

**LITERACY LEVELS OF PEOPLE BETWEEN 15 AND 45 YEARS OF AGE
IN NG'OMBE RESIDENTIAL AREA OF LUSAKA URBAN DISTRICT**

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EPHE NGOLWE HAMBABA

**A Research Dissertation submitted to the University of Zambia in partial fulfillment
of the requirements for the award of the Degree of Master of Education
(Educational Administration)**



THE UNIVERSITY OF ZAMBIA

LUSAKA

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DECLARATION

I, the undersigned declare that this dissertation represents my own work; that it has not previously been submitted for a degree at the University of Zambia or at any other university and it does not incorporate any published work or material from other theses.

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APPROVAL

The University of Zambia approves this dissertation by Ephe Ngolwe Hambaba as fulfilling part of the requirements for the award of the Degree of Master of Education (Educational Administration).

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SIGNATURE

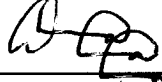

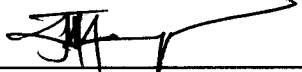




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ABSTRACT

The main purpose of the dissertation was to establish the literacy levels of people between 15 and 45 years of age in Ng'ombe residential area of Lusaka Urban District. The study specifically tried to answer the questions raised.

The study utilized a combination of both qualitative and quantitative paradigms. Non-random sampling method, specifically purposive sampling technique, was used to select respondents. The total sample comprised 108 respondents who responded to questionnaires and took part in the interviews. Both men and women were included in the sample. Participants were drawn from Old and New Ng'ombe residential areas as well as from the Ministries of Education and Community Development and Social Services.

The study revealed that literacy levels of people between the ages of 15 and 45 years in Ng'ombe residential area were low. The two existing Government Basic Schools were unable to cater for the educational needs of both the young and adults in Ng'ombe residential area. Although there were private and community schools to supplement the two Government schools, the researcher was doubtful as to whether the type of education offered was of acceptable standard.

The study also revealed that although there had been numerous official statements concerning literacy by the Zambian Government, there was no consistent and coordinated policy on literacy. Without policy, organization of such a programme cannot fully succeed.

The study made several recommendations on how literacy levels of people in Ng'ombe could be raised.

CHAPTER ONE

1.0 INTRODUCTION

This chapter outlines a brief history of literacy levels of the world population and the world concerns in the area of education. It takes into account the achievement of the Education for All goals in the whole world and in Zambia in particular. This chapter discusses the importance of literacy. The topic under discussion has been looked at under the headings Statement of the Problem, Purpose of the Study, Objectives of the Study, Research Questions and Significance of the Study.

1.1 BACKGROUND

The problem of illiteracy has been of a major concern for many years, particularly since the founding of United Nations Educational, Scientific and Cultural Organisation (UNESCO) in 1945. From 1948, following the Universal Declaration of Human Rights which in Article 26:1 stressed education as a right, member states of the United Nations (UN) began a series of activities designed to provide education for both adults and children (Mwansa, 1993:1). Many agencies, bilateral and multilateral, provided support for literacy and adult education, but only UNESCO had put literacy on the top list of educational priorities over recent decades.

The 1990 World Conference on Education for All (WCEFA) in Jomtien, Thailand, included adult literacy as one of its six major worldwide goals. A number of national educational goals related to youth and adult education were agreed upon, including: (1) to reduce the number of adult illiterates to half of the 1990 level by the year 2000; and (2) to improve learning achievement to an agreed percentage of an appropriate age cohort (which might vary from country to country) (Wagner, 2000:129). However, this has not happened in most countries. There is a widening recognition that low literacy and poor basic learning competencies are even more prevalent today than had been assumed a decade ago. The overall literacy situation remained still in 2008 one of the major challenges of the 21st Century.

The Education for All decade (1990-2000) seemed not to have achieved much because by 2000, of the 800 million children under the age of 6 years in the World, less than 33 percent benefited from any form of early childhood education. 113 million children had no access to primary schooling. 60 percent of these were girls. There were at least 880,000,000 adults classified as illiterates and the majority of these were women (The Dakar Framework for Action, 2000:12).

Asian, Arab and Sub-Saharan African Countries were regions with the lowest literacy rates at about 10 percent to 12 percent. East Asia and Latin America had illiteracy rates in the 10 percent to 15 percent region while developed countries had illiteracy rates of less than 10 percent ([http:// en.wikipedia.org/wiki/Literacy](http://en.wikipedia.org/wiki/Literacy)).

Illiteracy is a serious obstacle to development. It overlaps with maps of high incidences of malnutrition, high birth rates and mortality rates and areas of high political instability particularly on the African Continent. Therefore, nations, particularly African nations, should strive to overcome the problem of illiteracy.

Lungu (2005:1) states that Zambia is one of the most urbanised countries in the Sub-Saharan Africa with about 35 percent of the population living in urban areas. This means that the remaining 65 percent lives in the rural parts of the country. In the big towns such as Lusaka, Kitwe and Ndola, the population stands at 200 persons per square kilometre. The most serious problem that the Zambian government is facing is that 50 percent of the population is below 15 years of age (CSO, 1998, 2003). This has exerted pressure on the government in as far as educational provision is concerned. This is due to the fact that the increase in child population especially in urban areas has also led to increased demand for educational provision and requirements, which the government has to meet. Another problem is that rural areas are sparsely populated which is another challenge to government who must find strategies of providing education to the small populations of children who are geographically distanced from each other (CSO, 1998; 2003).

Illiteracy levels in Zambia are still alarmingly high as evidenced from the information obtained from the Central Statistical Office and the Adult Education Association of Zambia at Appendix I. Chakanika *et al* (2002:3) state that the Government of the Republic of Zambia has not put in place a clear-cut policy on Literacy in the country. While the country is searching for a policy on literacy, the literacy levels are not static; they are always increasing to the embarrassment of those responsible for the desired policy framework.

Therefore, this dissertation discusses literacy levels of people in Ng'ombe residential area and how literacy levels affect their daily lives. According to information obtained from the area councillor, the residential area has a population of about 27 000 people. All ethnic groups are represented, though the language mostly spoken is Chinyanja.

1.2 STATEMENT OF THE PROBLEM

Education levels of most people in high density residential areas are usually low. This affects them in that they are unable to effectively participate in affairs affecting their communities as well as their own lives. Despite the need for a literate citizenry, very little attention has been given to the need to eradicate adult illiteracy in Zambia. The area of literacy lacks funding as well as proper co-ordination to say nothing of the fact that the country has up to now no literacy policy.

Studies on the dangers of illiteracy have been carried out world-wide (Langer, 1991). Although many of these studies have been done, no systematic studies have been undertaken in the high density residential areas in Zambia. This study sought to find out the literacy levels of people in Ng'ombe residential area and how the literacy levels affected their daily lives.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to find out the literacy levels of the people between 15 and 45 years of age in Ng'ombe residential area of Lusaka Urban District.

1.4 OBJECTIVES OF THE STUDY

Merriam and Simpson (1995) allude to the assertion that research objectives are derived from the research problem and reflect the researcher's judgement of the most significant factors to the study. The objectives also guide the researcher on the relevance of the instruments as well as the data to be collected.

With this in mind, the study utilized the following objectives:

- i. to ascertain literacy levels of people between 15 and 45 years of age in Ng'ombe residential area;
- ii. to determine how literacy levels affected the daily lives of the residents of Ng'ombe residential area;
- iii. to establish the number of schools/educational institutions in relation to the educational needs of Ng'ombe residents;
- iv. to establish whether or not there were literacy centres in Ng'ombe residential area that catered for adults who had dropped out of school; and
- v. to determine whether or not there were other factors affecting literacy levels in Ng'ombe residential area.

1.5 RESEARCH QUESTIONS

- i. What were the education levels of people between 15 and 45 years of age in Ng'ombe residential area?
- ii. How did the literacy levels affect their daily lives?
- iii. How many schools/educational institutions were in Ng'ombe residential area in 2007?
- iv. Were there any literacy centres in Ng'ombe residential area which catered for adults who had dropped out of school?
- v. Were there any factors affecting literacy levels in Ng'ombe compound?

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study might also prompt policy makers to come up with measures that would promote educational activities that would improve literacy levels of the people in Zambia. The findings might be beneficial in the academic field as they would contribute to the body of knowledge. Other researchers might benefit from this research. Non-Governmental Organisations may also use the findings in their projects.

1.7. ABBREVIATIONS AND ACRONYMS

BLCs:	Basic Learning Competencies.
CCF:	Christian Children’s Fund
DESO:	District Education Standards Officer
DODE:	Directorate of Distance Education
EFA:	Education for All
IRI:	Interactive Radio Instruction
MDGs:	Millennium Development Goals
MOE:	Ministry of Education
NFE:	Non-Formal Education
NGO:	Non-Governmental Organisation
PEO:	Provincial Education Officer
RDC:	Residents Development Committee
TEVETA:	Technical Education, Vocational and Entrepreneurship Training Authority
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UN:	United Nations
UNLD:	United Nations Literacy Decade
UNZA:	University of Zambia
V-WASHE:	Village Water, Sanitation and Health
WCEFA:	World Conference on Education for All

1.8 SUMMARY

The purpose of this chapter was to introduce the topic to be dealt with - literacy levels of people between 15 and 45 years of age in Ng'ombe residential area of Lusaka Urban District. From the foregoing discussion, it is probable to conclude that the world at large and Zambia in particular still had a lot to do in order to achieve the EFA goals.

Educational problems needed to be solved if countries have to experience success in sectors such as political and socio-economic fields.

CHAPTER TWO

2.0 INTRODUCTION

This Chapter focuses on literacy in the global context. It presents the review of literature related to literacy levels in Zambia. Literature on the definition of literacy is also reviewed. Added to the foregoing, the Chapter discusses attempts by several nations to meet EFA goals.

2.1 REVIEW OF LITERATURE

Many definitions exist on literacy. All relate in some way, at their core, to an individual's ability to understand the printed text and to communicate through print (<http://portal.UNESCO.org/education/en/dev>). There is no single level of skill or knowledge that qualifies a person as literate for instance, numeracy and technological literacy. In order to have a bearing on real life situations, definitions of literacy must be sensitive to skills needed in out of school contexts, as well as to school based competency requirements.

