

**AN ASSEMENT OF FORMS OF PARTICIPATION IN ADULT LITERACY
PROGRAMMES IN COMMUNITY DEVELOPMENT CENTRES OF LUSAKA
DISTRICT**

BY

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**A dissertation submitted to the University of Zambia in partial fulfilment of the
requirement for the award of the Degree of Master of Education in Adult Education**

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DECLARATION

I, **Hamainza Viola**, declare that this dissertation '*Forms of Participation in Adult Literacy Programmes in Community Development Centres of Lusaka District*' represents my own work, and that it has not previously been submitted for a degree, diploma or other qualification at this University or any other University, and that the sources of all materials referred to have been specifically acknowledged.

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APPROVAL

This dissertation by **HAMAINZA VIOLA** is approved as partial fulfilment of the requirements of the award of the Degree of Master of Education in Adult Education of the University of Zambia.

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ABSTRACT

The focus of this study was to assess the forms of learner participation in adult literacy programmes among Community Development Literacy Centres in Lusaka district. Specifically, the study sought to address the following objectives to: examine the forms of participation in adult literacy programmes; establish factors that influence forms of participation in adult literacy programmes and explore measures that can enhance the quality of participation in adult literacy programmes. This study was carried out in seven (7) Community Development Centres of Lusaka District that offer adult literacy programmes. A descriptive research design was adopted for the study. Data was collected from a total of eighty-four (84) respondents broken down as follows: seventy (70) adult learners in community development centres, seven (7) adult literacy instructors (ALI) and seven (7) community development officers (CDO) coordinating literacy centres. The respondents were purposively selected. Semi-structured questionnaires were used to collect data from the learners while interviews were held with the CDO and ALI of the respondents. Data from the closed ended items of the questionnaire were manually analysed using descriptive statistics and presented in forms of frequency means and percentages using frequency tables. The data from open ended items of the questionnaire and interviews were classified, thematically analysed and presented in matrix tables. The findings of the study showed that five main forms of participation emerged from participants' description of how they are involved in their learning. These were: group exercise, group discussion, whole lesson summarizing and opinion giving and teaching others. When forms of participation were subjected to a participation measurement scale it was revealed that the participation levels by students were generally ranging between low and medium levels of participation. There were three factors that influenced participation namely: roll call, payment of fees and the demands of the curriculum. The roll call made by instructors during class sessions encouraged learners to attend literacy classes; payment of fees in functional literacy classes lowered the participation rates compared to the basic literacy which attracted no fees. The additional requirements of the curriculum limited learner participation in decision making, planning and evaluation of learning activities. Measures aimed at enhancing participation as cited by respondents were: modification of the curriculum to permit learner participation in various aspects of their learning processes; pre-service and in-service training of adult literacy instructors in the teaching of adults was a vital component and addressing the multiple roles of learners such as mothering responsibilities through provision of support facilities such as provision of crèche while attending classes. The findings of this study showed mixed forms of participation. Classroom participation was generally high and in line with the principles of adult education. The forms of participation cited by learners were those recommended by adult education theorists such as group discussion and group exercise. However, at higher levels of the participation scale such as decision making and evaluation of the learning process there was no learner participation. The study, therefore, recommends that in order to enhance participation, the instructors should be trained while adult education programmes should be designed in line with the principles of adult education.

Keywords: *forms of participation, facilitation techniques, measuring participation*

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ACRONYMS

ALI	Adult literacy Instructors
CDC	Community Development Centre
CDO	Community Development Officer
EFA	Education for All
MCDSS	Ministry of Community Development and Social Services
MOCD	Ministry of Community and Development
MOE	Ministry of Education
MOGE	Ministry of General Education
MOHE	Ministry of Higher Education
NTLBM	National Training Laboratories of Bethel, Maime
PEO	Provincial Educational Officer
UNDP	United Nations Development Programmes
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nation Children Fund
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority

DEFINITION OF CONCEPTS

Adult education - A is a type of education given to persons defined as adults by their communities with an intention of improving on their knowledge, skills and attitudes. Merriam & Brockett (1996) define adult education as participation in systematic learning activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception define them as adults.

Adult education - A Special kind of relationship between adults in which efforts are made by the adults to learn something. Having different goals and functions from other forms of education so as to be able to help people solve their personal and community problems.

Adult educator - A person who facilitates a formal learning of adults by creating an environment that makes them feel secure.

Adult learners - An adult person is defined differently in different countries. For example, an adult can be defined according to age, economic status, cultural and social roles he or she plays in his her community. In Zambia, an adult learner is any person who is 15 years or above (APRM, 2013). Therefore, an adult learner is defined as any adult person undertaking any form of organised learning activity and is 15 years or above.

Adult learning centre - Places identified by the adults themselves with the guidance of their educators where learning takes place. They can be school buildings for pupils, social centres, churches, mosques, government buildings like Sub County and parish headquarters or they can also be places under trees.

Authentic (Active) participation - A form of participation which moves away the administrator from reliance on technical and expertise towards meaningful participatory processes. Smith (2003) further defines authentic participation as a framework of policies, principles and techniques which ensures that individuals, groups, communities and organisations have the opportunity to be involved in a meaningful way in making decisions that will affect them, or in which they have an interest.

Barriers to learning - Obstacles that adult learners go through as they pursue their education.

Coping strategies - The specific efforts, both behavioural and psychological that were being used to tolerate, reduce or minimize stressful events that affect learners' participation in learning programmes. Holahan and Moos (1987) say that coping strategies are responses designed to change behaviour. They state that coping strategies are particularly designed to lead people into doing some activities.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This Chapter provides background information to the study on Forms of Participation in Adult Literacy Programmes in achieving quality adult education in Community Development Adult Literacy Centres of Lusaka District. It highlights the statement of the problem, purpose of the study, research objectives, research questions, and significance of the study. Delimitation of the study, limitations of the study, operational definitions and organisation of the dissertation as well as a summary of the Chapter was given.

1.2 Background of the Study

Kasonde-Ng'andu (2013:13) states that background of the study is . . . a brief over view of the problem the researcher aspires to study. It helps to clarify what has brought about the need for the study and demonstrates the researcher`s view of the research problem. Thus, the following background sets the basis for conducting this study:

In Zambia, the problem of illiteracy dates back to the colonial days. The problem was due to the biased education system which never provided adequate access to education by specifically the indigenous Zambians (Kelly, 1999). Therefore, adult literacy is as old as the country's independence. Adult literacy programmes are aimed at bringing about change in individuals lives and the communities they are living in. There are two types of adult literacy programmes; basic adult literacy and functional literacy.

The first literacy programme to be introduced after independence was a basic adult literacy programme which ran from 1964 to 1966 (CSO, 1970). Later on in the 1970`s functional literacy was introduced. Basic literacy programme is one where adults are provided with the skills of reading, writing and simple arithmetic (UNESCO, 1965). Functional literacy programme is defined by Bhola (1994), as a combination of literacy and the learning of economic skills. Functional literacy emanates from basic literacy and goes beyond basic literacy.

The content of these functional literacy programmes integrated the learning of literacy skills with agricultural and other social skills relevant to the people. Further the functional literacy

programmes are developed according to programme areas and themes. Adult education programmes are supposed to offer learning activities of relevance to the learner's everyday life.

Effective learning process occurs when both educators and learners interact and participate in the learning activities. Participatory type of learning process encourages mutual exchange of information in order to stimulate interest as well as recognition of respect among the educators and learners. In any learning context both educator and learner are the main actors. As a main actor, be it adult educators, teachers, and students, that is, learner's play complementing role in the process of learning. Educators have the responsibilities to teach, guide, motivate, facilitate and mould a learner to become a useful, calibre and competent person. Learners, on the other hand should absorb, seek and apply the skill and knowledge shared in the classroom or other learning activities. These complementing engagements between educators and learners do generate conducive learning environment. Thereby the recommended process is supposed to be participatory. The justification for participation is that effective learning occurs when both educators and learners interact and participate in the learning activities.

Active participation of learners with discussions in classroom is important for the purpose of achieving effective learning and plays an important role in the success of education and personal development of the learner in the future (Tar, 2005). Participation between educators and learners is integral in the process of learning. Based on a study conducted by Theberge (1994), it was found that learners, who are active participants, tend to have better academic achievement, compared with learners who are passive in participation, as there are several reasons to why participation is important in the process of learning. This statement is supported by Astin (1999) claiming that learners who are actively involved in classroom discussion showed higher satisfaction in the learning process. This is because learners learn how to think critically and enhance their intellectual development if they are active participant in the classroom.

Learner participation in the classroom warrants the effectiveness of the learning process. According to Liu (2001), there are four forms of student participation in the classroom. The four forms of participation cited by Liu are ranked in ascending order starting with silent observation, marginal interaction, participation in circumstances and full integration. However, these patterns of participation are not static at all times and in every place. Based on some literature and selected past researches, it can be concluded that student's participation in the classroom will warrant the effectiveness of learning process (Lui, 2001). Therefore, if the forms

of participation in literacy programmes are not tracked, it could lead to the implementation of non-effective programmes.

According to the Country Self-Assessment Report (CSAR) (2013), education, is a key priority sector for the country. The sector's responsibilities have been assigned to the following ministries: Ministry of General Education (MoGE), responsible for service delivery divided into provincial and district committees; Ministry of Higher Education (MoHE) whose primary concern is to oversee tertiary education and Technical Education Vocational and Entrepreneurship Training Authority (TEVETA) inclusive; and the Ministry of Community Development and Social Services (MoCD) whose key responsibility is to supervise issues relating to orphans, non-literate youths and adults and other vulnerable groups in society (GRZ, 2017). Since education is a key priority sector for the country the researcher took keen interest to assess the forms of participation particularly with the Ministry of Community Development and Social Services which was responsible for the non-literate youths and adults.

1.3 Statement of the Problem

Currently in Zambia, the aim of literacy programmes tends to be influenced by understanding of community participation, involvement and engagement in the transformation of society. The effectiveness of literacy in developing a socially responsible adult depends upon improving skills, knowledge and abilities. Such abilities as stated by Hope and Timmel (2002) involve aspects such as clear reasoning, critical thinking, empathy, reflection, participation and decision making. Much of the literature and studies done are basically on general participation in adult education activities.

Sichula (2012) states that programmes designed to foster literacy programmes among the adults must also include opportunities for them to reflect on levels of participation. This is an important argument that needs careful and serious consideration if we are to understand and appreciate the sustainable development goals especially goal number four (4) as stated in Stranger (2017) which 'ensures inclusive and equitable quality education and promote lifelong learning opportunities'. In view of this goal inclusiveness and improvement of forms of participation in adult literacy should be one of the concerns of the education system in Zambia, as these may result in changes in people's values, beliefs, judgement, perspectives, self-confidence, self-esteem and in turn lead to personal and social transformation. Despite, these efforts in strengthening the learning process of the learners, little is known on how adult

instructors of adult literacy programmes in Zambia incorporate the forms of participation in classroom interaction. Therefore, in order to determine if they operate at optimal levels in relation to adult literacy teaching, this study assesses the forms of participation in adult literacy programmes in Community Development Centres (CDC) of Lusaka district.

1.4 Purpose of study

The purpose of this study is to assess the forms of participation used in adult literacy programmes in Community Development Centres in Lusaka district.

1.5 Objectives of the Study

The study was guided by the following objectives to:-

1. Examine the forms of participation in adult literacy programmes.
2. Establish factors that influence forms of participation in adult literacy programme.
3. Explore measures that can enhance the quality of participation in adult literacy programmes.

1.6 Research Questions

The study was guided by the following questions:

1. How participatory are the forms of participation used in adult literacy programmes?
2. What factors influence adult participation in literacy programmes?
3. What measures can be used to enhance the quality of participation in adult literacy programmes?

1.7 Significance of Study

This study may give insights about the forms of participation in adult literacy programmes in CDC of Lusaka District. The study may also explore in-depth learner participation in the teaching of adult literacy. Finally, the study may suggest strategies that can be used to enhance forms of participation in the teaching of adult literacy among the learners and instructors.

1.8 Limitation of Study

The findings of this study apply to the seven (7) Community Development Centres of Lusaka District. Therefore, the results cannot be generalised to all adult learning centres in Zambia. However, they can be used to understand the complex issues in the assessment of forms of

participation in adult literacy programmes. Transcribing the interviews which were in English into local languages was not easy as most adult learners can hardly read and write English fluently. However, the errors which might have happened out of this were minimized by use of the language that was convenient for the respondents.

1.9 Delimitation of Study

The study conducted an assessment of forms of participation in literacy programmes. It was done in the Community development Centres of Lusaka District. This is because the Ministry of Community Development Centres character of influence had the leading learning of youths of above 15 years and adult education and had proven to be in the forefront of demonstration and advocacy of adult education in the country. Hence looking closely at the Community Development Centres, was the best option in creating an assessment of forms of participation in literacy programmes.

1.10 Theoretical Framework

In the views of Potter and Riddle (2007), theories are important for guiding research and providing justification of ideas and findings. This view is also supported by Imenda (2014:189) who state that “theoretical framework is the application of a theory or a set of concepts drawn from one and the same theory, to offer an explanation of an event, or shed some light on a particular phenomenon or research problem”. Once data is collected and analysed, the framework is used as a mirror to check whether the findings agree with the framework or whether there are some discrepancies; where discrepancies exist, a question is asked as to whether or not the framework can be used to explain them (Imenda, 2014). This study was guided by two theories the Freirean theory of transformational learning and Patricia Cross theory of Chain of Response Model (COR).

1.10.1 Freirean theory of transformational learning

The Freirean theory of transformational learning is aimed at ensuring authentic learning. Authentic learning occurs through participatory processes that use critical thinking, dialogue and problem posing. In this theory, Paulo Freire advocates for a democratic relationship among facilitators and adult learners. This theory is chosen because it provides a framework for analysing comprehensive participation in a learning environment which was necessary for assessing forms of participation in adult literacy programmes. It also looks at three aspects that

is critical thinking, dialogue and transformation which support the teaching of adults in a problem posing approach to teaching.

Paulo Freire introduced a radical distinction that has since become a feature of progressive educational thought: the difference between what he called banking and problem-posing education. According to Freire (1970:71):

...Banking education resists dialogue; problem-posing education regards dialogue as indispensable to the act of cognition which unveils reality. Banking education treats students as objects of assistance; problem-posing education makes them critical thinkers.... Problem-posing education bases itself on creativity and stimulates true reflection and action upon reality, thereby responding to the vocation of men as beings who are authentic only when engaged in inquiry and creative transformation.

The foregoing quotation indicates that Banking Education is synonymous with non-participatory of adult literacy programmes. On the other hand, problem-posing teaching is also known as participatory approach. In this theory, Paulo Freire advocates for a democratic relationship among the adult learners. Freire further borrows some ideas from Shor and Gramsci (1992) argues that there has not been a single conception of problem posing teaching that has formed the basis for adult literacy learning but rather differing conception which exist along a continuum from elitist to activist.

Shor (1992) and Gramsci have stated the problem-posing teaching in adult literacy learning is undoubtedly clear full of conceptual difficulties which require some good understanding from those that are teaching literacy. This means also that even in teaching literacy in classes it may not be an easy task. As such those charged with the responsibility of teaching adult literacy will need to think of other forms of participation and approaches equal to literacy learning. The argument from this perspective is that the use of the Freirean theory of education is relevant and good approach that can promote an engagement of both the theory and practice among the learners and educators of adult literacy. As such, this is the gap that needs to be filled by adult educators, implementers of literacy programmes and policy makers so that when forms of participation are used in the teaching of literacy the learner in adult literacy centres could acquire relevant skills and knowledge required in society for social change and transformation.

According to Freire (1970:76), problem-posing education can only occur within egalitarian, respectful relations. He noted that:

...dialogue, cannot occur between those who want to name the world and those who do not wish this naming between those who deny other men the right to speak their word and those whose right to speak has been denied to them. Those who have been denied their primordial right to speak their word must first reclaim and prevent the continuation of this dehumanizing aggression.

The foregoing undertone suggest that Freire was of the view that educators should be ready for a dialogue-based relation and thus for listening. For Freire (1970), he looked at dialogue as an element of pedagogical communication and educational means of sharing. Therefore, education must be based on dialogue, through which relational opportunities are created. In such education, where authority-based reasons are not valid, no one teaches another person (Yildirim, 2011 cited in Durakoglu, 2013). Therefore, educators learn from students and students learn from the educator in the process of dialogue. In this sense, the roles of the educator and the learner interchange (Durakoglu, 2013).

