

1.0 CHAPTER ONE: INTRODUCTION

INTRODUCTION

According to the Central Statistical Office (2000:45), Lufwanyama District has the highest level of adult illiteracy In the Copperbelt Province. This situation has immensely contributed to the underdevelopment of the district. It is this scenario that prompted the researcher to investigate factors which were affecting the provision of adult literacy. This was done with the view that adult literacy would invaluablely enable adult illiterates to pursue adult education.

Adult literacy is thus the beginning point and gateway to adult education which is defined as a

...process whereby persons who no longer attend school on a regular and full-time basis... undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes; or for the purpose of identifying and solving personal or community problems” (Lowe, 1970:3).

Therefore, to give direction to this study, this chapter opens by presenting the background of the problem, statement of the problem, purpose of the study, objectives of the study and research questions.

Other issues discussed in the chapter include the significance and rationale of the study, limitations encountered, operational definitions, organization of the report and a summary of the chapter.

ORGANISATION OF THE REST OF THE REPORT

Chapter one has covered the following aspects: background to the study, statement of the problem, purpose of the study, objectives and research questions, significance of the study, limitations of the study, operational definition of terms, abbreviations, organization and summary. Chapter Two of the report contains the literature review, which has been sub-sectioned as introduction, literacy and its importance, origins and development of Adult Literacy in Zambia and its deficiencies, public perception of Adult Literacy and summary of the chapter.

Chapter Three highlights the methodology used in data collection. The chapter is divided into the following subheadings: introduction, research design, study population, study sample and sampling techniques, research instruments, data analysis techniques and summary of the chapter.

Chapter Four presents the findings obtained from responses in the questionnaires from the Ministry of Education Headquarters, National Administrators based at the Copperbelt Provincial Offices in the Ministries of Education, Agriculture and Co-operatives and Community Development and Social Services, Lufwanyama District Development Co-ordinating Committee. Other respondents were Chiefs, Zonal Head Teachers and would be participants/learners. Findings on some salient issues are presented in both tables and figure forms. The chapter is also formatted into sections (a) and (b). Section (a) contains findings represented in both tables and figure forms while section (b) contains findings represented in table form only.

Chapter Five of the study discusses the findings of the research, the chapter also proposes some possible solutions of how obstacles may be overcome.

Finally, Chapter Six, being the last chapter, summaries the dissertation by giving a conclusion and recommendations of the study.

1.1 BACKGROUND TO THE STUDY

Lufwanyama District was until 1997, part of Ndola Rural; a vast area surrounding the urban centres on the Copperbelt. In 1997 Lufwanyama was given district status. This district has a total area coverage of 9,849 square kilometers. The area lies to the west of Luanshya, Kitwe and Chingola towns, on the border with North-Western Province (CSO, 2000:2).

Out of the 10 districts of the Copperbelt Province, Lufwanyama has the smallest population of 63,185 people. The district has a percentage distribution of 4, but with the highest growth rate of 2% per annum (CSO, 2000:1-2). CSO (2000: 22) further reveals that out of 63,185 persons, 32,198 persons are males while 30,987 are females, and that the area lags behind in literacy development as shown below:

Table 1.0 Literacy Levels by Percentage of 5– 15 Year Olds

District	%
Chililabombwe	71.7
Chingola	74.2
Kalulushi	73.3
Kitwe	74.9
Luanshya	74.2
Lufwanyama	47.2
Masaiti	53.5
Mpongwe	51.7
Mufulira	75.4
Ndola	71.1

Source: (CSO, 2000:45)

Table 1.1 Literacy levels by Percentage of 15 – 24 Year Olds

District	%
Chililabombwe	85.8
Chingola	88.1
Kalulushi	85.9
Kitwe	88.7
Luanshya	87.7
Lufwanyama	63.2
Masaiti	68.3
Mpongwe	64.1
Mufulira	89.9
Ndola	84.6

Source: (CSO, 2000:45)

CSO (2000: 105-106)) also reveals that Lufwanyama District, with a life expectancy of 49, has registered the lowest life expectancy in the whole Copperbelt Province.

This research, therefore, assumes that literacy has a vital role to play in the development of other sectors of human life such as Health. Adult literacy also enhances the development of agriculture, which is crucial to the development of any area and the national economy as a whole. Kassam (1988:15) observes that, illiteracy is one of the indices of underdevelopment. It is also one of the links in the dreadful chain of ignorance, poverty, and disease. Therefore, if high levels of literacy were achieved, Lufwanyama District would attain development.

1.2 STATEMENT OF THE PROBLEM

Adult literacy programs in Lufwanyama District did not perform to expectation. The reasons for this state of affairs were not known. Therefore, this study sought to identify the factors contributing to limitations in the provision of adult literacy in that District.

1.3 PURPOSE OF THE STUDY

An improved and modern condition of living is the desire of every citizen. Government and its partners in development always strive to achieve this goal through education. This study, therefore, attempted to identify factors that hindered the attainment of literacy by the adults of Lufwanyama District who were deemed as potential agents of development. The study also tried to provide solutions to the problems being experienced by the Adult Literacy Programmes of the District.

1.4 THE OBJECTIVES OF THE STUDY WERE AS FOLLOWS:

- (i) to find out the elements of the physical environment and infrastructure which were negatively and positively affecting the provision of adult literacy in Lufwanyama District;
- (ii) to identify the administrative hurdles which were hindering the effective provision of adult literacy in Lufwanyama District;
- (iii) to identify the social and cultural factors which were preventing learners from participating in adult literacy programmes and;
- (iv) to suggest possible solutions to the challenges encountered by the adult literacy programme of Lufwanyama District.

1.5 RESEARCH QUESTIONS

- (i) What factors of physical infrastructure negatively impede the provision of adult literacy in Lufwanyama District?
- (ii) What type of administrative hurdles exist in the adult literacy programmes of Lufwanyama District?
- (iii) What social, cultural and economic factors prevent learners from participating in adult literacy programmes?

1.6 SIGNIFICANCE OF THE STUDY

The findings of this study would enable the Government and other providers of literacy to work effectively and efficiently in providing Adult Literacy Programmes in Lufwanyama District.

Literacy, being about the acquisition of knowledge and survival skills would enable the adults of Lufwanyama to effectively *read* their world and continue with the pursuance of education. This, it is strongly assumed, would consequently bring about development in the area. This is in line with what Roy (1967:35) alludes to when he says that “*Adult Education is an indispensable necessity for the people of developing countries to reap the rich harvest which modern life offers*”.

Government and other providers of adult literacy would use the findings of this study for the effective provision of adult literacy programmes in other Districts.

Provision of literacy to adults would bring development to Lufwanyama which was apparently a neglected area during the colonial era. During that time, Lufwanyama served as a reservoir for cheap unskilled labour for the mines. However, post independence Governments of the Republic of Zambia have attempted to undo this situation, thereby bringing some level of advancement to the area.

Mwanakatwe (1968:51), Bown (1979:23) and Mwansa (1993:35) similarly observe that soon after independence, the Zambian Government saw illiteracy as an obstacle to the provision of good conditions for citizens and the promotion of economic progress. However, Lufwanyama did not benefit so much from the goodness that comes with the attainment of literacy by adults.

Furthermore, the empowerment which literacy brings would enable the adult population of Lufwanyama District to understand basic concept in the 5 areas of human endeavor being political, social, economic, culture and environmental issues. The adults would therefore be able to understand their environment better and would make intelligent decisions. Additionally, they would participate meaningfully towards local and national development.