2.2 LITERACY DEFINED

The Workforce Investment Act of 1998 defines literacy as an individual's ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society (<http://novel.nifl.gov/nifl/fags.html>). This is a broader view of literacy than just an individual's ability to read, the more traditional concept of literacy. As information and technologies have become increasingly shaped in our society, the skills we need to function successfully have gone beyond reading. As such, literacy has come to include the skills listed in the current definition. This definition is important as it looks at literacy, at least to some extent, from a more contextualised perspective. The definition of 'literate' then depends on the skills needed within a particular environment.

Wagner (2000:132) argues that Jomtien influenced the definitional aspect of the literacy goal by broadening the discussion to that of basic learning needs or competencies

(BLCs), which are seen not only in terms of mastery of the 3Rs (reading, writing and arithmetic), but also in terms of other knowledge, problem-solving and life skills. Together, BLCs are thought to promote empowerment and access to a rapidly changing world. They should support independent functioning and coping with practical problems or choices as a parent or worker or citizen, and are seen as critical gatekeepers to job entry and societal advancement in all countries. Thus, when defining BLCs, there is a need to refer both to formal school-based skills (such as ability to read prose text or to understand mathematical notations) and also to the ability to manage functional tasks and demands, regardless of whether such competencies were developed through formal or non-formal education, or through personal experiences in diverse informal learning situations.

Literacy is a complex set of abilities needed to understand and use the dominant symbol systems of a culture – alphabets, numbers, visual icons – for personal and community development. The nature of these abilities and the demand for them vary from one context to another. This is in line with Langer (1991) who says the standards for literacy depend on the context within which one functions. He argues that literacy can be viewed in a broader and educationally more productive way as the ability to think and reason like a literate person within a particular society. He further argues that it is culturally an appropriate way of thinking not the act of reading or writing that is most important in the development of literacy. Literacy touches every aspect of individual and community life. It is an essential foundation for learning through life and must be valued as a human right.

According to Chakanika (2000), 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 have a bearing on the daily lives of the new literates. Chakanika (2000) argues that the only valid form of literacy training is one which enables the learner to intervene in their own situation; meaning that people must make informed decisions over a number

of issues in order to change the reality in line with their aspirations and experience responsibility at all levels in the nation.

Chakanika **et al** (2002:12) reported that, in the Zambian context, literacy entailed empowering an individual with skills to read and write. Literacy is a communication tool without which one cannot function effectively in a community. Once acquired, such skills will culturally liberate the learners. Literacy is, therefore, not static as people always acquire new terms or concepts for use in interpreting events or their environments. Technically, literacy should be perceived by the Government of Zambia as a human right of its citizens, without which they cannot easily function effectively in the modern world.

The challenge of changing definitions is not a trivial one, and will influence not only how policy makers view literacy goals, but also how programme developers will seek to promote literacy and adult education in the 21st Century.

A point of mention from the aforesaid is that literacy connotes a multiplicity of issues ranging from:

- i. the ability to read and write;
- ii. an individual's ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of an individual and in society;
- iii. acquisition of skills needed within a particular environment;
- iv. acquisition of problem-solving and life skills;
- v. the ability to think and reason like a literate person within a particular society; to
- vi. a process by which illiterates achieve the quality of conscious and changed awareness which they express through language and action.

2.3 ATTEMPTS TO MEET EFA GOALS.

Education is a fundamental human right enshrined in all major United Nations and other international charters. The need to provide adult literacy education and eradicate illiteracy

among adults and provide them with occupation-oriented skills necessary for increased economic productivity has been of great concern world-wide.

Literacy empowers and nurtures inclusive societies and contributes to the fair implementation of human rights. In the case of mothers, literacy leads to an enhanced quality of life for their families and improved education outcomes for their children (<http://portal.UNESCO.org/education/en/dev>). Nevertheless, literacy remains a low priority for most governments as they lack political will. Chakanika **et al** (2002:22) state that in some Third World countries where good political will have been practically demonstrated, the literacy programmes and non-formal education have been very successful. This is true of China, Cuba, the former USSR and Vietnam. According to them, these revolutionary governments have excellent political will and have given high priority to the war on illiteracy.

Since literacy is at the heart of UNESCO's mandate, the organization was asked by the United Nations General Assembly to take a coordinating role in stimulating and catalyzing the activities undertaken at the international level during the literacy decade. The challenging task required UNESCO to promote the creation of a literate environment under the slogan of 'literacy as freedom'.

The United Nations General Assembly declared that the period from 2003 to 2012 would be known as the United Nations Literacy Decade (UNLD). UNLD endorsed the expanded notion of literacy which is not limited to the generic skills of reading, writing and calculating, but is instead a human right related to development. Literacy may be culturally, linguistically and even temporarily diverse. It does not fall in one-shot learning occasion but in lifelong learning (<http://portal.UNESCO.org/education/en/dev>).

The literacy decade presents the international community and United Nations member states with an opportunity to increase their attempts and efforts to meet the literacy and Non-Formal Education goals set for Education for All and Millennium Development Goals. In particular, the decade gives special attention to achieving a 50% improvement

in adult literacy by 2015 as well as equitable access to basic and continuing education for all adults (EFA goal 4). It also focuses on meeting the learning needs of those who are excluded from quality learning (EFA goal 6). The decade would also play a vital role in realizing the Millennium Development Goals (MDGs), which focus on eradication of poverty (Chakanika **et al**, 2002:3).

Wagner (2000:130) states that during the 1990s, views on literacy and illiteracy changed dramatically. Many literacy specialists and policy makers moved away from the monolithic view of illiteracy as a disease in which the germs might be ‘eradicated’ with an appropriate drug or vaccination. Rather, literacy was in 2008 more broadly viewed as a product of educational, social and economic factors that could not be radically changed in short periods of time. Indeed, while numerous efforts were undertaken in both research and practice in the past decade, it comes as no surprise that the fundamental problems, and the global statistics, on literacy changed only moderately, whether in industrialized or underdeveloped countries. However, due to increased competition and knowledge-based economies across the world, most governments and international/bilateral agencies expressed increased concern about illiteracy and low literacy since Jomtien, even though resource allocations remained at disproportionately small fraction of what was contributed to formal schooling.

In line with the entire international community, Zambia welcomed and strongly endorses the global initiatives aimed at providing Basic Education for All. The country affirmed and adopted the World Declaration on Education for All and Framework for Action to meet basic learning needs (National Draft Report vol.1, 1991). The Government of the Republic of Zambia participated in the World Conference on Education for All in March 1990, when the Framework for Action was drawn up. The ultimate goal of Education for All was to meet the basic learning needs of all children, youth and adults.

Therefore, illiteracy should be perceived as a full and all time problem deserving universal and determined action to at least minimize its effects on our society. Many

countries were actively striving to meet Jomtien’s major goal of achieving the basic learning needs of all children, youth and adults.

2.4 WHAT ARE FLAGSHIPS IN “EDUCATION FOR ALL?”

During the Aid agencies workshop held in Rome- Italy, from 12th to 13th December, 2002, hosted by UNESCO Publishing International Institute for Educational Planning, it was stated that;

“... originally, a flagship was a ship of war, which flew the commander of either a large fleet of a smaller squadron with a specific mission” (UNESCO, 2002).

‘Education for All’, under the leadership of UNESCO, is the great flagship for the war against the constraints that still bar a billion human beings from taking up their rights to an adequate education. Sharing the tasks of EFA is a number of specialized flagships. Each carries the flag of a specific concern within the range of educational priorities. It aims to sustain attention for that concern through ensuring that all stakeholders across the world have the best information on good policies, good practices and the necessary supporting conditions, as well as the means to evaluate what is most appropriate for particular groups of people in particular circumstances at particular moments in time.

Currently, nine specialized flagships have been launched: Early Childhood Development; Literacy; Girls’ education; Education in emergency situations; School health; HIV/AIDS; Teachers and the quality of education; Education and disability; Education for rural people (UNESCO, 2002).

This study looks at literacy as a serious concern in the area of education. Literacy is an indispensable means for effective social and economic participation, contributing to human development and poverty reduction.

2.5 LITERACY AND ECONOMIC DEVELOPMENT.

It is often said that the people of Europe, notably England, reached a high level of economic development as early as 1850 due to higher levels of literacy. About 70% of

the people in England were literate in 1850, 90% in Sweden, 80 per cent in Scotland and 65% in France and so they managed to cope with the industrial revolution. Wherever they industrialized and sought to increase production in Europe, there, also, literacy levels rose. At that same period, Russia, with only 10% literacy, was not industrialized. However, their national leader (Lenin) began to wipe out illiteracy soon after he took over in 1917. By 1939 Russia reached about 98% literacy and was already highly developed. There is indeed a co-relation or relationship between economic development and levels of literacy in any given society (Kalonga, 1970)

According to UNESCO (1970), Mrs. Stanna Dragoi, secretary of the World Federation of Trade Unions, speaking to a conference held in Nicosia- Cyprus, in May 1969, emphasized that the battle for literacy cannot be disassociated from the general campaign for economic development, better living and working conditions for the workers of the world, because if economic development demands machines, raw materials and capital, it demands also and above all greater numbers of better educated men and women.

Mahatma Ghandhi is said to have predicted a more economic oriented literacy in 1947 when he said, “Mass illiteracy is India’s sin and shame and must be liquidated. But the literacy campaign must not end with the knowledge of the alphabet. It must go hand in hand with the spread of useful knowledge”. (Muyoba, 1975:8).

Julius K. Nyerere, President of the Republic of Tanzania, from 1964 to 1985 was quoted in campaigning for literacy, UNESCO, 1984 as saying ‘first we must educate adults. Our children will not have an impact on our economic development for five, ten or even twenty years. The attitudes of adults...on the other hand, have an impact on now’. (<http://www.UNESCO.org/educztion/eduprog/50y/brochure>).