In trying to emphasize his idea, Freire (1970) criticized the traditional educational method, which he called banking education. He was of the view that banking education is one of the instruments that hinder the humanization process of the person to the greatest extent. He, therefore, gave an analysis of the limitations of the prescriptive style of teaching and education system. Freire firmly believed that schools use the banking method to domesticate students. From his viewpoint, when this approach is practised, adult learners are viewed as passive receptacles waiting for knowledge to be deposited from the teacher. In this system Learners are taught in a mono. Yadava (nd: 5-6) denotes the following as being critical elements in Freire's theory of education:

Participatory - The learning process should be interactive and cooperative so that students do a lot of discussing and writing instead of listening to teacher talk.

Dialogic - The basic format of a learning environment is dialogue a tool for creating a conducive learning process. The learning process is developed by a continuous dialogue between the educator and the learner. But the question at this stage is what is dialogue? Dialogue is contrasted against formal education in which the educator deposits superior

knowledge to be passively digested, memorised and repeated. On the contrary, dialogue involves a creative exchange with participants. Freire (1993) says:

Whoever engages in dialogue address himself to someone in order to exchange something with him... it is this something which should become the new content of the educational programme.

Democratic - The classroom discourse is democratic in so far as it is constructed mutually by students and teacher. Students have equal speaking rights in the dialogue as well as right to negotiate the curriculum. They are asked to co-develop and evaluate the curriculum.

Activist - The classroom should be active and interactive based on problem posing, cooperative learning and participatory formats.

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.

Shor (1992) further alludes to the fact that Freire`s problem posing develops a creative exchange of knowledge, information, wisdom, experience and ideas between and among the adult learners for the literacy process to be effective. Dialogue requires a fundamental revolution in thinking and change in the ingrained attitudes of anti-dialogue among the dialoguers and those who intend to engage in dialogue.

The implication of this to adult literacy programmes is that problem solving is at the centre of adult education. All adult literacy programmes should embrace participation, dialogue and democracy as a key feature towards achieving the desired level and forms of participation in achieving quality adult education in Zambia.

1.10.2 Patricia Cross`s theory of Chain of Response Model (COR)

Patricia Cross`s theory of Chain of Response Model was adopted because it provides the framework for examining the factors that influence participation. Patricia Cross` COR Model is more comprehensive, and it provides the best list of categories necessary to understand the educative behaviour of the population under study (see Figure 1). The model also attempts to discuss participation in terms of the aforementioned barriers institutional, situational, informational as well as psychological obstacles that confront the participation of

disadvantaged adults in educational activities. In addition the model is used as a structured framework for data analysis.

Chain of Response Model for understanding participation in adult learning activities

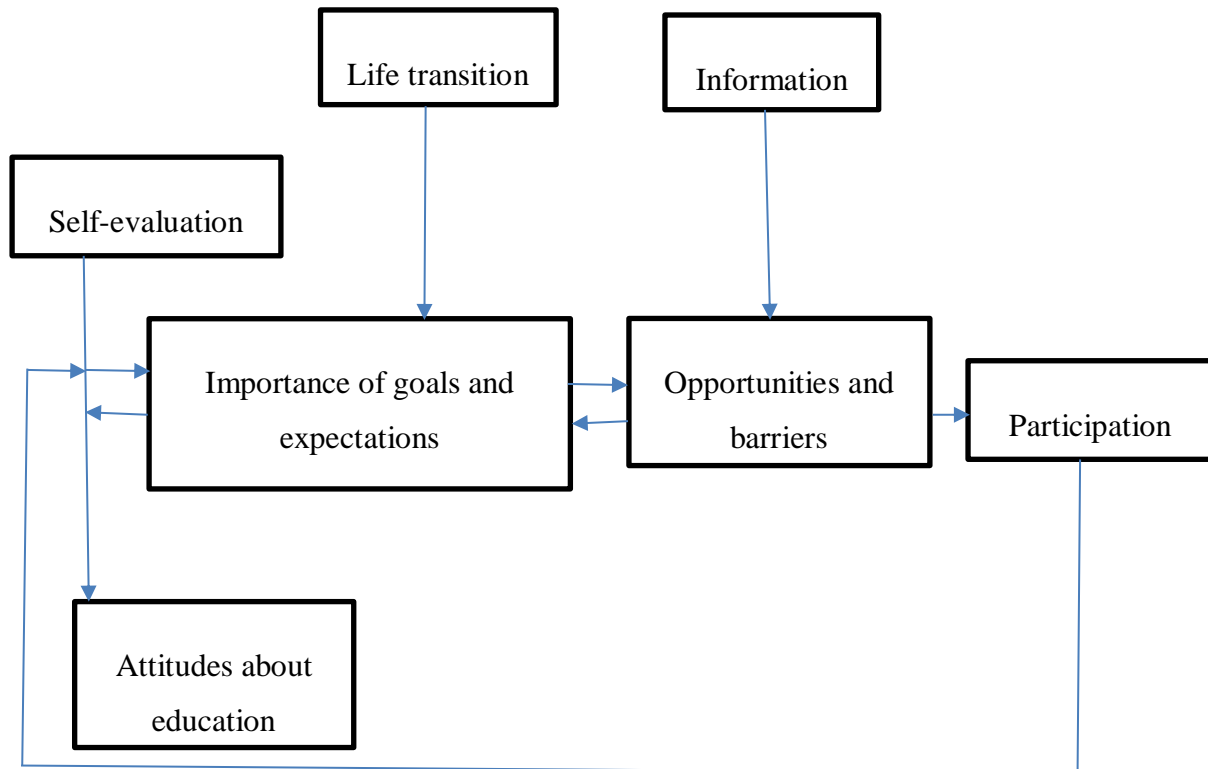


Figure 1: Cross, (1981)

The COR model developed by Patricia Cross assumes that “participation in a learning activity by adults, whether in organized classes or self-directed is not a single act but a result of chain of responses, each based on an evaluation of the position of the individual in relation to his or her environment” (Cross, 1981: 125). What Cross entails by this is that decision making regarding participation is not a single decision rather it is guided by a consideration of factors that guide their decision making process and classifies these factors as: institutional, situational and dispositional.

The model further emphasizes that motivation or interest by an adult to undertake educational activities must come from the individual before the removal of external barriers. The model suggest that persons who lack confidence in their own abilities avoid putting themselves to the test and are more unlikely to volunteer for the learning which might cause a threat to their self-esteem (Cross, 1981).

1.11 Organisation of the Dissertation

Chapter one presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of study, delimitation of study, limitation of study and theoretical framework. It also highlights the definitions of terms and summary of the chapter. Chapter two contains literature review that is divided into sections meant to cover the area of study. The first part looks at the concept literacy and its meaning, the second part of the section traces the concept participation and forms of participation, while the third part is about the link between forms of participation and literacy programmes. In the final part, barriers to adult learners' perspective and own comments are brought out. Chapter three explores the Methodology employed by the study. The chapter specifically, addresses the research paradigm, research design, population, sample and sampling procedures, tools for data collection, data analysis and data presentation, and ethical issues.

Chapter four presents the results or findings of the study while chapter five discusses the findings presented in chapter four and their implication to adult literacy programmes. Chapter six gives conclusion of the study and recommendations.

1.12 Summary of Chapter

The chapter was based on the following: the background information, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, theoretical framework, delimitation of the study, limitations of the study, operational definitions and organisation of the dissertation. The next chapter reviews relevant literature in line with the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

The previous chapter discussed the background of the research and the objectives to be achieved among other aspects. This chapter explores the literature that relates to this research. The various literature available on forms of participation in literacy programmes in Zambia was in the context of this research topic and research objectives formulated. The chapter begins by providing general background information on the concept and evolution of adult participation in literacy programmes. The historical information of adult participation in literacy programme in this review is limited in scope as the discussion is centred on assessing the forms of participation in literacy programmes in CDC of Lusaka district. Adult participation in literacy programmes are a vital tool in the developmental process of any given nation. In this review a critical examination is made of various forms of participation in adult literacy programmes that have been undertaken in Zambia and their correlation to national development.

2.2 The concept of literacy and its meaning

The concept of literacy lends itself to several definitions. It is a concept which seems not to have a universal definition. Generally, there is a tendency to define literacy on the basis of core elements of reading, writing and numeracy (Sharmin, 2006). Okedard (1991) explains that based on the definition a person is considered literate if one can read and understand everything spoken to him and at the same time able to write.

According to UNESCO (1984) literacy is a process in which communities effect their own culture and social transformation. Furthermore, Bhola (1988) states that the definitions of literacy and a literate person are many and various but could be reduced to five categories according to particular emphasis they give. The emphasis in this context is on the acquisition of reading and writing skills; change of attitude; increased participation in community and national affairs; individual growth; acquisition of new survival skills; and political and psychological liberation. Similarly, Freire (1973) views literacy as a process by which literates achieve the quality of consciousness and change awareness, which they may express through language and action.

According to Proak (2004) non literate and semi- literate adults like to learn activities related to their daily practices such as reading road signs, money transactions, measurements and calculations, addresses, newspapers, labels of medicine and reading medical cards. This is also supported with the Freirean theory of education. Chakanika (2002: 4), “states that literacy is a process by which illiterates achieve the quality of conscious and changed awareness, which they express through language and action”. Reading and writing skills are perceived as a process, which the actual content, and material has a bearing on the daily lives of the new literates. Therefore, an illiterate person can be defined as a person with little or no education unable to read or write and one who shows such ignorance.

Like in most African countries, learning activities in which adults participate in Zambia are education programmes that are aimed at providing reading, writing and numeracy skills for economic, social and political development. Examples of programme areas for adult learners in Zambia are agriculture, health and gender issues. Nuwagaba (2005) states that some English lessons are also taught to adult learners.

Adult education programmes are supposed to offer learning activities of relevance to the learner’s everyday life. In Zambia, reading, writing and numeracy are integrated in economic and social skills relevant to the needs of the adult learners. This observation is supported by the Freirean theory of education and Bhola (1994), who defines functional adult literacy as a combination of literacy and the learning of economic skills. The integration of different learning activities is intended to equip adult learners with different types of skills which they can use to solve problems (APRM, 2013).

Kelly (1999) contend that literacy has the ability to produce reliable and consistent results or doing something well. This is a situation where people should be given a special kind of education information that concerns the acquisition of skills, attitude and experience that can render them more readily employable. Kelly (1999) and Mwanakatwe (1973) add that education for employment is education for growth and development that is the extent of which the acquired competences and expertise, as a result of schooling can best be applied skill by graduates to maximise their productivity in the economy.

According to MoE (2003), literacy skills are defined as abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Life skills are very much emphasized in the teaching and learning of adults for

they equip the learners with the ability to resist those who misuse culture. For example, life skills also provide a space in which one can examine one's various influences and use the best ones to strengthen one's chances of living happily, healthy and safely while discarding those that endanger one from the foregoing. Chakanika (2002:12) reported that:

In Zambian context, literacy entails empowering an individual with the skills to read and write from this context, literacy is a communication tool without which one cannot function effectively in a community. Once acquired, such a skill will actually liberate the learners. Literacy, is therefore, not static as people always acquire new terms or concept for use in interpreting events or their environment. Technically, literacy should be perceived by the government of Zambia as a human right of its citizens, without which, they cannot function effectively in the modern world.

In the economic sector Kelly (1999) adds that, literacy is vital in the sense that it empowers people to be productive and participates actively in the income generating activities. For example, crafts skills that the learners acquire in basic and secondary schools in Zambia such activities as home craft, enable the local young adult to be able to contribute positively in development by engaging in income generating activities in the informal sector. This means that the challenges associated with employment in the nation are overcome.

Mumba (1987: 22) posits that "discussions and studies on the problem of mass adult literacy in the developing countries have continued to take place. This has been necessitated by numbers of illiterates in developing countries, which have increased, leading to high levels of unemployment". There seems to be an increasing awareness and advocacy among human race that there is a correlation between education and standard of living. As a result, there has been a wide spread belief among economists that adult participation in literacy programmes would lead to accelerated economic growth, more wealth and income distribution, greater equality of opportunities, availability of skilled human power, a decline in population growth, long life, better health outcomes, low crime rates, national unity and political stability. This belief has made many individuals and nations invest immensely in adult literacy programmes (Hope and Timmel, 1996).

Bown (1999) contends that there is a traditional attitude that the ability to read and write is of first importance in helping people to face their problems intelligently and to generally enrich their lives. Therefore, a lot of energies have been directed to organizing adult literacy programmes. These programmes help adults understand and have the ability to solve their own

problems. It is believed that sooner or later, reading and writing will become essential to the promotion of human welfare.

Dale (1945) points out that there is no substitute for being literate in achieving many types of personal development and social progress. By being literate, one is able to reflect at the issues discussed and suggested courses of action, and to reach more informed decisions. However, Kleis (1974) adds that ...it has been observed that the conditions of living in the Third World have not improved as much as expected and one fact that has contributed to this is the problem of adult levels of participation. The prime priority of adult learning includes promotion of equality of access to and participation in any such learning activities. The fact that adult learning is cardinal cannot be over-emphasized and, as a result, some nations Zambia inclusive have formulated adult literacy strategies meant especially for marginalized groups and the potential of these strategies is in engaging all potential participants. As a matter of fact, literacy is a basic step towards any form of adult learning, which is a process of lifelong learning and an entry point to the world of communication and information.

Burnett (1965: 11) states as follows: "Illiteracy became a problem when modern means of communication and transportation began bringing people closer together and those who had remained outside the stream of technical progress were pulled into the main current". Going by the government circular issued in 2010, which directed all Provincial Education Officers (P.E.Os) to open adult literacy classes in each province, adult literacy classes were opened in all provinces (MoE, 2010). Despite the efforts to eradicate adult illiteracy the levels of participation of both men and women are seen to be very low from the classes. If the problem of forms of participation in literacy programmes is left untracked, it could be a major obstacle to literacy learning thereby, national development being sought.

Muyoba (1975) adds that since the Second Conference on Adult Education in Montreal in 1960, much effort by the United Nations Educational Scientific and Cultural Organisation (UNESCO) and its member states to promote adult education has been devoted mainly to providing adult literacy. Freidman (1963:19) a feminine mystique says that education was a key to a happy life, as education would enable a woman to compete in society not as a woman but as a human being. Study after study (Lungwangwa, 1995; Mumba, 1987 and Mwansa, 1993:10) "has shown that education is an empowering tool for women that has a ripple effect on their family and development of the larger society".

Sequentially, Freire (1970:28) asserts that education empowers people to understand their rights and to participate as citizens in a nation's development progress. It further states that education empowers them for effective participation in all other sectors by increasing their knowledge, self-confidence and self-esteem and improving their perception of self in relation to others as well as broadening their world view. By so doing the Freirean theory of education supports the above arguments.

For this study, literacy is not seen as only a decoding and encoding skill. Rather, the acquisition of literacy is regarded as a process of socialization (Sharmin, 2006). Kibera and Kimokoti (2007) contend that literacy as a process of socialization involves the acquisition of social characteristics in which individuals learn the culture of their society steadily so that they are able to live fully and function in it as responsible members. Freire (1987) adds that literacy is considered as a process of conscientization. Conscientization involves reading the world rather than just reading the word. This means that acquiring literacy is not mere memorizing a sentence, word, syllables or lifeless object unconnected to an existential universe, but rather an attitude of certain recreation, a self-transformation producing a stance of intervention in one's context. This resonates well with the focus of the study where forms of participation in adult literacy programmes are a critical element in teaching of literacy.

In view of the foregoing discussion, the concept of literacy is not universal. It is contextual and ideological. This means that what can be regarded as literacy in an area cannot be the same in another area. It is environmentally based, hence it would be argued undoubtedly from such a position seeing the kind of role forms of participation play in the teaching of literacy. From the studies perspective it is clear to define literacy as an educational process in which people become aware of the conditions surrounding them, reading and writing about them and taking action to improve their wellbeing with regard to the Freirean theory of education.

