

The Role Played by the Neganega Literacy Programme and Local languages to the Development of Sustainable Adult Literacy Programming in Zambia

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Abstract

This article established the role played by the Neganega Literacy Programme and Local Languages to the development of sustainable adult literacy programming in Zambia. It was also an evaluation of the Neganega literacy programme in the southern province of Zambia. Data was collected from a total number of 51 respondents comprising People's Action Forum (PAF) administrators, students, graduates of the Neganega literacy programme and some members of the community. The researchers employed qualitative approach and the specific data collection strategies used were the interviews, focus group discussions and observation.

The instruments used were interview guide, focus group discussion guide and observation checklist with the support of tape and digital recorder. The findings of the study revealed that the Neganega literacy programme was meeting its aims, goals and objectives. The programme was teaching different skills such as literacy skills, income-generating initiatives, critical thinking and developing in the learners a sense of responsibility and a spirit of self-sustainability. The programme also conscientised learners and the community on various issues affecting their lives and suggested means of addressing those issues. It is generally recommended that such programmes needed to be supported and promoted by the government, non-governmental organizations and private individuals as they aid development in a country.

Background

The Neganega literacy programme was established to help improve the welfare of the people of Neganega in Mazabuka District. Its main aims were to develop functional literacy skills in the members of the Neganega community as a way of empowering them to be able to read literature that would support entrepreneurship among them. It principally needed to conscientise the local people of Mazabuka to realize that their development cannot be some abstract body's responsibility but their own; that rather than wait for government to decide what they needed, people should insist in being involved in the decision making processes for necessary redress of issues concerning their community welfare, PAF (2009:1). This programme was also designed to help facilitate the provision of basic education in the target communities and empower members of those communities to claim their human rights by strengthening the capacities of the target communities, managing sustainable development projects including the resolution of critical issues of concern within those communities, PAF (2009:2).

Historically, the Neganega literacy programme was established

in 1994 by People's Action Forum (PAF). It has been in operation for twenty three years now and it has so far reached over two thousand people in Mazabuka district alone. The catchment area for the programme included villages such as Namiloli, Manyonyo, Kachembele, Shamatuli, Rural Reconstruction Settlement (RR), Lumina, Holmes, Kapwepwe, Kaabo and Neganega central with other sub circles within and outside these villages. The programme targeted adult members of these communities in Mazabuka Districts. It is one of the initiatives introduced to help uplift the lives of the less privileged communities. During the time when the research took place, PAF programmes operated in three provinces of Zambia covering six districts and has a total number of 51 community groups country wide.

The Neganega literacy programme and its subsequent People's Action Forum is an indigenous non-profit and non-governmental organization based in Zambia specifically Lusaka. It was working with whole communities especially adults, women and children. It strived to build the capacity of rural communities through non-formal education.

People's Action Forum (PAF) was originally called 'The People Act Foundation'. Aware of the rising daily expressions of helplessness from the rural majority, the People Act Foundation was initiated by a group of social workers, educators, lawyers, bankers, health specialists, theologians and administrators. Originally, the name of the organization implied that the people themselves, the grassroots, would not sit and wait, but would take action to improve their lives. The name was later changed to People's Action Forum, in order to recognize the importance of community action for change (PAF, 2007).

The Neganega Literacy Programme (NLP) generally aimed at uplifting the lives of the local people in the target communities by imparting them with literacy skills covering different aspects of their daily lives. The programme offered literacy courses, income generation skills and entrepreneurship skills based on the assumption that the participants would use these skills in uplifting their lives. In

this programme, literacy is claimed to be taught in relation to civic education and democracy, cross cutting issues like HIV/AIDS and life skills such as agriculture, home management and fishing. The basic assumption for this initiative was to enable the graduate from the literacy programme to function more effectively in the relevant domains of life.

Statement of the Problem

The Neganega adult literacy programme started as an intervention mechanism to help improve the welfare of the people of Mazabuka in their daily lives. The situation which this programme wanted to address amongst community members included lack of participation by community members in decision making and in the affairs of their country, apathy in voting, lack of reading and writing skills, unfaithfulness in marriages, inadequate knowledge about HIV/AIDS, discrimination of HIV/AIDS infected persons and lacked an understanding of the role community cooperation played in development. Following this situation, aims, goals and objectives were set to resolve these challenges. However, since this programme started, there has been no formalized evaluation or any form of research to establish whether or not the aims, goals and objectives of the programme were being fulfilled. Hence, the need for this evaluative study. Stated as a question, the statement of the problem under investigation is: How did the Neganega literacy programme fared in developing literacy skills in the participants and in achieving its intended objectives as planned and how did the programme participants apply the skills learnt from the programme to uplift themselves and their respective communities?

