of this Communication Plan is to create awareness about NGGL's Program for the vulnerable, allow key stakeholders to contribute ideas to enrich the Program and encourage affected HH in the Project Area to participate in the Program.

Program goal:

The goal is to address the vulnerability of all identified households directly impacted by the Ahafo Project in a sympathetic, systematic and fair manner. Households identified by the Program as vulnerable will be targeted for support from the Ahafo Project.

Immediate target:

NGGL's immediate attention is to focus on resettled households within the two resettlement villages, followed by directly impacted HH not living in the resettlement villages but within the Project Area. This is to ensure effective registration of vulnerable HH. A total of 403 resettled households and 17001 in the whole project area.

Criteria used to determine if a HH is vulnerable includes: If HH is directly impacted and some or all of the following are applicable: Predisposition to vulnerability, HH composition is not allowing HH to be self-sufficient: i.e., lacks workers (income earners), consists entirely of aged, disabled, ill health, single mothers with children and no regular income generation, no land, food insecurity, Lack social support.,

When a HH is self-sufficient it means a HH which has a place to live, means of income, access to medical care and ability to feed itself

A vulnerable HH will receive assistance until vulnerable HH has transitioned to self-sufficiency determined on a case by case basis. Each vulnerable HH will be evaluated at intervals determined by the nature of the assistance given to them.

Once a vulnerable HH is identified NGGL committed to provide safety net until identified vulnerable HH can become self-sufficient and resilient to economic stressors.

NGGL facilitates access to land through customary processes with the cooperation and collaboration of Traditional Authorities because NGGL is aware that landlessness can cause vulnerability. Land Allocation Review Committee is established made up of NGGL and Traditional Authority representatives to facilitate access to land for directly impacted HH

Type of training offered by the program includes: LEEP training: Agricultural improvement training, Financial/money management training, and vocational training (e.g. building and construction, masonry, carpentry, metal work, tailoring). Initial intake is 180 trainees for training course of 12 months, Alternative livelihoods training (e.g. soap, batik, tie & dye, rearing of small ruminants, grass cutters, snails, mushroom, etc) and Micro-enterprise training. LEEP is a comprehensive and sustainable community development program.

LEEP involves assistance in the form of infrastructure development, livelihood enhancement training, and educational programs for impacted households and communities to ensure the establishment of sustainable livelihoods improve quality of life and promote community empowerment.

The program also provides food assistance to vulnerable households.

The immediate targets for this intervention are the resettled HH living in the resettlement communities.

3.8. Limitation of study

Though the training–support program is being implemented for 403 resettled households and 17001 mine impacted persons in the districts in the region as a whole, the research could not cover the whole region; hence it may be possible that the data and subsequent information generated may not be a proportionate representation of the whole population. This was due to the research time frame and resources that could not make it possible for a larger coverage and an in-depth analysis of the role of the program on the community to be conducted.

CHAPTER FOUR

4. Results/ Discussion

This chapter describes findings from key informant interviews/ focus group discussion, desk research, vulnerable household interviews and discussion of these findings in rebuilding the livelihoods of vulnerable households in Ntotroso and Kenyasi.

4.1. Findings from key informants

Table 4.1. Demographic Characteristics of study households

Household type	Parameters			
	Age hh head (years)	Average household size	Main occupation	No. Of children
Female Headed households (N=22)	48.8	6.3	Farming	2.6
Male Headed households (N=22)	49.2	6.1	Farming	2.6

Source: Field data July 2009

The demographic characteristics is meant to show household status in the context of age, average size, main occupation and average number of children of household.

Types of Training-support Programs offered to vulnerable households:

The Training-support program provides the following trainings: Agricultural improvement trainings, money and financial management training, business plan training and vocational technical training. A total number of 403 vulnerable households (made up of about 2,015 individuals) in the resettlement sites are benefiting from the program. Criteria for declaring vulnerability status of mine impacted households (Status of the selected farmers (group of interviewees) before the Training-support programs). The detail criteria is in appendix 1.

4.1.1. Agricultural improvement trainings

Training in sustainable crop production systems; Areas covered include: Improved methods of crop production (maize, plantain, cassava, cocoa), participatory farm management, integrated crop pests management, small ruminants production, backyard vegetable production, and backyard poultry production. This was to enhance food availability and accessibility for resettled households. Strategies used for the training included establishment of animal (Breeding Station), crop demonstration farm to serve as training ground, and the use of farmer field schools (farms of some participants). Detail descriptions of the trainings are below.

4.1.1.1. Post harvest handling

Post-harvest handling and storage losses training for vulnerable households were conducted. To enhance food security and availability for marketing, Seven hundred and twenty eight (728) beneficiaries received the training in post-harvest handling and safe storage technologies for grains, tubers, and vegetables alongside construction of household grain/produce storage structures. This enabled participants store grains (maize for a minimum of 5 months) without being infested. They were in addition taken through technologies in the use of actelic 2.5EC in maize treatment, and storage of grain in improved storage structures (crib). Technologies introduced to farmers included: Row planting, plantain split corm, paring of plantain, zero tillage, mulching, nurseries, safe use and handling of agro-chemicals, high yielding and improved varieties of planting materials, and improved breeds of animals. The key informants said “Farmers adopted the new technologies for grain (maize) storage” more, compared to other technologies introduced.

With the introduction of post-harvest technology vulnerable households are able to store enough food all year round to reduce food insecurity. This was to reduce the prevalence of food insecurity within the district as a result of losses that occurred during storage stage after production. Vulnerable people have a high probability of becoming food insecure and may fall into food insecurity at any time, as a result of the external and internal factors such as deteriorating soil quality, flood, seasonal change in the price of food, increasing spiral of indebtedness and impoverishment (FAO, 2002). The training in post-harvest technology enabled vulnerable households to treat their grains to maintain good quality and safety. This is because the quantity, quality and price of products available to consumers depend crucially on the way the products are handled on-farm. Food safety has been a major issue. For example, poor drying and storage techniques could lead to mycotoxin development in the grains of these households. This is in line with some of FAO interventions for small scale farmers. In order to improve post-harvest handling, FAO established a special action program for prevention of food losses in 1978. They focused efforts on small farmers who, in developing countries, produce the bulk of food, both for themselves and for the market.

4.1.1.2. Sustainable food crop and animal production

To improve sustainable food crop and animal production among vulnerable households, the Livelihood Enhancement and Empowerment Program ((LEEP) the team in charge of the various trainings) trained farmers in sustainable crop production systems including facilitation of access to agriculture inputs, provision of equipment and tools. Training in agri-business development and marketing, sustainable production methods of cocoa and training of community livestock workers in animal husbandry as innovations for improvement in their farming. Trainees were provided with improved breed animals (Sahelian) sheep and pigs for animal production. Improved seed maize, fertilizer, weedicides, cassava cuttings (Tek bankye) , cribs, agro-chemical for treatment of maize, vegetable seeds and seedlings, insecticides, machinery and accessories were also supplied. With respect to animal production, trainees were supplied with sheep pen and starter stock, Pig sty and starter stocks, Poultry pens and birds, Grass cutter cages and families of grass cutters after the training. Some of the farmers have started commercial farming in cash crops such as citrus, cocoa, oil palm and plantain.