2.3 The concept participation and forms of participation

Participation includes people's involvement in decision making processes and implementing programmes. Their sharing in the benefits of development programmes and their involvement in efforts to evaluate such programmes (Shor, 1992). Pretty et al. (1995) contend that participation is concerned with organized efforts to increase control over resources and regulative institutions in given social situations on the part of groups and movements of those hitherto excluded from control. As a result authentic participatory stands for partnership which

is built upon the basis of dialogue among the various actors, during which the agenda is jointly set, and local views and indigenous knowledge are deliberately sought and respected. This implies negotiations rather than the dominance of an externally set project agenda. Thus, people become actors instead of being beneficiaries.

Participation is defined differently by different people. For example, Stocker (1997) assert that for some people if an individual is present then something is happening then that individual will be described as a participant to that activity. This is a one common meaning of participation that is used by researchers in collecting data on participants in a programme such as the number of people attending an evening class. In such a situation, all those that are present at a meeting are classified as participants and by so doing we generate what is called participation rates. Yet another individual may argue that those who engage in discussions should be described as participants.

In reaction to the above, this disagreement raises questions: first, what does participation mean? Second, how can you tell a high level of participation from a low level of participation, or a high degree of participation from a low degree of participation? There are two main ways of determining what participation means and measuring the quality of participation. The first way is by examining the level at which a particular form of participation occurs. Using this way, the form of participation can be located on various levels from low degrees of participation to high stages of participation (Pretty et al., 1995).

In view of the above, one notes that from lower numbers, the level of participation increases from a level of low participation to a desired high level of participation. In high levels of participation, members of the community participate in the literacy programmes that are being undertaken and fully involved in the process of planning, decision making, implementation and evaluation of their literacy programmes. When the community is fully involved, they own the programme and control the literacy process (UNICEF, 1993).

The UNDP and UNICEF developed the levels of participation deriving from Schaeffer (n.d) opinion that genuine participatory development occurs at different levels. Schaeffer further points out that people are involved in various stages of development cycle. Illustrated on page 18 in Table 1 is the UNPD levels of participation and page 19 in Table 2 is the UNICEF levels of participation.

Table 1: United Nations Development Programmes (UNDP) levels of participation

Control / Ownership
Partnership
Risk – sharing
Decision – making
Consensus – building
Consultation
Inform

Source: ITAD and Rurainet (2004)

Inform: the lowest rung applies to situation of non-participation where communication is one-way and is about instructing, teaching or telling

Consultation: two-way communication where stakeholders have the opportunity to express suggestions and concerns, but no assurance that their input will be used at all or as intended. At this level stakeholders are participating in participation. The most frequent approaches to consultation are chaired meetings where stakeholders do not contribute to the agenda, public hearings or community meeting.

Consensus-building: stakeholders interact so to understand each other and arrive at negotiated positions which are tolerable to the entire groups. A common drawback is that vulnerable individuals and groups tend to remain silent or do not actively contribute their views.

Decision-making: when consensus is acted upon through collective decisions, this makes the initiation of shared responsibilities for outcomes that may result. Negotiations at this stage reflect the different degrees of leverage exercised by individuals and groups.

Risk-sharing: this builds up on the preceding level but expands beyond decisions to encompass the effects of their results; a mix of beneficial, harmful and natural consequences. Things constantly change so here there is always an element of risk, where even the best intended decisions might yield the least desired results. Hence, accountability is fundamental at this level, especially when those with the greatest leverage may be ones with the least at risk.

Partnership: this relationship entails exchange among equal (respecting one another's views) working towards a mutual goal. Partnership builds on the preceding levels and therefore assumes mutual responsibility and risk-sharing.

Control/ownership (self-management): this is the highest level of participation, where stakeholders interact in learning processes which optimise the wellbeing of all concerned

Table 2: United Nations International Children`s Emergency Funds (UNICEF) / Schaeffer levels of participation

Participation in real decision making
Involvement as implementers of delegated power
Involvement in the delivery of service
Involvement through consultation on a particular issue
Involvement through attendance at meetings
Involvement through contribution of resources, material and labour
Mere use of Service

Source: UNICEF (2003)

2.4 Arnstein`s ladder of participation

Arnstein (1969) developed a model that consists of eight rungs to illustrate the degrees of participation. The ladder shows eight rungs with non-authentic forms of participation at the bottom of the ladder and authentic forms of participation at the top of the ladder.

Table 3: Arnstein`s ladder of participation

Citizen Control
Delegated Power
Partnership
Placation
Consultation
Informing
Therapy
Manipulation

(Adopted by Arnstein, 1969)

Arnstein`s (1969) ladder is a metaphor for understanding whether citizen participation is genuine, honest and effective, whether the concerns of everyday people have chance of influencing the outcomes of a decision. At the bottom of the ladder are two rungs of non-participation these being manipulation and therapy. The next three steps involve honest, if still inadequate forms of participation being informing, consultation and placation. Arnstein refers

these to as tokenism. At the top three of the ladder is the have-some being partnership, delegated power and citizen control (Sherry, 1969).

However, this study modified the levels of participation by borrowing terminologies from both UNICEF and UNDP. The levels of participation are four as illustrated in Table 4 below. Just as it was observed by UNICEF, these levels will be interconnected implying that forms of participation in adult literacy programmes can be put on a continuum from the lowest to the highest level. In between two strands, there might not be clearly visible as they are interlocking.

Table 4: Ideal Ladder of Participation Proposed by this Study

Self-management
Decision making
Mere attendance / Consultation
Mere use of service / Informing

2.5 Participation and forms of participation in a learning context

In a learning context, both the learner and the instructor are the main actors as they play a complementing role in the process of learning. Participation between instructors and learners is integral in the process of learning. There are several reasons why participation is important in the process of learning. Based on a study conducted in Theberge it was found that learners, who are active participants, tend to have better academic achievement, compared with learners, who are passive in participation. This statement is supported by Astin (1999) claims that learners who are actively involved in a classroom discussion showed higher satisfaction in the learning process. The relationship between learner participation in the classroom and learner`s academic achievement is undeniable. Therefore, learner participation is one instructional component in the instruction enhanced by instructors to help learners learn more. According to Lui (2001), there are four forms of participation of learner involvement in the classroom namely full integration, participation in circumstances, marginal integration and silent observation. However these are not static and vary in every place.

Similarly, Stranger (2017) pointed out that learner education and 21st century skills is an attempt to capture the need for learners to be prepared for the opportunities and challenges in the 21st century. These include cognitive, social, and applied skills, including problem solving, critical thinking, active learning, entrepreneurship, independent thinking, media literacy and

ICT skills. The Partnership for 21st Century Learning was established in order to address the Sustainable Development Goals targets which ensures *“by 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”*, and is a key reference for 21st century skills. The Partnership for 21st Century learning also lists skills such as creativity, communication, collaboration, flexibility and adaptability through learner centred type of teaching. Learner-centred education is widely embraced in the West, but what does it mean in the Zambian context? Learner-centred learning is one of the most pervasive pedagogical ideas and promoted in many African curricula, but also hotly contested. Problems of defining or identifying learner-centred learning contribute to the confusion and debate around this concept forms of participation. Notions of sound pedagogy often associated with learner-centred teaching, such as learners actively and critically constructing their own knowledge as opposed to being given set answers and activities being tightly controlled by the educator. More important than the exact definition, however, is the question of how broadly conceived valued principles can and should be implemented in the forms of participation in adult literacy programmes.

2.6 Principles of adult learning as a form of participation

The idea by Dale (1965) contend that the educator to come up with actions as forms of participation based on principles of adult learning was to provide the knowledge, skills and tools necessary to enable individuals and learners to perform to their maximum potential. Table 5 below shows the principles as a form of participation:

Table 5: Principles as a Forms of Action

Principle	Action
Adults want to know why they should learn a particular topic	Tell them the benefits to that topic
Adults need to take responsibility	Inform learners of their responsibility
Adults bring experience to learning	Allow the learner to share his or her learning experiences
Learners have significant past	Allow learner to share his or her experience
Adults have preferences and prejudice	Allow learner to verbalize his or her points of view
Learning is facilitated when the learner has some control over teaching processes	Involve learners in planning the learning activities
Adults are task oriented	Organise content around task, not subject
Adults generally learn best in an atmosphere that is nonthreatening	Set a risk free climate and make learning fun and enjoyable
Adults learning should be problem and experience centred	Create scenarios allowing learners to problem solving
Adults learn best by solving problems they can associate with their reality	Focus on `real world` problems
Adults generally learn best if they validate their learning	Provide opportunities for dialogue among the group, and allow debate and challenge of ideas
Adults learn at different speeds and through different methods	Be flexible and use a variety of training activities
Adults like to learn through discussions	Emphasize how learning can be applied
Adults enjoy active learning	Create small group exercise and moving around room
Adults generally learn best in an environment in which learning different learning styles are recognized	Use a variety of teaching strategies
Adults want to understand the scope before they are involved in the learning process	Give the big picture first then the details
Adults expect to be able to use what they learn immediately (not later in life)	make information applicable to them
Adults need feedback and constructive criticism	Focus on building the person not tearing them down
Learners need to apply what they learned	Allow learners to apply information immediately
Adults want to be treated with respect	Listen to and respect the opinions of learners
Adults want to be treated as adults	Treat learner like adults
Adults like to laugh	Make learning fun

(Adopted by Dale Edgar, 1965)

Adults have a desire for self-respect, peer approval and recognition of their talents and qualities. These needs reflect the fact that many people seek the esteem and respect of others. The educators should give positive comments to learners and also encourage them to respect

each other. Knowles (1980) has got a similar thinking in his model of andragogy. He referred to andragogy as the art and science of helping adults to learn as opposed to teaching them like children.

In his model, Knowles emphasizes the need to respect adult learners' views. Calder (1993) argues that it may be a condition of acceptance as a candidate for an election to a political office that one undergoes some training. This is also evident in Zambia where many adults in villages have enrolled in learning programmes in order to be elected as village council chairpersons.

Knowles (1980) and Wlodkowski (1985) state that adults are ready to learn when there is a need to know something in order to perform more effectively in some aspect of life. Wlodkowski (1985:6) observes that "adults are responsible people who seek to build their self-esteem through pragmatic learning activities in which their competence is enhanced and as they experience success and satisfaction, they are more likely to continue participating in learning programmes, thereby, need for the educators to conform to the authentic forms of participation in literacy programmes".

This can be equated to Maslow (1980) deficit needs or D- needs. If one does not have enough of something, that is, they have a deficit and may feel the need for it which may work as a motivator to enrol for a learning programme so that you can satisfy it. The above arguments are in line with the Freirean theory of education

While Dale had this idea of actions as a form of participation based on the principles of adult education the National Training Laboratories of Bethel, Maine (NTLBM) (Letrude, 2015) came up with the learning pyramid. According to the NTLBM cited in Letrude (2015) there are various methods a learner can engage in, which will allow them to learn information at various percentages of retention. The learning pyramid researched and created by NTLBM illustrates the percentage of learner recall that associated with various approaches. The first four levels lecture, reading audio, and demonstration are passive learning methods. In contrast, the bottom three levels discussion group, practise by doing, and teaching others are participatory (active) learning methods. The learning pyramid clearly illustrates that active participation in the learning process results in higher retention of learning. Based on the research the last effective method would be a lecture. Long term retention rates of a typical lecture, where an individual merely stands in front of people and talks is considered to be around five percent. However, if people get actively involved and collaborate with others his

or her retention rate dramatically increases. The difference in retention between passive and active participatory methods may be due to extent of reflection and deep cognitive processing.

Therefore the learning pyramid demonstrates that the best methods for learning retention are at the base of the pyramid. Therefore, it is best to design lessons and activities with this information in mind to ensure the learners are actively engaged in the learning process. This is achieved through discussion group, practice activities, collaboration and teaching others. However, Dale did critique the learning pyramid.

On the other end is that actions based on principles of adult education and the learning pyramid as forms of participation in teaching literacy combines both formal and informal approaches to learning such as inclusiveness, activism, participation, process based and value based promotes critical interaction and thinking. One can see from the two approaches that the focus again fits very well with the study objectives. Figure 2 below illustrates the learning pyramid created by NTLBM:

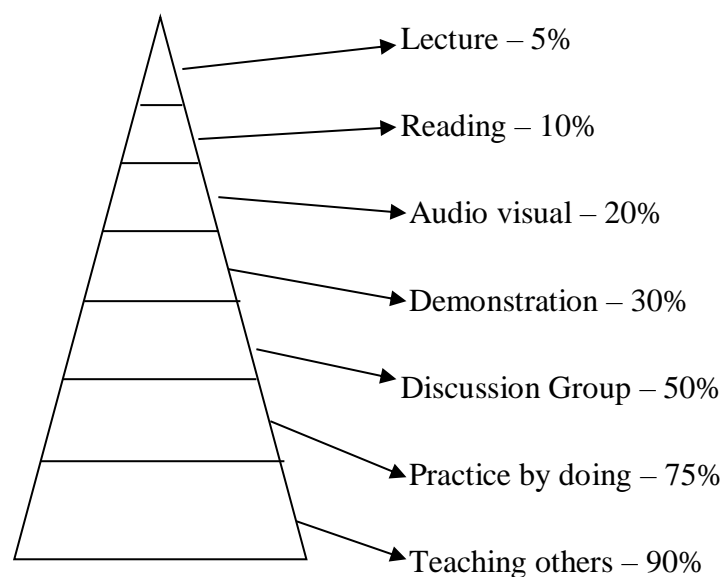


Figure 2: Learning Pyramid (*Adopted by NTLBM*)

2.4 Link between forms of participation and literacy programmes.

Mbozi (2013) explain that Freire's (1993) concept of transformational learning offers a linkage between personal dysfunctional perspectives and social structures. Paulo Freire's concept of transformational learning theory focuses on the transformation of society through the transformation of institutions, structures and the way people look at the world. Freire (1993: 36) argued that:

...the pedagogy of the oppressed is a humanist and libertarian pedagogy and has two distinct stages. The first stage is a situation where the oppressed unveil the world of oppression and through the praxis commit themselves to transformation. In the first stage the culture of domination is confronted through a change in way the oppressed perceive the world of oppression. The second is a situation where reality of the oppression has been transformed. The pedagogy ceases to belong to the oppressed and becomes pedagogy of all people in the process of permanent liberation. In the second stage, myths created and developed in the previous culture order are expelled.

This entails that the first stage has to deal with the problem of the oppressed consciousness and the oppressor consciousness. To transform society, there is need to take into account the behaviour of people who are oppressed and oppressors as well as their world view. Freire (1970: 37) defined the “oppressed as people who are poor and dominated”. He argued that “any situation in A objectively exploits B hinders his or her pursuit of self-affirmation as a responsible person is one oppression”. The researcher classified the adult learners engaged in literacy programme has oppressed because adult learners face oppressive acts and structures in their quest to be fully human. This classification of adult learners as oppressed is limited by the fact that the class of oppressors is nebulous.

Subsequently, Freire (1993) opined that the oppressed need to discover that they are capable of changing their lives, before any change can occur. “This discovery cannot be purely intellectual but it must involve action nor can it be mere activism, it must include serious reflection only then will it be praxis” (Freire, 1993: 47). This discovery can be facilitated through the process of critical and liberating dialogue. The content of dialogue should be in accordance with the historical conditions so that the oppressed can perceive reality. By so doing the forms of participation are the only link by which this argument can be achieved.

According to Mayo (1999), adult educators engaging in counter-hegemonic cultural activity are intellectuals organic to subaltern group aspiring to power. This implies that they should be potentially committed to those they teach. Mayo felt that popular universities were not organic since they did not disseminate culture within a context that aimed at transforming social and cultural conditions. This questions the approach to learning adopted by instructors who according to Mayo failed to connect the learner’s background and framework of relevance to their learning. The focus of Mayo (1999) is to mitigate hierarchical relations between those who educate and direct, and those who learn. Therefore, Mayo advocates for a relationship

which has to be active and reciprocal where every instructor is always a learner and every learner is an instructor. This relationship called for dialogue between learners and instructors. Nonetheless, Freire (1970) calls for qualified dialogue because he felt that dialogue and other elements of participative education not grounded in information and rigor would be detrimental to the working class.