Purpose

The purpose of the study was to establish whether or not, there were literacy skills which graduates of the Neganega literacy programme learnt and how those skills were being applied in uplifting their lives in their respective communities. Furthermore, it wanted to

ascertain the role played by the Neganega Literacy Programme and Local Languages in the development of sustainable adult literacy programming in Zambia.

Objectives of the Study

The research sought to achieve the following objectives:

- (i) To establish the literacy skills graduates learnt and displayed in the community to uplift their lives.
- (ii) To ascertain how the graduates and learners applied these literacy skills to uplift their lives.
- (iii) To establish the methods, teaching and learning material used for the Neganega literacy programme.
- (iv) To ascertain the qualifications learning facilitators had for teaching literacy skills.
- (v) To establish the conduciveness of learning environment for the learners.
- (vi) To ascertain the role played by the Neganega Literacy Programme and Local languages to the Development of Sustainable Adult Literacy Programmes in Zambia

Specific Research Questions

The study sought to answer six specific questions:

- (i) What were the aims, goals and objectives of the Neganega literacy programme?
- (ii) What literacy skills did the graduates learn from the programme?
- (iii) How did the graduates apply these skills to uplift their lives for survival?
- (iv) What were the teaching methods, teaching and learning materials used for this literacy programme?
- (v) What qualifications did the learning facilitators have for

teaching literacy skills?

- (vi) What was the nature of learning environment for the programme?
- (vii) What role did the Neganega Literacy Programme and Local languages play in Development of Sustainable Adult Literacy Programmes in Zambia?

Significance of the Study

The findings of this study may be used by policy makers to reformulate adult literacy programmes as the study provided important information or new knowledge to the society on what literacy skills need to be taught to adults and how best to handle and evaluate adult literacy programmes. It is very useful as it could help People's Action Forum to reflect on their role in the provision of adult literacy programmes and decide on how best they can improve their own programmes. The community and the government may also benefit because they will reflect and learn on how best to improve similar programmes in their communities and country as a whole.

Research Design

Sim and Wright (2000) defined a research design as an overall plan and structure of a piece of research. This view is also supported by Yin (1994: 19) who indicated that a research design is “an action plan for getting you from one point to another.” The research design used in this study was case study under qualitative approach as data was collected through face to face interviews, focus group discussion and observation strategies. Shank (2002: 5) defined qualitative research as “a form of systematic empirical inquiry into meaning”. In this case, by systematic he means the process of research must be planned and ordered by following the rules agreed upon by members of the qualitative research community.

By empirical, he means that this type of inquiry is grounded in the world of experience. Denzin and Lincoln (2000:3) indicated that “qualitative research involves an interpretive and naturalistic approach: This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them”. They further indicate that it involves mainly interactive techniques such as interviews, observation and discussions, hence, the choice for this research design.

Study Population

Best and Kahn (2006:13) defined a population as “any group of individuals that has one or more characteristics in common and that are of interest to the researcher”. These researchers suggested that a target population is a specific group of entities necessary for a particular project. In this study, the target population was all those who were enrolled on the Neganega literacy programme, the graduates, administrators, community members and learning facilitators found in the catchment area at the time of the study.

Sample size

Best and Kahn (2006:20) indicated that “Samples of 30 or more are usually considered large samples and those with fewer than 30 are small samples”. Cohen, Manion and Morrison (2007:100) also indicated that “a sample size of 30 is held by many to be a minimum number of cases if researchers plan to use some form of statistical analysis on their data” In this study, fifty-one subjects were involved selected from the population. Ten of these were graduates of the Neganega literacy programme, ten were students still on the programme, eight were facilitators, nine were administrators and fourteen were community members for triangulation of data collection purposes. The justification for having a sample size of fifty-one was that firstly, during interviews with the study subjects, a good number of respondents were giving the same answers to a number of research questions. Secondly, the target population or the

nature of the programme under study did not have a lot of people deeply involved in the programme and lastly, the time data was being collected was a critical period as the subjects of the study were busy with their daily routine works like farming, hunting and looking for different basic needs making themselves very difficult to access.

