

**AN ASSESSMENT OF WOMEN GROUPS' TRAINING PROGRAMMES OFFERED  
BY THE MINISTRY OF COMMUNITY DEVELOPMENT AND SOCIAL WELFARE  
IN CHINSALI DISTRICT, ZAMBIA**

**BY**

**MWENYA CHISANGA KABWE**

**DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE  
MASTER OF EDUCATION IN ADULT EDUCATION DEGREE**

**STUDY TITLE:**

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**THE UNIVERSITY OF ZAMBIA**

**LUSAKA**

**(2016)**

## **DEDICATION**

This work is dedicated to my father, Mr. Tiyaonse Chisanga Kabwe and my mother, Mrs. Froidah Chanda Kabwe for giving me support, believing in me and showing me the importance of education. I also dedicate this work to my dear husband, Martin C. Zyambo and our son Chuma for their unflinching love and to them, I say that be rest assured that my long period of absence was our joint sacrifice to our collective happiness.

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## AUTHOR'S DECLARATION

I, Mwenya Chisanga Kabwe do declare that this dissertation represents my own work and that it has never been submitted for any examination in any other College or University, and that all the sources I have used have been acknowledged. I further declare that the views and opinions contained in this report do not in any way represent those of the University of Zambia, but my own.

Signature of Author: .....

Date: .....

Signature of the supervisor: .....

Date: .....

**APPROVAL**

The University of Zambia approves the dissertation of Mwenya Chisanga Kabwe as fulfilling part of the requirements for the award of the Degree of Masters of Education in Adult Education.

**Signed:** ..... **Date:** .....

**Signed:** ..... **Date:** .....

**Signed:** ..... **Date:** .....

## **ACKNOWLEDGEMENTS**

This report owes much to many people for their valuable assistance and support without whom the study would not have been successful.

First and foremost, Special thanks go to my supervisor, Wanga W. Chakanika for the guidance and wisdom he rendered to me during the entire study. This study would not have been possible without his supervision, valuable guidance and inspiration.

Secondly, gratitude goes to all the staff in the Department of Adult Education and Extension Studies and my fellow classmates for their support towards the completion of this work. I would like to also appreciate the efforts of Nyondwa Zulu for the guidance and encouragement she gave me throughout this study.

Special acknowledgement goes to all the Community Development staff in Chinsali District at the Provincial and District offices, the stakeholders and members of women groups who participated in this research.

Sincere gratitude also goes to my family members such as my sisters Chileshe and Nakulu, my brothers Chanda, Lutoyo, Mututu and Buchizya, my mother in law Mrs. R. Zyambo, nieces, other relatives and friends too numerous to mention, for their support even during hard times.

Lastly, everything considered, I would not have done anything without GOD my creator. To him be all the honour and glory.

## **ABSTRACT**

The purpose of this study was to assess the effectiveness of the training programmes which are provided to women groups in Chinsali District. The study was necessitated by the fact that despite government providing training programmes to women's groups, little was known about how effective these training programmes were in empowering the women. The following were the research objectives: (1) to establish whether or not training programmes addressed the women's felt needs; (2) determine the extent to which stakeholders participated in the planning of the training programmes; (3) establish how women participated during the training programmes; and (4) ascertain whether or not the principles of facilitation were employed by the facilitators. This study adopted a descriptive survey design and both qualitative and quantitative data were collected. The sample was 140 respondents. The data was collected using Focus Group Discussion, interview guide, semi structured questionnaires and document analysis. Qualitative data was analysed by categorizing similar themes as they emerged. Quantitative data was analysed manually and was presented using tables and percentages with the help of Microsoft Excel.

The findings of the study indicated that the training programmes did not respond to the felt needs of the women. This was because the training programmes were predetermined by the Ministry of Community Development and Social Welfare (MCDSW) Headquarters. The study further revealed that stakeholders were not involved in planning; instead they were merely informed of the planned training programmes prior to training. The study also established that the women participated through question and answer sessions, role plays and as rapporteurs and time keepers. The study further revealed that the facilitators did not employ principles of facilitation during training because they were not trained in facilitation skills.

Therefore, the study recommended that the MCDSW should not dictate the training content. The training content must come from the women themselves. The MCDSW should conduct needs assessments that are participatory. Community Development Officers should involve women and stakeholders in the planning of the training programmes. Lastly, the MCDSW should train all Community Development Officers who facilitate training programmes for women's groups in facilitation skills.

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## LIST OF ACRONYMS

ACDO	Assistant Community Development Officer
AEP	Andragogy Educational Principle
CDA	Community Development Assistant
CDP	Community Development Policy
CLTS	Community Led Total Sanitation
DCDO	District Community Development Officer
FBO	Faith Based Organisations
FGD	Focus Group Discussion
FHH	Female Headed Household
GRZ	Government of the Republic of Zambia
HPI	Human Population Index
NGO	Non- Governmental Organization
MCDSW	Ministry of Community Development & Social Welfare
MHH	Male Headed Household
IGA	Income Generating Activities
SCDO	Senior Community Development Officer
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
YWCA	Young Women Christian Association

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Overview**

This chapter provides a synopsis of the background information about the study. In addition, an attempt is made to explain concepts that are used in the study for the purpose of making them clearer to the reader. Further, the chapter presents the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study, theoretical framework, ethical consideration, organisation of the study and a summary of the chapter.

### **1.1 Background information**

Women constitute a large percentage of the population in the informal sector, with little or no financial security or social benefits. It has been reported that six out of ten of the world's poorest people are women (UNDP, 2010). It has further been reported that 75 percent of the world's women cannot get bank loans because they have insecure jobs and lack collateral to offer as security to banks (UNDP, 2005).

Training has been considered an essential element in development programmes. It has been claimed that it enhances an individual's attitude and cognitive skills. Barton (2007) further indicated that it promotes economic development and prosperity in the society. Nevertheless, the international understanding of training and its implications for development processes have been changing. Despite the changes in understandings of training, some basic and influential assumptions about training held by international agencies like the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and other United Nations (UN) agencies regarding training as a tool for development and empowerment have remained unchanged (Lind, 2008).

A lot of priority is given to training programmes by both governments and international development agencies, especially in many developing countries. Huge amounts of financial and human resources are employed in such programmes, regarding them as an essential catalyst for development and women's empowerment. Despite all the efforts, according to

an estimate by UNESCO, there are 796 million adults who are non-literates in the world, among whom 64% are women (UNESCO, 2010). Illiteracy rates are high in many developing countries because of prevailing poverty, population growth, conflicts and cultural factors. The living conditions in such countries are often very harsh and people are so fully engaged with surviving that there is almost no room for literacy training (Ooijens, 2009). Due to such conditions, even though there has been a gradual growth in the female literacy rate, there are still many women who are non-literates and gender gaps in literacy are still persisting.

Narrowing it down to the Zambian context, the Community Development Policy (CDP) states that, Zambia is a vast country covering 752,614 square kilometres and a population of about 10 million, the majority of whom live in the rural areas. Rural Poverty rates in Zambia have remained at 80% over the past decade and a half (CDP, 2003). Redressing this high rural poverty rate remains a government priority in the national development programmes (Chapoto et al; 2011). Furthermore, African Development Bank (2006) indicates that about 60% of the female headed households (FHH) are classified as being extremely poor, as opposed to 51% of the male headed households (MHH). Heyzer (1992) stated that poor women suffer from both poverty and gender based exclusions, which makes it even more difficult for them to rise out of poverty. This has called for concern because women make an important contribution to the development of society. They are responsible for household duties, family welfare and farm labour.

In an effort to alleviate poverty and vulnerability, a wide range of Community Development programmes and projects have been initiated by the Zambian government. These programmes, carried out on self-help basis, include improvement of women's welfare through the formation of women's groups. In terms of programme management, the ministry responsible is the Ministry of Community Development and Social Welfare (MCDSW) through the Department of Community Development. The ministry collaborates with women groups throughout the country. The MCDSW provides training to women groups in entrepreneurship development, income generating activities and self-employment. These programmes are meant to empower women's groups with low income in rural and peri-urban areas (CDP, 2003).

However, despite the aforementioned efforts, these activities have failed to sustain or generate significant income resulting in the collapse of such group activities (CDP, 2003).The

rational for empowerment of women was that poverty eradication can only be achieved if women themselves take charge of the development programmes in their communities; by taking the responsibility of prioritising planning, executing, monitoring and evaluating programmes. With regard to service delivery, the Zambian Government gave the responsibility for the provision of a number of services to government ministries and departments hence the genesis of women empowerment. Additionally, the government recognises the complementary role played by Non-Governmental Organisations (NGOs) in service provision (CDP, 2003).

## **1.2 Statement of the problem**

According to Koh and Owen (2000) a specific research problem is a statement that identifies the phenomenon to be explored and why it needs to be examined or why it is a problem or issue. Kasonde-Ng'andu (2013), defines the statement of the problem as general question or statement about relations among some variables. Thus the research problem for this study was as follows:

In an effort to improve the living standards of poor women, the Zambian government through the Department of Community Development has been training women groups and giving them funds and equipment. It is however not known how effective the training programmes are, hence this study.

## **1.3 Purpose of the study**

Ngoma (2006) suggests that the purpose of the study is the reason for conducting research. China et al. (2006) defines the purpose of the study as what one wants to find out about the problem which affects a certain community or a nation at large.

The purpose of this study was to assess the effectiveness of training programmes which are provided to women groups in Chinsali District.

## **1.4 Objectives of the study**

Research objectives are meant to guide the investigation. They are successive steps presented in behavioural terms that the researcher needs to take in order to answer the research

questions (Kasonde-Ng'andu, 2013). In addition Kombo and Tromp (2013) define objectives as specific statements relating to the defined aim or purpose of the study.

With regard to this study, the research was guided by the following general and specific objectives:

### **1.5. General objective**

The general objective of the study was to assess the effectiveness of the training programmes offered to women groups in Chinsali District.

#### **1.5.1 Specific objectives**

The specific objectives of the study were to;

- i. establish whether or not the training programmes addressed the women's felt needs;
- ii. determine the extent to which the stakeholders participated in the planning of the training programmes;
- iii. establish how women participated in the training programmes; and
- iv. determine whether or not the principles of facilitation were adhered to by the training instructors.

### **1.6 Research questions of the study**

According to Kasonde-Ng'andu (2013) a research question is a statement of what you hope to have learned by the time you complete the programme of research. Kombo and Tromp (2013) view research questions as questions that guide the research process by addressing the variables of the study.

In this study, the following were the general and specific research questions:

#### **1.6. 1 General research question**

The general research question was as follows;

Are the training programmes offered to women's groups in Chinsali District effective?

## **1.6. 2 Specific research questions**

The specific research questions were as follows:

- i. how are the training programmes addressing the felt needs of the women?
- ii. to what extent are stakeholders involved in the planning of the training programmes?
- iii. how do women participate in the training programmes? and
- iv. how are the principles of facilitation adhered to by training instructors?

## **1.7 Significance of the study**

The significance of the study means the usefulness of the results of the study to the society or government and other agencies (Chuma et al; 2007). Calabrese (2009) states that the significance of the study describes how the study contributes to existing research, benefits participants, contributes to practice and generates new theory.

The findings of this study may be useful in a number of ways to the stakeholders:

- i. the Ministry of Community Development and Social Welfare (MCDSW) may become aware of the effectiveness of the training programmes that they provide to the women's groups;
- ii. by gaining an understanding of the effectiveness of the training programmes, planners in the MCDSW, Ministry of Gender and Child development, SUN international, SNV and Young Women Christian Association (YWCA) may gain an insight into how best the training programmes for women can be planned and implemented; and
- iii. the findings may also assist the MCDSW to evaluate the training programmes for women's groups.

## **1.8 Delimitation of the study**

Delimitation is about a geographical area where the study is essential (Kombo, 2006). Heppner and Heppner (2004) refer to delimitation as the scope of the study that is chosen by the researcher.

This study was restricted to womens' training programmes in Chinsali District, particularly those of the Department of Community Development under the Ministry of Community Development and Social Welfare. Chinsali District was selected because it was one of the rural areas where the Ministry of Community Development and Social Welfare provides training programmes for women.

## **1.9 Theoretical framework**

This study was guided by Malcolm Knowles's Andragogy Educational Principle (AEP). This model was adopted because it emphasises on instructors, caring about the actual interests of learners instead of focusing on what they believe are learner interests.

In the early 1970s, Malcolm Knowles introduced the term "Andragogy." This term is defined as the art and science of helping adults to learn (Knowles, 1990). It describes the differences between children and adult learners (Knowles, Swanson, & Holton, 2005). Andragogy focuses on the special needs of adult learners. Knowles developed a set of six assumptions that enveloped the concept of Andragogy.

The six assumptions of Andragogy are:

- i. adults are self-directed learners;
- ii. they bring a wealth of experience to the educational setting;
- iii. they enter educational settings ready to learn;
- iv. adults are problem- centred in their learning;
- v. they are best motivated by internal factors; and
- vi. they need to know why they are learning something (Knowles, Swanson, & Holton, 2005).

The Andragogy model recognises and correlates the concept of self-directed with an adult learners approach to learning. With maturity, comes a person's inclination to become a more independent and self-directed human being. In the realm of learning, adults respond to a modified type of teaching. Adult learners take responsibility for their learning process. Hence, teachers must structure their method to foster a learning environment in which adult learners can set goals and evaluate their progress (Knowles et al., 2005).

Discussing Knowles's texts, Brookfield, (1986) explained that adults believe they are responsible for their lives, for this reason they need to be seen and treated as capable and self-directed. Facilitators should create environments where adults develop their latent self-directed learning skills.

The second assumption featured in the Andragogical model was that adult learners link new knowledge to their wide range of experience. Past experiences serve as a valuable resource in the classroom.

Merriam & Caffarella (1999) writing on Knowles's self-directed concept was that adults come into an educational activity with different experiences as opposed to children. There are individual differences in background, learning style, motivation, needs, interests and goals creating a greater need for individualization of teaching and learning strategies (Silberman & Auerbach, 1998). It is for this reason that Comenius (2014) indicated that active experimentation is the best technique of teaching adults. In line with this statement, Alexander (1987) indicated that learning comes from experience. That is, people learn best by doing some activity in relation to what they need to learn. Kolb et al. (2000) also noted that adults dislike passive learning situations such as lectures. The adult learner wants to touch everything (kinesthetic or tactile), problem solving, small group discussions or games, peer feedback, and self-directed work assignments are their favourites.

The richest resources for learning reside in adult learners themselves; therefore, emphasis in adult education should focus on experiential techniques that tap into the experience of learners, instead of primarily using transmittal techniques such as lectures (Knowles et al., 2005). Using a combination of the experiential techniques strategies such as problem-based learning, educational games, role play and discussions can have the greatest impact.

Thirdly, adult learners exhibit an eagerness to learn and to further develop skills. They become ready to learn things they need to know and do in order to cope effectively with real-life situations (Knowles et al., 2005). Adults want to learn what they can apply in the present, making training focused on the future or that does not relate to their current situations, less effective.