However, Shor (1992) distinguishes ordinary reflection from critical reflection argued by Brookfield (1995) that there are four distinctive characteristics. Firstly, critical reflection reveals power structures. Secondly, critical reflection illuminates the covert and overt repressive dimensions of practices and ideologies. Thirdly, critical reflection exposes inconsistencies between practices which are supposed to benefit people, but which, in fact, actually work against their benefit. Lastly, critical reflection studies the reflective process itself. A critically reflective thinker realises that this process itself constitutes an ideology that has roots in a particular time, place, and group of people. Thus, the critical thinker must be aware of the potential for misuse and abuse of critical reflection for its own ends.

2.5 Barriers to adult learners' perspective

Cross (1981) discussed the reasons why adults participate, and more importantly why adults do not participate. She defined three barriers to participation in learning as situational, institutional and dispositional. Firstly, Situational barriers arise from life circumstances at a particular time. Mangano & Corrado (1991) point out that academic re - entry can be a harrowing experience for adult learners because the adult learner remains with whatever responsibilities he or she had before enrolling or returning to school if he had withdrawn.

In most adult literacy programmes, learners are part timers for example they have other responsibilities outside the learning centres. According to Derbew (2004), distance was among the reasons found to be causes of drop outs in schools and that most learners accepted that the number of teachers they had, affected their learning. Distance from learning centres especially in rural areas where the paths are bushy can be dangerous to adult participants especially women who can be raped on the way.

Situational barriers can be addressed by targeted programmes that take the specifics of such barriers into account during the design and delivery of literacy programmes. Single parent status can be made less of a barrier with effective and affordable childcare, and through

strategies to ensure that the educational process leads to a more stable living situation for the family.

Secondly, Institutional barriers are problems arising from the procedures and requirements of institutions such as; admission and registration procedures, scheduling, course offerings. Adults can be defined in terms of social roles or developmental process, recognizing that for them the student role is always secondary because they see themselves first in occupational or family roles.

Unlike children, adults make conscious, voluntary decisions to pursue further education (Cross, 1981). They need to see relevancy of learning to their personal situations (Conrad, 2002). Adult learners need independence and are self-directed learners (Knowles, 1980) and any attempt to force them learn what they do not want to learn becomes their barrier and can even result into withdrawal if not properly handled. To address such barriers, institutions can become more flexible in their delivery allowing more part – time study at unconventional times.

Thirdly, dispositional barriers to adult participation are barriers that arise from peoples' attitudes, beliefs and self-perception. Education is an activity essentially associated, even in the minds of educators, with childhood. Even today, when one speaks of education, he or she is normally referring to initial education (Calder, 1993:69). It is therefore not surprising that adult learners are perceived in the same way as child learners and this perception determines the processes and the organization of systematic study for persons beyond the school age. In Uganda the major cause of this type of belief is lack of community sensitisation about the importance of adult education.

Garland (1993) observed that lack of self-confidence by adults and their fear to fail are deterrents to adults' participation in learning programmes. This is because adult education institutions administer tests to learners in a way that shows their grades. This is done in order to give those certificates. Most adult learners like getting certificates although they fear doing the examinations.

2.6 Own Comments

Zambia has a substantial history of adult educational activity, but has, perhaps, only in recent years sought to relate in any coherent way the various strands of which these activity have been composed. Non-formal education, for example, has been defined as any organised, systematic,

educational activity carried on outside the frame-work of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as youths. This definition deserves further examination and of particular interest is the idea that instead of seeking to provide a broad, multi-purpose and common form of education to the population as a whole, we are here concerned with identifying different groups of people, diagnosing the specific learning needs of each group, and then of seeking the most appropriate means whereby these needs may be catered for in terms of youth and adult literacy activities being provided to the masses.

Learning is a process which occurs in a social context and involves interaction between learners and educators. Effective learning process occurs when both educators and learners interact and actively participate in the learning activities. Nevertheless, as we often hear from the academic world, learners still do not actively participate or become passive in the classroom despite encouragements and use of various teaching techniques to stimulate active participation from students. The concern on the learner participation, therefore, leads this study to assess the forms of participation in adult literacy programmes.

In these ways a variety of concepts of adult and mass education have tended to converge towards concepts of nationwide learning systems providing each section of the population with the skills, knowledge and understandings of its needs to contribute to the improvement of its way of life. In this wider integrated development context adult education and adult literacy training for the adult population both men and women especially out of school young adults assumes a new significance. This approach will lead us to the kind of conclusion reached by most adult education writers such as Coombs and Ahmed when they suggest that there are four main kinds of learning needs and three main groups of population especially adults who must be considered in terms of literacy activities being provided to adults.

The learning needs identified in support of adult education to bring about adult literacy skill in our communities include; general or basic education such elements as literacy, numeracy and understanding of one's society and environment. Some educationalist would include liberal and cultural studies in this category. Secondly, family improvement education aimed to develop the knowledge, skills and attitudes which would help people to raise their standards of health, nutrition, homemaking, child-care, family planning, home construction and repair, in order to improve the quality of their domestic lives'. Thirdly is community education which is to provide for strengthening of local and national institutions and organisations, to enable

people to participate more effectively in civic affairs, in the management of co-operatives, credit banks, associations and clubs, in understanding community improvement of projects by the adults themselves. A wide range of both family and community adult education skills projects exist but these were thought to be generally over-fragmented, limited in scale and relatively inefficient. Fourthly is the occupational education aimed to assist the young adults to make a better living for themselves and to contribute more effectively to the economic development of their communities and the nation at large?

However, literacy is also the core of attaining Education for All (EFA). This is because a good quality basic education equips learners with literacy skills for life and further learning, literate parents especially women are more likely to send their children to school as well as literate people are better able to access continuing education opportunities and literate societies are a better geared to meet development challenges as they venture in various activities of participating in literacy programmes.

Kelly (2009) adds that one major reason why literacy programmes have failed is lack of community support. As a matter of fact there seems to be a direct correlation between community support of a programme and its success. To gain the support of the community one needs, first of all, to win the support and confidence of community leaders. In other, words to campaign for community support and confidence of community leaders. This needs to be on a one-to-one basis with the adult personnel meeting with the community power brokers to discuss the dangers of illiteracy and the actual benefit the community can derive from literacy programmes. The idea is to get the entire leadership of the community starting from the area counsellor down to the ward chairperson. After gaining the support of the leaders, the next step is to solicit the support and commitment of all institutions, organisations and agencies operating in the community. These include churches, school, colleges the party and other groups such as women`s league by so doing the entire community members will be participating as required by any literacy programme to achieve its participation levels.

The major aspects of the efforts being made by Ministry of Community Development and Social Services (MCDSS) to link literacy programmes more closely with their communities is that of increasing direct involvement of local people in the work of the community projects as teachers and resource personnel as managers and as financiers. In part this has been an extension of the idea that the community should be a laboratory for study in order that the content of the curriculum is made relevant to the lives of the adult population led and continue

to lead in their community. For example, some of the earliest programmes and ongoing programmes augmented by CDO is possessing skills in craft and farming as well as outdoor business (selling at the market).

2.8 Summary of Chapter

A number of issues arose from the literature review. In the study, forms of participation is said to be a kind of learning meant to help learners interact actively in the learning process so as to help both the learner and instructors be able to adhere to values and perceptions towards learning and analysis of their learning processes at both individual and institutional levels.

This learning whose approach is to emancipate people and open up new chapters in their lives. They should also confront challenges head on and give renewed hope to the learners. The study also identified factors that influence forms of participation and measures that can enhance participation in adult literacy programmes which enlisted barriers to adult learning. Forms of participation in adult literacy programmes is ideally meant to promote equal participation among learners and ALI in the process of learning, as they work towards complementing each other's roles as they interact and participate in the learning activities. The moment the learners feel they can offer a lot, in comparison with one who feels he or she can offer little, such participatory arrangement would mean that active and passive participation in forms of participation in adult literacy programmes become noticeable to attain.

The study tries to identify key features of forms participation based on inclusiveness and involvement of all stakeholders in decision and policy-making. Inclusiveness implies that everybody should be included (directly or indirectly) in the processes that have an impact on their livelihood. For example, the learners should ensure that various avenues exist through which they can make a contribution in planning, evaluation and decision making of their learning process. However, the study provided a proposed ideal model of the levels of participation by borrowing terminologies from both UNICEF and UNDP. The four levels of participation are as illustrated in table 4 above on page 20. These levels can be interconnected implying that classroom participation can be put on a continuum from the lowest to highest. In between two strands, there might not be clearly visible as they are interlocking. At least two of the above key elements of participation, are supposed to be observed in a class that had been using forms of participation in the learning process.

CHAPTER THREE

METHODOLOGY

3.1 Overview

Chapter two presented reviewed literature related to this study. In this chapter, the research methodology that was used in this study is discussed. In the perception of Wellington (2000) cited by Chisenga (2013:28), methodology denotes “. . . an activity or business of choosing, reflecting upon, evaluating and justifying the methods used to collect data”. As Burns and Grove (2003:488) observed, “methodology includes the design, setting, sample, methodological limitations, and the data collection and analysis techniques in a study”. Thus, this chapter highlights elements of the research methodology that were used in this study. These include research paradigm, research design, research site, population, sample and sampling procedures, tools for data collection, data analysis and data presentation techniques and ethical issues.

3.2 Research Paradigm

Although philosophical ideas remain largely hidden in research (Slife and William, 1995), they will influence the practice of research and need to be identified. The philosophical worldview through which this research is informed is constructivism. Social constructivism is a paradigm that holds assumptions that individuals seek understanding of the world they live and work in (Neuman, 2000 & Crotty, 1998).

This paradigm focuses on individuals developing subjective meanings of their experiences directed towards certain objects or things. In this worldview the researcher is able to look for the complexity of views rather than narrowing meaning into few categories of ideas. This enabled the researcher to rely as much as possible on the participants views of the situation being studied (Creswell, 2009). The descriptive research design therefore, fits well in the constructivism worldview.

Researchers tend to use open-ended questions so that the participants can share their views. Secondly, humans engage with their world and make sense of it based on their historical and social perspectives ...we are all born into the world of meaning bestowed upon us by our culture. Thus researchers seek to understand the context or setting of the participants through visiting this context and gathering information personally. The researcher is also able to

interpret what they find, shaped by the researcher's own experience and background. Lastly the basic generation of meaning is always social, arising in and out of interaction with a human community. The process of research is largely inductive, with the inquirer generating meaning from the data collected in the field (Creswell, 2009).

3.3 Research Design

This study adopted the descriptive research design. Chakraborty (2012: 37) defines a research design "as a plan, structure and strategy of investigation conceived so as to obtain answers to research questions and control variance". Furthermore, Orodho (2003) defines it as the scheme, that outline or plan to be used in generating answers to research problems. It is also viewed as the conceptual structure within which research is conducted. Sichula (2012), further adds that a research design has two meanings. It is a programme that guides the researcher in collecting, analysing and interpreting observed facts. It may also mean a specification of most adequate operations to be performed in order to test specific hypothesis under a given condition. A research design can be regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. Bless and Achola (1988: 58) define a "research design as the planning of any scientific research from the first to the last step".

The purpose of this descriptive research was to describe what existed as accurately and clearly as possible and bring out conditions, relationships that existed and practices that prevailed. Beliefs, attitudes that are held, processes that were going on and effects that were felt as a result of possessing this kind of educational intervention (Kombo and Tromp, 2006). In a more specific way using a descriptive research design helped the researcher in gathering multiple forms of data, such as interviews, observations and document analysis, rather than relying on a single data source (Creswell, 2009). This also enabled the researcher to review all the data, make sense of it and recognize it into categories or themes that cut across all data source.

The descriptive research design enabled the researcher to understand how the situation was regarding classroom participation with regards to forms of participation in adult literacy programmes. On the other hand, the study was evaluative in nature in that it sought to determine the extent to which forms of participation in adult literacy programmes influenced learner participation in a classroom arrangement.

3.4 Research Sites

This study was undertaken in Community Development Centres (CDC) of Lusaka District. These being: Kaunda Square, Matero, Kamwala, Mtendere, Evangelical Fellowship of Zambia (EFZ), Chilenje and Mandevu. The target was the CDCs where adult literacy classes of both basic literacy and functional literacy are being conducted.

3.5 Population

According to Kombo and Tromp (2006), population refers to the entire group of individuals or objects to which researchers are interested in generalising the conclusion. The population has varying characteristics and it is also known as the theoretical study population. Gay (1996: 102) on the other hand says:

Regardless of the technique to be used in selecting a sample, the first step in sampling is the definition of the population. The population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable. The defined population has at least one characteristic that differentiates it from other groups.

In addition, Ghosh (1992), outlines that the target population is a subset of the universal population that consists of the key informants of the study. In this case the population included all the adult learners enrolled in adult literacy programmes in CDCs of Lusaka District. Other than this the population will be able to inform the researcher conclusive information for the study in that the respondent within these literacy centres are known to have similar characteristics which are common and are binding.

3.6 Sample and Sampling Procedures

According to Leedy and Ormrod (2005: 133), “the particular entities which qualitative researchers select comprise their sample, and the process of choosing them is called sampling”. Therefore, sampling is the process of selecting units or cases from a population of interest so that by studying the sample we may fairly generalise our results back to the population from which the sample was chosen. The most important thing in sampling is to identify an appropriate sample from which to acquire data.

The sample selected for this study was 84 consisting of 70 current adult learners who are currently involved in literacy studies, 7 instructors of literacy programmes and 7 officers from MOCD who are currently managing CDC of Lusaka district.

The CDC's Kaunda square, Kamwala, EFZ, Mtendere, Mandevu, Chilenje and Matero were purposively sampled for the purposes that MOCDSS is the one of the Ministry's currently looking at the issues of adult literacy and education of the youths and adults above the age of 15years. These areas were accessible to the researcher bearing in mind that the time allocated for data collection is limited. This is in line with Ghosh (2006) who says purposive sampling is used when the universe is not defined and when administrative limitations make it difficult for the researcher to randomly select samples.

Patton (1990) adds that purposive sampling involves the selection of information-rich cases whose study will elucidate answers to the question under study. He holds that the logic and power of logic in purposive sampling lie in selecting information-rich cases for the study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. Based on the researcher's authority, knowledge and judgement that the three groups are key informants in the teaching and learning of adult literacy programmes. Therefore, CDO, literacy instructors and literacy learners were purposively sampled for the purpose of getting rich information for the study.

3.7 Tools for Data Collection

In this study, data was collected by use of four different techniques and these being:

- i) Interview guide
- ii) Semi structured questionnaire
- iii) Classroom observations and
- iv) Document review

Interviews were conducted on the CDO and literacy instructors who were the key informant in issues of literacy programmes in a classroom arrangement, while the classroom observation was conducted during class sessions of literacy teaching in the said CDC alongside was document review of class registers and other learners guide, curricula and textbooks in support of the teaching of adult literacy. Semi structured questionnaires was administered to adult literacy learners.

Interview: Moore & Mc Cabee, (1989) define an interview as are a two way method which allows dialogue between the researcher and the respondent. They involve the collection of data through direct verbal interactions. The interview is one of the main methods of collecting data for the study. An interview is a conversation between two or more people where questions are asked to obtain information from the interviewee. Kvale (1996) defines it as a conversation that has a structure and a purpose which goes beyond the spontaneous exchange of views as in every day conversation, and becomes a careful questioning and listening approach with the purpose of obtaining thorough tested knowledge.

The reasons for choosing this method are: Firstly, interviews allow for more deep probing using open form questions to obtain additional information as suggested by Gall et.al (2003). Secondly the interviewer can also see the facial expressions and other observable characteristics as the interview goes on which can be used to give more information about the problem. Thirdly this method allows the interviewer to rephrase his or her question where the interviewee has not understood.

Classroom observations: The researcher conducted seven literacy classroom observations. According to Yin (1994), class observations are conducted to serve as another source of evidence in the study. By using this technique, a classroom observation checklist was utilized as a tool for data collection. Data obtained was more reliable with observation variables based on the descriptive practices in terms of literacy-richness of the environment, reading practices, variety of literacy activities, authenticity of literacy activities and usage of adult`s knowledge of forms of participation in the teaching of literacy.

Semi-structured questionnaire: questions were administered to adult literacy learners. They contained open ended and closed ended questions. Open-ended questions were asked in order to get the experiences and feelings from learners about the forms of participation used in literacy learning, while closed-ended questions were for gathering information that the researcher intended to get which could not be obtained using open-ended questions. The semi-structure questionnaire was used and was administered by the researcher for this also allowed the researcher to obtain data direct from the respondents as some of the respondents were not be able to read or write hence the questionnaire being administered by the researcher.