Sampling Procedure

Random and purposive sampling was used to select the participants. Simple random sampling was used to as a basic sampling technique where the researcher selected a group of respondents (students that were on the programme) for study from a larger group. In this research, each individual was chosen entirely by chance and each member of the population had an equal chance of being included in the sample. Purposive sampling specifically snowballing was used to select facilitators and graduates of the programme as one respondent led to others. Cohen, Manion and Morrison (2007:116) stated that “In snowball sampling, researchers identify small number of individuals who have characteristics in which they are interested. These people are then used as informants to identify, or put the researchers in touch with, others who qualify for inclusion and these, in turn, identify yet others – hence the term snowball sampling”. Purposive sampling on the other hand is “a feature of qualitative research where researchers handpick the respondents to be included in the sample on the basis of their judgment of the typicality or possession of the particular characteristics being sought”, (Cohen, Manion and Morrison, 2007:114). In this study, purposive sampling was also used to select administrators who were directly involved in the management and planning of the programme.

Data Collection Techniques

Field data was collected in a space of two and half months using the following techniques:

Observation

This study employed the observation technique particularly ‘disclosed observation’ as the researcher was with participants on the programme watching exactly what they were doing. Coolican (2009:123) indicated that “observational method involves watching and being with the people. Disclosed observation is where people know exactly what the observer is doing”. This technique was used to observe programme participants and graduates in the community practically applying the skills learnt on the programme.

Interviews

Coolican (2009:150) indicated that “Interview method involves asking people direct questions”. This study conducted face to face interviews with the sampled group of the population where the researcher asked specific questions to the subjects of the study. In this case graduates, learners, community members, facilitators and administrators were interviewed with a different set but similar set of questions with regard to the content learners were exposed to in relation to the aims, goals and objectives of the programme and the outcomes of the training programmes.

Focus Group Discussions

This study employed focus group discussions where the researcher conducted three focus group discussions about the Neganega Literacy Programme with regard to how and what they learnt, how the programme was perceived in the society and other questions about the programme. Wimmer and Dominic (1987:151) explained that:

Focus groups or group interviewing is a research strategy for understanding audience/consumer attitudes and behavior. From 6 to 12 people are interviewed simultaneously with the moderator leading the respondents in a relatively free discussion

about the focal topic.

Two of the interviewed groups comprised graduates and learners of the programme and the third group comprised managers and administrators.

Documents Review

Tesch (1990) observed that document review is a good method of collecting secondary data when answering research questions. It provides a useful check on information that is in existence already relating to the study. For this study, many documents were collected and reviewed from PAF. Data was collected from these documents answering questions concerned with aims, goals and objectives of the programme.

These techniques listed above ensured that triangulation data collection strategy was employed which according to Yin (1994) is used to validate the collected data. This view is also supported by Patton (1990) who indicated that using the triangulation method of data collection entails that multiple sources of information are sought and used because there is no single source of information that can be trusted to provide a comprehensive perspective of the information collected on a particular research project.

Data Collection Instruments

Observation Checklist was used to countercheck literacy skills learnt by providing a list of items from the aims, goals and objectives of the programme for them to tick with justification. Individual and group interview guides were also used to guide the researcher on specific issues under consideration. Recording instruments (Tape recorder and digital Recorder) were used to record the interviews and these were re-analyzed both during the data collection process and later after the field work.

Data Analysis

Ader (2008:333) described research data analysis as “a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making”. These views are further supported by Lewis and Michael (1995) who noted that data analysis is done in a variety of ways depending on the instruments used to collect data and how the researcher want the information to be presented. Data collected in this study was analysed using thematic analysis. Determination in terms of statistical participation of genders, marital status and age was done using Microsoft word excel 2007.

Limitations

Use of planners and implementers was seen to be a challenge as they might not have given the correct data. However, the triangulation strategy mitigated this challenge. The use of different data sources like graduates who were not bound to the programme was another way of mitigating this challenge.