Finally, this study, strategically aimed to contribute to the national goal of raising the literacy rates to 80% by 2015 and working towards eliminating illiteracy by 2030 through lifelong education and through the development of skills in order to build a prosperous middle income

nation by 2030 (Vision, 2030:32). Therefore, the researcher found it necessary to review adult literacy programs in Lufwanyama as a way of partly determining whether or not the Vision 2030 would be realized in the District.

1.7 LIMITATIONS OF THE STUDY

Funds were not sufficient to enable the researcher to reach to all the respondents in the sample who were scattered over wide distances.

Some areas only had foot paths through thick forests where fearful and deadly beasts such as lions abide. Consequently, because of insufficient funds it was very challenging to take routes round the dangerous regions.

A borrowed pool vehicle, which was being used in the data collection exercise, was not always available for use when the researcher needed it. This was because the vehicle had other assignments and was experiencing frequent breakdowns hence protracting the exercise.

1.8 OPERATIONAL DEFINITIONS OF TERMS

The following terms are defined according to the context in which they are used in the text by the researcher:

Formula: An answer to a problem.

Literacy: The acquisition of knowledge and skills of numeracy, reading and writing in a familiar language of a particular community, which would enable an individual to take part in that community's development.

Illiteracy: Is the non-acquisition of knowledge and skills of numeracy, reading and writing in a familiar language of a particular community which would enable an individual to take part in that community's development.

Adult: *"A person who has reached the age of majority"*. (Oxford Dictionary)

Participants: The actual consumers of literacy instruction.

Program: A co-ordinated set of dynamic, result oriented, educational activities focused on solving a problem.

Zone: A cluster of schools in one catchment area which is equivalent to a political ward.

1.9. Abbreviations:

CSO: Central Statistical Office

LTD: Limited

MOE: Ministry of Education

DODE: Directorate of Open and Distance Education in the Ministry of Education

SPSS: Statistical Package for Social Sciences

UNESCO: United Nations Educational and Scientific Co-operation

1.11 SUMMARY OF CHAPTER ONE

This chapter has presented the background to the study, the statement of the problem, Organization of the rest work, the purpose of the study, the research objectives and questions, the significance of the study, the limitations of the study, definition of terms, the abbreviations and a summary of the chapter.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter focuses on the review of some literature related to the subject of the study. This is important in order to broaden the reader's understanding of the subject. The information provided in the literature review also enables the reader to learn what transpired in other places in the past and how the issues on the subject of study were handled. Thus, this study has reviewed literature which was based on the promotion of adult literacy.

The premise on which the researcher operated was that Adult literacy was, and still is, the initial step and gateway to adult education. Therefore, the chapter gives some definitions of literacy as used in the text. Further, a review of the following issues is conducted: literacy and its importance, the origins and development of adult literacy provision in Zambia, and the public's perception of adult literacy.

2.2 DEFINITION OF LITERACY

Literacy has been variously defined by individuals and organizations. Some of the definitions are as follows:

Literacy is one's ability to write a simple statement in his everyday life (UNESCO 1958).

Mwansa (1993:70) commented on this definition by suggesting that although the definition helped to guide the planning and execution of literacy work in the 1960s, it was generally a narrow definition because writing a simple statement was not enough to help one to cope with the challenges and issues of life. The great issues and challenges of life such as poverty, crime, unemployment, limited financial resources, ethnic conflict, political turmoil, war and underdevelopment would not be solved by having the mere ability to write a *simple statement*.

Bormuth (1974:109) defined literacy as;

“the ability to exhibit all behaviours a person needs in order to respond to approximately all possible reading and writing tasks.”

Clark (1984:187) observed that this definition of literacy only emphasized the mechanics of reading and writing. Therefore, the definition was also limited.

However, the UNESCO Ministers of Education's Conference of 1965 defined literacy as not being an end itself, but a way of preparing man for social, civic and economic roles. The conference stated that literacy goes far beyond the limit of rudimentary training consisting merely in the teaching of reading and writing (UNESCO, 1980:6).

It can thus be deduced from this definition of literacy that the provision and acquisition of literacy does not end at the mere ability to read and write. However, it puts emphasis on the change of attitude consequently leading to increased participation in the development of a community and country (Carns, 1973).

In line with the definitions and comments in above, another definition of literacy was proposed stating that,

“Literacy is the acquisition of essential knowledge and skills which enable an individual to engage in all those activities in which literacy is required for effective functioning of his group or community” (Mwansa, 1993:80).

The researcher agreed with this definition because it gave literacy a social context. However, there was no indication of the width or narrowness of the context. For instance, some countries chose to offer only one skill, to the exclusion of other possible functionalities. In most parts of Zambia, for example, functional literacy only emphasized the growing of maize.

Another definition of literacy puts emphasis on political, psychological and cultural liberation of the learners or participants in literacy projects, programs or campaigns. It was proposed by Paulo Freire (1970), the Brazilian adult educator, who began to see a literate person as one who could read his or her own world. Freire's perception of literacy being a liberator or emancipator could be seen when he defined it as follows:

Literacy is not [merely] a process of learning the skills of reading, writing and arithmetic, but a contribution to the liberation of man and to his full development. This

conceived literacy creates the conditions for the acquisition of critical consciousness of the contradictions of society in which man lives and its aims; it also stimulates initiative and his participation in the creation of projects capable of acting upon the world, of transforming it and of determining the aims of an authentic human development. It should open a way to a mastery of techniques and human relations (Declaration of Persepolis, 1975).

This definition, with a liberationist or emancipator thrust, has had greater appeal to most Latin American countries where social contradictions and class differentiation have reached a critical level Mwansa (1993:81). The definition is also appealing to marginalized communities and underdeveloped countries of Asia and Africa.

Having, assessed the definitions of literacy stated above, this dissertation defines literacy as:

An individual's acquisition of the skills of numeracy, reading and writing in a familiar language of a particular community in order for him or her to take part in the socio-economic development of that community.

2.3 LITERACY AND ITS IMPORTANCE

As assumed by this dissertation, literacy enables an individual to take part in the development of a community/country. Thus, the primary assumption is that the literate individual will be able to make better and informed decisions in his/her pursuit to gain knowledge and help his/her community and country to develop. A literate individual is also likely to initiate projects alone or jointly with others which would bring benefit to the community or country.

In line with the assumptions above, Bhola (1988:10) says that the acquisition of reading and writing skills leads to a change of attitude and increased participation in community and national affairs, because one gains knowledge about the word and number which bring connectivity to a larger society. These are characteristics desired of a literate adult in Lufwanyama in order to bring about development so much desired in the District.

Forojalla et al (1993:26) suggest that literacy, which has been excluded from the opportunities of education, has devastating effects on national development. When a country's education system does not provide a wide range of instruction to as many citizens as possible, the pace of development slackens. Therefore, the importance of literacy is demonstrated in the fact that the more a country's education system provides literacy to as many citizens as possible, the greater the chance of development.

Nyerere in (1979:30) says that the need to provide all forms of adult learning is paramount because these forms of adult learning are *basic* to development. He asserts further, that education is a society's means for the transmission of the wisdom and knowledge from one generation to another. World over, adult literacy is seen as a gateway for adults to participate fuller in the social, political and economic life of a nation (Hinze and Hhundsorfer 1979:32).

