



ASHESI UNIVERSITY COLLEGE

**ENHANCING BI-LINGUAL EDUCATION: A FEASIBILITY STUDY FOR A FRENCH
TEACHER TRAINING INSTITUTION**

Undergraduate Applied Project Submitted to The Department Of Business Administration,
Ashesi University in Partial Fulfillment of the Requirement for the Award Of Bachelor of
Science Degree In Business Administration.

B.Sc. Business Administration

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DECLARATION

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere

Candidate's Signature:

Candidate's Name: Julia Duodu

Date:

I hereby declare that the preparation and presentation of the Applied Project were supervised in accordance with the guidelines on supervision of Applied Project laid down by Ashesi University.

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EXECUTIVE SUMMARY

Mme. Natalie N'Guessan and Mr. Sablah are a couple who wish to renovate an old family house located in Madina, Accra (57 Westland Boulevard road, Accra Ghana) and use for a teacher training college for potential and current French teachers and tutors. The main aim of this project is to determine and evaluate whether it is feasible in all aspects to establish a French teacher training institution at Madina.

The market and technical feasibility analyses resulted in positive outcomes which implies the desirability of the project.

The proposed solution is the use of the Business Model Canvas which gives a detailed analysis of the business idea.

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CHAPTER 1: INTRODUCTION

1.1 Chapter Overview

This project is to analyze the feasibility of establishing a teacher training institution for the French language in Ghana, precisely in Madina – a suburb of the capital city of Ghana, Accra. This chapter gives a profile of the people behind this project (the clients), the rationale behind this project, why there is a need for the project and the research objectives for the project. Also in this chapter, there is an industry analysis done using The Porter's 5 forces as well as a SWOT analysis of the clients.

1.2 Profile of Clients

My clients are Mme. Nathalie N'Guessan and Mr Aaron Sablah, a middle-aged couple living in Adenta. Mme. N'Guessan, an Ivorian and Ghanaian, is currently an assistant lecturer of the French Language in Ashesi University, Ghana. She has taught French as a Foreign Language, French for Tourism and French for Health Workers, and is an examiner for the DELF (Diplôme d'Etudes en Langue Française) – an official qualification awarded by the French Ministry of Education to certify the competency of candidates from outside France in the French language. Her research areas of interest include language pedagogy, learning through games, learning through creative writing, learning through the task orientated method, developing an App to learn foreign languages and African literature and films.

Mr Aaron Sablah, on the other hand, is a Ghanaian IT expert. He owns an IT company that specializes in the installation of networks and CCTV cameras. He is more abreast with the administrative and legal process and systems in Ghana, thus the need to involve him in

understanding the Ghanaian system. The couple are within the lower-middle income bracket. They are currently planning to renovate an old family house located at Madina in the La Nkwantanang Madina Municipal District of Ghana. The training institution which will be a Non-Governmental Organization (NGO) is to help train and equip potential and already-existing French tutors and lecturers with more effective ways to teach pupils and students the French Language.

1.3 Context

After working in various sectors of the airline industry for over 20 years in many different countries in Africa- Francophone, Anglophone and Lusophone countries such as Mozambique, Angola and Cape Verde, Mme N'Guessan, one of the clients, decided to change professions and she trained to be a lecturer of French as a Foreign Language. She later came to Ghana, worked with Alliance Francaise as Co-director of Studies and then worked as a lecturer in Ashesi. While working for Ashesi University, she realised that some students had done French in High school but could not speak or write French as expected.

As an engagement to the community, she started offering extra tuition for the students in Berekuso Primary and JHS. This initiative confirmed her realisation. According to Nathalie, French is taught the traditional way in many schools and there is more to be done. In the first step to touch more people, she created a mobile app which can be used anywhere in Ghana. She also realized that teachers should be trained to teach in a more fun and interesting way. Thus the NGO aims to train French teachers and lecturers in new techniques to learn French, how to use interactive activities with students and games that increase students learning, etc.

1.4 Problem Statement

Mr. Sablah owns a house at Madina near the Presbyterian Primary school in the La Nkwantanang Madina Municipal District in the Greater Accra Region of Ghana and they intend to renovate it and setup an institution to train people who wish to be French teachers and also retrain French teachers with more effective ways to teach pupils and students the French Language which will produce better academic results from students. However, the couple is not certain of the market for such an institution in Ghana and at the desired location – Madina. Also, they do not have the adequate skills or system know-how to start and run the institution. Thus, the main problem is to determine and evaluate feasibility of establishing a French teacher training institution at Madina.

1.5 Justification of the project

In averring the importance of education, Nelson Mandela once said, “...We all know that education, more than anything else, improves our chances of building better lives” (Nelson Mandela, 2004). Any educational system or education, in general, must create an impact on the individual and the entire community. That is, it must help the individual develop and unearth their potential through the teaching and learning of numeracy, reading, and writing, as well as other skills such as technical and vocational skills. It must also help the country/community develop by creating jobs, bringing about innovation and raising critical thinkers as well as sustainable economic growth.

With regards to sustainable growth, among the United Nations’ Sustainable Development Goals is a goal set for quality and inclusive education. This is goal number four which has been set “to ensure inclusive and equitable quality education and promote lifelong learning

opportunities for all” (United Nations Statistics Division, 2015) The SDGs were set by the United Nations General Assembly in 2015 and are part of the Resolution 70/1 of the United Nations General Assembly: "Transforming our World: the 2030 Agenda for Sustainable Development" (United Nations Sustainable Development, 2018).

In order to achieve this goal (Goal 4), the UN has set a number of milestone targets that will help keep the organization on track with regards to reaching this goal. One of these milestones includes:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development. (UNESCO, 2019)

An inclusive educational system which aims at global citizenship and appreciation of cultural diversity is one which prioritizes the teaching and learning of various languages and cultures. Multilingualism ought to be a central concern in general education. Otherwise, it seems that English-medium education in postcolonial education systems is likely to produce an elite which is progressively alienated from the rest of the population (Phillipson, 1996).

Over the years, according to a report by the University of Ghana (Nimako, 2014), the French Language has been a major constraint to effective communication for Ghanaians on foreign and local platforms. Through globalization, it has become extremely necessary for Ghanaians to be aware of the importance of English-French bilingualism. It has an economic and political advantage for both Ghana and beyond.

The benefits of communicating in French alongside English can be seen predominantly in West Africa. As rightly put by the current President of Ghana, President Nana Addo Dankwa Akuffo-Addo, the English-speaking West African nations are “islands in the Francophone sea in West Africa”. From the West African map (See Appendix), majority of the countries are Francophones (8 out of 17 countries). Thus French-English bilingualism goes a long way to facilitate international relationships and international trade amongst the countries.

As a country surrounded by French-speaking countries – Burkina Faso to North, Togo to the South and La Cote D’Ivoire to the West – there is a high likelihood of day-to-day interactions and transacting of businesses with French-speaking people. According to the current President of Ghana, President Akuffo Addo, the focus of Ghana is to have French spoken fluently and the entire population to be conversant with the French language, to boost ties with the Francophonie (Government of Ghana, 2019). It has therefore become expedient for every Ghanaian to be able to speak and write in the French language so as to be able to communicate with neighbors. This emphasizes the importance of the language in Ghana for social, political, economic and international relations. The French language is one of the international languages widely used in commerce, administration, education, scientific and technology research, etc. Therefore employing training and re-training will help materialize the benefits of the language in the country.

Irrespective of how popular the English language may be, the French language continues to play a significant role in international relations. Currently, French is known as a language of diplomacy and international relations throughout the world. It is also becoming a lingua franca – “a language or way of communicating which is used between people who do not speak one another's native language (Collins English Dictionary, 2018). French is an official language of the

United Nation, the European Union, UNESCO, amongst others. In order to secure a profitable career in any international organization, proficiency in French is necessary.