The above production systems are perceived as innovations for these small scale farmers. Agriculture being the major occupation of majority of the vulnerable households, intervention in agriculture and their subsequent effects on agricultural incomes and income distribution has profound effect on poverty alleviation among the vulnerable households. Innovation is therefore necessary to improve farm practices for increase production in other to reduce poverty. Thomas and Slater, 2006; World Bank, 2008; Bezemer and Headey, 2008, stated that countries around the world are attempting to reform and evolve their agricultural

innovation arrangements to develop flexible and responsive capacities. This is particularly urgent in developing countries as agriculture remains a central element of the economy and innovation is key to the agricultural growth needed to reduce poverty. The provision of the food crops and animals is a better option. This helps the vulnerable household to produce and have continuous food. Some of the households are going into commercial production because of the training and this is perceived to provide them with increased income all the time. This is sustainable compared to given the vulnerable households food basket every month.

4.1.2. Money and financial management training

Training and capacity building in money and financial management for all compensated farmers including the vulnerable households were carried out. This included entrepreneurial skills and business development training, group dynamics, formation of business affinity groups for group lending. Training in micro-enterprise development (Palm oil, snail rearing, backyard poultry, soap making, beekeeping, fish farming, mushroom production), management and marketing.

In order to increased social/organizational and motivational capacities of resettled and relocated vulnerable households. Vulnerable households were taken through various stages of group dynamics; Training in participatory decision-making and problem solving, formation of community youth support groups in the resettlement areas, capacity building and training of groups for maintenance of social services in resettlement areas.

4.1.2.1. Micro-credit training

Counselling and advisory services to groups to linked up with the local banks to provide credit supports was carried out.

The training-support program identified funding sources for the provision of micro-credit for groups that were engaged in the production and processing of selected crops, such as cassava processing, palm oil and production of plantain suckers. As part of linking the groups to these sources of funds, the training-support program registered the Associations with Asutifi District Assembly and Social Welfare Department.

The training-support program signed a Memorandum of Understanding with the Rural Banks and made funds available to these rural banks who in turn distributed to the trainees to avoid non- repayment of loan by trainees. The trainees accessed the credit through applications for credit in groups to four rural banks in the Asutifi District.

Training manuals were developed. Groups were trained to have a firm grasp of all credit rules and regulations to be able to access credit from the Rural Banks. The Rural Banks provided training on input credit scheme/ micro credit to the trainees. This provided trainees with in depth knowledge of micro-finance scheme and how to borrow and repay loans. Groups were assigned Rural Banks and accounts were opened for them.

The trainers also built the capacity of vulnerable households on marketing to enable them produce to meet domestic and export standards (improve quality of farming/processing techniques). Vulnerable households were also sensitized on marketing standards, specifications and general marketing demands to deliver produce and commodities to meet marketing standards and specifications and acceptable agricultural practices. The trainers identified market sources for the sale of gari (processed cassava) and palm oil (local buyers, processors and exporters which include industrial and institutional buyers). These include Elsa Foods, E. K Agyei enterprise; Ghana Oil Seed Company, Asutifi District Assembly Food Feeding Program, Vegetable Producers and Exporters Association in Ghana (VEPEAG) and Conference of Heads of Assisted Secondary Schools, West-West agro-processing company, Agro foods Ltd and Provident Ghana Ltd. Participants were taken to sites for practical and adoptive trial training. Fields visits were organised for mentorship training.

The provision of micro credit enhanced the establishment of small scale enterprise among vulnerable households. Some of these new food processing enterprises where local raw materials convert into finished products and improvement in the shelf life of agricultural products also provides sources of income to vulnerable households. Vulnerable households increased their source of income through enterprises such as cassava processing and palm oil production. Records keeping and accounting assisted participants in their decision-making process because it served as documents of record of the performance of their various farm enterprises such as certain crops, crop variety, and livestock among. These records also served as a guarantee for trainees to access credit from the local banks. Through collective action, small holders are hence able to pull their resources together and market their products as a group. Such groups help to improve access to resources such as inputs, credit, training, transport and information, increase bargaining power and facilitate labelling (Giuliani, 2002)

4.1.2.2. Business plan training

A business plan is a written document that describes a business, its objectives, its strategies, the market it is in and its financial forecasts. It has many functions, from securing external funding to measuring success within your business.

Beneficiaries were trained in business development strategies such as formalizing business (registration with Department Registrar General, opening of business accounts, organizing regular meetings), records keeping, book keeping, saving and banking culture, development of business plan, and marketing. Small and medium size enterprises (SMEs) training to strengthened groups of women and men income generation. This is to enable the beneficiaries to come out with their own businesses as a source of income generation for improvement in economic activities of resettled and relocated vulnerable households.

Micro-enterprise trainings were organized for vulnerable households. participants were trained in business management, entrepreneurship development, and marketing together with technical training in bread baking, cassava processing, mushroom production, snail rearing, fish farming, palm oil production, beekeeping, grass cutter production, vegetable production Batik, tie & dye, soap, pomade and transportation services. Inputs provided to support the implementation of the training were; Mushroom housing and compost bags, soap structure and starter inputs, Batik, tie and dye starter inputs, baking housing and starter inputs, cassava processing (gari production) structures, machineries and equipments, beekeeping equipment and materials, snail housing and starter stocks, fingerlings

4.1.3. Vocational Technical training

Vocational, psychosocial and motivational counseling to youth for appropriate career selection, job placement, and self-employment, life skills and marketing training also took place. Linkage of trainees to organizations for attachment (Newmont initiated a policy for its contractors to employ trainees from the centre for contract works)

This was to enhance skill of youth and vulnerable persons within the affected communities for employment and self-employment, to access a steady income that will allow them to stay in good mental and physical health. The vocational/ technical institute was established in Gyadu/ Ntotroso community by OIC Ghana. According to the key informants, two hundred and one (201) youth, orphan and vulnerable people were enrolled and provided training in carpentry, masonry, and electrical installation works, welding and fabrication, catering, dress making and tailoring. Trainees were linked to National Vocational and Technical Training Institute (NVTI) for examination. Participants were assisted to find a 6-month industrial attachment and/or internship in order to gain more knowledge on-the-job training and job placements after graduation from the program. The duration of this training was one year. The aim of the vocational training were for people's lives to be transformed, their thinking to

be transformed, the basic quality of their life, in terms of their health, their nutrition, their educational status to be changed, as well as their income. And also have a focus on pre-wealth creation rather than impoverishment.