The above speeches show the great desire from a very early stage to link literacy with development. Literacy is one of the first and indispensable steps to development, both of the individual and of his/her community. It figures prominently among the minimum knowledge and skills which are an essential condition for attaining an adequate standard

of living. It can contribute to fulfilling basic needs of individual well-being, economic betterment and civil competence although of course it cannot solve these problems by itself. The major value of literacy therefore consists of the promotion of better communication for essential needs either of thought or of action.

Literate people have higher levels of exposure to mass media, especially the printed media. However, the ability to read and write must be associated as only one aspect in which speed of development will be increased. Efforts to reduce rates of adult illiteracy which run at between 80 per cent and 90 per cent over much of Africa have a substantial history. In part, these have been motivated by the belief that literacy is a human right and illiteracy a source of shame, but in part also by the growing recognition that, whatever its value in its own right, literacy is a tool for promoting national development in all spheres (Thompson, 1994:223).

Thomson (1994:228) goes on to say literacy should prepare man for a social, civic and economic role that goes far beyond the limits of rudimentary literacy training. The very process of learning to read and write should be made an opportunity for acquiring information that can immediately be used to improve living standards; reading and writing should lead not only to elementary general knowledge but to training for work, increased productivity, greater participation in civil life and a better understanding of the surrounding world and should ultimately open the way to basic human culture.

2.6 THE ZAMBIAN SITUATION

According to Snelson (1974:244) adult literacy in Zambia started as part of missionary activities of evangelism. Christians were taught how to read, write and count. The teaching of these skills was related to the goals of missionary education. The colonial government showed interest in literacy and skills training in rural areas by establishing Development Training Centres around the 1950s in various provinces of the country. The major activities at these training centres were teaching reading and writing and skills training in farming, bricklaying, tailoring and health education or hygiene.

During the second period of colonial rule, 1924-1964, Christian efforts in literacy work were supplemented by government efforts, although the latter were limited in scope and depended largely on personal interests of government officials (Mumba, unpublished).

It was not until after independence in 1964 that government began to take an active role in literacy work. The government launched the basic literacy programme in 1966 and this was followed by the introduction of functional literacy in 1971 (Msimuko and Mwansa, 1989). By 1970, 65,796 adults had benefited from the basic literacy programme. A total of 49,285 people had participated in the functional literacy programme by 1984 (Msimuko and Mwansa, 1989).

Mumba (1991) states that at independence, there was 67% illiteracy rate in the country. From the national population census undertaken in 1980 the revelation was that illiteracy had been reduced from 51.2% in 1969, to 41.2% in 1980. The total number of adult illiterates was 1.6 million people. Youth illiterates in the age group 10-14 years old stood at 19.2% of the total illiterate population or 22,720 in actual terms. Illiteracy was lower along the line of rail Provinces of Copperbelt (24.4%), Southern (38.1%) and Central (39%) than in other Provinces. Illiteracy was high in North-Western (62%), Eastern (60.4%), Northern (62%) and Western Province (56.8%). Illiteracy among men was generally lower (29.5%) than among women (48.5%). Female illiteracy was highest in rural Provinces, averaging at 64%.

Mumba (unpublished) points out that Zambia has a history as way back as 1945 in its attempts to eradicate illiteracy. Mass adult literacy programmes were initiated for miners on the Copperbelt by the Mindolo Ecumenical Centre, which utilized funds from various churches in Africa. The programme used mass literacy approaches whereby many men and women were taught to read and write. The programme also created awareness among miners that they were being treated as second-class citizens on the mines, which in turn awakened a sense of nationalism.

A UNESCO team visited Northern Rhodesia and recommended that adult literacy programmes be established in the country. The government established basic literacy programmes in all rural areas. These programmes were later phased out and replaced by functional literacy programmes in 1970. Functional literacy programmes were funded by the government and run by Nordic students with the assistance of the UNESCO expert (Mumba, unpublished). However, functional literacy was only implemented in the agriculture sector.

Mackie (1980:47) states that the term 'functionally literate' is used to refer to those whose literacy skills are adequate for carrying out those actions required of them by their society. The aims of a programme based on the acquisition of functional literacy may be summarized in one sentence: '... to make people become more efficient and productive citizens and workers under the prevailing governments'. Functional literacy programmes enable people to apply for jobs, fill in their income tax forms, understand documents from authorities and generally practice the language skills verbally and in written form. But the purpose behind such programmes is an economic one:

'...Throughout a diversity of situations the aim of functional literacy remains basically the same; to mobilize, train and educate still insufficiently utilised labour power to make it more productive'.

Freire wanted to teach adult illiteracy the mechanical skills of reading and writing but he did so with the deliberate aim and intention of awakening them to and liberating them from, their naïve acceptance of life and its dehumanizing effects upon them.

Functional literacy does little to touch the consciousness of the illiterate in a way which Freire argues it should. It offers the recipients no opportunities to make decisions, but encourages passivity and acceptance and ultimately, a retreat from democracy. The only form or valid form of literacy training is one which enables the learner to intervene in reality, to experience responsibility at all levels: in schools, trade unions, places of employment, neighbourhoods, churches and rural communities (Mackie,1980:49)

In 1990, the United Nations International Literacy year was celebrated in Zambia. The Ministry of Community Development, with assistance from UNICEF, undertook a survey of adult literacy programmes in Zambia, to assess the state of literacy activities and to make recommendations for the future. This brought about the launch of a National Literacy Campaign in line with the Fourth National Development Plan. Literacy materials were reviewed by the Ministry of Community Development and the Curriculum Development Centre of the Ministry of Education.

Illiteracy and ignorance must be regarded as Zambia's greatest enemies, in the same way as poverty and disease. On 8th September, 1968, His Excellency the President urged all young Zambians in schools and Colleges to help eradicate illiteracy in the Country. 8th September every year is the International Literacy Day (Kamanga, 1970)

The MoE (2003) states that one significant factor affecting attendance of children and poverty reduction, is the level of parents' education. Adult literacy and adult basic education have lacked co-ordination and funding for materials, tutor training and learner support. Therefore, the MoE should work closely with the Ministry of Community Development and Social Services, the Adult Education Association of Zambia, Non-Governmental Organizations, religious organizations and the University of Zambia (UNZA) to implement a gradual improvement in adult literacy provision. A representative task force from these stakeholders would be set up to review all the current initiatives, analyze strengths and weaknesses and co-ordinate the development of a programme, in conjunction with the Directorate of Distance Education, to establish adult literacy centres in education zones according to demand. The adult literacy programme would revamp the low national literacy levels and increase access to adult literacy by all marginalized groups. The quality of literacy programmes would be improved, and the capacity of providers would be enhanced. Equally, communities would be sensitized to demand access to literacy programmes. In addition, opportunities would be created for literacy graduates to continue learning through distance education modes such as Interactive Radio Instruction (IRI) and community schools.

However, the study is yet to find out how successful the MoE has been in implementing the Zambia Strategic Plan of 2003-2007. Although the National Policy on Education, 'Educating Our Future,' laid down several objectives, it has not been possible for the government to achieve all of them due to financial constraints. For instance, schools are still not adequate enough to cater for the continued increasing demand for educational opportunities. The nine year basic education target for all school going age children is far from being reached due to poor staffing; poor infrastructure and many children are still dropping out of school prematurely. Zambia is still facing problems of limited classrooms, shortage of teachers and the low value placed on education.

The population of individuals within the adult population who have never been to school is still high in Zambia. The number will continue to increase as many young people are not able to go to school and many others drop out of school early. Literacy activities are not well coordinated by the Ministry of Education and lack funding probably due to lack of policy. However, the Education Department is trying to come up with the policy since the literacy portfolio has been lifted from the Ministry of Community Development and Social Services to the Ministry of Education.

2.7 SUMMARY

The chapter attempted to review literature related to literacy. Literacy acts as a bridge between fatalistic passivity and uncomprehending acceptance which has been thought of as characterizing many people. It makes them participate both in promoting and in determining the nature of the social transformation thought to be necessary. In this way it facilitates a flow of vital ideas and information to the masses, increasing awareness of the situation in which they live and the possibilities and choices before them. Literacy enables people to participate in civic affairs, both local and national. It reduces those kinds of injustice which stem from ignorance. It makes it possible for people to learn rapidly and cheaply ways of improving the quality of their domestic lives.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

The methodology chapter aims at outlining the process of the study. Various aspects are dealt with under summarized headings; research design, population, sample size, sampling procedure, research instruments, data collection and data analysis. The paradigms used in the study are also discussed.

The study utilized a combination of qualitative and quantitative paradigms. A paradigm is a framework that organizes broadly based views. Paradigms create boundaries within which the search for answers occurs and circumscribe or delimit what is important to examine in a given field of inquiry (Ulin, et al, 2002). Blaxter et al (2001) contend that the most common paradigms that researchers are introduced to are those termed quantitative and qualitative. These offer a basic framework for dividing up knowledge camps.

Ulin, et al (2002) assert that with regard to quantitative research (positivist perspective), a basic assumption of this paradigm is to develop the most objective methods possible to get the closest approximation of reality. It explains in quantitative terms how variables interact, shape events and cause outcomes. Furthermore, quantitative studies have accuracy, reliability and freedom from bias which is critical for judging the quality of the findings.

Qualitative research on the other hand is an interpretivist perspective, a paradigm which views the world as constructed, interpreted and experienced by people in their interactions with each other and with wider social systems.

Research utilizing a qualitative paradigm focuses not only on objective verifiable facts but also on the many subjective meanings that people attach. Qualitative inquiry typically focuses in depth or on relatively small samples, even single cases, selected purposively.

Ulin, et al (2002) argue that qualitative methods are extremely useful in defining the social process by which problems emerge and for suggesting strategic points of programmatic intervention to deal with particular problems, increasing understanding at the cost of generalisability.

In qualitative method, the information that the researcher gathers is not expressed in numbers. This method makes use of words, feelings and other body expressions.