1.6 Research Objectives

The purpose of this study is to assess the relevance attached to the French Language in Ghana. Also, the study examines the challenges Ghanaians encounter with regards to studying French and to evaluate the feasibility of a teacher training institution in Accra – Ghana. The objectives of this study are:

- To establish how important the French language is in Ghana's relations with her Francophone neighbors.
- To evaluate whether or not Ghanaians prioritize the study of the French language.
- To examine the challenges that Ghanaians encounter in the study of the language.
- To offer recommendations for the improvement of conditions that will enhance the study of French by Ghanaians.
- To evaluate the viability of a French teacher training institution through in-depth interviewing of the target market, observational shadowing, and secondary research

1.7 Industry Analysis (Porter's Five Forces)

Industry analysis also helps to understand the foundations of competition and the root causes of profitability. This is because the industry structure defines the gap between revenues and cost since the strength or weakness of the competitive forces affect prices, costs and the investment

required to compete (Porter, 2008). The competitive forces include customers, suppliers, potential entrants and substitute products.

Therefore in analyzing the French language education industry, these five competitive forces also known as The Porter's Five Forces will be used. The Porter's Five Forces is a framework/theory by Michael E Porter of Harvard Business School in 1979 to assess and evaluate the competitive strength and position of a business organization. It is also to determine the competitive intensity and attractiveness of a market, and understand whether new products or services are potentially profitable. The various forces as elaborated on earlier, are threats of new entrants, threats of substitutes, bargaining power of buyers, bargaining power of suppliers and rivalry among competitors.

1.7.1 THREATS OF NEW ENTRANTS

New entrants in an industry bring in new capacity and a desire to gain market share. This puts pressure on prices, costs, and the rate of investment necessary to compete. The threat of new entry in an industry depends on the height of entry barriers present in the industry and also the entrants' expectation of retaliation from incumbents. If entry barriers are low and newcomers expect little retaliation from the incumbents, the threat of entry is high and industry profitability is moderated.

In the industry of teaching French language in Ghana, there are few to no barriers to entry since the country is open to multilingualism, diversity in the educational system and global

citizenship. This can be deduced from a statement by the Dean of the School of Languages in Ghana, Professor Nana Aba Appiah Amfo, multilingualism is a component of what defines the Africa continent at large (2015). Also according to the Ministry of Education of Ghana, Ghana is committed to promoting the teaching and learning of French as a second official language in the country (Myjoyonline.com, 2018). The Deputy Minister of Education once stated that the Government of Ghana takes the teaching and learning of French very seriously due to the country's position economically and politically in the sub-region (Associates for Change, 2010).

These imply the industry is open to more institutions that are willing to effectively teach the French Language and enhance the international alliances of France and the francophone communities. Units/centers such as Centres Regionaux pour l'Enseignement de Francais (CREFs) – the Regional Centers for the Teaching and Learning of the French language, have been set up by the Government of Ghana for co-ordination and supervision of the teaching of French in their respective regions. The CREFs started in 1992 and continued until 2006 when Ghana joined the International Organization of Francophonie as an associate member. These regional centers are also to provide in-service training to French teachers as well as providing French language resources for both teachers and students of French

Through these centers, associations and governmental backing, the barriers which may restrict new institutions from operating effectively in the industry are few. The centers and associations serve as the sources of labor and facilities. They promote easy access to resources for the smooth teaching and learning process of the language.

Since entry barriers are low due to favorable government and other agencies policies, the threat of entry is high and the industry's profitability is moderated. This will affect the cost structure of the training institution.

1.7.2 THREAT OF SUBSTITUTES

In wider industry of training colleges/institutions in Ghana, the institutions charge tuition fees ranging from about GHC788 to GHC2520 per year. The fees however have few variations depending on the college in question. Therefore the medium of threat of substitutes can only depend on the type of courses each college offers. Also, the pricing structure of the entire industry shows an unattractive price-performance trade-off for customers in the French education industry. The pricing structure of this industry can be maintained or even capitalized on by enhancing services to secure to the market and eliminate the threat of substitutes completely.

Also, substitutes of the French teacher training industry in Ghana include teacher training colleges/institutions which offer solely English courses such as AIM Professionals Institute and Training College, Holy Spirit College of Education, Jackson College of Education, McCoy College of Education, Methodist College of Education, SDA College of Education, St Ambrose College of Education, Accra College of Education, Foso College of Education, among others. There is therefore high switching cost because of the clear distinction in the languages being taught.

An unattractive price performance trade-off and high switching cost implies there is a low threat of substitutes in the industry and since little or no cost is incurred in securing market share, the industry profitability is on a moderate level.

1.7.3 RIVALRY AMONGST EXISTING COMPETITORS

In assessing the rivalry among competitors in the industry, critical attention is paid to the basis of competition and the intensity of rivalry because these are components of rivalry in the industry.

Since there is a high concentration of institutions – 5 colleges of education (namely, Mount Mary College of Education, Wesley College of Education, Evangelical Presbyterian College of Education – Amedzofe, Bagabaga College of Education and Gbewaa College of Education) out of the countrywide 43 colleges in the industry and prices tend to be in the same range of GHC788 to GHC2520 per year, the basis of competition will be the institution's ability to differentiate its services.

Institutions already in the French teacher training industry tend to vary their teaching-and-learning techniques. They incorporate interactive and informative techniques in their processes as a differentiating factor and a major investment to support their position in the industry. Also, the chosen target market and the number of courses/languages being taught in a particular institution aside French language tends to differentiate it from the others.

For example, Ghana Baptist University College is a tertiary institution offering degree and diploma courses such as Education-French Bsc., Bachelor of Theology, Education-English, Nursing, among others (different courses). Mount Mary College of Education, formerly Mount Mary Training College also offers French-English, French-Ghanaian Language, English-Ghanaian Language, Social Studies-Music and Dance. Wesley College of Education (WESCO) is a teacher-training college offering various education courses and programs such as Science and mathematics, Physical education, French education, General program, Early childhood education

and Special need program. Similar courses are also offered in Bagabaga College of Education, Tamale – Northern Region of Ghana and these are all public institutions.

The variations in strategies of the various institutions in this industry and their capability to keep up and maintain the position in the industry tend to be extremely cost-intensive. Furthermore, it increases the fixed cost that customers (students and parents) face when they switch to other institutions. High concentration coupled with differentiated services results in high rivalry amongst competitors in the French teaching industry in Ghana.

1.7.4 BARGAINING POWER OF THE INTERMEDIATE USERS

A study done by the Associates of Change has shown that the patronage of the French Language in Ghana has improved as more people are pursuing French at the various levels of education (Associates of Change, 2010). However, there are only about 350-400 French teachers trained and graduating from the three training colleges of education which teach French each year according to the Deputy Minister of Education in Ghana (Associates of Change, 2010). This maybe as a result of the actual number of people pursuing French in all these colleges, out of the total intake – only 1/3 of the student intake at these colleges of education for French have teacher trainees pursuing French as a specialization (Associates of Change).

This indicates the reduction in number of customers in the industry and due to the major similarities in how the institutions are run, and the minimal variations in the target group and the number of languages being taught per each institution, there are few differences between competitors. Therefore, there is low to no incentive for customers to switch from one institution to

another. On the basis of price, since the price range is similar for most of the institutions (GHC788 to GHC2520 per year) customers tend to be less price sensitive.

In this regard, the bargaining power of customers is relatively low and therefore there will be less cost incurred in trying to satisfy customer needs or securing a position in the market.

1.7.5 BARGAINING POWER OF SUPPLIERS

There is an irregular supply of labor/human resources and other resources for teaching and learning irrespective of good partners and regulatory bodies. According to a report (Associates of Change, 2010), The Government of Ghana, with support from the French Embassy, has been promoting and supporting French language teaching through Ghana's public education system. The Ministry of Education, with French Embassy support, has placed particular emphasis on supporting the Colleges of Education (CoE) by training of tutors and lecturers at the teacher training level to develop the quality of French language teaching at the tertiary level.