Further, literacy is important because it is a process by which illiterates achieve a quality of consciousness. Literacy changes their awareness and the way they may express themselves through language and action (UNESCO, 1984:10). Literacy is also a process by which communities are able to effect their own cultural and social transformation. Thus literacy is important for the progress of communities.

Chakanika (2002:12) regards literacy as a process of empowering an individual with skills of reading and writing without which one cannot function effectively in a community. Literacy, therefore, increases the opportunities of an individual to take part in community and national affairs. This assertion is supported by Freire (1970:28) when he says that:

...it empowers people to understand their rights and to participate as citizens in a nation's development process...education empowers them for effective participation in all other sectors by increasing their knowledge, self-esteem, and improving their perception of self in relation to others as well as broadening their world view.

Adult people in Lufwanyama need the benefits which literacy and education bring in order to

transform their community into a modern and progressive one. This is the more reason why UNESCO (1971:8) considers a person to be literate when he or she acquires essential knowledge and skills that enable him or her to engage in all those activities in which literacy is required for the effective functioning of his or her group and community.

Hinzen and Hhundsorfer (1979:50) perceive adult education which is pursued after acquiring the skills of literacy, as a process which should inspire both a desire for change, and an understanding that change is possible in order to remove a belief that poverty or suffering is the will of God and man's only task is to endure. This belief is the most fundamental of all the enemies of freedom. To the contrary, people living in poverty, sickness, tyranny or exploitation can change their situation by their own action, either individually or in co-operation with others. Once an individual acquires the skills of literacy, he or she is set on a path of self-learning which brings about personal or community development. It is in this vein that one of the aims of the Arusha Declaration endeavored to develop an enquiring mind of a child who could also process information and become self educating (Hinzen and Hhundsolerfer, 1979:89-90).

Adult Literacy is also important because it is seen as the avenue that ushers someone into adult education. This is done under the dimension of lifelong learning. Furthermore, Nyerere observes that literacy education should go beyond the acquisition of writing, reading and numeracy but should provide comprehensive socio-economic knowledge. Such knowledge is the *fertilizer* needed for development and democracy to take place and grow. It is also an essential ingredient needed in the bid to eradicate poverty (Hinzen and Hhundsolerfer 1979:90-91; 134).

Another importance of Adult literacy and education is that it enlarges man's understanding of his environment. At the same time, it activates a desire in him to make changes in his life. To this end, constraints of nature or those forced upon him by the decisions of other men can be changed. The information obtained through the ability to read and interact with others can therefore encourage him not to live in despair of the deprivations he currently experiences. (Nyerere, 1979:50-51).

2.4 THE ORIGINS AND DEVELOPMENT OF ADULT LITERACY PROVISION IN ZAMBIA

The origins of the provision of Adult Literacy in Zambia can be traced back to the pre-colonial period. The early providers of adult literacy were the missionaries. In the long run the colonial (and later indigenous) government came on board. When missionaries started coming to Northern Rhodesia (now Zambia) on their missions of evangelization, they also introduced and taught literacy into what had been completely oral societies for the purpose of creating a sphere of influence and enabling converts to read the Bible (Mwansa, 1993).

Snelson (1974:4) has recorded that Fredrick Arnot of the Brethren Missionary opened the first school at Lea-lui in 1883. Missionary influence and evangelical work was superseded by the British South African Company's (BSA) rule in 1890. The BSA Company turned the country into a British colony but the company, to a great extent, neglected the provision of education to the natives. However, in 1943 the British Government published a white paper which among other things created the Ministry of Native Affairs. Under this ministry a commissioner for Native Development was appointed to tackle the problem of illiteracy and mass education for the Natives. To this effect, the Commission started setting up education delivery points called Area Development Centres in several places which included Kabompo, Katete, Mansa, Mongu, Serenje and Monze (Mwansa, 1993:201).

Alongside the colonial Government's initiatives in the provision of mass education, were supplementary efforts by Non-Governmental Organizations and individuals in the provision of mass literacy. The most notable project on the Copperbelt in those colonial years was the one started by a wife of a missionary belonging to the United Missions Team. This lady set up the first project of literacy provision to adults at Mindolo, Kitwe (Mwanakatwe, 1968:22).

After independence in 1964, successive governments of the Republic of Zambia continued to fight illiteracy. Thus between 1966 and 1971, in its bid to eradicate illiteracy, the Government introduced the Basic Literacy Program which was started by the Department of Community Development.

This programme was launched in all the provinces of the country. However, in 1969 when the programme was evaluated, it was found that the primers which were used only emphasized the aspect of reading with no social context. This made a considerable number of participants to relapse into illiteracy after the lessons (Mwansa, 1993:12). Thus, the programme did not perform to desired expectations.

Mwansa (1993: 14) postulates that, Adult Education which begins with adult literacy education can best be conducted in the form of projects and programs. Apparently, the programs of Adult literacy in many countries were conducted in the form of campaigns and not comprehensively strategized programmes. This was the case in the Nicaragua Literacy Campaign of Latin America and Zimbabwe and Zambia of Central Africa.

In Zambia the literacy campaign program which started soon after independence in 1964, was centrally controlled by the Department of Community Development (Ministry of Rural Development at that time). At provincial level, the literacy campaign was manned by a Development Officer. At that time there were eight provinces thus translating into eight (8) Development Officers throughout the country. These officers were assisted by 16 trained supervisors. The objective of the program was to teach the three (3) Rs i.e. Reading, Writing and Counting (Mwansa, 1993: 37). The campaign requested volunteers for teaching. The volunteers were drawn from within and from outside the country (Mwanakatwe, 1968:151).

2.5 DEFICIENCIES OF THE INITIAL LITERACY PROGRAM

Mutava (1988:340) reports that when the program was evaluated in 1969, it was found with the following deficiencies: lack of supervision, lack of dedication to duty by officers, lack of transport, problems of remuneration of teachers and lack of a delivery system. These deficient areas have been investigated further in this research study.

The other weakness arose from the teaching methodology which used to refer to primers. The content of the primers was found to be emphasizing the mechanism of reading but had no social context. This was a serious setback since adult learning is enhanced when learners can relate their education to situations in their environment. The lack of social context in the primers made

most participants to go through the primers quite quickly without deeply assimilating the subject.

Consequently, many of the learners relapsed into illiteracy as soon as they stopped attending lessons.

Unlike Zimbabwe, where the Ministry of Education, Non-Governmental Organizations, the private sector and indeed MOST literate people mobilized themselves into Brigades to fight illiteracy, mobilization of such various groups into one force was missing In Zambia. This study, explored the feasibility of Non- Government Organizations joining the Government in providing adult literacy in Lufwanyama District. From the Zimbabwean experience, the study drew a lot of insight on how to organize literacy projects. Essential knowledge was also obtained from the failures of the Zimbabwe campaign.

According to Bhola (1988:38-39), the Zimbabwean program suffered the following setbacks:-

- (i) the objectives of the program were not in tandem with the expectations of the learners. For instance, some learners wanted to acquire academic knowledge so that they could enter the formal economy. They did not want functional literacy. The frustration which arose from this discrepancy made them just to start drinking beer rather than attending classes.
- (ii) most of the facilitators were engaged on voluntary basis, and when the volunteers did not turn up, work suffered.
- (iii) some men were not willing to release their wives for the program because of legal and cultural implications, and yet, women were the major beneficiaries and participants in the program.
- (iv) Some tutors failed to inspire their learners since they were themselves seen as social and economic failures.