3.2 Research Design

A research design is the arrangement of conditions for collection, analysis of data and interpretation of observed facts in a manner that combines relevance to the research purpose with economy in procedure (Ghosh, 2002). A research design may also be perceived as a programme to guide the researcher in the collection, analyzing and interpreting of observed facts (Achola and Bless, 1988).

The study is a non-experimental one, specifically a descriptive research design employing a case study approach. Descriptive research is one of the most commonly used research designs. It is an explanatory design or general term to describe a research project that does not manipulate variables and does not try to establish causal relationships between events rather events are simply described (Merriam and Simpson, 1995). It is further stated that in a descriptive research, the researcher does not manipulate variables or control the environment in which the study takes place. Its purpose is to systematically describe the facts and characteristics of a given phenomenon, population or area of interest. Therefore, this research design was preferred by the researcher because of its in-depth investigative nature of a social unit. A descriptive research design can take the form of a survey or case study.

A case study is a very good method of collecting information about an individual, a family, or a group of persons. It is an intensive study through which one can know precisely the factors and causes of a particular phenomenon. According to Ghosh (2002),

a case study is a method of exploring and analyzing the life of a social unit, be it that a person, a family, an institution, cultural group or even an entire community.

3.3 Population

A population is the entire set of objects, people or events that one would be interested to study or it is the set of people or entities to which findings are to be generalized (Merriam and Simpson: 1995). This agrees with Borg and Gall (1979) who state that target population or universe refers to all the members of a real or hypothetical set of people, events or objects to which we wish to generalize the results of our research

In this study the population comprised all residents of old and new Ng'ombe residential area that are between 15 and 45 years of age, ward councilors, the area Member of Parliament, officers from the Ministries of Education and Community Development and Social Services and the Co-ordinator for Ng'ombe Project.

3.4 Sample Size

A sample is a subset of sampling units from a population (Ghosh, 2002). According to Merriam and Simpson (1995), a sample is a strategically and systematically identified group of people or events that meets the criteria of representatives for a particular study.

The total sample comprised 108 respondents who responded to questionnaires and took part in the interviews. These were categorized as follows; 100 Ng'ombe residents between 15 and 45 years of age, one Ward Councilor, the area Member of Parliament, four officers from the Ministries of Education and Community Development and Social Services and the Coordinator for Ng'ombe Project.

3.5 Sampling Procedure

Sampling is a process through which the study subjects are chosen from a population (Treece and Treece, 1986). Sampling helps focus the study on precisely the characteristics of interest. There are two groups of sampling methods, namely probability and non- probability (random and non-random) sampling.

Probability sampling provides a statistical basis for saying that a sample is representative of the study or target group population. In this type of sampling, every member of the target population has a non zero probability of being included in the sample (Fink, 1995). Probability sampling implies the use of random selection.

Non-probability sampling involves choosing samples based on judgement regarding the characteristics of the target population and the needs of the study. With this method, some members of the eligible target population have a chance of being chosen while others do not.

Non-random sampling method, specifically purposive sampling technique, was used to select respondents. This is a sampling technique where there is non-equal chance of individuals to be selected as a sample or being included in the sample. The non-random sampling is based on the researcher's judgement or convenience and the characteristics of the sample (Merriam and Simpson, 1995). In this method, some members will have a chance to be selected while others will not. This method was used to select all respondents in Ng'ombe compound. The criteria for selection involved willingness to participate in the study and being in the targeted age bracket (15 – 45 years of age).

3.6 Research Instruments

Research instruments are tools used to collect facts or data from which conclusions may be drawn about a programme or programme components. It was decided that the most effective course of action in terms of gathering the necessary data would be to administer questionnaires and interviews to the participants in the study. Therefore closed and open ended questionnaires and interview guides were used in this study. Bell (1993), states that questionnaires and interviews are a good way of collecting information quickly and relatively cheaply. A review of documents obtained from the Ministries of Education and Community Development and Social Services was carried out. The above instruments were carefully identified and considered as appropriate in the collection of data.

Ghosh (2002) states that a questionnaire is a list of questions sent to a number of persons for them to answer. It secures standardized results that can be tabulated and treated statistically. The questionnaire, as an instrument in research, is advantageous for a number of reasons. It can be mailed when the field of research is vast and the respondents are scattered over a very large area. A large sample may be drawn and all groups of people can easily be covered and contacted. The questionnaire method is relatively cheap and expeditious. It also ensures anonymity. Through this method, information is gathered at regular intervals. The method places less pressure on the subject for immediate response and gives more time to the respondents for properly answering questions. Information obtained through this method is more valid and reliable.

Interviews are flexible and applicable to different types of problems in that the interviewer may change the mode of questioning if the occasion demands. Unclear responses from the respondents can be clarified by rephrasing the questions. Interviews, especially the semi-structured ones, give the respondent the opportunity to ask the interviewer to explain or clarify certain things where he or she is not sure. In interviews, the interviewer has the opportunity to engage more closely with the respondents and can therefore play a role in fostering an environment which is more conducive to open and frank discussion.

3.7 Data Collection

Data collection allows for a systematic way of collecting information about subjects and the setting in which they occur (Treece and Treece: 1986). For this study, the researcher personally visited the study area identified as Ng'ombe residential area to administer questionnaires and conduct interviews with selected people.

Data was collected from both primary and secondary sources through documentary analysis. Closed and open ended questionnaires were administered to the Ng'ombe residents to collect both quantitative and qualitative data while interview guides were used to collect qualitative data from the Ward Councilor, the area Member of Parliament, officers from the Ministries of Education and Community Development and Social

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Services as well as the Co-ordinator for Ng'ombe Project. Secondary data was derived from a review of documents.

3.8 Data Analysis

Data analysis is a systematic way of arriving at conclusions. It is a critical examination of assembled data in a research. According to Marshal and Rossman (1995), data analysis is a process of bringing order, structure and meaning to the mass of collected data.

The purpose of data analysis is to build up an intellectual model in order to draw meaningful conclusions. Hitchcock and Hughes (1999) describe data analysis as an attempt to organize, account for and provide explanations of data so that some kind of sense can be made of them. This means that the researcher moves from a description of what is the case to an explanation of why that is the case. Hopkins (2000) states that the analysis of data is an important stage of any research process because it is at this stage that the researcher can know that the results obtained are valid or trustworthy.

Quantitative data, in this study, was analysed using descriptive statistics in order to generate frequencies and percentages while qualitative data was derived from analyzing the content.

3.8 Summary

Chapter three provided the process of the study. It pointed out that both quantitative and qualitative paradigms were used. Ng'ombe residential area, which was identified for carrying out the study, provided the population for sampling. Other respondents were from the Ministries of Education and Community Development and Social Services respectively. The data collection instruments were questionnaires and interview guides. These were supplemented by data obtained from the analysis of relevant documents.

CHAPTER FOUR

4.0 PRESENTATION OF THE FINDINGS

4.1 Introduction

The essence of any study is to collect data that will invariably represent the problem in the study. However, it is important that data collected is not only keenly analysed and tabulated, but that it also represents the responses of the population under study. This chapter presents the findings of the study. It gives the information that was gathered in the field but in an organised manner in order to provide meaning. The use of both qualitative and quantitative techniques of analysing data was aimed at clearly finding out the literacy levels of people between 15 and 45 years of age and how the literacy levels affected their daily lives. The presentation of data is through tables of frequencies and percentages.

4.2 Background Characteristics of Respondents.

The main focus of the research enterprise was to determine literacy levels of people between 15 and 45 years of age. Care was taken to ensure that only people in the alluded to category participated. The choice for the mentioned age bracket came as a result of the nature of the problem under study which was illiteracy. When looking at the literacy levels, the people in this age group were the better suited as a target because they are energetic and are expected to contribute more to national development.

4.2.1 Sex

Table 1: Sex distribution of all respondents.

SEX	FREQUENCY	PERCENTAGES
Male	31	31
Female	69	69
Total	100	100

The respondents were 69% females and 31% males. The reason for the high number of female respondents could have been that most of these women were housewives and

were usually found in their homes most of the time while most men went out to look for part-time jobs in order to sustain their families. It needs mentioning, however, that a good number of men spent their time drinking beer in taverns because they were not in formal employment.

4.2.2 Age

Table 2: Age distribution of all respondents sampled.

AGE	FREQUENCY	PERCENTAGES
15 – 20	10	10
21 – 25	25	25
26 – 30	25	25
31 – 35	08	08
36 – 40	19	19
41 – 45	13	13
Total	100	100

The highest number of respondents was from the age groups 21 to 25 and 26 to 30 years. Each of these age groups had 25% respondents. These age groups were followed by age group 36 to 40 years, representing 19%. The next age group was 41 to 45 years, representing 13%. Age group 15 to 20 years had 10%. The least number of respondents came from the age group 31 to 35 years which had 8%.

4.2.3 Marital status

Table 3: Distribution of respondents according to Marital Status

MARITAL STATUS	FREQUENCY	PERCENTAGES
Married	77	77
Single	17	17
Divorcee	01	01
Widowed	05	05
Total	100	100

Those that were married scored highest (77%), followed by those that were single (17%). The widowed were at 5% while those that were divorced were at 1%.

In terms of the number of children, from all respondents, 15 respondents (15%) had no children, 14 respondents (14%) had one child each, 18 respondents (18%) had two children each, 21 respondents (21%) had three children each, 14 respondents (14%) had four children each, 4 respondents (4%) had five children each, 7 respondents (7%) had six children each, 3 respondents (3%) had seven children each and 4 (4%) had 8 children each.

Since most of the respondents belonged to the youth group (21-30), the number of children was expected to rise. That was a burden on families that were already poor.

4.2.4 Years lived in Ng’ombe residential area

Table 4: Distribution of respondents according to years lived in Ng’ombe

YEARS	FREQUENCY	PERCENTAGES
0 - 5	48	48
0 – 10	24	24
11 – 15	08	08
16 – 20	12	12
21 and above	08	08
Total	100	100

Among the respondents, 48% had lived in Ng’ombe residential area between 0 to 5 years, 24% between 6 to 10 years, 8% between 11 to 15 years, 2% between 16 to 20 years while 8% had lived in Ng’ombe residential area for 21 years and above.