The Cooperation and Cultural Action Office (SCAC) works in close collaboration with the Ministry of Education by financing useful equipment for the proper functioning of the 10 CREF regions (Regional Centre for Teaching French) across the country: computers, projectors, books, magazines, etc.

SCAC also supports universities with regard to continuous training of teachers, deliberating on teaching programs and the status of French as well as offering prompt material

support (donating ICT equipment, books, textbooks, etc.). Scholarships are offered to students at the Masters and Doctorate levels and some teachers receive teaching internships in France. SCAC supports these institutions with regards to the constant training of teachers, considering programs and teaching resources in order to meet the needs and constraints of the public better, as well as offering prompt material support (donating ICT equipment, books, textbooks, etc.)

As a result of these interventions, the bargaining power of suppliers in the industry is difficult to determine especially for human resources. This is because although there may be attractive incentives for labor to stay in the industry, some do not see the industry as lucrative and therefore do not desire to be a part. Graduates of French schools and Francophones tend to enter other industries where they may gain sufficient income such as the business industry. This can be deduced from the number of French teacher trainees in the various colleges of education.

Overall, the industry profitability is moderated as a result of the high threat of entry, low threat of substitutes, high rivalry amongst competitors, relatively low bargaining power of customers and moderate bargaining power of suppliers. This determines the industry structure and furthermore, influences the cost structure and profitability of the proposed institution – The Training Institute.

1.8 Company Profile

The Training Institute is a non-profit Teacher Training institute for training and equipping potential and already-existing French tutors and lecturers with more effective ways to teach pupils and students the French Language. Also, there will be post-training follow-up services as well as a research center and provision of academic resources.

The institution is yet to begin operations, however, to commence, a feasibility study must be conducted to determine how viable the business idea is.

The institution is intended to be located in Madina, Accra (57 Westland Boulevard road, Accra Ghana) with about 5 teaching and non-teaching staff and a total enrollment for its first year of about 10 students.

1.9 SWOT Analysis of Mme. N'Guessan & Mr. Sablah

1.9.1 Strengths

Mme. N'Guessan strengths includes being a francophone, teaching several courses, and also an examiner for the DELF examinations. Therefore she will well equipped with skills and knowledge about the French-English bilingual system. Additionally, Mr. Sablah is well abreast with the administrative and legal process and systems in Ghana and also his field of Information Technology (IT) hence can help with technical skills in the establishment and management of a school in Ghana.

1.9.2 Weaknesses

The couple are within the low to middle income range thus financing the project from their personal income and savings may be challenging. This is because, although there may be support from the French Embassy and other agencies and since the proposed institution is intended to be a Non-Governmental Organization (NGO), the sources of revenue may not be sustainable enough over the years.

1.9.3 OPPORTUNITIES

There is a funding opportunity from the French embassy and the supply of facilities and teaching aids from the University of Angers, France. Also, Mr. Sablah owns an old house which can be renovated and used initially and later expanded when necessary. The location of the house is strategic because it is situated opposite a primary school in a busy town. The funding could offset the cost expenses for a number of years as the institution is in operation. Also, the location of the house is easily accessible and it is also at a vantage point which could help to bring in more customers.

1.9.4 THREATS

As an NGO solely to help train and re-train graduates and French teachers respectively in more effective ways of teaching the French language, The Training Institute is relatively new in the industry. Therefore they will be some sort of uncertainty as to what level of demand to expect, how much fees to charge, how consistent will funding come in, among others. This serves as a potential threat to the clients.

Strengths	Weaknesses	Opportunities	Threats
Adequate knowledge of industry	Other sources of income, e.g. Personal savings.	Good partnerships & Regulatory bodies	Uncertainty associated with being new in the industry

1.10 Conclusion

Mr Aaron Sablah and Mme. Natalie N'Guessan is the couple behind this project of starting an NGO French teacher-training institution to help satisfy the need for qualified French teachers in

the country. Based on the industry analysis, the industry is moderately profitable. Thus the cost structure and profitability of the proposed institution can be influenced. Also the SWOT analysis of the clients shows how the opportunity of funding from external sources may be a threat if not consistent and adequate.

CHAPTER 2: LITERATURE REVIEW

2.1 Chapter Overview

This chapter is based on secondary research such as academic articles and theses. The chapter is on bilingualism, bilingual education, adult education and the education system of Ghana.

2.2 Definition of bilingualism

“A bilingual person is someone who speaks two languages. A person who speaks more than two languages is called 'multilingual' (although the term 'bilingualism' can be used for both situations)”. (Birner, B. 2012)

People become bilingual either by acquiring two languages at the same time in childhood or by learning the second language in addition to their first language.

2.3 Importance of bilingualism

According to some language experts, picking up a second language will likely polish your intellect and improve your quality of life. It gives students, undergraduates and anyone who is eligible to work, an edge on the job market especially when applying to multinational companies.

It has also been proven that bilinguals have the potential to earn more than monolinguals. An article in the Economist looked at a hypothetical case where a bilingual worker banked his or her language bonus over time and it was found that speaking Spanish is worth an extra of \$51,000, French \$77,000 and German \$128,000.

According to a language expert, “When you acquire a new language, you just do not learn vocabulary. You learn to put that language in the context of a different culture”(“10 reasons to be bilingual - NIU Newsroom,” 2015). Bilingualism gives people a global perspective to issues and

why people do things differently. It also gives people the opportunity to travel and interact more. When you visit a place and you can speak the language (s) spoken there, you tend to have more personal interactions and it makes travel easier and more exciting.

2.4 Bilingual Education

According to Anderson et al, “bilingual education is instruction in two languages and the use of those two languages as mediums of instruction for any part, or all, of the school curriculum. (Anderson, Boyer & Southwest Educational Development Laboratory, 1970). Bilingual education is said to have commenced when more than one language is used to teach content rather than being taught as a subject by itself. (Baker C., & Prys-Jones, 1998). Below are possible language combinations applied in bilingual education according to Pokrivcáková (2013).

TABLE 1: POSSIBLE COMBINATIONS OF BILINGUAL EDUCATION

Combination	Explanation
L1 + L2	Instruction that combines L1 (a mother language; the first language, a native language) with L2 (a second language; the language of instruction that is not a learner’s mother language but is used as an official, state language in the country)
L1 + FL	Instruction given in both L1 and FL (a language that is neither a learner’s mother language nor an official language used in the country)
L2 + FL	Instruction provided in L2 and FL
FL1 + FL2	Instruction given in two different foreign languages that are neither a learner’s mother language nor an official

	language used in the country
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2.5 Models of Bilingual Education

There are four (4) broad models of bilingual education according to Stephen May (2008). In categorizing, the models were synthesized into meaningful categories based on the opinions of other researchers. One of the guidelines used in categorizing is that programs can be either subtractive which means it promotes monolingual learning in the dominant language by either losing or replacing one language with another, or a language can also be additive which means it promotes bilingualism and bi-literacy over the long term, usually adding another language.

Another guideline is that programs fall between transitional models, maintenance models, enrichment models and heritage models. Using this guideline, transitional bilingual education usually begins in Kindergarten or Elementary school by using the students' first language as the media of instruction. However this model aims at the students leave their first language capabilities after 1-2years and develop that of the second language i.e. shift from the home language to the dominant language. It is therefore aimed at bilingualism in the beginning but eventually monolingual teaching and learning, usually in the dominant language.