Document review: document review is a way of collecting data by reviewing existing documents. The documents may be internal to a programme such as report of what components

of a programme were implemented in an organisation. It may be external such as the records of emergency room visit by members of the organisation. Documents may include reports minutes newsletters and funding proposal. In this study document review of the class registers, curriculum in use and different teachers guide books used in the teaching of adults were reviewed. This enable the researcher to triangulate the data collected from other data collection instruments.

The research techniques listed above imply that the researcher will apply multiple sources of data collection. This process is referred to as triangulation and the main purpose of this method is to validate the collected data (Patton, 1990; Yin, 1994; Gall et al., 1996). In addition, Patton (1990) supports the triangulation method that multiple source of information are sought and used because no single source of information collection can be trusted to provide a comprehensive perspective on the programme. In this case by using a combination of data collecting strategies, the researcher was able to use different data sources to validate and crosscheck findings since each type and source of data collecting strategy has strengths and weakness.

3.8 Data analysis and Data Presentation

Data analysis is the categorising, summarising and ordering of the data and describing them in meaningful terms. The common ones are narrative and statistical strategies or both. However, the type of analysis method used is dependent on the research design and the method by which the data were collected or measured (Moore and Mc Cabee, 1989). Data collected was analysed, categorised, summarised and organised according to the research objectives. Data from the closed-ended items of the questionnaire were manually analysed using descriptive statistics and presented in forms of frequency tables, percentages and means. The data from open-ended items of the questionnaire and interviews were classified, thematically analysed and presented using narrations and matrix tables.

3.9 The Pilot Study

A pilot study was conducted in order to explore perceptions of forms of participation in adult literacy programmes a systematic procedure was considered. This enabled the researcher test the quality of questionnaires in terms of clearness of questions and subject the research instruments to a pilot study before they were used in order to pre-test them on how well they could be used to collect data (Wood, 2007). In addition, the pilot study gave the researcher an

opportunity to assess the quality and effectiveness of the instruments and to practise her skills as an interviewer. Use of ambiguous and unclear wording or language was also corrected during the pilot study. Furthermore, the researcher was able to ensure that all questions were objective and avoided some questions being biased and skewed towards certain issues more than others (Kombo and Tromp, 2009).

3.10 Ethical Issues

Ethics in research are very important for the researcher and upholding integrity in the field of research. Neuman (2013) encapsulated that codes of research ethics can be traced to the Nuremberg code, which was adopted during the Nuremberg Military Tribunal on Nazi war crimes held by Allied Powers immediately after the World War II. These philosophies emphasize moral obligations or commitments that are necessary for proper conduct. Creswell (2009) and Dawson (2002) contend that researchers need to anticipate the ethical issues that arise during their study. Important ethical issues considered in this study are described below:

Informed consent was obtained by way of informing each participant about what would occur during the research study. The purpose of the study was explained to the interviewees. They were also informed that the interviews would be tape recorded and that after transcribing the data, it would be read through to each of them individually to make sure that it represented what they said. The researcher further to the respondents explained that participation in this study was voluntary and that they were free to withdraw from the study at any time. They were assured that any information that was obtained in connection with this study which could be identified with them would remain confidential and would be disclosed only with their permission.

Additionally the researcher adhered to research ethics. Ethical clearance was approved by the University of Zambia Ethics Committee (reference No. HSSREC: 2017 – 002). This was done in accordance with the provision of the Directorate of Research and Graduate Studies.

3.11 Summary of Chapter

The chapter discussed the methods that were used during the research study. A descriptive research design was used in order to provide the required information on the forms of participation in adult literacy programmes in CDC of Lusaka district. Qualitative and quantitative approaches were used to collect and analyse data. In order to allow the researcher to triangulate the information that was collected the instruments for data collection that were

used were semi-structured questionnaire, interview guide classroom observations and document review. The sample size was 84 participants consisting, 70 adult literacy learners, 7 literacy and 7 CDO who are currently managing CDC of Lusaka district. Data from the closed-ended items of the questionnaire were manually analysed using descriptive statistics and presented in forms of frequency tables, percentages and means. The data from open-ended items of the questionnaire and interviews were classified, thematically analysed and presented using narrations and matrix tables.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents the findings of the study. The chapter highlights forms of participation in literacy programmes, with a particular focus on the possibility that the study will be able to address the research questions raised in chapter one of the study. Within this study, findings from Chilenje, Evangelical Fellowship of Zambia, Mtendere, Mandevu, Kaunda Square, Kamwala and Matero skills training centers are presented. Here, the emphasis is on the reactions of respondents to the forms of participation in literacy programmes. Each theme and category contain extracts from individuals drawn from study sites. Below are the research questions which guided the study:

1. How participatory are the forms of participation used in adult literacy programmes?
2. What factors influence the forms of participation in adult literacy programmes?
3. What measures can be used to enhance the quality of participation in adult literacy programmes?

4.1 Forms of Participation in adult literacy programmes

In order to determine the forms of participation in adult literacy, respondents were asked to describe the processes the instructors used to facilitate learning. The following questions were asked on how the lessons are carried out / taught. Using respondent`s descriptions the forms of participation in adult literacy programmes were identified.

4.1.1 Forms of Participation

The forms of participation as described by the learners ranged from group discussion, group exercise, contribution of resources, whole lesson summarizing, opinion giving in the delivery of services, teaching others and giving them choice or voice. This is what one respondent had to say: *ALLI*

“We are put in groups and given a task which we discuss and come up with answers and one of us is asked to tell the rest of the class, this was categorized as group discussion, while at times for example, we are given letter and try to blend three letter word, this was arrived at as group exercise. Sometimes we are

asked to stand in front and tell the class what we were taught the previous day, this was categorized as teaching others or whole lesson summarizing. ALL2 explained that: we had to bring along books to write from, pens and pencils as well as sticks, stones and paper cards which the school could not provide this was categorized as contribution of resources”.

Using the forms of participation generated from the learner`s description, learners` responses in participating in various forms of participation were coded. The presentation of responses is shown in Table 6 below.

Table 6: Forms of participation

Forms of Participation	Learners out of 70	Percentage
Participation through teaching techniques: a. group exercise	70	100
b. group discussion	50	71
Participation through shared teaching and learning: whole lesson summarizing	40	57
Extractive Participation: opinion giving	35	50
Participation through: teaching other / peer teaching	25	36
Participation in content building of what to learn: giving them a voice	20	29
Participation through contribution of resources	10	14

Source: Field data, 2018

The learners were keen on participating in group exercise with (70) 100% of the total respondents indicating positive attitude towards group exercise, (50) 71% of the respondents also participate in group discussion while (40) 57% did participate in whole lesson summarizing. Questioned if respondents believe in opinion giving a positive response of (35) 50% believed opinion giving was practised among adult learners, while (25) 36% participated in teaching others. When asked on giving them the voice / choice (20) 29% of the respondents indicate positive attitude towards giving them voice / choice, (10) 14% acknowledged participating in contributing resources to their learning programme. There is a significant recognition among adult literacy learners that involvement in classroom learning processes can support the forms of participation in literacy programmes.

4.1.2 Location of the forms of participation cited by learners on the participation scale

The forms of participation described by respondents from learner`s learning processes were subjected to how they participated in class session activities. The descriptions were subjected to levels of participation using ideal scale generated by the researcher from a composite of participation scales which is presented on page 20 of the dissertation (table 4). The distribution of levels of participation according to how the learners described their participation is provided in the Table 7 below:

Table 7: Forms of Participation subjected to level of participation

Level of participation scale	Learning processes matches with forms of participation
Self-management	Group exercise and group discussion
Decision making	Teaching others and contribution of resources
Consultation	Opinion giving and giving them voice / choice
Mere use of service / informing	Whole lesson summarizing

Source: Field data, 2018

In the levels of participation provided above, in a descending order the researcher notes that as one moves from the lower numbers the level of participation (mere use of service) increases from a low level of participation to the desired medium level of participation (involvement in the classroom). In the medium level of participation (involvement in the classroom), learners participate in the classroom session activities that are being undertaken and fully involved in the process of group discussion, group exercise, whole lesson summarizing, opinion giving, teaching others and giving them the voice or choice. However, at high level of participation (Control level) implying decision making on when to meet, what to learn and how to learn is not fully being undertaken as a result learner do not fully own and control their learning process.

Adult learners revealed that their levels of participation had risen from low to medium average from the time literacy classes were revamped within their communities. They said that they were able to work in partnership with CDO and the instructors that were trying to bring functional literacy in their community. They further explained that they were no longer passive learners in their learning but active literate learners. One respondent said this during an interview to prove that adult learners were no longer passive recipient of their learning activity:

“I have learnt how to read and write my name through these upcoming literacy activities to bring about literacy in my community so that only literacy activity that is aimed at mitigating the suffering of the people is allowed; I can no longer be cheated at the market as I am able to read write and do simple arithmetic”.

4.1.3 Attendance of Classes

Respondents explained that learners in CDC attended classes at different times depending on the days and time the centers` activities were involved. The frequency of attending classes was dependent on the learner`s engagement. From the class observations conducted in CDC. Table 8 below shows average attendance of classes in CDC.

Table 8: Average Attendance of Literacy Classes in Centers

Skills training center	2018 enrolment	Regular class attendance	%average attendance
Chilenje	11	07	64
Mandevu	19	10	53
Mtendere	25	12	48
Kaunda Square	18	08	44
Matero	41	18	44
Evangelical Fellowship	07	03	43
Kamwala	37	12	32

Source: Class Register, 2018

The overall attendance, even mere participation by being present in learning processes, class attendance was low. Closer scrutiny of the registers showed that individuals attending classes were the same ones and this is what was obtained by the researcher during the study. Chilenje skills training center with the highest average attendance, enrolled 11 adult learners and out of this about 7 actively participated in literacy programs representing 64% average attendance. Kamwala skills training center attained the lowest average attendance with an enrollment of 37 actual attendance of 12 representing 32%. On average, mere attendance of adult literacy

programmes in the cited skills training center is at 44%, indicating that the levels of participation in literacy programmes is still at low levels.

4.1.4 Classroom environment, interaction and participation

In order to determine whether the class sessions were participatory and classroom environment was supportive of forms of participation the following were observed. Sitting arrangement, introduction of the lesson transmission of information and recap of lesson. The researcher obtained the vital information using the classroom observation check list which is aimed at counter-checking whether the classroom environment, instructional materials and classroom practices support the provision and use of forms of participation in adult literacy learning.

The instrument designed to assess whether forms of participation in the literacy environments provide a range of quality and authentic literacy experiences, which are important factors in the facilitation and support of literacy learning. The information obtained in the class observation is shown in the Matrix 1 below.

Matrix 1: Classroom Environment Interaction and Participation

Class environment and interaction	ideal	Present situation	Comments
Sitting arrangement	Round table, oval shaped, V-shaped, U-shaped triangle and box shaped.	Commonly seated in rows like that of ordinary formal class.	The sitting arrangement was non-participatory in all the seven centers.
Introduction and facilitation of learning process	Do analysis of learner participation by asking learners to select themes.	Learner did not suggest themes and analysis of participation was not done	Subject being taught was not introduced
Transmission of information	Instructor to learner and learner to instructor	Equal transmission of information	Participatory in all the seven sites
Recap of lessons	Summary being done by both learner and instructor	Done by both the learner and instructors	Participatory in all the seven sites.
Source: class observation 2018			

Source: Class Observation, 2018

Findings from Matrix 1 above show that what is prevailing in the classroom in terms of sitting arrangement is all the 7/7 CDC observed that the sitting arrangement was not participatory. In

some cases 2/7 did not have tables learner`s used their laps while writing. The Figure 3 illustrates how the learners in CDC were mostly found seated.

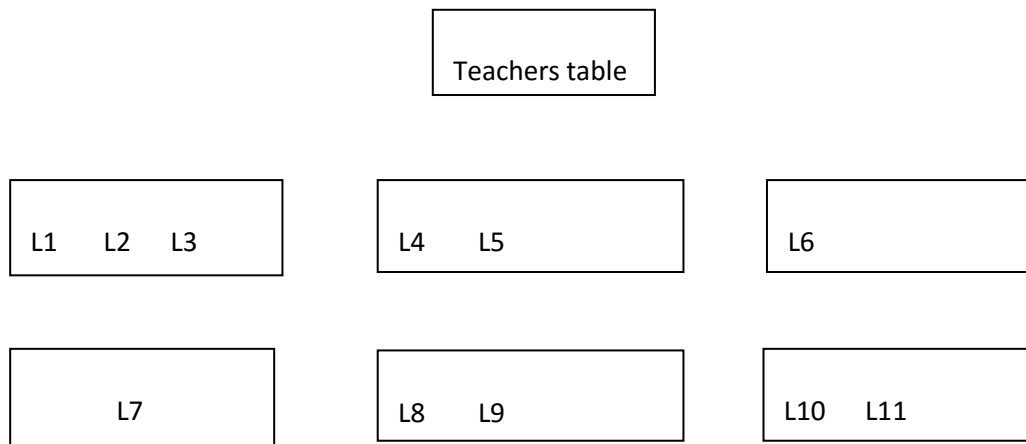


Figure 3: Sitting Arrangement *Class Observation, 2018*

This type of sitting arrangement does not support the learning environment in a classroom for interaction to be participatory. The sitting arrangement is not participatory for the learning of adults and worse even in situations that have no tables.

Introduction of the learners and ALI is ideally supposed to be done by both the learner`s and the instructor. The learners ought to be given a chance to introduce themselves as well as the instructor. In this case this was not obvious for the 7 sites observed as this was not the first interaction. However, the researcher was introduced to the learners in all the sites observed. In addition, one out of the seven sites did allow the learners to introduce themselves to the researcher. As such, the introduction support participation of learners in a classroom interaction. On the other hand, learners were not given chance to arrive at the subject being taught this was done by the instructor as such, learners are not given a chance to suggest themes and are not asked to select reading matter, resulting in the activity not supporting classroom participation.

Participation through transmission of information and recap of lesson revealed equal transmission which is participatory. The transmission of information was characterized by both learner-to-teacher and teacher-to-learner, resulting in equal transmission of information. This was observed in all the seven sites. Recap of lesson was being done by both the learners and instructors at the beginning of the lesson. Learners were asked to summarize what the class accomplished and failed to do while the instructor joined the learners in making the summary. With such, the classroom interaction was said to be participatory in all the seven sites observed.

The instructors when questioned whether the venue, timing duration and funding in its way support the forms of participation. The following is what they described with regards to the teaching of adult literacy programmes. The following do support the forms of participation in teaching adults:

Timing: Time was suitable for the learners. Out of all the seven interviewed said the time was set by the learners themselves meaning they were be able to adhere to it as they set a time convenient to the learners and the instructor. In so doing time allocated did support the forms of participation in adult literacy programmes.

Duration: The duration of the learning programme was not set by the learners or the instructors. This response is supported by the curriculum followed by MOCDS and was noted during document review. However, two out of seven instructors alluded to the fact that the nine months period of learning was not enough time to enhance maximum imparting of knowledge as the learners were in three categories when being assessed. As a result, the others needed more time while the others may not.

Funding: Financial support provided by MCDSS was not enough. The centers depend on student involvement thereby limiting the instructor`s participation in interactive teaching techniques that support forms of participation. Out of all the seven instructors asked if funding was received in the last quarter. The response was negative entailing that the CDC did not receive any funding for the smooth running of the training centers.

4.1.5 Teaching methods and techniques that support forms of participation

The second set of questions focused on how participatory the facilitations or teaching methods and techniques were. The central question here was: what methods did facilitators employ and how participatory were these methods?