4.2.5 Gainful employment

Table 5: Distribution of respondents according to employment status

GAINFUL EMPLOYMENT	FREQUENCY	PERCENTAGES
Yes	20	20
No	80	80
Total	100	100

Most people in Ng’ombe residential area engaged in casual jobs. When asked whether they were in gainful employment, 80% responded that they were not in gainful employment. Only 20% of the respondents were in gainful employment.

From the 20% who were employed, 2% were garden boys, 3% bricklayers, 2% house helpers, 2% security guards, 1% water pump attendant, 1% shop attendant, 1% factory worker, 1% minibus driver, 1% office orderly, 1% barman, 3% teachers, 3% tyre menders and 1% hospital cleaner.

Among those that were not employed, 41 respondents (41%) depended on their husbands and guardians, 27 respondents (27%) were marketers, 6 respondents (6%) had part-time jobs, 2 respondents (2%) were radio repairers, 1 respondent (1%) was selling illicit beer, 1 respondent (1%) was an illegal miner, 1 respondent (1%) was a barber and 1 respondent (1%) was a pay phone operator.

4.2.6 Education attainment

Table 6: Distribution of respondents according to education attainment

ATTENDED SCHOOL	FREQUENCY	PERCENTAGES
Yes	91	91
No	09	09
Total	100	100

In terms of education attainment among respondents, the categories ranged from no formal education to tertiary level. The responses indicated that 91% had attended school up to a certain level while only 9% had never known the inside of a classroom.

4.2.7: Level of education

Table 7: Distribution of respondents according to level of education

LEVEL	FREQUENCY	PERCENTAGES
N/A	09	09
1 – 4	17	17
5 – 7	36	36
8 – 9	15	15
10 – 12	20	20
Tertiary	03	03
Total	100	100

For those that had attended school, their education levels were as follows: 17% had attended grades between 1 to 4, 36% had attended grades 8 to 9 while 20% had attended grades 10 to 12. The remaining 3% had gone up to tertiary level.

4.2.8 Knowledge of government schools/institutions of learning.

Table 8: Distribution of respondents according to knowledge of government schools/institutions

SCHOOLS/INSTITUTIONS	FREQUENCY	PERCENTAGES
Primary	00	00
Basic	86	86
High	00	00
Tertiary	00	00
Not sure	14	14
Total	100	100

When requested to state whether or not there were government schools or institutions of learning in Ng’ombe residential area, 14% of the respondents indicated that they were not sure as to whether or not there were any. 86% stated that there were only two basic schools. No respondent expressed knowledge of the existence of any high schools or institutions of higher learning.

Privately owned schools

On the existence of privately owned schools, all respondents (100%) agreed that such schools existed. These were mainly primary and basic schools. No respondent mentioned the existence of either a private high school or private higher institution of learning in Ng’ombe residential area.

97% of the respondents expressed ignorance with regard to the owners of private schools. Only 3% knew owners of some private schools. However, some respondents said most private schools were owned by some residents of Ng’ombe who were trying to earn a living and were not experts in the field of education. This entails that the type of education being offered may not measure to an acceptable standard.

Knowledge of school drop-outs

All the respondents (100%) agreed that there were people who did not go far in education. The failure to do so was attributed to a variety of reasons.

4.2.9 Knowledge of literacy centres.

Table 9: Distribution of respondents according to knowledge of literacy centres

LITERACY CENTRES	FREQUENCY	PERCENTAGES
Yes	88	88
No	03	03
Not sure	09	09
Total	100	100

88% of the respondents said that there were literacy centres in Ng’ombe residential area. 3% said there were none while 9% were not sure whether or not there were literacy centres.

Most respondents said that the two basic government schools offered literacy classes. Some six privately owned schools were also mentioned among the literacy centres. The percentage for the above information was 78%. 14% of the respondents were not sure as to whether or not there were literacy centres. 8% concluded that there were literacy centres and this assumption was made merely by seeing people going to school but had no idea of the location of the centres.

4.2.10 Position on the number of schools

Table 10: Distribution of respondents according to position on the number of schools

	FREQUENCY	PERCENTAGES
Sufficient	52	52
Insufficient	35	35
Not sure	13	13
Total	100	100

On whether schools were sufficient in Ng’ombe residential area, 52 % of the respondents said schools were sufficient. 35% said schools were insufficient. 13% were not sure as to whether or not schools were sufficient.

4.2.11 Raising literacy levels in Ng’ombe residential area

The residents requested the Zambian government to provide free education to both children and adults. In cases where school fees were needed, the government should support people by offering bursary schemes for those that could not afford to pay. School fees in secondary and at tertiary levels of the education system should be reduced to allow many people proceed with school. Primary education should be free while

secondary education should be affordable. If possible education at all levels should be free.

Respondents requested that more government schools should be built in the area to enable more people participate in education and these schools should also offer literacy classes. Teachers' houses should be constructed. Government schools should have qualified teachers, teaching and learning aids and other facilities like good toilets. Private schools with poor quality education offered by unskilled teachers should be closed. Adult learning centres should be revived, where learners could learn some skills. People should also be sensitized on the importance of education.

4.2.12 Data from interviews.

The researcher was able to interview the Member of Parliament for Mandevu constituency where the Ng'ombe residential area is located. The area councillor, the Ng'ombe Project Development Officer, officials from the Ministry of Education and Ministry of Community Development and Social Services were also interviewed. All the people interviewed indicated that there was a problem in the organisation of literacy programmes. As such, literacy levels of most people in Ng'ombe residential area were generally low.

At the time of the research, a senior education standards officer in the Directorate of Open and Distance Education (DODE) explained that DODE was not running any literacy programmes. However, in the year 2003, the permanent secretary in the Ministry of Education issued a circular directing all Provincial Education Officers to open adult literacy classes in their Provinces. Various centres did open but there was no sustainability. She said that some of the reasons for lack of sustainability were lack of funding from government, lack of trained staff in adult learning methodology and lack of teaching and learning materials.

The Education Officer clearly pointed out that there was no literacy policy by the Ministry of Education. However, the Directorate of Open and Distance Education under

the Ministry of Education were trying to work out one. It had contracted a consultant in conjunction with the Curriculum Development Centre to formulate a literacy policy. This responsibility was given to the Consultant in 2006.

Previously, the Ministry of Community Development and Social Services was responsible for the management and delivery of adult literacy programmes in Zambia. The mandate to provide adult literacy had been shifted to the Ministry of Education under the Directorate of Open and Distance Education. This is contained in the Government Gazette of 21st September, 2004 volume number 58 page 411.

The Lusaka District Education Standards Officer (DESO) explained that the problem of illiteracy was not only unique to Zambia. European countries, for instance, faced the same problem. In the European context, families were to blame for illiteracy.

She further explained that ailing economies had partially contributed to leaving out the gap in African countries. Continuing education prior to 2002 focused so much on skills training.

The District Education Standards Officer agreed that there were only two Government schools in Ng'ombe residential area, namely Ng'ombe Basic and New Ng'ombe Basic schools. She stated that there were also community schools in the area. She admitted that the schools were not adequate as the population in Ng'ombe had grown out of proportion. Classroom space was therefore insufficient.

However, she was quick to point out that Ng'ombe residential area was an unplanned settlement. Even if land was identified for constructing more schools, members of the community would always find ways to encroach on the land. According to her, Government had a responsibility of controlling the people encroaching on the land.

On the issue of regular inspection of schools to make sure that standards were adhered to, the District Education Standards Officer admitted that visits to schools were not regular.

Schools in Lusaka were too many. There were 96 basic schools, 20 High schools and 349 registered community schools. That was too much work for a few standards officers in the District. This led to the suggestion that the District be split into two in order to effectively manage the schools in the District.

The District Education Standards Officer pointed out that the critical shortage of teaching/learning materials was still a challenge because of swelling classes spurred on by the provision of free education.

Non-Governmental Organisations also tried to assist vulnerable children and families in Ng'ombe residential area. One example of such an NGO was the Christian Childrens' Fund (CCF). According to the Project Development Officer, the project was started in 1983. Members of the community were involved in the day to day running of the project. The project aimed at assisting vulnerable children and promoting the well being of children in education and health sectors. It promoted basic education to all enrolled children and ensured that all enrolled children/families had access to primary health care.

At the time of the research, 700 children were enrolled by the project. Children who were enrolled were sponsored, meaning that the NGO provided them with school requisites. There was a pre-school programme (Early Childhood Education) on the campus. Enrolled children under the project did not pay any fees while other children could enroll and pay a minimal fee. The Coordinator explained that the pre-school programme was a way of fundraising by the project.

The project had a guiding policy. Adults were not given bursaries for education. The children were sent to various schools and the project paid. The children who failed to continue with school were taken to skills centres where they learnt skills. The Parents of enrolled children were also taught skills as a way of making them self sufficient. Families earning below K200 000 were considered vulnerable. There was a Board which looked into the issues of identification and qualification for assistance.

The project coordinator explained that literacy classes had been running up to 2006 at Ng'ombe project school. These were however, discontinued because of lack of funds. For instance, paying teachers became a problem. Nevertheless, the response from participants was overwhelming. The motivating factor was that most parents wanted to learn how to write letters to sponsors of their children.

The Board hoped that literacy classes would resume within the premises when the building under construction was completed. The officer was not sure of the literacy syllabus to be followed if classes resumed.

According to the officer, the project encountered such challenges as erratic funding, and children disappearing from school and/or getting married.

From the Ministry of Community Development and Social Services headquarters, it was explained that the department organised functional literacy programmes. These offered skills training mainly in carpentry and cookery.

There were nine provincial skills training centres throughout the country. Graduates from functional literacy programmes were posted to provincial community development skills training centres where they served as trainers. Training in skills was mostly done in villages and suburban areas. Tutors were community development assistants. The syllabus was developed in conjunction with the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA).