The fourth assumption within the Andragogy theory is the orientation to learning. Adults are life-centred, task-centred and problem-centred in their orientation to learning (Knowles et al.,

2005). They want to learn what will help them perform tasks or deal with problems they confront in everyday situations and those presented in the context of application to real-life (Merriam & Caffarella, 1999). The fifth assumption featured in the Andragogical model was that adults want to know why they need to learn something before undertaking learning (Knowles et al., 2005). Facilitators must help adults become aware of their "need to know" and make a case for the value of learning.

Lastly, the Andragogical model recognises that adult learners have an innate motivation to learn. They are responsive to some external motivators such as better jobs and higher salaries, but the most potent motivators are internal. For example, the desire for increased job satisfaction and self-esteem. Their motivation can be blocked by training and education that ignores adult learning principles (Knowles et al., 2005).

Andragogy urges trainers to base curricula on the learner's experiences and interests. Every group contains a configuration of idiosyncratic personalities, differing past experiences, current orientations, levels of readiness for learning and individual learning styles. Thus trainers should be wary of prescribing any standardized approach to facilitating learning (Brookfield, 1986). Understanding the six assumptions in Andragogy prepares facilitators to create successful training programmes.

Malcolm's Andragogy model could be applied in the training programmes for women groups. This is because the women are adults who have special needs as learners and these needs should be taken into consideration when planning training programmes. By using the six assumptions of Andragogy theory, adult educators can create training programmes that may enhance the learning of women. When adults participate in a positive learning experience that follows the six assumptions of Andragogy, they are more likely to retain what they have learned and apply it in their environment.

It is therefore important to stress that the success of any rural development training programme intended to change the lives of rural communities is very much dependent on the facilitators' awareness of the concrete realities of the participants and recognition that rural people are capable of problematising these realities and participating in the transformation of their world. So, facilitators in the training programmes for women groups should be aware of the world view of the rural masses if they are to contribute to their development

## **1.10 Ethical considerations**

According to Chilisa and Preece (2005) ethics in the context of research refers to a set of standards that can guide researchers on how they should interact with their respondents and how the research problems could be conceived and formulated. Erlandson et al. (1993), in their discussion of ethical issues mentioned concerns with regard to privacy, confidentiality, harm, deception and informed consent. In this case, ethical consideration had to do with protection of respondents. Prior to the study, the respondents were provided with information about the study, its purpose, how it was going to be carried out, its duration and benefits to the participants. In this vein, an introductory letter was obtained from the Ministry concerned, i.e. the Ministry of Community Development and Social Welfare which was the relevant ministry for the purpose. Ethical consent was sought through asking participants to voluntarily participate in the study and confidentiality was guaranteed before embarking on data collection from respondents.

In addition, the following were clarified with the respondents and therefore observed:

- i. respondents were requested not to reveal details such as name, age and marital status;
- ii. they could withdraw anytime from the research if they felt uncomfortable; and
- iii. the data collected was solely for academic purposes only.

## **1.11 Organisation of the study**

The first chapter introduces this study. It comprises of the statement of the problem, significance of the study, objectives of the study, theoretical framework, ethical considerations, delimitations and operational definitions.

Chapter two provides a review of literature that was not only relevant to the study, but also provides in depth knowledge of the topic under study.

Chapter three clarifies methodological issues. The chapter provides the methodology which was used in conducting the study. It describes the research design, population, sample, sampling procedures, data collection procedures and data collection instruments that were used in order to capture the necessary data.

The fourth chapter presents the study's research findings. These findings are presented by using frequency tables, charts and classified themes that emerged from the responses to the research questions. Chapter five provides a discussion which was guided by the objectives of the study. Chapter six provides the conclusion and recommendations based on the research findings and discussions.

### **1.12 Operational definitions of terms**

Operation definitions simply refer to all terms which were used from time to time in the study (Chuma et al; 2007). Calmorin and Calmorin (2007) state that such terms provide definitions which are based on observable characteristics and how they will be used in a particular study. With regard to this study, the following terms are defined according to the framework of the study.

**Empowerment:** In this study, the term empowerment means women being equipped with relevant knowledge and skills which they can use in their environment to improve their living standards.

**Empowered woman:** One who is able to use the skills and resources acquired to meet their goal.

**Felt needs:** Needs or desires that are recognised and expressed by the women's groups themselves.

**Illiterate:** Being uneducated in a particular field of study.

**Literacy:** A process of acquiring basic cognitive skills to use in ways that contribute to personal growth.

**Self-directed learning:** A process of involving the women in the identification and planning of their learning needs.

**Stakeholders:** Women groups, government officers and community leaders who are directly or indirectly, positively or negatively affected by the outcomes of the Training programmes.

**Training programmes:** Educational activities designed to uplift the living standards of women's groups.

**Women's groups:** Groups that are formed when members of a community who have the same or similar problem, come together, share experiences, have discussions, and thereby arrive at a solution to improve their living standards.

### **1.13 Summary**

This chapter focused on background information regarding the training programmes for women's groups. The training programmes were designed to address poverty among women. The mandate to provide training programmes for women's groups is the responsibility of the Ministry of Community Development and Social Welfare (MCDSW). Other issues discussed included the statement of the problem, research objectives, research questions and significance of the study. The chapter showed that despite the introduction of training programmes in various activities to women's groups to uplift their living standards, the activities have failed to sustain or generate significant incomes resulting in the collapse of such group activities. Furthermore, the majority of women in Zambia are still wallowing in poverty.

The following chapter reviews literature that was relevant to the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

The previous chapter (chapter one) provided the background to the study. It started with background information on poverty and illiteracy amongst women in Zambia which led to the formation of women's groups so as to improve their living standards. The chapter additionally highlighted the statement of the problem, research objectives, research questions, significance of the study, delimitation of the study, limitation of the study, theoretical framework, ethical considerations and operational definitions in order to enhance understanding of the context of the study.

This chapter provides the historical background of Chinsali District, where the research was conducted. It also reviews literature related to the topic under study. The literature review unfolds as follows; the first part discusses the history of women's groups, whereas the second part discusses what Women's empowerment is in the context of this study. This is in order to give an understanding of the genesis of the training programmes for women's groups. The third part discusses the nexus between training and women empowerment. The fourth part highlights various studies related to the current study so as to provide the reader with the various gaps in the studies. The fifth and final part focuses on the assessment of the effectiveness of the training programmes for women's groups, rephrasing and using research objectives. The last part is the summary of the chapter.

#### **2.2 Historical overview of Chinsali District**

The study was carried out in Chinsali District, which is the provincial headquarters of Muchinga Province. It lies 15 km west of the Great North Road and about 180 km north-east of Mpika District. The district is endowed with a rich history as it is arguably the cradle of Zambia's political independence, boasting of being home to notable gallant men and women, including the first President of Zambia, Dr. Kenneth Kaunda, who positively contributed to the liberation struggle. From 2000 to 2010, the population growth rate of Chinsali was at 1.4 percent and it was expected to grow from 32,080 in 2010 to 54,529 by 2025 (Central Statistical Office, 2010). Chinsali's major economic activities include fishing, maize and rice farming.

## 2.3 Literature Review

A literature review is a critical summary of published research literature relevant to a topic under consideration for research. Its purpose is to create familiarity with current thinking and research on a particular topic and may justify further research into a previously overlooked or understudied area (Troyka, 2002). Anson and Robert (2000) also echo that literature review discusses published information in a particular subject area and sometimes information in a particular subject area within a certain period of time.

### 2.3.1 History of women's groups

Women's projects have a colonial history in Zambia and began with a Women's Club approach to development. The clubs date back to the efforts, primarily, of European women who mobilized both rural and urban women into the so called '*clubs*'. History designates that, in Zambia, the first image and identification of women were as mothers and housewives (Arakai, 1997). The clubs focused primarily on Women's roles as mothers and wives and paid very little attention to agriculture production and income generation. The production skills of women were neither recognized nor developed. Instead, women were being organized into clubs and taught skills such as sewing, knitting, cooking and child care.

Since then, the then Ministry of Labour and Social Welfare (now the Ministry of Community Development and Social Welfare) was in charge of organizing Women's groups. The reason seems to be that, as Moser (1989: 1807) points out in Arakai (1997: 130) "*Women were regarded as vulnerable groups, like the sick and disabled, while their interests remained the responsibility of the marginalized social welfare-related ministries*".

In the 1980s, there was a shift in the approach of women's clubs from welfare to Income Generation Activities (IGAs). This was necessitated by the fact that Zambia began facing serious economic crisis and debt problems (Noyoo, 2007). In this regard, women's clubs began to address the need for providing women with IGAs. The available literature indicates that according to the list of activities of women's clubs and cooperatives in several provinces, they were involved in activities such as poultry, maize and vegetable production and crafts making which aimed at obtaining cash income (Arakai, 1997). Additionally, from the 1980s onward, not only the Ministry of Community Development and Social Welfare, but many other development agencies such as Non-Governmental Organisations (NGOs), Faith Based

Organisations (FBOs) and Community Based Organisations (CBOs) considered women's groups to be a viable channel for women's development projects.

According to Arakai (1997), women's club activities are extension oriented. That is to mean extension of something such as skills, knowledge, information and ideas from one person to another (Chakanika and Mtonga, 1985). From this point of view of extension, the main objective of promoting any project through women's groups is to transfer knowledge and resources to those who do not have. Given an economic and materialistic framework, the term, empowering seems to fit properly; it entails that the have-nots, the powerless or disadvantaged acquiring or being given more power, resources and knowledge than before. In this regard, women's groups function as bridges to receive packages of empowerment and to enable outsiders to gain access to those invisible or hidden within poverty.

### **2.3.2 Women's empowerment**

Empowerment is about gaining power and liberty, it is the faculty or capacity to act, the strength and potency to accomplish a common community and citizenship duty. Empowerment, the feeling of security, and guidance, brings about true wisdom which in turn becomes the spark or catalyst to release and direct power (Thresiamma, 2011). Empowerment involves an improvement in Women's ability to manage their own lives. This empowerment process, however, may most effectively be instigated by means of implementing appropriate training programmes for the selected section of women (Mathew, 2013).

### **2.3.4 Training and Empowerment of Rural Women**

Buckly and Caple (2009:9) defined training as a "*planned and systemic effort to modify or develop knowledge, skill and attitude through the learning experience, to achieve effective performance in an activity or range of activities.*" It gives people knowledge and skills for presently known tasks. Similarly Badi ghufli (2014:3) viewed training as a "*planned process designed to meet the present, future skills and knowledge needs of individuals*". Through the training, knowledge is increased, skills are improved, performance is improved and productivity is enhanced. The general objective of the training for rural women is to equip them with the basic knowledge, attitude and skills which play effective roles in promoting the process of development. Training of women functionaries in rural development has become

an important issue with special concern for women in development, while the basic concepts of training which include transfer of knowledge, skill and change of attitudes remain the same for any training (Mathew, 2013). The identification of the training needs of women, monitoring and evaluating such training would require greater attention. Training has to bring about definite changes in the trainees, particularly in the areas of knowledge, skills, attitudes and practices. In training, the focus is on an individual learning new ways of doing things. Therefore, the training structure should be organised in such a way that the learning atmosphere allows the sharing of information, knowledge and skills among the learners with the help of the trainers (Solter, et al 2007).

Training can be used as an agent of basic change in the status of women. It brings about change in the self-image of women. Mubukwanu (2014) posits that training allows women to update their knowledge and skills. Awareness of their inner strength helps them in making valuable contributions to society and enables them to take on new roles. It also enables them to develop the use of questioning which enhances their decision making skills. Training for empowerment places great stress on the creation of an atmosphere of learning. The basic rationale for training women leaders is to promote leadership among the members of the group.

Training helps women to empower women's organisations to act as catalysts at the local level and as pressure groups with other agencies securing social and economic justice for women. It helps them to plan out their objectives, action programmes and to identify the areas in which they need to bring a change. Training has become a need for women since they have to enhance their self-esteem, learn new behaviour for managing their situations and develop leadership skills. Thus training becomes the most vibrant component of human resource development programmes (Mathew, 2013).

### **2.3.5 STUDIES RELATED TO THE CURRENT STUDY**

A number of studies related to the current study have been undertaken. There were some similarities in some instances with the research designs, though the study areas and sample sizes were different.

Mubukwanu (2014) investigated the implementation process of women empowerment programmes in Monze District of Zambia regarding factors that influence the implementation process. The study established the following; timing, poor funding, government policy, location and feasibility of the project. The target groups were restricted to members of women's groups in Monze District who benefited from the women's empowerment fund, village headmen, Community Development Officers operating within Monze District, senior officers based at the Provincial office in Monze and Headquarters in Lusaka. The study adopted a case study design and the researcher equally triangulated the data collection instruments.

The current study differs from Mubukwanu's study in the sense that it was restricted to women's groups which were involved in training programmes within Chinsali District. This study targeted Community Development Officers and stakeholders operating within Chinsali District. This study adopted a descriptive survey research design and not a case study design. Tembo (2011), undertook a study in Lusaka District, which aimed at assessing the effects of women's participation in income Generating Programmes at International Trust for the Education of Zambian Orphans and Widows in Kamanga. The study aimed at assessing how the participation of women in income generating programmes had an effect on their livelihood. Furthermore, the study assessed how the women were selected for the programmes. The research design used was a descriptive research. A sample of 33 women that attended the programme was drawn. Data was collected using a semi structured questionnaire.

However, this study is not a replica of Tembo's study because its purpose was to assess the effectiveness of training programmes that are provided to women groups in Chinsali District. A sample size of 140 respondents was drawn. A focus group discussion, interview guide and semi structured questionnaire were used to collect data.

Yeasmin (2012) conducted a study on the role of green micro credit in creating livelihood options and women empowerment in Bangladesh. The aim of this study was to examine the role of green micro-credit in creating livelihood options and women's empowerment. It focused on identifying women's priorities in the use of green micro-credit and determining the factors that constrain women's participation in decision-making in obtaining and using green micro-credit. It also looked at whether or not green micro credit enhanced households'

wellbeing. A qualitative case study research design was used. The findings of the study revealed that green micro-credit was important in creating livelihood options. The more livelihood options that the borrowers had, the less they were vulnerable to crises. Results related to women's empowerment were diverse and complex. Women's empowerment meant different things to different individuals. The women's restricted mobility, low skill-set, and domestic workload impeded them from investing and using green micro-credit. Borrowers were found to be innovative, and had the capacity to maximize economic benefit from the green enterprises.

The study conducted by Yeasmin (2012) differs from the current study because its main focus was on women's priorities in the use of green micro-credit and factors that constrain their participation in obtaining and using green micro-credit, while the current study focused on the assessment of the effectiveness of the training programmes for women's groups. This study was conducted in Zambia. The research design that was used was a descriptive survey and not qualitative case study design.