Group exercise, whole lesson summary, demonstration, group discussion, role play peer teaching and visit exchange are used as participative methods in carrying out literacy learning activities in literacy programmes. Adult literacy instructors explained that methods employed when teaching adults are learning strategies that assist in mobilizing adult learners, increasing retention of knowledge and skills and application of what they learnt in real life situations. This subsequently increased levels of individual participation among literacy learners, thereby

supporting forms of participation. Below is the Matrix 2 showing the techniques employed by instructors and those found in use during class observation:

Matrix 2: Teaching technique and frequency of use

Teaching Techniques	Utilization of technique	Teaching technique during class observation
Group exercise	Daily	7/ 7 done
Whole lesson summary	Once a week	5 / 7 done
Demonstration	Daily	4 / 7 done
Group Discussion	Daily	2 / 7 done
Role play	Not in use	1/7
Peer teaching	Once in a year	0 / 7
Visit exchange	Once a week	0 / 7

Source: Field data, 2018

Matrix 2 shows how the teaching techniques often used in teaching adults support the forms of participation. Group exercise and whole lesson summary were highly rated with literacy instructors using these techniques during class observation. The demonstration and group discussion techniques were the least cited and a two out of seven literacy instructors using the technique during class observation. However, role play was cited as not in use by all the instructors whereas during class observation one of the instructors did use the technique. Hence the researcher coding the technique. The teaching techniques used as seen in matrix 2 above is in agreement with NTLB Learning pyramid which illustrates the percentage of learner recall that active participation in the learning process results in higher retention of learning.

4.1.5 Participant's views towards techniques used

In line with the responses from the literacy instructors regarding teaching techniques in use, literacy learners were asked to indicate if the techniques in use were helpful in the retention of knowledge and skills during the teaching of adult literacy programmes. A question was asked to the learners whether they liked the way they were taught in adult literacy programmes and to give reasons for their responses. The responses are shown below in Table 9.

Table 9: Participant`s Yes / No response

Response	No. of participants – 70	Percentage
Yes	45	64
No	25	36

Source: Field data, 2018

Table 9 above indicated that 45 (64%) of the participants liked the way they were taught, while 25 (36%) did not.

Reason for the view

In addition, respondents were asked to give reasons for their responses in Table 9. Their responses are indicated in Table 10 below:

Table 10: Reasons for yes / no response

Yes reason	No. out of 45	Percentage	No reason	No. out of 25	Percentage
Very interactive	35	78	Too shy to face others	13	52
Allow master the concept	10	22	Not able to teach others	12	48

Source: Field data, 2018

Among those that said they were satisfied with the way they were taught, 45 (64%) respondents that gave a yes response were further asked to give reasons for their views. Thirty-five (78%) respondents said they liked it because the techniques use in the teaching of adults are interactive. Ten (22%) liked it because it allowed them master the concept.

With regards to the no response, 25 (36%) that did not like the way they were taught, 13 (52%) said they are too shy to face others while 12 (48%) were not confident and comfortable to teach others.

4.2 Factors that influence forms of participation

As regards to the second question `What factors influence adult participation in literacy programmes? Respondents were asked to describe how participants are influenced by the literacy learning process and service, personal circumstances that motivated them to return to education and barriers they encountered when they attempted to do so.

Respondent`s responses to factors that influence forms of participation in adult literacy programmes

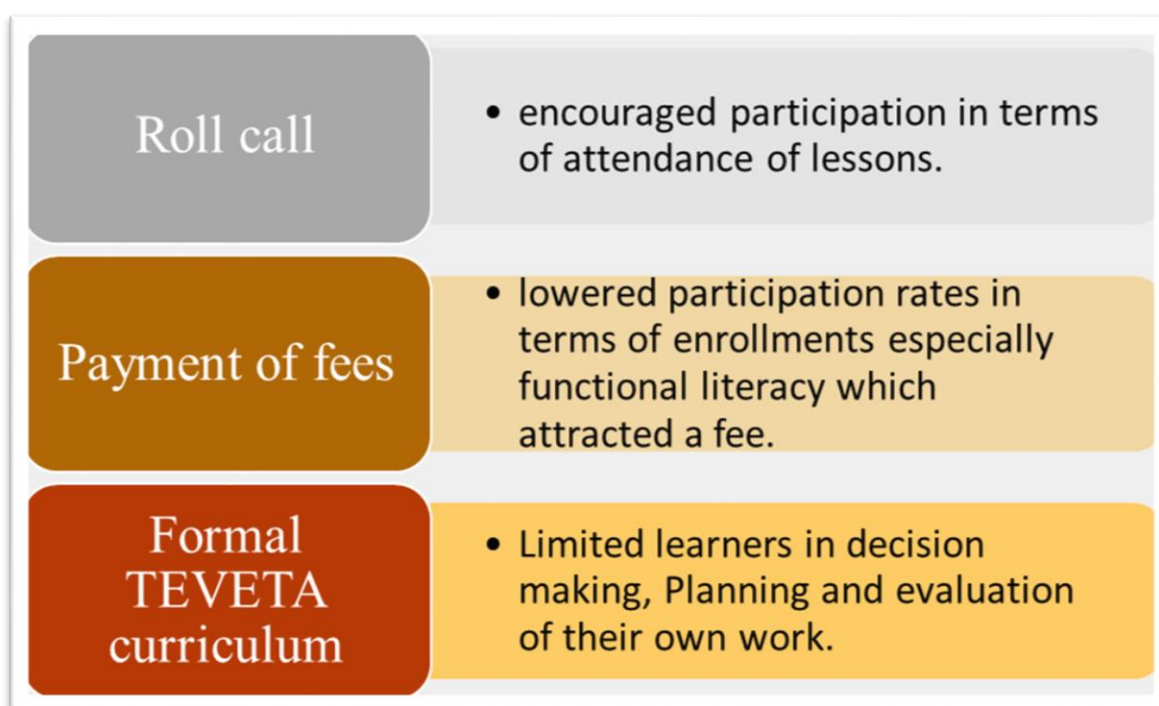


Figure 4: Field data, 2018

Factors that influence adult literacy programmes are described below:

4.2.1 Roll call

Coping strategies for adult`s persistence in literacy learning programmes for keeping learners participating was noted among those engaged in basic literacy. The **CDO** had this to say: *‘the literacy instructors were making roll calls and in the next session they would warn those who were absent in the previous session’*.

The respondents revealed that this approach was encouraging learners to keep attending to classes. However, the learners also said that the learning centers had some regulations which the learners set themselves. Such as time of starting the lessons and end time which some learners were trying to comply to.

4.2.2 Payment of fees

When asked if they contributed anything to their learning, respondents explained that payment of fees lowered participation rates in terms of enrollments, especially functional literacy which attracted a fee.

Respondents identified other problems that adult learners were facing as; community members laughing at adult learners, some husbands not allowing their wives to regularly participate, fees attached to the learning, lack of material to facilitate their learning process at the center and lack of machinery to accommodate each student. This was also highlighted by the literacy instructors who said: *‘It posed a number of challenges in seeing to it that the skills needed are acquire accurately has learners had to share the sewing machines, especially when it came to slow learners, they had limited time and the fact that the time frame given for training is limited’*. This explains why most respondents expressed ignorance about the literacy programme in the community. **ALLI** recounted as follows:

“We are lucky that we learnt about this programme through friends and then at church. Why the programmes cannot be publicized on radio so that even those who do not go to churches can also receive the information like what is done with Grade One enrollment?”

ALL2: *‘No wonder we are very few in this classroom and yet many illiterate adults out there have missed this opportunity. This strategy is not good. They should revisit it’*.

4.2.3 Formal TEVETA Curriculum

Respondents explained that the formal TEVETA Curriculum limited learners in decision making, planning and evaluation of the learning process. The study sought to find out if learners were involved in decision making, planning, and evaluation of their learning process and development of the curriculum. The question was addressed to the learners to describe their involvement in the said activities as well as the CDO whether the learners are involved in either of the activities.

Learners were asked if they were involved in the following activities during class interaction when to meet, how to learn and what to learn. Table 11 illustrates the responses from the learners.

Table 11: Learner`s participation at decision making

Control level	Learner out of 70	% (percentage)
When to meet	50	71
How to learn	30	43
What to learn	00	0

Source: Field data, 2018

Decision making on how to learn and what to learn, is not fully being undertaken as a result learner`s do not fully own and control their learning process. When asked if they were involved in deciding when to meet, 50 (71%) of the learners did acknowledge that they were consulted when to meet. Thirty (43%) per cent gave a positive response to decision on how to learn, while none of the respondents gave a positive response towards decision making on what to learn. The response was that the content was already decided by the implementers and they just had to comply with what was provided to them. **ALL1** said:

“It would have been wise if we were asked what we wanted to learn especially that some of us went up to grade five and we are made to learn what we already know”.

ALL2 had this to say: *“sembe ba ma tifunsa monga ine nifuna chabe kuziba ku penda ndalama kuti nipedzi mwamene ninga peleke tailoring yanga pasogolo”.*

However, it was observed that the adult literacy learners were of the view that they must be allowed to participate in decision of what should be taught as their contribution could result into constructive decision being made, though most often they were stopped and not given attention when making demand about what should be taught. For example, as noted during document review of: The ALI and CDO have the responsibility to perform community service. The MCDSS must take active role in finding a way to influence the direction of adult literacy learning especially in issues of decision making.

When asked if they were consulted on issues of designing the curriculum. This is what the **CDO1** had to say: *“neither the learners, nor CDO did participate in the development of the content of the curriculum”.*

Learners are not part of decision-making planning and evaluation of their learning process. Instead they follow the curricula availed to the institution by TEVETA. This has been seen as a problem faced by adult learners mostly, is failure to derive their learning content. Through book review of their curriculum it was established that the content followed is by TEVETA. The learners had no input to come up with the learning content but instead had to fit in the curriculum provided by MCDSS. For example, **CDO2**:

“We just receive books from the district officials which I feel was not good because adults sometimes would be having something else that they wanted to learn. As a result, some learners whose pressing needs were not immediately met would shy away...For this reason most of their needs are not met ultimately thereby limiting the participation of adult learners in their learning process as well as hinging the participation at”.

Lack of programme prioritization emerged from the responses. The information collected from the respondents showed that the aspect of programme prioritization seemed to have been ignored by the literacy provider (MCDSS). Most CDO noted that the parallel running of several programmes had resulted in the duplication of certain programmes and reduction in attention previously given to cardinal programmes such as adult literacy. In this regard, **CDO2** expressed this view:

“You see, all these poverty and disease related programmes being undertaken by the MCDSS are because of illiteracy. If only priority was given to, adult literacy and more resources invested in it, all the poverty and disease related problems would be eradicated. In fact, most of these programmes are a replica of literacy programmes. Unfortunately, these hand-to-mouth programmes have distracted a number of illiterate people who are supposed to be in literacy classes in preference for alms and remain vulnerable for the rest of their lives”.

4.2.4 Barriers experienced by learners in adult literacy programmes

The researcher sought to first identify barriers that adults with literacy difficulties are likely to encounter if they wish to access literacy classes. From the emerging themes of respondent`s views the researcher classified barriers to participation under four broad headings: informational, situational, institutional, and dispositional. When coding and analyzing the transcripts of the research interviews, the researcher sought to use these categories.

Any reference to difficulties in accessing or understanding information about literacy classes is categorized as an informational barrier. A situational barrier will be interpreted as any aspect

of a person's actual life situation which would make it difficult for them to avail literacy classes. Institutional barriers in this case refer to the inflexible or unresponsive nature of the education system itself, which can deter learners from enrolling, or continuing to participate in education programmes. The fourth category, dispositional barrier includes reference to anything in a person's thoughts, feelings, attitudes or perceptions that would impact negatively on their motivation to return to education.

Informational Barriers

The CDO and adult literacy instructors felt that there was not enough information available as some of the programmes for literacy classes were recently being rebooted. Literacy classes should be highlighted more on local radio and TV. It should be included on church notices; there was not enough awareness on literacy classes and not enough information about progression routes.

It was interesting to note that the CDO and literacy instructors were actively seeking information about literacy classes. This issue was noted with learners the researcher discovered that in all that were interviewed, with the single exception of those doing carpentry in EFZ skills training center, more than half of those interviewed were looking for the information. This pattern held true also with location, educational attainment and marital status. When related with gender, the researcher found that a slightly higher ratio of women was actively seeking for the information.

Almost every participant, are not actually seeking information about literacy classes. The fact that they came forward for skills acquisition and literacy classes once they heard about the service suggesting that:

- i) people may not know that skills acquisition and literacy classes is available,
- ii) people may not realize that such provision could meet their needs, or
- iii) people may never have consciously identified their own needs in this regard.

It would appear that there is an urgent need for more readily available information about skills acquisition and literacy classes, together with a sharper media focus on literacy issues both in public discussion and dramatic presentations. Below is what some participants had to say.

ALLI: "I didn't really go to school very much at all because I was sick as a child and currently live with sickle cell anemia. I was one of a very large family and one of us not going to school

did not seem a problem at the time. So, I had very little school from the age of six and seven virtually none at all thereby after grade 12 I did not do very well to advance to tertiary education”.

ALL2: “my mother and father were very successful business minded people but they hadn’t learned how important education was for the world...School wasn’t a bad experience for me personally. But I saw it around me. It was for others...My mother always did my homework with me – later on my father did the math...but there was no encouragement given to me to go to secondary school. So, I had to stop school”.

It is interesting to note, however, the adult learners interviewed who were parents had a strong sense of responsibility towards their own children’s education. Having been failed by the system themselves, they were determined that their children would not suffer in a similar fashion. Many were convinced that parents should actively support and encourage their children’s learning while others underlined the importance of acting as watchdogs and advocates on behalf of their children within the school system. All of those interviewed reported that having returned to school themselves had helped them to fight their children’s battles. They said the following:

ALL3: “I watch my own children now and they are so happy...we bought books then, though costing so much , But I’d do anything for education and I said there’s no way it’s going to happen to my children. I got a hard deal going through the sick school system but there’s no way it’s going to happen to my children. I have put a stop to it there. I suppose that’s one good thing out of it”.

ALL4: “The reason why I left school was because my father died a long time ago when I was fourteen. My mother needed the money so of course I was delighted...but then as time went on, I was sorry. Now, my own children, if they wanted to leave school, I wouldn’t let them, I’d push them...Even though I couldn’t help them I’d get someone else to help them. I’d make sure they’d get through...Even the youngest one; she can read and write...I make sure then that none of them has fallen through the net”.

Situational Barriers

Lack of time is the most commonly cited situational barrier from both CDO / literacy instructors and learners. Most of the literacy learners interviewed were either full-time house wives or self-employed. This is what emerged from the responses. They tended to work long hours, doing overtime, putting in extra hours in their own businesses, or doing farming chores

throughout the daylight hours during rainy season and early dry seasons. Women spoke about the time-consuming nature of their home duties such as: caring for children, the disabled, or the elderly. Younger women, in particular, were less likely to come forward for skills acquisition and literacy classes because of home duties and the lack of child-care facilities. Some of those interviewed spoke about having tried it when they were younger and discovered that it was the wrong time for them.

Almost two thirds of those interviewed had to use some form of transport to access literacy classes while the remainder did not. The researcher found that in these community areas where literacy programmes are conducted, the ratio of women to men was significantly higher. In most areas, however, almost 100% of those attending were women. Women cited lack of transport as a barrier to access, together with other situational barriers such as time consuming from house duties. Distance and lack of time were also cited by women as a barrier. In some cases, learners had to walk for up to an hour each way, after a long day at work, home duties in order to access two hours literacy classes. **ALL5** stated:

“Having to get a bus or walk come over, the journey is time consuming... four hours between travel and class time. It is tiring after a day’s work but then you will only get out of anything what you put into it. I have to look at things like that...Transport is a problem; sure, I’ve had to go through in all weathers when there is no money for taking the bus”.

Confidentiality is a problem in these community areas. Adult learners who live in small, closely knit communities do not want to be identified by friends, neighbours, acquaintances or employers as having a literacy difficulty. If literacy classes and skills acquisition are located in premises where no other activities or courses take place, then learners find themselves in a vulnerable position. The research findings report that a considerable number of potential students are consequently deterred from participation. For this reason, many adults prefer to attend literacy schemes in areas other than where they live. Where there is reasonable public transport system, this does not pose a major problem. In times of lack of finances to get a bus, however, the issue of transport is highly problematic.

Other situational barriers mentioned included: classes taking place at unsuitable times especially functional literacy programmes took place only in the mornings while basic literacy classes only two to three evenings a week. Age was another factor cited by respondents: some people felt that they, or others they knew, were too old to learn hence they shun away from the learning programmes with the idea that the community will laugh at them. Lack of accessible

premises for those with a physical disability was another barrier mentioned and lack of childcare facilities within the literacy schemes for young mothers.