The Deputy Director in the Ministry of Community Development and Social Services explained that previously, the department offered Basic Literacy Programmes. These were not successful due to lack of support from government. In fact, the budgetary allocation sealing could not meet even the demand for Functional Literacy. The department had no qualified instructors because of lack of incentives. Volunteers were paid an honorarium fee of K500 per session. This money even took more than a year before it could be given to the volunteers. As such, the Ministry did not have the capacity to retain these volunteers.

The target group for functional literacy in the Ministry of Community Development and Social Services were adults who had never been to school and those who had lapsed into illiteracy. This included both men and women. The department observed that there were more female than male participants. Upon graduating from the programme, learners were encouraged to form groups in order to get credit from micro-bankers to start or boost their businesses.

The programme lasted for two years and it consisted of two sections. There was no certification upon completion in the first level as it dealt in theory work. Certificates were issued after level two when they were given practical work for instance rearing of chickens.

Eastern province was the role model as far as Functional Literacy was concerned in Zambia. Functional literacy was successful under Eastern Province Women Development Association. This association was well organized and held conferences annually. It was able to fund district associations as well as area associations through representatives at each level.

Still under Community Development and Social Services, the story at Lusaka District office was slightly different. It was reported that organizing functional literacy in Lusaka had been a problem due to poor funding by government. Instead, Community Development Officers were trying to offer basic literacy in some parts of the city. The district was divided into seven sub-centres namely; Munali (where Ng'ombe residential area falls), Mandevu, Matero, Ngwerere, Chawama, Kabwata, Lusaka Central and Kanyama. Basic literacy classes were need driven and the department worked with structures under sub-centres such as Residents Development Committee (RDC) and Village Water, Sanitation and Health Education (V-WASHE). Community Development Officers were in charge and were helped by assistants from each community. The district office provided books, registers, chalk and chalkboards. Classes began with level 1 and proceeded to level two after one year. In level 2, learners were involved in income generating activities.

The Community Development Officer stated that the district worked with NGOs such as Care International and churches such as the Catholic Church. The officer confessed that it was not easy to organize functional literacy as people opted to find ways of putting food on the table first before involving themselves in any learning activity. She said nothing was happening in Ng'ombe residential area in terms of functional literacy. She was still trying to organize the groups but lack of funds served as a constraint.

The area councillor for Roma Ward 17 also said that there were only two government schools in Ng'ombe residential area. He stated that literacy levels were low in this community mainly due to poverty. The community depended mostly on community schools. The councillor pointed out that government should be a major player in the provision of education and other providers should supplement.

Summary

The results from the presentation above indicate that literacy levels in Ng'ombe residential area were low. The two existing Government Basic Schools were unable to cater for the educational needs of Ng'ombe residents. Although this residential area was recognized by the Lusaka City Council, it was an unplanned settlement at the beginning. This made it difficult for would-be developers in the area of education to find pieces of land where schools could be built in order to raise the literacy levels of the people. Therefore, the challenge still remains in 2008.

CHAPTER FIVE

5.0 DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In the preceding chapter, raw data were presented. The presentation of data was done through tables of frequencies and percentages as well as interviews. This chapter discusses the findings of the research which was carried out in Ng'ombe residential area of Lusaka Urban District in Lusaka Province of Zambia. The study sought to determine Literacy levels of people between the ages of 15 and 45. The chapter further makes conclusions and recommendations on the findings of the study.

5.2 Discussion

Many factors could be discussed concerning the findings of the research, which was conducted in order to establish the literacy levels of people between 15 and 45 years of age in Ng'ombe residential area of Lusaka Urban District of Zambia. Unfortunately, not every question posed in the interview was discussed. Instead, the discussion was mainly based on the objectives of the research study. The objectives of the research study were:

- i. to ascertain literacy levels of people between 15 and 45 years of age in Ng'ombe residential area;
- ii. to determine how literacy levels affected the daily lives of the residents of Ng'ombe residential area;
- iii. to establish the number of schools/educational institutions in relation to the educational needs of Ng'ombe residents;
- iv. to establish whether or not there were literacy centres in Ng'ombe residential area that catered for adults who had dropped out of school; and
- v. to determine whether or not there were other factors affecting literacy levels in the Ng'ombe residential area.

5.2.1 Literacy levels of people between 15 and 45 years of age in Ng'ombe residential area.

Illiteracy breeds ignorance, unproductiveness, poverty, ill health and low moral standards (Brice, 1966). The first objective of the study endeavoured to determine the literacy levels of the people aged between 15 and 45 years in Ng'ombe residential area. The research findings revealed that literacy levels of the people between 15 and 45 years of age in Ng'ombe residential area were very low.

In order to come up with valid results, people belonging to different categories were interviewed. These included one Member of Parliament for Mandevu constituency where Ng'ombe residential area is located. One ward councillor, one project development officer for Ng'ombe project, two officers from the Ministry of Education and two officers from the Ministry of Community Development and Social Services were interviewed. 100 Ng'ombe residents between the ages of 15 and 45 responded to questionnaires. All respondents as well as the people interviewed indicated that there was a problem in the organisation of literacy programmes. As such, literacy levels of most people in the Ng'ombe residential area were generally low.

Mumba (unpublished:16) points out that accessibility of adults to basic education in Zambia is a major problem. The population of individuals within the adult population who had never been to school was still high in Zambia. While the absolute number of illiterate individuals was increasing, literacy programmes had been on the decline. One of the major problems was the decline in funding which had had a negative effect on literacy activities.

In terms of educational attainment among respondents, the categories ranged from no formal education to tertiary level. The responses indicated that 91% had some degree of literacy up to tertiary level while only 9% had never known the inside of a classroom.

For those that had attended school, their education levels were as follows: 17% had attended grades between 1 to 4, 36% had attended grades 8 to 9 while 20% had attended grades 10 to 12. The remaining 3% had gone up to tertiary level. This information shows that most respondents attended school only up to grade 7 (53%).

The area councillor for Roma Ward 17 pointed out that there were only two government schools in the Ng'ombe residential area. He stated that the literacy levels were low in this community due mainly to poverty. The community depended mostly on community schools which offered education which was considered to be of low standard. The councillor pointed out that government should be a major player in the provision of education and other providers should supplement its efforts. This was in line with the argument by Brice (1966) who states that the education of the adult illiterates belongs to the state. Illiteracy is a social blight and the resources of the state should be pledged to its removal. A matter of such general concern should not be left to philanthropy.

5.2.2 Effects of literacy levels on the daily lives of the residents of Ng'ombe area.

The second objective attempted to determine how literacy levels affected the daily lives of the residents of Ng'ombe area. The study revealed that the low literacy levels affected most people in Ng'ombe residential area negatively. Most of them were unable to find permanent employment due to low literacy levels. They mostly engaged in casual jobs.

Some women respondents explained that life for them was very difficult because of being illiterate. They were unable to even find part-time jobs because they could not speak English. For instance, most would-be employers demanded that maids should be able to speak the English language in order to communicate well with their children. As such even jobs as humble as those of being maids were not available for them because of the requirement that people in need of such jobs should be able to communicate in English.

Brice (1966) states that lack of schooling results in lower earning capacity, higher rates of unemployment, more dependence on public welfare, higher rejections for military service and insufficient literacy skills for vocational training and retraining. He further says it has

been shown that a direct relationship exists between an adult's educational attainment, his occupation and consequently his earnings. The amount of formal schooling a person has received is a major determinant of his occupational group.

Lungwangwa (2007) agrees with the above statement. According to him, low literacy affects peoples' access to decent jobs and thus to adequate incomes. The higher their income, the higher Zambians rate their own health. Poverty and low literacy affect nutrition, mental health and the ability to prevent illness. People with lower literacy skills are more likely to be under stress. He said low literacy affects access to health services and information.

When asked whether they were in gainful employment, 80% responded that they were not in gainful employment. Only 20% of the respondents were in employment.

From the 20% who were employed, 2% were garden boys, 3% bricklayers, 2% house helpers, 2% security guards, 1% water pump attendant, 1% shop attendant, 1% factory worker, 1% minibus driver, 1% office orderly, 1% barman, 3% teachers, 3% tyre attendants and 1% hospital cleaner.

Among those that were not employed, 41% depended on their husbands and guardians, 27% were marketers, 6% had part-time jobs, 2% radio repairers, 1% selling illicit beer, 1% illegal miner, 1% barber and 1% pay phone operator.

Literacy acquisition can be an effective vehicle for empowerment because it can transform the ways in which people communicate. Enhanced literacy skills can bolster self-esteem and can motivate people to participate in public decision making (Lungwangwa, 2007).

5.2.3 Number of schools/educational institutions in relation to the educational needs of Ng'ombe residents;

The third objective wished to establish the number of schools/educational institutions in relation to the educational needs of Ng'ombe residents. The study revealed that there were only two Government Basic Schools in the Ng'ombe residential area. There were some privately owned primary schools and community schools. It was also established that there were no high schools whether government or privately owned ones. On the existence of privately owned schools, all respondents (100%) agreed that such schools existed. There were mainly primary and Basic Schools. No respondent mentioned the existence of either a private high school or private higher institution of learning in Ng'ombe residential area. When asked about the number of government schools or institutions in the area, 14% of the respondents indicated that they were not sure as to whether or not there were government schools or institutions of learning in Ng'ombe. 86% stated that there were only two basic schools.

Some of the reasons given for not being sure were that the respondents were new in the area. They had not lived there long enough to know what was going on in the community. Others had completely ignored such things as education and didn't care what went on because they were illiterates. According to the respondents who were not sure whether or not there were government schools or other institutions of learning, school was of no value to them. After all, they were already poor and had lost any hope of making it in life.

97% of the respondents expressed ignorance with regard to the owners of the private schools. Only 3% knew owners of some private schools. However, some respondents said most private schools were owned by some residents of Ng'ombe who were trying to earn a living and were not experts in the field of education. This entailed that the type of education being offered might not be to acceptable standard.

On whether schools were sufficient in Ng'ombe residential area, 52 % of the respondents said schools were sufficient. 35% said schools were insufficient. 13% were not sure as to whether or not schools were sufficient.