Livelihood Enhancement and Empowerment Program (LEEP) as a support program focused on sustainable livelihood enhancement and community development, for economic growth, wealth creation, quality of life, and empowerment. To diversify and increase income, by promoting income-generating activities. Trainees who completed training were linked to master craftsmen and women, and other employers outside and within the district for attachment and on-the-job training. Another training introduced in the centre was literacy and numeracy to enable trainees to acquire knowledge in basic business skills and appropriate technology transfer for processing and value-addition.

Significant numbers of trainees have low literacy and numeric skills. Skills development and upgrading activities are of limited value if trainees do not have these basic skills (International Labour Office, 2006).

The trainers recognize the need to develop these skills that are fundamental to individuals' ability to find, retain and progress in employment. The importance of raising the literacy, language and numeric skills of members of vulnerable groups is therefore critical (International Labour Office, 2006).

4.1.4. Other training-supports

To be able to put into practice the various trainings, participants were provided with the assistances in the form of; Food basket (food aid), Micro-Credit, National Health Insurance, Medical Treatment, Counselling, and Educational support (payment of school fees).

Key informants stated that; the food basket support given to vulnerable households as food supplement provides a nutritional supplement meeting 1/3 of a family of five's nutritional requirements for one month, consisting of (grain, oil, pulses, and a small discretionary credit) obtained from selected local stores. This is supplied every month until the household is food sufficient. The food basket however created social jealousy which led to demonstrations. Due to the attractiveness of the package every impacted household wants to be part of the program though they were not vulnerable. The assisted (vulnerable households) felt relaxed with this support package with little/no effort to be food or self-sufficient. The implementers therefore changed the package as indicated below

Table 4. 2: Food basket package

Old package	New package
Rice-25kg	Maize-20kgs
Beans (cow peas)-85gms	Gari-5kgs
Fish (canned) -34.1gms	Beans (cow peas)-85grams
Cooking OIL(frytol)-1 litre	Fish (smoked herrings)-43grams
Whole milk powder-8gms	cooking oil (palm oil)- 1 litre
5.00Ghana cedis	5.00Ghana cedis

Source: Field data July 2009

Changed in food support package

The changed in food support package from foreign rice to local maize and gari, from canned fish to smoked herrings as shown in Table 4.2, reduced the attractiveness of the package to non-vulnerable households. The new package has contributed to reduction in social jealousy leading to minimal or no demonstration in the area. The vulnerable households (trainees) are committed to being food and self sufficient as the major food being supplied can be

cultivated and obtained from their farms. Program implementers (OICI/ Newmont) purchased the local product from farmers in the communities and distributed to vulnerable households. This created market and encouraged farmers to produce more. Findings from *The Experience of Rural Poverty in Scotland: Qualitative Research with Organisations Working with People Experiencing Poverty in Rural Area*, (2009) indicated that the higher visibility of residents in the community in rural areas is believed to increase risk of embarrassment and associated stigma of asking or receiving support. With this research the situation is different; all impacted households whether rich or poor want to be part of the program, they all wanted to receive support, particularly the food package, agricultural inputs and micro-credit support as indicated above.

4.1.4.1. Access to potable water and sanitation facilities increased for vulnerable households:

Access to potable water and sanitation facilities was a major concern of both the donor and the vulnerable households. Establishment and training of four water and sanitation committees were done to ensure hygiene and maintenance of sanitary environment. Standpipes were constructed in the communities and on the average five households per borehole. Systems of community ownership of the boreholes were developed. One or two families were made responsible for monitoring and checking each borehole and for keeping the surrounding area clean and tidy. Vendor groups were similarly formed and trained in revenue collection and maintenance of sanitation within the water points. four borehole pump and sanitation facilities maintenance teams were also formed and trained in identification and management of minor faults and were equipped with tools for repairs. Access to potable water was increased through the provision of standpipes and boreholes. The water was sold at 5 euro cent per 15 liters as compared to 10 euro cent per 15 liters in other communities.

The amount 5 euro cent per 15 liters of water in the communities, made the portable water provided to the households affordable for vulnerable households and is perceived to improve the health of vulnerable households and protected them from water borne diseases by drinking clean water as compared to drinking from streams. Distance for children to walk in search for water also reduced, hence more time for children to prepare for school. Committees formed and trained within the communities of Kenyasi and Ntotroso resettlement enabled proper management of these facilities the establishment of one or two families to be responsible for monitoring each borehole and for keeping the surrounding area clean and tidy improved the maintenance culture of the vulnerable households. The training of the Vendor groups in revenue collection, well equipped with tools and maintenance of sanitation within the water points enabled constant flow of water due to regular minor repairs. This system reduced dependency of the vulnerable households on government / Newmont/OICI for repairs of these stand pipes and boreholes. This also served as a source of employment for some vulnerable households which led to improvement in their lives. This gave way for more commitment of the vulnerable households and they saw the whole idea of maintenance as their individual responsibilities because they took the water facilities as their own assets.

4.1.4.2. Educational support

Responses from the household interviews show that the training program supported wards of vulnerable households in secondary schools. This step is to enhance a better livelihood of these students in future. The provision of educational support under the training- support program especially for the vocational and secondary schools is in line with government policy on education, where educational programs were implemented for every young Ghanaian to have the right to free basic education, and bridge gender gaps and access to education in all districts, improve the quality of teaching and learning; improve efficiency in

the delivery of education services, promote science and technology education at all levels with particular attention to increased participation of girls.

4.1.5. Stakeholders of the Newmont training-support program and their roles

In order to ensure a comprehensive response to the needs of the displaced households under the Newmont training program, the training adopted a multi-sectoral response. In this regard, a number of stakeholders played a role in the training programme based on their organisational comparative advantage. Such a response approach helped ensure that the different livelihood aspects of this community which were destabilized due to displacement were comprehensively addressed. Table 4.3 below gives a summary of the different stakeholders and their roles in the training program.

Table 4.3. Below were the Stakeholders of the Newmont training-support program and their roles:

Stakeholders	Roles of stakeholders
Traditional Authorities from Kenyase and Ntotoroso	To inform their subject about plans and activities Newmont was carrying out in their communities and to advise both Newmont and their subject as to the desire of the communities and the vulnerable households
Representatives of Ntotoroso and Kenyase Resettlement Communities	To inform Resettlement Communities about plans and activities of Newmont after every meeting with Newmont and OICI
Guards of the Earth and the Vulnerable (GEV)	To register impacted persons who report at the Newmont information centres that they are vulnerable. GEV screened the registered persons, made a list of potential vulnerable persons. The list is then forwarded to the vulnerable program for assessment and declaration of vulnerability status of the potential vulnerable persons
Opportunities Industrialization Centers International	They were the key implementers of the vulnerable training-support program as consultants for Newmont
Social welfare	To provide specific counselling on family and health issues and general counselling. The essence of the general counselling was to help vulnerable households appreciate the fact that the program will not be there forever, hence, the need to strive for food and self-sufficiency
Ministry of health	To provide counselling and health services
Ministry of education	To provide formal education for orphans and vulnerable children
Asutifi District Assembly	To advise Newmont as to what to do for welfare of the communities and the vulnerable households
Newmont Ghana Gold Limited	The donor organisation who provides all the financial resources for the training support program

Source: Field data July 2009

Stakeholders meet once a month to discuss issues concerning the training support-program and other Newmont activities in the Asutifi district. The stakeholders give their inputs for the implementation of Newmont activities including the training support-program. According to key informants, stakeholders do not give feed backs from meetings to the groups they represent, hence community member come to the office of implementers always to find out most of their information needs. The aim to engage, as much as possible, with its local communities (stakeholders) to ensure interactions are relevant, conflicts are resolved quickly and to the mutual benefit of both parties and in such a way that stakeholders feel positive about their involvement with the company.