As a result of the weaknesses stated above, this study examined and questioned the following;

- (i) Relevance of the objectives of the programme to the needs of learners.

- (ii) The idea of engaging volunteers; if engaged what kind of tasks would they perform?
- (iii) How women would be motivated to participate in the program from the standpoint of their cultural context.

This study, did not consider the subject of functional literacy. Like Kane (1988:78) observes from the UNESCO Conference of 1965 which was held in Teran, the selective character of functional literacy is in itself a limitation, because learners do not learn something beyond what they are doing or found in their immediate environment.

Lessons of literacy campaigns from Nepal have revealed that until recently, Non-Governmental Organization (NGOs) have not played an active role in the development of national literacy policies or programmes in Third World Countries. NGO programmes have tended to be more flexible, more innovative and more responsive to the needs of particular communities than Government efforts have been. However, national governments are able to command greater resources and reach a wider audience than NGOs. The importance of translating the lessons learned from successful small scale NGO projects to the national level has led to close alliances between NGOs and government agencies.

The Nepal National Literacy Programme is a valuable example of how the strengths of the Ministry of Education were combined with those of other NGOs to produce an effective, large-scale national literacy effort (DVV. 1988: 295-296). It has been revealed further that the Paulo Freiran approach of raising people's critical consciousness was adopted. The primers which were used in teaching contained games, stories and match letters (DVV 1988:214).

2.7 PUBLIC PERCEPTION OF ADULT LITERACY

It is a contention of Lind (1995:24), that most people have low regard for adult literacy programmes. Similarly, some governments do not have robust strategies on how to conduct adult literacy programmes. Worse, most public funds are channeled to the financing of lower forms of education at the expense of adult literacy.

Manda (2009:33) concurs with this perception when she says that donors are more inclined to responding positively to the financing of Basic Education than adult literacy programs in African.

Further observation is made by Lowe (1970:72-73), who also contends that most governments and Non-Governmental Organisations world over give low priority to adult literacy in terms of funding and that internal pressures to these governments is often weak, since the potential beneficiaries, the illiterate people are the marginal, powerless and poorest sections of society.

On the other hand, Bhola (1988:10) argues that some people, interested organizations and governments do see the importance of providing literacy brings about increased participation in community and national affairs. Literacy also brings individual growth; acquisition of new survival skills; and political and psychological liberation. Therefore, these good aspects which have been cited about adult literacy render wrong those who hold contrary views.

2.8 SUMMARY OF THE CHAPTER TWO

This chapter has reviewed literature on adult literacy and its importance; the origins and development of adult literacy provision in Zambia; its deficiencies; and the public's view of adult literacy.

CHAPTER THREE: METHODOLOGY

3.1. INTRODUCTION

This chapter discusses the methodology which was used in data collection. Cohen and Manion (1964:36) define methodology as the way of how someone conducts research, bearing in mind the assumptions, interests and purposes which will shape the process. In this study, both quantitative and qualitative approaches were implored. The quantitative approach was used to collect countable data while the qualitative approach was used to collect uncountable or descriptive data. Various aspects of methodology are discussed and summarized under separate sub-headings of: research design, population, sample, sampling method and procedure, data collecting instruments and data analysis techniques.

3.2. RESEARCH DESIGN

According to Bless and Achola (1988:54), the term **research design** can be defined as *“the planning of any scientific research from the first to the last step.”* As such, research design is a specification of the adequate preparations to be performed in the process of testing a specific hypothesis under a given condition. Furthermore, Borg and Gall (1979:9), describe research design as *“A detailed specification of a sampling plan whose methods are used to ensure that samples actually represent the population from which they come.”*

In this study, the survey design was used because of its convenience as it provides information and statistics on a large scale and from many people living in a wide area, like the one under study. Both quantitative and qualitative methods were used. Qualitative was used to capture information which was quantifiable, qualitative method was used to capture information not quantifiable like one option, attitude of expression etc.

3.4. STUDY POPULATION

Borg and Gall (1979:5) define the terminology **study population** or **universe** as all members of a hypothetical set of people, events or objects to which we wish to generalize the results of a research. Thus, a **population** is a group from which a researcher would like the results of a study to be generalized. It includes all individuals with certain specified characteristics. This study, therefore, had a population of 63, 185 people.

3.5. STUDY SAMPLE AND SAMPLING

Feuerstein (1986:70) defines a **sample** as a set of elements, which are ideally a representative of the population. A sample is a subset of the population. Sample subjects should be selected in such a way that they represent the large group (population) from which they are obtained (Cohen and Marion, 1994:23). In this study, a sample of 140 persons was used. Conveniently defined, sampling is the process of selecting members of a sample (Borg and Gall, 1979:8).

Purposive and simple random sampling techniques were used to choose members of the sample. Feuerstein (1986:4) defines **purposive sampling** as a process which involves one's own judgment to choose, for a particular purpose exactly who will be included in a sample. Feuerstein (1986:23) further defines **simple random sampling** as a means of selecting members of a sample in which every member of the population has equal chance of being selected in a sample.

In this study, sampling was done as follows;

- i. 5 members of the District Development Co-ordinating Committee
- ii. 6 Zonal Head teachers
- iii. 3 Chiefs
- iv. 20 Learners

The sample comprised 140 persons and in the following categories:

- i. The 5 members of the District Development Co-ordinating Committee (DDCC) were purposely sampled as respondents because of the role they play in the Administration of the affairs of the District. These Respondents included the District Commissioner (DC), District Administrative Officer (DAO), District Education Standards Officer (DESO), Education Standards Officer for Open and Distance Learning (ESO-ODL) and the District Resource Centre Coordinator (DRCC).
- (ii) 6 Zonal Headteachers were purposely sampled out of the 10 Zones in the District. The Headteachers were purposively picked according to geographical location so

that the sample could be well spread out and representative enough.

- (iii) 3 out of the 5 Chiefs of the District were picked through the random sampling.
- (iv) 20 persons from each of the 6 Zones

3.6. RESEARCH INSTRUMENTS

Research instruments are tools that are used to collect data. For this study, the researcher used interview guides and questionnaires. (See appendices 1-4).

1. Interview Guide

In this study, interview guides were used to obtain information from chiefs only. The interview guides were conducted personally by the researcher, who also wrote down the answers.

2. Questionnaire

Questionnaires for learners were distributed to Zonal Head Teachers who in turn gave them to teachers who administered them. The teachers were thus supervised by Head Teachers. The teachers wrote down the responses from the learners. These arrangements enabled the researcher to get 95% returns of questionnaires which were accurately done.

Questionnaires for officers from the Ministry of Education, Lufwanyama District Development Co-ordinating Committee and Zonal Head Teachers were administered by the researcher in person.

3.7 DATA ANALYSIS TECHNIQUES

Niclunias (1981:14) defines data analysis as “A critical examination of collected data for drawing meaningful inferences with known facts.” In this study, data was analyzed manually and electronically using the Statistical Package for Social Sciences (SPSS).

SUMMARY OF CHAPTER THREE

This chapter has discussed the following issues; Research design; population; sample and sampling techniques; data collecting instruments; and data analysis techniques.

CHAPTER FOUR: PRESENTATION OF FINDINGS

INTRODUCTION:

In this chapter data is presented in table form.