Research Findings

Findings on Aims, Goals and Objectives of the programme

The findings of this study were presented with respect to research objectives and subsequently research questions. The first specific question wanted to establish the aims, goals and objectives of the Neganega Literacy programme. The objectives were derived from the goals which were also extracted from the aims of the programme which were presented as follows:

- (a) To help local people realize that their development cannot be some abstract body's responsibility but their own; that rather than wait for government to decide what they need, people should insist in being involved in the decision making processes for necessary redress of issues concerning their community welfare.
- (b) To impart different literacy skills in the learners for survival and income generation in order to uplift themselves and their respective communities.
- (c) To empower members of the target communities to strengthen their capacities in managing sustainable development projects by advocating for the resolution of critical issues of concern like HIV/AIDS and unfaithfulness in marriages within the walls of these communities through cooperation and non-formal education.
- (d) To conscientise communities on women empowerment, democracy and involvement in decision making processes.
- (e) To empower rural members of the target communities with literacy skills to claim their human rights, improve their livelihoods and strengthen their economies.
- (f) To help in the provision of basic education for both children and adults to improve their social welfare.

Findings on Skills Learnt and how they were applied in the society

It was noted that the programme was teaching different skills which in turn the graduates were applying in the society to uplift both their lives and that of the community. These skills included reading, writing, growing mushroom, agriculture, carpentry, growing of moringa tree herbal medicine, basket weaving, poultry and animal keeping, making stands for drying up vegetables, peanut butter making, jam making, Sausage making, door mats, table cloths, tie and dye, trays and reed mats, pump mending, making concrete blocks and building toilets. These skills were being applied by participants by making different products for the market such as

peanut butter making skills as shown in the figures 1 below.



Figure 1A: Peanut Butter making machine Figure 1B: Peanut Butter ready for sale

The findings showed that participants were taught these skills in circles and learners manifested them in the community by making different products for themselves as well as for sale within and outside their immediate communities. Some respondents had confirmed that; *“they teach us how to make peanut butter, sausages and jam in reflect circles and in other reflective circles, they teach them other skills in addition to these as long as that community request those skills”*. This view was supported by Freire (1972) who noted that reflect circles help communities to reflect on a number of ideas that would help them develop by sitting together in a circle. Figure 2 below shows sausage making skill and how students applied this skill in uplifting people’s lives in the community.



Figure 2A: Filler Making Sausages



Figure 2B: Packaging and labeling Sausages

Respondents from different reflect circles noted that sausage making skill was one of the most applied skill in the targeted communities. Among these respondents, others had this to say:

Many circles teach and discuss this skill and people are seen making sausages even teaching those other people who are not even in the programme. This shows that the process is easy to learn and anyone can do it as long as they want to learn how to make sausages and now if you go at that market there, you will find plenty of these products just waiting for customers. Most of them came from this programme and people are serious with this thing.

Rearing animals was another skill that was taught as reported by one of the respondent in the following; *“Before I joined this programme, I used to keep chickens but not in an organized manner like this. They have taught me how to keep chickens and cut them nicely and then package them for sale. This never happened sometime back”*. Figure 3 below is a reflection of some the skills to do with animal and chicken keeping and how they were being packaged after slaughtering.



Figure 3: Goat keeping

Chicken Keeping

Packaging for market

Goat and keeping were amongst the skills taught on the programme and which the learners were applying to help uplift their lives in the community. Another respondents said “we discuss how to keep

chickens and animals well. Like planning to feed them, treating them when they are infected and how to take them for slaughtering”. Figure 4 below shows a variety of skills taught in the programme including reading and writing, making stands, carpentry, and agriculture.



Reading and writing



making stand



carpentry



agriculture

These were amongst the skills taught and how they were applied by graduates and learners in the community from the Neganega literacy programme.

Findings on student’s application of skills revealed that many participants in the programme were involved in the active production of products as a result of the skills learnt from this programme. They made different kinds of products including baskets, peanut butter, sausages, Moringa powder, jam, table cloths and door mats. Samples of the products made by student from the Neganega literacy programme which were showcased at the international literacy day are shown in figure 5 below.



Figure 5: Products: Sausages, jam, baskets, door mats, table cloths and others.

The study also reviewed that there was training of business skills in the learners alongside other skills. The business oriented skills were for the students to sell the products that they made. In other words, student were expected to take up the initiative of marketing their own products to the clients both locally and externally. This explains why students were taught a variety of skills: income generating ventures, marketing skills, information processing and raising critical awareness in the learners. These skills further suggested that learners and graduates of the Neganega literacy programme were at liberty to positively uplift and change their lives as the skills taught made participants pre-occupied in the society with a variety of activities from the programme.