The collaboration of stakeholders in the training-support program ensured sharing of ideas and brought expertise together for implementation of the training-support program as indicated in figure 4.1 below. This also increased public participation to address the interest of the vulnerable households (trainees) and enriched trainers' decision-making through diversity of knowledge. Service providers from public, private and voluntary sectors play an important role in tackling rural poverty and a co-ordinated response to service delivery is perceived to be important to become more effective in training and support for vulnerable groups (The Experience of Rural Poverty in Scotland, 2009)).

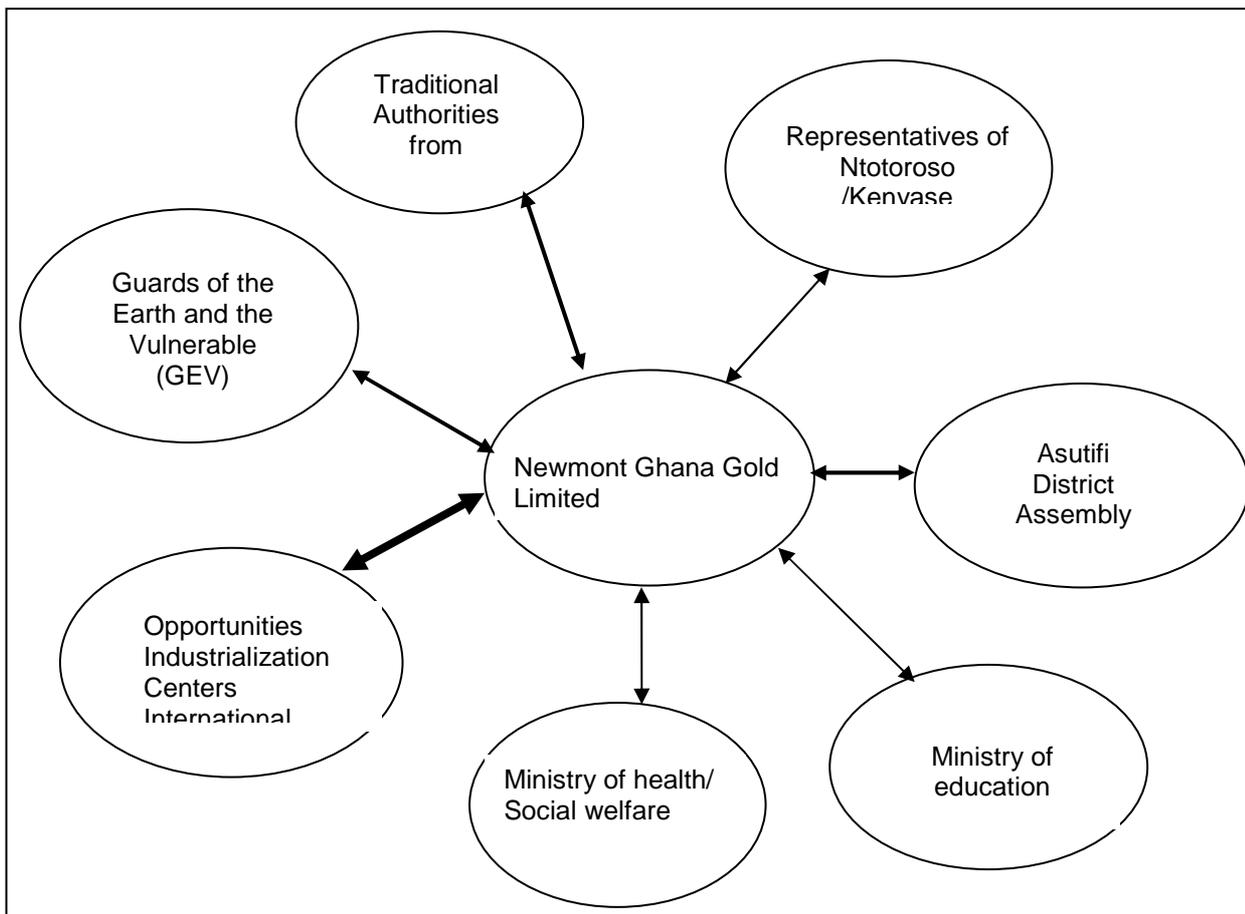


Figure 4.1. Stakeholder linkages with the training-support program

Source: field data July 2009

4.2 Findings from vulnerable household interviews



Figure 4. 2. An interview with a vulnerable household

Source: Field data July 2009

The figure above is an interview with a vulnerable household with three orphans staying with their uncle.

4.2.1. Quality/evaluation of the trainings

Table 4.4. Evaluation of the of training

Quality of training	Number
Excellent	1
Very good	15
Good	28
Somehow good	0
Not good	0

Source: Field data July 2009

Quality assessment of the training: From Table 4.4 above, 28 respondents said the training was good. As 15 of them stated they acquired knowledge and skills that improved their farming, financial management. This enabled them to acquire additional jobs apart from their farming activities.

Table 4.5. Training evaluation criteria and trainees responses

	Areas of consideration	Number of Responses		
		Yes	Somehow	No
1	Clarity of trainings objectives	42	0	0
2	Helpfulness of training methods to learning	43	1	0
3	Helpfulness of training materials to learning	41	3	0
4	Training content	44	0	0
5	Adequate time allocation for training	30	14	0
6	Benefit of group work	37	7	0
7	Venue of training	33	11	0
8	Rating of trainers	42	2	0

Source: Field data July 2009

Table 4.5 shows that 14 respondents were not comfortable with time for the various trainings, eleven of the respondents were not happy with the venue for trainings while seven of the respondents did not find the group work profitable.