Maintenance bilingual education on the other hand is more additive and fairly strong. It does not involve development or extension of minority language. Instead, it is limited to maintenance of the minority language. A maintenance bilingual program aims at forming a solid academic base for the student in their first language that "in turn facilitates the acquisition of literacy in a second language, on the basis of the developmental interdependence principle" (James Cummins, 1979; Jim Cummins, 2000).

Enrichment bilingual education emphasizes on teaching students academic proficiency through the medium of a second language as a result of which literacy in the second language can be accomplished. Similar to the maintenance model, enrichment bilingual education aims at bilingualism and bi-literacy for individual students and also maintenance of the minority language in the community.

The final model is the heritage bilingual education. It merges both maintenance and enrichment. It aims at recovering lost and endangered language

A brief summary of each model has been detailed in the table below.

TABLE 2: SUMMARY OF BILINGUAL EDUCATION PROGRAMS

Model	Immersion	Aim
Enrichment	Additive/Strong	The aim is bilingualism and bi-literacy as well as extension of the minority language and culture into the community and nationally.
Heritage	Additive/Strong	The aim is rejuvenation of an indigenous language. The aim is usually bilingualism and bi-literacy, although the heritage language can take priority.
Maintenance	Additive/Moderately strong	The aim is bilingualism and bi-literacy, although slightly limited. The student's L1 is maintained so that it can become the basis for L2 learning, but the L1 is not developed or extended. The student's culture and identity is affirmed.

Transitional	Subtractive/Weak	<p>The aim is monolingualism.</p> <p>Instruction in the student's L1 is temporary because the aim is to leave that behind and teach only using L2.</p> <p>The dominant culture and identity is affirmed.</p>

2.6 Adult Education (Andragogy)

An European educator known as Alexander Knapp coined the label "andragogy," from the Greek word aner (with the stem andr-), meaning "man, not boy" or adult. Literally, andragogy means the understanding of the science and practice of adult learning (Graham, S., 2017).

According to Malcolm, andragogy is premised on some four assumptions relating to the characteristics of the learners as they mature. These assumptions include the learners' self-concept moving from one of being a dependent personality toward being a self-directed human being, the learners' growing reservoir of experience that becomes an increasingly rich resource for learning, the learners' readiness to learn which also becomes oriented increasingly to the developmental tasks of their social roles and finally, the learners' time perspective changing from one of postponed application of knowledge to immediacy of application, and accordingly, their orientation toward learning shifts from one of subject-centeredness to one of performance-centeredness.

As a result of these assumptions, andragogy produces at least seven outcomes. These include a mature understanding of oneself (i.e. one's motivations, needs, interests, goals and

capacities). Also, people develop acceptance, respect and love toward others by thinking critically about ideas from people. Another outcome is a fluid and dynamic attitude toward life by embracing new opportunities to learn. People also understand and react to causes and not symptoms when they go through andragogy. Furthermore, people gain the understanding of change and have the ability to also change their society.

2.7 Conclusion

Bilingualism is important because it gives people an advantage on the job market. Since the world is evolving into a global village, a bilingual can easily interact with others and they gain deeper understanding to global issues. Also, the most used model of bilingual education in Ghana is the maintenance model because the choice of language of instruction used in schools and homes. Bilingualism and bilingual education can be applied with andragogy to give adults a wider and deeper view of the global village we are in.

CHAPTER 3: RESEARCH METHODOLOGY

This chapter covers the research techniques used to obtain data for this project and analyze information. The techniques are as follows: extensive secondary research, interviews, observations, and site visits and data analysis techniques. These techniques have been expatiated on below.

3.1 Secondary research

Secondary research is a technique used to gather data that have been already collected by and readily available from other sources. This data is known as secondary data. For the purpose of this project, secondary data was gather from:

- The website of United Nations organization for information on the Sustainable Development Goals (SDGs)
- Websites of other schools in the industry such as Alliance Francaise for data in the industry analysis
- Other sources such as online news articles, online journals, academic articles on bilingualism and website posts.

3.2 Interviews & Questionnaires

The interviews were conducted with the clients. This occurred on various occasion face-to-face, over the phone and during the site visit. Potential customers were given questionnaires as google forms to complete. The form was created and sent out on the 25th of March, 2019.

3.3 Site visit and Observations

There was one site visit which took place on 12th of March, 2019. The visit was done together with the client, Mr. Aaron Sablah. The purpose was to get acquainted with the site of the project as well as observe the culture and lifestyle of the potential market in the vicinity. The visits were also to assess the marketability of the area and the disadvantages of the area also.

3.4 Data Analysis

The primary data collected were analyzed using various techniques. Data regarding the financial feasibility of the project were analyzed using valuation techniques such as Net Present Value, etc. Bar charts and graphs were used to analyze and group data from interviews. However, Valuations, cost and revenue estimates were only samples based on assumptions

3.5 Conclusion

The next chapter contains findings from the above research methodologies.

CHAPTER 4: RESEARCH FINDINGS

4.1 Interview Findings

During the interactions with the clients, it was discovered that the location of the school will be in renovated family house in Madina. The school will run as an NGO with help from the French Embassy and the University of Angers, France. The Embassy will help with the recruitment of staff and faculty as well as the supply of amenities for teaching. The University of Angers will also help with the supply of teaching aids and furniture for the school.

Findings from the survey showed that most potential customers / the public were of the opinion of moderate patronage of the French language. Majority of the respondent chose training and re-training of the leaders as the solution and hence were interested in attending a training college.

(See Appendix for responses)

4.2 Market Feasibility

4.2.1 THE MARKET AREA

The La Nkwantanang Madina Municipal was carved from the Ga East Municipal and was created and inaugurated along with others on the 28th of June, 2012. It is one of the 260 Metropolitan, Municipal and District Assemblies (MMDAs) in Ghana, and also a part of the 29 MMDAs in the Greater Accra Region.

The administrative capital of this municipal is Madina and the municipal covers a total land surface area of 70.887 square kilometers. It shares borders on the west with the Ga East Municipal, on the east with the Adentan Municipal, the south with Accra Metropolitan Assembly and the north with the Akuapim South District. (See Appendix for map)

The population of the Municipality per the 2010 population and housing census is one hundred and eleven thousand nine hundred and twenty-six (111,926) with fifty-four thousand two hundred and seventy-one (54,271) males and fifty-seven thousand six hundred and fifty-five (57,655) females comprising 48.5 percent males as against 51.5 females. (GSS, 2012). The age structure (majority of the population within the age groups of 20-24 years and 25-29 years) shows the youthful population of the municipal. One - third (35.5 %) of the population (of both sexes) was engaged in service and sales work, especially females (51.8 %). Greater proportions of males than females are engaged in craft and related trades (28.3% and 15.7% respectively) and plant and machine operators and assemblers (14.3% and 0.4% respectively). Various statistics are shown in the appendix which detail out the economic and demographic status of the municipal.

4.2.2 POTENTIAL COMPETITION

There is no French teacher training institution in Madina or its environs. However, some English teacher training colleges (colleges of education) such as Accra College of Education, St. Monica's College of Education and Presbyterian College of Education are located in Accra, Mampong and Akropong-Akuapem respectively. The institution which may be seen as a competitor is Alliance Francaise which is located at Opeibea, around 37 bus station, Accra. Alliance Francaise, although it may not be a college of education, is an institution where people with various proficiencies in the French Language (from beginner to advanced level) attend classes and session to improve their writing and speaking skills in the language.

Alliance Francaise may be a competitor but The Training Institute is the sole provider of training teachers and people who desire to teach the French language more effectively in Madina

Upon analysis based on the above criteria, it can be concluded that the project is desire under the market study.

4.3 Technical Feasibility

4.3.1 LOCATION AND SITE OF THE SCHOOL

The school is intended to be located at Madina which is in the La Nkwantanang Madina Municipal (formerly part of Ga East Municipal) of the Greater Accra region. Below is Fig. 1, a google map image of the community in which the school may be situated.