The respondents who said that schools were sufficient defended their answer by saying they had not heard people complaining that the existing schools were not sufficient. They stated that complaints were mostly about high school fees in existing schools. They said many people attended evening classes and had no problems at all. The fewer numbers of participants in evening classes was mainly due to long distances to school and awkward knocking off times. There was also a problem of looking for money to buy food instead of paying school fees. Schools were sufficient because even privately owned schools offered morning classes as well as adult literacy programmes. Others claimed that even if they went to school, teachers would discourage them because of their poor teaching methods. Sometimes teachers were not even there to teach.

The respondents who said schools were not sufficient argued that two government schools could not cater for quality education needs of all the residents in Ng'ombe residential area. Many people could not access education offered by private schools due to high fees demanded by the owners of the schools.

5.2.4 Literacy centres in Ng'ombe residential area.

The fourth objective wished to establish whether or not there were literacy centres in the Ng'ombe residential area that catered for adults who had dropped out of school. 88% of the respondents agreed that there were literacy centres in Ng'ombe residential area. 3% said there were not there and 9% were not sure whether or not there were literacy centres.

Most respondents said that the two Basic Government Schools offered literacy classes. Six privately owned schools were also mentioned as literacy centres. The percentage for the above information was 78%. 14% of the respondents were not sure as to whether or not there were literacy centres. 8% concluded that there were literacy centres merely by seeing people going to participate but had no idea of the location of the schools.

It is important to emphasize two important factors that have had a major effect on the development and provision of literacy in Zambia. First, it is clear that the economic decline and crisis severely affected sustained government provision of adult education. Research has shown that in a period of economic recession, adult education provision is more vulnerable than formal education because it experiences drastic financial allocation (Lewin, 1986; Kelly, 1991). When public resources are in short supply, educational services that are directed towards the weaker, less well organised, more dispersed members of the community tend to lose out, whereas every effort is made to preserve those that cater for individuals or social groups whose political, socio-economic status enables them to command a strong lobby (Mulenga, 1991).

The second factor is that in Zambia, as in the majority of African countries, education is considered mainly as a prerogative of the young, something that primarily belongs to the children and youths, as something which is not acquired or may be hardly worth acquiring, as something once-off, a single “dose” being regarded as adequate to equip one for life. When education is viewed as being predominantly the domain of the young people, the public is unwilling to make sacrifices on behalf of adults who may have missed out on its provision, whether partially at a given educational level or totally by having no schooling whatsoever. This philosophy prevailed in Zambia where it was confidently believed that with a widening access to primary education, the problem of illiteracy would die a natural, if somewhat slow, death. To some extent, the low priority given to adult education on the agenda of powerful funding organisations influencing global and national education policy reform such as the World Bank and the overemphasis on basic education as the most ‘critical’ level of education in terms of the social returns on investment, questionable as it may be, reinforced the above philosophy.

It is evident that the economic crisis and reduced role of the state in adult education provision seems to have created the new opportunities for non-governmental actors to become more involved in adult education. One of the main issues to be addressed is the development of coordinated policy to mobilise resources and committed actors to

develop effective strategies of stemming off the decline of adult education. (Mulenga, 1991).

5.2.5 Other factors affecting literacy levels in Ng'ombe residential area.

The fifth objective wished to establish whether or not there were other factors affecting literacy levels in Ng'ombe residential area. It was learnt that there were some factors affecting literacy levels of people in the Ng'ombe residential area.

i. Being Orphaned

The study revealed that there were many orphans in the Ng'ombe residential area due mainly to HIV/AIDS. The orphans were not properly taken care of or did not receive good education after losing their parents. This was so because the elderly who were left to take care of them were not able to pay the school fees due to poverty. In fact, most of the orphans spent their time helping their grandparents fending for the home. The old people also spent most of their resources on treatment of their sick adult children. The study further revealed that disintegration of the family structure which was under pressure from social and economic forces made it difficult for the elderly to rely on the support of the extended family members. This made it difficult for the aged to take care and pay for the requirements for the orphans after the loss of their adult children. This mostly affected children who were supposed to be in upper basic, secondary and high schools where education had to be paid for.

ii. No source of income by parents/guardians (poverty)

Most people did not have adequate education as such they could not find decent jobs. The study revealed that very few of them were in permanent employment and a good number depended on well wishers. These people would rather think about how to put food on the table than send a child to school. According to Lungwangwa (2007) poverty is a barrier to learning and literacy for both children and adults. Experience in early years can shape the way children think, behave, respond and learn.

iii. Peer pressure

Some children drop out of school due to influence by their friends. In the case of boys, they abuse drugs, disrespect their teachers and parents. Eventually they lose interest in school. Girls also lose their concentration in school if they find themselves under peer influence. Other children end up being expelled due to various offences.

iv. Early marriages and pregnancies for girls;

Most parents/guardians choose to marry off their daughters at a tender age because of poverty. This brings some immediate income to the family through payment of marriage dowry by the groom or the groom's family. It also brings relief to the parents from the burden of looking after the girl. Most girl children end up with early pregnancies due to poor upkeep or other difficulties they face in their homes.

v. Broken marriages

Some children come from broken homes. This results into failure by most single parents to take the children to school. It also affects the children psychologically, leading to poor performance and eventually stopping school.

vi. Poor school performance

This forces other people to give up school. They feel that they are incapable of performing well and school is for those who are brilliant. Sometimes they blame the teacher for their poor performance. They decide to pursue other avenues where they think they could prosper.

vii. Few schools

The study revealed that there were only two Government Basic Schools and few inferior private schools and community schools against the total population of the Ng'ombe residential area. As such, many legible candidates could not find school places.

viii. Illiterate parents/guardians

This category of people was not interested in sending their children to school because they did not know how useful school was. They stated that they would rather keep their children and marry them off when they so wish. Their preoccupation is bearing children and keeping the generation growing.

ix. Lack of water in the area

This prompted the girl children to be pre-occupied with water drawing. Since most of them were orphans and were kept mostly by their grandparents who did not have enough energy to draw water, the girl children had to help. They could not comfortably attend their lessons at school especially at puberty if they had not taken a bath.

x. Negligence

Some parents/guardians were negligent. They would rather spend their money on beer and other pleasures than pay school fees for their children and dependants. Some parents chose to educate boy children while girl children were married off and left to suffer in their marriages. Sometimes marriages broke down and the girl child had nowhere to go.

xi. Cruel guardians

Some guardians were so cruel that they could not allow dependants to go to school. They chose to keep these dependants in their homes to perform various household chores.

xii. Over age due to late entry into school

This made some people feel shy to participate in education. They felt school was for people of a certain age, usually young ones.

xiii. Chronic illnesses

Some children nursed their sick parents and ended up losing school hours. When these parents eventually died, the family might be headed by a child and might have no means of raising money to take their siblings to school.

From the above list, the major problems identified which forced some children out of school in the Ng'ombe residential area were; being orphaned, poor parents and guardians, early marriages and early pregnancies and peer pressure.

CONCLUSION

Data from the field revealed that although there had been numerous official statements concerning literacy by the Zambian government, there was no consistent and coordinated policy on literacy. Without policy, the organization of such a programme cannot fully succeed. A policy document provides standard or uniform guidelines on the correct procedures to follow when executing specific activities in a given environment.

The study revealed that there were only two government basic schools against the whole population of the Ng'ombe residential area. Although there were private and community schools to supplement the two government schools, it is doubtful whether the type of education offered was of acceptable standard.

The two schools could not cater for the educational needs of both the young and adults in this area. The demand for literacy programmes was high. Not many of the people who required literacy education ended up being absorbed in the few existing centres. A greater number was unable to participate due to insufficient centres and other problems concerning the organization of the programme.

As already stated in the study, literacy empowers an individual in various ways. The people in the Ng'ombe residential area were disadvantaged since their literacy levels were low. This affected them in that they were unable to participate fully in the affairs of the nation. As individuals, most of them were wallowing in poverty and unable to send their children to school as well as improve themselves through literacy.

According to Berg (1966) the problem of adult illiteracy was receiving increased attention throughout the world. Nations were realising more and more that illiteracy reduced national wealth, resulted in social and cultural lag, weakened national security, and slowed technological progress. It bred suspicions and tensions, endangered democracy, and retarded world understanding and cooperation. Illiteracy was closely associated with the major human ills, such as poverty, disease, infant mortality and superstition.

In 2008, the above are reasons enough for the *Zambian* government to be serious with issues concerning literacy. Something should be done in order to raise the literacy levels of people in the Ng'ombe residential area.

RECOMMENDATIONS

The study was about the literacy levels of people between the ages of 15 and 45 in the Ng'ombe residential area of Lusaka Urban District. The findings of the study prompted the researcher to make the following propositions:

- i. The government through the Ministry of Education should come up with a policy on literacy. This will serve as a guide in what should be done to stem off escalating levels of poverty;
- ii. The Government should provide grants to institutions for the sole purpose of improving the performance of literacy programmes. The funds will among other activities, increase and expand access to effective literacy programmes;
- iii. Since it is the duty of every government to provide education to its citizens, the Zambian government in this case, should develop, produce and distribute relevant quality teaching and learning materials;
- iv. Members of the Ng'ombe community should be sensitized on the importance of participating in literacy programmes. Amongst the many effects of illiteracy cited in the study including poverty, ignorance and ill health can be very easily overcome through a programme of literacy;
- v. Members of the community should be prompted to participate in self-help activities designed to achieve specific results pertinent to literacy;
- vi. Individuals with sound administrative and professional qualifications should be tasked with the responsibility of running the literacy programme in the country; and

- vii. Water is life. The problem of water was cited as one of the factors affecting literacy levels especially for the girl child. Therefore, service providers (for example, Lusaka City Council) should provide this service to the Ng'ombe community to ease the lives of the residents.

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APPENDICES

- I. Tables
- II. Questionnaire
- III. Interview Guide 1
- IV. Interview Guide 2
- V. Interview Guide 3
- VI. Interview Guide 4
- VII. Research Budget
- VIII. Work Plan

APPENDIX I

(i) Literacy and Illiteracy Levels by Sex in Zambia, 1990.