The programme further taught mushroom growing skills especially in dry season when the community expected them least. This skill was taught to students in selected reflect circles around Neganega area so that students could utilize them to uplift their lives. While some students appreciated and applied this skill, other students felt that the mushroom growing skill was quiet challenging as it had many steps to take. Some of the respondents reported that:

Mushroom growing is good but it takes a long time and tiring. You need to buy some seeds, build a house specifically for mushrooms, cover it with black plastics mainly inside so that there is a limited temperature, Boil glass in a big pot or drum to kill bacteria in them and make glass thatched ball like shape out of them and hang them inside the house so that they do not touch the ground to avoid entrance of some bacteria and other worms from the ground It is a long process and you need to be strong and strategic.

While mushroom growing was one of the skills taught, few learners applied this skill because of the process that was involved which to them was quite expensive. The decision to apply this skill mainly depended on the commitment of the students but it was a skill available for positively changing people's lives.

Teaching Methods and the Materials used

The Neganega Literacy programme used a number of methods for teaching different skills on the programme. These methods varied depending on the skill to be taught at a particular time. For example, the following methods were used to teach reading and writing skills in the local language: The Analytic Method (Whole Book or whole Language Methods), Synthetic Method (Alphabet, Phonic, Syllabic method) and Constructivist method. Other skills were taught using participatory method, observation method and the pictorial method. The tree method and the Freirian reflect circle method was used in the teaching and learning of certain skills. The use of each of these methods depended on the subject matter under consideration. For example, the STAR method was used when teaching or discussing aids related matters whereas the tree method was mainly used when discussing major challenges of the society.

The learning and teaching materials used varied depending on the subject matter and the theme under consideration. Several respondents explained that:

Most teaching and learning materials here are provided by People's Action Forum through the min resource center which they hoped to make it a library in the near future. Although these materials like books, manila charts, pictures and rulers are not enough to address the needs and aspirations of the whole programme, they help us facilitators to start from somewhere.

Other skills were taught using demonstrations with typical physical instruments and machines at the teaching site. Some machines and instruments belonged to people's action forum while others were owned by individuals in some villages. Learning and teaching materials were not enough to adequately cover all the skills taught on the programme.

Qualifications of Learning Facilitators.

The qualifications of the learning facilitators were based on specific skills under consideration. There was no specific credentials per se that qualified an individual to become a facilitator. However, some of the most common aspects that facilitators were expected to exhibit were that they were supposed to be based within the community where this programme was to be implemented. Learning facilitators for certain skills were also expected to be more knowledgeable than the students so they could guide the learners well. The programme also had a provision for external facilitators to come once in a while to help teach specific skills.

For conventional reading and writing skills, facilitators were expected to know how to read and write in the immediate language of the community and preferably even the official language, English. Facilitators also needed to volunteer to work in such groups with or without payment. After they met these conditions, management took the selected volunteers (incoming learning facilitators) for training first before they were exposed to literacy classes. After this training, they were allowed to teach or handle adult literacy classes. They were also expected to meet every month to discuss and share certain ideas, challenges and any other shortcomings on the programme.

Nature of Learning Environments

Findings on the learning environment indicated that different skills were taught under different environments. Some circles which were located near a schools were using those schools to learn certain skills. This was the best environment for conventional literacy skills such as reading and writing which required certain materials such as a black board, chalk and charts to teach for everyone to see.

Most of the reflect circle classes were taking place outside the building and most of them under a tree where various skills were taught. Learning under a tree for some skills was very good to some learners though others did not like being seen by everyone passing through the roads nearby. This was a destruction for some students. This environment made almost all men who were initially part of the programme pull out as they did not want to be seen by everybody that they were learning to read and write or other literacy skills available for discussion. Echoing on learning environment as a draw back in the programme, one of the respondents said that:

Early years of the programme was dominated by men with limited women but now its women with a few or no men in some circles. The major challenge or factor for their draw back has been the learning environment as men do not want to be seen by every passerby under a tree that they are ignorant in reading or writing or even in other skills.