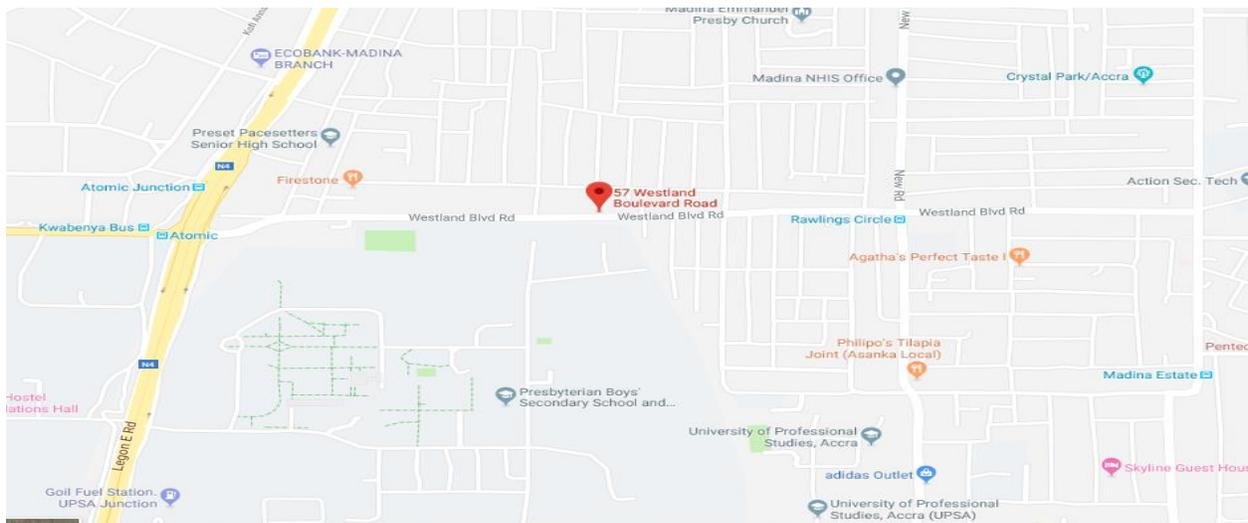


FIGURE 1: GOOGLE MAP OF THE INTENDED LOCATION OF THE SCHOOL

The house which is intended to be renovated and used for the institution located opposite the Presbyterian primary school at Madina on the Westland Boulevard road. To get there, one has to board a bus to the second atomic junction, right after the roundabout and before heading towards Madina station. At the junction, one has to board a taxi/cab heading towards the Presbyterian Primary road school. The house is right opposite the school, on the left.

Two-thirds (2/3) of the house is intended to be used for the running of the institution. The other part (1/3) serves as residence for the caretaker of the house. As seen in Fig. 2, there will be a reception right at the entrance and adjacent to the reception is library (to the right) and classrooms (to the left). Next to the library is the resource center and washrooms, then offices for tutors and administrators. There will be a corridor at the center of the house, between the resource center and the classrooms.

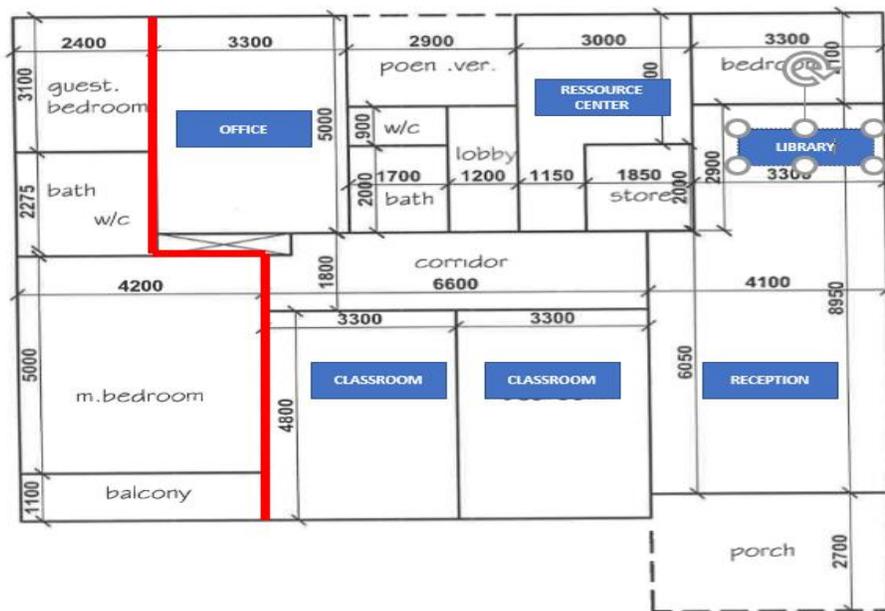
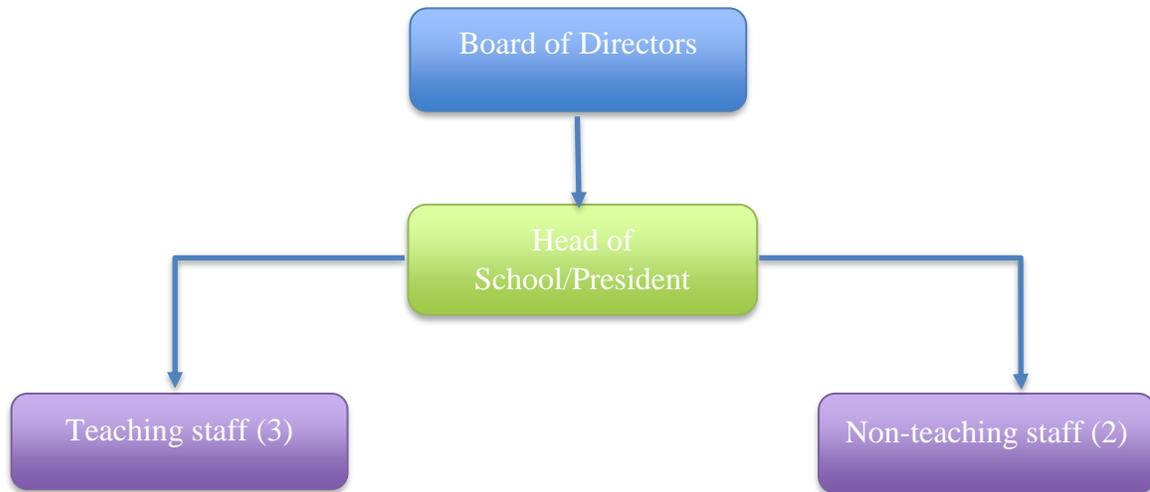


FIGURE 2: RENOVATION PLAN FOR THE HOUSE

From observations, the building intended to be used for the school is at a strategic location. Its position at the side of the road will make advertising quite easy. Also being situated in Madina, one of the busiest towns in Accra and also close to various universities such as The University of Ghana- Legon and University of Professional Studies (UPSA) is advantageous for capturing potential customers who are graduates or tutors of the French Language.

4.3.2 HUMAN RESOURCE NEEDED

According to the National Accreditation Board (NAB), to lecture in Ghanaian universities, a person needs to have a terminal degree i.e. a PhD or a research Master's degree of at least one year. Below is the sample organogram for the school.



4.5 Financial Feasibility

4.5.1 KEY ASSUMPTIONS

1. The revenue items are assumed to increase by 20% per annum
2. Registration fee is assumed to be incurred only in year zero
3. There is a 1.01% increase in expenses from year two
4. Cost of Capital is assumed to be the bank interest rate of 15.9%

Thus, the estimated cost of the project is approximately fifteen hundred thousand Ghana Cedis (GHS150 000.00). The estimated revenue for year one is approximately forty-eight thousand

Ghana cedis (GHS 48 000.000).

Item	Development Budget	Notes	Sub-Total Cost (GHS)	Total Cost (GHS)
A	Renovation Cost			
1	Permit & Approval fees:			
	<i>Environment permit</i>	Estimate	130.10	
	<i>School permit</i>	Estimate	130.32	
	<i>Fire permit</i>	Estimate	700.22	
2	Utility charges (supply & connection)	*Note 1 Estimate	650.00	
3	Repairs and Replacements	*Note 2 Estimate	1,500.00	3,110.64
B	Infrastructure if any			
1	External works including the following		100,160	
	Parking area and frontage		-	
	Landscaping and horticulture	Estimate (6% of renovation cost)	-	100,160
C	Professional Fees			
	Interior decorator		100,600.00	
	Legal Fees	Estimate (10% of renovation cost)	-	
	Estimator/cost consultant		-	100,600.00
D	Furnishings & Equipment			
1	Furnishings & Decorations	*Note 3 Estimate	40,700.00	
2	Data & Communications	Estimate	500.00	41,200.00
E	Miscellaneous expenses			
	Salary for trainers per week		6,000.00	
	Salary for secretary/receptionist per week		1,000.00	
	Miscellaneous per week (Tea break, lunch, etc.)		1,000.00	8,000.00
	Total Development Cost			152,910.64

FIGURE 3: BUDGET FOR PROJECT

*Note 1			
Water supply per month			150.00
Electricity supply per month			500.00
*Note 2			
Office 1			500.00
Office 2			500.00
Office 3			250.00
Office 4			250.00
*Note 3			
Reception counter			1,300.00
Reception counter chairs			-
Visitors chairs			-
Printer/Photocopier/Scanner			450.00
Water fountain			500.00
Workstation 3 in 1			1,300.00
Chairs			-
Shelves			1,500.00
Office 1 chairs			200.00
Office 2 chairs			200.00
Office 3 chairs			100.00
Office 4 chairs			100.00
Visitors chairs			-
Shelves			400.00
Printer			150.00
A/c			-
Whiteboard flipchart			100.00
Secretary's counter			1,500.00
Secretary's chair			-
Tables and chairs			20,000.00
Whiteboards			800.00
Video projector			750.00
Sound system			-
Microwave oven			250.00
Refrigerator			500.00
Electric kettle capacity 5 liters			250.00
Tableware coffee break seminars			150.00
Stationery per trainer			3,000.00

FIGURE 4: NOTES FOR BUDGET

Embassy funding (75% of the 2 classroom furnishing)	GhC
1 table and chair priced at Kingdoms books	20000
2 boards	1000
Paint and blinds/curtains	1000
Toilet facilities	5000
Total funding	20250
Registration fee per person	150
Internet usage fee per hour/per head (Resource center)	360
Total Revenue	47760

FIGURE 5: REVENUE FOR PROJECT

CHAPTER 5: RECOMMENDED SOLUTION, LIMITATIONS AND CONCLUSION

5.1 Recommended Solution

5.1.1 HOW TO IMPLEMENT THE BUSINESS MODEL CANVAS (BMC)

The Business Model Canvas is “a strategic management tool to quickly and easily define and communicate a business idea or concept” (Bartlett, C., 2016)

The Business Model Canvas				
		Team or Company Name: The Training Institute	Date: 03/29/19	<input checked="" type="checkbox"/> Primary Canvas <input type="checkbox"/> Alternative Canvas
Key Partners <ul style="list-style-type: none"> The French Embassy University of Angers Teachers Undergraduates Parents Schools 	Key Activities <ul style="list-style-type: none"> Research Training sessions 	Value Proposition <ul style="list-style-type: none"> Bilingual education Competitive advantage in the industry Ease to teach French More interactive way of teaching French 	Customer Relationships <ul style="list-style-type: none"> Small class sizes Insightful training sessions 	Customer Segments <ul style="list-style-type: none"> Teachers Parents Undergraduates
	Key Resources <ul style="list-style-type: none"> Projectors Internet and computers Teaching and learning materials such as textbooks Classroom space Research materials 		Channels <ul style="list-style-type: none"> Word-of-mouth Social media Flyers and posters Meetings Workshops 	
Cost Structure <ul style="list-style-type: none"> Utility bills Maintenance cost Remuneration for teachers 			Revenue Streams <ul style="list-style-type: none"> Fees charges Funding from donors and partners Parent contribution 	

The Value Proposition shows the exchange of value between the business and the clients. In the case of this project, the value proposition is essentially bilingual education.

Customer segments is about dividing the customer base into groups that are similar such as demographics and interests. The customer base for this project is divided between teachers, parents and undergraduates.

Customer relationships is basically about the interaction between the business and the customers. The customer relationship in this case is how small the classes will be and the various sessions organized.

The channels used in this project is via word-of-mouth, social media, workshops, among others.

The key activities which will be undertaken in the project include research (research center) and training workshops

5.1.2 WHY THE BUSINESS MODEL CANVAS

The BMC was used because the project is seen as feasible and therefore the BMC helps to give a clear understanding of the business idea and also makes the connection between the idea and how to translate it into a business.

5.1.3 LIMITATIONS

Some limitations include coming up with assumptions for the financial analyses. Also, gathering information by moving to Madina and Accra was tedious.

5.1.4 CONCLUSION

As a result of global citizenship and the awareness created on how important bilingualism is, the essence of a teacher training institution cannot be underestimated although it may require a significant amount of funding.

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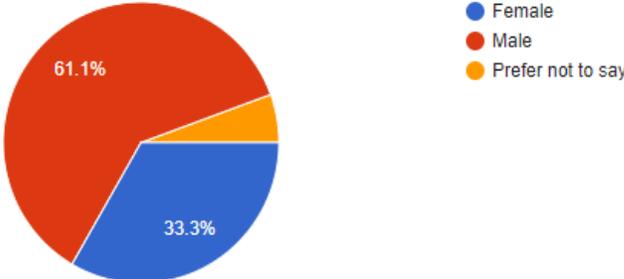
APPENDICES

THE GLOBAL GOALS
For Sustainable Development



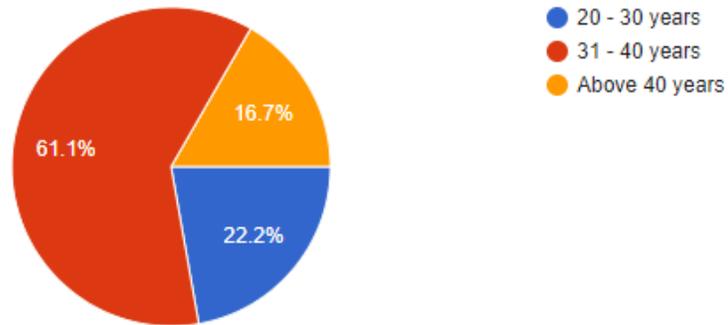
What is your gender?

18 responses



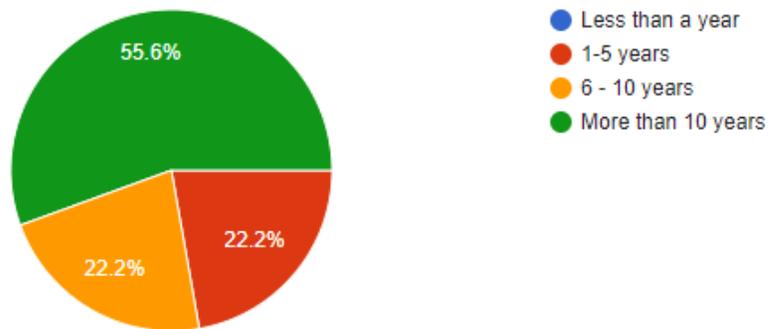
What is your age range?

18 responses



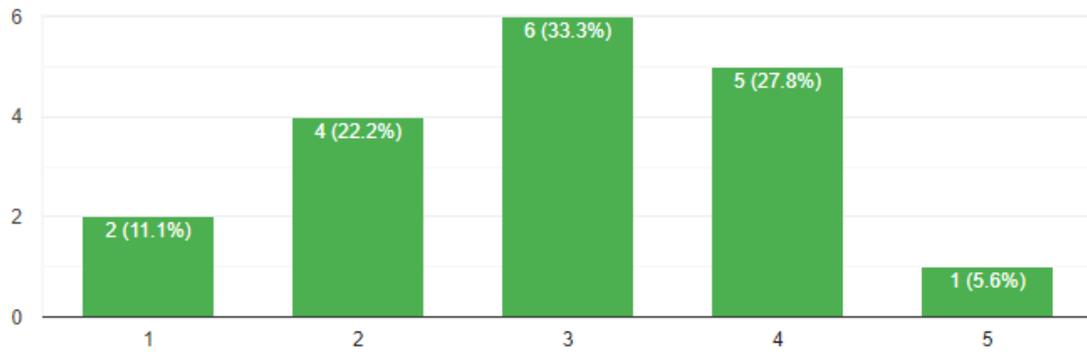
For how many years have you been teaching French

18 responses



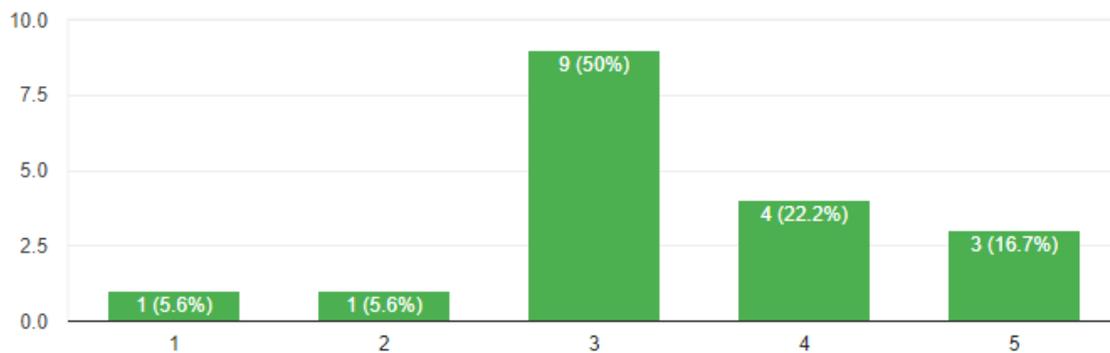
In your opinion, please rate Ghanaians patronage and attitude towards learning the French Language.

18 responses



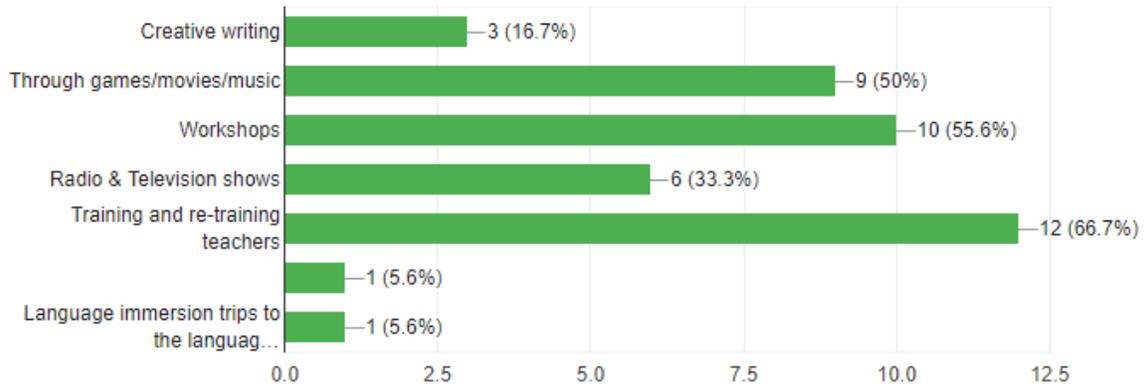
In your opinion, please rate Ghanaian French teachers patronage and attitude towards teaching the French Language.

18 responses



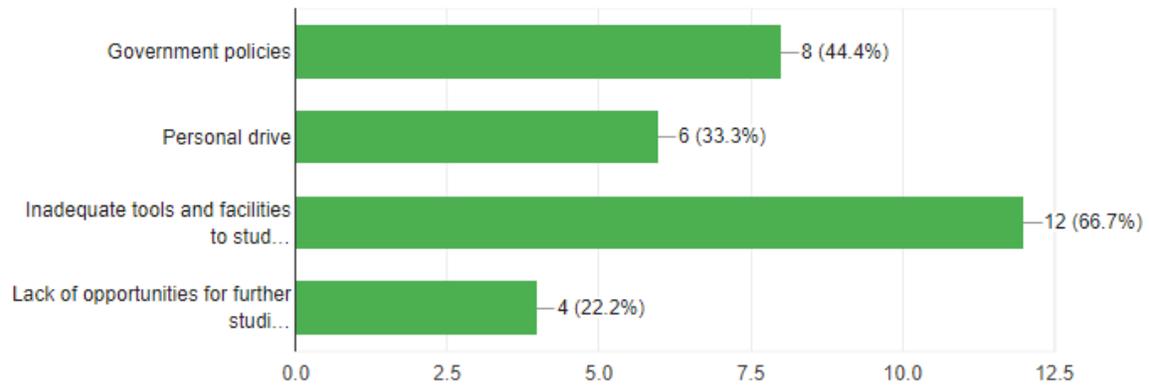
In what ways can the teaching and learning of the French language be improved?

18 responses



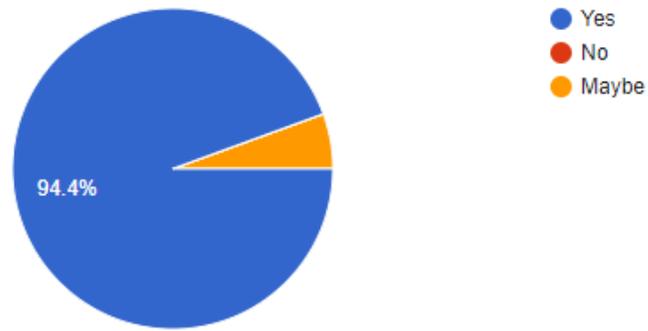
What are the factors that influence the patronage level/attitude towards the French language in Ghana

18 responses



If there were to be a Training center for French teachers and lecturers, will you patronize it?

18 responses



If No or Maybe, Indicate why

1 response

Depends on what they have to offer.