Table 1.0

Question: Was there an of Adult Literacy Policy formulated by the Government?

Respondents	Number of respondents	
	Yes	No
National Administrators	0	10
Provincial MoE Officers	0	10
Provincial Agricultural Officers	1	9
Provincial Community Development Officers	1	9
District Development Coordinating Committee Officers	1	5
Total 46	3	43

Out of 46 (100%) respondents, 43 persons (94%) of the respondents said that there was no policy to regulate the provision of adult literacy in the country.

Table 2.0

Question: Was there strong Collaboration Between Provincial and District Teams?

Respondents	Number of respondents	
	Yes	No
District Development Coordinating Committee Officers Provincial Administrators	2	4
Provincial MoE Officers	4	6
Provincial Agricultural Officer	3	7
Provincial Community Development Officers	3	7
	2	2
Total 46	20	26

Out of 46 (100%) respondents, 26 persons (57%) of the respondents said that there was a weak collaborative link between the Provincial and District Teams in the Provision of adult literacy.

Table 3.0

Question: *Was there Need for Inclusion of Traditional Leaders, Zonal Head Teachers and District Resource Centre Coordinator in the Administrative Structure?*

Respondents	Number of respondents	
	Yes	No
National Administrators	7	3
Provincial MoE Officers	9	1
Provincial Agricultural Officer	6	4
Provincial Community Development Officers	10	0
District Development Coordinating Committee Officers	5	1
Total 46	37	9

Out of 46 (100%) respondents, 37 persons (80%) of the respondents were of the idea that traditional leaders (Chiefs and Village Headmen), Zonal Head Teachers and District Resource Centre Co-ordinators should be included in the administrative structure of providing adult literacy.

Table 4.0

Question: *Were Learner's involved in Planning the content of the lessons?*

Respondents	Number of respondents	
	Yes	No
National Administrators	0	10
Provincial MoE Officers	0	10
Provincial Agricultural Officer	0	10
Provincial Community Development Officers	1	9
District Development Coordinating Committee Officers	0	6
Total 46	1	45

Out of 46 (100%) respondents, 45 persons (98%) of the Respondents said that learners were not involved in planning what they learnt.

Table 5.0*Question: Was Radio Reception an Obstacle to Adult Education Provision in Lufwanyama*

Respondents	Number of respondents	
	Yes	No
National Administrators	5	5
Provincial MoE Officers	9	1
Provincial Agricultural Officer	8	2
Provincial Community Development Officers	7	3
District Development Coordinating Committee Officers	6	0
Total 46	35	11

Out of 46 (100) respondents, 35 respondents (76%) said that radio reception was an obstacle to adult literacy education provision in Lufwanyama.

Table 6.0*Question: Was poor road network an obstacle to the Provision of adult literacy in Lufwanyama?*

Respondents	Number of respondents	
	Yes	No
National Administrators	5	0
Provincial MoE Officers	8	2
Provincial Agricultural Officer	8	2
Provincial Community Development Officers	9	1
District Development Coordinating Committee Officers	5	1
Total 41	35	6

Out of 41 respondents, 35 respondents (76%) said that road network was an obstacle to the provision of adult literacy education in Lufwanyama.

Table 7.0

Question: Were Wild Beasts a Bottleneck to the Provision of Adult Literacy in Lufwanyama?

Respondents	Number of respondents	
	Yes	No
National Administrators	3	2
Provincial MoE Officers	7	3
Provincial Agricultural Officer	6	4
Provincial Community Development Officers	8	2
District Development Coordinating Committee Officers	4	2
Total 41	28	13

Out of 41 respondents, 28 respondents (59%) said that wild beasts were an obstacle to the provision of adult education in Lufwanyama.

Table 8.0

Question: Did Government Collaborate effectively with Non-Governmental Organizations in the provision of adult literacy?

Respondents	Number of respondents	
	Yes	No
National Administrators	2	8
Provincial MoE Officers	0	10
Provincial Agricultural Officer	0	10
Provincial Community Development Officers	1	9
District Development Coordinating Committee Officers	1	5
Total 46	4	42

Out of 46 respondents (100%), 42 respondents (91%) said that Government did not collaborate with non-governmental organizations (NGOs) in the provision of Adult Literacy.

Table 9.0*Question: Did the Government have political will towards the provision of adult literacy?*

Respondents	Number of respondents	
	Yes	No
National Administrators	3	7
Provincial MoE Officers	3	7
Provincial Agricultural Officer	3	7
Provincial Community Development Officers	3	7
District Development Coordinating Committee Officers	1	5
Total: 46	13	33

Out of 46 (100%) respondents, 33 respondents (72%) said that Government lacked political will towards the provision of Adult Literacy.

Table 10.0*Question: Did Learners have Knowledge about Learning Continuity Framework*

Respondents	Number of respondents	
	Yes	No
National Administrators	0	10
Provincial MoE Officers	0	10
Provincial Agricultural Officer	3	7
Provincial Community Development Officers	0	10
District Development Coordinating Committee Officers	0	6
Total 46	3	43

Out of 46 (100%) respondents, 43 respondents (94%) said that learners did not know their learning progression.

Table 11.0*Question: Were there enough Trained Supervisors and Tutors?*

Respondents	Number of respondents	
	Yes	No
National Administrators	2	8
Provincial MoE Officers	2	8
Provincial Agricultural Officer	2	8
Provincial Community Development Officers	0	10
Total 40	6	34

Out of 40 respondents, 34 persons (85%) of the Respondents said that there were inadequate trained supervisors and tutors in the district to handle the Adult Literacy Program.

Table 12.0*Question: Did learners Preferred Learning Place?*

Respondents	Number of respondents	
	Yes	No
Central Place in a village	95	0
School	0	5
Total: 100	95	5

Out of 100 (100%) respondents, 95 (95%) respondents preferred to have their lesson conducted at some central place in their villages.

Table 13.0**Question: Were there adequate of teaching/learning materials i.e. Books**

Frequency	Percent	
No	40	80
Yes	10	20
Total	50	100

The results showed that out of 50 (100%) respondents, 40 (80%) of them said that there were no teaching/learning facilities.

14.0 Were learners managing to pay tuition fees?

Frequency	Percent	
No	45	90
Yes	5	10
Total	50	100

The results showed that out of 50 (100%) respondents, 45 (90%) of them said that they could not afford to pay tuition fees.

16.0 Were tutors/teachers well trained in handling adult learners?

Frequency	Percent	
No	94	47
Yes	3	6
Total	50	100

The results showed that out of 50 (100%) respondents, 47 (94%) of them said that the tutors/teachers were not trained in handling adult learners.

17.0 Who Pays Teachers' Remuneration?

Frequency	Percent	
Government	0	0
Learners	50	100
Total	50	100

The results showed that out of 50 (100%) respondents, 50 (100%) of them said that the teachers were paid by learners.

18.0 Learners Drop out due to Stated Challenges

	Frequency	Percent
Poor road infrastructure	1	2
Lack of teaching/learning materials	3	6
Failure to pay tuition fees	20	40
Lack of motivation	5	10
Poor teaching	9	18
Fear of wild beasts	4	8
Cultural barriers	8	16
Total	50	100

The results showed that out of 50 (100%) respondents; 1 (2%) said there was poor infrastructure; 3 (6%) said there was lack of teaching/learning materials; 20 (40%) said they could not afford to pay tuition fees; 5 (10%) said there was lack of motivation; 9 (18%) said they dropped out because of poor teaching; 4 (8%) said they feared wild beasts while; and 8 (16%) said they dropped out because of Cultural barriers.