Assessing the quality of the training, in terms of content, delivery and duration of training process, responses from household heads indicated that all the above areas were good. On the area of content, trainees had enough knowledge and skills, content of training module were not above their abilities. Delivery of training was done in the local language of trainees and with minimal use of scientific terms. This advantage enabled participants to clearly understand the information being given. The duration of the training program depends on the type of training ranging from seven months to four years with agricultural improvement training covering a period of four years of different trainings. This is enough for adequate knowledge and skill acquisition. The pace of the training was also not too fast for those with ages of 41 years and above, this helped participants to understand and practice innovations learnt. The evaluation by vulnerable households is important in this research to assess how the vulnerable households perceived the various trainings they had. Program evaluation is a process used to determine whether the design and delivery of a program were effective and whether the proposed outcomes were met (Caffarella, 2002).

Seven out of the 44 participants said the group work was not effective. Despite the importance of group work which encouraged interaction, sharing of ideas, higher bargaining power and improved access to markets for group members and possible linkages with other actors, these seven members were not comfortable with the team work. This calls for more training in group dynamics to improve the understanding of trainees on team work, supervision of group work by trainers for effectiveness and making room for compatibility during formation of groups. For groups to be sustainable and function effectively group members need to be taken through the various stages of group formation and their characteristics. In the light of the above, the training –support program implementer need to revisit the goals/ program plans of the training –support program again to know where they are, where they want to be and how to get there by evaluating their own performance. The training-support program implementers have a direct contact with vulnerable households during field visits; this process of direct contact with clients during work is termed professional bureaucracy (Minzberg quoted in Rollinson (2008). This is an opportunity for the trainers to interact with clients to find out their needs. This type of interaction can create an informal situation which can enable clients open up readily for discussions on needs assessment.

Table 4.6. Number of vulnerable households who received training

Training program	Sex of household head		Participation by age (years) category			
	male	female	31-40	41-50	51-60	61-70
Agricultural improvement	22	22	15	9	14	6
Financial /money management	21	21	15	9	10	6
Vocational technical training	1	0	0	1	0	0
Business Plan training	16	21	0	9	10	5

Source: Field data July 2009

Table 4.6: Except one male household head, the rest of the 33 respondents did not participate in vocational technical training.

In Table 4.6 above, both men and women were given the same training. Culturally women farmers preferred food crop productions to enable them have enough food for sale and for the family (food security) while male farmers preferred cash crop production as their main source of income. These different interests affected the adoption of certain innovations introduced to participants and that they adopted innovations that were in their interest area. This is perceived to be top-down approach which hinders adoption of some new technologies by farmers especially using the training and visit method as explained below.

The main extension method in Ghana was Training and Visit system. In this method agricultural extension staffs were trained to assist farmers' especially small-scale farmers to use improved technologies in farming. Vulnerable households were reluctant to adopt some of the new technologies, especially in the area of pig production and poultry management. Some households that participated in the training program lost their poultry birds due to outbreak of Newcastle disease and pig farmers were not able to pay for veterinary services due to high costs. What farmers do or do not do depend in part (a) their perceptions of the manifold consequences of certain practices; (b) the perceived likelihood that these consequences will emerge; and (c) their valuation of such consequences in relation to a set of aspirations (Leeuwis, 2004). Also because what farmers do or do not do depends on what they believe or know, what they aspire to achieve, what they are able to do and are allowed or expected to do. This is also confirmed by Cees Leeuwis (2004) who argued that as farming is a complex and carefully co-ordinated activity even relatively 'minor' changes in agricultural practices may have a number of consequences, about which farmers usually have certain ideas beforehand. Farmers do not only consider possible technical consequences (such as yield expectations, required inputs, impact on quality), but also socio-economic effects like required labour organisation, impact on quality.

Table 4.7. Duration of training-support to trainees

period	Number of HH
1-6months	0
7-11months	3
1-2years	15
3-4years	26
total	44

Source: Field data July 2009

The above table indicates that trainings offered by the training-support program go beyond six months, 26 of this household have received different types of training for three years and above.

4.2.2. Age and knowledge transfer

In table 4.7, 15 respondents out of the 44 were older and were between the ages of 51-61 (table 4.8). This did not affect the technology transfer as method demonstration was used. Method demonstration allows trainees to have a fill of the real situation being described and can practiced it after the training. Experience in agricultural extension has shown that the most effective method of teaching is method demonstration Van den bans and Hawkins(1996) explain that it is a step by step procedure to show farmer how to perform a new technology. Fourteen of the respondents were also between the ages of 41-50 years. They constituted the more active farmers in the communities and families rely on them for food production and family income, with the introduction of agricultural technologies, farmers will be able to increase their production levels to get more income. As mentioned by the key informants “Farmers adopted the new technologies for grain (maize) storage”. The household interview indicates that after the training all trainees producing maize used the improved technology for maize storage (narrow ventilated crib). The household interview also indicates that the vulnerable households store their maize for about six to seven months. This is an indication of food security which is also proved by the household interview that, 30 households have food all year round. Food security is a step forward in reducing vulnerability. The training-support program helped vulnerable households to acquire knowledge and skills for use on their farms couple with the assistance given them in the form of inputs, vulnerable households increased their production level for consumption and for the market.

Table 4.8. Ages of heads of vulnerable household interviewed

Age (years)	Number
30-41	14
41-51	9
51-61	15
61-71	6
Total	44

Source: Field data July 2009

Six house household heads out of the 44 interviewed were ages above 60. Majority were of ages between 51 to 60 followed by ages between 30 to 41 which is within the active age group.

Food and Self-sufficiency

Table 4.9. Number of Households declared food sufficient

Category of households who are food sufficient	Number of respondents
Male	22
female	21

Source: Field data July 2009

Out of the 44 households interviewed 33 of them are food sufficient, they have food all year round as indicated in Table 4.9 above.

The vulnerable households had achieved food sufficiency as far as their requirement of staple like cereals, plantain, Yam, cassava and other food stuff are concerned. Purchase of cereal and other food stuff have become an occasional affair. The availability of cereal is perceived to reduce expenditure levels of vulnerable households on food. They were able to store enough maize for maize farmers a longer period and sell when prices are high.

Food security is important as providing a foundation of strength in the household. This is in line with the findings of Gillespie, and Mason, (1991) cited in FAO, (2002) who stated that the more important thing is food security for each and every household and within it to every member of the family. "At the household level, food security is defined as access to food that is adequate in terms of quality, quantity, safety and cultural acceptability for all household members."

This is also perceived to mean that each vulnerable household had the knowledge and the ability to produce or resources to procure the food that it needs on a sustainable basis. Food security is also assuring all household members the physical and economic access to the basic foods (adequate food) they need. This implies three different aspects: availability, stability and access to the food (FAO, 2001).

All 44 vulnerable households heads interviewed had not been declare self sufficiency because they were still being supported on the national health insurance scheme and a program have been put in place to declare vulnerable households base on the criteria stated in results.