Naminga (2007) conducted a study on the role of Adult Basic education and Training Programmes in the development of rural black women in the Omusati region in Namibia. The objectives of the study were to determine whether the Adult Basic Education and Training programmes offered income generating skills and opportunities upon gainful employment in the Omusati region for women participants.

Naminga's study and the current study diverge on two points. The first being that Naminga's study was conducted in Namibia while this study was conducted in Zambia. The second divergence was on some of the objectives. Naminga's first two objectives were; (a) to determine whether the Adult Basic Education and Training programmes offered income generating skills and (b) to determine whether the Adult Basic Education and Training programmes offered opportunities upon gainful employment in the Omusati region for women participants. On the other hand, the first objective of the current study was to establish whether or not the training programmes address the felt needs of the women's groups and the second was to determine the extent to which the stakeholders participate in the planning of the training programmes. The point of convergence is on the last objective which was to find out if programmes meet the needs as expressed by the participants. This study equally had its first objective focused on establishing whether or not the training programmes

addressed the felt needs of the women's groups. Nambinga's study revealed that the Adult Basic Education and Training programmes offered did not meet the needs of the participants. The programmes that were offered concentrated on literacy and numeracy, and they seemed not to be very effective in making a difference to the women's lives.

Mathew (2013) undertook a study in Kerala, India. This study was aimed at analysing the level of awareness created among rural women about women's rights and women's issues. The level of awareness was measured in terms of knowledge, attitude and practice. A sample of 175 women who had attended the women's training programme was drawn. Similarly, another sample of 175 women who had not attended the training programme was selected for comparison purpose. This study was a comparative study. The result of the study highlighted that trained women had a higher level of awareness, more positive attitude and a greater responding capacity on women's rights and issues.

However, this study was not a duplication of (Mathew, 2013)'s study. For example, the general aim of the study by Mathew (2013) was to analyse the level of awareness created among rural women about women's rights and women's issues, whereas this study aimed at assessing the effectiveness of the training programmes that are provided to women groups. Unlike Mathew's study, this study did not compare two different women's groups. In short, his study was not a comparative study.

Botha, et al. (2006), conducted a study on women entrepreneurship training programme in South Africa. The purpose of the study was to introduce and evaluate the Women Entrepreneurship Programme as a training intervention. Furthermore, the study aimed at evaluating the women's entrepreneurship training programme by measuring the skills transfer that took place and whether the participants' business performances increased after the intervention. This study was an experimental design. The findings highlighted that the Women Empowerment Programme delegates gained new skills and knowledge relevant to running a business; increased their confidence in their entrepreneurial abilities, and improved their number of employees, turnover, productivity and profit.

Similarly, a study by Botha et al. (2006), did not correspond with what this study intended to investigate. For instance, Botha, et al's study was aimed at evaluating the women's entrepreneurship training programme by measuring the skills transfer that took place and

whether or not the participants' business performances increased after the intervention. On the contrary, this study investigated the effectiveness of the training programmes that the women's groups undergo. Botha, et al's study was an experimental design while the current study employed a descriptive survey design.

Based on the above literature, it is clear that this study was worthy of being undertaken. The first objective of this study regarding the training programmes addressing womens' felt needs was not addressed in the studies that were reviewed. This is due to the fact that local literature reported findings on Women's participation in micro credit programmes and not training programmes that are provided to women's groups. However, even though studies which were conducted outside Zambia reported on training activities that were conducted with women's groups, the findings of these studies may not necessarily reflect what was happening in the Zambian context, hence the need to conduct this study.

### **2.3.6 TRAINING EFFECTIVENESS**

The purpose of training is to achieve a change in the behaviour of those being trained. The degree to which the training attains the desired objectives or immediately expected results, which was presumed prior to the training is called "Training Effectiveness" (Punia and Kant, 2013). The best way to determine that training has been effective is to fully understand the reason why the training has been conducted. The reason to conduct and implement training is a key factor in determining that a training course or programme will be effective in achieving desired outcomes. If the training purpose was not clearly defined before the training, it could not lead to training as it was planned. Defining a valid need for training is the foundation upon which an organization can determine training effectiveness. Training is an important part of human resource function. Nevertheless the way in which it has been conducted determines its effectiveness (Badi ghufli, 2014).

Training is expensive if it does not serve the purpose for which it is given. The training must be able to increase the capabilities of people and the organization involved. According to Dayal (2001), the prime consideration is that the trainer has to be clear about two things, (i) that the objectives of training are specific, i.e. the outcome expected and (ii) that the training material and the methodology are capable of achieving the stated results.

### **2.3.7 FACTORS AFFECTING TRAINING EFFECTIVENESS**

In the real world, there are many factors that influence the effectiveness of training and development in an organization. One factor is the human resource policy of training and development that has been identified by Haywood (1992). He mentioned that too many training programmes place emphasis on ease and purpose behind the design of programmes, namely; learning, skill development and behavioural change. This has defeated the original purpose and goals of training. Everything is affected by its surroundings, whether directly or indirectly. Birdi (2005) found that unfavourable departmental climate could limit the impact of creativity training with regard to influencing the idea of implementation. Unfavourable environment affects the training effectiveness. According to him training will be affected negatively if there is an unfavourable condition for training.

Fischer & Ronald (2011) stated that open-mindedness is also a significant moderator of training effectiveness. It has been found that training becomes more successful if the participants and trainer work with open-mindedness. Driskell (2011) concluded in his study that type of training implemented, training content and trainee expertise also affect the training outcomes. The success of a training programme has always depended on how the training was given, what was the content and who was the trainer. As we have discussed the factors which affect the training outcomes, motivation is the main factor which affects training effectiveness. There are many studies which have been conducted on training motivation. Abdullah et al. (2008), found that motivation is the strength that influences enthusiasm about the programme, a stimulus that directs participants to learn and attempt to master the content of the programme and a force that influences the use of newly acquired knowledge in a training situation. The same thing was concluded by Tabassi, et al (2012) about the relationship between training and motivation, that employees' attitude and motivation are some of the factors that might influence the effectiveness of training and development. If the people are fully motivated towards the training programme, they may pay full attention and there will be more chances for success of the training programme.

### **2.3.8 THE CONCEPT OF PARTICIPATION**

Participation is a rich concept that varies with its application and definition. The way participation is defined also depends on the context in which it occurs. For some, it is a

matter of principle; for others, practice; for still others, an end in itself (Harriet et al 2013). Indeed, there is merit in all these interpretations. In the context of development, community participation refers to an active process whereby beneficiaries influence the direction and execution of development programmes rather than merely receive a share of programme benefits (Shayo, 2015). According to Mohammad (2010), community participation implies involving beneficiaries in the planning and implementation of externally initiated programmes.

Participation of the beneficiaries in development activities also entails enhanced capacity to perceive their own needs. Through participation, local people identify their needs as well as the relevant goals of a programme. By participating in decision making and implementation activities, local people help programme officials identify (a) needs, (b) strategies to meet those needs, and (c) the necessary resources required to implement the various strategies (Barasa and Jelagat, 2013).

It is then important to involve intended beneficiaries of programmes in their design and implementation. This is because all people, especially the poor and disadvantaged, have both the right and duty to be involved in decisions that affect their daily lives (Baatiema, et al 2013).

Beneficiaries' participation enhances the effectiveness of development programmes. The involvement of beneficiaries in identifying their needs helps in defining and designing effective programmes. Each programme should be introduced only after a thorough analysis of community needs and identification of the most important factors.

Participation is perhaps better to be seen on a continuum that at one end has information sharing and at the other, empowerment. While there is no one definition of the concept, the continuum presents a framework, which allows the range of views to be accommodated. These are Information sharing, consultation, collaboration and empowerment. Information sharing is equated with professionals giving information to lay people. Empowerment means providing opportunities and experience, to allow community people to be actively involved in the decision making about the programme (Rifkin and Pridmore, 2001).

### 2.3.9 ACHIEVING TRAINING EFFECTIVENESS

A training programme can either attract participants to a training programme or not. As a trainer, it is always important that training materials that are developed are appropriate, easy to understand and relevant to the participants' needs and priorities. Therefore, it is important to conduct a needs assessment before a training programme is conducted.

#### a) Assessment of learning needs

The process used in the identification of knowledge, skills and understanding of the requirements needed to attain a goal is referred to as needs assessment (Gupta, 1999). Solter, et al (2007: 12) posits that training needs assessment relates to ... *“identifying gaps between how trainees are currently performing (the actual performance), and how they would want to perform (the desired performance).”* A needs assessment is one of the first steps to be undertaken when planning training programmes. Solter, et al (2007) stipulates that needs assessment ought to be conducted so as to: (a) determine whether or not training is really needed; (b) determine the content and scope of training; (c) determine desired training outcome; and (d) Provide a baseline for measurement. The availability of this information is vital for coming up with training programmes that can solve trainee problems. McClelland, (2002) adds that the main reason for conducting training needs assessment is to ensure that training programmes are developed based on identified needs. This is because adults learn in response to immediate pressure and are problem centred.

UNESCO (2004) brings to light that in order to have a training programme that is immediately useful for the trainees, it is imperative to listen to the learners. UNESCO (2006: 28) asserts that *“identifying the learners’ needs is the only way for the facilitator to know the real needs of participants.”* The facilitator together with the learners must identify the needs and the issues that motivate the learners to participate in the training programme. The process of identifying needs should involve all learners in order to create the understanding that change is possible. This in turn will help them to identify what kind of change they want and how to bring it about. Without the learners’ involvement, the facilitators will not have accurate information. According to UNESCO, when identifying learning needs, the facilitator must use participatory techniques such as;

- i. **Focus Group Discussion-** A focus group discussion is normally used when dealing with relatively small groups organised by occupation, religion, age, gender (only men or women), or literacy level. In the focus group discussion, the group itself identifies its own needs. An appointment should be made with the people to talk and discuss individually with them.
- ii. **Brainstorming Sessions-** This technique can be used to generate a lot of ideas. It allows people to work together to produce a number of ideas that can be used to resolve problems later. This technique requires some organisation and follows specific rules.
- iii. **Ranking Exercise-** The participants make a list of their needs or problems on a piece of paper (in writing or using drawings) then put them into categories. Each participant prioritises their needs or problems and the different rankings are placed on a table or the ground. Other participants give their rankings by placing chips at appropriate places on the table. After having discussed the local needs and resources of the community, the learners construct a social map on paper or the ground using locally available materials. The completed map is a basis for discussions among learners as well as for planning lessons dealing with various issues related to community needs.

McClelland, (2002) also highlights in his study, that the best data collection methods are interviews, focus groups and nominal group technique. Most needs assessments employ one or several data-gathering techniques. McClelland further states that Interviews are one of the easiest tools for gathering information. Interviews can be conducted face-to-face. The biggest benefit of one-to-one interviews is the human interaction that occurs. Another advantage is that the interviewer can clarify answers when necessary and ask whether interviewees have additional questions at the end. Allen (1990) agrees with this statement. He lists the advantages of interviews as: (a) individuals can be encouraged to share their ideas; (b) interviews provide process, as well as content information; and (c) interviews provide two-way communication. Interviews also work quite well when the target group is small in number. Focus groups implement a group-interview method. People with similar experiences are brought together and asked their opinions and/or ideas about a specific subject. To be effective, focus groups require good facilitators (Gupta, 1999).

## **(b) Involvement of stakeholders in planning, training programmes**

The involvement of stakeholders in planning development programmes is widely recognised as a fundamental element of the process. Timely, well-planned, and well implemented stakeholder involvement programmes have contributed to the successful design, implementation, operation, and management of development programmes (Oino et al, 2015). Programme planning should be done in collaboration with stakeholders. Harriet et al (2013) discussed that programme owners should collaborate with all stakeholders in the planning and implementation of educational programmes as this helps in the reduction of barriers and improves the quality of education. In line with this discussion, Reed (2008: 2422) recorded that “*a successful programme must involve key stakeholders in the planning process.*” Agyei (2009)) also adds that successful programmes are based on the stakeholder’s knowledge of their roles and responsibilities.

There are various factors that affect the planning process of a programme. Conyers and Hills (1990) point out social, administrative and political environments as factors that affect the planning process of a programme. It is therefore imperative to put into consideration the political system of the community, political ideology and political will of the government in power and the social structure of the society when planning programmes. Even though Braynant and White (1982: 234) draw attention to the engagement of stakeholders as likely to bring into being tensions, the exercise is worthwhile. They proceed by stating that ... “*planning is a political process which involves particular rather than comprehensive interest, and both planner beneficiaries and politicians need to take part in it.*” According to Rothwell, Sullivan and Mclean (1995: 177), some of the fundamental factors for successful planning are “*involving key stakeholders in the planning process and agreeing on what is to be changed or improved.*”

## **(c) Learners Participation during training**

Learners participation during training is very vital as it enables them to be directly involved and own the programme. Participation during training also brings about dialogue. Dialogue helps learners make meaning to the training programme. Taylor (1993) states that dialogue is a paradigm shift from “banking education”. Freire (1970) criticized the traditional educational method, which he called banking education. According to Freire, banking

education method is a method in which students are viewed as passive receptacles waiting for knowledge to be deposited from the teacher. Yadava (nd: 5-6) points out five critical elements in Freire's theory of education;

- i. **Participatory**-The learning process should be interactive and cooperative so that learners do a lot of discussing and writing instead of listening to the teacher talk.
- ii. **Dialogic**- The basic format of the class is the dialogue around problem posed by teacher and learners. The teacher initiates this process and guides it into deeper phases. By frontloading questions and back loading lectures, the teacher invites learners to assert the ownership of their education building the dialogue with their words.
- iii. **Democratic**- The dialogue is democratic in so far as it is constructed mutually by learners. Learners have equal speaking rights in the dialogue as well as the right to negotiate the curriculum. They are asked to co-develop and evaluate the curriculum.
- iv. **Activist**- The learning environment should be active and interactive based on problem posing, cooperative learning and participatory formats.
- v. **Affective**-The teaching, learning environment should be critical and democratic leading to the development of human feelings as well as development of social inquiry and conceptual habits of mind.

Hence, the educator's role is to enter into dialogue with the people about concrete situations and give them means with which they can teach themselves to address their needs.