The Collected Data was Summarized in Table 19.0 RESPONDENTS

s/n	Question/concern	National Administrator		Provincial MoE officers		Provincial Agricultural officers		Provincial Community Development officers	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Policy availability	0	10	0	10	1	9	1	9
2	Linkage strength between Provincial District teams	6	4	7	3	7	3	2	8
3	Inclusion of Chiefs, Village headmen, Zonal Head teachers and DRCC in Program provision system	7	3	9	1	6	4	10	0
4	Involvement of learners in content planning.	0	10	0	10	0	10	1	9

	Sensitivity to learners' needs.								
5		2	8	4	6	3	7	1	9
	Whether radio reception, road network, wild beast, are hurdles.								
6		5	5	9	1	8	2	7	3
	Whether Government partners up with NGOs in Adult Literacy provision.								
7		2	8	0	10	0	10	1	9
	Availability of material for Neo-literates.								
8		8	2	2	8	1	9	2	8
	(a) Lack of political will								
	(b) Lack of funding								
9	(c) Irregularities in	7	3	7	3	7	3	7	3
	Funding	10	0	10	0	10	0	10	0
	(d) Inadequate trained								
	supervisors and	10	0	10	0	10	0	10	0
	tutors.								
	(e) Inadequate facilities								
	such as Transport	8	2	8	2	8	2	10	0
	and Equipment.								
	(f) Learners falling out	10	0	10	0	10	0	10	0
	during farming peak								
	periods	9	1	10	0	8	2	10	0

s/n	Question/concern	National Administrator		Provincial MoE officers		Provincial Agricultural officers		Provincial Community Development officers	
		Yes	No	Yes	No	Yes	No	Yes	No
10	Knowledge about learning continuity framework	0	10	0	10	3	7	0	10
11	Whether Government mandated only one Ministry to provide Adult literacy.	0	10	0	10	0	10	1	9
12	Co-ordination among the providing Ministries.	0	10	9	1	2	8	3	7

Table 20.0

S/n	DDCC Officer's responses on:		
		Yes	No
1	Policy availability	1	5
2	Linkage strength between Provincial District teams	4	2
3	Inclusion of Chiefs, Village headmen, Zonal Head teachers and DRCC in Program provision system	5	1
4	Involvement of learners in content planning. Sensitivity to learners' needs.	0	6
5	Whether of radio reception, road net, wild beast, are hurdles.	2	4
6	Whether Government partners with NGOs in Adult Literacy provision.	6	0
7	Availability of material for Neo-literates.	1	5
8	(a) Lack of political will (b) Lack of funding (c) Irregularities in Funding	0	6
9	(d) Inadequate trained supervisors and tutors.	5	1
		6	0
		6	0

(e) Inadequate facilities such as Transport and Equipment.	6	0
(f) Learners falling out during farming peak periods	6	0
	4	2

s/n	Question/concern		
		Yes	No
10	Knowledge about learning continuity framework	0	6
11	Whether Government mandated only one Ministry to provide Adult literacy.	0	6
12	Co-ordination among the providing Ministries.	0	6

Table 21.0

S/n	Chiefs' responses on		
		Yes	No
1	Desire to have Adult Literacy programs in their chiefdoms	4	0
2	Support for the program in form of community mobilization	4	0
3	Allowing lessons to be conducted in villages	4	0
4	Other Support in form of:		
	(a) Punishing program defaulters	4	0
	(b) Lobbying Government and other Organizations for material and financial support.	3	1

Table 22.0

S/n	Zonal Head teachers responses on:		
		Yes	No
1	Observation of good response when the program was re-launched in 2004.	10	0
2	Whether males were majority consumers of the program.	2	8
3	Learner's problems concerning attending classes.		
	(a) Married couples being shy of learning together with spouses	8	2
	(b) Women being discouraged by their husbands.	6	4
	(c) Being discouraged by long Distances.	10	0
4	(d) Falling off in peak farming periods.	9	1
	(a) Teachers of Adult Literacy being very dedicated	1	9
5	(b) Teachers of Adult Literacy being discouraged by small or no pay.	9	1
6		4	6

7	Learner's needs being respected by program contents.	7	3
8	Need for volunteers in running the Adult Literacy programs.		
9	Whether roles of volunteers should be: (a) Teaching (b) Administration	3	7
10	Whether content of learning materials were meaningful to learners.	9	1
	Whether NGO participate in Adult Literacy provision	8	2
	Learners knowledge about formal learning		

Table 23.0

s/n	Responses from Learners	Grade 1, Grade 2, Grade 3 No schooling	
		Yes	No
1	Learning profile	6	94
2	Knowledge of reading and writing	80	20
3	Motivated by farming	95	5
4	preferred learning place:		
	(a) Central place in a Village.	5	95
	(b) School	75	25
5	Cultural hindrances availability		
6	Cultural hindrances according to gender:		
	(a) Males	20	80
	(b) Females	60	40

SUMMARY OF CHAPTER FOUR

This chapter opened with an introduction before presenting data on responses from Administrators in the Ministry of Education at National level. It also presented responses at provincial level from officers in the Ministries of Education, Agriculture and Co-operatives and Community Development and Social Services. The other responses came from members of Lufwanyama District Development Co-ordinating Committee, Chiefs, Headteachers and Learners.

CHAPTER 5: DISCUSSION OF FINDINGS AND RESOLUTIONS

INTRODUCTION

This chapter discusses the findings of the study which were classified according to questions on the following issues; administrative structure of provision and infrastructure and factors which prevent adult learners from participating in literacy education.

The chapter also gives suggestions for improving the provision of adult literacy in Lufwanyama District. The findings were a response to the objective questions of the study. These were:-

5.1.1 Were there weaknesses in the administrative structure of the adult literacy programmes of Lufwanyama District?

Findings on the matter revealed that, due to lack of a policy on literacy provision in the Country, the programs in the district were not systematic. Program providers were also working in isolation. A policy could have guided the execution of adult literacy programs by spelling out the objectives, establishing positions, regulating functions and mobilizing resources.

The study also found that there was no close working relationship between Provincial and District Officers. This situation caused difficulties in the communication of information, organization of the structures, regulation of teaching/learning processes and mobilization of resources.

It was also found out that some important stakeholders such as the District Resource Centre Co-ordinator and tradition leaders were left out in the organization of the programs.

According to Roy (1967:62), a Resource Centre enhances the establishment of a learning program, such as literacy, by supplying to readers books and related materials; and promotes the desire for reading. Once the desire for reading is attained it sustains the literacy of neo-literates.

Traditional leaders such as chiefs wield a lot of influence over their subjects. Such strong influence can be used to mobilize their subjects and other resources for the programs to

succeed. Moreover, all the chiefs interviewed responded positively to participating in literacy education programmes. This was sure support for the programmes.

Further, as stated by DVV (1970: 295 – 296) in Chapter 2 in this study, it is prudent for Government to partner with Non-Governmental Organizations when providing adult literacy programmes.

5.1.2 What were the limiting factors in infrastructure?

This study revealed that poor radio reception and poor/no phone network in most parts of the District constrained the operations of the literacy education programs. This was because these two factors made it difficult for communication to be effective and efficient between administrators, facilitator and learners over remote areas in the District.