Table 4.10. Influence of training on area cultivated

Acreage under cultivation	Number of respondents Before Training	Number of respondents after training	Change attributed area to training
1	1	5	+4
2	8	13	+5
3	7	12	+5
4	19	10	-9
5	1	3	+2
6	1	0	-1
7	7	0	-7
8	0	1	+1

Source: Field data July 2009

The agricultural improvement training supported vulnerable households by providing land (Land Access) to assist affected people restore their stock of land and regain a level of agricultural production that would be comparable to the one they had on their affected land. The main focus of the land access for the displaced farmers is to maintain or exceed pre-project levels of crop productivity and ensure compensated farmers have access to land by: Providing, free of charge, two acres of land, to every person compensated by the Company for cropped land taken in the Project area. Key informants mentioned that the training-support program does not have a complete baseline of land holdings that were available to affected people before the mine took land; only those plots that were affected were measured and paid for.

Before the training programs (before Newmont took the land) respondents were farming on an average acreage of four where they earn their livelihoods as indicated in figure 3 below. These farmers were not able to manage their farms well, by timely weeding of plots, the use of local seeds, other local planting materials and haphazard way of planting reduced yields. Farm sizes reduced to an average of three (after Newmont took the original lands of

farmers) as stated in the table above. From the sustainable food crop and animal production in page 23, farmers used improved planting material of seeds, plantain suckers, and cassava sticks, cocoa seedlings, planted in lines and fertilize application helped to increase yield. The introduction of weedicides helped them to clear their farms well and on time. As summarised in PPMED Hand book (1999) farmers are constantly challenged in various ways. Whereas in former times land was abundant, in recent years fertile land has become scare in many parts of the country.

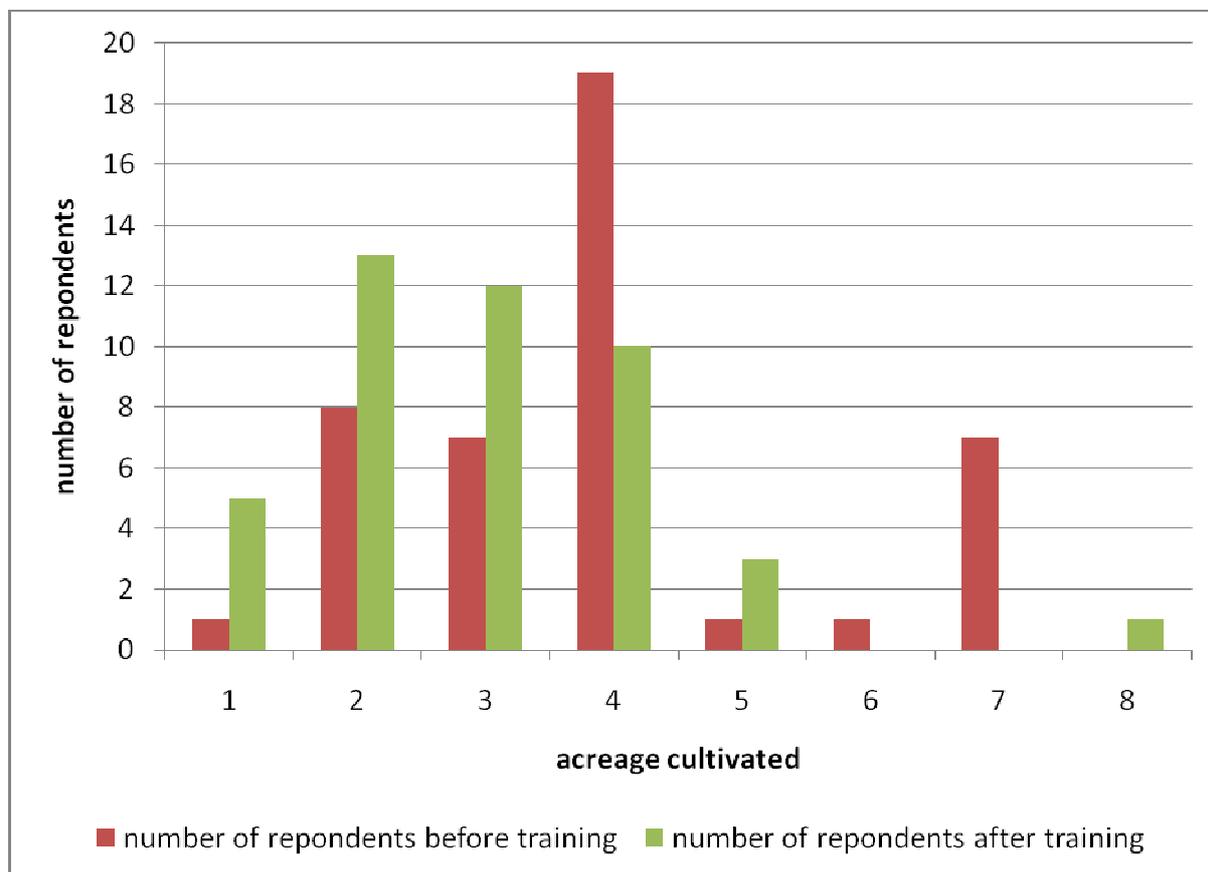


Figure 3. Change in acreage cultivated after training

Source: Field data July 2009

4.2.3. Other sources of income for self sufficiency

Number of dependants trained and gainfully employed (Employment creation):

On the average, vulnerable households interviewed have five dependants in their households. Out of the 44 vulnerable household heads interviewed eight of their dependants were trained and gainfully employed. 27 of the household heads interviewed rear animals such as Pigs sheep, goats and poultry.

Training dependants of vulnerable households created employment. From the results, eight dependants were trained in vocational technical skills and are gainfully employed. Three of them work with All Terrain Services (ATS). The rest of the five are with institutions that have contract with Newmont Ghana Gold and in other regions in Ghana. This reduced dependency in those eight vulnerable households where the dependants provided financial support to their guidance reducing financial burden of the family. This is in line with Ghana government policies on poverty alleviation as stated in The Poverty Reduction Strategy Paper that targeted the vulnerable and excluded. Its main focus included the rehabilitation of

street children, increased access to legal aid services for the poor, integration of persons with disabilities into mainstream production and employment, and increased access of economically marginalized women to credit through the establishment of the government's micro-credit schemes with a view to diversify income generating sources. The above is in line with micro-enterprise trainings organized for vulnerable households and Small and medium size enterprises (SMEs) training to strengthened groups of women and men income generation under the findings in business plan training on page 39. According to Frank Ellis, it is widely agreed that a capability to diversify is beneficial for households at or below the poverty line. Having alternatives for income generation can make the difference between minimally viable livelihoods and destitution. However, the role of diversification in reducing the intensity of poverty at the lower end of the income distribution does not mean that it has an equalising effect on rural incomes overall (Ellis, 2000).