The factor of the learning environment also led to absenteeism amongst some participants in the programme. Learning environments also lacked proper toilets, libraries for reference purposes, stools or chairs for both learners and teachers, writing pads, pens and proper boards where to write or discuss skills under consideration.

Findings on Empowerment of Learners

The study revealed that there was training which specifically encouraged learners to be actively involved in community affairs, decision making like voting, and to reclaim their rights in the society. They were taught to stand up and fight for justice where it was due. Some respondents had this to say “....*we discuss to negotiate for safer sex with our partners especially if we know they have multiple partners due to the existence of many diseases especially HIV and AIDS. Even in social issues we sometimes rise up to discuss and claim for the right thing to do*”. It was further indicated that the participants of this programme with the help of the community were able to stand up for their rights and request the government to build a clinic near them which previously never used to be the case as the people used to move long distances to seek medical attention whenever they were unwell. Through conscientisation and sensitization campaigns on the need for the people in the community to stand up and fight for their right, participants on the programme had to mobilize themselves to address such community challenges.

In response to the question posed by the researcher on whether or not the programme **was** a success, one of the respondents confirmed that:

...for a concerned citizen, the difference between success and failure is the ability to adapt to your environment. Adapting to your environment means accessing basic needs by all means necessary. We do not care what others think or say about this programme but what we want are the results and the results of this programme are on the market. On whether this programme is a success or failure, the answers lie in the consumers of our products.

The role played by the Neganega Literacy Programme and Local Languages to the development of sustainable adult literacy programmes in Zambia

A good number of respondents on this objective indicated that the language used when teaching and interacting with the people was mainly Tonga. Nyanja was rarely used due to its proximity to Kafue town. Some of the respondents interacted with had this to say:

Here the people use Tonga when talking to each other in the community. All the meetings that are called in the community they use Tonga. Very few people and occasionally use Nyanja because is close to Kafue. When the visitors from Lusaka come, Nyanja and English language are the main languages used. The good thing is that the local people and the adult learners do understand Nyanja as well.

Tonga and Nyanja played a significant role on this programme as they were tools used for massive communication and community mobilisation. The languages also served as medium of instruction in literacy classes on the Neganega Literacy Programme of Mazabuka.

The respondents on this objective further noted that the Neganega literacy programme helped several adults who were just focusing on farming but that time, shift their positions to balance farming and small business enterprises with the knowledge learnt from the programme in that community.

Conclusion and recommendations

From the presentation of findings, it was clear that the role played by the Neganega Literacy Programme and Local Languages to the development of sustainable adult literacy programming in Neganega were paramount for the local people. While local languages were tools for massive communication and mobilization with the local people, the Neganega literacy programme equally helped the local

people for income generating activities. This study reported that the Neganega literacy programme was also meeting its aims, goals and objectives as planned. It was also noted that the programme was teaching various skills to programme participants and these skills were in turn used by graduates and other members of the community by making products for themselves and for sell to uplift their lives. Teaching and learning facilitators used a variety of teaching methods depending on the skill under consideration. It was also noted that there was limited materials to use in the learning and teaching process of certain skills. Qualifications for learning facilitators were very flexible to allow the local people to take over and lead themselves. The programme also empowered learners to claim their human rights in addressing issues of concern affecting them and their respective communities.

The study recommended that the government of the republic of Zambia should formulate and develop adequate and practical literacy policy for the country so that it can provide the principles and guidelines on the provision of any literacy and entrepreneurship programmes in the country. It was also recommended that different stake holders; individuals, Non-Governmental Organizations and the government itself should develop implementable activity plans for the expansion of literacy programmes country wide. There was need to initiate adult literacy classes like the case of Neganega in the different parts of the country so that literacy providers can impart and prepare its children, youths and senior citizens with skills to sustain themselves and their respective families. It was also recommended that the Neganega literacy programme needed more funding from the government, Non-Governmental Organizations (NGOs), individuals and well-wishers so that it can expand its operations and address some of the challenges being met such as inadequate teaching and learning materials, external motivation for learning facilitators and operation space. It was recommended that learning

facilitators were expected to be put on pay role by government adult education department as they are actively serving the nation with developmental programmes. It was also recommended that the government wing in the Ministry of Education responsible for teacher education should consider offering sponsorship to both trained and untrained volunteer teachers towards professional development for adult literacy learning facilitators. This will further encourage many community members to be actively involved in such programmes.

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