Poor road network was also a bottleneck in the execution of the programmes, especially in the rain season when most of the roads got flooded and became impassable. Thus, Government officials and other training providers could not reach learners in far flung areas of the District.

The researcher, therefore, suggests that the District Education Office should lobby for the rehabilitation of the road network with the District Development Co-ordinating Committee. The same should be done for radio and phone facilities.

5.1.3 What factors prevent adults from participating in literacy education programmes?

In order to find answers to this question, the following questions were asked:-

i. What factors contributed to low or high motivation among learners?

The study found out that 10% of the learners had low personal aspirations which could have motivated them to participate in the programs. They were not enthusiastic about attending class because they did not see how education would help them. Thus, they were not motivated to participate in the literacy programme.

The study also found out that teaching was done by teachers who were not trained in handling adults. As Mkamanga has observed in Mwansa (1993:94-95) most adults are not comfortable with untrained teachers as they fear to be taught like children. Consequently 18% of the dropout was due to this factor. Therefore, intensively training teachers in adult education teaching methods would help greatly.

- ii. Were there adequate teaching – learning materials in learning centers?

The study established that there were shortages of teaching/learning materials. This made the facilitators and learners alike to be demotivated. The learners' dropped out due to this factor as reflected by 6%. Increasing funding to the sector by Government would help mitigate this challenge.

- iii ***Were there any cultural impediments which prevented adult learners from attending lessons?***

The lessons in Lufwanyama District were often held in public school in the afternoon. Sometimes instructors combined learners of various age groups, young and old. The study found out that adult learners did not like to learn in the same places where their children went. Like Mkamanga in Mwansa (1993:94-95) has observed, most adult learners fear to expose their illiteracy to younger people who are often more fluent than them. To this effect, the adult learners in Lufwanyama preferred the establishment of learning centers in their villages than in public schools. Central places in villages would bring the programs closer to the learners and thus sustain participation.

In order to raise the aspirations of learners and thus increase adult participation in literacy programs, the researcher suggests that the District Education office establishes village colleges in the area. A village college functions as a school for children in the morning and a cultural centre for adults. In the evening, vocational groups are given training in education, cooking, carpentry, laundry, tailoring

(Roy, 1967:157). The researcher also suggests that learners be grouped according to their ages and social class.

iv Did the Socio-economic status of learners affect their attendance and performance?

The researcher discovered that most of the learners were peasant farmers. According to Bown (1970:112), these peasant farmers have a low standard of living, since their production is static and purchasing power limited. Consequently, most of the learners in Lufwanyama District were found with no capacity to pay tuition fees. Tuition fees were supposed to fund the programmes in terms of paying teachers and procuring some of the teaching/learning materials such as lateens, chalk and exercise books. Consequently, the lack of capacity by learners to pay tuition fees adversely affected the execution of literacy programmes in the area.

The researcher suggests that to overcome this hurdle, the Government should increase funding for adult literacy education programs.

SUMMARY OF CHAPTER FIVE

Factors which prevented adult from participating in literacy education included the following: low individual aspiration in life, no capacity to pay tuition fees, shortage of teaching/learning materials, poor funding by government, and poor teaching conducted by teachers who were not trained in adult education.

CHAPTER 6: SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE STUDY.

INTRODUCTION

This chapter summarizes the study and makes recommendations for possible solutions to the problems identified by the study.

SUMMARY OF THE STUDY

Not ignoring literacy activities which were conducted in the territory mainly by mission groups before 1964, the Zambian Government soon after independence started a campaign of eradicating illiteracy. This campaign was viewed as one of the avenues for quickly developing the nation and improving the living conditions of citizens (Mwanakatwe, 1968: 22 – 30). Apart from this conviction, Zambia is a member of a global family body called the United Nations. According to Kassam (1988: 125) in *Adult Education and Development*, UNESCO which is a subsidiary body of the United Nations held a conference in 1965 whose resolutions urged member nations to increase national and international financial resources to fighting the causal relationship between illiteracy and underdevelopment. The effects of being illiterate were summarized as follows:-

- i. In the modern world, an illiterate person is considerably circumscribed in playing his full potential role in the economic development of this country. S/he cannot participate fully and meaningfully in the social, civic, political and cultural activities of his community. S/he is forced to live a marginal and dehumanized existence.
- ii. The illiterate is highly vulnerable to exploitation and oppression. S/he cannot achieve his individual liberation and self-actualization.

It is with the foregoing realizations that the researcher decided to review the performance of adult literacy programs in Lufwanyama District.

In this study adult literacy education was viewed as a means of development. Therefore, the following issues were examined:-

- i.** The administrative structure or delivery system from national to district levels
- ii.** Infrastructure
- iii.** Identifying factors which prevent adults from participating in literacy education.

The findings revealed that:

- a. There was no policy in the country to guide the provision execution of adult literacy. This resulted in weaknesses of the administrative structure and in the link between provincial and district structures. Consequently, the co-ordination between provincial and district levels was poor. The administrative structure ended at school level but this researcher proposes that it should reach the village level too.
- b. These 3 factors:- (1) Poor road network (2) poor radio reception (3) Phone network were a big challenge in many parts of the District. These 3 factors are crucial elements of the type of communication needed in conducting the programmes. For example, Lowe (1970 : 11) points out that the use of radio in teaching is much favoured by literacy program administrators because a vast audience is reached at the same time and at a relatively low cost. Therefore, this researcher suggests that the local District Development Co-ordinating Committee extends facilities to deficient areas of the district.

6.2 CONCLUSION

From the analysis of the findings, a number of conclusions can be made. These are as follows:-

There is no political will on the part of government to promote adult literacy in the country in general and Lufwanyama in particular. Lack of political will is evidenced by low funding to the sector.

This low funding for adult literacy programmes in the Ministry of Education has consequently brought about shortage of teaching/learning materials.

Another consequence of low funding is the high dropout rate of 40% because learners cannot afford to pay tuition fees.

The study also revealed that the lack of policy resulted in ad hoc ways of conducting literacy programs by the providers. Additionally, owing to the lack of policy, the administrative structures were weak and resource mobilization for the programmes was not systematic.

The study revealed also that poor radio reception, poor road network and poor phone network were limiting factors in the provision of adult literacy in the District.

It was also revealed that there were also factors which were intrinsic among participants which affected the adult literacy programmes. These factors included: low job aspirations, lack of capacity to pay tuition fees, fear for wild animals, and dropout due to demoralization arising from poor teaching methodologies and the absence of teaching/learning materials.

6.3 RECOMMENDATIONS OF THE STUDY

1. Government should institute a policy which would direct the conduct of adult literacy programs in the district;
2. More research should be done on how to work out a mechanism of how Government, Non-Governmental Organizations and other would be stakeholders could network in providing adult literacy.
3. There is need for government to re-introduce free education for adults;
4. There is need for the local council to remove infrastructure impediments to adult literacy provision in the area.
5. There is need to extend the administrative structure of adult literacy education down to the village level. Adult literacy centres should be formed in villages.
6. There is need to investigate further how traditional leaders and learners can be involved in planning adult literacy programmes.

7. Government should task the Curriculum Development Centre to produce teaching and learning facilities for adult literacy.
8. The researcher recommends that further research be done on the role that the District Commissioner can play in ensuring that Government Ministries at District level work together to provide Adult Literacy.
10. There is need to provide adult literacy learning materials.
11. There is need to provide adequate teaching materials

SUMMARY OF CHAPTER SIX

This chapter gave a summary of the study and made recommendations to be followed in enhancing the provision of adult literacy in Lufwanyam District. It was evident that some problems were of common practice in character, internationally, and nationally, while others were typical of the area as revealed in the literature review of chapter two (2) and subsequent chapter of the study.

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Appendix: 1

Questionnaire for National, Provincial and District Administrators

Instructions:

This questionnaire is part of the research project, which should be undertaken for the award of a Masters Degree in Adult Education and Extension Studies at the University of Zambia. I seek your kind assistance and co-operation in answering the questions in this questionnaire. I wish to assure you that the information is purely for studies and will be strictly confidential and shall have no reference to you as a respondent.

I therefore request you to kindly answer each question as honestly as you can. Please do not write your name on the questionnaire. Put a cross (×) against a response which you think is the best answer among the possible answers given. Where you are required to give an opinion as a response, try to be as brief as possible. So please answer as stated.

Example

Who was the first Republican President of Zambia?

3 Dr F.T.J Chiluba. ()

4 Dr K.D Kaunda (×)

5 Dr L.P Mwanawasa ()

B is the correct answer. ()

Cross or write short, correct answers as the situation demands.

4 Is there any policy which requires adults to learn in this Country?

4.7 Yes ()

4.8 No ()

5 How strong is the working linkage between the province and the district?

5.7 Good ()

5.8 Fair ()

5.9 Bad ()

6 If a new literacy program was to be introduced now, which structures or institutions would you recommend to be included among the following?

6.7 Traditional Leaders such as chiefs, village headmen. ()

6.8 District Recourse Center Coordinators ()

6.9 The clergy ()

6.10 All personnel mentioned above ()

2. Were learners involved in deciding the content of their program?

ii. Yes ()

iii. No ()

5. Were the needs of learners met?

iii. Yes ()

iv. No ()

2. Are there any physical barriers in terms of road infrastructure?

1. Yes ()

2. No ()

Explain Why.....

(v) Are there any physical barriers in terms of radio communications?

ii. Yes ()

iii. No ()

Explain why.....

• Do wild beasts interfere with the execution of the literacy program

i. Yes ()

ii. No ()

Explain how.....

(iv) Are Government ministries working together at district level to provide Adult literacy?

(v) Yes ()

(vi) No ()

Are the leaning materials sufficient for the learners?

Yes ()

No ()

11. Is the teaching equipment adequate for the program?

a. Yes ()

b. No ()

12. Are Neo- literates given reading materials to sustain their literacy after the program?

a. Yes ()

b. No ()

13. Who participates mostly in adult literacy programs?

a. Females ()

b. Males ()

Which organization first introduced Adult Literacy Education in Lufwanyama district?

a. Government ()

b. Non- Governmental Organizations. ()

15. -

16. Does Government work with Non- Governmental Organizations in the provision of Adult Literacy?

a. Yes ()

b. No ()

16. Are there enough trained supervisors and teachers?

a. Yes ()

b. No ()

17. Do people have confidence in the supervisors and teachers?
- a. Yes ()
 - b. No ()
18. Are the supervisors and the teachers motivated by salaries paid to them?
- a. Yes ()
 - b. No ()
19. Who pays supervisors and teachers salaries?
- a. Government ()
 - b. Learners ()

THANK YOU
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Appendix: 2
Questionnaire for Learners
Instructions:

I am a post graduate student at the University of Zambia, studying for a Masters Degree in Adult Education. I am now carrying out a research about what challenges people in Lufwanyama District face when trying to participate in Adult Literacy programs. I kindly request you to participate in the research by answering the questions below. The information will be used purely for academic purposes and will be treated confidential.

Cross or write short, correct answers as the situation demands.

1. How far did you go in schooling?

.....

Do you know how to read and write?

- a. Yes ()
- b. No ()

3. For what purpose would you use the knowledge of reading and writing?

.....

4. What would you want to be come in life after getting literacy skills?

-
5. Where would you want to go for learning?
 - a. At some central place in the village ()
 - b. At a central place like a school ()
 6. Do you have any cultural problems which interfere with your attending literacy programs
 - a. Yes ()
 - b. No ()

What are they?

7. Are there traditional customs which prevent you from taking part in Adult literacy lessons in the same class with your spouse?
 - a. Yes ()
 - b. No ()
8. Are you shy to attend literacy lessons in the same class with your spouse?
 - a. Yes ()
 - b. No ()
9. Does your spouse discourage you from attending literacy lessons?
 - a. Yes ()
 - b. No ()
10. Are you willing to contribute some money towards the operations of the literacy program?
 - a. Yes ()
 - b. No ()

THANK YOU.
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Appendix: 3
Questionnaire for Head Teachers

Instructions:

I am a post graduate student at the University of Zambia, studying for a Masters Degree in Adult Education. I am now carrying out a research about what challenges people in Lufwanyama District face when trying to participate in Adult Literacy programs. I kindly request you to participate in the research by answering the questions below. The information will be used purely for academic purposes and will be treated confidential.

Write a cross (×) or a short correct answer as the situation demands.

Tick (√) or write a short correct answer where the situation demands

1. In 1995 when the Ministry of Education advertised the education of adults, who turned up most?

- a. Males ()
- b. Females ()

2. Upon recruitment, who sustained attendance for a long period of time?

- 1. Males ()
- 2. Females ()

3. Can you recall any problems learners faced with attending class?

.....
.....

4. How dedicated were the teachers?

- a. Very ()
- b. Demoralized by small pays ()
- c. Demoralized by no pay ()

5. Was the education which was provided in line with the needs of the learners?

- a. Yes ()
- b. No ()

6. Do you think volunteers are necessary in Adult education?

- a. Yes ()
- b. No ()

7. If your answer in (6) is yes, what role would they play?

- a. Teaching ()
- b. Mobilizing people ()

- c. Administration ()
- 8. Was the content of the leaning materials meaningful to the learners?
 - a. Yes ()
 - b. No ()
- 9. Do you think private organizations should assist government in providing education to Adults?
 - a. Yes ()
 - b. No ()
- 10. Do people have confidence in you as literacy provider?
 - a. Yes ()
 - b. No ()
- 11. Is the pay for work motivating to you?
 - a. Yes ()
 - b. No ()
- 12. Is the pay enough?
 - a. Yes ()
 - b. No ()

**THANK YOU.
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**Appendix: 4
 Interview Schedule for Chiefs**

I am a student of Masters Degree in the Department of Adult Education and Extension Studies at the University of Zambia. I am seeking your kind assistance and co-operation of answering the questions that I will ask in this interview. Be assured that information is purely for studies and will be destroyed at the end of the studies.

Instructions:

Tick or write a short correct answers where the situation demands.

- 1. (a) Your Royal Highness, would you want the adult people in your area to take part in literacy programs?

Answer:

1. (b) Give reasons for your answer:
2. (a) Your Royal Highness, would you be in a position to mobilize people for this purpose?
Answer:
2. (b) Your Royal Highness, how can you allow lessons to be conducted in the village?
Answer:
2. (c) Your Royal Highness, how else can you assist in running a program of Adult Education?
Answer:

-

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THANK YOU.
WE HAVE NOW COME TO THE END OF THE INTERVIEW