According to the Experience of Rural Poverty in Scotland: Qualitative Research with Organisations Working with People Experiencing Poverty in Rural Area, (2009), a lack of opportunities for employment and training limits individuals' options for increasing their household income and moving out of poverty. With low skill, low pay jobs dominating the rural economy, the route out of poverty for vulnerable groups is, therefore, more challenging. Without increased employability support in rural areas to support vulnerable groups into employment, education and training there will be migration to urban areas. This migration offers better employment and training opportunities and is often the only alternative for households experiencing poverty to improve their income. Hence the findings obtained in this study confirm this concept since the support program was able to benefit some members of vulnerable households.

Table 4.11. Number of household heads having additional jobs

Enterprise	Number of households
cassava processing	8
soap making	4
batik tie and die	1
Palm oil production	4
Plantain suckers production	4
Petty trading	5
Carpentry	1
Baking of bread	1
Total	29

Source: Field data July 200

The table above indicated that 29 respondents have additional sources of income apart from the farming which is their major occupation. They have diversity of income sources.

The diversification of non-farm income generating activities as well as agriculture growth in the Kenyasi and Ntotroso community ensures food security, especially for the vulnerable, relocated and resettled populations. This is perceived to enhance rural livelihoods and community resiliency.

The training-support program provided the opportunity for vulnerable households to acquire or improve a range of business and management skills and to take up a new responsibilities and job. In table 4.11 above, eight vulnerable households acquired skills in cassava processing, four in soap making and one in batik tie and die and eleven of them have set up their own enterprise which gives them additional income. This gave the vulnerable households a new hope to leave the cycle of poverty behind and allowed them to survive and progress as independent families.

From the results, the training of vulnerable households in agricultural improvement, money and financial management, business plans and vocational technical training ensured diversity of livelihoods among vulnerable households. Diversity contributes to the security of rural livelihoods (Ellis, 2000). It improves long-run resilience in the face of adverse trends or sudden shocks. In general increase diversity promotes greater flexibility because it allows more possibilities for substitution between opportunities that are in decline and those that are expanding diversification reduces the risk of income failure by spreading risk across activities that confront different risk profile (FAO, 2002).

Seasonality causes peaks and irregular labour utilisation in farming and creates food insecurity due to the mismatch between uneven farm income streams and continuous consumption requirements. Diversification contributes to reducing these adverse effects by utilising labour and generating alternative sources of income in off-peak period in the farm cycle.

4.2.4 Challenges of the training-support programs

A negative aspect of the program is a delay in disbursement of funds for the implementation of the various activities in the training-support programs. It reduces trust that clients have for the training-support programs because inputs finally gets to trainees late. Farmers cultivate late and due to the seasonal nature of the rainfall in the region this results in low yield. The low yields reduce the interest of farmers adopting the innovation and tend not to believe what trainers tell participants. It also reduces communication flow between vulnerable households and the training-support programs.

CHAPTER FIVE

5. Conclusion/Recommendation

5.1. Conclusion

Vulnerable training-support program is a support/ assistance package which is to provide a safety net for those households directly impacted by the Newmont Project.

In rebuilding the livelihoods of vulnerable households in Ntotroso and Kenyasi resettlement through the training-support program, food security has been achieved where vulnerable households have food all year round but not self-sufficiency. Vulnerable households still need attention in other areas. Vulnerable households still rely on Newmont for health insurance. Through the training-support program, vulnerable households gained additional knowledge and skill which helped them to set up small scale enterprise generating additional income for the family. Training of the other vulnerable household members has enabled them to gain employment in other institutions in the region reducing dependency in vulnerable households. The support assistant such as micro credit, food basket and inputs given to the vulnerable households made the training-support program to be motivational, hence increase in food production and income.

Depending on the training-support program permanently has reduced because of the change in the food basket from foreign to local food items, and the purchase of this same food items from local farmers encourage both vulnerable and non-vulnerable households to produce and sell for income rather than to depend on the program permanently. Working in groups rather than as individuals, some of the vulnerable households were able to combine and make the best use of their skills and resources. They exchanged views and ideas and chose the best options, working together made work easier and most importantly; they had more bargaining power than other individual farmers. Some however did not find working as a team during the trainings very effective, hence did not benefit from the group work. This also prevented them from joining groups and from benefiting such as bargaining power as experienced by others.

The multi-sectorial approach also helped to improve the target group comprehensively in terms of food, health, finance and job placement.

5.2. Recommendations

The findings of this study indicate that support programs can create dependency since the beneficiaries never become completely self-reliant. Hence the following strategies are necessary to enable the vulnerable groups become more reliant and at the same time improve on what the support program has done.

A school feeding program being implemented by the government of Ghana and similar projects which provide food to population in need should purchase from local farmers in Ntotroso and Kenyasi to support vulnerable households and enable them to have guarantee unlimited market for their produce. Where industrial agriculture and globalised food market offers little hope and opportunity for poor farmers, such institutional market could provide them with feasible and effective alternative which will encourage them to stay on the land and have a future as independent vulnerable households.

The program only gives farmers what it planned to give farmers and not asking for what farmers prefer. This situation needs to be changed to allow farmers to come out with what they want. It is really difficult to satisfy the needs of individual farmers due to the large numbers. But it needs reconsideration for change to improve communication and innovation and adoption among clients.

For sustainability of the training support program, OICI/ Newmont should look at the goal, vision, objectives, structure, and the needs of the vulnerable households again for expansion and consolidation, promoting, stimulating and facilitating alternative solutions to issues hampering the training-support programs. And to ask themselves where are they now? where do they want to be? and how can they get there? To enable program implementers achieve target objectives.

In order for the vulnerable household to be independent and self reliant it is proposed here that these households can be linked to the National health insurance company as a group so that they can be given preferential status by paying a reduced subscription fee. This will enable them to be free from the support program.

In order to make group work beneficial for all the trainees, trainers should organise more training in group dynamics to improve the understanding of trainees on team work. Supervision of group work by trainers for effective group work should be done regularly during trainings and also make room for compatibility during formation of groups for team work. For groups to be sustainable and function effectively group member needs to be taken through the various stages of group formation and their characteristics.

Program implementers have to change to adapt in a way that is consistent with changing characteristics and demand of the environment, because agro-ecological environment is changing continuously and more rapidly in view of the development of 'knowledge society'. To achieve this, the training support program has to become a learning institution. This means within and between hierarchical levels in the training support program, the members need to share both positive and negative experience.

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Appendix 1: Criteria used to declare Vulnerability Status/ self-sufficiency of Mine Impacted Households:

Criteria for Vulnerability Status

Pre-mine vulnerability

- No job
- No business
- Only enough harvest from their farm to barely feed themselves

After the Mine impacted People

Non availability of food

- No mature farm to harvest food for feeding/sale
- No money to buy food
- No extended support in terms of food
- If they claim to be eating one meal or less a day and investigations showed this to be true.
- Claim from the household that they go hungry and investigations showed this to be true.

Household composition:

- If the household is made of elderly and /or children only
- If the household is made of unemployed women and children only
- If the household is made of diseased / disable only
- If a household is made up of children only (orphans)
- Children showing signs of malnourishment (extended body, yellow/orange hair, worms (intestinal))

Age:

- Unable to work due to old age
- Abandoned because of old age
- Abandoned because they claimed to have witchcraft
- Living on charity

Low income level for the household

- None from farm
- None or less income from job (White color Job)
- None or less income from business (Less than GH¢50)
 - None/less from sale of livestock(Less than GH¢50)
- None from rental
- No extended family supporting in terms of money or clothing
- No community or neighbourhood support

Homeless/Living in charitable housing

- When someone is living rough (homeless)
- When someone is living in a house on charity basis

(Health)

- When a member of the household is disabled
- When a member of the household is chronically ill or has a disease
- When a member of the household is a Drug Addict/prostitute
- No access to medical care (no money to go to the hospital or to register for NHIS)

Social discrimination

- Abandoned because of stigma due to ill health, witchcraft etc.

Criteria used to declare self-sufficiency:

If the household has:

1. A place to live
2. means of income
3. Access to medical care
4. Ability to feed itself

Appendix 2: Questionnaire to assess the role of the Newmont support program in the Ntotroso and Kenyasi resettlement communities of the Asutifi district of Ghana

Please tick where Yes or No is indicated.

Household demographic characteristics

Type of household: Male headed female headed

1. Age of household head and individual members and occupation of each

	Age	Sex M/F	Occupation
1			
2			
3			
4			
5			
6			
7			

Household livelihoods (Questions on Newmont Training-Support Program)

2. What support (assistant package) have you received from the Newmont/OICI vulnerable Training-Support Program? - tick where necessary

Assistance packages include the following;

1. Employment (white colour job)
2. Micro-Credit Support
3. Food basket (food aid)
4. National Health Insurance
5. Medical Treatment
6. Education (payment of school fees)
7. Others specify.....

3. How long have you received support from the training-support program?

- a) 1-6 months
- b) 7-11 months
- c) 1-2 year
- d) 3-4years
- e) Others specify.....

4. How has this support benefited you?

.....
.....

5. Have you received training through the vulnerable or OICI program? Yes/No. If yes, what type(s)?

- a) Agricultural improvement training
- b) Money and financial management training
- c) Business plan training
- d) Vocational technical training
- e) If vocational technical training, have you completed and gainfully employed?.

.....

6. Have any members of your family received training through the vulnerable or OICI program? Yes/No. If yes, what type(s)?

- a) Agricultural improvement training
- b) Money and financial management training
- c) Business plan training
- d) Vocational technical training.
- e)) If vocational technical training, has she/ he completed and gainfully employed?

.....

7. What benefit has these training brought into your live?

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

8. What are the problems you encounter with the form of assistance given by the training program – indicate for each form of assistance.....

.....
.....

9. How will you rate the quality of these trainings? a) Excellent, b) very good, c) good, d) somehow good, e) not good. Please give reasons for your answer.

.....
.....

Questions on how Agricultural improvement training has improved Farming

10.

- (1) Do you farm? Yes/No
- (2) Do any of your household members farm? Yes/No
- (3) Do you sell some of you farm produce? Yes/No. If yes, what quantity and how frequent?

.....

11. Have you received training in Agricultural improvement? Yes/No, if yes answer the questions below.

Please tick where applicable

a1	What crops do you produce?	cassava	Plantain	cocoa	Oil palm	others, specify.
a2	Reasons for your choice of crop?					
b	What was the size of your farm before training?	1acre	2acres	3acres	4 acres	others, specify
c	What is the current size of your farm?	1acre	2acres	3acres	4 acres	others, specify
d	Before training, were you using the following? Fertilizer, improved seeds, weeding on time, and planting in lines.	Yes	No	If no why?		
e	Do you apply the following after training? Fertilizer, improved seeds, weeding on time, and planting in lines.	Yes	No	If yes. What is your current yield? If no, why?		
f	Before training, what type of storage facilities were you using to store your farm produced?	local storage facilities		improved storage facilities		
g	How long do you store your produced?	2-4 months	4 -6 months	7-10 months	11-12months	others, specify
h	When do you sell your produce?	When prices are high		When I am in need of money		others, specify
i.a	Do you rear animals?	yes		No		
i.b	If yes what type of animals do you keep?	poultry	pigs	sheep	Grass cutter	others, specify

j	What system do you use in keeping them before training?	intensive system	semi- intensive system	Free range	
k	Do you provide supplementary feed to your animals currently?	Yes		No	
l	Were you providing supplementary feed to your animals before the training?	Yes		No	
m	Do you provide adequate health care for the animals through the assistance of veterinary officers?	Yes		No	
n	Were you providing adequate health care before training?	Yes		No	
o.a	Have you receive any assistance for your farm work?	Yes		No	
o.b	If yes, what type of assistance?	cash	inputs	Both	
p	How do the trainings improve your life?	Increase in production	Have food all year round	Have more income for the family	

Questions on other livelihood

12. Apart from the farming what other work do you do to earn income?

.....
.....

13. Have you been declared self sufficient by Newmont vulnerable training-support program? Yes/No. If yes, since when?

.....

Evaluation of the trainings

Please tick the ratings that best describe how you feel about the lessons of the trainings

1—No, 2— Somehow, 3—Yes

1	Were the lessons objectives of the trainings clear to you?	1	2	3
2	Were the training methods (e.g. group discussions, demonstrations, role play etc.) helpful to your learning?	1	2	3

3	Were the training materials helpful to you?	1	2	3
4	Did the training contribute to you knowledge base?	1	2	3
5	Were the instructional and presentation techniques helpful to your learning?	1	2	3
6	Was the amount of time allotted for each topic adequate for you?	1	2	3
7	Was the group work beneficial to you?	1	2	3
8	Is the venue of the training okay for you?	1	2	3
9	How will you rate the trainer, Good?	1	2	3

Check list

- What is the role of Newmont in vulnerable Training-support program?
Provision of resources for the running of the trainings
Provision of resource persons
Provision of micro-credit for grandaunts to establish themselves after Vocational Technical and Local Training (learning a trade)
Provision of farm input for trainees to establish their farms
Job placement for some grandaunts that excel during the Vocational Technical training e.g. catering services
- The aim of the vulnerable training-support program
- Number of impacted households benefiting from the program.
- Number of household declared self- sufficient
- Criteria for declaring vulnerability status of mine impacted households (Status of the selected farmers (group of interviewees) before the Training-support programs). This will give some baseline information of the lives of the vulnerable households
- Criteria for declaring vulnerable households (trainees) self-sufficient
- Types of assistance packages and how it is distributed to beneficiaries.

Appendix 3: A MAP OF GHANA

ASUTIFI DISTRICT- KENYASI IS IN THE BRONG AHAFO REGION OF GHANA