Institutional Barriers

The research findings revealed that a considerable number of adult learners with basic education needs are deterred by the formal nature of some of the education provision available. Many are wary of school buildings, formal enrolment procedures which involve queuing and form-filling, traditional classroom setting, the traditional teacher student relationship, being treated like children, being asked to read aloud, being labeled, being made to feel silly or stupid in a group, or being expected to learn too much too quickly.

It is interesting, in this regard, to note that approximately forty-two out of seventy of the adult literacy learners interviewed had not participated in any form of post school training until they returned to the literacy skills training centers. Of those who did participate, women were more likely to have attended skills acquisition courses, while the men often chose night classes in their local vocational or community schools. One of the participants had this to say;

“No, this was not the first class I went to, I went to another one when I was about seventeen. I wasn’t able for it. I didn’t like the way they taught. They taught me like as if I was a child. At that stage (20 years ago) although I was only a teenager, I was working and bringing in a wage. You went into a school then and they showed up ‘A’ and they showed up ‘B’. I stuck it for 4 weeks and I said, ‘That’s it. I know I’ve a problem but I don’t need this’. Nobody said to me, ‘What do you want?’ They were too into the teacher and pupil thing...”

He / she added:

We had a bad start now because we didn’t have a very good teacher. She almost put us off again but I was so determined. She was asking us to read out in front of people which we found very difficult our first time in the class...And then she was missing for two nights and we had another teacher and she was just brilliant...she gave us great confidence...Teaching adults, they have to treat you like adults whereas the first teacher was treating us like children”.

Dispositional Barriers

The fourth, and arguably the most significant type of deterrent is not unconnected with the institutional barriers just discussed. McGivney (1990) argues that reluctance to engage in adult education may have as much to do with the memories, fears, attitudes, perceptions and

expectations of potential participants as with any practical barriers. A number of research studies suggest that many adults have a stereotyped view of learning dating from their school experience. The research confirms this view. Before attending the literacy classes and skills acquisition report from CDO, ‘many of the learners reported negative views of themselves as learners’, acute embarrassment and shame about their low level of educational attainment, and crippling memories of their schooldays. They remembered being shouted at, being beaten, having fear instilled into them, being told that they were stupid, or thick, or not bright.

Many had learned at a young age that they must hide their difficulty if they wished to be treated as normal. As a result, they learned to avoid situations where their reading, writing or spelling difficulties might be discovered. In a very real sense many found themselves in a position of leading a double life because of the societal stigma attached to those with literacy difficulties. They dreaded negative labeling. ‘Illiterate’ was a term which, in their minds, often carried the same moral and emotional overtones as ‘illegitimate’. Fear of the unknown was perceived by most of the participants as a reason for non-participation. The rate of men to women was higher in this instance. When one considers that more than 80% of the sample left school with no qualification, it is not surprising that fear of the unknown should be cited so frequently. It may simply reflect the kind of fear felt by those who were labeled ‘failures’ in relation to any kind of academic enterprise.

4.2.5 Motivation for Returning to Education

Situational factors, such as age, gender, employment status, or availability of leisure time, also played a positive role in motivating some of the literacy learners to return to basic education. The findings suggest that young women are more likely to come forward for literacy classes and skills acquisition than young men, who may encounter less of situational barriers or simply have a perception that basic education does not have relevance either to their immediate circumstances or their life-plans.

A considerable number of the younger women, on the other hand, talked about the relevance of literacy and numeracy skills to their life plans, whether in terms of further education and training or improved employment prospects. The findings also highlight the fact that women in high density areas many of whom would have left or been encouraged to leave school early. When there was little emphasis on reading and writing in the context of farming or laboring

work. They are now seeking literacy classes and skills acquisition programmes because of the contemporary emphasis on form-filling in banks and record-keeping of their small business.

Women, particularly those over the age of forty, appear to have benefited enormously from the growth of community-based education groups with their emphasis on personal development and lifelong learning. Many of those spoken to had begun with classes that did not involve much reading and writing - assertiveness, confidence-building, art, crafts, cookery and personal hygiene. Gradually they became aware of the literacy classes which have been revamped by MCDSS through LCC and those that had been available locally and decided to give it a go. They spoke about their children leaving home and the fact that they now had time for themselves and could concentrate more on their own needs and interests.

4.3 Measures that can enhance the quality of participation in adult literacy programmes

The third objective sought to establish measures that enhance quality participation in adult literacy programmes. The study established that frequency of attending classes by learners was motivated by the number of activities that they were engaged in especially by the instructors and CDO. Measures aimed at enhancing participation as cited by respondents are presented below:

4.3.1 Modification of the Curriculum

To permit learner participation in various aspects of their learning processes. *CDOI* “we just receive books from the district officials which I feel was not good because adults sometimes would be having something else that they wanted to learn...”

As a result, some learners whose pressing needs were not immediately met would shy away...For this reason most of their needs are not met ultimately thereby limiting the participation of adult learners in their learning process as well as hinging the participation at low levels. In addition, one adult learner in a skills training center explained that:

“We are married with children. The formal educational background of most of us was mainly primary seven and basic education up to grade nine while others did not go up to grade four”.

Learning activities in which adult learners participated when asked most of the respondents highlighted the following; reading and writing, skills to develop learners` homes, sanitation and other subjects taught in primary schools. Further the study observed that adult learners`

motivation to participate in learning programmes when asked about what they thought was encouraging adults to come and participate in learning, they said that they were participating because they wanted to remove ignorance from their homes and also get skills which would help them avoid being cheated in markets.

4.3.2 Pre-service and in-service training of adult literacy instructors

Pre-service and in-service training of adult literacy instructors all in the provision of adult literacy programmes were a vital component. With regard to training when instructors asked all responded that they are not trained in the teaching of adult *LII* “*I am a volunteer and have only gone up to grade*” *LI2* “*...was only given a three-day orientation before starting work*”.

4.3.3 Addressing the multiple roles of learners

The study argued such, as observed by instructors and the CDO that; addressing multiple roles such as mothering responsibilities through provision of support facilities such as provision of crèche would help address such concerns *CDO2* “*as seen during the class interaction the learners come with their children...this is an obstacle has the have divided attention*”.

Findings from the research revealed that modification of the curriculum, pre-service and in-service training of adult literacy instructors and addressing the multiple roles of learners can enhance the quality of participation in adult literacy programmes. These have been classified as seen above from the interviews obtained from the CDO and Literacy instructors as well as the learners. In view of what is prevailing in the centers under review is that according to the principles of adult education which state that adults have the desire and ready to learn when there is a need to know something in order to perform more effectively in some aspects of life. It is observed that adults are more responsible people who seek to build their self-esteem through pragmatic learning activities in which their competence can be enhanced and as they experience success and satisfaction, they are more likely to continue participating in learning programmes, thereby, need for both the CDO and literacy instructors to conform to the measures that can enhance the participation of learners in adult literacy programmes.

Having presented all the relevant findings that tend to show an assessment of forms of participation in literacy programmes in all the CDC, I find that there were similarities and differences between what was said by learners and their educators.

4.4 Summary of the chapter

Chapter four presented findings of the study. The findings of the study were presented according to themes that emerged in line with the specific objectives of the study. The study revealed that the use of forms of participation used in adult literacy programmes are learning activities in which adult learners were participating. Paying for some particular learning activities contributed to some learners dropping out. Thereby lowered the level of participation in adult literacy programmes. They singled out functional literacy as one of the learning activities that learners were asked to pay for. Adult learners also reported that they were treated like children by their educator which might have been the cause of some of them dropping out of the programmes. ALI also reported that they kept registers of learners and every time they had a class, they would make a roll call. They said they used this as a means of checking on the learners' attendance. Rigidity in tuning the curriculum content to the needs of adult learners was reported by CDO and ALI. Whereas, heavy workload had a negative impact on adult learners' participation in learning programmes, especially mothers. The next chapter, presents the discussion of findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

The previous chapter discussed the findings of the study. In this chapter, the findings presented in chapter four and their implications to adult literacy programmes in relation to the reviewed literature and theoretical framework are discussed. This will be done in themes guided by the objectives of the study in order to which were to:

1. Examine the forms of participation in adult literacy programmes.
2. Establish factors that influence forms of participation in adult literacy programme.
3. Explore measures that can enhance the quality of participation in adult literacy programmes.

5.2 Forms of Participation in Adult literacy programmes

The first objective sought to identify forms of participation in adult literacy programmes. The study established that the learners in CDC were actively involved in many forms of participation in a classroom interaction, such as group exercise, group discussion, whole lesson summary, opinion giving peer teaching giving them a voice and contribution of resources.

The learners were keen on participating in group exercise with 100 per cent of the respondents indicating a positive attitude towards group exercise. This is in line with the principles of adult education that learning is facilitated when the learner has some control over teaching processes. Adults have a desire for self-respect, peer approval and recognition of their talents and qualities. This finding is in line with the Freirean theory of transformational learning. The educators should give positive comments to learners and also encourage them to respect each other. Knowles (1980) has got a similar thinking in his model of andragogy. Knowles referred to andragogy as the art and science of helping adults to learn as opposed to teaching them like children.

The study established that learners were also engaged in group discussion with 71% of the respondents indicating participation in group discussion. There is a significant recognition among the adult literacy learners that involvement in group discussion learning processes can support the forms of participation in literacy programmes. This finding is in line with the

Frierean theory of transformational learning. Friere's theory seems to support the teaching of adults in a problem posing approach to teaching, the difference between what he called banking and problem-posing education. The foregoing connotation indicates that group discussion can be equated to problem-posing teaching which is also known as participatory approach to teaching adults.

The study established whole that learners together with the educators were involved in whole lesson summarizing. About 57% revealed that they were involved in whole lesson summarizing. The findings are in tandem with Friere's (1970) who posit that the learning process should be democratic and activist. The classroom discourse is democratic in so far as it is constructed mutually by students and teacher. They are asked to co-develop and evaluate the curriculum. The classroom should be active and interactive based on problem posing, cooperative learning and participatory formats.

It was further discovered that adult learners did not only attend classes for their own sake but also fully participated in opinion giving of delivery service during class interaction by talking and giving their points of view on issues that affected their learning. This was evident during class observation from all CDC that were observed. This kind of form of participation supports the assertion of Yadava as being a critical elements in Freire's theory of education which he calls dialogic and democratic. Thereby, resulting into power that advantages and increases the levels of participation in adult literacy programmes in a classroom arrangement. This assertion is in line with Freire's theory of transformation in which he denotes that the basic format of a learning environment is dialogue; a tool for creating a conducive learning process. The learning process is developed by a continuous dialogue between the educator and the learner. Freire (1970) further describes dialogue as being contrasted against formal education in which the educator deposits superior knowledge to be passively digested memorized and repeated way of learning. On the contrary, dialogue involves a creative exchange with participants. Ideally according to Freire (1970) the classroom discourse is democratic in so far as it is constructed mutually by students and teacher. Students have equal speaking rights in the dialogue as well as right to negotiate the curriculum. They are asked to co-develop and evaluate the curriculum. However, in the case of the CDC under review, this did not happen. Nevertheless, learners were able to speak out on what they needed during the class interaction and about 50% believed opinion giving was practiced among adult learners.

As in the case of teaching others, 36% participated in teaching others. The foregoing undertone suggest that Freire was of the view that educators should be ready for activist and affective based relation. In such education, where authority-based reasons are not valid, no one teaches another person (Yildirim, 2011 cited in Durakoglu, 2013). Therefore, educators learn from students and students learn from the educators in the process of dialogue. In this sense, the roles of the educator and the learner interchange (Durakoglu, 2013).

The study findings showed that learners were inducted in demonstrations and that this method has less use of learning equipment by way of giving them choice or voice in which 29% of the respondents indicated positive attitude towards giving them voice/choice and 10% acknowledged participating in contribution of resources towards there learning programme.

It was also established that learners were not given training materials. This corresponds well with adult learning principles which do not advocate for pre-packaged training materials as Lindeman cited by Brookfield (2000), emphasized the primacy of experience on the method of training. Trainers must work with their participants in preparing suitable learning materials in order to meet their needs.

Austin (1999) contend that participation is not the overall goal, but is the means to achieve the objective. Each and every project has that which it hopes to achieve. The purpose of participation varied, depending on the local conditions. The form or type of participation should have a clear purpose. It is worth noting that one cannot have one uniform or standard form of participation that can be applied in all forms of classroom interaction (Lui, 2001)

5.3 Factors that influence Forms of Participation in adult literacy programmes

As it was indicated in the literature review of this study, there were a myriad of factors leading to low levels of participation in adult literacy programmes among learners. These factors were also prevailing in CDC in Lusaka District. Notable among them was the factor to do with an individual's feelings, thoughts and attitudes to himself or herself and to any learning activity. The findings on the formal TEVETA curriculum were that the curriculum in use lowered participation of learners. This contradicts with Numan's (1988) finding that learners are involved in decision making regarding the content and curriculum and teaching materials have to be developed by the learners, providers and instructors. By so doing, learning may be able to capture their local needs and challenges. This corresponds well with adult learning principles

which do not require the use of predesigned and pre-packaged programmes so as to capture their needs.

The findings revealed that lack of comprehensive TEVETA curriculum limited learner participation in decisions regarding their own learning resulting in no self-directed learning and evaluation of their own learning process. The findings are in conflict with Cross model for understanding participation in adult learning activities that motivation or interest by an adult to undertake educational activities must come from the individual (Okpara, 1993).

The model state that participation in a learning activity is not a single fact but as a result of chain of responses. There is no one single barrier problem. These barriers to learning participation tend to make the form of “idiosyncratic configurations,” and their potency bears a direct relationship to the extent the learners are motivated to participate the learning process (Okpara, 1993). The TEVETA curriculum is critiqued for its narrow focus on primary content used in the teaching of adults. With regard to the Sustainable Development Goals (SDGs) “*by 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship*”, stress the need for quality education throughout the lifespan, with special attention to vulnerable groups such as youths and adults. Students have equal speaking rights in the dialogue as well as right to negotiate the curriculum.

Adult learners who lack confidence in their own abilities avoid putting themselves to test. Athanassiou, McNett and Harvey (2003) contend that 21st century skills overlap with formulations of higher order thinking skills. Involving learners in planning the learning activities and organizing content around task, not subject, combines both formal and informal approaches to learning such as inclusiveness, activism, participation, process and value based that promotes critical interaction and thinking. This is in line with Stranger`s (2017) argument that independent and critical thinking, problem solving and active learning should be incorporated in the learning content.

The concept of andragogy proposed by Knowles (1980) also includes self-directed learning as a crucial aspect in the assumptions about the adult learner. The identified factors that influence forms of participation fit well in the informal and non-formal learning: self-directed learning, incidental learning and socialization sometimes referred to as tacit learning. Among the types of learning the theories of self-directed learning are well developed fully. The study has

revealed that self-directed learning has been identified as a major approach that adults utilise to acquire knowledge and skills in their daily life.

5.4 Measures that can enhance the quality of participation in adult literacy programmes

In the quest to provide the problem of forms of participation in adult literacy programmes being faced in Zambia today, the study collected views on the best possible measures that can be used to enhance forms of participation as perceived by the respondents. Every problem has a preconceived way that it can be solved. As seen in chapter four, three suggested measures were coded by the researcher from the interviews held with CDO and ALI.

The major measures that can enhance the quality of participation in adult literacy programmes was provision of pre-service and in-service training of ALI. The finding in the study indicated the use of untrained ALI. The finding indicated that volunteers who went up to grade twelve were used for teaching in CDC. This was because the MCDSS did not have trained ALI and used volunteers with in the community who were taken for a two-day orientation then later engaged in the teaching of adults.

The literature by Stranger (2017) showed that instructors are expected to promote education and training of learners so as to develop own creativity, intellect, ability and career development. This could be achieved if the instructors received instructions in instructional methodologies in order to develop critical thinking skills. As a result, ALI used less challenging instructional methods indicating lack of instructional background and experience to inspire and manage classroom. This assertion is in line with Lee (2005) who indicated that individuals entering the professional of teaching with previous instructional experience had immediate needs for development.

The findings of the research also revealed that most of the instructors of adult education were volunteers and had minimal skills and knowledge in the teaching of adults that are in line with the principles of adult education. As a result, it runs the risk of being translated into developing basic literacy and numeracy skills of primary schools. This focus on trained instructors entails preparing learners not just to read and write but to become independent and capable of developing their full potential, including the skills required to build their own future as well as that of their societies.