#### **(d) Principles of facilitation**

Facilitators have an enormous opportunity and responsibility to empower their participants to learn. The Community Led Total Sanitation (CLTS) Manual (2011) defines facilitation as a process of helping participants to learn from an activity. The literal meaning of facilitator is 'one who makes things easy (UNESCO, 2006). Comenicus (2014) posits that the role of a facilitator is to facilitate a learning experience, not just simply teaching the training material because adult learning is most effective when the instructor acts as a helper. If inappropriate strategies for the facilitation of learning are used, adult learners are likely to become bored, frustrated, overwhelmed or unable to cope with the challenges of learning. This may contribute to the high drop-out rate that many adult education programmes face (Machobane,

2010). A good facilitator employs principles of facilitation in a learning programme. Applying principles of facilitation enable the training programme to be effective and participatory. It is for this reason that the CLTS Manual (2011) indicated that facilitation skills and strategies should be known by facilitators of adult learners because they can be adapted for use with different target groups to achieve specific aims. Kamp (2011: 19) sketches out some of the fundamental basic values and principles of facilitation which are as follows;

- i. **Impartiality-** The trainer needs to be neutral and objective and conduct the training in an impartial and non-partisan manner. Opinions can be collected from the participants, but should not be expressed by the trainer.
- ii. **Participation-** Facilitation succeeds when participants are motivated and enabled to actively get involved. The methodology needs to cater for an interactive learning process. This also means that the facilitator shall not make himself the centre of all attention, but rather put the group at the centre by asking questions, allowing discussions, collecting feedback and consulting the participants on methods and steps in the training programme.
- iii. **Inclusiveness-** Participation in the training and learning process needs to be inclusive. This means that the trainer needs to be sensitive towards the needs of individual participants and their roles in the group in order to find a way of adequately involving each participant. It is important not to allow a small group of participants to “hijack” the training and dominate the discussions.
- iv. **Respect-** The trainer must acknowledge and respect each individual participant and ensure that all participants show each other the mutual respect they deserve. The trainer also needs to be sensitive about issues of age, culture, tradition and show the expected respect. This also means respecting the knowledge and experience of the participants and drawing on the collective wisdom of the group.
- v. **Equality-** Each participant is regarded as having an equal right to contribute, influence, and determine the direction of the group. Equality also relates to respect, valuing of personal experience and participation. Each participant’s contribution to a discussion/skill-sharing activity is equally valued and valuable.
- vi. **Trust and Safety-** To enhance participation by all, the facilitator must encourage the development of trust and safety. Participants need to feel free and comfortable in the group. In this context, it is also important to assure participants of confidentiality, so

that they are confident that everything of relevance can be discussed freely without inappropriate reporting outside the group.

- vii. **Listening-** Facilitation means listening to what people are saying and tuning in to what they are not saying. This includes being aware of the verbal and non-verbal communication.
- viii. **Flexibility-** Regardless of all advance preparations and plans, the trainer also needs to maintain a high degree of flexibility. Flexibility might be required to solve or work around unexpected problems. Furthermore, a high degree of flexibility will enable the trainer to adapt the training sessions to the needs of the participants.
- ix. **Timekeeping-** Every trainer needs to be punctual and should set the training session for a reasonable time and observe carefully the dates and times allocated for activities.
- x. **Authority-** A good trainer/facilitator does not need to be overly authoritative. However, a certain authority is required and the participants need to respect the role of the trainer. Ultimately, the trainer remains in charge of the programme and for example needs to be able to discipline participants who negatively interfere with the programme and learning process. The authority of the facilitator is closely linked to the respect he/she gets from the participants and the confidence and professionalism with which the training is conducted.

Closely linked to Kamp (2011)'s opinion on good principles of facilitation, Comenicus (2014:7) brings out the roles and responsibilities of a good facilitator that are essential for ensuring a positive learning experience. The roles and responsibilities which were proposed by Comenicus include the following;

- i. **Maintaining Focus-** To keep the participants on track with the information or task at hand.
- ii. **Enhancing Participation-**To encourage all participants to engage in the learning process.
- iii. **Maintaining the Environment-**To create and maintain a safe, positive learning environment.
- iv. **Being Neutral** -Treat all contributions from participants fairly and equally, ensure learners are not favoured or ignored and that the information they have presented is correct.
- v. **Offering Encouragement** -To all participants to engage and contribute.

## **2.10 Identified Gaps and Justification**

Based on the reviewed literature, it is clear that the four (4) research objectives and the problem for this study were not earlier on addressed by other researchers in this area. This is due to the fact that most of these studies reported findings from foreign countries which could not be generalised to the Zambian scenario. Additionally, the two (2) local studies reviewed had different objectives from what the current study wanted to achieve. One of them concentrated on the effects of women's participation in income generating activities (Tembo, 2011) while the other one concentrated on the implementation process of the women empowerment programme (Mubukwanu, 2014). However, the current study took a different route as it intended to assess the effectiveness of the training programmes that are meant to empower the poor women. The third study by Yeasmin (2012), tried to examine the role of green micro-credit in creating livelihood options and women's empowerment, but the current study did not focus on the role of micro-credit in creating women's empowerment and livelihood options.

Furthermore, most of the literature reviewed above reported findings from other countries which could not coincide with what was transpiring in Zambia's training programmes for women's groups. Thus, it was clear that the problem for the current study was not addressed and that the research questions were not answered by previous studies and academic publications.

## **2.11 Summary**

This chapter narrated a historical overview of Chinsali District, where the study was conducted. It narrated the history of women's groups and provided a discussion on training effectiveness. The chapter also discussed the nexus between empowerment and training and critiqued studies related to the topic under study. It showed how the current study differed with past studies.

The next chapter discusses the methodology that was used in this study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology of the study. The research methodology is a broad term involving all strategies that describe how, when and where the data is to be collected and analysed (Chilisa and Preece, 2005). Wellington (2000:22) defined Research Methodology as “*the activity or business of choosing, reflecting upon, evaluating and justifying the methods you use in data collection. Research methodology involves such general activities as identifying problems, review of the literature, data collection, and analysis of data, interpreting results and drawing conclusions*” (Singh, 2006:79). In addition, Kothari (2004:69) stated that “*the research methodology does not only look at the research methods that will be used, but also the logic behind the choice of the methods*”. He further said that an explanation as to why a particular technique has been adopted over the other must be stated.

The aspects of the methodology were summarised under different sub headings; the research design, study population, study sample, sampling techniques, data collection instruments, data collection procedure, time line limitations of the study and data analysis.

#### **3.2 Research design**

It is important to have a design or a Structure before data collection or data analysis commences. Yawson (2009:36) defined a research design as an “*overall plan for collecting data in order to answer research questions.*” Beri (2007: 51) indicated that a research design is a design that “*specifies the methods and procedure for conducting a particular study.*” Research designs can be grouped in three categories, namely explanatory studies, descriptive research and casual research. In order to select a research design that is suitable for a research, factors such as the nature of the problem and the scope of the proposed study must be put into consideration (Beri, 2007). Therefore, the purpose of the research design is to ensure that the evidence obtained answers to the research questions.

This study adopted a descriptive survey design. Kombo and Tromp (2013:71) defined descriptive survey as “*a method of collecting information by interviewing or administering*

questionnaires. It is mainly used when collecting information about people's attitudes, opinions, habits or any variety of education or social issues." According to Bryman (2012), this design is relevant since it gives an allowance of collecting data on more than one case at a particular point in time. Sim and Wright (2000:69) noted as follows;

*"In general a descriptive study is designed to collect information on areas such as the biological or psychological characteristics of individuals, the nature of particular social structures, practices or processes, the prevalence and distribution of certain health states, or the arrangement and functioning of particular institutions and organizations."*

Sim and Wright (2000) further stipulated that data collected from a descriptive study can either be quantitative or be a combination of quantitative or qualitative. It is uncommon for a descriptive study to exclusively or even predominately rely on qualitative data. It was therefore hoped that through the adoption of this design the research would capture in-depth information. Both the qualitative and quantitative methods were employed. By so doing, there was triangulation of information collected through different instruments and from different sources.

Bhattacharjee (2012) stated that Triangulation is a multi-method approach, using different methods in order to focus on the research topic from different viewpoints and to produce a multifaceted set of data. It is also used to check the validity of findings from one method. This is supported by Farmer et al; (2006), who defined Triangulation as the application and combination of several research methodologies in the study of the same phenomenon. By combining multiple sources, theories, methods, and empirical materials, it is hoped that weaknesses or intrinsic biases that come from the use of single method, single-respondent, and single-theory studies would be overcome. Often, the purpose of triangulation is to obtain confirmation of findings through the convergence of different perspectives. The point at which the perspectives converge is seen to represent reality.

### **3.3 Study population**

A population refers to the total environment of interest to the one carrying out research (Oso and Onen, 2009). Castillo (2009) shares the same view and states that population is the entire group of individuals or objects to which researchers are interested in generalising the conclusion. Macmillan and Schumacher (2001: 169) defined a population as ... *"a group of*

*elements or cases, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalise the results of research.*” In this study, the population comprised of all the members of women’s groups in Chinsali District who were affiliated to the Department of Community Development, councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and Social welfare officer (referred to as stakeholders) Community Development Officers operating within Chinsali District (referred to as facilitators) and Senior officers based at the Provincial office and Headquarters (referred to as administrators in this study).

### **3.4 Study sample**

The word sample refers to the number of participants selected from the universe population to constitute a desired sample (Bless and Craig, 1995). This is supported by Bryman (2008:23) who defined a sample as *“a segment of the population that is selected for investigation.”* According to Gratton and Jones (2010: 110) a sample is *“a subset of a specific population.”* The selection of a sample is done from the target population or accessible population (Burns & Grove 2003:233). Merriam (2002:28) said, *“a sample is selected precisely because the researcher wishes to understand the particular population in depth and not to find out what is generally true among many.”*

In this study, the sample size comprised 140 respondents categorized as follows; 105 members of women’s groups, 7 Community Development Officers (i.e. The District Community Development Officer, 3 Assistant Community Development Officers and 3 Community Development Assistants) 18 stakeholders (i.e. 3 councillors, 8 Village headmen, 3 Agriculture officers, 2 Nutrition officers, 1 Gender officer and 1 Social welfare officer) and 10 Administrators (i.e. 2 Directors and 5 executive officers at Headquarters, the Provincial Community Development Officer and 2 Senior Community Development Officers at the provincial office in Chinsali District).

### **3.5 Sampling techniques**

Sampling is the process of selecting a subset or sample from the entire population, so that generalization of the results can be made to the population from which the elements were chosen (Peil, et al, 1982). According to Kasonde-Ng’andu (2013), sampling techniques refer

to that part of the research plan that indicates how cases are to be selected for the study. This is supported by Bhattacharjee (2012) who stated that sampling is the process by which you reduce the total research population for a research project to a number which is feasible and theoretically acceptable. Sampling in qualitative and quantitative research as highlighted by Varkervisser (2003), refers to selecting a small group of people from a large population and the smaller representative group is known as a sample. A precise definition of sampling is offered by Saunders (2003:102) who stated as follows; “*sampling is a process of selecting a subset or sample from the entire population.*”

With regards to this study, Simple random and purposive sampling was used for selecting respondents. According to Margaret and Rimmer (1995), simple random sampling refers to a situation of affording each individual an equal opportunity of being included in the sample for the study. Simple random sampling is a technique in which every member of the population has an equal chance of being included in the sample. This technique involves random selection of participants from a list of total population or sampling frame (Ng’andu, 2013). It is a technique of sampling which selects a sample in a manner which affords every case of the population the same chance, likelihood or probability to be selected (UNESCO, 2005).

Purposive sampling technique is one in which the sample is based entirely on the judgment of the researcher. The sample is composed of elements which contain the most characteristic, representative or typical attributes of the population (Singleton, 1988). This is in support of Saunders (2003) who defined purposive sampling as a non-probability sampling technique in which the researcher’s judgment is used to choose some appropriate characteristics required of a sample member. The simple random sampling was used to come up with one hundred and five (105) members of women’s groups. In this study, only the women whose groups were involved in the training programmes were considered to be part of the sample. The process of simple random sampling started with defining the three (3) wards from which a sample of 105 women was to be drawn. There were 3 wards in Chinsali District as already mentioned above and thirty five (35) women were selected from each ward (Lubwa, Nkakula and Chilinde wards).

All the women whose groups were trained in different skills in Chinsali District were listed. Three (3) containers were placed on a table and each container represented the three (3)

wards. Each woman's name was written on a piece of paper and placed in the container. Each container was filled with one hundred (100) papers of the names of the women.

One at a time, the names were randomly picked from the container. A total of one hundred and five (105) names were arrived at by picking 35 from each of the three containers. Each selected piece of paper revealed a name of a woman written on it. The paper was not returned to the container prior to selecting the next. This ensured that the probability of all selections remained constant all the time. The desired sample of 105 women was attained.

The ten (10) stakeholders (i.e. 3 councillors, 3 Agriculture officers, 2 Nutrition officers, 1 Gender officer and 1 Social welfare officer) were selected using purposive sampling because of their involvement in women's groups and the specific knowledge they possess about the training programmes for women's groups, while the other eight (8) stakeholders who were Village headmen were also selected using purposive sampling because they were leaders of the communities where the women's groups came from and they were interested in the improvement of women's welfare in their communities. The seven (7) facilitators (i.e. the District Community Development Officer, Assistant Community Development Officers and Community Development Assistants) and ten (10) Administrators (i.e. Directors and executive officers at Headquarters, Provincial Community Development Officer and Senior Community Development Officers at the provincial office) were also selected using purposive sampling because they are the ones in charge of the planning and provision of the Training programmes for women groups in Chinsali District.

### **3.6 Data collection instruments**

Data collection instruments refer to the tools that the researcher uses in collecting the necessary data. The most common research instruments used include the following; questionnaires, interview schedules and focus group discussion guide. (Brown, 2001) defined a questionnaire as a set of systematically structured questions used by a researcher to get needed information from respondents. Burns (2010) shares the same view, he described a questionnaire as a written document comprising of questions seeking answers on a particular subject. According to Chilisa and Preece (2005), interview refers to a conversation or interaction between the researcher and a research respondent. Focus group discussion is a situation whereby a group of people are brought together to discuss a specific topic (Kombo, 2006). This is supported by Kumar (1999) who defined a Focus Group Discussion (FGD) as a

rapid assessment, semi structured data gathering method in which a purposively selected set of participants gather to discuss issues and concerns based on a list of key themes drawn up by the researcher.

In order to collect both qualitative and quantitative data, three different instruments were employed in this study. These were semi-structured questionnaire, focus group discussion and interview guide. A semi structured questionnaire was used to collect data from Directors and executive officers at Headquarters, Provincial Community Development Officer and Senior Community Development Officers at the provincial office in Chinsali District (these were referred to as administrators). Through the focus group discussion, the study obtained data from the Community Development Officers working within the district referred to as facilitators in this study. The discussion was facilitated by the researcher. A semi-structured questionnaire was used to collect data from the secondary stakeholders whereas an interview guide was used to collect data from all members of the women's groups. Data collected through this technique was obtained with the help of four Research Assistants.

### **3.7 Data collection procedure and time line**

Prior to data collection, an introductory letter from the Directorate of Research and Graduate Studies at the University of Zambia was obtained. The letter was presented to the Permanent Secretary at the Ministry of Community Development Headquarters in Lusaka and the Principal Community Development for Muchinga Province. These were either going to grant or deny the researcher consent to collect data from the Department of Community Development in Chinsali District. Consent was granted based on the fact that the Training programmes for women's groups which were under study fall under the Ministry of Community Development and Social Welfare. Therefore, the research findings would be of relevance to the Ministry. Upon arrival at the Office of the Principal Community Development Officer, the introductory letter from the University of Zambia and letter of consent from the Ministry of Community Development and Social Welfare headquarters were presented to the Principal Community Development Officer who consented to the distribution of questionnaires and conducting of the focus group discussion. The data collection procedure had some impediments, but the researcher had to establish ways of getting passed them.

Obtaining a letter of consent from the Ministry of Community Development and Social Welfare proved to be a challenge to the researcher. The introductory letter from the University of Zambia which was presented to the permanent secretary was redirected to the Director of the department of Community Development considering that the training programmes were carried out by the said department. The researcher had to provide details of the study to the training coordinator in the Department of Community Development at the MCDSW for the letter of consent to be granted.

Since most of the respondents, especially women could not read and write, interviews guides were appropriate to be used in the field. This study engaged four (4) research assistants who helped in interviewing the respondents one by one to expedite the process. Data was collected in a period of five weeks from the women's groups, community development officers, administrators and stakeholders (social welfare officer, gender officer, Agriculture officers, Nutrition officers, Councillors and Village headmen). Supplementary reading was done to enrich the information on the subject.

### **3.8 Limitation of the study**

No study is exempted from obstacles. Gall et al. (2006), asserts that the limitations of a study are factors which the researcher foresees as restrictions and problems. In addition, Koh and Owen (2000:38) posit that limitations have the potential to limit the validity of the results. By *“identifying the limitations of the study, the researcher is essentially informing the reader that these problems have already been considered but were not thought of as of such importance to prohibit conducting the study.”*

For this research, the major limitation was that it was an assessment of the effectiveness of the training programmes offered to women in Chinsali District. The focus was on particularly those training programmes that are offered by the Department of Community Development. Therefore the results of this study would have to be generalized with caution. Another limitation was that most of the members of women's groups' who participated in this study could not read and write English. As a result of this, the researcher had to verbally translate the questionnaires into the local language in order to capture the required data.

### **3.9 Data analysis**

Data analysis refers to examining what has been collected in a survey or experiments and making deductions and inferences (Kasonde-Ng'andu, 2013). Chilisa and Preece (2005: 206): stated as follows; *“The purpose of analysing and synthesizing data is to make sense out of disaggregated information, showing the relationships, their root causes and possible solutions”*. Gosh (1992: 261) postulated as follows; ... *“after collection of research data, an analysis of the data and the interpretation of results are necessary.”* The data sought for this study was analysed using both qualitative and quantitative methods to ensure validity and credibility of the data. Qualitative data were analysed by categorising similar themes as they emerged. While Quantitative data was analysed manually and presented using tables, percentages and charts with the help of Microsoft excel.

### **3.10 Summary**

This chapter provided a discussion on the research methodology that was employed in the study. A descriptive survey research design was used in the study because it involves asking the respondents for information using a questionnaire and focus group discussion. Both quantitative and qualitative approaches were used to collect data. The two approaches were used in order to ensure validity and credibility of the data. A sample of 140 people was selected. The sample consisted of 105 members of women's groups, 7 facilitators from Chinsali District office, 18 stakeholders and 10 administrators from the provincial office in Chinsali District and Ministry of Community Development and Social Welfare headquarters. Purposive sampling was used to select the facilitators, administrators and stakeholders; while simple random sampling was used to select the women. Quantitative data was analysed manually and presented using graphs, tables and percentages; while qualitative data was coded based on themes that emerged.

The next chapter will present the findings of the study.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.0 Introduction**

The previous chapter discussed the methodology that was used for this study. This chapter presents findings of the study based on the following research questions: (i) how are the training programmes addressing the felt needs of the women? (ii) to what extent do the stakeholders participate in the planning of the training programmes? (iii) how do the women participate in a training programme? and (iv) how are the principles of facilitation adhered to by the training instructors? The findings have been presented using tables to show frequencies and percentages. After the presentation of findings a summary of the chapter is given.

#### **Findings Based on Research Questions**

This section presents findings obtained from semi-structured questionnaires, focus group discussion and interview guides. In order to assess the effectiveness of the training programmes to women's groups, the researcher collected both qualitative and quantitative data regarding how the training programmes addressed the felt needs of the beneficiaries, the extent to which stakeholders participated in the planning of training programmes, how women participated during a training programme and how principles of facilitation were adhered to by the training instructors. The respondents included 105 members of women's groups, 18 stakeholders (i.e. 3 Councillors, 8 Village headmen, 3 Agriculture officers, 2 Nutrition officers, 1 Gender officer and 1 social welfare officer), 7 community development officers and 10 administrators from the provincial office and ministry headquarter in Lusaka.

#### **4.1 Research Question 1: *How are the training programmes addressing the felt needs of the women?***

The first research question of the study sought to investigate how the training programmes addressed the felt needs of the women. To answer this question, open ended questions in a semi-structured questionnaire were administered to administrators and stakeholders (i.e.

Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer), while a focus group discussion was used to collect data from Community Development Officers and an interview guide was used to collect data from the women's groups. The data yielded both qualitative and quantitative characteristics. Quantitative data was presented by the use of tables and percentages while qualitative data was coded based on themes that emerged.

### **Findings from Administrators, Stakeholders and Community Development Officers**

In order to establish whether or not the training programmes were addressing the felt needs of the women, the Administrators, Community Development Officers and Stakeholders were asked whether or not women's felt needs were assessed before training was conducted.

**Table 4.1: Distribution of participants by their responses on whether or not Womens' felt needs were assessed before training was conducted.**

<b>Responses</b>	<b>Administrators</b>	<b>Stakeholders</b>	<b>Community Development officers</b>
<b>Yes</b>	10	13	4
<b>No</b>		5	3
<b>Total number</b>	<b>10</b>	<b>18</b>	<b>7</b>

#### **a) Findings from Administrators based at the provincial office and ministry headquarters in Lusaka**

Table 4.1 above shows that all the 10 Administrators agreed that the Womens' felt needs were assessed before a training programme was conducted.

**b) Findings from Stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer)**

Table 4.1 indicates that 13 stakeholders agreed that the Womens' felt needs were assessed before a training programme was conducted. 5 indicated that the Womens' felt needs were not assessed before a training programme was conducted.

**c) Findings from Community Development officers**

Table 4.1 indicates that 4 Community Development Officers agreed that the womens' felt needs were assessed before a training programme was conducted while 3 indicated that women's felt needs were not assessed before a training programme was conducted.

**4.1.1 Findings from women**

In order to establish whether or not women's needs were assessed before a training programme was conducted, 105 members of the women's groups were asked how the content of the training programme was decided upon. This information was collected using an interview guide which attracted qualitative data. Since most of the members of the women's groups could not read and write. It was imperative to use interview guides. The researcher engaged four (4) research assistants who helped in interviewing the respondents one by one to expedite the process. A tape recorder was used to record the data that was collected from the members of the women's groups and later it was translated into English.

From the findings, it was established that the Womens' felt needs were not assessed before a training programme was conducted because women were just called to attend training by the Community Development Officers. One of the women said,

*“intungulushi yakabungwe kesu yalisatwita ku kulongana  
eloyatweba ukuti yalipokelela lamya ukufuma ku bambofi  
bachiputulwa chabuyantanshi ukutila kulinokuba amasambililo  
ayaba namayo.”*

(The chairperson of our group called us for a meeting and informed us that she had received a call from one of the Community Development Officers to inform her of the training for the women which was going to take place). It was also discovered that the women got to know

about the contents of the training on the first day of the training, an aspect which negatively affected their interest in the training programme. In resentment, one of the women literally said, “*baletusambilisha pafya milile isuma libe twalefwaya ukusambilila pafya imishitishishe isuma. Abatwipusha ifyo twalefwaya ukusambilila ngatwalibebele.*” (We were being taught about good nutrition when our interest was to learn about good marketing strategies. If they had consulted us on what we wanted to be trained in, we would have told them).

### **How women’s needs are assessed**

The respondents were asked to state how the women’s felt needs were assessed before training was conducted. This information was collected using a semi structured questionnaire that was administered to administrators and stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer). Focus group discussions were also conducted with Community Development Officers. The information which was collected using a semi structured questionnaire and focus group discussion guide attracted quantitative and qualitative responses respectively.

### **Findings from administrators and Stakeholders**

**Table 4.2: Distribution of respondents by their views on how women’s needs were assessed before training was conducted**

<b>Responses</b>	<b>Administrators</b>	<b>Stakeholders</b>
<b>Questionnaires</b>	8	7
<b>Observation</b>	2	4
<b>Baseline survey</b>	-	-
<b>Organizational policy</b>	-	2
<b>Not Assessed</b>	-	5
<b>Total</b>	<b>10</b>	<b>18</b>

#### **a) Findings from administrators based at provincial offices and ministry head MCDSW headquarters in Lusaka**

Table 4.2 above shows that 8 administrators were of the view that women's training needs were assessed through questionnaires. 2 of them were of the view that women's training needs were assessed through observations. Thus, the majority, 8 administrators indicated that women's training needs were assessed through questionnaires.

**b) Findings from stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer)**

Table 4.2 indicates that 7 of the stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer) said that the women's training needs were assessed through questionnaires. While 4 of them indicated that the Womens' training needs were assessed through observations. 2 of them were of the view that the Womens' training needs were assessed through analysis of organizational policy, whereas 5 indicated that the Womens' training needs were not assessed before training was conducted.

**c) Findings from Community Development Officers**

From the qualitative data that emanated from the focus group discussions with the Community Development Officers, some respondents said that training programmes for women's groups were mainly conducted after the needs of the learners had been assessed through the use of questionnaires. One of the Community Development Officers had the following to say;

*“when women come to the office; we help them to fill in a questionnaire because it is through a questionnaire that we would be able to know what the training need is.”* Another Community Development Officer stated as follows: *“by going through the filled in questionnaires, we are able to understand what they need to learn without discussing with them.”*

Furthermore, another Community Development Officer said,

*“as implementers of the training programmes, we are supposed to assess training needs of the women through various needs assessment techniques such as transit walks, focus group discussion and ranking exercise, however, this is not done because our office does not have resources such as*

*motor vehicle and money for fuel to go into the communities and conduct needs assessment that is participatory.”*

Other Community Development Officers indicated that training programmes for women's groups were conducted after the needs of the learners had been assessed through observing the problems that women faced on a daily basis. One Community Development Officer said, *“rural women are perceived to be poor and so the office decides what kind of training to give them so that they can improve their living standards.”*

### **How learning needs were decided upon**

The Administrators, Community Development Officers and Stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer) were further asked to explain how the women's learning needs were finally decided upon. In order to answer this question, open ended questions in a semi-structured questionnaire were administered to the administrators and stakeholders, whereas a focus group discussion was used to collect data from the Community Development Officers. The information collected through these instruments yielded qualitative data.

#### **a) Findings from Administrators**

There was a consensus among the eight administrators that the training needs of the women were finally decided upon after assessing the answers that the women ticked in the questionnaires. One administrator said,

*“the women are asked to tick in the questionnaire the problems being faced in the community. After ticking the follow up question in the questionnaire requires them to itemize their needs in the order of prioritizing, then they bring the questionnaire to the office for scrutiny. Upon scrutiny, the office decides which training will be provided to the women.”*

Two administrators explained that women's felt needs were decided upon through observation. One administrator stated as follows;

*“facilitators and stakeholders walk around the community to study the people's behaviour, attitudes and the problems that*

*they are going through, after which they decide to come up a training which can address the problems which they had observed.”*

These statements therefore mean that the facilitators are the ones who decide what kind of training would be provided to the women.

**b) Findings from stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer).**

There were different views among the stakeholders pertaining to how training needs were decided upon. However, like what the administrators had mentioned, some stakeholders also indicated that the women’s training needs were decided upon after referring to the problems that the women ticked in the questionnaires. One Agriculture officer said,

*“the process of deciding on the training needs starts with the distribution of questionnaires to the women's groups. After collection of the filled in questionnaires, the facilitators analyses the answers that are provided and based on the answers they come up with the training content.”*

Another Agriculture officer said,

*“the Womens’ training needs are decided upon using the organisational policy. The department decides which training to offer to the women according to the vision and policies of the Organisation and sometimes training is offered according to the wants of the donors”....*

The other stakeholders (i.e. Nutrition officer, village headmen and councillors) mentioned that the women’s needs were decided upon through observation of the behaviours and attitudes of the women in the communities. One Nutrition officer said,

*“an assessment of the gap between where the women are and where they should be in regards to knowledge is done through observing the lifestyles and behaviours of the women in the community.”*

### **c) Findings from Community Development Officers**

Five Community Development Officers responded in the affirmative. They indicated that womens' felt needs were decided upon through the questions asked in project proposal forms also known as questionnaires. In the questionnaire, the problems that most communities experienced were clearly outlined. The women then ticked the problems that corresponded with their experiences in the community. One of the Community Development Officers had the following to say;

*“most women are illiterate and for this reason, we decide on what to teach them ourselves after reading the problems that they tick in the questionnaire.”*

Another Community Development Officer stated as follows:

*“the problems that the women tick in the questionnaires enable us to decide on the training to provide to them”.*

The other Community Development Officers who had responded differently stated that training needs were decided upon through conducting meetings with the women. One respondent said,

*“during the meetings, women explain the problems that they are experiencing then the facilitators decide which training to offer to them.”*

Another respondent stated as follows;

*“sometimes, councillors and village headmen are asked to talk to the women so that they can find out their problems then they come and report back to the office. After reporting, the office decides what sort of training to provide to the women.”*

#### **4.1.2 Summary of findings of research question one**

Question one sought to ascertain how the training programmes were addressing the felt needs of the women. The findings of the study revealed that the training programmes did not address the womens' felt needs. This was due to the fact that the women were not actively involved in the identification of their training needs as evidenced by the following findings: (a) it was established that the training needs of the women were assessed through closed ended questionnaires which they filled. The questionnaires were handed to the facilitators for

scrutiny, who later decide what sort of training to provide to the women; (b) the women's training needs were also assessed through observation. Community Development Officers and Stakeholders walked around the community to study the people's behaviour, attitude and the problems which they experienced. They then decided to come up with a training activity which addressed the problems which they had observed; (c) it was discovered that sometimes, the women's training needs were decided upon using the organizational policy. The Community Development Officers decide which training to provide to the women according to the vision and policy of the organization; (d) it was also revealed that some training programmes which the women attended were sponsored by donors. For such training programmes, the content was decided by the donors themselves; and (e) Councillors and Village headmen discussed with the women, the problems being encountered in the communities and then reported to the Community Development Officers who finally decided the type of training to provide for the women.

#### ***4.2 Research Question 2: to what extent do the stakeholders participate in the planning of a training programme?***

The second research question was: to what extent do the stakeholders participate in the planning of a training programme? To answer this question, information was collected from stakeholders, members of women's groups, Community Development Officers and administrators from the provincial office and Ministry headquarters in Lusaka through the use of a semi-structured questionnaire, interview guide and focus group discussion which attracted quantitative and qualitative responses.

## Findings from Administrators Stakeholders and Community Development officers

**Table 4.3: Distribution of participants by their views on whether or not stakeholders participated in the planning of training programmes for women's groups**

Responses	Administrators	Stakeholders	Community Development Officers
Yes	10	11	3
No		7	4
<b>Total number</b>	<b>10</b>	<b>18</b>	<b>7</b>

### **a) Findings from Administrators based at the provincial office and ministry headquarters in Lusaka**

Table 4.3 above shows that all the 10 administrators were of the view that stakeholders were involved in the planning of training programmes for women's groups. This therefore means that all the administrators were in agreement that stakeholders were involved in the planning of programmes for women's groups.

### **b) Findings from stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer)**

Findings from stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer).

From table 4.3 above, it was noted that 11 stakeholders indicated that they were involved in the planning of the training programmes for women's groups. 7 indicated that they were not involved in the planning of the training programmes for women's groups.

### **c) Findings from Community Development Officers**

Table 4.3 above shows that 3 respondents were of the view that stakeholders were involved in the planning of training programmes for women's groups. 4 Community Development Officers indicated that stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer) were not involved in the planning of the training programmes for women's groups.

The respondents who had indicated that stakeholders were involved in the planning of the training programmes for women's groups were further asked to explain how exactly the stakeholders were involved in the planning. This information was retrieved using a semi structured questionnaire that was administered to the Administrators and stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer). Focus group discussions were also conducted with some Community Development Officers.

### **a) Findings from administrators**

Although the administrators agreed that stakeholders were involved in the planning of training programmes for women's groups, their responses indicated that stakeholders were merely being informed of the training programmes that the Department had planned for the women's groups. When talking about the involvement of stakeholders in the planning of training programmes for women's groups, one of the administrators said, *“involvement of stakeholders in planning, training programmes for women's groups is achieved through planning meetings such as the Provincial Development Coordinating Committee and District Development Coordinating Committee. In these meetings, stakeholders are informed of what the department has planned pertaining to the training programmes prior to training.”*

### **b) Findings from stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer)**

Despite majority stakeholders having mentioned that they were involved in the planning of training programmes for women's groups, their responses also indicated that they were not involved in the planning of the training programmes. One of the stakeholders said, *“we are*

*involved in the preparation of the training material if the training is in an area of specialization and the officers guide us on what we should prepare for the training.*” This statement implies that stakeholders were not involved in planning because preparation of training material does not mean planning for the training programme. Another stakeholder said, *“in as much as I was involved in the preparation of training materials for the training programme, the materials were determined by the facilitators, this was so because the policy that governs the programme influenced the type of training to be carried out by the facilitators.”* This statement means that most training programmes were predetermined by the Community Development Officers.

#### **4.2.1. Involvement of women in the selection of instructional techniques for a training programme.**

In order to establish whether or not the women's groups were involved in the planning of the training programmes, members of the women's groups and Community Development Officers were asked if the women's groups were involved in the selection of instructional techniques for a training programme. This information was collected using a focus group discussion and interview guide that brought out qualitative responses. Involvement of women in the selection of instructional techniques for training programmes was viewed from two different dimensions, i.e. from the women group members and Community Development Officers' point of view.

##### **a) Findings from members of women's groups**

The members of the women's groups were asked whether or not they were involved in the selection of instructional techniques used in the training programmes. They indicated that they were not involved in the selection of instructional techniques for training programmes because the programme was already designed by the facilitators. One woman said, *“amasambililo yali aya pekanishiwa kale, echallengele ukuti tulekonkafye ifya tantikwe.”* (The training programme was already designed so we were just following what was prepared). Another woman said *“aba mbomfyi bachiputulwa chabuyatanshi tabatubimbamo mukupekanya kwamambililo, batwitafye mukusambilila.”* (The Community Development officers do not involve us when they are planning and preparing the training programmes, they just invite us for training).

## **b) Findings from Community Development Officers**

Findings from Community Development Officers indicated that the members of women's groups were not involved in the selection of instructional techniques. One Community Development Officer said, *“the selection of instructional techniques is our responsibility because we know which techniques work best depending on the training being provided.”* Another Community Development Officer had the following to say; *“the training which is usually provided to the women is determined by many factors. Among them is the location where the project is being conducted, type of project being conducted and the season. For these reasons, we do not involve the women in selecting the instructional techniques because we know which techniques would work well.”* It was also discovered that some training programmes were brought by the donors and already planned by them. One community development officer said as follows; *“such training programmes come with guidelines which should be strictly followed.”* It was revealed from the findings that most women shun such training programmes because they felt that the training programme had been imposed on them.

### **4.2.2. Summary of findings on research question two.**

Question two sought to establish the extent to which stakeholders participated in the planning of training programmes for women's groups. It was discovered that stakeholders did not participate in the planning of the training programmes instead they were merely informed of the training programmes that the Community Development officers had planned for the women's groups. The stakeholders were informed of the activities planned through planning meetings such as the Provincial Development Coordinating Committee and District Development Coordinating Committee. It was also revealed that some stakeholders only participated in the preparation and delivery of training materials if the training required specialization. However, although stakeholders participated in the preparation of training materials, the materials were determined by the facilitators.

The policy that governs the programme influenced the type of training to be carried out by the facilitators. This is to mean that most training programmes were predetermined by the Community Development Officers. Lastly, it was discovered that members of women's groups were not involved in the selection of instructional techniques for training programmes

because the programmes were already designed by the Community Development officers. The Community Development officers did not involve the women in the selection of instructional techniques for training because they knew which technique would work best depending on the training being provided.

#### **4.3.3 Research question 3: *How do the women participate in a training programme?***

The third research question was as follows; how do women participate in a training programme? In order to determine how the women participated in a training programme, a semi structured questionnaire, interview guide and focus group discussion were used to capture both quantitative and qualitative information pertaining to the participation of women during training. The answers were obtained from the facilitators, women's groups and stakeholders.

#### **Findings from Community Development Officers, Stakeholders and Women's groups**

**Table 4.4: Distribution of respondents by their views on whether or not women participated in a training programme**

<b>Responses</b>	<b>Community Development officers</b>	<b>Stakeholders</b>	<b>Women's groups</b>
<b>Yes</b>	7	17	70
<b>No</b>	-	1	35
<b>Total Number</b>	<b>7</b>	<b>18</b>	<b>105</b>

#### **a) Findings from Community Development Officers**

Table 4.4 above shows that all the 7 Community Development Officers agreed that the women participated in a training programme.

#### **b) Findings from stakeholders.**

Table 4.4 above indicates that 17 stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer) agreed that women

participated in a training programme. 1 stakeholder (Village headman) said that women did not participate in a training programme.

### **c) Findings from members of women's groups.**

Table 4.4 above indicates that 70 members of women's groups agreed that they participated in the training, while 35 members indicated that they did not participate in training. From the qualitative data collected through the interview guide with the members of women's groups, some respondents said that they participated during the question and answer session. One woman said, “*twa ibimbilemo pakwasuka amaepusho ilyo bakafundisha bale ipusha.*” (We participated by answering questions when asked by the facilitators). Another woman stated as follows: “*elo twalesambilila bakafundisha baishilejeba ukuti ndondolole kulibanamayo abashachumfwa pafyo bachifunda pabuyo bwa masambililo.*” (When we were being trained the facilitators asked me to explain the objectives of the training programme to the women who did not understand when he was teaching).

A follow up question was asked to the respondents to state how women participated during training. This information was collected using a semi structured questionnaire that was administered to the stakeholders and a focus group discussion was conducted with the Community Development Officers.

### **a) Findings from Community Development Officers.**

In response to how women participated during training, Community Development Officers indicated that women participated through plenary sessions. In addition, the Community Development Officers mentioned that women also participated when they were asked questions during the training. One Community Development Officer had the following to say; “*when we start the training, we tell the women to be free to ask questions and also to answer when they are asked so that problems being encountered can be solved.*” Another Community Development Officer said as follows “*self-introductions enable us to know who is shy and who is not and so when asking questions we point at the shy one to give us the answers.*” It was also discovered that some women participated during training by being time keepers and rapporteurs. One Community Development Officer said, “*When preparing for a*

*role play, we ask the chairperson to include the women who did not participate during the plenary session to be included in the play.”*

**b) Findings from stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer).**

In response to how women participated during training, the stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer) indicated that women participated in answering questions when asked during plenary sessions. They also participated through preparation of material for demonstrations. One agriculture officer said, “*if I am facilitating about how to prepare a diverse dietary recipe, I ask the women to pound the groundnuts before I start demonstrating.*” In addition, they mentioned that women also participated through group activities such as role plays.

**4.3.3.1 Summary of Findings from research question three.**

This research question was posed in order to secure responses on how the women participated in a training programme. The women participated during the question and answer session. During training the facilitators asked the women questions about what they had learnt and the women were also requested to ask questions on topics which they did not understand. The women were also asked to explain the content of the training programme to their peers who did not understand during the course of training. It was discovered that women participated during training by being time keepers and rapporteurs. The women also participated through the gathering of materials whenever a training programme required a physical demonstration to be carried out. It was further revealed that the women also participated through group activities such as role plays.

**4.3.4 Research Question 4: *How are the principles of facilitation adhered to by the training instructors?***

The fourth research question was: how are the principles of facilitation adhered to by the training instructors? The aforementioned research question was answered by the administrators and stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer) using open ended questions in a

semi structured questionnaire. The questionnaire bore both quantitative and qualitative responses. . In addition, a focus group discussion was conducted with Community Development Officers which yielded qualitative data.

### **Findings from administrators, Community Development Officers and Stakeholders**

**Table 4.5: Distribution of participants by their responses on whether or not instructors adhered to the principles of facilitation.**

<b>Responses</b>	<b>Administrators</b>	<b>Community Development Officers</b>	<b>Stakeholders</b>
<b>Yes</b>	10	3	3
<b>No</b>		4	15
<b>Total number</b>	<b>10</b>	<b>7</b>	<b>18</b>

#### **a) Findings from administrators.**

Table 4.5 above shows that all the 10 administrators agreed that training instructors adhered to the principles of facilitation.

#### **b) Findings from Community Development Officers.**

Table 4.5 above indicates that 3 Community Development Officers totally agreed that they adhered to the principles of facilitation while 4 indicated that they did not adhere to the principles of facilitation.

#### **c) Findings from stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer).**

Table 4.5 above indicates that 3 stakeholders (i.e. Nutrition officers and social welfare officer) agreed that training instructors adhered to the principles of facilitation and 15

stakeholders (i.e. Councillors, Village headmen, Agriculture officers and Gender officer) were of the view that the training instructors did not adhere to the principles of facilitation.

A follow up question was asked to the respondents who indicated that training instructors did not adhere to the principles of facilitation. The respondents were asked to explain why they were of the view that training instructors did not adhere to the principles of facilitation. This information was collected using a semi structured questionnaire that was administered to the stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer). Focus group discussions were also conducted with Community Development Officers. The information collected yielded qualitative responses.

**a) Findings from Community Development Officers.**

From the findings, it was established that the Community Development Officers did not adhere to the principles of facilitation because they were not trained in it. One Community Development Officer said, *“Sometimes I use facilitation principles when training women, but I do not even realize because I don’t know them very well.”* Another Community Development Officer said, *“most Community Development Officers who facilitate training programmes for women’s groups are grade 12 certificate holders, they did not go to college to be trained in how to facilitate.”*

**b) Findings from stakeholders.**

The findings from stakeholders also indicated that instructors did not adhere to the principles of facilitation. One stakeholder said, *“not all instructors have facilitation skills; hence the owners of the training programmes should cooperate with stakeholders who have facilitation skills.* Another stakeholder said, *“the instructors do not know facilitation principles because they do not allow participants to ask many questions.”* It was also discovered that facilitators often use teaching techniques when training the women. One stakeholder had the following to say; *“instructors use teaching methods such as lecturing, which do not promote learners involvement and participation.”*

#### **4.3.4.1 Summary of findings from research question four.**

This research question sought to capture answers on whether or not the principles of facilitation were adhered to by the training instructors during training. Based on the findings, it was established that most training instructors did not adhere to the principles of facilitation because they were not trained in facilitation skills. Furthermore, the study established that some facilitators were observing facilitation principles during training of the women even though they did not realise they were using them. It was also revealed that most Community Development Officers who facilitated in training programmes for women's groups were grade 12 certificate holders and they did not attend college to train in facilitation. Lastly, it was discovered that training instructors often used teaching techniques such as lecturing, which do not promote learners' participation during training.

#### **4.3.5. Summary of Chapter 4**

This chapter presented the findings of an assessment of the effectiveness of the training programmes for women's groups provided by the Department of Community Development in Chinsali District. In order to assess the effectiveness of the training programmes, data was captured from administrators at the provincial office and ministry headquarters in Lusaka. Data was also collected from Community Development Officers, members of women's groups and stakeholders (i.e. Councillors, Village headmen, Agriculture officers, Nutrition officers, Gender officer and social welfare officer). The data was captured through the use of Focus Group Discussion, interview guide and semi structured questionnaires.

The findings revealed that the training programmes did not address the women's felt needs. This was because the women were not actively involved in identification of training needs. The study also disclosed that the stakeholders were not involved in the planning of training programmes for women's groups. They were only involved in the preparation of training materials which were determined by the facilitators. The policy that governed the programme influenced the type of training to be undertaken by the facilitators. This implies that most training programmes are predetermined by the Department of Community Development.

The study also established that women participated through Question and answer sessions, Role plays, time keeping and through serving as rapporteurs. The study discovered that most training instructors did not observe the principles of facilitation because they were not trained

in facilitation skills. Lastly, the study also revealed that some training instructors often used teaching methods such as lecturing which did not encourage participation.

The next chapter is a discussion of the research findings.

## CHAPTER FIVE

### DISCUSSION OF THE FINDINGS

#### 5.1 Overview

The previous chapter presented the findings of the study, which sought to assess the effectiveness of women's group training programmes offered by the Ministry of Community Development and Social Welfare in Chinsali District. This Chapter proceeds with a discussion of the key findings earlier presented. As observed by David and Sutton (2004:338), the discussion section brings . . . *“together the main research findings...key elements of literature review... and focuses on answering the original research problem, comparing the research findings with previous research. Reflections on the limitations of the research can also be discussed at this stage, together with recommendations for future research in the area.”* This chapter discusses findings using research objectives, reviewed literature and the Andragogy educational model which was proposed by Malcolm Knowles in 1984. Thereafter, the conclusion of the chapter shall follow.

The following objectives guided the study: (a) to establish whether or not the training programmes addressed the womens' felt needs; (b) to determine the extent to which the stakeholders participated in the planning of the training programmes; (c) to establish how women participated in the training programmes; and (d) to determine how the principles of facilitation were adhered to by the training instructors.

#### **5.2 Research Objective 1: *to establish whether or not the training programmes address the womens' felt needs***

The first objective sought to investigate whether or not the training programmes addressed the felt needs of the women. The findings from the study indicated that the training programmes offered to women's groups did not address the felt needs of the women. This was due to the fact that the women were not involved in the identification of what they needed to learn before training was conducted. They were merely invited for training after it had been prepared by Community Development Officers (facilitators). It was noted that the women had a negative perception of training programmes that were prepared without involving them in the planning. The lack of interest by women is echoed by McClelland (2002) when he stated that adults learn in response to immediate pressure and are problem

centred. The theory of Andragogy justifies the finding as it states that the curriculum should be based on problem areas and the starting point of learning should be immediate concerns and goals of the learners (Knowles et al, 1990).

The study established that the training needs of the women were assessed through a closed ended questionnaire which was administered to them before a programme commenced. Such an assessment tool did not address the actual needs of the women because the responses did not reflect the views of the women but that of the trainers. This finding is in agreement with UNESCO (2006:28) who contented, *“in order for facilitators to identify the felt needs of the trainees, they must employ participatory needs assessment techniques such as: focus group discussions, brainstorming sessions and ranking exercises.”* With regard to the use of a questionnaire, the training in Chinsali District was facilitator and donor driven since it did not involve a participatory approach of identifying the needs of the women and then address what was cardinal through the process of ranking them. The questionnaire addressed the views of the funders and the designers since the beneficiaries were not part of the planning process of the training programme. The foregoing discussion in contempt with the Andragogy theory of Knowles et al (2005) which states that adults are self-directed learners hence participatory techniques such as group discussions should be used to identify the learning content of a given programme.

The study further established that the felt needs of the women were not assessed before training commenced. It was discovered that women were merely called to attend the training by the Community Development Officers. The above finding is not in agreement with UNESCO (2004:2) as it postulates that *“before conducting training programmes for adults, a needs assessment should be conducted. Needs assessment ensures that participants felt needs are identified and it serves as the basis for planning training programmes which respond to the felt needs of the participants.”* The findings are also validated by Badi ghufli (2014) who confirms that if the training purpose was not clearly defined before the training, it could not lead to training as it was planned. Defining a valid need for training is the foundation upon which an organisation can determine training effectiveness. Andragogy’s theory says that adults need to know the necessity of learning something prior to starting the process of learning. This aspect has been neglected by the planners and implementers of the training programmes in Chinsali District.

The study further disclosed that women were given the agenda of the training programme on the first day of training without consulting them on what they needed to learn or train in. This tendency affected the interest of learners in the training programmes. This finding coincides with Driskell (2011) who posits that the type of training implemented and training content offered affect the training outcomes of the training programmes. He further noted that a training programme should be consultative on the needs of the beneficiaries if they were to concentrate during the meeting and workshop. The finding is in concord with the Andragogy theory of Knowles, et al. (2005) which states that adult learning settings should begin with topics that address the adult audience's current learning needs which the training programmes of Chinsali District have failed to follow.

The study also established that the women were perceived to be poor and illiterate, hence the Ministry of Community and Social Welfare Headquarters decided which type of training the district officers should provide to the women so as to improve their living standards. These findings are fully in contrast with Baatiema, et al. (2013), who stated that, the involvement of beneficiaries in identifying their needs helps in defining and designing effective programmes. He further added that each programme should be introduced only after a thorough analysis of community needs and identification of the most important factors. This is because all people, especially the poor and disadvantaged, have both the right and duty to be involved in decisions which affect their daily lives. Baatiema, et al. (2013), further indicated that if the poor people are involved in the identification of their needs, they become motivated to learn. From the above findings and discussions, it is worth mentioning that the training programmes that the women went through were not responding to their felt needs. This is evidenced by the fact that their felt needs were assessed through questionnaires which did not allow them to express their felt needs. The other point is that since the women were perceived to be poor, the MCDSW headquarters decided the type of training to be provided without even consulting them. It is sad to mention that the MCDSW had no specific guidelines to guide how training should be conducted in the ministry, yet programmes are provided according to the age and group of beneficiaries.

### **5.3 Research Objective 2: *to determine the extent to which the stakeholders participate in the planning of the training programmes.***

The second objective established the extent to which the stakeholders participated in the planning of the training programmes for women groups in Chinsali District. Stakeholders in the study included government officers, traditional leaders, political leaders and the beneficiaries. Government officers included agriculture, nutrition, gender and social welfare officers. Traditional leaders were Village headmen while political leaders were councillors and beneficiaries of the training programme were members of the women's groups.

The findings of the study clarified that stakeholders were not involved in the planning of training programmes for women's groups. It was further found that stakeholders were only informed of the programmes by the Community Development Officers during the Provincial Development Coordinating Committee and District Development Coordinating Committee meetings. This finding clearly reveals that relevant stakeholders were not part of the planning process. This finding was not in congruence with Rothwell, Sullivan and Mclean (1995: 177) who emphasized “*involving stakeholders in the programme planning phase so that support is generated and consensus is built.*” This discussion is supported by Harriet et al (2013) who stated that for a training programme to be effective stakeholders must be involved in the planning and implementation as this helps in the reduction of barriers.

The study also found that stakeholders were only involved at the preparation stage. This was done through the preparation and delivery of training materials for various training programmes. It is important to note that the success of every programme is dependent on the participation of stakeholders from the planning process of a programme to the summative evaluation stage. In support of this view, Reed (2008: 2422) recorded that “*a successful programme must involve key stakeholders in the planning process.*” This was also echoed by Liebenberg and Stewart (1997) who stated that, for effective planning to take place, various stakeholders who can contribute their expertise and knowledge to the situation and come up with effective long term objectives for the programmes be incorporated in the planning stages. It is disheartening to notice that only a limited number of stakeholders took part in the planning stages. This could be seen from the lack of effective implementation of the training programmes by the facilitators.

Despite stakeholders being involved in the preparation of training materials, the materials that they prepared were determined by the Ministry of Community Development and Social Welfare headquarters in Lusaka. The policy which governs the programme influenced the type of training to be carried out by the facilitators. This means that most training programmes were predetermined by the MCDSW headquarters. This lack of consistency is what Braynant and White (1982) pointed out as a potential source of tensions. Adding to the foregoing discussion, Agyei (2009) accentuates that successful programmes are based on the stakeholder's knowledge of their roles and responsibilities. Therefore, it can be concluded that the Ministry of Community Development and Social Welfare programme planners did not actually consider all the appropriate precautions needed to plan and implement viable women training programmes. The exclusion of stakeholders in the planning process has the potential to hinder the effectiveness of the training programmes.

The other finding was that members of the women's groups were also not involved in the planning of their training programmes. This was due to the fact that the training programmes were predetermined by the MCDSW headquarters. This finding is not in agreement with the words of Shayo (2015) who contended that beneficiaries' must be involved in the planning of their programmes rather than merely receiving a share of the already made programmes. In line with the findings, Mohammad (2010) explained that beneficiary's involvement in decision making and implementation of development enables local people to identify their needs as well as the relevant goals of a programme. Beneficiaries' involvement in planning enhances the effectiveness of development programmes because they tend to own the programme. Their participation is whole hearted unlike when a programme is imposed on them discounting their needs. The findings are in agreement with the theoretical framework by Knowles (1990) who noted that an adult learner retains knowledge and concepts more readily if they are engaged in the process of discovery and exploration rather than being the recipient of information.

#### **5.4 Research Objective 3: *to establish women's participation during the training programmes***

Research Objective 3 sought to secure responses on how the women participated during a training programme. The quantitative findings in table 4.4 on page 50 revealed that 7 Community Development Officers and 17 Stakeholders had agreed that the women

participated during training. This was confirmed by qualitative findings, which revealed that women participated during the training programmes in activities such as: question and answer session and group activities such as role play. These findings are in agreement with Alexander (1987) who specified that learning comes from experience. That is, people learn best by doing some activity in relation to what they need to learn. The finding is supported by Comenicus (2014) who specified that active experimentation is the best technique of teaching adults. Adults learn best when they engage in such things as projects, homework, or group discussions. The finding is in congruence with the Andragogy theory in the sense that it believes in adult classes being characterized by experiential techniques such as role plays (Knowles, et al. 2005). Even though this finding is in line with the Andragogy theory, the role plays which were employed during training were ineffective because the women's problems were not the centre of the training programme despite their participation. The finding then tells that women attended the training programme for the sake of attending and not from the point of learning how to alleviate their poverty.

The other finding was that women participated during training by being time keepers and rapporteurs in the training programmes of women's groups in Chinsali District. These findings are not fully in tandem with Yadava (nd: 5-6) five critical elements in Freire's theory of education. Yadava (nd: 5-6) stated that, in order to produce large enormous results from an adult learning class, the learning process should be interactive and cooperative so that learners do a lot of discussing and writing instead of listening to facilitator talk. The basic format of the class is the dialogue around the problems posed by facilitators and learners. The facilitator initiates this process and guides it into deeper phases. The finding clearly shows that the women were not the centre of the training programme because their participation was not active but a passive one.

The foregoing discussion agrees with the Andragogy theory of Knowles (1990) which indicated that the starting point for learning in life is problem or situation centered. For this reason, the role of the facilitator was to make the learners more independent to discuss matters affecting their lives. Being time keepers and rapporteurs was not active participation. Participants needed to enter into active discussions on matters that affected their lives alongside providing a future for their skills which they are learning. In a nutshell, it was clear that the perceived training for women did not address their felt needs since their participation

was not purposive and was not directed at addressing their wealth creation in Chinsali District.

**5.5 Research Objective 4: *to determine how the principles of facilitation were adhered to by the training instructors***

The study objective 4 sought to reveal answers on how the principles of facilitation were adhered to by the training instructors when training women groups in Chinsali District. The quantitative findings in table 4.5 on page 53 revealed that 4 Community Development Officers and 15 stakeholders indicated that the principals of facilitation were not adhered to by the training instructors. This was confirmed by qualitative findings, which showed that most of the training instructors did not follow the principles of facilitation because they were untrained in facilitation skills. Most of the Community Development Officers who facilitated training programmes for women's groups were grade twelve certificate holders who did not go to college to learn facilitation skills. This finding is not in agreement with the CLTS manual (2011) which stated that facilitation skills and strategies should be known by facilitators of adult learners because they can be adapted for use with different target groups to achieve specific aims.

The above discussion is further supported by Comenicus (2014) who detected that adult learning is most effective when the instructor acts as a helper during a training programme. Kamp (2011) argued that lack of facilitation skills affected the kind of facilitation which the facilitator was to give to the expected audience. This discussion opens many avenues of wondering as to what kind of training the women's groups were undergoing with unqualified trainers at hand, whose skills did not measure to expectation.

The study established that training instructors often used teaching techniques such as lecture strategy which did not promote learners' participation during training. The finding was backed by Kolb et al (2000) who explained that adults dislike passive learning situations such as lectures. The adult learner wants to touch everything (kinesthetic or tactile), problem solving, small group discussions or games, peer feedback, and self-directed work assignments are their favourites. In view of the latter finding, Machobane (2010) noted that if inappropriate strategies for the facilitation of learning are used, adult learners are likely to become bored, frustrated, overwhelmed or unable to cope with the challenges of learning.

Learning is all about participation and practicing what is being facilitated upon. A lecture process is rather more boring than a learner centred programme which the facilitators failed to create in the training programmes for women in Chinsali District.

The study further established that the facilitators dominated the learning environment such that most women found it difficult to contribute anything during the training. It is for this reason that Birdi (2005) stated that unfavourable environment affects the training effectiveness. In his view, training will be affected negatively if there are unfavourable conditions for training. Additionally, Kamp (2011: 19) intimates that “*facilitation succeeds when participants are motivated and enabled to actively get involved.*” The methodology needs to cater for an interactive learning process. This also means that the facilitator shall not make himself the centre of all attention, but rather put the group at the centre by asking questions, allowing discussions, collecting feedback and consulting the participants on methods and steps in the training programme. Opinions can be collected from the participants, but should not be expressed by the trainer. The finding is not in line with the Andragogy theory which de-emphasizes lecture and other teacher centred forms of instruction in favour of engaging class environments that are learner centred (Knowles, 1990). In conclusion, the discussion is clear that the facilitators did not utilize the principles of facilitation when training the women's groups in Chinsali District.

## **5.6 Summary**

This chapter discussed findings of the study using research objectives as subheadings. The study established that the training programmes were not addressing the womens’ felt needs. This was due to the fact that women were not involved in the identification of what they needed to learn before training was conducted. The findings revealed that the training needs of the women were assessed through closed ended questionnaires which the women filled prior to training. The questionnaires had predetermined questions focusing on perceived problems of the women's groups. This approach deprived the women of their opportunity to express their felt needs through dialogue as a result of being limited to the questionnaire. It was also discovered that sometimes the womens’ felt needs were not even assessed at all because women were perceived to be poor and for this reason, most training programmes were predetermined by Ministry of Community Development and Social Welfare headquarters in Lusaka.

The study further revealed that the stakeholders were not involved in the planning of training programmes for women's groups except in the preparation of training materials which were predetermined by the MCDSW headquarters through the programme guidelines. The study established that women participated through Question and answer sessions, Role plays, time keeping and they also participated as rapporteurs.

The study discovered that majority training instructors did not adhere to the principles of facilitation because they were not trained in facilitation skills. Lastly, the study revealed that some training instructors often used teaching methods such as lecturing which did not encourage participation. This revealed that the facilitators did not use the principles of facilitation to train women.

The next chapter provides a conclusion of the study and gives recommendations.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Overview**

The previous chapter provided a discussion of the assessment of the effectiveness of the training programmes for women's groups offered by the Ministry of Community Development and Social Welfare in Chinsali District. This was done with the help of the four objectives, related studies and the Andragogy theory which guided this study. This chapter provides a conclusion and recommendations of the study based on the findings and discussions.

#### **6.2 Conclusion**

The aim of this study was to assess the effectiveness of the training programmes for women's groups in Chinsali District. This study was guided by four objectives and responded to four research questions. The first objective and research question set out to establish whether or not the training programmes addressed the women's felt needs.

The findings of the study revealed that the training programmes were not addressing the felt needs of the women. This was attributed to the fact that women were not involved in the identification of what they needed to learn before training was conducted. The women were merely invited for training by the facilitators. It was further revealed that the women had a negative perception on the training programmes which they attended because the training content was not addressing their needs. This is what Knowles (1990) meant when he said adults are self-directed and for this reason facilitators should allow learners to discover the learning content themselves.

The study concluded that each programme should be introduced only after a thorough analysis of community needs and identification of the most important factors which might uplift the lives of the attendants. This is because all people, especially the poor and disadvantaged, have both the right and duty to become involved in decision making that affect their daily lives. In a nutshell, the study, through objective 1 established that the training programmes of Chinsali District were not addressing the women's felt needs because

they were not a reflection of what they needed to learn. The training programmes were just imposed on them.

The second objective and research question sought to determine the extent to which stakeholders participated in the planning of training programmes. Quantitative findings indicated that the stakeholders were involved in the planning of the training programmes. Further, qualitative findings indicated that stakeholders did not take part in the planning of training programmes. Instead, they were merely informed of the training programmes which the department of Community Development had already planned for the women's groups. The stakeholders were informed of the activities planned through planning meetings such as the Provincial Development Coordinating Committee and District Development Coordinating Committee.

The findings further revealed that some stakeholders were only involved at the preparation stage. Even though stakeholders were involved in the preparation of training materials, the materials were determined by the Community Development Officers.

Community Development officers did not involve the women in the planning of the training programmes because they were set by either the MCDSW headquarters or the funding organisations. All training programmes for women groups in Chinsali District were to a large extent a creation of the headquarters for the MCDSW.

The third research objective and research question sought to establish how women participated during the training programmes. Qualitative findings from women, stakeholders and facilitators were in accord with the quantitative findings. Qualitative findings indicated that women participated in activities such as question and answer sessions. The study further revealed that women participated during training by being time keepers and rapporteurs. The women also participated through preparation of materials for demonstration when the training programme required a demonstration to be conducted. This is not in tandem with Knowles (1990) theory of Andragogy which records that the starting point for learning is life problems or situations.

For this reason, the role of the facilitator is to make the learners more independent to discuss matters affecting their lives. Simply being time keepers, reports and engaging in question and

answer sessions is not active participation. Participants need to enter into lively discussions with the facilitators so that workable solutions to the problems being encountered are identified and solutions sought. If the programmes were meant to train and equip the women with the right skills which were instrumental in their lives, the facilitators would not have been making the women passive participants as it never facilitated any form of learning.

Furthermore, the study revealed that women also participated through group activities such as role plays. Even though this finding is in line with the Andragogy theory of Knowles (1990) which stated that adult classes should be characterised by experiential techniques such as role plays, the role plays which were employed during the training programmes in Chinsali District were ineffective because women's problems were not discussed in the first place. Based on objective and research question 3, it is justified to conclude that the women's participation during training was not active participation. The named petty participation never enabled them to acquire the knowledge and the skills that they needed to apply in their environment in order to improve their living standard.

The fourth research objective and research question were aimed at determining how the principles of facilitation were adhered to by the training instructors. The quantitative findings indicated that the training instructors did not adhere to the facilitation principals. Qualitative findings were in agreement with the quantitative findings as they revealed that most Community Development Officers who facilitated training programmes for women's groups were merely grade twelve certificate holders and lacked facilitation skills, hence the need to incorporate stakeholders so that they implement facilitation skills during training.

Lastly, it was discovered that training instructors often used teaching techniques such as lecturing, which did not promote learners' active participation during training.

Based on the foregoing, it can be deduced that training programmes for women groups in Chinsali District were not effective in equipping women with the knowledge and skills that they could use in their environment to improve their living standards. Instead of using needs assessments techniques that are participatory, facilitators used closed ended questionnaires that did not give a chance for the women to express what their felt needs were. The policy which governed the women's programmes determined the type of training to be provided and so most of the training programmes were predetermined by the MCDSW. The women did not get involved in the selection of what they needed to learn prior to training. This made

them lose interest in the training programmes. On the other hand, the facilitators were not trained in facilitation skills, making them train women using the teacher centred techniques which were contrary to the training programme guidelines. The lack of facilitation skills made the facilitators fail to deliver the training content effectively.

### **6.3. Recommendations**

The following recommendations emanated from the findings of the study;

- i. the Ministry of Community Development and Social Welfare (MCDSW) should not dictate what to teach the women's groups. The content of any training programme should come from the women themselves because they are adults who have goals and they know what they need to learn better than anyone else;
- ii. the MCDSW should conduct needs assessments that are participatory of all the members of the women's groups.
- iii. Community Development Officers (CDOs) should involve stakeholders in the planning of training programmes for women so that they contribute their expertise and knowledge to the training content.
- iv. Community Development Officers should plan for quarterly meetings with the women's groups so that their needs are continuously recorded for the sake of creating training needs banks.
- v. the MCDSW should train all Community Development Officers who facilitate training programmes for women's groups in facilitation skills in order to equip them for the task of training the women effectively in the different areas that may need training.

### **6.4 Suggestions for future research**

Based on the findings from this study, the following are some of the studies that can be conducted.

- i. To compare how non governmental organisations like Women for Change involve women in their training programmes.
- ii. MCDSW should duplicate this study and conduct it at National level.

## **6.5 Summary of Chapter Six**

Chapter six presented the conclusion and recommendations of the study. The conclusions were derived from the research objectives of the study. The recommendations were built on the findings and discussion of the study.

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## **APPENDIX I: FOCUS GROUP SCHEDULE**

### **FOCUS GROUP DISCUSSION SCHEDULE (FGD) FOR COMMUNITY DEVELOPMENT OFFICERS AT THE MINISTRY OF COMMUNITY DEVELOPMENT AND SOCIAL WELFARE.**

Dear Respondent,

I am a student at the University of Zambia currently pursuing a Master of Education in Adult Education. I am conducting a research on women's groups' training programmes offered by the Ministry of Community Development and Social Welfare in Chinsali District. I am therefore humbly requesting your participation in my study. The information that you shall provide will be used for academic purposes only and will be treated with strictest confidentiality. You are free to withdraw your participation at any time should you feel so.

To this extent, I shall be most thankful if you would participate in my research by attending the discussion.

#### **General Questions**

1. Are the womens' felt needs assessed before the training programme is conducted?
2. How, exactly, do you assess the womens' felt needs?
3. Explain how the womens' felt needs are finally decided upon?
4. Who participates in the planning of training programmes for women's groups?
5. How exactly are they involved in the planning of training programmes?
6. Do the women participate during a training programme?
7. Explain exactly how women participate during training?
8. How do you set a cooperative environment for women during the training?
9. Do you know the principles of facilitation?
10. How do you adhere to principles of facilitation during a training programme?

We have now come to the end of our interview. I thank you very much for having found time to respond to the questions. Should you wish to contact me, my contact details are below:

Kabwe Chisanga Mwenya,

The of University of Zambia,

School of Education

Department of Adult Education and Extension Studies

P.O Box 32379,

**CELL: 0977 455514**

## **APPENDIX II: INTERVIEW GUIDE**

### **INTERVIEW GUIDE FOR MEMBERS OF WOMEN'S GROUPS IN THE MINISTRY OF COMMUNITY DEVELOPMENT AND SOCIAL WELFARE.**

Dear Respondent,

I am a student at the University of Zambia currently pursuing a Master of Education in Adult Education. I am conducting a research on women's groups, training programmes offered by the Ministry of Community Development and Social Welfare in Chinsali District. I am therefore humbly requesting your participation in my study. The information that you shall provide will be used for academic purposes only and will be treated with strictest confidentiality. You are free to withdraw your participation at any time should you feel so.

To this extent, I shall be most thankful if you would participate in my research by accepting to be interviewed.

#### **General questions**

1. Are your felt needs assessed before the training is conducted?
2. How are they assessed?
3. Do you participate in the planning of the training programme?
4. How are you involved in the planning of the training programme?
5. Is the goal of the training programme explained prior to training?
6. Do you participate during the training programme?
7. Explain the events which take place during the training?

We have now come to the end of the interview. I thank you very much for having found time to attend the interview. Should you wish to contact me, my contacts are below:

Kabwe Chisanga Mwenya,

The of University of Zambia,

School of Education

Department of Adult Education and Extension Studies

P.O Box 32379,

**CELL: 0977 455514**

## **APPENDIX III: SEMI STRUCTURED QUESTIONNAIRE**

### **SEMI STRUCTURED QUESTIONNAIRE FOR SENIOR MEMBERS OF STAFF AT THE MINISTRY OF COMMUNITY DEVELOPMENT MOTHER AND CHILD HEALTH.**

Dear Respondent,

I am a student at the University of Zambia currently pursuing a Master of Education in Adult Education. I am conducting a research on women's groups, training programmes offered by the Ministry of Community Development and Social Welfare in Chinsali District. I am therefore humbly requesting your participation in my study. The information that you shall provide will be used for academic purposes only and will be treated with strictest confidentiality. You are free to withdraw your participation at any time should you feel so.

To this extent, I shall be most thankful if you would participate in my research by filling in this questionnaire.

#### **Instructions**

- a). Please do not write your name on the questionnaire.
- b). Kindly answer all questions by ticking [] in the box provided or writing in the spaces provided.
- c). Feel free to respond to the questions as the information obtained will be treated with strict confidentiality. Your response will be highly appreciated

#### **Section A**

1. Sex

- (a) Male [] (b) Female []

#### **Section B**

1. Are the women's felt needs assessed before the training programme is conducted?

- (a) Yes [ ]      (b) No [ ]

If yes, answer question 2. If no, please explain.

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2. How do you assess the needs of the learners?

- (a) Observation
- (b) Questionnaire
- (c) Analysis of organisational policy
- (d) Any other specify

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3. How do you come up with learners felt needs?

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4. Do stakeholders participate in the planning of the training programmes?

- (a) Yes [ ]      (b) No [ ]

If yes, answer question number 5. If no, please explain.

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5. How exactly are they involved in planning the training programmes?

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6. Do you involve the stakeholders in the selection of the training material to use during the training?

(a) Yes [ ] (b) No [ ]

If yes, answer question number 7. If no, please explain.

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7. How do you involve them?

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8. Are the women involved in the selection of instructional techniques for training programmes?

(a) Yes [ ] (b) No [ ]

If yes, answer question number 9. If no, please explain why?

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9. How do you involve them?

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10. Do the women participate during the training programme?

(a) Yes [ ] (b) No [ ]

If yes, answer question number 11. If no, please explain.

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11. How do they participate?

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12. Do the instructors know the principles of facilitation?

(a) Yes [ ]      (b) No [ ]

If yes, answer question number 13. If no, please explain why?

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13. Do they observe facilitation principles during the training programme?

(a) Yes [ ]      (b) No [ ]

If yes, answer question number 14. If no, please explain.

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14. How do they observe facilitation principles?

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## **End of Questionnaire**

I thank you very much for having found time to respond to this questionnaire. Should you wish to contact me, my contact details are below:

Kabwe Chisanga Mwenya,

The of University of Zambia,

School of Education

Department of Adult Education and Extension Studies

P.O Box 32379,

**CELL: 0977 455514**

## **APPENDIX IV: SEMI STRUCTURED QUESTIONNAIRE**

### **SEMI STRUCTURED QUESTIONNAIRE FOR STAKEHOLDERS (NUTRITION OFFICERS, AGRICULTURE OFFICERS, COUNCILLORS, VILLAGE HEADMEN, SOCIAL WELFARE OFFICER AND GENDER OFFICER.**

Dear Respondent,

I am a student at the University of Zambia currently pursuing a Master of Education in Adult Education. I am conducting a research on women's groups, training programmes offered by the Ministry of Community Development and Social Welfare in Chinsali District. I am therefore humbly requesting your participation in my study. The information that you shall provide will be used for academic purposes only and will be treated with strictest confidentiality. You are free to withdraw your participation at any time should you feel so.

To this extent, I shall be most thankful if you would participate in my research by filling in this questionnaire.

#### **Instructions**

- a). Please do not write your name on the questionnaire.
- b). Kindly answer all questions by ticking [] in the box provided or writing in the spaces provided.
- c). Feel free to respond to the questions, as the information obtained will be treated with strict confidentiality. Your response will be highly appreciated.

#### **Section A**

1. Sex

- (a) Male [] (b) Female []

#### **Section B**

1. Are the women's felt needs assessed before the training programme is conducted?

- (a) Yes [] (b) No []

If yes, answer question 2. If no, please explain.

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3. How exactly are the womens' felt needs assessed?

- (a) Observation
- (b) Questionnaire
- (c) Analysis of organisational policy
- (d) Any other specify

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4. Explain how the womens' felt needs are finally decided upon?

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5. Do you participate in the planning of the training programmes for women's groups?

(a) Yes [ ] (b) No [ ]

If yes, answer question 4. If no, please explain.

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6. How exactly are you involved in planning the training programmes?

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7. How exactly are you involved?

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8. Do the women participate during the training programme?

(a) Yes [ ] (b) No [ ]

If yes, answer question 8. If no, please explain.

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9. How do they participate?

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10. Do the training instructors know the principles of facilitation?

(a) Yes [ ]      (b) No [ ]

If yes, answer question 10. If no, please explain why?

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11. Do they adhere to the principles of facilitation during a training programme?

(a) Yes [ ]      (b) No [ ]

If yes, answer question 11. If no, explain.

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12. How do they adhere to the principles of facilitation?

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### **End of Questionnaire**

I thank you very much for having found time to respond to this questionnaire. Should you wish to contact me, my contact details are below:

Kabwe Chisanga Mwenya,

The of University of Zambia,

School of Education

Department of Adult Education and Extension Studies

P.O Box 32379,

**CELL: 0977 455514**

**APPENDIX V:**

**LETTER OF INTRODUCTION FROM DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

Telephone: 291381  
Telegram: UNZA, LUSAKA  
Telex: UNZALU ZA 44370

PO Box 32379  
Lusaka, Zambia  
Fax: +260-1-292702

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Date 06.11.14.....

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

**RE: FIELD WORK FOR MASTERS/ PhD STUDENTS**

The bearer of this letter Mr./Ms. Mwenya, C. K. A. K. S...... Computer number SLH.7D.721.7..... is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully

**Daniel Ndhlovu (Dr)  
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION**

Cc: Dean-Education  
Director-DRGS

**APPENDIX VI:**

**LETTER OF INTRODUCTION FROM THE MINISTRY OF COMMUNITY DEVELOPMENT AND SOCIAL WELFARE**

All communications should be addressed to the Director

Telephone (260) 211 227308  
Fax: (260) 211 227308



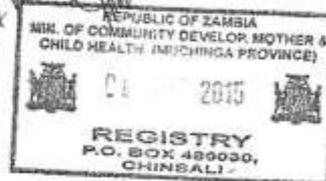
REPUBLIC OF ZAMBIA

In Reply, please  
No. ....

**MINISTRY OF COMMUNITY DEVELOPMENT, MOTHER AND CHILD HEALTH**

29<sup>th</sup> July, 2015

The Provincial Community Development Officer  
Muchinaga Province



DEPARTMENT OF COMMUNITY DEVELOPMENT  
COMMUNITY 1101  
P.O. BOX 31  
LUSA

*As Acto*  
*I have no objection*

Dear Sir,

**RE: STUDENT ATTACHMENT – KABWE MWENYA CHISANGA**

Refer to the above mentioned subject matter,

The above mentioned person is a student pursuing Master's Degree in Adult Education at the University of Zambia as a second year student.

In this regard, the student would like to be attached to the Department of Community Development in Muchinga Province for five weeks beginning 4<sup>th</sup> August to 9<sup>th</sup> September, 2015.

You are therefore requested to send the student to Chinsali District where she wishes to conduct her field work.

Kindly ensure that the student presents a report after the attachment.

Your usual assistance will highly be appreciated.

*Muyenga*

Mercy Muyenga Daka  
Senior Community Development Officer  
For / Director

**DEPARTMENT OF COMMUNITY DEVELOPMENT**