	LITERATES	ILLITERATES
URBAN	72.9%	27.1%
RURAL	45.4%	56.6%
	LITERATES	ILLITERATES
MALE	62.7%	37.3%
FEMALE	50.1%	49.9%

Source: Central Statistical Office, 1990.

(ii) Illiteracy Levels by Province in Zambia, 1996.

PROVINCE	1996
Copperbelt	16.3%
Central	30.1%
Lusaka	14.5%
Southern	34.1%
Luapula	37.1%
Northern	39.4%
Eastern	54.3%
North Western	48.0%
Western	43.4%

Total average illiteracy rate: 35.2%

Source: Adult Education Association of Zambia.

APPENDIX II

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
POLICY STUDIES**

QUESTIONNAIRE FOR NG’OMBE RESIDENTS

I am a postgraduate student at the University of Zambia undertaking a Master of Education Degree in Educational Administration. I am carrying out a research on the Literacy levels of people between the ages of 15 and 45 years in Ng’ombe residential area of Lusaka Urban District.

You are kindly requested to participate in the research by responding to the questions raised in this questionnaire.

The information will be used for purely academic purposes and treated with the strictest confidentiality.

INSTRUCTIONS

Please answer the questions by putting a tick [√] in the box provided next to the answer of your choice by writing the answer in the spaces provided.

1 PERSONAL DATA

A	Sex:	
Male		[]
Female		[]
B	Age group	
15 – 20 years		[]
21 - 25 years		[]
26 – 30 years		[]
31 – 35 years		[]
36 – 40 years		[]

41 – 45 years []

C Marital status:

Married []

Single []

Divorcee []

Widowed []

D Number of children.....

2 How long have you lived in Ng’ombe residential area?

3 Are you in gainful employment? Yes [] No []

4 If “yes” what kind of employment?

.....

.....

.....

5 Have you ever attended school in your life? Yes [] No []

6 If “Yes” how far did you go in education?

A Grades 1 – 4 []

B Grades 5 – 7 []

C Grades 8 – 9 []

D Grades 10 – 12 []

E Tertiary (specify the qualification).....

.....

7 Do you think education is important? Yes [] No []

8 Give reasons for either of the answers chosen in 7 above.

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9 How many Government schools/educational institutions are in Ng’ombe residential area?

Primary schools	[]
Basic schools	[]
High schools	[]
Tertiary	[]
Other (specify).....	

.....

.....

10 How many privately owned schools/educational institutions are in Ng’ombe residential area?

Primary	[]
Basic schools	[]
High schools	[]
Tertiary	[]
Other (specify)	

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11 Name the owners of the privately owned schools/educational institutions in 10 above.

Name of school	Owner
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12 Are there people in your community who dropped out of school?

 Yes [] No []

13 If “Yes” what are the main reasons for dropping out of school?

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14 Are there literacy centres to cater for adults who dropped out of school due to
 various reasons? “Yes” [] No []

15 If “Yes” name the centres.

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16 Do you think these schools/educational centres are sufficient for the educational needs of people in Ng’ombe residential area?
Yes [] No []

17 Give reasons for either of your answers chosen in 16 above.

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18 Are fees charged by existing schools/educational centres affordable by most parents in Ng’ombe residential area? Yes [] No []

19 Do you agree that literacy levels in the Ng’ombe residential area are low?
Yes [] No []

20 Give reasons for either of the answers chosen in 19 above.

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21 If you think literacy levels are low in Ng’ombe residential area, what should

Government do in order to help the people of the Ng’ombe residential area improve literacy levels?

22 Do you have additional comments on the subject?

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END OF QUESTIONNAIRE
THANK YOU FOR SPARING YOUR TIME

APPENDIX III

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
POLICY STUDIES**

INTERVIEW GUIDE FOR THE AREA MEMBER OF PARLIAMENT AND THE WARD COUNCILLOR

I am a postgraduate student at the University of Zambia undertaking a Master of Education Degree in Educational Administration. I am carrying out a research on the Literacy levels of people between the ages of 15 and 45 years in Ng'ombe residential area of Lusaka Urban district.

You are kindly requested to participate in the research by responding to the questions raised in this interview.

The information will be used for purely academic purposes and treated with the strictest confidentiality.

- 1 Are you familiar with the operations of the schools/educational centres in your constituency?
- 2 Do you think the schools/educational centres in Ngo'mbe residential area are sufficient for the education needs of the people in Ng'ombe residential area?
- 3 What are members of the community doing in order to improve their literacy levels?
- 4 What should be the role of the community in trying to improve literacy levels of the people in Ng'ombe residential area?
- 5 What should Government do in order to help the people of Ng'ombe residential area fulfill their educational needs?

APPENDIX IV

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

INTERVIEW GUIDE FOR OFFICIALS FROM LUSAKA DISTRICT

EDUCATION BOARD (MoE)

I am a postgraduate student at the University of Zambia undertaking a Master of Education Degree in Educational Administration. I am carrying out a research on the Literacy levels of the people between the ages of 15 and 45 years in Ng'ombe residential area of Lusaka Urban district.

You are kindly requested to participate in the research by responding to the questions raised in this interview.

The information will be used for purely academic purposes and treated with the strictest confidentiality.

- 1 What is the educational history of the Ng'ombe residential area?
- 2 What is the Zambian Policy on literacy?
- 3 How many schools/educational centres are in Ng'ombe residential area?
- 4 Do you think these are sufficient for the education needs of all the people in Ng'ombe residential area?
- 5 Are there any officers from your district responsible for monitoring education standards in schools?
- 6 If Education Standards Officers are there, do they carry out regular monitoring of schools/educational centres to ensure that education standards are adhered to?
- 7 Are schools/educational centres well equipped with learning and teaching materials in order for teachers to teach effectively?
- 8 Justify the drop-out rate of learners in the Ng'ombe residential area in terms of numbers and percentages.
- 9 If those who drop out are many, what could be the major reasons for dropping out?
- 10 Are there literacy classes in Ng'ombe residential area to cater for drop-outs?

- 11 If literacy classes are available, are there enough and qualified teachers?
- 12 What kind of syllabus is followed?
- 13 If you think the schools/educational centres are not sufficient for the education needs of the people of Ng’ombe residential area, what should the Ministry of Education do to improve literacy levels of the people of the Ng’ombe residential area?

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- 14 How do literacy levels affect their daily lives?

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APPENDIX V

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
POLICY STUDIES**

**INTERVIEW GUIDE FOR OFFICIALS FROM THE MINISTRY OF
COMMUNITY DEVELOPMENT AND SOCIAL SERVICES**

I am a postgraduate student at the University of Zambia undertaking a Master of Education Degree in Educational Administration. I am carrying out a research on the Literacy levels of the people between the ages of 15 and 45 years in Ng'ombe residential area of Lusaka Urban District.

You are kindly requested to participate in the research by responding to the questions raised in this interview.

The information will be used for purely academic purposes and treated with the strictest confidentiality.

- 1 Is there a department in the Ministry of Community Development which deals with literacy?
- 2 If the department is there, what are the goals and objectives?
- 3 Which syllabus is followed in teaching literacy?
- 4 Which parts of Lusaka Urban District are literacy centres located?
- 5 Are there literacy centres in the Ng'ombe residential area under the Ministry of Community Development and Social Services?
- 6 Who qualifies to teach literacy?
- 7 Are there enough and qualified teachers in the literacy centres?
- 8 Which group is targeted to participate in the literacy programmes?
- 9 How has the response been by the participants?
- 10 How have the literacy programmes benefited the participants?
- 11 What prompted the Ministry of Community Development and Social Services to

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embark on literacy programmes?

- 12 Is the Ministry of Community Development and Social Services working in conjunction with other Ministries in the implementation of literacy programmes?

APPENDIX VI

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
POLICY STUDIES**

INTERVIEW GUIDE FOR THE CO-ORDINATOR OF NG'OMBE PROJECT

I am a postgraduate student at the University of Zambia undertaking a Master of Education Degree in Educational Administration. I am carrying out a research on the Literacy levels of the people between the ages of 15 and 45 years in Ng'ombe residential area of Lusaka Urban district.

You are kindly requested to participate in the research by responding to the questions raised in this interview.

The information will be used for purely academic purposes and treated with the strictest confidentiality.

- 1 What is the organizational structure of Ng'ombe Project?
- 2 Who owns the project?
- 3 When did the Project Start?
- 4 What are the objectives of the Project?
- 5 Explain the operations of the project?
- 6 Does Government recognize the Project?
- 7 Which group is targeted for this Project?
- 8 How many learners does the Project have?
- 9 How many men and women are enrolled and in what Grades?
- 10 Do learners attend lessons on regular basis?
- 11 How has the project assisted the participants?
- 12 Are there any problems faced by the Project in terms of its operations?
- 13 What advice would you give to the people of Ng'ombe residential area?
- 14 What should Government do to assist the Project?

APPENDIX VII

RESEARCH BUDGET

TYPE OF COST	DESCRIPTION/PRICE UNIT	TOTAL
COST		
Non-Personnel Costs		
<u>a Stationery</u>		
i. Pens	10 @ K1 500 each	K 15 000
ii. Pencils	10 @ K 500 each	K 5 000
iii. Erasers	10 @ K 500 each	K 5 000
iv. Papers	5 reams @ K30 000 each	K150 000
v. Flush Disk	1 @ K250 000	K250 000
vi Folders	10 @ K5 000 each	K 50 000
	SUB-TOTAL	K475 000
Personnel costs		
<u>b. Travel/Transport</u>		
i. Local Transport	K500 000 (Lump sum)	K 500 000
ii. Out of town	K800 000 (Lump sum)	K 800 000

WORK PLAN – 2006-2007

ACTIVITY	MONTHS													
	N	D	J	F	M	A	M	J	J	A	S	O	N	D
Selection of topic	→	→												
Submission of the research proposal			→	→										
Conducting interviews and administering questionnaires						→	→	→						
Data Presentation									→	→				
Data analysis											→	→		
Submission of draft report													→	
Submission of final research report														→