Table 4.1: Population 15 years and older by activity status and sex

Activity status	Total		Male		Female	
	Number	Percent	Number	Percent	Number	Percent
Total	79,841	100.0	38,612	100.0	41,229	100.0
Economically active	55,012	68.9	27,293	70.7	27,719	67.2
Employed	50,770	92.3	25,154	92.2	25,616	92.4
<i>Worked</i>	<i>49,049</i>	<i>96.6</i>	<i>24,438</i>	<i>97.2</i>	<i>24,611</i>	<i>96.1</i>
<i>Did not work but had job to go back to</i>	<i>1,625</i>	<i>3.2</i>	<i>668</i>	<i>2.7</i>	<i>957</i>	<i>3.7</i>
<i>Did voluntary work without pay</i>	<i>96</i>	<i>0.2</i>	<i>48</i>	<i>0.2</i>	<i>48</i>	<i>0.2</i>
Unemployed	4,242	7.7	2,139	7.8	2,103	7.6
<i>Worked before, seeking work and available</i>	<i>1,742</i>	<i>41.1</i>	<i>823</i>	<i>38.5</i>	<i>919</i>	<i>43.7</i>
<i>Seeking work for the first time and available</i>	<i>2,500</i>	<i>58.9</i>	<i>1,316</i>	<i>61.5</i>	<i>1,184</i>	<i>56.3</i>
Economically not active	24,829	31.1	11,319	29.3	13,510	32.8
Did home duties (household chore)	4,456	17.9	1,098	9.7	3,358	24.9
Full time education	14,090	56.7	7,236	63.9	6,854	50.7
Pensioner/Retired	1,430	5.8	912	8.1	518	3.8
Disabled/Sick	911	3.7	497	4.4	414	3.1
Too old/young	1,769	7.1	496	4.4	1,273	9.4
Other	2,173	8.8	1,080	9.5	1,093	8.1

Source: Ghana Statistical Service, 2010 Population and Housing Census

Table 4.2: Population 15 years and older by sex, age and activity status

Sex/Age group	All status		Employed		Unemployed		Economically not active	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Both Sexes								
Total	79,841	100.0	50,770	63.6	4,242	5.3	24,829	31.1
15-19	11,191	100.0	2,031	18.1	335	3.0	8,825	78.9
20-24	14,533	100.0	6,813	46.9	1,261	8.7	6,459	44.4
25-29	13,991	100.0	10,212	73.0	1,206	8.6	2,573	18.4
30-34	10,274	100.0	8,622	83.9	545	5.3	1,107	10.8
35-39	7,910	100.0	6,940	87.7	290	3.7	680	8.6
40-44	5,804	100.0	5,164	89.0	178	3.1	462	8.0
45-49	4,409	100.0	3,861	87.6	132	3.0	416	9.4
50-54	3,630	100.0	2,993	82.5	106	2.9	531	14.6
55-59	2,432	100.0	1,884	77.5	70	2.9	478	19.7
60-64	1,839	100.0	996	54.2	77	4.2	766	41.7
65+	3,828	100.0	1,254	32.8	42	1.1	2,532	66.1
Male								
Total	38,612	100.0	25,154	65.1	2,139	5.5	11,319	29.3
15-19	4,998	100.0	728	14.6	145	2.9	4,125	82.5
20-24	7,019	100.0	3,192	45.5	616	8.8	3,211	45.7
25-29	6,780	100.0	4,902	72.3	646	9.5	1,232	18.2
30-34	5,196	100.0	4,474	86.1	270	5.2	452	8.7
35-39	4,012	100.0	3,585	89.4	157	3.9	270	6.7
40-44	2,887	100.0	2,647	91.7	90	3.1	150	5.2
45-49	2,165	100.0	1,936	89.4	76	3.5	153	7.1
50-54	1,731	100.0	1,519	87.8	49	2.8	163	9.4
55-59	1,181	100.0	988	83.7	37	3.1	156	13.2
60-64	884	100.0	542	61.3	35	4.0	307	34.7
65+	1,759	100.0	641	36.4	18	1.0	1,100	62.5
Female								
Total	41,229	100.0	25,616	62.1	2,103	5.1	13,510	32.8
15-19	6,193	100.0	1,303	21.0	190	3.1	4,700	75.9
20-24	7,514	100.0	3,621	48.2	645	8.6	3,248	43.2
25-29	7,211	100.0	5,310	73.6	560	7.8	1,341	18.6
30-34	5,078	100.0	4,148	81.7	275	5.4	655	12.9
35-39	3,898	100.0	3,355	86.1	133	3.4	410	10.5
40-44	2,917	100.0	2,517	86.3	88	3.0	312	10.7
45-49	2,244	100.0	1,925	85.8	56	2.5	263	11.7
50-54	1,899	100.0	1,474	77.6	57	3.0	368	19.4
55-59	1,251	100.0	896	71.6	33	2.6	322	25.7
60-64	955	100.0	454	47.5	42	4.4	459	48.1
65+	2,069	100.0	613	29.6	24	1.2	1,432	69.2

Source: Ghana Statistical Service, 2010 Population and Housing Census

Table 4.3: Employed population 15 years and older by occupation and sex

Occupation	Both sexes		Male		Female	
	Number	Percent	Number	Percent	Number	Percent
Total	50,770	100.0	25,154	100.0	25,616	100.0
Managers	2,897	5.7	1,584	6.3	1,313	5.1
Professionals	5,348	10.5	3,254	12.9	2,094	8.2
Technicians and associate professionals	2,311	4.6	1,736	6.9	575	2.2
Clerical support workers	1,964	3.9	960	3.8	1,004	3.9
Service and sales workers	18,013	35.5	4,743	18.9	13,270	51.8
Skilled agricultural forestry and fishery workers	921	1.8	561	2.2	360	1.4
Craft and related trades workers	11,147	22.0	7,115	28.3	4,032	15.7
Plant and machine operators and assemblers	3,716	7.3	3,607	14.3	109	0.4
Elementary occupations	4,282	8.4	1,478	5.9	2,804	10.9
Other occupations	171	0.3	116	0.5	55	0.2

Source: Ghana Statistical Service, 2010 Population and Housing Census

Table 4.4: Employed population 15 years and older by Industry and sex

Industry	Both sexes		Male		Female	
	Number	Percent	Number	Percent	Number	Percent
Total	50,770	100.0	25,154	100.0	25,616	100.0
Agriculture forestry and fishing	1,220	2.4	762	3.0	458	1.8
Mining and quarrying	141	0.3	108	0.4	33	0.1
Manufacturing	7,133	14.0	3,099	12.3	4,034	15.7
Electricity gas steam and air conditioning supply	188	0.4	149	0.6	39	0.2
Water supply; sewerage waste management and remediation activities	212	0.4	152	0.6	60	0.2
Construction	3,529	7.0	3,413	13.6	116	0.5
Wholesale and retail; repair of motor vehicles and motorcycles	14,824	29.2	5,056	20.1	9,768	38.1
Transportation and storage	3,292	6.5	3,081	12.2	211	0.8
Accommodation and food service activities	4,415	8.7	740	2.9	3,675	14.3
Information and communication	806	1.6	586	2.3	220	0.9
Financial and insurance activities	1,153	2.3	704	2.8	449	1.8
Real estate activities	100	0.2	90	0.4	10	0.0
Professional scientific and technical activities	1,166	2.3	823	3.3	343	1.3
Administrative and support service activities	824	1.6	663	2.6	161	0.6
Public administration and defence; compulsory social security	1,722	3.4	1,193	4.7	529	2.1
Education	3,068	6.0	1,568	6.2	1,500	5.9
Human health and social work activities	1,397	2.8	617	2.5	780	3.0
Arts entertainment and recreation	639	1.3	552	2.2	87	0.3
Other service activities	4,225	8.3	1,481	5.9	2,744	10.7
Activities of households as employers; undifferentiated goods and services - producing activities of households for own use	611	1.2	248	1.0	363	1.4
Activities of extraterritorial organizations and bodies	105	0.2	69	0.3	36	0.1

Source: Ghana Statistical Service, 2010 Population and Housing Census

Table 4.6: Employed population 15 years and older by employment sector and sex

Employment Sector	Both sexes		Male		Female	
	Number	Percent	Number	Percent	Number	Percent
Total	50,770	100.0	25,154	100.0	25,616	100.0
Public (Government)	5,626	11.1	3,401	13.5	2,225	8.7
Private Formal	8,947	17.6	5,970	23.7	2,977	11.6
Private Informal	35,412	69.7	15,219	60.5	20,193	78.8
Semi-Public/Parastatal	89	0.2	60	0.2	29	0.1
NGOs (Local and International)	586	1.2	421	1.7	165	0.6
Other International Organisations	110	0.2	83	0.3	27	0.1

Source: Ghana Statistical Service, 2010 Population and Housing Census