The argument that developing basic literacy and numeracy skills of primary schools is in line with Stranger (2017). Stranger (2017) state that while the attention is developing basic literacy and numeracy skills, the 21st century skills, such as problem solving, independent thinking, critical thinking, and active learning are critical to adult literacy and learning. Stranger (2017) agree that the skills of the facilitator are necessary to the use of a particular method. This is so because even seemingly simple methods like group discussion require skilled facilitation to maintain positive group dynamics and encourage others to talk.

The need for clear and accurate information and clear guidance to facilitate appropriate choice of courses was suggested as a factor which would encourage learner participation in adult literacy programmes. In other words, learners are supposed to know, from the initial stage, what opportunities would be opened up after attending the adult literacy programmes. This was similar to the findings of Stranger (2017) study on skill of the 21st century. They found that imparting skills to learners made them more prepared to explore wider learning options and opportunities and were more likely to return to learning only if it promised to assist their employment and career prospects.

The study revealed barriers to learning as informational, situational, institutional and dispositional. Okpara (1993) noted that the barriers had to do with the different situations in which individuals were found. Respondents pointed out that they were usually busy with other activities such as house chores mothering and there seemed no reason to participate in adult literacy programmes as they were expected to provide for their families. Others bemoaned lack of information on the adult literacy programmes as one reason that also inhibited levels of participation. These findings indicated that learner participation in adult literacy programmes was inhibited by the inaccessible nature of information about adult literacy programmes. The cost of participation, in most instances especially in the learning process of a classroom interaction affected the levels of participation.

5.5 Summary of Chapter

In chapter five, the findings of the study were discussed in relation to the three objectives of the study. The study established that forms of participation in adult literacy programmes had a great influence on the learners in a classroom arrangement, as this may be able to improve the levels of participation. An understanding of the behaviour of the learner in the classroom will help the ALI and CDO identify the plan for ways to encourage the learners to actively

participate in the classroom. Both the learners and ALI must actively engage in the classroom to create a more interesting and meaningful learning experiences. Basing on these findings, in this study one can surmise that the real situation regarding the research problem was unfolded. Consequently, enabling the researcher to draw conclusions and recommendation of the study in the next chapter.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter presented the discussion of findings. This chapter presents the conclusion and recommendations of the study. The objectives of the study were to:

1. Examine the forms of participation in adult literacy programmes.
2. Establish factors that influence forms of participation in adult literacy programme.
3. Explore measures that can enhance the quality of participation in adult literacy programmes.

6.2. Conclusion

The problem that this study sought to address emerged from the fact that little was known about how forms of participation in adult literacy programmes are utilized in the learning process used by ALI. The study concluded that forms of participation in adult literacy programmes had an influence greatly to the learners in a classroom arrangement. This was able to improve the levels of participation. An understanding on the behaviour of the learner in the classroom helped the ALI and CDO identify the plan for ways to encourage them to actively participate in the classroom. Both the learners and ALI were actively engaged in the classroom to create a more conducive and meaningful learning experiences.

Forms of participation in adult literacy programmes is ideally meant to promote equal participation among learners and ALI in the process of learning, as they work towards complementing each other's roles as they interact and participate in the learning activities. The moment the learners feel they can offer a lot, in comparison with one who feels he or she can offer little, such participatory arrangement would mean that active and passive participation in forms of participation in adult literacy programmes become noticeable to attain.

The study concluded that, forms of participation used in adult literacy programmes are said to be a kind of means meant to help learner's interact actively in the learning process. This helps both the learner and instructors to adhere to values and perceptions towards learning and analysis of their learning processes at both individual and institutional levels. This learning

whose approach is to emancipate people and open up new chapters in their lives should also confront challenges head on and give renewed hope to the learners.

However, the study provided a proposed ideal model of the levels of participation by borrowing terminologies from both UNICEF and UNDP. These levels can be interconnected implying that classroom participation can be put on a continuum from the lowest to highest? In between two strands, there might not be clearly visible as they are interlocking.

The study also identified factors that influence forms of participation which enlisted roll call, payment of fees, formal TTEVETA curriculum and barriers to adult learning. The study concluded that roll call encouraged participation in terms of attendance of lessons while payment of fees lowered participation rates in terms of enrolments especially functional literacy which attracted a fee. The formal TEVETA curriculum limited learners in decision making, planning and evaluation of their own work.

The study further concluded that measures that can enhance participation in adult literacy programmes were ‘modification of the curriculum, pre-service and in-service training of adult literacy instructors and addressing multiple roles of the learners. These key features of measures that can enhance participation are based on inclusiveness and involvement of all stakeholders in decision and policy-making. Inclusiveness implies that everybody should be included (directly or indirectly) in the processes that have an impact on their livelihood. For example, the learners should ensure that various avenues exist through which they can make a contribution in planning evaluation and decision making of their learning process.

The findings of this study showed mixed forms of participation the standards of education should not follow the TEVETA standards, which focuses on the formal learning such as teaching of young ones but instead follow the principles of adult education. Classroom participation was generally high and in line with the principles of adult education. The forms of participation cited by learners were those recommended by adult education theorists. However, at higher levels of the participation scale such as decision making and evaluation of the learning process, there was no learner participation. Basing on these findings, in this study one can surmise that the real situation regarding the research problem was unfolded, consequently, enabling the researcher to draw conclusions and recommendation of the study in the next chapter.

6.3 Recommendations

Based on the findings, discussions and conclusion, the study makes the following recommendations:

- i) The University of Zambia (UNZA), through the Department of Adult Education and Extension Studies (DAEES), in conjunction with the Ministry of Community Development and Social Services (MCDSS) should train adult literacy instructors in the provision and teaching of adult literacy. They should start providing refresher courses to instructors / educators teaching in the Community Development Centres (CDC). This would make them realize how unique adult learners are and that certain forms of participation should be employed in the learning process;
- ii) Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) should design adult education programmes in line with principles of adult education so that learner needs are met.
- iii) The adult literacy content should be designed by TEVETA to address the 21st Century skills so as to be able to achieve Sustainable Development Goals (SDG) No. 4
- iv) Functional literacy fees should be removed by MCDSS and TEVETA to meet the high demands of adult participation in literacy programmes

6.4 Suggestions for Future Research

The study was centred on ‘Assessing Forms of Participation in Adult Literacy Programmes in Community Development centres of Lusaka District’. It specifically followed up the teachings and learning processes in a classroom environment and activities of learners in CDC. Whilst assessing serious issues that constituted forms of participation, some respondents felt that the learning process of adult learners should be seen like that of teaching adults (andragogy) rather than teaching young ones. This would result into an emancipation and that social emancipation should be taken into consideration. At the same time the following gaps were noticed and are, therefore, some of the suggested issues for future research:

- i) An assessment of the role of forms of participation in adult literacy programmes.
- ii) A comparative analysis of social and economic benefits of learners after undergoing adult literacy programmes.

- iii) An evaluation of forms of participation in adult literacy programmes in promoting a comprehensive curriculum in the teaching of adult literacy in Zambia.

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APPENDICES

Appendix i: Informed Consent Form

Dear Respondent,

I am Hamainza Viola studying at the University of Zambia where I am pursuing a Master of Adult Education. I am conducting a research on the forms of participation in adult literacy programmes. You are kindly requested if you can be a stakeholder in this research. I will greatly appreciate if you could spend a few minutes of your valuable time to be part of this exercise. Hence, you are being asked to sign this form to indicate that you have agreed to participate in this exercise.

Thank you in advance.

1. Description

This exercise is an educational research. The researcher is a student at the University of Zambia pursuing a Master Degree in Literacy and Learning. This research is a major requirement for the researcher to complete the programme. Thus, this exercise is purely academic.

2. Purpose

The researcher wishes to find out how literacy learning is carried out at your centre. The researcher is interested in looking at the low adult participation levels in literacy programmes.

3. Confidentiality

All data collected from this research is treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

4. Rights of Respondents

All effort will be taken to ensure that the rights of participants are protected and respected. Participants are assured that they shall suffer no harm because of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

5. Declaration of Consent

I have read and fully understood this document. I therefore agree to participate in this exercise.

Signature: Date:

Appendix ii: Semi Structured Questionnaire

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

SEMI STRUCTURED QUESTIONNAIRE FOR CURRENT STUDENTS

In this study, I would like to learn about your learning experiences and perceptions on the forms of participation in literacy activities.

A. Introduction

1. Can you briefly tell me about yourself?

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

2. How long have you been enrolled in this type of schooling?

.....
.....

3. Is this the first time that you have been engaged in this type of schooling?

.....
.....

4. How long is your current course?

.....
.....

B. Literacy programmes

5. What subjects are being taught at your school?

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

6. What made you to take part in this type of schooling?

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

7. How much do you pay for your schooling?

.....
.....

8. Because of pay fees do you have any people drop out from school?

.....
.....

9. What could be the reason for dropping out (record as they explain)

situational.....
.....
.....

institutional.....
.....
.....

dispositional.....
.....
.....

C. Knowledge about forms of participation

10. How are lessons carried out?

(explain).....
.....
.....
.....
.....

11. How best would you want these lessons to be taught?

(explain).....
.....
.....
.....
.....

12. Could you please describe your involvement in the following activities?

i. Planning/meetings.....
.....
.....

ii. Resource/mobilization.....
.....
.....

iii. Content/subject
matter.....
.....
.....

iv. Learning and/or teaching
process.....
.....
.....

- v. Assessment of your learning organisation how were you involved (Tick)
 - a. did you generate the question
 - b. it was the stakeholder.....
 - c. both learner and stakeholders.....
13. Briefly describe the venue where these programmes take place with regards to:
- i. Sitting arrangement.....
.....
.....
 - ii. Lighting.....
.....
.....
 - iii. Ventilation.....
.....
.....
 - iv. Distance.....
.....
.....
14. Any other information that I have left out that you would like to share with me.....
.....
.....
.....
.....

Thank you we have come to the end of our interview. Thank you for participating.

Appendix iii: Interview Guide Questions for Literacy Teachers

In this study I would like to learn about the literacy teachers' position, experience and perceptions on forms of participation in literacy programmes.

A. Introduction

1. For how long have you been teaching literacy classes?
2. How would you describe your experience in teaching adult literacy?
3. What type of literacy programmes do you provide at this school?
4. How long do they normally take?

B. Use of interactive forms of participation

5. Describe the process of arriving at the literacy content (Syllabus / material)?
6. To what extent are students involved in their lessons?
7. How often do they find themselves using their experience as part of learning process?
8. How often do the students share their experience as part of learning process?
9. How often do you use the following delivery techniques?

TECHNIQUE	FREQUENCY OF USE
Demonstration	
Role play	
Discussion	
Visit exchange	
Research experience/peer teaching	
Group exercise	
Training others	
Whole lesson summarizing	
Any Other	

10. Briefly describe the following with regards to provision of literacy programmes
 - i. Venue
 - ii. Timing
 - iii. Duration
 - iv. Funding
 - v. Collaboration with other literacy centres
11. Have you had some people start then drop out?
12. If so what factor do you think forced them to drop out?
13. In your own opinion what do you think are the challenges faced in the delivery of literacy programs?
14. What could be the possible solutions?
15. Any other contributions?

We have come to the end of the interview. I want to thank you for your participation.

Appendix iv: Interview Guide for Community Development Officers

I am a postgraduate student at the University of Zambia studying for a master of Education in Adult education. In this study I would like to learn about the Community Development Officer`s position, experience and perceptions on forms of participation in literacy programmes. You are kindly requested to participate in the study by responding to the following questions. The information will be purely used for academic purposes and will be treated as confidential.

1. For how long have you been coordinating literacy programmes?
2. How well is the adult literacy programme doing at this centre?
3. Using your work experience and observations how do you rate the adult participation in literacy programmes in this community?
4. What is your core function in relation to adult literacy provision?
5. How often do you monitor the adult literacy centres?
6. Are the instructors trained in the teaching of adults?
7. How often do they have in-house trainings?
8. Who determines what should be taught in these adult learning centres?
9. Do you involve the learners in any of the following?
 - a. Planning of their curriculum
 - b. evaluation of their learning process
 - c. mobilization of their teaching aid
 - d. Teaching Technique
10. What challenges do you face in the provision of literacy programmes?

We have come to the end of interview. Thank you for participating.

Appendix vi: Observation Check List

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

This document is aimed at counter-checking whether the classroom environment, instructional materials and classroom practices support the provision and use of forms of participation in adult literacy learning. This instrument is designed to assess whether forms of participation in the literacy environments provide a range of quality literacy experiences, which are important factors in the facilitation and support of literacy learning.

Centre:

Date:

1. How is the sitting arrangement? (tick)

a. Participatory [] b. Non-participatory []

2. Does the instructor introduce him / herself?

a. Yes [] b. No []

3. How is the transmission of information? Is it more: (tick)

a. from teachers to learners []

b. from learner to teacher []

c. equal transmission []

4. Does the instructor give time to the learners to introduce themselves? (tick)

a. Yes [] b. []

5. In the process how do they arrive at the subject to be taught? Comment

.....

6. Any recap from previous lesson? Comment

.....

7. Look out for forms of participation used as in the following: (tick more than once)

a. Teaching technique used [] b. Principles of adult education in action []

c. Sharing of experience [] d. Assessment of lesson []

Appendix Vii: Budget

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL PRICE
Ream of paper	3	K40.00	K120.00
Note book	2	K10.00	K20.00
Pens	1box	K50.00	K50.00
Flash stick	1	K100.00	K100.00
Transport		K500.00	K500.00
Printing		K200.00	K200.00
Photocopying		K500.00	K500.00
Binding	1*3	K150.00	K500.00
Miscellaneous		K1000.00	K1000.00

TOTAL = K2878.00

Appendix viii: Introductory Letter



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

=====

Date: 15th MARCH 2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. HAMAINZA VIOLA. Computer number 2016146147 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

Emmy Mbozi

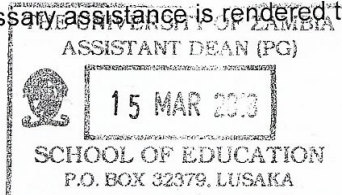
Emmy Mbozi (Dr)

ASSISTANT DEAN POSTGRADUATE STUDIES SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS

Thewa

SCDO - Adm



Appendix ix: Ethical clearance letter



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | **Tel:** +260-211-290 258/291 777
Fax: +260-1-290 258/253 952 | **Email:** director@drgs.unza.zm | **Website:** www.unza.zm

Approval of Study

15th March, 2018

REF. No. HSSREC: 2017-DECEMBER-002

Ms. Hamainza Viola
C/O Dr. G. Muleya
School of Education
Department of LSSE
P.O Box 32379
LUSAKA

Dear Ms. Hamainza,

RE: "AN ASSESSMENT OF FORMS OF PARTICIPATION IN LITERACY PROGRAMME"

Reference is made to your resubmission. The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB resolved to approve this study and your participation as Principal Investigator for a period of one year.

Review Type	Expedited Review	Approval No. 2017-DECEMBER-002
Approval and Expiry Date	Approval Date: 15 th March, 2018	Expiry Date: 14 th March, 2019
Protocol Version and Date	Version-Nil	1 st December, 2017
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version	To be provided
Recruitment Materials	Nil	Nil

1

Excellence in Teaching, Research and Community Service

There are specific conditions that will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Conditions of Approval

- Provide information sheets and consent letters as these were not attached. The information sheets should have had the essential features included. Please use the WHO templates which you could download at www.who.int/rpc/research_ethics/informed_consent/en/. REC would appreciate if the PI could customise the WHO templates and include the domains of what the submitted protocol is positing on tools and the sampling units (people who have been or shall be participating in this study).
- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to the IRB within 5 days.
- All protocol modifications must be IRB approved by an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review and approval. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by the IRB before they can be implemented.
- All protocol deviations must be reported to the IRB within 5 working days.
- All recruitment materials must be approved by the IRB prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. Documents must be received by the IRB at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Any documents received less than 30 days before expiry will be labelled "late submissions" and will incur a penalty.

- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB does not “stamp” approval letters, consent forms or study documents unless requested for in writing. This is because the approval letter clearly indicates the documents approved by the IRB as well as other elements and conditions of approval.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB, we would like to wish you all the success as you carry out your study.

Yours sincerely,



Dr. Alice M. Mweetwa
ASSISTANT DIRECTOR (RESEARCH)
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES